DRAFT

VIRGINIA'S SCHOOLS: A SAFE ENVIRONMENT?

Executive Summary and Recommendations

July 28, 1982

VF

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INTRODUCTION

Are Virginia's Schools Safe? To answer this question, the Youth Subcommittee of the Virginia State Crime Commission set out to determine:

+   The nature and extent of serious incidents in Virginia's middle and high schools.

+   How school administrators in Virginia are addressing the issue of crime in their schools.

+   The kind of assistance administrators would like to have for addressing crime.

+   The nature of the relationships among school, police, and court officials.

STUDY DESIGN

To acquire the information to address the aforementioned objectives, two techniques were used. Pupil suspension and expulsion data forms were mailed to principals and interviews were conducted. Rather than interview all administrators of schools, police or sheriffs departments, and juvenile court service units, a representative sample was acquired. The State Department of Education selected 15 school divisions (with a high school and middle school from each division) based on school size, geography, and school economy, as judged by per pupil expenditure and teacher salary. For each division selected, a representative of the police or sheriffs department and the court service unit director were also interviewed. The twenty-six schools selected represented five percent of the state's population of seventh through twelfth graders.

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FINDINGS

Student on student assaults are by far the reason most students are suspended or expelled from school. Of all serious incidents, they account for one-half. Next is drug and alcohol usage, accounting for 20 percent of suspensions. The remaining serious school incidents, are divided among verbal threats, abuse and profanity; vandalism and theft; possession of weapons; and other offenses, each of which constitutes less than ten percent of the suspensions and expulsions. According to this study, physical assaults by students on teachers is practically non-existent in Virginia.

When principals were asked whether they felt serious incidents by students in school had increased or decreased over the past 5 years, 17 of 24 said they believed serious incidents had decreased.

When asked the question: "Do you think students and teachers are afraid of being the victim of a serious incident?", the vast majority of principals said that neither students nor teachers feared being the victim of a crime in school. The question was asked, "In what location in school or on school grounds does crime most often occur?" Very logically, but apparently not so obvious, is that location is only a secondary factor affecting crime. The primary factor is supervision. Crime or serious incidents occur most often in places where supervision is relatively minimal. Accordingly, it was found that property crimes are most likely to occur in gymnasiums or halls where student lockers are located and in parking lots. Drug and alcohol offenses occur most often in restrooms, smoking areas, and on school grounds. Fights and assaults usually occur in the cafeteria, halls and stairways.

CAUSES OF SERIOUS INCIDENTS

School, court and police personnel were given an open-ended question, "What is the primary cause of serious incidents?" They were provided a selection of causes to stimulate their thinking and were encouraged to add others. The selection of causes provided was:

+ School size

+ Community environment

+ Discipline in schools

+ Home environment

+ Teacher training

+ Other

The home was cited by far the most often as the source of school problems. School and police personnel cited the home about 75 percent of the time and the court cited it about 50 percent of the time. Some of the home related issues voiced were: lack of parental supervision and discipline, broken homes, and absentee parents.

Six of 20 principals, two of 15 court service unit directors and three of 15 law enforcement personnel pointed to the community as the ultimate cause of serious incidents. Some reasons cited were: absence of opportunities for leisure pursuits, absence of prevention measures and boredom.

Five of 25 principals and one court service director and police official were of the opinion that school size is positively correlated with serious incidents involving students. Big schools discourage personal attention, especially from the adult figures in the school. Concern was expressed that large schools are impersonal, and it was implied that children need constructive attention from adults.

RELATIONSHIPS

The study indicated that only in a few localities are the schools, the courts, and police making a conscious effort to establish and nurture good relations. The schools seem to be going about their business somewhat independently of the courts and police and vice versa. If a school needs the court or police, or if the latter needs the school, and there is a favorable response, all is well. In the absence of a crisis, this may be adequate. On the other hand, speaking generally, if a crisis arises or a controversial issue needs resolving, one must question whether the relationship would serve adequately under the additional stress. The question is raised because there is very little conscious nurturing of relationships.

In short, it appears that the bonds between the schools and the courts and police are adequate in fair weather but may be vulnerable when needed most, in times of storm, controversy, crisis, or disagreement.

SCHOOL NEEDS

At the conclusion of this interview, school administrators were asked the question, or one similar:

> We feel it is important for the community to be involved
> with the schools; we are sure you feel that way, too.
> Do you feel the community, including state agencies,
> could do more to assist schools in dealing with serious
> incidents? If so, what?

By far, the overwhelming response to this question was generally a need for informed, supportive, and involved parents and community. Sixteen of 25 respondents, or 64 percent, expressed such a need.

The dominance of this response was so great as to be thoroughly convincing, and it raises a question: Do school administrators have a structured public relations program whereby they systematically inform the public and solicit support and involvement from parents and the community?

Some of the more specific concerns expressed by school administrators that could be placed under a public relations heading were:

+ There is a need to let the public know that the school cannot solve all problems;

+ There is a need to change the image of the school;

+ Community organizations need to know they can provide services being cut by shrinking budgets;

+ Speakers from the community should be brought in to address issues identified by the community;

+ Parents need to know what their children are doing and know their problems;

+ Parents should back the school; and

+ Parents seem not to care; they are apathetic.

RECOMMENDATIONS

Based on information obtained primarily from interviews with principals, the following recommendations are offered.

1. School principals establish structures for communicating with juvenile courts and police on a regular basis. Communication should occur at two levels: at the administrative level around policy and procedures and at the service level around specific cases. Persons at the administrative level would include the school superintendent and director of pupil personnel services; the judge and court service unit director; and the police chief or sheriff and head of juvenile services. Persons at the service level would include the school principal, counselors, and teachers; probation counselor and supervisors; and law enforcement officers.

   Some of the issues implied in statements that stimulated this recommendation are:

   + Principals do not have a clear understanding of the role of the juvenile judge and why he makes some of the decisions he does.

   + **A student or youth is arrested, detained, heard, a decision made, and the youth returned to school before the school is aware of the youth's offense.**

   + The school needs to know what the police want from it and why.

2. Probation counselors, in their case disposition recommendations to

their judges, and judges, themselves, consider the use of school services and programs -- in-school suspension, detention, Saturday work, etc. -- as dispositional alternatives as well as other imaginative alternatives in lieu of or as part of probation.

3. The job descriptions and evaluations of principals' performance include public relations functions. Principals develop and carry out annually a public relations plan for their area.

    This is recommended because of the dominant desire expressed by principals for community interest and involvement in their schools, because of their ranking community involvement as one of the best strategies for dealing with serious incidents in schools, and because many are making no conscious and structured effort at public relations.

4. That the Department of Education develop a uniform, statewide system for keeping records on suspensions, expulsions, vandalism, theft, breaking and entering, and other serious incidents. This system should use uniform terminology and define and distinguish among such terms as assault, fight, threat, vandalism, theft, etc. Also, the system should include a common procedure for determining the cost of vandalism and theft.

    This recommendation will not place more work on school administrators because they are keeping the same records now. This recommendation speaks to statewide uniformity in record keeping which will make the records kept more useful. Adoption of the

recommendation, or one similar, is necessary if there is ever to be reliable data for studies on violence and vandalism in schools.

5. Security resources, both personnel and hardware, should be distributed to schools, not simply on the basis of whether the school is elementary, middle, or high, but also on the location of the school and on its history of serious incidents.

6. In building, renovating, and closing schools, and portions of schools, limit the size of the school so as to decrease the impersonality that leads to alienation and to increase the amount of continuing contact between students and teachers. This recommendation is supported by The Safe School Study Report to Congress.

