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ABSTRACT

This report summarizes findings from a study concerned with Arizona school safety. The survey component highlights safety-related policy information across 300 schools; the interview component highlights school-safety perceptions of 64 staff across 16 schools. Various policies and programs that respond to internal and external threats to school safety include visitor sign-ins, printed codes of conduct for students and parents to increase awareness pertaining to discipline, and education in prevention and behavior modification intervention. Survey respondents had concerns about their inability to prevent the influence of community factors on school safety such as the relationship between domestic abuse and negative family reinforcements and subsequent student bullying; the effect of parental attitudes, such as apathy, on student attitudes and subsequent behavior; and the negative impact of community crime on student violence. However, respondents also recognized that there is more that they can do, such as teaching conflict resolution and peer mediation; improving collaboration with agencies such as law enforcement, Child Protective Services, and health services; and increasing communication, enforcing discipline consistently, and strengthening leadership at various staff levels to promote discipline efforts. Appendices contain the school-safety survey, interview sample matrix, table of interviewees, and interview protocols. (RT)

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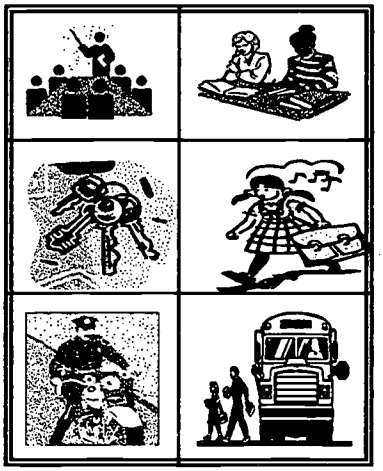
School Safety Study: Phase I (ARS 15-231.03)



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The Research and Policy Division (R&P) is a nonpartisan research arm of the Arizona Department of Education whose mission consists of three major components. First, we are committed to supporting local school districts and charter schools. The R&P division engages in aggressive outreach in order to incorporate local inputs into all of our work. Our goal is to develop a research infrastructure to allow for a proactive approach to researching important educational issues. Second, we endeavor to establish a productive dialogue with policy makers at all levels. Third, we are dedicated to producing quality research. R&P is responsible for conducting various program evaluations and independent research studies, and completing mandated reports such as the *School Safety Study*.

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School Safety Study (ARS 15-231.03)

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Executive Summary

Executive Summary

"Responsibility is one-third teachers, one-third the parents, and one-third the students. You have got to have those three work with each other".
--Arizona teacher.

The School Safety Study resulted from one of the recommendations put forward by the Safety Answers for Education (SAFE) Commission in 2000. The Research and Policy Division (R&P), Arizona Department of Education, has completed Phase I of the study on School Safety, and the purpose of this report is to present the findings of the study.

This report summarizes findings from the interview and survey components of the study. The survey component highlights safety-related policy information across 300 schools. The interview component highlights school safety perceptions of 64 staff across 16 schools, and provides numerous candid and insightful quotes on school safety issues from teachers, principals, counselors, and school resource officers, amongst others.

School safety is a very complex issue. In order to address school safety it is critical to understand the context in which schools reside. Schools face several challenges internal to the school system with respect to school safety, like conflicts between students and student discipline. However, there are many external community influences that also impact school safety, such as crime or gang activities in the community and physical abuse or parental apathy at home. These external factors originate outside of the school but penetrate school environments via students. In this context, schools can effectively *react* to unsafe behaviors on the school premises, but are limited in their ability to *prevent* community factors from threatening school safety.

It becomes clear from the 300 surveys that schools have various programs and policies in place to respond to internal and some of the external threats to school safety.

Physical Threats

- ✓ In order to monitor access to schools, almost all schools (98%) require visitor sign-ins, 76% of the schools close the campus for most students during lunch, and almost 50% of the schools control access to classrooms and school buildings during school hours and post trespassing laws on school premises.

Discipline

- ✓ Almost all schools (97%) provide their students and parents with printed codes of conduct to increase awareness pertaining to discipline. About 90% of the schools have zero tolerance policies pertaining to violence, fighting, weapons, firearms, and substance abuse. More than 70% of the schools provide teachers with training on classroom management in order to provide them with skills to control student behavior.

Education

- ✓ Schools also educate students and staff on ways of preventing or avoiding unsafe situations within the school. More than 90% of the schools educate students in prevention, and more than 80% of the schools partake in behavior modification

intervention for students. Almost 30% of schools train teachers to recognize early warning signs of potentially violent students.

The challenge that schools face appears when community influences diverge from the school's efforts on safety.

The 64 one-on-one interviews provide significant insight into some of the more subtle factors that affect school safety. Respondents share concerns regarding their inability to prevent the influence of community factors on school safety. Following are some examples.

- The relationship between domestic abuse and negative family reinforcements and subsequent student bullying, harassment, and intimidation is highlighted by 33% of the respondents.

  According to a principal "*I personally believe that if the student's experience in their past has been one where they possibly would have been bullied, threatened, intimidated, either within their family or their home, then that's just going to come with them. I think that transcends genders, races, and economic backgrounds*".
- The effect of parental attitudes, such as apathy, on student attitudes and subsequent student behavior is pointed out by 72% of the respondents.

  In the words of a teacher "*I have personally interacted with a large number of parents and they ask why would you want to do better than I've done? What makes you think that you can do better than I did? And when you have that kind of a pervasive feeling it's hard to work with those kids. So our changes have to come within our classrooms. They have to come from within our hearts...*".
- 59% of the respondents point out the negative impact of community crime, such as homicide, on student violence.

  In the words of a teacher "*...the father ran down the hall shot the mother and shot himself and the kid was in the room right there and saw him. I've seen what it's done to the kid, it just destroys a kid*".

Although schools face significant challenges from community influences that negatively impact school safety, they do recognize that there is more that they can do.

- Many of the interview respondents (89%) express a need for educating students in conflict resolution and peer mediation in order to equip them with the skills to settle conflicts peacefully.

  In the words of a principal "*I would say there are some perceptions that the climate needs to improve in terms of dealing with conflict resolution. Our kids have a hard time resolving conflicts through verbal means, so there are other means that they choose to do that with, and that is an issue in general*".
- 50% of the respondents perceive a need for better collaboration with agencies like law enforcement, Child Protective Services, and health services in order to provide students with protective services when the need arises and also for ongoing prevention efforts.

According to a principal "*I would like to see a situation where, especially in isolated areas, we can combine medical and social services and all of those kind of things. All within the district in one area where the community is able to get that kind of help. And then I think you'd be able to have a much more united impact in working with a lot of the problems that are out there*".

- 90% of the respondents voice the need for increasing communication, enforcing discipline consistently, and leadership at various staff levels in order to promote continued discipline efforts across schools.

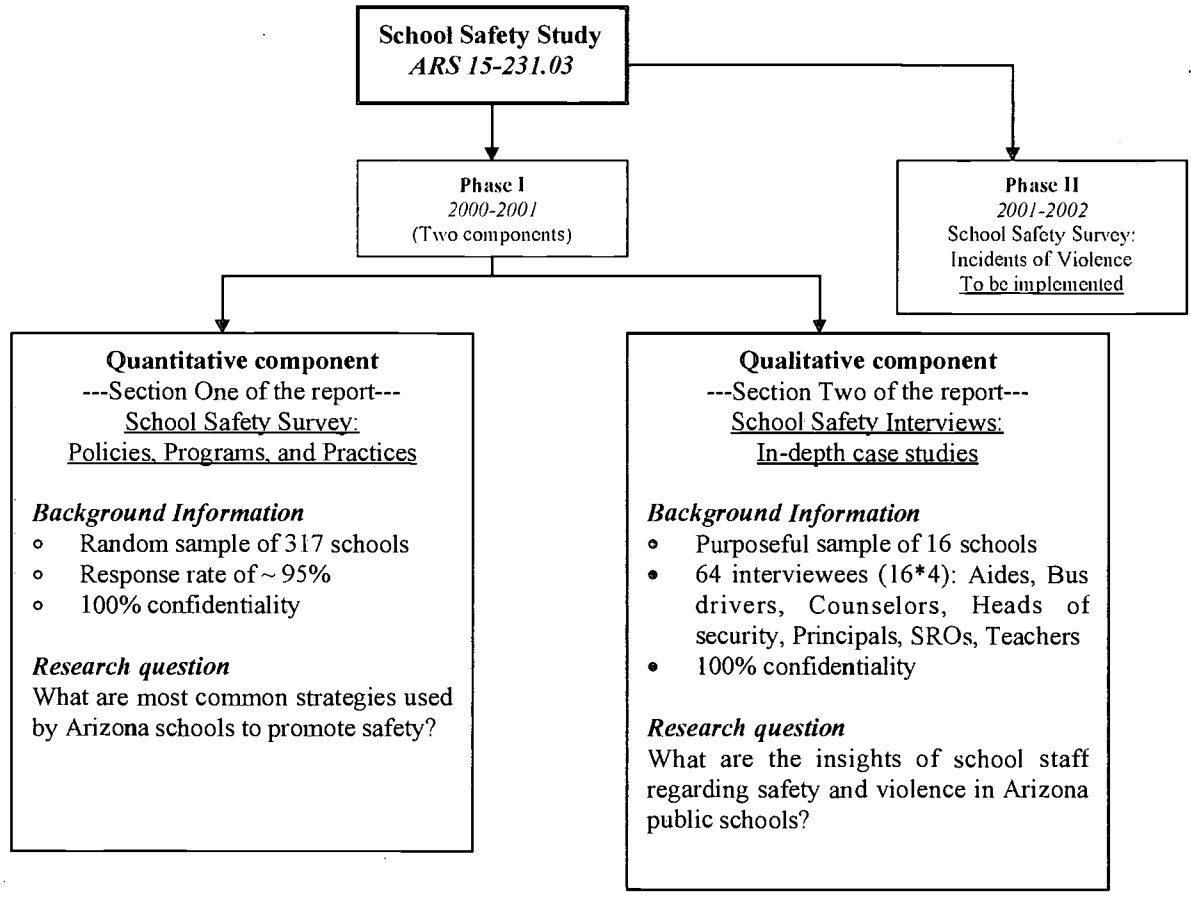
  According to a principal "*the key is not only having your rules and regulations written out. The real key is consistent and fair enforcement for all kids. You need the support of your upper-level administrators at the district office and your school boards, you need cooperation of the various agencies in your community, with the police and with your court system, and the support of your community. Then you're going to be successful*".

Schools can be successful in promoting safety only by fully understanding what is under their control and what is not within their complete range of control, such as the influence of community on school safety. This is not always easy given the complexity of school safety. However, once schools make this distinction, they are equipped with information they can use to make inroads into communities and collaborate with them.

Phase I constitutes one half of the School Safety Study. Phase II of this study will be conducted in 2001-02 and will provide a detailed discussion of students' views on school safety. The relationship between the views of staff and students on school safety will be highlighted. Additionally, links will be drawn between incidents of violence and school based programs, policies, and practices designed to prevent or reduce these incidents. Integrating the two phases of the study in this way will lead to policy recommendations for school safety in Arizona public schools.

Study Framework

School Safety Study: Phase I



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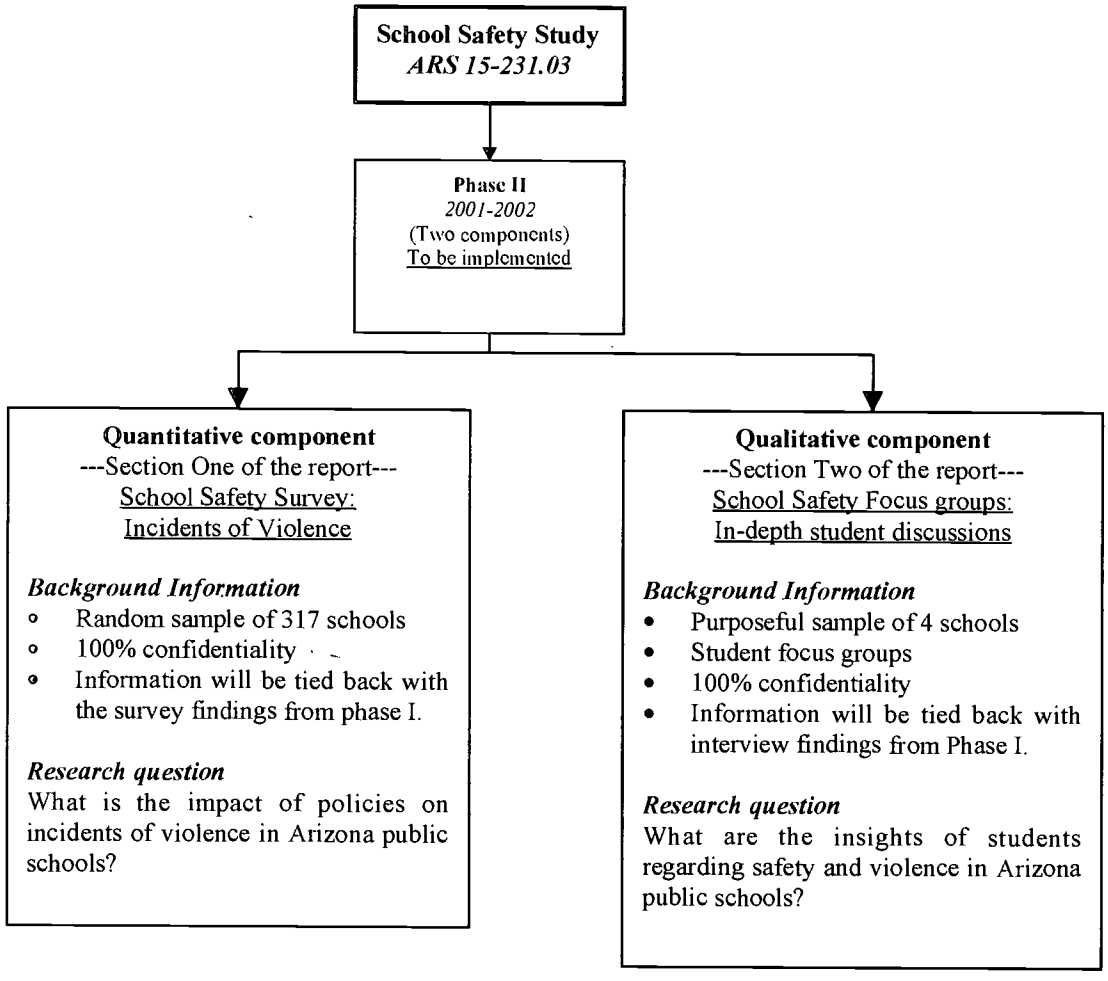
School Safety Study: Phase II



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Background

1. Background

The School Safety Study resulted from one of the recommendations put forward by the Safety Answers for Education (SAFE) Commission in 2000. The Commission was created in May 1999 in order to establish a non-legislative working group "to examine the numerous issues surrounding strategies for reducing the risk of violence on school campuses across the state".

Pursuant to ARS 15-231.03 the Arizona Department of Education is required to create a study focused solely on safety issues in public schools. The Research and Policy Division (R&P), Arizona Department of Education, has completed Phase I of the study on School Safety and the purpose of this report is to present the findings of the study.

2. Organization of the study

This study is being conducted in two phases.

- **Phase I** was conducted in 2000-01. This phase has two components.

  (i) The first component comprises a survey of schools on their policies and programs regarding school safety.
  School Safety Survey: Policies, Programs, and Practices. The random sample for this survey consists of 317 schools, and the data gathered will be kept strictly confidential.

  (ii) The second component includes in-depth interviews on issues related to school safety.
  School Safety Interviews: In-depth case studies. These in-depth interviews were conducted in 16 schools with various school personnel (64 total) in order to capture a wide spectrum of issues pertaining to school safety. This data will also be kept confidential.

- **Phase II** will be conducted in 2001-02 and will include a survey of incidents of school violence.
  School Safety Survey: Incidents of Violence. The random sample for this survey will consist of the same 317 schools as the policy survey in Phase I.

3. Methodology

The Research and Policy Division adapted the **S**chool **S**urvey **O**n **C**rime and **S**afety (SSOCS), a national survey from the National Center for Education Statistics, U.S. Department of Education to develop the School Safety Survey. Adapting the national survey will allow for meaningful comparisons between Arizona and national results.

The Research and Policy Division adapted the interview protocols for the in-depth interviews from the National Study of Delinquency Prevention in Schools, U.S. Department of Education.

The survey instrument on policy and the interview protocols (Phase I) were finalized by the end of October 2000. The instruments were shared with school-level representatives before the final drafts were approved.

The School Safety Survey: Policies, Programs, and Practices (Appendix 1) were mailed to the 317 schools by the end of November 2000 and were received by ADE by the end of February 2001.

The School Safety Interviews: In-depth case studies were conducted between December 2000 and February 2001.

Preparing the schools

Staff members at R&P shared the initial research design with representatives from districts and schools across the state. Involving schools in the planning process provided some very crucial insights for the study. Their suggestions were used to strengthen the survey and the interview protocols.

Schools will also be involved in developing Phase II of this study.

Sample Design

Survey component

A sample of 317 (traditional and charter) schools for the survey component was generated using the following steps:

$$S = (\chi^2 NP(1-P)) \div (d^2 (N-1) + \chi^2 P(1-P))$$

N = Population = 1808
P = Probability = 0.50
d = Degree of accuracy = 0.05
χ^2 based on 0.95 Confidence interval = 3.841

$S = (3.841 * 1808*0.50 (1-0.50)) \div (0.05^2 (1808-1) + 3.841 * 0.50 (1-0.50))$
Sample = S = 317

SPSS was then used to generate the 317 sample schools using its random generation feature.

Interview component

1. The matrix included in Appendix 2 was used to determine the 16 schools that were interviewed. Note that these 16 schools were part of the 317 schools that were randomly selected for the survey component.

2. Based on the schools' staff lists the interviewees listed in Appendix 3 were interviewed in the 16 schools. Details on the interview protocol can be found in Appendix 4.

4. Analysis

Once the strategy for analysis was established, the Statistical Package for Social Sciences (SPSS) was used to input and analyze the survey information. N5, the latest version of the NUD*IST (Analysis of Non-numerical Unstructured Data by Indexing Searching and Theorizing) software for qualitative data analysis, was used to code and analyze the interviews.

5. Importance of this study

This study is the first of its kind to be conducted by the Arizona Department of Education. One significant aspect of the study is that it was based on a random sample of public schools in Arizona, as opposed to the "census" model of research traditionally used. This allows for anonymity and possibly more accurate responses.
This methodology also helps reduce time and resources spent on the project. The process of random sampling is useful because each and every school does not have to be contacted for every study, rather different sample of schools can be used for different studies, allowing schools more time for conducting their routine activities.

Another significant aspect of the study is that information from the interviews has been kept confidential. This has been done with the aim of gathering accurate and reliable information for policy discussions.

The study is of even greater significance because it has been designed to be consistent with a national study. This will help in making meaningful comparisons of school safety issues that exist in Arizona with respect to the nation as a whole.

Given the nature of interview-based qualitative studies, the interview component of this study is not "representative" of school safety issues in the public schools of Arizona. However, it does provide a broad overview of the situation that can assist in meaningful policy discussion. It also helps in substantiating and scientifically documenting anecdotal evidence that has existed to this point.

6. Caveats in the study

Note that the interview component is a summation of interviewee perceptions and the study needs to be understood in that light. What this implies is that an interviewee's perception on any issue in the study is just that—a perception. As can be noted from the table below, while the perception of the interviewee might be accurate (cells a and d) it might also include inaccurate perceptions (cells b and c). What this also implies is that when any incident is mentioned for a school it is because individuals in those schools chose to discuss it. It is possible that other schools have similar incidents but the interviewees chose not to discuss it.

	Incident perceived as existing	Incident perceived as not existing
Incident exists	a	b
Incident does not exist	c	d

This study did not include perceptions of parents and students due to time constraints. Another factor that contributed towards this decision was that interviewing students is a very detailed process due to confidentiality reasons and needs to be conducted with caution. The second phase of the study might include the student component.

Due to time constraints this report provides descriptive information only. The data will be analyzed further and detailed interpretations and explanations will be provided in the future.

7. Important note

As per the requirements of the Family Educational Rights and Privacy Act (FERPA) absolutely no personal information was provided on students by any of the 64 interviewees in course of this study. Also, since this is a confidential study no information will be provided on school districts or schools in this report. This is applicable to both sections of this report. Any reference to schools, in the interview component, will be made through their cell numbers in the matrix and not by their names. It will be essential to identify the school type for comparisons but the school names will be withheld. See Appendix 2 for details on the interview matrix.

8. Organization of the report

This web-based report has been organized as follows. First, tabular information will be presented on findings from the School Safety Survey: Policies, Programs, and Practices. Next, school safety themes pertaining to external factors (community and parents) and internal factors (students and schools) will be discussed from the School Safety Interviews: In-depth Case Studies.

Survey component

9. School Safety Survey: Policies, Programs, and Practices

The *School Safety Survey: Policies, Programs, and Practices* was mailed out to a random and confidential sample of 317 Arizona public schools in November 2000. Completed surveys were received from 300 schools (95% return rate) by March 2001. The data from the survey was input and analyzed using the Statistical Package for Social Sciences (SPSS).

The results from the survey have been summarized in this section. Frequency results from the survey have been presented by school characteristics, based on the national study, in seventeen tables. The questions are listed in columns and school characteristics are listed in rows, and all the cells are populated with the frequencies. The school characteristics that have been included for tabulation are as follows.

1. School level
Elementary
Middle
High
2. Enrollment size
Less than 300
300 to 499
500 to 999
1,000 or more
3. Crime level in school area
High
Moderate
Low
Mixed
Don't know
4. Percent minorities
0 to 5%
6 to 20%
21 to 50%
More than 50%
5. Free/reduced lunch
0 to 20%
21 to 50%
More than 50%
6. Level of safety in school
Very safe
Safe
Unsafe
Very unsafe
Don't know

7. Student/ teacher ratio
Less than 12
12 to 16
More than 16
8. Classroom changes
0 to 3 changes
4 to 6 changes
More than 6 changes

It becomes evident from the seventeen tables that almost all the public schools in Arizona have basic policies, programs and practices in place to maintain safe school environments.

A good majority of the schools, irrespective of school characteristics, have some method of monitoring access to campus as a safety mechanism, viz., visitor sign-ins, controlling access to building, etc. An equally good number of schools have zero tolerance policies for various issues like violence, fighting, weapons, firearms, and substance abuse. A relatively smaller number of schools seem to monitor their students through dress codes, IDs, random checks, and metal detectors.

Most of the schools have a plan for crisis. Some of the other programs that most schools have pertain to violence prevention and reduction like prevention curriculums, behavior modification, counseling, recreation, peer mediation, and hotlines.

A sufficiently large number of schools have policies such as training in classroom management for teachers, reviewing of school-wide discipline practices, and using regularly paid law-enforcement to reduce or prevent violence. However, only a small portion of school have policies pertaining to faculty training, reorganization of grades and/ or schedules, and environmental modifications as means to reduce or prevent violence.

Many schools also seem to involve parents in the process of school safety through mechanisms like parental input on policies and provision of technical assistance.

A good majority of the schools seem to have School Resource Officers and many are also of the opinion that their officers are involved in non-law related activities in school. In comparison not many schools seem to have Probationary Officers.

Unfortunately, not many schools seem to train teachers in recognizing early warning signs. And the schools that do seem to have a policy in place tend to average very few hours of training.

While a good majority of the respondents did not perceive many factors limiting the schools efforts in reducing or preventing crime, there were a sufficient number of schools who did consider limitations due to lack of teacher training in classroom management, alternative programs for disruptive students, parental support, and time.

It becomes evident from the seventeen tables that Arizona public schools are concerned with issues of safety and have various policies, programs, and practices in place to address the same. It is essential for schools to evaluate their safety efforts continually and take proactive steps as dictated by their local needs.

Data will be gathered on incidents of violence during Phase II (2001-02) of this study. This will allow for interesting cross analysis of data pertaining to policies and incidents.

Note that this survey was adapted from the School Survey On Crime and Safety (SSOCS), a national survey from the National Center for Education Statistics, U.S. Department of Education. Adapting the national survey will allow for meaningful comparisons between Arizona and national results.
Their results will be available in February 2002 at www.nces.ed.gov/surveys/ssocs/main.

Key findings from the School Safety Survey: Policies, Programs, and Practices

The results from the survey have been highlighted here. It can be inferred from the surveys that almost all the public schools in Arizona have some basic policies, programs and practices in place to maintain safe school environments.

- A good majority of the schools have some method of monitoring access to campus as a safety mechanism such as visitor sign-ins, and controlling access to building. Many have zero tolerance policies for violence, fighting, weapons, firearms, and substance abuse. Few schools monitor their students through dress codes, IDs, random checks, and metal detectors.

- Most of the schools have a plan for crisis, prevention, behavior modification, counseling, peer mediation, and hotlines.

- Many schools provide training in classroom management, review school-wide discipline practices, and use regularly paid law-enforcement to reduce/ prevent violence.

- Many schools involve parents in school safety with mechanisms like parental input on policies and provision of technical assistance.

- Many schools have School Resource Officers but not many have Probationary Officers.

- Not many schools train teachers in recognizing early warning signs and even they tend to average very few hours of training.

- While many schools do not perceive too many factors limiting the schools efforts in reducing or preventing crime, many do consider limitations from lack of teacher training in classroom management and alternative programs for disruptive students.

It becomes evident from the tables that Arizona public schools are concerned with issues of safety and have various policies, programs, and practices in place to address the same. It is essential for schools to evaluate their safety efforts continually and take proactive steps as dictated by their local needs.

Table 9.1.—Total number of Arizona public schools in the sample, by school characteristics: 1999-2000 [1]

School characteristic	Total	Percent
All public schools		
Level		
Elementary	127	42.9
Middle	97	32.8
High	72	24.3
Enrollment size		
Less than 300	78	26.4
300 to 499	64	21.7
500 to 999	121	41.0
1,000 or more	32	10.8
Crime level in school area		
High	18	6.1
Moderate	62	21.0
Low	164	55.6
Mixed	41	13.9
Don't Know	10	3.4
Percent minorities		
0 to 5%	24	8.0
6 to 20%	76	25.3
21 to 50%	92	30.7
More than 50%	108	36.0
Free/reduced lunch		
0 to 20%	66	23.2
21 to 50%	83	29.2
More than 50%	135	47.5
Level of safety in school		
Very safe	135	45.6
Safe	157	53.0
Unsafe	3	1.0
Very unsafe	1	0.3
Stud./teacher ratio		
Less than 12	14	4.8
12 to 16	30	10.3
More than 16	246	84.8
Classroom changes		
0 to 3 changes	96	32.8
4 to 6 changes	138	47.7
More than 6	59	20.1

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.

Table 9.2.—Total enrollment as of October 1 in the Arizona public school sample, by school characteristics: 1999-2000 [1]

School characteristic	Total number of students	Percent	Mean per school
All public schools			
Level			
Elementary	69,418	40.7	551
Middle	57,098	33.4	607
High	44,226	25.9	614
Enrollment size			
Less than 300	11,889	6.9	152
300 to 499	25,005	14.6	391
500 to 999	86,405	50.3	714
1,000 or more	48,508	28.2	1516
Crime level in school area			
High	10,671	6.3	628
Moderate	39,602	23.3	649
Low	94,413	55.5	583
Mixed	19,505	11.5	476
Don't Know	5,872	3.5	587
Percent minorities			
0 to 5%	7,399	4.3	370
6 to 20%	46,519	27.1	612
21 to 50%	59,447	34.6	646
More than 50%	58,442	34.0	546
Free/reduced lunch			
0 to 20%	41,793	25.5	633
21 to 50%	60,441	36.9	728
More than 50%	61,602	37.6	463
Level of safety in school			
Very safe	83,539	49.3	623
Safe	84,161	49.7	547
Unsafe	1,427	0.8	476
Very unsafe	178	0.1	178
Stud./teacher ratio			
Less than 12	2,003	1.2	143
12 to 16	11,798	7.0	393
More than 16	154,548	91.8	628
Classroom changes			
0 to 3 changes	35,504	21.1	378
4 to 6 changes	89,296	53.0	652
More than 6	43,806	26.0	742

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.

Table 9.3.—Percent of public schools that had certain practices during the 1999-2000 school year [1,2]

Practice	Yes
Require visitors to sign or check in	292 (98.3)
Provide a printed code of student conduct to students	289 (97.3)
Provide a printed code of student conduct to parents	287 (96.6)
Prohibit all tobacco use on school grounds	285 (96.6)
Enforce a strict dress code	268 (90.8)
Close the campus for most students during lunch	223 (76.1)
Post trespassing law	187 (46.8)
Require visitors to wear ID	204 (68.9)
Provide telephones in most classrooms	203 (68.4)
Control access to grounds after school	181 (61.4)
Control access to school buildings during school hours (e.g., locked or monitored doors)	142 (49.0)
Control classroom access	137 (46.8)
Control access to school grounds during school hours (e.g., locked or monitored gates)	117 (39.7)
Require faculty and staff to wear badges or picture Ids	101 (34.1)
Provide school lockers to students	66 (22.2)
Use one or more random dog sniffs to check for drugs	38 (12.8)
Require students to wear uniforms	38 (12.9)
Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs	30 (10.2)
Use one or more security cameras to monitor the school	25 (8.5)
Require clear book bags or ban book bags on school grounds	16 (5.4)
Require students to wear badges or picture IDs	15 (5.1)
Require drug testing for any students (e.g., athletes)	8 (2.7)
Perform one or more random metal detector checks on students	4 (1.3)
Require visitors to pass through metal detectors	1 (0.3)
Require students to pass through metal detectors each day	0

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.4.—Percent of public schools that monitored access to the campus in selected ways and mean number of such policies per school, by school characteristics: 1999-2000 [1,2]

School characteristic	Require visitors to sign or check in	Control access to school buildings during school hours	Control access to school grounds during school hours	Require students to pass through metal detectors each day	Require visitors to pass through metal detectors[3]	Perform one or more random metal detector checks on students	Close the campus for most students during lunch	Mean number of these policies per school
All public schools								
Level								
Elementary	125 (98.4)	60 (48.0)	53 (41.7)	0	--	2 (1.6)	93 (73.8)	2.62
Middle	95 (99.0)	46 (49.5)	36 (37.9)	0	--	1 (1.0)	87 (90.6)	2.73
High	69 (97.2)	35 (50.7)	26 (37.1)	0	--	1 (1.4)	41 (59.4)	2.40
Enrollment size								
Less than 300	75 (97.4)	33 (43.4)	25 (32.5)	0	--	1 (1.3)	55 (73.3)	2.44
300 to 499	63 (100)	24 (38.7)	16 (25.8)	0	--	0	47 (74.6)	2.34
500 to 999	119 (98.3)	64 (54.2)	56 (46.3)	0	--	2 (1.7)	93 (77.5)	2.76
1,000 or more	31 (96.9)	20 (66.7)	(54.8)	0	--	1 (3.1)	24 (77.4)	2.91
Crime level in school area								
High	18 (100)	11 (64.7)	11 (61.1)	0	--	1 (5.6)	16 (94.1)	3.17
Moderate	60 (96.8)	30 (49.2)	29 (46.8)	0	--	0	46 (78.0)	2.66
Low	159 (98.1)	76 (47.8)	55 (34.2)	0	--	2 (1.2)	121 (74.7)	2.52
Mixed	41 (100)	19 (48.7)	15 (37.5)	0	--	1 (2.4)	29 (70.7)	2.56
Don't know	10 (100)	4 (40.0)	4 (40.0)	0	--	0	9 (90.0)	2.70
Percent minorities								
0 to 5%	22 (100)	8 (40.0)	8 (38.1)	0	--	0	18 (81.8)	2.33
6 to 20%	72 (96.0)	39 (53.4)	30 (40.5)	0	--	0	58 (78.4)	2.63
21 to 50%	92 (100)	44 (48.4)	34 (37.0)	0	--	2 (2.2)	69 (75.8)	2.62
More than 50%	106 (98.1)	51 (48.1)	45 (41.7)	0	--	2 (1.9)	78 (73.6)	2.61
Free/reduced lunch								
0 to 20%	61 (95.3)	34 (54.8)	26 (41.3)	0	--	0	47 (74.6)	2.56
21 to 50%	83 (100)	42 (51.2)	37 (45.1)	0	--	2 (2.4)	63 (75.9)	2.73
More than 50%	133 (98.5)	60 (45.5)	47 (34.8)	0	--	2 (1.5)	103 (78.0)	2.56
Level of safety in school								
Very safe	132 (99.2)	73 (55.7)	63 (47.4)	0	--	1 (0.8)	103 (78.6)	2.76
Safe	153 (97.5)	68 (44.7)	52 (33.5)	0	--	3 (1.9)	116 (74.8)	2.50
Unsafe	3 (100)	0	0	0	--	0	2 (66.7)	1.67
Very unsafe	1 (100)	1 (100)	1 (100)	0	--	0	0	3.00
Student/teacher ratio								
Less than 12	13 (92.9)	6 (42.9)	2 (14.3)	0	--	0	11 (78.6)	2.29
12 to 16	29 (100)	10 (35.7)	7 (24.1)	0	--	1 (3.4)	21 (72.4)	2.30
More than 16	241 (98.4)	124 (51.7)	103 (42.2)	0	--	3 (1.2)	184 (76.3)	2.66
Classroom changes								
0 to 3 changes	92 (98.6)	50 (53.8)	38 (40.0)	0	--	1 (1.1)	67 (72.8)	2.58
4 to 6 changes	135 (98.5)	64 (48.1)	58 (42.6)	0	--	1	105 (75.0)	2.61
More than 6	59 (100)	27 (46.6)	18 (30.5)	0	--	3 (6.1)	50 (84.7)	2.66

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.
[3]Information on this column has been withheld for confidentiality reasons.

