

*Partnerships for safer schools: Coming together is a beginning;  
working together is progress; staying together is success.*

# School Safety

**UPDATE**

## Reciprocal reporting helps partners prevent violence

Public schools today are challenged by the impact of dysfunction produced in part by changing economic, political and demographic conditions, family stresses, and by a school force weighed down by public demand to serve as surrogate parents and police. In order to reduce the proliferation of violence, it is necessary to provide a network of support to promote the success of those youth at risk in schools and at risk in the larger community.

One approach to creating such a net is the formation of community partnerships. As school crime and violence have increasingly registered as a prime concern among citizens, school officials have begun to develop closer working partnerships with law enforcement, probation, the courts and other youth-serving agencies. One result of such partnerships has been the trend toward setting up formal "Interagency Agreements." These agreements have various names, depending on the terms that are appropriate and acceptable to the parties involved, including: Cooperative Agreements, Joint Power Agreement, Memorandum of Understanding, School/Law Enforcement Partnership, Youth Services Network. Such agreements share a common purpose — making schools safe havens in which all students may learn and enhancing the services provided to young people in need of special supervision and to their families.

These agreements typically stipulate mutual understandings among the agencies. For example, reciprocal reporting agreements detail the procedures to be followed regarding information sharing on school and community crime issues. A recent Texas law requires law enforcement officials to notify a school principal whenever a youngster has been arrested or

detained in the community. California and Virginia also have similar laws. Thus in the event that a student is detained due to an incident that violates any aspect of the partnership's policies, a report will be made by the agency enforcing the policy to other members of the partnership.

School personnel recognize that problems which begin in the community often show up in the school and vice versa. Being prepared with information gained through reciprocal information sharing can be helpful to school officials in dealing with such problems and in preventing any further escalation or crisis.

Interagency agreements also benefit law enforcement. For example, several states have laws that detail instances in which a typical disciplinary matter in the school may cross over into a criminal offense, thus triggering mandated reporting to law enforcement. Such disciplinary matters may include campus fights, the presence of firearms on the campus, discovery of drug contraband or other prohibited criminal behavior. Reciprocal reporting agreements assist law enforcement personnel in monitoring schools for early indications that a given youth is exhibiting at-risk behavior. Appropriate action may then be taken, often with the assistance of juvenile court and probation personnel along with health and social services personnel, to draw the youth back on track before a pattern of behavior becomes irreversible. (See story on page 5.)

### **School/law enforcement partnerships**

The first step in forming a joint power agreement between the schools and police is a review of state and federal laws appropriate to the agency partners and applicable to scenarios likely to arise that mutually concern the agencies. Next, the agreement should clearly state the shared purpose or mission of the agencies. Finally, the agreement must ensure that there is a clear understanding regarding ways the two departments will work together. The agreement might include sections focusing on:

- purpose of the partnership agreement;
- general agreements;
- information-sharing responsibilities of school personnel;
- information-sharing responsibilities of police personnel;
- coordination of crisis response procedures;
- shared violence prevention at planned events;

## COVER STORY

- review of the community's Safe School Zone policies and statutes; and
- coordination of student services, family support programs.

In practical terms, school officials should focus on enforcement of school district policies — formulating and publicizing “house rules” in the form of student behavior codes and staff handbooks, developing uniform procedures and forms for reporting violations of school policies as well as reporting criminal infractions to law enforcement for appropriate action. Law enforcement personnel should concentrate energy and expertise on keeping campuses safe and secure, enforcing agreed-upon policies, making drug/crime/violence prevention presentations, and taking appropriate action with juvenile offenders.

### **Differing cultures**

There are distinct differences between school and police “cultures.” If the partnership includes other agencies, such as the mayor's office, other police agencies, or social service or health agencies, these additional partners also bring their own cultures with them to the partnership setting. Differences can surface in such areas as:

- training, supervising, evaluating and terminating staff;
- methods for communicating and sharing information; investigating and managing infractions, violent incidents and crimes; and accessing and using the media;
- funding and accountability;
- preparation of educational and training materials; and
- presentation of lessons and classes.

