

# School Safety Update

The Newsletter of the National School Safety Center

May 2002

## When manners matter: Can good manners help keep schools safe?

### Do complex problems always need complex answers?

In today's schools, a great deal of time and energy are expended in the search for programs and strategies that promote the safety of students and staff. The trend for using research-based curriculums, blueprint programs, or promising practices is important. But is it possible that in our search for answers to complex school safety problems that we have grown accustomed to complex answers? Is it possible that we are overlooking less complex strategies that can springboard from the principles, ideas, and practices that are already innate to us as human beings, friends, citizens, colleagues, families, and school communities?

### Why do manners matter?

Stop for a moment to ask yourself the following questions about manners:

- How do *you* react when others say *please, thank you, or excuse me*; offer help or a sincere apology; or hold open the door for you?
- How do you feel when you use good manners?
- Can using good manners help children, youth, and adults feel more confident or help them to be more successful?
- Can good manners make others feel comfortable, respected, or valued?
- Can using good manners help set the tone for amicable relationships with friends or strangers alike?
- What manners do you consistently show or model for others?
- Can good manners be used to communicate, manage tensions, or to help make decisions that can diffuse or deal with difficult situations?
- Could teaching about and modeling good manners for children and youth help make our schools safer?

While the idea of using social manners to promote school safety may seem *simplistic*, nothing is further from the truth. Take a closer look at why teaching and modeling good manners are valuable to the issue of school safety.

### What are manners made of?

Good manners in themselves are made up of:

- codes of conduct or courtesies, social agreements;
- rules to govern respectful communication and actions;
- protocols of deportment, polite ways of social behavior;
- ethics, distinctions of right or wrong;
- skilled dealings with others;
- peace-keeping strategies;
- critical thinking/critical choices;
- consideration, tact, courtesy, discretion, artfulness, finesse, poise, generosity, charm, elegance, and self-discipline;
- responsibility, altruistic inclinations, and empathy;
- diplomacy, inclusion, goodwill, moral strength;
- dignity, integrity, character, fairness, justice, trust, kindness;
- grace, honor, civility; and
- reciprocity and mutual regard.

Not only are good manners valued by many parents and taught in the home, they are valued and rewarded in our larger society as well.

Manners can be taught and reinforced at any school level. They can be introduced, explained, and taught with simple words and actions. Manners are often modeled as a matter of habit by thoughtful adults.

Good manners:

- can help avoid, defuse or deal with

difficult or unsafe situations;

- exercise critical thinking and reasoning;
- provide a choice of responses in social settings;
- teach and practice communication, decision making, stress management and advocacy skills;
- are the expressions of trust and respect;
- are the social foundation of professional protocols and diplomacy; and
- can be practiced daily over a lifetime.

A "good manners" approach initiated in the early years and articulated through later school years could provide a school safety strategy that is an integrated, holistic, and preventative approach. Such an approach promotes student and school staff relations built on trust, respect, and mutual regard for others.

### Can good manners help keep schools safe?

The answer is yes, if you believe in the power of these words: *Please, Thank you, Excuse me, I'm sorry, and Can I help?* When spoken and acted upon, these words can help shape or transform everyday interactions within a school community into exchanges that reflect care, thought, concern, and respect among students and staff.

The teaching and use of manners in our school communities might possibly deliver more powerful and longer lasting results for school safety than some of today's popular prevention and intervention programs. Many of these prescribed programs tend to target single or limited grade levels, address single school safety issues, and, in many ways, challenge "real world" schools to maintain fidelity to the program design. A foundation of social practices based

## New Report from Public Agenda

### ***Aggravating Circumstances: A Status Report on Rudeness in America***

Americans are intensely frustrated by the lack of respect they encounter in their daily lives. But what counts as rudeness today? Do Americans have a shared definition of what is rude and what is someone just doing his own thing? In a recent survey, *Aggravating Circumstances*, funded by The Pew Charitable Trusts, Public Agenda takes a detailed look at what Americans are thinking about courtesy, manners, rudeness and respect. The survey found:

- Eight in 10 Americans say a lack of respect and courtesy is a serious problem;
- Six in 10 say things have become worse in recent years; and
- About 41 percent admit that they're part of the problem and sometimes behave badly themselves.

