SCHOOL SAFETY AND SECURITY TOOLKIT

A Guide for Parents, Schools, and Communities

BE &

NCPC MISSION STATEMENT

To enable people to create safer and
more caring communities by addressing
the causes of crime and violence and reducing
the opportunities for crime to occur.

The National Crime Prevention Council (NCPC) is a private, nonprofit, tax-exempt [501(c)(3)] organization whose primary mission is to enable people to create safer and more caring communities by addressing the causes of crime and violence and reducing the opportunities for crime to occur. NCPC publishes books, kits of camera-ready program materials, posters, and informational and policy reports on a variety of crime prevention and community-building subjects. NCPC offers training, technical assistance, and a national focus for crime prevention: it acts as secretariat for the Crime Prevention Coalition of America, more than 4,000 national, federal, state, and local organizations committed to preventing crime. It hosts a number of websites that offer prevention tips to individuals, describe prevention practices for community building, and help anchor prevention policy into laws and budgets. It operates demonstration programs in schools, neighborhoods, and entire jurisdictions and takes a major leadership role in youth crime prevention and youth service; it also administers the Center for Faith and Service. NCPC manages the McGruff® "Take A Bite Out Of Crime®" public service advertising campaign. NCPC is funded through a variety of government agencies, corporate and private foundations, and donations from private individuals.

Allstate FOUNDATION

This publication was made possible through funding from
The Allstate Foundation.

SCHOOL SAFETY AND SECURITY TOOLKIT
A Guide for Parents, Schools, and Communities

National Crime Prevention Council

Dear Concerned Parent, School Administrator, or Member of the Community:

We are pleased to present you with this new resource, *School Safety and Security Toolkit: A Guide for Parents, Schools, and Communities*. We hope that it will enable you to work together to make our schools safe places in which our children can learn and grow and become the responsible citizens of tomorrow.

Although reports of school shootings dominate the media, we must remember that other less dramatic and less deadly outbreaks of violence take place in schools across the country every day. These events may seem insignificant compared to the horror of the well-publicized shootings, but they are symptoms of problems that should be addressed. Bullying, intimidation, and harassment can serve as the foundation for more lethal events in the future, and educators now consider them to be predictors of more serious crimes in schools and elsewhere.

The Be Safe and Sound campaign is an initiative of the National Crime Prevention Council conducted in collaboration with National PTA and NCPC partners, The Allstate Foundation, ASSA ABLOY Group, Nextel Communications, and Security Industry Association. It seeks to mobilize parents, policymakers, school officials, and students to take action to prevent violence in our schools by enhancing school safety and security in communities across the nation. The goal of Be Safe and Sound is to engage and educate these audiences and to provide them with objective and expert-based school safety and security principles.

This toolkit is an easy-to-use guide that will assist parents and administrators in implementing the Be Safe and Sound model in their schools. It includes a step-by-step procedure for assessing school safety and security, forming an action team, identifying the problems, holding a forum with stakeholders to brainstorm solutions, developing an action plan and building support for it, and evaluating the results. The appendices provide all the materials you will need to implement this process, from surveys to identify the problems to a sample press release and media advisory to publicize your efforts.

We encourage you to fill out the Be Safe and Sound registration form in the front of this toolkit. This will enable us to provide you with updates and ideas from other Be Safe and Sound sites. If you would be willing to evaluate Be Safe and Sound, please check off the appropriate box on the form. Your feedback will help us improve the program and provide the tools you need. A Be Safe and Sound newsletter is also available.

Our children are our most important resource, and ensuring that they are safe and secure in the schools across our country is our most important task.

Cordially,

Steven W. Edwards
Vice President, Community, Children, and Youth
National Crime Prevention Council

Register Your Initiative!

Registering your Be Safe and Sound initiative helps us get in touch with you with updates and ideas from other Be Safe and Sound sites, as well as learn what else you need to make your initiative successful. The form should be completed by the individual who is using the toolkit. When registering, you may also volunteer as an evaluator, request more information about becoming a designated Safe and Sound school, or sign up to receive newsletters.

Help Us Evaluate Be Safe and Sound

Evaluators will provide feedback about the toolkit and their experiences launching a local school safety and security campaign. This feedback will assist NCPC and its partners in improving the Be Safe and Sound program and tools. **Evaluators will receive a coupon providing a 25 percent discount off one NCPC publication selected from those highlighted in this toolkit (see Resources).** Check the corresponding box on the registration form to volunteer as an evaluator. An evaluation form will be mailed to you.

Become a Designated Safe and Sound School

Each year, NCPC and its partners will designate a number of schools Safe and Sound. The designation will indicate that the school is committed to comprehensive school safety and security planning and has met the minimum recommended criteria of the Be Safe and Sound campaign. To receive more information about criteria used and the selection process, check the appropriate box on the registration form.

Get the News With Be Safe and Sound Newsletters

Sign up to receive a Be Safe and Sound newsletter on a monthly or quarterly basis. Newsletters include best practices and effective strategies, resources for professionals and parents, recent research findings, and Be Safe and Sound updates. Monthly newsletters are available by email only. Quarterly newsletters are available by fax or mail. Please check the corresponding box on the registration form.

Be Safe and Sound Registration Form

Contact name _____

Contact address _____

_____

Day phone (optional) _____

☐ **I'd like to evaluate Be Safe and Sound.** Please send a form to the contact address above.

☐ **I'd like to learn how our school can become a designated Safe and Sound school.**
Please send more information to the contact address indicated above.

☐ **I'd like to receive the newsletter!** I prefer to receive the newsletter by (check one)

  ☐ Email (monthly) to this address: _____

  ☐ Fax (quarterly) to this number: _____

  ☐ Mail (quarterly) to the contact address indicated above.

☐ **Registration only.** Please don't send me any information.

Please tell us more about the school where this Be Safe and Sound initiative will be conducted:

Name of school _____

School address _____

_____

Number of students attending the school: _____

School setting (check one):   ☐ Rural city or town   ☐ Urban   ☐ Suburban

Grade levels attending the school (circle all that apply):
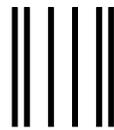
  K   1   2   3   4   5   6   7   8   9   10   11   12

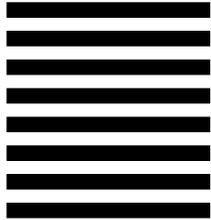My connection to the school is as (check the most relevant)

☐ Concerned parent   ☐ School counselor   ☐ School resource officer

☐ School principal   ☐ Other (please indicate): _____

Thank you for registering your Be Safe and Sound initiative! Please fold this form so the NCPC address shows, seal, and drop it in the mail. Postage is prepaid.

BUSINESS REPLY MAIL

FIRST-CLASS MAIL   PERMIT NO. 1033   WASHINGTON, DC

POSTAGE WILL BE PAID BY ADDRESSEE

NATIONAL CRIME PREVENTION COUNCIL
ATTN: BE SAFE AND SOUND
1000 CONNECTICUT AVE NW 13TH FL
WASHINGTON DC 20077-5790

FOLD

FOLD

Contents

Contents

Introduction

School Safety and Security: A Concern for Parents

Your child's school hasn't had a crisis that warrants national news coverage, but you've become increasingly aware of disturbing incidents that aren't as harmless as they once seemed. Perhaps you've seen graffiti on the bleachers or a broken classroom window. Maybe you've heard that a teacher's car was stolen from the parking lot of a nearby school or that evidence of drug dealing was found at the playground. Even if you haven't noticed anything unusual, it's never too early to start thinking about school safety and security. Preventive action can keep minor problems from turning into serious ones.

Schools are among the safest places for our children to be, with more victimizations occurring away from school than at school. And yet, in 2001, students ages 12 through 18 were victims of about two million crimes at school, including about 161,000 serious violent crimes. That same year, about 29 percent of students in grades 9 through 12 reported that someone had offered, sold, or given them an illegal drug on school property.[1] While overall school crime rates have declined in the past few years, violence, gangs, and drugs are still present. It's even more likely that students will experience bullying, teasing, or personal property damage and theft during and on the way to and from school. These seemingly minor incidents can often escalate into crisis situations. Some notable statistics:

- Most school crime is theft, not serious violent crime. In 2001 there were 42 thefts for every 1,000 students (ages 12 to 18) at school. Thefts accounted for about 62 percent of all crime against students at school that year.[2]
- Middle school students (ages 12 to 14) are more likely than older students to be victims of crime at school.[3]
- During the 1999–2000 school year, 4.1 percent of public schools took serious disciplinary action against at least one student for bringing a firearm or explosive device to school, and 1.6 percent for using such a weapon at school.[4]
- An estimated 6,451 schools reported at least one violent attack or fight with a weapon to law enforcement personnel during the 1997–98 school year.[5]

- In 2001, 36 percent of students saw hate-related graffiti at school, and 12 percent reported that someone had used hate-related words against them.[6]
- Students are not the only ones affected by school crime. From 1997 to 2001, teachers were the victims of some 1.29 million nonfatal crimes at school, including more than a million thefts and 473,000 violent crimes such as rape, robbery, and assault.[7]
- Secondary schools are not the only schools at risk. In a 2003 survey of school resource officers, 70 percent of the respondents reported an increase in aggressive behavior in elementary school children in their districts over the past five years.[8]

Crime statistics don't tell the whole story. It's important to note that the perception of crime can be as debilitating as crime itself. In 2001, 6 percent of students reported fears that they were going to be attacked or harmed at school; almost 5 percent said that they avoided one or more specific areas at school for their own safety.[9] Even when actual crime rates aren't as bad as they seem, the fear of becoming a victim is real.

In a 1996–97 study by the U.S. Department of Education, 84 percent of public schools were considered to have a low degree of security.[10] Fortunately, this is changing. Educators have come to realize that the foundation of all learning is safety and security. Attendance and academic performance are closely linked to how safe students perceive the school environment to be. It's hard for young people to concentrate on learning when

they feel vulnerable, and a climate of fear forces teachers to shift their focus from teaching to policing. Safety and security concerns are fast becoming an important part of any dialog about improving schoolwide academic performance.

Roles for Parents and Caregivers

Parent and caregiver involvement is crucial when it comes to creating safer schools. People just like you have worked with school principals and staff to stop vandalism in its tracks, curb theft, introduce conflict resolution programs, redesign building spaces to discourage illicit activity, and secure funding for security upgrades. You probably have more access to information and resources than you realize—through your day-to-day interactions with your child and his or her friends, other parents, teachers, school principals, coaches, and other community members.

Today, nearly every middle and high school student (and even some elementary students) can report one or more incidents of crime or bullying. A survey on youth concerns about bullying, conducted by Wirthlin Worldwide for NCPC in 2002, revealed that six out of ten students witness "bullying or taunting" on a daily basis. And although recent studies show that as many as 75 percent of children have been victims of bullying, only 20 percent of parents surveyed in 2000 saw bullying as a serious or very serious problem for their children.[11] Bullying is a big issue for students, and it should become a bigger issue for parents. Acting right away on small problems can prevent big ones later. This kit will give you the steps and tools you need to work with school principals to make your child's school safer and more secure on a number of levels.

About the Be Safe and Sound Campaign

The Be Safe and Sound campaign is a public education and awareness campaign to involve parents in the issue of school safety and security. Be Safe and Sound was launched in 2002 and is an initiative of NCPC conducted in collaboration with National

PTA and NCPC partners, The Allstate Foundation, ASSA ABLOY Group, Nextel Communications, and Security Industry Association.

Be Safe and Sound encourages parents to partner with school principals to organize school safety and security committees or action teams. These action teams, which comprise parents, school principals, teachers, students, local law enforcement, and other key players, will

- assess local school safety and security needs.
- identify and engage community leaders and other concerned citizens who can help set safety and security priorities.
- create action plans mapping out goals and objectives for addressing specific safety and security problems.
- promote and advocate for school safety and security in the community.
- enact positive change in and around the school environment.
- evaluate the effectiveness of school safety and security improvements.

See Appendix L to learn more about the Be Safe and Sound campaign.

The Campaign in Action

NCPC started the Be Safe and Sound campaign with pilot programs in Kentucky and Pennsylvania. In both locations, parents are working in partnership with the school principal and other community leaders to make their children's schools safer.

Woodford County High School
Versailles, KY
Supported by the Kentucky Center
for School Safety
(www.kysafeschools.org)

Woodford County High School is a rural school with 1,113 students in grades nine through twelve. In April 2003, comprehensive safety and security assessments were completed at the school, including an environmental assessment conducted by

two police officers from Florence, KY. Using the resulting findings as a point of discussion, parents and the school principal held a brainstorming forum with participation from school staff, local law enforcement officials, other parents, school custodians, and students. Recommendations from the forum were then used to form a safety and security action plan. The primary goal of the action plan is to create systems changes around school policies and programs. The school is now making security improvements such as a digital camera system, new door locks, and student and staff ID badges. In August 2003, to facilitate an improved social climate at the school, faculty and administrators received professional development in building positive relationships with students.

Edwin M. Stanton Elementary School
Philadelphia, PA
Supported by the Pennsylvania Center
   for Safe Schools
(www.safeschools.info/)

The Stanton School is an urban school with 335 students in kindergarten through fifth grade.

The school's safety and security action team conducted several kinds of safety and security research in January and February 2003. These included surveys of students, faculty, and parents to find out how each group perceived the school's current level of safety and security. The school principal then worked with parents and other community leaders to evaluate the survey data and form a safety and security action plan. The action plan identifies several major priorities: (1) to secure the building against potential intruders; (2) to provide a safe corridor to and from school; and (3) to launch a schoolwide anti-bullying campaign.

The school is now adopting several strategies to improve safety and security, including a new doorbell and video camera surveillance equipment, a school safety and security resource center, and materials to help teachers recognize signs of sexual abuse in students. One parent and four teachers attended a state-level training workshop in June 2003 on classroom discipline. The school also plans to bring in outside experts to conduct workshops on bullying prevention for school personnel, parents, and other interested parties.

How To Get Involved

Improving the safety and security of your child's school may seem like a big task, but it's not complicated when you follow a few basic steps.

What This Kit Will Help You Accomplish

Here is an outline of what you'll find in this toolkit.

Getting Started

Your first priority will be to establish a partnership with the school principal so you can work collaboratively to improve school safety and security. You'll also need to understand the kinds of safety and security threats today's students face at school and what makes a school safe (or unsafe).

STEP

1 Form an Action Team

Finding partners who are equally concerned about school safety and security will be important. You'll work with the school principal to form a Be Safe and Sound action team that will include teachers, students, parents, and other community members.

2 Identify Safety and Security Problems

The action team will use various research tools to get a clear picture of safety and security risks at your child's school. NCPC has provided several research tools in this kit.

3 Hold a School Safety and Security Forum

Once the action team has identified a list of school safety and security problems through research, it will convene a larger group of community members in a forum. Forum participants will decide which problems need the most attention and will brainstorm strategies for addressing those problems.

4 Develop an Action Plan

Recommendations from the forum will form the basis for a safety and security action plan. The plan will spell out specific safety and security improvements at the school and how the action team will implement them.

5 Publicize Your Initiative

Your action team will get the word out about its Be Safe and Sound initiative and begin follow-through on action plan items. Media coverage of your initiative will build community support for safety and security improvements at the school.

6 Advocate Your Cause

Relationships and ongoing communication with business leaders and elected officials will take your school safety and security efforts to the next level.

7 Evaluate Success and Revise the Plan

Once safety and security improvements have been made at the school, the action team will conduct follow-up research to determine whether the changes are making a difference. This research will help the team make adjustments to the action plan.

What's the Time Frame?

Be Safe and Sound is a campaign model that can be used on an ongoing basis to make school safety and security improvements. Getting an initiative started at your child's school will take about a year. A typical timeline might look like this:

Months 1–2   Pull together your action team (Step 1) and strategically plan your initiative.

Months 3–6   Collect data, conduct surveys, and complete a school security assessment. Analyze the results and identify problems (Step 2). Plan and hold the safety and security forum (Step 3).

Months 7–9   Create an action plan (Step 4). Present the plan to community members, the school board, and other interested parties. Publicize your efforts (Step 5).

Months 10–12 Begin implementing the school safety and security improvements spelled out in the action plan. Build support for your cause among businesses and elected officials (Step 6).

Ongoing   Evaluate your progress and make adjustments to the action plan (Step 7). Continually publicize positive outcomes.

Getting Started

Before you begin any formal type of safety and security investigation, you'll need to build a partnership with your child's school administrators. You'll also need to gain a better understanding of the safety and security issues students face at school and what makes a school safe and secure.

The School Principal: Your Number One Ally

Start by making an appointment with the school principal or vice principal. Establishing a partnership will be important to your cause. Principals have a great deal of expertise in school safety and security issues, not to mention access to important information and inside knowledge of the school. In short, principals have the power to make things happen.

Chances are, the principal will applaud the fact that you are taking a positive, proactive approach to school safety and security. If that does not seem to be the case at your child's school, do not go over the principal's head to the superintendent's office or school board unless repeated attempts to make contacts inside the school are unsuccessful. Taking such action immediately will only put the principal on the defensive and make it harder to form a strong partnership.

At your first meeting with the principal,

- Ask about existing safety and security programs at the school. You may find that the school has a crisis committee set up to handle emergencies or catastrophic events. (A crisis committee is not the same as a safety and security committee. A crisis committee is generally dedicated to emergency response; a safety and security committee focuses on preventing crimes before they happen.)
- If the school already has a safety and security committee in place, ask how you can get involved.
- If the school doesn't have such a committee, discuss how you can work with the principal to organize one and implement the steps in this toolkit.