Historically, police agencies have selected, trained and then assigned school resource officers to schools. Yet educators usually require a say regarding who will be allowed to interact significantly with their students and staff. Consequently, within a partnership, police and school personnel must work together on SRO selection and possibly share in the officers' orientation and training. Both agencies must cooperate to ensure that educational material provided by SROs will be presented and integrated in a meaningful way into the existing curriculum.

Time must be spent even before creation of the partnership agreement in brainstorming sessions designed to elicit concerns and priorities of all participating agencies. Strategies should include development of a succinctly stated purpose, establishment of clearly stated and measurable program goals and objectives, and plans for program evaluation. These latter may include administering annual victimization surveys or school safety surveys to determine both real and perceived levels of crime; analyses of victim reporting trends in school; pre- and post-lesson quizzes as well as follow-up quizzes six months later to determine student retention of information and concepts; and teacher assessment of SRO presentations.

### **Creating the agreement**

Four significant considerations must be included when creating a partnership agreement. First, because a partnership agreement is a legal document, legal expertise should be sought in formulating the agreement. Legal counsel provided by the school district and that provided by each additional cooperating agency should ensure that all terms of the partnership agreement are clear and appropriately binding.

Second, no template or preformulated sample agreement can serve as an adequate agreement for a partnership. Although sample agreements can serve to stimulate thought and in some cases influence content and guide planning and organization, there is no substitute for convening representatives of all agencies involved in a proposed partnership and requiring those parties to cooperatively create and tailor the document to fulfill the partnership's agreed-upon purpose and needs.

Third, defining specialized terms and identifying outcomes will help ensure that participating agencies share the same understandings and hold to the same objectives. For example, defining terms such as “assault,” “battery,” “harassment,” “disorderly conduct,” “bullying,” “burglary,” and “theft,” then specifying the action that must be taken in response to such infractions and crimes, will help minimize misunderstandings among agency partners and will help ensure fair treatment of offenders regardless of which agency's personnel may be dealing with a given offender.

Finally, plans for periodic evaluation of the program and revision and updating of the agreement should be made in advance of implementing any portion of the agreement. Such revision will ensure that the agreement continues to satisfy the basic requirements and purposes initially specified in the document.

### **Purpose, goals/objectives, general agreements**

After stating the purpose of the partnership, its goals and objectives, the agreement should specify information pertaining to general agreements among partner agencies. For example, the agreement should specify each agency's supervisory staff and participating members as well as outline the sources of funding for needed vehicles, office space, supplies and equipment. Collaboration on developing a standardized reporting form should be specified and a sample of the form should be included in the agreement.

The agreement might also contain policy recommendations detailing the offenses for which law enforcement personnel will seek emergency detentions and a definitions page on which are defined all terms pertaining to offenses, conditions, locations and circumstances under which both school and police personnel will carry out their respective responsibilities. For example, what constitutes “school grounds” should be clarified; objects considered to be weapons should be specified;

legal terms for violent acts should be clearly stated and described, along with consequences for carrying out such acts. Sections specifying responsibilities for school and police personnel with respect to gathering, storing and maintaining information and evidence of infractions of school policies or the perpetration of crimes should be included among the General Agreements section of the agreement. Conditions under which disciplinary or legal action will be taken against students or staff who commit infractions or criminal offenses should also be detailed in this section. Finally, terms under which the media will be accessed and used by partner agencies should be listed.

### **Responsibilities and procedures**

Parallel sections of the agreement focused on each agency partner should be included in the agreement. Each such section should list the following: types of incidents/crimes that each agency will be required to report; overall duties as well as responsibilities for maintaining incident logs and filling out reporting forms; procedures for investigating incidents and interviewing offenders; and procedures for processing offenders and resolving cases and/or pursuing appropriate disciplinary or legal action. Terms should be specified regarding school resource officers' pursuit of offenders who come onto school premises from off campus and officers' handling of student offenders who have committed both community and campus crimes or infractions.

Sections outlining the agency partners' respective responsibilities and procedures for controlling violence at planned school events and for responding to school crises should also be included in the agreement. In the event that a school district has identified additional specific problems such as widespread and repeated vandalism, drug dealing and use among students, and disruptive influences due to gang membership and activity, special sections should also be included in the agreement. Such sections should describe the problem, define terms, specify offenses and consequences, and detail responsibilities and procedures for all agency partners.