#### **Does rudeness beget rudeness?**

This survey, as well as others, discusses the lack of social graces among today's young people. Those surveyed now as in the past have made it clear that they hold parents responsible for the epidemic of rude behaviors among today's children and youth. The lack of manners, respect, and courtesy among children should be directly linked to parents and care-givers who behave in many of the same ways, according to those surveyed. While it may seem unfair to blame parents for everything their children think, say and do (or don't do), many surveyed believe that social forces like television, music, movies, videos and other rude trends in pop culture serve to exacerbate the problem.

#### **What will it take to change us?**

The response to this question might be "something big!" — and something big did happen. The shock and loss of September 11 changed the behavior of Americans for the better, most people believe. It was a day that pushed many of us to reexamine our values and priorities, to extend heartfelt appreciation and sympathy, to count our personal blessings, and to reexamine our behaviors and attitudes towards others. Among all our reactions, one response was to become more caring and thoughtful toward one another. This change in attitude seemed to many, the silver lining on a very dark cloud.

#### **More rude times ahead?**

According to the survey, however, many expect that we will soon return to business as usual, if we haven't already done so. Many people are now noticing a departure from the thoughtful and respectful ways that characterized the days and months following September 11. Is this just skepticism or are we destined to return to these individualistic, self-absorbed behaviors? In our relationships, will respect and dignity for others always come second more often than not?

Perhaps those small lessons about manners and polite words still taught by caring adults in classrooms, homes, and communities across this nation will indeed prevail in the end.

([www.publicagenda.org](http://www.publicagenda.org))

on good manners would enhance the success of these prevention and intervention programs.

#### **Can good manners help make our schools more effective?**

Again, the answer is yes. It is impossible to separate school safety from school effectiveness. Well-mannered words and actions can help promote peaceful school environments where students feel safe and secure. In such environments, students spend less time feeling anxious, angry, frustrated, or afraid. Students often expend energy trying to avoid danger, hurt, or harm at school or observing such behaviors as they happen to others. Attendance is better at safe schools. In general, parents and the larger community are more positive and supportive of schools with reputations for being focused on student safety, well being, and academic achievement.

#### **Are manners and ethics connected?**

The work of the late Harvard psychologist Lawrence Kohlberg helps support the connection between ethics and manners.

Kohlberg was among the first researchers to argue that ethics could be taught. As he delivered his findings, he reaffirmed that ethics encompass motivations, such as honesty, compassion, and fairness, and that ethics are developed in stages. He concluded that one of the most crucial factors contributing to the development of ethics is education.

Kohlberg found that during the earliest stages of moral development, children depend on adults to model and define a *social code* of acceptable behaviors. This code of right and wrong ways to treat others could be easily related to a *code of good manners*. Kohlberg maintained that the rewards and consequences that follow actions such as these would communicate and reinforce core values. In the case of good manners, such values include politeness, respect, and the fair and thoughtful treatment of others.

At the next level of development,

Kohlberg found that youth respond to the norms of their peers, families, and society. The degree of loyalty or connection they have for these groups affects the behaviors they adopt. It then follows that teaching about manners would be beneficial in creating and conveying a norm for the dignified treatment of others—a norm or social code that would benefit schools, families, and society in general.

The last stage of moral development has the greatest potential for good. In this stage, an individual moves beyond group loyalties and norms to develop a more universal way of thinking and reasoning. Individuals at this stage promote and act upon more universal ideas, such as justice, human rights, and human well being.

The most enduring issue directing the work regarding ethics has been what role ethics play in living a truly human life. A similar question could be asked about the role that manners play in living a truly human life!