Table 9.5.—Percent of public schools that monitored students in selected ways and mean number of such policies per school, by school characteristics: 1999-2000 [1,2]

School characteristic	Metal detectors each day for students	Random metal detector checks on students	Random dog sniffs to check for drugs	Random sweeps for contraband, but not dog sniffs	Require drug testing for any students	Provide school lockers to students	Require clear book bags or ban book bags	Require students to wear badges or picture IDs	Use security cameras to monitor the school	Mean number of these policies per school
All public schools										
Level										
Elementary	0	2 (1.6)	4 (3.1)	1 (0.8)	0	2 (1.6)	3 (2.4)	1 (0.8)	6 (4.7)	0.15
Middle	0	1 (1.0)	9 (9.5)	10 (10.5)	3 (3.2)	30 (31.3)	7 (7.3)	6 (6.3)	6 (6.3)	0.74
High	0	1 (1.4)	25 (35.2)	18 (25.4)	5 (7.0)	34 (47.9)	5 (7.0)	7 (9.9)	12 (17.1)	1.49
Enrollment size										
Less than 300	0	1 (1.3)	12 (15.6)	13 (17.3)	1 (1.3)	20 (26.0)	6 (7.8)	4 (5.2)	9 (11.8)	0.85
300 to 499	0	0	7 (11.1)	5 (7.9)	3 (4.8)	9 (14.3)	3 (4.8)	2 (3.2)	5 (7.9)	0.53
500 to 999	0	2 (1.7)	14 (11.6)	9 (7.4)	3 (2.5)	20 (16.5)	5 (4.1)	3 (2.5)	6 (5.0)	0.51
1,000 or more	0	1 (3.1)	5 (15.6)	3 (9.4)	1 (3.1)	17 (53.1)	2 (6.3)	5 (15.6)	5 (15.6)	1.22
Crime level in school area										
High	0	1 (5.6)	2 (11.8)	3 (16.3)	1 (5.6)	3 (16.7)	3 (16.7)	4 (22.2)	1 (5.6)	1.00
Moderate	0	0	7 (11.3)	9 (14.8)	0	11 (17.7)	3 (4.8)	7 (11.3)	7 (11.3)	0.71
Low	0	2 (1.2)	20 (12.3)	13 (8.0)	5 (3.1)	39 (24.1)	6 (3.7)	3 (1.9)	10 (6.2)	0.60
Mixed	0	1 (2.4)	6 (14.6)	4 (9.8)	2 (4.9)	7 (17.1)	3 (7.3)	1 (2.4)	7 (17.1)	0.76
Don't know	0	0	2 (20.0)	0	0	5 (50.0)	1 (10.0)	0	0	0.80
Percent minorities										
0 to 5%	0	0	1 (4.5)	2 (9.5)	0	2 (9.1)	2 (9.1)	0	0	0.29
6 to 20%	0	0	9 (12.0)	4 (5.4)	3 (4.0)	21 (28.0)	4 (5.3)	2 (2.7)	3 (4.1)	0.61
21 to 50%	0	2 (2.2)	12 (13.0)	8 (8.7)	2 (2.2)	21 (22.8)	4 (4.3)	3 (3.3)	9 (9.8)	0.66
More than 50%	0	2 (1.9)	16 (15.0)	16 (14.8)	3 (2.8)	22 (20.4)	6 (5.6)	10 (9.3)	13 (12.0)	0.81
Free/reduced lunch										
0 to 20%	0	0	4 (6.3)	4 (6.3)	2 (3.1)	12 (18.8)	2 (3.1)	2 (3.1)	5 (7.9)	0.47
21 to 50%	0	2 (2.4)	12 (14.5)	7 (8.5)	4 (4.8)	26 (31.3)	3 (3.6)	5 (6.0)	7 (8.5)	0.80
More than 50%	0	2 (1.5)	20 (14.9)	17 (12.7)	2 (1.5)	27 (20.0)	11 (18.1)	7 (5.2)	12 (8.9)	0.73
Level of safety in school										
Very safe	0	1 (0.8)	7 (5.3)	7 (5.3)	2 (1.5)	26 (19.5)	6 (4.5)	5 (3.8)	6 (4.5)	0.44
Safe	0	3 (1.9)	30 919.2)	22 (14.1)	6 (3.8)	38 (24.2)	9 (5.7)	10 (6.4)	19 (12.3)	0.87
Unsafe	0	0	1 (33.3)	0	0	1 (33.3)	0	0	0	0.67
Very unsafe	0	0	0	1 (100)	0	1 (100)	1 (100)	0	0	3.00
Student/teacher ratio										
Less than 12	0	0	3 (21.4)	3 (21.4)	1 (7.1)	9 (64.3)	1 (7.1)	1 (7.1)	3 (21.4)	1.50
12 to 16	0	1 (3.4)	7 (24.1)	2 (6.9)	1 (3.4)	11 (37.9)	1 (3.4)	1 (3.4)	2 (6.9)	0.87
More than 16	0	1 (1.2)	28 (11.4)	24 (9.9)	6 (2.5)	45 (18.4)	14 (5.7)	12 (4.9)	20 (8.2)	0.62
Classroom changes										
0 to 3 changes	0	1 (1.1)	7 (7.4)	8 (8.4)	3 (3.2)	7 (7.4)	8 (8.4)	5 (5.3)	9 (9.5)	0.50
4 to 6 changes	0	0	18 (13.1)	11 (8.1)	4 (2.9)	33 (24.1)	5 (3.6)	5 (3.6)	7 (5.2)	0.60
More than 6	0	3 (5.1)	12 (20.3)	11 (18.6)	1 (1.7)	26 (44.1)	2 (3.4)	5 (8.5)	8 (13.6)	1.15

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.6.—Percent of public schools that had other selected policies, by school characteristics: 1999-2000 [1,2]

School characteristic	Require students to wear uniforms	Enforce a strict dress code	Provide a printed code of student conduct to students	Provide a printed code of student conduct to parents	Require faculty or staff to wear badges or picture IDs	Provide telephones in most classrooms	Prohibit all tobacco use on school grounds
All public schools							
Level							
Elementary	16 (12.7)	110(87.3)	122 (96.1)	122 (96.1)	53 (42.1)	86 (67.7)	122 (96.8)
Middle	12 (12.6)	91 (95.8)	95 (99.0)	95 (99.0)	35 (36.5)	71 (74.0)	92 (96.8)
High	9 (12.9)	64 (90.1)	69 (97.2)	67 (94.4)	12 (16.9)	44 (62.0)	68 (95.8)
Enrollment size							
Less than 300	16 (20.8)	67 (87.0)	74 (96.1)	71 (92.2)	4 (5.2)	45 (58.4)	76 (98.7)
300 to 499	9 (14.3)	54 (88.5)	60 (95.2)	61 (96.8)	14 (22.6)	33 (52.4)	60 (96.8)
500 to 999	9 (7.6)	112 (92.6)	119 (98.3)	119 (98.3)	63 (52.1)	97 (80.2)	115 (95.8)
1,000 or more	1 (3.2)	31 (96.9)	32 (100)	32 (100)	19 (59.4)	27 (84.4)	30 (93.8)
Crime level in school area							
High	5 (27.8)	17 (94.4)	18 (100)	18 (100)	6 (33.3)	9 (50.0)	17 (94.4)
Moderate	14 (23.0)	53 (85.5)	60 (96.8)	60 (96.8)	25 (40.3)	42 (67.7)	59 (96.7)
Low	15 (9.3)	147 (91.9)	157 (69.9)	155 (95.7)	56 (34.6)	115 (71.0)	157 (97.5)
Mixed	4 (10.0)	38 (92.7)	40 (97.6)	40 (97.6)	11 (27.5)	27 (65.9)	39 (95.1)
Don't know	0	9 (90.0)	10 (100)	10 (100)	2 (20.0)	7 (70.0)	10 (100)
Percent minorities							
0 to 5%	6 (27.3)	21 (95.5)	21 (95.5)	20 (90.9)	5 (55.7)	17 (77.3)	21 (95.5)
6 to 20%	6 (8.1)	70 (94.6)	72 (96.0)	73 (97.3)	31 (41.3)	53 (70.7)	73 (97.3)
21 to 50%	5 (5.5)	83 (91.2)	92 (100)	91 (98.9)	32 (34.8)	64 (69.6)	89 (96.7)
More than 50%	21 (19.6)	94 (87.0)	104 (96.3)	103 (95.4)	33 (60.8)	69 (63.9)	102 (96.2)
Free/reduced lunch							
0 to 20%	5 (7.8)	60 (93.8)	63 (98.4)	64 (100)	27 (42.2)	51 (79.7)	62 (96.9)
21 to 50%	7 (8.5)	76 (92.7)	82 (98.8)	81 (97.6)	35 (42.2)	62 (74.7)	79 (95.2)
More than 50%	22 (16.4)	118 (88.1)	131 (97.0)	130 (96.3)	33 (24.6)	78 (57.8)	131 (97.8)
Level of safety in school							
Very safe	16 (12.0)	120 (90.2)	130 (97.7)	130 (97.7)	52 (39.1)	96 (72.2)	127 (95.5)
Safe	22 (14.3)	141 (91.0)	152 (96.8)	150 (95.5)	46 (29.5)	100 (63.7)	152 (98.1)
Unsafe	0	3 (100)	3 (100)	3 (100)	1 (33.3)	3 (100)	3 (100)
Very unsafe	0	1 (100)	1 (100)	1 (100)	0	1 (100)	1 (100)
Student/teacher ratio							
Less than 12	4 (28.6)	12 (58.7)	14 (100)	14 (100)	3 (21.4)	10 (71.4)	14 (100)
12 to 16	8 (27.6)	26 (92.9)	29 (100)	28 (96.6)	6 (21.4)	17 (58.6)	29 (100)
More than 16	23 (9.5)	221 (90.6)	238 (97.1)	237 (96.7)	89 (36.3)	171 (69.8)	234 (96.3)
Classroom changes							
0 to 3 changes	14 (14.7)	81 (86.2)	92 (96.8)	93 (97.9)	23 (24.5)	56 (58.9)	94 (98.9)
4 to 6 changes	20 (14.6)	124 (91.2)	132 (96.4)	131 (95.6)	57 (41.6)	102 (74.5)	128 (94.8)
More than 6	3 (5.4)	57 (96.6)	59 (100)	57 (96.6)	19 (32.2)	41 (69.5)	59 (100)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.7.—Percent of public schools that had zero tolerance policies, by school characteristics: 1999-2000 [1,2]

School characteristic	Violence	Fighting	Weapons	Firearms	Substance abuse	Tobacco	Alcohol
All public schools							
Level							
Elementary	116 (92.8)	113 (89.7)	121 (96.0)	123 (97.6)	122 (96.8)	123 (97.6)	123 (97.6)
Middle	77 (82.8)	69 (74.2)	87 (93.5)	89 (95.7)	79 (84.9)	74 (79.6)	78 (83.9)
High	68 (95.8)	66 (93.0)	70 (98.6)	70 (100)	69 (97.2)	62 (87.3)	68(95.8)
Enrollment size							
Less than 300	70 (94.6)	66 (88.0)	72 (96.0)	73 (98.6)	73 (97.3)	68 (90.7)	72 (96.0)
300 to 499	54 (85.7)	53 (84.1)	59 (93.7)	60 (95.2)	59 (93.7)	58 (92.1)	59 (93.7)
500 to 999	112 (93.3)	104 (86.7)	118 (98.3)	118 (98.3)	111 (92.5)	108 (90.0)	112 (93.3)
1,000 or more	26 (81.3)	26 (81.3)	29 (90.6)	31 (96.9)	27 (84.4)	25 (78.1)	26 (81.3)
Crime level in school area							
High	16 (88.9)	16 (88.9)	18 (100)	18 (100)	17 (94.4)	17 (94.4)	17 (94.4)
Moderate	55 (91.7)	53 (86.9)	58 (95.1)	59 (98.3)	57 (93.4)	52 (85.2)	55 (90.2)
Low	144 (90.0)	136 (85.0)	153 (95.6)	156 (97.5)	149 (93.1)	144 (90.0)	150 (93.8)
Mixed	37 (92.5)	34 (85.0)	39 (97.5)	39 (97.5)	37 (92.5)	36 (90.0)	37 (92.5)
Don't know	9 (90.0)	9 (90.0)	10 (100)	10 (100)	10 (100)	10 (100)	10 (100)
Percent minorities							
0 to 5%	16 (80.0)	16 (76.2)	18 (85.7)	19 (90.5)	18 (85.7)	17 (81.0)	17 (81.0)
6 to 20%	70 (93.3)	68 (90.7)	73 (97.3)	74 (98.7)	71 (94.7)	68 (90.7)	71 (94.7)
21 to 50%	86 (95.6)	82 (91.1)	89 (98.9)	89 (98.9)	87 (96.7)	86 (95.6)	87 (96.7)
More than 50%	92 (86.0)	85 (79.4)	101 (94.4)	103 (97.2)	97 (90.7)	91 (85.0)	97 (90.7)
Free/reduced lunch							
0 to 20%	58 (90.6)	57 (89.1)	61 (95.3)	62 (96.9)	59 (92.2)	58 (90.6)	59 (92.2)
21 to 50%	80 (96.4)	74 (89.2)	82 (98.8)	82 (98.8)	80 (96.4)	76 (91.6)	79 (95.2)
More than 50%	114 (87.0)	108 (81.8)	126 (95.5)	129 (98.5)	121 (91.7)	115 (87.1)	121 (91.7)
Level of safety in school							
Very safe	122 (93.8)	117 (89.3)	128 (97.7)	130 (99.2)	123 (93.9)	119 (90.8)	123 (93.9)
Safe	138 (89.0)	130 (83.9)	147 (94.8)	149 (96.8)	144 (92.9)	138 (89.0)	144 (92.9)
Unsafe	2 (66.7)	2 (66.7)	3 (100)	3 (100)	3 (100)	3 (100)	3 (100)
Very unsafe	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)
Student/teacher ratio							
Less than 12	12 (92.3)	12 (92.3)	12 (92.3)	12 (92.3)	12 (92.3)	12 (92.3)	12 (92.3)
12 to 16	26 (89.7)	24 (82.8)	26 (89.7)	27 (96.4)	26 (89.7)	25 (86.2)	26 (89.7)
More than 16	221 (91.3)	210 (86.4)	237 (97.5)	240 (38.8)	229 (94.2)	219 (90.1)	228 (93.8)
Classroom changes							
0 to 3 changes	87 (92.6)	84 (89.4)	91 (96.8)	93 (98.9)	92 (97.9)	89 (94.7)	93 (98.9)
4 to 6 changes	121 (90.3)	113 (83.7)	128 (94.8)	129 (96.3)	124 (91.9)	121 (89.6)	123 (91.1)
More than 6	52 (88.1)	50 (84.7)	58 (98.3)	59 (100)	53 (89.8)	48 (81.4)	52 (88.1)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.8.—Number and percent of public schools with a written plan for crisis, and percent of those schools with specific crisis plan components, by school characteristics: 1999-2000 [1]

School characteristic	Schools with written plan	
	Number of schools	Percent of schools
All public schools		
Level		
Elementary	117	92.9
Middle	82	86.3
High	61	87.1
Enrollment size		
Less than 300	53	69.7
300 to 499	56	88.9
500 to 999	119	99.2
1,000 or more	32	100
Crime level in school area		
High	16	88.9
Moderate	57	93.4
Low	138	86.3
Mixed	38	92.7
Don't know	9	90
Percent minorities		
0 to 5%	18	85.7
6 to 20%	66	89.2
21 to 50%	85	92.4
More than 50%	93	86.9
Free/reduced lunch		
0 to 20%	59	92.2
21 to 50%	75	90.4
More than 50%	115	86.5
Level of safety is school		
Very safe	115	87.8
Safe	141	90.4
Unsafe	2	66.7
Very unsafe	1	100
Student/teacher ratio		
Less than 12	10	71.4
12 to 16	22	75.9
More than 16	223	91.8
Classroom changes		
0 to 3 changes	78	83.0
4 to 6 changes	128	94.1
More than 6	51	86.4

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.

Table 9.9.—Percent of public schools with specific violence prevention program components, by school characteristics: 1999-2000 [1,2]

School characteristic	Prevention curriculum, instruction, or training for students	Behavioral or behavior modification intervention for students	Counseling, social work, psychological, or therapeutic activity for students	Individual help of students by students or adults	Recreational, enrichment, or leisure activities for students	Students' involvement in resolving student conduct problems	Programs to promote sense of community/ social integration among students	Hotline/ tipline for students to report problems
All public schools								
Level								
Elementary	99 (95.2)	93 (89.4)	86 (82.7)	90 (86.5)	80 (76.9)	56 (53.8)	93 (90.3)	15 (14.4)
Middle	70 (92.1)	63 (82.9)	67 (89.3)	66 (86.8)	71 (93.4)	46 (62.2)	66 (86.8)	27 (35.5)
High	44 (91.7)	47 (95.9)	43 (89.6)	37 (78.7)	34 (72.3)	32 (66.7)	37 (77.1)	19 (39.6)
Enrollment size								
Less than 300	51 (100)	48 (92.3)	40 (78.4)	41 (80.4)	35 (68.6)	26 (51.0)	46 (90.2)	10 (19.6)
300 to 499	46 (88.5)	47 (90.4)	45 (86.5)	41 (78.8)	43 (82.7)	28 (54.9)	44 (86.3)	8 (15.4)
500 to 999	91 (91.9)	84 (84.8)	86 (87.8)	86 (87.8)	83 (84.7)	58 (59.2)	84 (84.8)	28 (28.3)
1,000 or more	26 (96.3)	25 (92.6)	25 (92.6)	26 (96.3)	25 (92.6)	22 (81.5)	23 (85.2)	15 (55.6)
Crime level in school area								
High	14 (93.3)	12 (80.0)	14 (93.3)	14 (93.3)	13 (86.7)	9 (60.0)	11 (73.3)	4 (26.7)
Moderate	48 (94.1)	46 (90.2)	47 (92.2)	44 (86.3)	44 (86.3)	36 (70.6)	43 (84.3)	19 (37.3)
Low	112 (92.6)	107 (87.7)	99 (81.8)	100 (82.6)	92 (76.7)	68 (57.1)	106 (88.3)	28 (23.1)
Mixed	33 (97.1)	33 (37.1)	30 (90.9)	29 (89.7)	30 (88.2)	17 (50.0)	32 (94.1)	7 (20.6)
Don't know	8 (88.9)	7 (77.8)	7 (77.8)	8 (88.9)	8 (88.9)	5 (55.6)	6 (66.7)	3 (33.3)
Percent minorities								
0 to 5%	13 (100)	11 (84.6)	9 (69.2)	11 (84.6)	12 (92.3)	7 (53.8)	12 (92.3)	2 (16.7)
6 to 20%	51 (94.4)	47 (87.0)	45 (84.9)	45 (83.3)	42 (79.2)	30 (56.6)	48 (88.9)	16 (29.6)
21 to 50%	73 (94.8)	74 (94.9)	64 (83.1)	62 (81.6)	63 (81.8)	48 (62.3)	67 (88.2)	19 (24.7)
More than 50%	80 (90.9)	75 (85.2)	81 (92.0)	79 (89.8)	72 (81.8)	52 (59.8)	73 (83.0)	24 (27.3)
Free/reduced lunch								
0 to 20%	43 (97.7)	40 (88.9)	37 (84.1)	39 (88.6)	37 (86.0)	26 (60.5)	41 (93.2)	19 (43.2)
21 to 50%	65 (95.6)	61 (89.7)	58 (86.6)	53 (79.1)	57 (85.1)	41 (60.3)	58 (85.3)	20 (29.4)
More than 50%	99 (91.7)	95 (88.0)	93 (86.1)	94 (87.0)	84 (77.1)	61 (57.0)	89 (83.2)	21 (19.4)
Level of safety is school								
Very safe	101 (95.3)	99 (93.4)	93 (87.7)	91 (86.7)	88 (84.6)	63 (60.6)	97 (91.5)	26 (24.5)
Safe	109 (91.6)	102 (85.0)	100 (84.7)	100 (84.0)	96 (80.0)	70 (58.8)	98 (83.1)	33 (27.7)
Unsafe	3 (100)	3 (100)	2 (66.7)	2 (66.7)	1 (33.3)	1 (33.3)	1 (33.3)	1 (33.3)
Very unsafe	1 (100)	0	1 (100)	1 (100)	1 (100)	0	1 (100)	0
Student/teacher ratio								
Less than 12	10 (90.9)	9 (81.8)	10 (90.9)	10 (90.9)	7 (63.6)	8 (72.7)	8 (72.7)	5 (45.5)
12 to 16	20 (87.0)	19 (82.6)	18 (81.8)	18 (78.3)	19 (86.4)	11 (47.8)	16 (69.6)	8 (34.8)
More than 16	180 (94.2)	173 (90.1)	165 (86.4)	162 (85.3)	156 (81.7)	114 (60.3)	170 (89.35)	48 (25.1)
Classroom changes								
0 to 3 changes	70 (97.2)	70 (95.9)	58 (80.6)	60 (83.3)	55 (76.4)	41 (56.9)	69 (95.8)	12 (16.7)
4 to 6 changes	94 (91.3)	89 (86.4)	90 (87.4)	91 (88.3)	82 (80.4)	59 (57.3)	86 (83.5)	29 (28.2)
More than 6	49 (94.2)	43 (82.7)	46 (90.2)	41 (80.4)	47 (90.4)	34 (66.7)	40 (78.4)	19 (36.5)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.10.—School policies to prevent or reduce violence at public schools, by school characteristics: 1999-2000 [1,2]

School characteristic	Training or assistance in classroom management for teachers	Review of school-wide discipline practices and procedures	Training faculty or staff in crime prevention	Reorganizing school, grades, or schedules	Environmental modifications	Regularly used paid law enforcement
All public schools						
Level						
Elementary	89 (70.6)	113 (90.4)	27 (21.6)	26 (20.8)	37 (29.4)	56 (44.8)
Middle	69 (74.2)	80 (86.0)	28 (30.1)	34 (36.2)	30 (33.0)	71 (74.0)
High	53 (74.6)	61 (85.9)	21 (29.6)	22 (31.0)	30 (41.7)	49 (70.0)
Enrollment size						
Less than 300	53 (69.7)	60 (80.0)	19 (25.0)	21 (27.6)	27 (35.5)	31 (40.8)
300 to 499	46 (73.0)	51 (82.3)	8 (12.90	14 (22.6)	18 (28.6)	38 (61.3)
500 to 999	87 (73.1)	113 (94.2)	40 (33.6)	39 (32.5)	43 (36.4)	81 (66.9)
1,000 or more	25 (78.1)	30 (93.8)	11 (34.4)	10 (31.3)	10 (31.3)	27 (84.4)
Crime level in school area						
High	3 (81.3)	15 (88.2)	4 (23.5)	8 (47.1)	6 (37.5)	10 (58.8)
Moderate	48 (77.4)	54 (87.1)	19 (31.1)	24 (38.7)	20 (32.8)	49 (80.3)
Low	121 (74.7)	143 (89.4)	41 (25.5)	38 (23.6)	53 (32.7)	83 (51.6)
Mixed	25 (61.0)	34 (82.9)	12 (29.3)	10 (24.4)	14 (34.1)	27 (65.9)
Don't Know	6 (60.0)	10 (100)	2 (20.0)	3 (30.0)	5 (50.0)	7 (70.0)
Percent minorities						
0 to 5%	13 (59.1)	18 (81.8)	4 (18.2)	5 (22.7)	7 (30.4)	8 (36.4)
6 to 20%	55 (73.3)	66 (89.2)	21 (28.4)	20 (27.0)	25 (33.8)	45 (59.2)
21 to 50%	72 (78.3)	85 (92.4)	28 (30.4)	19 (20.7)	32 (35.6)	57 (62.0)
More than 50%	75 (71.4)	89 (84.8)	25 (23.8)	40 (37.7)	36 (34.0)	68 (64.8)
Free/reduced lunch						
0 to 20%	49 (75.4)	58 (89.2)	20 (30.8)	14 (21.5)	17 (26.6)	36 (54.5)
21 to 50%	63 (75.9)	74 (89.2)	28 (33.7)	18 (21.7)	31 (37.3)	57 (68.7)
More than 50%	93 (69.9)	114 (86.4)	29 (22.0)	46 (34.6)	46 (35.1)	79 (59.8)
Level of safety in school						
Very safe	105 (78.4)	119 (89.5)	42 (31.3)	36 (26.9)	43 (32.6)	72 (53.3)
Safe	104 (68.0)	133 (86.9)	34 (22.4)	47 (30.7)	55 (35.7)	101 (66.4)
Unsafe	3 (100)	3 (100)	1 (33.3)	0	0	3 (100)
Very unsafe	1 (100)	0	1 (100)	0	0	0
Student/teacher ratio						
Less than 12	8 (57.1)	10 (71.4)	3 (21.4)	4 (28.6)	4 (28.6)	6 (42.9)
12 to 16	24 (80.0)	24 (80.0)	9 (31.0)	8 (26.7)	8 (26.7)	19 (63.3)
More than 16	176 (72.7)	216 (89.6)	66 (27.3)	70 (28.9)	84 (34.9)	149 (61.6)
Classroom changes						
0 to 3 changes	71 (74.7)	85 (90.4)	30 (31.6)	22 (23.2)	33 (35.5)	48 (51.1)
4 to 6 changes	100 (73.5)	117 (86.0)	34 (25.0)	34 (25.0)	44 (31.9)	77 (56.6)
More than 6	40 (69.0)	51 (87.9)	14 (24.6)	27 (46.6)	19 (33.3)	50 (84.7)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.11.—Percent of public schools with selected methods to involve parents, by school characteristics: 1999-2000 [1,2]

School characteristic	Formal process to obtain parent input on school crime and discipline policies	Training or technical assistance to parents in dealing with students' problem behaviors	Program that involves parents at school helping to maintain school discipline
All public schools			
Level			
Elementary	84 (66.7)	68 (54.4)	36 (28.6)
Middle	56 (59.6)	49 (52.1)	20 (21.5)
High	43 (59.7)	23 (31.9)	10 (13.9)
Enrollment size			
Less than 300	34 (44.2)	27 (35.1)	14 (18.2)
300 to 499	43 (68.3)	36 (58.1)	13 (20.6)
500 to 999	84 (70.0)	61 (50.8)	31 (26.1)
1,000 or more	23 (71.9)	17 (53.1)	7 (21.9
Crime level in school area			
High	10 (55.6)	9 (50.0)	5 (27.8)
Moderate	39 (62.9)	32 (51.6)	17 (27.9)
Low	100 (61.7)	71 (44.1)	33 (20.4)
Mixed	29 (70.7)	25 (61.0)	11 (26.8)
Don't know	6 (60.0)	4 (40.0)	1 (10.0)
Percent minorities			
0 to 5%	10 (45.5)	5 (22.7)	6 (27.3)
6 to 20%	51 (68.0)	34 (45.9)	19 (25.7)
21 to 50%	60 (68.5)	43 (46.7)	15 (16.3)
More than 50%	63 (58.9)	61 (57.0)	27 (25.2)
Free/reduced lunch			
0 to 20%	39 (60.0)	33 (50.8)	16 (24.6)
21 to 50%	59 (72.0)	35 (42.7)	49 (19.3)
More than 50%	78 (57.8)	67 (50.0)	31 (23.3)
Level of safety in school			
Very safe	83 (61.9)	68 (50.7)	34 (25.4)
Safe	98 (63.2)	73 (47.4)	33 (21.4)
Unsafe	2 (66.7)	1 (33.3)	0
Very unsafe	1 (100)	0	0
Student/teacher ratio			
Less than 12	7 (50.0)	5 (35.7)	4 (28.6)
12 to 16	17 (56.7)	15 (50.0)	8 (27.6)
More than 16	158 (64.8)	120 (49.4)	53 (21.7)
Classroom changes			
0 to 3 changes	56 (58.9)	45 (47.4)	31 (32.3)
4 to 6 changes	86 (62.3)	71 (51.8)	28 (20.4)
More than 6	42 (72.4)	26 (44.8)	8 (14.0)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.12.—Percent of public schools assigned an SRO/PO and how they were funded, by school characteristics: 1999-2000 [1,2]

School characteristic	SRO assigned to school	SRO involvement in non-law/security activities	PO assigned to school	SRO/PO funding from Arizona School Safety Program	SRO/PO funding from school/district dollars	SRO/PO funding from local government	SRO/PO funding from other sources
All public schools							
Level							
Elementary	49 (38.9)	36 (63.2)	2 (1.6)	14 (11.0)	16 (12.6)	36 (28.3)	7 (5.5)
Middle	43 (45.3)	32 (58.2)	8 (8.5)	17 (17.5)	17 (17.5)	20 (20.6)	6 (6.2)
High	25 (34.7)	19 (52.5)	13 (18.1)	13 (18.1)	9 (12.5)	11 (15.3)	13 (18.1)
Enrollment size							
Less than 300	9 (11.8)	6 (27.3)	2 (2.7)	4 (5.1)	4 (5.1)	5 (6.4)	7 (9.0)
300 to 499	34 (54.0)	23 (57.5)	2 (3.1)	9 (14.1)	9 (14.1)	23 (35.9)	5 (7.8)
500 to 999	54 (44.6)	43 (67.2)	9 (7.4)	22 (18.2)	21 (17.4)	29 (24.0)	9 (7.4)
1,000 or more	19 (59.4)	14 (63.6)	10 (31.3)	8 (25.0)	8 (25.0)	10 (31.3)	6 (18.8)
Crime level in school area							
High	9 (50.0)	8 (88.9)	2 (11.1)	6 (33.3)	1 (5.6)	3 (16.7)	2 (11.1)
Moderate	25 (41.0)	16 (51.6)	8 (13.1)	10 (16.1)	9 (14.5)	12 (19.4)	4 (6.5)
Low	63 (38.9)	49 (58.3)	11 (6.7)	20 (12.2)	24 (14.6)	39 (23.8)	15 (9.1)
Mixed	16 (39.0)	10 (52.6)	2 (4.9)	7 (17.1)	6 (14.6)	11 (26.8)	3 (7.3)
Don't know	3 (30.0)	3 (75.0)	0	1 (10.0)	1 (10.0)	2 (20.0)	2 (20.0)
Percent minorities							
0 to 5%	5 (20.8)	4 (44.4)	1 (4.2)	2 (8.3)	0	2 (8.3)	2 (8.3)
6 to 20%	28 (37.3)	21 (58.3)	4 (5.4)	12 (15.8)	12 (15.8)	10 (13.2)	8 (10.5)
21 to 50%	41 (44.6)	32 (64.0)	8 (8.7)	10 (10.9)	12 (13.0)	31 (33.7)	8 (8.7)
More than 50%	43 (40.6)	30 (55.6)	10 (9.3)	20 (18.5)	18 (16.7)	24 (22.2)	9 (8.3)
Free/reduced lunch							
0 to 20%	23 (35.4)	18 (58.1)	4 (6.3)	7 (10.6)	16 (24.2)	14 (21.2)	5 (7.6)
21 to 50%	45 (54.2)	34 (66.7)	10 (12.0)	12 (14.5)	9 (10.8)	30 (36.1)	11 (13.3)
More than 50%	45 (33.8)	32 (52.5)	8 (6.0)	24 (17.8)	16 (11.9)	20 (14.8)	9 (6.7)
Level of safety in school							
Very safe	49 (36.6)	37 (53.6)	7 (5.3)	19 (14.1)	20 (14.8)	28 (20.7)	8 (5.9)
Safe	66 (42.6)	49 (63.6)	16 (10.3)	24 (15.3)	20 (12.7)	38 (24.2)	19 (12.1)
Unsafe	1 (33.3)	1 (33.3)	0	1 (33.3)	1 (33.3)	1 (33.3)	0
Very unsafe	0	0	0	0	0	0	0
Student/teacher ratio							
Less than 12	3 (23.1)	2 (40.0)	1 (7.7)	1 (7.1)	1 (7.1)	2 (14.3)	1 (7.1)
12 to 16	10 (34.5)	8 (47.1)	2 (6.7)	4 (13.3)	5 (16.7)	7 (23.3)	4 (13.3)
More than 16	101 (41.2)	74 (60.2)	19 (7.8)	37 (15.0)	36 (14.6)	57 (23.2)	21 (8.5)
Classroom changes							
0 to 3 changes	30 (32.3)	22 (51.2)	3 (3.2)	8 (8.3)	8 (8.3)	19 (19.8)	6 (6.3)
4 to 6 changes	56 (40.6)	42 (61.8)	12 (8.7)	24 (17.4)	18 (13.0)	31 (22.5)	10 (7.2)
More than 6	29 (49.2)	21 (60.0)	8 (13.8)	12 (20.3)	15 (25.4)	16 (27.1)	11 (18.6)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.13.—Training of teachers at public schools to recognize early warning signs of potentially violent students, by school characteristics: 1999-2000 [1]

School characteristic	Total number of schools with one or more teachers trained	Percent of schools with one or more teachers trained	Average number of teachers (per school)	Average number of hours of training per teacher (per school)
All public schools				
Level				
Elementary	35	27.8	19	4.81
Middle	31	33.7	32	5.36
High	25	34.7	24	7.04
Enrollment size				
Less than 300	28	36.8	10	7.18
300 to 499	18	28.1	21	4.15
500 to 999	38	31.9	32	5.33
1,000 or more	8	25.0	48	3.86
Crime level in school area				
High	7	38.9	26	1.79
Moderate	25	42.4	21	7.27
Low	46	28.4	24	4.82
Mixed	12	29.3	39	6.68
Don't know	2	20.0	14	6.00
Percent minorities				
0 to 5%	6	30.0	10	3.17
6 to 20%	26	34.7	33	4.38
21 to 50%	25	27.5	23	5.09
More than 50%	36	33.6	21	7.06
Free/reduced lunch				
0 to 20%	20	30.8	31	6.89
21 to 50%	22	26.5	31	4.48
More than 50%	46	36.8	19	5.65
Level of safety in school				
Very safe	44	33.6	25	4.52
Safe	48	30.8	24	6.27
Unsafe	1	33.3	12	15.00
Very unsafe	0	0	N/A	N/A
Student/teacher ratio				
Less than 12	4	30.8	6	13.25
12 to 16	13	43.3	28	6.19
More than 16	74	30.3	25	5.08
Classroom changes				
0 to 3 changes	38	40.0	18	5.32
4 to 6 changes	32	23.7	23	5.95
More than 6	74	30.3	37	5.34

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.