During your meeting, try to learn more about the school's overall approach to school safety and security. For example, you might ask the following questions:

- Is the school addressing ways to prevent as well as to respond to safety and security threats? Who has been designated to coordinate these efforts?
- Does the school have procedures for responding quickly to unsafe situations? If so, what are they?
- Is a communications plan in place that enables school staff and administrators to contact one another quickly in an emergency situation?
- Are parents aware of whom to contact and how to contact them in the event of an emergency at the school?
- Are counselors and psychologists available to work with students who are troubled or disruptive?
- Are safety and security addressed throughout the school campus, including play or athletic areas, classrooms, parking lots, hallways, stairs, and bathrooms?
- Do students have opportunities to problem solve through peer mediation or other conflict resolution programs?[12]
- Does the school have procedures in place that encourage safe reporting of potential acts of violence?
- Do teachers receive training in school violence prevention, classroom management, or safety and security issues?

Keep in mind that teachers, coaches, guidance counselors, school resource officers, custodial workers, and bus drivers are vital to any school safety and security initiative. Your approach toward school faculty and staff should be cooperative and collaborative. School personnel should be considered important resources for information on school safety and security issues.

Understanding What Students Face

Understanding school safety and security also means learning what it's like to be a student at the school. Here are some of the problems middle school and high school students may face.

Bullying, intimidation, and isolation are particularly common in middle schools. In the worst cases, these traumas can cause low self-esteem, poor academic performance, and depression. Some students who are bullied react by avoiding school entirely. Others respond with violence toward their tormentors, other students, or themselves.

Sexual harassment is unwelcome sexual behavior. This includes sexual comments, physical contact, gestures, and the spreading of rumors. Victims often develop low self-esteem, suffer academically, or avoid school altogether. Research shows that girls, youth of color, and gay youth are the most frequent targets. Sexual harassment is a form of discrimination and is illegal.

Theft accounts for the overwhelming majority of school crime. Although theft rarely poses a direct threat to personal safety, it can make people feel vulnerable at school. As a result, it can distract students and teachers from focusing on learning.

Guns and other weapons fortunately rarely make it into schools. Even when they do, they are seldom used. However, the possibility of the presence of weapons (or the fear that they might be present) can make it hard for students and faculty to concentrate on academics.

Gang activity and social cliques can increase tension and violence inside schools. This problem is not limited to schools in urban areas. Schools need to make it clear that gang and clique behavior will not be tolerated, and they must apply consistent disciplinary measures.

Defining a Safe and Secure School

The Be Safe and Sound campaign encourages parents and school principals to evaluate the school's social climate as well as its physical environment. While security devices such as locks and alarms are important, tighter security alone won't make a school safer. That's why Be Safe and Sound places equal emphasis on preventive safety measures that focus on behavior and environmental design.

Safety, for the purposes of this campaign, does not refer to health precautions such as skid-proof rubber mats or fire codes. Rather, safety refers to prevention measures that affect a school's social climate, such as conflict resolution programs, zero tolerance policies, bullying prevention programs, visitor policies, and community service programs. **Security** refers to the reinforcement of the school facility with physical hardware, such as cameras, locks, and lighting, and with clear and consistent operating procedures and a communications plan.

Research shows that school safety works best when there are schoolwide policies and practices that systemically address both the needs of students, school personnel, and the community and the physical plant itself. Schools that have implemented comprehensive violence prevention and

response plans experience improved student performance, fewer student suspensions, a school climate more conducive to learning, and better staff morale; they are safer places.[13]

Three primary issues affect school safety and security:

1. **School climate**—strategies for improving the social environment
2. **School layout and organization**—the principles of crime prevention through environmental design
3. **Physical security**—the need for locks, alarms, safety lighting, and more.

School Climate

Every school is different when it comes to safety, but research identifies several factors that affect whether a school is safe or unsafe. Schools that demonstrate the following characteristics tend to be unsafe:

- Poor design and use of school space
- Overcrowding
- Lack of caring, firm, and consistent disciplinary procedures
- Insensitivity to multicultural factors and diversity issues
- Student alienation
- Rejection of at-risk students by teachers and peers
- Anger and resentment at school routines and demands for conformity.[14]

Safe schools, on the other hand, have these characteristics:

- A positive school climate and atmosphere
- Clear and high expectations for student performance and behavior
- Strong student attachment to the school and the educational process
- High levels of both student participation and parent involvement

- Opportunities for students to learn life skills and develop socially
- Values and practices that make everyone feel included[15]
- A culture that encourages respect and an appreciation of diversity
- A principal and school board that respond promptly to concerns and welcome input from parents.

Your child's school may have some characteristics from each list, putting it somewhere between these two extremes. That's why you'll be working in partnership with the school principal and an action team to evaluate the school's unique strengths and weaknesses. As your team works to identify problems and develop solutions, consider the following fundamental qualities of a safe and responsible school, as identified by the U.S. Department of Education:

- The school has strong leadership, caring faculty, family and community involvement (including law enforcement officials and representatives of community-based organizations), and student participation in the design of programs and policies.
- The physical environment of the school is safe, and schoolwide policies are in place to promote and support responsible behaviors.
- Prevention and intervention programs are sustained, coordinated, and comprehensive.
- Interventions are based on careful assessment of student needs.
- Evidence-based approaches are used.
- Staff are provided with training and support to help them implement programs and approaches.
- Interventions are monitored, and evaluations are conducted to ensure that the programs are meeting measurable goals and objectives.[16]

All schools—including elementary schools—should include crime prevention in their curricula. Students should learn how to settle disputes without violence, control their anger, embrace diver-

sity, and solve problems. Students can also benefit from programs that build social skills, increase self-esteem, teach assertiveness, assist with stress management, and prepare them to deal with change.

School Layout and Organization

Crime prevention through environmental design (CPTED) facilitates and enhances school safety and security by ensuring that the physical layout and organization of the school encourage positive student behavior. The principles of CPTED center on three areas: controlling access, improving natural surveillance, and increasing definition of school boundaries. These principles can easily and effectively be applied to schools. For example, safe and secure schools can

- control unauthorized access to buildings and grounds by
  - having a single access point of entrance for visitors.
  - screening visitors and requiring them to wear ID tags.
  - monitoring entry to the school from a single point.
  - reducing the number of secondary entries around the perimeter and to buildings.
- improve natural surveillance of the school buildings and grounds by
  - ensuring clear lines of sight by removing unnecessary obstacles and trimming vegetation.
  - limiting hiding places by raising signs off the ground, lowering bushes, etc.
  - improving lighting, limiting shadows, or installing convex mirrors in dark or secluded areas.
- enhance school boundaries for better control by
  - clearly defining the edges of school property with tree plantings or fences to reinforce the fact that the school is not a public-access space.
  - individualizing areas of the school (e.g., arts department, science department) to promote

boundaries or "ownership" and pride in the school as well as to make it easier to identify unauthorized individuals.
  - keeping up good maintenance—a clean, well-cared-for school fosters school pride and orderliness.

NCPC offers training and technical assistance in school-based CPTED that might be of interest to your school. See Resources for more information.

Physical Security

Prevention programs and CPTED improvements are not enough to ensure a safe environment. Security measures reduce the risk of crime and school violence by enabling the administration to control and monitor access to any area of the facility. Other practical guidelines reduce situations or environments that may encourage criminal behavior or vandalism.

In facilities where there is a history of crime, physical security enhancements help to "target harden," sending the message that it will be harder to commit a crime or act of violence at the school. Target hardening includes installing video cameras, metal detectors, or alarm systems or hiring security personnel. Security technologies can increase detection and delay or slow a perpetrator's progress, but they are not sufficient in themselves to reduce crime and violence. Consequences must also be established and enforced if the technologies are to be effective. Employing security guards or stationing law enforcement personnel at the school is also an option.

To ensure the security of students, faculty, and staff, safe and secure schools follow these guidelines:

- Visitors' policy requires visitors to sign in or show proper identification.
- Unmonitored doors are locked from the outside at all times to prevent unauthorized persons or items from entering the building unnoticed.

- Students entering and exiting the school property are monitored.
- All doors have high security locks or electronic access control units. This applies especially to closets that have private information or hazardous materials, outside doors, and basements.
- Operating procedures include a clear communications plan to ensure that administrators and staff can contact one another instantly in emergency situations.
- Deadlocks are not accessible from the inside of the restroom.
- All doors are solid. Sheet steel covers both sides of back and basement doors.
- Door frames and hinges are in good condition and strong enough to prevent them from being pried open.
- All windows are secure.
- Upon change of staff or administration, locks are changed or cylinders are rekeyed.
- Motion-sensitive as well as constant lights are used outdoors.
- Dark places around the building are illuminated by adding lighting, cutting back shrubs so light can penetrate, etc.
- Stairwells and out-of-the-way corridors are well lighted to prevent violence.
- The receptionist is equipped with a panic button for emergencies, a camera with a monitor at another location, and a high security lock on the front door that can be controlled.

- Identification badges, office keys, and codes are protected, and a process for reporting lost or missing badges and keys is in place.
- A formal document destruction policy defines when documents should be destroyed and how. Off-site destruction services should not be used for the most sensitive documents.

For nontechnical, non-vendor specific information on security technologies, consult *The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies*, a research report from the National Institute of Justice. It provides information on the following:

- Available security products
- Strengths, weaknesses, and expected effectiveness of these products in schools
- Costs of products—installation, operation, maintenance, manpower, and training expenses
- Requirements to specify in order to get a suitable product
- Related legal issues.

The report covers video surveillance (cameras, video recording equipment), metal detectors (walk-through, hand-held scanners, x-ray baggage scanners), entry control technologies, and duress alarm devices. For more information, download or view the report online at www.ncjrs.org/school/home.html.[17]

Step 1: Form an Action Team

Your school may already have a safety and security committee or an action team. If not, now is the time to work with the school principal to organize one. A school safety and security action team is a group dedicated to assessing safety and security threats, developing strategies for action, advocating for change, facilitating improvements, and evaluating outcomes.

Effective Recruiting

Work with the school principal or assistant principal to identify and recruit action team members. Potential recruits for your safety and security action team include

- School administrators and teachers
- Guidance counselors and social workers
- Coaches, custodial staff, and bus drivers
- PTA/PTO officers and other concerned parents
- Board of education representatives
- Business and community leaders
- School resource officers and security personnel
- Students.

Once you and the school principal have identified potential action team members, decide who will contact each individual on the list. Once formed, the action team should meet on a regular basis. Try to secure a committed group of about ten people for the team. Make sure that time commitments are clear to all action team members.

Roles and Goals

Before your first action team meeting, sit down with the principal to review the Be Safe and Sound steps in this toolkit and think about the following questions:

- Who will be in charge of the safety and security action team? As a parent, you can co-chair the action team with the school principal. Keep in mind that the principal will probably be in the best position to run meetings.
- What are the overall goals for the action team?
- What is the timeline for achieving each goal?
- How will each stage in your Be Safe and Sound initiative be implemented? What are the tasks

Involving Students

At the high school level especially, it is important to include students in your efforts to assess and improve school safety and security. Empowerment is an important step toward overcoming victimhood, and youth want to be involved in making their schools better. NCPC's *Are We Safe? Focus on Teens* survey confirms that teens believe that they can be effective in stopping violence. A third of the survey respondents said that they could act directly to stop or avoid violence by not fighting, by stopping others from becoming violent, by speaking out against violence, etc. A third of the respondents also said that demonstrating respect for others is a means of preventing violence. And one in four cited being a positive role model for other teens as a way to curb violence. Young people want to be part of the solution.[18]

NCPC offers a range of programs and curricula that can be implemented in schools to involve students in improving safety and security. Two such programs are Teens, Crime, and the Community (TCC) and the Youth Safety Corps. For more information about these and other helpful programs, see Resources in this toolkit.

involved? Who should do what? (Some sections of this toolkit include a planning checklist to help you get started.)
- Who will serve as the contact point and official spokesperson to the media? (Again, the school

principal may be the best person to handle this.)

Now that you and the school principal have answered these questions, you are ready to plan the first action team meeting.

Getting Together

The goal of the first meeting will be to get the action team started on collecting research and data about school safety and security. The agenda for your first meeting should look something like this:

1. Welcome
2. Introduce attendees/participants (and explain what brings each person to the table)
3. Provide an overview of the Be Safe and Sound steps in this toolkit
4. Clarify mission/purpose of Be Safe and Sound action team
5. Discuss potential threats to school safety and security
6. Discuss research methods to pursue
7. Identify available assets and resources
8. Assign tasks and deadlines
9. Set time, date, and location for next meeting
10. Adjourn

Tips for Your First Action Team Meeting

- Be sure your meeting time doesn't conflict with other important events.
- Plan to keep the meeting fairly brief—less than 90 minutes is probably enough time.
- Have an agenda prepared for the group's approval.
- Share the work so that people work together from the start. Put one person in charge of organizing refreshments. Another can be in charge of setting up the room. Someone else can take notes and write up minutes.
- Allow people to share their concerns, but don't get caught up in a gripe session.
- Remember, you are there as a group to organize your safety and security campaign, not just to chat. Everyone should have a chance to contribute, but be sure the group makes some clear decisions.
- List the next steps and who will take them. Assign deadlines for these tasks. Try to get everyone committed to helping. Build some checkpoints into your timeline so that expectations and deadlines can be adjusted as needed.
- Agree on a date, time, and place for the meeting and the subjects that will be covered.

Step 2: Identify Safety and Security Problems

Formal research will help the action team confirm or dispute suspected safety and security problems, as well as point toward other issues you may not be aware of. This process of identifying areas for improvement is called **needs assessment**. In conducting a thorough school safety and security needs assessment, there are three kinds of information your action team should obtain:

- **Existing data**: statistics that are readily available through the school, police department, or other community groups
- **Survey data**: opinions about school safety and security collected from students, faculty, and parents
- **Assessment data**: observations about safety and security threats resulting from a thorough assessment of the school's physical environment.

Note that all research must be done in accordance with state laws and the policies of your local board of education. For example, you may not be able to conduct student surveys without first getting signed permission slips from parents and approval from the school district. Also, information about specific school disciplinary actions may be considered confidential. For this reason, it's a good idea to let the school principal oversee data collection and analysis. He or she will be most familiar with relevant policies, laws, and privacy requirements.

Existing Data

School systems collect statistics that may be useful in identifying safety and security problems. The school principal can help you obtain information about

- violations of state and federal laws on school property. These include homicide, robbery, rape, drugs, assault, theft, auto theft, arson, and vandalism.
- disruptive incidents on school property (which may or may not be in violation of the law). These include fights, students "acting out," and other incidents that break the safe flow of a school day or event.

- accidents or injuries involving students and staff.
- attendance and graduation rates.
- levels of student participation in extracurricular activities.

Statistics tracking incidents that occur beyond school grounds may also be relevant to school safety. For example, a high number of juvenile drug arrests in the community would suggest drug use as a potential problem at school.

What do you do with all these data? In reviewing incident-related data (such as the number of assaults, drug arrests, or cases of vandalism at school), you'll want to look for patterns. Do incidents all seem to happen in one part of the building? At a specific time of day? On the same day of the week? During basketball season? Just before the end of the school year? Are the perpetrators students or nonstudents?

The principal will have a good feel for the school environment and therefore will be a great resource in identifying patterns. If the school hasn't already done so, it may be helpful to log incidents into a database that can be sorted by

- Kind of activity
- Date and time of activity
- Place of activity
- Injuries, if any
- Property damage
- Disciplinary action taken, if any.

Categorizing data this way will allow your action team to compare incidents by date, time, place, or the nature of the problem. This will make it easier to identify specific patterns that deserve attention.

Other types of data tracked by schools can also be helpful. Cumulative numbers such as school

attendance and graduation rates will be particularly useful later on when you're ready to evaluate the success of new school safety and security measures. These data, which are often referred to as **indicators**, are used to compare current conditions to those in the past. Indicators are either positive or negative. Positive indicators are those in which an increase in the numbers shows progress or a positive result (for example, graduation rates). Negative indicators are those in which downward movement is good (for example, the number of expulsions).

For more information about how to use indicator data, see Step 7: Evaluate Success and Revise the Plan. For a list of safety- and security-related indicator data that may be available from your school or community, see Appendix A.

Safety and Security Surveys

Safety and security surveys administered to students, school staff, and parents are another helpful tool for evaluating safety and security threats (both real and perceived). Survey research reveals information about the school climate—the social and emotional atmosphere inside the school. Surveys might ask respondents to indicate specific areas of the school where they feel unsafe or give their opinions about which types of threats (for example, theft, bullying, or drugs) are the most serious at the school. Surveys can be particularly helpful because they monitor *feelings*, not just hard facts.

Keep in mind that it may not be possible to survey every student in the school. In this case, the school principal can help identify a sample group of students representing all grade levels and the diversity of the student body.

Surveys should be administered not only at the beginning of the Be Safe and Sound initiative but also after safety and security improvements have been made at the school. As part of the evaluation process, use surveys to determine whether or not the changes are making a difference. (See Step 7 for more information about using surveys to gauge the success of the initiative.)

Surveys for school staff, parents, and students, along with instructions for their use, can be found in Appendices B and C. You may want to check with your school district's computer experts to find out if the surveys can be posted online for electronic completion and tabulation.

Safety and Security Assessment

A safety and security assessment of the school environment can be an invaluable tool. Conducted on-site, a thorough assessment will take note of architectural spaces that may be conducive to crime, as well as any gaps in security equipment and procedures. The assessment should be conducted by a crime prevention expert who understands state laws and regulations related to school safety and security. To find a qualified assessor, contact your state school safety center, department of education, or local police department. You can also contact a local chapter of ASIS International, the international organization for security professionals, to see if free assistance is available (visit www.asisonline.org).

