Guide for Preventing and Responding to School Violence 2nd Edition

International Association of Chiefs of Police

Department of Justice, Office of Justice Programs

BJA
Bureau of Justice Assistance
U.S. Department of Justice

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Second Edition

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE

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

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

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

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

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

Bureau of Justice Assistance

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

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

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

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

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SECTION 1
INTRODUCTION

Purpose

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

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

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

Background

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

Selected School and Campus Shootings Since 1999

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

Selected School and Campus Shootings Since 1999 (continued)

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

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

The causes of school violence are subject to much speculation. Violence does not stand alone; there are usually multiple indicators. Possible contributors to school violence mentioned in the literature include the following:
- Exposure to violence in the family and the community
- Child abuse and neglect
- Poor parenting practices and lack of interest in children's activities
- Peer pressure to engage in harassment of other students, violent behavior, drug or alcohol use, and truancy
- Prejudices based on race, religion, ethnicity, physical appearance, social class, sexual orientation, disability, gender, and other traits
- Access to information on how to make explosive devices and unsupervised access to firearms
- Excessive exposure to violence in television programming, movies, and video games
- Drug or alcohol abuse
- Lack of conflict resolution skills
- Lack of quality role models and the availability of inappropriate role models
- Perceived lack of opportunity to be successful through legitimate means
- Failure to detect and treat children exhibiting warning signs of being troubled including a written or verbal behavior that indicates the child has perceived injustice, revenge fantasy, obsession with revenge, desire to be notorious, preoccupation with previous school shootings or shooters, suicidal or homicidal ideation, feelings of insignificance, feelings of dehumanization, or a desensitization to violence
- Lack of adult supervision of, and positive interaction with, children after school
- Negative self-image

Selected Recent Success Stories

- Dove Creek, Colorado, April 9, 2009: A plan to shoot the high school principal and others at a school was discovered when two boys, ages 16 and 19, were arrested in New Mexico on suspicion of burglary and theft. The 19-year-old told his family about the plot after the arrest.
- Drexel Hill, Pennsylvania, March 17, 2009: An eighth-grade boy at a Catholic school was arrested for trying to recruit fellow students to carry out a plot at the school. His plan was thwarted when one of the students revealed that he'd been recruited to take hostages at the school and shoot anyone who resisted. The instigator had two plastic pellet guns that looked like real firearms.
- Bells, Tennessee, October 2008: Two young men, ages 18 and 20, were charged with planning a killing spree to shoot and decapitate African-American people at a predominantly black school and top it off by killing Sen. Barack Obama. The men were apprehended after they shot out a church window and drew racially motivated words on the sidewalk.

They were charged with possessing an unregistered firearm, conspiring to steal firearms, and threatening a candidate for president.
- Norristown, Pennsylvania, September 24, 2008: A woman admitted she helped her troubled, bullied 14-year-old son build a cache of weapons by buying a rifle with a laser scope and gunpowder, which investigators said he was using to build grenades. He also had knives, swords, and BB guns. The overweight teenager had been bullied at school and was being home-schooled. He apparently idolized the Columbine shooters, and violent Internet sites fueled his revenge fantasies.
- Columbia, South Carolina, April 19, 2008: A high school senior collected enough supplies to carry out a bomb attack on his school and detailed the plot in a hate-filled diary that included maps of the building and admiring notations about the Columbine killers. The student was arrested after his parents called police when 10 pounds of ammonium nitrate was delivered to their home and they discovered the journal.

Approach

Guidance for school violence prevention and response is offered in each of the following areas:
- Ways to prevent student violence
- Threat assessment
- Planning and training for what to do during an actual crisis
- How to respond during a crisis
- How to handle the aftermath of a crisis
- Legal considerations
- Recommendations for the media

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

How to Use this Document

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

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

Section 2
Prevention

The Role of School Administrators, Teachers, and Staff

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

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

School Security

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

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

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

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

Reporting

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

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

Student Rules

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

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

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

Support for Teachers and Other Staff

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

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

Programs for Suspended or Expelled Students

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

1. Provide an alternative educational program in a separate environment. Appropriate programs should be available for elementary, middle, and high school grade levels.
2. Provide a low student-to-staff ratio in the alternative educational program.
3. Consider requiring suspended or expelled students to participate in community-based programs so that they would learn while helping others. Possibilities include working with neighborhood beautification efforts or with victims of violence where they would directly witness the effects of causing injury to others.
4. Consider reducing the length of suspensions in exchange for successful completion of community service.
5. Consider providing extra counseling in areas such as anger management, conflict management and resolution, respecting the rights of others, and

social skills. Use behavior modification or other applications of rewards and punishments to reduce delinquency.
6. Consider providing parents and/or guardians with counseling or training in parenting skills oriented toward reducing problematic behavior by students in school and at home.
7. Recognize the risk involved in putting troubled students together. Take appropriate security measures in light of that risk.
8. Provide students of the appropriate age with career counseling and information about employment opportunities.