A section of the partnership agreement that reviews the community's Safe School Zone and Zero Tolerance policies may be included. Such an element can reveal an individual school's responsibility or the school district's commitment to carrying out safe school and community objectives.

### **Outreach**

Often a partnership designed to reduce violence in schools and to improve information sharing between school personnel and police results in increased awareness of the need for supplemental services to at-risk youth and their families. As law enforcement personnel work with students who have committed offenses at school and in the community, they frequently need to contact probation personnel and health and social

services personnel to follow up on progress made by students in remaining offense-free. In such instances, law enforcement personnel in conjunction with school personnel identify ways in which student services can be coordinated with family support programs, both in the school and in the community. Baseline demographic data that may be contained in the school's files can often be integrated with additional resource referral data intended to provide a safety net of services to benefit at-risk youth and their families. Provision for such outreach should be included in the partnership agreement.

In addition, in the case of a two-party partnership, as information comes to light about the extensive needs of at-risk youth encountered in the course of carrying out violence prevention and intervention tactics, agency partners may decide to approach other supportive agencies within the community about joining the partnership. In this way, the partnership remains flexible and in touch with evolving student needs and can thus tailor the partnership to maximize its effectiveness.

### **Tailoring the agreement**

A sample outline of a partnership agreement, which summarizes the discussion in this article, is presented on page 4. An actual agreement complete with detailed information reflecting needs and plans of a given partnership would run to several or many pages in length. For instance, crisis response procedures alone would involve detailing actions to take in response to crises ranging from armed intruders on campus to weather-related crises such as fires, floods and tornadoes and including such occurrences as hazardous materials spills and explosions. Furthermore, the agreement might contain very different information from that of the sample. For example, in some school districts, drug abuse and dealing or gang activity may constitute the school's most pressing problem. Therefore, the partnership agreement would reflect that priority in its detailed listing of joint responsibilities and procedures. (A detailed partnership agreement could in some instances lead a school to develop various brochures or handbooks on crisis management, behavior codes or the like intended for circulation among students, parents and staff.) In any case, a central concept underlying formation of a partnership agreement is that an effective, well-planned agreement will be tailored and periodically revised to address the needs of the clients served by the partnership agencies.

### **Partnership a part of safe school plan**

A good school/law enforcement partnership plan is one component of a broader, effective, comprehensive safe school plan. Such plans are essential to fostering safe, disciplined, drug- and violence-free school climates. The safe school plan must be interactively reinforced by a vigorous interagency team. Such a team should involve a diverse and extensive assort-

## COVER STORY

ment of members, including students, school staff, teachers and administrators, parents, community leaders and youth-serving professionals such as law enforcers, representatives from juvenile probation, prosecution and courts, social workers and health professionals, among others. Partnership plan strategies should focus not merely on improving security and supervision, but also on developing compelling education options and activities, including establishment of alternative schools for behaviorally disruptive students. Community and corporate resources should be sought to support student programs and services. The safe school plan should be reviewed and updated annually.

Differences in "cultures," territorialism, fear of litigation and lack of motivations can inhibit effective information sharing. Partnerships can facilitate mutual understanding of agency "cultures," can help create trust and can jointly investigate legal ramifications of responsible and cooperative reporting. Citizens can choose to invest in their own and their children's futures by taking responsibility for eliminating violence. Accomplishments made as a result of effective teamwork have an illustrious history in this democratic society. Now is the time to assemble the team that will make the difference in your school and community.

### Sample Outline of an Interagency Agreement

#### Purpose

This agreement is entered into this \_\_\_ day of \_\_\_\_\_, 1998, between the \_\_\_\_\_ School District and the \_\_\_\_\_ Police Department for the purpose of providing School Resource Officers (SROs) from the police department to the school district to engage in cooperative efforts to reduce and eventually eliminate violence in the schools and to establish a reciprocal reporting agreement between the school district and the police department. This agreement may be canceled by thirty (30) days' written notice of either of the parties. [Succeeding paragraphs may detail goals and objectives of the program and stipulate persons who will receive copies of the document.]

