Guide for Preventing and Responding to School Violence 2nd Edition

Bureau of Justice Assistance
U.S. Department of Justice

This publication was supported by Grant No. 2007-DD-BX-K112 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

Guide for Preventing and Responding to School Violence

Second Edition

BJA

Bureau of Justice Assistance
U.S. Department of Justice

International Association of Chiefs of Police

Founded in 1893, the International Association of Chiefs of Police (IACP) is the world's oldest and largest association of law enforcement executives, representing over 22,000 members in 100 countries.

The goals of the IACP are to advance the science and art of police services; to develop and disseminate improved administrative, technical and operational practices and promote their use in police work; to foster police cooperation and the exchange of information and experience among police administrators throughout the world; to bring about recruitment and training in the police profession of qualified persons; and to encourage adherence of all police officers to high professional standards of performance and conduct.

A core strength of the IACP is the unity with which it speaks on behalf of its members and the law enforcement profession. In an effort towards inclusiveness and brevity in addressing the broad scope of the police family, the following demographics are implied and considered when the phrase, "state, local and tribal" or "law enforcement" is employed. University and college; state and provincial; municipal; county; federal; Indian Country; public transit; marine; railroad; environmental; military; park police; capitol police; the various special investigative branches of prosecutorial agencies; and any legislatively authorized duly sworn and certified law enforcement agency.

Since 1893, the International Association of Chiefs of Police has been serving the needs of the law enforcement community. Throughout those past 100-plus years, the IACP has been launching historically acclaimed programs, conducting ground-breaking research and providing exemplary programs and services to our membership around the globe.

Professionally recognized programs such as the FBI Identification Division and the Uniform Crime Reporting Program can trace their origins back to the IACP. From spearheading national use of fingerprint identification to partnering in a consortium on community policing to gathering top experts in criminal justice, the government, and education for summits on violence, homicide, and youth violence, the IACP has realized its responsibility to achieve the goals of law enforcement.

Bureau of Justice Assistance

The Bureau of Justice Assistance (BJA) is a component of the Office of Justice Programs, U.S. Department of Justice, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime.

BJA supports law enforcement, courts, corrections, treatment, victim services, technology, and prevention initiatives that strengthen the nation's criminal justice system. BJA provides leadership, services, and funding to America's communities by:

- Emphasizing local control
- Building relationships in the field
- Providing training and technical assistance in support of efforts to prevent crime, drug abuse, and violence at the national, state, and local levels
- Developing collaborations and partnerships
- Promoting capacity building through planning
- Streamlining the administration of grants
- Increasing training and technical assistance
- Creating accountability of projects
- Encouraging innovation
- Communicating the value of justice efforts to decision makers at every level

BJA has three primary components: Policy, Programs, and Planning. The Policy Office provides national leadership in criminal justice policy, training, and technical assistance to further the administration of justice. It also acts as a liaison to national organizations that partner with BJA to set policy and help disseminate information on best and promising practices. The Programs Office coordinates and administers all state and local grant programs and acts as BJA's direct line of communication to states, territories, and tribal governments by providing assistance and coordinating resources. The Planning Office coordinates the planning, communications, and budget formulation and execution; provides overall BJA-wide coordination; and supports streamlining efforts.

Acknowledgments

This document is the second edition of a guide that was initially prepared by the Defense Personnel Security Research Center (PERSEREC) for the IACP's Private Sector Liaison Committee. PERSEREC staff members primarily responsible for project research and document preparation for the first edition were Alissa J. Kramen, Kelly R. Massey, Ph.D., and Howard W. Timm, Ph.D.

We would like to thank our team of subject matter experts who helped revise and review the second edition of this guide.

Table of Contents

Section 1
Introduction

Purpose

The purpose of this document is to present different strategies and approaches for members of school communities to consider when creating safer learning environments. No two schools are exactly alike, so it is impossible to establish one plan that will work well in all schools. Violence prevention programs work best when they incorporate multiple strategies and address the full range of possible acts of violence in schools. For any set of policies to work, it must be established and implemented with the full participation and support of school board members, administrators, parents, students, community members, emergency response personnel, and law enforcement. Without such shared responsibility, the chances of safe school policies being successfully implemented and accepted are low.

All involved in working to prevent or respond to school violence should be aware that no strategies in this or any other publication provide any guarantees against violence. Recognition of the rarity of school shootings and the complexity and unpredictability of human behavior should temper community initiatives as well as expectations. Most of the interventions presented in this document, however, have the potential to yield benefits beyond just reducing hazards associated with school shootings. Additional benefits include the following:

- Lowering rates of delinquency, disruptive behaviors, harassment, bullying, suicide, and all other forms of violence and antisocial behavior
- Increasing the likelihood troubled youth will be identified and receive treatment
- Improving the learning environment by reducing intimidating, disruptive, and disrespectful behavior
- Preparing communities for responding to not only shootings at schools, but also all other human-made and natural disasters

