

**THE IMPACT OF THE THREAT OF VIOLENCE ON SELECTED SCHOOL
DISTRICTS IN TEXAS**

A Record of Study

by

MARTHA ANN NEELEY

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

August 2003

Major Subject: Educational Administration

**THE IMPACT OF THE THREAT OF VIOLENCE ON SELECTED SCHOOL
DISTRICTS IN TEXAS**

A Record of Study

by

MARTHA ANN NEELEY

Submitted to Texas A&M University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

Approved as to style and content by:

Walter F. Stenning
(Chair of Committee)

David A. Erlandson
(Member)

G. Patrick Slattery, Jr.
(Member)

Clifford L. Whetten
(Member)

Bryan R. Cole
(Head of Department)

August 2003

Major Subject: Educational Administration

ABSTRACT

The Impact of the Threat of Violence on Selected School Districts
in Texas. (August 2003)

Martha Ann Neeley, B.S., The University of Texas at Austin;

M.A., The University of Texas at Austin;

M.Ed., The University of Texas at Austin

Chair of Advisory Committee: Dr. Walter F. Stenning

The purpose of this study was to collect information on violence from a sampling of Texas school and police administrators concerning rates of violence, prevention measures, and the impact of the violence.

Violence is still a too frequent occurrence in our public schools. Although there has been a decrease in recent years, it continues to concern educators and the public. Many of the initiators of violence have referred to bullying and harassment as a reason for striking out violently. Research indicated that teachers often do not identify and/or do not respond to bullying.

Another identified cause of violence is depression. Students who have caused violence have frequently been identified with relevant symptoms. Staff training on the recognition of the characteristics of depression is not a frequent occurrence. In addition, acts of violence are characteristically planned in advance. This allows school and police

administrators an opportunity for intervention if structures exist for the information to be shared with those in authority.

According to police administrators, nearly 50 percent of the communities in this study have experienced a crime rate increase during the past twelve months. Only 21 percent of the school administrators responded similarly. This evidence suggests that police administrators recorded higher rates of violence than did school administrators.

The results from this study also suggested that there might be limited knowledge and/or working relationships between schools and police authorities in some locations. Also indicated was that neither school nor police administrators frequently involve students directly in their prevention measures. Suggested in this study is that school administrators implement the bulk of violence prevention measures, many more than do police administrators.

The findings from this study can guide two major initiatives to increase the safety of public schools. The results can assist in the planning of safety initiatives used by school and police administrators. They can also guide future studies into areas that required additional information on which to build conclusions for both student safety and student achievement.

ACKNOWLEDGMENTS

For the educational experience of a lifetime, I express my appreciation and admiration to those at Texas A&M University who made it possible. My thanks go to Dr. David A. Erlandson who opened a world of learning. By allowing our Austin ISD cooperative to exist and by nurturing our learning experiences, the power of our learning was increased multifold. He unwaveringly served as both a teacher and a committee member.

Thanks to my colleagues in the Austin ISD cooperative who gave so much in their learnings, support, and collaborative workings. You made this experience so much richer and stronger!

Thanks to the professors who shared their years of learning and wisdom so willingly: Dr. Dean C. Corrigan, Dr. John R. Hoyle, Dr. Yvonna S. Lincoln, Dr. Arnold Oates, Dr. Linda E. Skrla, and Dr. Luana J. Zellner.

Thanks to my committee who continued the teaching process from their classes to this last work: Dr. G. Patrick Slattery, Jr. and Dr. Clifford L. Whetten.

A special thank you to Dr. Walter F. Stenning who opened the world to me and served as the chair of my committee. His educational travel expedition with our cooperative to Australia and New Zealand was an unparalleled experience. His work and guidance on this research was thoughtful, exciting, and a new addition to my learning.

TABLE OF CONTENTS

		Page
ABSTRACT.....		iii
ACKNOWLEDGMENTS		v
TABLE OF CONTENTS.....		vi
LIST OF TABLES		viii
CHAPTER		
I	INTRODUCTION.....	1
	Statement of the Problem	6
	Purpose of the Study	7
	Significance of the Study	8
	Research Questions.....	9
	Operational Definitions.....	10
	Assumptions	12
	Limitations	12
	Organization of the Record of Study	13
II	REVIEW OF THE LITERATURE.....	14
	Violence in the Public Schools.....	14
	Violence Prevention.....	28
	Impact of Violence.....	42
	Summary of the Literature Review.....	44
III	METHODOLOGY	47
	Methodology Selection	48
	Population and Sample.....	49
	Questionnaire Design.....	53
	Data Collection	56
	Analysis and Design Techniques.....	58

CHAPTER	Page
IV RESULTS OF THE STUDY	60
Demographics.....	60
Violence	64
Violence Prevention Measures	72
Impact of Violence.....	80
Ancillary Analysis	84
Summary of Results.....	98
V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	102
Summary	102
Conclusions	106
Recommendations.....	112
REFERENCES.....	117
APPENDIX A	125
APPENDIX B	127
APPENDIX C	129
APPENDIX D.....	131
APPENDIX E	134
APPENDIX F	137
APPENDIX G.....	141
APPENDIX H.....	144
APPENDIX I	146
VITA	148

LIST OF TABLES

TABLE		Page
1	A Timeline of Selected Incidents of School Violence	16
2	Texas Education Agency Incident Counts	18
3	Statistics on the Victims of Crimes in 1996	22
4	Database Format for Maintaining Discipline and Violence Incidents.....	45
4	Years of Service by School and Police Administrators	61
6	Type of School District	62
7	Type of Police Authority That Works With the District.....	64
8	Perceived Community Crime Rate	66
9	Perceived Level of Violence in the Local Schools	67
9	Type of Crime in the Local Schools Experienced by Students	68
9	Type of Crime in the Local Schools Experienced by Staff	70
12	Sources of Crime in the Local Schools	72
13	Proactive Crime Prevention Measures in the Local Schools.....	75
14	Reactive Crime Prevention Measures in the Local Schools.....	76
15	Dualistic Crime Prevention Measures in the Local Schools	78
16	Physical Crime Prevention Measures in the Local Schools	80
17	Impact of Crime on Students	81
18	Impact of Crime on Staff.....	82

TABLE	Page
19	Impact of Crime on Districts 83
20	Impact of Crime on Districts' Monetary Resources 84
21	School and Police Administrator Suggested Programs And Activities 85
22	School and Police Administrator Use of Prevention Measures 86
23	Proactive Crime Prevention Measures Used Where Perceived Community Crime Increased or Decreased 87
24	Reactive Crime Prevention Measures Used Where Perceived Community Crime Increased or Decreased 89
25	Dualistic Crime Prevention Measures Used Where Perceived Community Crime Increased or Decreased 90
26	Physical Crime Prevention Measures Used Where Perceived Community Crime Increased or Decreased 92
26	Type of Crime Experienced by Students Where Perceived Community Crime Increased or Decreased 93
26	Type of Crime Experienced by Staff Where Perceived Community Crime Increased or Decreased 95
29	Violence Prevention Measures Used Most Frequently 97

CHAPTER I

INTRODUCTION

Schools should be a safe place for students to learn and for educators to teach. Although data show that victimization of students occurs more frequently away from school than at schools, crimes on school property continue to be a concern for educators, law enforcement officials, and the community (Kaufman, Chen, Choy, Peter, Ruddy, Miller, Fleury, Chandler, Plany, & Rand, 2001). For example, students ages 12 to 18 were involved in 202,000 nonfatal serious crimes in 1997. These serious crimes include rape, sexual assault, robbery, and aggravated assault. Statistics have remained consistent at seven percent to eight percent for students who have been injured or threatened with a weapon such as a gun, knife, or club since 1993. At the middle and high school levels, physical attacks without weapons were the most common act of violence involving eight or nine students in every 1000 (Kaufman et al., 2001).

Students were victimized by crime at different rates depending on whether their school was located in an urban-suburban or rural area. Urban and suburban students were more likely to encounter violent crime at school in 1997 than those students in rural locations (Kaufman et al., 2001). Teachers at the middle/junior high grades were the most likely to be victims of violent crimes followed by teachers in the high schools.

This study follows the style and format of the *American Educational Research Journal*.

In 1994, 12 percent of all teachers were threatened with bodily injury while four percent were physically attacked by a student (Kaufman et al., 2001). The U.S. Department of Justice has suggested that every day, over 100,000 students carry some type of weapon to school (Capozzoli & McVey, 2000). According to the U.S. Centers for Disease

Control:

- 83 percent of school homicide or suicide victims were male
- 36 percent of the youth crimes occurred outdoors on school property
- 65 percent of school-associated violent deaths were students
- 11 percent of school-associated violent deaths were teachers or other staff members
- 23 percent of school associated violent deaths were community members who were killed on school property
- The total number of violent events has decreased steadily since 1992 but the total number of multiple-victim events has increased (Capozzoli & McVey, 2000).

Planning is essential in both preventing and reacting to violence in the schools.

School and police administrators must build partnerships to create safe learning environments. Planning needs to include both proactive and reactive measures for school safety. The process by which the planning and professional development is conducted also influences the success of the endeavor.

Proactive planning may include a discipline plan, supervision plans, and violence reaction plans. A discipline plan should define behaviors and repercussions for behavior.

The responsibilities for staff should be included. For example, less serious disciplinary actions could be referred to instructional staff for a series of interventions. If limited success results or there is an escalation of behavior, interventions from administrators, counselors, and/or law authorities could be specified.

Supervision plans for all school related times should be formalized. During academic times, supervision of halls, grounds, restrooms, and unpopulated areas should be specified with the responsibilities defined for staff. Along with the ongoing classroom instructional observations, reviews of the student behavior and safe classroom organization should be included. Nonacademic times should also have formalized plans. Such times include before school, transition periods, meal times, and after school until all school related functions are completed and students have left the campus.

Off-campus activities can pose special issues. Clearly defining to students and staff the continued behavior expectations and resulting repercussions if needed, are necessary when planning for such activities. Examples of off-campus activities include field trips, sporting events, and contest experiences that require travel. Planning and specifying roles for supervising school and police staff for such activities are also necessary. In the event of disruptive and/or violent behavior, actions, location for follow-up, and the shared responsibilities should be clearly defined.

Planning for violent situations can be complex due to the variety of experiences for which plans must be specified. Limiting plans to two or three configurations simplifies the training for staff and students. Plans could be established for locking down the school, for exiting a minimal distance from the building, and for long term exiting and

sheltering. Elements within these plans should include as a first priority determining the location of all students and staff. Other elements in the planning should include medical care for all persons, communication among the school, police administrators, all staff, and students. Communication with outside entities and next steps based on an assessment of the situation should also be included.

The planning process can contribute to the success of the proactive and reactive plans. Stakeholders from all involved sources should be included. School and police administrators should form a team to continually monitor the appropriateness of the plans and to conduct regular training sessions and drills for students and staff.

Parenting skills are also cited as essential to preventing violence. Children are having children and are often not able to provide the home environment to develop healthy attitudes in their children (Hylton, 1996).

The dean of the College of Education at Texas A&M University, Jane Conoley, is a noted school violence expert. She has said:

Supervise. There's no substitute for parents knowing who their child's friends are; where their child is, etc. Too many middle and senior high students are out late at night or completely on their own for many hours of each day. This is an invitation for the child to get involved in negative behavior. Make a practice of having some family meals, family events, and trips. This is a fast disappearing part of the American family. Kids need more values

from their parents, and meal times are great points of interaction.

(Gandara, 2001b, p. K3)

Superintendents from all fifty states responded to a survey as to how students have changed since the 1960's. Among the top changes were the growing number of dysfunctional families and children who are threatened by crime, violence, ignorance, and poverty in their lives (Stratton, 1995). These superintendents also had advice for educators that included: teaching students to become socially competent, creating a learning environment in the home, and dealing with problems caused by substance abuse, violence, and disrespect for others (Stratton, 1995).

Schools in Texas are provided support in creating a crisis management plan. Judy Renick, director of the Texas School Safety Center at Southwest Texas State University in San Marcos said, "Just like the fire drills, you don't really expect for your school to burn down. But because there have been these incidents of violence, you have to be prepared" (Osborne, 2001, p. A5). Although some districts require the safety plans to be practiced as is done with fire drills, the Austin Independent School District does not do so. District Police Chief Pat Fuller said:

The Austin district doesn't do drills, but it trains all its teachers to know what to do if an emergency arises, at which point they will pass the appropriate instructions on to the students, who could be the ones who are armed.

If all of a sudden you have someone that is going to be in an adversarial relationship with you, you do not want them

knowing every move you're going to make. There will be some procedures that you keep very guarded. All of the adults understand what they're to do in various scenarios. (Osborne, 2001, p. A5)

Violence in the schools has become an issue of daily concern for school administrators and the law enforcement officers who work with the schools.

Statement of the Problem

Violence in the schools has become a common occurrence. This is despite the fact that violence toward students has declined or remained the same over recent years. Statistics also show that students feel less safe than a few years ago (Kaufman et al., 2001). Violence experts and educators cite many reasons for this disruption to the climate and resources of the learning environment of schools.

The problem for this study was to identify what school administrators of randomly selected kindergarten through grade twelve public school districts, and law enforcement officers who work with the school districts, view as the 1) the level and type of violence in their districts, 2) the violence prevention practices used, and 3) the impact of this violence.

This problem is extremely significant for the successful functioning of schools. The level and type of violence should demonstrate agreement between school and police administrators as both work within the school and respond to the community. Use of

measures that prevent or respond to this violence will be identified from the two types of administrators. Again, alignment is expected between the responses. In addition, differences between communities reporting either low or high crime rates will be analyzed. The impact of this violence will also be gathered based on the perception of the school and police administrators. This impact of violence will be organized into issues focused toward students, toward staff, and toward the district.

This problem is a significant one for the daily workings of a school district as the research indicates a continuing array of violence in the public schools. This problem includes a large area of inquiry in the area of school violence, yet is specific enough to provide significant information on the problem as defined.

Purpose of the Study

The purpose of this study was to collect information on violence from a sampling of Texas school and police administrators concerning their perceptions on the rates of violence, prevention measures, and the impact of the violence. Although some research and statistics related to levels of violence and prevention measures were identified, few studies were found that reviewed the impact of that violence.

The purpose of this study was to increase the learnings about levels of violence, the measures used to prevent violence, and the impact to schools that violence leaves in its wake. It became evident that the limited citations on the impact of violence resulted in little information for schools to plan for student and staff support.

Increased information on violence in the Texas schools is extremely important to increase the safety of students and staff in the schools. These data may be used to increase the effectiveness of responses to the needs of students, staff, and districts. Research has the capability to build a base for a proactive stance, one that is ready and adapted to a school's need when violence occurs.

Significance of the Study

The current national emphasis of President George W. Bush's *No Child Left Behind* (U.S. Department of Education, 2002), is not just content achievement, but also school safety. Students who attend a persistently dangerous school, as defined by state policy, will be permitted to transfer to a school deemed safe within the same district. Schools that receive money through the Elementary and Secondary Education Act are subject to *No Child Left Behind* regulations. The policy also includes students who are victims of serious violence on the school grounds. They must be allowed the opportunity to transfer to another school.

Texas public schools, as well as schools in other states that receive Elementary and Secondary Education funds, will now have increased accountability as it reflects upon violence (U.S. Department of Education, 2002). This newly legislated emphasis contributes to the need to identify the impact of violence in schools.

In addition to the increased federal documentation of violence, the public and media have an increased concern and awareness of violence in the schools. Based on this

increased scrutiny, schools will be required to respond with increased deliberation to episodes of violence.

The significance of this study will be in providing information on the impact of violence on various components in schools to allow for improvement of the learning environment. Data from this research will add to the comprehensive understanding of violence in the schools in terms of safety and the learning climate.

Research Questions

Using a comprehensive literature review, the following research questions were developed to guide this study:

Question 1. What are the occurrences of violence in randomly selected Texas schools as reported by the school and police administrators?

Question 2. What violence prevention methods are being used in the schools?

Question 3. What is the impact of violence in the randomly identified school districts?

These questions build on information gained from this study's questionnaires. The first set of information will respond to question one. By assessing the perceptions of the occurrences of violence in the school and community by the school and police administrators, a variety of conclusions should be possible. The second question will identify specific measures to prevent violence that the two types of administrators use in their districts. An analysis that will include not only frequency, but also the use of

measures in districts with a perceived high or low violence rate will follow. The third question addresses how students, staff, and the district react to incidents of violence. Separating these repercussions attempts to prevent the occurrences of violence from being 'business as usual' in school district's statistics. These questions are intended to build upon one another and result in new information in assessing the changes brought about by the incidents of violence.

Operational Definitions

The following section defines the terms used in this study: (All references are from Kaufman et al., 2001).

Aggravated assault – Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

Crime – Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such a violation may or may not involve violence, and it may affect individuals or property.

Illegal drugs – Examples of illegal drugs are marijuana, cocaine, inhalants, steroids, or prescription drugs without a doctor's permission, heroin, and methamphetamines.

Rape – Forced sexual intercourse including both psychological coercion as well as physical force.

Robbery – Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

Rural – A place with a population less than 2,500 and defined as rural by the U.S. Bureau of the Census.

School – An education institution consisting of one or more grades K through 12.

School crime – Any criminal activity that is committed on school property.

School property – School buildings, school buses, school grounds, and places that are holding school-sponsored events, even though they are not officially on school grounds.

Serious violent crime – Rape, sexual assault, robbery, or aggravated assault.

Sexual assault – A wide range of victimizations, separate from rape or attempted rape.

These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault also includes verbal threats.

Simple Assault - Attack without a weapon resulting either in no injury, minor injury, or in undetermined injury requiring less than two days of hospitalization. Also includes attempted assault without a weapon.

Suburban – A county or counties containing a central city, plus contiguous counties that are linked socially and economically to the central city.

Theft – Completed or attempted theft of property or cash without personal contact.

Urban – The largest city (or groupings of cities) in a Metropolitan Statistical Area.

Vandalism – The damage or destruction of property.

Victimization – A crime as it affects one individual person or household.

Violent crime – Rape, sexual assault, robbery, or assault.

Weapon – Any instrument or object used with the intent to threaten, injure, or kill.

Assumptions

Assumptions have been made in this research based on the limitation and parameters resulting from a single study. The assumptions are also based upon the methodology used by the researcher. Chapter V will include recommendations for improvement of this study in which some of these assumptions could altered or eliminated.

The following assumptions about this study have been made:

1. The researcher has been impartial in collecting and analyzing the data.
2. The respondents have answered the questionnaire in an honest manner.
3. The instrument used in this research study has accurately measured the perceptions of the impact of violence of Texas school and police administrators.
4. The researcher has interpreted the data to reflect what the responders intended.

Limitations

Limitations of a single study are often the result of the resources available to the researcher. The following limitations have been recognized:

1. The scope of the study has been limited to those Texas school and police administrators that were randomly selected to complete the questionnaire.
2. Since participation was voluntary, generalizability has been limited by the properties of the responders who volunteered.

Organization of the Record of Study

This study is organized into five chapters and supporting appendixes. It illustrates the conceptualization, implementations, and results of this research study to determine the impact of violence on random samples of Texas public schools as reported by school and law enforcement administrators.

Chapter I provides an introduction that relates an explanation of the problem, the purpose and significance of the study, defines some of the terms used in the study, and lists assumptions and limitations reflected in the study. Chapter II summarizes a research of the literature related to this study. Chapter III describes the methodology used in this research study. Chapter IV contains the findings from the research and analysis of the results of this study and the final chapter, Chapter V, contains a summary and conclusions from the research study and offers recommendations for improvement of this study, for future research, and for the application of this research.

CHAPTER II

REVIEW OF THE LITERATURE

The literature was reviewed to provide a basis and support for this study, which will seek to determine the impact of the threat of violence on randomly selected Texas school districts. There are three purposes for the literature review: 1.) To determine some of the occurrences of violence in schools 2.) To identify the violence prevention methods being used in the schools, and 3.) To research the impact of violence in schools and districts.

Violence in the Public Schools

Violence in the public schools has caught the attention of the media and citizens. When the public concept of school climate is compared with research, however, there is a variance. A more positive school climate reality is identified in research. The Bureau of Justice Statistics (U.S. Department of Justice, 2002) reports:

- Crime in schools continues to decline. Violent victimization rates for students varied from a high of 59 violent victimizations per 1,000 students in 1993 to a low of 26 per 1,000 students in 2000.
- The percentage of students who said they were victims of crimes at school, both violent and property crimes, decreased from 10 percent

of all students in 1995 to six percent in 2001 (U.S. Department of Justice, 2002, p.1).