A thorough security assessment will not only evaluate hardware and procedures but will also incorporate school climate and the principles of crime prevention through environmental design (CPTED). The assessment should pose questions such as the following:

- Are walkways and other pedestrian paths clear and well lighted?
- Are chemicals and other hazardous or potentially dangerous materials kept in locked storage?
- Are parking areas patrolled during school hours?
- Are parents involved in developing disciplinary procedures?
- Do faculty and staff know procedures for reporting crimes and agree to do so?

For more information about school climate and CPTED principles, see Getting Started and Resources.

What if your action team is unable to secure an outside expert to perform the security assessment? Appendix D includes a basic school safety and security assessment that can be conducted by parents, school staff, older high school students, and school safety and law enforcement personnel who have not had specialized training in such work. Detailed instructions on how to perform the assessment are provided.

Interpreting the Data

Now you have statistical data pointing to certain patterns and survey data pointing to certain patterns. Combine these findings with the results of your safety and security assessment, and one of three things may happen:

1. The three kinds of data all point toward the same problems. In this case, the action team's focus will be clear.

2. The three kinds of data disagree; two data sets indicate a pattern that the third data set doesn't fit. If this happens, the action team should question whether data are consistent or somehow distorted. For example, the school may have had one isolated incident that created a lot of fear—even if the incident was minor—that may be affecting survey responses indicating how people feel inside the school. Chances are, the two data sets that are in agreement point toward the areas you really need to focus on. But just to be sure, you might want to share your data with an expert or two. The school should have access to experienced research analysts to help with this. Also, your police or sheriff's department should be able to connect you to experts specializing in crime analysis. If not, contact a local college or university to see if a staff member there may be able to provide assistance.

3. The three kinds of data all conflict with each other. If all three data sources disagree (or simply fail to support each other), the action team

---

PLANNING CHECKLIST

Before your action team begins its research, it will be helpful to consider these questions:

☐ How and where will you obtain existing (indicator) data? Who will be in charge of this?

☐ Will indicator data come already formatted in a database? If not, who will create a database?

☐ Who will analyze the data?

☐ Who will organize the survey process? How and when will surveys be administered?

☐ Who will tally the survey results?

☐ Who will secure an outside assessor for the security assessment? From where?

☐ If an outside assessor cannot be secured, who will conduct the basic security assessment included in this toolkit?

☐ Who will compare different sets of data and identify patterns pointing to specific problems? Are there local experts who can help?

☐ Who will be in charge of preparing a report of the research findings for use at the school safety and security forum?

should look at the priorities of the school and what the school is doing (or not doing) to create an environment that is open, comfortable, and conducive to learning. If, for example, surveys show that fear is rampant throughout the school, yet that finding is not supported by other data, the fear is a real problem nonetheless. Research has demonstrated that fear of crime and actual crime rates are not always closely related. One incident occurring over a five-year period can cause lingering anxiety, and that anxiety can be just as debilitating as real

physical injuries. It can also infect the whole school.

Once the action team has reviewed all the data and identified the school's safety and security problems, the team should prepare a report to present to parents, school staff, and community members in preparation for the school safety and security forum. The report should clearly lay out the issues facing the school, providing data and research as support.

Step 3: Hold a School Safety and Security Forum

Once your research and analysis are complete, the action team should invite additional education and community representatives to participate in a school safety and security forum. The forum will be devoted to prioritizing the most critical safety and security problems and then figuring out what to do about them. Inviting other stakeholders (i.e., people with a vested interest in school safety and security) to participate in this process will help the action team view its research more objectively. Outside participants will also bring additional expertise and ideas to the table during brainstorming sessions.

Who Should Participate?

At the very least, your forum should include the following people:

- School principal or assistant principal
- PTA/PTO officer
- Faculty and support staff (this may include teachers, coaches, guidance counselors, school psychologists, nurses, social workers, custodians, and bus drivers)
- School resource officers
- Students
- A board of education representative.

You may also want to invite other community members such as businesspeople, law enforcement officers, and public health professionals. Think about people in the school and the community who have a valuable perspective on school safety and security, as well as the ability to influence public action, opinion, and policy decisions. For example, you may want to invite

- Public health and mental health professionals
- Local emergency service and healthcare providers
- Local business owners and Chamber of Commerce members
- Adult trainers specializing in group processes or conflict resolution or youth trained in peer mediation
- Elected officials such as city council members and the mayor
- Local clergy
- Police officers and other law enforcement personnel

- Juvenile and family court judges or other juvenile justice personnel
- Leaders of neighborhood crime watch units and crime prevention groups
- Staff from your state-level school safety center (see Resources) or department of education
- Security specialists (contact ASIS to request pro bono assistance; see Resources)
- Members of the media.

How Big Should the Forum Be?

The forum should be big enough to include representatives from all the school and community groups you've identified as important. If this group is quite large, you should divide the forum into smaller groups of no more than ten for the brainstorming sessions. The small groups can work concurrently and report back to the larger group. Determine in advance how forum participants will be assigned to groups, making sure that the expertise of participants is spread out among the groups. For example, you won't want to have several police officers working in the same small group.

Who Should Facilitate?

To keep the forum discussion running smoothly, your action team will need to secure facilitators who are experienced in leading strategy-building or problem-solving sessions. Each small brainstorming group should have its own facilitator. The facilitator may be a school administrator, a businessperson, or someone from a local nonprofit organization. The key here is objectivity. Avoid having action team members act as facilitators;

they may find it difficult to leave their own views and biases out of the discussion.

Where Should the Forum Be Held?

The school is probably the best location. Forum participants can meet in the school auditorium or gymnasium for the opening and closing sessions. The brainstorming groups can meet in separate classrooms, which will cut down on noise. The action team should provide some means for brainstorming groups to record their ideas, such as flip charts and markers.

Inviting Stakeholders

Once you've established a list of potential forum participants, designate an action team member to get in touch with each group or organization.

Discuss how each stakeholder will be approached and what will be said. Set a deadline for determining each group's interest in participating.

The forum should either be a half-day event or a series of half-day events, depending on how much research you are asking participants to review. Make sure potential attendees understand the time commitment when you issue invitations.

After forum participants are confirmed, send each one an overview of the major safety and security risks the forum will be asked to consider. Provide relevant findings from any surveys or security assessments you've conducted. Do this at least one to two weeks before the date of the forum to give participants time to review the material.

Facilitating the Forum

Your forum facilitators will use a simple, effective problem-solving model to guide forum participants in prioritizing safety and security concerns at

---

PLANNING CHECKLIST

In preparing for the school safety and security forum, your Be Safe and Sound action team should ask these questions:

- [ ] Who should be invited to participate in the forum? How will candidates be invited? Who will issue invitations and follow up?
- [ ] When is the deadline for participant confirmation? Do you have backup candidates in mind in case your first choices are unavailable?
- [ ] Where will the forum be held? Who will be in charge of securing a location?
- [ ] Who will be in charge of disseminating the report of research findings to forum participants in advance of the event?
- [ ] Who will organize refreshments?
- [ ] Who will organize supplies, including flip charts and markers, paper and pens?
- [ ] Who will open and adjourn the forum?
- [ ] Who will facilitate brainstorming at the forum? Who is in charge of lining up facilitators and ensuring that they are familiar with the problem-solving process that will be used?
- [ ] Who will organize the participants into brainstorming groups of no more than ten?
- [ ] Who will be in charge of sending thank-you letters and a follow-up report to participants after the summit is over?

the school and discussing potential solutions. Because you've sent out a preliminary research report, participants should arrive at the forum with an understanding of the problems your action team wants to address. However, it will be a good idea to go over that data one more time before the brainstorming process begins.

Once brainstorming is underway, forum participants will be asked to prioritize safety and security problems, identify and prioritize potential barriers, and then discuss how to overcome those barriers to develop workable solutions to the most critical problems.

Here's how the facilitation process works:

1. The Be Safe and Sound action team presents a list of safety and security problems identified through survey research, existing data, and the school security assessment.
2. Forum participants prioritize these problems and create a "top five" list.
3. Forum participants brainstorm barriers that might prevent each problem from being effectively addressed. Barriers represent a diagnosis of what's at the heart of the problem—what prevents progress toward a safer, more secure school. The barriers are then prioritized.
4. Forum participants brainstorm and prioritize solution statements that overcome the prioritized barriers. Solution statements should be as specific as possible, indicating

   ■ What activity the solution calls for
   ■ What needs to be accomplished
   ■ Who should do it
   ■ Why it should be done (if this is not obvious).

See the chart below for an example.

Forum participants will also brainstorm potential resources to identified solutions. For a comprehensive overview of the forum problem-solving process, see the Facilitation Guide (Appendix E).

When the brainstorming portion of the meeting concludes and forum participants reconvene, action team members should thank participants for their insights and explain that the action team will be using their ideas to formulate a school safety and security action plan. The action plan will recommend specific school safety and security improvements, with instructions on how the improvements can be accomplished. If you want to recruit additional action team members, this is a good time to ask if any of the forum participants are interested in a hands-on role.

Forum Agenda

The agenda for a successful school safety and security forum might look something like this:

1. Welcome
2. Introduce action team, forum participants, and facilitators
3. Provide brief overview of the Be Safe and Sound campaign
4. Clarify goals and ground rules for the forum
5. Present research pointing to safety and security problems
6. Break into brainstorming groups
7. Prioritize problems (30 minutes)
8. Brainstorm and prioritize barriers (90 minutes)
9. Brainstorm and prioritize solutions (90 minutes)
10. Brainstorm potential resources (30 minutes)
11. Reconvene as a forum

Problem Statement	Barrier Statement	Strong Solution Statement	Weak Solution Statement
East stairwell has been the site of numerous drug deals and bullying incidents.	Teachers and administrators cannot monitor this stairwell from the hallway.	Action team will investigate options for opening up this stairwell to monitoring (e.g., windows, mirrors).	Monitor this stairwell.

12. Report back: Each group shares its top problems and prioritized solutions

13. Overview of next steps: Action team explains how brainstorming ideas will be used to create an action plan and what follow-up will be provided

14. Adjourn

The action team should send a thank-you note to each participant after the forum is over. This will be followed later with a formal report about the forum results and the action plan.

Step 4: Develop an Action Plan

Your Be Safe and Sound action team should reconvene after the school safety and security forum. The solutions identified by the forum will serve as the basis for the action plan. But before you start working on the action plan, take a moment to celebrate the team's accomplishments thus far!

Developing the Plan

The action plan should identify safety and security improvements you intend to pursue and how you'll pursue them. If the forum had many brainstorming groups, the action team may find itself with a large amount of information to consider. Start by looking at the problems prioritized by each group. Problems that ranked high in importance, or which multiple groups selected, should be considered priority problems. Next, look at the prioritized barriers and solution statements that were developed and narrow the list to a manageable size. You may find that groups came up with similar solutions that can be combined.

If the forum has recommended solutions that are not feasible, the action team will need to make a few judgment calls. Websites listed in Resources will serve as starting points for additional research your team needs.

Once the action team has identified the high priority problems and narrowed down potential solutions, it's time to build the action plan. See sidebar for an example of each piece of the plan. First, the action plan should state the overall goal, or mission, that all objectives and activities will support. Objectives describe the purposes of the activities in the plan. Each activity represents a solution your action team has decided to pursue. To set the plan in motion, establish action steps for each activity, identifying specific people, tasks, deadlines, and anticipated outcomes. As a courtesy, send copies of the completed action plan to forum participants. See Appendix F for an action planning chart and Appendix G for an example of an action plan.

Here's what a slice of your action plan might look like:

Goal

By June 2005, Jones High School will have in place behavioral strategies and equipment that will make the learning environment safer and more secure.

Objective

To provide a safe and secure environment during daytime and evening hours of building use

Activity

After consulting with other schools that currently use ID systems, the school will require all students and staff to wear identification badges.

Action Steps

Mary and Bob will conduct site visits to two schools that have implemented ID badge systems to determine how the systems are working, whether there are problems, how much it cost to implement the systems, and which vendors were used. They will investigate the option of ID badges that double as door lock swipe cards. They will report their findings at the next action team meeting on June 5, 2004. Further action steps and deadlines will be assigned at that time.

A Note About Funding

If you're planning to implement safety and security strategies that require a lot of cash, work with the school principal to identify financial resources within the local school system. These might include building funds or board of education dollars. If internal funding is not available, you may need to research alternative funding sources in your community and state. Locally based foundations and corporations (or local offices of national corporations) frequently have special funds set aside for local groups. Local and state government (and possibly federal agencies) may also make funds available through departments of community action, drug prevention, public safety, neighborhood revitalization, and economic development.

Check the library for information on funding sources in your community. The library may also have special resources such as *The Foundation Directory*, which lists thousands of grants nationwide. (You can subscribe online at http://fconline.fdncenter.org/.) The Chamber of Commerce, the economic development office, and your state or federal legislators may also have some excellent suggestions about where and how to secure financial backing. See Step 6: Advocate Your Cause to learn more about approaching businesses for funding.

PLANNING CHECKLIST

As you develop the action plan, ask these questions:

☐ What process will the team use to process forum feedback and determine which recommended solutions to implement?

☐ Do action team members have contacts or professional expertise that will help move specific plan strategies forward?

☐ Have other schools in your area addressed similar safety and security problems with similar programs? Do they have insights to share?

☐ Who will be in charge of preparing the action plan and distributing the document to action team members as well as forum participants?

☐ Who will serve as the lead coordinator on action plan implementation?

Step 5: Publicize Your Initiative

You've got a safety and security action plan, and you're moving ahead. Great! Now here's a way to create support for your efforts: work with the school principal to publicize your Be Safe and Sound initiative and action plan. There are several reasons for publicizing your action team's efforts:

Passion is contagious. Media coverage may get the attention of other community experts and volunteers who can help you address your safety and security objectives more effectively and efficiently.

Partners. Broadcast and newspaper coverage may make it easier to attract potential partners or funders (including businesses, corporations, foundations, and other grant-making organizations), not to mention elected officials who can lobby for your cause or connect you to available government dollars. This may be critical if your school supports your efforts but lacks sufficient financial resources to implement all the safety and security improvements that are spelled out in the action plan.

Recognition. Your Be Safe and Sound action team has been working hard and deserves some applause! Savor the opportunity to reflect on how far you've come and to revitalize the team for the work still ahead.

Momentum. Your safety and security improvement efforts should be viewed as ongoing, not as a finite project. Increased community awareness will make it easier to generate support for new safety and security improvements as your plan is revised in the future. It may also attract additional action team members.

Accountability. Once your plan is made public, there will be more incentive for those who have made commitments—including school officials, parents, students, business partners, and legislators—to follow through.

Getting Your Story Told

How your action team chooses to get its message out is an important decision. Should you issue a press release? Hold a press conference? Write an op-ed article? Call a reporter and offer an exclusive? What you decide to do will depend on both your community and your story.

Press Releases

The press or news release is an all-purpose tool. It can report survey results, statistics, or other research findings. It can announce the launch of your initiative or action plan. Or it can tell the story of community members working together to improve school safety and security. Whenever you have a story, it's a good idea to develop a press release. It helps frame what you have to say and gives the media a quick idea of what the story is about. See Appendix H to learn more about writing a press release and Appendix K for a sample release.

Press Events

If you have hard news to report (i.e., breaking news that affects your community), a noteworthy angle, and other attractions for the media (e.g., local celebrities, community leaders, or experts; good materials; even refreshments), you could hold a press event. Your action team may choose to hold a press event to announce its safety and security research results or action plan. Always issue an advisory to notify media of an upcoming press event. See Appendix I for more details about planning press events, Appendix H to learn more about writing a media advisory, and Appendix J for a sample advisory.

News Availabilities

A news availability, a less structured version of a press event, gives media representatives the opportunity for one-on-one interviews with key spokespersons for your cause. For example, you might schedule a news availability in which a local expert provides background and perspective on new school violence statistics, making sure to mention your action team's local efforts. Or

maybe you want to invite a select group of media representatives to talk with the school principal and key action team members about the school improvements recommended in your action plan.

Letters to the Editor

Usually, letters to the editor are written in response to something that's already in the news. Letters to the editor can commend a newspaper or a reporter for a fine story, offer additional perspective or information about an issue the paper covered, or disagree with opinions expressed in a news article, a story, or an op-ed. The key is to keep it short and to the point. Don't forget to reference the article you're responding to by its headline and date. An action team member might write a letter to the editor, for example, in response to an article discussing a new

PLANNING CHECKLIST

A successful media campaign requires careful planning and organization. As with all your other action team efforts, the team should work with the school principal to determine direction and to match team members with specific tasks.

- [ ] What are the key messages your action team wants to communicate to the media?
- [ ] What forms of media outreach will be most effective in getting those messages out?
- [ ] What are your local media outlets? What state media outlets would be interested in your story?
- [ ] Who will build the media list and obtain contact information?
- [ ] Who will write and deliver advisories and press releases to media outlets?
- [ ] Who will act as contact point for media inquiries? (The principal is probably the most appropriate choice.)
- [ ] Are there local experts who could act as resources to the media or participate in a news availability? Who will contact them?
- [ ] Who will watch the news for opportunities to write letters to the editor? Who will write the letters?
- [ ] Will someone write an op-ed?

If your action team chooses to hold a press event, you will need to consider the following questions:

- [ ] Who will serve as the event host and speak on behalf of the action team? (Again, the principal is probably the best choice.)
- [ ] Who will be in the audience? Will you have a guaranteed audience? If not, how will you get people there?
- [ ] Are there other people who should be invited to attend or speak? Who will select and secure speakers?
- [ ] Where will the event be held? Who will secure the location?
- [ ] Who will coordinate technical needs such as lighting, audio-visual equipment, a podium, and signage?
- [ ] Who will head up efforts to generate media interest and attract reporters and camera crews to the event?
- [ ] Who will put together the press kits?
- [ ] Who will field press inquiries before and after the event?

state government report on youth violence. The letter could highlight your action team's findings and efforts to prevent crimes against local youth.