Table 9.14.—Extent to which public schools report their efforts to reduce or prevent crime are limited by various factors: 1999-2000 [1,2]

Factor that may limit school efforts to reduce or prevent crime	Limit in a major way	Limit in a minor way	Does not limit
Lack of or inadequate teacher training in classroom management	22 (7.5)	121 (41.3)	150 (51.2)
Lack of or inadequate alternative placements/programs for disruptive students	86 (29.4)	125 (42.7)	82 (28.0)
Likelihood of complaints from parents	15 (5.2)	87 (29.9)	189 (64.9)
Lack of teacher support for school policies	4 (1.4)	52 (17.7)	237 (80.9)
Lack of parental support for school policies	17 (5.8)	129 (43.9)	148 (50.3)
Teachers' fear of student reprisal		55 (18.8)	237 (81.2)
Fear of litigation	11 (3.7)	86 (29.3)	197 (67.0)
Teacher contracts	9 (3.1)	44 (15.1)	239 (81.8)
Inadequate funds	94 (32.0)	105 (35.7)	94 (32.3)
Inconsistent application of school policies	14 (4.8)	71 (24.1)	209 (71.1)
Fear of district or state reprisal	6 (2.0)	48 (16.4)	239 (81.6)
Federal policies on disciplining disabled students	54 (18.4)	125 (42.5)	115 (39.1)
Other federal policies on discipline and safety	14 (4.8)	74 (25.6)	201 (69.6)
State or district policies on discipline and safety	14 (4.8)	71 (24.2)	207 (70.6)
Unwillingness of administrators to report crime	4 (1.4)	19 (6.5)	269 (91.8)
Lack of time	52 (17.8)	118 (40.4)	122 (41.8)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.15.—Percent of public schools reporting that particular school-level factors limited in some way their efforts to reduce or prevent crime, by school characteristics: 1999-2000 [1,2]

School characteristic	Lack of or inadequate teacher training in classroom management	Inadequate alternative programs for disruptive students	Likelihood of complaints from parents	Lack of teacher support for school policies	Lack of parental support for school policies	Teachers' fear of student reprisal	Fear of litigation	Inconsistent application of school policies
All public schools								
Level								
Elementary	58 (46.8)	94 (75.8	41 (33.1)	19 (15.3)	56 (44.8)	14 (11.3)	39 (31.2)	38 (30.4)
Middle	43 (44.8)	73 (76.0)	34 (35.8)	17 (17.7)	46 (47.9)	15 (15.8)	26 (27.1)	27 (28.1)
High	42 (60.0)	42 (60.0)	26 (37.7)	20 (28.6)	43 (61.4)	26 (37.1)	31 (44.3)	19 (27.1)
Enrollment size								
Less than 300	40 (52.6)	50 (64.9)	27 (35.5)	16 (20.8)	40 (51.9)	14 (18.4)	29 (37.7)	18 (23.4)
300 to 499	27 (43.5)	42 (68.9)	21 (33.9)	8 (12.9)	23 (37.1)	12 (19.7)	20 (32.3)	19 (30.6)
500 to 999	63 (52.5)	97 (80.8)	45 (38.1)	26 (21.8)	63 (52.5)	25 (20.8)	41 (34.2)	42 (35.0)
1,000 or more	11 (34.4)	20 (62.5)	7 (21.9)	4 (12.5)	18 (56.3)	4 (12.5)	6 (18.8)	5 (15.6)
Crime level in school area								
High	7 (41.2)	14 (82.4)	7 (43.8)	5 (31.3)	11 (64.7)	5 (29.4)	4 (23.5)	6 (35.3)
Moderate	39 (65.0)	45 (75.0)	22 (36.1)	15 (24.6)	30 (49.2)	10 (16.7)	21 (34.4)	22 (36.1)
Low	67 (41.6)	113 (70.2)	53 (33.3)	27 (16.8)	75 (46.6)	27 (16.9)	49 (30.4)	40 (24.8)
Mixed	21 (51.2)	28 (68.3)	13 (31.7)	5 (12.2)	18 (43.9)	8 (19.5)	15 (36.6)	11 (26.8)
Don't know	7 (70.0)	8 (80.0)	5 (50.0)	3 (30.0)	9 (90.0)	4 (40.0)	6 (60.0)	4 (40.0)
Percent minorities								
0 to 5%	9 (40.9)	13 (59.1)	8 (36.4)	2 (9.1)	9 (40.9)	2 (9.1)	9 (40.9)	3 (13.6)
6 to 20%	32 (42.1)	51 (67.1)	28 (37.3)	11 (14.5)	33 (43.4)	14 (18.7)	27 (35.5)	16 (21.1)
21 to 50%	40 (44.0)	66 (72.5)	27 (29.7)	19 (20.9)	48 (52.7)	16 (17.6)	23 (25.3)	26 (28.6)
More than 50%	62 (89.6)	81 (77.9)	39 (37.9)	24 (23.1)	56 (53.3)	23 (22.1)	38 (36.2)	40 (38.1)
Free/reduced lunch								
0 to 20%	25 (37.9)	44 (66.7)	20 (30.8)	12 (18.2)	26 (39.4)	14 (21.2)	22 (33.3)	18 (27.3)
21 to 50%	38 (47.5)	56 (69.1)	29 (35.8)	16 (19.8)	43 (53.1)	18 (22.5)	26 (32.1)	22 (27.2)
More than 50%	75 (56.4)	105 (79.5)	51 (38.9)	26 (19.7)	71 (53.4)	121 (15.9)	44 (33.1)	41 (30.8)
Level of safety in school								
Very safe	44 (32.8)	87 (64.9)	38 (28.8)	15 (11.3)	52 (38.8)	16 (12.0)	34 (25.4)	26 (19.4)
Safe	94 (61.8)	118 (77.6)	61 (40.1)	39 (25.5)	89 (58.2)	37 (24.3)	61 (39.9)	54 (35.3)
Unsafe	3 (100)	2 (66.7)	1 (33.3)	1 (33.3)	3 (100)	1 (33.3)	1 (33.3)	3 (100)
Very unsafe	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)	0	1 (100)
Student/teacher ratio								
Less than 12	7 (50.0)	9 (64.3)	4 (28.6)	2 (14.3)	5 (35.7)	3 (21.4)	5 (35.7)	5 (35.7)
12 to 16	17 (56.7)	18 (60.0)	12 (40.0)	8 (26.7)	16 (53.3)	10 (34.5)	12 (40.0)	14 (46.7)
More than 16	115 (47.7)	178 (73.9)	83 (34.7)	44 (18.3)	120 (49.6)	42 (17.4)	77 (31.8)	63 (26.0)
Classroom changes								
0 to 3 changes	13 (45.3)	66 (70.2)	28 (30.1)	10 (10.5)	40 (42.1)	8 (8.5)	21 (22.1)	22 (23.2)
4 to 6 changes	64 (47.8)	99 (73.3)	52 (38.5)	26 (19.4)	73 (54.1)	30 (22.2)	52 (38.5)	38 (28.1)
More than 6	34 (57.6)	42 (71.2)	21 (35.6)	19 (32.2)	30 (50.8)	17 (28.8)	22 (37.3)	22 (37.3)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.16.—Percent of public schools reporting that particular non-school-level factors limited in some way their efforts to reduce or prevent crime, by school characteristics: 1999-2000 [1,2]

School characteristic	Teacher contracts	Inadequate funds	Fear of district or state reprisal	Federal policies on disciplining disabled students	Other federal policies on discipline and safety	State or district policies on discipline and safety
All public schools						
Level						
Elementary	25 (20.2)	88 (70.4)	22 (17.6)	69 (55.2)	32 (26.0)	31 (25.0)
Middle	16 (16.7)	62 (64.6)	17 (17.9)	63 (65.9)	36 (38.3)	30 (31.3)
High	12 (17.4)	48 (68.6)	14 (20.0)	45 (64.3)	19 (27.5)	23 (33.3)
Enrollment size						
Less than 300	7 (9.2)	46 (59.7)	10 (13.0)	40 (51.9)	21 (27.6)	18 (23.7)
300 to 499	13 (21.3)	43 (69.4)	16 (26.2)	34 (54.8)	15 (25.4)	17 (27.9)
500 to 999	24 (20.0)	89 (74.2)	24 (20.0)	81 (67.5)	43 (35.8)	40 (33.3)
1,000 or more	8 (25.0)	19 (59.4)	3 (9.4)	23 (71.9)	8 (25.8)	9 (28.1)
Crime level in school area						
High	2 (11.8)	11 (64.7)	0	9 (52.9)	5 (29.4)	3 (17.6)
Moderate	12 (19.7)	45 (73.8)	11 (18.0)	35 (57.4)	15 (25.4)	19 (31.1)
Low	27 (16.8)	104 (64.6)	28 (17.5)	99 (61.5)	48 (30.2)	46 (28.9)
Mixed	8 (20.5)	29 (70.7)	9 (22.0)	26 (63.4)	14 (35.0)	11 (26.8)
Don't know	3 (30.0)	7 (70.0)	4 (40.0)	8 (80.0)	4 (40.0)	4 (40.0)
Percent minorities						
0 to 5%	3 (15.0)	13 (59.1)	5 (22.7)	10 (45.5)	6 (27.3)	5 (22.7)
6 to 20%	16 (21.1)	51 (67.1)	19 (25.0)	49 (64.5)	30 (39.5)	27 (36.0)
21 to 50%	14 (15.4)	65 (71.4)	14 (15.4)	53 (58.2)	23 (25.8)	17 (18.9)
More than 50%	20 (19.0)	70 (66.7)	16 (15.4)	67 (63.8)	29 (28.4)	36 (34.3)
Free/reduced lunch						
0 to 20%	14 (21.1)	43 (65.2)	15 (22.7)	42 (63.6)	25 (37.9)	25 (37.9)
21 to 50%	20 (24.7)	55 (67.9)	20 (24.7)	52 (64.2)	31 (38.8)	22 (27.2)
More than 50%	17 (12.9)	91 (68.4)	16 (12.1)	77 (57.9)	28 (21.7)	33 (25.3)
Level of safety in school						
Very safe	22 (16.5)	77 (57.5)	18 (13.5)	76 (56.7)	33 (24.8)	29 (21.8)
Safe	31 (20.4)	117 (76.5)	35 (22.9)	98 (64.1)	53 (35.6)	54 (35.5)
Unsafe	0	2 (66.7)	0	2 (66.7)	1 (33.3)	1 (33.3)
Very unsafe	0	1 (100)	0	1 (100)	0	0
Student/teacher ratio						
Less than 12	1 (7.7)	10 (71.4)	3 (21.4)	4 (28.6)	4 (30.8)	4 (30.8)
12 to 16	9 (30.0)	21 (70.0)	11 (36.7)	22 (73.3)	16 (55.2)	12 (40.0)
More than 16	42 (17.4)	162 (66.9)	38 (15.8)	148 (61.2)	64 (26.8)	66 (27.4)
Classroom changes						
0 to 3 changes	10 (10.6)	58 (61.1)	13 (13.7)	47 (49.5)	22 (23.4)	22 (23.2)
4 to 6 changes	26 (19.3)	98 (72.6)	28 (20.7)	94 (69.9)	43 (32.3)	42 (31.3)
More than 6	15 (25.9)	39 (66.1)	11 (19.0)	36 (61.0)	21 (36.2)	18 (31.0)

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.
[2]Numbers in parenthesis are percentage values.

Table 9.17.—Mean Hours put in by Security Personnel, by school characteristics: 1999-2000 [1]

School characteristic	Hours on duty	Hours in uniform	Hours with firearms
All public schools			
Level			
Elementary	2.32	2.42	1.76
Middle	15.11	13.34	10.08
High	16.80	14.85	9.85
Enrollment size			
Less than 300	4.23	3.69	2.01
300 to 499	6.51	4.46	4.15
500 to 999	10.58	9.91	7.29
1,000 or more	31.30	27.94	19.23
Crime level in school area			
High	12.97	13.81	13.63
Moderate	15.78	12.59	8.32
Low	8.14	7.73	5.71
Mixed	8.72	6.78	4.64
Don't know	11.40	11.60	3.50
Percent minorities			
0 to 5%	1.24	1.48	0.55
6 to 20%	7.88	7.52	6.18
21 to 50%	8.88	7.14	5.84
More than 50%	14.86	13.47	8.47
Free/reduced lunch			
0 to 20%	7.15	5.99	3.81
21 to 50%	12.95	11.05	8.77
More than 50%	10.23	9.41	6.40
Level of safety in school			
Very safe	7.82	6.92	5.07
Safe	12.55	11.25	7.81
Unsafe	0.8	0.08	0.08
Very unsafe		2.00	
Student/teacher ratio			
Less than 12	1.15	1.04	1.04
12 to 16	10.37	9.62	7.76
More than 16	10.94	9.60	6.71
Classroom changes			
0 to 3 changes	4.37	3.58	3.18
4 to 6 changes	9.05	7.67	5.69
More than 6	23.04	21.74	13.95

[1]Some schools are omitted from these categories because schools self-reported data on school characteristics. For this reason, the detailed results do not sum to the totals.

Interview component

10. School Safety Interviews: In-depth case studies

The *School Safety Interviews: In-depth case studies* were conducted with 16 Arizona public schools between December 1999 and March 2000. One principal and two teachers were interviewed at each of the sixteen schools. One additional staff was also interviewed at each school from the list of Aides, Bus drivers, Counselors, Heads of Security, and School Resource Officers. Therefore, 4 staff members were interviewed per school, amounting to 64 interviewees. Further details on the sample and interview protocol are available in Appendices 2, 3, and 4.

The interviews were transcribed and exported to N5, the latest version of the NUD*IST (Analysis of Non-numerical Unstructured Data by Indexing Searching and Theorizing) software for qualitative data analysis, where the information was coded and analyzed.

The results from the interviews have been summarized in this section. The results are discussed based on the major themes and sub-themes that emerged from the interview process. The themes are as follows.

School themes
- School physical structure
- Student commute and crime
- Teacher involvement and school safety
- Role of teacher awareness
- Teacher time with students
- Monetary resources for school safety
- Information exchange in school
- Legal aspects of school safety issues
- Lagging practices in school safety
- Issues pertaining to Special Education students
- Successful practices for school safety
- Successful training for school safety
- Role of leadership
- Positive student environment and school safety

Matrix display of major safety issues by school type

Student themes
- Student crime
  - Assaults
  - Deaths
  - Fights
  - Gangs
  - Hate crimes
  - Hazing
  - Substance Abuse
  - Thefts
  - Graffiti and Vandalism
  - Weapons
  - Matrix display of student crimes by school type
- Student behavior and school violence
- Trigger points for school violence

Community themes

Community crime
Community socioeconomic factors
Community psychosocial factors
Community collaborations
Television, media and student behavior

Parent themes

Parental involvement at home
Parental involvement in school

Interview section discussion

It becomes evident from the *School Safety Circle of Influence* diagram below that the schools' policies, programs, practices, physical structure, and teachers are factors internal to the school that determine school safety. These are the only factors that are internal to the school and within fairly complete control of schools. It is these factors that can be reformed and adapted to meet the end result of school safety.

School safety is also determined to a very large extent by students, their criminal and other behaviors. Students in turn wear the dual hat of external and internal factors. They are external factors because they are part of the community and are internal factors because they are part of the school and can be disciplined to a certain extent through school policies.

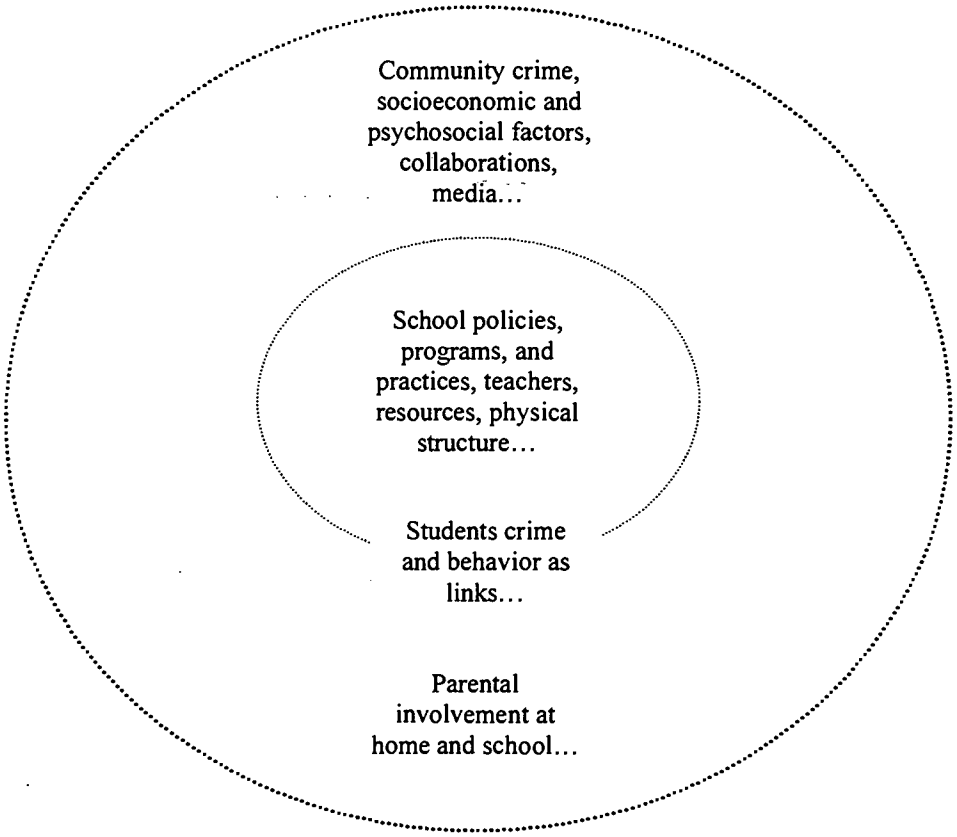
Many respondents highlighted that, generally speaking, community factors, like crime, socioeconomic, psychosocial, and collaborative factors, have a very crucial role to play in school violence. They perceived that schools are an element of the society and experience any symptoms thereof. The influence diagram below illustrates this point.

It can be noted from the diagram that parental factors like involvement at home an in school are also external factors that influence school safety.

Although schools can not control external factors like community and parents it is very crucial for schools to be aware of them because school safety is couched in them. However, schools can control factors that are internal to them like policies, programs, and procedures pertaining to teachers, school physical structure, internal resource allocation, etc. This is the only aspect of school safety that is within control of schools to a large extent. The section on schools will discuss at length details pertaining to the same.

The interview section of the study will first provide a detailed discussion pertaining to community and parental factors and will discuss their role in school safety. This will be followed by information on student factors. All this information will provide a background for an exhaustive discussion on school factors and school safety.

School Safety Circle of Influence



Note that the interview protocols for the in-depth interviews were adapted from the National Study of Delinquency Prevention in Schools, a national study from the U.S. Department of Education. Adapting the national study will allow for meaningful comparisons between Arizona and national results. The national results will be available for comparison in December 2001 at www.ed.gov.

Community themes

Key findings on the influence of community on School Safety

Many respondents perceive community influence on school violence and school safety issues. Following are some key influencing factors that are highlighted.

Crime factors

- Homicide in certain communities.
- Domestic abuse, child abuse, and sexual abuse, especially in isolated communities.
- Substance abuse in the form of alcohol and drugs and easy availability of substances.
- Gangs, especially, family involvement with gangs.
- Illegal businesses in communities with low-income housing.

Socioeconomic factors

- More fights, inadequate coping skills, and priorities separate from education in low SES families.
- Inadequate after-school activities and prolonged periods of inadequate child-supervision in isolated communities.

Psychosocial factors

- Student "baggage" pertaining to verbal and physical abuse from the family.
- Suicides among children form isolated communities.
- Students from dysfunctional situations frequently consider prisons as a step-up.
- Students act out and imitate negative behaviors observed at home (like gender discrimination and abuse).

Television and media

- Television, movies, and peer influence.
- Media and the challenge to maintain confidentiality of student-level information.

While schools might attempt tackling some problems in the community the school is only one element in school safety, in addition to the community and family. By and large there is not much that schools can do about community-related issues. However, it is very useful for schools to be aware of these factors so that they can try and accommodate related information into their policy discussions pertaining to school safety. It is also very important for schools to have positive collaborations with various agencies like law enforcement, Child Protective Services, and health services to maintain safe school environments.

10.1. COMMUNITY*

Schools are part of the community and to an extent reflect what goes on in communities. While schools might attempt tackling some problems in the community they are very few and far spaced. By and large there is not much that schools can do about community-related issues. However, it is very useful for schools to be aware of these factors so that they can try and accommodate related information into their policy discussions pertaining to school safety. It is also very important for schools to have positive collaborations with various agencies in the community to maintain safe school environments.

This section highlights various aspects of the community like crime, socioeconomic factors, psychosocial factors, interagency collaborative efforts, and media, and their influence on school safety.

Community crime

Any form of crime or violence in the community is bound to have a direct or indirect impact on what happens in schools and is, therefore, very crucial to their safety. Fifty nine percent of the respondents (three bus drivers, one counselor, two heads of security, eight principals, five SROs, and nineteen teachers) discussed community crime in course of the interviews.

Homicides/ killings

Several communities, especially the isolated and depressed ones, experience various forms of homicide. As discussed by several interviewees such incidents play a negative role in children's lives because they grow up observing such violence and are often related to the deceased or are even a part of the crime. One teacher (cell 14) illustrated the point with the help of an example. "*I've had three situations in the last two years. One, where the mother was killed by the father while the kid was right there. Another one where the father ran down the hall shot the mother and shot himself and the kid was in the room right there and saw him. The third one where the kid was in my room and the mother was going over to the house to get some stuff and the father came running out and shot her. I've seen what it's done to the kids, it just destroys a kid*".
On a similar note a principal (cell 13) observed that "*we're not isolated and insolated from all that bad stuff that goes on. We're right in the midst of it and our kids have to put up with a lot of that stuff. I think that's why they really like coming to school because they know it's safe*".

Each time such crime takes place in the community the school feels the impact too. In the words of a teacher (cell 14) "*yesterday we just had a case where the police told us that maybe we should consider a lockdown*" because some body was shot in the neighborhood.

* See Appendix 2 for cell references in text.

What concerned some respondents was that sometimes students get used to crime in their communities. Getting used to such incidents can change student attitudes towards crime in general and that can be problematic. One teacher (cell 5) shared an instance where violence had taken place in the community but did not get the expected reaction from the students. "*A guy was gunned down by police in the 7-11 parking lot and kids passed his body in the parking lot on their way to school. I thought the kids were going to be totally freaked out. There were kids who were upset because he had lived in an apartment building that was close to here and they knew him. But then that was it, it was over and done with, and it was like just another day*".

Abuse

Abuse in the community can take many forms like domestic abuse, child abuse, sexual abuse, etc. And in many instances children are involved and bring those influences to the school. One principal (cell 7) discussed the presence of *domestic violence* in the community and what schools can do to assist children from such backgrounds. "*There are some things that are going on out there like domestic violence, I think because of the alcohol. I know it exists out there, so what I'm trying to do is to make this a safe school, to make this a place where kids feel wanted, feel like people care about them*".

Child abuse takes place in many communities. According to one teacher's (cell 3) perception, however, child abuse is more common in reservations or rural communities and it is also more accepted. "*On a reservation I think we probably have more cases of child abuse and so on that's probably looked the other way because it's been going on for years*".

Sexual abuse also frequently tends to occur in isolated communities, and often it is school-age kids who are affected. One teacher (cell1) recalled an incident in the community and what concerned the teacher was the acceptance that was displayed by some community members. "*There had been some experimentation with a group of boys among themselves, and what was odd was that it was older kids with younger kids. It was going on and it was happening for a long time. The mom had caught the little boy and was very furious. The only thing that unsettled me about that situation was how it ended up. I remember hearing a comment like, oh well you know, all boys do that, it's so natural*".

Substance abuse

Alcohol and drugs were two of the most frequently discussed problems with respect to substance abuse in various communities. One counselor (cell 3) pointed out that "*we have lost a lot of our community people to alcoholism*".

According to a principal (cell 13) substance abuse is fairly common in many communities. "*I think drugs is one of the things that we see a lot of. I think it was last year, and right across the street they were selling meth right out of a house and they busted them*". Substance abuse in the community influences students to a very large

extent as noted by one SRO (cell 11). "*I know in dealing with the sheriff's department that there are a lot of drug problems out in this area. So it doesn't help the students at all, it actually influences them I think in the drug world because it is out there*".

Gangs and graffiti

Many communities have some gangs that eventually permeate schools. In the event that this happens it becomes very difficult for schools to isolate the problem and solve it because of the constant exposure that students experience outside the school premises. One head of security (cell 6) noted that "*their parents are gang members, they have the tattoos, and their grandparents are gang members. I don't think they're full- fledged gang members yet but they are wannabes. The family is a stronger influence than we are*".

The physical appearance and condition of areas surrounding the school reveals a lot about what goes on within the community. Presence of graffiti might indicate the existence of gangs in the neighborhood and other discipline related problems. One bus driver (cell 8) shared that there exists "*a lot of graffiti and a lot of spray painting on the signs. They had spray painting over at the high school*".

Economics

Some interviewees discussed the mix of crimes that can take place in low-income neighborhoods. One principal (cell 5) observed that if "*you look down the street there is a significant amount of low income housing that lends itself to increased mobility. So that's a problem in itself. Then in the community you also have killings that have gone on over the last few years. You also have substances, poverty to some degree, and the police report to us that this is one of the highest crime rate areas in the city*".
The SRO from the same school shared that "*there's a lot, there's prostitution, there's drugs, there's armed robberies to the business, local businesses around here, there's a lot of homeless walking around the streets, and all right here down the street*".

Another SRO (cell 16) touched upon thefts as a concern in some communities. "*I would say most of our problems are thefts and criminal damage*".

In summary, this section discussed various crimes that take place in communities, which in turn can impact kids in those communities. Homicide, domestic violence, sexual abuse, child abuse, alcohol, drugs, gangs, graffiti, and theft were some of the community crimes discussed by the interviewees.

Community socioeconomic factors

Schools are part of the community and socioeconomic factors in the community can influence the school environment. Seventy two percent of the respondents (one aide, three bus drivers, one counselor, three heads of security, thirteen principals, two SROs, and twenty-three teachers) shared their perceptions on the relationship between school safety and socioeconomic factors in the community.

Economics of the community

The economic condition of the community goes a long way in determining the kind of issues that are faced both by the community and the school. Poverty, unemployment, and low-income housing could determine the community's attitude towards education and crime. One teacher (cell 2) discussed that their community is "*a mining community where the mines are slowing closing. So there is a lot of dynamics there that you don't have everywhere else, unemployment rates, transient population that's forced by mine closures, and also a different attitude towards education than you find in this community*".

Another teacher (cell 15) perceived that there was a definite correlation between the presence of gangs in their community and the existence of the local prison. "*The prison has had a direct influence on the rise of gang activity. Simply because of people who've moved into our community because they have somebody in prison. I think if the young people go to prison and get involved in a gang situation they bring that back to their community when they come out regardless of where they go. And I think building the prison here has been a great economic boom in a lot of ways but I don't think it's really been necessarily good for our community*".

Socioeconomic status of the community

Children from both low and high socioeconomic status (SES) deal with safety related issues, based on what they have experienced in their environments. While poor kids might act out more or be more organized, rich kids are also involved in incidents, although they might not be as organized. One head of security (cell 6) commented that "*we have the middle class, upper middle class, the wealthy kids here that tend to group together and get in trouble. You could call them a gang just as much, if not more. They probably do more damage to the community than the groups with poorer kids. They are organized and the wealthier kids are not. The poorer kids will flaunt it a little bit more and maybe not be as smart about it. The wealthier kids have parties that parents have no idea of*".
On the same lines a principal (cell 6) shared that "*I personally believe that if the student's experience in their past has been one where they possibly would have been bullied, threatened, intimidated; either within their family or their home, then that's just going to come with them. I think that transcends genders, races, and economic backgrounds*".

Both low and high SES communities have domestic abuse and substance abuse. However, the lower SES population tends to have more of these problems. One principal (cell 1) perceived that " *when you have many people that are low income and don't have the education, I think that you get a lot of drinking that probably goes on at home. We have had some abuse cases over the years, and now I'm thinking mainly of sexual abuse, and the majority of that though was with Anglos*".

According to some interviewees when domestic abuse and fights take place in the community the low SES populations often lack appropriate coping mechanisms. Such

attitudes may have tendencies to be extended to schools also. One principal (cell 14) perceived that "*the families of poverty have lower thresholds and they have a tendency to resolve their differences through physical conflict. I don't believe that it has anything to do with particular families or particular cultures, but I believe it is more of class issue. I see that poorer families don't have as many of those coping skills that we would see in the middle class or your upper middle class families*".

Another issue mentioned by the interviewees was that the low SES populations have other important priorities besides education because they have to deal with basic survival issues on a regular basis. One teacher (cell 4) observed that "*it's not that families struggling economically don't love their children or don't care about them. It's just that they don't have time for niceties, they're trying to make sure that they have enough to eat, a place to sleep, they are just taking to take care of the basics. Consequently, the kids come to school totally undisciplined, they have no clue as to how they should properly behave, and their language many times is very minimal. Those are things that I worry about most*".

Community growth

The nature of safety related issues start to evolve as communities grow and change. One principal (cell 2) commented that "*I think it's due because we're so small and we're still somewhat rural. But it remains to be seen what happens in the future when we get eight hundred kids on this campus and we're not rural. I think some of those issues will probably catch up with us*".

Isolation factors

Isolated communities breed their own unique problems and they are in turn carried into schools by the schools. One teacher (cell 1) noted that " *I think it's a big danger when you have kids that are isolated because parents are out working hard in the fields, have long hours, and are tired*".

Rural or secluded communities and reservations are isolated and they often have high-risk students enrolled in their schools. Very often the kids are a lot safer in the school than in the community itself. One teacher (cell 9) stated that " *most of our problems are outside our school and sometimes they get brought into the school. But I think this school is an area where the kids feel safer, they feel safer here than they do out in the community*".
According to one principal (cell 3) "*There are not really any strong community activities that happen for the kids at all after school. We rate our kids each year at different levels of risk. By the time you get to the 8th grade we probably have about seventy or eighty percent of our kids at some form or another of being at risk. The majority of our kids do not live with both their mother and father. A lot of them live with other adults besides their parents*".

Physical location of the school

The location of the school has an important influence on the kinds of crimes that can take place in the school. For example, schools might be situated amidst communities that have a lot of graffiti and various kinds of crimes. One principal (cell 14) discussed that " *the general issues that are around the community are issues of graffiti which is beginning to be more prevalent in the washes, dumpsters, alleyways, and a set of buildings. Kids running around late at night, curfew violations, trespassing, and burglary. Which is typical I think for a suburban community like ours. Sometimes we see those issues being manifested here the following day as a result of cruising, kids come into conflict and then it ends up spilling over here*".

In summary, this section discussed perceptions on the impact of community socioeconomic factors on school climate. The economics and SES of the community, community growth, isolation factors, and physical location of the school were some of the topics that were discussed in course of the interviews.

Community psychosocial factors

There are several community psychosocial factors that can impact student behavior and student violence in schools. Some of these factors could be abuse, dysfunctional family environments, negative reinforcements from the community etc. Thirty three percent of the respondents (two counselors, six principals, two SROs, and eleven teachers) revealed such situations with respect to their schools.

Abuse

Abuse in the home and community can take the form of verbal and physical abuse, where the latter could include sexual abuse and rape. These forms of abuse leave very deep scars in the students' lives and can cause various behavioral problems also. The interviewees shared many such examples. One teacher (cell 14) shared that "*When I look at my thirty kids, fifteen are from single parent homes which is fifty percent. Ten of them are abused so that means twenty aren't. But ten of them are abused, physically, sexually or verbally. When you look at statistics like that you wonder about the five good kids that show up, how well they really are with what's going on. I don't think a lot of people understand that*".

As revealed by a principal (cell 3) such statistics can be appallingly high in some isolated communities and can place students at risk. "*I don't know the numbers but it would probably be around thirty or forty percent of our kids, at one time or another through their k-8 experience, have had something like that happen to them*". In the words of a teacher (cell 2) "*I have two kids in my class who were sexually abused by the time they were seven years old. I am just amazed at how many things these kids have been through. Just life experiences. Not so much like safety, danger things, but just life*".

One principal (cell 4) was very concerned with who gets custody to sign out kids when they are at school because such arrangements have a potential for abuse as well. The principal shared an instance where the arrangement was being abused by an adult during school hours and the school had no way of knowing what was going on till the parent brought it to their attention. "*I've had a 7th grader that was raped by her older sister's husband. The mother comes in and says at a conference that one of the problems is that her daughter missing too much school, especially in the afternoon. She's being checked out at noon everyday. The individual who's been checking her out was on the list to have authority to check her out. She was getting home at the regular time everyday, she would show up at the bus stop the time she's suppose to get off the bus. But during the afternoon they were having their rendezvous*".

While such instances of abuse are very concerning to teachers and the staff alike, there have been instances where they have preferred to look the other way instead of reporting the incidents and getting involved and/ or accused. One teacher (cell 3) illustrated the same. "*I heard that a teacher reported that a kid was being molested and then the parents went back and accused the teacher that the teacher was doing it. So, after that episode I think there was a real mix-up down there and I don't know how it ever ended up. But I think a lot of teachers were kind of scared to ever report anything. So it seems like a lot of people have looked the other way and it's been going on and on*".

Suicide

Some communities, especially isolated communities, have a higher incidence of suicide than others. One teacher (cell 9) shared a grave concern for this problem because it influences school age children. "*Part of the problem is in this culture, more so than in other cultures, it tends to get glorified with great outpourings of grief, emotion, sadness and big showy funerals. A lot of times these kids that commit suicide get all the love and attention in death that they never got when they were alive, and so the other kid who's neglected and didn't get any attention sees this and feels encouraged. In fact, when you see that, you don't start wondering why the ones who kill themselves do, you wonder why more don't*".

Dysfunctional situations

Kids from dysfunctional backgrounds lend themselves more to risk. One counselor (cell 12) stated concerns regarding dysfunctional situations that the students are exposed to on a regular basis. "*We have kids who live in homes where there is domestic violence, we have kids who are living with single parents as a result of divorce, we have kids who are living in homes where the parents are using drugs, and the parents condone drug use with the student. So we have the typical array of dysfunctional at risk home life situations going on*".
A teacher (cell 2) discussed student preference for jail in instances where they come from dysfunctional situations. "*The problem is what do you do when you come from a dysfunctional family. Prison is a step up. That's what happens with a great deal of kids*

that come from very troubled home lives, they figure that they're going to jail anyway, prison is a step up".

Negative reinforcement

The family and community have a very strong influence on kids. They can promote positive behaviors if they are in a position to reinforce the same. On the other hand, many families and communities end up reinforcing negative behavior in children and those are very difficult to deal with. One principal (cell 5) commented on how students observe the negativity in their communities. "*This is a very tough area and the kids see things going on all the time. It's a very difficult area for a student to grow up in I think and some of it spills over into the school in terms of what the kids see and do on the campus*". This is because the children pick their role models from these environments and follow them.

One principal (cell 3) remarked that "*part of our problem out here is it's self-perpetuating, it's the role models and the people and how they've grown up. They know that there are other things out there to do but this is all they've experienced and they just fall into the same rut that's been going on*". For example, in male dominated communities the female students have a tendency to accept abuse just because it is common in their communities. One teacher (cell 9) illustrated the same. "*This is a very traditional male dominated society and we see a lot of that here at school. While there are many consensual relationships there are also some that are not. The girl doesn't have a whole lot of say in the matter, and because mom gets beaten at home the girl doesn't see herself as having any options. It's a big problem for us because a lot of our girls don't think it's a problem*".

In summary, this section discussed how schools become a reflection of the various psychosocial problems that exists within families and communities. Abuse, suicide, dysfunctional situations, and negative reinforcements were some of the traits that were discussed. The negative impact that the community can have on children can be amply summed up in the words of a teacher (cell 15). "*They bring such a negative attitude with them to school and they feel like they are a failure*".

Community collaborations

Various collaborative efforts exist between schools and different agencies in communities to maintain safe school environments. Forty five percent of the respondents (one head of security, fifteen principals, one SRO, and twelve teachers) shared their opinions on collaborative efforts between their schools and communities.

School only one element

While most interviewees agreed that schools today have numerous safety-related issues at various levels they were also conscious of the fact that schools are only one element of the community where such issues are couched. In other words, schools are not solely responsible for any safety problems and can certainly not solve them on their own

without any collaboration with the community. One principal (cell 6) noted that "*it's such a bigger issue than just what goes on in the school. They keep focusing on the schools, which I understand, but it's really a society issue. So maybe if they could broaden their perspective of violence and where it comes from, or really starts, schools are just the places where it gets acted out and gets recorded*".
One teacher (cell 2) agreed with this view. "*I always wonder about trying to build these values here but it still takes a village. Schools are put in a very unfair situation if you say we are responsible for changing these kids. We can only be an element that tries to teach a lot of the social values but if those aren't' reinforced at home then you've got a problem, a societal problem at best*".
As a suggestion for joint responsibility, another teacher (cell 7) perceived that "*responsibility is 1/3rd teachers, 1/3rd the parents, and 1/3rd the students. You got to have those three to work with each other*".