School safety continues to demand a major focus from the public schools. There were 253 deaths associated with public schools between 1994 and 1999. These 253 deaths were the result of 220 incidents either occurring

- On school campuses, or
- While a victim was traveling to or from school, or
- While the victim was attending a school-sponsored event.

Of the 220 events, homicides accounted for 172, suicides for 30, homicide-suicides were counted as 11, five were legal intervention deaths, and unintentional firearm-related shootings resulted in two deaths (Anderson, Kaufman, Simon, Barrios, Paulozzi, Ryan, Hammond, Modzelesli, Feucht, Potter, & the School-Associated Violent Deaths Study Group, 2001).

Schools are in the media when there is a school shooting tragedy. Despite the media emphasis on these violent incidents, the majority of people are able to recall hearing only of one or two incidents at most. During the 2001 – 2002 school year, there were seventeen school related deaths in the U.S. There were five shootings, three suicides, six murder-suicides, and one stabbing (National School Safety and Security Services, 2002).

Many types of violence, not just shootings, impact schools. School safety committees must consider all of the possibilities when developing crisis plans. Table 1 illustrates examples of the type of violence in public schools during year 2001-2002.

Table 1
A Timeline of Selected Incidents of School Violence

Date	Location	Incident of Violence
Feb. 28, 2002	Espanola, NM	Over twenty-five high schools students were suspended for ten days for a fight during the lunch period. Twenty police officers were called. School was closed the next day for a 'cooling-off' period.
Feb. 21, 2002	Arlington, TX	A fight at the high school resulted in injuries to a police officer.
Feb. 1, 2002	Dallas, TX	High school students held a teacher at gunpoint to rob her of over \$1,000 from the school store, a cell phone, and school keys.
Jan. 15, 2002	Arlington, TX	High school students were reported to have brought guns to school on the bus. Investigations led to the discovery of two handguns.
Jan. 11, 2002	Fort Worth, TX	Three high school students initiated a lockdown at seven schools by issuing bomb threats.
Jan. 9, 2002	Rosenberg, TX	A middle school student was arrested for planning to blow up his school. Homemade bombs were found at his home.
Dec. 20, 2001	Arlington, TX	A high school student received a broken jaw and was left unconscious outside a portable classroom during school hours.
Dec. 12, 2001	Austin, TX	Two coaches fighting in the locker room were reported by a student. One coach was struck on the head with a large stick. They had been employed at the high school for over twenty-five cumulative years.
Dec. 11, 2001	Austin, TX	FBI alerted schools that they had received information on an unsubstantiated threat that schools in Texas would be targeted for violence in retaliation to U.S. Bombings in Afghanistan.
Nov 30, 2001	Friendswood TX	A teacher was arrested for bringing a gun to school and firing it in an empty classroom.

Table 1 Continued

Date	Location	Incident of Violence
Oct. 24, 2001	Albuquerque, NM	A riot at a high school required assistance by the local police.
Oct. 2, 2001	Richardson, TX	Middle school students over-dosed on over-the-counter cold medications.
Sept. 25, 2001	Albuquerque, NM	A fifth grader had a loaded 380-caliber semiautomatic at his elementary school.
March 7, 2001	Williamsport, PA	A high school girl shot another in the cafeteria for teasing her. She suffered from depression.
March 5, 2001	Santee, CA	A high school student killed two and wounded 13 students while firing from a restroom at his high school.

(Brunner, 2001, & National School Safety and Security Services, 2002)

Causes of violence have been identified as being social and economic. The nation has been identified as experiencing a culture of violence in which “close to 12 U.S. children aged 19 and under die from gun fire each day” (Giroux, n.d.a, p. 6). Firearm death has been deemed the leading cause of death for African-American teenage boys and the second most common death of high school students in America (Giroux, n.d.a).

Texas school districts report incidents to the Texas Education Agency’s Division of Student Support Programs, specifically to the Safe and Drug-Free Schools and Communities Program. A partial summary of these PEIMS statistics on disciplinary actions for 2001 – 2002 is displayed in Table 2.

Table 2
Texas Education Agency Incident Counts

Type of Incident	Elementary	Middle/Jr. High	High School	Total
Possessed, sold, or used marijuana or other controlled substance	111	3,939	10,852	14,902
Possessed, sold, used, or was under the influence of an alcoholic beverage	30	360	1,763	2,153
Used, exhibited, or possessed a firearm	13	44	109	166
Used, exhibited, or possessed a prohibited weapon	99	264	256	619
Murder, capital murder, or criminal attempt to commit murder	0	1	1	2
Terrorist threat	208	600	632	1,440
Assault against a school district employee or volunteer	180	445	475	1,110
School-related gang violence	36	320	385	741

(Texas Education Agency, 2003).

Youth Offenders

Texas has more youth offenders sentenced to death than any other state. Of the 164 offenders who were sentenced to death for their crimes before the age of 18 from 1973 through October 31, 1998, Texas had 42 individuals, the most of any state. The next state in quantity was Florida with 23 (Snyder & Sickmund, 1999). The cost of

failing our youth can include the estimated monetary requirements of imprisonment. The cost for one male to be incarcerated for a single year is estimated to be \$35,000, more than Harvard's yearly tuition (Anyon, 1997).

One study (Dwyer, Osher, & Warger, 1998) listed early warning signs for youth offenders:

- Social withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Being a victim of violence
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Drug use and/or alcohol use
- Affiliation with gangs
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence

Almost half of all public middle and high schools reported violence including vandalism, theft, larceny, and physical attacks without weapons in 1996-7. For serious

crimes, middle and high schools respectively reported sexual assault (five and eight percent), robbery (five and eight percent), and assault with a weapon (12 and 13 percent) (National Center for Education Statistics, 2001). When surveyed, 22 percent of the students said that they knew students who carried weapons to school and 53 percent said that a school shooting was possible at their school (Secondary School Educators, 2000).

High school and middle school principals were more likely than elementary school principals to identify at least one discipline issue as serious. The three most frequently rated problems were tardiness, absenteeism, and student physical conflicts (Heaviside, Rowand, Williams, Farris, Westate, Inc., 1998).

A consistent finding in identifying youth at-risk is their behavior in kindergarten and grade one. Several studies showed that for boys, aggressive behavior rated by first grade teachers was predictably similar to adolescence behavior (Flannery, 1997).

Secondary students have indicated that peer pressure can contribute to violent behavior. If a young person was considering such actions, the percentages that students said peer pressure could be a major influence are indicated below.

- Drinking alcoholic beverages – 42 percent
- Using drugs like marijuana, cocaine or crack – 38 percent
- Becoming a member of a gang – 37 percent
- Holding drugs for someone – 31 percent
- Selling drugs – 29 percent
- Carrying a gun outside the home – 24 percent

(National Teens, Crime, and the Community Program, 1995, p. 128).

Gang Members

School staffs are often reluctant or unable to acknowledge the existence of gangs on their campuses. This reluctance results in varying perceptions of the problem, a void of standards and policies, and inaccurate reporting of gang related incidents (Lal, 1996).

Gang members usually choose to attend their neighborhood school. This allows them a place to meet, show their colors, provide protection to members while threatening others, recruit new members and engage in criminal or violent acts (Lal, 1996).

Although males still comprise the majority of gang members, female gang membership is increasing to three and one-half to six percent (Flannery, 1997).

Youth Victims

Victims in youth homicides between 1980 and 1997 were 83 percent male. These victims were 50 percent white and 47 percent black. In these incidents, the perpetrators in 14 percent of the conflicts were family members, 55 percent were acquaintances, and 31 percent were strangers. Male criminals killed an acquaintance 54 percent of the time, a stranger 37 percent, and a family member nine percent. Females killed family members 39 percent of the time and strangers 15 percent (Snyder & Sickmund, 1999).

One study indicates that younger students from ages 12 to 14, were more likely to be victims of school crime than students ages 15 to 18. Males were more often victims than females. When reviewing violent (rape, robbery, aggravated assault) and non-violent crime, males had double the occurrence of violent crime than females (Snyder & Sickmund, 1999). Statistics are presented in Table 3.

Table 3
Statistics on the Victims of Crimes in 1996

Victimization per 1,000 Students in 1996		
Type of Victimization	Ages 12-14	Ages 15-18
Total	161	102
Violent	67	34
Serious	10	9
Theft	94	68
	Male	Female
Total	144	111
Violent	64	32
Serious	13	6
Theft	80	79

(Snyder & Sickmund, 1999, p. 31).

Studies indicate that students who live in urban areas have a greater likelihood of being victims of violent crimes than those who live in suburban and rural settings. For theft, the indications are that the potential for crime is about equal in all three settings (Snyder & Sickmund, 1999).

Across the United States, four percent of all high school students missed at least one day of school each month because they did not feel safe at school, or traveling to and from the campus (Snyder & Sickmund, 1999).

A focus on a school's specific needs is crucial. A campus may have different needs from other schools and reports of incidents are not always accurate. One school district in New Mexico showed a consistent student numbers discrepancy in the incident reports and student action reports. This resulted in newspaper headlines and community apprehension (Foster, 2002).

The director of a youth violence prevention program at the University of Denver Research Institute said, “The perception is that schools aren’t safe and that makes parents run to fear-based solutions - increased school security, more metal detectors, more armed officers. All this raises everyone’s anxiety. We’re making it worse” (Gandara, 2001a, p. K1).

Teachers as Victims

Attracting and maintaining qualified and competent teachers is an on-going issue in schools. Teaching offers limited incentives in the areas of salary, benefits, and environment. Once in the profession, the staff members who have either chosen or are placed in ‘high need’ areas where student achievement is low and behavior problems are high, face the issue of violence daily. Research indicates little is offered to support these educators.

An analysis of survey responses from 1992 through 1996 indicates that teachers experienced an average of 123,800 violent school crimes each year. Approximately 18,000 teachers were victims of serious crime including rape or sexual assault, robbery, and aggravated assault. Urban teachers were more likely to be victims than their suburban and rural counterparts. Urban teachers experienced 96 incidents per 1000 annually compared to 57/1000 for suburban and 55/1000 for rural (Kaufman et al., 2001).

Although recent data indicate that the incidence of violence remains the same or is decreasing, the crimes are being committed by younger students and are of a more

violent nature. Texas teachers have reported a higher incidence of fear than principals. Over 60 percent of the teachers questioned by the Texas Education Agency said that threats of violence were a concern to them (Texas Kids Count Project, 1999).

Rural Violence

In assessing rural crime, there has been an issue of different people looking at the same facts and reaching different conclusions. Based on a variety of sources, the crime rate for rural areas and schools is well below that of urban areas. However, an analysis of longitudinal data on rural crime shows closer statistics to those of urban areas if analyzed in proportion to the population. Using statistics from rural schools, seven percent of the students reported being victims of property crimes and one percent of violent crime. Eight percent of the urban students reported being victims of property crime and two percent were victims of violent crime. This indicates a very narrow difference in the crime per capita between rural and urban schools (Donnermeyer, 1994).

Media Influence

Media has become a part of American life. Some youth spend nearly as many hours with TV's, video games, VCR's, and DVD's as they do in school. By the time a youth has reached eighteen years of age, he or she will have witnessed over 200,000 performances of television violence. This includes 33,000 murders (Flannery, 1997).

The effect of such media violence on children appears to be multi-faceted. Youth have become more accepting of aggressive attitudes in the media and in their lives.

Young people are experiencing desensitization to violence and its consequences, and this causes children to view the world as a mean and threatening place. This can result in being mistrusting of others and increasing children's need to protect themselves (Flannery, 1997).

Media often portrays black youth as the source and not the victims of violence. This media portrayal is accepted as contrasted to themes of racism and the effects of poverty and violence on youth. A continuing question exists: "How do educators prepare youth and others to think through representations of violence in order to understand them critically as 'vehicles through which society's racial, contradictions, injustices, and failed policies are mediated?'" (Giroux, n.d.b, p. 2).

Bullying

Some educators and citizens have labeled bullying as common and normal. It has been stated that it is just a part of growing up. The separating elements between bullying and childhood conflicts are the imbalance of power between the bullies and victims, the duration of the action, and the intent to harm (Brewster & Railsback, 2001). Bullying can be a catalyst for violence and bullying incidents can be labeled as incidents of violence in themselves. This difference is just coming to the forefront for adults in education and law enforcement. It has been reported that 160,000 students skip school every day because of bullying (Watson & Watson, 2002).

One in every four students nationally is the victim of a bully. In addition, the format is changing as technology advances. Bullies now use the Internet to taunt on web sites and with e-mail (Blackwell & Martinez, 2003).

In today's society, students of mixed heritage often are harassed by both mainstream and minority group students. Their ethnic and cultural identify is usually the target from these students and even some educators (Wardle, 1999/2000).

Research demonstrates that bullying happens often and consistently in many classrooms. In this setting, it can be unnoticed or ignored. Teachers stopped bullying in only four percent of incidents according to one study (Brewster & Railsback, 2001). When students were asked about what consequences were given to other students who were threatening, over 50 percent of the responses were none (Otken, 2001).

Bullying is often seen as responsible for an increase in crime and violence in both victims and aggressors. Children who bully others have an increased chance of becoming violent (Brewster & Railsback, 2001). Approximately two-thirds of the youth who are now labeled as school shooters had felt bullied by others (Bowman, 2001).

Invisible Children

Many children in today's schools have been identified as invisible within social institutions like schools. Examples of such children include those with AIDS, those experiencing violence and/or sex in their homes, those without homes, illegitimate children, those who are from homes or themselves are lesbian, gay, bisexual, and those who are parents before they are 18 (Hollitt, 2003). Many of these children become the

source or brunt of school harassment and violence. Their invisibility prevents them from receiving resources and support. An expectation and/or acceptance of silence can shroud their issues.

Suicides

School officials are connecting incidents of bullying and an increase in youth suicides. For example, a small town in New Hampshire in the 1990's noted that five youth had killed themselves during the previous two and a half years. The state of New Hampshire determined that their entire population of youth were killing themselves at almost double the rate from ten years earlier. One young suicide victim left a note that she could not longer endure the bullying from peers. Donna Gaines, author of *Teenage Wasteland: Suburbia's Dead End Kids*, says

. . . high schools often give differential treatment to jocks who bully others. Schools not only condone stratification, they encourage it, she believes. She calls high schools "breeding grounds of homophobia, racism, and sexism." The easy fix is to pass gun control legislation. It would be better to change the culture of high schools. (Watson & Watson, 2002, p. 188)

Violence Prevention

School crime and violence contribute to the concerns of staff in the public schools. In response to this need, various violence prevention procedures have been implemented. It was found that practices to prevent or reduce violence were being made by 78 percent of the public schools (Heaviside et al., 1998). The practices ranged from involving a few students along the scale to involving most of the students in the school. The remaining percent of the schools responded that they are not using any of the practices with the intent to prevent or reduce violence.

Violence prevention initiatives by schools have included a variety of methods: 24 percent use drug sniffing dogs, 41 percent have established dress codes, and 15 percent use metal detectors (Castro, 1995). Also used by schools are conflict resolution programs and peer mediation (Castro, 1995). Reported in a survey, 84 percent of public schools have developed what is called a low-security system. This was described as having school access controlled, but no metal detectors or guards. Eleven percent of the schools were reported as having a moderate security system that used either guards or metal detectors. Only two percent have a highly developed security system that included a guard, metal detectors, and controlled access to the building. There were three percent of the schools with no security measures at all (Secondary School Educators, 2000).

The implementation of security measures does appear to reduce the less serious discipline offenses like class cutting or tardiness. For example, when students' movements are controlled, there is less opportunity for misbehaviors. This limiting

student movement does not appear to affect the more serious situations of drugs and violence. Research indicates that strict response policies for serious offenses can reduce their incidence on school campuses (Barton, Coley, & Wenglinsky, 1998).

Strict response policies have been studied concerning impact and impartiality. Many consider suspensions from school or classrooms a serious repercussion. This response has also been identified as reducing the probability of graduation and identified as the cause for fewer courses being passed (Fine, 1990). In addition, the administration of serious policies does not always appear to be done systemically and uniformly. An example of this lack of equality was cited as a low-income African American male was found breaking into an apartment, he was suspended from school and entered into the juvenile justice system. A white middle class student in the same area broke into a house with friends and stole beer. He spent only one night in the juvenile system and was let off with the assumed attitude of 'Boys will be boys' (Fine, 1990, p. 242).

Schools can be tempted to choose safety measures that are tangible and visible like cameras, metal detectors, or additional security personnel without any specific reason. Although, any of these measures can be effective, the most important precaution is a well planned and practiced safety plan with safety measures used for specific purposes identified for the specific site (Richard, 1999).

Attempts to deal with juvenile violence often have not worked. Many programs, including those after school, are ineffective or counterproductive. Sports and anti-gang initiatives that expound on the wickedness of violence can backfire and actually increase incidents of violence. Research has found that the most effective approaches are long-

term, comprehensive, and continuous ones that involve adults as mentors to teach needed skills and allow their mentees to practice them (Chaiken, 1998).

Zero Tolerance

One method to combat violence is that of 'Zero Tolerance'.

A 'zero tolerance policy' was defined as a school or district policy that mandates predetermined consequences or punishments for special offenses. At least 9 out of 10 schools reported zero tolerance for firearms (94 percent) and weapons other than firearms (91 percent). Eighty-seven percent of schools had policies of zero tolerance for alcohol and 88 percent had zero tolerance for drugs. Most schools also had zero tolerance for violence and tobacco. (79 percent each) (Kaufman et al., 2001, p.127)

The success of such zero tolerance efforts depends on the consistency and effectiveness with which the policy is implemented.

Teacher Intervention

An important deterrent to violence has been found to be a teacher who knows the students. Teachers are generally responding and supervising in their classrooms. However, most violence in schools occurs in unsupervised locations that become known as unsafe places. Unsafe places are often identified as public areas like halls, cafeterias,

courtyards, and on the grounds of the school for which staff responsibilities are not defined (Astor, Meyer, & Behre, 1999).

The role of teachers is identified as pivotal. One study found that monitors, security guards, bus drivers, cafeteria workers, and noontime aides did not reduce violence to a significant degree. Only teachers who knew students had the ability to reduce violence (Astor et al., 1999).

Search and Seizure

Search and seizure procedures have helped districts enforce policies and conduct codes consistently. In some schools, students are randomly selected to be scanned by metal detectors while other sites require all students to pass through a metal detector at a school's entrance. Many schools also conduct unannounced locker searches, often with the assistance of local law enforcement and/or drug-detecting dogs (Linquanti & Berliner, 1994).

Conflict Management and Resolution

An intervention program frequently promoted is that which teaches students conflict management skills. Students learn the skills of compromise and ways in which to create win-win situations. They are taught to

- 1) Define the problem
- 2) Generate possible solutions
- 3) Evaluate solutions and modify, add, or delete as necessary

- 4) Negotiate the most acceptable solution
- 5) Plan for implementation of the solution
- 6) Assess the degree to which the solution solved the problem

(Kadel, Watkins, Follman, & Hammond, 1999).

One issue is that such programs do not address the problem of unclaimed space (Astor et al., 1999). When students encounter violence in a school location without a teacher or staff supervision, the use of conflict management may not be feasible. Such a situation demonstrates the importance of a multiple faceted strategic plan for schools.

Prevention of Bullying

Bullies tease and often use violence, intimidation, and other hostile tactics. Bullies often tease people who they perceive as "different" in some way. Although bullies are usually boys, girls can be bullies too. People should know that it is acceptable to report bullying. Although some believe that bullies will go away eventually, many bullies will keep bullying until they get a reaction. Bullying is most often about power, not low self esteem (Beane, 2000).