Background

School violence has come into the public eye after deadly multiple shootings in such places as Littleton, Colorado; Jonesboro, Arkansas; Santee, California; Red Lake, Minnesota; Nickel Mines, Pennsylvania; and Cleveland, Ohio. The possibility of school shootings has become an issue for urban, rural, and suburban communities alike. Since 1992, more than 40 schools have experienced multiple victim homicides, many in communities where people previously believed "it couldn't happen here." Given the number of students and schools in the United States, multiple-victim homicides are still extremely rare, and in recent years, the overall rate of violence in schools has actually declined. Physical conflicts, threats, and harassment are, however, still common. Many students

Selected School and Campus Shootings Since 1999

- Mount Morris, Michigan, February 29, 2000: Six-year-old Derrick Owens found a .32-caliber handgun in his uncle's home and took it to school and shot a classmate.
- Santee, California, March 5, 2001: Fifteen-year-old Andy Williams entered a boys' bathroom at Santana High School and opened fire, killing one student. Williams then left the bathroom and began firing indiscriminately, killing one more and wounding 13 others, before two off-duty officers who were visiting the school arrested him.
- Red Lion, Pennsylvania, April 24, 2003: Fourteen-year-old James Sheets armed himself with three handguns, two revolvers, and one semiautomatic gun. He shot and killed the principal before shooting himself.
- Cold Springs, Minnesota, September 24, 2003: Fifteen-year-old Jason McLaughlin shot and killed two classmates before surrendering to the gym teacher. McLaughlin claimed one of the victims had been teasing him.
- Red Lake, Minnesota, March 21, 2005: Sixteen-year-old Jeffrey Wise shot and killed seven people on his school campus, including five students, one teacher, and an unarmed security guard. He had shot and killed his paternal grandfather and his grandfather's girlfriend earlier that day. After exchanging fire with police, Wise shot himself.
- Jacksboro, Tennessee, November 8, 2005: Fifteen-year-old Kenneth Bartley Jr. shot and killed assistant principal Ken Bruce and shot at two other school officials. Bruce died of the injuries. Bruce had confronted Bartley about carrying a gun at school.
- Bailey, Colorado, September 27, 2006: Fifty-three-year-old Duane Morrison entered the Platte Canyon High School claiming to be carrying a bomb. He took six female students hostage, sexually assaulted them, and later released four of the hostages. He shot and killed one as SWAT entered the room before killing himself.

Selected School and Campus Shootings Since 1999 (continued)

- Cazenovia, Wisconsin, September 29, 2006: Fifteen-year-old Eric Hainstock, armed with a handgun and a shotgun, aimed the shotgun at a social studies teacher. A school custodian, Dave Thompson, wrestled the gun away from Hainstock. The principal, John Klang, also confronted Hainstock, who was still armed with the handgun. Klang was shot but was still able to wrestle Hainstock to the floor and hold him until officers arrived. Klang later died of his injuries.
- Nickel Mines, Pennsylvania, October 2, 2006: Charles Roberts IV took hostages at an Amish schoolhouse and eventually shot and killed five girls before taking his own life.
- Blacksburg, Virginia, April 16, 2007: Seung-Hui Cho shot and killed 32 people before committing suicide on the campus of Virginia Tech.
- Dekalb, Illinois, February 14, 2008: A 27-year-old former student opened fire in a lecture hall at Northern Illinois University, killing six and injuring at least 15 others, before killing himself.
- Fresno, California, April 16, 2008: A 17-year-old student attacked a school police officer with a modified bat, seriously injuring him. The police officer, who had no previous interaction with the student, shot and killed him.
- Kauhajoki, Finland, September 23, 2008: A 22-year-old male student shot and killed 10 people and wounded several others before shooting himself in the head. A week before the attack, the gunman had posted a video of himself on YouTube firing a gun. It was titled "Jokela High School Massacre 11/7/2007," identifying the date and location of the attack. Police interviewed him after learning of the video but decided they did not have enough evidence to revoke his firearms license.
- Conway, Arkansas, October 26, 2008: Four men, ages 19-20, shot and killed two students and wounded a third person. The men appear to have driven up on a group of students near a dormitory at the University of Central Arkansas and fired at least eight rounds from a semiautomatic pistol. Police believe the victims were not the intended targets but rather innocent bystanders.
- Winnenden, Germany, March 11, 2009: A 17-year-old male dressed in military gear went to his former high school and killed nine students and three teachers as well as one person at a nearby clinic. In a police shootout, two additional passersby were killed and two officers seriously injured, bringing the death toll to 16, including the gunman.
- Dearborn, Michigan, April 3, 2009: A murder-suicide at a campus occurred when a 28-year-old male snuck in a crudely shortened shotgun, killed a fellow student, and then turned the gun on himself. The shooter was notorious on the Internet, drawing condemnation for videos on YouTube denigrating African American women and atheists.

and teachers are more fearful than ever before when they enter the doors of their school. This climate of fear makes it more difficult for schools to provide positive learning environments.