Student Court

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

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

Positive Incentives

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

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

Employee Screening

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

abusive teachers, staff, and volunteers. Some states have laws about screening people who work with children.

Use one or more of the following means in a manner consistent with applicable law to screen potential teachers, staff, and other non-students who are regularly on site:

- State sex offender registry check
- Criminal background check
- Fingerprint check
- Employment, personal, and education reference checks
- Personal interviews
- On-the-job observation
- Students' evaluations of teacher performance
- Professional disciplinary board background check
- Alcohol and drug testing
- Psychological testing
- Mental illness and psychiatric history check

Class and School Size
1. Work toward creating and maintaining optimal student-to-teacher ratios. This allows teachers to better identify warning signs demonstrated by students who may be prone to violence.
2. Organize community-wide efforts to determine the most appropriate size of schools in each district. Schools where students are more connected to their school environment (including the people, the facility, the operations, and the activities) tend to have lower rates of violence.

Parent Outreach
1. Encourage faculty to solicit as much parental involvement as possible. Among the ways this can be achieved are school and class newsletters, classroom activities, Web sites, personalized phone calls, local newspapers, voice mail direct to teachers, and opportunities for participation in school clubs, organizations, and other extracurricular activities.
2. Seek and promote innovative ways to help students and parents and/or guardians connect with their school, faculty, and staff. Examples include having parent advisory meetings, using parents and/or guardians as mentors or guest speakers, providing parents and/or guardians with child care for their children during school functions, establishing a parent lounge, and offering parenting classes.
3. Offer training to parents and/or guardians on what behaviors to look for, what those behaviors can lead to, and what parents and/or guardians can do if they are concerned about their child. Section 7 addresses the legal implications of failing to take action.
4. Make it known to parents and/or guardians that the goal is intervention before a violent incident

occurs, not punishment. Encourage parents and/or guardians to report their concerns.

Use of the School
1. Serve as an advocate for Head Start and other on site quality preschool programs for younger children.
2. Promote free and attractive after-school activities for all students. Examples include sporting activities, assistance with schoolwork, and social events. Try to have at least one activity that would be of interest to every type of student. The After-Schools Enrichment Grant Program can be used to help provide funding for such activities. (More information on after-school programs is provided in the text box on page 14. Addresses of Web sites with information about funding are provided in Section 9.)
3. Seek and promote partnerships with external programs to provide supervised after-school on site activities. Programs selected should contribute to students' safety and to their physical, moral, academic, emotional, or social development, such as 4-H, Scouts, Boys & Girls Clubs, YMCA, and community youth sports programs.

School Physical Environment
A safe and secure physical environment promotes and enhances the learning process.

1. Keep schools clean and in good repair to discourage vandalism and violence.
2. Employ Crime Prevention through Environmental Design (CPTED) techniques to reduce problems. These measures use interior and exterior facility designs to increase the likelihood that acts of misconduct on school premises will either be physically discouraged or observed and acted upon. CPTED can also yield designs that facilitate more effective emergency response to critical incidents.
3. Establish and enforce a dress code for students, faculty, and staff with input from all constituents. Consideration also should be given to requiring school uniforms. Dress codes can simplify recognition of intruders, improve discipline, decrease violence and other forms of misconduct, and minimize the impact of gangs and other fringe groups on school property.

Counseling Services
Schools should provide or refer students to counseling services, including emotional (such as grief, anger management, depression), social development, exceptional student (such as gifted or disabled), academic, vocational, prenatal and reproductive, gang, psychological, family, and substance abuse. Each area requires different knowledge, skills, and abilities.