### **What about manners and different cultures?**

A list of values shared by most world cultures includes honesty, truthfulness, generosity, helpfulness, kindness, honor, courage, justice, and tolerance. All of these ideals can be foundational to the value and expression of good manners. The use of manners belongs to cultures that recognize the importance of trust and respect in relationships. Diverse cultures may not display manners, propriety, or etiquette in the very same fashion, but intentions and meanings behind the actions are often very similar if not the same.

### **What is the most effective manners curriculum?**

The most effective curriculum to teach and reinforce manners costs nothing. It is the human curriculum of ideas and actions that are written each day with every well-mannered word and interaction that is modeled and shared with others. Good manners cannot just be a nice idea or thought. Students must see manners applied and the advantages

## **Adults: Show Your Manners At School!**

Use your role as a leader in the school community and your manners to promote professional ethics, protocols of diplomacy, courtesy, and tactful ways for keeping the peace at your school. The following ideas can help.

As an *administrator, teacher, or other staff member*, continue to use your sense of professional ethics, poise, and social tact to promote a controlled and peaceful school. When appropriate, use these same attributes to diffuse low-threat situations to keep students and your school safe.

As a *problem solver*, urge the use of well-mannered attitudes, words, and actions as peace-promoting strategies to low-risk events or situations that challenge the safety or dignity of your school community.

As a *community liaison*, use your social skills to establish and maintain a rapport with your school community that is built upon respectful attitudes and communication. Promote and protect the dignity of school stakeholders. Model generosity and empathy at every given opportunity.

As an *educator*, use the classroom or teachable moments to help students and other staff understand the power of manners in helping keep a school safe and comfortable for everyone. Create a mini-presentation for the classroom about manners around the following questions and activities. Modify the prompts and discussion to meet the needs of your school and grade levels.

### **Ask and Discuss:**

- What are manners?
- Are manners important to have and use?
- In what ways are manners important to you?
- What do people say about someone who has manners?

### **Build the Power to Act:**

- What kinds of attitudes show manners?
- What kinds of words show manners?
- What kinds of actions show manners?
- What are some examples of manners you use?

### **Practice:**

- Name times and places manners can be used at school.
- Show what these manners look and sound like when used at school.

### **Problem Solve:**

- In what ways could manners help keep us safe at school?

### **Create and Share:**

- Create a list of manners that would help make your school safe.
- How can we share our list of manners with others?

### **Identify the Rewards:**

- What would be the effect if everyone at our school chooses to use manners?

and benefits of using manners collected. They must be able to experience, analyze, and assess the use of manners in their personal lives.

### Show your manners!

Manners can be the rules of the road for busy schools. They can help direct social interactions among the students, staff, and school guests. You can promote, teach, and model well-mannered intentions, words, and actions by the following:

#### At early grade levels

- Begin talking and teaching about manners in the earliest grade possible.
- If you prefer to use a prepared and packaged life-skills curriculum, select one that teaches and promotes the use of good manners, respect for others, or making and keeping friends.
- Stress the use of manners as a tool for keeping oneself and others safe.
- Help students launch a “good manners campaign.”

#### At middle and high school levels

- Teach about first impressions.
- Use important social events throughout the year to promote the value and use of manners.
- Select curricula that teach and promote personal and social skills.
- Stress the use of critical thinking and manners as a tool for problem solving and managing tensions when appropriate.
- Integrate the idea of manners into discussions about ethics, moral conduct, social values, or codes of right or wrong.
- Offer manners or etiquette workshops for students.
- Stress the value of social graces during activities like proms, community events, job interviews, or part-time employment.

#### At all grade levels

- Walk the talk. Model thought, care, and consideration in your own interactions with students, parents, and staff members.
- Help students create a code of man-

ners for your school and integrate the code into posters and year-round school activities.

- Promote and share your school code of manners with parents and other members of your school community.
- Dedicate staff meeting time to discussion about the role of manners in helping to keep a school safe. Use the opening questions in this article to prompt discussion.

