

Safe Schools Guide

Selected Strategies and Resources

**A Safe School Through Prevention
Volume I-Second Edition 2005**



**Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education**

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June 2005

Dear School Administrators:

This *Safe Schools Guide: Selected Strategies and Resources* is designed to help you in a number of ways. It has been updated since you received a January 2000 issue. Whole sections can be removed and copied for the use of the Safe School Committee at each school site.

Volume I is based on prevention strategies and contains helpful checklists, student surveys, school laws, and many additional resources. Most of the original "Administrator's Guide to Managing Crisis" has been kept intact, though improved upon, and is provided in Volume II.

State Department of Education staff from the Safe and Drug-Free Schools Section and the Counseling Section have compiled the *Safe Schools Guide*. It has been produced using materials from the National School Safety Center, the United States Department of Education and various Oklahoma school districts.

If you have questions about the guide, please contact the Health, Safety and Physical Education Section at (405) 521-2106 or the Counseling Section at (405) 521-3549. We hope this guide is useful to you and your Safe School Committees as we work together to keep Oklahoma schools safe.

Sincerely,

Sandy Garrett
State Superintendent

SG:gj

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Introduction

This document provides a review of strategies impacting school safety, suggestions for a comprehensive prevention plan and a guide for administrators, teachers, other school personnel, students, and community members to use in creating a “safe haven” for the students of Oklahoma.

The best safe school plan involves the entire community. Ensuring that our schools are safe places of learning requires commitment, courage and care of everyone. Collectively establishing clear expectations will help to develop ownership and commitment to the process.

A safe school plan is an ongoing, systematic and comprehensive process. The goal is to create and maintain a positive school climate free of drugs, violence, intimidation and fear—a climate that promotes success for all students and the educators who serve them.

This guide focuses on the following:

- Safe school plan development, implementation, and evaluation
- School safety strategies
- Safe school policies
- Legal aspects of safe school planning
- Needs assessment of school safety issues
- Key individuals involved in the planning process
- Guidelines for crisis prevention

The guide includes a compilation of “user friendly” examples of policies, procedures, guidelines, and checklists to aid school administrators and Safe School Committees in implementing and maintaining a safe school environment.

The Safe School Committee Law

Title 70 O.S. § 24-100, Section 487A, of the *School Laws of Oklahoma 2005* states that because of the growing concern of threats of violence in our children's schools, it is the intent of the legislature that local schools and families must work together to address this rising problem by developing safe school committees at each public school site no later than October 1, 1996, and every year thereafter. These Safe School Committees are to be composed of at least six (6) members.

“The Safe School Committee shall be composed of an equal number of teachers, parents of the children affected and students. The Safe School Committee shall study and make recommendations to the principal regarding: unsafe conditions, possible strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues which prohibit the maintenance of a safe school.”

For schools to be safe places, safety in communities and in families needs to be addressed. Schools are not inherently unsafe. Rather, schools are places where large numbers of young people congregate for learning and socializing, and where they may exhibit and seek solutions for problems that they bring to school from their homes and communities. It is for this reason administrators may want to expand the Safe School Committee to involve key community leaders to help address school safety in the context of a safer community. It is suggested that a school nurse, counselor, custodian, bus driver, and various community leaders also be included in your Safe School Committee membership.

Senate Bill 1627, signed by Governor Henry on May 20, 2004, allows a public school to combine the Healthy and Fit School Advisory Committee with its Safe School Committee.

Title IV

Gun-Free Schools Act of 1994

No Child Left Behind Act, Section 4141 (b), (c), (d), (g), and (h) GUN-FREE REQUIREMENTS

(b) REQUIREMENTS

- (1) **IN GENERAL** - Each State receiving Federal funds under any title of this Act shall have in effect a State law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.
- (2) **CONSTRUCTION** - Nothing in this shall be construed to prevent a State from allowing a local education agency that has expelled a student from such a student's regular school setting from providing educational services to such student in an alternative setting.
- (3) **DEFINITION** - For the purpose of this section, the term "firearm" means a firearm as such term is defined in Section 921 of Title 18, United States Code.

(c) SPECIAL RULE - The provisions of this section shall be construed in a manner consistent with the Individuals with Disabilities Education Act.

(d) REPORT TO STATE - Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under this Act shall provide to the State, in an application requesting such assistance:

- (1) an assurance that such local educational agency has in effect the policy required by subsection (b) above; and
- (2) a description of the circumstances surrounding any expulsions imposed under the policy required by subsection (b), including:
 - (A) the name of the school concerned;
 - (B) the number of students expelled from the school; and
 - (C) the type of firearms found.

(g) EXCEPTION - Nothing in this section shall apply to a firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the local education agency and the local education agency adopts appropriate safeguards to ensure student safety.

(h) POLICY REGARDING CRIMINAL JUSTICE SYSTEM REFERRAL

- (1) **IN GENERAL** - No funds shall be made available under this Act to any local education agency unless such agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by such agency.
- (2) **DEFINITION** - For the purpose of this subsection, the term "school" has the same meaning given to such term by section 921 (a) of title 18, United States Code.

The following reporting form must be submitted within two weeks after an incident involving a weapon. This is a requirement to receive federal Safe and Drug-Free Schools funding. For further information, please contact the Health, Safety and Physical Education Section at (405) 521-2107.

Oklahoma State Department of Education Gun-Free Schools Act of 1994 Report Form

County: _____ School District: _____

School Site: _____

Check One: _____ Elementary _____ Jr. High/Middle School _____ High School

Name of Person Reporting Title

Details Of Weapon Incident

Date of Incident: _____ Number of Students Involved: _____
Month Day Year

Type of Weapons Involved: _____
Handgun Rifle/Shotgun Other Firearms
Explosive Device Other Weapons (e.g., knives)

Provide a brief description of the circumstances surrounding the incident.

Expulsion Term Reason for shortened suspension:
_____ One-year suspension _____
_____ Shortened suspension _____
(less than one year) _____

Is this student receiving special education services? ___ yes ___ no If so, please list the disability category _____

Was the student referred to an Alternative Education or other program? ___ yes ___ no

Signature of Superintendent Date

PLEASE RETURN WITHIN TWO WEEKS OF INCIDENT

Oklahoma State Department of Education
Health, Safety and Physical Education Section
2500 North Lincoln Boulevard, Room 315, Oklahoma City, Oklahoma 73105-4599
Fax: (405) 521-4533

Drug-Free School Zones

Drug-Free School Zones were established by state law in November 1989. They were designed to establish safe areas in which to educate our children. Defining such zones establishes a clear method for communities and schools to combat the menace that is taking place in and around our school grounds.

Drug-Free School Zones ask that concerned citizens call when suspicious behavior is observed in the area. Law enforcement will be vigilant in these areas. By utilizing the statewide SAFE-CALL Help Line phone number (800) SAFE-CALL, ext. OK1, people in local businesses and neighborhoods can anonymously report suspicious activity without fear of reprisal. The schoolyard and surrounding area must remain a safe haven for our youth.

The law states it is unlawful for any person to distribute, dispense, or possess with intent to distribute, a controlled dangerous substance while on any property used for school purposes or within 2,000 feet of any school property. This includes a public or private elementary or secondary school, public vocational school, public or private college or university, or other institution of higher education, recreation center or public park (including state parks and recreation areas), or public housing project. The change became effective November 1, 1999.

Any person convicted shall be guilty of a felony and shall be sentenced to a prison term of not less than five years nor more than twenty years, and a fine of not more than one hundred thousand dollars (\$100,000).

Convictions for violations shall not be subject to statutory provisions for suspended sentences, deferred judgment, or probation:

In Oklahoma:

- It is unlawful to cause, aid, abet, or encourage a minor child to distribute drugs.
- Convictions for violations shall be guilty of a felony with punishment by imprisonment in the State Penitentiary for a term of not more than twenty years and a fine of not more than two hundred thousand dollars (\$200,000).
- When any court of record has determined that a person under the age of eighteen (18) years has committed an offense, the court shall notify the Department of Public Safety within twenty-four (24) hours in order to withdraw the driving privileges of that person.

School Bullying Prevention Act

The School Bullying Prevention Act was signed by Governor Keating on April 23, 2002, and requires the school board of each district to adopt a policy for the control and discipline of all children attending public school in that district by specifically prohibiting harassment, intimidation, and bullying by students at school and to address prevention of and education about such behavior. In developing this policy, the local Boards of Education shall make an effort to involve the teachers, parents, and students affected. Students, parents, and teachers shall be notified by the district's Board of Education of its adoption of the policy and receive a copy upon request.

“Harassment, bullying, and intimidation means any gesture, written or verbal expression, or physical act that a reasonable person should know will harm another student, damage another student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.”

The law further states that safe school committees shall study and make recommendations regarding: Student harassment, intimidation, and bullying at school, professional development needs of faculty and staff to implement methods to decrease this behavior, methods to encourage involvement of community and students, and the development of individual relationships between students and staff and the use of problem-solving teams. The Safe School Committee shall review traditional prevention programs utilized by other states, state agencies, or school districts.

The State Department of Education shall compile and distribute a list of research-based programs appropriate for the prevention of harassment, intimidation, and bullying of students. If a school district implements a commercial bullying prevention program, it shall use a program listed by the State Department of Education. This act became effective November 1, 2002.

House Bill 2270, signed by Governor Henry on May 10, 2004, states: “Any person who shall devise any plan, scheme or program of action to cause serious bodily or death of another person with intent to perform such malicious act of violence, whether alone or by conspiring with others, shall be guilty of a felony, punishable upon conviction thereof by imprisonment for a period of not more than ten years.” This bill amends 21 O.S., Section 1378.

Smoking in Public Places Act

Effective November 2000, the *Smoking in Public Places Act* established a minimum guideline for schools regarding tobacco use.

Definition

“Educational facility” means a building owned, leased or under control of a public or private school system, college or university.

Smoking Prohibited in Certain Places

“Except as otherwise provided in paragraph 2 of this subsection, an educational facility which offers an early childhood education program or in which children in Grades Kindergarten through 12 are educated shall prohibit smoking, the use of snuff, chewing tobacco or any other form of tobacco product in the buildings and on school grounds of the facility by all persons including, but not limited to, full-time, part-time, and contract employees, during the hours of 7:00 a.m. to 4:00 p.m. during the school session, or when class or any other program established for students is in session. An educational facility may designate smoking areas outside the buildings for the use of adults during certain activities or functions, including, but not limited to, athletic contests.”

“Nothing in this section shall be construed to prohibit educational facilities from having more restrictive policies regarding smoking or other uses of other tobacco products in the buildings or on the grounds of the facility. (63 O.S. 1991, Section 1-1523)

In Oklahoma, preemption exists, which is a mechanism that disallows local governments from enacting ordinances that are different from state law. However, schools are exempt from preemption, which means they are free to make their own policies. Educational facilities may have more restrictive policies if they desire.

Healthy and Fit Kids Act of 2004

Beginning September 1, 2004, each public school shall establish a Healthy and Fit School Advisory Committee, to be composed of at least six members. The Advisory Committee may be composed of teachers, administrators, parents of students, health care professionals, and business community representatives.

A public school may combine the Healthy and Fit School Advisory Committee with its Safe School Committee, established pursuant to Section 24-100.5 of Title 70 of the Oklahoma Statutes.

Each Healthy and Fit School Advisory Committee shall study and make recommendations to the school principal regarding:

- Health education;
- Physical education and physical activity; and
- Nutrition and health services.

School Emergency Management Plans

House Bill 1512 was passed and signed into law by Governor Henry on May 29, 2003. This law relates to emergency management and makes the following requirement of schools:

“School districts are authorized to plan, design, and construct new school buildings and make additions to existing school building that afford protection for the anticipated school body, faculty, and visitors against tornadoes and severe weather.”

“Each school, administration building and institution of higher learning shall have written plans and procedures in place for protecting students, faculty, administrators and visitors from natural and man-made disasters and emergencies. Plans shall be placed on file at each school district and each local emergency management organization within the district.”

“Each school district and institution of higher learning shall make annual reports to the local school board or Board of Regents detailing the status of emergency preparedness and identified safety needs for each school or institution.”

“Each school district of the state is authorized to participate in such federal assistance programs as may be available or may become available to assist in providing tornado and severe weather protection.”

“Man-made disaster” means a disaster caused by acts of man including, but not limited to, an act of war, terrorism, chemical spill or release, or power shortages that require assistance from outside the local “political subdivision” (any county, city, town or municipal corporation of the state represented by an elected governing body).

This law went into effect May 29, 2003.

See resource: www.ed.gov/emergencyplan

Safe School Planning Steps for Administrators

1. Establish the Committee

- Solicit broad representation.
- Integrate the committee with other school planning groups.
- Promote collaborative planning efforts.

2. Collect and Analyze Data from Needs Assessment

- Assess existing conditions.
- Review existing data sources.
- Gather additional data through formal and informal processes.
- Identify areas needing improvement or change.
- Assist committees in completion of needs assessment.

3. Develop a Vision and Establish Goals

- Establish a clear vision of what is to be accomplished.
- Brainstorm needs of the school.
- Determine major goals.
- Work toward school and community consensus.

4. Identify Priorities and Objectives - Develop a Plan

- List high priority concerns and needs.
- Explore possible causes of safety concerns.
- Identify resources needed and available.
- Develop possible strategies and actions based upon Safe School Committee recommendations and available resources.
- Develop evaluation criteria and timeliness.

5. Select and Implement Activities

- Select strategies and actions for achieving objectives.
- Include complementary strategies at prevention, intervention, and restructuring levels.
- Set timelines and completion dates.
- Assign responsibilities.
- Implement the plan.
- Monitor progress.

6. Evaluate the Plan

- Determine to what extent identified problems were solved.
- Discuss successes/failures of the plan.
- Determine whether appropriate problems were identified.
- Discuss how plan can/should be strengthened/revised.
- With this information, return to Step 3.

