

Bibliography

Agron, J., “Under Siege: Schools as the New Battleground,” *American School and University* 71:11 (Supplement), Pg. 30, July 1999.

Provides information from experts in the security industry concerning school violence and its prevention. Articles address the lessons learned from recent school shootings that may help reduce future occurrences, the need for a greater adherence to order in schools to set the stage for a more secure learning environment, the use of identification badges, and ways of conducting a school facility security audit. It explains how to determine which technologies are most important for school security and how to evaluate them, the development of a crisis management plan, and the preplanning steps that helped one community deal quietly with a rash of bomb threats.

Alcott, W.A., “Prize Essays on the Construction of Schools,” *American Institute of Instructions, Discussions and Lectures*, Pgs. 239-259, 1831.

These early essays emphasize the proper location of schoolhouses, and the need for recreation areas within the school plan. The essays emphasize the fundamentals of school planning and give due attention to the inadequacies and over-crowded conditions of schoolhouses.

American Institute of Architects. *Building Security by Design: A Primer for Architects, Design Professionals, and Their Clients*, Washington, DC, November 2001.

The booklet includes guidelines for defining security needs, shaping security responses, and practical considerations -- 1) rethinking the security equation, 2) asset, threat, vulnerability, and risk analysis, 3) layering concepts, 4) finding a security consultant, and 5) liability and legal issues.

Astor, R.A., Meyer, H.A., and Behre, W., “Unowned Places and Times: Maps and Interviews About Violence in High Schools,” *American Educational Research Journal*, Vol. 36 (1), Spring 1999.

Differing from prior theoretical perspectives on the prevention of crime and violence in schools, the study considers two perspectives on school violence: a social-environmental perspective, which suggests that social and psychological dynamics around school violence may be inseparable from where and when they occur; and a transactional perspective, which suggests that physical spaces in schools and violent behaviors have a bi-directional influence upon each other. According to the study, teachers and students view some locations as violence prone because violence has occurred there, and that violence tends to occur there because those locations are associated with a specific social characteristic. The authors suggest that preventative measures would be more effective targeting where and when crime occurs in schools, and increasing the role of students, teachers, and other members of the community to reclaim un-owned school territories. The authors additionally note the need for continued study and research surrounding important, yet relatively unexplored, theoretical areas such as the transactions between school staff and students, at locations and times known to be violence prone.

Baker, C.D., “Differences in School Administrators’ Reporting of School Crime to Law Enforcement,” *Arizona State University: Dissertation*, 2000.

The study examined school administrators’ differences in reporting school crime based upon selected school and administrator variables. The authors note concern for underreporting of the school crime by school administrators. Significant differences were noted between schools located in cities and towns, schools with and without police or security officers on campus, school administrators who believe reporting crime impacts school safety, and those who don’t, and those who perceive administrative support in reporting school crime, and those who don’t. Results indicate that school administrators in Arizona have a positive attitude towards law enforcement and are willing to report school crime, which is not consistent with studies that indicate vast underreporting.

Bangs, K., “Protecting Piano,” *School Planning and Management* 39:2, Pgs. 41-44, February 2000.

Examines how one school district used a comprehensive plan that included cooperation between parents, students, and local law enforcement, to effectively respond to the current furor over school security. The components and costs of the plan are highlighted.

Barnard, H., *School Architecture: Or Contributions to the Improvement of Schoolhouses in the United States*, A.S. Barnes & Company: New York, NY, 1848.

The volume contains a number of early reports by state commissions on education. The condition of schoolhouses in the various states is discussed, as well as a number of planning elements such as location, size of the site, dangers, and the architecture of school buildings. The author includes the First Annual Report by the Secretary of Board of Commissioners of Common Schools for Connecticut, 1839, in which the importance of school planning is discussed with a number of factors important in school planning such as location of schools, location of playgrounds, wet and disagreeable sites, and the disturbance from noise and dust caused by a poorly chosen site. The volume also includes the Fourth Annual Report of the Board of Education of Massachusetts, 1841, which emphasizes the close connection between schoolhouses and health of the pupils, as well as the importance of schoolhouse architecture in the building and planning of schools. The volume further includes the First Annual Report of the State Superintendent of Common Schools of Vermont, 1846, which, while emphasizing the fact that cheapness seemed to be the governing standard, urges that schoolhouses be provided with a comfortable location, a sufficient size space, and that there be shade trees on the site to serve as shelter; and in which it is mentioned that the style of architecture is often as much neglected in the construction of school buildings as the location and environment.

Beresh-Taylor, L., "Preventing Violence in Ohio's Schools," *Akron Law Review* 33:2, Pgs. 311-349, Winter 2000.

The article discusses the school's liability for failing to protect students, suits filed under 42 USC 1983, and Fourteenth Amendment, procedural due -- process rights of students, as well as rights to education. The author concludes by noting the need to deter, divert, and target juvenile crime.

Blue, Don., "Safety By Design," *Principle Leadership*, 2000. (Also, International CPTED Association -- 1998)

Expounds upon the concept that a safe school is an inviting school. Whether the occupants are consciously aware of the safety features, there is a comfort level people experience when safety is an integral part of the surroundings. The article highlights the strategies and principles of Crime Prevention Through Environmental Design (CPTED). The author purports that the CPTED approach blends effective design with occupants' physical, social and psychological needs. The author approvingly supports the use of CPTED features, elaborating upon three overlapping aspects of CPTED: territoriality, increasing the occupants' territorial concern or watchfulness; surveillance and improving natural surveillance features; and access control, controlling access to spaces within the school campus.

Bousquet, Antonine, *Providing a Secure Environment for Learning, (Organization for Economic Cooperation and Development, Programme on Educational Building, Paris, France), 1998, ERIC no: ED436923.*

A seminar report addressing the recognition and measurement of outside threats, preventative measures and degrees of protection, the responsibility of education authorities, and the development of partnership policies. The seminar report attempts to demonstrate that schools should come out of their isolation and introduce partnerships that can: 1) ensure their own security, 2) adapt to a changing society, and 3) help in economic, social, and political partners to understand what makes the school special.

Brantingham P.J. and Brantingham P.L., *Environmental Criminology*, Sage: Beverly Hills, CA, 1981.

The classic text in the field of environmental criminology by the field's preeminent pioneers. This book discusses issues relating to locating crime in space and time, focusing on such geographic elements of crime as paths, patterns, and search areas of criminals. The authors look at the landscape and "timescape" of crime and foreshadow the development of geographic information systems (GIS), which are now being applied to crimes in schools as well as within the larger urban context.

Brubaker, W.C., *Planning and Designing Schools*, McGraw-Hill: New York, NY, 1998.

The book discusses 21st century architecture for educational facilities. The author reflects upon the importance of the proper planning and design of educational facilities to foster a learning environment appropriate for children. The author recounts the history of school design in the 19th and 20th centuries. The book addresses site planning, and displays the master plan for several exemplary elementary, middle, and secondary schools, further providing illustrative examples throughout the U.S.-- to include North Fort Myers High School. The author provides strategies to transform the learning environment and prevent obsolete schools.

Burnap, George, "School Distribution and Areas in the City Plan," *The Architectural Record*, Vol. 52, Pg 383, November 1922.

