

*Join NSSC in promoting the well-being of the nation's schoolchildren by providing quality education in a safe and secure environment.*

# School Safety

UPDATE

## America's 1997 Safe Schools Week: October 19-25

Safe schools are essential to America. To promote support for effective school safety programs, the National School Safety Center, state governors and state superintendents are sponsoring America's Safe Schools Week, October 19-25, 1997. This observance is also actively supported by local, state and national public officials and professional organizations.

NSSC's goal in this campaign is to motivate key education and law enforcement policymakers, as well as students, parents and community residents, to vigorously advocate school safety. School safety includes keeping campuses free of crime and violence, improving discipline, and increasing student attendance. Safe and drug-free schools are necessary to ensure the well-being of all children and the quality of their education. All constituents of a school community can join together to help the future of this country — America's 52 million students — by officially observing America's Safe Schools Week.

While most schools have existing safety programs, these programs often need conscientious, creative application to improve their success. Any of the following ideas may appropriately be introduced during America's Safe Schools Week. Some suggestions may already be part of district or school-site programs. Many of these ideas may be initiated and executed by school-site principals or by school district public relations directors, working cooperatively with the superintendent and other district administrators.

Perhaps the most important strategy is to place school safety on the educational agenda. This includes developing a safe schools plan — an ongoing process that encompasses the

development of districtwide crime prevention policies, in-service training, crisis preparation, interagency cooperation and student/parent participation. An appointed task force should develop and implement the plan with representatives from all elements of the school community — board members, employees, students, parents, law enforcers, government and business leaders, the media and local residents.

The following ideas address school safety. They work toward achieving quality education and safer schools. Through such activities, schools can improve campus climate and discipline, as well as enlist participation from various groups to create partnerships in this important effort. Educators who take active roles and initiate positive programs — rather than merely react when negative conditions arise — help create successful schools.

### *Primary Strategies*

The first 12 ideas are primary strategies to help inform, persuade, and integrate school safety and public opinion. These ideas will facilitate planning and implementing the remaining strategies.

- **Convince your school board, superintendent and principals that quality education requires safe, disciplined and peaceful schools.** Stress the basic concept that school safety is a community concern requiring a community response. School administrators should facilitate and coordinate community efforts to ensure safe schools.
- **Develop a school safety clearinghouse** for current literature on school safety issues. Key topics to include are effective prevention practices and programs on school crime and violence, drugs, discipline, attendance and dropouts, vandalism, security, weapons, suicide, child abuse and school law.
- **Establish a districtwide mandatory incident reporting system.** The policy should include the development of a standard form to provide complete and consistent information on accidents, discipline problems, vandalism and security problems as well as suspected child abuse. After the policy and reporting form are developed, conduct a training seminar for all district personnel who monitor compliance.
- **Prepare a school safety public information brochure.** Briefly explain the important issues and the specific roles

## AMERICA'S SAFE SCHOOLS WEEK

individuals and groups can play in developing schools that are safe havens for learning.

- **Develop safety policies.** Keep current with trends and exemplar programs in education, public relations and school safety. Make plans and implement them with authority and conviction. (Confidence and willingness to accept responsibility are persuasive qualities in the minds of district administrators and other school employees.)

- **Develop and regularly update a school safety fact sheet for your district.** Provide current statistics on incidents of crime and violence, disciplinary actions and suspensions, attendance, truancy and dropouts, and vandalism and repair costs. Compare school crime and violence rates with crime rates of the local community. Use this data to inform and educate the public and media.

- **Create a school safety advisory group.** This advisory group should include representatives from all constituencies, especially parents, law enforcers, judges, lawyers, health and human services professionals, community leaders, and the media. Individuals should be able to articulate the desires of the groups they represent and relate advisory group actions back to their peers. Select members who can be relied upon for consistent, continued support and who seek solutions rather than recognition and status from their participation. Recruit group members with special qualifications, such as policy-making authority, access to the media, ability to mobilize volunteers or expertise in raising funds.

- **Support America's Safe Schools Week.** The third full week (Sunday through Saturday) in October is designated each year as America's Safe Schools Week. This week is an appropriate time to initiate many school safety ideas.