Safe School Committee Membership

Title 70 O.S. § 24-100

Required by law:

Parent

Parent

Teacher

Teacher

Student

Student

Additional Members Recommended to Include:

School Nurse

Law Enforcement Representative

School Counselor

Business/Community Representative

Bus Driver

Food Service

Custodian

Other

Suggested Guidelines for Safe School Committees

1. The first meeting of each site's Safe School Committee should be in September of each school year.
2. The chief responsibility of the committee is to make recommendations to the principal regarding school safety, in particular: unsafe conditions, possible strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues which prohibit the maintenance of a safe school.
3. Each committee must include at least two teachers, two students, and two parents. It would also be helpful to include a school counselor, school nurse, campus security officer, bus driver and custodian as well as members of law enforcement, local business persons, local agency representatives, and a representative of the Parent Teacher Association and/or local board.
4. The principal will select the committee members. Each committee should meet monthly or every other month (preferably after the school day to accommodate working parents).
5. The Safe and Drug-Free School's representative for the district should be invited to work with the committee.
6. Each Safe School Committee should keep minutes and recommendations in writing. The principal will keep copies of the minutes and provide a copy, when requested, to the State Department of Education's Health, Safety, and Physical Education section. It is suggested that a Safe School Committee Report be given at school faculty meetings and school board meetings.
7. It is suggested that a schoolwide survey be given to students, staff, and parents each fall and follow-up given in the spring regarding school safety issues. The committee could develop its own survey or request samples from the Safe and Drug-Free School Coordinator at the State Department of Education, (405) 521-2107. A sample is included in this book.
8. The committee will review the district's Crisis Response Manual and make sure the response steps can be implemented in its school.
9. Safe school issues to consider:
 - behavior/conduct/discipline codes
 - bullying, harassment, hate crimes
 - campus supervision
 - conflict resolution programs
 - counseling services
 - crime prevention
 - crisis management
 - cultural and social awareness
 - media relations
 - parental involvement
 - playground safety
 - school environment
 - school security
 - special event management
 - student leadership
 - substance abuse prevention
 - transportation
 - truancy prevention

Components of Safe Schools

When it comes to safe school planning, it is important to remember that it is an ongoing process. There is no specific formula that outlines everything that a safe school plan should entail. Rather, it is more appropriate to identify an array of potential areas that should be addressed. After the Safe School Committee is formed, the members should begin to identify specific issues they want to address in their recommendations to principals. These may include:

1. Assessment/Evaluation

- Gather statistics:
 - in school
 - in community
- Conduct needs/strengths assessment:
 - public awareness
 - media relations
 - community services and outreach
 - legislative outreach and contact
 - cultural and social awareness
 - parent participation
 - involvement of senior citizens
- Survey:
 - parents
 - community
 - students
 - staff
- Measure behaviors periodically:
 - discipline violations
 - pro-social actions
- Identify adult and youth leaders:
 - traditional
 - nontraditional
 - focus groups

2. Policy

- School staff know their responsibilities as mandated reporters
- Partner with parents, law enforcement, social services, and community services:
 - careful screening and selection of staff
 - school security
 - transportation
 - campus supervision
 - crime prevention through environment design
 - school law enforcement
 - restitution plan
- Create procedure for policy violations and disputes:
 - mediations
 - negotiation
 - arbitration
- Outline safety procedures
- Detail crisis plan

3. Code of Conduct

- Outlines specific, logical, creative consequences
- Developed by students and adults:
 - behavior/conduct/discipline
 - substance abuse prevention
 - violence prevention
 - truancy prevention
 - curricula focusing on pro-social skills
- Applies to students and adults
- Teaches and models responsibility

4. Student Assistance Programs

- Counseling
- Support groups:
 - student leadership
 - interagency partnerships
 - corporate/business partnerships
- Referrals
- Family visitation
- Service learning
- Community service
- Volunteerism
- Crisis team
- Peer helping

5. Skill-Based Instruction

- Classroom, library, recreation center, 4-H, scouts, and other youth group involvement
- Stress and anger management
- Empathy development
- Conflict resolution
- Cultural competence: gender, ethnic, socioeconomic
- Problem solving/decision making
- Setting personal boundaries
- Special event management
- Extracurricular activities
- Health service
- Evaluation and monitoring
- Counseling
- Bullying prevention

School Safety Checklist

(May be completed by school administrator and shared with Safe School Committee.)

A. The existence of a comprehensive safety plan	Yes	No	NA
1. An emergency preparedness plan has been developed to address the following emergencies:			
a. Fire	___	___	___
b. Tornado	___	___	___
c. Hurricane	___	___	___
d. Bomb Threat/Explosion	___	___	___
e. School Bus Accident	___	___	___
f. Intruder	___	___	___
g. Earthquake	___	___	___
2. Threats unique to the school (i.e., potential for nuclear accident, hazardous chemical release, train derailment) have been identified and the emergency preparedness plan addresses them.			
a. _____	___	___	___
b. _____	___	___	___
c. _____	___	___	___
B. Communication of Discipline Policies and Procedures			
1. There is a policy for dealing with violence and vandalism in your school.	___	___	___
2. There is an incident reporting system available to all students and staff.	___	___	___
3. There is inservice training for teachers and staff in the areas of violence, vandalism, and reporting policies and procedures.	___	___	___
4. Students are made aware of behavioral expectations and school discipline procedures.	___	___	___
5. Parents are made aware of and acknowledge student behavioral expectations and school discipline procedures.	___	___	___

C. Interagency and Intra-agency Emergency Planning	Yes	No	NA
1. School emergency plans are coordinated with district emergency plans.	___	___	___
2. School emergency plans have been developed in cooperation with law enforcement and other emergency response agencies.	___	___	___
3. Security and local police have vehicle access to the campus at all times.	___	___	___
4. Local police are familiar enough with the campus to assist during emergencies.	___	___	___
5. There is an up-to-date inventory of equipment and valuable property (inventoried by videotape when possible). At least one copy is kept off school grounds.	___	___	___
6. School files and records are kept in a fireproof safe or storage area.	___	___	___
 D. Recording of Disruptive Incident			
1. Violations of state and federal law that occur on school grounds are reported immediately by school officials to the appropriate law enforcement agencies.	___	___	___
2. An incident reporting procedure has been established for all disruptive incidents which take place on school property.	___	___	___
3. A database is developed from disruptive incident reports, and it is analyzed to identify recurring school safety problems.	___	___	___
 E. Training of Staff and Students			
1. Training sessions and drills are conducted on a regular basis to test the effectiveness and efficiency of safety plans and procedures.	___	___	___
2. Parents, students, teachers, and administrators are involved in reviewing school policies and prevention strategies involved in school safety.	___	___	___
3. Staff training is provided in weapons detection and reporting, and in responding to confrontations when weapons are involved.	___	___	___
4. Staff training is provided to clarify expectations for reporting and responding to student violence and includes laws that pertain to teachers and students.	___	___	___
5. Some staff members are trained in first aid and cardiopulmonary resuscitation (CPR).	___	___	___
6. Staff members are trained by law enforcement or other knowledgeable persons in the interception of and response to intruders.	___	___	___

F. Assessment of Building and Grounds

Yes No NA

1. External doors are kept locked to outside admittance where feasible during school hours.	___	___	___
2. The capability exists to notify all teachers to lock classroom doors in an emergency.	___	___	___
3. School grounds are properly lighted for night activities.	___	___	___
4. The capability exists to monitor the main entrance.	___	___	___
5. Break-resistant glass is used when possible, and lights are equipped with break-resistant lenses, especially in high-risk areas.	___	___	___
6. Entrance doors have see-through safety glass.	___	___	___
7. Locks on exterior doors cannot be reached if glass is broken.	___	___	___
8. Exterior doors are solid-core style.	___	___	___
9. All areas within the building are adequately lighted.	___	___	___
10. Student locker areas can be monitored by school staff.	___	___	___
11. School official locks empty student lockers with color-coded locks.	___	___	___
12. Handrails are provided on stairways.	___	___	___
13. Steps are covered with a nonslip material.	___	___	___
14. Access to electrical panels in all areas is restricted.	___	___	___
15. Mechanical rooms and other hazardous material storage areas are kept locked.	___	___	___
16. Shrubbery and trees permit good visual surveillance of all parts of the school campus.	___	___	___
17. If feasible and potentially effective, the perimeter of the school, including field areas, is fenced, and secured gates are installed.	___	___	___
18. School building areas are fenced separately from playing areas to prevent an intrusion during nonschool hours.	___	___	___
19. Visitor parking is clearly marked in a high visibility location as close to the main office as feasible.	___	___	___
20. A high visibility area is designated as the pick-up/drop-off point for students and staff.	___	___	___
21. Access to bus-loading areas by other vehicles is restricted as feasible.	___	___	___

	Yes	No	NA
22. Parking areas can be monitored by school staff.	___	___	___
23. Entrances and exits to parking areas are restricted.	___	___	___
24. Barriers exist to prevent unauthorized vehicles access to the campus.	___	___	___
25. Bicycles are stored in secure areas during school hours.	___	___	___
26. All door and window locks are regularly checked, and ground floor windows have extra security precautions.	___	___	___
27. Buildings have internal security fire alarms and automatic fire control sprinklers.	___	___	___
28. Fire prevention personnel have recently inspected facilities and have made prevention suggestions.	___	___	___
29. Buildings have burglar alarms, and the alarm system is regularly maintained.	___	___	___
30. Local police, security and fire departments are alerted by the alarm system.	___	___	___
31. Roofs are accessible only by ladder and are fire-retardant.	___	___	___
32. Parking areas can be monitored by school staff.	___	___	___

G. Procedures for Handling Visitors

1. Visitors are required to report to the office.	___	___	___
2. A school policy for interception and response to unauthorized persons on campus is established.	___	___	___
3. Signs concerning visitor policy and trespassing are properly displayed at entrances to the campus and buildings.	___	___	___

H. Assignment of Personnel in Emergencies

1. An emergency team has been organized to carry out emergency plans and, if necessary, coordinate postemergency activities with an external crisis intervention team.	___	___	___
2. Staff members have been assigned responsibilities to implement all parts of emergency plans.	___	___	___
3. An individual is designated to be responsible for overall school security operations.	___	___	___

I. Emergency Communication and Management Procedures	Yes	No	NA
1. The school has emergency phone capability.	___	___	___
2. A procedure has been developed to notify bus drivers when emergency evacuation of buildings and grounds is necessary.	___	___	___
3. In the event of power failure, alarm systems and phones are operative.	___	___	___
4. A communication capability between the office and all teaching stations exists.	___	___	___
 J. Transportation Rules and Accident Procedures			
1. School bus safety rules have been developed and distributed to all students.	___	___	___
2. Parents have been informed in writing of school bus safety rules.	___	___	___
3. All students participate in school bus emergency evacuation drills twice yearly.	___	___	___
4. Safety training is provided for all school bus drivers.	___	___	___
5. Drivers are trained in school bus discipline policies and procedures.	___	___	___
6. Accident procedures have been developed and communicated to bus drivers.	___	___	___
7. Passenger lists for all bus routes are maintained at the school site and are updated as changes occur.	___	___	___
8. Route descriptions for field trips are filed in the school office before trips begin.	___	___	___
9. Passenger lists are developed and filed in the school office for each vehicle going on a field trip.	___	___	___
10. All students and staff participating in a field trip carry identification.	___	___	___
11. Students with medical problems have identification of these problems on them when participating in field trips, or adult supervisors have a written list of medical problems.	___	___	___

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How Safe is Your School?

Secondary Level Student Survey

Please help our school’s Safe School Committee in determining safety needs by answering the following questions.

1. Do you feel safe at school? (Circle one.)
 - Always
 - Most of the time
 - Some of the time
 - Never

2. When do you not feel safe at school? (Circle all that apply.)
 - On the way to school
 - Riding the bus
 - Lunchtime
 - In class
 - Between classes
 - After school (3 to 6 p.m.)

3. Circle any of the following you consider to be unsafe places:

School bus	Parking area
Classroom	Hallways
Restrooms	Bus stop
Auditorium	Locker Room
Neighborhood	Cafeteria
At home	Gymnasium
Portable buildings	
Outside on school grounds	

4. Based on your experiences, do you believe there is a problem at your School? (Circle all that apply.)

Drugs	Vandalism
Alcohol	Arson
Guns	Assault
Other weapons	Graffiti
Gangs	Theft
Hate Crimes	Bullying/Harassment
Other _____	

5. Have you ever seen a gun in your school, or do you know of a student who has brought a gun to school on his/her person or in a vehicle? (Circle one.)

Yes	No
-----	----

6. Of the safety measures currently at your school, which do you believe are the most effective in making your school safer? (Circle all that apply.)

Campus police	Metal detectors
Security cameras	Closed campus
Teachers/staff in hall	Drug dogs
Locked doors into building except front door	

7. Would you call an anonymous telephone hotline, such as SAFE-CALL to report criminal activity or threats of violence at your school? (Circle one.)

Yes	No	Maybe
-----	----	-------

8. Do you think a student safety council could have an impact on the overall safety of your school? (Circle one.)

Yes	No	Maybe
-----	----	-------

9. Are you familiar with your school’s emergency plan(s)? (Circle all that apply.)
 - Tornado
 - Fire evacuation
 - Other evacuation procedures
 - Lockdown procedures

10. What grade would you give the overall safety of your school? (Circle one.)

A B C D F

11. What is the most serious safety problem in your school?

12. How would you make your school safer?

13. Name of school you attend:

14. What is your age?

15. What is your current grade level? (Circle one.)

6 th Grade	Freshman
7 th Grade	Sophomore
8 th Grade	Junior
	Senior

16. Gender (Circle one.)

Female Male

17. Race or ethnic group (Circle one.)

African American
Asian American
Caucasian
Hispanic
Native American
Other

Are You Being Hassled or Harassed?

Name _____

Date _____ Approximate Time _____

Where were you when this incident happened? (Check one.)

- Classroom
- Lockers
- Cafeteria
- Gym
- Locker room
- Bathroom
- Outside
- Bus
- Other _____

What happened? (Check one.)

- Someone teased me.
- Someone took something of mine.
- Someone told me to do something I didn't like.
- I did something wrong.
- Someone started fighting with me.
- I retaliated when someone bothered me.
- Someone put his/her hands on me.
- Someone destroyed my property.
- Someone called me names.
- Someone purposely embarrassed me.
- Someone threatened me.

Who was that someone? (Check one.)

- Another student
- A teacher
- Other _____

What did you do? (Check one.)

- I did something wrong.
- I retaliated when someone bothered me.
- I called him/her names.
- I fought with him/her.
- I threatened him/her.
- I reported this to an adult.
- I destroyed someone's property.
- I started a rumor about someone.
- I told my parent(s).
- I talked about this to a friend.
- I called the SAFE CALL hotline.