Op-ed Articles

When a letter to the editor won't suffice, think about writing an op-ed article. In an op-ed article, you can develop your arguments at greater length than in a letter and comment on issues not necessarily covered in the paper. Call the paper to find out its op-ed policy. Generally, articles should be 700–1,000 words in length. Keep it straightforward and compelling with examples, stories, and facts to back up your argument.

Exclusives

An exclusive is a story pitch made to only one media organization or one reporter. The appeal of an exclusive is that it gives the reporter more time to investigate and develop the story without worrying that the competition will come out with it first. Sometimes an exclusive may be no more than a "heads-up" to a friendly reporter or editor about a possible feature or story. Or it may involve a more strategic and extensively researched pitch. A word of caution: By favoring one media organization over others in your community, you may alienate some important contacts. But perhaps your action team will decide to maximize coverage by engaging a reporter in a long-term exclusive on the school's safety and security efforts and the results.

For tips on determining your message, building a media list, and writing media communications, refer to Appendix H. Appendix I provides guidelines for planning a press event. Appendices J and K respectively contain a sample media advisory and a sample press release.

Step 6: Advocate Your Cause

As you've learned through the partnerships you've established with forum participants, safe and secure schools are important to the community as a whole, not just to parents, faculty, and students. Law enforcement, social service agencies, businesses, nonprofits, and elected officials can be valuable partners for safety and security on a number of levels. For example, while school officials may agree that safety and security changes are necessary, the school may have limited access to the resources needed for improvements. This is where other community members become crucial to your cause.

Advocacy means educating policymakers and elected officials (such as school board members and state legislators) and business leaders about your school's needs. Your Be Safe and Sound action team can do this in a variety of ways—through site visits, letters, personal meetings, and hearings. Elected officials and businesses have different interests, and your approach should be tailored for each group.

Elected Officials

Working with the school principal, the action team should identify elected officials who are working in support of your cause. These might include members of the local school board, the state board of education, and the county council, as well as federal, state, and local politicians. As part of its ongoing commitment to improving school safety and security, the action team will need to convince and remind these leaders that its efforts

- deal with a program of concern to a large segment of the community (i.e., constituents).
- can get even better results with backing or endorsements from the elected official.
- will create a safer, more secure learning environment for current and future voters.
- will contribute to a valuable public image for the elected official.

Here are some tips on successful advocacy efforts targeting elected officials:

- Write to each contact and explain the specific safety and security issues your action team is addressing. Explain the action team's current or anticipated impact on the problem and how the recipient can help increase that impact. (See Appendix M for a sample advocacy letter.)
- Talk with elected officials (by appointment) about your program and your need for their support.
- Make sure elected officials or their key staff are included on VIP guest lists for special events and community meetings organized by the Be Safe and Sound action team.
- Ask an elected official to speak (briefly) at one of your events.
- Remind your contacts that while students may be the perpetrators of some crimes, they are more often the victims—and they are also an enormous pool of untapped energy, talent, and enthusiasm.
- Don't limit communication to times when you have a problem or need money. Send thank-you letters when legislators have done something in support of your goals or the issue of school safety and security in general.
- Mobilize other parents, school groups, and safety-oriented community groups to communicate to the same legislators so that your group is not a lone voice.
- Ask candidates to make school safety and security issues part of their platform.
- Keep a log of calls and correspondence with elected officials and their staff.

Businesses

Work with the school principal to identify businesses that are sympathetic to your cause or could benefit from a partnership. These might include

companies or retailers that are located near the school, sell safety and security products or services, employ a large number of students, count students among their customers, or have expressed a commitment to youth issues. Remember that businesses are motivated by different factors than politicians. Your Be Safe and Sound action team should remind business decision makers that its efforts

- deal with a program of concern to a large segment of the community (i.e., customers, suppliers, and partners).
- can achieve even better results with financial support, in-kind donations, pro bono services, or a visible partnership with the business.
- will make the community in which the business operates safer.
- will create a valuable public image for the business.

Here are some tips on successful advocacy efforts targeting businesses:

- Write to each business contact and explain the specific safety and security issues. Explain the action team's current or anticipated impact on the problem and how the business can help increase that impact. If you are dealing with a large corporation, call to find out where to direct your efforts. You may want to ask who is in charge of community relations or corporate giving. (See Appendix M for a sample letter.)
- Develop a presentation to give business leaders (by appointment) about your program and your need for their support.
- Trade advertising space in the school newsletter for product, service, and monetary donations.
- Make sure your business contacts are included on guest lists for special events and community meetings organized by the Be Safe and Sound action team.
- Ask a business leader to host or emcee one of your events.
- Remind your contacts that while students may be the perpetrators of some crimes, they are more often the victims—and they are also an enormous pool of untapped energy, talent, and enthusiasm.
- Don't limit communication to times when you have a problem or need money. Send thank-you letters when the business has done something in support of your goals or the issue of school safety and security in general.
- Ask the company to make school safety and security a priority item in its corporate responsibility plan.
- Keep a log of calls and correspondence with each business or company.

Step 7: Evaluate Success and Revise the Plan

It's been about a year since Be Safe and Sound was introduced at the school. Your action team has already used a variety of research tools to document school safety and security risks. Once you've worked with the school to implement safety and security improvements (and have given those changes some time to take effect), you'll want to repeat your research.

This time the action team will be using its findings to determine whether it has met the goals and objectives stated in the action plan. Follow-up research will also determine whether changes at the school are actually making a difference.

Remember to follow board of education policies and state laws governing the collection of information from and about students.

In particular, try repeating the same surveys and collecting the same indicator data as last time. (For sample indicators and surveys, see Appendices A, B, and C.) Then compare the results to your original findings. Have the numbers and attitudes changed?

Pull out your original school safety and security assessment, and retrace the steps taken by the original assessor. How many problem areas in the school can you check off as addressed and corrected?

Measuring Up

In evaluating program success, you will consider three types of measurements: process measures, outcome measures, and impact measures.

Process evaluation answers questions such as the following:

- How well is your Be Safe and Sound action team functioning as a group?
- Are there changes that would make meetings, events, and deadlines more effective?
- If you experimented with different ways of getting things done, what effect did the variations

PLANNING CHECKLIST

Before the action team begins its follow-up research, you will need to answer the following questions:

☐ Who will be in charge of collecting new indicator data?

☐ Can the new indicator data be added to the same database we used last time (for comparison purposes)?

☐ Who will analyze and compare the data?

☐ Who will organize the second survey process? How and when will surveys be administered? Who will tally the survey results?

☐ Who will conduct the follow-up security assessment? Will we use an outside assessor again? Can the follow-up be conducted by the school principal, an action team member, or students?

☐ Who will compare different sets of data to track progress and identify new problems?

☐ Who will be in charge of reporting results to the school, students, and community? When and how? Who will share findings with the media and other important stakeholders? Are the results significant enough to warrant a community or press event?

have? For example, was it easier to coordinate meeting times, dates, and locations by email or by phone? Did more people show up for meetings when you sent out follow-up reminders? Have you discovered that the action team lacks a certain type of expertise and could use an additional recruit or two?

Outcome evaluation answers questions such as the following:

- Did the action team accomplish the tasks spelled out in the action plan?
- Did your media outreach garner any publicity?
- Did your advocacy efforts lead to new funding opportunities or partnerships with businesses?

Impact evaluation answers questions such as the following:

- Did safety and security changes in the school environment have an effect on crime? For example, did the number of assaults in school decrease after a peer mediation program was introduced? Did the incidence of vandalism go down after new lights were installed in the school parking lot?
- Did changes to the school environment affect how safe students, parents, and faculty feel inside the school? Do they feel safer now than they did a year ago?
- Can the safety and security upgrades be correlated to positive changes in the school or community, such as increased school attendance rates or fewer disciplinary actions?
- In short, were the goals stated in the action plan achieved?

Following Up

The best reward for your evaluation efforts will be confirmation that your Be Safe and Sound action

Seven Keys to Successful Evaluation

- Make sure it gets done.
- Build it into your process from the start.
- Examine both how you worked (process) and what happened as a result (outcomes and impacts).
- Measure consistently and accurately.
- Assess changes in feelings and perceptions as well as facts and statistics.
- Measure only what you can use.
- Use what you measure.

team is meeting (or has met) its goals and objectives to create a safer, more secure school. If your evaluation research provides evidence of positive change, be sure to share the news with the media and other important stakeholders, including past partners, forum participants, funders, parents, elected officials, business contacts, and the community.

Also important will be information about attitudes, events, and unanticipated results. For example, you're likely to discover new kinds of feedback when you repeat your surveys. A fresh look at indicator data may show positive movement in some areas but also previously undetected problem areas. Don't be discouraged by these findings, but use them as a starting point when you plan your next school safety and security forum a year or two after the first one. The ideas generated in the second forum will help you build on past successes, make important adjustments to your safety and security action plan, and continue your efforts to make your child's school a safer, more secure place.

Endnotes

1. Jill F. DeVoe et al., *Indicators of School Crime and Safety: 2003* (Washington, DC: Bureau of Justice Statistics and National Center for Education Statistics, 2003), v, vii, x; available at http://nces.ed.gov/pubs2004/2004004.pdf.

2. Ibid., v, 71.

3. Ibid., 6.

4. Ibid., 79.

5. Gary D. Gottfredson et al., *National Study of Delinquency Prevention in Schools* (Ellicott City, MD: Gottfredson Associates, 2000), 2-1; available at www.gottfredson.com/national.htm.

6. DeVoe et al., *Indicators, 2003*, 40.

7. Ibid., 28.

8. Kenneth S. Trump, *National School-Based Law Enforcement Survey, 2003* (Anthony, FL: National Association of School Resource Officers, 2003), 4; available at www.schoolsecurity.org/resources/2003NASROSurvey.pdf.

9. DeVoe et al., *Indicators, 2003*, 36, 38.

10. Sheila Heaviside et al., *Violence and Discipline Problems in U.S. Public Schools: 1996–97* (Washington, DC: U.S. Department of Education, National Center for Education Statistics: 1998), vii; available at http://nces.ed.gov/pubs98/98030.pdf.

11. *Are We Safe?* (Washington, DC: National Crime Prevention Council, 2001), 32.

12. Adapted from Education Development Center, Inc., "School Safety Checklist," available at http://familyeducation.com/article/0,1120, 24-10017,00.html.

13. Ira Pollock and Carlos Sundermann, "Creating Safe Schools: A Comprehensive Approach" in *Juvenile Justice*, June 2001, 13.

14. Adapted from *Trends and Issues: School Safety, 2001* (Eugene, OR: ERIC Clearinghouse on Educational Management, 2001); available at http://eric.uoregon.edu/trends_issues/safety/index.html#06.

15. Ibid.

16. K. Dwyer and D. Osher, *Safeguarding Our Children: An Action Guide* (Washington, DC: U.S. Departments of Education and Justice, American Institutes for Research, 2000), 2; available at http://cecp.air.org/guide/actionguide.htm.

17. Mary W. Green, *The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies* (Washington, DC: National Institute of Justice, 1997).

18. *Are We Safe? Focus on Teens* (Washington, DC: National Crime Prevention Council, 2002), 12.

Indicator Data From Schools

Data that are routinely collected by schools, law enforcement, and community organizations are often called **indicators**. Indicator data are used to compare current conditions to those in the past. Indicator data are either positive or negative. Positive indicators are those in which an increase in the indicator numbers shows progress or a positive result. With negative indicators, downward movement is good.

Below is a checklist of useful indicator data typically collected by schools.

Negatives

- ☐ Number of disciplinary referrals
- ☐ Number of suspensions
- ☐ Number of expulsions
- ☐ Number of thefts on school grounds
- ☐ Number of arrests on school grounds
- ☐ Number of drug/alcohol-related incidents
- ☐ Number of incidents of vandalism/graffiti
- ☐ Number of incidents of bullying
- ☐ Truancy rates
- ☐ Dropout rates

Positives

- ☐ High school graduation rates
- ☐ Attendance rates
- ☐ Percentage of students participating in after-school programs
- ☐ Percentage of parents attending open houses
- ☐ Percentage of students continuing to post-secondary education
- ☐ Percentage of students achieving honor roll status
- ☐ Percentage of students involved in school safety programs

Administering Safety and Security Surveys

To gain a clear picture of the school environment, you'll need a variety of perspectives. That's why it's important to survey not only students but also parents and school staff, including administrators, teachers, custodians, bus drivers, and receptionists. You'll need to use different surveys for different audiences.

Students

The goal is to get surveys from as many students as possible in each grade. Ideally, the surveys should be given to students in a class they all must take—perhaps English or math. It may not be possible to survey every student in the school. If this is the case, ask the school principal to help you identify a sample group that includes each grade level and represents the diversity of the student body. The sample survey for high school and middle school students included in this toolkit (see Appendix C) is designed to take no more than 15 minutes to complete.

Students should be told that the survey is completely anonymous. They are not even to put their first names on their papers. The person administering the survey (probably a teacher) should explain that students are being given a chance to be heard. The survey is intended to let parents and school staff know about situations that make students feel concerned for their safety, as well as what the school might do to fix these problems. There are no right or wrong answers—just the answer each student thinks is best.

The person handing out the survey should ask students to look at it before they begin filling it out to be sure they understand the questions. Questions should be answered before the survey process starts. Students may ask how certain questions are meant to be interpreted. In most cases, the "meaning of the question" is whatever it means to the person responding.

Once student surveys are completed, the person administering the survey should circulate a large, sealable envelope or drop box to collect the surveys. The envelope should be marked only with the name of the teacher, the room, the class period (if applicable), the date, and the number of students present.

Administrators, Faculty, and Staff

It's probably easiest to administer this survey in a staff meeting—again, taking no more than 15 minutes. A process similar to that used with students usually works best. It is important to explain that students and parents are also being surveyed and that all surveys will be handled anonymously and reported only by groups.

If the person administering the survey is asked about the source of the questions, he or she should explain that NCPC's chief researcher developed them from several major national surveys, adapting the questions to the statistical circumstances found at the local school level.

Parents

Reaching parents can be difficult. One way to do this is through a back-to-school night, where every parent is handed a survey and asked to complete it to help improve school safety.

A sign should state that surveys will be handled anonymously and that students and school staff are being asked similar questions with equal anonymity. Provide a box in which people can drop their completed surveys.

Another tactic is to send parent surveys home with students, along with a postage-paid envelope for parents to mail their anonymous, completed surveys back to the school. This option requires the cooperation of the school staff in assigning someone to collect the surveys on the action team's behalf. It also requires one and possibly two sets of postage.

Evaluating Survey Results

Before administering the survey, you may want to check with your school district's computer tech-

nologist to see if surveys can be posted online for electronic completion and tabulation.

If that's not an option, a spreadsheet can be set up by anyone familiar with spreadsheet software (e.g., Microsoft Excel) to allow for question-by-question tallying of answers. It's also possible to hand-tally the answers on a grid, set up as in the table below.

With this method, yes/no questions can be tallied and the percentage of each answer calculated. For multiple-choice questions (in which answers may include "very safe," "safe," "somewhat unsafe," "very unsafe"), values must be assigned. For example, "very safe" would equal four points, "very unsafe" would be one point, and the inter-mediate answers would be three and two points. In this case, you would add up the values and divide by the total number of answers to get an average score. But you would also need to indicate the percentages of respondents who answered each way. If many people answer "very unsafe" and "very safe," for example, the average might come out at 2.5. But you might achieve the same average if an equal number of people answered "safe" and "somewhat unsafe."

Prepare a report that assigns values to the responses to each question. It will be helpful to show student, teacher/staff, and parent responses to similar questions in a table. This will highlight areas of agreement and difference.

Respondent	Q1	Q2	Q3	Q4	Q5	Q6 (etc)
#1	Yes	Yes	No	No	3	1
#2	Yes	No	No	Yes	2	3
#3	No	No	No	Yes	3	2

SAFETY AND SECURITY SURVEYS

Survey of Students

Name of School———————————————————————————————————

Date ———————————————————————————

In general, how safe do you feel at this school?

☐ Very safe ☐ Generally safe ☐ Somewhat safe ☐ Not very safe ☐ Unsafe

Please indicate all areas where you feel less than "generally safe."

☐ Empty classroom ☐ Bathrooms ☐ Stairwells ☐ Teachers'/staff lounge ☐ Campus grounds/athletic fields
☐ Hallways ☐ Cafeteria ☐ Parking lot ☐ Office area ☐ Gym/locker rooms

Please indicate the time(s) of day when you feel less than generally safe in any of these areas.

☐ Before school opens ☐ During class change periods ☐ Evenings after school events
☐ During lunch period(s) ☐ Working late in building ☐ After school is dismissed
☐ During class sessions ☐ Evenings during school events

Please indicate how much of a problem you think each of the following has been during the most recent school year.

	Severe	Serious	Somewhat serious	Somewhat of a problem	Hardly or not a problem
Theft of personal property	☐	☐	☐	☐	☐
Theft of school property	☐	☐	☐	☐	☐
Vandalism to school property	☐	☐	☐	☐	☐
Bullying/intimidation	☐	☐	☐	☐	☐
Fighting without weapons	☐	☐	☐	☐	☐
Fighting with weapons	☐	☐	☐	☐	☐
Drug use (including alcohol)	☐	☐	☐	☐	☐
Drug/alcohol sales	☐	☐	☐	☐	☐
Disrespect among students	☐	☐	☐	☐	☐
Disrespect from students to adults	☐	☐	☐	☐	☐
Students troubled walking/biking to/from school	☐	☐	☐	☐	☐
Students troubled at bus stop/on bus to/from school	☐	☐	☐	☐	☐
Student misbehavior at afterschool or school-related activities	☐	☐	☐	☐	☐
Student misbehavior in school's immediate neighborhood . . .	☐	☐	☐	☐	☐
Uncontrolled/unmonitored access by visitors	☐	☐	☐	☐	☐

What, from your perspective, is the single biggest crime/school security problem in this school?