Schools need to assess the amount of bullying in schools and take steps to prevent all incidents. A school wide effort has been defined (Brewster & Railsback, 2001):

- Assess the school's needs and goals - survey all stakeholders on occurrences of bullying

- Develop an anti-bullying policy - use the survey results and specifically describe bullying and the school's responses
- Provide training for teachers, administrators, and other school staff - provide time for this professional development during the school year and include definitions of bullying, indicators of bullying behavior, characteristics of bullies and victims, and then include anti-bullying information into the curriculum including strategies for responding to bullying behavior
- Involve parents - parents should be involved in planning and program implementation
- Identify resources for bullies, victims, and families
- Provide increased supervision where bullying occurs - identify areas like playgrounds, bus stops, restrooms, and hallways, to ensure adequate supervision
- Integrate anti-bullying themes and activities into the curriculum - include the importance of students reporting bullying

Only through using a systemic approach to preventing bullying, that involves all stakeholders, will the label shift from bullying being a normal childhood occurrence to one that can be life altering.

Alternative Education Program

Schools may identify serious misbehavior and/or unacceptable continuing behavior for which removal from the classroom is determined to be appropriate. Some schools then assign students who have been responsible for the behavior or violence to an Alternative Education Program. The students are removed from the regular school classes and placed into a situation for those with behavior problems. Districts do have the power to determine who is isolated for such classes with the causes varying greatly (Texas Kids Count Project, 1999).

Comprehensive Planning

Planning is essential in responding to violence. A safety committee is recommended and should include all relevant stakeholders in the planning process. Suggested components of this plan are: identifying procedures, coordinating transportation, notifying appropriate parties, maintaining order and calm, coordinating communication, aiding in the recovery of victims and witnesses (Linquanti & Berliner, 1994).

Some suggestions for preventing school violence in Texas are (Texas Kids Count Project, 1999):

- Ensure that there are activities after school for all students
- Make sure that every child has one supportive adult who will not give-up on them – this could be a parent or a mentor
- Introduce conflict resolution experiences for children in schools

- Confirm that all schools have a comprehensive violence prevention plan
- Make schools inviting to all children
- Provide early childhood education, screening for aggressive behavior
- Ensure that punishments are not harsh or painful
- Educate students about media violence
- Promote stringent gun control
- Increase counseling in school

The Secret Service National Threat Assessment Center began to study school shootings in September of 1999. Its reports found that the incidents of violent school shootings were seldom because a youth suddenly initiated the action. “Unlike ordinary criminals, almost all of the killers wanted to get caught, and almost all did not act impulsively” (Watson & Watson, 2002, p. 195). More than half of the shooters planned their attack at least two days in advance. More than 75 percent had told someone, usually another student, about their plan. This information was not then shared with an adult (Slobogin, 2001).

Another portion of the report constructed a profile of school shooters. It reported that the males ranged in age from 11 to 21, came from intact families, foster homes, some with a history of neglect. Some of the shooters were outstanding students while others were failing. Some were described as popular and others were socially isolated. A few were diagnosed with a mental illness. The one common theme was depression. More than 66 percent felt bullied and planned the shooting in retaliation. These must be key

elements in any school-wide plan: the identification of depression and bullying with resources and actions to relieve the problem (Slobogin, 2001).

Safe and Drug Free Schools

The Safe and Drug Free Schools program was formed in response to the seventh National Education Goal that all schools

- Will be free of drugs and violence and
- Exclude the unauthorized presence of firearms and alcohol, and
- Offer a disciplined environment conducive to learning.

In 1998-99, the Texas Education Agency was granted more than \$33 million dollars from the federal government for Safe and Drug Free School Programs.

The U.S. government proposed that schools should devise a system for reporting and analyzing violent and noncriminal incidents. The report states that information cannot be effectively used if it is not regularly collected and examined. An incident reporting system provides a systematic approach to monitoring rule infractions and analyzing problem areas. Obtaining accurate records of violent incidents and injuries from year to year helps school officials identify overall trends in school violence. Tracking individual student behavior patterns over time is a good way to identify students in need of additional assistance before their problems become more serious (U.S. Department of Education, 1998).

Law Enforcement Partnerships

Launching a police-principal partnership, that should include community, parents, and students, can publicize prevention efforts, increase support in additional measures, and reduce crime, victimization and fear (National Crime Prevention Council, 2002a). Although a school may have its own security personnel, establishing a relationship with community law enforcement can be essential. Both groups play important roles in making schools safe. School security personnel are familiar with the school facility, its security devices, and the student body. Police officers are trained to deal with violent incidents. Accurate reporting of criminal behaviors to the police sends a clear message that illegal acts will not be tolerated. The most successful partnerships have built a high communication level in which the discretion that an officer uses correlates with the school's process and the staff's beliefs (Kelling, 1999).

In many communities, police officers know the community and its residents. They often have information about community and family problems that is useful to school personnel. They promote school safety by interacting closely with students. Police officers can teach special courses on substance abuse, kidnap prevention, and gun safety. They often have access to or knowledge of community resources such as recreational facilities and organized athletic leagues.

If state and local laws allow, police can assist school administrators in identifying specific students who require additional supervision. In some schools, probation officers work inside the school building where they have better access to the students assigned to them by the courts (U.S. Department of Education, 1998).

Police - principal partnerships that also include students, parents, and community are common in some municipalities. The community may include business and faith leaders. The key to success in this type of partnership is to ensure mutual endorsement and support of decisions and procedures (Modglin & O'Neil, 1998).

Law enforcement personnel can assist with a variety of activities in the public schools. Among these are

- Meeting students in a non-confrontational setting
- Training teachers, staff and students on safety
- Surveying the schools' physical setting for safety issues
- Working with school staff, students and parents on criminal justice system issues and prevention processes
- Beginning a SRO (School Resource Officer) program if feasible
- Working with the attendance staff to identify students with truancy issues
- Linking with parents and the community through existing contacts and programs (National Crime Prevention Council, 2002b).

Working together allows for a sharing of the school and community by school personnel and police authorities. Schools and communities are interactive where one cannot be safe if the other is not. Together, the two institutions have increased power to persuade others to become involved and greater information sources for solutions (National Crime Prevention Council, 2002b).

Truancy Reduction

Programs that address the truancy problem are becoming more prolific. When the root causes of truancy are addressed, there is often a cessation of behavior leading to violence. Truancy is defined as an unexcused absence and is considered an early warning sign that youth are at a high risk of undesirable behavior including violence (Baker, Sigmon, & Nugent, 2001). The TRDP (Truancy Reduction Demonstration Program) program is an example of one that is addressing this issue. Using a “carrot and a stick” – giving the students and families an incentive for good attendance (the carrot), and meaningful consequences for nonattendance (the stick) - have been key factors to success in these programs (Baker et al., 2001).

After School Programs

Currently over 28 million school-aged children have two parents who work outside of the home. Of this population, five to seven million go home alone every school day. As the children’s ages increase, so does the percentage of those who are left alone after school. By age 12, approximately 35 percent of the children are left alone while their parents work (Schwendiman & Fager, 1999).

Studies consistently show that

- There is slightly more (57 percent) juvenile violence and crime on school days and
- 19 percent of juvenile crimes occur between 3:00 PM and 7:00 PM

For these reasons, after school programs have been implemented across the country to reduce these statistics (Snyder & Sickmund, 1999).

After school programs have the power to affect students' lives and the U.S. government has supported these efforts. In 1998, Congress allotted \$40 million to fund after school programs. In 1999, an additional \$200 million was identified for the 21st Century Community Learning Centers to establish or expand after school programs.

Cooperative Learning

A former professor at the University of Texas at Austin helped to design a program when desegregation resulted in violence among racial groups in the Austin Public Schools. The plan included cooperative learning methods for fourth, fifth, and sixth grade students arranged into racially mixed groups. Students had an assignment to research and teach. How well students learned paralleled how well they worked in a group. As it was important to get along with one another, incidents of violence and overt discrimination were reduced or eliminated in a short amount of time (Gilbert, 2001).

School Conduct Code and Discipline

The most effective discipline codes are those with clearly enforceable rules and consequences, include due process, and define roles and responsibilities of all stakeholders (Liquanti & Berliner, 1994).

Schools should look carefully at the discipline measures used. Research has demonstrated that the more severe, but appropriate the punishment, the more discipline

and violence decreases. This should not be confused with the traditional approaches of the school disciplinarian using corporal punishment. Such physical procedures address the behavior but not the causes. Such an approach may manage a crisis, but will not lead to a lasting resolution (Kadel et al., 1999).

Lessons Learned

The proliferation of violence in the 1990's has increased educators' learning about school safety. Best practices are emerging from studies. Those suggested by Duke in *Creating Safe Schools for All Children* include:

- School safety can be a function of learning. Educators cannot guarantee that all students will attend to school safety lessons, but they can ensure that they are an on-going part of the curriculum.
- School goals should match the needs of the students. Values and virtues of a good society must have a place in the curriculum.
- Communication channels must be effective. Safe schools usually have a regularly and effectively functioning communication system for students, staff, and parents.
- Safety issues are reduced when all staff members focus on all students' needs. Administrators cannot ensure the continual safety of everyone; it must be a part of everyone's business.

- Leadership is essential for safe schools. Leadership comes from administrators, staff, and students. The leadership must organize to ensure a safe school and include design, direction, and commitment.
- Safe schools must work in conjunction with their communities (Duke, 2002).

Impact of Violence

Violence in the public schools affects students, their families, and school staff. A major impact is lower student achievement by all students in a school environment rattled with discipline incidents. This repercussion should elevate discipline and violence prevention policy from a side issue in school environments to a major one in which an effective discipline program is a prerequisite to a successful academic policy (Barton et al., 1998).

Teachers are heavily impacted by violence in the schools in which they work. Those who have been involved or witnessed school violence can exhibit symptoms of post-traumatic stress disorder. This results in fatigue, head and stomach pains, and hypertension. Such physical responses coupled with the daily ritual of maintaining order within their classrooms with little training in pre-service classes, lead to burnout and increased attrition. Some teachers have also been known to bring weapons to school to protect themselves (Kadel et al., 1999).

Violence observed by elementary and secondary students has influenced their coping strategies. In both males and females, exposure to violence results in high levels of self-anger, anxiety, stress, and psychological trauma. Children in groups exposed to high levels of violence were identified as having three to four times the level of violent behavior as other children (Flannery, 1997).

The United States Education Department has created unsafe school choice options in the newly drafted *No Child Left Behind* initiative:

The Unsafe School Choice Option requires each state that receives funds under the Elementary and Secondary Education Act as amended by the No Child Left Behind Act to establish and implement a statewide policy requiring that students who attend a persistently dangerous school or become victims of violent crimes on the grounds of a school they attend be allowed to attend a safe school within the same district. (U.S. Department of Education, 2002. p.1)

If a school is identified as persistently dangerous, it will be required to

- Notify parents of each student that the state has identified it as persistently dangerous
- Offer students the opportunity to transfer to a safe public school including a safe public charter school within the LEA
- For the students who accept the offer, complete the transfer
- Develop a corrective action plan for the school environment

- Implement that plan in a timely manner

The corrective action suggested in *No Child Left Behind* includes hiring additional supervisory personnel, include conflict resolution in instructional activities, work with law enforcement personnel to identify gang activity, train teachers and administrators on consistent implementation of discipline policies, limit access to campuses, hire security personnel, and purchase security equipment (U.S. Department of Education, 2002).

Summary of the Literature Review

School violence has maintained a high level of consciousness in the minds of both the public and school personnel. This is because of media coverage on tragic school violence and through the experiences of students, parents, teachers, and administrators.

Studies have shown that the violent actions and shootings have usually been planned in advanced, but that schools do not have systems effectively in place to identify such initiatives. Major discipline problems continue to divert some schools and/or districts from their main goal of academic achievement.

The reasons for a continuing climate of fear in some schools relates to the fragmented approaches to safety that are used. Few schools plan comprehensively and systemically based on their own data as research have suggested. Schools could use a computer to develop databases of incidents as illustrated in Table 4. During this process, continued focus on research findings should be maintained. For instance, bullying and

signs of depression could be noted in the files. Locations could also be recorded so dangerous areas are quickly identified. Data can be sorted by any of the categories and the 'find' feature can locate key words like bullying. Careful and regular review by appropriate personnel could identify issues based on data that would need emphasis in the school's safety plan. The regular review could include all aspects of the safety plan suggested in readings and include counseling, parents, community, programs, and law enforcement.

Table 4
Database Format for Maintaining Discipline and Violence Incidents

#	Student Name	Date	Incident	Location	Teacher/ Staff	School Response	Parent Contact/ Involvement	Notes
1								
2								

Another reason for the continuing climate of fear repeated in research is that schools do not involve all of the stakeholders, including police authorities, community, faith organizations, parents, and students, in building and maintaining a comprehensive plan. The plan should be a living document with an ongoing process for needs assessment. Regular meetings should review data trends. Possible solutions should be considered. Needed resources should be identified from all of the stakeholders. Implementation should have a monitoring component, again based on the data for continuous assessment. In the majority of schools, research has found that this is not the practice.

There are several reasons related in studies as to why this fragmented approach to such a major issue continues to exist today. School personnel have received little or no pre-service training on creating safe environments for learning. Administrators and teachers have not received the training during their educational experiences. Sessions provided by service centers and educational cooperatives are usually curriculum oriented. Often the Safe and Drug Free offerings are targeted to counselors. For a safe environment to be created and maintained, all staff needs regular opportunities to learn about school safety and ways that information can be integrated into the curriculum to impact students positively.

The review of literature indicated a lack of studies identifying 'Best Practices' for school safety. The typical expectation is that schools should take care of their business, and churches, communities, and law enforcement should do the same.

Another reason for the current limited response to school safety is there is little or no monitoring of safety plans and measures within the district. Along with this lack of accountability, few resources exist that school personnel can call upon to help in the creating, monitoring, and evaluating of school safety.

The failure of the federal government to require safety plans in all states has limited their development. Even when plans are required, little specificity exists. In addition, the practicing and training such plans require are not mandated. There is little evidence that all employees in a district would be cognizant of the details in such a plan. The safety requirement in *No Child Left Behind* will begin building accountability into school safety.

CHAPTER III

METHODOLOGY

Methodology described by Gall, Gall, and Borg (2003) guided this study. The steps listed for constructing and administering a research questionnaire that were followed include:

- Define the research objectives
- Select the sample
- Design the questionnaire
- Pretest the questionnaire
- Write a cover letter.
- Distribute the cover letter, postcard, and questionnaire
- Distribute a second cover letter and questionnaire for non-responders
- Analyze the data returned on the completed questionnaire

(Gall et al., 2003, p. 224).

A postcard inquiring whether the addressee was going to complete the questionnaire or whether the task was going to be delegated to another person was also written.

Precontacting the sample was not implemented as suggested. Financial and time constraints prevented pre-contacting the sample. Telephone or personal contact for the three hundred school and police administrators in the sample would have been expensive and time consuming.

This chapter will detail the procedure used in this research in five sections. The first section will present the reason that a questionnaire was chosen for this study. The second section will specify the population for this study. The third section will describe how the questionnaire was designed and developed. The fourth section details how the data were collected. The fifth section outlines the design and analysis procedures used in examining the data.

Methodology Selection

A questionnaire was chosen as the instrument for this research. It allowed for asking the same questions of all participants in the sample population. As the participants represented all areas of Texas, the expediency of collecting the data by questionnaire is predictably more efficient than other methods, such as interviews. The questionnaire was easily adapted to the two types of recipients in the randomly selected groups: Texas public school administrators and police administrators that work with or within school districts. As people in these roles experience hectic schedules, the characteristic of being able to complete the questions at the time and in the order of their own choosing increased the probability of participation. “The questionnaire is more commonly used in quantitative research, because its standardized, highly structured design is compatible with this approach” (Gall et al., 2003, p. 223).

The use of a questionnaire also allowed for focusing the responses toward the impact of violence on Texas public schools. Questions could consistently obtain parallel

responses from all parts of the state and all sizes of school districts. In addition, questionnaires allowed individuals to add comments and information relevant to their specific situation.

Population and Sample

School superintendents, police chiefs, and county sheriffs' job duties usually specify responsibility for preventing and responding to school violence, and were the initially targeted persons for this study. With more than 1000 Texas public school districts, one hundred fifty districts were randomly identified as the sample to have the research study's documents sent to the school superintendent and the police authority associated with that district. The purpose of focusing on the three sizes of school districts was to obtain data that were representative of the variety of settings found in Texas schools. This study was focused on a broad delineation of violence issues as perceived by the high level administrators in the schools and the police authority. The selection of the one hundred fifty districts was structured to provide samples of this variety within districts.

“When it comes to finding out about a population, the best sample is a random sample” (Spatz, 1997, p. 146). The numbers to identify the sample for this study were established using Table B in Appendix B of *Basic Statistics: Tales of Distribution* (Spatz, 1997). A list of the school districts, organized from largest to smallest, was obtained by calling the Texas Education Agency who provided a copy of the PEIMS

data with the districts' refined average daily attendance listed from the largest school district to the smallest. This document was not available on the website or in a directory and required a specific request.

The districts on this Texas Education Agency list were divided into three categories by size: those with a student population of 10,000 or greater, those with a population of 1,000 to 9,999, and the third group of districts with student populations of less than 1,000. Fifty specific districts in each size category were selected randomly using the numbers identified on Table B. They were matched to the TEA number for each district listed by the Texas Education Agency on the PEIMS report. After this initial identification, The *2002 Texas School Directory* (Texas Education Agency, 2002), confirmed that the districts in the final listing were 1) public school districts, and 2) had students in grades kindergarten through twelve.

One hundred fifty questionnaires were originally sent to school superintendents. The superintendents' names and addresses were obtained from the Texas Education Agency web site of school information: *Ask TED* (Texas Education Agency, 2002). Mailing labels were also downloaded from this site. All of the information was placed into a database to allow merging with the cover letters and postcards.

The police administrators for this study could include school district police, city police chiefs, and county sheriffs. To identify the one hundred fifty individuals who worked with the randomly selected school districts required several strategies. First, the Internet was searched for the one hundred largest school districts that had been randomly selected. Within each school district web site, the identification of a district police

employee or department was attempted. When a site had confusing information or no reference to district police, a phone call was placed to the superintendent's office to confirm the status of police authority.

The remaining districts were matched with chiefs of police from the *Texas Chiefs of Police and City Marshals Listing 2002* (Texas Department of Public Safety, 2002a). This document listed the cities in the state of Texas that had a Chief of Police or City Marshal.

If no match had been made for a police authority at the remaining districts, two additional steps were necessary. The *2002 Texas School Directory* (Texas Education Agency, 2002) was used to identify the county in which the district was located. Then the *Texas Sheriff Listing 2002* (Texas Department of Public Safety, 2002b) was consulted for the appropriate county sheriff. All of this information was entered into a database to facilitate data manipulation and document merging. One hundred fifty questionnaires were sent to these identified police administrators.

To increase the possibility of the questionnaire being completed and returned, a delegation strategy was included with the initial mailing. A prepaid postcard was written by the researcher and personally addressed to the superintendent or police authority. It stated

Based on the constraints of your schedule and areas of responsibilities, you may choose to assign the task of completing the attached questionnaire to another staff person other than yourself. Please indicate who will be completing the attached questionnaire and then

drop this pre-stamped postcard into the US mail. This will help with any future contacts and accurate reporting.

The addressee had the option of checking that they would complete the questionnaire themselves. This was intended to increase the commitment level of the responder who marked this option. For those who chose to delegate to another person, the name and position was listed allowing for confirmation and contact with the administrator completing the task if necessary. Although, this did expand and diversify the sample for the study, the purpose was to increase the return rate of questionnaires.

One hundred fifty public school districts were targeted in the mailing of three hundred questionnaire packets. Two hundred thirty-one questionnaires were returned. Additional questionnaires were returned from several administrators, but only the first one received was used in this study. Fourteen districts had both school and police administrators who did not return the questionnaire. These fourteen sites represented two large districts, six medium districts, and six small districts.

As indicated in Figure 1, the return rate of the questionnaires was over 77 percent. Nearly 60 percent of the one hundred fifty districts had both the school and police administrator responding. This response rate contributed to this study's ability to analyze data representative of large, medium, and small school districts.