The causes of school violence are subject to much speculation. Violence does not stand alone; there are usually multiple indicators. Possible contributors to school violence mentioned in the literature include the following:

- Exposure to violence in the family and the community
- Child abuse and neglect
- Poor parenting practices and lack of interest in children's activities
- Peer pressure to engage in harassment of other students, violent behavior, drug or alcohol use, and truancy
- Prejudices based on race, religion, ethnicity, physical appearance, social class, sexual orientation, disability, gender, and other traits
- Access to information on how to make explosive devices and unsupervised access to firearms
- Excessive exposure to violence in television programming, movies, and video games
- Drug or alcohol abuse
- Lack of conflict resolution skills
- Lack of quality role models and the availability of inappropriate role models
- Perceived lack of opportunity to be successful through legitimate means
- Failure to detect and treat children exhibiting warning signs of being troubled including a written or verbal behavior that indicates the child has perceived injustice, revenge fantasy, obsession with revenge, desire to be notorious, preoccupation with previous school shootings or shooters, suicidal or homicidal ideation, feelings of insignificance, feelings of dehumanization, or a desensitization to violence
- Lack of adult supervision of, and positive interaction with, children after school
- Negative self-image

Selected Recent Success Stories

- Dove Creek, Colorado, April 9, 2009: A plan to shoot the high school principal and others at a school was discovered when two boys, ages 16 and 19, were arrested in New Mexico on suspicion of burglary and theft. The 19-year-old told his family about the plot after the arrest.
- Drexel Hill, Pennsylvania, March 17, 2009: An eighth-grade boy at a Catholic school was arrested for trying to recruit fellow students to carry out a plot at the school. His plan was thwarted when one of the students revealed that he'd been recruited to take hostages at the school and shoot anyone who resisted. The instigator had two plastic pellet guns that looked like real firearms.
- Bells, Tennessee, October 2008: Two young men, ages 18 and 20, were charged with planning a killing spree to shoot and decapitate African-American people at a predominantly black school and top it off by killing Sen. Barack Obama. The men were apprehended after they shot out a church window and drew racially motivated words on the sidewalk. They were charged with possessing an unregistered firearm, conspiring to steal firearms, and threatening a candidate for president.
- Norristown, Pennsylvania, September 24, 2008: A woman admitted she helped her troubled, bullied 14-year-old son build a cache of weapons by buying a rifle with a laser scope and gunpowder, which investigators said he was using to build grenades. He also had knives, swords, and BB guns. The overweight teenager had been bullied at school and was being home-schooled. He apparently idolized the Columbine shooters, and violent Internet sites fueled his revenge fantasies.
- Columbia, South Carolina, April 19, 2008: A high school senior collected enough supplies to carry out a bomb attack on his school and detailed the plot in a hate-filled diary that included maps of the building and admiring notations about the Columbine killers. The student was arrested after his parents called police when 10 pounds of ammonium nitrate was delivered to their home and they discovered the journal.

Approach

Guidance for school violence prevention and response is offered in each of the following areas:

- Ways to prevent student violence
- Threat assessment
- Planning and training for what to do during an actual crisis
- How to respond during a crisis
- How to handle the aftermath of a crisis
- Legal considerations
- Recommendations for the media

The roles of school administrators, teachers, and staff are discussed. In addition, student, parent, law enforcement, and community roles are addressed. Throughout the report, text boxes provide more in-depth information or illustrate the potential value of the suggestions using actual cases of school violence.

How to Use this Document

The table of contents provides a way to identify the sections of greatest interest. The entire document should be reviewed, however, to gain an understanding of the different roles and elements needed to achieve an integrated approach for addressing the problem of violence in schools. Among the ways the document can be used are as follows:

- To help communities audit their schools' existing policies, procedures, and plans. Not every suggestion contained in this document is appropriate for every school. All schools and communities could benefit, though, from checking to see that they have considered and, where appropriate, implemented the recommendations likely to enhance school safety.
- To serve as a basis for strengthening collaborative school violence policies, procedures, and plans. School safety planning committees can delete, revise, and add to recommendations in this document as needed to address their unique needs and circumstances.
- To help public safety and other crisis response agencies assess their school safety plans.
- To provide guidance to members of the school community.

Section 2
Prevention

The Role of School Administrators, Teachers, and Staff

To be effective, violence prevention programs require community-wide collaborative efforts that include students, families, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents, the business community, and others. School administrators should bring together all of the above constituencies to develop strategies appropriate for their own particular school and community environments.

While school boards and administrators create a climate of safety in schools, teachers, especially, must be directly involved and supported in all stages of developing and implementing programs to achieve safer schools. Teachers establish the first line of school safety, because they have the most direct contact with students. Often, they also have great insight into the potential problems and realistic solutions applicable to their school.

School Security

The level of physical security may need to be modified in order to lower schools' vulnerability to violent behaviors. Different strategies will be required to address needs specific to individual elementary, middle, and high schools.