The author discusses the importance of planning for schools to optimize community resources and maximize the growth of children. The author emphasizes the importance of school surveys, school building plans, and school planning to derive a long-term program with regard to: 1) population trends, 2) growth and expansion of the city, 3) financial capacity of the city or community, 4) and the growing conception of the place of the school within (i.e., to what extent school building planning be conducted independent of city planning, in what specific ways can articulation between city planning and school building planning be improved.) The study records the relationship between the schools and the city plan. The author further presents a history of the condition of the schoolhouse in numerous states.

Burstyn, J. N. et al., *Preventing Violence in Schools: A Challenge to American Democracy*, Lawrence Erlbaum Associates: Mahwah, NJ, 2001.

The authors focus on the cultural and psychological underpinnings of crime and violence. The authors assess the effects of preventative programs adopted by schools. The authors explicitly admit to efforts to galvanize public outrage and the adoption of a full-scale "whole school" approach to preventing violence. The authors note the rush to rectify safe schools policies through physical design -- to cut back bushes, increase lighting, control access, and install metal detectors. The authors discuss present and future research to expand our understanding of the influence and effects of prevention and intervention programs, and acknowledge that more research is necessary. The authors conclude that violence in schools has its roots in many systems of our society and cannot be eliminated by merely changing rules or introducing prevention programs into schools.

Butterfield, E., "Assessing School Security: Not an Either/Or Question," *School Construction News* 3:1, Pg. 19, January-February 2000.

Discusses school security program assessment and strategies that try to strike a balance between security equipment and staffing needs. The article explores how security equipment can save school districts money. The article also discusses access control strategies, the physical elements that often compromise security, and school security personnel hiring criteria.

Carter and Carter Associates, "Surrounded by Safety: A Crime Prevention Through Environmental Design (CPTED) Handbook for Youth," *Youth Crime Watch of America*, Miami, Florida, 2001.

This step-by-step handbook is designed to inform public school students about the elements of CPTED and how they may be applied to their own school environments. The intent is to provide students with tools to detect and implement changes in their school grounds to enhance safety and security from crime.

Castaldi, B., *Educational Facilities: Planning, Remodeling and Management*, Allyn & Bacon, Inc.: Boston, Mass, 1977.

The book discusses the theory, principles and evolution of educational facilities. The book sets forth procedures for long-term planning criteria to include: 1) school surveys, 2) the school building survey, and 3) the prerequisites to architectural planning. The book examines several aspects of planning an education facility, to include: 1) post-planning procedures, 2) construction costs, and 3) architectural trends. The book also discusses remodeling, maintenance, operating, and managing the useful life of an existing education facility through maintenance and operational practices.

Cervantes, RP., "The Condition of School Facilities as Related to Student Academic Achievement and Behaviour," *University of Alabama: Dissertation*, 1999.

The study examined the relationship between the condition of school buildings and the academic achievement and behavior of students. The school facilities were assessed according to Hawkins and Lilley's *Guide for School Facility Appraisal Instrument* (1992). Six major areas were assessed: 1) school site, structural and mechanical, 2) plant maintainability, 3) school building safety and security, 4) educational adequacy, 5) environment for education, and 6) overall building condition. Study findings indicate a relationship between math and reading achievement and the building category of school site. An inverse relationship existed between the number of suspensions and the building category

educational adequacy. According to the report, providing school facilities that are well maintained and safe, and that promote quality-learning conditions, is an issue that needs to be addressed.

Chan, T. C., and Morgan, P.L., “Physical Environment and Student Safety in South Georgia Schools,” Paper presented at the Annual Meeting of the Georgia Educational Research Association, Atlanta, GA, November 1996, ERIC no: ED405604.

The paper presents findings of a study that examined school facility safety in 27 Georgia schools -- 9 elementary, 11 middle, and 7 high schools. Survey information related to both school-site safety and school-building safety, and respondents assessed the condition of the school buildings with a school-building evaluation instrument. Research showed a significant correlation between school safety and school-building age. The general rating of the schools was above average, except in areas such as corridors, parking lots, and playgrounds.

Clarke R.V., *Situational Crime Prevention: Successful Case Studies, Second Edition, Harrow and Heston: Albany, NY, 1997.*

Clark presents a variety of case studies from around the world that support the theory and practice of situational crime prevention. Situational crime prevention is a fundamental approach to crime prevention that incorporates both defensible space and crime prevention through environmental design (CPTED). Its basic elements, as presented in this book, involve the notion of crime being a function of opportunity, risk effort and reward. It also incorporates routing activity and rational choice theory in explaining criminal behavior.

Cornell, D.G., “Designing Safer Schools for Virginia: A Guide to Keeping Students Safe from Violence,” Thomas Jefferson Center for Educational Design: Curry School of Education, University of Virginia, Charlottesville, VA, 1998.

<http://curry.edschool.virginia.edu/centers/jefferson/>

In 1997 the Virginia General Assembly passed legislation requiring local school boards to conduct school safety audits for each school under their jurisdictions. The guide presents detailed assessments of schools’ safety needs, lists standards for safety and security personnel, and lists sample items for a school safety survey.

Crow, C.L., *History of Early Public Schools In Florida, 1894.*

In an era of good feeling in the educational life of the state, the author explores early efforts to establish a system of public schools, ‘common schools’ and ‘free schools.’ The book discusses the first actions taken by the Florida Legislature, January 10, 1849, to provide for general public instruction in Florida -- where on the day before the law passed, January 09, 1849, the Florida Legislature passed an act “for the increase, investment, safe-keeping, and disbursement of the common-school fund.” The author reports that taxation by individual counties for support of schools was authorized by legislation in 1850. The author discusses early organization of state schooling initiatives (i.e., Judge of Probate -- County Superintendent of Schools, and County Commissioners -- County School Boards). The responsibilities of the organization included assuming responsibility for any sum, which they deem proper to be paid out of the treasury for the augmentation of the school. According to the author, Monroe County and Franklin County were the first counties in Florida to receive monies from the state.

Crowe T., *Crime Prevention Through Environmental Design, Second Edition, Sage: Beverly Hills, CA, 2000.*

Crowe is a widely known CPTED practitioner and trainer who has worked with police agencies around the world. This book discusses modern theory and applications of CPTED including those involving convenience stores, banks, recreational facilities, and public schools, among other land uses. The book provides a history of crime prevention and examples of modern day uses. The fundamental concept of the book is that physical design, properly applied, can have a positive effect on preventing criminal behavior.

Department for Education, London, England, *Security Lighting: Crime Prevention in Schools, April 21, 1993, ERIC no: ED430378.*

At the time of the report, English schools had seen a rise in crime necessitating the need for increased security measures. The document examines the use of security lighting and provides guidance and technical advice on policy

to assist those responsible for design, specification, purchase, installation, maintenance, operation, and management of security lighting systems for educational buildings. The sections categorize luminaries and lamps available, and highlight case studies showing types of lights needed for educational facilities and the associated costs.

Department for Education and Employment, Suffolk, England, *Improving Security in Schools: Managing School Facilities Guide IV*, 1996.

www.dfes.gov.uk/schoolbuildings/security.shtml

The booklet offers guidance on how to improve school security, including advice on management of security and the roles of local education authorities, school governors, and headteachers. The guide describes how schools can carry out their own security surveys, assess themselves in terms of risk, and then consider security measures appropriate to that level of risk. The selection of specific security issues discussed includes access control, activities (cash handling, out of hours access), property marking, mechanized surveillance and security measures, car parking, and vehicle security.