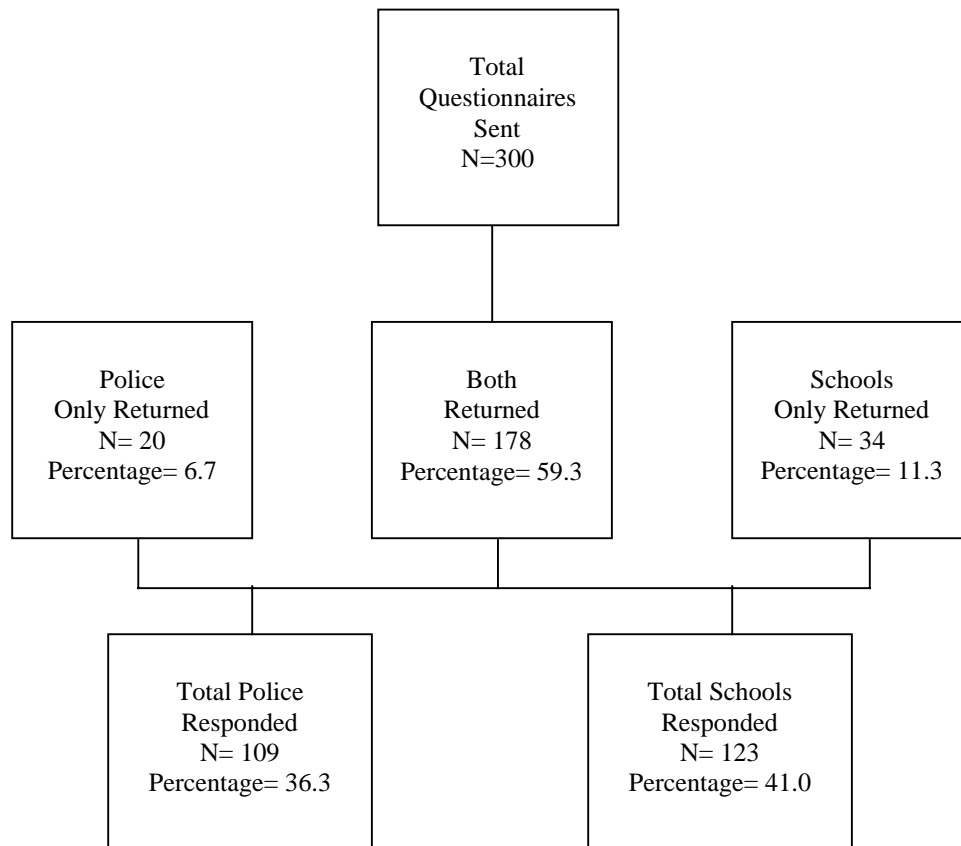


Figure 1. Sample and response rate of school administrators and police administrators to the school violence questionnaire.

Questionnaire Design

Care in construction and administration of the questionnaire increased the probability of return. Among the questionnaire characteristics were

- Maintaining a short questionnaire
- Organizing the items to be easily read and answered
- Numbering the items and pages

- Avoiding the words *questionnaire* or *checklist* on the forms
- Placing the name and address of the researcher to whom the form was to be returned on both pages of the form
- Including brief, clear instructions in bold type that used both upper and lower case
- Stating each item as briefly as possible
- Locating difficult items near the end of the questionnaire
- Assuring participants of confidentiality; that their name would not be placed on the questionnaire unless they chose to include it (Gall et al., 2003).

A master code sheet was maintained to determine which participants had not returned their forms. These individuals received a second cover letter, questionnaire, and another prepaid return envelope.

The questions were constructed in a predominantly closed form in that specified responses were offered for selection. “The advantage of designing questions in closed form is that it makes quantification and analysis of results easier” (Gall et al., 2003, p. 228). An open form was incorporated at the end of questions as appropriate. This allowed responders to input their own words and thoughts. Analysis of the two types of questions has suggested that similar information is gleaned from the two types of questionnaire formats (Gall et al., 2003).

The questionnaire was organized in response to the research questions. After four questions obtaining background information from the responders, the sections addressed the following questions:

Question 1. What are the occurrences of violence in schools as reported by the school superintendent and police authorities?

Question 2. What violence prevention methods are being used in the schools?

Questions 3. What is the impact of violence in the school districts?

Content validity was an important criterion to consider when the questionnaire was designed. Research often refers to the relationship between a test's content and the construct that it claims to measure (Gall et al., 2003). Careful comparison was conducted between the content of the questionnaire and the research questions that were the focus of this study. A consistent and direct correlation was identified.

Content analysis included:

- Specify research questions
- Select a sample to analyze
- Devise a category coding process
- Perform the content analysis
- Analyze the results (Gall et al., 2003).

This process was followed and a computer database was developed to record the categorization of the coding and to allow efficient content analysis.

The questionnaire was pilot tested with a selected group of individuals before use in the research study. Revisions were made to clarify questions and the organization. The instrument was determined appropriate for obtaining the information reflecting the research questions in this study.

Data Collection

The procedures for data collection were designed to include personalization of the communication, a process to delegate the questionnaire completion process, and an opportunity for responders to receive feedback.

The one page cover letter for the questionnaire's first mailing, printed on copies of Texas A&M University letterhead, explained the purpose of the research study, provided a brief description of the process, requested the participation of the addressee, and assured confidentiality. It was computer addressed with the most current name, address, and position information available to the researcher. The letter also suggested that the questionnaire completion process would take ten minutes and that feedback from the study could be requested. It emphasized the crucial nature of violence in the schools and the importance of the topic. The cover letter was co-signed by the researcher and Chair of the Advisory Committee to stress their commitment to the study.

A stamped postcard, personally addressed to the superintendent or police authority, was included in the first mailing. It acknowledged the schedule constraints and responsibilities of the addressee. It suggested that delegation of the task was appropriate and asked that the person completing the questionnaire be listed on the card for documentation and future contacts.

The first mailing of 300 packets included 1) a data merged cover letter with the addressee's personal information, 2) a questionnaire with a code number for tracking responses, 3) a stamped postcard with the addressee's personal information and the

appropriate code, and 4) a stamped and addressed return envelope. A return date was selected with care so as not to rush participants, but not so generous as to allow them to set the questionnaire aside until a later date.

Shortly after the first specified deadline, non-responders were sent a second cover letter and questionnaire with another stamped and addressed return envelope. The deadline was extended as holidays for school employees began with the second mailing. The second cover letter was written as if the school or police administrator wanted to respond to the questionnaire. The importance of the topic of school violence and the value placed upon the respondent's information was emphasized (Gall et al., 2003).

As the questionnaires were returned, closed form responses were entered into a database that could be easily analyzed with SPSS. This program allowed for easy access and analysis of massive datasets (SPSS, 2003). Various statistical analyses were quickly preformed including descriptive statistics with frequencies and percentages, Chi Square, and Spearman's rho analysis.

Open form responses and comments were recorded exactly as written in the database. Qualitative records from the questionnaires were counted for a ten percent minimum required for inclusion in the study.

As the researcher's name and contact information was included on both pages of the questionnaire, ten sites called with questions ranging from due dates to questions on item clarification. One site required an application process that was completed by the researcher before being able to submit the questionnaire to the district. This was done via e-mail with the application faxed to the site. One site e-mailed asking whether their

questionnaire was received. All sites were contacted within twenty-four hours of their initial call and all but one returned completed questionnaires.

Analysis and Design Techniques

The data from this study were analyzed using descriptive statistics. This type of statistics uses mathematical techniques to organize and summarize a set of numerical data (Gall et al., 2003). SPSS was identified as the most appropriate program to use for this study. Chi square analysis was conducted on data indicating the perceived community's crime rate, the perceived level of violence in the local schools, and the tables where the perceived crime rate increased or decreased. Spearman's rho analysis was conducted on data reporting type of violence experienced by students, the type of violence experienced by staff, the sources of violence, and the violence prevention methods used by the schools.

The reported data provided extensive information relevant to many areas of violence in the schools. To increase the meaningfulness of the information, categories were formed for several of the responses. The violence prevention methods used by schools were organized into four categories:

- Physical methods to prevent or reduce violence
- Reactive methods to incidents of violence
- Proactive methods to prevent violence
- Combination of proactive and reactive methods depending on the catalyst

The impact of violence to the district was divided into the monetary impact and other types of impacts.

The programs and activities used by the school and police administrators were placed in a database for qualitative analysis and comparisons with the level of violence in the district. They were categorized by the type of program they represented: Proactive, Reactive, Dualistic, or Physical. Comments that the respondents volunteered on the questionnaire concerning violence in the schools were included in the appendix using their wording.

One hundred forty responders requested feedback from the study. This equated to 46.7 percent of the administrators responding and returning the questionnaires. They received a short summary of the findings with the analysis of each question in addition to a letter of appreciation for their participation in this study.

CHAPTER IV

RESULTS OF THE STUDY

The intent of this study was to identify what school administrators in Texas public school districts, and law enforcement administrators who work with school districts, view as the

- Occurrences of violence in the schools
- Violence prevention methods being used in the schools
- Impact of the violence in the randomly identified school districts

Completed questionnaires from one hundred twenty-three school administrators and one hundred nine police administrators were studied to gain information concerning these issues. Comments concerning violence in the school districts submitted by the school and police administrators are included in the appendixes.

Demographics

The demographics of the study's responders are presented in this section. They document a cross section of school districts in Texas by size of district, type of police authority used, and the work experience of the school and police administrators.

The years of service of the questionnaire responders are listed in Table 5. School administrators had served in a similar position for one to twenty-five years with an

Table 5
Years of Service by School and Police Administrators

Years of Service	School Administrators N = 123	Police Administrators N = 109
Years of Service in Similar Position		
Minimum	1	1
Maximum	25	42
Mean	8.6	21.5
Years of Service in Position at this District		
Minimum	1	1
Maximum	21	40
Mean	5.0	10.3

Note 1: Non-responder for school administrator for both responses: 1

Note 2: Non-responder for school administrator for Years in Similar Position: 1

Note 3: Non-responders for police administrators for Years in Similar Position: 1

average tenure of 8.6 years. Police administrators had served in a similar position from one to forty-two years with an average term of 21.5 years.

School administrators had served in the identified district for less than one year to twenty-one years. The average length of service was five years. Police administrators had been in the position for less than one to forty years. Their average years of service were slightly more than ten years. All but three responders answered this question.

The questionnaire was originally sent to the school administrators and their corresponding law enforcement administrators of fifty districts with a student population of 10,000 or more, fifty districts with 9,999 to 1,000 students, and fifty districts with less than 1,000 students. The responders were asked to categorize their district as rural, urban, or other. Their responses are presented in Table 6.

Table 6
Type of School District

Type of District	School Administrators N=123	Police Administrators N=109
Rural – Cities with populations less than 50,000		
Number	80	70
Percentage	65.0	64.2
Urban – Cities with populations over 50,000		
Number	32	32
Percentage	26.0	29.4
Rural and Urban		
Number	0	2
Percentage	0.0	1.8

Note 1: School administrators who wrote a district description: 11

Note 2: Police administrators who wrote a district description: 5

Note 3: Percentages may not total 100 percent due to rounding.

Nearly 65 percent of both school and police administrators classified their district as rural. Thirty-two school and thirty-two police administrators described their district as urban. Sixteen responders wrote a description under the item listing “Other” followed by a space. Their responses frequently cited the exact number of students in their district.

Nearly one-third of the responses were urban. Nearly two-thirds of the responders described their district as rural. This allows the data from this study to be reviewed as a cross sampling of Texas districts by size.

Table 7 is a display of data that classifies the school and police respondents as to the type of police authority that works with the district. Although the ranking of the type of authority is similar between the two types of responders, the numbers indicate some lack of agreement as to the type of police authority. This may suggest that school and

police administrators may not communicate their working procedures consistently. A police authority may not be consistently informed as to when or for what incidents their presence is required. If the determination is made based on who is available at the time, even less of a procedure is evidenced.

Forty-two school administrators and sixty police administrators said that the city police worked with their district. Twenty-five school administrators said that a school police force worked with them, and only sixteen police authorities responded similarly.

A closer agreement was found with the county police force, which was identified by twenty-seven school personnel and twenty-four police staff. Seventeen school administrators listed that both city and county police sources were used, but only one police administrator listed this combination of police authority. This is again an indication of a lack of communication or a lack specific working procedures between school and police administrators.

Table 7
Type of Police Authority That Works With the District

Type of Police Authority	School Administrators N=123	Police Administrators N=109
City police force		
Number	42	60
Percentage	34.1	55.0
County police force		
Number	27	24
Percentage	22.0	22.0
School district police force		
Number	25	16
Percentage	20.3	14.7
City & County police force		
Number	17	1
Percentage	13.8	0.9
School district & City police force		
Number	2	3
Percentage	1.6	2.8
School district & County police force		
Number	1	0
Percentage	0.8	0

Note 1: School administrator who wrote a response: 1

Note 2: Police administrator who wrote a response: 1

Note 3: Police administrators not responding: 2

Note 4: Percentages may not total 100 percent due to rounding.

Violence

The first research question addressed in this study was

1. What are the occurrences of violence in randomly selected Texas schools as reported by the school and police administrators?

The intent was to gather the information from the administrators' perception of the level of violence in their community and school districts. The next questions narrowed the focus to the type of violence experienced by students and staff. The final inquiry was to identify the source of the violence.

The responses to the first question about the community crime rate are illustrated in Table 8. The lack of consistency in the responses between school and police administrators can be seen in the frequency and percentages.

Nearly 70 percent of the school administrators said that their crime rate had not changed over the past twelve months. This compares to less than half of this percentage of police administrators who responded similarly. Approximately half of the police administrators said that their community crime rate had increased during the past year. Only 17 percent of the school administrators said the same. Although crime is not the primary responsibility of school administrators, it is said that the community is often reflected in the school (National Crime Prevention Council, 2002a). Therefore, school administrators should be aware of the status of crime in the community.

This pattern of responses shows that there is not agreement between school and police administrators as to the community crime situation. The police authorities consistently identified more crime than did school administrators.

Table 8
Perceived Community Crime Rate

Perceived Community Crime Rate	School Administrators N=123	Police Administrators N=109
Has not changed over the past 12 months		
Number	83	38
Percentage	67.5	34.9
Increased		
Number	21	53
Percentage	17.1	48.6
Decreased		
Number	15	16
Percentage	12.2	14.7

Note 1: School administrator non-responders: 4

Note 2: Police administrator non-responders: 2

Note 3: Percentages may not total 100 percent due to rounding.

Note 4: Chi Square=30.2, p is less than .01

A similar disparity between school and police administrators' perception of violence in the schools is illustrated in Table 9. More school than police administrators said that the violence rate in the schools was none or low. More police than school administrators said that the violence rate was medium. Neither group said that the level of violence in the local schools was high. Both Tables 8 and 9 show that police administrators' perception of the rate violence in the communities and in the schools are at a higher level than the perceptions of school administrators.

Table 9
Perceived Level of Violence in the Local Schools

Perceived Level of School Violence	School Administrators N=123	Police Administrators N=109	Total 232
None			
Number	9	3	12
Percentage	7.3	2.8	5.2
Low			
Number	102	73	175
Percentage	82.9	67.0	75.4
Medium			
Number	10	29	39
Percentage	8.1	26.6	16.8
High			
Number	0	0	0
Percentage	0.0	0.0	0.0

Note 1: School administrator non-responders: 2

Note 2: Police administrator non-responders: 3

Note 3: One police administrator marked low and medium.

Note 4: Percentages may not total 100 percent due to rounding.

Note 5: Chi Square=16.2, p is less than .01

Type of Violence

The types of violence experienced by students are presented in Table 10. The incidents of violence that were identified the most frequently by administrators included threats by students or youth, drugs, theft, vandalism, alcohol, assault without a weapon, weapons possession, burglary, and sexual assault. School administrators identified threats as the most frequent form of violence. Police administrators identified theft as the most frequent incident.

Table 10
Type of Crime in the Local Schools Experienced by Students

Type of Crime Experienced by Students	School Administrators N=123	Police Administrators N=109
Threats by students or youth		
Number	91	81
Percentage	74.0	74.3
Drugs		
Number	90	86
Percentage	73.1	78.9
Theft		
Number	83	93
Percentage	67.5	85.3
Vandalism		
Number	76	84
Percentage	61.8	77.1
Alcohol		
Number	75	63
Percentage	61.0	57.8
Assault without a weapon		
Number	60	82
Percentage	48.8	75.2
Weapons possession		
Number	42	46
Percentage	34.1	42.2
Burglary		
Number	35	48
Percentage	28.5	44.0
Sexual Assault		
Number	22	27
Percentage	17.9	24.8
Threats by staff or adults		
Number	15	19
Percentage	12.2	17.4
Assault with a weapon		
Number	10	18
Percentage	8.1	16.5
Suicide		
Number	8	7
Percentage	6.5	6.4

Table 10 Continued

Type of Crime Experienced by Students	School Administrators N=123	Police Administrators N=109
Robbery		
Number	7	11
Percentage	5.7	10.1
Homicide		
Number	1	0
Percentage	.8	.0

Note 1: Spearman's Rank-Order Correlation Coefficient = .94, $p=.001$

School and police administrators also reported the violence experienced by staff at a much lower frequency rate than violence experienced by students. There was a high degree of agreement between the two sets of administrators on the types of incidents. The Spearman's Rank-Order Correlation Coefficient was .87. This coefficient indicates how closely the two sets of ranked data are related with zero indicating that there is no relationship.

Both types of administrators agreed that theft was the most frequent form of staff experienced violence as illustrated in Table 11. Administrators also listed assault without a weapon, threats by students or youth, and vandalism as frequently experienced incidents of violence by staff.

Table 11
Type of Crime in the Local Schools Experienced by Staff

Type of Crime Experienced by Staff	School Administrators N=123	Police Administrators N=109
Theft		
Number	26	32
Percentage	21.1	29.4
Assault without a weapon		
Number	21	19
Percentage	17.1	17.4
Threats by students or youth		
Number	18	22
Percentage	14.6	20.2
Vandalism		
Number	13	23
Percentage	10.6	21.1
Burglary		
Number	8	12
Percentage	6.5	11.0
Threats by staff or adults		
Number	7	14
Percentage	5.7	12.8
Alcohol		
Number	5	6
Percentage	4.1	5.5
Drugs		
Number	4	4
Percentage	3.3	3.7
Robbery		
Number	1	1
Percentage	.8	.9
Sexual Assault		
Number	1	2
Percentage	.8	1.8
Suicide		
Number	1	1
Percentage	.8	.9
Assault with a weapon		
Number	0	5
Percentage	0	4.6

Table 11 Continued

Type of Crime Experienced by Staff	School Administrators N=123	Police Administrators N=109
Homicide		
Number	0	0
Percentage	0	0
Weapons possession		
Number	0	3
Percentage	0	2.8

Note 1: Spearman's Rank-Order Correlation Coefficient = .87, $p = .001$

Sources of Violence

There was a high degree of correlation on the sources of violence from both school and police administrators and is illustrated in Table 12. The Spearman's Rank-Order Correlation Coefficient was .64.

High school and middle school students were the first and second listing in both subgroups of this study. Next, school administrators listed elementary students and police administrators listed non-student youth. Police administrators listed parents and guardians at twice the frequency as did school administrators.

Table 12
Sources of Crime in the Local Schools

Sources of Crime	School Administrators N=123	Police Administrators N=109
High School Students		
Number	113	98
Percentage	91.9	89.9
Middle School students		
Number	102	91
Percentage	82.9	83.5
Elementary Students		
Number	31	20
Percentage	25.2	18.3
Non-student Youth (18 and under)		
Number	18	32
Percentage	14.6	29.4
Adult Non-staff		
Number	17	24
Percentage	13.8	22.0
Parent(s) or Guardian		
Number	14	28
Percentage	11.4	25.7
Adult Staff		
Number	3	8
Percentage	2.4	7.3

Note 1: Spearman's Rank-Order Correlation Coefficient = .64, $p=.001$

Violence Prevention Measures

The second research question focusing this study was:

2. What violence prevention methods are being used in the schools?

The questionnaire listed thirty-three violence prevention measures commonly used in school districts. To report responses, these measures were divided into four

categories. Ten measures were designated as primarily Proactive in nature. Generally, they are used to prevent occurrences of violence. These included criminal background checks, discipline plan, visitor identification system, supervision plan for academic times, safety drills, supervision plan for non-academic times, supervision plan for off-campus times, violence prevention plan, violence reaction plan, and surveys on safety.

Four measures were identified as primarily Reactive to violent situations. These measures included arrest students as appropriate, investigations and interrogations, truant student pick-up, and locker and bag searches.