Schools should ensure that students in need have access to counselors qualified to treat their respective problems. Counseling services should be of adequate duration and provide continuity of treatment. When student needs exceed the counseling resources of the school, recommendations for community assistance should be provided. Cooperative arrangements may be possible with neighboring school districts or with other city, county, or state organizations that provide or use these services.

1. Provide counseling services in a manner consistent with national professional standards (such as those of the National Association of School Psychologists, the American Counseling Association, and the National Association of School Social Workers) regarding appropriate treatment and student-to-counselor ratios.
2. Establish training programs under the supervision of a trained counselor in which students can be taught to help other students. Match students with peers who can relate to the student receiving advice and to his or her problems.
3. Ensure that counselors have adequate information about and access to community resources.
4. Ensure parents and/or guardians and students are informed of the different types of counseling services available and know how they can obtain them.
5. Identify at-risk students and provide counseling.

Conflict Resolution Programs

Conflict resolution and management programs teach people to find peaceful solutions to conflict. These programs use negotiation, mediation, and consensus decision-making to find solutions that are positive for all parties. They attempt to create win-win situations.

1. Conduct a needs assessment to determine the types of conflicts that tend to occur and how they are best resolved.

2. Select which conflict resolution programs would be most appropriate for the school.
3. Find trainers to implement the program.
4. Commence training at the earliest age-appropriate school level. Continue the training throughout students' education.
5. Obtain support and involvement from faculty and parents and/or guardians.
6. Teach conflict resolution to students by using activities incorporated into the curriculum and by having teachers and staff model appropriate behaviors.
7. Evaluate the success of the program against goals.

Social Skills Training

Social skills training enables students to have positive and respectful interactions with other students, parents, faculty, and staff. Positive relationships can reduce tendencies toward violent behavior.

1. Encourage faculty to teach and model positive social skills.
2. Implement life skills training throughout the curriculum to teach students how to recognize problem situations, manage stress, achieve self-control, and demonstrate emotional maturity.

Cognitive Skills Training

Encourage faculty and staff to challenge the way students think about problem solving. Violence in school settings often erupts as impulsive or irrational reactions to immediate problems.

1. Teach means-ends thinking, in which students learn how to reach a goal by step-by-step planning, identifying potential obstacles, and accepting that problem solving often takes time.

Examples of Conflict Resolution and Management Approaches

The process curriculum approach devotes a specific time to teaching problem-solving skills in a separate course or curriculum.

The mediation program approach trains people in conflict resolution to provide third-party mediation to others trying to resolve a dispute. Peer mediation has been found to work well for many but not all problems. For example, peer mediation counseling should not be used for responding to serious or persistent delinquency problems. Peer mediation also must be made available when it is needed, not just when it is convenient for peer counselors and staff.

The peaceable classroom approach brings conflict resolution into core subject areas and uses the techniques to help manage the classroom.

The peaceable schools approach builds on the former approaches by using conflict resolution as a tool for helping to manage the entire school.

2. Teach analytical thinking, in which students learn how to weigh the appropriate pros and cons when decid- ing whether to carry out an act.
3. Teach alternative solution thinking, in which students learn to find new solutions to a problem.
4. Teach consequential thinking, in which students learn to consider different outcomes that might result from a given action.

Diversity Issues

Intolerance often leads to conflict, interferes with the learning process, and has been a factor in violence in the schools. The purpose of diversity training is to try to reduce intolerance.

1. Design and distribute a diversity acceptance policy to students, parents and/or guardians, teachers, and staff. Include a description of forbidden behaviors, responsibilities of students and staff, consequences of engaging in prohibited behaviors, and locations of pertinent school and community resources.
2. Provide diversity acceptance training to all staff and faculty.
3. Give all students diversity acceptance training in the classroom and in assemblies, incorporating small group discussions to augment awareness and sensitivity. Consider activities that celebrate the school's cultural diversity. Make sure that all activities are appropriate
for the particular age and cultural groups with and for whom they are being implemented.
4. Use progressive discipline for acts of intolerance. Use nondisciplinary actions (such as counseling, parent conferences, community service, or awareness training) for minor, first-time infractions. Progressively increase discipline (from detention to suspension to expulsion, for instance) for recurring or more serious violations.
5. Recognize that certain types of graffiti, literature, and actions may be indicators of a hate crime or a case
of harassment. Collect, store, and monitor data on these types of occurrences and share this information with police. Consider photographing graffiti.