



U. S. DEPARTMENT OF JUSTICE
Office of Justice Assistance, Research, and Statistics

CATEGORICAL GRANT PROGRESS REPORT

This recordkeeping requirement falls under the authority of P.L. 96-511, Sec. 3507. The information provided will be used by grant monitors to track grant progress. No further monies or other benefits may be paid out under this program unless this report is completed and filed as required by existing laws and regulations (OMB Circulars A-102 and A-110; Omnibus Crime Control and Safe Streets Act of 1968, as amended; Juvenile Justice and Delinquency Prevention Act of 1974, as amended; and the Justice System Improvement Act of 1979, as amended).

1. GRANTEE <p align="center">PEPPERDINE UNIVERSITY</p>		2. AGENCY GRANT NUMBER <p align="center">84-JS-AX-0004</p>	3. REPORT NO. <p align="center">5 - Final</p>
4. IMPLEMENTING SUBGRANTEE <p align="center">N/A</p>		5. REPORTING PERIOD (Dates) FROM: 4-1-85 TO: 7-10-85	
6. SHORT TITLE OF PROJECT <p align="center">NSSC</p>	7. GRANT AMOUNT <p align="center">\$2,090,220</p>	8. TYPE OF REPORT <input type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT	
9. NAME AND TITLE OF PROJECT DIRECTOR Dr. J. Edward Mandrell Assistant Vice President	10. SIGNATURE OF PROJECT DIRECTOR 	11. DATE OF REPORT <p align="center">10-8-85</p>	

12. COMMENCE REPORT HERE (Continue on plain paper)

SEE ATTACHED REPORT

A Final Report

102390

U.S. Department of Justice
National Institute of Justice

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13. CERTIFICATION OF RECEIPT BY GRANTEE CRIMINAL JUSTICE COUNCIL (Official signature)	14. DATE
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7311 Greerhayer Drive
Sacramento, CA 95831
916/427-4600



NATIONAL SCHOOL SAFETY CENTER

February 27, 1986

Mr. Leonard I. Johnson
Grant Manager
Office of Juvenile Justice
and Delinquency Prevention
633 Indiana Avenue, NW
Washington, D.C. 20531

Dear Len:

Enclosed is the revised final report for Grant #84-JS-AX-0004
in accordance with your request.

Sincerely,

A handwritten signature in cursive script that reads "Ron Stephens".

RONALD D. STEPHENS
Executive Director

RDS:bg
enclosure

NCJRS
FEB 15 1986
ACQUISITIONS

Final Progress Report
NATIONAL SCHOOL SAFETY CENTER
Grant #84-JS-AX-0004
1984-1985

The following document represents a historical summary of the mission, goals, objectives, background, activities and accomplishments of the National School Safety Center relative to its first year of operations.

NSSC PURPOSE

The mission of the National School Safety Center is to coalesce public, private and academic resources throughout America and provide a central headquarters to assist school boards, educators, lawyers, judges, law enforcers and the public to restore our schools as safe, secure and tranquil places of learning.

Specifically, the Center promotes a continued exchange of information related to diminishing school crime and violence, improving campus discipline, increasing student attendance and reducing dropouts through a wide array of resources: an extensive national educational/legal/criminal justice network; conferences; training programs; professional handbooks and journals; compilation of current laws, legislation, judicial decisions and other relevant information; and public service advertising campaigns.

NSSC BACKGROUND

Our nation's schools contribute significantly to the development of our young people as courteous, knowledgeable,

responsible and productive citizens. Unfortunately, problems of crime, violence, drug trafficking, truancy, dropouts, suicide, vandalism and discipline too often interfere with the safe and orderly processes of learning.

The last comprehensive, nationwide study of school crime was published in 1978 by the National Institute of Education. Since then, facts continually surface which indicate problems persist. For example:

- In Chicago, during a recent two-week period, three students were shot, two were stabbed and a teacher was raped in the public schools.
- In New York, Detroit, New Orleans, Chicago and a few other cities, schools have resorted to using metal detectors to keep weapons off troubled campuses.
- In California, two dozen public school teachers were assaulted every day (usually by their students) and an average of 215 youngsters were attacked daily while on public school grounds.