Teaching, reinforcing, and modeling the daily use of personal manners in our schools provides protocols of kindness and consideration, promotes acts of grace and selflessness, and helps build a sense of connection. Manners provide a choice of responses while demonstrating respect and responsibility. Manners are tools for negotiating and peace keeping. At a minimum, manners can deliver the sense of civility that we often talk about wanting for our students and schools.

*Prepared by Hilda Clarice Quiroz and June Lane Arnette, National School Safety Center.*

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## ‘Oz Never Did Give Nothing to the Tinman That He Didn’t Already Have’

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The Wizard of Oz was a story about characters who insisted on looking outside themselves to find a way home, a heart, courage, and a brain. As the line from a popular song (i.e., the title to this article) and the story prove, the heroes only needed to look inward to find the things they sought. Educators and SROs can use this same story as a reminder that the best practices they seek to help keep kids safe don’t always have to come from the outside.

There is much to be said for “home-grown” programs and applying what is called “common person’s theory.” Common person’s theory guides people to do what they know or understand intuitively. In the case of keeping kids safe, it requires adults to tune in to the wants, needs, and culture of the specific students they teach, serve, and protect. Because this act of reflection is

so personal, it motivates and creates a deep sense of ownership for the things that need to be done or the goals to be pursued in the name of school safety. It is much easier to advocate for what people truly believe in or “own” as their solution to a problem.

Some may argue that “well-intended” does not always spell “well-served.” But in the cases of helping children and youth to feel safe and secure and creating peaceful and effective schools, a pattern occurs. The strategies implemented are typically quite responsive and often reflect current resiliency research. Adults innately know that keeping kids safe is about watching them, spending more time talking and listening to them, teaching them how to solve tough problems, and “walking one’s talk.”

Most educators and law enforce-

ment officers who work to make schools safe, secure, and peaceful are not formally trained in the science of research or the theories of violence prevention. This is one reason why school safety programs designed by the experts are so popular. Convenience is another.

Many schools implement commercial violence prevention programs without ever understanding their theoretical underpinnings. The programs — their tools, strategies, and resources — seem to get the job done, but few members of the school community understand how or why. While the how and why of their success remains a secret, the myth that only experts can design such strategies and programs is perpetuated.

When these “expert” programs are dissected, it becomes obvious that they are made up a collection of simple, sound, and common-sense strategies

— strategies that the average school staff member could assure you would work with their students. It is this “common-sense” thinking in a school community that also has the power to create school safety practices that will work.

Based on “common person’s theory,” people can apply the best—the “tried and true” of what they know has worked in the past — and expect it to work in the future. The results are programs and strategies that are common in their terminology and approach but just as inclined to success as the work of the experts. (The opposite is also true—you cannot expect that which you have always done and which has not worked in the past to work in the future!)

Currently in the field of drug and violence prevention, many funding opportunities are limited to implementing only research-based and scientifically evaluated prevention programs. This indeed makes sense — utilizing scarce resources for strategies already proven to work in the general population. But this emphasis on using scientifically proven programs does not prohibit the use of additional strategies that are less costly, based on common sense or common person’s theory, and are working in ev-

eryday practice.

“Officer Scott’s Lunch Bunch” is an example of a simple program grounded in common person’s theory. (See box below.) Motivated by care, compassion, and a sense of responsibility for his students, Deputy Scott Thirkell of Salina, Kansas, has implemented a simple program at his elementary school

are authentic and specific to the needs and culture of this school.

### **What makes the “lunch bunch” a noteworthy practice?**

On the surface, “Officer Scott’s Lunch Bunch” idea may seem like a simple and enjoyable activity shared with students. The truth is that it is a notable practice

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that incorporates the best of safety promoting theories. At most, his lunchtime activity goes a long way to honor and connect students with caring adults. It also connects them to a school vested in their success. At minimum, the student body observes and comes to understand that good behavior is valued and rewarded at their school.

Thirkell refers to his program as “home grown.” Even in these humble words lies the fact that his strategies

steeped in safety-promoting theory.