- **Develop and maintain a community resource file** of people known for their abilities to shape public opinion and accomplish goals. Rely on advice from community leaders and the local media to develop a comprehensive list of such people. Solicit the support of these individuals. Keep them informed about district news and issues, invite them to various school activities, and seek their involvement in the safe schools planning process.

- **Build a public relations team,** starting with school employees. The education of students is a business that must compete with other interests for public support. School employees are the best public relations people for schools because they are inside authorities. Treat these people as important team players. Print business cards for all school employees. This is a simple and relatively inexpensive expression of the district's respect for its employees and their work. Honor meritorious service of school employees with special recognition days and awards. Furthermore, seek support and participation of parents on the team. Nominate school principals, teachers and staff and parents for recognition awards and programs spon-

sored by local groups or state and national associations and government agencies.

- **Create a comprehensive identity program for your district.** An institution's identity or image is in many ways a direct reflection of its administration, school employees and students. Develop a symbol to be used on all printed material. Special promotional items using this symbol can include shirts, hats, lapel pins, coffee mugs and bumper stickers. Award these items to teachers and staff for exemplary work that has promoted a positive campus climate. A thoughtfully developed slogan can also have a positive effect on the public's perception of the district.

- **Publish a district magazine or newsletter** and distribute it as widely as possible to board members, district employees, parents, students, community residents, business and civic leaders, local government officials and the media. The content should be balanced, with specific district news and special features on topical education issues. Distinguish the publication with a name, not a generic title such as "bulletin" or "newsletter." Readers are more inclined to relate to a publication if aided by a mental association between the title and the contents. Additionally, it is important to take the advice of the advertising industry and package your product as attractively as possible to encourage the public to examine the contents.

### *Additional Strategies*

The remaining school safety ideas are suggestions for working with school board members, school employees, students, parents, community residents (including senior citizens), service groups, business leaders, government representatives, law enforcers and media representatives.

### *Working with school board members*

Board of education members need to "buy into" the importance of public support for school safety.

- **Place board members at the top of your mailing list** so they receive copies of appropriate internally and externally distributed communications. These include the district magazine, student newsletters, student/staff codes of conduct, events calendars, teacher memorandums, parent notices, activity announcements, news releases and letters of commendation. For especially significant or controversial issues, see that board members receive copies of materials in advance of members of the media.

- **Invite board members to visit school sites regularly.** Vary the itinerary for a comprehensive look; include lunch with students and staff. This personal contact helps break down barriers and stereotypes.

### *Working with school employees*

Often school employees are the only contacts community

## AMERICA'S SAFE SCHOOLS WEEK

residents have with a school. As inside authorities, employees' attitudes and opinions carry a great deal of weight locally. Consistent district communication can minimize internal conflict and promote teamwork. Take time to circulate among school employees, asking for advice based on their firsthand experiences.

- **Coordinate school safety workshops** that outline the relationship of school safety to quality education and emphasize the need for public support of schools. Educate employees about their specific safety responsibilities. Invite law enforcers, lawyers, judges, health and human services officials, and probation officers to teach about the juvenile justice system and its relationship to effective schools.

- **Sponsor classroom management seminars.** Use actual case studies, such as student misbehavior problems from local schools, as part of the training. This helps teachers identify more readily with such situations and eliminates comments of "that doesn't happen here."

- **Encourage teachers to contact parents regularly** to inform them about the good things students are doing. Develop a system to enable teachers to call or write parents routinely and conveniently. Provide space and time for teachers to meet regularly with parents at school and recommend that teachers initiate these informal meetings as frequently as possible. Monitor the participation.

- **Incorporate safety topics into the curriculum.** For instance, social studies or civics classes can discuss Gallup's annual poll of the public's attitudes toward the public schools; physical education courses can include instruction on physical safety; chemistry classes can examine the negative effects of drugs on the human body; English classes can correlate literature study with essays on self-esteem, character-building or student misbehavior; and graphics classes can promote safer campuses by designing posters featuring effective safety messages.

- **Develop a policy, form or box for suggestions** to improve campus climate. Respond to all messages promptly and, when appropriate, personally thank the individual who offered the advice.

- **Include retired school employees** on the publication's mailing list. These individuals often can be a school's most vocal supporters and active volunteers.

### *Working with students*

Students are both causes and victims of much of the crime and misbehavior on campuses. Most of the following ideas and activities require initiation by administrators and teachers. Once students experience the positive results of the activities, however, they likely will assume the responsibility for maintaining them.