Twelve measures were identified as being Dualistic since they could assume proactive or reactive characteristics depending on the stimulus or purpose for use. These measures could be used to prevent violence or implemented in response to acts or threats of violence. These measures included alternative school or class, counseling, dogs for locating drugs and explosives, training sessions for staff, parking lot monitoring, closed campus, police authority presence, hall and restroom monitors, classes or lessons on violence prevention, home visits, door and gate monitoring, and training sessions for students.

The final seven measures employed by school and/or police administrators were identified as Physical in their characteristics. These violence prevention measures included communication devices, security lighting, alarm systems, surveillance cameras, key security system, architectural designs for safety, and metal detectors.

Table 13 illustrates the Proactive measures. The Spearman's Rank-Order Correlation Coefficient was .49. Of the four groupings of measures, school

administrators ranked these as the second most used methods and police administrators rated them as third most frequently used measures.

The most used Proactive measure was background checks. This question did not specify staff, volunteers, or the frequency of the checks. The same lack of specificity resulted with the visitor identification system. Whether the system applied to visitors, parents, volunteers, substitutes, student teachers, or others was not specified. The discipline plan listed second most frequently also did not detail when it was written, the frequency of its review and update, and the stakeholders who were involved in the process. All of these issues, in a future study, would clarify these Proactive measures to a greater detail.

The lowest rated or least used measure by both types of respondents was the use of safety surveys for gathering data and input. In addition, school administrators listed both violence prevention and a violence reaction plan near the bottom of the list for measures used in the schools. This indicates a low level of data gathering and planning for the prevention and for the response to violence.

Table 13
Proactive Crime Prevention Measures in the Local Schools

Proactive Crime Prevention Measures	School Administrators N=123	Police Administrators N=109
Criminal background checks		
Number	114	37
Percentage	92.7	33.9
Discipline plan		
Number	114	69
Percentage	92.7	63.3
Visitor identification system		
Number	92	57
Percentage	74.8	52.3
Supervision plan for academic times		
Number	78	38
Percentage	63.4	34.9
Safety drills		
Number	77	44
Percentage	62.6	40.4
Supervision plan for non-academic times		
Number	73	38
Percentage	59.3	34.9
Supervision plan for off-campus times		
Number	64	35
Percentage	52.0	32.1
Violence prevention plan		
Number	63	38
Percentage	51.2	34.9
Violence reaction plan		
Number	59	43
Percentage	48.0	39.4
Surveys on safety		
Number	43	20
Percentage	35.0	18.3

Note 1: Spearman's Rank-Order Correlation Coefficient = .49, p=.001

Table 14 illustrates the use of the four violence Reactive measures by school and police administrators. These measures are generally used in response to a violent incident.

Police administrators ranked these measures as the ones they most frequently used. School administrators listed them as the third most frequently used methods. The Spearman's Rank-Order Correlation Coefficient was one as the two subgroups of responders ranked the items in the same sequence of use.

Table 14
Reactive Crime Prevention Measures in the Local Schools

Reactive Crime Prevention Measures	School Administrators N=123	Police Administrators N=109
Arrest students as appropriate		
Number	106	100
Percentage	86.2	91.7
Investigations and interrogations		
Number	83	68
Percentage	67.5	62.4
Truant student pick-up		
Number	59	54
Percentage	48.0	49.5
Locker and bag searches		
Number	58	40
Percentage	47.2	36.7

Note 1: Spearman's Rank-Order Correlation Coefficient = 1, $p=.001$

Twelve violence prevention measures were designated as appropriate to use in either a proactive or a reactive setting and were labeled Dualistic. The use of these

measures is presented in Table 15. The Spearman's Rank-Order Correlation Coefficient of their use by the two subsets of administrators was .81.

School administrators ranked the items grouped as Dualistic as those most used. Police administrators used these measures second most frequently.

Most frequently listed by school administrators was alternative school or classes. This was followed by the use of counseling, and then the use of dogs for locating drugs and explosives. The police administrators listed police authority presence as the most used violence prevention measure. School staff listed police presence as the seventh most used measure resulting in one of the largest differences in responses for this category.

Both training sessions for students and classes, and lessons on violence prevention were in the bottom third of the list for both reporting subsets of responders. This would indicate that those most often identified as the source of violence, students, have the least information and training. Instead, the most often used measures were monitoring and searching techniques, alternative classes, and counseling. School and police administrators may need to analyze the measures that they are choosing to use if more impact is desired for students and staff.

Table 15
Dualistic Crime Prevention Measures in the Local Schools

Dualistic Crime Prevention Measures	School Administrators N=123	Police Administrators N=109
Alternative school or class		
Number	115	84
Percentage	93.5	77.1
Counseling		
Number	112	71
Percentage	91.1	65.1
Dogs for locating drugs & explosives		
Number	105	74
Percentage	85.4	67.9
Training sessions for staff		
Number	91	56
Percentage	74.0	51.4
Parking lot monitoring		
Number	88	59
Percentage	71.5	54.1
Closed campus		
Number	86	53
Percentage	69.9	48.6
Police authority presence		
Number	79	88
Percentage	64.2	80.7
Hall and restroom monitors		
Number	62	39
Percentage	50.4	35.8
Classes or lessons on violence prevention		
Number	60	48
Percentage	48.8	44.0
Home visits		
Number	53	27
Percentage	43.1	24.8
Door and gate monitoring		
Number	51	34
Percentage	41.5	31.2
Training sessions for students		
Number	51	32
Percentage	41.5	29.4

Note 1: Spearman's Rank-Order Correlation Coefficient = .81, $p=.001$

Both school and police administrators ranked Physical violence prevention measures as the fourth most frequently used measures. These seven physical measures are listed in Table 16.

Communication devices were the most frequently listed item by school administrators. These were followed by security lighting, alarm system, and surveillance cameras. An alarm system was the most frequently used measure as listed by police administrators.

Metal detectors were the least used method by school administrators and architectural designs for safety was the least used by police administrators. The Spearman's Rank-Order Correlation Coefficient was .9.

Surveillance camera use was fourth on this listing for both subgroups of administrators. On the questionnaire, the responders were asked what they thought was the most effective measure in preventing or reducing violence. School administrators listed surveillance cameras most frequently. It appears that despite this belief, surveillance cameras do not appear to be frequently used in the districts.

Table 16
Physical Crime Prevention Measures in the Local Schools

Physical Crime Prevention Measures	School Administrators N=123	Police Administrators N=109
Communication devices		
Number	100	64
Percentage	81.3	58.7
Security lighting system		
Number	88	47
Percentage	71.5	43.1
Alarm system		
Number	84	54
Percentage	68.3	49.5
Surveillance camera		
Number	73	44
Percentage	59.3	40.4
Key security system		
Number	41	22
Percentage	33.3	20.2
Architectural designs for safety		
Number	35	18
Percentage	28.5	16.5
Metal detectors		
Number	31	22
Percentage	25.2	20.2

Note 1: Spearman's Rank-Order Correlation Coefficient = .90, $p = .001$

Impact of Violence

The third question focusing this study was:

3. What is the impact of violence in the randomly identified school districts?

Violence impact is difficult to determine without a study of school district data.

The questions asked of the school and police administrators solicited their perceptions

and some patterns did emerge. The data have been organized into four segments. These segments are student impact, staff impact, district impact, and monetary impact.

School administrators listed the impact of violence on students as most frequently increasing the need for disciplinary action and lowering achievement as charted on Table 17. Police administrators suggested that disciplinary action and absenteeism increased also.

Table 17
Impact of Crime on Students

Impact of Crime on Students	School Administrators N=123	Police Administrators N=109
Disciplinary Action Increases		
Number	68	64
Percentage	55.3	58.7
Lower Achievement		
Number	53	40
Percentage	43.1	36.7
Absenteeism		
Number	51	59
Percentage	41.5	54.1
Drop-outs		
Number	33	42
Percentage	26.8	38.5
Tardiness		
Number	32	38
Percentage	26.0	34.9

Note 1: Spearman's Rank-Order Correlation Coefficient = .70, $p=.001$

The impact of violence on staff was most often identified as a loss of instructional time. Police administrators suggested that staff turnover might be a slightly

greater concern than did the school administrators. These perceptions of school and police administrators are illustrated in Table 18.

Table 18
Impact of Crime on Staff

Impact of Crime on Staff	School Administrators N=123	Police Administrators N=109
Loss of Instructional Time		
Number	59	48
Percentage	48.0	44.0
Absenteeism		
Number	16	10
Percentage	13.0	9.2
Staff Turnover		
Number	13	21
Percentage	10.6	19.3

Note 1: Spearman's Rank-Order Correlation Coefficient = .50, $p=.05$

The impact of violence on the district had similar rankings between school and police administrators as illustrated in Table 19. Staff time was listed as being impacted most frequently. Vandalism and student population decreases were listed second and third as impacts on the districts.

Table 19
Impact of Crime on Districts

Impact of Crime On the District	School Administrators N=123	Police Administrators N=109
Staff Time		
Number	51	46
Percentage	41.5	42.2
Vandalism		
Number	40	46
Percentage	32.5	42.2
Student Population Decreases		
Number	10	12
Percentage	8.1	1.0

Note 1: Spearman's Rank-Order Correlation Coefficient = .88, $p=.001$

The monetary impact of violence on districts is illustrated in Table 20. Both school and police administrators ranked these items in the same sequence. A monetary loss of less than \$10,000 was the first response of both sets of administrators.

Table 20
Impact of Crime on the Districts' Monetary Resources

Impact of Crime On the District's Monetary Resources	School Administrators N=123	Police Administrators N=109
Monetary Loss: 0-\$10,000		
Number	53	33
Percentage	43.1	30.3
Monetary Loss: \$10,000-\$50,000		
Number	20	12
Percentage	16.3	11.0
Monetary Loss: \$50,000+		
Number	7	9
Percentage	5.7	8.3

Note 1: Spearman's Rank-Order Correlation Coefficient = 1.00, p=.001

Ancillary Analysis

Most Effective Programs and Activities

Administrators were asked to list at the end of the questionnaire, the programs and/or activities that they thought were effective in preventing or reducing violence. These suggestions were categorized into the four categories used in the violence prevention measures analysis of Proactive, Reactive, Dualistic, and Physical. The responses are listed in Table 21. The category called Dualistic was used most frequently. The Proactive measures, usually designed to prevent violence, were used less than twenty percent of the time.

Table 21
School and Police Administrator Suggested Programs and Activities

Type of Program and/or Activity	School Administrators Responses N=159	Police Administrators Responses N=118
Dualistic		
Number	105	92
Percentage	66.1	78.0
Proactive		
Number	31	11
Percentage	19.6	9.3
Physical		
Number	16	4
Percentage	9.9	3.4
Reactive		
Number	7	11
Percentage	4.4	9.3

Another presentation of these data can be found in Table 22. Although the ranking shows a disparity of use, the percentages of use in this Table indicate that school administrators use Dualistic, Proactive, and Reactive very closely to the same frequency. This is not true of police administrators. They employed Reactive and Dualistic substantially more often than they do Proactive or Physical measures.

Table 22
School and Police Administrator Use of Prevention Measures

Type of Program and/or Activity	School Administrators Responses N=123	Police Administrators Responses N=109
Dualistic		
Rank of use	1	2
Mean percentage of use	64.6	50.8
Proactive		
Rank of use	2	3
Mean percentage of use	63.2	38.4
Reactive		
Rank of use	3	1
Mean percentage of use	62.2	60.1
Physical		
Rank of use	4	4
Mean percentage of use	52.5	35.5

A study of the type of violence prevention measures used in the districts that recorded either an increase or decrease of violence was conducted. In Table 23, the administrator responses are illustrated for the Proactive measures. The mean percentage of use is calculated and listed at the bottom of the Table. In each of the charts, except the one on Physical prevention measures, school administrators who show a decrease in violence have a higher percentage of use of the various measures.

Table 23
Proactive Crime Prevention Measures Used
Where Perceived Community Crime Increased or Decreased

Proactive Measures Used	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Background checks				
Number	14	5	20	20
Percentage	93.3	31.3	95.2	37.7
Discipline plan				
Number	14	11	19	35
Percentage	93.3	68.8	90.5	66.0
Visitor identification				
Number	11	9	18	29
Percentage	73.3	56.3	85.7	54.7
Supervision plan for academic times				
Number	11	6	15	20
Percentage	73.3	37.5	71.4	37.7
Safety drills				
Number	11	7	13	24
Percentage	73.3	43.8	61.9	45.3
Supervision plan for non-academic times				
Number	9	5	14	23
Percentage	60.0	31.3	66.7	43.4
Supervision plan for off-campus times				
Number	9	5	12	20
Percentage	60.0	31.3	57.1	37.7
Violence prevention plan				
Number	12	5	12	22
Percentage	80.0	31.3	57.1	41.5
Violence reaction plan				
Number	9	8	14	21
Percentage	60.0	50.0	66.7	39.6

Table 23 Continued

Proactive Measures Used	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Surveys on safety Number	7	5	7	12
Percentage	46.7	31.3	33.3	22.6
Mean Percentage Use	71.3	41.3	68.6	42.6

A similar analysis for the use of Reactive violence measures is illustrated in Table 24. Again, a small higher use of the measures is calculated and listed where violence decreased.

Table 24
Reactive Crime Prevention Measures Used
Where Perceived Community Crime Increased or Decreased

Reactive Measures Used	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Arrest students as appropriate				
Number	14	16	15	49
Percentage	93.3	100.0	71.4	92.5
Investigations and interrogations				
Number	12	9	15	35
Percentage	80.0	56.3	71.4	66.0
Locker and bag searches				
Number	10	8	9	20
Percentage	66.7	50.0	42.9	37.7
Truant student pick-up				
Number	7	8	11	30
Percentage	46.7	50.0	52.4	56.6
Mean Percentage Use	71.7	64.1	59.5	63.2

Table 25 illustrates the use of Dualistic measures, where proactive and reactive measures assumed their response mode based upon stimulus. There were small increases in use where violence decreased. One interpretation could be that school and police administrators who recorded a decrease in violence used the measures at a higher frequency than their counterparts did where violence increased.

Table 25
Dualistic Crime Prevention Measures Used
Where Perceived Community Crime Increased or Decreased

Dualistic Measures Used	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Alternative school or class				
Number	14	14	20	42
Percentage	93.3	87.5	95.2	79.2
Counseling				
Number	14	11	20	38
Percentage	93.3	68.8	95.2	71.7
Training sessions for staff				
Number	14	9	16	30
Percentage	93.3	56.3	76.2	56.6
Dogs for locating drugs & explosives				
Number	13	11	19	37
Percentage	86.7	68.8	90.5	69.8
Closed campus				
Number	12	9	14	26
Percentage	80.0	56.3	66.7	49.1
Police authority presence				
Number	12	13	15	44
Percentage	80.0	81.3	71.4	83.0
Classes or lessons on violence prevention				
Number	10	9	13	23
Percentage	66.7	56.3	61.9	43.4
Parking lot monitoring				
Number	9	10	16	28
Percentage	60.0	62.5	76.2	52.8

Table 25 Continued

Dualistic Measures Used	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Hall and restroom monitors				
Number	9	6	12	24
Percentage	60.0	37.5	57.1	45.3
Door and gate monitoring				
Number	8	8	8	19
Percentage	53.3	50.0	38.1	35.8
Home visits				
Number	7	6	9	15
Percentage	46.7	37.5	42.9	28.3
Training sessions for students				
Number	6	7	8	13
Percentage	40.0	43.8	38.1	24.5
Mean Percentage Use	71.1	58.9	67.5	53.3

Table 26 presents the use of Physical violence prevention measures. Only with this group of measures, do the school administrators with a violence increase show a mean percentage use higher than the school administrators who showed a decrease.

Table 26
Physical Crime Prevention Measures Used
Where Perceived Community Crime Increased or Decreased

Physical Measures Used	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Communication devices				
Number	13	12	20	31
Percentage	86.7	75.0	95.2	58.5
Surveillance camera				
Number	11	8	13	20
Percentage	73.3	50.0	61.9	37.7
Security lighting system				
Number	10	8	18	24
Percentage	66.7	50.0	85.7	45.3
Alarm system				
Number	9	8	17	32
Percentage	60.0	50.0	81.0	60.4
Key security system				
Number	7	5	8	12
Percentage	46.7	31.3	38.1	22.6
Architectural designs for safety				
Number	5	4	10	11
Percentage	33.3	25.0	47.6	20.8
Metal detectors				
Number	5	7	8	10
Percentage	33.3	43.8	38.1	18.9
Mean Percentage Use	57.1	46.4	63.9	37.7

Table 27 indicates the types of violence experienced by students.

Table 27
Type of Crime Experienced by Students
Where Perceived Community Crime Increased or Decreased

Type of Crime Experienced by Students	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Threats by students or youth				
Number	15	13	16	44
Percentage	100.0	81.3	76.2	83.0
Drugs				
Number	11	14	16	41
Percentage	73.3	87.5	76.2	77.4
Theft				
Number	10	14	13	46
Percentage	66.7	87.5	61.9	86.8
Assault without a weapon				
Number	10	12	12	41
Percentage	66.7	75.0	57.1	77.4
Vandalism				
Number	9	12	12	43
Percentage	60.0	75.0	57.1	81.1
Alcohol				
Number	9	12	13	32
Percentage	60.0	75.0	61.9	60.4
Burglary				
Number	6	8	1	27
Percentage	40.0	50.0	4.8	50.9
Assault with a weapon				
Number	4	3	2	8
Percentage	26.7	18.8	9.5	15.1
Sexual Assault				
Number	2	4	6	15
Percentage	13.3	25.0	28.6	28.3

Table 27 Continued

Type of Crime Experienced by Students	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Threats by staff or adults				
Number	1	2	5	12
Percentage	6.7	12.5	23.8	22.6
Suicide				
Number	1	0	2	4
Percentage	6.7	0.0	9.5	7.5
Robbery				
Number	1	2	1	7
Percentage	6.7	12.5	4.8	13.2
Weapons possession				
Number	0	10	7	24
Percentage	0.0	62.5	33.3	45.3
Homicide				
Number	0	0	0	0
Percentage	0.0	0.0	0.0	0.0

The type of violence experienced by staff in districts with a decreasing and increasing crime rate is illustrated in Table 28. The type of violence appears to either remain very similar in the districts recording an increase or decrease in crime. The districts with an increase in crime showed a small increase in the number of incidents.

Table 28
Type of Crime Experienced by Staff
Where Perceived Community Crime Increased or Decreased

Type of Crime Experienced by Staff	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Threats by students or youth				
Number	5	7	2	11
Percentage	33.3	43.8	9.5	20.8
Theft				
Number	4	8	7	17
Percentage	26.7	50.0	33.3	32.1
Vandalism				
Number	4	5	3	12
Percentage	26.7	31.3	14.3	22.6
Assault without a weapon				
Number	3	7	6	8
Percentage	20.0	43.8	28.6	15.1
Burglary				
Number	2	2	3	6
Percentage	13.3	12.5	14.3	11.3
Drugs				
Number	1	1	0	2
Percentage	6.7	6.3	0.0	3.8
Threats by staff or adults				
Number	1	1	4	6
Percentage	6.7	6.3	19.0	11.3
Alcohol				
Number	0	1	1	3
Percentage	0.0	6.3	4.8	5.7
Assault with a weapon				
Number	0	1	0	4
Percentage	0.0	6.3	0.0	7.5
Sexual Assault				
Number	0	0	1	2
Percentage	0.0	0.0	4.8	3.8

Table 28 Continued

Type of Crime Experienced by Staff	School Administrator Decrease N=15	Police Administrator Decrease N=16	School Administrator Increase N=21	Police Administrator Increase N=53
Suicide				
Number	0	0	0	1
Percentage	0.0	0.0	0.0	1.9
Robbery				
Number	0	1	0	0
Percentage	0.0	6.3	0.0	0.0
Weapons possession				
Number	0	2	0	1
Percentage	0.0	12.5	0.0	1.9
Homicide				
Number	0	0	0	0
Percentage	0.0	0.0	0.0	0.0

The frequency that violence prevention measures were marked was reviewed in Table 29. Only the measures that were indicated with a 50 percent frequency were included. This resulted in twenty-two measures marked by the school administrators from the thirty-three offered in the questionnaire. Police administrators listed only ten measures with a 50 percent frequency. The ten listed by police respondents were identical to those listed by the school administrators.