The activity supports and accomplishes the following objectives at his school:

- building and reinforcing a value for courtesy and citizenship (recognition for desired attitudes and actions);
- shaping a peer norm that promotes civility and responsibility at school (students meeting other students who think, feel, and act as they do);
- rewarding courtesy and citizenship (having lunch with Officer Scott at a table set with a tablecloth and a special dessert, receiving a special certificate, taking a photo with Officer Scott and fellow awardees, being recognized by the school);
- demonstrating the role of caring and significant adults;
- marketing the school philosophy of civility (posting the Lunch Bunch photo); and
- connecting school with families (taking the student certificate home to be shared with family).

In Deputy Thirkell’s own words, “The program has become a big deal for most of the kids.” In the world of the experts, this might be called something fancy like “primary evidence of success.”

*Prepared by Hilda Clarice Quiroz, program developer, NSSC.*

## **Officer Scott’s Lunch Bunch**

Deputy Scott Thirkell, a school resource officer at Southeast of Saline Elementary School in Salina, Kansas, writes us about a “home-grown” program in action at his school. This program recognizes students who have shown courtesy, kindness, respect for others, and good citizenship and rewards them with a special treat. Every two weeks, kids who have been nominated by their classroom teachers eat lunch with Officer Scott at a special table. They receive a certificate of recognition, a picture of their lunch group, and a special dessert. A copy of the group picture is enlarged and displayed on the cafeteria wall for the rest of the year.

Deputy Thirkell explains that unlike other recognition programs at school, this one is not about the students who earn the highest test scores or show the best athletic performance. According to Thirkell, kids who are not the highest of achievers or who are not among the worst-behaved often do not receive much notice during the school year. This program allows students of all kinds to be recognized and rewarded for good behavior and kindness. Thirkell says that this recognition and reward has become a “big deal” for most of the kids at his school.

## Conducting Parent Conferences Regarding Bullying

Regardless of the topic at hand, parent conferences about inappropriate or unwanted student behaviors can be challenging. However difficult, such meetings continue to be one of the best venues available for authentic and responsive school, home, and community dialogue.

These meetings are opportunities for schools to work in partnership with families, guardians, and other key stakeholders to identify problem behaviors and issues; communicate or share expectations; generate sources of additional help or support; and help create viable solutions to problems.

Clearly, it is the hope that such meetings will stop undesirable, unwanted, or risky behaviors. It is also possible that these conferences might surface related issues or concerns that need to be addressed. While not always upper most in mind, these formidable meetings are also excellent opportunities to nurture school community relationships.

### Conferences regarding school bullying

Today, many schools across the nation, large or small, urban or rural, are well aware of the phenomenon and consequences of behaviors known as school bullying. These schools also understand their community's expectation that school personnel will act in a timely fashion to prevent or deter bullying at school or work to remediate or heal the harm from such behaviors.

Today's school staff members must be prepared to successfully facilitate parent conferences addressing school bullying. Whether the meetings are held at the classroom level or at the administrative level, staff members will often find themselves engaged in a combination of the following tasks:

- sharing factual information about the nature and consequences of bullying behaviors;
- defining acts of bullying as per school policies and rules;
- managing a school's climate to ensure safety for all students;
- communicating and enforcing educa-

tion codes, laws, district policies, and school site rules and procedures regarding bullying;

- sharing relevant documentation;
- problem solving with students, parents, and other key stakeholders;
- working with law enforcement and other safety partners as needed;
- identifying and accessing community resources and systems of support;
- generating a plan of action and next steps; and
- managing parent and school community relations.

Meetings regarding bullying at school might include any combination of the following participants: the parent of a bully, the bully, the student who has been or continues to be a target of bullying, the parent of a student who is a target of bullying, a student who has been an observant bystander of bullying and his/her parent/s, other school staff members (nurses, campus security, bus drivers, cafeteria workers, custodial staff), school law enforcement officers or other community safety partners, and legal counsel.

The presence of students at these conferences creates another level of simultaneous challenges. Following the report and initial interviews regarding a bullying incident on campus, some schools prefer to conduct the conferences in two phases — one with only the parent/s and key adults present, and then one with parent/s, key adults, and the involved students present.