- **Initiate programs to promote student responsibility** for safer schools. Create a "student leader" group consisting of leaders from all formal and informal campus groups. Assist this representative group in modeling and encouraging school safety activities among their peers. Student government representatives can also form a student safety committee to identify safety problems and solutions.

- **Encourage student input in district policy** by appointing one or more student representatives to the school board. These students would participate in discussions and planning but not be voting members.

- **Create and publicize safety incentive programs** that share a percentage of the district's savings with schools if vandalism is reduced. Such programs

encourage students to take responsibility for vandalism prevention. Often students are allowed to help decide what projects to help fund.

- **Coordinate student courts.** Student judges, lawyers, jurors, bailiffs and court clerks, trained by local justice system experts, hear and try cases involving fellow students. Student courts make real judgments and pass real sentences.

- **Establish local branches of student safety groups**, such as SADD (Students Against Driving Drunk) and "Arrive Alive," which sponsor alcohol-free social activities. Consider promoting student and parent groups that provide rides home to teen-agers who have been drinking.

- **Develop a "buddy system."** Assign current students to newcomers to facilitate easy transitions. Assign older, bigger

### Fifth Joint National Conference on Gangs, Schools, and Community September 25-27, 1997

Holiday Inn International Drive Resort  
• Orlando, Florida •

**Co-sponsors** include • National School Safety Center • National Education Assn. • Office of Juvenile Justice and Delinquency Prevention • Boys and Girls Clubs of America • and 21 other organizations representing community, school, law enforcement and government programs.

**The plenary and breakout sessions** and networking opportunities of the conference will concurrently address school and community intervention programs • reducing the attractiveness of gangs • legal and security issues concerning school and governmental policies • research on gangs • and basic prevention programming.

**Plus**, on September 24, there will be four one-day pre-conference workshops sponsored by the Office of Juvenile Justice and Delinquency Prevention and the National Education Assn.: • Hate Crimes in a Gang Context • Information Sharing for Community Agencies • Exemplar Programs for Making Schools Safe • Alternative Schooling for Disruptive Students.

**800/537-4903 for Registration Information**

## AMERICA'S SAFE SCHOOLS WEEK

students to look out for students who seem to be bullied by others.

- **Plan a community beautification campaign** for the school and neighborhood using students as a work crew. Graffiti and vandalized areas should be priorities. With professional guidance, students can help maintain campuses, parks and other community areas. Beautification projects enhance the appearance of the community and develop a strong sense of pride among participants.

### *Working with parents*

In *Discipline: A Parent's Guide*, the National PTA identifies parents' main responsibility: Set a good example. Children learn more by parents' actions than from parents' words. Parental pride and involvement in the school sets a positive example for children.

- **Make time for meeting with parents.** Treat visiting parents as colleagues in the business of educating children. Always listen before talking. Parents often just need to be heard, but they also have experience and knowledge of their children's interests, strengths and weaknesses. Try to conclude sessions with mutual commitment of support between parents and educators.

- **Develop a parent-on-campus policy** that makes it convenient and comfortable for parents to visit the school and to share in the responsibility of educating their children. Get the program off the ground by inviting an initial group of parent participants who can spread the word. Initiate breakfast or lunch clubs for working parents. Schedule flexible meeting times to accommodate working parents.

- **Call parents at home or even at work to congratulate them** on a child's special achievement or to thank them for support on a special project. Short letters of appreciation or thank-you notes are also very well-received.

- **Help establish a policy in which parents become financially liable for damage done by their children.** Parents and children need to be made aware of the serious consequences for criminal actions. (This already is state law in many parts of the country.)

### *Working with community residents*

Just as communities work together to prevent crime with "Neighborhood Watch" programs, local residents can also mobilize to make schools safer. Such mobilization efforts should target community residents without school-aged children. It is essential to communicate to this critical group that they have direct as well as indirect relationships to local schools and that they benefit from safe schools that educate future citizens and potential community leaders. Public opinion polls suggest that the more citizens are involved in schools, the more likely people are to have a favorable opinion of schools.