Table 29
Violence Prevention Measures Used Most Frequently

Type of Measure	School Administrators	Police Administrators
Proactive	Criminal background checks Discipline plan Visitor identification system Supervision plan for academic times Safety drills Supervision plan for non-academic times Supervision plan for off-campus times Violence prevention plan	Discipline plan Visitor identification plan
Reactive	Arrest students as appropriate Investigations and interrogations	Arrest students as appropriate Investigations and interrogations
Dualistic	Alternative school or class Counseling Dogs for locating drugs and explosives Training sessions for staff Parking lot monitoring Closed campus Police authority presence Hall and restroom monitors	Alternative school or class Counseling Dogs for locating drugs and explosives Parking lot monitoring Police authority presence
Physical	Communication devices Security lighting system Alarm system Surveillance cameras	Communication devices

Summary of Results

The demographics of the responders can be determined from the 232 questionnaires returned in this study. The analyzed questionnaires included only the first response received from each site. Over twenty duplicate responses from either the same person or others were also received, but not used in this study. This resulted in over 77 percent of the 300 original questionnaires being analyzed.

The responders represented a nearly equal distribution of the small, medium, and large Texas school districts. Responders were experienced, with school administrators averaging over eight years of similar experience, and police administrators representing over twenty-one years of similar experience.

There was not total agreement as to the police authority that responded to school district needs between the school and police administrators. This could represent a limited communication of procedures between schools and law enforcement authorities. Additional study would be needed to determine the reason for the variances.

One of the largest disparities of responses was received when the two groups were asked to categorize the perceived crime rate of their community and the perceived crime rate of their school. Nearly twice as many school administrators, 67.5 percent, said that there had been no change in the community crime rate over the past twelve months, than did the 34.9 percent of police administrators. In contrast, more than twice as many police administrators, 48.6 percent, said that the rate had increased, than did school administrators at 17.1 percent. Clearly, there is a lack of agreement based on perceptions

or experiences. As this study did not determine why these differences were reported, it can only be stated that police administrators consistently rated the crime rate higher than did school administrators.

Both sets of administrators ranked the type of violence experienced by students very similarly. The same six types of incidents were identified most frequently and included: threats by students, drugs, theft, vandalism, alcohol, and assault without a weapon.

In contrast, both sets of administrators ranked the type of violence incident experienced by staff with half the frequency as those listed for students. The types of incidents listed most frequently were theft, assault without a weapon, vandalism, burglary, and threats by staff or adults.

The thirty-three violence prevention measures suggested in the questionnaire were categorized into four types of measures. The ten categorized as Proactive were deemed most appropriate for preventing violence. Four were listed as Reactive and used most often in response to violence. Twelve were labeled as Dualistic. These measures could assume proactive or reactive characteristics depending on the stimulus or purpose for their use. Seven were grouped as Physical in characteristics.

School administrators used the measures listed as Dualistic the most frequently. When the measures were ranked, alternative school or classes were revealed as the most frequently used followed by counseling, and dogs for locating drugs or explosives. School responders listed both training for students and classes or lessons in violence prevention near the bottom of the list with a lower frequency of use.

Police administrators listed Reactive measures as those most frequently used with the mean percentage response of 60.1 percent. The measures listed as Dualistic had a 50.8 percent response rate. These two categories were the only ones that the police administrators reported with as response rate 50 percent or higher.

This contrasts to the use of the four groups of preventive measures by school administrators. Their response rate for all four categories was above 50 percent frequency. The rate for the three categories of Dualistic, Proactive, and Reactive ranged from 62.2 percent to 64.4 percent. This appears to indicate that school administrators use more measures than do police administrators.

The impact of violence was reviewed for students, staff, the district, and the monetary resources. School administrators identified the three most frequent impacts on students as discipline increases, lower achievement, and absenteeism. Police administrators closely agreed with these rankings but included student dropouts as the third impact.

The impact of violence on staff was also a point of agreement between the school and police administrators. Loss of instructional time was the first impact listed by both groups. The impact on the district also drew agreement between the groups with staff time and vandalism being the first two impacts. Monetary loss was listed by both sets of administrators most frequently as less than \$10,000.

When districts that listed their crime rate as decreasing were compared to districts listing an increasing crime rate, several issues emerged. One consistent revelation was that school administrators with a decreasing violence rate used more

violence prevention measures than did police administrators. In addition, they used more measures than did the school administrators who had increasing violence rates. Whether this also indicates an increased awareness on violence prevention, or a greater allotment of resources to reduce violence, would require further study.

The only set of measures used more by school administrators, who have a perceived increasing violence rate than those with a decreasing rate, are the Physical violence prevention measures. Whether this focus on physical measures reflects on the effectiveness of various strategies would require further study.

A major difference in the approach to violence prevention between school and police administrators was identified when the measures with a use frequency greater than 50 percent were listed. School administrators rated twenty-two measures to police administrators' ten procedures. Implementing more than twice the number of measures over 50 percent of the time should result in a higher impact on school safety. One can also review the individual items and infer a difference in the type of measure used. School administrators listed seven issues that include planning, training, and practice. Police administrators only listed a discipline plan and no training or practice efforts.

The literature emphasizes the need for school and police administrators to work together to provide a safe learning environment for students and staff. There was consistent evidence in this study that a partnership was not in place in most locations responding to this study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter of the study is organized into three sections: summary, conclusions, and recommendations. The first section, summary, provides a synopsis of the purpose of the study, the literature review, and the research design. In the second section, conclusions are provided that are supported by the collected data. In the third section, recommendations are suggested for future research and for the application of this research.

Summary

Purpose

The purpose of this study was to collect data on perceptions of school violence from a sampling of Texas school and police administrators. The data included rates of violence, prevention measures, and the impact of the violence. Although some research and statistics related to levels of violence and prevention measures were identified, few studies were found that reviewed the impact of that violence. It became evident that the limited citations on the impact of violence resulted in little information for schools to plan for safe environments. A consistent gap in the research exists concerning the impact of violence on students, staff, and districts to which this study will contribute information.

The following research questions were developed to guide this study:

Question 1. What are the occurrences of violence in randomly selected Texas schools as reported by the school and police administrators?

Question 2. What violence prevention methods are being used in the schools?

Question 3. What is the impact of violence in the randomly identified school districts?

Literature Review

Violence is still a too frequent occurrence in our public schools. Although there has been a decrease in recent years, the public and media are very aware and concerned with the catastrophic incidents at schools in recent years.

Shootings, gang violence, and threats still exist in our schools. Students, staff, and persons outside of the schools are both the perpetrators and the victims of these actions. These incidents occur in both urban and rural settings, although there is some indication that reporting may not always be accurate.

School district and the law enforcement personnel who work with the schools use many methods to prevent and reduce violence. Little is reported about matching the prevention method to the needs and characteristics of the school.

Major issues have surfaced in recent research as catalysts for violence. Many of the student initiators of violence have later referred to bullying and harassment as their reason for reacting violently. Research further indicated that teachers often do not

identify the bullying and/or do not respond to it. Both middle school and high school originators and victims of violence refer to such incidents with frequency.

Another identified cause of violence is depression. Students who have initiated violence have frequently been identified with relevant symptoms. Staff training on the recognition of the characteristics of depression is not a frequent school occurrence. Such training and resources to serve these students were suggested as necessary in the public schools.

In addition, acts of violence are characteristically planned in advance. This attribute allows school and police administrators an opportunity for intervention if structures exist for the information to be shared with those in authority.

Prevention measures are varied in impact and cost. Research indicated that a district might use costly measures, like metal detectors and surveillance cameras, which are highly visible. This ensures that there is public awareness of attempts to prevent violence. Little in research ranks the effectiveness of these measures in relation to various settings and needs.

One suggested measure designed to reduce violence was Safety Plans. The effective plans were documents that were continually modified based on identified district needs. These plans involved appropriate stakeholders, and included professional development for all staff. In addition, it appeared to be effective to detail violence reaction procedures and curriculum appropriate for the classroom.

The research reported very little in the area of the impact of violence. The physical reactions of fear and the need for coping were among the limited references.

This study will contribute to information as to how students, staff, and districts are affected by violence

Research Design

The data-collecting questionnaire was distributed to the superintendent and the corresponding law enforcement authority of fifty Texas school districts with a student population of 10,000 or greater, fifty districts with student populations of 1,000 to 9,999, and fifty districts with less than 1,000 students. The return rate was over 77 percent with a nearly equal distribution among districts representing the three groups.

The data from this study were analyzed using descriptive statistics. This type of statistics used mathematical techniques to organize and summarize the set of numerical data (Gall et al., 2003). SPSS was identified as the most appropriate program to use for this study. Chi square analysis was conducted on some of the frequency count data. Spearman's Rank-Order Correlation Coefficient analysis was conducted on data reporting the types of violence experienced by students, the types of violence experienced by staff, the sources of violence, and the violence prevention methods used by the schools.

The reported data provided extensive information relevant to many areas of violence in the schools. To increase the meaningfulness of some of the information, categories were formed. The thirty-three violence prevention methods used in the questionnaire were organized into four categories:

- Physical methods to prevent or reduce violence

- Reactive methods to incidents of violence
- Proactive methods to prevent or reduce violence
- Dualistic methods which could provide proactive or reactive interventions depending on the catalyst or purpose for their use

The impact of violence on the district was divided into the monetary impact and other types of impact.

The programs and activities used by the school and police administrators were placed in a database and along with comments concerning violence in the schools were included in the appendixes.

Conclusions

Crime Rate

The crime rate reported in the literature review notes that there are recent decreases (U.S. Department of Justice, 2002). Despite these positive gains, the public memory retains details from the multiple school shootings occurring during the past decade. However, student and staff shootings do not prove to be the most prevalent type of school violence. The Texas PEIMS data for 2001 to 2002 reported two murders or attempts to commit murder (Texas Education Agency, 2003). In the data gathered in this study, school administrators reported one homicide. These data lead to the conclusion that multiple killings are not disrupting school environments as other types of safety issues are doing.

According to police administrators in this study, nearly 50 percent of the communities have experienced a crime rate increase during the past twelve months. Police administrators reported a higher percentage of violence at the medium level in the schools than did school administrators. Combining this information along with the literature review, a high rate of crime is evident in many public schools.

The data from the literature and the police administrator responses in this study on the crime rate in community and schools are consistently higher than the levels indicated by the respondents from the schools. If the literature and the police administrators' ratings are correct, a conclusion that school administrators are not identifying the existing violence or are not reporting it could be determined. Explanations for this difference would require further study.

In Texas, reports of serious crimes were at a higher percentage than indicated in the literature review. The literature stated that for serious crimes, middle and high schools respectively reported sexual assault at five and eight percent, robbery at five and eight percent, and assault with a weapon at 12 and 13 percent (National Center for Education Statistics, 2001). The respondents to this study listed:

- Sexual assault at 17.9 percent and 24.8 percent
- Robbery at seven percent and 11 percent
- Assault with a weapon at eight percent and 16.5 percent

Further studies would be needed to determine why the reported percentages in Texas were higher than that listed in the literature.

In the literature review, an analysis of survey responses from 1992 through 1996 indicated that teachers experienced an average of 123,800 violent school crimes each year. Approximately 18,000 teachers were victims of serious crime including rape or sexual assault, robbery, and aggravated assault (Kaufman et al., 2001). Although a direct comparison of the types of data are not possible, it appears that Texas school and police administrators are not reporting as high a percentage of violence experienced by staff. School administrators in this study listed theft as the most frequent type of staff violence at 21.1 percent. Serious types of violence reported by school administrators were one sexual assault, one robbery, and no aggravated assaults. Police administrators reported a slightly higher percentage of these serious crimes. The conclusion could be made that there is either less serious crime experienced by staff in Texas schools or less is reported. Further study would be needed to confirm the reason for these differences.

The literature contributed recent data indicating that crimes are being committed by younger students and are of a more violent nature. Texas teachers have reported a higher incidence of fear than principals have. Over 60 percent of the teachers questioned by the Texas Education Agency said that threats of violence were a concern to them (Texas Kids Count Project, 1999). This would contribute to the conclusion that the rate of staff violence is under reported, although additional study would be necessary to verify the reasons for these differences.

Type of Police Authority

The literature reinforces the need for a police and school partnership to ensure a safe school environment for learning. Police officers are trained to deal with violent incidents. Accurate reporting of criminal behaviors to the police sends a clear message that illegal acts will not be tolerated. The most successful partnerships have built a high communication level in which the discretion that an officer uses correlates with the school's process and the staff's beliefs (Kelling, 1999).

This study sought to identify these partnerships by asking who were the police authorities that worked with the districts. In schools that use a city police authority, there was over a 20 percent difference in the responses of the school and police administrators. With districts using a combination of a city and county police authority, there was a 13 percent difference in the reports from the two subsets.

These data may provide an indication that the communication of working procedures may not be as clearly defined when the county or city police authorities work with the local schools. Because communication between authorities is such a crucial characteristic to coordinated efforts, other aspects of a partnership necessary to provide safe schools may also be absent. Further study would be needed to determine the level and components of Texas school-police partnerships.

Type of Violence

The literature identified a wide-range of violence in schools; however, bullying was identified as a primary catalyst for retaliation and violence (Watson & Watson,

2002). In this study, threats by students or youth were the most frequently identified violence experienced by students as reported by school administrators. It was the fourth most frequent type of violence reported by police administrators. This alignment of reports from literature and this study would suggest that bullying and harassment continue to be a very common safety issue within the schools. Further study would be needed to confirm this conclusion.

Violence Prevention Measures

The literature review identified three percent of the schools with no security measures, 84 percent of public schools with a low-security system, 11 percent of the schools with a moderate security system, and two percent as having a highly developed security system (Secondary School Educators, 2000). No school in this study reported having no security measures. The measures in this study used by school and/or police administrators with a 90 percent frequency included criminal background checks, discipline plan, arrest students, alternative schools, and counseling. This would correspond to a low-level security system. More study would be required to determine the level of security systems in Texas public schools.

The literature identified the most important safety precaution in schools as a well designed and practiced safety plan. The plans included safety measures used for specific purposes and identified for the specific site (Richard, 1999). According to this research study, more than 50 percent of the respondents did not have a violence prevention or a violence reaction plan. This lack of planning can result in an increased reliance upon a

reactionary mode. The reactive violence prevention measures were within three percentage points to being the most used methods of school administrators and were the most used measures by police administrators. The conclusion for these findings is that a lack of planning results in reactive practices for the safety of the school. Further study would be required to confirm this deduction.

The literature stated that some schools assign students who have been responsible for disruptive behavior or violence to an Alternative Education Program. The students are removed from the regular school classes and placed into a setting for those with behavior problems (Texas Kids Count Project, 1999). In Texas, this is a state requirement under Senate Bill 133, Chapter 37. In this study, six and one-half percent of the school administrators and 22.9 percent of the police administrators did not list alternative school or classes as a measure used. Whether these districts ignored the state requirements or determined no need for alternative schools would require further study.

Impact of Violence

The literature relates that teachers who have been involved in or who have witnessed school violence can exhibit symptoms of post-traumatic stress disorder. This can result in fatigue, head and stomach pains, and hypertension. Such physical responses coupled with the daily ritual of maintaining order within classrooms can lead to burnout and increased attrition (Kadel et al., 1999). This impact of violence could result in the loss of instructional time as indicated in this study. School administrators said that staff's instruction time was lost at a rate of almost 50 percent. Absenteeism and staff turnover

were recorded as being impacted, but at lower levels. However, unless data were collected on the reasons for staff absenteeism and leavings, school administrators might not know the reasons for the staff's actions. This issue would require further study.

Violence observed by elementary and secondary students has been shown to influence their coping strategies. In both males and females, exposure to violence results in high levels of self-anger, anxiety, stress, and psychological trauma. Children exposed to high levels of violence were identified as having three to four times the level of violent behavior as other children (Flannery, 1997). The findings in this study were that students who were impacted by violence did have increased levels of violent behavior and disciplinary incidents. Both school and police administrators listed this impact as occurring with a 55.3 to 58.7 percent level of frequency. In addition, the other impacts listed in the questionnaire could have been results of the students' coping mechanisms: lower achievement, absenteeism, dropping out, and tardiness. Further research would be required to substantiate this conclusion.

Recommendations

This study was focused on the overall violence and crime situation in Texas public schools. It sought perceptions and information from those administrators highest in the organizations of the school and their corresponding law enforcement authority. It gathered and analyzed data from a broad spectrum of topics.

Future Research

Future studies could obtain more specific or different data. Data gathering procedures could contribute to the findings. A phone call or personal visit would enhance the data collected. Further information on the types of violence prevention measures could be detailed. The frequency and manner of implementation for measures could be confirmed, and additional information on the impact on students and their learnings could be assessed. The collection process could specify the period for the study and data could be collected for a specific school year or date-span.

Information on the questionnaire could be gathered as to the source of the data and perceptions. Items could be constructed to indicate sources as opinions of the respondent or data obtained from reports. Prevention measures could be clearly specified with required critical elements. Questions on the violence prevention plan could ask for the persons involved, the frequency of revision, the data on which it was based, the amount of professional development it included, and the number of practice drills it required.

This study gathered the perceptions of school and police administrators. A study that would consistently gather authentic data for an extended period would contribute to the research. This study focused on gathering information from high-level administrators in both school and police systems. Further study of the perceptions or collected data on violence from teachers, students, and law enforcement officers at a different level in the system could contribute to the findings.

Nearly 50 percent of the responders requested feedback information from the questionnaire. This is one indicator of the interest in this topic and the perceived need of the administrators to gather information. Additional opportunities to collect and share information that assists schools in maintaining a safe environment for education appear to be needed.

Analysis that would relate the effectiveness of violence prevention measures to a set of needs would add to the learnings in this area. Often, measures are adopted based on personal choice and/or resources available, not based on attributes matched to need. Such a study could help guide educators and police authorities in their future action.

According to research, educators and police administrators must work in partnership to build safe schools for our students. This partnership requires increased communication and coordination for future success. Further study of such partnerships and specified critical elements could add to the findings.

A major reason to research the safety of public schools is to determine ways in which our children can be assured a safe learning environment. Another major study could reflect the ways in which violence affects students' learning. According to this study, violence resulted in disciplinary action increases, use of instructional, and staff time. A major and significant contribution could be the impact of these responses on students' learning.

Application of Findings

The findings in this study are important for several issues. First, this study established what is not known, and second it provides some very important data to school and police administrators.

Establishing what is not known is one of the first steps in assessing an important situation. There appeared to be adequate data to determine that a serious crime rate does exist in many schools and that students are the main source of this violence. What does not appear to be readily available is information about the effectiveness of measures to reduce this violence. Also not completely delineated is the impact violence is having on the school climate and student learning.

The definition of the measures, their selection, implementation, and monitoring greatly affects their ability to reduce violence. Identification and selection of measures should be based on specific data and site needs matched to the measure. Input from relevant stakeholders would be a very important component of this process. This study could indicate to districts the need for the careful analysis of data before planning and implementing violence prevention measures.

Not knowing the specific impact of violence on students and staff could be even more troubling. Districts could remedy this void and gather data from safety surveys, interviews, and structured meetings. By assessing this information, plans that begin to identify appropriate interventions could be formed.

This study suggests that there may be limited knowledge and/or working relationships between schools and police authorities in some locations. This is an

indication that both groups, school and police administrators, should take action to build this necessary connection.

What is known as gathered in this study is that crime and violence are present in many school sites across Texas. These findings could be applied to a continued need to assess, plan, and monitor interventions to reduce the statistics.

It is indicated in the responses that neither school nor police administrators frequently involve students directly in their prevention measures. This lack of involvement could be studied and responses determined that best meet the needs of the community.

It is suggested in the analysis of this study that school administrators implement the bulk of violence prevention measures. With this knowledge, police administrators should seek ways in which to collaborate and reinforce the successful efforts and to plan for additional ones.

The findings in this study could also be applied as the Safe and Drug Free Schools Program and the emphasis on safety in *No Child Left Behind* build accountability into the safety issues of schools. As the violence in the schools becomes an increasingly public issue for which guaranteed actions for parents and students exist, assuring a safe and violence free climate becomes a high priority for school and police authorities.