In serious cases, administrative and key staff members may find it necessary to carry out the same kinds of tasks during meetings involving student and family advocates, members of the legal community, or the media as well.

### Acknowledging strong views/emotions

Too much cannot be said about the strong opinions and emotions that are often part of these meetings. Their impact on the meeting process and the abilities of people to listen, empathize,

and problem solve are critical.

One only needs to step into the shoes and heart of a parent whose child has been targeted by bullying to imagine the hurt and frustration being felt. Imagine what it has been like to hear the hurtful details of how their child has been singled out, taunted, ridiculed, excluded, and/or emotionally or physically abused. Imagine that the behaviors have for whatever reason gone undetected for some time. Imagine what a parent thinks or feels when their confidence and trust in the school rules and staff have been violated.

A parent whose child is a target of bullying wants the behaviors to stop immediately. This parent will often express a strong desire for the promise and delivery of swift and effective actions and consequences using words and demands such as:

- *Do you agree that this a serious problem?*
- *I want to know what you are going to do about this problem right now!*
- *I expect you to keep my child safe at school.*
- *I want you to promise me that this will never happen again.*
- *I want to know what is going to happen to the bully!*
- *What can I expect the teacher to do from now on?*
- *Where was the teacher? Has this happened to other students?*
- *What did you do when my child first came to you?*

(The same reactions may be true for the parent of a child who has been an observant bystander of bullying acts or fears that he/she could also become a target.)

Consider a student's thoughts and feelings during these meetings. He/she may be afraid of retaliation. The student might be embarrassed or ashamed that he or she was targeted or could not deal with the situation on his/her own terms. A student might feel that the adults involved cannot stop what is happening or make a difference.

Or step for a moment into the shoes and mind of the parent who is anxious to understand or deny such actions on the part of their child. Imagine the parent who thinks school bullying is a normal and acceptable part of growing up. What if it becomes obvious that the parent is a bully and bullying is an acceptable relationship style in the home?

The parent of a student accused of bullying behaviors could become defensive or dismissive of the behaviors or determined to find other sources of blame for the behaviors. This parent may also argue about the nature and label of the behaviors:

- *My child is not a bully—he or she was just teasing!*
- *My child is doing what most kids at this school do and get away with everyday!*
- *My child says that the other kid laughs — so what's the big deal?*
- *Bullying and teasing are everyday things with kids. It's natural.*

Add to this mix the fact that many parents are aware of the serious consequences of unchecked bullying in schools by virtue of the media headlines they have seen. It is important to note that all these situations have the potential to generate strong emotions and opinions about bullying behaviors and their consequences.

### In the best of circumstances

Parent meetings regarding bullying in the best of circumstances would mean that those in attendance would include:

- A school staff that values a bully-free environment and that acts in a timely fashion to prevent, deter, and heal the hurt of school bullying.
- A school staff that is committed to initiating and tending open, positive, and productive relationships with students, parents, and community partners.
- A school staff that has been trained to recognize, intervene upon, and document acts of bullying.
- Students and their parents who have been educated about bullying, its consequences, and about the rules

against bullying at school.

- Students who have made use of an established protocol or system to report bullying.
- Parents who have come to this meeting with an earned and established sense of trust and respect for the school and its staff (whether they are the parent of the bullied, the bully, or the bystander).
- Community partners who have been involved in the process of helping to shape a safe school.

Even in these circumstances where the groundwork has been laid, such meetings might be difficult and engage emotions strong. The advantage would be a meeting among people who are informed and connected and who recognize the commitment of a school community to uphold a safe, secure, and peaceful environment for all students.

### Conducting successful conferences

The following recommendations are designed to help school staff members facilitate conferences regarding incidents of school bullying with ease and success. These guidelines can help a staff member effectively communicate and manage issues regarding the school's climate, student expectations, school bullying, the district policies, and the school's rules and consequences regarding bullying. A review of these guidelines can help a school assess its readiness for these meetings and prepare to conduct meetings that are meaningful and successful for all the involved parties.