How I handled my own actions. (Check one.)

- Poorly
- Well
- Need help
- Could have done a better job
- Okay

Do you need assistance? (Check all that apply.)

- I need to speak to a counselor.
- I need a peer mediation session with this person.
- I need to speak to the principal.
- I need to be in a student assistance group.
- I need help with my anger.
- I need an adult to monitor this area.
- I would like an adult to keep this person away from me.
- Other _____

I would like to see the school prevent bullying or intimidation by _____

Please return this form to your teacher, counselor, or principal.

Bullying Survey for School Staff

Are We Enabling Bullying?

	Always	Sometimes	Never
1. When I see acts of bullying or harassment, I do not report it.	_____	_____	_____
2. I wait for student's bullying behavior problems to change by themselves.	_____	_____	_____
3. I avoid dealing with students who bully for fear of my own safety.	_____	_____	_____
4. I do not report bullying incidents to protect the school's reputation.	_____	_____	_____
5. I feel that many behaviors described as bullying are normal behaviors – part of growing up for children.	_____	_____	_____
6. As long as no one is physically hurt, I do not intervene.	_____	_____	_____
7. I feel angry and resentful and anxious about having to deal with violence problems in my school.	_____	_____	_____
8. I do not think parents want the school to contact them when their child is bullying.	_____	_____	_____
9. I have ignored bullying behaviors of staff members.	_____	_____	_____
10. I make excuses for the actions of or defend certain students involved in bullying behaviors.	_____	_____	_____
11. If I intervene when I see inappropriate behavior, I fear I will be reprimanded by administration or parents.	_____	_____	_____
12. I avoid places at school where I know students harass or bully others.	_____	_____	_____
13. I have witnessed students' bullying behavior being ignored by staff members.	_____	_____	_____
14. I believe the best way for targeted students to handle a situation is to fight back.	_____	_____	_____
15. I have allowed students to avoid consequences of their bullying behavior to protect their academic or athletic status.	_____	_____	_____
16. I feel our students lack tolerance for special education students, physically or mentally challenged students or students different from themselves.	_____	_____	_____
17. I have used violent language or actions while dealing with students.	_____	_____	_____

Always Sometimes Never

- 18. I hesitate to involve others with students who bully because I feel that the students or the situation will be mishandled. _____
- 19. I tend to overlook problem behaviors in students since it is not my responsibility to handle the students' behavior. _____
- 20. I believe our school does not enforce our bullying policy. _____
- 21. I feel students who bully others continuously cannot be helped. _____
- 22. I believe some students set themselves up to be bullied and must accept the consequences of their behavior. _____
- 23. I am concerned about the level of bullying behavior I see in our school and feel prevention must be addressed. _____
- 24. I feel our administration's response to bullying and harassment behaviors is inadequate. _____
- 25. I feel required staff development opportunities are not provided often enough on bullying prevention/intervention. _____

Bullying Questionnaire for Staff Discussion

Suggestions for your next staff meeting.

- What is our district or school policy (effective November 1, 2002, by state law) on bullying?
- What is our school's definition or criteria of "bullying, harassment and intimidation?" Are we using a bullying prevention education curriculum? What grade levels will be involved?
- What is the procedure or documentation for reporting bullying incidents? To whom do we give this documentation? Do we have a report form?
- What are the consequences for student and staff bullying behaviors?
- Do the consequences include a "skills" class or SAP (student assistance program), counseling program, or teen court component?
- Are parents required to attend an educational awareness session with a "suspended" student?
- Who will implement an evaluation or follow up on the effectiveness of our prevention and intervention program?
- Have all parents been given a copy of our bullying prevention and intervention policy and procedures? Are we offering a parent education opportunity on bullying prevention in our school?
- Are we using an anonymous "student survey" to measure the degree of bullying and our program efforts and effectiveness?
- What professional development opportunities are offered to staff and support staff on preventing bullying and intervention strategies?

Assessment of Gang Activity

(For use by Safe School Committee.)

Using these points

Is there graffiti on or near your campus?	(05)
Do you have crossed out graffiti on or near your campus?	(10)
Do you know of students who wear gang colors, jewelry, or clothing, or flash hand signals, or display other behavior which may be gang-related?	(10)
Do you know if drugs are available near your school?	(05)
Has there been a significant increase within the past 12 months in the number of physical confrontations in or near your school?	(05)
Is there an increasing presence of weapons in your community?	(10)
Are beepers, pagers, or cellular phones used by your students?	(10)
Do you know of a drive-by shooting at or around your school?	(05)
Do you know of a “show-by” display of weapons at or around your school?	(10)
Is your truancy rate increasing?	(05)
Is there an increasing number of racial incidents in your community or school?	(05)
Is there a history of gangs in your community?	(10)
Is there an increasing presence of “informal social groups” with unusual names?	<u>(15)</u>

Total the Points

Score points for each yes.

0 - 20 points	No significant gang problem.
25 - 40 points	An emerging gang problem.
45 - 60 points	A significant gang problem - a gang prevention and gang intervention plan should be developed.
65 or higher	An acute gang problem that merits a total gang prevention, intervention, and suppression program.

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Safe School Committee Recommendations

School Name	District Name	County
-------------	---------------	--------

Recommendations:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Other Comments:

Committee Chair Signature

Date

Safety Considerations in Handling School Mail

As part of the safe school plans and programs, local schools and districts across our state already have processes and programs in place to implement corrective actions should an unsafe situation occur. Past events compel us to consider the possibility of a bioterrorism threat to school campuses. The United States Department of Education is encouraging us to take a proactive approach and to work within our local school districts in responding to this potential threat as in any other school safety situation.

Specifically, we would encourage suggested plans for:

- Sorting and handling the mail
- Handling suspicious pieces of mail
- Disseminating information quickly and accurately to parents and teachers
- Evacuating a school should authorities deem it prudent

According to a recent Federal Bureau of Investigation (FBI) advisory, if you receive a suspicious package or letter, check for the following:

- No return address; restrictive markings
- Possibly mailed from a foreign country; excessive postage
- Misspelled words
- Addressed to title only or incorrect title: badly typed or written
- Protruding wires, strings, or aluminum foil
- Lopsided or uneven package
- Rigid or bulky
- Strange odor
- Oily stains, discolorations, crystallization, or powdery substance on wrapper
- Excessive tape or string

Do not shake or empty contents of any suspicious package or envelope or carry it to show it to others or allow others to examine it. Place the package on a stable surface. Alert others in the area then leave the location. Close any doors and do not allow others to enter the vicinity. If possible, shut off the ventilation system.

Notify a supervisor, security officer, or local law enforcement official. Create a list of persons who were in the room or who may have handled the package. Give this list to law enforcement and local public health officials. If a parcel is open and/or a threat identified, call 911 and notify the nearest FBI office.

Storage and Training Regarding Possible Hazardous Materials at School

Oklahoma's Right to Know Hazard Communication Act

In Oklahoma, a written training program on handling hazardous materials is required and training must be provided annually. For more information, contact the Oklahoma State Department of Labor, Public Employee Health and Safety Division, 4001 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105. Phone: (405) 528-1500.

Material Safety Data Sheets (MSDS)

Minimum standards for MSDS include:

- Chemical name
- Hazardous components
- Physical characteristics
- Physical hazards
- Health hazards; Carcinogens must be identified
- Primary routes or entry
- Permissible exposure limits
- Any applicable precautions (gloves, goggles, etc.)
- First aid and emergency procedures (chemical splash, spill handling, etc.)
- Date prepared
- Name and address of the manufacturer or MSDS preparer including phone number

An up-to-date inventory and a list of all hazardous chemicals must be assembled. An inventory consists of the name of the chemical, the quantity, and storage location.

All laws require the employer to notify the employee of any potential exposure or actual exposure to a hazardous substance.

For a free copy of the Chemical Hygiene Plan, contact:

Flinn Scientific, Inc.
Post Office Box 219
Batavia, IL 60510

Action Steps for Schools

Following are some of the ways in which schools can ensure safety and discipline:

- Establish a team of educators, students, parents, law enforcement and juvenile justice officials, and community and business leaders to develop a plan for creating a safe, disciplined, gun- and drug-free school.
- Develop a Safe School Plan based upon an examination of problems and resources and a review of strategies that work.
- Ensure that students are engaged in school work that is challenging, informative, and rewarding. When students are fully engaged and absorbed, they are less prone to violence and less likely to be disruptive. Widen the range of extracurricular activities and work to get all youth involved.
- Establish, publish, publicize, and enforce policies that clearly define acceptable and unacceptable behavior. Policies for weapons, violence, gangs, the use or sale of alcohol and drugs, and bullying and harassment should be included.
- Work with law enforcement and juvenile justice agencies for support in reporting violations of weapons policies as well as other delinquent or criminal behavior.
- Take immediate action on all reports of drug use or sales, threats, bullying, gang activity, or victimization. Anyone caught bringing a gun to school should be reported immediately to the appropriate law enforcement agency. File a weapon incident report with the Safe and Drug-Free Schools office at the State Department of Education.
- Create an environment that encourages parents and other adults to visit the school and participate in school activities. Develop a sense of community within the school. Start a mentoring program for community members with students.
- Work with community groups and law enforcement officials to keep schools open after normal operating hours so that students and their families have places where they can engage in productive, well-supervised, and safe activities. Help create safe corridors to and from school.
- Actively involve youth in program and policy development. Start a peer helpers program.
- Offer programs that teach peaceful, nonviolent methods for managing conflict to students and their families, as well as to staff, such as peer mediation training and anger management training.
- Offer programs that teach character traits, such as respect, honesty, responsibility, etc.
- Maintain a clean campus, shorten passing periods. Monitor hallways and remain highly visible.
- Enforce school dress code policies or implement school uniforms.
- Keep staff members informed about potential problems on campus. Hold inservice training and practice crisis management drills regularly.

Source: Creating Safe and Drug-Free Schools: An Action Guide, A Partnership between Office of Juvenile Justice, United States Department of Education, 1996.

Checklist of Characteristics of Youth Who Have Caused School-Associated Violent Deaths

The National School Safety Center (NSSC) offers the following checklist derived from tracking school-associated violent deaths in the United States from July 1992 [through 1998]. *After studying common characteristics of youngsters who have caused such deaths, NSSC has identified the following behaviors, which could indicate a youth's potential for harming him/herself or others.*

Accounts of these tragic incidents repeatedly indicate that in most cases, a troubled youth has demonstrated or has talked to others about problems with bullying and feelings of isolation, anger, depression and frustration. While there is no foolproof system for identifying potentially dangerous students who may harm themselves and/or others, this checklist provides a starting point.

These characteristics should serve to alert school administrators, teachers and support staff to address needs of troubled students through meetings with parents, provision of school counseling, guidance and monitoring services, as well as referrals to appropriate community health/social services and law enforcement personnel. Such behavior should also provide an early warning signal that safe school plans and crisis prevention/intervention procedures must be in place to protect the health and safety of all students and staff members so that schools remain safe havens for learning.

- Has a history of tantrums and uncontrollable angry outbursts.
- Characteristically resorts to name-calling, cursing or abusive language.
- Habitually makes violent threats when angry.
- Has previously brought a weapon to school.
- Has a background of serious disciplinary problems at school and in the community.
- Has a background of drug, alcohol or other substance abuse or dependency.
- Is on the fringe of his/her peer group with few or no close friends.
- Is preoccupied with weapons, explosives or other incendiary devices.
- Has previously been truant, suspended or expelled from school.
- Displays cruelty to animals.
- Has little or no supervision and support from parents or a caring adult.
- Has witnessed or been a victim of abuse or neglect in the home.
- Has been bullied and/or bullies or intimidates peers or younger children.
- Tends to blame others for difficulties and problems she/he causes her/himself.
- Consistently prefers TV shows, movies or music expressing violent themes and acts.
- Prefers reading materials dealing with violent themes, rituals and abuse.
- Reflects anger, frustration and the dark side of life in school essays or writing projects.
- Is involved with a gang or an antisocial group on the fringe of peer acceptance.
- Is often depressed and/or has significant mood swings.
- Has threatened or attempted suicide.

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Safe School Campus Security Suggestions

Former Police Chief Michael Dorn of Bibb County, Georgia, has been recognized nationally for his successful efforts in reducing crime on school campuses and surrounding neighborhoods. He made the following suggestions at a meeting in Oklahoma City, May 4, 1999, sponsored by the Oklahoma Association of Chiefs of Police. These recommendations may be helpful in safe school planning.

- Convene a task force of parents, students, administrators, and school board members.
- Track and share crime incident data openly with students, parents and the community.
- Let students help develop the safe school plan.
- Develop SAFETY ZONES (2,000 feet surrounding each school) and enforce this with warnings in writing and ticket offenders for loitering, weapons possession, drug usage and possession within this area. Work with your local law enforcement authorities.
- School administrators should meet often with county and local Chiefs of Police.
- Have 24-hour access phone line to campus police to report dangerous activity or suspicious activity in/on school property. Offer drop boxes at schools and e-mail addresses for students and community to report what they have seen and heard.
- Give each student a pocket-size Code of Conduct booklet.
- Plan frequent talks with the media to emphasize your campus security programs and policies. Go over safety issues and ask for their support in your efforts.
- Use research-based, prevention education programs and class curriculum.
- In the summer, offer workshops, visit truants' homes, offer certification programs for school personnel.
- Deal with triggering behaviors immediately, such as use of gang signs, dress codes, etc.
- Enforce school dress codes or use school uniforms.
- Closed campuses are preferred or allow limited campus access.
- Every school should have a crisis plan and review it frequently. Use practice drills and use a school audit to monitor these plans and drills.

***Chief Dorn emphasized,
“You can have a safe school in any
neighborhood in any setting.”***

Search and Seizure Guidelines

Do:

- Base “reasonable suspicion” on personal factual knowledge, observations or information by credible and reliable sources.
- Search for objects which are related to violation of school rules or criminal acts and in a location where the object(s) is/are most likely to be located.
- Avoid or minimize any damage to property during a search.
- Minimize intrusions and keep the scope of the search reasonable.
- Make sure that any use of force is reasonable and related to the severity of the security threat involved.
- Proceed very cautiously with the search of a student’s person (i.e., jacket, purse or pocket).
- Avoid searches involving removal of a student’s clothing. Contact legal counsel before any such search is conducted.
- Tag seized items, place them individually in secured plastic bags, label the contents, and list the chain of custody.
- Inventory any items seized in a search and give a copy to the student.
- Turn over any contraband or illegal items to the police.
- Keep to a minimum the number of individuals who have contact with seized items.