———

———

———

Does your school have a student code of conduct or similar rules of behavior?

☐ Yes ☐ Uncertain ☐ No

IF YES, is it well publicized to students and parents throughout the school year?

☐ Yes ☐ Uncertain ☐ No

If there is one, does the conduct code or set of rules (or a companion document) describe sanctions for violations and processes for imposing sanctions?

☐ Yes ☐ Uncertain ☐ No

Do you think that these rules are enforced fairly and that punishments are handed out fairly?

☐ Yes ☐ Uncertain ☐ No

Does the school have a way to recognize and reinforce positive behaviors among students?

☐ Yes ☐ Uncertain ☐ No

Who would you go to if you knew about a threat of violence at school?

☐ Principal/Assistant Principal ☐ Counselor ☐ Teacher ☐ School Secretary ☐ Some other school staff person

If you were to report a problem or concern your personal safety or that of another student to an adult at school, how sure are you that he or she would know what action to take and how to take it?

☐ Very confident ☐ Somewhat confident ☐ Not very confident ☐ Not at all confident

Does your school offer any of the following? Please check all that apply.

☐ Peer mediation training for students
☐ Anger management training for students
☐ Classroom management training for teachers
☐ Prompt counseling for disturbed/upset students
☐ Afterschool programs for students

☐ Referrals for family counseling/parent training
☐ Parent involvement in school safety
☐ Parent education on school safety policies, student behavior rules
☐ Don't know _____

Do your teachers know how to maintain a good learning situation in the classroom?

☐ All of them do pretty well
☐ Most of them do pretty well

☐ Only some of them do pretty well
☐ Only a few do pretty well

What one thing would you do to improve safety and security at this school?

_____

_____

_____

What grade are you currently in?

Are you a . . . ☐ Male ☐ Female

Survey of Administrators, Staff, and Faculty

Name of School _____

Date _____

In general, how safe do you feel at this school?

☐ Very safe   ☐ Generally safe   ☐ Somewhat safe   ☐ Not very safe   ☐ Unsafe

Please indicate all areas where you feel less than "generally safe."

☐ Empty classroom   ☐ Bathrooms   ☐ Stairwells   ☐ Teachers'/staff lounge   ☐ Campus grounds/athletic fields
☐ Hallways   ☐ Cafeteria   ☐ Parking lot   ☐ Office area   ☐ Gym/locker rooms

Please indicate the time(s) of day when you feel less than generally safe in any of these areas.

☐ Before school opens   ☐ During class change periods   ☐ Evenings after school events
☐ During lunch period(s)   ☐ Working late in building   ☐ After school is dismissed
☐ During class sessions   ☐ Evenings during school events

Please indicate how much of a problem you think each of the following has been during the most recent school year.

	Severe	Serious	Somewhat serious	Somewhat of a problem	Hardly or not a problem
Theft of personal property	☐	☐	☐	☐	☐
Theft of school property	☐	☐	☐	☐	☐
Vandalism to school property	☐	☐	☐	☐	☐
Bullying/intimidation	☐	☐	☐	☐	☐
Fighting without weapons	☐	☐	☐	☐	☐
Fighting with weapons	☐	☐	☐	☐	☐
Drug use (including alcohol)	☐	☐	☐	☐	☐
Drug/alcohol sales	☐	☐	☐	☐	☐
Disrespect among students	☐	☐	☐	☐	☐
Disrespect from students to adults	☐	☐	☐	☐	☐
Students troubled walking/biking to/from school	☐	☐	☐	☐	☐
Students troubled at bus stop/on bus to/from school	☐	☐	☐	☐	☐
Student misbehavior at afterschool or school-related activities	☐	☐	☐	☐	☐
Student misbehavior in school's immediate neighborhood	☐	☐	☐	☐	☐
Uncontrolled/unmonitored access by visitors	☐	☐	☐	☐	☐

What, from your perspective, is the single biggest crime/school security problem in this school?

_____

_____

_____

Does your school have a student code of conduct or similar rules of behavior?

☐ Yes ☐ Uncertain ☐ No

IF YES, is it well publicized to students and parents throughout the school year?

☐ Yes ☐ Uncertain ☐ No

If there is one, does the conduct code or set of rules (or a companion document) describe sanctions for violations and processes for imposing sanctions?

☐ Yes ☐ Uncertain ☐ No

Does the school have a way to recognize and reinforce positive behaviors among students?

☐ Yes ☐ Uncertain ☐ No

Who would you go to if you knew about a threat of violence at school?

☐ Principal/Assistant Principal ☐ Counselor ☐ Teacher ☐ School Secretary ☐ Some other school staff person

If a student were to report a problem or concern to you involving his or her or another student's personal safety, would you know what action to take and how to take it?

☐ Yes ☐ Uncertain ☐ No

Does your school offer any of the following? Please check all that apply.

☐ Peer mediation training for students
☐ Anger management training for students
☐ Classroom management training for teachers
☐ Prompt counseling for disturbed/upset students
☐ Afterschool programs for students

☐ Referrals for family counseling/parent training
☐ Parent involvement in school safety
☐ Parent education on school safety policies, student behavior rules
☐ Don't know_____

Do you feel you have appropriate, current training in maintaining a safe, orderly learning environment for the school?

☐ Yes ☐ Uncertain ☐ No

Does your school have a crisis management plan?

☐ Yes ☐ Uncertain ☐ No

Do you understand your part in the plan?

☐ Yes ☐ Uncertain ☐ No

What one thing would you do to improve safety and security at this school?

_____

_____

_____

Length of time at this school:

☐ Less than one year ☐ One to two years ☐ Two to three years ☐ Three to five years ☐ Five to 10 years ☐ More than 10 years

Please indicate your status: ☐ Teacher ☐ Administrator ☐ Other staff

Survey of Parents

Note: If you have more than one child at the school, please fill out only one survey.

Name of School _____

Date _____

In general, how safe do you feel your child is at this school?

☐ Very safe ☐ Generally safe ☐ Somewhat safe ☐ Not very safe ☐ Unsafe

Please indicate all areas where you believe your child feels less than "generally safe."

☐ Empty classroom ☐ Bathrooms ☐ Stairwells ☐ Teachers'/staff lounge ☐ Campus grounds/athletic fields
☐ Hallways ☐ Cafeteria ☐ Parking lot ☐ Office area ☐ Gym/locker rooms

Please indicate the time(s) of day when you believe that your child feels less than generally safe in any of these areas.

☐ Before school opens ☐ During class change periods ☐ Evenings after school events
☐ During lunch period(s) ☐ Working late in building ☐ After school is dismissed
☐ During class sessions ☐ Evenings during school events

Please indicate how much of a problem you think each of the following has been for your child during the most recent school year.

	Severe	Serious	Somewhat serious	Somewhat of a problem	Hardly or not a problem
Theft of personal property	☐	☐	☐	☐	☐
Theft of school property	☐	☐	☐	☐	☐
Vandalism to school property	☐	☐	☐	☐	☐
Bullying/intimidation	☐	☐	☐	☐	☐
Fighting without weapons	☐	☐	☐	☐	☐
Fighting with weapons	☐	☐	☐	☐	☐
Drug use (including alcohol)	☐	☐	☐	☐	☐
Drug/alcohol sales	☐	☐	☐	☐	☐
Disrespect among students	☐	☐	☐	☐	☐
Disrespect from students to adults	☐	☐	☐	☐	☐
Students troubled walking/biking to/from school	☐	☐	☐	☐	☐
Students troubled at bus stop/on bus to/from school	☐	☐	☐	☐	☐
Student misbehavior at afterschool or school-related activities	☐	☐	☐	☐	☐
Student misbehavior in school's immediate neighborhood	☐	☐	☐	☐	☐
Uncontrolled/unmonitored access by visitors	☐	☐	☐	☐	☐

What, from your perspective, is the single biggest crime/school security problem in this school?

_____

_____

_____

Does your school have a student code of conduct or similar rules of behavior?

☐ Yes ☐ Uncertain ☐ No

IF YES, is it well publicized to students and parents throughout the school year?

☐ Yes ☐ Uncertain ☐ No

If there is one, does the conduct code or set of rules (or a companion document) describe sanctions for violations and processes for imposing sanctions?

☐ Yes ☐ Uncertain ☐ No

Does the school have a way to recognize and reinforce positive behaviors among students?

☐ Yes ☐ Uncertain ☐ No

If a student were to report a problem or concern to an adult in the school involving his or her or another student's personal safety, would that adult know what action to take and how to take it?

☐ Yes ☐ Uncertain ☐ No

Does your school offer any of the following? Please check all that apply.

☐ Peer mediation training for students
☐ Anger management training for students
☐ Classroom management training for teachers
☐ Prompt counseling for disturbed/upset students
☐ Afterschool programs for students

☐ Referrals for family counseling/parent training
☐ Parent involvement in school safety
☐ Parent education on school safety policies, student behavior rules
☐ Don't know

Do you feel that teachers and other staff have appropriate, current training in maintaining a safe, orderly learning environment for the school?

☐ Yes ☐ Uncertain ☐ No

Does your school have a crisis management plan?

☐ Yes ☐ Uncertain ☐ No

Do you understand your part in the plan?

☐ Yes ☐ Uncertain ☐ No

What one thing would you do to improve safety and security at this school?

_____

_____

_____

How long have you had at least one student in this school?

☐ Less than one year ☐ One to two years ☐ Two to three years ☐ Three to five years ☐ Five to 10 years ☐ More than 10 years

Please indicate current grade levels of children at this school:

☐ Pre-K ☐ First ☐ Third ☐ Fifth ☐ Seventh ☐ Ninth ☐ Eleventh
☐ Kindergarten ☐ Second ☐ Fourth ☐ Sixth ☐ Eighth ☐ Tenth ☐ Twelfth

How long have you lived in this neighborhood?

☐ Less than one year ☐ One to two years ☐ Two to three years ☐ Three to five years ☐ Five to 10 years ☐ More than 10 years

Basic School Safety and Security Assessment

This assessment is designed as an initial scan of the school or as part of a follow-up to a professional safety assessment by a trained law enforcement, school security, or similar specialist. The assessment involves two key concepts: physical climate and social climate. Although these concepts will be examined chiefly on the school campus, the immediate neighborhood will also be considered because the surrounding environment might create safety concerns.

Who Can Perform This Assessment?

This assessment is designed for parents, school staff, older high school students, and school safety and law enforcement personnel who have not had specialized training in such work. It may be helpful to work in teams; two or three sets of eyes and ears are more likely to notice problems that need attention. Have one person complete the assessment checklist (see below), while others jot down specific situation notes. One other helpful hint: if you're planning to conduct parent, teacher/staff, and student surveys too (see Appendices B and C), do those first; the survey results will help your assessment team zero in on problems more quickly.

How Do You Perform an Assessment?

Full-blown school safety and security assessments—which every school should, ideally, conduct at least once every three years—require an experienced professional who can look at the school objectively and in the context of similar schools in other settings. If this is not an option, you can do a lot with a less formal assessment. The process will increase your knowledge of the building and the way the school is operated.

1. Collect information. If the school has had a safety assessment before, what were the results? What do the student, teacher/staff, and parent surveys tell you about places and times people feel unsafe? What do school records (indicator data) reveal about when and where there have been problems? What do neighborhood crime data show about incidents involving students?

2. Make a checklist of issues based on these data. Make sure there is space on the checklist to note whether specific problems have been fixed, partially fixed, or not fixed, as well as follow-up required and who will do it. Use the assessment form so that the person recording that information can quickly note where and when problems are spotted during the assessment. If possible, invite a local law enforcement officer (the school resource officer or an officer familiar with your neighborhood) to go with you on the assessment. The officer may not be trained in school safety assessments, but he or she will most likely have had crime prevention training as well as experience in the field.

3. Get a map or a set of maps of the school, one for each level or floor of the building. Make sure that one of the maps includes all the outside areas, well marked.

4. Recognize that this work will take some time. You may wish to schedule it over two days if your school is big.

5. Consider inviting some students to join you; students who are interested in law enforcement or building trades careers, for example, would learn from the experience.

Note that the first section of the assessment, "All Areas," should be repeated **in each area** of the building and grounds that you assess (play/athletic areas, classrooms, driving/parking areas, etc.). You may want to make additional copies of this section before the assessment.

Basic School Safety and Security Assessment

Name of School _____

Date(s) Conducted _____ **Completed by** _____

All Areas

For *each area* of the building and grounds listed on the following pages (play/athletic areas, classrooms, driving/parking areas, etc.), note the following as applicable:

	Yes	Uncertain	No
Doors: Metal or metal-clad wood, locked from outside, not propped open, glass guarded against breakage, and no external hardware except on entry doors	☐	☐	☐
Windows: Locked from outside, guarded against breakage and entry	☐	☐	☐
Ladders, fire escapes, etc.: Upper floors secured against entry	☐	☐	☐
Boundary lines: School property is clearly defined as viewed from this area	☐	☐	☐
Lines of sight: From this area, people can see and be seen easily by others	☐	☐	☐
Lines of sight: This area can be seen by persons inside the building	☐	☐	☐
Lighting (check at night if possible): Sufficient light to make activity in this area visible to passersby on foot, in cars	☐	☐	☐
Signage: There is a sign in this area telling visitors where to report	☐	☐	☐
Signage: There is a sign easily visible in the main area of entry that gives school name and street address	☐	☐	☐
Trash: The area is free (or nearly free) of trash, debris, and graffiti	☐	☐	☐
Trash: There is a trash bin (or bins) available	☐	☐	☐
Pathways: Walkways or other pedestrian paths are clear and well lighted	☐	☐	☐
Bike storage: Any bike racks in area are secured to the ground, in good repair, and visible from building	☐	☐	☐
Shrubbery and trees: All trees and shrubs are trimmed to refuse hiding places for persons (and access to upper floors in case of trees)	☐	☐	☐
Equipment: All maintenance and other equipment and all utility fixtures are either fenced off securely or under lock and key	☐	☐	☐
General: Area is attractive, well kept, and in good repair	☐	☐	☐

Play or Athletic Areas

	Yes	Uncertain	No
Line of sight: Play areas are visible from the building	☐	☐	☐
Boundaries: Play areas are clearly defined and fenced in	☐	☐	☐
Access: Emergency vehicles can reach the area easily	☐	☐	☐

Play or Athletic Areas *(continued)*

	Yes	Uncertain	No
Structures: Equipment sheds, field houses, etc., have sturdy doors and locks	☐	☐	☐
Structures: Equipment sheds, field houses, etc., are visible from building and from roadways, etc.	☐	☐	☐
Equipment: Freestanding or loose equipment is properly locked up	☐	☐	☐
Condition: There is no trash, debris, or graffiti	☐	☐	☐

Classrooms

	Yes	Uncertain	No
Lighting: Rooms are well lighted with interior lighting	☐	☐	☐
Access: Doors are lockable, with deadbolt locks if warranted	☐	☐	☐
Access: Vision panels in doors or classroom walls are clean and unobstructed	☐	☐	☐
Access: Classroom doors that open to outside are locked unless in use	☐	☐	☐
Access: Students are not permitted in classrooms without proper supervision	☐	☐	☐
Communication: There is a two-way communication system between the main office and the classroom	☐	☐	☐
Temporary classrooms (trailers): All are visible from building, connected by communication system and alarm system	☐	☐	☐
Materials: Any chemicals and other hazardous or potentially dangerous materials are kept in locked storage	☐	☐	☐

Driving and Parking Areas

	Yes	Uncertain	No
Traffic control: Stop signs, other devices adequately control inflow, outflow of traffic	☐	☐	☐
Surveillance: Parking areas can be seen from within the building	☐	☐	☐
Surveillance: Parking areas are visible from adjacent street(s)	☐	☐	☐
Surveillance: Parking areas are patrolled during school hours; student arrivals and departures are monitored	☐	☐	☐
Lighting (check at night): Adequate lighting in all areas of all lots to make vandals, car thieves visible	☐	☐	☐
Condition: All areas are clear of trash, debris, and graffiti	☐	☐	☐

Hallways, Stairways, Bathrooms, Other Common Areas

	Yes	Uncertain	No
Lighting: Hallways and stairways are well lighted any time building is in use	☐	☐	☐
Lighting: After-hours lighting provides sufficient light for navigation and surveillance	☐	☐	☐

Hallways, Stairways, Bathrooms, Other Common Areas *(continued)*

	Yes	Uncertain	No
Lighting: Bathroom lights are controlled by key switch rather than toggle switch	☐	☐	☐
Lines of sight: Hallways can be monitored by several teachers/staff from their classrooms/offices	☐	☐	☐
Lines of sight: Stairways are equipped, where appropriate, with convex mirrors for surveillance	☐	☐	☐
Condition: All areas are clear of trash, debris, and graffiti	☐	☐	☐
Traffic control: Signs and floor markings, in good condition, are provided as needed	☐	☐	☐
Access: Hallways are kept clear and not used for storage	☐	☐	☐
Access: Bathrooms are kept clear and not used for storage	☐	☐	☐

Policies and Practices

	Yes	Uncertain	No
Key control: Keys are kept under strict inventory and secured appropriately	☐	☐	☐
Key control: Master keys are limited and numbered; holders must sign for them	☐	☐	☐
Building management: Policies spell out responsibility for opening and closing security checks and for checks of the building at least once during the day	☐	☐	☐
Student behavior: Code of conduct is established, clearly posted in several locations, reviewed at least twice yearly	☐	☐	☐
Student behavior: Code of conduct spells out procedure for violations, penalties	☐	☐	☐
Student behavior: Students are reasonably orderly and quiet as they walk through hallways for class changes, recess, lunch, etc.	☐	☐	☐
Faculty/staff: Administrators/teachers monitor hallways with friendly "hello" attitude	☐	☐	☐
Faculty/staff: Faculty are trained (and refresher-trained) in good classroom management techniques	☐	☐	☐
Faculty/staff: Faculty/staff are kept up-to-date on resources for help for students	☐	☐	☐
Faculty/staff: All know procedures for reporting crimes and agree to do so	☐	☐	☐
Faculty/staff: When on campus, whether inside or outside building, they reasonably enforce rules and code of conduct	☐	☐	☐
Parents: Parents are involved in developing discipline process, code of conduct	☐	☐	☐
Parents: Parents are provided annually with current code of conduct and disciplinary process	☐	☐	☐
Security: If ID badges are used, all faculty, staff, and students are required to wear them	☐	☐	☐

Policies and Practices *(continued)*

	Yes	Uncertain	No
Crisis management: The school has a crisis management plan in place and faculty, staff, students, and parents understand their roles in that plan	☐	☐	☐
Law enforcement coordination: The school and key staff meet regularly with local law enforcement regarding school issues and potential concerns/crises	☐	☐	☐
Policy development, volunteering: Parents are encouraged to get involved appropriately in school safety/security issues	☐	☐	☐
Policy development, volunteering: Students are encouraged to get involved appropriately in school safety and security	☐	☐	☐

Comments

Be sure to comment on areas marked "no" above.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Forum Facilitation Guide

This appendix describes the facilitation process to use during your Be Safe and Sound school safety and security forum. The process is simple and straightforward and requires only knowledge of the key issues of concern to your school. To ensure success, facilitators will need to maintain discipline during the process and keep solutions provided by participants specific to the section in which they are working.