President Ronald Reagan put the problem in perspective to secondary school principals, "As long as one teacher is assaulted, one classroom disrupted, or one student is attacked, then I must and will speak out to give you the support you need to enforce discipline in our schools. I can't say it too forcefully, to get learning back into our schools, we must get crime and violence out."

Many school officials are making concerted efforts to address these problems. Individually, however, their effectiveness is limited. Problems on school campuses reflect problems in the community - and thus require community solutions.

Numerous resources are available. However, intensive interagency communication and cooperation are necessary to make

these resources work. School, law enforcement and legal leaders across the nation must actively focus joint attention on school safety, student attendance and discipline and cooperatively develop solutions to these serious problems.

In the winter of 1983-84, President Reagan directed the United States Departments of Justice and Education, in partnership with Pepperdine University, to form the National School Safety Center (NSSC). Funded by a two-year \$3.95 million grant from the federal Office of Juvenile Justice and Delinquency Prevention, the Center began operation June 1, 1984 in its national headquarters in Sacramento. NSSC is an outgrowth of the highly successful California School Safety Center which began in the California Department of Justice in 1980.

NSSC MANAGEMENT STRUCTURE AND ORGANIZATION DESIGN

The National School Safety Center is comprised of five specialized sections: Education and Law Enforcement, Legal, Communications and Research. Together they provide a comprehensive approach to the campus climate and emphasize the Center's overriding theme of interagency and multidisciplinary cooperation and partnership.

Education and Law Enforcement

The Education and Law Enforcement Section directly demonstrate the partnership theme. Working with a national network of education, law enforcement and business, as well as other civic and professional leaders throughout the country, the Education and Law Enforcement staff promotes interagency cooperation and application of exemplary school safety techniques

and programs. These sections emphasize joint responsibility and partnership efforts of schools and law enforcement in addressing school safety issues.

In addition to promoting the partnership theme, they specifically develop training and other resources to provide the necessary skills for law enforcement officers and other criminal justice personnel to become active in school safety and delinquency prevention efforts. They help educators distinguish between and effectively respond to criminal violations and disciplinary offenses.

These sections instruct educators in school safety issues including organization management, law in the schools, child abuse reporting, citizenship training, law-related and character education curriculum development. They help schools develop techniques to involve criminal justice, business and other community leaders in school safety and delinquency prevention.

Legal

The Legal Section compiles and distributes information on school safety, delinquency prevention and criminal law, rules and procedures in selected federal, state and local jurisdictions. With modern computer resources and advanced marketing and communications technologies, the section encourages lawyers, legislators, judges, law professors, law schools, bar associations and other legal groups to become systematically and comprehensively informed about their role in school safety.

Communications

The Communications Section promotes the Center's cooperative perspectives through a variety of public service advertising

campaigns. The section is also responsible for effectively communicating the latest trends and exemplary school safety programs through articles, handbooks, bulletins and other multimedia program materials. It also provides expertise to agencies and programs on how to effectively communicate and promote school safety issues.

Research

The Research Section compiles nationwide information on school safety and delinquency prevention techniques and exemplary programs involving truancy reduction; school crime, violence, and vandalism prevention; gangs and substance abuse; as well as character and law-related education curricula. In addition, the Center's research and legal staffs track legislative trends and develop school safety resources and maintain a resource reference center.

PEPPERDINE UNIVERSITY

Under the leadership of Pepperdine University, its President, Dr. David Davenport, and the Deans of the University's Schools of Education, Law and Business, a multidisciplinary Steering Committee has been created to govern the National School Safety Center.

Pepperdine University now has four colleges and enrolls approximately 6,500 students in educational centers in Los Angeles and Orange Counties; in Heidelberg, West Germany; in London, England; and on the spacious 830-acre main campus at Malibu, California.