Drug Strategies, Washington DC, *Safe Schools, Safe Students: A Guide to Violence Prevention Strategies, Programs, Policies, and Environmental Change*, 1998.

www.drugstrategies.org/pubs.html

The guide assesses over 80 violence prevention programs created for classroom use, and examines school policies to promote a peaceful and safe learning environment. The guide reviews architectural and environmental changes that protect students.

Duke, D.L., *Creating Safe Schools for All Children*, Allyn and Bacon: Boston, Mass, 2001.

The book examines issues of school safety and how safety issues have developed in recent years, and outlines seven standards of school safety. The book further addresses a variety of legal, policy, and specific safety concerns that educator and citizens may articulate. The book examines perspectives on school safety, ranging from educational and psychological perspectives, to organizational, political, cultural, and design-based perspectives. The book discusses the cost/benefit of behavioral incentives, the disciplining of children, the merits of zero-tolerance policies, and the proper focus of accountability regarding school safety. The book concludes with a discussion of school facilities designed for safety, covering safer movements in and around school, better supervision through design, controlled access, safety on school grounds, and environmental enhancement through design.

Fenske, Neil R., *A History of American Public Schools: Through the Eyes of Principals Mellen Studies in Education, Vol. 37*, Edwin Mellen: Lewiston, NY, 1998.

The author explores the world of public high school through the eyes of the high-school principal. The author examines the life of the principal to find a diversity of expectations, and a complexity of relationships between divergent concerns and the expanding scope of responsibilities of the principal. The book provides administrators insight into the subtle shifts in ideology that shape schools. The book purports to contribute to our present knowledge of American public high schools in three significant ways: by giving support to a group essential to the operation of our public high schools, by exploring the ideological competition between four purposes of learning (i.e., individual, intellectual, social, and vocational development), and by capturing the ambiguity of thought of individual principals and the collective whole.

Fickes, M., "Making the Grade with School Security," *School Planning and Management* 39:4, Pgs. 39-41, April 2000.

Shows how technology is helping school security directors prevent violence and protect students. One school's use of a state-of-the-art security system involving closed-circuit television, access control for doors, vehicles equipped with global positioning technology, and hand-held computers for security officers is discussed.

Fickes, M., "Revolving Doors Spin Off Benefits," *College Planning and Management* 3:2, Pgs. 30-33, February 2000.

Discusses how revolving doors can serve as security tools and help control energy costs for college buildings. Reduction of tailgater entries and pass back techniques to help unauthorized people enter buildings are addressed. Concluding comments highlight revolving door features that assist emergency exiting and energy cost savings potentials.

Florida Community Colleges Risk Management Consortium, “Guidelines for Addressing Violence and Terrorism on Florida Community College Campuses,” January 2002.

Developed by a task force of Florida community college safety professionals, these guidelines are intended to update existing community college plans for handling emergencies on campus, with a particular emphasis on acts of terrorism and crimes of violence. The Guidelines contain information on prevention strategies, pre-crisis preparation, management of critical incidents, recovery, and critical incident review.

Goldstein, A., “Controlling Vandalism: The Person-Environment Duet,” In Goldstein, A. and Conoley, J. C. , *School Violence Intervention: A Practical Handbook*. (Pgs. 290-324), Guilford Press: New York, 1997.

The author presents an alternative perspective from which to view the perpetrator of aggressive behavior, crime, and violence, and perhaps to understand and reduce human aggressive behavior, crime, and violence. The author denotes internal and external motivational typologies, person-centered and environmental-centered respectively; as an in-the-person phenomenon, and a not-in-person phenomenon but in the nature of the design of the environment, which represents the person-environment duet. The author presents intervention strategies for implementation which include: 1) target hardening, 2) access control, 3) deflecting offenders, 4) controlling facilitators, 5) exit-entry-screening, 6) formal surveillance, 7) natural surveillance, 8) target removal, 9) identifying property, 10) removing inducements, 11) rule setting, 12) education, 13) publicity, 14) punishment, 15) counseling, 16) involvement, and 17) organizational climate. The author presents multiple causes of aggressive behavior, crime, and violence, both person-oriented and environment-oriented: physiological, cognitive-affective, and interpersonal factors, on the one hand, and on the other, cultural, immediate personal and physical environment, presence of deterrents, presence of means, and the presence of targets. The author concludes that aggressive behavior, crime, and violence are causally person-environment events.

Goldstein, A. and Conoley, J. C., *School Violence Intervention: A Practical Handbook*. Guilford Press: Pgs. 03-16, New York, 1997.

The book is about the control and reduction of aggressive behavior, violence, and crime in US schools. The book deals with school-based interventions for dealing with aggressive youths. The book presents perspectives from several practitioners (teachers, principals, State Department, Nationwide) and also reports several intervention strategies oriented around the system, the school, and the student (system-oriented, school-oriented, and student-oriented, respectively). According to the author, violence towards persons in US schools is substantial and apparently growing. Presenting diverse underlying prevention and intervention strategies, the author concludes that school violence has complex causes and any remedy must be equally dynamic.

Green, M. W., “The Appropriate and Effective Use of Security Technologies in US Schools: A Guide for Schools and Law Enforcement Agencies.” National Institute of Justice, 1999.

www.ncjrs.org/school/pdf.htm

The National Institute of Justice reports that if a school is perceived to be unsafe (i.e., it appears that no adult authority prevails), then “undesirables” will come in, and the school will actually become unsafe -- the embodiment of the broken window theory, and the foundation of the maintenance principle: one broken window left unrepaired will encourage additional windows to be broken. The author provides basic guidelines to help schools, in collaboration with law enforcement, analyze vulnerability to violence, theft, and vandalism, and suggests potential technologies to effectively address these problems. The report describes available technologies and urges careful cost/benefit analysis in consideration of capital investments, site modifications, additional staffing, training, and equipment maintenance and repair. The report suggests that a security conscious design can mitigate long-term security budgets, security personnel, and sophisticated gadgetry, and eliminate legal issues and liability. The National Institute of Justice acknowledges that the ramifications of every possible incident cannot be foreseen, yet it is still helpful to be aware of the issues that might be raised and to be aware of current thinking about ways to address each issue. The report concludes that issues contributing to the overall maintenance and order of a school must be taken seriously, not unlike other public facilities. Resource information including books, publications, web sites, and conferences conclude the guide.

“Incidents of Crime and Violence in Public Schools,” *Violence and Discipline in U.S. Public Schools: 1996- 1997, Washington, DC, National Center for Educational Statistics, 1998.*

The study quantifies crimes occurring at public schools across the nation, which were reported to police during the 1996-1997 school year. For this period, the nation’s public schools reported 4,000 sexual assaults, 11,000 attacks with weapons, 7,000 robberies, 190,000 attacks without weapons, 115,000 thefts, and 98,000 occurrences of vandalism.

Jeffrey, C. R., *Defensible Space: Crime Prevention Through Urban Design, Macmillan: New York, 1977.*

In this classic text on the subject, Jeffrey presents the arguments in favor of CPTED theory. He argues that human-environment learning is the basic component of CPTED and discusses the sociological concepts that focused academic and governmental attention on other (especially social and offender-based) theories of criminal behavior.