#### General agreements

- Specifications of each agency's supervisory staff and active members
- Criteria for reciprocal reporting agreement
- Development of standardized reporting form
- Procedures for collection, seizure, storage and maintenance of information/evidence of serious campus infractions/crimes
- Policy recommendations regarding offenses requiring emergency detention by police department
- Definitions of terms used in policy recommendations: e.g., assault, battery, possession of weapons
- Procedures for pursuing legal action against students/staff who commit criminal offenses

- Terms detailing each agency's access to and use of the media
- Sources of required vehicles, office space, supplies and equipment or funding
- Plans for program evaluation and updating and revision of the agreement

#### Sharing of information by school officials

- Listing/definitions of crimes/incidents to be reported by school officials to police department
- Duties of school personnel, responsibility for maintaining incident logs
- Procedures for investigating and reporting incidents by school officials
- Processing of offenders, including documenting efforts of personnel in incidents, noting case disposition
- Procedures for interviewing offenders in school
- Procedures for pursuing legal/disciplinary action against students/staff who commit criminal offenses/school infractions

#### Sharing of information by police department

- Listing/definitions of crimes/incidents to be reported by police department to school officials
- Duties of police department/SRO's, responsibility for maintaining incident logs
- Procedures for investigating and reporting incidents by police department/SROs
- Processing of offenders, including documenting efforts of personnel in incidents, noting case disposition
- Procedures for interviewing offenders in school (students whose offenses were either campus- or community-related)
- Procedures for pursuing legal/disciplinary action against students/staff who commit criminal offenses/school infractions

#### Coordination of crisis response procedures

#### Coordination of violence prevention at planned events

- Procedures/responsibilities for school district personnel
- Procedures/responsibilities for police department personnel

#### Safe School Zones

Review of the community's Safe School Zone policies and listing of applicable Safe School Zone statutes

#### Coordination of student services, family support programs

- Ways to coordinate student services and family support programs
- Establishment/use of existing resource referral data base
- Soliciting help from additional community agencies as needed

*Prepared by Ronald D. Stephens, executive director of NSSC, and Marjorie Creswell Walsleben, associate editor of School Safety Update.*

## Information sharing as violence prevention

Conditions under which communitywide reciprocal reporting or information sharing could perhaps have made a great difference can be illustrated by the following true case.

A young woman was brutally raped by a 16-year-old boy while she was on the way to graduate-level classes at the University of New Hampshire. After using a broken beer bottle to cut her throat from below her left ear to just above her right breast, the youth dragged her half-naked body across some railroad tracks and a gravel road to an embankment. He dumped her body in some tall grass in a marsh where he expected the incoming tide to take her body out to sea. Before leaving her for dead, he robbed her of her jewelry and then kicked her in the head several times and stomped on her chest to ensure that she would never be able to identify him.

The manager of a fifth-floor ballet studio in a building about 200 yards away noticed the kicking and stomping. He immediately called 911 and reported what he believed to be a fight between two teen-age boys. The Portsmouth (N.H.) police arrived at the scene in less than two minutes. A short time later, a dispatcher reported to the police that an unidentified male had called to ask about the status of the *female* victim. The initial 911 call and all subsequent radio reports had referenced two *males* fighting. The dispatcher traced the source of the call, and the youth was found at his home. Evidence found at his home led to his arrest. The young woman survived the ordeal and ultimately identified the young man as her assailant.

The police department's speedy response to the crime scene not only saved the young woman's life, but also caused her assailant to be concerned about whether or not he had silenced his victim. His phone call from his home to the dispatch center led to his arrest and conviction for aggravated rape, robbery and attempted murder. He is currently serving 59 to 119 years in the New Hampshire State Prison for his crimes.

Outraged by the event, local citizens were concerned about the increase in violent crimes by adolescents and young adults in the community. Citizens also wanted to know if the accused youth had exhibited any early warning signs of violence and if so, whether the crime could have been prevented through earlier prevention efforts with the youth.

The city of Portsmouth convened a multidisciplinary team to examine the case. This team had been established during the early 1980s to examine child abuse cases. Although this case did not center on child abuse, the commander of the detective division asked the team members to bring their information about the young man to the next meeting.