7. Agencies which work with youth: schools, courts, police and sheriff's departments, and social services, develop standard social history forms for reporting procedures. These forms could be structured so that data unique to a particular agency could be added without reproducing the entire social history. This has been done in some jurisdictions and reduces the unnecessary duplication of effort. Such an endeavor could also help open communication lines among youth serving agencies.

8. Encourage students to participate in the making of decisions that affect them by including students on faculty and administrative committees and other decision-making bodies. This participation will

increase the vested interests of students in school and will discourage student alienation. . Involvement of students in decision-making provides experimental learning of the democratic process, which is the hallmark of our society.

9. The appropriate authorities need to decide whether it is important to know the nature and extent of violence and vandalism in Virginia's schools. If so, after recordkeeping, terminology and cost analysis have been standardized (see recommendation number four), a more thorough study needs to be conducted. This thorough study could serve as baseline data for making longitudinal comparisons in the future.

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Virginia State Crime Commission
801'East Broad Street
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Richmond, Virginia 23219

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INTRODUCTION

Is violence endemic in schools? Is my child safe in her school? Does fear of personal harm effect my child's learning? Have the school restrooms been turned into pot shops and smoking parlors? Just how safe are Virginia's schools?

During the 1970's, much was read about campus unrest and school violence. In the early 70's, the Senate Subcommittee to Investigate Juvenile Delinquency, chaired by Senator Birch Bayh, found that acts of violence in the schools were occurring with more frequency and intensity than ever before and that in some schools the problem was so severe as to make the task of education almost impossible. In 1978, The Safe School Study Report to Congress by the National Institute of Education confirmed the Bayh report, stating that "the problem is as serious as it has ever been."

What about the 1980's? On both the state and national levels there have been no comprehensive studies to shed light on the school scene. Of course, it is early in the decade and studies take time. Even for the 1970's, there is very little information about violence in Virginia's schools.

To shed light on the opening questions, without doing a comprehensive study, the Youth Subcommittee of the Virginia State Crime Commission conducted a study, "Virginia's Schools: A Safe Environment?" The study of 26 of the state's high schools and middle schools had (the term middle schools will be used throughout the report as reference to a middle or junior high school) four objectives:

+   To ascertain the nature and extent of crime or "serious incidents" in Virginia's middle and high schools.

+   To determine how school administrators in Virginia are addressing the

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issue of crime in their schools.

+   To determine the kind of assistance administrators would like to have
    for addressing crime.

+   To draw up a list of recommendations growing out of this study.

STUDY DESIGN

To acquire the information to address the four objectives, two techniques
were used. Pupil suspension and expulsion data gathering forms were mailed to
principals and interviews were conducted. Three interview schedules were
developed: one for administrators of middle and high schools, one for juvenile
law enforcement officials, and one for juvenile court service unit directors.
In addition, each principal was requested to provide information about pupil
suspensions and expulsions in his or her school by filling in a form.

Rather than interview all administrators of schools, police or sheriff's
departments, and juvenile court service units, a sample was acquired. The
State Department of Education selected 15 school divisions in the state and
then selected a middle school and high school from each of the 15 divisions.
(There were some exceptions to this procedure; for example, a division may not
have had a middle school.) For each division selected, a representative of the
police or sheriff's department and the court service unit director were also
interviewed.

The selection of divisions and schools within divisions was performed so
as to acquire a representative sample, that is, representative of Virginia's
schools by size, geography, and school economy as judged by pupil expenditure
and teacher salary. The 15 school divisions consisted of three urban, three
suburban, two small city, and six rural divisions. The 26 schools selected

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accounted for approximately five percent of the state's population of seventh through twelfth grade students.

SUSPENSION AND EXPULSION FINDINGS

To acquire a perspective of the nature and extent of violence and crime in Virginia's middle and high schools, it was decided to use information that would be relatively easy for local school administrators to collect and information that would provide a fairly objective and accurate view. Accordingly, student suspension and expulsion reports were analyzed and relevant interview questions asked. The suspension and expulsion incidents with which this study dealt were:

+ student on student fights or assaults

+ student on teacher assaults

+ verbal threats, abuse, and profanity

+ possession and use of weapons

+ alcohol and drug use and distribution

+ vandalism and theft

+ other: arson, inciting to riot, extortion, solicitation, indecent exposure, false fire alarm, firecracker, smoke bomb, etc.

The term "serious incident" therefore, also refers to incidents of the nature above.

To test whether the use of suspension and expulsion reports covered all incidents of student violence and crime, school administrator interviewees were asked: "Are there any incidents, other than the ones you have recorded and we have discussed, that you consider to be serious?" On the whole, interviewees

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affirmed that the suspension and expulsion records contained all student incidents of note.

On the average, the number of pupil suspensions in the 24 schools studied (two schools were omitted due to insufficient data) was four percent of the total student enrollment. None of the high schools exceeded seven percent, while four of the ten middle schools did exceed that number. This would indicate that the frequency of suspension is greater in middle schools than in high schools. This is consistent with principals' views that more incidents warranting suspension occur in the middle schools than in the high schools. At least 60 percent of the principals, however, believe that the incidents that occur in the high schools are of a more serious nature than those that occur in the middle schools.

Student on Student Fights and Assaults

As the chart indicates, student on student fights and assaults accounted for 50 percent of all suspensions and expulsions (for the remainder of the report, the term "suspensions" includes expulsions) or 630 incidents out of a total of 1,272 reported.

At the middle school level, fights usually were over petty matters and were seldom intended to inflict injury. One middle school principal said that seventh and eighth graders will fight if one child tells another he doesn't like the color of his shirt. The comparatively high incidents of fights among middle school students was felt to be indicative of the immaturity and insecurity typical of this age group as well as the high degree of susceptibility to peer influence.

While fights between high school students apparently were less numerous than fights in middle schools, they were believed to be more serious. A reason

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provided was that high school students are older and stronger and are likely to feel more strongly about certain issues.

Student Assaults and Verbal Abuse Against Personnel

At the opposite extreme from student fights and assaults is student physical assaults on personnel; which accounted for less than one percent (.8 percent) of the suspensions. Only ten assaults on personnel by students were recorded, and six of these occurred in one school. (Further inquiry with this one school revealed that the school uses a very broad definition of student assault on personnel. For example, if a teacher is pushed while intervening in a fight between two students, the incident is recorded as an assault on a teacher as well as a fight between two students.) Obviously, according to reports, the vast majority of schools experienced no student assaults on school personnel during the period covered by this study.

In contrast to the above, and as expected, threats, verbal abuse, and the use of profanity against personnel was much greater than actual assaults, accounting for ten percent of all suspensions.

On the whole, according to this study, the schools that were the subject of this study were very safe environments for school personnel. This is reflected in administrators' opinions about the safety of their schools which will be covered later in this report.

Vandalism and Theft

Although it was difficult, an effort was made to distinguish between vandalism and theft which accounted for three percent and five percent of the suspensions, respectively. Of 14 high schools, four reported vandalism costs of over $1,000 and seven reported costs of under $500. Of these, one reported

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no cost and another a cost of $50. Of 11 middle schools, one, and possibly two, reported a cost of $1,000 or more and six under $500, one of which reported no cost and another spent $30. These figures would indicate that vandalism is a slightly greater problem in the high schools than in the middle schools. A significant portion of this difference could be attributed to the prevalence of cars at high schools; cars often being involved in acts of vandalism. On the whole, principals did not see vandalism as a serious problem.