Jones, M., “Security and Education: A Best-Case Scenario Guide,” *School Construction News 4:6, Pgs. 18-20, September-October 2001.*

The article describes the design of Indiana’s 500,000 square-foot high school building, which incorporates many security features without creating a fortress atmosphere. Of the features described in the article: a controlled- access floor plan, security cameras, and duress alarms for health emergencies and physical threats.

Kaestle, C., *Pillars of the Republic: Common Schools and American Society 1780 to 1860, 1983.*

The book culminates a series of books and articles on the history of schools. The book describes rural district schools and urban charity schools. The book recounts the legislative battles waged by reformers and re- examines the institutions they have sought to establish. The book explores several perspectives of the origins of public schooling, and of popular resistance to that reform. The book recalls, not the initial opposition to reform per se, but opposition to a structure of state control and financing -- and in later years, opposition to the attempt to gather all groups into a common system with a common curriculum. The book looks beyond schools to the broader economic and cultural context and impact of schooling.

Kennedy, M., “On Call,” *American School and University 73:6, Pgs. 42(b)(d)(f), February 2001.*

Discusses the usefulness of using emergency call boxes for establishing a safe campus environment allowing for more immediate response to emergencies. Technology’s influence on the future of campus call boxes is highlighted.

Kennedy, M., “Teachers with a Badge,” *American School and University 73:6, Pgs 36, 38, February 2001.*

Explores the use of the school resource officer (SRO) as the fastest growing area for preventing school violence and improving the educational environment. The SRO’s importance to students is highlighted as is the combining of the SRO with more technologically centered crime prevention efforts.

Kliment, S.A., *Building Type Basics for Elementary and Secondary Schools John Wiley & Son, Inc.: New York, NY, 2001.*

The book contains school design considerations for architects, consultants, and their clients. The book offers a hands-on resource providing basic information on the design phases of a project -- from pre-design, circulation, unique design concerns, site planning/parking/access/codes, environmental challenges, and structural and mechanical systems features, materials, lightings, to additions, renovations, remodeling, restoration, and adoptive reuse, and operations and maintenance of school facilities.

Lackney, J.A., *Thirty-Three Educational Design Principles, The School Design Research Studio, Engineering Professional Development: University of Wisconsin-Madison, November 2002.*

Drawing on a large body of knowledge concerning well-defined learning environments, the author provides a framework for the design, construction, use, and management of school facilities. The author provides design principles which include educational facility planning and design principles, as well as principles for site organization, principles for primary educational space, principles for shared-school and community facilities, community spaces, principles related to the character of all spaces, and principles related to the site design of outdoor learning spaces- cautioning that the objective in using “Thirty-Three Educational Design Principles” as a design guide is to consider as many of these principles as are appropriate.

Lane, K.E., Richardson, M. D., and Van Berkum, D. W., *The School Safety Handbook: Taking Action for Student and Staff Protection*, 1996.

This collection of essays describes how communities can make their schools safe. The text is divided into four parts: "Roots of Violence," "Legal Issue," "Strategies for Making Schools Safe," and "Conclusions and Recommendations." Part I includes essays addressing "The Impact of Violence in Schools" (Demoulin), "Psychological Aspects of Safe Schools" (Hoover and Oliver), "School Violence: Everybody's Problem" (McFarlin and McFarlin). Part II addresses "Sexual Harassment in the Schools: A Safety and Liability Issue for All Administrators" (Simpson), "The Politics of Zero-Tolerance Legislation in Michigan Public Schools: Origins, Implementation, and Consequences" (Geltner and Gooden), "Creating Safe Schools: Policies and Practices" (Grady). Part III includes "Creating and Keeping Safe Schools: The Roles of Parents and Community" (Wanat), "The Involvement of Community Agencies in the Development of Safe Schools" (Pool and Pool), "School Based Intervention: The Tuscon, Arizona, Model" (Bornfield and Pfeuffer), "Technology to Create Safer Schools" (Townley and Martiniez), "Extra Curricular Activities: Asset or Hindrance" (Engelking and Hoadley). Part IV concludes the publication with "Educational Reform in Changing Contexts of Families and Community: Leading School-Interagency Collaboration" (Bjork), and "Violence in Our Schools" (Tolley).

Lebowitz, M., "Smile, Vandals--You're on Candid Camera," *School Planning and Management* 36:12, Pgs. 28-29, December 1997.

Describes the Huntsville, Alabama, school district's use of surveillance cameras and other high-tech equipment to ward off arson, theft, and vandalism. Also describes how these efforts reduced repair and replacement costs and helped the district retain its insurance coverage.

Leisner, Hava., "No Blanket Security Measures," *School Construction News* 4:6, Pgs. 31-33, September- October 2001.

Presents a discussion with Jefferson County, Colorado, Architect Jack Swanzy, who explains how security is implemented in his 148-school district in the aftermath of the Columbine tragedy. Discusses the use of key management, videotapes, on-site police, and staff emergency communications.

Lindstrom, P., "Patterns of School Crime: A Replication and Empirical Extension," *British Journal of Criminology*, Vol. 37 (1) Winter 1997.

According to the study, a greater number of the schools victimized by crimes are likely to experience multiple acts in a short period of time, and will likely suffer a variety of other crimes as well. The study considers property and violent crimes without deference, and suggests that preventative efforts in one area may impact the other. The study notes a correlation among the neighborhood or edge characteristics of schools and crime levels. However, no apparent relationship was observed between preventative measures and crime levels. The study suggests that indicators and predictors of crime, and preventative plans, should consider the number of crimes occurring during any given period of time. Lastly, the study indicates that the location of the school could also be an indicator or predictor of school crime.

Meeker, B. L., "Is B less than PL? Economic Tort Law Analysis and Our Public Schools: An Opportunity Foregone," *Creighton Law Review* 31:4, Pgs. 1413-46, June 1998.

The article reviews the facts and holdings in *BeShears v Unified School District No 305* (Kansas Supreme Court). The author further examines the history of school law and negligence issues in Kansas. The article then notes the significance of economic tort law theory in the United States.

Nason, R., "Maintaining Security in an Insecure World: New Strategies Are Emerging to Help Architects Design Without a Bunker Mentality," *Architectural Record*, December 2000.

Discusses security issues of buildings in the public and private sector, including schools that may be vulnerable to malevolent actions. Describes CPTED principles and includes a case study of Chesterton, Indiana, a new school incorporating 125 surveillance cameras that is considered state of the art in creating a safe place for learning.

Nathan, J., and Febey, K., *Smaller, Safer, Saner, Successful Schools*, The National Clearinghouse for Educational Facilities, 2001.

The report provides brief case studies of 22 public school buildings in 12 states, representing urban, suburban, and rural communities, including both district-run and charter schools. The studies demonstrate the schools' ability to improve academic achievement and behavior in safe, nurturing, and stimulating environments. The researchers say the case study analysis reveals that on an average, smaller schools provide a safer and more challenging school environment that creates higher academic achievement and graduation rates, fewer disciplinary problems, and greater satisfaction from families, students, and teachers. The report also states that schools that share facilities with other organizations offer broader learning opportunities for students, their families, and present a way to efficiently use tax dollars.

National Crime Prevention Council, *Designing Safer Communities: A Crime Prevention Through Environmental Design Handbook*, 1997.