After-school activities

After-school activities are very essential for students, especially in remote areas like reservations, in order to keep them occupied after school and away from trouble. In the words of one teacher (cell 9) "*our kids need more to do outside of the school, whether it be organizations, whether it be youth centers. I think they need things outside of themselves and outside of the school to occupy their time so they don't have the time or the inclination to indulge in inappropriate behaviors*".
On the same lines one principal (cell 9) commented that "*out here on the reservation there's nothing else for them to do. It's either school or home, there's no place to go, there's nothing*".
Another principal (cell 3) added "*there needs to be a lot more activities after school. When you're in a large city the city provides a lot of after-school activities and they'll work in conjunction with the schools*". However, such arrangements are very difficult to come by in rural or remote areas.

One principal (cell 8) provided some examples of the kinds of after-school activities that can be explored. "*I'm working with the city right now to write a grant. We want to try to get many things, drama, photography, etc., which the grant will support. There's not enough for the kids out in the community. This school to me is a community school, it's not my school*".

While many schools are struggling to provide their students with options for after-school activities, it is disturbing also that there are many students who do not have the inclination and/ or time to make use of such opportunities. One principal (cell 7) observed that "*that is an area we can improve on greatly. I know our community tries to do some activities after school and on weekends for students. But there is a certain population of our students that just has no interest in any of that. If at all they are interested, it's usually in a place for them to meet their buddies to continue smoking or whatever it is they do. It maybe a lack of interest or family obligations or even the fact that many students live out of town and log in many miles a day of traveling*".

Community activities

Community activities can take various forms like youth organizations, neighborhood associations, etc. Many interviewees touched on most of these in course of the interviews. One principal (cell 13) mentioned a very important aspect of collaboration. According to the principal it is sometimes essential for schools to make the first move and approach the community in order to give them a feeling of comfort. "*The thing that we have to do is we have to go into their community and we have to develop some rapport with the people by having meetings in churches or in civic buildings. We need to do a better job of being out in the community so that people that don't feel comfortable, and who didn't have a positive experience in school feel comfortable and can express concerns*".

Collaborations with neighborhood associations can also be very useful in keeping schools safe as stated by one principal (cell 14). "*There's a very active neighborhood association here. If they notice that there's an increase in graffiti or hate crime, they pass that along to us. And we inform them if we feel that there are some things that we're noticing that has to be coming from the community*".

Another principal (cell 10) summed up the positive benefits that can result from student involvement in the community. "*Here at the school we put on a police and firemen appreciation luncheon every year and invite all the local firemen and policemen and the kids entertain them. We go out into the community and do community service as well because I think it helps a little bit too. If you're out there in the community helping little old ladies get their yard cleaned up or work for shelters and things like that, those things help. We call it a whole person learning approach. We feel if any piece of that is missing then you're missing the whole person. And we're not just an academic institution, we're trying to do more than that*".

One principal (cell 3) discussed the benefit of youth organizations in working with students at risk in schools. "*Right now we're working with the reservation's division of youth services and they're working particularly with kids that are at risk and help them cope and do different things. However, they work post-facto and are not preventative*".

Services

Police

Collaboration with law enforcement agencies, and the police, was viewed among the most significant by various interviewees with respect to school safety. One principal (cell 3) commented on the close ties the school has with the police. "*We have fairly close ties with the police and we keep in close contact with them about things that we are seeing and they keep us tuned to what they are seeing in the community*". However, it can become problematic to have such collaboration in some remote areas. One principal (cell 11) commented that "*we don't have local law enforcement here and so all of our law enforcement comes through he county*" which can be both time consuming and cumbersome.

An added advantage emerges when the police are in a position to spend more time at schools and be visible to the students as SROs. One principal (cell 16) stated that "*we do have a really good relationship with the police in town and we have for years. And now we also have a Student Resource Officer who is on campus*".

One head of security (cell 9) discussed how effective collaboration with the police has been in reducing hate crime kinds of issues. "*The hate is still there but it has been prevented from going any further. The tribal police, the tribal courts, and the tribal government are all involved in helping these problems and preventing them*".

In the words of a principal (cell 15) collaborative efforts from the state have been successful with respect to law enforcement and school safety. "*One of the best things the state did in the last few years was the emergency management. I'd love to see it mandated where the local authorities, the police, the fire department, etc., have to sit down with the school, because our issues are so related, and we need to work on the issues together*".

Child Protective Services (CPS)

Given the nature of incidents that can occur in schools, many of them need to collaborate very closely with the CPS. One teacher (cell 2) pointed out the need for adequate resources in order to keep such options accessible to children in need. "*We had a kid once who was being raised by his eighteen year old cousin and we couldn't get Child Protective Services to do anything for him. They need to fund more money into programs like Child Protective Services and Foster Care Programs to get better treatment and get better people in those programs. So it's not just a school related issue, it takes the whole village*".

Health Services

Collaborations with health services and with other similar social services were deemed essential for communities by various interviewees. Such collaborations do impact school children within communities, both directly and indirectly. In the words of one principal (cell 3) "*I would like to see a situation where, especially in isolated areas, we can combine medical and social services and all of those kind of things. All within the district in one area where the community is able to get that kind of help. And then I think you'd be able to have a much more united impact in working with a lot of the problems that are out there*".

In summary, this section discussed the value of community collaboration in the effort to maintain safe schools. After-school programs, youth organizations, neighborhood associations, law enforcement, CPS, mental health and other related services were some of the topics discussed by the various interviewees. In addition, many interviewees agreed that school is just one element in the discussion and any meaningful solutions will have to be collaborative in nature.

Television, media and student behavior

The interviewees were asked to discuss the impact that television, movies, peers, and media have, or could potentially have, on student behaviors and school safety issues. They were also asked to highlight their perceptions on the media's reactions to issues related to school violence. Information was shared by twenty two percent of the respondents (seven principals, four teachers, one bus driver, one head of security, and one SRO).

Television, Movies, Peers

What students learn from their peers and from the media has a very important role to play in their behaviors at school. In discussing the impact of TV on student behaviors, one bus driver (cell 7) perceived that "*children get the ideas probably from television and newscasts, sort of a copycat type of things of what goes down in the valley, they pretty much do up here.*"
One head of security (cell 14) shared a similar sentiment. "*It depends on the movies that are out, television programs that are out, and what they're making fun of and what seems to click with the kids. If there happens to be a bad kind of a movie out or a hate crime type movie you'll start seeing maybe a little bit of graffiti relating to that*".

According to a teacher (cell 5) "*the sport of choice by so many of the kids in this school and their families is wrestling. I say you need to stop playing around like that because that's what they're doing. Kids get hurt playing around and they say we just saw this on TV last night*".

Peers can also have a very deep impact on student behavior, especially if the students interact more with peers and less with family members. In the words of an SRO (cell 5) "*they see their friends doing it. If they can't communicate with their family at home if they try to talk to them and they're jut talked at and not with, then they go to their friends. And of course their friends are going to talk to them and then they're going to just agree with each other and then that's where things spiral*".

Media

Schools tended to have very mixed reactions to their relationship with the media, especially schools that have had criminal incidents occur. A principal (cell 6) shared concerns regarding the media because "*the media needs a story, so you got to tell them. You have to tell them about the positive stories. They're really quick to jump on any negative information that's out there, that is a challenge*".

Another principal (cell 15) shared a similar sentiment, especially with regard to media interaction and what they choose to focus on. "*The media is trying to sell the story, so they're looking for sensationalism, and my experience with the media has not been good. The fact is that the media does not want to deal with data. They want to deal with emotions*".

The principal went on to share the experience of the school. "*Our advice was not to talk to the media. As a result the media would find anybody and they'd ask them what's going on, and these people had no idea what was going on, but they gave them an opinion and the media put it into the paper, or into TV. I think as schools we need to know how to deal with the media more and to try to share information with the media*".

One principal (cell 14) highlighted the school's interaction with the press, both with regard to hurdles and support from them. The principal expressed that "*we talk to them whenever they want to talk and we tell the truth, and we answer their questions. Sometimes we think they don't do a good job, but it's really difficult to argue with the press because they're in front of the camera everyday, and so it doesn't benefit the administrator to have a running battle with the press because you always lose. We do have issues of being forthright and honest and to make sure that we're putting the best light and that we're explaining things as they happen and at the same time protecting student rights and they understand that. I have to say they've been fair, I haven't liked everything they did or said about our school but you know it's my problem".*

Media and confidentiality

The issue of student confidentiality tends to be most crucial, especially with respect to the media. The issues surrounding confidentiality were discussed by a principal (cell 7). "*I have a lot of discipline information on students, and I don't feel comfortable releasing that information to them. I don't feel like discussing that information in a public setting and that's important to me. And so we have to respond in very general terms and of course that sometimes doesn't wash well with somebody who wants to find specific answers and I just kind of have to say well I'm sorry that's a confidential matter*".

In summary, this section discussed the impact that TV, movies, and peers have on student behavior. Problems encountered with the media and issues pertaining to student confidentiality were also highlighted.

This concludes this section on community influence on school safety. The following section discusses perceptions pertaining to parental factors and their impact on school safety.

Parent themes

Key findings on the influence of parents on School Safety

Several respondents consider parental involvement at home and in school as crucial for student discipline. Following are some of the key influencing factors that are highlighted.

- Lack of parental involvement in the child's life can be harmful to discipline and a general feeling of wellbeing. Decline in parent time spent with children, apathy, and passive permissiveness of negative behavior are some of the patterns that are noted among parents at various schools.

- While parental involvement is highlighted as crucial, problems resulting from overt parental interference are discussed.

- Students often have to abide by separate discipline methods at home and school, the former sometimes reinforcing negative behaviors through acts like domestic violence, while the school is attempting to control violent behaviors.

- Lack of student discipline or academic achievement is frequently an outcome of inadequate parenting skills.

- Parents of troubled children seldom attend parent-teacher-association (PTA) meetings and frequently have issues of their own to deal with.

While there are steps that schools can take with regard to some problems like low PTA attendance and poor parenting skills, there is not much that schools can do about other problems like parental apathy. However, it is very useful for schools to be aware of these factors so that they can accommodate related information into their policy discussions pertaining to school safety.

10.2. PARENTS*

Parents as individuals can play an important role in their children's behaviors and value systems. While there are steps that schools can take with regard to some problems pertaining to parents like parenting skills there is not much that schools can control with respect to parents. However, it is very useful for schools to be aware of these factors so that they can accommodate related information into their policy discussions pertaining to school safety.

This section highlights parental involvement at home and in school and its impact on student discipline.

Parental involvement at home

Parental involvement with children is becoming increasingly difficult given various responsibilities of working couples and single parents, amongst other things. Yet, it continues to be one of the important factors that determines student behavior and discipline. Twenty five percent of the respondents (three principals and thirteen teachers) shared their perceptions on the extent of this problem in schools today.

Non-involvement

One teacher (cell 9) expressed concern with lack of parental involvement in children's lives, especially at parent-teacher meetings. The teacher illustrated how some parents ask the teachers "*why did you call me down here? He won't listen to me at home, so why do you want me to come down for this parent conference? I hear this from parents on and on and on. But at that point when the kid's fifteen, and the parents are saying that, well you're right, there's nothing she can do. The problem is when he was five, that's when she hadn't taken the iron, that's caused him to be this way*".

Another teacher (cell 2) shared a concern on similar lines that "*parental neglect really molds these kids and by the time they get to be eleven or twelve years old, their behaviors a lot of times are so set, and then with the passive permissiveness that the society or the parental structure or peer group structure has given them, now they may be on a road that is not a productive road for them*".

Some teachers discussed the apathy that parents can sometimes have towards their children. One teacher (cell 5) remarked that the parent's feeling is "*why should I get involved in my kid's school, my kid's not going to do any better than I did. Why would you want to do better than I've done? What makes you think that you can do better than I did*"? And this kind of attitude can lead to very negative reinforcements for children.

In the end, one teacher (cell 15) perceived how the transition took place and how parental involvement declined over the years. "*I think probably in the 60's and 70's the kids had a*

* See Appendix 2 for cell references in text.

lot more backing at home from parents that if you had a problem you could call home and mom and dad would come in and see you, or they would talk to the child and try and get something done. I think that changed a little bit in the middle 80's to maybe even today. We have so many parents working now. We've got double people working in a household, and lots of split families, and so I don't think that parents have as much input. It's not that they don't care, but I think they kind of rely on the school to do it, it's your problem from 8:00-3:00".

On the contrary there are several parents who do take an active interest in their children's lives and schools have a responsibility of making parents aware about situations at school so they can become more informed. One principal (cell 9) pointed out that "*parents out here, a lot of them aren't as aware of what's going on. I think we need to work on awareness, community awareness for things like the gang issues, the drug issues*".

Responsibility and discipline

Some parents do not display a sense of responsibility towards their children and many teachers perceived this as problematic. One teacher (cell 2) observed that "*we've done community teaching and brought parents in, but it's not the parents we want to talk to that come, those parents are the concerned parents. I've had kids that walk in their parents complaining about something we did, and the parent's drunk. You know, there's not a lot we can do with that because we still have a parental right situation where the parents get to raise the kids. Unfortunately, we never said they had to raise the kids in a good manner*".

However, another teacher (cell 7) brought up the issue of joint responsibility for students, by the students themselves, in addition to the parents and teachers. "*There's only so much we can do as teachers. They say that responsibility is 1/3rd teachers, 1/3rd the parents and 1/3rd the students. So you got those three to work with each other and I think that one of the things that needs to be worked around here is teaching the parents how to take care of their kids*".

Value system

It becomes a futile exercise when the school and parents educate kids with varying value systems, with the latter sometimes promoting negative values in their children. For example, one teacher (cell 6) commented that "*in the past we've had incidences where the parents got into fights and then the kids come and get into a fight at school. We're trying to deal with them and tell them fighting is wrong and here their parents are beating each other. So it really comes down to if they've got support at home, they're pretty much doing fine.*"

Another teacher (cell 14) discussed the issue of values. "*What I've seen is students don't get the strong family orientation. And I see the same thing in practices towards safety, towards everything. There's just no knowledge of right or wrong, no information, so they're never sure what's right or wrong. The philosophy today is it's not wrong if you*

don't get caught. We see that through the news, cheating is only wrong if you're caught and if you're caught you're stupid". Such a philosophy regarding school violence and safety related issues could be very harmful to students.

In summary, the issue of declining parental involvement is becoming problematic with respect to school discipline. In the words of a teacher (cell 12) "*schools are having to replace parents*". Some of the major problems that were revealed in course of the interviews were parental neglect and apathy. Also, working/ single parents are finding it increasingly difficult to spend time with their children and to raise them with values and discipline like in the past.

Parental involvement in school

Parents play an important role in their kid's personal and academic life. The interaction that parents have with their kids can determine how the kids behave and perform in school. Forty five percent of the respondents (one bus driver, two counselors, one head of security, thirteen principals, one SRO, and eleven teachers) shared their perceptions on parental involvement in their school.

Parent-Teacher Association (PTA)

Almost all schools arrange for PTAs in order to provide a common ground to discuss the kids and make decisions that will benefit them academically and personally. While some parents take active interest in the PTAs there are others who do not want to participate or don't have the time to participate. This can in turn have many direct and indirect consequences for the kids. One teacher (cell 7) shared a concern that a very small percentage of the parents in the school attend the PTA meetings. "*During our parent/teacher conferences, of the 120 students that I have, only about 12 to 15 parents show up, of whom about half are grandparents. I think the problem is a lack of interest in their kids' education. That's probably the main reason why a lot of these kids are turned off school*".

A paradox related to low PTA attendance is that parents who do attend them are not those of kids with discipline problems. On the contrary they are almost always parents of successful and trouble-free kids. In the words of one head of security (cell 9) "*we'll only get the parents that are not really needed. We need the bad student's parents to come in, and those are the ones that usually stay away. It's the ones that you really want to see are the ones that never show up*".
One teacher (cell 6) revealed failures the school experienced on this front despite repeated efforts. "*We had an open house, a meet the teacher night. Instead of having them come to us, because a lot of them don't have transportation, we went to them but nobody showed up*".

Given these drawbacks, some interviewees suggested some measures that are being taken, or can be taken, in order to improve PTA attendance. One counselor (cell 3) discussed an experience from a previous school. "*They had parents come into the school*

and they were being paid for minimum wages just to do this for six weeks. They were on the payroll". While such innovative measures might prove to be useful they have their loopholes and must be approached with caution.
Another suggestion to improve communication was made by a principal (cell 9). "*One of the things that we've done at school is we've tried to increase communication from the teachers as well as administration to get to the parents by writing to them, calling them, or visiting them. Whatever you need to do to let them know what's going on academically, to bring them in and get them involved*".

One teacher (cell 15) shared a success story with PTA attendance. "*We had our band, our cheerleaders, our chorus, our orchestra and everybody gave a little ten minute performance in trying to get more parents to come on campus. We wanted them to be involved, and the only time you'll ever see a lot of the parents is if their kids are involved in something*". Such occasions can then become good venues for discussions on any important concerns the school might have.

Parenting skills

Several interviewees brought up the importance of parenting skills. Parents who are equipped with the right skills are in a position to benefit their kids personally and academically. On the other hand, bad parenting can lead to negative outcomes. One teacher (cell 8) observed that "*my biggest problem is that if I discipline a child at school I would hope that the parent would support me in my measures at home*".

There are many parents who do have the right parenting skills and they are in a position to help their children at home and in school. Children of such parents are in a position to succeed and stay out of trouble. One teacher (cell 1) commended how "*a lot of parents push their kids even though they can't help them. You see those kids just flourish, work hard, do whatever it takes to get the answer, and do what it takes to get an A, because their parents expectations are high. The ones I get frustrated with are the parents whose expectations are not high, who make excuses for their children, and who believe that this is better than what it was and it's okay. Their kids don't strive for any better and that's who I get frustrated with*".

For example, a teacher (cell 5) shared a concern that "*we have a lot of children here who are not used to succeeding. There is a lot of apathy, parents come in to conferences and say I didn't do well in school, I dropped out of school, I hated Science, I hated Social Studies, I never did learn to read. It runs in the family so I don't care if my kid can understand. Apathy breeds apathy*". Such poor parenting skills and apathy can lead to destructive consequences if not handled appropriately.

Parental interference

While parental involvement in school is essential it is also important for parents not to overly interfere with school discipline, and to know where to draw the line. Interviewees shared several examples where parents preferred calling the shots and giving their kids

conflicting signals. One principal (cell 10) discussed how this can become problematic. "*There are a lot of people who teach their kids to stand up for themselves. If somebody punches you, you punch them back. We tell the parents that we don't have any objections to their teaching the kids whatever they want. But in the school if you punch back, then you're part of the fight and the consequence goes to you too. And some parents have a problem with that because we are teaching them the opposite of what they are teaching*".

Another principal (cell 13) commented on a similar problem with student discipline when there is parental interference. "*I've had some fairly affluent families that were not pleased because we disciplined their children. Politically you wonder whether you're going to have a job the next day or not. But if you hold firm I think there's a level of respect among the community members. If you're consistent with everyone they can't argue with you*".

Parental cooperation as opposed to interference, therefore, goes a long way in benefiting the students and their overall discipline. One principal (cell 16) pointed out that many parents are extremely involved in the lives of their kids. "*Parents will call us up and alert us to the fact that people on campus may have drugs and then we immediately go after them and it's very aggressive*".

In summary, this section discussed the need for parental involvement in schools so the kids can be productive and disciplined. Parental involvement with PTAs and the need for positive parenting skills was discussed. The interviewees also cautioned that while parental involvement is a positive element, parental interference is not.

This concludes this section on parental influence on school safety. The following section discusses perceptions pertaining to student factors and their impact on school safety.

Student themes

Key findings on the influence of students on School Safety

All respondents in course of the interviews perceive a relationship between student behaviors and attitudes, and school violence and safety issues. Following are some of the key influencing factors that are highlighted.

Student crime

- Fights are more violent now, are more frequent at the beginning of the year, while passing between classes, and among freshman students.
- Assaults occur between students, often by special education students, and in some cases between staff.
- Deaths are uncommon and occur outside school mostly as a result of gang involvement or suicides.
- Student gang members intimidate, act out, are starting out younger now, and frequently conceal gang affiliations.
- Hate-crimes now cross ethnic groups, are often based on student sexual orientations or freshman hazing; extreme cases of physical hazing are almost non-existent.
- Marijuana and the advent of cocaine are most common. Additionally, there are behavioral ramifications from substance abuse and challenges in testing for drugs due to privacy issues. Other concerns like alcohol, tobacco, prescription drugs, and parties like raves exist.
- Locker room thefts and break-ins are common; computer hacking is gradually increasing.
- Vandalism after school hours and graffiti in places like restrooms is common.
- Knives, unloaded guns, bullets, minor explosives, and accessories like chains are most common weapons. Annual changes in weapons used by students, family influence, and ease of weapon availability are additional concerns.

Student behavior

- Language and attitude such as bullying, name-calling, and threatening are most common behaviors.
- Freshman students observe, act out, test their own limits, and test the staff's management skills.
- Student silence code is more common, barring few that feel comfortable with staff approachability.
- Freshman students tend to act out more as do male students and students with lagging academic performance.
- Student "baggage" and perpetuation of negative family behaviors is more common now.
- Student pregnancies and sexual abuse towards students exist in some isolated communities.

Trigger points for violence

- Relationship or "girlfriend-boyfriend" problems, gossip, misunderstandings, "mad-dogging" or staring, and negative language are most common triggers for fights and violence.
- Carrying over fights from communities, families, or gangs is common.

While schools might not be in a position to resolve most community and parental factors with respect to school violence, they might be more successful in controlling many of the student factors related to school violence. It is very useful for schools to be aware of their student factors so that they can try and accommodate related information into their policy discussions and can design programs tailored to their own local needs.

10.3. STUDENTS*

Students form a link between the community and schools. While one part of them comprises external factors that impact school safety another part of them comprises internal factors. Unlike with community and parental factors, schools tend to have more control over student factors in maintaining a safe school environment.

This section highlights various aspects of student themes like student behavior, trigger points of student violence, and student crime. Themes pertaining to student crime in turn discuss various types of student violence like assaults, deaths, fights, gangs, hate crimes, hazing, substance abuse, thefts, vandalism and graffiti, and weapons.

Student crime: Assaults

Assaults are a lot more severe than fights and were discussed as very common by interviewees in many schools. Twenty two percent of the respondents (six principals, one SRO, and seven teachers) discussed assaults in their schools in course of the interviews.

Nature of assaults

Assaults in schools can take various forms like students assaulting each other for specific personal reasons, for racial reasons, and students assaulting staff. In the words of a principal (cell 14) assaults tend to be more severe and often have very specific reasons. "*Assaults have a tendency to be a bit more severe, they also have a tendency to have more substantive reasons. This person's been bothering me and I've just had it, he passed by my street and he egged my house, or he said something bad to my girlfriend*".
Another principal (cell 13) agreed that personal relationships could lead to assaults. "*We had an individual that had a relationship with a girl. Her brother took exception to the relationship and towards the end of the school year he came up from behind the victim when he was talking and attacked him. He assaulted him, struck him in the head a couple of times, and when he was on the ground he kicked him a couple of times. Assault chargers were filed against the perpetrator and he was suspended from school*".

In addition to personal reasons, many assaults are caused because of racial tensions also. In the words of one teacher (cell 11) "*a couple Hispanic kids got suspended for hitting a White kid, taking off their bandana and putting some tools in it, like sockets, and beating him over the head. We have kids coming from different communities and there was a conflict between them. It could have also been because of race*".

Not only do students assault other students but they can also assault their teachers or staff. Safety concerns are, therefore, not limited just to the students. According to a teacher (cell 16) "*there was a student that had taken a swing at the principal in the front office and I had to restrain that student on the floor until the authorities arrived*".

* See Appendix 2 for cell references in text.

Not surprisingly, staff can also assault other staff in the school if they have misunderstandings or tensions of any kind. In the words of a teacher (cell 5) "*it's been a bizarre year, kids are getting much better, we have had teachers accosting teachers*".

Special education students

Given the nature of their problems, special education students very often end up assaulting their peers in the school. This is a safety concern both for the special education student, who may or may not be aware of the repercussions, and for their classmates. A principal (cell 12) discussed one such incident. "*We have a student who's mentally ill. He attempted to throw some equipment at a student and missed her, but he absolutely emotionally terrified the class. He also threw an object at his special education teacher and missed her, and damaged some school property*".

In summary, this section discussed assaults in schools. The respondents' perceptions on the cause for assaults ranged from personal factors to racial factors. Assaults against staff and inter-staff assaults were also discussed by the respondents in course of the interviews.

Student crime: Deaths

Student deaths are fortunately not very common in schools. However, students do die frequently outside the school by committing suicides or by getting into fights with gang members, etc. Eight percent of the interviewees (one principal and four teachers) discussed student deaths in course of the interviews.

Death in the school

Accidental death can take place in the school in course of a fight or a playground activity. Even though such incidents are accidental they are a huge safety concern to schools at any given time. One teacher (cell 5) discussed one such incident. "*We had a student who was playing basketball on the court at around lunchtime. There was an argument over he fouled me no he didn't kind of thing and one student kicked another in the solar plexus and he died*".

Gang related deaths

Students often associate with gang members outside the school. Sometimes they get into fights with them, which can lead to death in the extreme cases. While such incidents take place outside the school they still negatively impact the school climate. One teacher (cell 9) revealed "*we've had students that have been killed as part of gang activity but never on campus. We have never to my knowledge had a serious injury at school, meaning someone stabbed. We had a student get stabbed right off campus, maybe five years ago, and it was probably fifteen minutes after school*".

Suicides

In course of the interviews suicides were discussed as mostly taking place outside the school premises. In the words of one teacher (cell 9) "*it's an attrition thing. If they're really bad or if their problems are very severe they leave. We've had a few suicides over the years, but not on campus*".

In summary, this section discussed the experiences of interviewees with students dying either within or outside the school premises. While some of the deaths in the discussion pertained to students from the school, others like suicides and gang-related deaths did not.

Student crime: Fights

Of all the student-related crimes that were discussed by respondents in course of the interviews, fights were considered the most common, next to bullying, intimidation, and name-calling. Seventy two percent of the respondents (one aide, one bus driver, two heads of security, fourteen principals, three SROs, and twenty-five teachers) discussed school fights in course of the interviews.

New trends

Some respondents considered the nature of physical fights more violent in schools today. One principal (cell 14) shared that violence and rage have become more common in fights now which is problematic from a safety standpoint. "*When I started off there were quite a few fights and that was problematic and we have since reduced them. But the trend that I'm seeing is that while we're having fewer fights over the years the fights we have tend to be more violent, they seem to be these knock out drag out affairs and they can get real messy. It's almost a rage when we do see the violent aspect in kids and that is a problem*".

Another trend that was noted by the respondents was that fights now frequently tend to take place between groups rather than one on one. In the words of a teacher (cell 9) "*we didn't have just as many fights back then, they weren't gang related, and they didn't cause seven people on nine people kind of fighting. Back then when we had a fight, I didn't like you, so we fought. Now it's I don't like you, I got my nine buddies and you got your seven buddies and we're going to meet outside of school and have this big fight*".

Time variations

The respondents perceived that fights seem to occur more frequently during certain times of the year. One SRO (cell 15) perceived that "*when school begins, it happened like that last year and it happened like this year, it's like everybody's so excited to be back at school. But they all hate each other so that's why we have all these fights. And then throughout the year it calms down*".

Just like respondents perceived certain times of the year more prone to fights, they also perceived certain times of the day as more prone to fights. In the words of a principal (cell 13) fights are more likely to occur at "*lunch time probably. We have more students for a longer period of time interacting, we'll have some students that will maybe start discussions or arguments, bullying, that kind of thing*".
Another principal (cell 9) added, "*it doesn't seem to happen in the morning. It's before they go home and get on the bus, because they think they can get away with it if it's at the end of the day*".
Fights also tend to be more frequent between classes according to some respondents. In the words of a principal (cell 15) "*most of our fights happen during passing periods, meaning when the kids are going between classes*".

Gender variations

Although fighting incidents involve both girls and boys some variations were noted by the respondents. In the words of a principal (cell 9) "*this year we seem to have more girl fights than we do boy fights*". On the other hand, another principal (cell 2) noted that "*it has been male dominated when it comes to fighting*".

Grade variations

Fights were perceived as taking place at all grades, but the more serious ones take place in the higher grades. In discussing the grades where the maximum fights take place, one principal (cell 2) commented "*it would be more of a 6th, 7th and 8th grade level where they're socially trying to fit in. They got their little groups, this group's trying to be a little cooler than the other group type of thing. They're going through a lot of things in life, emotionally, socially, with their bodies*".

In the words of another principal (cell 5) "*the more serious fights are probably with the 8th grade. Where students actually draw blood type of situation, whereas, normally in the 6th and 7th grade they're just learning how to fight, it's not as serious ninety percent of the time. We try to resolve it at a lower level and at times the police are called and at times they are arrested. If they're chronic they're definitely arrested*".

In summary, this section discussed the perceptions of the interviewees with respect to fights in schools. The new trends in fights were discussed. Variation in fights by time of the day and year, gender, and grade level were also discussed by the respondents in course of the interviews.

Student crime: Gangs

Prevalence of gangs has become problematic for many schools in the recent past. Sixty six percent of the respondents (three heads of security, twelve principals, three SROs, and twenty-four teachers) shared their perceptions on various issues pertaining to gangs in schools.

Problems

Many interviewees observed the problems that can be caused by gangs in schools, all the way from intimidation to discipline, and how they can make the general environment unsafe for the students and staff. In the words of a principal (cell 5) gang members in schools are more prone to intimidation when compared to any other activity. "*If there is anything a gang is doing is maybe more intimidation than anything. Intimidating kids to be in the gang, or trying to establish territoriality in terms of the gang, more than I would say doing drugs or that kind of thing*".

On the other hand, there are gangs that do create a very negative school environment by harassing students and staff and causing criminal damage. According to a SRO (cell 15) "*we have a gang on the bottom floor, harassing students and a couple staff. The girls that are involved always want to fight somebody else. In reference to the males involved, they're not liking one of the aides and they target her and they do their best to pick on her. I'm not doubting that they have substance abuse, probably drug of choice being marijuana. Every once in a while they'll do some type of criminal damage.*

One teacher (cell 9) revealed that a bulk of the discipline problems in schools are caused by gangs. "*They are the bulk of our discipline problems. You take them away and the average student really is pretty safe and abides by the rules. They're here [in school] because it's a social activity, where else are you going to find four hundred other people to hang around with. What they're doing, primarily they're doing to each other, they're intimidating each other, constant clang for status. It's a constant kind of a claw to see who's on top, lots of posturing, lots of acting out*".

Students belonging to gangs often indicate their affiliations through the kinds of attire and accessories that they wear. One head of security (cell 14) noted that "*as far as walking around and actually advertising gang stuff, a couple years ago it was bad. There were shoe laces, bandanas, certain colors, certain ways you wore your hat, a certain way you might wear a necklace or some kind of a chain*". Schools constantly struggle to identify such symptoms in order to update their dress codes and policies and to keep their schools safe.

Variations by gender, age, and ethnicity

Some respondents commented on gang variations with respect to gender, age, and ethnicity, and how they have evolved over a period of time. In the words of a principal (cell 9), with respect to gender variations, "*girls are more involved in the gangs than they used to be*". Such indicators are vital when it comes to designing policies for school safety.

Age and grade variations have been observed in gang related incidents. One teacher (cell 9) commented that "*we still have more kids getting into gangs and it's starting down at a real young age. I'd say twenty percent of our kids, grade 7-12 are, belong to a gang or claim gang affiliation or are following that lifestyle and way of acting. But I think the*

percentage of our kids that are being involved in gangs overall is a little less than it was".

Gang activities have had a tendency to vary by ethnicity. Although, some respondents felt that the trends are now changing. According to a principal (cell 15) the ethnic composition of gangs in schools has changed over time. "*We have more than one gang here on campus. We're probably looking at four or five that I might be able to identify. At one time it would be along ethnic boundaries, that's no longer true, it's pretty much crossed over*".

Policies

Some interviewees shared that gangs in schools have become relatively sophisticated in hiding their gang affiliations as an outcome of school policies. This makes it cumbersome to identify gang membership. According to a principal (cell 14) "*they're getting to be more sophisticated at that. Because when they do that and they fly their colors or they put their graffiti on their notebooks or make it known that they are in a gang, that they have a name, then it's very easy to go and address that. Being in a gang is not against the school rule, the activity connected to gang behavior is. And so they've become more sophisticated about keeping that activity hidden. It's either because they're dealing drugs and they need to keep their clientele or it's because they've just chosen that at this school there's too much to lose*".

In summary, this section discussed the perceptions of respondents with regard to gangs in school. Some of the issues noted were intimidation, harassment, discipline, attire and accessories. Variations in gang based on gender, age, and ethnicity were also pointed out.

Student crime: Hate crimes

Hate crimes can take many forms in the community and in schools. Environments with hate crimes were discussed as unsafe by the interviewees. Hate crimes based on ethnicity, religion, and gender were discussed by the respondents. Thirty nine percent of the respondents (one aide, ten principals, one SRO, and thirteen teachers) discussed their perceptions in course of the interviewees.

Ethnicity

Hate crimes related to ethnicity were considered the most common by the interviewees. Such hate crimes can be committed directly against the victims or can be indicated through graffiti. Good role models and a strong leadership are important in educating students against race related hate crimes.

Students who believe in hate crimes can be very successful in dividing up students if they are not controlled by the school in a timely manner. A principal (cell 4) revealed one such incident that created an unsafe situation for the students and the school. "*We did have a person come in who thinks he's a nazi, or he is a nazi, and he wants to espouse that*

philosophy. He got in and infiltrated a PE class and was successful in racially dividing the class with Hispanics and Native Americans and Anglos separating themselves. It resulted in some threats and name calling to the extent that there was a couple of fights. The first fight resulted in some suspensions and we weren't really aware of the racist nature. The 2nd fight would have resulted in a student being recommended for expulsion but he withdrew by choice and he took the baseball bat as a weapon to the neo-nazi kid".

Sometimes race related comments are written by way of graffiti and that can lead to fights and safety concerns for students. In the words of a principal (cell 14) "*the hate stuff that we have seen has been by way of graffiti. You get the nazi stuff, you get the direct issues on minorities, I've seen a couple where their views on girls have not been healthy. We have had a couple of incidents with individuals going after each other and the direct reason was race*".

Not only can students have problems with each other with respect to race, but sometimes such differences can occur between staff also. This can prove to be a negative role model for kids. In the words of a teacher (cell 5) "*there's a lot of tension here that surrounds a particular person and issues of racism in the school. It is at a faculty level, not a student level, and that disturbs me a lot. Allegations of racism and such issues have been stirred up by this particular administrator. It's gotten worse over the last couple years and we have teachers who are taking sides in a most strange way*".

A strong leadership is very essential in effectively maintaining harmony between students of different races, religions, and genders. In the absence of such leadership, policies on hate crimes can seldom be successful in schools. In the words of a principal (cell 2) "*he had a hard time motivating the mixture of the two groups. We're here together, it's a great multicultural experience for all of us, when you get out in the work field it's not going to be one race only, you're going to have to work with a variety of people. I guess he had a hard time getting the student body to believe in that, to stop talking about each other, stop fighting, stop teasing each other and intimidating each other*".