Administrators should initiate a comprehensive security assessment survey of their school's physical design, safety policies, and emergency procedures. The assessment should be conducted in cooperation with law enforcement, school security staff, physical facilities personnel, fire and other emergency service personnel, teachers, staff, students, and other school community members. Using the conclusions of that survey, administrators should assign a safety and violence prevention committee composed of all of the above representatives to develop a comprehensive security plan (School Site Safety Plan). Based on each school's needs, school safety plans may include some or all of the following suggestions:

1. Use school resource officers (SROs) who may be provided by local law enforcement. SROs often provide law enforcement, law-related counseling, and law-related education to students, faculty, and staff. Continuity of officers in individual schools should be encouraged, so that students and SROs develop a rapport.
2. Consider seeking one or more probation officers for use on campus to help supervise and counsel students. This would be especially appropriate for high schools with a significant caseload of juveniles on probation.
3. Use trained personnel—paid or volunteer—selected specifically to assist teachers and administrators in monitoring student behavior and activities. Continuity of monitors within schools should be encouraged to facilitate good rapport with students. Monitors should be trained on the different types of violence likely to occur in the school; what behavior to look for in potential perpetrators; and how to document and report concerning behaviors. The number of monitors used should be based on the number of students, the extent of problems at the school, and the space and layout of school grounds.
4. Develop and enforce restrictions about student loitering in parking lots, hallways, bathrooms, and other areas. Publish restrictions in the student handbook or code of conduct.
5. Consider the use of metal detectors in special circumstances to deter weapons on campus.
6. Adopt policies for conducting searches for weapons and drugs.
7. Require visitors to sign in and sign out at the school office and to wear visible visitors' passes. Designate a staff member or volunteer monitor for each entrance and provide each with a radio. The monitor should notify all visitors that they must sign in, direct them to the office, and radio the office to confirm that the visitor checks in. The monitors should be trained on what concerning behaviors to look for in a potential perpetrator. Escort any visitor that may be suspicious to the office.
8. Encourage school personnel to greet strangers on campus and direct them to sign in if they have not. Also instruct school personnel to report visitors who have not signed in.
9. Require students and staff to carry with them or wear their school photo IDs during school and at all school-related activities.
10. Establish a closed campus policy that prohibits students from leaving campus during lunch.
11. Establish a cooperative relationship with law enforcement and owners of adjacent properties to the school that allow for joint monitoring of student conduct during school hours. Encourage neighboring residents and businesses to report all criminal activity and unusual incidents. Establish a protocol at the school to handle calls from the neighborhood.
12. Establish a professional relationship with a forensic psychologist who specializes in violence assessment, interruption, and prevention.
13. Consider providing and making use of alarm, intercom, cell phone, building paging, two-way radio, and mounted and handheld camera monitoring systems on buses and school campuses.

14. Ensure that people in each classroom have a way to contact the office in case of emergencies and train staff on what type of information should be reported and how it should be reported during emergencies. Do not use codes or code words.
15. Develop a school bus rider attendance checklist for each bus and use it daily.
16. Consider employing outside security personnel during school functions. The school district must outline the roles, responsibilities, and limits of such personnel, including whether they are armed and if they are supposed to respond to an active shooter. The decision to use security officers and any contract with an outside security firm should be reviewed by legal counsel.
17. Patrol school grounds, especially in areas where students tend to congregate, such as parking lots, hallways, stairs, bathrooms, cafeterias, and schoolyards.
18. Develop threat and crisis management plans and provisions as outlined in Sections 3 and 4.
19. Develop a comprehensive set of violence prevention strategies based on the guidance provided in this document and ensure that it is fully implemented.
20. Publish all policies and restrictions in the student handbook or code of conduct.

Reporting

Establish a climate that encourages and enables students, teachers, and parents and/or guardians to report threats and acts of violence.

1. Within the limits of legal guidelines and statutes, maintain confidentiality.
2. Develop and adequately communicate reporting procedures with input from school district officials and local public safety agencies. Standard procedures should include definitions of pertinent information and how and where information should be distributed.
3. Consider establishing a properly staffed, confidential hotline for reporting issues of harassment, safety, vandalism, and so on. If answering machines are used, calls need to be retrieved in time to effectively address threats of violence. Aggressively advertise the hotline number to students and parents and/or guardians in student handbooks, on posters throughout the school, on pencils, on student IDs, on lockers, and so on. Parents and students should also be advised when to use 9-1-1 rather than the hotline.
4. Ensure that students understand that when reporting a fellow classmate's concerning behavior, the goal is intervention, not punishment. Communicate to students that all threats of violence should be reported even if they feel it is not a "real" threat.
5. Obtain training to recognize whether reports of threats or acts of violence are false or malicious.

Student Rules

Student rules must be communicated, understood, and consistently enforced. They also must comply with constitutionally guaranteed due process.

1. Establish rules of conduct pertaining to improper student behavior using input from students, parents and/or guardians, staff, public safety officials, mental health agencies, and legal counsel.
2. Annually review and, if needed, revise rules of student conduct.
3. Ensure that all rules have a purpose that is clearly understood. They should be clear and communicated to all students in both written and verbal formats. Students' comprehension of the rules should be assessed.
4. Post summaries of rules of student conduct in classrooms and throughout the school.
5. Send rules home to be read by students and parents and/or guardians. Include an acknowledgment form for students, parents and/or guardians to sign and return to the school.
6. Hold meetings to communicate rules to parents and/or guardians and, to the extent practicable, make sure they understand them. Invite parents and/or guardians to call if they have questions about the rules.
7. Communicate rules in as many languages as needed.
8. Apply rules consistently. Establish consequences for rule violations and apply them consistently and without delay.
9. Develop a consistent, timely, and effective means to notify parents and/or guardians of rule violations and consequences.
10. Establish clearly defined rules and appropriate consequences for all types of harassment, intimidation, and disrespect. Rules should cover adult and student behavior at all school events. Parents and/or guardians and teachers need to act as positive role models for students.
11. Develop a specific policy and procedure to deal with disturbed writing and threat making. Ensure students and parents are aware of what the policy is and what steps will be taken if a student makes a threat or writes something disturbing. If unsure, school districts should consult with an individual who specializes in analyzing disturbing writing.
12. Suspend and recommend expulsion of students and dismiss or discipline staff for serious rule violations. Serious rule violations include the following:
    a. Possession of a firearm on school property or at school events. The 1994 Gun-Free Schools Act mandates a one-year expulsion for students who bring a firearm to school. The chief administrating officer of the local education agency can modify the expulsion requirement on a case-by-case basis. All local education agencies that receive funding from