<http://www.ncpc.org/>

The handbook outlines the benefits of Crime Prevention Through Environmental Design (CPTED), and emphasizes the fact that CPTED involves police officers, residents, local planners, and members of other local agencies in designing a physical environment that reduces the opportunity for crime and makes occupants feel safer. The book demonstrates that the CPTED concept can be applied to specific sites using examples of successful efforts. The book explores how to engage community organizations, gather information, and initiate a discussion of the positive effects of CPTED on a neighborhood's quality of life. The book also provides sample survey forms, planning guidelines, and a detailed list of organizations, literature, and CPTED experts.

National Crime Prevention Council, "Safer Schools and Communities by Design: The CPTED Approach," Atlanta, Georgia, April 2002.

This publication is the training manual used by NCPC consultants Carter and Carter Associates for a two-day training session conducted in Atlanta for public school officials, school resource officers, and lay citizens interested in crime prevention planning. It includes sections on behavior and the school environment, CPTED concepts and principles, wayfinding and travel routes, blueprints and CPTED reviews, as well as the *1993 Florida Safe School Design Guidelines*.

National Center for Educational Statistics, Bureau of Justice Statistics, *Indicators of School Crime and Violence*, October 2000.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002113>

The report is a collaborative effort between the Bureau of Justice Statistics and National Center for Education Statistics. The report presents data on crime at school from the perspectives of students, teachers, principals, and the general population from an array of sources--the National Crime Victimization Survey (1992-99), the School Crime Supplement to the National Crime Victimization Survey (1989, 1995 and 1999), the Youth Risk Behavior Survey (1993, 1995, 1997 and 1999), and the School and Staffing Survey (1993-94). The report examines crime occurring in school as well as on the way to and from school. Data for crime away from school are also presented to place school crime in the context of crime in the larger society. The report provides the most current detailed statistical information to inform the nation on the nature of crime in schools.

Newman O., *Defensible Space: Crime Prevention Through Urban Design*, Macmillan, New York, 1973.

The benchmark work in the field, this book concentrates on physical design elements as a means of preventing and deterring crime in the environment. The focus of the book is on Newman's experiences in public housing projects in St. Louis and New York. Ideas of territoriality, surveillance, place image, social stigma, and maintenance relative to crime prevention are eloquently expressed in this work. The issues are relevant to present day school planning and design.

North Carolina Department of Public Instruction, Alternative and Safe Schools Section; Raleigh, NC, Assessment Screening Inventory for Safe, Orderly, and Caring Schools, ERIC no: ED443270.
www.dpi.state.nc.us/alternative/screening.html

Data collecting forms are provided for conducting a public school safety assessment-screening inventory for the school's physical, social, and cultural environment. Data sheets assess traffic control, surveillance, access control, safety devices and equipment, and safety provisions and planning, with directions for the use of the assessment forms.

Polack, I. and Sunderman, C., "Creating Safe Schools: A Comprehensive Approach," *Juvenile Justice*. 8:1, Pgs. 13-21, June 2001.

Discusses the complexity of youth violence and the activities needed to prevent it. Discusses the importance of comprehensive safe school plans that require collaboration with the community. Further discusses the development of comprehensive safe school planning to foster safe environments for students and teachers.

Prager, Gary C., "Designing Safe Schools," *American School and University*, Vol. 73: Pgs. 40, 42-43, July 2001.

Explores facility design techniques that schools can use to enhance security in the absence of built-in security systems. Highlights security design concepts, including those involving site accessibility, facility access, circulation management, and territorial definition. Report indicates that schools and the people hired to design school facilities can take steps to head off potential trouble. The report distinguishes between two "place-based" crime mitigation strategies: passive and active. The latter includes mechanical and organized surveillance strategies: CCTV and security. The former encompasses natural design elements: site accessibility, facility access, circulation management, and territorial definition.

Queeno, C., "What's Ahead for Campus Security?" *College Planning and Management* 3:3, Pgs. 30-32. March 2000.

Identifies five trends in security technology and what they mean for colleges and universities in the near future. Trends addressed are: less emphasis on complete system integration; increased prevalence of open networking protocol systems; rising use of proximity and smart cards; increased use of digital technology and remote video surveillance; and continued rise of professional services.

Ravitch, D., *Left Back: A Century of Failed School Reforms* Simon & Schuster: New York, NY, 2000.

The author explores the debate surrounding school standards, school curriculum, and school methods. The book recounts the growing number of attacks on schools, and the subsequent school reforms. The book explores the origin of several school reform movements and the search for standards throughout the last century. The book also examines the range of traditional and progressive reform movements. The book demonstrates three great errors over the course of the last century: 1) the belief that schools are expected to solve all of society's problems, 2) the belief that only a portion of children need access to a high quality "academic curriculum," and 3) the belief that schools should emphasize students' immediate, or temporal, experiences and minimize, or even ignore, the transmission of knowledge. The book conveys the importance of a liberal education, or "academic curriculum," for children, and reflects upon an understanding of the world in which children live.

Reid, D. L., "Building a Safe Environment," *American School and University*, Vol. 73: 3, Pgs 386-90, November 2000.

Explains how proper site and facility assessments can create a school atmosphere that discourages violence. Issues involving access, general appearance, surveillance, comfort and convenience, security systems, and equipment are addressed. The report supports a comprehensive, custom-tailored action plan, incorporating teacher training, student programs, clearly defined discipline codes, physical security policies and procedural strategies (i.e., locker searches, pat and frisk, visitor check-in, etc.), and site and facility assessment to ensure that the environment discourages inappropriate behavior by providing clear sightlines, securer door hardware, and ample circulation. The report emphasizes that architectural planners proficient in security-related school design issues are a tremendous asset -- to balance all facets of a facility in proposing effective and affordable solutions. Lastly, the report supports the implementation of every available security strategy and every aspect of site and building design: general appearance, access, surveillance, comfort and convenience, systems and equipment, and specialized spaces.

Rich, T., “Problem Solving With Maps,” *National Institute of Justice Journal*, Pgs. 3-9, October 1999.

Discusses the importance and beneficence of combined database and display mapping analysis, with respect to Community Safety Initiatives such as the Comprehensive Communities Program, Operation Weed and Seed, and other community revitalization efforts. The article discusses how computer-mapping software that combines multiple data sets into one display may be used: 1) to isolate factors, which may contribute to crime, 2) to reduce operating costs and manage resources more effectively, and 3) to assess the efficacy of interventions. The article discusses a Redlands, California, study, which combined crime data with data from citywide surveys on risk factors to determine where resources were needed most. Also discusses a Temple University pilot test conducted which combined survey victimization data from students who rated geographic regions of the campus, with crimes linked to specific locations throughout the interior and exterior of buildings on campus.

Ross-Utley, A. L., “The Perceived Impact of Pennsylvania’s Act 26: Efforts to Control Violence in Pennsylvania’s Public Schools,” *Widener University: Dissertation*, 2000.

The purpose of the study was to identify the safety measures, violence prevention programs, and community outreach strategies implemented in Pennsylvania’s public school system, and ascertain any relationships between these programs and perceived changes in student misconduct and violence. The study found that the level of violence has remained the same or decreased in the majority of Pennsylvania’s public school districts between 1995 and 2000. A significant difference was found in school districts’ implementation of several safety measures, violence prevention programs, and community outreach strategies before and after 1995. Although the study revealed no significant difference among district size and economic status, associations did exist between the implementation of violence prevention programs and the size and wealth of the district.