Religion

In addition to race, religion is one other common basis for hate crimes in school. It is important for such incidents to be curbed in the initial stages in order to prevent further unsafe developments. One principal (cell 12) agreed with this view. "*Our community is pretty diverse in terms of that kind of religious background but there was a Jewish girl earlier in the year about whom a boy was making comments. Not to her, but just making comments that were inappropriate and the student was concerned. The teacher heard about it and it was addressed very aggressively and it stopped. I think that's part of education, to educate kids that it's not okay and it's not acceptable, and you set the values and make them very clear*".

Gender

Hate crimes are often directed in schools towards a particular gender or towards people of certain sexual orientations and this can hinder safety to a large extent. According to a principal (cell 5) "*occasionally you may see kids calling each other names, race related names, also the issue of gender issues, homosexuality issues. Name-calling in that regard and sensitivity to that is high, if not higher than race related issues. To middle school kids it's okay if you're Hispanic but it's not okay if you're a homosexual*".

Outsider

Not only do students engage in hate crimes based on certain racial or religious differences but they are also sometimes slow in accepting new students from a different environment, irrespective of their race or religion. One teacher (cell 3) pointed out that "*it's harder for an outsider coming in, transferring in, and being different. I think kids at first go on personality, if they don't like their personality then it changes into other things like the color of their skin, or they're not wearing the cool clothes, or whatever*".

In summary, this section discussed the perception of interviewees with respect to hate crimes in schools. Hate crimes based on race, religion, and gender were discussed by the respondents in course of the interviews.

Student crime: Hazing

Many of the high schools interviewed shared a concern with hazing. While hazing can be mild it can also get very serious creating a very unsafe environment for the students. Nineteen percent of the respondents (four principals, three SROs, and five teachers) shared information on hazing at the time of the interviews.

Freshman hazing

Most hazing in schools is mild and does not have unsafe consequences for students. In the words of a teacher (cell 14) even if hazing is mild it needs to be addressed and resolved in order to discourage the culture from gaining momentum. "*They get their heads dunked in the toilet or something like that. But I address those issues at the beginning of the school year and I tell them that they need to make sure that they're not afraid to tell me, another teacher, or somebody if they have a concern like that*".

In spite of the efforts that go towards preventing hazing it continues to challenge schools, especially freshman hazing. According to a principal (cell 14) "*we generally see freshmen Friday at the beginning of the year. It drives me nuts. It drives me absolutely crazy. The hazing that we've seen is older kids picking on freshmen and it creates a real chilling effect with our freshmen. We notice that for some time they won't use the restroom and they have a tendency to clump together. It really creates a chill effect from the standpoint of safety on campus, kids are a bit more on edge*".

Sexual assault

Hazing in any form is not acceptable in schools and even more so when it takes the form of sexual assault. Some interviewees shared a concern that such incidents take place in their high schools. One principal (cell 15) shared an incident to support the same. "*Don't understand why it didn't get to us sooner, to a degree there was a code of silence...The perpetrators were older, juniors and seniors and a sophomore. The victims were younger, freshman and sophomore...There are people arguing it wasn't hazing that it went beyond hazing and turned into a sexual assault. Some families knew about it and did not tell us because they didn't know whether to believe their kid or not. It had quite an impact on us and it had a huge impact on the community*".

In summary, this section discussed the perceptions that the respondents had regarding hazing in their schools. Freshmen haring and sexual assault were some of the major issues that were discussed by the respondents in course of the interviews.

Student crime: Substance abuse

Substance abuse is of great concern to all schools now, especially middle and high schools. Drugs, alcohol, and tobacco were some of the problems that were discussed by eighty one percent of the respondents (two counselors, three heads of security, fifteen principals, four SROs, and twenty-eight teachers) in course of the interviews.

Drugs

While most of the respondents agreed that a good proportion of their students did not consume drugs there were some that were concerned with the increasing problems that their students were facing with the same. In the words of one head of security (cell 6) "*I see marijuana coming back as the drug of choice for this age group. It's pretty readily available to them, they know where to get it and they can find it. Ninety percent of the kids on this campus choose not to go there, but you're always going to have your small group of kids that want to experiment. They're still pretty young here but when they get into high school I'm sure those numbers get a little higher*".

On the same lines one principal (cell 7) shared that "*last year there was a lot of drug. The incidents that were drug related were marijuana, there was a lot of possession of paraphernalia, the lighters, the pipes, the bowls, whatever they wanted to call them, whatever they used, the instruments they used to smoke it*".

Respondents also discussed some other harmful drugs that were being used by their students. One principal (cell 14) noted an increase in the use of LSD. "*We have had two incidents of LSD, which is a cause for great concern*". A teacher (cell 9) perceived the possibility of increased school crime as an outcome of increased cocaine use among students. "*The advent of cocaine, I would call that a more aggressive drug, is going to cause more behavioral problems than we're seeing. It isn't so much that we have more violence, we have more I think of the threat of violence*".

Prescription medications may not be considered as harmful as some other drugs but students can get addicted to them and seriously harm themselves. One principal (cell 5) revealed "*we've had a few incidents of students bringing not as much alcohol as prescription medication. And we've had kids taking it and they are suspended and arrested for it as well*".

While drugs are problematic in schools it is not easy controlling the same. One principal (cell 15) observed some difficulties in curbing drug problems. "*We know we have drugs, the problem is identifying. A lot of times with the drugs we don't have the physical hints at what's going on. We can get the authorities involved but they can't take action because they're not sure themselves. By the time they get here sometimes they can't smell the marijuana, and from what we understand, the only way to verify is the blood test. Well now they're running into rights of individuals and what not, and it's very frustrating when we start dealing with suspected drugs use, unlike cigarette or alcohol*".

Alcohol and tobacco

In addition to drugs, alcohol was the other form of substance abuse that was discussed as most common by the respondents. One teacher (cell 9) pointed out that "*probably ninety plus percent of our students use alcohol, at least on an intermittent basis. Now those are just generalizations but I think I'm pretty accurate, if anything maybe I'm underestimating. People don't bring alcohol to school just because it's bulky and it's too easy to get caught*".
Another teacher (cell 3) revealed that students can consume alcohol in the school if they go undetected. "*I do know that in one of the classrooms, my first year, that there was a student drinking in the classroom*".

Smoking is also very common in schools, although the students are careful not to get caught. In the words of a head of security (cell 14) "*tobacco was a big problem but it has gone way down. There's probably more smoking but they don't do it at school, the consequences are a little bit stiffer*".

Behaviors

Some of the respondents discussed the possibility of unsafe behaviors as a consequence of substance abuse and how that could prove to be harmful to students. In the words of one teacher (cell 13) "*it sort of depends on what they're taking. The two extremes are they get very glassy eyed and sleepy or very feisty. In the past I've helped hold a kid down that was freaking out until we could get the police there and an ambulance there to carry him off*".
Similarly, one another teacher (cell 9) commented "*if a student was using, whether it was alcohol or marijuana, their grades would not be good, they wouldn't have the ability to concentrate. There would be some striking out, particularly in boyfriend/girlfriend relationships, there might be some verbal abuse and even physical abuse, but that would be primarily with alcohol*".

One teacher (cell 9) perceived a strong connection between substance abuse and gang affiliation. "*I challenge you to find me a kid involved in gangs, and a kid who's been violent at school who's clean and sober, there isn't going to be one. I think maybe the biggest inroads we can make on the problem is to get kids clean and sober*".

Variations by time of day

The kind of substance abuse that students engage in seems to vary by time of the day. One principal (cell 5) commented on student involvement with substance abuse when they have free time. "*Sometimes kids bring it on campus in the morning and start distributing when they get on campus before school begins. Morning would be one of the more prevalent times for prescription medication type of thing. And marijuana at lunch time, but also we've had kids come to school under the influence in the morning. So when there's free idle time appears to be the time that they do get involved with those kind of things*".

Community

A lot of substance abuse takes place in the community and students frequently participate in these activities with their peers outside the school. In the words of a principal (cell 4) "*it's not prevalent on the school grounds or school activities. I think we have teenagers in our school, and probably there are 7th and 8th graders, that I would be pretty certain use drugs and alcohol outside school hours*".

According to a head of security (cell 14) many students go to parties, like raves, where dangerous drugs are freely available. While schools do not have a control on what students do after school the behaviors can get transported into schools and create safety concerns. "*They have actual cool down rooms, where these kids go in, if they don't pass out, because between the drug and what the music they listen to, they overheat and they just pass out. The helium comes in huge trucks with balloons and these kids just suck the helium. We saw a lot of kids for a while carrying pacifiers, they have their stuff in the pacifier, and they can just suck it. We have a couple kids walking around with butterfly wings. You definitely want to talk to them because they are probably announcing where a party's going to be. That's how they find out, so when we get a hold of that stuff, we give it to the police*".

In summary, this section discussed the perceptions of various respondents with respect to substance abuse in schools and their influence on students. Drugs, alcohol, and tobacco were some forms of substance abuse that were discussed. Student behavior as a result of substance abuse and influence of parties and the community were also discussed.

Student crime: Theft

Thefts are quite common in schools, especially in locker rooms. Students have also been known to break into rooms and steal. In the modern world of information technology computer hackers have also become of concern to school authorities. Nine percent of the

respondents (one principal, two SROs, and three teachers) discussed theft-related problems in course of the interviews.

Theft

Thefts are common in schools at all levels, especially in locker rooms. Not only do students steal from each other but they can also steal from teaches or staff. One teacher (cell 12) noted that "*just today kids had stuff stolen out of their locker but they didn't lock their locker. There've been a few instances of CD players and jackets stolen in the locker room. I think it happens once or twice a semester. I know one teacher had money stolen the second year we were here*".

What was of concern to some respondents was the attitude some students have against such kinds of crime. In the words of a teacher (cell 14) "*there is a feeling that you are stupid only if you are caught, there's nothing wrong with stealing and that really bothers me*".

Break-ins

Most schools experience incidents where students break into rooms, with or without an intention to steal. One teacher (cell 8) mentioned that "*two teachers had rooms broken into a couple of years ago, where they were able to break the window that's in the door and open their doors, and had a couple things stolen*".

Computer hacking

Computer hacking can become a serious problem in schools as more information goes online and students strive to gain access to the same. One principal (cell 13) shared a hacking incident in the school. "*We dealt with a very intelligent student that got on a computer and somehow, whether it was he doing it or whether a teacher accidentally left the computer logged on, hacked into some programs. Fortunately he didn't download anything, didn't copy anything, but looked at some confidential files. He is suspended from school for a few days and taken out of that class. This could have some ramifications for graduation because we require twenty-four credits to graduate*".

In summary, this section discussed the concerns of respondents with respect to thefts in schools. Thefts and attitudes towards theft, break-ins, and computer hacking were some of the issues that were brought up by the interviewees.

Student crime: Vandalism and Graffiti

Many respondents, irrespective of whether they were from middle schools or high schools, mentioned that they had encountered graffiti and vandalism in their schools at some point. Forty four percent of the respondents (one bus driver, one head of security, five principals, three SROs, and eighteen teachers) noted issues pertaining to graffiti and vandalism in their schools.

Graffiti

Graffiti was perceived as fairly common across all schools. While most graffiti was caused by students in the school a lot of it had to do with gang symbols and affiliations. According to a head of security (cell 6) bathrooms are the most common place for graffiti and that is where a lot of the cleaning effort is spent. "*We do get graffiti once in a while, usually in the bathrooms. Usually it's very easy to clean up, it might be a lipstick or an ink pen or something like that. Once in a while we'll come back from a weekend and stuff will be sprayed on the doors, on the walls. We just had the school remodeled a few years back and someone came around with spray paint and got all of our walls and so we had to have somebody come in and sandblast all that out. Graffiti's a problem*".

While graffiti can be of a general nature, it can also display gang affiliations through tagging. Such gang signs can be written by the students themselves or by their gang affiliates from outside the school. In the words of a principal (cell 13) "*one of the things that we have seen on occasion is that they tagged the outside wall on one of the buildings. It wasn't the students but it was older gang members from the area that were doing it. Some of our students that were gang members were very upset because of the fact that they were destroying their school*".

Vandalism

Graffiti and vandalism seem to go hand in hand in most schools and both are discipline issues that need to be handled promptly. In the absence of control such incidents can become a signal for what is going on, can cause further damage to the school property, and make the general environment unsafe for the students. In support of a preventative philosophy one principal (cell 11) noted that "*we had one student who carved some stuff into one of our desks in the library and we took care of that student with our discipline policy*".

Incidents of vandalism often occur over breaks, weekends, or after school hours. This could indicate that students opt for such times because the chances of their getting caught are much lower then. It might also be indicative of the fact that the vandals might not be students. In the words of a SRO (cell 5) "*over the school break we had a criminal damage issue where there was rock throwing and there was a gun shot through the window*".

In summary, this section discussed perceptions of the interviewees with respect to graffiti and vandalism and the implications it can have for school safety.

Student crime: Weapons

Schools are becoming increasingly strict with regard to their weapons policies. Seventy five percent of the respondents (one bus driver, one counselor, three heads of security, ten principals, three SROs, and thirty teachers) discussed weapons in schools. Almost all schools shared incidents with weapons in their schools. While some incidents involved

just finding weapons on the person, others involved use of weapons for intimidation by students. One head of security (cell 9) revealed the kinds of weapons that have been confiscated from students in the school. "*We had brass knuckles, we had knives, two bladed knives, butterfly knives, sniper knives, toy guns, bats*".

Knives

In course of the interviews knives were discussed as one of the most common weapons in schools. While many of them pointed out that knives were used for intimidation, none of them mentioned knives ever being used by any of the students to harm other students. One principal (cell 5) observed that "*one kid jokingly took a knife and rubbed it against a girl's stomach, and another kid took a knife and held it against another student's neck*".

Very often the students don't even recognize the danger in their actions with weapons. In the words of a principal (cell 14) "*we've had kids that basically have placed it in their bags and then they forgot it was there. Or they momentarily lose judgment and they pull it out and they're playing with it*".

Guns/ bullets

Guns are one of the most dreaded weapons in schools given their potential to harm many students at the same time. While some respondents mentioned the prevalence of guns in their schools, they were noted as either not being loaded or as toy guns. It did not seem to be as common a weapon as knives.

One principal (cell 6) shared that "*I've had a gun, but no bullets, I've had some bullets*". Another teacher (cell 3) pointed out the danger of kids having access to guns, especially if they ever happen to be loaded and can harm other children or staff. "*This was probably about 6-7 years ago. There were two kids in the basketball team who were in 7th or 8th grade. They were in the back of the bus, one kid brought a gun, and they were playing Russian Roulette with a couple of kindergarten kids that were sitting in front of them, just turning the cartridge thing around and then shooting it*".

Explosives

Some of the respondents shared incidents from their schools when students were found possessing explosives, all the way from firecrackers to pipe bombs. Although none of the schools discussed any serious injury to any student or staff as a result of the explosives, their extreme danger and need for caution was recogniżed by all. In the words of one teacher (cell 6) "*about a couple weeks ago a kid blew up a fire cracker right at the beginning of school in the morning*".
Another teacher (cell 13) revealed that "*I had a student once who brought a small pipe bomb. He had it hidden in a long sleeve shirt and that was taken away before anything happened*".

Some respondents indicated how students imitate incidents that take place in other schools and cause their peers to feel unsafe. One teacher (cell 16) discussed one such case of bomb threat. "*A student did experiments like young kids do. He had done something with making bombs and he said I still do that, after the Columbine incident. It went from I do that or used to do that to he's going to make a bomb to it's going to be planted on campus to it's going to be on this day. We had a significant number of students absent that day from school*".

Miscellaneous/ accessories

Not only are schools concerned with the obvious weapons like knives, guns, and explosives, but they also have concerns with accessories and other equipment in the school, viz., screwdrivers, bats, that could potentially be used as a weapon.

One principal (cell 9) commented on the dangerous accessories that students tend to wear in school and how they need to be curtailed in order to keep the school safe. "*We've had some chains for a while, the kids were wearing them as belts, but we took them away from them, they're not allowed to wear them. We don't really have a dress code but we told them no it's gang attire, we're not allowing you to wear them. Lately we've had the Marilyn Manson kind of stuff--the rock singer doing the satanic kind of stuff--he wears the spikes and things. I make them take them off because if they wanted to hurt somebody they could*".

Miscellaneous items in the kid's possession can also be used as weapons and are always a cause for concern to school authorities. One teacher (cell 11) shared that "*one time a kid grabbed a screwdriver and threw it at another kid*". Another teacher (cell 8) revealed that "*the young man with the baseball bat two years ago was probably the worst. I was involved with that and I stepped in between he and the other student, which our school resource officer told me later I should never do again*" for danger of being hurt too.

Trends

One principal (cell 7) noted a trend in weapon use with respect to time of the year, which could indicate freshman or post-holiday behaviors. "*It was pretty spaced. It usually occurred in the fall, early right when school started and then sometimes it would happen in January or February*".

Another principal (cell 15) noted that trends constantly change in the schools making it important to keep abreast of all weapon-related issues. "*Every year it is something different. What we're starting to see are climbing rings, they have a d-shaped clip type of a ring. The kids are starting to wear those with their keys. This came out and the kid had it in his hand when he was ready to start fighting*".

Community influence

Kids are always a reflection of what happens in the family or community. Some respondents perceived that kids are more prone to carrying weapons to the school if they have access to it at home. One teacher (cell 1) perceived "*it goes back to where we live, a lot of kids have gone duck hunting with their parents or have gone deer hunting with their parents and they've been allowed to use, to hold a gun, but not too many*".

Another teacher (cell 11) pointed out that "*out here a lot of kids carry pocket-knives, that's a normal thing out here. I may be wrong now but I know at one time there was a size limit that the kids could carry to school*".

In summary, this section discussed the perceptions of respondents with respect to weapons in schools. Knives, guns, explosives, and accessories and miscellaneous objects as weapons were some of the topics that were discussed. The role of community in student attitude towards weapons was also pointed out. Student crime information from this section has been summarized in a matrix format at the end of section 10.3.

Student behavior and school violence

Students can engage in various behaviors that can determine how safe or unsafe school climate can be. Such behaviors can range all the way from language and attitude to gender variations and imitation of their home and community environments. In course of the interviews ninety four percent of the respondents (two aides, three bus drivers, two counselors, three heads of security, fourteen principals, five SROs, and thirty-one teachers) perceived student behavior as important factors in determining school safety.

Language-based behavior

Verbal and body language are two very powerful tools in the dynamics of school climate. The kinds of words and postures that students choose to use in the school can lead to arguments and fights. Name-calling, bullying, intimidation, and threat were some of the stronger forms of language discussed by the interviewees. Abusive language against staff was also mentioned.

Name calling and bullying were sited as most common by various respondents. In the words of a principal (cell 13) "*the name calling and the bullying are probably what we see more than we do anything else. We see that more in our freshman just because they're immature and that's how they communicate*".

Various respondents discussed bullying as a major cause for other behavior problems in the future. One teacher (cell 4) revealed "*I had one little boy and when he was in kindergarten I remember thinking this is a gang member in the making because he was verbally a bully. He tended to be and play very rough. I can't say he was abusive, he wasn't hitting anyone, but as he got older he was one of the kids who was involved in the fighting and the bullying in the upper grades, and finally he was suspended*".

Not only are kids known to use abusive language against other kids in the school but they do the same with teachers and staff also. In the words of one principal (cell 9) "*we have a lot of abusive language and verbal threats toward staff if they're kicked out of class or something like that*".

Sometimes language is also used to threaten. One teacher (cell 9) discussed a situation where one student threatened another. "*I've heard them say that they've had threats to be beaten up primarily. But most of the times this doesn't materialize, it's verbal threats*". However, even verbal threats can escalate into fights.

Intimidation was mentioned as an issue in the school by various interviewees. One teacher (cell 1) observed more intimidation and bullying among the younger kids. "*I see intimidation, like bullying, more in the little kids than the older kids but I'm not saying it doesn't happen in the higher grades. When there's bullying in the higher grades our kids always tell on each other and I guess it goes back to what is right and what is wrong*".

Attitude

Many respondents commented on the attitude problem that many of the kids have in the classroom or school environment. One teacher (cell 15) noted the impact a negative attitude can have on students. "*The language has really gotten a lot courser. I think the threatening attitude of some of the students, the other kids shun them and stay away from them*".

While many students have an aggressive attitude there are also kids who are fearful and have a very suppressed attitude. One principal (cell 9) revealed that "*sometimes the students will feel fine and then we'll go through a spell where students don't feel safe coming to school. I've had about fifteen or twenty parents who called me since the beginning of the school year saying their child doesn't want to come to school because they're afraid of another kid, a gang member, etc. But that goes in spurts for some reason, I don't know why*".

Testing limits

Students always try to test their limits to see what they can get away with in the classroom, especially in the beginning of the school year and/ or with a new teacher or staff. In the words of one bus driver (cell 8) students always like to determine their boundaries early in the year. "*In the beginning of the year or when you're first taking over a route and you're trying to get that route into control, there's definitely attitude, they want to see how far they can push or what they can get away with*".

Many respondents commented that students test their limits by watching the staff and learning about them. This process might give them more confidence to attempt unapproved activities and if the staff is not careful the students might even get away with it. One head of security (cell 14) commented that "*they're watching us as much as we're watching them, which is why a lot of it's just in plain sight*".

Silence code

Many schools have policies in place to assist students come forward with suspicious information. While some schools are successful in reaching this goal others constantly struggle with students opting for the code of silence. Most students who opt for the code of silence do so because they don't want to provide information to adults that will get their peers into trouble. One principal (cell 13) stated that "*there are some students who wouldn't give up a friend or somebody because they'd then be considered a nark. But the silent witness program is well publicized and if they don't want to give up information to an individual they call a phone number and leave information and then we can follow it up*".

While many students do not feel comfortable disclosing information about their peers to the adults there are always some who come forward with useful and timely clues. According to one head of security (cell 14) "*a lot of times the kids are our best allies. They tell us a lot of what's going on so we know what to look for*".

Some respondents noted that in spite of repeated discussions at the school level there are instances where the student wants to share information with an adult but is unsure of where to go and what to do. This could be an outcome of kids paying attention to policy information on a need to know basis. One principal (cell 15) shared "*from my perspective teachers, aides, SROs, the counselor, the student advisor, the assistant principal, and I are available. But from the kids' perspective it's much different. Sometimes they don't know who to go to even after we tell them who they need to talk to for certain things. Some of the kids talk to their friends and then the friend will bring it to someone's attention. Sometimes they'll talk to the family and sometimes they don't talk to anybody. What we're seeing frequently is parents or kids coming in and telling us we're having a problem with this but don't tell anybody and not to take action*".

Age/ grade variations

The respondents discussed variations in student behavior based on their age groups and grade levels. There was consensus that students from middle school were more prone to acting out than their high school counterparts. According to a head of security (cell 6) "*The sixth graders this year have really surprised me. I've had more issues with sixth graders this year with knives and marijuana than the seventh and eighth grade combined. So they're getting younger*".
A principal (cell 16) supported a similar idea with respect to the freshman getting into trouble. "*Our biggest problem in our school is freshman and their transition into high school. We're strict and we have high academic standards, yet our biggest problem is getting freshman into what our expectations are and into the mold. What we notice is that after their freshman year there's a marked precipitous decline in discipline problems all the way to the senior year*".

Following a similar thought one principal (cell 9) reasoned why the seniors might not act out as much as their juniors. "*You don't see as many of the drugs and the fights with the*

seniors because they're more focused on getting out and graduating. With seventh graders, believe it or not, you actually see a lot of fighting and drugs because it's a new territory for them".

Gender variations

Gender based variations in student behavior were observed by respondents. While girls were perceived as having frequent verbal fights spread over a longer period of time, boys were perceived as having more physical fights and for a relatively shorter duration of time.

In the words of one teacher (cell 9) girls very often have longer misunderstandings over relationships while boys tend to have shorter fights and tend to be more physical. "*With girls it's usually interpersonal relationships, whether it's boys or not. There's a lot of name calling among the girls that you don't see with the boys. I think with the girls it'll go a little longer, they'll let it burn and finally when they do fight they're so mad they don't want to quit fighting. Boys tend to be more physical and their fights are a lot easier to break up because usually you get a hand on each one and they'll stop fighting. They'll keep posturing and that will go on for a long time after the fight. Guys will usually get mad quicker, and get over it quicker. A lot of times the guys fight will be over something that happened this morning or yesterday or last week. You probe a girls fight and it started many years ago".*

Personal baggage

Various interviewees discussed the personal baggage that many kids bring with them to school. Some of the issues that were brought up were incidents that take place in the kids' home, violence, the feeling of failure, etc., and how these issues add to the personal baggage that kids carry. In the words of one teacher (cell 15) the kind of problems and personal baggage that kids carry determines what goes on in their minds, which can potentially land these kids in trouble. "*The students have really changed. Their attitudes, the luggage they bring with them to school has gotten heavier, they have a lot more problems, and who knows what's going on in their minds*".

One principal (cell 4) discussed the feeling of failure that some students have and how that can hinder their academic performance and general feeling of well being. "*Students who are not successful in school, for whatever reason, will tend to seek other avenues to do things. Research shows that ethnic minorities are underachieving drastically, and I think lack of school success translates into getting in trouble in other ways. And students who are not ethnic minorities that experience lack of school success end up the same way*".

A principal (cell 5) pointed out that some students are deeply impacted by what happens in their personal lives at home. "*I think it has a negative impact on their achievement because they're thinking about what happened last night or what's going to happen today. Luckily we have resiliency and initiative going on at the school*". This is beneficial because such issues left unattended could lead to safety concerns with students.

Imitation of negative community behavior

Many times kids imitate behaviors of their peers and family members. If those influences are negative or harmful then kids can get into trouble by indulging in the same at school. One teacher (cell 3) discussed one such situation of learned behavior. "*I asked her what she was doing that for. The response was well she was taking care of me so I will just follow what she does. It is the influence of their older brothers and sisters who are trying to be cool and things like that, so it carries over sometimes to the middle school. Also, they lose hope, so it can be a struggle to get them to realize that there's potential out there and they don't have to follow what everybody else is doing*".

Academic performance

Some of the respondents noted a correlation between student behavior and academic performance. One teacher (cell 13) commented on the relationship between suspension and grades. "*If a student's in a fight, and gets suspended, then usually the grades drop because not all students are responsible enough to make up the work that they've missed, so that's a typical thing*".

On the contrary students can also display behavior problems because they are not succeeding academically. One teacher (cell 2) observed "*you're going to find more misbehavior in kids that aren't performing academically well, as a general rule from what I've been able to see. A lot of it is frustrations, they may have gaps in their education and they act out with smart-aleck talk, being a bit cocky, or putting other kids down. A lot of that I think is a self-esteem issue and they try to use other defense mechanisms to cover it up. I've also never felt that the way we structure our schools really does justice to the kids that get behind or not able to keep up*".

Sexual behavior

School kids take part in various sexual behaviors at school. While kids are always at risk of being abused, girls always face the danger of getting pregnant. While such behaviors may or may not be violent they are still unsafe for kids of school age. One head of security (cell 6) observed the danger from sexual behavior by younger school kids. "*Just about every year or every other year we have a little girl get pregnant, at least one, and sometimes two. And a lot of times it's in the eighth grade and they end up having the baby after they leave here or in their freshman year of high school*".

On similar lines one principal (cell 5) discussed a situation of sexual abuse in the school and related complications. "*We had a situation where after an event at night a group of students went around to the side of the building and one of the girls involved performed oral sex. That was a major incident because of racial lines and the question of whether or not it was voluntary*".

Sexual abuse often takes place in the community or home and the outcome is seen at the school. It is very essential to recognize symptoms of sexual abuse in order to provide

students with meaningful assistance. One teacher (cell 2) observed a female student's behavior as an outcome of abuse. "*She wears her coat all the time and she won't ever take it off. I don't ever press her, normally I probably would say it's too hot take your coat off, but I just leave her*".

In summary, this section discussed perceptions on student behavior and how it correlates with school safety. Language used by students, student attitude, testing of limits by students, silence code, grade and gender variations, the personal baggage that students carry, learned behavior from family, academic performance, and sexual behavior were some of the topics that were discussed by the respondents in course of the interviews.

Student triggers for school violence

Various interviewees shared their perceptions on the trigger points or events that most frequently lead to full-fledged school violence. Forty two percent of the respondents (one bus driver, eleven principals, one SRO, and fourteen teachers) agreed that it was relatively small events that most frequently triggered any kind of fight or violence in their schools.

Relationships

One of the most commonly sited trigger points by almost all interviewees was male-female relationships. One SRO (cell 16) stated that "*seventy percent of the fights are over either girls fighting over a boy or boys fighting over a girl, and that's roughly what it is*".

Gossip/ Misunderstanding

Another common cause as perceived by the interviewees seems to be gossip among students and resulting misunderstandings. One principal (cell 5) agreed with this view. "*I would say it's hearsay. So and so said this so and so said that--and probably meaningless, but that's the trigger point. It's misunderstanding and just hearsay and kids wanting to see students get into conflict. Because they know this person gets off on that, so they'll go up to them and get them off, just for the fun of it, to promote violence to a degree*".

Another principal (cell 15) shared a similar observation that "*the most common reason for violence on the campus is gossip. Somebody told somebody that they thought that he was stepping out with his girl and so and so said he's gonna beat them up. That is by and large the most common occurrence of violence on this campus*".

Mad-dogging

Most interviewees agreed that mad-dogging, or staring at somebody coldly, is another common trigger for fights in schools. One principal (cell 9) revealed one such incident involving mad-dogging. "*They had a fight over some silly thing. Somebody looked at them the wrong way or something like that, and one girl had huge lumps on her head and*

her eye was damaged pretty badly. If somebody looks at them the wrong way they'll make comments. So a lot of fights happen for something like that".
A teacher from the same school observed a continuum all the way from mad-dogging through fights. "*Usually it starts with stares then goes to words and lots of name calling. Then pretty soon someone hits somebody and often times all of that will transpire within thirty seconds*". In the teachers perception the logic used is "*well by looking at us they must have meant something. So now we got to watch out for them and maybe we better do something to them because they're gonna do something to us if we don't. That is the biggest problem. Students don't perceive themselves able to get themselves out of a situation or to de-escalate a situation. They both lack the skills or even the inclination of wanting to do so. They feel they have to retaliate because otherwise they're seen as having backed down and that just emboldens their opponent*".

Language

The kind of language that kids use can be a very powerful tool in triggering or deterring fights in a school environment. One teacher (cell 5) perceived that "*what triggers the fights is the trash talking that they do. Putting kids down, ridiculing, and talking inappropriately to each other--that's where the shoving matches start. A lot of times it's just somebody saying something and then the kids feel that they have to stand up for. The big one is he said something about my mother, they feel like they have to stand up for themselves*".
Another teacher (cell 14) commented that "*they think that it's just innocent teasing and then from there one will say one thing, the other one will reply, and then pretty soon then it becomes a verbal, then they start taunting each other. So it seems like one thing builds on another thing. They don't realize that they're making fun of another person's sister or brother or girlfriend or something like that*".

Family/ community fights

Families and communities have a very strong influence on kids and very often they extend family/ community conflicts into the school. One principal (cell 9) commented that "*usually with the boys' fights it'll be some sort of a retaliation thing, at least that's what I've seen this year. Something that happened either here at school or some place else out in the community. And they're retaliating for a friend or a brother or something else*".
On a similar note a teacher (cell 10) listed some of the common contributing factors for fights as "*family background and of course friends too, which can be included in the neighborhood*".

Gangs/ Groups

Gang affiliations are of high importance to its' members even within school premises. They tend to congregate in groups and take sides during arguments. The principal in one school (cell 3) noted such a trend. "*Well I think if you have two different gangs at school, that's a big problem. One of the problems that we've seen is, and often times it's still gang*

related, it would be problems between friends. You'll have a clique of one, and it's usually girls, who would say they looked at me funny, they've been talking about me behind my back".
Another principal (cell 15) shared that one of the common reasons for a fight is "*because of their affiliation with a gang, or their hanging with somebody affiliated with a gang*".

In summary, romantic relationships between students, gossip, inappropriate use of language, mad-dogging, gangs, and an extension of family conflicts to the school, were some of the triggers to school fights as perceived by the interviewees.

While schools might not be in a position to resolve most community and parental factors with respect to school violence, they might be more successful in controlling many of the student factors related to school violence. It is very useful for schools to be aware of all their student factors so that they can try and accommodate related information into their policy discussions and can design programs tailored to their own local needs.

This concludes this section on student influence on school safety. The following section discusses perceptions pertaining to school factors and their impact on school safety.

School Safety Study: Information coded to student crime by school (interview component)

			Small Enrollment (<500)		Large Enrollment (>500)			
			Low SES	*High SES*			*Low SES*	*High SES*
Middle School (K-8, 6-8)		*Metro*	**1. Principal**: Fights, Gangs, Hate crimes, SA **Two teachers**: Fights, Weapons, SA, Gangs, Vandalism, Hate crimes **Aide**: No information	**2. Principal**: SA, Fights, Hate crimes **Two teachers**: Fights, Weapons, SA, Gangs, Vandalism **Aide**: Fights, Hate crime	*Metro*	**5. Principal**: Assaults, Fights, Gangs, Hate crimes, SA, Vandalism, Weapons **Two teachers**: Assaults, Hate crimes, Death, Fights, SA, Weapons, Gangs, Vandalism **SRO**: Gangs, SA, Vandalism, Weapons	**6. Principal**: Assaults, Gangs, SA, Weapons **Two teachers**: Gangs, Fights, Weapons, SA, Vandalism, Hate crimes **Head of security**: Fights, Weapons, Gangs, SA, Vandalism
		Rural	**3. Principal**: Fights, Gangs, SA, Weapons **Two teachers**: SA, Gangs, Fights, Weapons, Vandalism, Hate crimes, Death **Counselor**: SA	**4. Principal**: Fights, Gangs, Hate crimes, SA **Two teachers**: Weapons, SA **Bus driver**: Fights, Weapons	*Rural*	**7. Principal**: Fights, Gangs, Hate crimes, SA, Weapons **Two teachers**: Fights, Weapons, SA, Gangs, Vandalism **Bus driver**: Vandalism	**8. Principal**: Weapons, Fights, Gangs, SA **Two teachers**: Weapons, Fights, SA, Gangs, Vandalism, Hate crimes, Theft **Bus driver**: No information

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			Small Enrollment (<500)		Large Enrollment (>500)		
			Low SES	*High SES*		*Low SES*	*High SES*
High School (K-12, 9-12)	*Metro*		**9. Principal**: Gangs, Fights, Hate crimes, SA, Vandalism, Weapons	**10. Principal**: Fights	*Metro*	**13. Principal**: Assaults, Fights, Gangs, SA, Vandalism, Weapons, Theft	**14. Principal**: Fights, Assaults, Gangs, Hate crimes, Hazing, SA, Weapons
			Two teachers: Fights, Gangs, Assaults, Weapons, SA, Vandalism, Hate crimes, Death	**Two teachers**: Fights, Weapons, SA, Gangs, Vandalism		**Two teachers**: Fights, Hate crimes, Gangs, Assaults, Weapons, SA, Vandalism, Hazing	**Two teachers**: Weapons, Fights, SA, Hazing, Gangs, Vandalism, Hate crimes, Theft
			Head of security: Fights, Gangs, SA, Weapons	**Counselor**: No information		**SRO**: Gangs, SA, Hate crimes, Hazing, Theft	**Head of security**: Gangs, SA, Weapons
	Rural		**11. Principal**: Hate crimes, Fights, Hazing, SA, Vandalism, Weapons	**12. Principal**: Assaults, Death, Hate crimes, SA,	*Rural*	**15. Principal**: Hazing, Assaults, Fights, Gangs, SA, Vandalism, Weapons	**16. Principal**: Gangs, Fights, Hate crimes, Hazing, SA
			Two teachers: Hate crimes, Gangs, Fights, Weapons, SA, Hazing, Assaults	**Two teachers**: SA, Fights, Weapons, Gangs, Vandalism, Assaults, Theft		**Two teachers**: Gangs, Hazing, Fights, Weapons, SA, Vandalism, Hazing, Assaults	**Two teachers**: Assaults, Weapons, SA, Fights, Gangs, Vandalism
			SRO: SA, Vandalism, Fights, Weapons	**Counselor**: SA, Weapons		**SRO**: Gangs, Hazing, Fights	**SRO**: SA, Hazing, Theft, Vandalism, Fights, Weapons

Metro: Maricopa, Pima, Yuma; Rural: Other counties Low SES: FRL>50%; High SES: FRL<50%

Note: FRL = Free and Reduced Lunch; SES = Socioeconomic Status; SA=Substance Abuse; SRO=School Resource Officer

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School themes

Key findings on the influence of school characteristics on School Safety

All respondents in course of the interviews perceive a relationship between school factors, programs and practices and school safety. Following are some of the key influencing factors that are highlighted.