Search and Seizure Guidelines

Don't:

- Assume that every expectation of privacy by a student is protected. The student's expectation of privacy must be objectively reasonable.
- Confuse reasonable suspicion with probable cause. Reasonable suspicion is based on "sufficient probability" and is a lesser standard than probable cause.
- Forget that a student's personal belongings are generally accepted as protected under the Fourth Amendment.
- Search without reasonable suspicion that the illegal item(s) will be found in the location where the search is to take place.
- Force a student to consent to a search. If consent is not voluntary or knowingly given, be certain that reasonable suspicion exists before the search begins.
- Ignore items that have been voluntarily abandoned or left unattended.
- Expand the scope of a search beyond the area where the illegal item(s) is to be found unless reasonable suspicion exists.
- Use force during a search.
- Forget that emergency situations may be a justifiable exception to the Fourth Amendment prohibitions against unreasonable search and seizure.

Courtesy of Mary A. Lentz, Esq., Director, Institute for School Resource and School Security Officer, Ashland University, Ashland, Ohio

Procedures Regarding Weapons and Violent Attacks on School Buses

It is recognized that school buses are not immune to weapons violations and that violent attacks can occur on the bus, or be directed at the bus by any number of parties. Therefore, strict adherence to the following procedures shall be observed by every member of the transportation department.

- A. A voice communication code shall be established in which the drivers, attendants, or student passengers may communicate any unsafe situation to the supervisor of transportation or person designated in the absence of the supervisor of transportation. This code should include language to indicate if the situation is threatening or an actual violation or attack.
- B. If a situation presents itself, the driver shall make every attempt to keep the communication device “open,” such as leaving a cellular phone in the talk mode or a radio microphone “keyed up.”
- C. Law enforcement authorities should be immediately notified of any possibility of violence.
- D. Suspicion or actual weapon on the bus:
 - 1. The driver or attendant should notify the school by voice communication.
 - 2. If possible, all students except the suspect should be evacuated from the bus.
 - 3. If evacuation is not possible, the driver should attempt to negotiate with the suspect in a calm voice.
 - 4. All student passengers shall be instructed to assume a crash position in the seating area and remain quiet.
- E. In the event of a hostage situation or unauthorized entry into the bus by violent parties the same procedures shall be followed.
- F. All school bus drivers should immediately report to the supervisor of transportation any noticeable change in behavior of a coworker or student. Any rumors concerning possible weapons violations or threats of violence should be immediately reported to the supervisor.
- G. All school bus drivers and attendants should receive inservice training from the local law enforcement authorities regarding recognition of concealed weapons, hostage situations, and procedures for violent attacks.
- H. In the event a student becomes violent, the school bus drivers have the authority to use reasonable force to restrain the student.

Field Trip Checklist

Before a field trip, the following checklist items should be addressed in district policies and procedures.

- Has a clear educational purpose been established for the trip?
- Have the program planners described where the group will go, how they will get there, who will supervise, when the group will arrive, when the group will leave, and how they may be contacted in an emergency?
- Have parental/guardian release forms been obtained?
- Have rules and regulations for student conduct on the field trip been established and communicated to students and parents/guardians in advance of the trip?
- Is there a roster of all participating children and adults? Has each teacher been instructed to bring the class roster with him or her? Has a specific individual been assigned to maintain the participant roster?
- Has emergency medical information been gathered on each student, staff member, and adult volunteer? Has someone been assigned to keep track of medical information and release forms in case of an emergency?
- Have identification badges been made for all district and school staff who are involved in supervising students? Does each student have a student ID card or visible name badge? Has someone been appointed to ensure that all supervising personnel wear ID badges?
- Has someone been assigned to be in charge of each event? Is there a clear chain of command to reporting or handling field trip emergencies?
- If school vehicles are used for the field trip, what supervision will be provided on the vehicles?
- Has a route plan been filed with the school? Is there a list of emergency medical facilities and emergency phone numbers within the vicinity or along the route the field trip will take?
- Are bus drivers properly licensed and trained for the vehicle they will be driving? In addition, have the drivers received appropriate training in emergency procedures?
- If private cars are used to transport students, has the district been provided with certificates of insurance confirming that the vehicles and their drivers are properly insured?
- Have background checks on adult volunteers been completed to ensure that there are no child molesters or known felons volunteering to supervise students?
- Have adequate steps been taken to ensure that there is a reasonable ratio of adults to students?
- Do supervising personnel have CPR or emergency medical training?
- Should a certified school nurse go on the field trip, based upon the size of the group and the destination?

- If the field trip is a beach or water outing, will there be adequate life guarding staff whose certifications are current?
- Are an emergency first-aid kit, bullhorn, and flashlight available for the trip?
- Is there radio communication or cellular phone capability?
- What arrangements have been made for parents or guardians to pick up students after the field trip?

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Maintaining a Secure School Bus Fleet

1. All drivers should be screened for any history of mental illness or criminal activities.
2. All school buses should have the county/district code and bus number painted on the roof in large numbers and letters for easy identification by law enforcement aircraft.
3. All school buses should be stored at a site specified by the administration.
4. Whenever possible, the school bus parking lot should be surrounded by a security fence.
5. Local police departments should be enlisted to periodically check buses for security risks. Those police departments with service animals trained to detect drugs and explosives should be enlisted.
6. Drivers should be constantly reminded of the importance of thoroughly conducting a daily inspection before the trip. This inspection should include a visual inspection of the underside of the bus for vandalism or foreign objects attached to the bus.
7. Drivers should remain alert at all bus stops and traffic stops for strangers approaching the bus.
8. Schools should develop a threat assessment training cooperative with local law enforcement officials.
9. Disaster preparedness plans should include the possibility of using school buses for evacuation purposes.

Fostering Resiliency in Students

Resilient Factor	Definition/Demonstration	Building Skills
Self-respect	Children like themselves, show respect for peers, accept positive attention.	Acknowledge achievement by citing specific efforts. Correct behaviors, not personality. Model empathy, responsibility, reliability.
Independence	Children show initiative, discipline, self-reliance.	Establish clear procedures and specify consequences. Have students participate in developing class rules. Acknowledge appropriate behaviors. Increase level of performance and offer help and encouragement to reach higher goals.
Positive outlook	Children know that their lives have meaning and value. They are optimistic and can ask for help.	Show students they deserve trust and respect. Give examples from the teacher's life and from the lives of other adults, students, and historical figures who handled trying circumstances.
Sociability	Children have support systems of teachers, relatives, peers, neighbors. They develop new relationships, pursue academics and hobbies.	Help students identify people they can turn to for companionship, guidance, and support.
Sense of responsibility	Children perform family tasks that give them a sense of responsibility and connection to others.	Give students tasks that demand responsible behavior and recognize accomplishment. Give students a chance to have fun in the classroom.
Good peer relationships	Children feel understood, accepted by peers; they have close peer relationships and can find and make new friends.	Give students a chance to interact with individuals and peer groups. Explore ways to make friends, express affection or displeasure, state needs and stand up for themselves, and say no when pressured to do something inappropriate. Encourage a school counselor or social worker to form a support group, which helps members build self-esteem and a sense of responsibility, fosters positive coping skills, and encourages members to express feelings.
Support	Children have support of parents, teachers and friends.	Involve students in curricular and extra-curricular activities. Provide opportunities to encourage parents to attend events.

Source: Strategies for Building Resilience in the Classroom, United States Department of Education.

Risk and Protective Factors in Drug Abuse Prevention

In more than 20 years of drug abuse research, the National Institute on Drug Abuse (NIDA) has identified important principles for prevention programs in the family, school, and community. Prevention programs often are designed to enhance protective factors and to reduce risk factors. Protective factors are those associated with reduced potential for drug use. Risk factors are those that make drug use more likely to occur. Research has shown that many of the same risk factors apply to other behaviors such as youth violence, delinquency, school dropout, risky sexual behaviors, and teen pregnancy.

Protective Behaviors

- Strong, positive family bonds
- Parental monitoring of children's activities and peers
- Clear rules of conduct that are consistently enforced within the family
- Involvement of parents in the lives of their children
- Success in school performance; strong bonds with institutions such as school and religious organizations
- Adoption of conventional norms about drug use

Risk Factors

- Chaotic family environments, particularly in which parents abuse substances or suffer from mental illness
- Ineffective parenting, especially with children with difficult temperaments or conduct disorders
- Lack of parent-child attachments and nurturing
- Inappropriately shy or aggressive behavior in the classroom
- Failure in school performance
- Poor social coping skills
- Affiliations with peers displaying deviant behaviors
- Perceptions of approval of drug-using behaviors in family, work, school, peer and community environments

Source: NIDA Notes, Volume 16, Number 6

Recommended Action

Steps for Parents

Parents play a key role in ensuring that their children are safe, drug-free and morally responsible. Without the active support and participation of parents, schools and communities cannot be safe. Parents have to be part of a school's effort to create an orderly, respectful environment. Some of the actions parents can take are:

- Set standards of behavior, limits, and clear expectations for children both in and out of school and develop mutually agreed-upon rules about homework, extracurricular participation, grades, curfews, chaperoned parties, and places that are off-limits.
- Teach standards of right and wrong and demonstrate these standards through example.
- Discuss with their children the school's discipline policies, reinforcing the belief that school rules support the rights of all students to attend schools with disciplined enforcements safe from influences of violence or substance abuse.
- Encourage their children to talk about school, their social activities, their interests and problems, and even their walk to and from school.
- Be involved in their children's school life by reviewing homework, meeting their teachers, and attending school functions such as parent-teacher conferences, PTA meetings, class programs, open houses, plays, concerts, and sporting events.
- Build a network of other caring adults with whom they can talk and from whom they can learn.
- Join a community association to ensure that issues related to alcohol, drugs, and violence are made part of the organization's agenda and that community groups work together to create a safe-school corridor by supervising walking routes to and from school.
- Talk to their children about the consequences of drug and weapon use, gang participation and violence and ensure that parent's firearms and other dangerous weapons are unloaded and unavailable to children.
- Work with the school to develop a comprehensive Safe School Plan, which incorporates a clearly articulated statement to students, parents, and the community regarding what will and will not be tolerated, and which also provides a strong emphasis on programs to prevent violence and the use of alcohol and drugs.
- Monitor the programs their children watch, the video games they play, and the music they listen to regularly. Take time to explain to their children the actual nature and consequences of what is being said and done.
- Encourage their children to participate in school-sponsored, after-class activities to help limit the amount of time their children spend watching television.

Source: Creating Safe and Drug-Free Schools: An Action Guide, A Partnership between Office of Juvenile Justice, United States Department of Education, 1996.

Recommended Action

Steps for Students

Students can play an important role in ensuring their schools are safe and orderly. They can take steps to help make their schools places where learning can take place without distraction, and where they can grow without the fear of being victimized or bullied.

Students can:

- Participate in, or help develop, student government organizations and guidelines that promote a drug- and gun-free, safe, and orderly environment for learning.
- Volunteer to serve on decision-making or advisory committees such as the Safe School Committee.
- Become advocates for programs such as peer mediation, conflict resolution, peer assistance leadership, or teen courts.
- Seek to reduce conflict situations rather than help to make them worse. Practice good citizenship and treat peers and teachers with respect.
- Report weapon possession, drug use or sale, bullying threats or intimidation, victimization, gang activity, or vandalism to school authorities and parents.
- Learn the consequences of gang involvement and alcohol, drug, and gun use and the methods for resisting alcohol, tobacco, and other drugs. Use this understanding to help other students avoid drug use or seek help if they are already involved with alcohol or other drugs.
- Follow the school code of conduct, understand that rules are made for everyone, and recognize the consequences of violating the rules.
- Whenever possible, travel with others to and from school and to special school events. Students must always be aware of their surroundings.
- Work with teachers, principals, and other students in developing a community service program, where students give back to the community in a positive manner.
- Encourage their parents to come to the school and be involved in activities that support the school.
- Serve as a big brother/big sister, tutor, or mentor for a younger student.

Source: Creating Safe and Drug-Free Schools: An Action Guide, A Partnership between Office of Juvenile Justice, United States Department of Education, 1996.

Student Organizations

S.A.V.E.

(Students Against Violence Everywhere) for elementary, middle school and high school. Center for Prevention of School Violence
(800) 299-6054 <www.ncsu.edu/cpsv>

P.R.I.D.E.

(Parents Resource Institute for Drug Education)
PRIDE PAL K-4 Grades
CLUB PRIDE 5-8 Grades
PRIDE High School Program
(800) 668-9277 <www.prideyouthprograms.org>

S.A.D.D.

(Students Against Destructive Decisions)
(877) SADD-INC (723-3462) <www.saddonline.org>

One Voice

Career Tech “*Stop the Violence*” program for middle school through high school students. Brenda Brixey, Oklahoma State Coordinator, STOP THE VIOLENCE Program
(918) 785-2570

Positive Peers

Chandler High School, Chandler, Oklahoma
Diann Herrmann and Kathy Dargel, sponsors
(405) 258-1828 (405) 258-1269

S.W.A.T.

(Students Working Against Tobacco) for ages 12-18 years
Youth Services of Oklahoma County
(877) 662-8887 <www.okswat.com>

20+ Ways You Can Help Create A Drug-Free Community

Parents:

- Do not leave educating your kids about alcohol and drugs to someone else. Ask librarians or teachers for appropriate books and posters, and talk openly with your kids about what they know.
- Do you know your child's friends? Who they hang out with after school? Invite his/her friends over and get to know them.
- Ask your child to talk with his/her friends about what they know about the dangers of drugs. Encourage them to make a pact that no one will try drugs, not even ONCE.
- Boredom can lead to experimentation in unhealthy, unethical, or illegal activities. Make sure your kids have enough activities planned to keep them interested in healthy, wholesome activities.
- Do you tell your child what "not" to do but do not follow the same advice? Mixed messages can confuse kids about what is right. You are a role model for your child and other youngsters. Take a serious look in the mirror. Do you want them to mirror what you see?
- After a hard day of work, think twice about sitting down with your kids to "relax" with a cold beer or glass of wine. It shows them you need alcohol to relax. Is that the message you want to send?