What Is a Facilitator?

Facilitators are not expected to be content experts!

Content experts
Present information
Provide the correct answers
Promote one-way communication

Facilitators
Guide discussion
Provide the right questions
Promote two-way communication

Ground Rules

Before the forum begins, review with the facilitators the following ground rules:

- Follow the process.
- Do not allow speeches.
- Do not allow debate.
- Allow opportunity for clarification.
- Be sure that everyone has an opportunity to contribute.
- Do not interject opinion on content areas.
- Record ideas.
- No idea is a bad idea.
- Do not argue.
- Move beyond "blame statements."

Cautions

- When people are identifying problem statements, they will be tempted to provide solution statements. Keep them focused on problems. Maintain the discipline of the exercise.

- People will want to place blame. Remind them that this is a strategic planning process and not the time to blame or attack others.
- You may hear, "We have done this before." You are not responsible for the process and should not try to justify it. The process works if given a chance.
- Participants may ask, "What will happen next?" Let them know that this will be explained at the end of the forum.
- The assumption of this planning process is that program needs should be considered before anything is eliminated; this means, for example, that no suggestion should be rejected because of budget limitations. This is visionary thinking. Encourage participants to "think outside the box."

Common Mistakes

- Not adhering to the process
- Injecting personal opinion
- Arguing or debating with participants
- Requiring participants to "convince" the facilitator
- Too much dialog (from facilitator *and* participants)
- Losing control
- Vague solutions rather than specific actions.

Materials

The action team should provide flip charts and markers or similar materials for recording ideas. You will also need tape for posting sheets of chart

paper on the wall. During the brainstorming sessions, it is important that ideas be recorded clearly and where every participant can see and refer to them. Markers will also be used to indicate votes on the flip chart when participants are prioritizing statements.

The Problem-solving Process

The school safety and security forum utilizes a specific problem-solving sequence for strategic planning. The model centers on four components for discussion: problems, barriers, solutions, and resources. The key components of the process are as follows:

1. Prioritize Problems

Action team members will present problems that have been identified by the school safety and security assessments and other research.

Objective: To list problems and have participants prioritize the top five problems

Facilitator Notes

- Introduce yourself to participants.
- Have participants introduce themselves, giving their name, title, and organization (if applicable).
- Explain the objective for this portion of the process.
- Explain the ground rules for the facilitation process.
- Continue the process until time or ideas are exhausted.
- Give each participant the option to pass.
- Voting process: Participants should use a colored marker to make a clear, visible mark on the flip chart next to each of the five problem statements they consider most important. Each mark constitutes a vote, and each participant will vote five times.

Process

1. Record all the problems identified by the action team on a piece of chart paper.

2. Begin the brainstorming to discuss identified problems and their impact on the school and community.
3. Give each participant in the group an opportunity to respond
4. Record comments as stated by participants. Encourage imaginative thinking.
5. Ask participants to identify the five problems they consider most important by making a visible mark next to their choices. Clarify that each participant will vote five times (see above note on the voting process).
6. Tally the votes, and record on a single sheet of paper the top five problem statements as determined by the group.

Use of Time

We recommend 30 minutes for this section— 25 minutes for participants to discuss problems and 5 minutes for voting. The action team should advise you of the amount of time allotted to prioritizing problems.

2. Identify Barriers

Barriers are issues or activities that prevent us from effectively addressing the problems. Barriers represent a diagnosis of what's at the heart of a problem, i.e., what prevents progress toward a safer, more secure school.

Objective: To brainstorm and prioritize three barriers related to each of the five identified problems

Facilitator Notes

- Explain that the process will move quickly and that participants will be asked to brainstorm barriers to each of the five priority problems.
- Continue the process until time or ideas are exhausted.
- Give each participant the option to pass.
- Remind participants that barrier statements should be directly related to the problem at hand.
- Voting process: Participants should use a colored marker to make a clear, visible mark on the flip chart next to the three barrier state-

ments they consider most important for each of the five problems. Each mark constitutes a vote and each participant will vote 15 times (three barrier statements for each of the five problems).

Process

1. Quickly review the top five problem statements.
2. Write **one** problem statement at the top of a piece of chart paper.
3. Begin brainstorming to identify barriers to eliminating the problem.
4. Give each participant in the group an opportunity to respond
5. Record each barrier statement that is offered.
6. Combine similar ideas and clarify any barriers that are not clear.
7. Repeat the exercise for each of the five problems, using a new sheet of chart paper for each problem.
8. Ask participants to identify the three barriers they consider most important for each problem by making a visible mark on the flip chart next to their choices. Explain that each participant will vote a total of 15 times (see above note on the voting process for this section).
9. Once you've tallied votes and finalized solutions for one problem/barrier set, move to the next problem/barrier set and repeat the process. Tally the votes, and record each problem and its top three barrier statements on a separate sheet of chart paper.

Use of Time

We recommend 90 minutes for brainstorming and prioritizing barriers—18 minutes per problem (15 for brainstorming and 3 for voting). The action team should advise you of the time allotted to this section on the agenda.

3. Identify Solutions

To make this exercise work as a tool for developing a concrete action plan, solution statements must address specific barriers that have been iden-

tified. (The idea is that once barriers are removed, resources and programs will easily follow.) **Solution statements should be as specific as possible.** Solution statements should clearly identify the following:

- What is the activity that is being called for?
- What is the outcome hoped for from the activity?
- What needs to be accomplished?
- Who should do it?
- Why (if it is not obvious)?

Remember that the people developing the action plan after the forum may not have been present in your group, so the solutions should be easy for them to understand and should be written in objective form (specifying an action or objective that can be accomplished within a certain time frame). See the example on page 50.

Objective: To brainstorm and prioritize solutions that address one or all of the three prioritized barriers

Facilitator Notes

- Use the same brainstorming process that was used to identify barriers.
- Make sure solutions coming out of the brainstorming process resolve one or all of the top three barriers related to a given problem. Each solution statement should refer to the change that is desired (i.e., response to problem/barrier).
- Explain that the process will move quickly and that participants will be asked to articulate a solution to each identified problem/barrier set.
- Continue the exercise until time or ideas are exhausted.
- Give each participant the option to pass.
- Voting process: Participants should use a colored marker to make a clear, visible mark on the flip chart next to the three solution statements they consider most important for each of the five problem/barrier sets. Each mark constitutes a vote and each participant will vote

	Problem Statement	Barrier Statement	Strong Solution Statement	Weak Solution Statement
Example 1	East stairwell has been the site of numerous drug deals and bullying incidents.	Teachers and administrators cannot monitor this stairwell from the hallway.	Action team will investigate options for opening up this stairwell to monitoring (e.g., windows, mirrors).	Monitor this stairwell.
Example 2	Safety programs and services exist at the school but are not well publicized.	No staff member is identified to coordinate information and promote these programs and services.	Principal will appoint a staff member (e.g., school counselor, social worker, or school resource officer) to develop and distribute a list of relevant services.	Publicize services.
Example 3	Multiple thefts have occurred inside the school this year.	It is impossible to distinguish between current students, former students, and other visitors to the school building, so it's hard to know who is stealing.	To determine costs, logistics, and feasibility of introducing an ID badge program, the assistant principal will contact other schools that require students and visitors to wear ID badges.	Get ID badges.
Example 4	Survey data show that both students and teachers perceive shoving and verbal abuse as a major problem in school hallways.	Students won't report individuals who have pushed or teased them because they are afraid of being teased more or beaten up.	Social worker will research anger management curricula that can be incorporated into family life classes and/or afterschool programs	Teach students how to better solve problems.

15 times (three solution statements for each of the five problem/barrier sets).

■ Ask each participant to be as specific as possible, drawing on his or her experiences and those of the organization he or she represents. **The facilitator or recorder should write the suggested solutions in complete sentences and use language that outlines specific actions.** Information derived from the brainstorming sessions will be used by the safety and security action team to develop an action plan. As such, it will be important to draw on information that is specific, clearly written, easily understood, and logical.

Process

1. Record one problem on a sheet of chart paper. Underneath it, record the top three barrier statements related to that problem, as identified and prioritized by the group.
2. Begin the brainstorming to identify solutions to resolve each of the identified barriers (this can be done on a separate sheet of chart paper).
3. Give each participant an opportunity to respond.
4. Record each solution.
5. Repeat the exercise until time or ideas have been exhausted.

6. Combine similar ideas and clarify any solutions that are not clear.
7. Ask participants to identify the three solution statements they consider most important for each problem/barrier set by making a visible mark next to their choices. Clarify that each participant will vote a total of 15 times (see above note on the voting process for this section).
8. Once you've tallied votes and finalized solutions for one problem/barrier set, move to the next problem/barrier set and repeat the process.

Use of Time

We recommend 90 minutes for brainstorming and prioritizing solutions. Each problem requires 18 minutes—15 for brainstorming and 3 for voting. The action team should advise you of the time allotted to this section on the agenda.

4. Identify Resources

To implement the action plan, the safety and security action team will need to gather resources such as funding, in-kind donations, and pro bono services. People and agencies, such as elected officials or state school safety centers, can also be resources.

Objective: To identify one or more resources that support each of the top solution statements

Facilitator Notes

- Use the same brainstorming process that was used to identify barriers and solutions.
- Explain that the process will move quickly and that participants will be asked to identify resources to support the top solution statements.
- Continue the exercise until time or ideas are exhausted.
- Give each participant the option to pass.
- No voting process is used when brainstorming potential resources.

Process

1. Record one problem on a sheet of chart paper. Underneath it, record the top three solution statements related to that problem, as identified and prioritized by the group.
2. Begin the brainstorming to identify resources to support each of the identified solutions (this can be done on a separate sheet of chart paper).
3. Give each participant an opportunity to respond.
4. Record each resource.
5. Repeat the exercise until time or ideas have been exhausted.
6. Combine similar ideas and clarify any solutions that are not clear.

Use of Time

We recommend 30 minutes for brainstorming resources—six minutes for each problem. The action team should advise you of the time allotted to this section on the agenda.

After the forum is adjourned, take the time to clearly record each problem statement, its barrier and solution statements, and potential resources. Use a separate sheet of paper for each problem, and record only the prioritized statements (see example below). This small step will save a lot of time for the action team and greatly assist them in developing objectives for the school safety and security action plan.

Problem 1:

Barrier 1:
Barrier 2:
Barrier 3:

Solution 1:
Solution 2:
Solution 3:

Potential Resources:

Action Planning Chart

Objective			
Activity			

Action Steps To Complete Activity	Who Will Take Action	Deadline(s)	Outcome
1.			
2.			
3.			
4.			
5.			

Sample Safety and Security Action Plan

North County Middle School Action Plan

Goal: By June 2005, North County Middle School will have in place strategies and equipment that will make the learning environment more safe and secure.

Objective 1

To provide a safe and secure environment during daytime and evening hours of building use

Activity 1

Work with school technology coordinator to research and select state-of-the-art video surveillance camera system for installation.

Activity 2

Consult with state center for school safety about companies that might be willing to donate a swipe door lock system. Contact those companies.

Objective 2

To provide training and support for parents and caregivers

Activity 1

Send three parents from the community to attend the state Behavior Instruction Academy.

Activity 2

Host three evening and afternoon workshops on bullying prevention. Engage presenters from Physicians for Change.

Activity 3

Establish a school safety resource center for parents.

Objective 3

To enhance positive student/teacher relationships affecting school climate and safety

Activity 1

Invite outside experts to provide three staff workshops on building relationships with students, using the Behave In/Behave Out and Building Champions curriculum models.

Activity 2

Select school staff to attend safe schools conference.

Activity 3

Provide a forum in which teachers can share their success stories concerning positive student/teacher relationships.

Working With the Media

Here are some tips to working with the media to publicize your initiative and advocate your cause.

Determine Your Message

Determining your message may be your most important task in media advocacy. What exactly is it you want to communicate? Identify three key statements you can use in all your dealings with the media, no matter what the story is. These message points will help you frame the issue and make your case consistently. They'll also help you select stories that best convey your action team's priorities and goals for your school safety and security campaign.

To be successful dealing with the media, you need a story—something compelling to say, something that merits wide dissemination in your community. Put yourself in a reporter's or an editor's place. Think headlines: what is this story about in ten words or fewer? Think public interest: why should people care? And think sources: where can you and the media go for quotes, statistics, and other information that will give the story a factual basis and relevancy?

Whatever is newsworthy about a story is called a "hook," and, as a media advocate, it's your job to create the hook. Remember that reporters are looking for stories that are full of new information, new research, new programs, and new ideas. They're also looking for compelling feature stories about interesting people, programs, and activities in your community. If your campaign can't offer "breaking news," focus on messages that emphasize the human interest angle. Whatever you can do to play up the local appeal of your story will also improve its chances of being covered by the media.

Note: Decide who will be your action team's point of contact (the person whom reporters or other media representatives should contact) for a particular issue or story, and make sure he or she is comfortable with your messages. Always provide the name and telephone number of the point of contact so that media representatives can get answers quickly.

Build a Media List

To be an effective media advocate, you will need a media list outlining exactly where to send information that you want printed, broadcast, or displayed. In smaller communities, your media list might contain just a couple of radio or TV stations and one or two newspapers; in larger communities, it might be pages long, listing a range of TV, radio, and cable outlets; daily and weekly publications; transit and outdoor-posting companies; and special-interest media as well. Here are some pointers for developing and maintaining your list:

- **Use media directories** at your local library and on the Internet, such as *Broadcasting Yearbook*, *Editor and Publisher Yearbook*, *PBI Media Services*, *Bacon's*, *Hudson's*, and *The Gebbie Press All-in-One Directory*.
- **Include all major daily and weekly newspapers**—make sure to provide feature news to minority and community newspapers as much as possible.
- **Develop an inventory of state and local publications**—business magazines and weeklies, trade journals, senior citizen bulletins—that might be interested in your news.
- **Include college and university newspapers**, as well as newsletters and bulletins published by churches, hospitals, community groups, and other prominent local organizations and institutions.
- **Include television and radio stations and cable outlets** with news and talk shows and other public and community affairs programming.
- **Don't forget your local or state wire-service bureaus**—especially Associated Press (AP) and Reuters—and be sure to include their daybook editors, who compile daily calendar listings of important events for the reporting community.

- **Call media outlets** to confirm whom to send things to and how. Verify that you have the proper contact names, phone and fax numbers, and email addresses. Try to find out which reporters cover your beat or topic, such as the school system or local crime. Community newspapers may assign a specific reporter to cover your school.
- **Include more than one contact per media organization**, especially at major outlets. That means city and section editors (for print) and news directors, assignment editors, and producers (for broadcast), as well as individual reporters.
- **Update your media list regularly**—keep an eye out for reporters who are covering school issues and add their names. Do your best to keep up with all personnel and address changes.
- **Don't limit your media contacts** to your community's daily newspapers and major TV and radio stations. Include your school's newspaper and PTA newsletter, your school system's publications, local calendars of events (often found in newspapers but separate from the daily news), and any other communication outlets in your community. Don't forget about websites, cable TV organizations, and supermarket bulletin boards.
- **Include organizations and individuals** in your community—from the local Rotary Club or Chamber of Commerce to your Senator and Representatives—who might be interested in hearing about your work.

Writing Media Communications

Step 5 of this kit outlines various methods of communicating with the media, such as press releases or events. Following are guidelines for using two of the most common methods: news releases and advisories.

Press Releases

Press releases (also called news releases) form the basis of a news story. An editor may run the release as is or assign a reporter to attend an event, conduct interviews, and write the story. News releases may be sent out prior to an event for advance publicity or after an event to describe what took place. Informational releases can also be sent out whenever you have news or information to share (even if you aren't planning an event). In addition to media outlets, be sure to send your news releases to corporations to include in their newsletters, as well as public information officers of local government offices, social service agencies, and nonprofit organizations.

Write press releases in the inverted pyramid style. This means that the most important facts (who-what-when-where-how-why) come first. The less important facts come next, and the least important facts come last. Note that importance is defined by what the media and the public will find important, not by what your group wants highlighted. Study news articles to see what type of information is usually emphasized. By following the inverted pyramid style of writing, you'll make sure that your audience or readers get the most important information first. Don't bury the most important information at the end of a story or broadcast!