Teachers

- Dedication and interest in students, approachability, and classroom discipline.
- Teacher awareness about students and crime symptoms, and related training.
- Teacher time spent with students, gaining student trust, and classroom management skills.

School

- Fencing; safety measures in restrooms, basements, hallways, playgrounds, cafeterias, and other hidden spots in the school environment; and small school size are essential for school safety.
- Increased supervision in buses and at bus stops.

Resource and information

- Sufficient monetary resources for school safety and continued funding for SROs and alternative schooling are essential.
- Timely information on funding sources for school safety and guidelines on meeting safety mandates are required.

Law-related factors

- Challenges in working with reservation schools due to two separate sets of laws.
- Restrictive special education laws and abuse of the special education system by some parents, and restrictive laws pertaining to personal contact between students and teachers.

Some successful policies, programs, and practices

- Some successful policies discussed are zero tolerance, random locker checks, dress codes, corporal punishment, student sign-outs, visitor sign-ins, fences, and open door policies. Some successful programs discussed are site councils, SROs, monitors, and aides, after-school programs, and alternative schools. Some successful practices discussed are prevention and intervention, uniformity and consistency, open communication, staff approachability, creating a sense of belonging for students and rewarding positive behaviors and attitudes.
- Training for crisis, conflict resolution, peer mediation, cultural diversity, sexual harassment, substance abuse, and symptom recognition are deemed successful.

While schools might not be in a position to resolve most community and parental factors with respect to school violence, they are more successful in controlling their internal factors pertaining to school violence. It is essential for schools to evaluate and update all their internal factors on an ongoing basis so that they can implement programs and practices tailored to their local needs.

10.4. SCHOOLS*

Schools tend to have utmost control over internal factors that influence school safety, like their policies, programs, and practices. This section highlights various aspects of school-related factors like teachers, school structure, resources and information, lagging practices, and successful practices. Teacher themes comprise a discussion on teacher involvement and awareness, and time spent by teachers with students. School structure themes comprise the school's physical structure and student commute. Resource and information themes comprise discussions on monetary resources, information exchange, and law-related aspects of school safety. Lagging practices themes comprise lagging safety practices in schools as perceived by the interviewees and issues pertaining to special education students. And lastly, successful practices themes comprise successful safety practices and training as perceived by respondents, positive leadership roles, and positive student environments.

Teacher involvement and school safety

Teacher and staff involvement with students is an essential component in determining classroom and school environments. Interested and dedicated teachers play a very important role in targeting students who require attention. On the other hand, when teachers do not take an active interest in their students it can lead to very dire consequences. Thirty four percent of the interviewees (one aide, one bus driver, one counselor, one head of security, four principals and fourteen teachers) discussed the importance of teacher involvement in course of the interviews.

Interest

Teachers who display an active interest in students tend to have a very positive impact on their behavior and discipline. According to one principal (cell 13) students respond very well to involved teachers. "*Our teachers make themselves available to students, set themselves up by sharing and building a positive relationship with the kids. We have a good counseling staff that works really well with our kids and I think that students know that their administrative offices are always open and there is always a follow up*".
On the same lines one teacher (cell 7) commented on the benefits of being there for the students. "*I told them that I'm not a counselor but I have some training, I'm a teacher and I'm a parent too. If you have anything you want to talk about do that, because some of them do come from really rough environments and they need to talk. They're just glad to come to school because they see their friends and they see their teachers that they like*".

Understandably, however, not all teachers have the same amount of involvement with students according to a teacher (cell 10). "*Not all of our staff, even though we have a congenial staff, not all of our staff have the same emotional contact, it's a job*".

* See Appendix 2 for cell references in text.

Dedication

While many teachers take interest in their students and help keep the school safe, there are some teachers who go an extra step and do things for their students on an emotional and personal level. Such dedicated teachers have a very lasting impact on their students' lives, especially in communities where students deal with a lot of personal problems. One teacher (cell 5) shared that "*I send birthday cards to all my students and I have a birthday cake that I bring in for the birthday kids once a month and it's little things like that. I'm working on ways to make them feel successful*".
The teacher also noted that in communities where apathy exists in students' lives they benefit greatly through interaction and interest from teachers. "*I have personally interacted with a large number of parents and they ask why would you want to do better than I've done? What makes you think that you can do better than I did? And when you have that kind of a pervasive feeling it's hard to work with those kids. So our changes have to come within our classrooms. They have to come from within our hearts. We need people who are willing to work with these kids and just reach out a little bit and say you are special, you have a special day, you have a special way, there's something special about you*".
The teacher went onto add that such dedication and interest comes more easily with experience. "*I feel as a more experienced teacher I'm able to focus more on students. And one of the things that I think is really important to communicate to students is that they really matter to me. I'm not just here to do a job, and so I really think the issue of classroom behavior is not so much a function of who the students are, but how are they treated and how is the classroom structured*".

Another teacher (cell 15) remarked on the necessity of helping students without any personal biases when they are in need. "*I try as much as I can to be a friend to these kids, no matter how rotten they may be or how much I may dislike them personally. I try to make it so that they can feel comfortable to come and talk to me*".

Discipline

A lot of the school environment also depends on the amount of time teachers spend disciplining their students. One teacher (cell 13) commented on how critical it is to have a discipline philosophy. "*I'm the one that's gonna have to deal with it day to day so I'm the one that better have the solution*".
However, such an arrangement can be successful only if the administration is permissive of discipline by teachers. In the words of another teacher (cell 10) "*we don't send kids to the office and we take care of it ourselves. Any teacher here can request suspension or detention*".

On the other hand, unfortunately, there are teachers who do not want to take on the responsibility of disciplining students. One teacher (cell 6) illustrated the same. "*There are some teachers that don't want to get involved in discipline issues. I had an incident last year where a teacher approached me and said there's something going on over there, I think there's going to be a fight. Rather than that teacher going over to break anything*

up, I went over to see what was going on. So there are some people that are afraid to get involved at all. I guess it is just fear for their personal safety".

In summary, this section presented various perceptions regarding teacher involvement with students in making the school a safer place. Teacher interest, dedication, and discipline were some of the issues that were discussed. In the words of a teacher (cell 5) "*I don't believe institutions can do everything. That's where I as an individual, part of that institution, will do what I can to reach out to the kids individually. It's not just academic*".

Role of teacher awareness

Several interviewees brought up the issue of teacher/ staff awareness with respect to school violence. Twenty eight percent of the respondents (two heads of security, five principals, one SRO, and ten teachers) discussed the benefits of staff awareness in school climate.

Awareness

The general consensus seems to be that student crime can be reduced to some extent with heightened awareness among the staff. One head of security (cell 9) remarked on the benefits from teacher awareness. "*We mostly catch them and we have teachers that come and tell us you know this person kind of stinks a little bit, check them out a little. Sometimes we'll end up with a bag or sometimes they come in just smoking one cigarette, marijuana stick and that's about it*".
According to one principal (cell 16) "*the thing on drugs that we've been real successful with is awareness of faculty. If the faculty stays aware and lets us know, that's been our biggest success--just the involvement of faculty in letting us know, and some parents*".

Teachers and staff can gain awareness through various means. Not only can they become aware of situations that are indicated to them by others, but they can also pick up clues from other means like students' writings, etc. Such clues can then be shared with the right authorities in order to provide troubled students with timely care. One teacher (cell 1) discussed a situation that was assessed through a student's writings. "*I felt it through his thoughts and the way he dressed. It was during the time we had a lot of school shootings, the very beginning when all of these things were going around across the nation. That's the first thing I told the administrators--I'm scared this kid might show up one day and just try to kill me or something. So we decided that we would just watch him very closely. And all of us that were involved with him, including his mother, watched him very closely. We let the parents know what was going on. He was obviously very frustrated and we found out that he had some personal problems. There were a lot of things going on at home and they were resolved*".

While there are benefits from staff awareness and information, staff also benefits from student awareness and communication, which can be conveyed to the appropriate authorities. For example, one principal (cell 13) pointed that "*the administration and*

teachers are out among the students a lot, we are seen on campus before school, during lunch, between classes, after school, so we have a pretty good rapport and a pretty good relationship and we receive a lot of information from kids about so and so has got something on them today".

Although it is recognized that staff awareness is often a key factor in preventing incidents in the school environment, such awareness comes more naturally with increased experience. For example, one teacher (cell 13) revealed that "*as a teacher now, having a lot more information about what really is going on, I'm much more attentive and can recognize things much quicker and always have it, not in the front of my head, but just in the back of my mind that if something seems strange, I'm going to pay close attention until I figure out that really nothing's wrong, or there's a problem here, and then alert the proper person*".

Training

Since staff awareness is a valuable asset in controlling the school environment many schools have started providing training in such areas in order to equip their staff with the right skills. One SRO (cell 11) shared that the "*sheriff's department put on a drug recognition class for the teachers to actually let them be aware of some of the common effects, or side effects, that they may see in their students. I've had several teachers bring students to me stating some of the effects that they think they're seeing, and that's when I'll check the students for the drugs*".

One principal (cell 9) discussed a similar training strategy on gangs. "*He comes in a couple of times and talk to teachers about gangs and about tagging and different things that they need to look for, or things that they hear or colors. We talk quite often with them and have in-services about what they need to be careful of. We talk to them about being outside of the classrooms because if you have teachers between classes that are outside, because that's where the kids congregate, their physical presence, the visibility, makes a big difference. They're aware of it, we constantly have in-services about things like that*".

In summary, this section discussed the benefits that emerge from teacher and staff awareness in reducing/ preventing school violence. Awareness training and experience were also discussed with respect to school safety.

Teacher time with students

In course of the interviews almost eight percent of the respondents (five teachers) perceived a relationship between the amount of time teachers spend with students and school violence. This issue becomes especially relevant with higher teacher mobility in some schools/ districts. According to a teacher (cell 3) "*one of the biggest things you could do is get teachers to stay at the same place over a period of time because that could solve a lot of your problems.*"

Student security

The amount of time teachers spend in schools seems to have an important bearing on the amount of trust that students impart in teachers and on information they might be willing to share with them. In the words of a teacher (cell 9) "*so often students feel that the school is like a revolving door, teacher's here and then she's gone, or he's gone. I think the longer a person is here, the more secure the kids, even into the second generation, feel with the teachers*".

Teachers as managers

Another benefit from long-term retention of teachers is that the teachers become better managers and more student-centered, which in turn aids in discipline. In the words of a teacher (cell 9) "*when I first started teaching there were instances where I felt unsafe but that was mostly my insecurities as a new teacher, now I can't recall the last time I felt unsafe*".
On the same lines one teacher (cell 10) shared that "*I have observed sometimes when there's substitutes that don't know the system and don't know how things work, if they're not consistent, sometimes they have classroom management problems.*

In summary, some of the common sentiments shared by teachers about the benefits of lessened teacher mobility are that the longer teachers stay in their respective schools the better they get at classroom management and the more that encourages students to impart trust in them. This is bound to impact discipline positively.

School physical structure

The design and structure of school buildings can play a definite role in the kinds of incidents that can take place among students. For example, hidden spots, dark corners, etc., are always more conducive to violence and fights. Sixty three percent of the interviewees (one bus driver, three heads of security, eleven principals, one SRO, and twenty-four teachers) shared their perceptions on the role played by school physical structure in school violence.

Campus fencing

Many schools have opted to fence their campuses for enhanced safety. Some of the schools interviewed revealed concerns regarding the absence of fencing. One bus driver (cell 7) pointed that "*as I go down to the valley I see really good perimeters around the school, good safety nets, where it's hard for a person to get in. Around here you can just walk in at midnight, that's not what I call safe*".
A principal (cell 7) had a similar concern because "*sometimes we have some traffic going through our campus, we have people walking through, so that puts us on alert every now and then*".

Restrooms

A lot of the fights and disagreements in schools happen in the restrooms because they are frequently separate for the kids and the adults, and are often without adequate adult supervision. One principal (cell 5) commented that "*one of the things we do is we lock the doors open in many bathrooms as long as the locks are working. So the students have a sense that we can hear what's going on in there and that's helped reduce that problem*". One teacher (cell 9) supported this point by stating that "*if it would be any place it would be the restrooms. If someone really wants to get somebody that's where they'll get them*".

Basements and hallways

Many schools have basements which students are partial to when it comes to school violence. This is because frequently the basements are dark and/ or relatively less supervised. One principal (cell 14) perceived that "*the greatest problem area in the past had been the basement of the cafeteria. We had some classes in there and that was problematic because they had to walk down some stairs and so if they wanted to do something they could do it, and pretty much be secure that they could probably get away with it*".

In course of the interviews one of the most commonly mentioned problem spots was the hallway. This is because students are constantly on the move through the day as they change classes, and hallways are places where they bump into each other and start fights or get into other kinds of trouble. One teacher (cell 5) shared that "*the halls are a problem, they're very crowded and that's where the kids start the name calling and the shoving. If a kid gets bumped into, either intentionally or otherwise, that's going to escalate further on down the line into a-- you shoved into me I'll shove you back. And pretty soon you've got a fight*".

Playground and cafeteria

The playground is another place where many fights occur in the school. Although this does not have anything to do with the physical structure of the school, it is a place that by its very nature is conducive to fights between students. One teacher (cell 5) revealed that "*if there's going to be any hot spot the playground probably would be the biggest one, when kids have free time*".

In addition to gathering for playtime and moving between classes, cafeterias are one other place where students gather in course of the day. This shared time leads to fights and misunderstandings between students. One teacher (cell 14) remarked that "*most of our fights usually start near food because that's a time people talk and things happen*".

Hidden spots

Most schools have areas that are usually a little hidden due to the architecture and can become isolated when not supervised. Such areas frequently attract incidents. One head

of security (cell 14) pointed out that "*the worst place would probably be under the bleaches if they can get away and get there. And that would be because they want to have a cigarette or trade, or maybe they have something they might want to smoke. If they go out that way you know that they're in trouble already because of what they have in mind isn't a good thing. So they've already given you probable cause*".

Many fights and disagreements take place when students are moving between buildings. It is difficult to supervise each area in the school on a constant basis and areas between buildings are a constant source of concern to monitors. One teacher (cell 6) commented that "*we have problems before and after school just between the buildings. Most of the fights that I'm aware of have happened in between the buildings. There are only so many places we can be, even though we have duty stations, and that's where kids find the little nooks and crannies*".

School size

Many interviewees discussed class and school size as factors that can influence the amount of violence that takes place in schools. One teacher (cell 1) from a small school perceived that "*because we're such a small school we very seldom have fights, I guess it's because we're small*".

Building appearance and lighting

Building appearance might not have anything to do with the physical structure but does signal the condition of the environment in general. A clean building, devoid of any graffiti or vandalism, promotes discipline and control within the school. One principal (cell 1) shared that "*if the school's clean, your classroom's clean, the restrooms are clean, and you know you're clean, it sets the mindset for discipline*".

It is essential for the school buildings to be well lit at all times, especially early morning and late at night when the neighboring areas are isolated. Bad lighting can lead to incidents that are unsafe for the kids. One principal (cell 15) revealed "*we have a three story structure. The basement has inadequate lighting in the hallways and we seem to have a higher than average instance of fights on that floor*".

School neighborhood

In addition to the schools' own physical structure and parameters the kind of neighborhood surrounding the school also plays a role in school safety. Some interviewees pointed that their school's immediate neighborhoods had parks and other areas where students could congregate and fight. One principal (cell 15) discussed a similar situation. "*On the east side of campus there is city property which contains outdoor facilities. That area is a major problem for us because it's not school property and the kids want to go sit at the picnic tables and that's where they want to smoke, that's where they want to hang out and not go to class*".

In summary, this section discussed the influence of the school physical structure on school safety. The physical aspects of campus fencing, restrooms, basement, hallways, playground, and cafeteria were discussed in relation to the kinds of activities that can take place there. Hidden spots and school size were also discussed. Cleanliness, lighting, and neighborhoods surrounding the schools were also pointed out as concerns in school crime.

Student commute and crime

Several respondents discussed incidents of violence during student commute. Twenty percent of the interviewees (two principals and eleven teachers) discussed school violence that occurred in buses and at bus stops.

Bus

Criminal incidents take place on buses on a pretty regular basis and it is very cumbersome for the drivers to manage students while they are driving. Weapons are brought on board quite frequently. One teacher (cell 1) shared that "*the other day they had some razor blades on the bus, and I don't know how they managed that*". Another teacher (cell 6) knew that "*some kids were smoking at bus stops*", and has heard of "*fights on the buses before. I've heard of you know, intimidation and things like that*". Yet another teacher (cell 11) discussed vandalism on the bus. "*In previous years they've cut seats and stupid things and tore up the bus*".
The benefit of cameras on buses to curtail such crime was illustrated by a teacher (cell 4). The teacher perceived that "*discipline has been difficult on the bus, they installed cameras and that kind of nipped a lot of that in the bud*".

One teacher (cell 4) referred to a bomb-threat incident on their bus and how the school handled it. "*There was, I think it was last year or the year before, a bomb threat on the bus, and it was handled very discreetly. They got the staff together and said look here's what's happening and here's what you need to look for and here's what you need to be doing, and I guess they did all the necessary things to check the bus and check the students, and it was resolved pretty quietly and quickly*". This example helps illustrate what schools have to deal with in such instances.

More violent incidents like hazing can also occur on buses if proper precautions are not taken. In the words of a teacher (cell 15) "*they took kids on a bus, after say a basketball game on the way home, or track meet or whatever, and took them to the back of the bus, or called them to the back of the bus, held them down, covered their mouth*" and took part in hazing.

While many schools follow various procedures to curtail violence in buses there have been instances of local involvement also. In the words of one principal (cell 6) some communities have serious enough problems on their buses to warrant local solutions. "*We were having some issues on some buses within the community and the parents really felt strong about that so they came in and volunteered and started riding buses and things*".

Bus stops

Bus stops are places where students are seldom under any adult supervision and incidents tend to take place. One teacher (cell 9) indicated that "*waiting at the bus stop when you walk from your house to where the bus is gonna pick you up, that's where stuff like that happens. That's usually where the event happens that we may see retribution for at school. You know, your little sister beat up my little sister, so now I'm gonna beat you up*".

To summarize, in the words of a teacher (cell 6), "*I'd say if there's anything it's the buses and the bus stops before they get to school where some of these main incidents and fighting occur*".

Monetary resources for school safety

Lack of resources is often brought up in conversations with school personnel, especially schools in remote areas and schools with high crime. Inadequate resources or need for additional resources for safety requirements was discussed by seventeen percent of the respondents (six principals and five teachers).

Insufficient resources

Many respondents were concerned with the insufficient funding available to keep schools safe, especially in high crime areas. One principal (cell 5) discussed the need for state funding for high-crime schools. In the principals words "*we need to take a look at those schools that don't receive assistance and see what we can do to target them. If we're in a high crime rate area and we're not receiving any special assistance because we don't fall within the parameters of any guidelines, I think we need to look at that, because it's detrimental to learning if we don't come up with some assistance for those schools such as this one*".
One teacher (cell 2) shared a concern with state funding for schools and how it ties in with issues like school safety. The teacher stated that "*the problem that still goes with this whole process is the way they fund public schools. You can't keep running the system on a shoestring budget*".

Need based funding by school was suggested by one teacher (cell 1). According to this teacher "*all schools, no matter where you are in the city or in the rural communities, need to be able to provide a safe environment for students*". Also, "*you can't expect rural Arizona to be given the same monies or the same regulations as what you are going to have in inner or city schools*".
On similar lines another teacher from the reservation (cell 7) added that "*money is real tight up here and we need these people that are specializing in this (school safety) to help us out. At times it's not in the budget and we need that in order to provide a safe place for the kids and for them to get a good education and be able to move on into the big world, besides being on the reservation*".

Funding for School Resource Officers (SRO)

SROs were considered as essential for school safety by many interviewees. One principal (cell 11) conveyed that it would be very beneficial if the funding continued in "*areas like your School Resource Officers, I think that schools being able to continue those types of programs is very important*". Another principal (cell 15) agreed that "*one of the greatest things for us was when we found that there was grant money available for an SRO, and getting that into place*".

Funding for alternatives

Interviewees discussed students with special needs and the relevance of alternatives for them when required. In this connection *school within a school* was discussed. One teacher (cell 15) indicated that "*we need funding to take care of these kids, and some of them become the discipline problems because they really don't learn by sitting in a desk and reading in a book. They don't learn that way. We need some kind of setting here on campus so they're still be part of what's going on, and part of the extracurricular and all that, but they can learn in the way that they learn*".

On the same lines one principal (cell 5) commented that "*funding for alternatives is a hindrance because we don't have enough of it. So finding alternatives for students to go to is difficult, many times because they're full and it's difficult to find places for students who really shouldn't be in school, or they should be in school but not in this one. Also, currently we have in school suspension but it's monitored by a non-certified person because we can't afford a certified person. So it would be helpful to be able to fund somebody who has some expertise other than just kind of a monitor in that area*".

In summary, better school funding in general, and funding of schools in rural and/ or high crime areas in particular, were discussed. In addition, funding for alternative schools and SROs was also discussed as mechanisms to keep down school violence.

Information exchange in school

Exchange of safety related information was considered vital by some respondents in course of the interviews. Various issues were discussed with regard to this process by nine percent of the respondents (four principals and two teachers).

Guidelines for mandates

Some respondents were of the opinion that while schools were being mandated to carry out various safety-related procedures there were gaps in information provided to them to complete the task successfully. One teacher (cell1) shared the need for all state mandates on school safety to be financed and regulated because "*it's really hard for us when they just step in and tell us you need to do this, and they don't tell us how nor provide us with whatever support we need to get it done*".

Another concern voiced was on the improper communication of information between various stakeholders and it was from a principal (cell 12). According to the principal "*there isn't good communication between state head office the legislature and schools. We get the mandates, but we're not involved in the other end of why is this even being proposed, how could it be proposed better, what will help schools*?"

Information on resources

Another concern that was shared with respect to information sharing pertained to resources on school safety. One principal (cell 2) mentioned the importance of being made aware of, as a school, about the options and resources available to them with regard to school safety. In the principals words "*if there's more people I can call up and say can you come and help us out, give us an in-service, talk with the kids, having more resources, or a web site where I can find these resources at, if they're free or cheap...*", that would be beneficial.

A similar concern was voiced by another principal (cell 7). "*I know there's a big word called accountability in the state of Arizona, and us being up here..., sometimes there is a lack of communication, sometimes maybe there are good programs out there, maybe there are resources, maybe there is funding, but sometimes we don't get wind of it. And because we're at a distance away, I think sometimes it is to our disadvantage.*"

Sharing information with students

A frequent topic of discussion amongst school staff is regarding the number of safety related procedures that should ideally be shared with students. One of the teachers (cell 13) was concerned about the amount of information that can be imparted to students with regard to school safety and any related issues because "*certainly we've got to involve them, but going too much in depth and providing too much information, may not be the best answer, especially for all of the students*".

In summary, this section discussed issues pertaining to information sharing on school-safety including information sharing with external sources like stakeholders and legislators and internal sharing with students.

Legal aspects of school safety issues

When it comes to school safety several laws have been designed to protect the students. While most of the laws have a desired impact on school safety some laws were viewed by the interviewees as unsafe or even inconvenient and cumbersome. Thirty percent of the respondents (one head of security, eleven principals, one SRO, and six teachers) discussed some of these problems in course of the interviews.

Special education students

One of the issues most frequently raised by almost all the respondents was the restrictions imposed by special education laws on classroom discipline and safety. Even though

special education laws have been designed to protect the interests of students belonging to that group there are several instances where the very same laws jeopardize the safety of the overall student population. One principal (cell 4) remarked that "*special education laws need to protect all students. Provisions need to be made for students who are of a danger to other students before we force them to be in school where they pose an immanent danger. I don't think the answer is just to put them out on the road either*".
Another principal (cell 12) agreed with this argument. "*The (special education) laws are not written appropriately and they need to be changed. It is reasonable to accommodate students and help them with their education and do all these things, and there are lots of good things that came out of that law. But when it comes to the behavior of students that law needs to change to protect the other students, staff, and the school*".

Given the laws it becomes very difficult to discipline and/ or suspend special education kids. Such a situation can be potentially harmful to the general welfare of students when it comes to unsafe behavior within the school premises. One principal (cell 5) revealed that "*we have significant problems disciplining special education students because of the fact that they are protected by law and we cannot suspend them for more than a certain number of days. In some situations where we normally would expel a student you cannot expel a special education student in our district. I think many of these students impact the regular education population because the degree of discipline that we can render to them is less than we can render to the general population*".

Another principal (cell 12) brought up a similar issue where the law makes it difficult to place special education students in alternative settings. "*I tried to have his placement changed to say that this is an inappropriate placement and long-term suspended him and wanted him put in a different kind of school where we could keep him safe and keep our kids safe, but I was unable to do that. That resulted in a lawsuit from the parents on the district, and then a settlement. The lawyers made a settlement and so the student came back to our school and this year he took a special education aide, grabbed him and threw him up against the wall. So he's still here*".

Reservation laws

The reservation schools have some unique problems when it comes to their own local laws versus state laws. In the words of one teacher (cell 11) "*I just think that a reservation is like a country within itself and they have their own laws and their own rules. I think over a period of time they just look the other way*" when something does not pertain to their laws.
One example of this problem was provided by a principal (cell 7). "*Our school works a lot with the state of Arizona, and our nation's police. So sometimes we'll have some jurisdictional issues that we have to work through and one of the hard things working with the nation is they don't really have a revised children's code. It's a very old code that is not designed for today's drug situations and so they can beat the system. Another problem is that if we have an offense that occurs here, a lot of times the county or the state will say let the nation take care of it. And sometimes the nation is reluctant to*

handle some of these things that occur because they say you are a state school. And so we get into some of that overlap and into some jurisdictional issues".

On the other hand, one principal (cell 9) discussed how the reservations are trying to change some of their laws to better suit the present needs of schools. "*This year we have changed a lot of the legislation with the tribal government, so that there are more consequences for certain types of activities that the students do. This is because some of the federal laws might hold here but the state laws don't*".

Personal contact with students

Some teachers commented on the laws that restrict personal contact with students. While the teachers understand the reasons behind such a law, it still makes it difficult for them to probe into students' problems and help them meaningfully. One teacher (cell 2) observed that "*in the legislature right now there's that law about what teachers can and can't ask. It is not like we pry but we have to be able to, especially counselors, sit and talk to the kids. There are a lot of abusive situations at home, whether it's physical or mental, and a trained professional at the site may be your only source of intervention*".

Another teacher (cell 3) brought up a situation where a student might just want a reassuring hug from their teacher, and difficulties that could result because of restrictions being imposed on physical contact between the student and staff. "*I can see a point for it somewhat because you hear stories about teachers molesting kids and stuff like that and so everybody's kind of paranoid about it. It's too bad it has to be that way. Because I had one kid one year who would come in everyday just to give me a big hug*".

Post-facto action

There are many instances where action can not be taken before an incident takes place in a school because of the way in which the law is designed. A preventative course of action can be a lot safer for students when compared to post-facto action. One teacher (cell 6) alluded to this. "*I think as a teacher the thing that frustrates me the most is there is, for example, one student this year that I think could be a real threat. To me personally and to other students. We've done all we can do legally but because he hasn't physically done anything it's like we have to wait for him to actually hurt somebody before we can really do anything. And this kid is a loose canon*".

In summary, this section discussed the various problems that schools face in disciplining special education students due to their laws, although they largely do meet the original intent of helping students with such needs. Some of the other issues discussed were laws pertaining to reservations, personal student contact, and post-facto actions for school violence.

Lagging practices in school safety

In course of the interviews most respondents discussed school safety practices they either perceived as unsuccessful or as missing from the system. While some of their comments pertained to their respective schools others were more general in nature. Eighty nine percent of the respondents (one aide, three bus drivers, two counselors, three heads of security, fifteen principals, four SROs, and twenty-nine teachers) discussed lagging practices with respect to school safety in course of the interviews.

Lagging school safety policies

Many issues were noted by the respondents with respect to lagging school safety polices. Some of the policies discussed were warning recognition, conflict resolution, crisis management, student sign-out policies, hiring practices for required personnel, dress codes, class size, cameras, lockers, and suspension policies.

Warning signs

Unfortunately, many incidents have taken place in schools that could have been prevented if the students or staff had noted warning signs from the perpetrator. There were mixed feelings about looking for warning signs among the interviewees. While some noted benefits in the option others were cautious because it might falsely brand certain students as problematic. Some were also of the opinion that the process of looking for warning signs might not be very helpful. One counselor (cell 12) observed that "*there's always a student who has the potential and we're not aware of it. And it's the quiet ones that we don't really communicate with, that are the ones that raise the red flag. So while the warning signs are helpful, I don't think they're always entirely accurate. But I think you have to cover the broad spectrum*".

Conflict resolution

Students often find it difficult to resolve conflicts amicably and training them in the process might be very beneficial in preventing crime. In the words of a principal (cell 5) "*I would say there are some perceptions that the climate needs to improve in terms of dealing with conflict resolution. Our kids have a hard time resolving conflicts through verbal means, so there are other means that they choose to do that with, and that is an issue in general*".

Crisis response

In the unfortunate event that a school experiences violence it is important to have the support and guidance of a crisis response team. In the words of a counselor (cell 3) schools can benefit a great deal with the existence of a crisis response team. "*I would like to see a crisis response team, which we don't have. I think that every school should have it because anything can happen, be it a tragic thing or otherwise*".

Sign-out policy

All schools have a sign-out policy for students through which their custodians can sign them out. There have been instances of abuse to this arrangement in some schools and students have left the school premises without anybody's knowledge. One principal (cell 4) discussed that "*we have a problem with students disappearing and teachers not being told and we're having a hard time enforcing signing out at the office. The emergency contact and who may sign my child out are two different things. They're somewhat related but they're two different things, so that's got to be fixed*".

Peer mediation

Peer mediation and student support groups were considered as useful by various respondents, and their absence was considered as something that needed to be rectified. One teacher (cell 9) commented that "*we have had over the years student support groups led by trained teachers where kids could come together and talk about whatever they wanted. Those were useful but we no longer have them*".

While peer mediation was recommended, one teacher (cell 9) also cautioned to the unsuccessful outcome of bringing in students to share their personal experiences, as examples, with their peers. "*One thing that doesn't work in my opinion is bringing in the reform student to tell the horror stories about--yeah I partied all the time, I never went to class, and now I've reformed my life and turned it around. Well the kids hear the glory part at the beginning, and either they don't hear the hit bottom part, went to prison, stuff like that, or they just say well yeah I guess I'll do that and then I'll become rich and successful like this guy too*".

Dress codes

Dress code has been a debated issue in many schools but some interviewees preferred the policy of having a dress code in the school in order to reduce some of the discipline problems. One principal (cell 14) remarked that "*I would imagine that we could probably solve quite a few of our problems if we instituted uniforms. But God help me if I ever mention it out there because that's the old teenager standpoint of don't tell me how to dress*".

Fencing

Fencing open campuses was recommended by various respondents in order to maintain a safe school climate. One SRO (cell 11) suggested that "*I would like to see a fence go up and surround the entire school. I'm real concerned with people coming off the street and onto the school to cause any harm to the campus or the kids*".

Open campuses are often very vulnerable and some interviewees discussed this concern. One principal (cell 4) remarked that "*it's just open to the forest with trails crossing through the campus randomly. In other words, visitor trails cross right through the*

campus, public trails cross right through the campus, and there's no fence. That's an uncomfortable thing, even though we feel very safe here and there's never been an issue, we're very vulnerable".

Substance abuse

Substance abuse is problematic in most schools and many interviewees stated a preference for stricter drug policies. One teacher (cell 9) revealed that "*I think we're too easy on drug abusers. I think that should be grounds for long-term suspension, and sometimes I think they're just slapped on the hands for possession and that sort of thing*".

Hiring autonomy

It is essential to have autonomy in hiring appropriate staff in order to implement successful school safety practices. In the words of a principal (cell 5) "*I think the obstacles are the hiring of personnel that you can work with. Sometimes you don't have those rights because people need to be moved in the system and so the camaraderie or ability to work with people may be not as you'd like it because of the fact that you're not able to select them. I think that impacts how you work with what's going on in the building*".

Reporting of incidents

Some interviewees objected to the new laws that mandate all incidents of school violence to be documented. This is because such documentation labels students permanently, even if their crimes are not very big. One SRO (cell 5) pointed that "*they're telling the principals and the vice principals that every little suspected incident that happens in a school, not actually even happened, should be notified to the police. If I were to document every little incident that happened at the school I would not be able to do my job. Also, what that does is once you send that information it's public information and the kid is in the system for ever*".

Lack of prevention measures

Almost all schools have come to realize the importance of prevention of school violence over reaction to school violence. Some interviewees stated lack of prevention measures in schools as a concern. In the words of a teacher (cell 6) it is essential for schools to become proactive in order to maintain a safe school climate. "*Education as a whole tends to be more reactive than proactive and I would just like to see us be a lot more proactive. And I think this administration is really concerned and really caring about that kind of stuff, but there's always that little bit of, well it will never happen here kind of a thing*".

One bus driver (cell 7) observed that "*maybe a child has reported to the proper authorities, but that person does not handle the situation right away. They kind of let it escalate to a point where it gets out of control. Instead of dealing with the problem right there they use excuses like they don't have the type of things to deal with that, they don't*

have counselors, or that's not their problem. They are intimidated that if they do something they're going to get in trouble and they don't want to do something that's going to effect their career".