Five high schools reported property valued at $1,000 or more being stolen from the school and from students and school personnel. None of the middle schools reported thefts as high as $1,000. As with vandalism, the cost of theft was greater for high schools than for middle schools. Several explanations can be given. Older students tend to carry more money and wear more expensive clothes. Also, it was suggested that high schools tend to have more expensive equipment than do middle schools.

As this study progressed, it became apparent that the two offenses, vandalism and theft, are not discreet, neither in the act of commission nor in record keeping. Vandalism and theft often occur together as two separate acts or as one act. For example, a locker is damaged in the process of stealing a jacket, or an electric exit sign is broken in the process of stealing it. Complicating further the matter of gathering information on vandalism and theft are several other factors. One, record keeping is non-existent in some cases and inconsistent in others. For example, in one school, or at one time in the same school, an incident is not recorded at all and the cost is absorbed by money budgeted for routine maintenance. In another school, or at another time in the same school, the incident is recorded as vandalism and paid for out of money set aside for acts of vandalism. Repair of broken windows is a good

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example. Two, it is generally accepted that much theft goes unreported in both middle and high schools. Particularly in middle schools, students have a tendency to report as stolen an item (jacket, book, calculator) that was lost or sold. Students will do this, it was reported, to avoid being punished by their parents.

In the course of this study, it was apparent that most school administrators did not consider vandalism and theft a big problem, and some stated such explicitly.

Breaking and Entering

Closely associated with vandalism and theft, and probably best included with them, is breaking and entering. Sometimes, theft and vandalism are not involved with breaking and entering. Five administrators reported that their schools had been broken into during the period covered by this report. Most of these incidents cost between $300 and $500, including destruction of property and theft. One school reported 14 incidents of breaking and entering with little or no destruction and theft. Among the three offenses -- vandalism, theft, and breaking and entering -- the latter is the best documented because it is almost always reported to the law enforcement agency. However, very few incidents of breaking and entering are solved. Because most remain unsolved, it is not known whether students were involved or not.
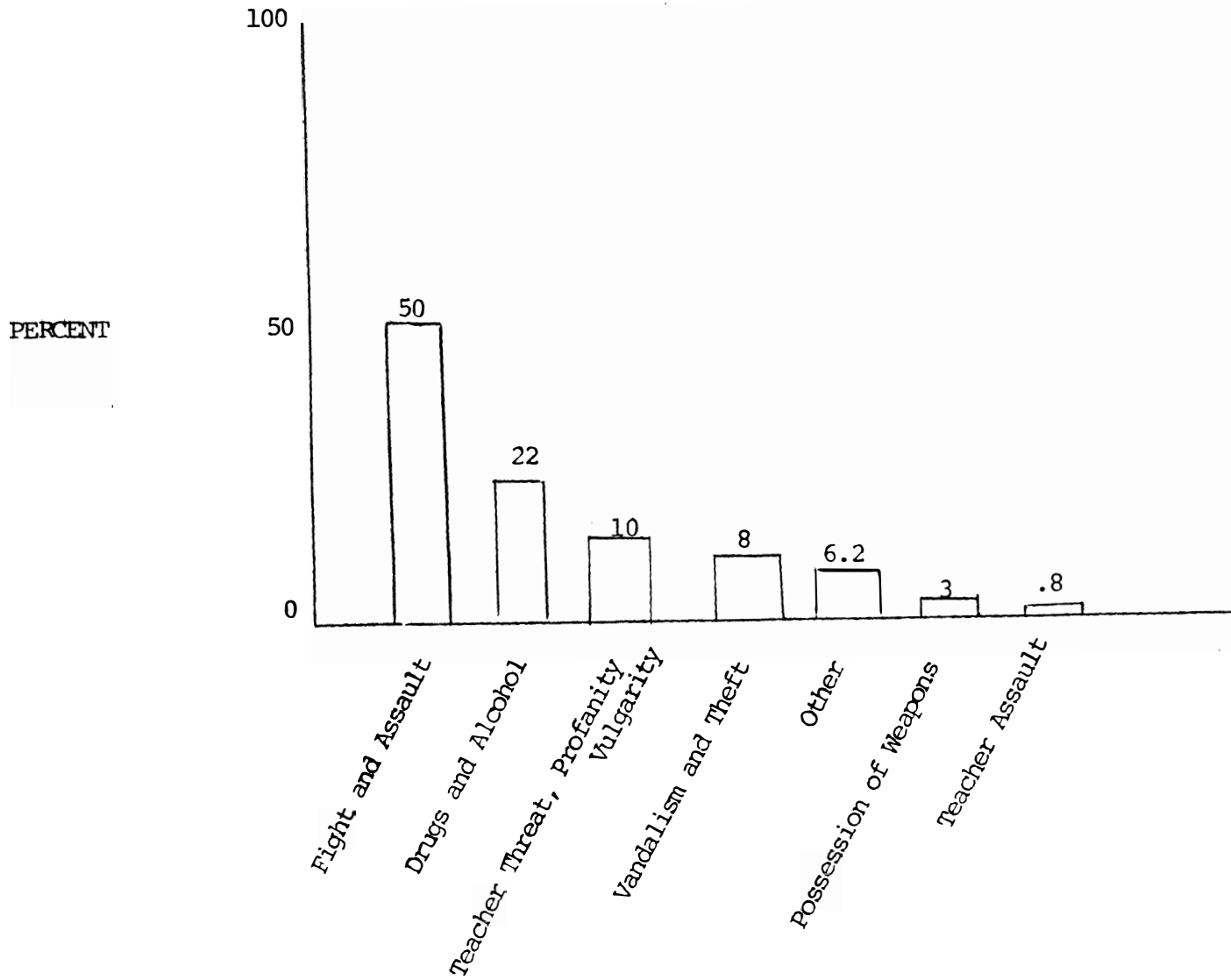
Drugs and Alcohol

Drugs and alcohol, together, accounted for 20 percent of the suspensions; the second highest category following student fight and assaults. Alcohol related suspensions were 12 percent, or 151 out of 1,272 incidents. Drug related suspensions were eight percent or 105 incidents.

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As one would expect, age made a difference in the kind of abuse students engaged in. It was reported that students in the middle schools were much more likely to be experimenting with drugs and alcohol; while high school students were more likely to have serious drug and alcohol problems. The latter group was more likely to have drugs and alcohol at school since many drove their own cars, giving them more freedom of movement and less supervision by parents or school authorities.

Interviews with school administrators left the impression that the use of hard drugs had decreased over five years, while the use of alcohol had increased. This impression is confirmed by a finding of another study reported in the Virginia Journal of Education, September 1981. This study also found that the use of hard drugs had declined but that there had been a rise in the use of marijuana and alcohol.

Suspensions For Serious Incidents

PERCENT

Bar chart showing percent of suspensions for serious incidents by category:
- Fight and Assault: 50
- Drugs and Alcohol: 22
- Teacher Threat, Profanity, Vulgarity: 10
- Vandalism and Theft: 8
- Other: 6.2
- Possession of Weapons: 3
- Teacher Assault: .8

Serious Incidents Over Five Years

When principals were asked whether they felt serious incidents by students in school had increased or decreased over the past five years, 17 of 26 said they believed serious incidents had decreased. Various reasons were cited: our society, and, therefore, the schools, are less permissive today than five years ago; more emphasis is being placed on fair and clear rules, firmly and uniformly enforced; a greater use of security personnel and devices; more learning options for students -- career development centers, vocational education, alternative education, open schools -- thus relieving frustration; and tight economic times, with high unemployment, are making parents and children more concerned about training and skill development.