programs established through the Elementary and Secondary Education Act must require all students found carrying a firearm to be referred to the criminal justice or juvenile justice system.
   b. Possession or use of a weapon on school grounds or at school events that is capable of inflicting serious bodily harm.
   c. Physical assault of a teacher, an administrator, a staff member, or a student.
13. Suspend and consider the appropriateness of expulsion for the following:
   a. A verbal threat to a teacher, an administrator, a staff member, or a student.
   b. Possession, sale, or use of illegal drugs on campus.
   c. Actual or threatened retaliation against persons who report threats or acts of violence.
   d. Communicated threats (e.g., bomb threats).

Support for Teachers and Other Staff

Working in collaboration with faculty, the school administration has the responsibility to enforce school rules.

1. Take quick, consistent, and appropriate actions toward students who are reported by teachers and other staff for rule violations.
2. Provide times and locations for teachers to meet and discuss ways to maintain classrooms that are conducive to learning. Group teachers and other personnel who work with the same troubled student into teams to enable them to discuss that student and strategies for managing him or her.

Programs for Suspended or Expelled Students

For students who have been suspended or expelled, the school should do the following:

1. Provide an alternative educational program in a separate environment. Appropriate programs should be available for elementary, middle, and high school grade levels.
2. Provide a low student-to-staff ratio in the alternative educational program.
3. Consider requiring suspended or expelled students to participate in community-based programs so that they would learn while helping others. Possibilities include working with neighborhood beautification efforts or with victims of violence where they would directly witness the effects of causing injury to others.
4. Consider reducing the length of suspensions in exchange for successful completion of community service.
5. Consider providing extra counseling in areas such as anger management, conflict management and resolution, respecting the rights of others, and social skills. Use behavior modification or other applications of rewards and punishments to reduce delinquency.
6. Consider providing parents and/or guardians with counseling or training in parenting skills oriented toward reducing problematic behavior by students in school and at home.
7. Recognize the risk involved in putting troubled students together. Take appropriate security measures in light of that risk.
8. Provide students of the appropriate age with career counseling and information about employment opportunities.

Student Court

For noncriminal offenses, consider use of peer courts. Be aware that the use of student courts to address other students' noncriminal offenses can have unintended consequences, such as lack of confidentiality, feelings of being judged by fellow classmates, and increased feelings of group differences.

1. Consider having qualified adults oversee peer courts.
2. Provide adequate training to peer court participants.
3. Tell the student(s) that they must abide by the peer court's decision and tell them about the consequences for not complying.

Positive Incentives

Instead of focusing only on punishment of negative behaviors, find ways to encourage positive behaviors.

1. Create rewards for students who perform acts of good citizenship.
2. Invite community leaders to tell students about different ways they can achieve success.
3. Consider the potential value of school-wide assemblies in which effective motivational speakers deliver anti-drug, -alcohol, and -violence messages.
4. Invite responsible adults to mentor and serve as positive role models for students.
5. Promote press coverage of all types of students who have done well.
6. Create programs that promote positive values, incorporate building blocks for developing character, and recognize students who exhibit positive traits.
7. Promote partnerships between schools and law enforcement, community businesses, and service organizations to recognize and reward positive student behavior.

Employee Screening

Teachers, staff, and volunteers can have a profound effect on children's development. Investigations should be conducted to avoid selecting potentially harmful or

Section 9
Resources

Bureau of Justice Assistance (BJA)
www.ojp.usdoj.gov/BJA

BJA is a component of the Office of Justice Programs, U.S. Department of Justice, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime. BJA has three primary components: Policy, Programs, and Planning. The Policy Office provides national leadership in criminal justice policy, training, and technical assistance to further the administration of justice. The Programs Office coordinates and administers all state and local grant programs and acts as BJA's direct line of communication to states, territories, and tribal governments by providing assistance and coordinating resources. The Planning Office coordinates the planning, communications, and budget formulation and execution; provides overall BJA-wide coordination; and supports streamlining efforts.

Center for Effective Collaboration and Practice (CECP)
cecp.air.org/

It is the mission of the CECP to support and promote a reoriented national preparedness to foster the development and the adjustment of children with or at risk of developing serious emotional disturbance. To achieve that goal, the center is dedicated to a policy of collaboration at federal, state, and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices.