Unattended incidents

Involvement from all teachers and staff is vital in order to maintain a safe school climate. If situations go unattended or ignored by adults it definitely leads to serious problems like a lack of discipline. One principal (cell 10) commented that "*many times I walked past situations that somebody should have been dealing with, and saw other staff members who were going past the same one and walked past it in front of me. When I stopped them and asked how they could just walk past they said that those were not their kids, that they did not even know who they were*".

According to one teacher (cell 3) when situations go unheeded by administrators they could have undesirable consequences. "*We had a kid who was in all kinds of trouble and we kept telling the principal something has to be done, but they just ignored us. Finally, he tried to burn the school down and then he got everybody's attention*".

Lack of uniformity/ consistency

School safety and discipline are hinged on uniformity and consistency. Students are constantly receiving signals from the adults and it benefits them a lot when rules and regulations are set and followed closely and consistently. According to one principal (cell 16) while consistency and uniformity are essential ingredients in school safety, such an approach needs to be implemented top-down. "*I think if you want to have effective schools, there better be a clear understanding of what you expect academically and behaviorally and I think it has to start from the school board all the way down. If you don't get that support and cooperation, I don't care who you put in the schools, they're gonna have problems. I think the school boards need to understand that the administration and teachers need all the things available to them to run the school and discipline is one of the key factors*".

One teacher (cell 7) agreed with the importance of top-down consistency in order to maintain a safe school climate, especially when the board gets involved. "*Sometimes when we report an incident to the principal the student is put out of school or expelled. When it goes to the board they say let's give the student another chance. So, some of the policies are not being backed up by the administrators. The teachers write up referrals and nothing happens and it gets to the point where some teachers just give up and they don't care anymore*".

In the words of a principal (cell 1) "*if the teacher doesn't do a good job and doesn't have a good discipline plan and isn't consistent in what he or she does, then I can guarantee trouble*". On the other hand, one teacher (cell 5) commented on the lack of consistency at the administrative level and the outcome of such inconsistencies. "*Both our vice principals claim to be on the same page but they are not. Discipline by one vice principal*

is not meeted out equally and is not consistent. When we say this is the rule, it must be enforced, otherwise there's no point in having the rule. And when kids see it's being enforced off and on that's a problem".

Lack of communication

In course of the interviews, communication between students, teachers, and school staff was perceived as one of the most important factors in maintaining school safety. This was also one of the factors that was perceived as lacking in many schools for various reasons. It is very important for all staff to interact with the school's lead administration, like the principal, or at least to know who they are for times of emergency or need. For example, some interviewees shared a concern that they did not know the school principal. According to one bus driver (cell 8) "*I can't say I'm really familiar with the principal because I haven't really met him or her*".
In the words of one principal (cell 14) communication between administration and teachers is necessary but not carried out consistently. "*I think we can be more effective administratively about informing teachers about trends. Or if it is very evident that something happened to come in and say look this is what occurred without violating student privacy issues. I think we've done better recently than we've done in the past, but I think we have a ways to go. It's very labor intensive to do that and that's another part of the problem*".

One teacher (cell 16) commented on the importance, and difficulty, of being kept informed about incidents in the school that are being tackled by other teachers or staff. "*I'd like to know when certain things occur on campus that may not have occurred in my room. Sometimes we don't hear about it, then again, how do you handle that line of trying not to cause panic, because some teachers are not always the best about keeping things discreet*".
Another teacher (cell 5) agreed that even when students are suspended the teachers seldom get to know the cause for suspension. "*Even when students are suspended we're not told why they're suspended, it could be for profanity, it could be for fighting, it could be for weapons violations or drugs, and we're not told*".

Just like it is important to have communication within the school it is also important to have communication between various departments or divisions that interact with the school. One bus driver (cell 8) commented that "*being in a totally different department I don't even know if they do lock down procedures or anything. If you're in a accident where will the students stand, I don't know anything about what they do*". Such lack of communication with transportation might prove to be very harmful in the time of crisis.

Lack of discipline

Discipline in schools in general, and classrooms in particular, has always been an issue best dealt with by teachers. However, this trend has changed in the recent past with more authority being given to administrators and not teachers. Many respondents perceived this as a problem. One teacher (cell 10) discussed that "*when discipline was taken out of the*

hands of the administrators and the teachers, and was allowed to be circumvented, parents made calls to the superintendent when incidences happened instead of talking to the teacher. Discipline needs to be given back to the classroom teacher and needs to be reinstated into the local administrators, and the upper administration on the district level need to stay out of it because that is not their expertise. I've been in education long enough to know that when corporal punishment was removed from the classroom discipline fell apart".

Inadequate training

Training is of great significance when it comes to preparing students, teachers, and the staff in school safety. Many interviewees shared concerns with regard to the inadequate training provided by school sites. Some key training that was perceived as missing in schools was training for bullying and intimidation, reporting suspicious information, and diffusing volatile situations.

Almost all schools have policies against bullying and intimidation. However, it is left to the discretion of the teacher or staff to decide when an incident is considered as bullying or intimidation in their classroom. In other words, such judgements are often subjective and might benefit from training. In the words of one principal (cell 9) "*it's not like drugs or weapons where we all know what to do in certain cases. But the other kinds of things, the bullying, the intimidating, the threatening, that I think need guidelines. I don't even know if you could really have guidelines for something like that or if it's just a judgment call. That's my biggest area of concern*".

One of the important techniques of prevention is through training students to report any suspicious activities in the school, but most schools do not offer any training in this technique. According to a principal (cell 9) " *I haven't talked to the students a great deal about what they should and shouldn't report, maybe that's something that we need to do. I guess we're kind of assuming that they know that on their own, but that may not always be the case*".

It is important for teachers to get trained in diffusing volatile situations. In the event that the teacher is not comfortable in doing that the consequences can be disastrous. In the words of a principal (cell 3) "*one of the problems that I see happen, and it can lead to violence, is that we still have staff members who don't know how to diffuse situations. When a student is upset and the teacher feels like they've been disrespected, we sometimes have our teachers act like the kids and make the situation worse, where then the student ends up swearing at a teacher and may even push the teacher or something like that. Whereas if the teacher had played the professional we would have never had the incident get to where it was. So I think there is room for training, specifically with certain staff members that have a hard time dealing with situations like that*".

It is important to teach students how to think and reason in the classroom environment because that will assist them also in thinking about their actions in a more conscious manner. According to one teacher (cell 14) "*you may wonder what does that have to do*

with violence. If you just go through the actions then pretty soon you don't think about what you're doing and it leads to one thing after another and there's your violence, there's your cheating, there's your lying, and they just go up in steps. It's all learned behavior".

Some respondents were concerned that while schools had their individualized training in place they did not have uniform state-based training. One counselor (cell 12) suggested state-based training in order to maintain uniformity across schools. "*I think we need more on site training for dealing with situations like Columbine. It would be nice if the Arizona Department of Education or Health Services could just issue materials that we could use and be proactive. We could put these little pieces in place but if we can look at it from the perspective of being proactive, to prevent something on that level, I think that would get the message across more clearly*".

Inadequate safety related staff

A sufficient number of staff related to safety is required in order to maintain a safe school. SROs, aides, monitors, administrators, counselors, and teachers were some of the staff that were discussed by the interviewees. According to one principal (cell 5) classroom aides are essential for supervising kids in the classroom and maintaining discipline. "*One of our big problems is we don't have enough classroom aides, so not enough adult supervision to work with those students is a problem*".
On the same lines (cell 5) one principal pointed to the need for more monitors. "*I think that one of our big problems is not having enough personnel to monitor the campus. We just don't have it and so funding for monitors on campuses is crucial to making that happen, to providing more safe environments*".

Officers are a very important component of school safety. One bus driver (cell 7) revealed that "*we have only five full-time security officers where some other reservation schools could have as many as fifteen. That means these five people have to work round the clock, seven days a week, to try to keep this place secure and safe*".

Counselors play a very key role in assisting troubled students. One teacher (cell 15) remarked on the inadequacy of counseling in most schools. "*We have one full-time counselor and we have a student advisor, but I think you need more counseling help in most schools*".

Staff mobility

Mobility among teachers and staff has become problematic in many schools. Increased mobility hampers student contact with, and trust in, teachers and staff, which can in turn lead to discipline problems. According to a principal (cell 12) "*when there is leadership change there is a certain period, until that person gets their feet on the ground, when people keep doing what they want*".

On similar lines another principal (cell 15) noted the problems with excessive teacher mobility. "*The biggest problem with a rookie teacher isn't necessarily dealing with the subject material it's disciplining and managing a classroom*".

Special education students

While special education laws were framed to aid the special education students, there are occasions where the laws end up harming students instead of assisting them. In the words of one principal (cell 12) it is important to use the law appropriately for best results. In the absence of that students can be subjected to risk. "*We tried to change his placement in his IEP. There is a school that has a special behaviorally disabled class for kids that need close supervision and everything. The parents said no we're not going to send him there, you need to provide him the appropriate education here, and so they just used the legal advocacy through special education*".

In summary, this section discussed the perceptions of the interviewees with regard to lagging practices in school safety. Lagging policies, lack of prevention measures, unattended incidents, lack of uniformity/ consistency, lack of communication, lack of discipline, inadequate training, inadequate safety staff, and staff mobility were some of the topics that were discussed by the respondents in course of the interviews.

Issues pertaining to Special Education students

Twenty five percent of the respondents (five teachers and eleven principals) discussed discipline-related issues that they faced more specifically with special education students. While they did agree that these students shared similar problems with their regular-student counterparts, they stated concerns with legal restrictions on handling such students.

Behavior

One common thread through the discussion was the behavioral problems of special education students, and the difficulties other students, the teachers, and the staff face as a consequence of the same. One teacher (cell 9) revealed that "*we have a special needs population and some of those kids have issues that make it difficult for them to control their behaviors and so we need to take that into consideration and work with them. We have a lot of students who come from rather violent backgrounds and so we try to deal with those issues in terms of our discipline policies, and classroom management, but there are incidents that happen, and a lot of that's because of the population. Some of the children have problems with anger management, they'll flare up and attack, physically attack, verbally become aggressive, inciting and enflaming situations that are going on between them. And this isn't just limited to the special education kids and certainly not all of the special needs students fall in that, but a lot of them have been some of our worst discipline problems*".

A similar observation was made by a principal (cell 5) on the frequent lack of self-control and inappropriate behavior from such students. "*You know, they're not tolerant, or they*

don't know how to behave or control their demeanor amongst adults. So they end up mouthing to adults more than anything else. Once in a while maybe an assault on an adult could happen, but mostly it's verbal abuse of adults".

Frequently special education students have substance abuse problems in addition to behavioral problems. One principal (cell 9) commented that "*most of our issues have been with drugs and fighting. A lot of the students in the special education classes tend to be gang members, a lot of them have behavior problems and there are a lot of drugs and it's constant. I'll suspend them long term and then when they come back they're here for a couple more weeks and they're gone*".

Some staff members discussed that time is an important consideration in dealing with special education students. One principal (cell 13) observed that "*you end up doing a lot more counseling than you do enforcing discipline, which takes more time*".

Classroom aides

Some interviewees pointed out the need for more aides in classrooms with special education students. One teacher (cell 3) perceived "*I think the toughest thing about teaching is we get more and more kids that are having problems that are coming in. I'd say probably about sixty percent of our kids would be classified as special education but they're not getting special education help. With crack babies, next year we will have about 6 or 7 kids who are in wheelchairs and need assistance*".

Laws

Laws pertaining to special education students are made for the protection of these students. However, there are instances when these very laws can become restrictive and can cause more harm than good. One teacher (cell 3) mentioned "*we had a couple 8th grade kids in special education and they were terrors. They would cause all kinds of problems with all the different kids, just go up and do silly things like pushing and punching. All the administration would do is talk to them and they got worse and worse. We were very resentful that nothing was being done to the special education kids as far as trying to correct their behavior. We got to let it slide because they have special needs*".

Like concerns were shared by a principal (cell 4) pertaining to laws for special education students. The principal discussed a case where a student could not be suspended despite being dangerous to his classmates. "*They said you have to keep them. So actually we put children in harms way big time with the student who would bring knives to school and threaten to kill people, and hold it to them and threaten to kill them and would cut them. He already has his 10 day suspension so I was told he has to be here, and that's wrong*". Another principal (cell 11) commented "*I guess the biggest problem that I have is that when they get to a certain point I have to handle them differently than I do regular education students because of the law*".

Abuse of the system

A disturbing account was provided by one principal (cell 15) on special education, but from a very different angle. The principal revealed a trend where many parents abuse the system by wanting their kids included in special education even though they are regular students. This is often done with the aim of making school simpler for their kids. "*We have now in our schools parents fighting to get their kids in special education. And they want them in special education for one of two reasons. The most common occurrence is the kid is an athlete and they want the kid to be eligible because if they are in special education they get either easier classes or they're graded different. We even have parents that want us to put in the IEP that the kid is on the varsity basketball team. The second is the group of people who have kids that have discipline problems, they flat out are problem children, they can't follow the rules, they have a chip on their shoulder. So mom and dad want them in special education so that we can't take as quick and as firm of action as we need to. So special education, as it was originally developed, is a wonderful program. But what has happened is people are learning about it, and now they are doing everything they can to take advantage of the system and use the fact that the kid is placed in special education to their advantage, with their own agenda. And they could care less about what the kid learns*".

In summary, many interviewees brought up issues pertaining to special education laws. Some of the critical problems discussed were related to behavior and substance abuse. The need for more classroom aides was pointed out. Loopholes in laws pertaining to special education and voluntary parental abuse to the option of special education were also discussed.

Successful practices for school safety

In course of the interview almost all respondents discussed some practices from their schools that had proved to be successful with respect to school safety. Ninety seven percent of the respondents (two aides, two bus drivers, two counselors, three heads of security, sixteen principals, five SROs, and thirty-two teachers) discussed various school safety practices they perceived as successful in their schools. While some had these practices in place others anticipated benefits if they were implemented.

Successful programs

Prevention

All respondents in course of the interviews agreed that prevention is a key factor when it comes to school violence. In the words of a principal (cell 16) it is very advantageous to detect factors prior to a fight and prevent them from happening. "*When there's intimidation going on there's going to be a fight later. So the key is stepping in early not waiting until the fight breaks out. Identify the problems before they ever take place and that's what we try to do. I think our teachers are real good at that too*".

Intervention

Enormous success can be attained with timely intervention to assist at risk students. In the words of a counselor (cell 3) interventions are very key in preventing student-related violence. "*Students are referred if there's signs that they are aggressive or if they have any type of behavior problems. Those ones that need psychological counseling or psychological evaluations are handled appropriately right away. I guess violence would happen if interventions are not made but we try to get them right then and there and help them out, it's important to give them support*".

Conflict mediation

Programs pertaining to conflict mediation were deemed as very successful by schools that had them. In the words of a principal (cell 14) "*we do have a program for conflict mediation and that helps tremendously*".

Symptom recognition

The interviewees discussed the wisdom of symptom recognition as a preventative approach to school violence. Attentive staff members aware of their students' moods and behaviors can usefully tackle problems through symptom recognition. According to a principal (cell 1) "*we need to stop every once in a while and say why doesn't this child smile anymore, or what's been the change in this child's behavior, she doesn't have any friends, or she's not with her friends anymore. I've had staff come to me and say you know this thing with this student scares me, something doesn't seem to add up. We as school people have got to be aware of how our children behave*".

Crisis plan

Crisis plans were deemed as very useful by most schools. Most of the respondents agreed that it is very difficult to predict the reactions of students and staff at the time of an actual crisis. However, it is vital to have a plan in place as a guideline. According to one principal (cell 14) "*we really don't know how people would react when their lives are in danger and that came out clearly in the safety committee. In spite of that we need to have certain triggers that, once people got past the initial panic, they would think this is what I need to do, or this is the pamphlet that will at least give me some direction about what to do*".

Site council

More and more schools have site councils now in order to discuss various issues including safety-related issues. This program was perceived as very successful by various respondents in course of the interviews. According to a teacher (cell 5) *Site Council is another very strong component of what we're seeing in the school. It's bringing teachers, parents, and students together. We have all those representatives on our Site Council and*

all of these things work together and help students be empowered. I think all of that has been so important in seeing the changes we've seen here".

GREAT

The GREAT program for gangs was considered beneficial as a preventative mechanism by various schools. One SRO (16) noted that "*the gangs were starting to grow. The GREAT program is really designed to keep kids from joining the gang and if you can insert the GREAT program into a community that already has low gang problems you can prevent them. I really believe it has prevented it here*".

Lock down drills

In order to be prepared for any eventualities most schools now practice lock down drills. According to a head of security (cell 14) such drills are very beneficial and should not be taken lightly. "*We have lockdown policies that we're practicing, we have evacuation policies we're working on. I think those things should not be taken lightly. I think they should be taken very seriously*".

After-school programs

After school programs were recognized as essential in keeping students away from trouble, especially in isolated communities or rural areas. The success of such programs was illustrated by a teacher (cell 5). "*I think having after school programs where kids don't have to be on the street is a good part of it. Trying to find mentors for students, not always academic tutors, but they need an adult just to come and visit with and validate the fact that they're worthwhile human beings, worthwhile spending time with*".

Alternative schools

Alternative schools were discussed as successful means of schooling students with special needs, especially when they became dangerous to themselves and to others in the regular school environment. In the words of a teacher (cell 15) "*it's a sad state of affairs to think that sometimes you have to do send some students away but for the good of your school sometimes those things are necessary. After teaching for many years I'm a firm believer that some kids cannot get along in a social environment and maybe they need to go to another environment. I think that we need an alternative type setting for these kids that don't fit into traditional school learning. I like the school within a school*".

Community involvement

There are instances where it proves to be more successful when members are brought in from the community to guide students towards safer behaviors rather than being guided by school policies. One teacher (cell 7) from a reservation school shared that elders from the nation are sometimes successful in guiding students away from violence. "*We have some of our native elders come in and they talk to the kids that this is not our way to be*

doing stuff like this, we need to respect who we are and our identity. There's a lot of that pushed on to our kids".

Successful policies

Zero tolerance

Many schools adopt a zero tolerance policy towards various safety violations, like weapons, substance abuse, and intimidation. Zero tolerance policies were deemed as very useful in preventing or reducing incidents of violence in schools, especially if they are implemented towards the students and staff alike. In the words of a principal (cell 13) "*we don't tolerate drugs on this campus because it interferes with everybody's ability to get an education and we don't tolerate gangs on this campus. The real important part about our campus is that we have the same expectation of our teachers and ourselves. If a teacher acts inappropriate towards a student whether that's by using inappropriate language or you know, whatever, they're suspended. We feel like it's important that the students know that we're going to have the same expectations of our adults that we have of our students and I think it makes a big difference*".

Locker checks

Some respondents discussed the benefits from random locker checks. According to a bus driver (cell 8) "*I think that that's something that should be done and not known ahead of time*". Such random locker checks have been known to identify students possessing weapons and/ or drugs.

Dress codes

Dress code was considered a powerful mechanism in promoting a disciplined frame of mind among students. This in turn could help keep down violence in schools. According to a head of security (cell 14) "*I think uniforms are very important. I think if the kids were to wear them, even if it would be blue jeans, a white shirt and a tie, I still think it would put them in a different frame of mind*".
A supporting perception in the words of a teacher (cell 6) was "*we've done some different things with tightening up the dress code and the expectations of students in the classroom, which has really minimized a lot of the disturbances and disruptions*".

Hotlines

Student access to hotlines was considered as a safe and successful method of providing them with a place to share their concerns and or any suspicious information. One principal (cell 13) noted their attempt at hotlines with rewards for students who contribute safety-related information. "*We have a hotline so students can call in if they know of anything and it's anonymous and they get an award for that*".

Informing students

An oft-debated issue is whether or not the students should be provided with details on various safety practices adopted by their schools. While some believe that students should be protected from too many details as it might make them anxious, others believe that they should be informed and kept in the loop. One principal (cell 2) discussed the benefits of keeping students informed. "*We did decide as a team that we were going to let the students know about it because they're going to know about it anyway after the first time it happens. I learned that from another school district I was at in the past. It was kept so secretive and when we actually were to practice it the kids were always asking what it was. The kids should know*".

Corporal punishment

Views on corporal punishment were very diverse across the schools. While some agreed that it is a successful discipline mechanism others did not. In the words of a teacher (cell 16) corporal punishment is a successful method of maintaining discipline in schools. "*I think with the abolishment of corporal punishment in the classroom we just let the control go right out the window. The students today are not afraid to do anything because we can't do anything to them, other than take away some of their time with detention and suspension and that doesn't bother them at all. Spare the rod and you'll spoil the child*".

Custodians

Some interviewees pointed out the benefits of confirming student custody. In the words of one aide (cell 1) it is important to confirm student checkouts for their safety. "*They have to check into the office. If so and so has to be picked up we make sure if it is okay with the parent, and we don't even let them go with a brother or a sister if they don't have permission to pick them up*".

Visitors

Almost all schools have visitor sign-ins. While some schools are very strict with such policies others are more lenient. Some interviewees discussed the benefits of having strict policies on such issues in order to maintain safety. In the words of a principal (cell 16) "*all of our buildings are posted with no trespassing. When people come on our campus the first time we tell them to leave. We get their name and we record their name in a notebook. The next time round they're arrested. No one comes on this campus without our permission*".

Separate the kids

Some respondents noted the benefits of separating kids based on their age/ grade during breaks in order keep them from fighting. In the words of one teacher (cell 3) "*breaking up the lunches is just incredible, the difference. We used to have three hundred kids running around in this little area, and teachers couldn't monitor what's going on. There*

would be food fights in the cafeteria, and now kids are cleaning up the cafeteria if they drop something, so it's been a big change with everything in general".

School size

It has been heard many times that smaller schools make safer schools because of the personalized attention that students get from the teachers and staff. Respondents had perceptions on similar lines. In the words of a teacher (cell 4) "*I think that smaller schools is a solution to violence and discipline type problems in schools*".

Uniformity/ consistency related success

All the schools that were interviewed considered uniformity and consistency as mantras when it came to disciplining students. The importance of such uniformity was repeatedly pointed out by most interviewees. In the words of an SRO (cell 11) "*I really think the administration has set their boundaries for the students as far as their discipline. We haven't had any problems with any kind of weapons brought to school this year and I believe that's all due to the administrations strict discipline, sticking to the same disciplinary actions with each student, not treating anybody differently*".

According to a principal (cell 16) while consistency and fairness are essential what makes the process successful is cooperation at various levels. "*The key is not only having your rules and regulations written out. The real key is enforcement consistently and fairly to all kids. You need the support of your upper-level administrators at the district office and your school boards, you need cooperation of the various agencies in your community, with the police and with your court system, and the support of your community. Then you're going to be successful*".
In the words of a teacher (cell 10) consistency earns respect from students which in turn leads to discipline. "*Every once in a while at the beginning of the year you may have one student at the school that may test the system. If they see that you're consistent from that point on they know what the rules are, they know what the consequences are, and as a result, the kids will respect you*".

Communication related success

Open and constant communication between the students, staff, and the community aids in maintaining safe school environments. According to a teacher (cell 6) "*there's a lot of communication between teachers, faculty, staff, and the community that if there's a threat, or something comes up, and it might be something very small, a letter is sent home communicating that this happened today. It's very proactive to say we're going to make sure that everybody's aware of what's going on in the community as soon as we know what's happening*".

Staff success

Adult access

It is important for students to know that they can easily access adults in the school when there is a need. Not only does this give the students a feeling of safety but it also encourages them to approach adults when they have any problems. One principal (cell 16) elaborated on the benefits of access. "*Just the presence of our administration out on campus. Our staff is out in the halls, there's a real visibility and kids tell us that you don't have problems when you have an adult around and you don't have problems when that adult's willing to confront problems. So we really expect our staff to do that and if they don't do that they're held accountable by the administration*".

Open door policy

It is essential for staff to have an open door policy towards students and other staff in order to encourage them to talk about issues that might be concerning them, especially if they are safety related. One principal (cell 1) elaborated on promoting this idea personally. "*I've tried to foster that idea where anybody can come in and talk to me, parents, teachers, aides, cooks, bus drivers, maintenance people, kids, whatever, and I would hope that they feel that they can do that*".

Cooperation

Cooperation among staff at all levels is essential in order to implement any policy consistently. One principal (cell 12) elaborated on the need for cooperation between staff in keeping schools safe. "*If we're down here in the office saying these are the procedures that are going to help our school be safe but the teachers who are in the classroom are interacting with the students in a variety of ways it is a problem. They have to be holding hands, that's the metaphor I use all the time*".
From the perspective of a teacher (cell 13) cooperation from the administrators contributes greatly towards implementing discipline. "*I think that and an administration that respects the teachers and backs them up is the biggest thing*".

Control

When it comes to discipline it is important for teachers to have some authority in classroom management. Many respondents were in agreement that such control, in place of a generic referral system, helps teachers take the right approach and maintain a disciplined environment. In the words of a principal (cell 10) "*our teachers are the authorities in this school, I'm not. They have the authority to suspend students and I don't do that unless I see something specifically that needs to be done. And every one of them knows that along with that comes the responsibility to act responsibly*".

Mentors

A lot of the problems in classrooms stem from lack of adequate teacher management skills. Some respondents considered teacher mentor programs as successful in making new teachers feel comfortable and learn the required skills so they can maintain a safe classroom environment. In the words of a teacher (cell 3) "*I think it is important to get the teachers help rather than just put them out on their own to sink or swim. Where they're under the guidance of an experienced teacher for a period of time. And get principals to go in and help these teachers that are sinking. What do they say about a third of the teachers being failures within the first 3 years?*".

Safety staff related success

Monitors

Monitors play a vital role in assisting schools in maintaining a safe environment. Various safety-related staff commented on the co-operative benefits that result from the efforts of monitors. In the words of one head of security (cell 14) "*I think more monitors. I think that would probably be my prime concern. The more eyes and the more ears you have, the better*".
According to an SRO (cell 5) "*I think there's a lot of good monitors here, they watch. They do a good job of communicating with the kids and I have a lot of respect for them here*".

School Resource Officers

The importance of SROs was stressed repeatedly in all schools, given the preventative role played by the officers in schools. In the words on one SRO (cell 13) "*I think there should be an SRO and a PO in every school. I think a lot of stuff could be prevented by having an SRO on campus. I've had students that sit in here and tell me they feel safer with a police officer on campus whether there's something going on or not. It teaches the children that there is a different side to law enforcement other than just hook and book and that they can confide in someone that can help them out with their problems. If you have the right person in the program, this program is phenomenal*".

Student centered success

Advisory

Student advisory arrangements are beneficial for students because students are assigned adults they can go to at times of need. In the words of a teacher (cell 11) such programs can be very successful. "*A program where kids are known by an adult in the building better than a classroom teacher knows a kid. And the student and parent should be aware of who the advisor is. It doesn't have to be big but it's just to say I'm always here to talk to if you need to talk to me, let's look at your career opportunities, stuff like that, not a*

school counselor who has three hundred kids on their own roster but a teacher. I think that would break down some of the eruptions of what occurs".

Attitude

Some respondents appreciated the benefits of inculcating a positive school culture in reducing violence. In the words of a principal (cell 10) "*Attitude is really a very important thing to us. Character and attitude and those things are really strong and there's a real strong influence around here of that*".

Reward versus punishment

While many schools penalize students for not following rules some schools were of the opinion that it might be better to reward the students for their appropriate and non-violent behaviors. Such an approach was considered a very powerful mechanism by some. One principal (cell 10) observed that "*the thing that all of our kids hear when we discuss rules is the consequences for keeping the rules. Not the consequences for breaking them. What do you get when you follow the rules? You get the rewards that come from the classroom teacher, you get school wide rewards, you're allowed to go on our field trips, etc.*".

Feeling of belonging

It is important for students to have a feeling of belonging to their school. Some respondents suggested methods that can be used to promote the same as it could go a long way in keeping students in a positive frame of mind and reducing school violence. One principal (cell 6) pointed that "*each individual kid needs to find some place where they're successful, they connect, and they belong. We just put into place many different programs. All the way from our performing arts programs to theatre programs to our sports program to our science fairs, to technology projects. Once they find a place where they belong they feel successful*".

In summary, this section discussed the perceptions of the respondents with regard to successful practices in schools to reduce school violence. Various successful programs and policies were elaborated. Uniformity and communication were elaborated as key considerations. Successes pertaining to specific efforts from staff and towards students were also highlighted.

Successful training for school safety

While school violence can never be predicted, schools can become better equipped to deal with any unforeseen incidents with the aid of some basic training. Most interviewees discussed training available in their schools and also suggested some measures that can make the process more meaningful. Thirty nine percent of the respondents (two aides, two bus drivers, one counselor, one head of security, nine principals, two SROs, and eight teachers) discussed several successful training programs that have been adopted, or should be adopted, by various schools.

Crisis situations

Very often students get agitated or angry in the classroom environment. One aide (cell 2) revealed the need for training to calm down agitated persons. "*I think we should have a little training of what to do or what to say to the person and calm them down. Because we can only do what we're trained to do*". As a suggestion for the same a principal (cell 4) described a program being used in their school. "*We participate in the Mandt program. The Mandt system is a systematic training program designed to help you de-escalate yourself and other people when you or they have lost control. It teaches how to handle people if they are going to endanger themselves, you never handle them, touch them, and you can de-escalate them verbally and through other ways*".

Conflict resolution

Kids get into conflicts on a regular basis in the school. These conflicts if not resolved or controlled can turn into bigger situations requiring even more work. Many schools have, therefore, started training the teachers and staff on conflict resolution. One teacher (cell 4) noted that "*if we had some sort of training on anger management, conflict resolution, that sort of thing, I think it would help us deal with those jostling problems or he pushed me and I pushed him back sort of thing. Maybe the kids will then have a better understanding of their own feelings or their own anger, and we would probably be better counselors as teachers, as well as teachers*".

Peer mediation

When students get into trouble in the school it is often very useful to have peer mediation in addition to other measures of resolving the problem. Training in peer mediation can be a very powerful tool in this connection. One teacher (cell 7) perceived a need for the same. "*We had that before but it kind of went down. I think peer mediation is really important. What makes those good kids be where they're at? What does it take? And I think it is really important for these kids to share this with kids that are looking at things that they shouldn't be looking at, drugs, alcohol and getting into fights*".

Cultural diversity

Students interact with their culturally diverse peers for academic and miscellaneous reasons through the day. According to one principal (cell 13) training in cultural diversity can go a long way in reducing misunderstandings that emerge from such diversity. "*It is a well respected program, it talks about cultural diversity and gives opportunities for kids to talk about anything, like using a word that they didn't think could be hurtful to someone else and finding out that there are different meanings to those words. We saw that it is more beneficial if the students at a younger age learned those skills*".

Sexual harassment

Just like students need to be taught to respect people from all cultural backgrounds and ethnicities, it is important for them to be taught gender respect also. One teacher (cell 9)

remarked that "*I teach sexual harassment here for the entire nation for all the schools. I don't let it become a big problem*".

Substance abuse

Drugs are a very grave problem in many schools. It is essential for teachers and staff to have training in this area so they can recognize when their students need to be referred to some form of help. One principal (cell 11) shared information on an in-house program that was addressing this need successfully. "*Just recently we had a drug recognition expert come in and go through an in service with us, identifying certain things that we could look for with our students, as far as students being under the influence of drugs, signs and symptoms, and how to recognize different things*".

Warning signs

Many times when any crime related incident takes place in the school, teachers and students agree that numerous warning signs preceded the incident. If teachers and staff are trained in recognizing these signs it can help prevent crises. One principal (cell 7) mentioned that "*that's something we can work on. We had a police officer come in at the beginning of the school year and he gave us presentations on some of their early warning signs. It was really helpful because it showed us what things we need to look at*".

Dysfunctional families

According to one principal (cell 11) it is useful to have training to deal with kids from dysfunctional families. Such training might help in assisting them meaningfully and preventing any potential problems. "*I would like to be better versed in how to deal with students who come from dysfunctional households. It's hard for me to truly understand some of their situation because I've never experienced it*".

Collaborative training suggestions

With respect to training in school safety various suggestions were put forth by interviewees. One bus driver (cell 7) expressed the need for a generic training assessment by professionals for all schools. "*The school can get a little more training through professionals down in the valley, or something like that to give us advice, to get us all on the same page*".

One principal (cell 5) perceived a benefit from exchanging ideas with experts outside the district in order to get a fresh perspective on safety-related issues. "*It would be interesting to see someone from a different perspective, from outside of the district, come in and talk to us, or at least do an assessment of safety issues that they see at the school. Maybe we're looking through our own eyes and maybe that's not the best way*".
On the same lines one SRO (cell 16) commented on how useful it would be to have training that incorporates lessons from other schools and what they are doing to maintain a safe environment. "*I would like to possibly attend some school violence classes or*

programs to see what is occurring at the other schools and how are they handling certain situations. It could assist me in the future if something like that happened here".

Caveat

While most interviewees agreed on the benefits of training, there were some that were also skeptical about the real outcomes of training at times of crises in the school. One head of security (cell 6) pointed that "*the only question that comes to mind is that you sit around a group with adults and you talk about lock down drills, etc. But really when it comes down to it, if a guy walks in the door with a gun, what do you do? I think, at that point you just do the best you can for you and the people around you. Survival mode kicks in and you do what it takes*".

In summary, this section discussed some successful training programs that have been implemented in various schools or that have been recommended for the future. Programs on crisis management, conflict resolution, peer mediation, cultural diversity, sexual harassment, substance abuse, and warning signs were discussed. Some suggestions for training were also put forth. Lastly, some interviewees agreed that while training is vital for school safety it is also impossible to be fully prepared for any unknown incident in the school.

Role of leadership

Many respondents perceived positive leadership qualities as a very important factor with regard to school discipline. Twenty three percent of the respondents (two principals and thirteen teachers) shared their thoughts on the benefits from positive leadership qualities with respect to school violence.

Positive leadership

Positive leadership skills can go a long way in boosting the morale of staff and students who can in turn help maintain a disciplined school environment. In discussing the quality of leadership one teacher (cell 5) shared that in addition to being a good administrator there is a need for visibility to students also. "*One intangible is the quality of the administration. There can be administrators who will strongly enforce whatever discipline they have to enforce, but the way that they do it, the kids come away feeling that yes, I got what I deserved and maybe knowing different ways that they can handle the same situation. And my guess is that it's all in how you do it, and at being visible other times too, not just being the disciplinarian, but being in the hall, and teasing kids and knowing their names*".

One principal (cell 16) discussed the importance of a strong leadership in school discipline. "*I think another thing that made a difference is a strong administrative presence, a real strong leadership in the school, and the expectation from the top down that this is the way we want to run our school. The other thing is a realization by the students and the parents that our discipline policies were effective and that we were*

going to be very aggressive in our approach on discipline. That's made the difference here at the school. Also, a buy in, I think, not only from the staff but also from the parents and the student body".

Consistency

Consistency of policy implementation is what sets apart schools that are successful in controlling school violence from schools that are in the process of accomplishing the same end. According to one teacher (cell 10) who expressed satisfaction with the school's safety aspects "*basically there's consistency at the school*". According to another teacher (cell 5) one of their vice-principals "*is very consistent with discipline policy and how things are approached while the other is not as consistent*" and that could often lead to mixed signals for both the students and teachers.