- **Hold a series of briefings for community residents** to inform them about school problems directly affecting the neighborhood. Property values decline when neighborhood schools have poor reputations and surrounding areas suffer from vandalism, crime by truants and drug trafficking. Form "School Watch" programs in which neighbors around the school are asked to watch for and report suspicious activities to school or law enforcement officials. Post signs on the school grounds: "This school is protected by a neighborhood School Watch." Solicit advice from community residents and conduct follow-up meetings to keep community representatives updated on progress.

- **Start a "Safe House" program** that recruits responsible community residents. Children learn that homes posting "Safe House" signs are safe places to go if they are in danger or need assistance. *Volunteers need to be closely screened before they are accepted as participants.*

- **Use outdoor posters or school marquees to announce school events to area residents; invite their participation or attendance.** Roadside signs declaring, "A community is known by the schools it keeps," also have been used to stimulate community partnerships.

- **Recruit parents, community residents without school-aged children, retired teachers and senior citizens to form a welcoming committee to greet new residents.** Enlist volunteers to provide information, answer questions about school activities, encourage participation and prepare school activity packets for distribution.

- **Use school facilities to offer adult education classes and health clinics.** Course topics might include such topics as parenting skills, English language and citizenship classes, arts and crafts, exercise and aerobics and income tax preparation. Such classes are beneficial to community residents and integrate them into the school community. Encourage senior citizens to participate in such activities.

The fastest growing special-interest group in this country is the elderly. Time and experience are prized assets in all public relations planning, and senior citizens are often able to supply those two commodities. The most important outgrowth of such enlistment is the development of mutual respect and appreciation among students, school personnel and seniors.

- **Recruit senior citizens in your community** to participate at local schools. Arrange for seniors to make school presentations to history classes about public attitudes and firsthand experiences during significant times in our country's history. Small group discussions, facilitated by senior volunteers, can be especially educational. Seniors can also participate as teacher or staff aides, student advisors, mentors/tutors, special activity organizers, playground supervisors and dance chaperones.

- **Issue "Golden Apple Cards" to senior volunteers** who

# AMERICA'S SAFE SCHOOLS WEEK

work on school projects. The cards could allow free or reduced-price admission to school programs such as musical concerts, plays or athletic events.

- **Help integrate students and senior citizens** by arranging for students to visit senior centers, convalescent centers or retirement homes. Students can present plays and musical programs; home economic classes can prepare special treats and meals; art classes can decorate the facilities; and engineering or shop classes can make small repairs. Younger children particularly can add a great deal of joy with regular visits to seniors. Some school groups may wish to participate in an adopt-a-grandparent program.

### *Working with service groups*

Most communities have dozens of service, civic, religious and other special-interest groups. Each organization's headquarters or the president's

address should be included on the mailing list to regularly receive the district magazine and other important announcements and publications.

- **Use school facilities and available resources to help youth groups** such as scouting or Camp Fire troops, Boys' and Girls' Clubs, YMCA and YWCA, 4-H, Red Cross youth programs and youth sports clubs. Schools should make every effort to foster continuing relationships with the groups, families and individuals who support schools and use school facilities and resources. Establish an advisory council of representatives from all the groups to coordinate needs and resources and plan future joint ventures.

- **Encourage the participation of clergy** in the development of citizenship education programs. Character, respect and self-discipline are appropriate topics for both sermons and classroom discussions. Consider organizing a representative group of parents, educators and religious leaders to develop a booklet that discusses these issues.

- **Use service group newsletters to inform members about special school programs.** Submit written materials, including student essays and art, to editors. Use these forums to encourage school volunteerism as part of public service work.

### *Working with business leaders*

The business community is a natural partner for local schools. Businesses have an immediate vested interest in good schools: quality education for children of their employees. Businesses also have a long-range interest: a well-trained work force. The

quality of life and the quality of education in the community are inseparable. The following ideas are suggested to take advantage of this vested interest. The logical way to start business partnerships is to meet with representatives from the local chamber of commerce and labor unions.

- **Arrange regular presentations by business leaders** to students, teachers and parents. Professional, practical advice is invaluable in describing various professions and career

opportunities. Coordinate career days where business leaders participate in seminars, distribute information packets and present demonstrations. Coordinate field trips to business offices to learn how their mission/goals are turned into action on a daily basis. Witnessing the practical application of skills can make students more appreciative and understanding of the implications of classroom instruction.