Three respondents said they thought that there had been a slight increase in serious incidents in the schools. One cited a greater evidence of drug and alcohol usage as the area where an increase had occurred. Working parents with less home supervision of children was also given as a cause for increase.

At least two reasons can account for the majority response that serious incidents in the schools has decreased. One, there has been a real decrease. Two, teachers and administrators are now more experienced and better trained to deal with acting out students and with serious incidents. This could, in itself, enhance a real decrease in incidents. Also, personnel, being better able to cope with the problem of student behavior, may feel there is less of it when that is not necessarily the case.

It would be interesting to survey students and teachers to test the accuracy of their principals' perceptions.

Location of Serious Incidents

It would seem that if one knows the location in a school or on school grounds where serious offenses are most likely to occur, one could reduce such offenses by focusing attention on those areas. With this thought in mind, the question was asked, "In what location in school or on school grounds does crime most often occur?" Very logically, but apparently not so obvious, is that location is only a secondary factor affecting crime. The primary factor is supervision. Crime or serious incidents occur most often in places where supervision is relatively minimal. Accordingly, it was found that property crimes are most likely to occur in gymnasiums or halls where student lockers are located and in parking lots. Drug and alcohol offenses occur most often in restrooms, smoking areas, and on school grounds. Fights and assaults usually occur in the cafeteria, halls and stairways.

Fear of Being a Victim

The study sought to determine the extent to which students and school personnel feared that they might be the victims of crime, either by having personal property stolen or vandalized or by being injured. Principals or other administrators were asked, "Do you think students and teachers are concerned about being a victim of a serious incident?" The vast majority of principals or respondents said that neither students nor teachers feared being the victim of a crime in school. This opinion by principals is confirmed in part by more objective data presented earlier in this report that student assaults on school personnel is practically non-existent. Nineteen out of twenty-four school administrators reported no assaults by students of teachers.

Fear is a very subjective emotion which makes any measurement of it questionable. One principal related that he did not believe fear was an issue

in his school. Then, through an administrative review process by the State Department of Education, students were asked whether they feared being the victim of a serious incident. Much to the surprise of the administrator, 60 percent of the students replied that they did fear being a victim. Important though, is that two days before being asked, this school had experienced a very serious incident involving several students. It was certain, at least in the mind of the principal, that this experience had vastly colored the responses of the students during the administrative review.

It appears that schools can have an excellent record of no violence for years, and then one incident, if serious enough, can leave a stigma that lasts for years.

ADDITIONAL FINDINGS FROM INTERVIEWS

Besides analyzing the data on suspensions and expulsions, associated questions were addressed to principals or their assistants. Below is a discussion of their responses to some of the more pertinent concerns.

Non-Student Intrusion

In the past, the intrusion of non-students onto the school grounds and into the school building has been a concern; in schools located in large urban and inner-city areas, it was a great concern. Judging from the response of school administrators, the non-student is not a problem; his or her involvement in serious incidents is not significant. Only about five percent of all serious incidents, excluding breaking and entering and some vandalism, which are usually unsolved, were attributed to non-students.

Special Education Students

The involvement of Special Education students in suspensions was examined to shed light on the assumption held by some persons that Special Education students are involved in serious misbehavior and, therefore, in suspensions, to a greater degree than regular students. The study presents a divided picture.

In about one-half of the schools, Special Education students were suspended fewer times than would be expected from their proportion of the student body. In the other half of the schools, Special Education students accounted for a greater number of suspensions than would be expected from their proportion of the student body. In conclusion, this study does not show that Special Education students are more or less involved in serious offenses than regular students.

CAUSES OF SERIOUS INCIDENTS

School, court, and police personnel were given an open-ended question, "What is the primary cause of serious incidents?" They were provided a selection of causes to stimulate their thinking and were encouraged to add others. The selection of causes provided was:

School size

Community environment

Discipline in schools

Home environment

Teacher training

Other

Home Environment

The home was cited by far the most often as the source of school problems. School and police personnel cited the home about 75 percent of the time and the court cited it about 50 percent of the time. Home related issues voiced were: lack of parental supervision and discipline, broken homes, changing economy, permissiveness, and absentee parents. Students' lack of respect for themselves and others was cited by six different school administrators. This issue is included here because of the belief that respect is learned in the home, as one principal held.

Community Environment

Six of 25 principals, two of 15 court service directors, and three of 15 law enforcement personnel pointed to the community as the ultimate cause of serious incidents in the school. Mentioned more specifically were social permissiveness and lack of supervision, absence of opportunities for leisure pursuits, and absence of prevention measures. Boredom was singled out by several respondents as a reason why students get into trouble.

School Size

Five of 25 principals and one court service director and police official were of the opinion that school size is positively correlated with serious incidents involving students. This was said of high schools as well as of middle schools, and it was suggested that the younger the student the stronger was the effect of school size on student behavior. Concern was expressed that large schools are impersonal, and it was implied that children and youth need constructive attention from adults important to them, as well as from their

peers. Big schools discourage personal attention, especially from the adult figures in the school.

"Home" and "community" are abstract terms and are difficult to address because of their abstractness, as well as for other reasons. "School size," on the other hand, is quantifiable and could be easily addressed if society thought it important and had the desire to do so. Because the percentage of those mentioning school size was significant, because their feelings were certain, and because it is a factor that can be addressed, it seems that school size, as it relates to student behavior, should be studied and addressed through policy.

Other Causes

Other causes of student misbehavior, as reflected in serious incidents, mentioned by school, by court, and by police personnel were: peer pressure, insecurity, availability of drugs and alcohol, no sense of values, home and school problems, and frustration.

RELATIONSHIPS

Excluding the family, there are three principal agencies that govern student behavior for society: schools, courts, and police, including sheriff's departments. Each of these three agencies performs best when it has a good working relationship with the other two.

An effort was made in the study to address the quality of relationship that existed between the schools and courts and between the schools and the police. Each school administrator surveyed was asked (1) how he or she evaluated his or her relationship with the court and with the police, (2) why

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he or she felt this quality or relationship existed, and (3) how the relationship could be improved if improvement was felt needed. In turn, each court and law enforcement administrator was asked the same about the school.

School and Police

Of the school administrators responding, all but two felt their relationship with their law enforcement agency, police and sheriff's department was excellent or good. The two descriptive phrases often used by school officials were "very cooperative" and "responds quickly when requested." Most schools used police at school events that occurred during non-school hours. Several schools and police agencies worked closely together on undercover projects, classroom presentations, and police-school liaison programs. Where schools and police cooperated in special projects and programs, the relationship appeared to be best.

The police rated their relationship with the schools across a continuum from "excellent" to "fair," with not as high a rating as the schools gave, but still positive. Several interviews with police revealed that police would like for the schools to call them into situations arising in the schools more often than they do, particularly when a student is suspected of being involved with drugs. Evidently, the police feel that although the drug incident may be detected on school property, it is a community concern, not just a school concern, and that the student may be able to provide valuable information.

Concluding this section, it appears that there is a positive relationship between schools and police and that the schools rate this relationship higher than do the police. This difference in rating may be because the schools feel they are receiving all they need from the police, but the police feel they need

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to be more involved in illegal incidents taking place in schools, particularly as those incidents relate to the use of drugs.

School and Court

All but three school administrators responding felt that their relationship with the court was "good" or "fair." Positive comments by school officials about their relationship with their courts focused on communication. Court personnel, usually probation officers, periodically come by the school to talk with the principal, assistant principal, or counselors in some communities. In other communities there were periodic meetings among representatives of the police, court, and school to keep communication open.