Neighborhood Residents:

- Get to know your local school, then volunteer for an activity such as chaperoning for a school dance.
- Do you know all your neighbors? Be the first to hold a block meeting or barbecue to discuss community issues.
- Take time to learn about drug issues in your community. Look in the yellow pages for an alcohol and drug treatment professional. Learn what you can.
- If you think there is drug activity in your neighborhood, let police know when you see telltale signs. To wait will not make the drugs go away.
- Are you involved in a community organization? You are the community. Your community is what you make it.
- Statistics prove Neighborhood Block watch programs reduce crime. If your neighborhood does not have a program, call your local law enforcement agency and start one.

Adapted from a document published by the Western State Governor's Council on Substance Abuse, project of the Community Council of Central Oklahoma, October 1991. Reprinted with permission from the Community Council of Central Oklahoma.

Friends, Co-workers, and Families:

- Even best friends can hide their drug habit from you. If they are irritable, “wired” or confused, intervene. That’s what friends should do.
- Pay attention to the messages your actions send. If someone looks up to you, they may imitate your actions.
- Have you noticed changes in a coworker’s or employee’s habits or attitudes? Know the signs of alcohol and drug abuse and how to help before it’s too late.
- It’s easy to get wrapped up in work. Watch out if you or a peer begin consuming alcohol or considering drugs to stay in the “fast lane.”
- Self-confidence is built on receiving attention and respect. Even if you’re busy, block out some time each day for your family.
- Make sure you know what prescription drugs family members are taking. Mixing medications or taking extra doses could be harmful.
- Talk to your children about the danger of alcohol and drugs. Ask them what they’ve learned in school and encourage them to be comfortable asking questions.

Adapted from a document published by the Western State Governor’s Council on Substance Abuse, project of the Community Council of Central Oklahoma, October 1991. Reprinted with permission from the Community Council of Central Oklahoma.

SAFE-CALL

1-877-SAFE-CALL, ext. OK1

1-877-723-3225, ext. 651

Oklahoma's SAFE-CALL hotline, the first such statewide system in the nation, is an anonymous toll-free telephone line for educators, students and citizens to share their concerns about potentially disruptive or dangerous situations in the public schools. SAFE-CALL's anonymous tips are investigated by the appropriate local authorities. The State Department of Education is providing this service to all 540 public school districts by using state administered funds from Oklahoma's federal Safe and Drug-Free Schools monies. Since its implementation in 1998, over 5,000 anonymous phone calls have been received statewide.

Security Voice, a bonded security company, which monitors hotlines in over 2,000 individual schools nationwide, operates the SAFE-CALL service. Included in the program are brochures and refrigerator magnets for 629,000 students in Grades K-12. Large hallway and door posters, small classroom posters, and Implementation Guides for administrators and superintendents are also available. SAFE-CALL is monitored 24 hours a day, seven days a week. Within half an hour of an anonymous phone call, a faxed transcript is sent to the local school superintendent for his/her information and further investigation. If it is an emergency call—bomb threat, weapons report, threat to kill, suicide threat, etc.—the school superintendent (or one of the four after-hours contacts) is notified as soon as possible. If no school officials can be reached, local law enforcement officers are notified. State Department of Education staff is notified promptly thereafter in all cases.

Nationally, telephone lines such as SAFE-CALL are making a difference by providing information school officials would not likely have had available to them. Safety in our schools is everyone's concern. SAFE-CALL: 1-877-SAFE-CALL, extension OK1, is there to help.

Anger Management Model Programs

Research-based Programs for Violence Prevention, Anger Management and Conflict Resolution
(Recommended by U.S. Department of Education, Office of Safe & Drug-Free Schools)

Aggressors, Victims and Bystanders (Grades 6-8)

Thinking and Acting To Prevent Violence

Erica Macheca
Center for School Health Programs
Education Development Center
55 Chapel Street
Newton, MA 02458
(617) 969-7100 Ext. 2737
<www.edc.org/thtm>

Aggression Replacement Training (Grades K-12)

Arnold Goldstein
Syracuse University
805 South Crouse Avenue
Syracuse, NY 13244
(315) 443-9641

I Can Problem Solve (Ages 4–7 years)

Myrna Shure, Ph.D., Professor
Hahnemann University
Department of Clinical and Health Psychology
245 North 25th Street, MS 626
Philadelphia, PA 19102
(315) 762-7205

Lion's Quest Working Towards Peace (Grades 9-12)

Lions Quest International Fulfillment Center
Post Office Box 304
Annapolis Junction, MD 20701-0304
(800) 446-2700
<www.lionsquest.org>

Promoting Alternative Thinking Strategies (PATHS) (Grades K-6)

Distributed by the Channing Bete Company
Carol A. Kusche, Ph.D.
PATHS Training, LLC
927 10th Avenue East
Seattle, WA 98102
(206) 323-6688 for training; (800) 628-7733 for curriculum
<www.prevention/psu.edu/PATHS>

PeaceBuilders (Grades K-8)

Post Office Box 12158
Tucson, AZ 85732
(520) 322-9977 or (877) 473-2236
<www.peacebuilders.com>

Peacemakers Program (Grades 4-8)

Jeremy Shapiro, Ph.D.
Applewood Center, Inc.
25252 East 22 Street
Cleveland, OH 44115
(216) 696-5800 Ext. 1144
<www.applewoodcenters.org/frames/peacemakers.htm>

Peers Making Peace (Grades 6-12)

Pax United
2093 North Collins Boulevard, Suite 101
Richardson, TX 75080
(800) 650-5247
<www.paxunited.org/programs.htm>

Responding In Peaceful and Positive Ways (RIPP)

Aleta Meyer
Youth Violence Prevention Project
Virginia Commonwealth University
817 West Franklin Street, Box 2018
Post Office Box 842018
Richmond, VA 23284
(804) 828-8793

SCARE Program (Early teen years)

Kendall Hunt Publishing Company
4050 Westmark Drive
Post Office Box 1840
Dubuque, IA 52004
(800) 542-6657
<www.kendallhunt.com>

Second Step: A Violence Prevention Curriculum (Grades Pre-K-9)

Publisher: Committee For Children
2203 Airport Way, #500
Seattle, WA 98184
(800) 634-4449
<www.cfchildren.org>

Students Managing Anger and Resolution Together (SMART Team) (Grades 5-9)

Learning Multi-Systems, Inc.
320 Holtzman Road
Madison, WI 53713
(800) 362-7323
<www.lmssite.com>

Teenage Health Teaching Modules (Grades 6-12)

(Violence Prevention Module—Grades 9-10)
Erica Macheca
Educational Development Center, Inc.
55 Chapel Street
Newton, MA 02458
(617) 969-7100 Ext. 2737
<www2.edc.org/thtm>

Bullying and Harassment Prevention Model Programs and Resources

No Bullying Programs: Preventing Bullying at School (Grades K-8)

Developed by the Johnson Institute

Published by Hazelden

(800) 328-9000 Ext. 4653

<www.hazelden.org>

Bully-Proofing Your Elementary School **Bully-Proofing Your Middle School**

<www.sopriswest.com>

(303) 651-2829

Quit It! A Teacher's Guide on Teasing and Bullying (Grades K-3)

Bullyproof: A Teacher's Guide on Teasing and Bullying (Grades 4-5)

Flirting and Hurting (Grades 6-12)

Developed by Wellesley College Center for Women

(781) 283-2510

<www.wcwonline.org>

Second Step: A Violence Prevention Curriculum (Pre-K-middle school)

Published by Committee for Children

(800) 634-4449

<www.cfchildren.org/bully/html>

Promoting Alternative Thinking Strategies (PATHS) (Grades K-6)

Developmental Research Programs, Inc.

Distributed by Channing Bete Company, Inc.

(877) 896-8531

<www.channing-bete.com>

Get Real About Violence (Grades K-12)

Distributed by Discovery Education

(800) 323-9084 ext.106

<www.unitedlearning.com>

Peacebuilders (Grades K-6)

Distributed by Heartsprings, Inc.

(877) 4-PEACE-NOW

<www.peacebuilders.com>

Aggressors, Victims and Bystanders (Grades 6-9)

Education Development Center, Inc.

(800) 225-4276

<www.edc.org>

Bullying Prevention Program (Ages 5-14 years)

Developed by Dan Olweus, Professor of Psychology, University of Bergen, Norway

47-55-58-23-27 olweus@psych.univ.no

Contact: Susan Limber, Institute on Family and Neighborhood Life; Clemson University;

(864) 656-6320

Blueprints for Violence Prevention, Book Nine, Bully Prevention Program

<www.colorado.edu/cspv/publications/blueprints/BP009.html>

Coalition for Children—Safe Child: Bullies

Coalition for Children, Inc.
Post Office Box 6304
Denver, CO 80206
(303) 320-6321 Fax: (303) 320-6328
<www.safechild.org/bullies.htm>
e-mail: kraizer@safechild.org

Committee for Children—Bullying Articles

Committee for Children
2203 Airport Way South, Suite 500
Seattle, WA 98134
(800) 634-4449 or (206) 343-1223
<www.cfchildren.org>
e-mail: info@cfchildren.org

Health Resources and Services Administration (HRSA)

“Take A Stand. Lend A Hand. Stop Bullying Now.” Campaign
(888) ASK-HRSA
<www.stopbullyingnow.hrsa.gov>

Substance Abuse Mental Health Services Administration (SAMHSA)

“15+ Make Time to Listen, Take Time to Listen” Campaign
(800) 789-2647 or (301) 443-7790
e-mail: lpeloqui@samhsa.gov

Conflict Resolution Programs and Resources

Peaceful Resolution For Oklahoma Students (PROS) Peer Mediation Program, Elementary and Secondary Manual

The Law-Related Education Office of the Oklahoma Bar Association
Free program.
(405) 416-7023

Peer Mediation: Conflict Resolution In Schools (Grades 6-12)

Fred Schrupf, Donna Crawford
Usadel Research Press Company
Post Office Box 9177
Champaign, IL 61826
Performance Press, Inc.
(800) 453-7733

Mediation: Getting to Win-Win (Grades 7-12) **Creative Conflict Solving for Kids (Grades 4 & 5)** **Peacemaking Skills for Little Kids (Grades K-2)**

Fran Schmidt
Peace Education Foundation
1900 Biscayne Boulevard
Miami, FL 33132
(800) 749-8838
<www.peaceeducation.com>

Getting Better at Getting Along Conflict Resolution (Grades 2-4)

Sunburst Communications
101 Castleton Street
Post Office Box 40
Pleasantville, NY 10570
(800) 628-8897

The Guidance Channel

<www.guidancechannel.com>

Teacher Source

<http://www.pbs.org/teachersource/health_fitness/high-conflictrresolution.html>

Decreasing Violence Through Conflict Resolution

<www.mediate.com>

National Center for Conflict Resolution

<www.nccre.com>

Peer Mediation, Safe and Responsive Schools Project

<www.indiana.edu/~safeschl/resources_mediation.html>

Mediate.com

<www.conflict-resolution.net>

Substance Abuse Prevention Resources

Alanon/Alateen World Service Office

(800) 356-9996
<www.al-anon.org>

American Council for Drug Education

(800) 488-DRUG
<www.acde.org>

Area Prevention Resource Centers

Oklahoma Department of Mental Health, Substance Abuse Prevention Services
(405) 522-3866

National Association for Children of Alcoholics

(888) 554-2627

National Clearinghouse for Alcohol and Drug Information

(800) 729-6686
<www.health.org>

National Council on Alcoholism and Drug Dependence

(800) 622-2255

National Drug Information and Treatment Referral Hotline

(800) 662-HELP

National Institute on Drug Abuse (NIDA)

(888) 644-6432

National Youth Anti-Drug Media Campaign

<www.theantidrug.com>

Oklahoma Department of Mental Health and Substance Abuse Services, Resource Center (Catalogue, Brochures, Posters)

(405) 522-3810
e-mail: Njanssen@odmhsas.org

Oklahoma State Bureau of Narcotics

Public Information Office
(405) 521-2885

Substance Abuse and Mental Health Services Administration (SAMHSA)

(877) 773-8546
<www.samhsa.gov>

Resource Organizations

American Association of School Administrators

1801 North Moore Street
Arlington, VA 22209
(703) 528-0700
(703) 841-1543 (fax)
<www.aasa.org>

Big Brothers, Big Sisters of America

230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000
(215) 567-0394 (fax)
<www.bbbsa.org>

Boys and Girls Clubs of America

1230 West Peachtree Street NW
Atlanta, GA 30309
(404) 815-5700
(404) 815-5789 (fax)
<www.bgca.org>

Bureau of Justice Assistance Clearinghouse

P.O. Box 6000
Rockville, MD 20849-6000
(800) 688-4252
<www.ncjrs.org>

Campaign for Tobacco-Free Kids

<www.tobaccofreekids.org>

Center for the Study and Prevention of Violence

Institute of Behavioral Science
University of Colorado
Campus Box 442, Building 10
Boulder, CO 80309-0442
(303) 492-8465
(303) 443-3297 (fax)
<www.colorado.edu/cspv>

Conflict Resolution Education, National Center

Illinois Institute for Dispute Resolution
110 West Main Street
Urbana, IL 61801
(217) 384-4118
<www.nccre.org>

Educational Resources Information Center (ERIC)

National Library of Education
U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202-0498
(800) LET-ERIC
<www.acesseric.org>

Juvenile Justice Clearinghouse

P.O. Box 6000
Rockville, MD 20849-6000
(800) 638-8736
<www.ncjrs.org>

International Association of Chiefs of Police

515 North Washington Street, Suite 4000
Alexandria, VA 22314-2357
(703) 836-6767
(703) 836-4543 (fax)
<www.theiacp.org>

National Alliance Gang Threat Assessment (NAGTA)

www.nagta.org

National Association of Elementary School Principals

1615 Duke Street
Arlington, VA 22314-3483
(703) 684-3345
(703) 548-6021 (fax)
<www.naesp.org>

National Association of Police Athletic Leagues

618 North U.S. Highway 1, Suite 201
North Palm Beach, FL 33408
(561) 844-1823
(561) 844-6120 (fax)
<www.nationalpal.org>

National Association of Secondary School Principals

1904 Association Drive
Reston, VA 20191
(703) 860-0200
(703) 476-5432 (fax)
<www.nassp.org>

National Clearinghouse on Alcohol and Drug Information

Post Office Box 2345
Rockville, MD 20852
(301) 468-2600
<www.health.org>

National Clearinghouse of Families and Youth

P.O. Box 13505
Silver Spring, MD 20911-3505
(301) 608-8098
(301) 608-8721 (fax)
<www.ncfy.com>