While consistency is the key to discipline, inconsistencies can cause the reverse effect on school discipline. One teacher (cell 11) discussed how inconsistent administrators can cause a lot of negativity in the school. "*Last year we went through so many people*". One administrator "*just didn't have a spine and was inconsistent. I don't think the kids really cared and there were a lot of kids outside of the classroom instead of in. Now you walk out there and you don't see anybody out on the patio, just not going to class. This administration is consistent and fair, and no matter who you are, it's the same discipline. They're on top of things; they keep teachers pretty aware of things that are going on. Depends on the administration, if it's a tighter administration, the discipline is better, if it's looser, then it's rougher*".

Support

Administrative support for teachers is essential in order to assist them in implementing discipline successfully. One teacher (cell 13) highlighted the importance of the same by stating that "*I think the way we know the administration's going to back us up is very important. Because I know schools where they have the same rules we have here, sometimes even more, but if the administration doesn't back the teachers, it doesn't do any good and there you get the knock down drag out fights sort of thing*". One other teacher (cell 15) shared the same view that "*I try to do my own discipline, and I've always felt very comfortable in being backed by administration if I had a problem*".

Trust

When the leadership is strong and positive it tends to create a feeling of trust in students. They tend to approach the leaders with their problems that can then be prevented from escalating. One teacher (cell 15) brought up the benefits of students feeling comfortable with the administration. "*And I think that the students feel comfortable in going to their principal or assistant principal. Because they just come and ask if they can go talk to the principal or assistant principal and I send them and they come back and seem to be happier. I don't know what they're discussing, if it's a problem they've already been in*

trouble for or something that's on their mind, but I send a lot of them and I don't ask them".

In summary, the interviewees in this section discussed the role of positive leadership, consistency, and support in creating a disciplined school environment.

Positive student environment and school safety

One of the discussions that took place in course of the interviews, with respect to school violence, was the benefit that could result from providing a positive environment for students in school. Eleven percent of the respondents (seven teachers) agreed on the enormous benefits of providing students with positive environments.

Approachability

The importance of being accessible to students was discussed by many respondents. One teacher (cell 13) commented on the need that some students have to be heard. "*I think the big thing is having the administration and the teachers visible to the students and interacting with the students, it helps. I don't mean to go out and try to convince the student you're his friend, you're not. You can't be an equal, but you can be friendly to them and talk to them and listen to them and when you listen to them, I mean listen to them, you know, because quite often they don't want you to say anything, they just want to talk and that helps.*"

In the words of another teacher (cell 15) it is essential to take kids seriously when approached with their problems because it might help prevent something bigger from happening. "*Kids would come to me and say I think there might be a potential problem developing, or so and so are having a problem and you might want to talk to them. I think they tend to do that with the people that they feel comfortable with and that they feel that are not going to embarrass them. I try to take things seriously if kids come to me and tell me there is a problem, obviously look into it or have somebody do it*". In other words, accessibility is considered as essential for student safety.

One teacher (cell 13) perceived a benefit from one-on-one attention for students. "*Early in the year they're not gonna come to you because they don't know you. But once you've established a rapport, and I think the students pick the teacher they go to, probably because they know what the teacher's going to say and how the teacher's going to react, they will come to you*".

Student involvement in activities

Involving students in school activities could prove to be beneficial as it gives students a feeling of belonging and pride which in turn can help abate criminal incidents. According to one teacher (cell 5) "*our big project right now is school beautification. Get it cleaned up, give them an environment that they can take pride in, that the kids have helped to work on. Those are real big issues in making the school a better place to be. And when the kids buy into it, they're going to be more proud of it, they're going to want to be here.*

That's a large part of why we don't have much trouble with the graffiti, because kids are saying, look, we've helped paint these walls, we've helped paint the murals, we've helped paint stuff here, don't do that here".

Home-like environment

It is considered essential to create a home like environment for the students and to provide them with a feeling of belonging. Once students get a feeling of belonging they tend to stay more disciplined. In the words of one teacher (cell 10) "*I tell my kids and my parents, when they come in for the teacher night, I'm the dad. You're children are mine when they're at school and I'm going to be the father while they're here. And if there's anything that I do that might offend them, or something that they do that will offend me, let's talk. We sit down and we talk". Then "they feel like people care about them and that they're going to get something out of it, what they're coming to school for. Which I think is what we're all about*".

In summary, positive student environments are very beneficial in providing students with a feeling of belonging and in giving them options if they feel they need to confide in teachers/ adults regarding safety issues.

This concludes this section pertaining to the influence of school factors on school safety. While schools might not be in a position to resolve most community, parental, and student factors with respect to school violence, they might be more successful in controlling their internal factors pertaining to school violence. It is essential for schools to evaluate and update their internal factors on an ongoing basis so that they can implement programs and practices tailored to their local needs.

10.5. School Safety Study: Summary of major problems by school as perceived by the interviewees

			Small Enrollment (<500)		Large Enrollment (>500)		
			Low SES	*High SES*	*Low SES*	*High SES*
Middle School (K-8, 6-8)	*Metro*		**1. Principal**: Lack of respect for property, people, and students; failure to follow dress code	**2. Principal**: Need to keep every body aware; students need to avoid peer pressure	**5. Principal**: Fights; harassment/intimidation/ verbal threat	**6. Principal**: Threat/ intimidation/bullying; fights; general lack of respect from students
			Two teachers: Lack of student exposure; lack of community education, monies, and access to emergency support systems	**Two teachers**: Issues regarding handling of future growth; need to anticipate problems that could emerge in future; essential to introduce need based counseling; need to teach kids respect; presence of inadequate lighting in school	**Two teachers**: Anger; apathy; depression; power of words; fights; media influence	**Two teachers**: Bullying/threat/harassment; drugs, gangs; respect issue; intimidation; inadequate safety at bus stops, and before and after school
			Aide: Presence of non-English speaking students and their problems	**Aide**: Need more education and awareness for teachers and aides	**SRO**: Fights/ assaults; threats; thefts	**Head of security**: Substance abuse; bullying/threats/intimidation; big class size with inadequate number of teachers
	Rural		**3. Principal**: Fights; harassment	**4. Principal**: Lack of security with students and campus	**7. Principal**: Marijuana; misunderstandings; lack of information	**8. Principal**: Changing demographics; growth
			Two teachers: Mild shoving/pushing; lack of administrative communication with teachers; inconsistent discipline; too much paperwork; teacher mobility	**Two teachers**: Tobacco; anger management; lack of family awareness	**Two teachers**: Fights; drugs; need plan for crisis	**Two teachers**: Adolescent squabble; inconsistency in discipline practices
			Counselor: Intimidation/bullying; suicide ideation	**Bus driver**: Perceived no major problems in school	**Bus driver**: Parental involvement lacking; important for administration to spend time on policy, implementation, planning; community involvement is essential	**Bus driver**: Lack of respect from students; no parental backup; fights/arguments off bus

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		Small Enrollment (<500)		Large Enrollment (>500)	
		Low SES	*High SES*	*Low SES*	*High SES*
High School (K-12, 9-12)	*Metro*	**9. Principal**: Inadequate planning; lack of community awareness; no SRO **Two teachers**: Lack of family support; low student self-esteem; problems start at the community; substance abuse **Head of security**: Gangs, fights, defiance	**10. Principal**: Students can be verbal **Two teachers**: Students live far from school; essential to follow guidelines and consequences; important for students to have support from home **Counselor**: Perceived no major problems in school	**13. Principal**: Media influence; future growth; lack of preparedness; consistency is essential **Two teachers**: Student words; improper handling of conflict situations by students; inadequate number of school monitors; traffic before and after school; drugs; intimidation **SRO**: Theft; traffic before and after school	**14. Principal**: Anger and depression; disruptive conduct; student violence **Two teachers**: Alcohol and drugs; lack of student respect for authority; vulgarity of language; morality issues; stealing **Head of security**: Inadequate supervision during class passing; need to tighten drug policies; important to have consequences for discipline issues
	Rural	**11. Principal**: Substance abuse; lack of training **Two teachers**: Drugs; pocket knives; racial/ ethnic problems **SRO**: Drugs; need teacher training on drugs and safety issues; open campus is vulnerable	**12. Principal**: Alcohol in community; sexual activity **Two teachers**: Drugs; lack of parental responsibility; school held hostage with special education laws; lack of security; appropriate environment required for troubled students **Counselor**: Substance abuse; verbal harassment; STDs	**15. Principal**: Open campus; communication is essential; training is essential before incidents happen **Two teachers**: Trust from parents is essential; consistency of discipline is vital; responsibility of action is important; inappropriate language; lack of parental involvement **SRO**: Intimidation	**16. Principal**: Students disturb class; important to deal with small issues; important to involve students **Two teachers**: Drugs; alcohol; inconsistent enforcement of discipline; inadequate student supervision; student training required for appropriate behavior and interaction **SRO**: Lack of security before and after school; oversized student batches for lunch

Metro: Maricopa, Pima, Yuma; Rural: Other counties Low SES: FRL>50%; High SES: FRL<50%

Note: FRL = Free and Reduced Lunch; SES = Socioeconomic Status; SRO=School Resource Officer

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Appendices

1 - Survey

2 - Interview Matrix

3 - Interviewees

4 - Interview Protocols

School Safety Survey: Policies, Programs, and Practices

Research and Policy Division
Arizona Department of Education
Phoenix, Arizona 85007

Please have this survey completed by the person most knowledgeable about your school's disciplinary actions, like a principal, assistant principal, school resource officer, or probationary officer. However, please provide the principal's responses on question 16. The respondent might have to procure some information from the district office in order to complete this survey. Please keep a copy of the completed survey for your records.

Please note that this is a new survey and is mandated by the legislature. It is <u>not</u> in any way tied to CHAPPS or any other survey regarding school safety.

You are one of the 317 schools that have been randomly selected for this survey and your cooperation is required to make the results comprehensive, accurate, and timely. All information provided will be kept **strictly confidential**, and will be used by the Research and Policy Division, Arizona Department of Education, only for research, analysis, and preparing scientific reports. Any information **publicly released** (such as statistical summaries) will be in a format that does not personally identify you or your school/ district.

CTDS Code:_____

Title/Position:_____

Number of years at this school: _____

Best days and times to reach you (if some input is not clear to the staff):_____

PLEASE RETURN COMPLETED SURVEY IN THE SELF ADDRESSED ENVELOPE TO:	IF YOU HAVE ANY QUESTIONS, CONTACT
Research and Policy Division	Alka Arora, Ph.D.
Arizona Department of Education	Phone: (602)-364-4027 or (602)-542-5151
1535 West Jefferson Street, Bin #6	Fax: (602)-542-5467
Phoenix, Arizona 85007	Email: aarora@ade.az.gov

The time required to complete this information collection is estimated to average 1 hour, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

PLEASE RESPOND BEFORE 02/15/01.

Definitions

The following words are underlined wherever they appear in the questionnaire.

At school / at your school — include activities happening in school buildings, on school grounds, on school buses, and at places that are holding school-sponsored events or activities. Unless otherwise specified, only respond for those times that were normal school hours or school activities/events were in session.

Crime — any incident that violates any Federal, State, or local law, or statute, as opposed to simple violations of school rules.

Firearm/explosive device — any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Physical attack or fight — an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual.

Probationary Officer (PO) — a juvenile probation officer is a sworn court appointee who provides school information to the court used to determine if a juvenile is detained or returned to the community. The PO is knowledgeable about the court system and provides accurate information to students and parents. The PO may also provide law related education in the school.

School Resource Officer (SRO) — a school resource officer is a sworn law-enforcement officer whose central mission is to keep order on campus through proactive measures such as providing instruction in law-related education. The SRO has the legal authority to arrest, but the more common day to day roles are those of law-related educator and role model.

Special education student — a child with a disability, defined as mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, and who needs special education and related services and receives these under the Individuals with Disabilities Education Act (IDEA).

Violence — actual, attempted, or threatened fight or assault.

Weapon — any instrument or object used with the intent to threaten, injure, or kill. Includes look-alikes if they are used to threaten others.

Section One: Characteristics of school policies (Questions 1 and 2)

1. During the 1999-2000 school year, was it a practice of your school to do the following? *(If your school changed its practices in the middle of the school year, please answer regarding your most recent practice. Circle one response on each line.)*

	Yes	No
a. Require visitors to sign or check in at all times	1	2
b. Post trespassing laws at strategic locations on campus	1	2
c. Control access to classrooms during school hours (e.g., locked doors)	1	2
d. Control access to school buildings during school hours (e.g., locked doors)	1	2
e. Control access to school grounds during school hours (e.g., locked gates)	1	2
f. Control access to school grounds after school hours (e.g., locked gates)	1	2
g. Close the campus for all students during lunch	1	2
h. Require students to pass through metal detectors each day	1	2
i. Require visitors to pass through metal detectors during each visit	1	2
j. Perform one or more random metal detector checks on students	1	2
k. Use one or more random dog sniffs to check for drugs	1	2
l. Perform one or more random sweeps for contraband (e.g., drugs or weapons), but not including dog sniffs	1	2
m. Require drug testing for any student (e.g., athletes)	1	2
n. Require students to wear uniforms	1	2
o. Enforce a dress code	1	2
p. Provide a printed code of student conduct to students	1	2
q. Provide a printed code of student conduct to parents	1	2
r. Provide school lockers to students	1	2
s. Require clear book bags or ban book bags on school grounds	1	2
t. Require students to wear badges or picture IDs at all times	1	2
u. Require faculty and staff to wear badges or picture IDs at all times	1	2
v. Require visitors to wear badges or IDs at all times	1	2
w. Use one or more security cameras to monitor the school	1	2
x. Provide telephones in all classrooms	1	2
y. Prohibit all tobacco use on school grounds	1	2
z. Enforce a zero tolerance policy for the following:		
Violence	1	2
Fighting	1	2
Weapons	1	2
Firearms	1	2
Substance Abuse	1	2
Tobacco	1	2
Alcohol	1	2
Others (Specify) _____	1	2

2. Does your school have a written plan that describes procedures to be performed in a crisis situation? *(Circle one response.)*

Yes 1
No 2

Words that are underlined are defined at the beginning of this questionnaire.

Section Two: School violence prevention programs and practices (Questions 3 to 16)

3. During the 1999-2000 school year, did your school have a program intended to prevent or reduce violence? *(Circle one response.)*

Yes 1
No ..... 2 ***If no, skip to question 5.***

4. During the 1999-2000 school year, did your program intended to prevent or reduce violence include the following components for students? If a program has multiple components, answer "yes" for each that applies. *(Circle one response on each line.)*

	Yes	No
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	1	2
b. Behavioral or behavior modification intervention for students	1	2
c. Counseling, social work, psychological, or therapeutic activity for students	1	2
d. Individual attention/mentoring/tutoring/coaching of students by students or adults	1	2
e. Recreational, enrichment, or leisure activities for students	1	2
f. Student involvement in resolving student conduct problems (e.g., conflict resolution or peer mediation, student court)	1	2
g. Programs to promote sense of community/social integration among students	1	2
h. Hotline/tipline for students to report problems	1	2

5. During the 1999-2000 school year, did your school do the following to prevent or reduce violence? *(Circle one response on each line.)*

	Yes	No
a. Training, supervision, or technical assistance in classroom management for teachers	1	2
b. Review, revision, or monitoring of school-wide discipline practices and procedures	1	2
c. Training faculty or staff in crime prevention	1	2
d. Reorganizing school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students)	1	2

6. In the last 3 years, did your school complete any architectural or environmental modifications to reduce opportunities for crime and violence? *(Circle one response.)*

Yes 1
No 2

7. Which of the following does your school do to involve or help parents? *(Circle one response on each line.)*

	Yes	No
a. Have a formal process to obtain parent input on policies related to school crime and discipline..	1	2
b. Provide training or technical assistance to parents in dealing with students' problem behavior...	1	2
c. Have a program that involves parents at school helping to maintain school discipline	1	2

8. During the 1999-2000 school year, at what times did your school regularly use law enforcement or security services at school? *(Circle one response on each line.)*

	Yes	No
a. At any time during school hours	1	2
b. While students were arriving or leaving	1	2
c. At selected school activities (e.g., athletic and social events, open houses, science fairs)	1	2
d. When school/school activities not occurring	1	2
e. Other (*please specify*) _____	1	2

9. On average, how many hours per week did at least one law enforcement or security person provide law enforcement or security services, wear a uniform or other identifiable clothing, or carry a firearm at your school? If two or more people did these in the same hour, count that as only 1 hour. Enter zero "0" if not applicable.

Total number of hours that at least one paid law enforcement or security person

a. Was on duty per week, on average ..... _____ hours
b. Wore a uniform or other identifiable clothing ..... _____ hours
c. Carried a firearm ..... _____ hours

10. During the 1999-2000 school year, did your school have a school resource officer (SRO)?

Yes 1
No ..... 2 ***If no, skip to question 12.***

11. During the 1999-2000 school year, did your school have a SRO who was responsible for duties other than law enforcement and/ or security services?

Yes 1
No 2

12. During the 1999-2000 school year, did your school have a probationary officer (PO) who stayed on campus at your school?

Yes 1
No 2

13. During the 1999-2000 school year, how was the SRO/PO in your school funded? *(Circle all applicable.)*

a. Arizona School Safety Program 1
b. School/ District Dollars 2
c. Local government (county/ city) 3
d. Other (Specify)_____ 4

14. During the 1999-2000 school year, did your school or district train any teachers or aides to recognize early warning signs of potentially violent students? Please consider only classroom teachers or aides, and not administrators or counselors. *(Circle one response.)*

Yes 1
No ..... 2 ***If no, skip to question 16.***

15. How many classroom teachers or aides were involved in the training? On average, how many hours of training did each of those teachers or aides receive during the 1999-2000 school year? *(Round to the nearest half hour.)*

a. Number of classroom teachers or aides involved in training..... _____
b. Average number of hours of training per participant in 1999-2000 ... _____

16. To what extent do the following factors limit your school's efforts to reduce or prevent crime? *(Circle one response on each line.)*

	Limit in major way	Limit in minor way	Does not limit
a. Lack of or inadequate teacher training in classroom management	1	2	3
b. Lack of or inadequate alternative placements/programs for disruptive students	1	2	3
c. Likelihood of complaints from parents	1	2	3
d. Lack of teacher support for school policies	1	2	3
e. Lack of parental support for school policies	1	2	3
f. Teachers' fear of student reprisal	1	2	3
g. Fear of litigation	1	2	3
h. Teacher contracts	1	2	3
i. Inadequate funds	1	2	3
j. Inconsistent application of school policies	1	2	3
k. Fear of district or state reprisal	1	2	3
l. Federal policies on disciplining disabled students	1	2	3
m. Other federal policies on discipline and safety	1	2	3
n. State or district policies on discipline and safety	1	2	3
o. Unwillingness of administration to report crime to public	1	2	3
p. Lack of / or inadequate availability of time	1	2	3

Please have the principal respond here.

Section Three: School characteristics (Questions 17 to 26)

17. As of October 1st, 2000, what was the total enrollment at your school? _____

18. What percentage of your current students fit the following criteria?

    a. Eligible for free or reduced-price lunch ..... _____%
    b. Limited English proficient (LEP) ..... _____%
    c. Special education students ..... _____%
    d. Male ..... _____%
    e. White_____% Hispanic_____% Native American_____% Black_____% Asian_____% Others_____% (Specify)_____
    f. Below 15th percentile on standardized tests ..... _____%

19. How many classroom changes do most students make in a typical day? *(Count going to lunch and then returning to the same or a different classroom as two classroom changes. Do not count morning arrival or afternoon departure.)*

    Typical number of classroom changes ..... _____

20. How many paid staff are at your school in the following categories?

	Full time	Part time
a. Classroom teachers	____	____
b. Counselors/mental health professionals	____	____
c. Special education teachers	____	____
d. Classified Staff (aides, security, clerical, support)	____	____

21. How would you describe the crime level in the area where your school is located? *(Choose only one response.)*

    High level of crime 1
    Moderate level of crime 2
    Low level of crime 3
    Mixed levels of crime 4
    Don't know 5

22. How would you describe the level of safety in your school? *(Choose only one response.)*

    Very Safe 1
    Safe 2
    Unsafe 3
    Very unsafe 4
    Don't know 5

23. Which of the following best describes your school? *(Circle one response.)*

    Regular school ..... 1 Grade range _____
    Charter school ..... 2 Grade range _____
    Have magnet program for part of school ..... 3 Grade range _____
    Totally a magnet school ..... 4 Grade range _____
    Other *(specify)* _____ 5 Grade range _____

24. On average, what percentage of your students are absent without excuse each day? _____%

25. In 1999-2000, how many students transferred to or from your school after the school year had started? Please report on the total mobility, not just transfers due to disciplinary actions. *(If a student transferred more than once in the school year, count each transfer separately.)*

    a. Transferred to the school ..... _____
    b. Transferred from the school ..... _____

26. Please provide the following dates.

    a. Starting date for your 1999-2000 academic school year ..... ____/____/1999
    b. Ending date for your 1999-2000 academic school year ..... ____/____/2000
    c. Date you completed this questionnaire ..... ____/____/2001

Words that are underlined are defined at the beginning of this questionnaire.

Appendix 2: School Safety Study: Purposeful sample of 16 Schools for in-depth interviews

	Small Enrollment (<500)		Large Enrollment (>500)	
	Low SES	*High SES*	*Low SES*	*High SES*
Middle School (K-8, 6-8)				
Metro	**1** Principal Two Teachers Aide	**2** Principal Two Teachers Aide	**5** Principal Two Teachers SRO	**6** Principal Two Teachers Head of Security
Rural	**3** Principal Two Teachers Counselor	**4** Principal Two Teachers Bus Driver	**7** Principal Two Teachers Bus Driver	**8** Principal Two Teachers Bus Driver
High School (K-12, 9-12)				
Metro	**9** Principal Two Teachers Head of Security	**10** Principal Two Teachers Counselor	**13** Principal Two Teachers SRO	**14** Principal Two Teachers Head of Security
Rural	**11** Principal Two Teachers SRO	**12** Principal Two Teachers Counselor	**15** Principal Two Teachers SRO	**16** Principal Two Teachers SRO

Metro: Maricopa, Pima, Yuma; Rural: Other counties Low SES: Free and Reduced Lunch > 50%; High SES: Free and Reduced Lunch < 50%
SES: Socioeconomic Status

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Appendix 3: List of Interviewees for the 16 schools			
Interviewee Category	**Number of interviewees per school**	**Number of schools per interviewee category**	**Total by interviewee category**
Principal	1	16	16
Teachers	2	16	32
Aide	1	2	2
Bus Driver	1	3	3
Counselor	1	3	3
Head of Security	1	3	3
School Resource Officer	1	5	5
Total number of interviewees for the 16 schools =			**64**

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Appendix 4

GUIDELINES FOR INTERVIEWS ON SCHOOL SAFETY

Principal Interview Protocol (20 main questions X 6 minutes per question = 120 minutes = 2 hours interview)

Personal

1. How long have you served at this school?

General

2. How would you characterize this school's overall climate in terms of a safe and secure place to be? (What about last year? What about few years ago? What accounts for this increase/ decrease--regular practices, enforcement of school rules, security devices, other strategies, combination of all, (in)consistencies of law, leadership, parental/ community participation?).
3. In your opinion what is the general condition of the school? (building, hallways, restrooms, and the cafeteria—are they safe?)

School Violence/ Safety

4. How is violence defined in your school (in writing/ by way of understanding)?
5. What are the more common occurrences with respect to key violence/ safety issues? (Name-calling, bullying/ teasing, hate crimes, intimidation, threat of attack, harassment based on clothes and group-alliance, psychosocial abuse, fights/ assaults, students carrying/ using weapons, availability/ consumption of drugs, availability/ consumption of alcohol, gangs, graffiti/ vandalism, students leaving the school out of fear, etc.). What are you doing about these problems?
6. What are the most common events that trigger off violence?
7. What is the influence of neighborhoods and communities on school violence? (What measures are being taken to resolve some of these issues? Are you collaborating with the local government, police, neighborhood, and community towards this end?)
8. Do you perceive any differences in reasons for and/ or occurrences of school violence (with respect to student grade, class size, gender, age, ethnicity, socioeconomic status, your school location, before and after school, time of the day, etc.)? What are you doing about it? (What is the socioeconomic and ethnic makeup of your school?)

Policies, programs, and practices

9. Please discuss if your school has an established mechanism/ policy to record all forms of violence and safety-related issues.
10. Do all school personnel know what types of actions need to be reported (updated information)? (Who usually reports and to whom? What is the procedure? Does it work?)
11. Do all students know what types of actions need to be reported (updated information)? Can students easily access and interact with authority in some form to

report a violation/ crime confidentially? Are they aware of this policy and other safety-related policies? Are they working? (student code of silence).

12. What is your school's approach to violence prevention by type of incident? Is each one of them being followed through and implemented? What more needs to be done?
13. Do you have a safe school team/ committee? Who is on this team (teacher, security, fire, police, nurse, counselor, etc.)?
14. How are the following students treated in case of violations: special education including section 504, expulsed/ suspended, etc.?
15. How well is the school equipped to respond to various crises? (Is there an emergency plan and are students and school personnel aware of/ trained for it? How is it implemented?) (What happens if there is an intruder, or if there is a bomb threat? Can students make outside contact in times of crises? Can they leave the school safely if there is a need?)
16. Are all students and school personnel provided with violence related training? (symptoms recognition, self protection, social and cultural diversity, anger management, conflict resolution, etc.)
17. Do you evaluate and revise all your policies, programs, and practices periodically?

Case example

18. Could you elaborate on a recent violence/ school safety related incident to illustrate what happened and how the situation was dealt with (from start to finish)?

Support for efforts

19. Do you believe that your school district/ board has been supportive of your efforts to improve safety in your school? How?
20. Do you experience pressure regarding (altering) information on school violence/ safety (from parents, mayors, superintendents, the media, etc.)? If yes, what in your opinion can be done to improve this situation?
21. What are the main obstacles to making the school a safer place? What would it take to overcome these obstacles? (What do you think should be done now--this school year, this summer, next school year--to make the school a safer place? What will it take to accomplish this goal?)

Additional information

22. Are you doing your own school safety survey (or information gathering)? If yes, can I have access to it?
23. Could I have a copy of your school's guidelines?

Head of Security Interview Protocol (9 main questions X 6 minutes per question = 54 = Maximum 1 hour interview)

Personal

1. How long have you been associated with/ held this position with this school?

General

2. Do you believe the school provides a safe environment for learning ? How has this changed in the last few years?

School violence/ Safety

3. What are some of the most prevalent criminal offenses in the school as witnessed by you? (How prevalent are weapons and gangs?) What security measures have been undertaken to curb these activities? What more needs to be done?
4. What types of non-criminal disorder are most prevalent in the school in your experience? (How prevalent are alcohol and drugs?) What security measures have been undertaken to curb these activities? What more needs to be done?
5. Are certain types of incidents more likely to occur in certain locations (within or outside school) or at certain times (before school, after school, recess, etc.)?
6. What kinds of incidents do not get recorded? Why?

Policies, programs, and practices

7. In your opinion, which practices are the most and least effective with regard to violence and safety in this school? What more needs to be done?
8. How is the security staff trained to deal with violence and other safety related issues? (Are you satisfied with the procedure and outcome?)

Case example

9. Could you elaborate on a recent violence/ school safety related incident to illustrate what happened and how the situation was dealt with (from start to finish)?

Support for efforts

10. Please elaborate upon the kind of support you receive from the administration to enforce school rules.

SRO Interview Protocol (8 main questions X 7 minutes per question = 56 = Maximum 1 hour interview)

Personal

1. How long have you been associated with this school?

General

2. Do you believe the school provides a safe environment for learning? How has this changed in the last few years?

School violence/ Safety

3. As you think of the city as a whole, would you describe the community surrounding the school as a high or low crime area? What crimes? (businesses, sex offenders, etc.). (Has the crime increased, decreased, or remained the same? Why?)
4. Are there areas in the community that are hot spots for crime? Are any of these areas located near the school? (How close are they to routes students use for traveling to and from school? What changes in crime have taken place in the past few years?)
5. Has the number of school-age youths involved in crimes increased, decreased, or remained the same over the past few years? (Why? What types of crimes are most common?)

Policies, programs, and practices

6. What should the school be doing to prevent/ reduce school violence? (practices).
7. Are any officers involved in non-security related duties/ activities? (What activities, duration, etc.?)
8. Please elaborate on how comfortable you are with your training to deal with school violence and safety related issues.

Case example

9. Could you elaborate on a recent violence/ school safety related incident to illustrate what happened and how the situation was dealt with (from start to finish)?

Teacher Interview Protocol (10 main questions X 5 minutes per question = 50 = 1 hour interview).

Personal

1. How long have you served at this school?

General

2. Do you feel that this school/ classroom is a safe environment for learning? How safe do you feel personally? How safe do you believe the students feel (on the way to/ from school, at the school/ classroom)?
3. Are the school facilities (restrooms, cafeteria, hallways, classrooms) safe? Are there locations within the school that are considered particularly unsafe by the students and staff?

School violence/ Safety

4. How much are students at risk for violence (experiencing and witnessing) when they enter school (before, after, during breaks)? Has this changed in recent years?
5. What is the extent of disorder and violence in the classroom? Has this changed over the past few years? How?
6. What are the more common occurrences with respect to key violence/ safety issues as observed by you? (name-calling, bullying/ teasing, hate crimes, intimidation, threat of attack, harassment based on clothes and group-alliance, psychosocial abuse, fights/ assaults, weapons, drugs, alcohol, gangs, graffiti/ vandalism, etc.)
7. What factors contribute the most to violence in this school in your opinion? (What is the influence of the neighborhood on school violence?)
8. How likely do you think are students to come forward with their problems and fears concerning violence? Do they come to you? What do you do?

Policies, programs, and practices

9. What are some of the successful practices in your school to control school violence? (teacher training, LRE, peer mediation, interaction between students and adults, etc.) What more needs to be done?
10. How are all the students and school personnel made aware of the procedures for reporting crime? (Do all criminal violations get reported? If no, why?)

Case example

11. Could you elaborate on a recent violence/ school safety related incident in the classroom/ school to illustrate what happened and how the situation was dealt with (from start to finish)?

Playground Aide Interview Protocol (7 main questions X 8 minutes per question = 56 = Maximum 1 hour interview)

Personal

1. How long have you served at this school?

General

2. Do you feel that this school is a safe environment for learning? How safe do you feel personally? How safe do the students feel?

School violence/ Safety

3. What is the extent of disorder and violence in this school/ playground as observed by you? Has this changed over the past few years? How?
4. What are the more common occurrences with respect to key violence/ safety issues in your opinion? (name-calling, bullying/ teasing, hate crimes, intimidation, threat of attack, harassment based on clothes and group-alliance, psychosocial abuse, fights/ assaults, weapons, drugs, alcohol, gangs, graffiti/ vandalism, etc.)
5. What factors contribute the most to violence as observed by you? Do you notice any difference in student behavior and attitude as they enter the playgrounds and as they leave back for their classrooms?
6. Are all the students and school personnel aware of the procedures for reporting crime?

Policies, programs, and practices

7. In your opinion what are some of the most and least successful practices in this school for controlling school violence? What more needs to be done? (Do you think the discipline policies in your school are fair and equitable?)
8. How likely do you think are students to come forward with problems about school violence and safety issues? Do they come to you? What do you do?

Counselor Interview Protocol (8 main questions X 7 minutes per question = 56 = Maximum 1 hour interview)

Personal

1. How long have you served at this school?

General

2. Do you feel that this school is a safe environment for learning? How safe do you feel personally? How safe do the students feel?

School violence/ Safety

3. What is the extent of disorder and violence in this school environment? Has this changed over the past few years? How?
4. What are the more common occurrences with respect to key violence/ safety issues as observed by you? (name-calling, bullying/ teasing, hate crimes, intimidation, threat of attack, harassment based on clothes and group-alliance, psychosocial abuse, fights/ assaults, weapons, drugs, alcohol, gangs, graffiti/ vandalism, etc.)
5. How likely do you think are students to come forward with problems? Do they come to you? What do you do?
6. Please elaborate how frequently you have had to use post-crises intervention. (Was this used on staff or students? What types of students—victims, others?)
7. What is the impact of school violence on the students and their overall wellbeing? (injuries—what kind; attendance; performance, etc.)
8. In your experience how do socioeconomic and family circumstances influence violent or disruptive behavior in students? (abuse within family, lack of support from parents or family, etc.)

Policies, programs, and practices

9. In your opinion what are some of the most and least successful practices in controlling school violence (your training, fair and equitable discipline policies for students)? What more needs to be done?

Bus Driver Interview Protocol (8 main questions X 7 minutes per question = 56 = Maximum 1 hour interview)

Personal

1. How long have you been driving the bus for this specific school?

General

2. Do you feel that this school is a safe environment for learning? How safe do you feel personally? How safe do the students feel (on the way to/ from school)?

School violence/ Safety

3. What is the extent of disorder and violence in this school/ bus as observed by you? Has this changed over the past few years? How?
4. What are the more common occurrences with respect to key violence/ safety issues as observed by you? (name-calling, bullying/ teasing, hate crimes, intimidation, threat of attack, harassment based on clothes and group-alliance, psychosocial abuse, fights/ assaults, weapons, drugs, alcohol, gangs, graffiti/ vandalism, etc.)
5. What factors contribute the most to student violence in the school/ bus in your opinion? (Do you notice any difference in student behavior and attitude as they enter the bus and as they get off for school/ home?)

Policies, programs, and practices

6. In your opinion what are some of the most and least successful practices in controlling violence in this school? What more needs to be done (in the school/ bus)?
7. How likely do you think are students to come forward with problems? Do they come to you? What do you do?
8. Have you been trained to handle school violence and safety issues on the bus? If not, what do you think needs to be done?

Support for efforts

9. Please elaborate upon the kind of support you receive from the administration to report school rules. (Are you taken seriously?)

Miscellaneous
-Sample Statutes
-Acknowledgements

Arizona Revised Statutes

This section provides information on some relevant statutes pertaining to school safety in Arizona. Details on the statutes are available at the Arizona State Legislature's web site (http://www.azleg.state.az.us/ars/ars.htm). These are only some examples of laws that can be found using the search feature under the relevant titles.

School Safety Study report	*ARS 15-231.03*
Attendance defined for funding	ARS 13-901
Attendance officer	ARS 15-804
Attendance officer's duties	ARS 15-805
Building safety, fire inspections	ARS 41-2163
Bus drivers	ARS 28-3228
Bus inspections	ARS 28-984
Corporal punishment	ARS 15-843
Grants for prevention	ARS 41-1966.02
Hazing	ARS 15-2301
Parental discipline	ARS 15-843
Parental involvement	ARS 15-102
School bus advisory council	ARS 28-3053
School bus rules	ARS 28-900
School roof safety	ARS 15-156
School safety clearinghouse	ARS 15-231.02
School safety program oversight committee	ARS 15-153
School safety program	ARS 15-154
School safety zone	ARS 13-609
Substance Abuse instruction	ARS 15-712
Threats	ARS 13-2911
Truancy/ attendance	ARS 15-803
Weapons	ARS 13-3102

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