Concluding this section, from interviews it appears that there are no serious problems relative to working relationships between the schools and the courts and police. At the same time, the study indicated that only in a few localities are the schools and the courts and police making a conscious effort to establish and nurture good relations. The schools seem to be going about their business somewhat independently of the courts and police and vice versa. If a school needs the court or police or if the latter needs the school and there is a favorable response, all is well. In the absence of a crisis, in times of relative calm, this may be adequate. On the other hand, and still speaking generally, if a crisis arises or a controversial issue needs resolving, one must question whether the relationship would serve adequately under the additional stress. This question is raised because there is very little conscious nurturing of relationships.

In short, it appears that the bonds between the schools and the courts and police are adequate in fair weather but may be vulnerable when needed most, in times of storm, controversy, crisis, or disagreement.

SCHOOL NEEDS

At the conclusion of this interview, school administrators were asked the question, or one similar:

> We feel it is important for the community to be involved
> with the schools; we are sure you feel that way, too.
> Do you feel the community , including state agencies,
> could do more to assist schools in dealing with serious
> incidents? If so, what?

By far, the overwhelming response to this question was generally a need for informed, supportive, and involved parents and community. Sixteen of 25 respondents, or 64 percent, expressed such a need.

The dominance of this response was so great as to be thoroughly convincing, and it raises a question: Do school administrators have a structured public relations program whereby they systematically inform the public and solicit support and involvement from parents and the community?

Some of the more specific concerns expressed by school administrators that could be associated with public relations were:

+ There is a need to let the public know that the school cannot solve all problems;

+ There is a need to change the image of the school;

+ Community organizations need to know they can provide services being cut by shrinking budgets;

+ Speakers from the community should be brought in to address issues identified by the community;

+ Parents need to know what their children are doing and know their problems;

+ Parents should back the school; and

+ Parents seem not to care; they are apathetic.

Some administrators felt that the court did not use its authority enough or was too rehabilitation oriented in contrast to punishment or incarceration. They said students were back in school too soon after a serious offense with no explanation from the court. In some cases, it was said a student would be charged with a serious offense, detained, his case heard, and returned to school without the school ever knowing about the offense or series of events following it.

Apparently, the lack of communication is the cause for some school administrators giving only a "fair" rating to their relationship with their courts. In this context, good communication can serve at least two purposes: it informs the school about what is happening with students and it also provides school administrators and others with a rationale for actions by the court.

The courts rated their relationship with the schools higher than the schools rated the court, giving the relationship an "excellent" and "good" rating in all cases. Positive comments, again, centered around communication either through personal visits by a probation officer or through structured, inter-agency meetings.

The courts had very little criticism of the schools. One was that schools tried too hard, without the court's assistance, to help a student or simply waited too long to refer the student to court. Two courts felt that the earlier in a child's life and the earlier in a particular incident or affair that they can get involved, the more likely they can stimulate a successful intervention.

Additional responses to this closing question expressed a need to have the compulsory attendance law repealed or enforced, and the need for the juvenile court to more firmly and consistently enforce laws governing juvenile behavior.

Other needs expressed were for more money for alternative education programs, more recreation opportunities, more therapy programs, that better use be made of existing community services, and practical courses in classroom management. Also, the desire was expressed for the State Board of Education to provide a forum where school administrators could gather to share problems and solutions.

PROGRAMS AND STRATEGIES

The literature concerning school violence and vandalism discusses the use of programs and strategies which are believed to be helpful in reducing problems in the schools. These programs range from in-school suspension and alternative programs to the employment of police-school liaison officers stationed in the schools. It was felt that it would be useful to know what programs and strategies Virginia's school principals employ to address crime. "Programs and Strategies" is a broad term which encompasses everything from law-related education courses to hardware like locks and alarms. Principals were asked about programs sponsored by their schools to reduce serious incidents.

Visitor Screening

If this survey is representative of schools in Virginia, with very few exceptions, the only screening or control of persons entering schools during open hours are signs instructing visitors to report to the principal's office. Some signs include warnings about trespassing. All of the principals said that teachers and other staff members are explicitly or implicitly instructed to look out for strangers entering the school or coming onto school property. All are instructed to direct strangers to the principal's office.

Five schools go one step farther and request that visitors carry passes while on the grounds or in the school buildings. This assures teachers and staff that the visitor has reported to the office and allows staff to be of assistance if a visitor should need additional directions or information.

Three schools use a sign-in/sign-out book for visitors so that they will have a visitation record. One large urban school requires that all students carry identification cards.

Security Personnel

Most schools do not have "security" personnel per se. Teachers are primarily responsible for monitoring student conduct and movement during open hours and at most extracurricular activities. For large athletic events and most dances, off-duty policemen are hired by the school, or officers on duty are assigned to cover these events. Custodial workers are also instructed to "keep an eye open" for unusual behavior or occurrences. Some custodial staff work during school hours and others come in after school and stay as late as 11:00 p.m. Some spend the night on particular occasions like Halloween night.

Woodbridge High School and Stonewall Middle School in Prince William County have watch persons that live on the grounds. At the high school, an apartment is in the school building and a trailer is on the grounds at the middle school. The watch persons check all windows and doors in the evenings and keep a general watch on the grounds. The apartment is equipped so that the watch person is alerted when someone enters the school buildings.

T. C. Williams High School and Francis Hammond Junior High School in Alexandria, Warwick High School in Newport News, and Peabody Middle School in Petersburg, have one or more paid hall monitors. These individuals monitor

halls, restrooms, cafeterias, and school grounds and check to be sure that students not in the classroom have passes which permit them to be out of class.

Two school divisions have hired private security guards to serve as roving patrols. One of these patrols has a radio system in the vehicle that is connected to the local police department. The roving patrols are on duty evenings and weekends. Two schools have uniformed officers stationed on or near the school grounds for a portion of the day during school days.

ALCOHOL AND DRUG COUNSELING AND REFERRALS

Almost every school offers some sort of alcohol/drug counseling or referral. In some schools it is on a rather limited basis and in others it is quite extensive. The issue of alcohol and drug abuse has become a focal point around which educators, parents, citizens, mental health professionals, police officers, and court officials have rallied. In several school divisions, task forces and committees, comprised of the groups mentioned above, have joined together to try to educate parents, establish school drug and alcohol policies, and to generally combat the problem.

One program of particular interest is Drug Intervention Prevention Services (DIPS) in the Alexandria City Schools. All middle schools and high schools have a DIPS counselor. The counselor serves a variety of functions. Students discovered for the first time in possession of alcohol, drugs, or paraphernalia or using illegal substances have the choice of five days suspension or five days of after school counseling with the DIPS counselor. (students caught distributing illegal drugs are not eligible for the program) Students report after school and are pre-tested to ascertain their knowledge of alcohol and illegal drugs. They are counseled to improve their decision-making

skills and their ability to relate to adults and handle peer pressure. Students are post-tested at the end of the program to ascertain what benefits they have received from the program. Parents are requested to attend the final session with their children.

A second offense requires a five day suspension to the home and a conference with the assistant superintendent for pupil services. A third offense results in a ten day suspension to the home and referral to the assistant superintendent for pupil services with a recommendation for expulsion. Students caught distributing drugs are not eligible for the program.

DIPS counselors also make presentations to parent and civic groups and to elementary students. They conduct in-service workshops for all teachers on drug identification, recognition of substance abuse, problem solving strategies for dealing with various types of behavior problems, and provide information on the DIPS referral process.