More tips for successful news releases:

- Address your release to a specific person. News outlets get tons of news pitches every day; addressing yours to a specific person will increase its chances of being read.
- Include a release date. This tells the editor that the news is timely.
- Include the name and phone number of a contact person for reporters to call if they have questions.
- Create a catchy headline (no more than ten words) that explains your story. Being creative and informative in your headline will help your story stand out.
- Include your city and state on the release, even if the event you are planning is local.
- Limit your release to no more than one or two pages, if possible.

- Develop a strong lead paragraph. The lead paragraph should offer a concise, engaging summary of your news pitch.
- Put # # # at the bottom of the page to tell the reader that your release is finished.
- Include a brief overview of the organization (or organizations) responsible for the news/event.

See Appendix K for a sample press release.

Media Advisories

Media advisories alert the media of upcoming events, encouraging news organizations to send a reporter and a photographer or television camera to cover a specific event. An advisory should be sent out by 6:00 a.m. the Monday morning prior to your event (if your event is on Wednesday, the 10th, your advisory should be at the news station by 6:00 a.m. on Monday the 8th). Editors determine what stories will be covered early in the week.

Advisories should be concise, offering bullet points explaining the "who, what, where, and when" of your event. The "why" of the event should be explained in one or two short paragraphs offering highlights and/or background information. In telling the "why," you'll want to include enough details so the assignment editor

feels compelled to send someone to cover your event but not so much information that you "scoop" yourself and tell your whole story before it actually occurs. Try to keep the key text of your advisory to one page.

See Appendix J for a sample media advisory.

More Media Relations Resources

This tipsheet was adapted from two NCPC publications, *Partnering With the Media To Build Safer Communities* and "Working With the News Media," part of the *Youth Action Packet*. See the resource section for more information.

You may also want to check out the following:

"Public Relations: A Practical Guide for PTA Leaders" on the National PTA website: www.pta.org/parentinvolvement/healthsafety/ crisis/media/prg1.asp.

"Working with the Media," from the Community Works website: http://home.connection.com/ ~regan/Media.html.

"Working with the Media," from the National Youth Network *Youth in Action Bulletin*, number 14, March 2000, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, at www.ncjrs.org/html/ojjdp/youth bulletin/2000_02_1/contents.html.

Planning a Press Event

A press or community event to kick off your action plan will not only celebrate your school's commitment to safety and security and build excitement but also recognize the hard work your action team has done to date. The school is a natural choice as an event venue. Consider planning a Be Safe and Sound campaign launch in coordination with a back-to-school fundraiser, parent night, PTA/PTO meeting, sporting event, or pep rally. Having a built-in audience for your event will make it easier to attract elected officials and the media.

Determine Your Message

This is the most critical part of any event. Know what you want to say, and be able to explain why you are doing the event. If you are launching a campaign, what is the news and why? Look for the newsworthy angle. Everything that follows will tie back to this decision. Take the time to think this through.

Select a Location

Is there a specific site that helps tell your story? If your event is intended to announce school safety and security improvements, the school is a logical location. In planning your location, always think in terms of visuals. Which rooms or outdoor venues will provide the best footage? If you create compelling visuals, you increase your chance of being covered.

Select Speakers

Who will be telling your story and why? This decision is second only to the message. Your spokesperson can make or break your message. The school principal may be an excellent choice for spokesperson. If you use a local celebrity, business leader, or elected official, make sure his or her personal track record and behavior parallel your message. If you want your speaker to do personal interviews on your message outside of this event, make sure the speaker is comfortable in that format and that he or she knows enough about your message to speak unscripted on the topic. Provide talking points for your speaker; everyone who speaks on your issue should convey the same consistent message.

Determine a Background or Backdrop

Your location may take care of this. If not or if you are using signage, follow these tips:

- Put your message behind your speaker—use words or pictures. A wallpaper style banner on which the message/logo is small and repeated is the most effective layout.
- Less is more; keep the background simple.
- Use a matte, not glossy background. A shiny background will create camera glare and distract viewers. To create a matte effect on a glossy sign, spray it with hairspray.

Lighting

You can almost never have too much light for cameras. If you can stage an event outdoors during daylight hours, you'll get great pictures. If not, try to provide as much light as possible. Avoid locations in which there is back light (e.g., from windows behind the speaker)—the backlighting will make your speaker appear as a dark image with few features. Ideal light is achieved with white, incandescent (not fluorescent) bulbs and hits the speaker from above and from the front. If poor lighting is unavoidable, be sure to provide advance notice of this in your media advisory so camera crews and photographers can plan accordingly.

Press Riser and Cut-away

If you have a designated area for the press to film from, it should be

- Directly in front of the speaker (known as a head-on)

- At the same height as the speaker (if the speaker stage is 36 inches, the press riser should be 36 inches)
- No more than 75 feet from the speaker. Again, if that distance (known as the throw) is longer than 75 feet, be sure to inform the media on the advisory so they can plan accordingly.

A cut-away shot allows camera crews to film the event from a different angle, reinforcing your message with an alternative visual. For example, your head-on shot may have a wallpaper background with the words "Be Safe and Sound" behind the speaker, while the cut-away shot offers a close-up from the right, capturing poster-sized yearbook images of the student body. Cut-aways are a great way to get creative and add interest to your pictures.

Audio-visual Equipment

Each event varies in audio-visual (A/V) needs. Evaluate your event site and your expected coverage to determine your needs. A good rule is that the larger the event, the more press you'll have attending and the greater the need for A/V. Possible A/V items include

- Staging. Remember, if you have the speaker on a stage, the press should be seated at equal height, so order accordingly.
- Lighting. See above.
- Sound. Use equipment that can be adjusted for the size of the room and the number of attendees. A/V technicians will give you good advice. House sound is usually your worst option.
- Mult box. If you expect to have more than three cameras and/or radio stations attending, or you have a long throw (distance between your speaker and where your cameras will be), provide a mult box as a courtesy. Mult boxes allow press to plug directly into the primary microphone to eliminate excess noise. This will ensure that TV viewers get the best possible sound quality to hear your message.

Press Kits

All media that attend your event should receive a press kit that provides all the information to write a story on your event. The kit should include, as available, the following:

- A copy of any speech or statement given at the event
- Copies of the media advisory and press release
- Compelling statistics about school safety and security
- An overview of the school safety and security improvements that your action plan will be introducing
- Biographical information about event speakers, key action team members, and community leaders who participated in the school safety and security forum
- A fact sheet about the Be Safe and Sound campaign (see Appendix L).

Media Outreach

- Fax, email, mail, or deliver a media advisory to local media outlets. Be considerate of deadlines, as well as preferred lead times for stories. Broadcast stations will need at least 24 hours advance notice if you want camera crews to cover your event. Daily newspaper reporters usually need at least two days advance notice. A good rule of thumb is to send your advisory by 6:00 a.m. on the Monday prior to your event.
- Follow up on your advisory with a phone call 24 hours before the event. Be prepared to give event details and re-send the original advisory.
- At the event: Provide press kits to the media and have your speaker ready for interviews. Have someone at your event who can take quality photos or video, in case the press doesn't show up.
- Send a press release immediately after your event. Include pictures or film with your release, and be sure to provide the names of people in the photos.
- Follow up with a phone call to make sure the information was received and to answer any questions.

Key Terms

Angle. A unique or compelling way of telling your story to captivate the interest of a news editor or reporter.

Lead time. The amount of time a news organization needs to receive information in advance in order to fit the news into a specific publication or broadcast.

Media advisory. A notice of an upcoming event that highlights why media should be interested. See Appendix J for more details and a sample advisory.

Mult box. A piece of A/V equipment that allows press to plug directly into the primary microphone.

Press kit. A kit of background information, statistics, and quotes provided to reporters about a specific program or event.

Press release. A story that tells the "who, what, when, where, how, and why" of an event or activity that has taken place and provides interesting quotes or illustrations that may form the basis of a news story. See Appendix K for more details and a sample release.

Talking points. Key campaign messages that should be communicated consistently in events, correspondence, media interviews and meetings.

Throw. The distance between the speaker and the cameras.

Sample Media Advisory

<u>**FOR IMMEDIATE RELEASE**</u>   **CONTACT: Ann Smith**
Monday, August 30, 2004   xxx-xxx-xxxx

West Lake High School To Launch Be Safe and Sound Campaign

WHO:	West Lake High School, in partnership with Acme Lighting Supply, Software Solutions Inc., and the [state] Center for School Safety

WHAT:	Press event to introduce West Lake High School's (WLHS) Be Safe and Sound campaign, focusing on school safety and security improvements. Corporate partners Acme Lighting Supply and Software Solutions, Inc. will pledge in-kind support to WLHS in the implementation of a school safety and security action plan. Additionally, the Jones Foundation will present the school with $5,000 for safety and security upgrades. This event will coincide with the school's annual Open House night, with an expected 150 parents in attendance.

Invitees
The Honorable Diane Smart, xx State Senate
The Honorable Charles Lane, xx State Legislature
The Honorable Andrew Fletcher, [state] Department of Education
Ms. Kay Roberts, Director, [state] Center for School Safety
The Honorable Catherine Sanders, Mayor, City of xxx
Mr. John Jackson, Police Chief, City of xxx
Ms. Nancy Johnson, Superintendent, City of xxx School District

WHERE:	West Lake High School Gymnasium 200 Main Street City, State School Contact Number: xxx-xxx-xxxx

WHEN:	Friday, September 3, 2004, 6:00 p.m.

WHY:	Over the last year, WLHS has conducted several surveys and audits in order to identify safety and security problems on its campus. Using the Be Safe and Sound campaign model of the National Crime Prevention Council, the school has engaged parents and community members in developing solutions to address these issues and constructing a comprehensive action plan.

# # #

West Lake High School is the largest public high school in the county, comprising 1,200 students in grades 9–12. Last year, the school ranked fifth in the state for academic performance.

Be Safe and Sound is a national campaign that seeks to educate people about safety and security issues, advocate for safety and security improvements, and challenge those environments where people are potentially at risk. Initially, Be Safe and Sound focuses on improving the safety and security of our nation's schools through parental activism. The campaign is an initiative of the National Crime Prevention Council (NCPC) conducted in collaboration with National PTA and NCPC partners, The Allstate Foundation, ASSA ABLOY Group, Nextel Communications, and the Security Industry Association.

Sample Press Release

West Lake High School Launches Be Safe and Sound Campaign

Anywhere, USA. On September 3, more than 120 parents, 600 students, 30 Chamber of Commerce representatives, and the xxx City Mayor and Police Chief attended a kickoff event at West Lake High School (WLHS) to introduce the school's new Be Safe and Sound campaign. The campaign, adopted from a National Crime Prevention Council model, is dedicated to improving school safety and security with a particular focus on efforts to reduce bullying, vandalism, and theft.

WLHS Principal John Doe—last year's state principal of the year—spoke to attendees about the school's safety accomplishments thus far. Over the last year, the school conducted several surveys and audits in order to identify safety and security problems on campus. The school has since engaged parents and community members in developing solutions to address these issues and constructing a comprehensive action plan.

"Every child should be able to attend school feeling that he or she is in a safe and secure learning environment," said Doe. "Our Be Safe and Sound action team of parents, teachers, students, and local business partners is working to make this a reality."

Immediate school improvements this year will include the introduction of anti-bullying curricula in classrooms, an ID badge system for students and faculty, and new outdoor lighting in the west parking lot. Outdoor lighting will be donated by Acme Lighting Supply Co. Software for the ID badge system is being provided by Software Solutions, Inc. Other upgrades will be made possible with a grant from the Jones Foundation.

West Lake High School is the largest public high school in the county, comprising 1,200 students in grades 9–12. Last year, the school ranked fifth in the state for academic performance.

Be Safe and Sound is a national campaign that seeks to educate people about safety and security issues, advocate for safety and security improvements, and challenge those environments where people are potentially at risk. Initially, Be Safe and Sound focuses on improving the safety and security of our nation's schools through parental activism. The campaign is an initiative of the National Crime Prevention Council (NCPC) conducted in collaboration with National PTA and NCPC partners, The Allstate Foundation, ASSA ABLOY Group, Nextel Communications, and the Security Industry Association.

For further information, call Ann Smith at xxx-xxx-xxxx.

# # #

Be Safe and Sound Campaign Fact Sheet

The mission of the Be Safe and Sound campaign is to raise awareness of safety and security issues and provide concrete measures individuals and organizations can take to ensure safe and secure environments.

Launched in 2002, Be Safe and Sound is an initiative of the National Crime Prevention Council (NCPC) conducted in collaboration with National PTA and NCPC partners, The Allstate Foundation, ASSA ABLOY Group, Nextel Communications, and Security Industry Association. Because everyone has the right to be safe and secure, this campaign educates people about safety and security issues, advocates for improvements, and challenges those environments where people are potentially at risk. Be Safe and Sound promotes a comprehensive, proactive approach to safety and security.

Be Safe and Sound focuses on improving the safety and security of our nation's schools by mobilizing parents, school administrators, elected officials, and policymakers to take action. Be Safe and Sound engages and educates these audiences about the need for safe and secure school environments and provides them with objective and expert-based school safety and security principles, including a comprehensive planning model.

In support of Be Safe and Sound, NCPC has produced the *Caregivers' Guide to School Safety and Security* and *School Safety and Security Toolkit: A Guide for Parents, Schools, and Communities*. The *Caregivers' Guide* is a call to action that outlines four basic things parents can do to improve school safety and security. The *Toolkit* is an easy-to-use guide that assists parents and administrators in implementing the Be Safe and Sound model in their schools.

Be Safe and Sound is a national initiative that was tested in two pilot states, Kentucky and Pennsylvania, from September 2002 through June 2003. NCPC and its partners are working with school safety centers and parent groups to launch Be Safe and Sound throughout the country.

For more information about Be Safe and Sound, contact NCPC at 202-466-6272, email besafe@ncpc.org, or visit our website, www.ncpc.org/besafe/.

Sample Advocacy Letters

Letter to Elected Official

September 1, 2004

The Honorable Andrew Fletcher
Commissioner
[state] Department of Education
100 Maple St.
City, State, Zip

Dear Commissioner:

Last year, students ages 12 through 18 were victims of about 35,000 crimes at schools in our state, including about 2,200 serious violent crimes. While school crime rates in our state are below the national average, students' feelings of vulnerability do not always correlate with actual crime rates. Studies have shown that the fear of being victimized can be as powerful as victimization itself. Students who feel unsafe at school have a harder time focusing on learning, and their academic performance suffers as a result.

That's why we're asking for your support of a new school safety and security initiative at West Lake High School in [city]. Over the last year, WLHS has conducted several surveys and audits in order to identify safety and security problems on its campus. Using the Be Safe and Sound campaign model of the National Crime Prevention Council, the school has engaged parents, students, and community members in developing solutions to address these problems and constructing a comprehensive action plan. The plan's initial focus is on reducing rates of bullying, vandalism, and theft. Initial building improvements (new outdoor lighting and security cameras) have already reduced the number of graffiti-related incidents, and we are introducing anti-bullying curricula to family life classrooms with the start of this school year. It is our hope that this program will continue to achieve notable results and ultimately serve as a pilot for other schools throughout the state.

In today's communities, it is difficult, if not impossible, to improve academic performance without considering levels of safety and security inside a school. Therefore, we are hoping you will consider incorporating this important issue into your 2004 reelection campaign. Please don't hesitate to contact me if you would like further information about Be Safe and Sound and the specific successes we've achieved at West Lake High School.

Sincerely,

John Doe
Principal

Letter to Potential Sponsor

September 1, 2004

Ms. Catherine Smith
Director of Community Relations
Wild Ride Theme Park
City, State, Zip

Dear Ms. Brooks:

National news coverage in recent years has shown that bullying and taunting are not the innocuous "rites of passage" we once believed them to be for kids. Chronic bullying can cause low self-esteem, poor academic performance, and depression. In the worst cases, children who are repeatedly bullied respond with violence toward their tormentors, others, or themselves.

Bullying is a problem that sometimes starts at school but can easily spread to other parts of the community—particularly to businesses such as yours that employ large numbers of students and that enjoy teenagers as regular customers.

That's why we're asking for your support of a new school safety and security initiative at West Lake High School in [city]. Over the last year, WLHS has conducted several surveys and audits in order to identify safety and security problems on its campus. Using the Be Safe and Sound campaign model of the National Crime Prevention Council, the school has engaged parents, students, and community members in developing solutions to address these problems and constructing a comprehensive action plan. One of our major areas of focus is on reducing rates of bullying at school. This year we plan to introduce anger management and conflict resolution curricula to family life classrooms, as well as a series of workshops to help teachers and parents recognize signs of bullying. It is our hope that this program will continue to achieve notable results and ultimately serve as a pilot for other schools throughout the state.

In light of your corporate commitment to youth in our community, I am writing to ask if your company would be interested in becoming a sponsor of our Be Safe and Sound effort. As part of this commitment, we would ask that you publicize the campaign in your internal employee newsletter and community outreach materials, and sponsor one of three bullying prevention workshops we have slated for this year. I will give you a call later this week to follow up with more details.

Sincerely,

John Doe
Principal

Resources

National Crime Prevention Council (NCPC)

202-466-6272

www.ncpc.org

Except as noted, NCPC publications may be ordered online at www.mcgruffstore.org or by phone at 800-NCPC-911. Visit www.ncpc.org/besafe for a comprehensive listing of school safety and security resources.

Resources for Elementary Schools

NCPC's publications for children address a wide range of topics, including home and neighborhood safety, bullying, alcohol and drugs, conflict management, media violence, diversity, and Internet safety. Below is a sampling of publications that deal with children's behavior and school-related safety issues.