Seaborne, M., *Primary School Design*, Rutledge & Kegan Paul, Ltd. : London, 1971.

The book is a short case study of primary school buildings in differing parts of England. The book aims to foster discussion relating to primary school design by showing the relevance of past experiences to present problems. The book discusses the importance of the environment, and the need for consultation, control, and follow-up studies to derive design concepts and elements in consideration of the education component. The book discusses several architectural school designs: the one row plan, the central hall plan, the veranda and quadrance plan, and the corridor plan, in the rural, urban, and suburban environment.

“Schools Can Help Stem Violence by Taking Charge of Public Areas,” *University of Michigan News and Information Services: Ann Arbor, MI*, 1999.

The study explores student teacher roles and transactions directed towards preventing school violence and crime in certain “hot spot” locations. The study found that acts of violence occurred in locations without an adult presence or where such presence is lacking (i.e., parking lots, gymnasiums, dining halls, and assemblies). In the report, teachers regard these places as outside their areas of “ownership.” The study notes that most school guidelines have not adequately defined zones of responsibility for teachers, students, and the community. The authors conclude that preventative strategies should identify and reclaim hot spots, in contrast to targeting hot suspects and suspect behavior.

“School Shootings Taken Out of Context Don’t Justify Harsher Laws, Experts Say,” *Youth Crime Alert*, December 1999.

The study shows that school-related deaths have declined in recent years. Contrary to public perception, homicides are in decline. The youth of 1976 were more likely to be threatened with a weapon at school than today’s youth. The authors conclude that the media created “moral panic” has led to more restrictive laws, which may be unnecessary as well as harmful.

Schneider, T., Walker H., and Sprague J., *Safe School Design: A Handbook for Educational Leaders*, ERIC Clearinghouse on Educational Management: Eugene, OR, 2000.

This resource guide compiles research on safe school design, focusing on effective design, usage, and supervision strategies. The intent of the authors is to synthesize information on the topic of school safety, making these concepts available to school board members and school personnel.

Schneider, R.H., and Kitchen, T., *Planning for Crime Prevention: A Transatlantic Perspective*, Routledge: New York, NY, 2002.

Discusses issues concerning crime and the fear of crime. The book discusses the contribution urban planners and a comprehensive planning process can make in response to these issues. The book focuses on the extent to which opportunities for crime may be reduced or prevented through design, planning, and management of the built environment. The first part of the book introduces the concept of place-based crime prevention and presents a context for understanding ideas and practices in this field. Via a series of case studies, the second part of the book presents place-based crime prevention policy and practice in the USA and the UK. The third part of the book compares the differing perspectives and positions between the USA and the UK. The book is for anyone who wants to know about how planning processes and crime prevention activities can be more effectively integrated.

Small, M. and Tetrick, K. D., “School Violence: An Overview,” *Juvenile Justice* 8:1, Pgs. 3-13, June 2001.

Discusses the challenges facing schools and the need for a continued effort to keep students and staff safe from harm. Discusses the importance of understanding the nature of these challenges and efforts to devise effective strategies to prevent school violence and promote school safety.

Stephens, R. D., “National Trends in School Violence: Statistics and Prevention Strategies,” In Goldstein, A. and Conoley, J. C., *School Violence Intervention: A Practical Handbook*, Pgs. 72-90, Guilford Press: New York, 1997.

The article reports that violent and disruptive behavior is not confined to socioeconomic group, cultural group, or ethnic community. The article reports that teachers want better security and safety on school campuses, and further indicates that teachers feel that better security, safety, and comfort on school campuses is requisite to a high quality education. The report noted that some of the best teachers and students have dropped out of the educational system because of violence and fear. The article lists 48 intervention strategies for preventing violence and increasing school safety.

“The Lethal Threat: Security Countermeasures for Schools,” *Today’s Facility Manager Online*, September 1998.

Educational facilities managers have always faced distinct challenges in creating environments conducive to learning while ensuring safety and security. Metal detectors and CCTV cameras do not create a friendly, inviting atmosphere for students; public access is always an issue since most students come and go throughout the day. Public schools must deal with the student population of the community they serve and facilities managers often have very little control during non-school hours. Technical and human factors, both internal and external, must be examined carefully in this complex issue.

“The Making of Safe and Secure Schools.” *Schoolhouse of Quality* 3:1 Pgs. 11-15. Spring 1999.

Explains why the architectural design of school facilities is the first step in the process of making safer schools. School areas examined include the front entrance design, the design of corridors, stairwells, and restrooms. The article also looks at building placement. Other safety considerations discussed include lighting and other visibility enhancements, as well as the use of law enforcement presence.

Thomas Jefferson Center for Educational Design: Curry School of Education, University of Virginia, Charlottesville, VA., *School Safety Audit: Protocol, Procedures, and Checklists*, 1997.

<http://curry.edschool.virginia.edu/centers/jefferson/>

The 1997 HB 1851 directs local school boards to require all schools under their supervisory control to conduct school safety audits. The purpose of the audit is to assess the safety conditions in each public school.

Trump, K. S., “Security Policy, Personnel, and Operations.” In Goldstein, A. and Conoley, J. C., *School Violence Intervention: A Practical Handbook*. (Pgs. 265-289), Guilford Press: New York, 1997.

The article suggests that safe schools begin with an honest shift from a traditional framework influenced by denial, image concerns, and politics, to a new framework in which school security efforts are viewed as proactive measures performed consistently and unapologetically. The author encourages each district to avoid looking for “the” panacea or “the” checklist for perfect school security, and instead conduct an in-depth review of its own beliefs, policies, procedures, and practices related to school safety and security -- past, present, and future.

US Department of Education and Justice, 1999 Annual Report on School Safety. Washington, DC, 1999.

The study provides international data concerning the nature and scope of school violence. The reports indicate that students in school today are less likely to be victimized than in previous years. The study points to certain groups of people, as indicators, and predictors of violence and crime. The report provides case studies of successful school-community relations and contact information for agencies, organizations, and Web sites dedicated to safe schools.

Virginia State Department of Education, Richmond, Checklist for the Safety and Security of Buildings and Grounds, 1997.

<http://www.pen.k12.va.us/VDOE/Instruction/schoolsafety/checklis.html>

VDOE provides an evaluation checklist for assessing a school's strengths and weaknesses relative to safety and security of buildings and grounds, as well as assessing development and enforcement of policies, the presence of intervention and prevention plans, staff development, parent and community involvement, opportunities for student involvement, development of a crisis management plan, and the standards for security personnel. The checklist also includes advice on audit protocol and procedure along with guidelines for conducting school safety audits.

Warner, D. and Kelly, G., Managing Educational Property: A Handbook for Schools, Colleges, and Universities The Society for Research into Higher Education, 1994.

The primary objective of this book is to change attitudes by illustrating the importance of property and by making its management more accessible and intelligible. The book shows how the educational estate strategic plan should fit into the overall strategic plan of the institution, and, at the same time, deal with issues of property and implementing the strategic plan. The book illustrates a multitude of property decisions which may have been ignored or forgotten, but which can no longer be overlooked during the present limits on funding and capital funds.