POLICE PROGRAMS

Police involvement in the schools varies a great deal. As mentioned earlier, off-duty and on-duty police officers provide security for dances and athletic events. Interviewers found three innovative measures that have been developed between police and school officials. They are: school resources officers, school-police liaison officers and Explorer's clubs. These programs were not necessarily developed because these school divisions had a higher degree or number of serious incidents than other school divisions. Although they could serve as a deterrent to crime, school officials see them more as an additional resource available to students and faculty.

The Prince William County Police Department provides resource officers to all of the high schools in the county. The resource officer is a plain-clothed member of the Juvenile Bureau. The officer lectures in at least fourteen classes on subjects ranging from computer fraud and embezzlement to the history of law and law enforcement in foreign countries. The officer is available to counsel students individually concerning problems at home or at school and to answer legal questions for students and faculty. He also provides information on careers in law enforcement and criminal justice and works closely with the school's Law Enforcement Club. Of course, he acts as the investigating officer if a serious incident occurs in the school. He is also on call to the middle school which is the feeder school for his particular high school.

School-police liaison officers are provided by the City of Virginia Beach and Henrico County Police Departments. These officers are assigned to handle incidents that occur in the school. The two jurisdictions' liaison officer operations are not identical, but their purpose is similar. The purpose of providing a liaison officer is to provide school principals an officer that they can get to know and feel comfortable working with. When an incident occurs in the school, or if a principal has a question, he has someone he knows at the police department that he can call on. Both jurisdictions have at least two officers who handle school-related incidents. All of the officers are plain-clothed youth bureau officers. Both police and school officials are pleased with the success and the degree of cooperation and communication which these officers have generated.

Law Enforcement Explorer Posts were mentioned in three jurisdictions; Smyth County, the City of Alexandria, and Prince William County. These programs are not exactly alike in any location but generally they serve the same purpose; to build character, train in the responsibilities of citizenship,

and develop personal fitness. Students, usually age 15 or older, participate in four different levels. One must meet all of the training and work requirements before he or she is allowed to advance to the next level. A training academy is held for one week every summer and courses are taught every other Saturday. Courses offered include ethics, crime prevention, juvenile law, the constitution,and leadership development, to mention only a few. Survival skills and various outdoor activities are also offered. All Explorers are expected to use this training to assist them in their work details in their home community. Some of the work details are: traffic and crowd control at county, city or non-profit organizational functions; handling complaints at the police department complaint desk; and working at various communications and administrative duties at the department. Explorers are also provided the opportunity, with expressed training and permission, to ride along with police officers on their regular tour of duty. These experiences are all discussed at Explorer group meetings.

SUSPENSION AND DETENTION PROGRAMS

In-school suspension programs and detention halls were mentioned by 30 percent of the principals interviewed as methods of curtailing or punishing disruptive behavior. Some schools use in-school suspension or detention halls merely as a method for removing disruptive students from the regular classroom. Isolation is the primary purpose.

One school had two levels of detention hall. The first level was for moderate or less serious forms of disruption; it required the student to stay after school and perform some task. The second level of detention hall was for

more serious types of disruption. The student was removed from the classroom and strictly supervised. No remedial services were offered.

The best in-school suspension programs described to interviewers contained some type of remedial service. Four characteristics were common to these programs. They offered isolation, strict supervision, tutoring, and counseling. Good in-school suspension programs do more than punish a student, they try to meet a variety of needs.

WEEKEND PROGRAMS

Weekend programs were found in only two schools. They are being highlighted, however, because they are innovative program strategies.

Francis Hammond Junior High School, in Alexandria, offers a program called Saturday School. Teachers come to school on Saturday mornings to tutor students who request individual or small group instruction. Students sign a sheet some time before the end of school on Friday indicating that they plan to attend Saturday School. Students can receive instruction in any course work area, as well as tips on developing good study habits and skills.

Central Senior High School in Lunenburg County has a Saturday Work-Study program. In lieu of suspension a student comes to school on Saturday morning. Students must work for one and one-half hours and study for one and one-half hours. Only students who have committed non-major infractions are eligible for Saturday Work-Study. Teachers and one administrator are present to supervise students' study. In the study session, students do their homework and can receive some individualized study attention. The work detail involves light cleaning like dusting erasers and picking up trash on school grounds. Students are not permitted to use any dangerous equipment or tools.

STUDENT PROGRAMS

The term "student programs" refers to efforts made by students to monitor, counsel, or in some way affect the behavior of their fellow students.

One such program at Petersburg High School is called "Gentlemen, Athletes and Scholars" or GAS. Male seniors participate in this service club whose purpose is to "promote academic and social aspirations, the act of controlled and reasonable behavior and good sportsmanship." Prospective members must receive recommendations from one teacher and two GAS members. Students who have had any serious disciplinary actions taken against them and who do not maintain a "C" average are not eligible.

GAS members are to set a good example of student conduct for the student body. They monitor hallways, restrooms, cafeterias and any area which needs supervision. Members are allowed to leave class a few minutes prior to assemblies and other school events to control the orderly flow of traffic. It is believed that students respond positively when they see their peers as authority figures and that they relate well to peer supervision.

Selected juniors and seniors in Prince William County high school act as teen counselors for middle school students. The teens have a teacher/sponsor who helps them select issues to discuss with the younger students. Teachers at the middle school volunteer to have the teens speak to their students during class once every two weeks. Teachers solicit students' input on subjects which they want the teens to talk to them about. This helps give the teen counselor additional ideas for their discussions. Before the counselors arrive, teachers tell the students what topic the counselors will be discussing and help the students prepare questions to raise. Topics include: drug and alcohol use, smoking, and how to develop healthy relationships with friends. Good advice

from older students has been viewed as a very meaningful way to relate to pre-teens.

OTHER PROGRAM STRATEGIES

Several other strategies were mentioned as means of promoting positive student conduct and student pride in themselves and their schools. Vocational education and alternative education help relieve the frustrations some students find in traditional school settings and provide an arena in which some students can excel. Law related education teaches students more about their rights and responsibilities as citizens. It is seen as a means to foster understanding of and commitment to the values essential to the preservation and improvement of our free society. Rewards and incentives in the form of movies, free ice cream, and special privileges are provided for perfect attendance, scholastic excellence and improved conduct in numerous schools to give positive reinforcement for improvement or excellence. Group or individual counseling, usually provided by the guidance department, provides students an outlet to discuss problems. It helps students develop goals and strategies for implementing improvements in their personal and academic lives. Telephone calls and visits by teachers to homes of absent children have helped improve student attendance. One school has a teacher to supervise students who do not dress for physical education. This was seen as a means to provide additional supervision and to reduce theft and vandalism which occurs during physical education periods.

PRINCIPALS' USES OF PROGRAMS AND STRATEGIES

Principals were asked to choose the four best strategies or devices for controlling serious incidents based on two criteria: first, how important they believed a particular strategy or device to be in controlling serious incidents; second, what strategy or device they actually used to control serious incidents. The following categories were the choices provided:

+   hardware - locks, alarms, etc.

+   environmental design - fences, lighting, architectural design

+   personnel - security guards, monitors, live-in watch persons, etc.

+   training

+   policy and procedures - changes in student code of conduct, etc.

+   student participation in decision-making

+   community involvement

+   student disciplinary measures - suspension, expulsion

+   developmental and therapeutic programs

+   extracurricular activities

+   curriculum

+   other (anything not listed that you would add)

In the "belief" criterion, community involvement, student disciplinary measures and policy procedures far outranked the remaining categories. Obviously, principals believe the use of clear rules and regulations and strict enforcement of these rules is extremely important in maintaining a safe and secure school environment. They also believe that the involvement and cooperation of the community is vital to the success of their school administration.