Resources

- *Youth Violence: A Report of the Surgeon General* reviews research on where, when, and how much youth violence occurs, what causes it, and which of today's preventive strategies are effective.
- *Best Practices of Youth Violence Prevention: A Sourcebook for Community Action* examines the effectiveness of specific violence prevention practices in four key areas: parents and families; home visiting; social and conflict resolution skills; and mentoring. This publication was developed by the American Institutes for Research's Prospect Institute.

Center for Mental Health Services: School Violence Prevention (CMHS)
mentalhealth.samhsa.gov/schoolviolence/

CMHS is the federal agency in the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) that leads national efforts to improve prevention and mental health treatment services for all Americans. CMHS programs and activities include the Safe Schools/Healthy Students (SS/HS) Initiative, www.sshs.samhsa.gov, a collaborative grant program designed to prevent violence and substance abuse among youth, schools, and communities. Through grants made to local education authorities, the SS/HS Initiative provides schools and communities across the United States with the benefit of enhanced school- and community-based services to strengthen healthy child development, thus reducing violent behavior and substance use. The initiative is supported by three federal agencies—the Department of Health and Human Services (through SAMHSA's Center for Mental Health Services), the Department of Education, and the Department of Justice.

Center for the Study and Prevention of Violence: Violence in American Schools (CSPV)
www.colorado.edu/cspv/safeschools/index.html

CSPV, a research program of the Institute of Behavioral Science (IBS) at the University of Colorado at Boulder, was founded in 1992 to provide informed assistance to groups committed to understanding and preventing violence, particularly adolescent violence. To establish more complete and valuable information to affect violence-related policies, programs, and practices, CSPV works from a multidisciplinary platform on the subject of violence and facilitates the building of bridges between the research community and the practitioners and policy makers.

One such program is the Safe Communities-Safe Schools (SCSS) effort, which offers school safety research and prevention expertise by providing informational resources and technical assistance in violence prevention planning and evidenced-based programming. This model provides a comprehensive framework for improving school safety by creating a planning team to help understand the school's climate and safety strengths and needs. The results of the assessments allow schools to identify appropriate strategies and evidenced-based programs to address their needs.

Educational Resources Information Clearinghouse (ERIC): School Safety
www.eric.ed.gov

ERIC is sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. ERIC offers an online digital library of education research and information. The center provides ready access to education literature to support the use of educational research and information to improve practice in learning,

teaching, educational decision making, and research. ERIC provides unlimited access to more than 1.2 million bibliographic records of journal articles and other education-related materials, with hundreds of new records added twice weekly.

Resources

- *Creating Safe and Drug-Free Schools: An Action Guide* begins with action steps for schools, parents, students, and community and business groups. Next it provides information briefs on specific issues affecting school safety. Other sections contain research and evaluation findings, a list of resources, and additional readings. This information is all designed to help school and community leaders, parents, and students develop a strategy to ensure safe schools in their communities.
- *Early Warning, Timely Response: A Guide to Safe Schools* offers research-based practices designed to help school communities identify these warning signs early and develop prevention, intervention, and crisis response plans. The guide was based on the work of an independent panel of experts in the fields of education, law enforcement, and mental health.
- *Practical Information on Crisis Planning: A Guide for Schools and Communities* is designed to assist schools and communities in either situation. Although every school's needs and circumstances are different, these checklists provide general guidance that can be adapted as appropriate to each district's or school's circumstances.
- *Preventing Youth Hate Crime: A Manual for Schools and Communities* is intended to help more schools and communities confront and eliminate harassing, intimidating, violent, and other hate-motivated behavior among young people. It is intended to promote discussion, planning, immediate action, and long-term responses to hate crime.

International Association of Chiefs of Police (IACP)

www.theiacp.org

The IACP is the world's oldest and largest nonprofit membership organization of police executives, with over 22,000 members in over 100 different countries. IACP's leadership consists of the operating chief executives of international, federal, state, and local agencies of all sizes. The IACP has assembled a set of materials that address school violence and youth crime prevention. These resources are present on the IACP Web site so that police leaders can become familiar with all of them and use them in an effective manner.

Resources

- *Digital Imaging for Safe Schools: A Public Safety Response to Critical Incidents* – In response to recent school shootings, the IACP, in partnership with the National Institute of Justice (NIJ), has created a guide to the use of 360-degree digital cameras to create CDs that contain digital images of the interior of any school, allowing responding officers to determine best access to hostages and shooters for SWAT response.
- *Partnerships for Safe School Training* – This training, delivered in partnership with the Department of Justice, Office of Juvenile Justice Delinquency and Prevention (OJJDP), focuses on improving school safety: course topics include principles of school safety, model school safety programs, and critical incident management.
- *Developing an Anti-Bullying Program: Increasing Safety, Reducing Violence* – This Promising Practices Executive Brief is the first in a series produced in collaboration with Department of Justice, Office of Juvenile Justice Delinquency and Prevention (OJJDP). These periodic briefs deliver information to law enforcement and justice officials and address some of the gaps in contemporary juvenile justice policy and practices. Each brief highlights a promising program that addresses an important juvenile justice issue.
- *Youth Violence in America: Summit Report* – These final recommendations from the IACP summit on youth violence lay out a set of strategies to help law enforcement respond to gang violence and school violence and deal effectively with both youthful offenders and youthful victims.