- **Promote "adopt-a-school" programs.** This trend in school-business partnerships unites a business with a school needing resources the business can donate, such as equipment or excess supplies. Businesses can provide company or staff services, such as bookkeeping, transportation, building repairs, maintenance and professional instruction on computers or other equipment.

- **Develop a qualified student employment pool.** Work with business leaders to develop the criteria for desirable employees. Closely screen applicants for the pool based on the qualifications requested by prospective employers. Advertise to local businesses the availability of this conscientious, willing student work force.

- **Help realtors "sell" your schools.** Quality schools are a high priority with prospective home buyers. Work with real estate agents, brokers and boards to promote the positive qualities of your schools. Create a special task force to address problems such as vandalism, graffiti, loitering students, unkempt school grounds or even low test scores. General information and training seminars, which explain how real estate personnel can "sell" schools, can be added to regular office and real estate board meetings.

- **Solicit support from local businesses** patronized by students and their parents. Develop a marketing strategy that provides discounts to students and parents and that simultaneously promotes local businesses' products or services. Retail outlets of all kinds, including movie theaters, fast food chains and gas stations, can benefit from such promotions.

## *Educating At-Risk Youth Conference*

**October 8-10, 1997**

**Galt House Hotel • Louisville, Kentucky**

### **Conference Coordinated in Conjunction With**

- Eastern Kentucky University, Training Resource Center • Kentucky School Boards Association • Kentucky Department of Education •
- Kentucky Department of Juvenile Justice • Kentucky Family Resource & Youth Services Centers • Indiana Youth Institute • Indiana Department of Education • National Juvenile Detention Association •
- Public Schools in Daviess, Madison, Laurel and Campbell Counties •

**606/622-6259 for Registration Information**

## AMERICA'S SAFE SCHOOLS WEEK

- **Trade advertising space in your school district magazine for "in-kind" services.** This often is a valuable "foot in the door" with future major donors.

### *Working with government representatives*

Unanimous political support for quality education presents schools with a variety of opportunities. Many federal, state and local agencies and officials provide resources and services that can be helpful to schools. Identify the key government officials and political representatives in your area and add their names to your mailing list. At the same time, start a file on materials, resources and services they have to offer. Learn their primary interests in schools and explore means to effectively integrate those interests with your needs. If top policymakers are not easily accessible, request that they assign a regular contact person to work with you.

- **Establish a school district orientation plan for newly elected government representatives.** By initiating these relationships, you enhance opportunities for future access. Offer to compile data needed by government officials to support education proposals and provide lawmakers with the implications of particular legislation from a practitioner's point of view.
- **Routinely invite your government representatives to school functions.** Always recognize them formally when they attend. Give elected representatives advance warning if the audience's attitudes may create or reflect conflict. Although you may disagree with officials over policies, as fellow public servants, your professional courtesy will be appreciated.
- **Ask government officials to sponsor student government days.** Consider teaming government representatives with students to propose solutions to real problems faced by students and schools, including drug abuse, truancy, dropouts, vandalism, personal safety, and fiscal and social problems.

### *Working with law enforcers*

Law enforcers and school personnel represent highly trained professionals who have the welfare of the students and school community in mind. Annual planning sessions and monthly meetings with law enforcement representatives, district administrators and school employees can provide the opportunity for reciprocal briefings on safety issues and prevention and intervention strategies.

- **Request a risk management or safety assessment of your schools** by local law enforcement agency personnel. This procedure will validate safety concerns and help establish response strategies.
- **Establish an "Officer Friendly" program at your schools.** Invite local law enforcers to make presentations to students on child safety, drug abuse prevention, and juvenile justice practices and policies. Visiting law enforcers can demonstrate tools of their trade, including trained police dogs, breathalizers

and emergency vehicles. When students become comfortable in relating to law enforcers, students learn to further appreciate both the officers and the laws they enforce.

- **Coordinate student and staff "ride-along" programs** with officers on patrol as an effective means for law enforcers to gain respect and inspire confidence.
- **Work with law enforcers and parents to fingerprint young children** as a safety measure. Fingerprinting is usually done at a school site by law enforcers. The prints then are given to the parent or guardian.
- **Pair law enforcers as mentors with high-risk youths.** Such relationships can be an important step in changing delinquent behavior patterns.