The "actual use" criterion was ranked similarly to the belief criterion in that student disciplinary measures and policy and procedures were the two categories selected most often. However, personnel and hardware ranked much higher in the actual use criterion that they did in the belief criterion. Several reasons could be cited for this difference. Of course, it is easier to install security devices and hire additional personnel than it is to improve something as intangible as community support and involvement. The results or success of devices and personnel is also much easier to measure and identify than improved community involvement. Perhaps, in times of strict budget constraints, principals find it more to their advantage to rely on devices and security personnel than to work for greater community participation and concern because of the ease of measurability.

The principals' selections, in both criteria of student disciplinary measures and policy and procedure, are consistent with the literatures' evaluation of successful strategies. The Executive Summary of the Safe School Study Report to Congress stated, "A firm, fair, consistent system for running a school seems to be a key factor in reducing violence. Where the rules are known and where they are firmly and fairly enforced, less violence occurs." It re-emphasizes this stance when discussing the role of the principal. "Equal in importance to the principal's personal style of leadership, we found, was his or her ability to initiate a structure of order in the school. In every successful . . . school the system of governance could be characterized as fair, firm, and most of all consistent."

CONCLUSION

Student on student assaults or fighting between students were by far the reason most students were suspended from school. Of all serious incidents, they accounted for one-half. Next is drug and alcohol usage, accounting for 20 percent of suspensions. The remaining serious school incidents are divided among verbal threats, abuse, and profanity; vandalism and theft; possession of weapons; and other offenses, each of which constitutes less than ten percent of the total suspensions. According to this study, if the sample is representative, physical assaults by students on teachers, a concern in the 70's and still a concern in some schools, is practically non-existent in Virginia.

Unfortunately, very few studies of serious incidents in Virginia's schools can be found. Of those that have been, they are usually of one or two particular incidents or their content and procedures are so different as to make comparison unfeasible. Therefore, other than by using the opinions of principals, it is very difficult, if not impossible, to provide quantifiable evidence that violence in schools has increased or decreased over the years. The opinions of any one group: principals, students, teachers or others, is a limited perspective, and the findings of this study should be seen as deriving from a single perspective.

If it is desirable to quantify violence in the schools so that longitudinal studies can be made, the recommendation is that a comprehensive study be conducted periodically. Prior to such a study, uniform definition of terms and standardized reporting procedures would have to be developed.

It appears from this study that serious incidents do not constitute a major problem to middle and high school administrators in Virginia. Virginia's

schools are safe! Evidently, compared to previous years and compared to other states and to the nation as a whole, Virginia's schools are safer. This was also found from responses by teachers and principals as reported in the September and December, 1981 issues of the Virginia Journal of Education. That serious incidents do not constitute a serious problem in Virginia may be due to experience and to newly acquired skills for dealing with acting out students, or to an actual decrease in the number of serious incidents, or to both newly acquired skills and such a decrease.

The school scene seems quieter today than in the 60's and 70's. The relative calm marking the beginning of this decade provides a respite for reflection. A "respite" because -- as history teaches, it moves in cycles -- the time will come again when unrest and violence in the schools will be in the pages of our newspapers, magazines, and journals. Hopefully, this time of calm can be used to prepare for the unrest that is inevitable. If unrest is met by a community prepared for it, the unrest can be constructive as it stimulates change that produces an active, responsive, and progressive school system.

RECOMMENDATIONS

Based on information obtained primarily from interviews with principals, the following recommendations are offered.

1. School principals establish structures for communicating with juvenile courts and police on a regular basis. Communication should occur at two levels: at the administrative level around policy and procedures and at the service level around specific cases. Persons at the administrative level would include the school superintendent and director of pupil personnel services; the judge and court service unit director; and the police chief or sheriff and head of juvenile services. Persons at the service level would include the school principal, counselors, and teachers; probation counselor and supervisors; and law enforcement officers.

    Some of the issues implied in statements that stimulated this recommendation are:

    +   Principals do not have a clear understanding of the role of the juvenile judge and why he makes some of the decisions he does.

    +   A student or youth is arrested, detained, heard, a decision made, and the youth returned to school before the school is aware of the youth's offense.

    +   The school needs to know what the police want from it and why.

2. Probation counselors, in their case disposition recommendations to

their judges, and judges, themselves, consider the use of school services and programs -- in-school suspension, detention, Saturday work, etc. -- as dispositional alternatives as well as other imaginative alternatives in lieu of or as part of probation.

3. The job descriptions and evaluations of principals' performance include public relations functions. Principals develop and carry out annually a public relations plan for their area.

    This is recommended because of the dominant desire expressed by principals for community interest and involvement in their schools, because of their ranking community involvement as one of the best strategies for dealing with serious incidents in schools, and because many are making no conscious and structured effort at public relations.

4. That the Department of Education develop a uniform, statewide system for keeping records on suspensions, expulsions, vandalism, theft, breaking and entering, and other serious incidents. This system should use uniform terminology and define and distinguish among such terms as assault, fight, threat, vandalism, theft, etc. Also, the system should include a common procedure for determining the cost of vandalism and theft.

    This recommendation will not place more work on school administrators because they are keeping the same records now. This recommendation speaks to statewide uniformity in record keeping which will make the records kept more useful. Adoption of the

recommendation, or one similar, is necessary if there is ever to be reliable data for studies on violence and vandalism in schools.

5. Security resources, both personnel and hardware, should be distributed to schools, not simply on the basis of whether the school is elementary, middle, or high, but also on the location of the school and on its history of serious incidents.

6. Agencies which work with youth: schools, courts, police and sheriff's departments, and social services, develop standard social history forms for reporting procedures. These forms could be structured so that data unique to a particular agency could be added without reproducing the entire social history. This has been done in some jurisdictions and reduces the unnecessary duplication of effort. Such an endeavor could also help open communication lines among youth serving agencies.

7. Encourage students to participate in the making of decisions that affect them by including students on faculty and administrative committees and other decision-making bodies. This participation will increase the vested interests of students in school and will discourage student alienation. Involvement of students in decision-making provides experimental learning of the democratic process, which is the hallmark of our society.

8. The appropriate authorities need to decide whether it is important to know the nature and extent of violence and vandalism in Virginia's schools. If so, after recordkeeping, terminology and cost analysis have been standardized (see recommendation number four), a more thorough study needs to be conducted. This thorough study could serve as baseline data for making longitudinal comparisons in the future.

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APPENDICES

Appendix A   Principal's Survey

Appendix B   Court Service Unit Director's Survey

Appendix C   Sheriff and Police Department's Survey

Appendix D   Student Suspension Data Form

Appendix E   Non-Student Incident Data Form

PRINCIPALS - SURVEY

I. 1. What is the average daily membership at your school?

    2. What is the average daily attendance?

    3. What is the number of males and the number of females enrolled in your school?

    4. How many Black_____, Hispanic_____, Oriental_____, Caucasian_____, other_____?

    5. What is the average number of pupils per class?

II. SERIOUS INCIDENTS

    1. In how many incidents were non-students involved?

    2. What percentage involved Special Education students?

    3. What was the total cost of theft in your school? Estimate.
       How many incidents did this involve?

    4. What was the total cost of vandalism to your school? Estimate.
       How many incidents did this involve?

    5. Are there any incidents, other than the ones you have recorded and we have discussed, that you consider to be serious?