A recent national poll of college presidents, conducted by U.S. News & World Report, ranked Pepperdine University as one of the best comprehensive universities in the nation.

The 1984 fiscal year marked the twenty-seventh consecutive year that the University has maintained a balanced budget. In slightly more than a decade, the estimated fair market value of total assets of the University has grown to well over \$200 million.

During the past decade, great strides have been made, and the University is especially proud of several specific achievements. Ninety-one percent of the full-time faculty now hold the earned doctorate or its equivalent, a figure surpassing the average of all private and public institutions of higher learning in California. This year's incoming freshman class has higher grade-point averages and national test scores than any previous class. The School of Business and Management enrolls the third largest number of full-time MBA students of any business school in the nation. The School of Law, housed in the beautiful Odell McConnell Law Center, accepts only one of every ten applicants and enrolls nearly 600 students.

The University is fully committed to computer literacy for faculty and students. Strides already made in this area have been recognized in several articles published nationally. Pepperdine University was one of ten institutions selected for inclusion in Campus Computing Strategies, an analysis of the computer and academe on selected campuses throughout the nation. Pepperdine University, along with Stanford, Dartmouth,

Carnegie-Mellon and others, was chosen from among "innovative schools actively planning to confront the information revolution sweeping both higher education and society in general."

Pepperdine University is deeply committed to American ideals and to the free enterprise system. The Center for American Private Enterprise, founded in 1977, educates university students, as well as high school youths and public and private school teachers, in programs which focus on the role of the entrepreneur in American life. In the same spirit, Pepperdine University has enjoyed great success with its summer Youth Citizenship Seminar in which outstanding high school students discuss some of the most important issues facing our nation today.

NSSC OBJECTIVES

The National School Safety Center is designed to provide a national focus on school safety by encouraging recognition of the magnitude of campus crime and violence, identifying the ways and means to diminish both, and promoting innovative, workable and universal campus crime prevention, student attendance and school discipline restoration.

Three sections are responsible for carrying out Center objectives. While each section has specific duties, as outlined above, the following general objectives describe the Center's overall mission and corresponding activities:

1. ACTING WITH THE U.S. DEPARTMENT OF JUSTICE AND U.S. DEPARTMENT OF EDUCATION TO ENCOURAGE AN EFFECTIVE AND COOPERATIVE INTERAGENCY EFFORT TO IMPROVE CAMPUS SAFETY.

2. GATHERING AND ANALYZING NATIONWIDE INFORMATION ON SCHOOL SAFETY AND CRIME PREVENTION TECHNIQUES AND PROGRAMS THAT MAY, IN TURN, BE UTILIZED BY EDUCATION, LAW ENFORCEMENT, AND OTHER CRIMINAL JUSTICE PRACTITIONERS AND POLICYMAKERS.

3. GATHERING AND ANALYZING NATIONWIDE LEGAL INFORMATION REGARDING SCHOOL DISCIPLINE, CAMPUS SAFETY AND CRIMINAL LAW, RULES, AND PROCEDURES AND PROCEEDINGS IN FEDERAL, STATE, AND LOCAL JURISDICTIONS.

4. DEVELOPING AND CONFERRING WITH A CAREFULLY RECRUITED, DISTINGUISHED NATIONAL SCHOOL SAFETY INFORMATION NETWORK REPRESENTING 50 STATES AND THE DISTRICT OF COLUMBIA.

5. DEVELOPING AND PARTICIPATING IN RELEVANT CONFERENCES.

6. CREATING A NATIONAL AWARDS PROGRAM TO RECOGNIZE AND PUBLICIZE EXEMPLARY SCHOOL SAFETY AND CAMPUS-RELATED JUVENILE DELINQUENCY PREVENTION PROGRAMS FROM EVERYWHERE IN AMERICA.