The police presented their history of involvement. From an early age, the youth bounced between both parents after his mother separated from the boy's father. Police records revealed the youth's history of problems that resulted in fairly typical interventions by law enforcement and juvenile justice offices. The records of police contact with the young man involved incidents of shoplifting, criminal mischief, burglary, assault and running away.

Next, school officials added their information to the record. This information had never previously been provided to the police due to school administrators' concerns about preserving confidentiality. School records showed that the young man had received three suspensions for three incidents of assault: assaulting a classmate, assaulting a teacher and assaulting a student on the school bus. On another occasion, he was released to his mother when he was found to be drunk at school. When he was 14 years old, he was expelled from school for a weapons violation.

Finally, information that Child Protective Services revealed indicated that the youth's behavioral problems began at a very early age. He was viciously beaten by his mother's boyfriend when he was only six years old. A year earlier, CPS had investigated on his behalf a report of child neglect. His violent behavior surfaced at the age of eight when he assaulted his sister by driving a barbecue fork so deeply into the bone of her elbow that the fork had to be removed in a hospital emergency room. He entered voluntary family therapy as a result. Two years later, his violent behavior at home caused him to be involuntarily hospitalized.

When all of the agencies' records were integrated and placed in chronological order, a 10-year profile of the youth emerged revealing his history of frequent encounters with community agencies. Many of the law enforcement officers, school officials, child protective services workers, prosecutors and judges present at the meeting agreed that if the total picture of the youth's history had been available for review when he first began to commit minor offenses, a much more effective early intervention plan could have been implemented.

While it will never be known if the brutal attack of the young woman could have been prevented, it is evident that increased cooperation and coordination of communitywide resources might have redeemed one child's life.

*Submitted by Commander Brad Russ of the Bureau of Investigative Services, Portsmouth (N.H.) Police Department.*

# Partnership stresses nonviolence in training, workshops

Founded in 1994, the Rhode Island Committee for Nonviolence Initiatives, Inc. is an organization that promotes nonviolence as a means of resolving conflict, as a strategy for effecting social change and as a way of life. The principles of Mohandas K. (Mahatma) Gandhi and Dr. Martin Luther King Jr. have influenced the Committee's work. The Committee seeks to encourage citizens, especially youth, to build communities that foster the development of healthy, whole individuals who exist in reasonable harmony in relation to one another and to the earth.

## A variety of programs

Among the types of programs conducted by the Rhode Island Committee for Nonviolence Initiatives are nonviolence workshops for youth assigned to the state Training School, leadership academies for high school students, training sessions in Kingian nonviolence for community leaders and Providence police officers, and a community Nonviolence Summit.

The Committee has conducted its workshops throughout Rhode Island based upon six principles developed by Dr. King:

- Nonviolence is a way of life for courageous people.
- The Beloved Community is the goal and the framework for the future.
- Attack forces of evil, not the person doing evil.
- Accept suffering without retaliation for the sake of the cause.
- Avoid internal violence of the spirit as well as external physical violence.
- The universe is on the side of justice.

Trainers teach and illustrate the principles using analytical exercises, role-playing, reading, study and research on the philosophies of King and Gandhi, the father of peaceful resistance.

Working with funds from such agencies as the Greater Providence Chamber of Commerce, the Rhode Island Department of Health, The Delivery from Heaven Foundation, and The Rhode Island Foundation, the Committee held its 1998 Nonviolence Summit for influence leaders in Rhode Island on January 15, 1998, at the Westin Hotel in Providence. The purpose of the Summit was to encourage policymakers throughout the state to

use nonviolence as a way to resolve conflicts and create a statewide community committed to nonviolence as an antidote to the poverty, racism, and physical and psychological violence so evident in schools, neighborhoods and places of work.

## Youth Leadership Academy in Nonviolence

The second annual Youth Leadership Academy in Nonviolence was held on the campus of the University of Rhode Island, Kingston July 5 through 13, 1997. The program trains high school students to become positive change agents in their schools and communities. Students are introduced to social action skills such as effective communication, meeting management, public speaking and the legislative process so that they will be equipped to become nonviolent leaders. They come to understand nonviolence as a system of thought that changes the way they live and relate to each other in a diverse world.