    6. What type of incidents are these?

    7. For how many of these incidents were police called?

III. INCIDENTS - OPINIONS

    1. In the last five years, do you think major incidents have increased or decreased?

    2. Would you venture a percentage?

Principals - Survey cont.

3. Where has this increase or decrease occurred?

property crime   personal crime
vandalism   student on student assault
theft   student on teacher assault
robbery

4. What has caused the increase or decrease?

5. Do you think students and teachers are concerned about being the victim of a serious incident?

6. Has this concern increased or decreased in the last five years?

7. See chart

8. Would you evaluate your relationship with local law enforcement as excellent, good, fair, or poor?

9. Why?

10. (If fair or poor) What would you suggest for improving the relationship?

11. Would you evaluate your realtionship with the local juvenile court as excellent, good, fair, or poor?

12. Why?

13. (If fair or poor) What would you suggest for improving the relationship?

14. Are incidents involving out-of-school suspension and expulsion bigger problems at the high school or middle school level?

7. In what location in school or on school grounds do crime most often occur?

	Property Crime	Personal Crime	Drug and Alc
Occupied Classrooms			
Empty Classrooms			
Hallways and Stairways			
The Cafeteria			
Restrooms used by students			
Lounges or restrooms used by teachers			
Locker room or gym			
School grounds other than Parking or smoking area			
Smoking areas			
Parking areas			

IV. PROGRAMS AND STRATEGIES

1. Do you use any kind of security personnel or monitors?

		On School Days	On Weekends or Holidays	Athletic Events Dances or other Social Events	Do not us for Secur Purposes
a.	Security guards employed by the school	____	____	____	____
b.	Police stationed in the school	____	____	____	____
c.	Police on regular patrol outside the school	____	____	____	____
d.	Teachers as monitors	____	____	____	____
e.	Students as monitors	____	____	____	____
f.	Parents as monitors	____	____	____	____
g.	Live-on watchmen	____	____	____	____
h.	Other	____	____	____	____

2. Is there any way in which you screen or control people who enter or exit your school?

_____Official sign-in/sign-out book for visitors

_____Escort visitors

_____Passes

_____Staff I.D. Cards

_____Secret code signal for teachers and staff without alerting students, intruders

_____Key control system (school keys in possession of authorized personnel only)

Principals - Survey cont.

3. In the last five years, have you instituted ·any programs to insure the safety of your school against violence or vandalism?

_____1. alcohol - counseling - referral

_____2. drug - counseling - referral

_____3. In school suspension

_____4. Rewards or incentives for reporting or preventing incidents.

_____5. Anti-vandalism campaigns

_____6. Truancy prgrams

_____7. Tutorial programs

_____8. Training - classroom management for teachers

_____9. Law related education

____10. other race or cultural education

____11. vocational education

4. Are students provided the opportunity to participate in the formulation of policy rules and regulations?

_____student government .

_____student referendum

_____student committee

5. Do you have a student code of conduct?

When was it instituted?

6. Does your code of conduct deliniate consequences for infractions of each standard of the code? (Interviewer get code)

7. . How many times a month and for what reason is your school and school facilities used by the community?

Recreational_____

Educational_____

Group meeting_____

Community activity_____

8. Rank these, one thru four, with one being the most important, according to their importance in controlling serious incidents.

Importance   Actual Use

_____1.   Hardware - lock, alarms   _____1.

_____2.   Environmental design - fences, lighting, architectual design _____2.
          (No windows)

_____3.   Personnel - Security, monitors, live-on watchmen, volunteers _____3.
          police

_____4.   Training - Superintendent, student, etc. Law related educa-   _____4.
          tion, role of courts and police, classroom management, other race culture.

_____5.   Policy and Procedures (changes) - Student code of conduct   _____5.

_____6.   Student participation in decision making (student grievances) _____6.

_____7.   Community Involvement   _____7.

_____8.   Student disciplinary measures - suspension, expulsion   _____8.

_____9.   Developmental and Therapeutic Program   _____9.

____10.   Extracurricular Activity   ____10.

____11.   Curriculum   ____11.

____12.   Other   ____12.

9. What is the primary cause of serious incidents?

    school size
    community environment
    discipline in schools
    home environment
    teacher training
    other

10. We feel it is important for the community to be involved with the schools, we are sure you feel that way, too. Do you feel the community including state agencies, could do more to assist schools in dealing with serious incidents?

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COURTS - SURVEY

1. By what percentage do you feel crime against persons has increased or decreased in the last five years?

2. By what percentage do you feel crimes against property has increased or decreased in the last five years?

3. To what do you attribute this increase or decrease?

4. Does your Court Service Unit sponsor any school related programs?

5. How effective are the programs in preventing or reducing crime in the schools?

6. How would you evaluate your relationship with school personnel?

1	2	3	4
Poor	Fair	Good	Excellent

7. What is the primary cause of serious incidents in school?

   a. school size
   b. community environments
   c. discipline in school
   d. home environment
   e. other

POLICE - SURVEY

All of these questions refer to school related incidents occuring during the school year beginning in the fall of 1981 and ending in the spring of 1982.

1. Does more than one division handle school related cases?

2. If, so, do you cross-reference cases handled by separate divisions?

3. What is the total number of school related cases in your files for 1980-1981?

4. How many are crimes against persons? How many are crimes against property?

5. In your opinion, what percentage of the following cases go unreported to you, that probably should be reported?

    a.   Crimes against persons? (including robbery)

    b.   Crimes against property?

6. How many reports, initiated by the school, of student on student assault were reported to you?

7. How many cases of student on teacher assaults were reported to you?

8. How many cases of theft were reported to you?

9. How many cases of things taken by force, weapons, or threat have been reported to you?

10. How many cases of vandalism, during school hours, have been reported to you?

11. How many cases of vandalism, including breaking and entering, occuring during non-school hours, have been reported to you?

12. How many drug related cases were reported, excluding alcohol?

13. How many alcohol related cases were reported to you?

14. Does the police department sponsor any school related programs?

15. If so, please briefly describe the program.

16. In your opinion, is/are the program(s) effective in preventing or reducing crime in the schools?

17. Has crime increased or decreased in the last five years? Could you give a percentage?

18. Where has the increase occurred? In property crimes or crimes against persons?

19. What has caused the increase or decrease?

20. What is the primary cause of serious incidents in school?

    school size
    community environment
    discipline in school
    home environment
    other

21. How would you evaluate your relationship with school officials?

    Poor   Fair   Good   Excellent

22. What suggestions do you have, if any, for improving the relationship between your agency or the school?

DATE	STUDENT INCIDENT - TYPE AND DESCRIPTION	POLICE CALLED		INCIDENT OCCURRED		GRADE*	DISPOSITION
		YES	NO	SCHOOL HOURS	NON-SCHOOL HOURS		
1.							
2.							
3.							
4.							
5.							
6.							
7.							
9.							
10.							
11.							
12.							
13.							
14.							

*If a child is a special education student, please place an asterisk by his/her grade level.

APPENDIX D

DATE	NON-STUDENT INCIDENT - TYPE AND DESCRIPTION	POLICE CALLED		INCIDENT OCCURRED		GRADE*	DISPOSITION
		YES	NO	SCHOOL HOURS	NON-SCHOOL HOURS		
1.							
2.							
3.							
4.							
5.							
6.							
7							
3.							
9.							
10.							
11.							
12.							
13.							
14.							

*If a child is a special education student, please place an asterisk by his/her grade level.

APPENDIX E