Note: In addition to the references noted above, several other resources provide recommendations, advice and strategies to design, develop, and implement plans for a safe and secure learning environment which focus on assessing potential threats, preventing and managing disruptive incidents, and capturing and reporting data about incidents, and, in doing so, provide guidelines and checklists for conducting safe school security audits as part of a comprehensive security plan:

“A Checklist for Safe Schools,” *Educational Leadership* 57:6 Pgs. 72-74. March 2000.

Agron, J., “Safe Havens: Preventing Violence and Crime in Schools.” *American School and University* 71:6 Pgs. 18-20, 22, 24. February 1999.

Coburn, J., “School Security: Where Does Technology Fit In?” *School Planning and Management* 39:10 Pgs. 35-38, Oct 2000.

Felder, L.I., “Safe and Sound.” *American School & University* 69:8 Pgs. 32-34. April 1997.

Flanary, R.A., “Making Your School a Safe Place for Learning!” *Schools in the Middle* 7:2 Pgs. 43-45, 64. November-December 1997.

Fleming, C., “Lighten Up!” *School Planning and Management* 40:2 Pgs. 48-51. Feb 2001.

Funck, G., “Armed with the Basics.” *American School and University* 72:1 Pgs. 38, 40, 42, 44. September 1999.

Funck, G., “The Building Blocks of School Security.” *School Business Affairs* 65:6 Pgs. 29-31. June 1999.

Gaustad, J., *The Fundamentals of School Security*, 1999.
www.eric.uoregon.edu/publications/digests/digest132.html

Hubler, G.L., "Designs on Security." *School Planning and Management* 38:4 Pgs. 36-37, April 1999.

Kelly, A., "Security Gap." *Education FM* 2:1 Pgs. 16-19. February 1999.

Kennedy, M., "Fighting Crime by Design." *American School and University* 73:9 Pgs. 46, 48, 50., May 2001.

Kosar, J.E., and Ahmed, F., "Building Security into Schools." *School Administrator* 57:2 Pgs. 24-26, 31-35. February 2000.

Longworth, D., "The Ins and Outs of Access Control." *School Planning and Management* 38:5 Pgs. 45-46, 49. May 1999.

Lupinacci, J.A., "Advanced Planning." *American School and University* 72:8 Pgs. 36-39. April 2000.

National Education Association, *NEA Action Sheet: Safe Schools*. Washington, DC., 1998.

Peters, R., "Site Design for Greater Security." *School Planning and Management* 38:7 Pgs. 30-32. July 1999.

Reid, David L., "Designed for Learning -- And for Safety." *School Planning and Management* 39:8 Pgs. 43-48. August 2000.

Schmidt, Wayne S., "Security on a Budget." *American School and University* 72:10 Pgs. 30-34. June 2000.

Steward, G.K., and Knapp, M.J., "How to Modify Your Facilities to Minimize Violence and Vandalism." *School Business Affairs* 63:4 Pgs. 43-46. April 1997.

Sturgeon, J., "Security vs. Safety." *College Planning and Management* 2:10 Pgs. 21-24. October 1999.

Trump, K.S., "School Security Consultants and Overnight Experts: How Not to Be Exploited." *School Planning and Management* 38:11 Pgs. 30-33. November 1999.

Utah State Office of Education, Salt Lake City, UT, *School Violence: Physical Security*, 2001. ERIC no: ED449640.

Whitehouse, B., Patel, M., and Gofton K., *Crime Prevention in Schools: Closed Circuit TV Surveillance Systems in Educational Buildings: Building Bulletin No. 75*, 1991. ERIC no: ED431303.

William, C., "Technology's Role in Security Day," *American School and University* 72:1 Pgs. 54-55. September 1999.

Safe School References, Resources, and Contacts

American Association of School Administrators (AASA)

<http://www.aasa.org>

One of elementary and secondary education's longstanding professional organizations. Committed to providing highly qualified leaders, and developing excellence in educational administration by supporting laws, policies, research, and practices to improve education.

American Institute of Architects Committee on Architecture for Education (AIA/CAE)

<http://www.aia.org/cae/>

The AIA's professional interest group on issues related to pre-kindergarten through university level educational facilities.

Campus Safety, Health and Environmental Management Association (CSHEMA).

<http://www.cshema.org/>

HEMA is dedicated to assisting the membership in advancing safety, health and environmental quality in higher education. HEMA is the definitive resource on best practices for this area of planning. Includes an extensive list of resources on campus safety.

Center for Educational Innovation-Public Education Association

<http://www.cei-pea.org/>

The Center has more than 20 years of experience in converting large school buildings into small schools. It publishes information and conducts workshops on converting schools.

Center for the Prevention of School Violence at North Carolina State University

<http://www.ncsu.edu/cpsv/>

Established in 1993 at North Carolina State University, the Center serves as a primary point of contact for dealing with the problem of school violence. The Center is currently working on several special projects and is a nationally recognized resource for school resource officer (SRO) programs.

Center for School Change

<http://www.hhh.umn.edu/centers/school-change/>

The Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, conducts research and publishes information regarding the creation of smaller, personalized learning environments, including information on the Gates Smaller High School Learning Communities Project and the New Twin Cities Charter School Project.

Charter Friends National Network

<http://www.charterfriends.org>

The Network provides technical assistance to charter schools across the nation. Many of its resources were developed or co-developed by staff from the Charter Schools Development Center.

Clearinghouse on Rural Education and Small Schools

<http://www.ael.org/eric>

The ERIC clearinghouse responsible for gathering and disseminating information on small schools, migrant education, American Indian education, outdoor education, and rural education.

Coalition for Community Schools

<http://www.communityschools.org>

The Coalition works toward improving education and helping students learn and grow. It offers a range of supports and opportunities for children, youth, families, and communities.

Council of Educational Facility Planners, International (CEFPI)

<http://www.cefpi.org>

The Council is an international professional association whose members -- individuals, institutions, and corporations -- are actively involved in planning, designing, building and equipping schools and colleges.

Council of Great City Schools

<http://www.cgcs.org/>

Education Resources Information Center (ERIC)

<http://www.eric.ed.gov/>

Now under the National Library of Education and the Office of Educational Research and Improvement, ERIC produces two monthly indexes, Resources In Education (RIE) and the Current Index to Journals In Education (CIJE). These indexes are available in print, on CD-ROM, and via the Internet. The ERIC database, which can be searched via the Internet, now features more than one million citations, which include school security, school safety, school violence, legal issues, and the use of technology in these areas.

Florida Association of School Resource Officers (FASRO)

<http://www.fasro.com>

The members of the Florida Association of School Resource Officers, in a uniform effort, provide support and training to those who work daily with our greatest assets: children. In addition, FASRO can help ensure a safe educational environment through advanced training and networking of law enforcement officials.

Florida Information Resource Network (FIRN)

<http://www.firn.edu/>

The Florida Information Resource Network is an extensive network which electronically links all of Florida's public education entities, including the Florida Department of Education, to data base resources which serve public education. FIRN's primary mission is to provide electronic pathways and procedures enabling user access to computing services for Florida's public educational community.

International Association of Professional Security Consultants (IAPSC)

<http://www.iapsc.org>

A nonprofit professional association of independent, nonproduct-affiliated, professional security consultants. The IAPSC Web site includes a directory of experts, full text of the current issue of the association newsletter, and information on events and other services.

Keep Schools Safe

<http://www.keepschoolssafe.org>

A joint initiative of the National Association of Attorney Generals and the National School Boards Association, which have joined together to address the escalating problem of youth violence. The Web site was launched to facilitate sharing of ideas and program information by providing up-to-date information on successful programs and ideas.