National Crime Prevention Council

1000 Connecticut Avenue, NW, 13th floor
Washington, DC 20036-5325
(202) 466-6272
(202) 296-1356 (fax)
<www.ncpc.org>

National Injury Control Prevention Center

Centers for Disease Control and Prevention
1600 Clifton Road NE
Atlanta, GA 30333
(404) 693-3311
(404) 639-1623 (fax)
<www.cdc.gov/ncipc/>

National Institute for Dispute Resolution

1726 M Street, NW, Suite 500
Washington, DC 20036
(202) 466-4764
(202) 466-4769 (fax)
<www.nidr.org>

National Peer Helpers Association

P.O. Box 2684
Greenville, NC 27836
(919) 522-3959
<www.peerhelping.org>

National PTA

330 North Wabash Avenue, Suite 2100
Chicago, IL 60611
(312) 670-6782
<www.pta.org>

National School Safety Center

4165 Thousand Oaks Boulevard, Suite 200
Westlake Village, CA 91362
(805) 373-9977
(805) 373-9277 (fax)
<www.nssc1.org>

National Youth Gang Information Center Institute for Intergovernmental Research

Post Office Box 12729
Tallahassee, FL 33217
(850) 385-0600
(850) 386-5356 (fax)
<www.iir.com/nygc>

Oklahoma Gang Investigators Association

<www.ogia.net>

Oklahoma State Department of Health—Office of Tobacco Use Prevention Services

<www.health.state.ok.us/program/tobac/index.html>
(405) 271-3619

Oklahoma Students Working Against Tobacco

<www.okswat.org>

Safe and Drug-Free Schools Program, United States Department of Education Office of Elementary and Secondary Education

U.S. Department of Education
Portals Building
600 Independence Avenue, NW
Washington, DC 20202-6123
(202) 260-3954
(202) 260-7767 (fax)
<www.ed.gov/about/offices/list/osdfs/index.html>

Safe and Drug-Free Schools Program

Oklahoma State Department of Education
Health, Safety and Physical Education
2500 N. Lincoln Boulevard, Suite 315
Oklahoma City, OK 73105-4599
(405) 521-2106
(405) 521-4533 (fax)
<www.sde.state.ok.us>

Street Law, Inc.

918 16th Street, NW, Suite 600
Washington, DC 20006-2902
(202) 293-0088
(202) 293-0089 (fax)
<www.streetlaw.org>

Teens, Crime, and the Community

c/o NCPC, 1700 K Street, NW
Second Floor
Washington, DC 20006-3817
(202) 466-6272 ext. 152 or 161
(202) 293-1356 (fax)
<www.nationaltcc.org>

United States Department of Education

Special Education and Rehabilitative Services
Room 3131 Mary E. Switzer Building
Washington, DC 20202-2524
<www.ed.gov/offices/OSERS/OSEP/wrn.html>
(202) 245-7523

Youth Crime Watch of America

9300 South Dadeland Boulevard
Suite 100
Miami, FL 33156
(305) 670-2409
(305) 670-3805 (fax)
<www.ycwa.org>

Youthinfo (Web site on adolescence-related issues)

United States Department of Health and Human Services
<www.acf.dhhs.gov/programs/fysb/youthinfo/index.htm>

Anti-Drug Web Sites

The Office of National Drug Control Policy (ONDCP) coordinates drug policy throughout the federal government and also provides much free information to the public. You may contact:

Drug Policy Information Clearinghouse

Post Office Box 6000
Rockville, MD 20849-6000
(800) 666-3332
<www.whitehousedrugpolicy.gov>

The Substance Abuse and Mental Health Service Administration (SAMHSA)

Maintains the National Clearinghouse for Alcohol and Drug Information.

5600 Fishers Lane, Room 12-105
Parklawn Building
Rockville, MD 20857
(800) 788-2800
<www.samhsa.gov>
<www.health.org>

National Institute on Drug Abuse (NIDA)

Part of the National Institutes of Health charged with conducting and publicizing research on drug abuse and addiction prevention.

6001 Executive Boulevard, Room 5213
Bethesda, MD 20892
(800) 788-2800
<www.nida.gov>

National Council on Alcoholism and Drug Dependence (NCADD)

A voluntary health organization offering services, publications and information.
20 Exchange Place, Suite 2902
New York, NY 10005
(212) 269-7797
<www.ncadd.org>

National Center on Addiction and Substance Abuse

Columbia University is a “think/action tank” addressing substance abuse and its effects on society.

The National Center on Addiction and Substance Abuse
Columbia University
633 Third Avenue, 19th floor
New York, NY 10017
<www.casacolumbia.org>

The American Academy of Pediatrics

Offers resources under its "Media Matters" program to help pediatricians, parents, and children become more aware of the influence that media have on child and adolescent health, including alcohol, tobacco and other drugs.

141 Northwest Point Boulevard
Elk Grove Village, IL 60007-1098

(847) 434-4000

<www.aap.org>

<www.aap.org/advocacy/mediamatters.html>

Community Anti-Drug Coalitions of America (CADCA)

A membership organization of over 5,000 anti-drug coalitions that provides services and resources to community anti-drug programs.

901 North Pitt Street, Suite 300

Alexandria, VA 22314

(800) 54-CADCA

<www.cadca.org/>

For Students**For Real**

An accessible site by and for teens offering anti-drug articles and resources maintained by the Center for Substance Abuse Prevention and the Substance Abuse and Mental Health Service Administration.

<www.forreal.org>

Free Vibe

An anti-drug site created especially for young people by the National Youth Anti-Drug Media Campaign of the Office of National Drug Control Policy.

<www.freevibe.com>

The Anti-Drug

<www.theantidrug.com>

La Anti-Droga

A basic resource (in English and Spanish) for students from the Office of National Drug Control Policy, the White House office that coordinates drug policy.

<www.laantidroga.com>

Planet Know

A site for teens offering anti-drug entertainment and games created by the Center For Substance Abuse Prevention of the Substance Abuse and Mental Health Service Administration.

<www.planet-know.net>

Straight Scoop News Bureau

A resource site for middle and high school students interested in reporting about drugs and drug abuse for school papers and other media outlets.

<www.strightscoop.org>

For Parents

Parents. The Anti-Drug

<www.theantidrug.com/advice>

Padres. La Anti-Droga

The parent pages (in English and Spanish) of the anti-drug resource site from the Office of National Drug Control Policy.

<www.laantidroga.com/static/tips/padres.html>

You Can Help ... Keep a Kid Off Drugs

A resource site for parents and community volunteers interested in creating programs and advising youth to stay away from drugs.

<www.youcanhelpkids.org>

Parenting is Prevention

An advice and information resource featuring parent questions and answers from the Center for Substance Abuse Prevention of the Substance Abuse and Mental Health Service Administration.

<www.parentingisprevention.org>

For Educators

Teachers. The Anti-Drug

A drug education resource developed by the Youth Anti-Drug Media Campaign of the Office of Drug Control Policy.

<www.theantidrug.com/teachersguide>

NIDA Goes to School

Science-based teacher resources from the National Institute on Drug Abuse, including "Sara's Quest" and "Slide Teaching Packets" that offer entertaining visual materials describing how marijuana affects the brain.

<www.drugabuse.gov/GoestoSchool/NIDAg2s.html>

Safe and Drug-Free Schools

A compendium of U.S. Department of Education programs and activities for reducing drug, alcohol and tobacco use in and around schools.

<www.ed.gov/about/offices/list/OSDFS/index.html>

National Association of Student Assistance Professionals (SAP)

Information on SAP contacts and how to implement a comprehensive SAP program in school communities for the prevention, early identification and intervention of student substance use, violence and other barriers to learning.

<www.NASAP.org>

"L-Evated: The Blunt Truth"

A video about marijuana with a guide for teachers and counselors, in which teens act out various scenarios about peer pressure.

<www.meeproductions.com/store/prevention.cfm>

Selected Daily Lesson Plans from the New York Times Learning Network

The New York Times Learning Network is a free service for students in Grades 3-12, their teachers and parents. The site is updated Monday through Friday throughout the year, and offers an extensive collection of lesson plans based on articles published in The New York Times.

<www.nytimes.com/learning>

"This is Your Brain on Pot"

Creating informational print advertisements to inform teenagers about the physiological effects of marijuana addiction.

<www.nytimes.com/learning/teachers/lessons/20020430tuesday.html>

"Constant Craving"

Demonstrates how drugs interact with the nervous system.

<www.nytimes.com/learning/teachers/lessons/20001114tuesday.html>

"High-Risk Areas"

Understanding the motivation behind drug abuse behaviors that put people at risk for contracting H.I.V.

<www.nytimes.com/learning/teachers/lessons/20000426wednesday.html>

"A Test Case for Individual Rights"

Assessing whether student drug testing is a violation of student rights.

<www.nytimes.com/learning/teachers/lessons/19990820friday.html>

"Risky Business"

Investigating connections between teens' movie viewing restrictions and their use of tobacco and alcohol.

<www.nytimes.com/learning/teachers/lessons/20020226tuesday.html>

"Don't Drink To That!"

Raising awareness about the risks of driving while intoxicated.

<www.nytimes.com/learning/teachers/lessons/20010508tuesday.html>

"Clearing the Smoke About Cigarettes"

Creating anti-smoking advertisement campaigns geared towards kids.

<www.nytimes.com/learning/teachers/lessons/19991019tuesday.html>

National Youth Anti-Drug Media Campaign Web Sites

Learning How to Talk to Youth about Drugs

<www.theantidrug.com>

Encouraging Empowered Decision Making

<www.freevibe.com>

Accessing Resources for School-Based Media

<www.straightscoop.org>

Drug Prevention Resources for the Classroom

<www.teachersguide.com>

Learning How You or Your Organization Can Get Involved

<www.youcanhelpkids.com>

Policies and Research from the Office of National Drug Control Policy

<www.whitehousedrugpolicy.gov>

Parents and Families Prevention Information

<www.parentingisprevention.org>

Drug Prevention Resources for Coaches

<www.playclean.org>

Locating Drug Information for News and Parenting Resources

<www.drugfreeamerica.org>

Locating Information on Prevention, Treatment and Substance Abuse

<www.health.org>

School Safety and Emergency Planning Resources

American Red Cross Disaster Booklets

<www.redcross.org/disaster>

Bright Horizons Emergency Preparedness Plan

<www.brighthorizons.com/talktochildren>

Center For Disease Control Bioterrorism Preparedness and Response

<www.bt.cdc.gov>

Center for Prevention of School Violence

<www.ncsu.edu/cpsv>

Collaboration to Help Schools Prepare for Possible Terrorism

<www.phf.org>

Early Warning Signs Booklet

<www.helping.apa.org/warningsigns/about.html>

Early Warning, Timely Response: A Guide to Safe Schools

<www.ed.gov/offices/OSERS/OSEP/Products/earlywrn.html>

Emergency Planning For America's Schools

<www.ed.gov/emergencyplan>

Federal Emergency Management Agency

<www.fema.gov/areyouready>

Growing Up Drug-Free: A Parents' Guide To Keeping Their Kids Drug-Free

<www.theantidrug.com>

Guide for Preventing and Responding to School Violence

By International Association of Chiefs of Police

<www.iacp.org/pubinfo/pubs/pslc/svindex.htm>

Justice For Kids and Youth

<www.usdoj.gov/kidspage>

Linking Drug Abuse Prevention with Student Success

<www.drugstats.org>

National Crime Prevention Council

<www.ncpc.org>

National Mental Health and Education Center

<www.naspcenter.org/index2html>

National PTA: Community Violence Prevention Kit

<www.pta.org/events/violprev>

National PTA Crisis Intervention

<www.pta.org/parentinvolvement>

National School Safety Center Materials

<www.nssc1.org>

National Youth Violence Prevention Resource Center

<www.safeyouth.org>

Oklahoma's Office of Homeland Security

<www.ok.gov/okohs>

Parents Guides To Internet Safety

<www.fbi.gov/publications>

Practical Information on Crisis Planning: A Guide For Schools and Communities

<www.ed.gov/emergencyplan>

Preventing Youth Hate Crime: Manual For Schools and Communities

<www.ed.gov/pubs/HateCrime/start.html>

Random Acts of Kindness Foundation

<www.actsofkindness.org>

Revised Sexual Harassment Guide

United States Department of Education Office of Civil Rights

<www.ed.gov/offices/OCR/shguide/index.html>

Safe Schools/Healthy Students Action Center

<www.sshsac.org>

Safeguarding Our Children: An Action Guide

<www.ed.gov/offices/OSERS/OSEP/Products/ActionGuide>

Safety In Numbers Handbook (NCES 2002-312)

<www.ed.gov/pubs/edpubs.html>

School Safety Materials

National Resource Centers for Safe Schools
<www.safetyzone.org>

School Violence Prevention

<www.mentalhealth.org/schoolviolence/default.asp>

Student Pledge Against Gun Violence

<www.pledge.org>

Teachers: The Anti-Drug

<www.teachersguide.org>

Teaching Tolerance

<www.splcenter.org/teachingtolerance.html>

United States Department of Homeland Security

<www.ready.gov>

The Appropriate and Effective Use of Security Technologies in United States Schools

United States Department of Education and United States Department of Justice
<www.ojjdp.ncjrs.org/resources/school.html>

The Final Report and Findings of the Safe School Initiative: Implications For the Prevention of School Attacks in the United States

<www.ed.gov/offices/OESE/SDFS/preventingattacksreport.pdf>

The School Shooter: FBI Indicators Guide

<www.fbi.gov//fbikids.htm>

United States Secret Service National Threat Assessment Center Safe School Initiative

A Guide to Managing Threatening Situations
An Interim Report on Prevention of Targeted Violence in Schools
Deadly Lessons: School Shooters Tell Why
<www.treas.gov/usss/ntac.shtml>

United States Department of Education Safe & Drug-Free Schools

<www.ed.gov/about/offices/list/osdfs/index.html>

Center for Substance Abuse Prevention

Substance Abuse and Mental Health Services Administration
<<http://modelprograms.samhsa.gov>>

Communicating in a Crisis

Resource Guide

In a crisis due to a disaster or terrorist act, delivering accurate and timely messages that inform people without frightening them requires careful preparation that should be part of all emergency planning. Inadequate preparation can contribute to confusion and misunderstanding between public officials and the media, and to fear-driven, potentially damaging reactions from the public. Effective communication can promote the trust and confidence that are vital to calming any crisis situation.