Jason Reyes, a 19-year-old serving time for armed robbery, was allowed by a judge to take part in a summer academy. He said that the academy made him realize that no matter what a person does in life, there are always choices to do good or bad. "I learned you don't have to fight. We all have the freedom to choose — to fight or to walk away. A lot of young people don't know they have that choice."<sup>1</sup>

## Training

Forty community leaders and Providence police officers have taken part in Training-for-Trainers programs in Kingian nonviolence. Meanwhile, weekly sessions have been conducted over the past 18 months for teen-agers at the state Training School. As a result of those successful sessions, the Rhode Island Committee for Nonviolence Initiatives recently received a state grant to launch a five-day-a-week program at the Training School.

This year on the birthday of Martin Luther King Jr., a team of city, school and police officials unveiled a pilot program to incorporate nonviolence into the curriculum of middle schools. The program will be piloted at the Providence Interim Middle School, which serves expelled or suspended public school students ages 11 to 15.<sup>2</sup>

Thus can be seen the influence of agencies such as the Rhode Island Committee for Nonviolence Initiatives, working in partnerships to redeem citizens' lives from violence.

## Endnotes

1. Richard C. Dujardin, "Teenagers share hard lessons of violence and its antidote," *The Providence (R.I.) Journal-Bulletin*: 7 April 1997: C-3.
2. Karen A. Davis, "This curriculum mandates peaceful alternatives," *The Providence (R.I.) Journal-Bulletin*: 16 January 1998: C-1.

Contact Carol Bragg, director, for information about Rhode Island Committee for Nonviolence Initiatives, 401/456-4032.

# Handbook, institute, reports add up to violence prevention

## A partnership handbook

*School, Family, and Community Partnerships: Your Handbook for Action* is an eight-chapter handbook offering step-by-step strategies, reproducible charts and diagrams for workshops, an inventory of present practices, three-year outlines, one-year action plans and evaluation forms to establish and continue school-family-community partnerships. The authors identify and elaborate on six types of involvement and sample practices for comprehensive partnership programs that improve parenting and create supportive home environments, mutual communication, parent volunteering, shared decision making, and identification and integration of community resources to strengthen school programs, family practices and student learning and development. Available from Corwin Press, Inc., Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320-2218, 805/499-9774.

## High school girls' steroid use rising

A study titled "Trends in Anabolic-Androgenic Steroid Use Among Adolescents," published in the December issue of *Archives of Pediatric and Adolescent Medicine*, found that 1.4 percent of 9th- through 12th-grade girls nationwide reported using anabolic steroids at least once. That percentage has risen from 0.4 percent in 1991. Steroid use among adolescent boys has leveled off in recent years.

Use of anabolic steroids, synthetic hormones that assist the growth of muscle and other tissues, provide short-term benefits of improved strength and performance, but use can also cause long-term, deleterious side effects such as cardiovascular disease, reproductive or liver dysfunction, and increased aggressive behavior.

The study attributes the increased usage of these performance-enhancing drugs to the growing numbers of girls and women participating in competitive sports, the competition for a limited number of athletic scholarships, better opportunities for female athletes in the Olympics and professional sports, anti-steroid prevention/intervention programs that are generally directed towards boys only, and the current "lean" look that is more easily attainable through steroid use.

## Programs do impact youth

"Some Things Do Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices" evaluates 49 youth programs that work, each of which incorporates standard youth-work principles. The report is available for \$10 from the American Youth Policy Forum, 1001 Connecticut Ave., N.W., Suite 719, Washington, D.C. 20036; 202/775-9731.

## Violence Intervention/Prevention Institute

The Second Biennial Violence Intervention and Prevention Institute will be held on July 9-11, 1998, at the Radisson Hotel in La Crosse, Wisconsin. The institute addresses multidisciplinary approaches for the prevention of violence within the context of youth and their families. The format will feature a series of three-hour trainings providing opportunities for skill building in the following areas: Youth Violence in Non-Metropolitan Communities; Building Communities on Their Assets; Youth Violence, Gangs, and School Security; The Six Perceptual Thinking Patterns; Honoring Our Common Differences; Moving Youth Beyond Risk to Resiliency; The Serious Habitual Offender Comprehensive Action Program; and Corrective Thinking.