REFERENCES

- Anderson, M., Kaufman, J., Simon, T., Barrios, L., Paulozzi, L., Ryan, G., Hammond, R., Modzeleski, W., Feucht, T., Potter, L., & the School-Associated Violent Deaths Study Group. (2001). *School-associated violent deaths in the United States, 1994-1999*. Retrieved March 3, 2003, from: wysiwyg://zoffsitebottom.26/http://jama.sn.org/issues/v286n21/rfull/joc11149.html
- Anyon, J. (1997). *Ghetto schooling*. New York, NY: Teachers College Press.
- Astor, R. A., Meyer, H. A., & Behre, W. J. (1999). Unowned places and times: Maps and interviews about violence in high schools. *American Educational Research Journal*, 36(1), 3-42.
- Baker, M. L., Sigmon, J. N., & Nugent, M. E. (September, 2001). Truancy reduction: Keeping students in school. [Electronic version]. *Juvenile Justice Bulletin*. Retrieved March 4, 2003, from: http://www.ncjrs.org/html/ojjdp/jjbul2001_9_1/contents.html
- Barton, P. E., Coley, R. J., & Wenglinsky, H. (1998). *Order in the classroom: Violence, discipline, and student achievement*. Princeton, NJ: Policy Information Center, Educational Testing Service.
- Beane, A. L. (September 2000). The bully-free classroom (Effective strategies and activities to stop bullying before it starts). [Electronic Version]. *Instructor*, Retrieved February 1, 2003, from: http://www.findarticles.com/cf_dls/m0STR/2_110/65103735/p1/article.jhtml?term=

- Blackwell, K., & Martinez, M. M. (2003, January 23). Seminars for kids, parents target bullying in schools. *The Austin American-Statesman*, pp. B1, B5.
- Bowman, D. H. (2001, May 2). Survey of student documents: The extent of bullying. *Education Week*, 20(33), 11.
- Brewster, C., & Railsback, J. (December 2001). School wide prevention of bullying. *Northwest Regional Educational Laboratory*. Retrieved April 19, 2003, from <http://www.nwrel.org/request/dec01/bullying.pdf>
- Brunner, B. (Ed.). (2001). *TIME Almanac 2002*. Boston, MA: Information Please.
- Capozzoli, T. K., & McVey, R. S. (2000). *Kids killing kids – Managing violence and gangs in schools*. Washington, DC: St. Lucie Press.
- Castro, A. (1995). Safe schools: Lessons from the sites. *Issues about Change*, 5(2), 1-6. Austin, TX: Southwest Educational Development Laboratory. Product ID: SCH-09. Retrieved April 20, 2003, from <http://www.sedl.org/pubs/catalog/items/sch09.html>
- Chaiken, M. R. (1998). *Kids, COPS, and communities*. National Institute of Justice. Retrieved April 22, 2003, from http://216.239.51.100/search?q=cache:LoFb1MhnK_sC:www.ncjrs.org/pdffiles/169599.pdf+Kids,+COPS,+and+communities&hl=en&ie=UTF-8
- Donnermeyer, J. F. (1994). Crime and violence in rural communities. In S. M. Blaser, J. Blaser, & K. Pantoja, (Eds.), *Perspectives on violence and substance use in rural America*. (pp. 27-63). Oak Brook, IL: Midwest Regional Center for Drug-Free Schools and Communities.

- Duke, D. L. (2002). *Creating safe schools for all children*. Boston, MA: Allyn and Bacon.
- Dwyer, K., Osher, D., & Warger, C. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: U.S. Department of Education.
- Fine, M. (1990). *Framing dropouts: Notes on the politics of an urban public high school*. Albany, NY: State University of New York Press.
- Flannery, D. J. (1997). *School violence: Risk, preventive intervention, and policy*. (Urban Diversity Series No. 109; RR93002016). Springfield, VA: ERIC Clearing House on Urban Education. (ERIC Document Reproduction Service No. ED416272)
- Foster, J. (2002, February 21). Reports show security a big issue at school. *Rio Grande SUN*, p. A8.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction* (7th ed.). Boston, MA: Allyn and Bacon.
- Gandara, R. (2001a, April 8). Violence in schools taps our fears. *The Austin American-Statesman*, p. K1.
- Gandara, R. (2001b, April 15). We have a secret weapon against school violence. *The Austin American-Statesman*, pp. K1, K3.
- Gilbert, S. (2001, April 8). Ex-UT professor advocates defusing cliques to avert school violence. *The Austin American-Statesman*, K10.

Giroux, H. A. (n.d.a). *Doing cultural studies: Youth and the challenge of pedagogy*.

Retrieved March 21, 2003, from <http://gseis.ucla.edu/courses/ed253a/>

Giroux/Giroux1.html

Giroux, H. A. (n.d.b). *Racism and the aesthetic of hyperreal violence: Pulp fiction and*

other visual tragedies. Retrieved March 21, 2003, from [http://gseis.ucla.edu/](http://gseis.ucla.edu/courses/ed253a/Giroux/Giroux4.html)

[courses/ed253a/Giroux/Giroux4.html](http://gseis.ucla.edu/courses/ed253a/Giroux/Giroux4.html)

Heaviside, S., Rowand, C., Williams, C., Farris, E., & Westate, Inc. (1998). *Violence*

and discipline problems in U.S. public schools: 1996-97. U.S. Department of

Education, Office of Educational Research and Improvement. Retrieved April

20, 2003, from <http://nces.ed.gov/pubs98/violence/>

Hollitt, J. A. (2003). [Review of the book *Invisible children in the society and its*

schools]. Mahwah, NJ: Lawrence Erlbaum and Associates. Retrieved March 21,

2003, from <http://www.ed.asu.edu/edrev/reviews/rev196.htm>

Hylton, J. B. (1996). *Safe schools a security and loss prevention plan*. Boston, MA:

Butterworth-Heinemann.

Kadel, S., Watkins, J., Follman, J., & Hammond, C. (1999). *Reducing school violence –*

Building a framework for school safety. Greensboro, NC: SERVE.

Kaufman, P., Chen, X., Choy, S., Peter, K., Ruddy, S., Miller, A., Fleury, J., Chandler,

K., Plany, M., & Rand, M. (2001). *Indicators of school crime and safety: 2001*.

Washington DC: U.S. Departments of Education and Justice.

- Kelling, G. L. (1999). "*Broken windows*" and police discretion. National Institute of Justice, Office of Justice Programs (NCJ 178259). Retrieved April 20, 2003, from <http://216.239.53.100/search?q=cache:nSpoz5IOHVQC:www.ncjrs.org/pdffiles1/nij/178259.pdf+Broken+windows%E2%80%9D+and+police+discr+etion&hl=en&ie=UTF-8>
- Lal, S. R. (1993). *Handbook on gangs in schools: Strategies to reduce gang-related activities*. In W. Schwartz, (Ed.). (1996). *Preventing youth violence in urban schools: An essay collection*. (pp 27-54). Urban Diversity Series No. 107, ERIC Clearinghouse on Urban Education. Retrieved April 20, 2003, from <http://eric-web.tc.columbia.edu/mono/UDS107.pdf>
- Linquanti, R., & Berliner, B. A. (1994). *Rebuilding schools as safe havens: A typology for selecting and integrating violence prevention strategies*. Portland, OR: Western Regional Center for Drug-Free Schools and Communities, and Far West Laboratory for Educational Research and Development.
- Modglin, T., & O'Neil, J. F. (1998). *Safer schools: Strategies for educators and law enforcement to prevent violence*. Retrieved March 3, 2002, from <http://ncpc.org/eduleo2.htm>
- National Center for Education Statistics. (2001). *Indicators of school crime and safety, 2001*. Retrieved March 19, 2002, from <http://nces.ed.gov/pubs2002/crime2001>
- National Crime Prevention Council. (2002a). *Safer schools: Strategies for educators and law enforcement to prevent violence*. Retrieved March 3, 2002, from <http://www.ncpc.org/eduleo.htm>

National Crime Prevention Council. (2002b). *Stopping school violence: 12 things law enforcement can do*. Retrieved March 3, 2002, from <http://www.ncpc.org/2schovio4.htm>

National School Safety and Security Services. (2002). *School-related violent deaths, shootings, bomb incidents, & crises*. Retrieved February 2, 2003, from

http://www.schoolsecurity.org/trends/school_violence01-02.html

National Teens, Crime, and the Community Program. (1995). *Between hope and fear:*

Teens speak out on crime and the community. Washington, DC: National

Institute for Citizen Education in the Law.

Osborne, J. (2001, April 13). Should violence strike, schools are ready. *The Austin*

American-Statesman, pp. A1, A5.

Otken, J. P. (2001). *Perceptions of violence and youth in public schools from the*

perceptions of the students in the Harris county juvenile justice program.

Doctoral dissertation, Texas A&M University, College Station, TX.

Richard, A. (1999). As students return, focus is on security. *Education Week*, 19(1), 1,

14-15.

Schwendiman, J., & Fager, J. (1999). *After-school programs: Good for kids, good for*

communities. Portland, OR: Northwest Regional Educational Laboratory.

Secondary School Educators. (2000). *Violence in schools*. Retrieved March 3, 2002,

from wysiwyg://9/http://7-12educators.about.com/library/weekly/aa041800a.htm

- Slobogin, K. (2001, March 6). *Why violence?: The secret service's findings on school shootings*. Retrieved February 1, 2003, from CNNfyi.com: <http://www.cnn.com/2001/fyi/teachers.ednews/03/06/secret.service>
- Snyder H. N., & Sickmund, M. (1999). *Juvenile offenders and victims: 1999 national report*. Pittsburgh, PA: National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs. (NCJ 178257). Retrieved April 20, 2003, from <http://www.ncjrs.org/html/ojjdp/nationalreport99/toc.html>
- Spatz, C. (1997). *Basic statistics: Tales of distributions* (6th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- SPSS. (2003). *Make more informed decisions using statistics on your Mac*. Retrieved February 2, 2003, from http://www.spss.com/spssbi/spss_mac/
- Stratton, J. (1995). *How students have changed: A call to action for our children's future*. Retrieved February 1, 2003, from <http://ericae.net/ericdb/ED390161.htm>
- Texas Department of Public Safety. (2002a). *Texas chiefs of police and city marshals listing 2002*. Austin, TX.: Accident Records Bureau.
- Texas Department of Public Safety. (2002b). *Texas sheriff listing 2002*. Austin, TX.: Accident Records Bureau.
- Texas Education Agency. (2002). *2002 – 2003 Texas school directory*. Retrieved February 2, 2002, from <http://askted.tea.state.tx.us/what.html>

- Texas Education Agency. (2003). *Safe and drug-free schools and communities program incident counts*. Retrieved February 3, 2003, from <http://www.window.state.tx.us/tspr/safety.html>
- Texas Kids Count Project. (1999). *Violence and weapons in Texas schools. Measuring up: The state of Texas education*. Retrieved April 20, 2003, from <http://www.cppp.org/kidscount/education/schoolsnv.html>
- U.S. Department of Education. (October, 1998). *Annual report on school safety*. Retrieved February 1, 2003, from <http://www.ed.gov/pubs/AnnSchoolRept98/school.html>
- U.S. Department of Education. (October, 2002). *No child left behind: A desktop reference: Unsafe school choice option*. Retrieved February 1, 2003, from <http://www.ed.gov/offices/OESE/reference/9e29532.html>
- U.S. Department of Justice. (2002). *Indicators of school crime and safety, 2002*. Retrieved February 3, 2003, from <http://www.ojp.usdoj.gov/bjs/abstract/iscs02.htm>
- Wardle, F. (1999/2000). Children of mixed race – no longer invisible. *Educational Leadership*, 57(4), 68-72.
- Watson, R. J., & Watson, R. S. (2002). *The school as a safe haven*. Westport, CT: Bergin & Garvey.

APPENDIX A
COVER LETTER – FIRST MAILING

May 21, 2003
 «FULL_NAME»
 «ROLE»
 «ADDR_LINE3»
 «CITY», «STATE» «ZIP»

RE: Texas A & M University graduate research study: *The Impact of the Threat of Violence in Selected School Districts in Texas*

Dear «SALUTATION_TITLE» «LAST_NAME»:

School safety is a crucial issue in schools today. The purpose of the enclosed questionnaire, which focuses on «ORG_NAME», is to contribute to the growing body of research that will help to understand important elements in this complex topic. With continuing threats and incidents of violence in schools, superintendents, county sheriffs, and police chiefs have to work closer together than ever before. Characteristics of this partnership may influence the prevention of violent school incidents, or may be influential in successfully reacting to violent situations. The results of this study may indicate areas of training and information needs for school superintendents, county sheriffs, and police chiefs.

By analyzing the responses from 150 public school superintendents and 150 police authorities, evidence can be gathered and analyzed relating to the threat of violence in randomly selected Texas public school districts. You can be assured of complete confidentiality. The questionnaire has an identification number on it for tracking purposes only. Your name will never be placed on the questionnaire itself unless you choose to add it. It will take approximately 10 minutes to complete the questionnaire. Participation is voluntary as there is no compensation available, however, as mentioned earlier, your participation is very important in obtaining information on this critical topic.

This research study has been reviewed and approved by the Institutional Review Board-Human Subjects in Research, Texas A & M University. For research related problems concerning subject's rights, the Institutional Review Board may be contacted through the IRB Coordinator, Dr. Michael W. Buckley, Office of the Vice President for Research at 312 Administration, College Station, Texas 77843-1112; (979) 847-9362; mwibuckley@tamu.edu.

Thank you very much for your assistance. First, please complete and mail the enclosed stamped postcard indicating who will be completing the survey to ensure correct and complete records. Second, please have the completed questionnaire returned in the prepaid business envelope by November 15, 2002. Concern about violence in schools permeates much of our society, so if you would like to receive a summary of the results of the research study, please complete the appropriate box on the last page of the questionnaire.

Sincerely,

Ann Neeley
 Graduate Student
 20402 Hickory Grove Lane
 Manor Texas 78653-4895
 (512) 272-5619
 aneeley@swbell.net

Walter F. Stenning, Ph.D.
 Professor, Educational Administration
 and Human Resource Development
 Harrington Tower
 College Station, Texas 77843-4226
 (979) 845-8380
 w-stenning@tamu.edu

«CODE_»
 Attachments: Stamped Postcard
 Questionnaire
 Prepaid Reply Envelope

APPENDIX B
COVER LETTER – SECOND MAILING

«NAME»
 «ROLE»
 «ORG_NAME»
 «ADDR_LINE3»
 «CITY», «STATE» «ZIP»

May 21, 2003

RE: Texas A & M University graduate research study: *The Impact of the Threat of Violence in Selected School Districts in Texas*

Dear «SALUTATION_TITLE» «LAST_NAME»:

Recently you received a letter requesting your participation in a study concerning the perceptions of violence in Texas public schools. At this time, we have not received your reply, so enclosed; please find another questionnaire for your use in participating in this study. As a «ROLE» responding to the threat of violence in public schools, your response is very important.

School safety is a crucial issue in schools today. The purpose of the enclosed questionnaire will contribute to the growing body of research that will help to understand important elements in this complex topic. The results may indicate areas of training and information needs for school superintendents and police chiefs. Enclosed is a copy of the original questionnaire and a stamped return envelope. Please take 10 minutes to complete the questionnaire. You may be assured of complete confidentiality. The questionnaire has an identification number on it for tracking purposes only. Your name will never be placed on the questionnaire itself unless you choose to add it.

This research study has been reviewed and approved by the Institutional Review Board-Human Subjects in Research, Texas A & M University. For research related problems concerning subject's rights, the Institutional Review Board may be contacted through the IRB Coordinator, Dr. Michael W. Buckley, Office of the Vice President for Research at 312 Administration, College Station, Texas 77843-1112; (979) 847-9362; mw Buckley@tamu.edu.

Thank you very much for your assistance. Please complete and return the questionnaire in the prepaid business envelope before January 10, 2003. If you would like to receive a summary of the results of the research study, please complete the information on the last page of the questionnaire.

Sincerely,

Ann Neeley
 Graduate Student
 20402 Hickory Grove Lane
 Manor Texas 78653-4895
 (512) 272-5619
 aneeley@swbell.net
 «CODE_»

Attachments: Questionnaire
 Prepaid Reply Envelope

Walter F. Stenning, Ph.D.
 Professor, Educational Administration
 and Human Resource Development
 Harrington Tower
 College Station, Texas 77843-4226
 (979) 845-8380
 w-stenning@tamu.edu

APPENDIX C
POSTCARD – FIRST MAILING

Dear _____:

Based on the constraints of your schedule and areas of responsibilities, you may choose to assign the task of completing the attached questionnaire to another staff person other than yourself. Please indicate who will be completing the attached questionnaire and then drop this pre-stamped postcard into the US mail.

This will help with any future contacts and accurate reporting.

Thank you.

I will be completing the questionnaire myself.

I will be asking _____ . _____
Name *Position*

to complete the information.

20011

APPENDIX D
SCHOOL ADMINISTRATOR QUESTIONNAIRE

ISSUES OF SCHOOL VIOLENCE IMPACTING SUPERINTENDENTS

PART I – BACKGROUND INFORMATION

Please place a mark or answer in the appropriate space the following questions.

1. How many years have you been a superintendent in any school district? _____
2. How many years have you been the superintendent in this school district? _____
3. What type of school district do you serve?
 - a. Rural (Cities with populations less than 50,000)
 - b. Urban (Cities with populations over 50,000)
 - c. Other; please specify _____
4. What type of police authority works with your district?
 - a. A school district police force (ISD Police)
 - b. A city police force (City Police)
 - c. A county police force (County Sheriff or Constable)
5. Has the crime rate in your community changed over the past 12 months?
 - a. No
 - b. Yes: c. Increased d. Decreased

PART II – QUESTIONS

Please respond to the following questions.

6. What is the level of violence in the local schools?
 - a. None b. Low c. Medium d. High
7. What is the type of violence in the local schools experienced by students and staff? Please check all that apply.

a. Assault with a weapon and/or results in a serious injury: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff b. Assault without a weapon and no or minimal injury: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff c. Alcohol: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff d. Burglary: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff e. Drugs: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff f. Homicide: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff g. Robbery: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff h. Sexual Assault: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff	i. Suicide: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff j. Theft: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff k. Threats by students or youth: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff l. Threats by staff or adults: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff m. Vandalism: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff n. Weapons Possession: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff o. Other: _____ p. Other: _____ q. Other: _____
--	--
8. What are the sources of violence? Please check all that apply.