National Association of Attorneys General (NAAG)

www.naag.org

NAAG was founded in 1907 to help attorneys general fulfill the responsibilities of their office and to assist in the delivery of high-quality legal services to the states and territorial jurisdictions. The association fosters interstate cooperation on legal and law enforcement issues, conducts policy research and analysis of issues, conducts training, and facilitates communication between the states' chief legal officers and all levels of government.

Resources

- *Task Force on School and Campus Safety: Report and Recommendations* – In 1999, NAAG created a Task Force on Youth Violence and School Safety. This 2007 report updates the 1999 National Association of Attorneys General report with recommendations regarding the prevention of, and response to, violence in schools and on college campuses and it includes specific recommendations to educators, administrators, law enforcement, mental health providers, and public policy makers.

National Association of School Psychologists (NASP)

www.nasponline.org

NASP is the premier source of knowledge, professional development, and resources, empowering school psychologists to ensure that all children and youth attain optimal learning and mental health. NASP represents school psychology and supports school psychologists to enhance the learning and mental health of all children and youth. NASP offers a myriad of school safety and crisis resources and has made these materials available free of charge to the public to promote the ability of children and youth to cope with traumatic or unsettling events.

National Association of School Resource Officers (NASRO)

www.nasro.com/home.asp

NASRO is a not-for-profit organization for over 9,000 school-based law enforcement officers, school administrators, and school security and safety professionals working as partners to protect students, school faculty and staff, and the schools. The school resource officer program is a collaborative effort by certified law enforcement officers, educators, students, parents, and the community to offer law-related educational programs in the schools to reduce crime, drug abuse, and violence and provide a safe school environment.

National Crime Prevention Council (NCPC)

www.ncpc.org

The National Crime Prevention Council's (NCPC) 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 produces tools that communities can use to learn crime prevention strategies, engage community members, and coordinate with local agencies. Be Safe and Sound in School (B3S) is an initiative of the National Crime Prevention Council conducted in collaboration with the Bureau of Justice Assistance, U.S. Department of Justice. The program seeks to raise awareness of school safety and security issues and provide the tools and resources needed to effectively address them.

Resources

- *School Safety and Security Toolkit: A Guide for Parents, Schools, and Communities* – This toolkit provides the guidelines and tools needed to form a comprehensive campaign to identify and address school safety and security issues.
- *Caregivers' Guide to School Safety and Security* – This pamphlet calls parents to act to improve school safety and security, outlines four specific ways they can get involved, and provides the tools needed to get started.
- *Tip Sheets: Stopping School Violence* – These tip sheets gives ideas on how parents, students, teachers, law enforcement, principals, and community members can stop school violence.
- *School Safety and Security Newsletter* – This resource for professionals and parents concerned about school safety and security includes best practices, new research findings, and topical articles. You can sign up for a subscription on the NCPC Web site.

National Criminal Justice Reference Service (NCJRS)

www.ncjrs.gov

NCJRS is a federally funded resource offering justice and substance abuse information to support research, policy, and program development worldwide. NCJRS offers a range of services and resources, balancing the information needs of the field with the technological means to receive and access support.

Resources

- *Appropriate and Effective Use of Security Technologies in U.S. Schools* – This guide helps school administrators and their colleagues in law enforcement analyze a school's vulnerability to violence, theft, and vandalism, and research possible technologies to effectively address these problems. This National Institute of Justice (NIJ) Research Report is based on a seven-year study of more than 100 schools and offers practical guidance on several aspects of security, including security concepts and operational issues, video surveillance, weapons detection devices, entry controls, and duress alarms.
- *Indicators of School Crime and Safety* (2009) – This Bureau of Justice Statistics report presents data on crime and safety at school from the perspectives of students, teachers, principals, and the general population. In addition, it examines crime occurring in school as well as on the way to and from school. It also provides the most current detailed statistical information on the nature of crime in schools, school environments, and responses to violence and crime at school.

National School Safety Center (NSSC)

www.schoolsafety.us

The National School Safety Center (NSSC) serves as an advocate for safe, secure, and peaceful schools worldwide and as a catalyst for the prevention of school

crime and violence. NSSC provides school communities and their school safety partners with quality information, resources, consultation, and training services. A variety of school safety-related resources can be found the NSSC Web site.

National Youth Gang Center
www.iir.com/nygc/

The proliferation of gang problems in large and small cities, suburbs, and even rural areas over the last two decades led to the development of a comprehensive, coordinated response to America's gang problem by the Office of Juvenile Justice and Delinquency Prevention, www.ojjdp.ncjrs.gov. The OJJDP response involves five major components, one of which is the implementation and operation of the National Youth Gang Center (NYGC). The center conducts assessments of the scope and characteristics of youth gang activity in the United States, develops resources and makes them available to the field, and provides training and technical assistance in support of community-based prevention, intervention, and suppression efforts.

Office of Community Oriented Policing Services, U.S. Department of Justice (COPS)
www.cops.usdoj.gov

As a component of the Justice Department, the mission of the Office of Community Oriented Policing Services (COPS) is to advance the practice of community policing as an effective strategy to improve public safety. The COPS Office awards grants to tribal, state, and local law enforcement agencies to hire and train community policing professionals, acquire and deploy cutting-edge crime-fighting technologies, and develop and test innovative policing strategies. Its online Resource Information Center offers publications, DVDs, CDs, and training materials on a wide range of law enforcement concerns and community policing topics.