Helping Kids Handle Conflict

Guide for those teaching children includes imaginative activities to help children in grades K–5 learn nonviolent ways to settle arguments, deal with bullies, and avoid fights. Frames activities around common causes of conflict such as bullying, gender and cultural differences, media violence, and weapons.

Teaching Tales for Caring Kids

Teaching Tales for Caring Kids tells traditional tales from around the world and relates their morals to contemporary issues to help prevent crime, drug, and violence problems among children (K–5). Includes related lessons, reproducible classroom activities, letters to parents, and four brightly colored posters. Topics include anger management, appreciating diversity, treating others with respect, and resisting negative peer pressure.

Get the Message! McGruff's Tool Kit To Keep Children Safe

Give children in grades K–5 the knowledge and skills to stay safe and prevent crime with this innovative new kit featuring McGruff the Crime Dog® and his nephew Scruff®. Topics include bullying, conflict management, appreciating diversity, and positive peers. The kit includes background information for educators, daily messages for students to be read over the school's PA system, classroom activities for teachers, reproducible brochures for parents (in English and Spanish), and a colorful poster.

Keeping Kids Safe: A Kit for Caring Communities

Comprehensive kit for teachers, law enforcement officers, youth organization leaders, and other community members contains a variety of materials for children pre-K through fifth grade. Background papers, interactive activities, worksheets, and posters cover topics such as bullies; guns and other weapons; alcohol, tobacco, and other drugs; conflict management; and much more. Includes a cassette tape and songbook.

Resources for Middle and High Schools

Teens, Crime and the Community

Teens, Crime, and the Community (TCC) is a national youth program that supports the concept of education and action to create safer, more caring communities for youth by youth. Since its founding in 1985 by NCPC and Street Law, Inc., TCC has brought more than half a million youth from more than 40 states into the world of crime prevention. To learn more about Teens, Crime, and the Community, visit www.nationaltcc.org.

The National Partners provide training in the implementation of the *Community Works: Smart Teens Make Safer Communities* curriculum. This three-ring, user-friendly binder provides 31 sessions of hands-on activities to teach and train teens in topics including

- Conflict management
- Bullying and intimidation
- Handguns and violence
- Gangs
- Substance abuse and drug dealing
- Vandalism
- Reporting a crime
- Designing a community action project

The *Community Works* curriculum is available on the web at www.nationaltcc.org or by contacting Social Studies School Service by phone at 800-421-4246.

Youth Safety Corps

Youth Safety Corps (YSC) seeks to recruit, train, and mobilize a diverse student population to improve the learning environment of America's schools by designing and running projects to prevent youth crime, violence, and drug abuse. Through the development of youth/adult partnerships, students learn specific skills, including leadership and team work, to bring about positive changes in their schools. With guidance from their adult partners, students facilitate the development of prevention designs that may include teen courts, school safety audits, mentoring and tutoring, and a wide array of other service learning projects. For more information about Youth Safety Corps, visit www.nationaltcc.org.

The *Youth Safety Corps Project Implementation Toolkit* is designed to help start a Youth Safety Corps in your school. The kit includes information on identifying the safety problems in your school, developing a project that addresses that problem, and getting the word out. The kit examines eight specific skill-building areas and 12 project examples.

Youth as Resources

Youth as Resources (YAR) is a philosophy and a program that recognizes youth as valuable community resources and engages them as partners with adults in bringing about positive community change. Community-based YAR programs, governed by a board of youth and adults, provide grants to young people to design and carry out service projects. Young people in neighborhood centers, youth organizations, community foundations, classrooms, and clubs identify social issues that concern them and design projects to address them. Popular issues range from health and the environment to drugs, gangs, and crime. The youth are the key leaders and decision makers in implementing their idea. To find a YAR program in your state, start a YAR program, or learn more, visit www.cyar.org.

Developing Communities in Partnership With Youth

A practical, user-friendly manual for program managers of YAR and other community-based youth-adult partnership programs. Contains information on how to

start a YAR program. Manuals may be ordered online or by contacting the Center for Youth as Resources at 202-466-6272.

Youth Action Packet

Offers concrete information that teaches teens what it takes to start and sustain a crime prevention project. A 32-page booklet explains how to design and plan programs. Eighteen pamphlets on such topics as peer mentoring, cross-age teaching, mediation, teen courts, and drug prevention give teens background and start-up information. Each pamphlet answers the questions: what is it; what does it do to prevent crime; what does it take to start; what does it take to keep going; what are some challenges; what are some rewards; and how can it be evaluated.

Crime Prevention Through Environmental Design (CPTED)

See Getting Started in this kit to learn more about CPTED.

Safer Schools by Design Training

A three-day, school-focused CPTED training, Safer Schools by Design offers participants an agenda packed with interactive sessions using advanced CPTED strategies and solutions to promote safety, orderly behavior, and a reduction of fear in the school environment. Technical sessions cover transportation, signage, landscaping, and lighting. Participants are guided through a comprehensive school assessment process followed by a real assessment of a school. Working in teams, participants will develop, prioritize, and present feasible recommendations.

For more information, visit www.ncpc.org, and click on Programs; select Training, Facilitation & Technical Assistance.

Designing Safer Communities: A Crime Prevention Through Environmental Design Handbook

Guide to the principles and application of CPTED. Presents a framework for developing policies and partnerships that address situational crime prevention. Reviews the experiences of several states and localities that have successfully incorporated CPTED as part of a strategic approach to public safety.

Caregivers' Guide to School Safety and Security

A call to action that outlines four things parents and caregivers can do to improve school safety and security: listen to a child's concerns; become educated about school safety and security; get involved in efforts to improve and strengthen school safety and security; and advocate for and effect change. Also includes an overview of school safety and security principles, a checklist to help parents gauge the safety and security of their children's schools, and an action-planning tool. Copies free for the cost of shipping or may be downloaded from www.ncpc.org/besafe.

Safer Schools: Strategies for Educators and Law Enforcement Seeking To Prevent Violence Within Schools

Speaks to school principals and local chiefs of police about ways they can work together to make schools safer for our children. Includes a letter to adults, key background information, program and policy recommendations, and a resource list. Single copies are free.

Stopping School Violence: A Dozen Things Parents, Students, Teachers, Law Enforcement, Principals, and the Rest of Us Can Do

A primer on how each of us can take action to make our schools safer. Includes the warning signs of troubled kids and how to get help for them, a list of resources for additional help and information on stopping school violence, and suggested readings. Single copies are free.

Additional Resources

NCPC's Online Resource Center

Topics in Crime Prevention, NCPC's online resource center, is a growing collection of 4,500 crime prevention and community-building resources and strategies. Over 700 of these resources deal with the issues of safety and security. To search the resource center, visit www.ncpc.org and click on Topics in Crime Prevention.

How Are We Doing? A Guide to Local Program Evaluation

Handbook for designing local program evaluations includes checklists, process outlines, methods choices, and key decision and timeline constructs for local programs that want to develop their own evaluations of program activities in crime prevention.

Creating a Blueprint for Community Safety: A Guide for Local Action

Strategic and effective crime prevention planning and action help sustain prevention. This document provides operational guidelines and suggests resources for those who lead major action planning initiatives at the local level.

Partner With the Media To Build Safer Communities

Helpful kit offers information and resources to enlist the media as partners in crime prevention. Presents suggestions for an individual or group on reaching out to the media, tips on getting prevention-oriented public service announcements on air and in print, and an overview of ways to achieve sustained media coverage for prevention activities. Includes stories of how crime prevention and the media have worked together to make crime prevention a priority.

Federal Agencies and Clearinghouses

Note: Agency and organizational descriptions are excerpted from the referenced websites.

Department of Education, Office of Safe and Drug-Free Schools
Toll-free: 800-USA-LEARN
www.ed.gov/about/offices/list/osdfs/
OSDFS supports efforts to create safe schools, respond to crises, prevent drug and alcohol abuse, ensure the health and well-being of students, and teach students good citizenship and character. The OSDFS website's Reports & Resources page includes online publications, a directory of print publications, and links to other relevant resources and publications. The Programs/ Initiatives page includes information about grant opportunities.

Department of Education, No Child Left Behind
Toll-free: 888-814-NCLB
www.nclb.gov
This website offers a comprehensive overview of the No Child Left Behind legislation, which was signed by President Bush in 2002. Includes progress updates, a Toolkit for Teachers, a Parents Guide, newsletters, and Guidance on Teacher Quality and Report Cards.

Educational Resources Information Center (ERIC)
www.eric.ed.gov
ERIC is a national information system funded by the Institute of Education Sciences of the U.S. Department of Education to provide access to education literature and resources. "The world's largest source of education information," ERIC can be intimidating for new users. Before beginning your search, click on Help and visit the New ERIC Users page to orient yourself to the database.

National Criminal Justice Reference Services (NCJRS)
www.ncjrs.org
NCJRS is a federally funded resource offering justice and substance abuse information to support research, policy, and program development worldwide. Includes resources from the Office for Victims of Crime, Office of Juvenile Justice and Delinquency Prevention, and Department of Homeland security.

National Associations and Nonprofits

ASIS International (formerly American Society for Industrial Security)
703-519-6200
www.asisonline.org

Communities In Schools (CIS)
Toll-free: 800-CIS-4KIDS
www.cisnet.org

National Association of Elementary School Principals (NAESP)
Toll-free: 800-38-NAESP
www.naesp.org

National Association of School Resource Officers (NASRO)
Toll-free: 888-31-NASRO
www.nasro.org

National Association of Secondary School Principals (NASSP)
703-860-0200
www.nassp.org

National PTA
Toll-free: 800-307-4PTA
www.pta.org

National School Boards Association
703-838-6722
www.nsba.org

National School Safety Center
805-373-9977
www.nssc1.org

State School Safety Centers and Offices

School safety centers have been established in 20 states. Although some centers are more active than others, they share a common mission: to provide school districts and staff, parents, and students with training, tools, and technical assistance to enhance the safety and security of America's schools. For an up-to-date list, visit www.ncpc.org/besafe.

California Safe and Healthy Kids Program Office
Department of Education
916-319-0920
www.cde.ca.gov/healthykids/

Colorado Safe Communities-Safe Schools
Center for the Study and Prevention of Violence
303-492-8465
www.colorado.edu/UCB/Research/cspv/safeschools/index.html

Connecticut Safe Schools and Communities Coalition
The Governor's Prevention Partnership
860-523-8042
www.drugsdontwork.org/sscc_home.html

Florida Office of Safe Schools
Department of Education
850-245-0416
www.firn.edu/doe/besss/safehome.htm

Georgia School Safety Project
Georgia Emergency Management Agency
404-635-7000
www2.state.ga.us/GEMA

Indiana School Safety Specialist Academy
Department of Education
317-234-1362
ideanet.doe.state.in.us/isssa/

Kentucky Center for School Safety
Eastern Kentucky University
Toll-free: 877-805-4277
www.kysafeschools.org

Mississippi Division of Safe and Orderly Schools
Department of Education
601-359-1028
www.mde.k12.ms.us/lead/osos

Missouri Center for Safe Schools,
University of Missouri–Kansas City
816-235-5656
www.umkc.edu/safe-school

Nebraska Safe and Drug-Free Schools and Communities
Department of Education
402-471-1925
www.nde.state.ne.us/SDFS/Home.html

New York State Center for School Safety
845-255-8989
www.mhric.org/scss/

North Carolina Center for the Prevention of School Violence
Department of Juvenile Justice and Delinquency
    Prevention
Toll-free: 800-299-6054
www.juvjus.state.nc.us/cpsv/

Ohio Resource Network for Safe and Drug-Free Schools and Communities
University of Cincinnati
Toll-free: 800-788-7254
www.ebasedprevention.org

Oregon Institute on Violence and Destructive Behavior
University of Oregon
541-346-3591
www.uoregon.edu/~ivdb

Pennsylvania Center for Safe Schools
717-763-1661
www.safeschools.info

South Carolina Center for Safe Schools
Department of Education
Toll-free: 866-300-9326
www.myscschools.com/offices/ssys/safe_schools/sccss/

Tennessee School Safety Center
Department of Education
615-741-8468
www.state.tn.us/education/sp/sptssc.htm

Texas School Safety Center
Texas State University-San Marcos
512-245-3696
www.txssc.swt.edu/

Virginia Center for School Safety
Department of Criminal Justice Services
804-371-6506
www.virginiaschoolsafety.com/

Washington State School Safety Center
Office of Superintendent of Public Instruction
360-725-6059
www.k12.wa.us/safetycenter

Be Safe and Sound Partners

National PTA
www.pta.org

The Allstate Foundation
www.allstate.com/community

ASSA ABLOY
www.assaabloy.com

Nextel Communications
www.nextel.com

Security Industry Association
www.securitygateway.com

Glossary

Action plan. A detailed outline that spells out specific goals, objectives, and activities focusing on school safety and security improvements.

Action team. A group of school staff, parents, students, and other community members dedicated to assessing school safety and security threats, developing strategies for action, advocating for change, facilitating improvements, and evaluating outcomes.

Baseline. Statistical information (e.g., school delinquency or graduation rates) that can be compared with subsequent data to determine positive or negative change.

Bullying. Physical or verbal intimidation, threatening, or abuse of one student by another, including pushing, shoving, teasing, and name-calling.

Clique. A narrow social circle or group that excludes others.

Forum. A community meeting dedicated to prioritizing school safety and security problems and brainstorming solutions.

Gang. An exclusive adolescent social group engaged in unlawful activities.

Goal. A statement indicating an end toward which all efforts will be directed.

Indicator data. Statistical information quantifying a certain type of activity over a specific time period, such as school graduation rates, attendance, arrests, traffic accidents, or assaults.

Intimidation. Using threats to frighten another person.

Needs assessment. Research conducted to identify potential and existing school safety and security problems.

Objective. A statement indicating a means to an end (goal).

Safety. For purposes of this campaign, policies and procedures devoted to improving the school environment by changing or influencing the behavior of students and staff.

School administrator. Principal or assistant principal.

Security. For purposes of this campaign, hardware (e.g., surveillance equipment, locks, and lighting) devoted to improving a school's physical environment.

Sexual harassment. Unwelcome sexual behavior, including comments, physical contact, gestures, and the spreading of rumors.

Social climate. Social factors that contribute to a school's level of safety and security—e.g., how students relate to teachers and each other, how conflict is managed, etc.

Stakeholder. Any person with a personal or professional interest in school safety and security.

Theft. Stealing of personal or school property.

Victim. A person suffering emotional or physical injury or loss at the hands of another person or people.

Acknowledgments

NCPC would like to thank the Be Safe and Sound campaign Advisory Panel members for their support of this initiative, their contributions to this toolkit, and their dedication to the issue of school safety and security.

Jon Akers
Director, Kentucky Center for School Safety

Bill Bond
Principal for Safe Schools, National Association of Secondary School Principals

Mary Dolan
Safe Schools Coordinator, Pennsylvania Center for Safe Schools

Dan Flannery, Ph.D.
Director, Institute for the Study and Prevention of Violence

M.B. "Flip" Flippen, Ph.D.
President and Founder, the Flippen Group

Antonia Lopez
Director, Early Care and Education, National Council of La Raza

Wesley Mitchell
Former Chief of Police, Los Angeles School Police Department

Bill Modzeleski
Associate Deputy Undersecretary, Office of Safe and Drug-Free Schools, U.S. Department of Education

Thomas M. Seamon, CPP
Deputy Commissioner, Philadelphia Police Department (Ret.) and Co-chair, IACP Private Sector Liaison Committee

Paul Timm, PSP
Vice President, RETA Security, Inc.

Rosemarie Young
President-elect, National Association of Elementary School Principals

For more information about this campaign and for a detailed list of resources on school safety and security issues, visit the Be Safe and Sound website at www.ncpc.org/besafe.

Be Safe and Sound Partners

National Crime Prevention Council
www.ncpc.org
The National Crime Prevention Council (NCPC) is a private, nonprofit tax-exempt [501(c)(3)] organization whose primary mission is to enable people to create safer and more caring communities by addressing the causes of crime and violence and reducing the opportunities for crime to occur.

National PTA
www.pta.org
With 26,000 local PTAs, National PTA is the largest volunteer child advocacy organization in the United States. A not-for-profit association of parents, educators, students, and other citizens active in their schools and communities, PTA is a leader in reminding our nation of its obligations to children. Membership is open to anyone who is concerned with the education, health, and welfare of children and youth.

The Allstate Foundation
www.allstate.com/foundation
The Allstate Foundation is an independent, charitable organization made possible by funding from the Allstate Corporation. The foundation funds programs in three focus areas: safe and vital communities; tolerance, inclusion, and diversity; and economic empowerment.

ASSA ABLOY Group
www.assaabloy.com
ASSA ABLOY is the world's leading manufacturer and supplier of locks and is dedicated to understanding its customers' current and future security and safety needs. Based in Sweden, the ASSA ABLOY Group comprises 100 companies in 40 countries and holds market-leading positions in Europe, Scandinavia, Australia, Canada, and Mexico and is the second largest player in the U.S. market.

Nextel Communications
www.nextel.com
Nextel Communications Inc., a FORTUNE 200 company, is a leading provider of fully integrated wireless communications services and has built the largest guaranteed all-digital wireless network in the country covering thousands of communities across the United States. Today 95 percent of FORTUNE 500 companies are Nextel customers. Nextel and Nextel Partners, Inc., currently serve 295 of the top 300 U.S. markets where approximately 252 million people live or work.

Security Industry Association
www.securitygateway.com
Formed in 1969, SIA provides its members with a full-service, international trade association promoting the growth, expansion, and professionalism of the security industry through providing education, research, technical standards, representation, and defense of members' interests. SIA has over 300 member companies, including manufacturers, distributors, service providers, and others.