The U.S. Department of Health and Human Services, assisted by SAMHSA, has produced a publication, *Communicating in a Crisis: Risk Communication Guidelines for Public Officials*.

Understanding the Media

The booklet explains that journalists have six key questions they must answer in their stories: who, when, where, what, how, and why. They work under demanding time and space constraints. Effective communication comes in adapting to these limitations. The booklet advises public officials to:

- Be sure of your facts and be able to cite sources and key statistics.
- Have information available in concise fact sheets.
- Make sure your primary message gets delivered in the time allowed.
- Discuss what you know, not what you think.
- Familiarize yourself with opinions and positions contrary to yours and be able to answer questions about them.

The booklet emphasizes that risk communication efforts should receive the same degree of preparation as other elements of emergency planning. To plan, the booklet suggests the following:

- Form a risk communications team and assign responsibilities.
- Decide who will speak to the media.
- Develop and maintain media lists as well as lists of experts for media use.
- Plan press briefing logistics ahead of time.
- Anticipate information needs and develop background materials.

Communication Fundamentals

Before issuing any comment, public officials should clarify their communication goals and key messages. Goals and messages should be simple, straightforward, and realistic.

For example, the goal could be “to ease public concern.” The associated messages would be “the risk is low,” “the illness is treatable” and “symptoms are easily recognized.”

Staying “on message” is a form of artful repetition to ensure that your messages are heard. To stay on message, the booklet advises:

- Raise your points often.
- Take opportunities to begin or end statements with a reiteration of your message.
- Don’t repeat your message word for word.

Scientific and Technical Information

The booklet advises that when officials must communicate about complex scientific issues, they should use clear, nontechnical language so that information is more accessible to the public.

To communicate such information:

- Use consistent terms throughout a crisis situation.
- Avoid acronyms and jargon.
- Use familiar frames of reference and accurate analogies.
- Develop graphs and charts that illustrate your points and use them to support key messages.

Other sections of the booklet include “Correcting Errors and Rumor Control,” “Assessing Personal Strengths and Weaknesses,” “Building Support from Colleagues and Other Spokespersons,” and “Recognizing Opportunities to Speak Out.”

To obtain copies of the booklet, contact SAMHSA’s National Mental Health Services Knowledge Exchange Network at Post Office Box 42490, Washington, DC 20015. Telephone: (800) 789-CMHS (2647) or (866) 889-2647 (TTY). Web access: www.riskcommunication.samhsa.gov



Sample School Disaster Advisory System

Severe (red)	<ul style="list-style-type: none"> • Follow local and or federal government instructions (listen to radio/TV) • Activate crisis plan • Restrict school access to essential personnel • Cancel outside activities and field trips • Provide mental health services to anxious students and staff
High (orange)	<ul style="list-style-type: none"> • Assign staff to monitor entrances at all times • Assess facility security measures • Update parents on preparedness efforts • Address student fears concerning possible terrorist attacks • Place school and district crisis response team on standby alert status
Elevated (yellow)	<ul style="list-style-type: none"> • Inspect school buildings and grounds for suspicious activities • Assess increased risk with public safety officials • Review crisis response plans with school staff • Test alternate communication capabilities
Guarded (blue)	<ul style="list-style-type: none"> • Review and upgrade security measures • Review emergency communication plan • Inventory, test, and repair communication equipment • Inventory and restock emergency supplies • Conduct crisis training and drills
Low (green)	<ul style="list-style-type: none"> • Assess and update crisis plans and procedures • Discuss updates to school and local crisis plans with emergency responders • Review duties and responsibilities of crisis team members • Provide CPR and first aid training for staff • Conduct 100% visitor ID check

U.S. Department of Education
Office of Safe and Drug-Free Schools
Practical Information on Crisis Planning
A Guide for Schools and Communities

To order copies of this report, write to
ED Pubs, Education Publications Center
USDE
Post Office Box 1398
Jessup, MD 20794-1398
or download from
<www.ed.gov/emergencyplan>
or e-mail your request to
edpubs@inet.ed.gov
or call
(800) 872-5327

FEMA Resources on Mitigation

Federal Emergency Management Agency (FEMA) recently has released a series of “how-to” guides for state and local planners on mitigating disasters that may be useful in learning about and understanding mitigation practices.

- *Understanding Your Risks: Identifying and Estimating Losses* provides step-by-step instructions on assessing risk.
- *Getting Started: Building Support for Mitigation Planning* offers an overview of emergency management, takes the reader through the stages of mitigation planning, and gives practical examples on conducting a community assessment, building a planning team, and engaging the public in planning.
- *Integrating Human-Caused Hazards into Mitigation Planning* was developed in the wake of the September 11 attacks. This guide addresses such incidents as technological hazards and acts of terrorism.
- *Are You Ready: A Guide to Citizen Preparedness* provides detailed information in layperson’s terms on what to do in specific disasters and what to do to survive.

These documents can be downloaded from <http://www.fema.gov>

School Crisis Prevention Resources

Brock, S.E., Lazurus, P.J., and Jimerson, S.R. (2002). *Best Practices in School Crisis Prevention and Intervention*. Bethesda, MD: National Association of School Psychologists.
<www.nasponline.orf/index2.html>

Doyle, J. and Loyacone, T.R. (2002). *Disaster Preparedness Guidelines for School Nurses*. Scarborough, ME: National Association of School Nurses.
<www.nasn.org>

Lerner, M.D., Volpe, J.S., and Lindell, B. (2003). *A Practical Guide For Crisis Response In Our Schools*. Commack, NY: American Academy of Experts in Traumatic Stress.
<www.schoolcrisisresponse.com>
<www.atism.org>
<www.traumatic-stress.org>
<www.aaets.org>

Public Health Training Network
Centers for Disease Control
<www.phppo.cdc.gov/phtn>

Crisis Management Toolkit
Department of Defense Education Activity
<<http://www.doeda.edu/instruction/crisis>>

Fairfax County (VA) Public Schools
<<http://www.feps12.va.us>>

Montgomery County Maryland Public Schools
<www.mcps.k12.md.us>

Olathe Unified School District, Kansas (2002) *Crisis Management Manual*
<www.olathe.k12.ks.us>

Poland, S. and McCormick, J.S. (1999). *Coping With Crisis: Lessons Learned. A Resource Guide For Schools, Parents And Communities*. Longmont, Colorado: Sopris West Street
<www.sopriswest.com>

Pitcher, G.D. and Poland, S. (1992). *Crisis Intervention In the Schools*. New York: Guilford Press.
<www.guilford.com>

Schoenfeldt, M. (2000). *School Crisis Response Teams: Lessening The Aftermath*. Marysville, WA: Schoenfeldt & Associates.
<www.safer-schools.com>

United States Secret Service and the United States Department of Education (2002). *Threat Assessment In Schools: A Guide To Managing Threatening Situations And To Creating Safe School Climates*.
<www.ed.gov/offices/OSDFS/publications.html>

Wong, M., Kelly, J. and Stephens, R.D. (2001). *Jane's School Safety Information Safety Handbook*. Alexandria, VA Jane's Information Group.
<www.catalog.janes.com>

National Clearinghouse for Educational Facilities
<www.edfacilities.org>

NEA Crisis Response Team
National Education Association (NEA)
<www.nea.org/crisis/b4home3.html>

North Carolina Public Schools
<www.ncpublicschools.org>

Ready Campaign
<www.ready.gov>

*Communicating in a Crisis: Risk Communication
Guidelines for Public Officials*
U.S. Department of Health and Human Services
Substance Abuse and Mental Health Services Administration
<www.riskcommunication.samhsa.gov/index.htm>

United States Department of Homeland Security
< www.dhs.gov>

Developing a Bullying/Harassment Policy

A comprehensive approach for eliminating bullying includes developing and disseminating written policies and offering training in identifying bullying, harassment and intimidating behaviors. Policies should include significant legal factors relevant to determining whether harassment has occurred and should be customized to the needs of the particular school atmosphere.

A comprehensive policy should include the following:

- State the school's commitment to eliminate harassment, bullying and intimidation.
- Define all types of harassment, bullying and intimidation covered by the policy, which may include harassment based on race, color, national origin, ethnicity, sex, sexual orientation and religion.
- Include examples of the kinds of bullying and harassment behavior covered.
- Identify the kinds of activities and sites where prohibited conduct could occur.
- Include standards for determining whether a hostile environment exists.
- Identify the means the school will use to investigate incidents of bullying and harassment.
- Specify that the school will take remedial action to stop the harassment and bullying and prevent recurrence.
- Include specific procedures to address formal complaints of discrimination.
- State the name and position of the employee(s) responsible for accepting and managing complaints of harassment and bullying and how to contact the individual(s).
- Require staff to report bullying and harassment behavior as they become aware. (You may want to include a written report form to be completed for documentation purposes.)
- Prohibit retaliation against persons who report bullying and harassment or participate in related proceedings.
- Reference the state School Bullying Prevention Act.

Source: PROTECTING STUDENTS FROM HARASSMENT AND HATE CRIME, U.S. Department of Education Office for Civil Rights and National Association of Attorneys General, Washington, D.C., January 1999.

Harassment/Bullying Incident Report Form (sample)

Date: _____ Time: _____ Room/Location: _____

Student(s) Initiating Bullying/Harassment:

Grade: _____ **Class:** _____

Grade: _____ **Class:** _____

Staff/Student(s) Affected:

_____ Grade: _____ Class: _____

Type of Harassment alleged:

Racial _____ Sexual _____ Religious _____ Other _____

Check all inappropriate behaviors as witnessed:

- | | |
|--|---|
| <input type="checkbox"/> Name-Calling | <input type="checkbox"/> Spitting |
| <input type="checkbox"/> Stalking | <input type="checkbox"/> Demeaning Comments |
| <input type="checkbox"/> Inappropriate Gesturing | <input type="checkbox"/> Stealing |
| <input type="checkbox"/> Staring/Leering | <input type="checkbox"/> Damaging Property |
| <input type="checkbox"/> Writing/Graffiti | <input type="checkbox"/> Shoving/Pushing |
| <input type="checkbox"/> Threatening | <input type="checkbox"/> Hitting/Kicking |
| <input type="checkbox"/> Taunting/Ridiculing | <input type="checkbox"/> Flashing a Weapon |
| <input type="checkbox"/> Inappropriate Touching | <input type="checkbox"/> Intimidation/Extortion |
| <input type="checkbox"/> Other _____ | |

Describe the incident: _____

Witnesses present: _____

Physical evidence: Graffiti _____ Notes _____ E-mail _____ Web sites _____
Video/audio tape _____ Other _____

Staff Signature: _____

Parent(s) contacted: Date _____ Time _____

Administrative response taken: _____

SCHOOL BUS VIOLENCE REPORT

A copy of this report should be mailed to the State Department of Education Transportation Section and the original kept on file for district reference.

COUNTY: _____
Date of Incident _____

DISTRICT: _____
Approximate Time _____

I. Nature of assault: *(check one)*

<u>Assailant/Victim</u>	(1) <u>On Bus in Motion</u>	(2) <u>On Bus Stopped</u>	(3) <u>Outside</u>
<u>Bus</u>			
Student/Student	_____	_____	_____
Student/Bus Driver	_____	_____	_____
Student/Other Person	_____	_____	_____
Bus Driver/Student	_____	_____	_____
Bus Driver/Other Person	_____	_____	_____
Other Person/Bus Driver	_____	_____	_____

II. Was the incident investigated? No _____ Yes _____ If Yes:
Name of Law Enforcement Authorities _____
Name of School Authorities _____

III. Was a weapon involved? No _____ Yes _____ If Yes:
Firearm _____ Discharged: No__ Yes __ If yes, where? _____
Knife _____ Describe _____
Other _____ Describe _____

IV. Was anyone injured? No _____ Yes _____ If Yes:
Total number injured: _____ Students _____ Other _____
Area: Rural ____ Urban ____ Other/Describe _____

School Bus Driver's Name _____
Superintendent or Principal _____
Contact Phone Numbers (Area Code) _____

School Bus Policy and Rules (sample)

TO: Parents of Transported Students

FROM: _____ Board of Education

The school bus driver has a great responsibility in transporting our most “precious cargo” to and from school safely. Unfortunately, there are times when children (young and old) do things that cause the driver to be distracted. This is dangerous and cannot be allowed. It is necessary that Student Safety Rules and Regulations be enforced and followed without question. Parents must see that the child understands the importance of good behavior while riding on a bus.

Riding a school bus is not a right but a service granted to those who are eligible and are able to abide by the rules and regulations. A student should not be allowed to ride a school bus when he/she continues to jeopardize the safety of others. The Board of Education realizes that a hardship may result in parents having to take children to and from school, but it is sometimes necessary.

Because of this necessity, the school system must require parents to sign an agreement that their child will abide by the rules and regulations. If the rules are broken, punishment will be administered on an increased scale. Students will have three chances to correct their behavior. The student will have a choice of four alternatives each time:

1. Two-day suspension of school bus riding privileges.
2. Punishment befitting the offense.
3. Two-day detention.
4. Completion of a safe riding class.

On the fourth offense, the student will no longer be allowed to ride the bus. Suspension will be for the remainder of the semester. This applies only to students in Grades 5 through 12. There will be no counseling. It has been understood to this point that they have read the rules for riding a school bus and understand these rules. Punishment will be immediate, and by the principal of their respective school. If a student shows an uncontrolled malicious disregard for the safety and well-being of the passengers and/or driver, it is possible that immediate suspension will occur without going through the above procedure.

The bus driver accepts the responsibility of getting students to and from school safely. Therefore, what he/she observes and reports to the principal is final. The driver is there to report any misconduct or behavior that might keep him/her from properly doing his/her job.