<input type="checkbox"/> a. Students <input type="checkbox"/> ①Elem. <input type="checkbox"/> ②Middle <input type="checkbox"/> ③High <input type="checkbox"/> b. Non-student Youth (18 and under) <input type="checkbox"/> c. Adult Staff <input type="checkbox"/> d. Adult Non-staff	<input type="checkbox"/> e. Parent(s) or Guardian <input type="checkbox"/> f. Other: _____ <input type="checkbox"/> g. Other: _____ <input type="checkbox"/> h. Other: _____
--	---

If you have any questions about this instrument, please contact Ann Neeley
20402 Hickory Grove Lane, Manor, Texas 78653 or call 512-272-5619

9. What are the violence prevention measures that you use? Please check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> a. Alarm System | <input type="checkbox"/> r. Metal Detectors |
| <input type="checkbox"/> b. Alternative School or Class | <input type="checkbox"/> s. Parking Lot Monitoring |
| <input type="checkbox"/> c. Architectural Designs for Safety | <input type="checkbox"/> t. Police Authority Presence |
| <input type="checkbox"/> d. Arrest Students as Appropriate | <input type="checkbox"/> u. Safety Drills |
| <input type="checkbox"/> e. Classes or Lessons on Violence Prevention | <input type="checkbox"/> v. Security Lighting System |
| <input type="checkbox"/> f. Closed Campus | <input type="checkbox"/> w. Supervision Plan for Academic Times |
| <input type="checkbox"/> g. Communication Devices: Cell Phones, Walkie-Talkies, etc. | <input type="checkbox"/> x. Supervision Plan for Non-academic Times at School |
| <input type="checkbox"/> h. Counseling | <input type="checkbox"/> y. Supervision Plan for Off-Campus Activities |
| <input type="checkbox"/> i. Criminal Background Checks on all Staff and Volunteers. | <input type="checkbox"/> z. Surveillance Camera |
| <input type="checkbox"/> j. Discipline Plan | <input type="checkbox"/> aa. Surveys on Safety Issues |
| <input type="checkbox"/> k. Dogs for Locating Drugs and Explosives | <input type="checkbox"/> bb. Training Sessions for Staff |
| <input type="checkbox"/> l. Door and Gate Monitoring | <input type="checkbox"/> cc. Training Sessions for Students |
| <input type="checkbox"/> m. Hall and Restroom Monitors | <input type="checkbox"/> dd. Truant Student Pick-up |
| <input type="checkbox"/> n. Home Visits | <input type="checkbox"/> ee. Violence Prevention Plan |
| <input type="checkbox"/> o. Investigations and Interrogations | <input type="checkbox"/> ff. Violence Reaction Plan |
| <input type="checkbox"/> p. Key Security System | <input type="checkbox"/> gg. Visitor Identification System |
| <input type="checkbox"/> q. Locker and Bag Searches | <input type="checkbox"/> hh. Other: _____ |
| | <input type="checkbox"/> ii. Other: _____ |
| | <input type="checkbox"/> jj. Other: _____ |

10. What is the impact of violence in the schools and district? Please check all that apply.

- | | |
|--|---|
| <p>☉ Students</p> <p><input type="checkbox"/> a. Absenteeism</p> <p><input type="checkbox"/> b. Drop-outs</p> <p><input type="checkbox"/> c. Discipline Increases</p> <p><input type="checkbox"/> d. Lower Achievement</p> <p><input type="checkbox"/> e. Tardiness</p> <p><input type="checkbox"/> f. Other: _____</p> <p><input type="checkbox"/> g. Other: _____</p> <p><input type="checkbox"/> h. Other: _____</p> | <p><input type="checkbox"/> m. Other: _____</p> <p><input type="checkbox"/> n. Other: _____</p> |
| <p>☉ Staff</p> <p><input type="checkbox"/> i. Absenteeism</p> <p><input type="checkbox"/> j. Loss of Instructional Time</p> <p><input type="checkbox"/> k. Staff Turnover</p> <p><input type="checkbox"/> l. Other: _____</p> | <p>☉ District</p> <p><input type="checkbox"/> o. Monetary Loss:</p> <p style="padding-left: 20px;"><input type="checkbox"/> ① \$0-\$10,000</p> <p style="padding-left: 20px;"><input type="checkbox"/> ② \$10-\$50,000</p> <p style="padding-left: 20px;"><input type="checkbox"/> ③ \$50,000+</p> <p><input type="checkbox"/> p. Staff Time Impacted</p> <p><input type="checkbox"/> q. Student Population Decreases</p> <p><input type="checkbox"/> r. Vandalism</p> <p><input type="checkbox"/> s. Other: _____</p> <p><input type="checkbox"/> t. Other: _____</p> <p><input type="checkbox"/> u. Other: _____</p> |

11. What programs and/or activities are you using, or plan to use in the future, that you think are most effective in preventing or reducing school violence in your school district? (Continue on the back as needed.) _____

12. Comments concerning violence in schools: (Continue on the back as needed.) _____

Would you like to receive a summary of the study's results?

a. No

b. Yes If yes, please complete your name and address:

Name: _____

Address: _____

City, State, Zip: _____

If you have any questions about this instrument, please contact Ann Neeley, 20402 Hickory Grove Lane, Manor, Texas 78653 or call 512-272-5619.

APPENDIX E
POLICE ADMINISTRATOR QUESTIONNAIRE

ISSUES OF SCHOOL VIOLENCE IMPACTING POLICE AUTHORITIES

PART I – BACKGROUND INFORMATION

Please place a mark or answer in the appropriate space the following questions.

1. How many years have you been working in law enforcement? _____
2. How many years have you been working in/with the local school district? _____
3. What type of school district do you serve?
 - a. Rural (Cities with populations less than 50,000)
 - b. Urban (Cities with populations over 50,000)
 - c. Other; please specify _____
4. What is the police force authority?
 - a. Licensed through the school district (ISD Police)
 - b. Licensed through the city (City Police)
 - c. Licensed through the county (County Sheriff or Constable)
5. Has the crime rate in your community changed over the past 12 months?
 - a. No
 - b. Yes: c. Increased d. Decreased

PART II – QUESTIONS

Please respond to the following questions.

6. What is the level of violence in the local schools?
 - a. None b. Low c. Medium d. High
7. What is the type of violence in the local schools experienced by students and staff? Please check all that apply.

<ul style="list-style-type: none"> a. Assault with a weapon and/or results in a serious injury: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff b. Assault without a weapon and no or minimal injury: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff c. Alcohol: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff d. Burglary: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff e. Drugs: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff f. Homicide: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff g. Robbery: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff h. Sexual Assault: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff 	<ul style="list-style-type: none"> i. Suicide: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff j. Theft: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff k. Threats by students or youth: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff l. Threats by staff or adults: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff m. Vandalism: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff n. Weapons Possession: <input type="checkbox"/> ① students <input type="checkbox"/> ② staff o. Other: _____ p. Other: _____ q. Other: _____
--	--
8. What are the sources of violence? Please check all that apply.

<ul style="list-style-type: none"> <input type="checkbox"/> a. Students <input type="checkbox"/> ①Elem. <input type="checkbox"/> ②Middle <input type="checkbox"/> ③High <input type="checkbox"/> b. Non-student Youth (18 and under) <input type="checkbox"/> c. Adult Staff <input type="checkbox"/> d. Adult Non-staff 	<ul style="list-style-type: none"> <input type="checkbox"/> e. Parent(s) or Guardian <input type="checkbox"/> f. Other: _____ <input type="checkbox"/> g. Other: _____ <input type="checkbox"/> h. Other: _____
---	---

If you have any questions about this instrument, please contact Ann Neeley
20402 Hickory Grove Lane, Manor, Texas 78653 or call 512-272-5619

9. What are the violence prevention measures that you use? Please check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> a. Alarm System | <input type="checkbox"/> r. Metal Detectors |
| <input type="checkbox"/> b. Alternative School or Class | <input type="checkbox"/> s. Parking Lot Monitoring |
| <input type="checkbox"/> c. Architectural Designs for Safety | <input type="checkbox"/> t. Police Authority Presence |
| <input type="checkbox"/> d. Arrest Students as Appropriate | <input type="checkbox"/> u. Safety Drills |
| <input type="checkbox"/> e. Classes or Lessons on Violence Prevention | <input type="checkbox"/> v. Security Lighting System |
| <input type="checkbox"/> f. Closed Campus | <input type="checkbox"/> w. Supervision Plan for Academic Times |
| <input type="checkbox"/> g. Communication Devices: Cell Phones, Walkie-Talkies, etc. | <input type="checkbox"/> x. Supervision Plan for Non-academic Times at School |
| <input type="checkbox"/> h. Counseling | <input type="checkbox"/> y. Supervision Plan for Off-Campus Activities |
| <input type="checkbox"/> i. Criminal Background Checks on all Staff and Volunteers. | <input type="checkbox"/> z. Surveillance Camera |
| <input type="checkbox"/> j. Discipline Plan | <input type="checkbox"/> aa. Surveys on Safety Issues |
| <input type="checkbox"/> k. Dogs for Locating Drugs and Explosives | <input type="checkbox"/> bb. Training Sessions for Staff |
| <input type="checkbox"/> l. Door and Gate Monitoring | <input type="checkbox"/> cc. Training Sessions for Students |
| <input type="checkbox"/> m. Hall and Restroom Monitors | <input type="checkbox"/> dd. Truant Student Pick-up |
| <input type="checkbox"/> n. Home Visits | <input type="checkbox"/> ee. Violence Prevention Plan |
| <input type="checkbox"/> o. Investigations and Interrogations | <input type="checkbox"/> ff. Violence Reaction Plan |
| <input type="checkbox"/> p. Key Security System | <input type="checkbox"/> gg. Visitor Identification System |
| <input type="checkbox"/> q. Locker and Bag Searches | <input type="checkbox"/> hh. Other: _____ |
| | <input type="checkbox"/> ii. Other: _____ |
| | <input type="checkbox"/> jj. Other: _____ |

10. What is the impact of violence in the schools and district? Please check all that apply.

- | | |
|---|---|
| <p>☉ Students</p> <p><input type="checkbox"/> a. Absenteeism</p> <p><input type="checkbox"/> b. Drop-outs</p> <p><input type="checkbox"/> c. Discipline Increases</p> <p><input type="checkbox"/> d. Lower Achievement</p> <p><input type="checkbox"/> e. Tardiness</p> <p><input type="checkbox"/> f. Other: _____</p> <p><input type="checkbox"/> g. Other: _____</p> <p><input type="checkbox"/> h. Other: _____</p> <p>☉ Staff</p> <p><input type="checkbox"/> i. Absenteeism</p> <p><input type="checkbox"/> j. Loss of Instructional Time</p> <p><input type="checkbox"/> k. Staff Turnover</p> <p><input type="checkbox"/> l. Other: _____</p> | <p><input type="checkbox"/> m. Other: _____</p> <p><input type="checkbox"/> n. Other: _____</p> <p>☉ District</p> <p><input type="checkbox"/> o. Monetary Loss:</p> <p style="padding-left: 20px;"><input type="checkbox"/> ① \$0-\$10,000</p> <p style="padding-left: 20px;"><input type="checkbox"/> ② \$10-\$50,000</p> <p style="padding-left: 20px;"><input type="checkbox"/> ③ \$50,000+</p> <p><input type="checkbox"/> p. Staff Time Impacted</p> <p><input type="checkbox"/> q. Student Population Decreases</p> <p><input type="checkbox"/> r. Vandalism</p> <p><input type="checkbox"/> s. Other: _____</p> <p><input type="checkbox"/> t. Other: _____</p> <p><input type="checkbox"/> u. Other: _____</p> |
|---|---|

11. What programs and/or activities are you using, or plan to use in the future, that you think are most effective in preventing or reducing school violence in your school district? (Continue on the back as needed.) _____

12. Comments concerning violence in schools: (Continue on the back as needed.) _____

Would you like to receive a summary of the study's results?

a. No

b. Yes If yes, please complete your name and address:

Name: _____

Address: _____

City, State, Zip: _____

If you have any questions about this instrument, please contact Ann Neeley, 20402 Hickory Grove Lane, Manor, Texas 78653 or call 512-272-5619.

APPENDIX F

SCHOOL ADMINISTRATOR SUGGESTED PROGRAMS AND/OR

ACTIVITIES THAT WOULD PREVENT OR REDUCE

VIOLENCE IN THE SCHOOLS

School Administrator Suggested Programs and Activities

Programs and Activities	Responses N=159	Type of Measure*
Staff supervision	7	1
Security and Crisis Plan	5	1
Practice disasters	3	1
Student code of conduct	3	1
Parent and community involvement	2	1
Zero Tolerance	2	1
Anti-violence	1	1
Audits for security	1	1
Board commitment	1	1
Bullying prevention	1	1
Coordinate and communicate with police, parent, staff, and students	1	1
Discipline Management Plan	1	1
Hispanic community involvement	1	1
Monitoring by administration, security	1	1
Parent support	1	1
Crime Stoppers	2	2
Corporal punishment	1	2
Immediate intervention-investigation-follow-up	1	2
Judge who has a profound effect	1	2
Juvenile Justice Department	1	2
Student 8 hour class mandate with parents for 1st time offenders	1	2
Police communication, supervision and presence	8	3
Teen Leadership	7	3
School Resource Officers	6	3
Character Counts	5	3
Counselor intervention/Group counseling	5	3
Capturing Kids Hearts	4	3
Training for staff and students	4	3
Boy's Town Strategies	3	3
Character Education	3	3
DARE	3	3
GREAT	3	3
Anger management presentations	2	3
Relationship training for students and staff	2	3
Administrative procedures used effectively	1	3
Alternative schools	1	3
Assemblies	1	3

School Administrator Suggested Programs and Activities

Programs and Activities	Responses N=159	Type of Measure*
Boot camp	1	3
Children Presenting Respect	1	3
Conflict Managers	1	3
Conflict resolution training	1	3
COPS grant	1	3
Counselor presentations	1	3
Crisis intervention counseling	1	3
Eddie Eagle	1	3
Families in Crisis	1	3
For Kid's Sake	1	3
Giraffe Heroes Program	1	3
Good Behavior Tickets	1	3
Grant funds for staff, counselor, social worker	1	3
Hall of Fame	1	3
Here's Looking at You	1	3
Home visits	1	3
Informational seminars	1	3
Instruction in 40 Assets	1	3
KOB	1	3
Learn Recovery Program	1	3
McGruff	1	3
Mediator for Peers	1	3
Mentoring students	1	3
Moral Intelligence	1	3
Non-Violent Crisis Intervention	1	3
Parent conferences	1	3
Parent meetings	1	3
Peer Mediation	1	3
Project Wisdom	1	3
Quest Character Education	1	3
Respect and Protect	1	3
Safe and Drug Free School Programs	1	3
Safety committees	1	3
Safety officer	1	3
Safety pledge	1	3
Safety training for employees	1	3
Shattered Dreams	1	3
Social skills training	1	3
Spencer Kaagan Cooperative Learning	1	3
Stact program on violence prevention	1	3

School Administrator Suggested Programs and Activities

Programs and Activities	Responses N=159	Type of Measure*
Stars	1	3
Stranger Danger	1	3
Student Assistance Program	1	3
Teen Challenge	1	3
Training for staff	1	3
Tribes	1	3
Trooper Bud-DPS	1	3
Surveillance cameras	12	4
Web based video	2	4
Fencing	1	4
Violence Intervention Forms	1	4

Note: *Violence Prevention Measure: 1-Pro-Active; 2-Reactive; 3-Dualistic; 4-Physical

APPENDIX G

POLICE ADMINISTRATOR SUGGESTED PROGRAMS AND/OR

ACTIVITIES THAT WOULD PREVENT OR REDUCE

VIOLENCE IN THE SCHOOLS

Police Administrator Suggested Programs and Activities

Programs and Activities	Responses N=118	Type of Measure*
Good relationships & communication with schools	2	1
Security and Crisis Plan	2	1
Zero Tolerance	2	1
Community outreach programs	1	1
Neighborhood Crime Watch	1	1
Practice disasters	1	1
Uniforms for students/dress codes	1	1
Violence Prevention Week	1	1
Crime Stoppers	7	2
Swift prosecution/court system	3	2
Intelligence gathering	1	2
Police communication, supervision and presence	15	3
School Resource Officer	14	3
DARE	12	3
Police Officers teaching classes	8	3
GREAT-Gang Resistance Education and Training	6	3
LETS-Law Enforcement Teaching Students	4	3
Administrative procedures used effectively	3	3
Training for students and staff	3	3
PAL Program	2	3
SAVE-Students Against Violence Education	2	3
Counselors	1	3
Community Resource Officer	1	3
DFY-IT	1	3
Drug and alcohol prevention programs	1	3
Gate monitoring/limited access	1	3
Home visits	1	3
Junior Police Academy	1	3
K-9 presence	1	3
Law Enforcement Explorers Program	1	3
Leader kids involvement	1	3
McGruff Program	1	3
Mediation	1	3
Mentoring students	1	3
Parent presentations	1	3
Peer counselors	1	3
Project Graduation	1	3
Safety meetings	1	3

Police Administrator Suggested Programs and Activities

Programs and Activities	Responses N=118	Type of Measure*
Slama Bama Jama	1	3
Staff orientation presentations	1	3
Student programs	1	3
Together Against Drugs	1	3
Training for staff	1	3
WHO Program	1	3
Surveillance cameras	2	4
Student ID's	1	4
Telephones in the classrooms	1	4

Note: *Violence Prevention Measure: 1-Pro-Active; 2-Reactive; 3-Dualistic; 4-Physical

APPENDIX H
SCHOOL ADMINISTRATOR COMMENTS CONCERNING
VIOLENCE IN THE SCHOOLS

School Administrator Comments Concerning Violence in Schools

Tremendous problem at this time.

Community and parental involvement is a must in order to make or have an impact on violence in our schools.

Violence in schools will continue to increase, in general, unless we continue with violence prevention measures.

Minimal frequency, but still major impact.

Must have a strong guidance and counseling program that works on behavior modification.

School violence has decreased over the last five years.

We need help from legislators because this is a community problem that spills over into the schools.

(District Name) is the 3rd safest large city in the USA.

Violence in Calhoun is mostly conflicts between students.

We have been most fortunate by having very little violence in our schools.

Schools are the safest place for kids, safer than home or community.

It's everyone's problem and responsibility.

We have great SRO's employed by the school.

Becoming a BIG issue.

Much less than a few years ago. Better security measures.

Very little violence in schools. Small community.

We do not experience much violence.

News media gives too much attention when this occurs/whereby others want same.

Very low; small school, very manageable.

We are a 2A school with very little school violence.

Everyone must be involved from students, teachers, and staff and the community.

We are lucky. Violence has little impact on a day-to-day basis.

Small schools like ours are less affected by violence.

We have few problems, but are always concerned.

Not much-we deal out severe penalties.

We are lucky-in a small community that still seeks respect for each other & property.

APPENDIX I
POLICE ADMINISTRATOR COMMENTS CONCERNING
VIOLENCE IN THE SCHOOLS

Police Administrator Comments Concerning Violence in Schools

(District Name) has a very low school violence problem.
Our schools represent our community. As crime increases in the community, it will do so in the schools.
Involvement to get informed to detect early signs of gang and drug involvement.
(District Name) School District has had a police department since 1989. Zero Tolerance on drugs, weapons, and violence.
Very low level in *(District Name)* system.
We have found that the majority of violent situations that have occurred at *(District Name)* sites or events are not started by students from our district.
Minimizing violence on school campuses will involve parents, community, and the district working together.
Violence has always been present in schools. Most violence is still fist fighting; however today's students are utilizing access to weapons.
Off-duty police officers from our department work for the school district providing security for middle and high schools.
School violence has seen a decrease over it's high during the 95-96 school year.
Today, our schools are experiencing a lower rate of violent acts.
Need more grant money to offset current budget.
Occurrences are very low in *(District Name)*.
I represent city police. *(District Name)* has their own PD. We work closely together and cooperation is high.
Teachers don't help much.
We must become more persistent at involving kids that are leaders on campuses.
Little problems only-we are fortunate at this time.
Minimal amount of violence. School and police are pro-active.
Prevention needs to start at home; equal enforcement of rules already in place
Violence in school has increased; police and parents need to work together to deter the violence in the schools.
Limited in our school district.
It is a constant vigilance that you have to take one child at a time while keeping everyone in sight.
Violence in *(District Name)* consists of fights without weapons up to this point.
Too many kids are afraid to report the violations, some gang want-to-be's are trying to run things.
Authority needs to be given back to teachers and principals to maintain order.
Dysfunctional families are our greatest problem.
School violence in our community is low due mostly to staff personnel taking care of business.
Communication with the kids and their problems.
At this time we have had very little violence.
Small degree of violence problems. They are handled quickly and professionally.

VITA

Martha Ann Neeley
20402 Hickory Grove Lane
Manor, Texas 78653-4895

Educational Background

- August 2003 Ed.D., Texas A&M University, College Station, Texas
Doctor of Education, Educational Administration
- May 1982 M.Ed., The University of Texas at Austin, Texas
Master of Education, Educational Administration
- August 1974 M.A., The University of Texas at Austin, Texas
Master of Arts, Curriculum and Instruction
- January 1969 B.S., The University of Texas at Austin, Texas
Bachelor of Science, Elementary Education

Professional Experience

- 2001 - 2003 Southwest Educational Development Laboratory Program Associate,
Austin, Texas
- 1985 - 2000 School Administrator
Assistant Principal, Dobie and Porter Middle Schools, Oak Springs
Elementary, Sims Elementary Magnet School, Austin, Texas
Principal, Walnut Creek Elementary, Austin, Texas
Principal, Kealing Junior High School, Austin, Texas
- 1974 - 1985 Instructional Coordinator
ESAA Secondary Reading Coordinator
Chapter 1 Elementary Reading Coordinator, Austin, Texas
- 1971 - 1978 Curriculum Writer and Professional Development Specialist
Co-authored three Austin ISD secondary reading guides; facilitated
professional development
Authored workshop units for ESC Region XIII: *Reading in the Content
Areas for Secondary Schools* and *Remedial Reading for
Secondary Schools*; facilitated professional development
- 1969 - 1975 Teacher
Grades 4, 5, and 6: Taylor, Texas
Grades 7, 8: Allen Junior High, Webb Junior High, Dobie Middle School
Grades 9, 10, 11, and 12: Reagan and Travis High Schools, Austin, Texas