### *Working with the media*

Tapping existing channels of communication is perhaps the most efficient means of information dissemination. The media are considered "independent," objective sources of information. Consequently, a school issue reported by the media is likely to have considerably more impact on public attitudes than the same message presented in the school district magazine or delivered by the district administration.

Do not argue with those who incorrectly report or quote information. Take a positive approach. Contact the media outlet and provide the corrected account. Often the media will update the report or offer a retraction. Even if this does not occur, the contact may make the reporter more careful to be accurate with your material in the future.

- **Learn all you can about the media's needs,** operations, deadlines, services, and particularly the reporter and editor who cover school news and receive district news releases and advances. Know the deadlines — release stories so all or most of the media will get them at the same time.
- **Encourage the media to support school events and issues.** Propose feature or documentary topics of potential viewer or reader interest that also promote schools. Extend an open invitation for media staff to visit the schools and learn about programs.
- **Send public service announcements to the media.** Learn what public service directors want and submit announcements appropriate to those needs, including camera-ready art for print media; 10-, 20- or 30-second spots for radio (submitted on paper or prerecorded); or slides, copy or background information for television. Often TV and radio stations will work with local public service institutions to produce original announcements. Give this option serious consideration, because when jointly produced, PSAs are virtually guaranteed regular broadcast placements, and costs are reduced to little or nothing.
- **Solicit free or discounted copies of daily newspapers.** Encourage teachers to incorporate news coverage into English, civics and social studies courses.

# SAFE AND DRUG-FREE SCHOOLS

## The Safe and Drug-Free Schools Program: Assistance and publications

Featured in this Safe Schools Week 1997 *Update* is the Safe and Drug-Free Schools (SDFS) Program, the federal government's primary agency for reducing drug, alcohol and tobacco use, and violence, through education and prevention activities in the nation's schools.

This program supports initiatives to meet the seventh National Education Goal. This goal states that by the year 2000, all schools will be free of drugs and violence and the unauthorized presence of firearms and alcohol and that schools will offer a disciplined environment conducive to learning. The initiatives supported by SDFS are designed to prevent violence in and around schools; to strengthen programs that prevent the illegal use of alcohol, tobacco, and drugs; and to coordinate with related federal, state and community efforts and resources.

### Two major programs

The Safe and Drug-Free Schools Program consists of two major programs: National Programs and State Grants for Drug and Violence Prevention.

State Grants for Drug and Violence Prevention is a formula grant program that provides funds to state and local education agencies, as well as to governors, for a wide range of school- and community-based education and prevention activities.

National Programs carries out a variety of discretionary initiatives that respond to emerging needs. Such needs may include information development and dissemination, program evaluation and direct grants to school districts and communities with severe drug and violence problems.

### What assistance is provided?

Title IV of the Improving America's Schools Act of 1994, the Safe and Drug-Free Schools and Communities Act, authorizes programs administered by SDFS. Funds are provided to:

- State education agencies for grants to local education agencies, educational service agencies and consortia of such agencies to establish, operate and improve local programs of school drug and violence prevention, early intervention, rehabilitation referral and education in elementary and secondary schools;
- State education agencies for development, training and technical assistance and coordination activities;
- Governors' offices for grants to and contracts with community-based organizations and other public and private nonprofit agencies and organizations for programs of drug and violence prevention, early intervention, rehabilitation referral and education; and
- Public and private nonprofit organizations, including com-

munity-based agencies and institutions of higher education, to conduct training, demonstrations and program evaluations, and to provide supplementary services for the prevention of drug use and violence among students and other youth.

Furthermore, the Safe and Drug-Free Schools Program staff are available to provide to grantees and applicants technical assistance on program administration and grant application requirements. For information on such assistance, call 202/260-3954.

### News updates and publications

From October 1987 to March 1996, five regional centers for Safe and Drug-Free Schools and Communities provided training and technical assistance to schools and communities across the nation. These centers developed and produced newsletters, audiocassettes, brochures, posters, books, manuals, directories and other publications.

A representative sample of these publications is available on the Internet on the U.S. Department of Education's Safe and Drug-Free Schools Program home page. The Internet address is: <http://www.ed.gov/DrugFree/>. This page will be the primary site for accessing the latest SDFS news and publication information.