For kindergarten through fourth grade students, a counseling process will be administered for controlling discipline and conduct problems. Occasional punishment will be assessed in the event counseling fails. Only in very rare cases is it necessary to deny riding privileges to students in Grades K through 4.

Any student who is involved in damage to a school bus will be required to pay for that damage.

Sample Bus Riding Safety Rules

Riding a school bus is a privilege and that privilege may be withdrawn for not following the bus rider rules.

Before loading:

1. Be on time at the designated school bus stop in order to keep the bus on schedule.
2. Stay off the road at all times while waiting for the bus.
3. Wait until the bus comes to a complete stop before attempting to enter.
4. Approach the bus stop with caution.
5. Respect people and their property while waiting for the bus.
6. Receive proper authorization to be discharged at places other than the regular bus stop.

While on the bus:

1. Keep all parts of the body inside the bus.
2. Refrain from eating and drinking on the bus.
3. Use of any form of tobacco, alcohol, or drugs will not be tolerated.
4. Assist in keeping the bus safe and clean at all times.
5. Keep in mind that loud talking, laughing, or unnecessary confusion diverts the driver's attention and could result in a serious accident.
6. Treat bus equipment as you would furniture in your own home. Damage to seats, etc., will be paid for by the offender.
7. Never tamper with the bus or any of the bus equipment.
8. Help look after the safety and comfort of small children.
9. Maintain possession of books, lunches, and other articles to keep the aisle clear.
10. Do not throw objects in or out of the bus.
11. Remain in your seat while the bus is in motion.
12. Refrain from horseplay and fighting on the school bus.
13. Be courteous to fellow students, bus driver, and assistants.
14. Remain quiet when approaching a railroad crossing stop.
15. Remain in the bus during road emergencies except when it may be hazardous to your safety.

Upon leaving the bus:

1. If you must cross traffic, go at least ten (10) feet in front of the bus, stop, check traffic, wait for bus driver's signal before leaving the bus stop.
2. Go home immediately, staying clear of traffic.
3. Help look after the safety and comfort of small children.
4. **If you drop anything near the bus at the bus stop, do not try to pick it up. Wait until the bus has left the bus stop and traffic is clear.**

Extracurricular trips:

1. The above rules apply to all trips under school sponsorship.
2. Sponsors will be appointed by school officials.

Student Passenger Behavioral Procedures (sample)

- A. Based on the serious nature of pupil transportation, disruptive behavior that might endanger the life of any student shall not be tolerated on any school bus.
- B. All students will be presented with a copy of the school bus rider rules during a school assembly or upon enrollment. These rules must be discussed with each child by his/her parent or legal guardian. Each parent or legal guardian must submit a written statement to the supervisor of transportation supporting the school district in the enforcement of these rules. This statement must be returned to the supervisor of transportation within two weeks of enrollment or the beginning of school. Students will not be transported without the consent form.
- C. Upon the first violation of these rules, each student will have the choice of:
 - 1. Two-day suspension of the child's school bus riding privileges (activity trips included).
 - 2. Punishment befitting the offense.
 - 3. Two-day detention.
 - 4. Completion of a safe riding class.
- D. Upon the second offense, the student will receive a two-week suspension of school bus riding privileges (activity trips included).
- E. Upon the third offense the student will receive a suspension of school bus riding privileges for one semester. If the offense occurs during the last two weeks of a semester, it will be applied to the following semester (activity trips included).
- F. Any student carrying alcohol, a controlled dangerous substance, firearm or weapon on any school bus will lose school bus riding privileges for the remainder of the school year and be reported to the appropriate law enforcement agency.
- G. Students transported on district-owned school buses will be assigned a seat and sit in that assigned seat until a change is made.
- H. All school bus riding rules and discipline policies apply to both school bus route and activity trips.

School Bus Accident and Emergency Policies

Students transported in school buses will receive instructions in safe riding practices and participate in emergency evacuation drills within the first two weeks of each semester. Students transported for activity trips will also receive this instruction. These drills will be conducted on school grounds under the direction of the supervisor of transportation. Documentation of these drills will be kept on file at the office of the supervisor of transportation and available to interested parties.

Sample School Bus Rider Agreement Form

THIS FORM MUST BE COMPLETED IN ORDER TO RIDE THE SCHOOL BUS

Please return this form to your teacher, bus driver, or principal within the first two weeks of school.

To the _____ school system:

We have read and discussed the school bus policy and rules with our children.

We agree with the school system that these rules should be enforced and that any student who cannot abide by these simple rules will be disciplined and/or counseled according to this policy.

As parents/guardian, we ask that the school contact us by telephone or written letter each time our child(ren) is involved in an incident(s) so that we might further counsel our children on proper bus conduct.

Sincerely,

Parent/Legal Guardian Signature

Date

Phone Number

Please provide the name and grade of each child in your family that will be riding the school bus. This statement will be in effect for the current school year.

Name: _____ Grade: _____

Sample Policy for Student Conduct

Provided by the Putnam City Schools, adopted 1997; revised 2001

Students who engage in conduct or activities which are prohibited by this policy may be subjected to disciplinary action up to and including suspension from school. While students are (a) in attendance at school or any function authorized or sponsored by the District; (b) in transit to or from school or any function authorized or sponsored by the District; or (c) on any property subject to the control and authority of the District, students are prohibited from engaging in the following conduct or activities:

- Smoking, using, and/or possessing tobacco products;
- Using, consuming, possessing, being under the influence of, selling, transferring, distributing, or bartering any alcoholic beverage or low-point beer as defined by state law;
- Using, consuming, possessing, being under the influence of, selling, transferring, distributing, or bartering any narcotic drug, stimulant, barbiturate, depressant, hallucinogen, opiate, inhalant, counterfeit drug, or any other controlled or non-controlled dangerous substance;
- Using, possessing, selling, transferring, distributing, or bartering any drug paraphernalia;
- Being in possession of any unauthorized wireless telecommunication device;
- Possessing, using, transferring possession of, or aiding, accompanying, or assisting another student to use any type of weapon which includes but is not limited to: guns; rifles; pistols; shotguns; any device which throws, discharges, or fires objects, bullets, or shells; knives; explosive or incendiary devices, including fireworks; hand chains; metal knuckles; or any object that is used as a weapon or dangerous instrument, including any facsimile or counterfeit weapon;
- Disobeying, showing disrespect for, defying the authority of, or being insubordinate to a teacher, administrator, or other District employee, including bus drivers, secretaries, custodians, and cafeteria workers;
- Leaving school grounds or activities at unauthorized times without permission;
- Refusing to identify or falsely identifying one's self to District personnel;
- Entering, without authority, into classrooms or other restricted school premises;
- Violating the District's Policies, Administrative Regulations, a school's student handbook provisions, rules, practices, or state law;
- Engaging in conduct which endangers or jeopardizes persons;
- Harassing, hazing, threatening, or verbally abusing another person;
- Preparing, publishing, or distributing written or verbal statements or plans of a violent or threatening nature, which, if carried out, could result in harm to another person or damage to property;

- Using profanity, vulgar language or expression, or obscene gestures;
- Committing acts of sexual harassment, as defined by District Policy, or sexual assaults;
- Assaulting, battering, inflicting bodily injury on, or fighting with another person;
- Creating or attempting to create a classroom disturbance, acting in a disorderly manner, disturbing the peace, or inciting, encouraging, prompting, or participating in attempts to interfere with or disrupt the normal educational process;
- Showing disrespect, damaging, vandalizing, cutting, defacing, or destroying any real or personal property belonging to the District or any other person; and
- Engaging in extortion, theft, arson, gambling, immoral behavior, forgery, possession of stolen property, or cheating.

Any student conduct or activity which does not occur (a) in attendance at school or any function authorized or sponsored by the District; (b) in transit to or from school or any function authorized or sponsored by the District; or (c) on any property subject to the control and authority of the District, but adversely affects or poses a threat to the physical or emotional safety and well-being of other students, employees, or school property or disrupts school operations is prohibited.

In addition to disciplinary action, the Superintendent or Principal of a school site is authorized to pursue a criminal complaint or to press charges against any student when actions that are in violation of this policy are criminal in nature.

Sample Tobacco-Free Environment Policy

_____ Public Schools is committed to providing a healthy, comfortable, and productive environment for all persons using the school facilities. _____ Public Schools recognizes that the use of smokeless tobacco, tobacco smoking, and the environmental tobacco smoke (second-hand smoke) has been shown to be linked to illnesses and disability. Federal law prohibits smoking in any indoor facility or the grounds thereof, which is used to provide educational services to youth. This policy is intended to improve the health and safety of all individuals using the schools.

Therefore, smoking, chewing, dipping, or any other use of tobacco by faculty, students and members of the public is prohibited on, in or upon any school property. Possession of tobacco (or a lighter) is prohibited of students on, in, or upon any school property. This policy applies to employees of the school district, students, and visitors. This policy also applies to all public school functions (ballgames, concerts, etc.) and any outside agency using the district's facilities. This policy is in effect 24 hours per day, every day.

1. "School Property" is defined as all property owned, leased, rented, or otherwise used by any school in this district including but not limited to the following:
 - All interior portions of any building or other structure used for instruction, administration, support services, maintenance, or storage. This includes but is not limited to areas normally reserved for the exclusive use of faculty or support staff.
 - All school grounds and buildings over which the school exercises control including areas surrounding any buildings, playgrounds, athletic fields, recreation areas, and parking lots.
 - All vehicles used by the district for transporting staff, students, and visitors.
2. "Tobacco" is defined as cigarettes, cigars, pipe tobacco, bidis, snuff, chewing or dipping tobacco, and all other kinds and forms of tobacco prepared in such manner to be suitable for chewing or dipping, smoking (or both), and includes cloves or any other product packaged for smoking.
3. "Use" is defined as lighting, chewing, dipping, inhaling, or smoking any tobacco as defined within this policy.

Copies of this policy shall be distributed to all employees and shall be included with information given to all admitted students. All students, faculty, and staff are responsible for adhering to this policy. Patrons who violate this policy may be asked to leave school property. Employees who violate this policy may be subject to appropriate discipline, in accordance with disciplinary policies. Such discipline may include dismissal in appropriate cases. Students who violate this policy will be subject to appropriate discipline in accordance with disciplinary policies.

Adapted this _____ day of _____ 20____ by _____ School District

REFERENCE: Title 63, Oklahoma Statutes, Section 1-1522
Title 20, United States Statutes, Section 6083

Checklist for a Comprehensive School Tobacco Policy

Fundamental Elements of a Comprehensive Policy

- Prohibitions against tobacco use by anyone on school property
- Prohibitions against tobacco use by anyone in school vehicles
- Prohibitions against tobacco use by anyone at school events on campus
- Prohibitions against tobacco use by anyone at school-sponsored events off campus
- Prohibitions against students exhibiting tobacco-related gear or paraphernalia
- Requirement that all students receive instruction on avoiding tobacco use
- Procedures for implementing or enforcing the policy
- Prohibitions against tobacco industry sponsorship, marketing, or giveaways

Elements of an Enhanced Comprehensive Policy

- Explanation or rationale for preventing tobacco use
- Prohibitions against tobacco use by anyone in areas adjacent to campus
- Procedures for communicating the policy to students, staff, parents, contractors
- Progressive consequences, sanctions, or disciplinary actions for tobacco use by students
- Consequences or sanctions for tobacco use by staff
- Consequences or sanctions for tobacco use by visitors
- Prohibitions against tobacco advertising in school buildings
- Prohibitions against tobacco advertising at school functions
- Prohibitions against tobacco advertising in school publications
- Provisions for students, school staff, and families to have access to cessation
- Indicates/describes person(s) responsible for enforcing the policy
- Procedures for regular review and updating tobacco policies

Components of a Comprehensive Tobacco-Free School Policy

Rationale

- Contains a clear statement describing the need for a completely tobacco-free school environment
- Statement includes tobacco risk factors, health concerns, secondhand smoke, gateway drug issues, fire and safety problems, and role modeling

Content

- Addresses adults as well as youth
- Includes all forms of tobacco, tobacco-like substances, and paraphernalia
- Applies to all school grounds, buildings, vehicles, school-sponsored events both on and off campus, and areas surrounding the campus

Prevention Education

- Policy includes tobacco prevention education as an essential component of a strong K-12 program
- Prevention education is research-based and has proven effective outcomes

Marketing/Sponsorship Prohibition

- Policy includes language prohibiting tobacco advertising at school, including brand name tobacco gear, paraphernalia, and clothing
- Policy includes language prohibiting school acceptance of gifts or funds from the tobacco industry

Enforcement

- Clearly assigns enforcement responsibility
- Emphasizes firm, consistent enforcement
- Offers alternatives to suspension for students caught using tobacco

Support

- Offers alternatives to suspension, such as tobacco education classes, service projects, and incentives not to use tobacco
- Offers voluntary cessation options

Communication Mechanism

- Includes a clear mechanism for regularly communicating the components of the policy to all students, staff, faculty, parents, and visitors

Procedures

- Procedures are consistent with the policy, and promote equitable enforcement
- Procedures have a timeline for review and revision
- Procedures identify who is responsible for organizing the implementation, enforcement, and revision of the policy

Sample District Policy for Tobacco Use by Students

Provided by the Putnam City Schools, revised 1998

Smoking, chewing, dipping, or other use and/or possession of tobacco products by students while in or on school properties, otherwise under the school jurisdiction during school hours, or while in attendance and/or participating in a school-sponsored event is prohibited.

First Offense: Completion of Tobacco Education Program or a three-day suspension. Parents will be properly notified.

Second Offense: Completion of Tobacco Education Program or a five-day suspension. Parents will be properly notified.

Third and Subsequent Offenses (within the same school year): Suspension recommended for the remainder of the term for high school or semester for middle school. If fewer than 23 days remain in the semester/term, the balance of days will be carried over into the next grading period. Parents will be properly notified.

Sample Signage

STUDENTS

Possession of tobacco products by a minor is a criminal offense.

Oklahoma Statute, Title 37 O.S. 600.4

Violators will receive citations:

First offense-penalty of up to \$100

Subsequent offense-penalty of up to \$200

**Failure to pay fines will result in suspension of driver's license
or a driver's license may NOT be issued upon application.**

Violations should be reported to the
Oklahoma Alcoholic Beverage Laws Enforcement Commission
Call toll-free: 866-894-3517
E-mail: ablecomm@mhs.oklaosf.ok.us