Kentucky Center for School Safety (CSS)

<http://www.kysafeschools.org>

The Kentucky CSS provides a clearinghouse of information and materials concerning school violence, training and technical assistance to schools and law enforcement agencies. They provide data collection evaluation of school safety programs and information on the best practices. The Kentucky CSS is operated by a consortium of three state universities (Eastern Kentucky University, University of Kentucky, and Murray State University), with the assistance of the Kentucky School Boards Association.

National Alliance for Safe Schools (NASS)

<http://www.safeschools.org>

Founded in 1977 by a group of school security directors to provide technical assistance, training, and research to school districts interested in reducing school-based crime and violence. NASS products and services include school security assessments, educational programs for troubled youth, training programs for administrators, teachers, and students, various publications, and safe school workshops, which are held at different locations around the country. The NASS Web site includes descriptions of the workshops and a 2-3 month calendar of workshop locations.

National Association of School Resource Officers (NASRO)

<http://www.nasro.org/home.asp>

An organization made up of school-based law enforcement officers and school administrators. The association serves as the largest training organization for school-based police and district personnel in the Nation. NASRO sponsors an annual training conference each summer and regional training throughout the year.

National Association of School Safety and Law Enforcement Officers

<http://www.nassleo.org/>

National Clearinghouse for Educational Facilities (NCEF)

<http://www.edfacilities.org>

NCEF is the U.S. Department of Education's information center for people who plan, design, build, operate, and maintain K-12 schools. An affiliated ERIC clearinghouse, it maintains an information hotline and hosts a Web site with thousands of on-line resources on school facilities.

National Crime Prevention Council

<http://www.ncpc.org> or www.weprevent.org

An organization dedicated to helping millions of people across the United States prove that building a sense of community and taking commonsense precautions can cut crime and counter the fear of crime. The council aims to stop school violence and provides many useful suggestions and links included on their web site.

National Criminal Justice Reference Service (NCJRS), School Safety.

<http://www.ncjrs.org>

NCJRS is a federally sponsored information clearinghouse for people around the country and the world involved with research, policy, and practice related to criminal and juvenile justice and drug control. The website has many resources regarding school safety, including facts and figures, legislation, publications, grants and funding programs, training and technical assistance, and links to other websites with school safety information. NCJRS services available through the Web site: the Justice Information Center (JIC) with links to resources on many specific topics including juvenile justice and drugs and crime, and a NCJRS Abstracts Database providing summaries of criminal justice literature, government reports, journal articles, books, and more—and which is searchable free on the Web.

National Resource Center for Safe Schools

<http://www.nwrel.org/safe/>

Established by the Northwest Regional Educational Laboratory, the resource center works with schools, state and local education agencies, communities and other concerned individuals to create safe learning environments and prevent school violence. Includes publications, facts and figures, databases, recommended readings, calendar of events, and links to other sites.

National School Safety Center (NSSC)

<http://www.nssc1.org/>

A nonprofit partnership of the U.S. Department of Justice, the U.S. Department of Education, and Pepperdine University. NSSC was created in 1984 with the charge to promote safe schools -- free of crime and violence -- and to help ensure quality education for all American children. NSSC has a number of publications, films/tapes, and posters available for sale.

National School Safety and Security Services (NSSSS)

<http://www.schoolsecurity.org>

An independent, Ohio-based, national consulting firm specializing in training and technical assistance on secondary and elementary (K-12) school security, crisis management, gangs, juvenile crime Issues, and crisis preparedness. NSSSS services include presentations and training; security assessments; expert witness and litigation consultation; and related management consulting.

North Carolina Department of Public Instruction, Alternative and Safe Schools Section; Raleigh, NC. *Assessment Screening Inventory for Safe, Orderly, and Caring Schools*, ERIC no: ED443270

www.dpi.state.nc.us/alternative/screening.html

Data collecting forms are provided for conducting a public school safety assessment-screening inventory for the school's physical, social, and cultural environment. Data sheets assess traffic control, surveillance, access control, safety devices and equipment, and safety provisions and planning, with directions for the use of the assessment forms.

Office of Juvenile Justice and Delinquency Prevention

<http://www.ojjdp.ncjrs.org/>

Partners Assuring Safer Schools (PASS)

<http://www.fema.gov/reg-vii/pass/passmain.htm>

PASS is a cooperative effort among approximately 20 federal agencies and other organizations to coordinate resources involved in creating disaster-resistant, safe school environments. Each of the participants contributes resources, expertise, and technical assistance. This Web site includes a PASS toolkit, and information on FEMA Project Impact Grants to Promote School Safety.

Pennsylvania Center for Safe Schools

http://www.center-school.org/viol_prev/css/index.html

Under direction from the Pennsylvania Department of Education, the Pennsylvania CSS addresses problems that disrupt the educational process and affect school safety. Training, technical assistance, and a clearinghouse of video and print materials are available to help schools implement effective programs and practices. The Center also maintains a database of resources available to assist school districts.

Programme on Educational Building (PEB)

<http://www.oecd.org/EN/home/0,,EN-home-611-20-no-no--no,00.html>

Based in Paris, PEB operates within the Organization for Economic Co-operation and Development to promote the international exchange of ideas, research, and experience in the field of educational facilities.

Safe Schools

<http://www.aasa.org/>

American Association of School Administrators list of resources on safe schools.

Safe Schools Coalition

<http://www.thesafeschools.org/>

A nonprofit organization that provides a network for organizations working for safer schools and communities. Sponsors workshops and provides links to related resources.

Small Schools Project at the Center on Reinventing Public Education

<http://www.smallschoolsproject.org/index.html>

The Small Schools Project provides technical assistance to the new small schools being established in Washington State and elsewhere. Its Web site includes research summaries, articles, case studies, organization names, tools, professional development and facilities information, and job notices.

Small Schools Workshop

<http://www.smallschoolsworkshop.org>

A group of organizers, educators, and researchers based in the College of Education at the University of Illinois at Chicago. The Workshop collaborates with teachers, principals, and parents to create new, small, innovative learning communities in public schools. Its Web site includes an archive of articles, numerous links, a bookshelf, project listings, a calendar, and a directory of small schools.

Thomas Jefferson Center for Educational Design, University of Virginia

<http://www.tjced.org>

The Thomas Jefferson Center promotes the design of learning environments that foster the acquisition of knowledge, skills, and wisdom in a climate of caring, cooperation, and mutual respect.

U.S. Charter Schools

<http://www.uscharterschools.org>

An information clearinghouse and on-line community developed by WestEd in partnership with the U.S. Department of Education and the California State University Institute for Education Reform. Its Web site provides state and school profiles, information resources, and hosts related discussion groups.

U.S. Department of Education Safe and Drug Free Schools Program

<http://www.ed.gov/offices/OESE/SDFS>

Wisconsin School Safety Coordinators Association

<http://www.wssca.org/>

Includes information on school safety and health, promotes new and existing programs, and lists conferences and workshops.

Yale University Bush Center in Child Development and Social Policy

<http://www.yale.edu/bushcenter>

The Center has helped create hundreds of collaborations between schools and social service agencies. It publishes information, conducts training, and holds an annual conference.



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www.myfloridaeducation.com