"Our site will also link users to a host of other sites — federal, state and private — that provide useful data and information on safe and drug-free schools," states William Modzeleski, director of SDFS. Three publications that are available are:

- *Manual to Combat Truancy*;
- *Manual on School Uniforms*; and
- *Action Guide: Creating Safe and Drug-Free Schools*.

Also available is a new, revised parents' guide to drug prevention entitled *How to Raise Drug-Free Kids* published by the U.S. Department of Education in cooperation with *Reader's Digest* and the Partnership for a Drug-Free America.

### Office of Juvenile Justice and Delinquency Prevention

The U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the U.S. Department of Education's Safe and Drug-Free Schools Program also offer *Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Serving Organizations, and Community and Juvenile Justice Settings*. Call the Publications section at 1-800/624-0100 for this free publication.

Many OJJDP publications are also available on-line by accessing the OJJDP home page at <http://www.ncjrs.org/ojjhome.htm> or by contacting the Juvenile Justice Clearinghouse, Box 6000, Rockville, MD 20849; 1-800/638-8736.

# NSSC REPORT

## 13th year of operation for NSSC and America's Safe Schools Week

The National School Safety Center begins its 13th year of operation this fall. Dedicated to finding solutions to the problems of school crime and violence, NSSC promotes safe and drug-free schools by offering printed resources, training videos, technical assistance and training programs to educators, law enforcers, parents and youth-serving professionals nationwide.

For each of the past 12 years, more than 30 state governors and superintendents of public instruction have proclaimed the third full week in October as **America's Safe Schools Week**. During the summer prior to this annual event, state officials in all 50 states are encouraged to participate by signing proclamations and recognizing exemplar programs and associations that strive to make our nation's schools safer, more secure and productive places in which to learn and work. Some states require local sponsorship of such initiatives. NSSC encourages you to call your state officials to register your support of safe schools and to share information about related activities in your community.

The fall of 1997 marks the end of the second year of the

**Youth Out of the Education Mainstream (YOEM) Initiative** and NSSC's partnership with the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention and the U.S. Department of Education, Safe and Drug-Free Schools Program.

The YOEM initiative addresses the needs of youth who attend school irregularly and are fearful due to intimidation and violence as well as truants, dropouts, suspended/expelled students and youth needing help transitioning into mainstream schools from juvenile correctional settings.

Four regional YOEM training forums were conducted in Detroit, Los Angeles, Charlotte, N.C, and Philadelphia. Ten competitively selected jurisdictions across the country have received training and technical assistance from NSSC. Key representatives of each partnership will convene at the Center during the fall for a culminating practicum.

NSSC is currently compiling a Resource Guide. The Guide will feature effective exemplar strategies and programs providing needed services to the five categories of youth out of the education mainstream; information on resources; contacts with youth-serving professionals; sources of funding; and lists of extended reading. Watch for publication details in coming NSSC newsjournals and updates.

NON-PROFIT ORG.  
U.S. POSTAGE  
PAID  
PEPPERDINE  
UNIVERSITY

NATIONAL SCHOOL SAFETY CENTER  
PEPPERDINE UNIVERSITY  
24255 PACIFIC COAST HIGHWAY  
MALIBU, CA 90263

represent the official position or policies of the U.S. Department of Justice or Education or Pepperdine University. NSSC makes no warranty, expressed or implied, nor assumes any legal liability or responsibility for the accuracy, completeness or usefulness of any information, apparatus, product or process described herein.

Copyright © 1997 by the National School Safety Center.

Executive Editor: Ronald D. Stephens  
Editor: June Lane Arnette  
Associate Editors: Sue Ann Meador and Marjorie Creswell Walsleben  
Special Counsel: Bernard James

The *School Safety Update* is published by the National School Safety Center to communicate current trends and effective programs in school safety. As a component of the NSSC *School Safety News Service*, the newsletter is published six times each school year; the newsjournal is published three times a year in the fall, winter and spring. Annual subscription to NSSC *School Safety News Service*: \$59.00. Correspondence should be addressed to: NSSC, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362, telephone 805/373-9977, FAX 805/373-9277.  
Prepared under Grant No. 95-MU-MU-0032 and funded in the amount of \$1.05 million by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, and the U.S. Department of Education in partnership with Pepperdine University. Points of view or opinions in this document do not necessarily