The institute is sponsored by the University of Wisconsin-La Crosse. Professional development credit is available. The conference fee is \$175 per person (reservations must be made by May 4th) or \$1000 for a team of eight. For more information, call 608/785-6506 or visit the Web site at [www.uwlax.edu/vip](http://www.uwlax.edu/vip).

## Virginia "reports" on safety

The state board of education in Virginia has approved a new "report" card that will be sent annually beginning next fall to all parents of schoolchildren. Each school will provide parents with information about academic achievement, student attendance, teacher licensure, and student passage rates on statewide assessment tests; in addition, each school will be required to report its "safety index," which will include the number of campus-based incidents of physical violence, weapon possession and student drug possession.

## By and for young people

A statewide quarterly newsletter written by and for California students provides youth the opportunity to express their concerns about the epidemic of violence against youth. *Bulletin Board* educates and informs young people and community leaders about how youth are working to prevent youth violence in the state. Youth under the age of 24 may submit poetry, artwork or articles which are then reviewed by a panel of youth editors from around the state. Authors receive a \$25 honorarium and the opportunity to become an editor for the next issue. *Bulletin Board*, 454 Las Gallinas Ave., Suite 177, San Rafael, CA 94903; phone 415/331-5991; fax 415/331-2969.

## NSSC REPORT

### NSSC collaborates with the Centers for Disease Control and Prevention

The Centers for Disease Control and Prevention (CDC) is planning SHPPS 2000 — a national study of school health policies and programs at the state, district, school and classroom levels. SHPPS 2000 will assess the characteristics of eight components of school health programs at the elementary, middle/junior high, and senior high school levels, including health education, physical education, health services, food service, school environment, school counseling and social services, faculty and staff health promotion, and integrated efforts of schools, families and communities.

NSSC is collaborating with the CDC and The Research Triangle Institute to identify, define and prioritize issues related to the healthful school environment for the SHPPS investigation.

As announced earlier this year, NSSC's **School Safety News Service** has transitioned to a subscriber-paid service. This valuable resource has been provided to educators, legislators, law enforcers, judges and the media as a public service for more than 12 years. Now, you can continue receiving nine publications including three issues of the *School Safety* newsjournal and the six issues of the *School Safety Update* for only \$79 per

year (\$99 abroad). Call NSSC today to order your subscription.

After focusing the last two years on the Youth Out of the Education Mainstream initiative jointly sponsored by the U.S. Departments of Justice and Education and NSSC, NSSC now returns to its primary mission. NSSC's mandate is to focus national attention on cooperative solutions to problems that disrupt the educational process. Special emphasis is placed on efforts to rid schools of crime, violence and drugs, and on programs to improve student discipline, attendance, achievement and school climate. NSSC provides training and technical assistance, offers legal and legislative aid, and produces publications and training videos. Serving as a clearinghouse for current information on school safety issues, the Center maintains a library of more than 50,000 related articles, reports, curricula, books and videotapes.

Three **School Safety Leadership Training** programs are scheduled for 1998 to be held near NSSC's headquarters in Westlake Village, Calif. The dates are May 13-15, September 16-18 and November 11-13. Each of the three-day seminars focuses on creating and maintaining safe school environments. Participant cost for training is \$495. Participants receive a certificate of completion along with a membership in the International Association of School Safety Professionals. Call NSSC at 805/373-9977.

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

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

Pepperdine University. Points of view or opinions in this document do not necessarily represent the official position or policies of the National School Safety Center 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 © 1998 by the National School Safety Center. ISSN 1094-9720  
Executive Editor: Ronald D. Stephens  
Editor: June Lane Arnette  
Associate Editor: 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**: \$79 (\$99 outside the United States). Correspondence should be addressed to: NSSC, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362, telephone 805/373-9977, FAX 805/373-9277.  
The National School Safety Center was established under a grant from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice, in partnership with the U.S. Department of Education and