#### Before the need for a meeting

- Educate students, staff, and parents about the nature and consequences of school bullying.
- Clearly define bullying and identify bullying acts that require intervention and response.
- Teach students, staff, and parents about the education code, district policies, and rules regarding bullying at your school.
- Train staff to recognize when acts of bullying break the law and the ties be-

tween bullying and hazing, sexual harassment and bias-based behaviors.

- Train staff about procedures for reporting and documenting acts of school bullying and how to respond to reports of bullying.
- Integrate “no bullying” rules into each classroom's rules of conduct.
- Establish resources and systems of support for both bullies and targets.
- Proactively inform parents of bullying incidents when they happen.

#### During the meeting

- Bring a copy of policies and rules that address bullying at your school.
- Bring documentation of the reports of bullying behaviors or interventions.
- Use the definition of bullying and examples from your policies and rules to highlight the bullying behaviors in question.
- Use words such as “safe, secure, and respectful” when describing the desired climate for your school.
- Discuss student rights and responsibilities as needed.
- Never argue about the label of “bully” — focus instead on the behaviors and acts in question.
- Anticipate and be prepared to manage strong emotions and tones during the meetings.
- Facilitate problem solving.
- Enforce district and school rules with fairness and consistency.
- Establish what can be expected in the future.
- Decide how members of the meeting will be kept informed of what follows.

#### After the meeting

- Share meeting outcomes with key stakeholders.
- Engage community partnerships and access community resources as needed.
- Implement your solutions.
- Monitor and evaluate progress.
- Keep key stakeholders informed of progress.
- Be prepared to hold another meeting if needed.

*Prepared by Hilda Clarice Quiroz, program developer, NSSC.*

**Principles of Effectiveness Update**

Last month's *School Safety Update* included information about the Principles of Effectiveness developed by the U.S. Department of Education to help school systems evaluate and select prevention programs that will be most useful in meeting their local needs. These principles, first released in 1998, have recently been revised and incorporated into the *Leave No Child Behind* legislation. While the core principles remain in tact, the revised list also directs school systems to assess and apply local risk and protective factors and to include parents in the process.

To be funded, programs must now be: (1) based on an assessment of objective data about the drug and violence problems in the schools and communities to be served; (2) based on performance measures aimed at ensur-

ing that these schools and communities have a safe, orderly, and drug-free learning environment; (3) grounded in scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use; (4) based on an analysis of the prevalence of "risk factors, protective factors, buffers, assets, or other variables," identified through scientifically based research, that exist in the schools and communities in the State; (5) include consultation with and input from parents; and (6) evaluated periodically against locally selected performance measures, and modified over time (based on the evaluation) to refine, improve, and strengthen the program.

For more information, visit <http://www.ed.gov/offices/OESE/esea/progsum/title4a.html#drug>.

## The National School Safety Center's School Safety Leadership Training

May 15-16, 2002  
Westlake Village, CA

Call 805/373-9977 or visit [www.nssc1.org](http://www.nssc1.org)

### Participant Comments and Reviews

*"This workshop should be mandatory for every teacher, school administrator and school law enforcement officer."*

*"Well-prepared, knowledgeable speakers who bring a wealth of experience..."*

*"Outstanding, motivating, inspiring!"*

*"A smooth conference flow with great attention to detail..."*

*"...Marvelous...Real...Useful and pertinent information."*

*"Exceptional, truly exceptional workshop..."*

*"This is a gold mine!"*

*"A comfortable and wonderful location for learning..."*

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**William G. Scott**, Director of School Safety and Student Support Services, Kentucky School Boards Association

**Melvin T. Seo**, Administrator, Safety and Security Services, Hawaii Department of Education

**Mary Tobias Weaver**, Program Administrator, School Safety and Violence Prevention Office, California Department of Education

**Marleen Wong**, Director, Mental Health Services/District Crisis Teams, Los Angeles Unified School District