Resources

- *Bomb Threats in Schools* (2006) – This guide addresses the problem of bomb threats in schools, public or private, kindergarten through 12th grade. The guide reviews the factors that increase the risk of bomb threats in schools and then identifies a series of questions that might assist law enforcement in analyzing their local problem. Finally, the guide reviews responses to the problem and what is known about these from evaluative research and police practice.
- *Bullying in Schools* (2006) – This guide provides police with information about the causes and extent of bullying in schools and recommendations for developing effective approaches and practices that contribute to student safety.
- *School Safety CD-ROM, Version 2.0* (2009) – This CD-ROM contains more than 60 COPS Office and other U.S. Department of Justice agency links and documents related to school violence and violence prevention, school safety technology, gangs, and youth disorder. It is a resource for local policy makers, school administrators, parents, and students.
- *A Guide to Developing, Maintaining, and Succeeding With Your School Resource Officer Program* (2005) – Many school resource officer (SRO) programs have experienced difficulty recruiting, screening, retaining, training, and supervising SROs. The information in the report is intended to enable SRO programs—and jurisdictions that are thinking of starting SRO programs—to benefit from the experiences of selected programs by adopting or adapting some of their approaches to establishing and maintaining a successful program.

Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice (OJJDP)
www.ojjdp.ncjrs.gov

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) is a component of the Office of Justice Programs, U.S. Department of Justice, and accomplishes its mission by supporting states, local communities, and tribal jurisdictions in their efforts to develop and implement effective programs for juveniles. The office strives to strengthen the juvenile justice system's efforts to protect public safety, hold offenders accountable, and provide services that address the needs of youth and their families. Under the leadership of its administrator and through its components, OJJDP sponsors research, program, and training initiatives; develops priorities and goals and sets policies to guide federal juvenile justice issues; disseminates information about juvenile justice issues; and awards funds to states to support local programming.

Resources

- *Four-One-One Bullying* (2004) – This review of research on bullying presents statistics on the prevalence and frequency of bullying at various grade levels, the short-term and long-term adverse effects of being bullied and being a bully, and differences in bullying and its effects related to gender and age. The first section of this report distinguishes between normal conflict and bullying, provides examples of bullying, profiles bullies and their victims, and indicates where most bullying occurs. A separate section focuses on research related to the link between being bullied and suicide. In offering practical guidance based on research, this report advises that the role of teachers and school administrators is critical.

- *Truancy Reduction: Keeping Students in School* (2001) – The report describes the correlations of family, school, economic, and student factors with truancy; notes truancy's role as a predictor of delinquency, including juvenile daytime crime; and examines the social and financial impacts of truancy. It also discusses two projects funded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP).
- *School Safety & Youth Violence: A Legal Primer* (2001) – This guidebook seeks to outline the major legal issues faced by schools, including school liability for violence, search and seizure, threats of violence, zero tolerance policies, and use of student records. The primer is not intended to substitute for legal advice.
- *Refining the Construct of School Safety: An Exploration of Correlates and Construct Validity of School Safety Measures* (2005) – This study evaluated the internal consistency of and relationships among four measures of school climate and safety: the Oregon School Safety Survey (OSSS), the Effective Behavior Support Survey 1.5 (EBS), the School-Wide Evaluation Tool (SET), and the Oregon School Climate and Safety Survey (OSCSS).

U.S. Secret Service National Threat Assessment Center (NTAC)

www.secretservice.gov/ntac.shtml

The mission of the National Threat Assessment Center (NTAC) is to provide guidance on threat assessment to the Secret Service and its law enforcement and public safety partners. Through the Presidential Protection Act of 2000, Congress formally authorized NTAC to provide assistance to federal, state, and local law enforcement and others with protective responsibilities in the following functional areas:

- Research on threat assessment and various types of targeted violence
- Training on threat assessment and targeted violence to law enforcement officials and others with protective and public safety responsibilities
- Information-sharing among agencies with protective or public safety responsibilities
- Programs to promote the standardization of federal, state, and local threat assessment and investigations involving threats

In 2002, the Secret Service completed the Safe School Initiative (SSI), a study of school shootings and other school-based attacks. Conducted in collaboration with the U.S. Department of Education, the study examined school shootings in the United States from 1974 to 2000, analyzing a total of 37 incidents involving 41 student attackers. The study involved extensive review of police records, school records, court documents, and other source materials and interviews with 10 school shooters. The focus of the study was on developing information about the school shooters' behaviors and communications before the attack. The goal was to identify information about school shootings that may be identifiable or noticeable before such shootings occur, to help inform efforts to prevent school-based attacks.

Resources

- *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States* (2002).
- *Threat Assessment in Schools: A Guide to Managing Threatening Situations and Creating Safe School Climates* (2002).
- *A Safe School and Threat Assessment Experience: Scenarios Exploring the Findings of the Safe School Initiative CD-ROM* (2006).
- *Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack* (2008).

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE

515 N. Washington Street
Alexandria, VA 22314

1-800-THE-IACP
www.theiacp.org