7. PUBLISHING A NATIONAL SCHOOL SAFETY BULLETIN TO INFORM 75,000 OF THE NATION'S LEADERS ABOUT EMERGING SCHOOL SAFETY ISSUES AND CAMPUS CRIME PREVENTION PROGRAMS IDENTIFIED BY THE NATIONAL SCHOOL SAFETY CENTER.

8. PREPARING AND/OR PROMOTING SCHOOL CRIME AND SAFETY MATERIALS FOR USE BY EDUCATORS, LAW ENFORCERS, CRIMINAL JUSTICE LEADERS, OTHER INTERESTED PRACTITIONERS AND PROFESSIONALS.

9. CONDUCTING A NATIONWIDE, MULTI-MEDIA SCHOOL SAFETY ADVERTISING CAMPAIGN.

10. VISITING WITH KEY EDUCATION, LAW ENFORCEMENT, CRIMINAL JUSTICE, AND OTHER PROFESSIONALS AS WELL AS COMMUNITY LEADERS IN THE 50 STATES AND THE DISTRICT OF COLUMBIA TO PROVIDE TECHNICAL

ADVICE AND ASSISTANCE TO HELP DEAL WITH THEIR PARTICULAR SCHOOL CRIME, VIOLENCE, DRUG ABUSE, AND LAW IN THE SCHOOL PROGRAMS.

NSSC ACCOMPLISHMENTS

First year accomplishments were largely divided into two areas: 1) data collection and networking contacts (this was done by on-site visits, participation in national professional conferences, as well as written and telephonic communications) aimed at further developing and expanding NSSC's national identity [two awards from the National Association of Government Communicators were received; see Enclosure A] and 2) planning, development and initial implementation of strategies to accomplish identified NSSC objectives. During the first year, NSSC staff visited 45 states and the District of Columbia and met with prominent education, legal, law enforcement and criminal justice leaders. Only Alaska, Hawaii, New Hampshire, Vermont and Maine remain unvisited. They are scheduled for visits during the 1985-86 grant year. Specific Center accomplishments are summarized hereafter.

Management

The management of the Center was responsible not only for leading in-house planning and operations, but it also actively shaped, directed and participated in program planning, development and implementation. The Director and Chief Counsel, Chief Deputy Director and Grant Director regularly met and worked with leading professionals throughout the nation. Among those with whom such meetings took place were the President, the Vice President, the Chief Justice, the Attorney General, the Secretary

of Education, leading officials in the United States Departments of Education, Justice, and Health and Human Services; various state officials, including governors, attorneys general, superintendents of public instruction and judges, including supreme court justices; and other leaders, including those representing other key national, state and local governments and professional associations and civic organizations.

The Center received a formal commendation, officially sponsored by the leadership of both parties, from the California Legislature (see Enclosure B). In addition, numerous letters of gratitude, commendation and appreciation for the Center's work were received.

Formal presentations were made at a variety of events. Examples include the American Bar Association, International Juvenile Officers Association, the International Association of Campus Law Enforcement Administrators, National Association of Secondary School Principals and other gatherings of school boards, school administrators, educators, peace officers, lawyers and judges.

An amici curiae (friends of the court) brief was filed on behalf of the National School Safety Center; the Association of California School Administrators (14,000 members); the California School Boards Association (972 member boards); the California Juvenile Officers Association (600 members); the California Police Chiefs Association (360 members); the California Peace Officers Association (6,000 members); California Sheriffs Association (17,000 members); the Peace Officers Research

Association of California (PORAC)(35,000 members); Dr. Stuart Gothold, Los Angeles County Superintendent of Schools (responsible for 82 school districts, 1,829 schools, 48,899 teachers and 1,275,041 students); the California Association of Child Welfare and Attendance (350 members); and the California School Peace Officers Association (300 members). The brief supported cooperative law enforcement and education programs dealing with truancy abatement and daylight burglary reduction.

Articles and publications were written or edited for professional publications and countless interviews were provided to various media professionals, including the major television networks, by NSSC staff. Effective working relationships were created and maintained with leading marketing, public relations and media professionals.

Significant fiscal contributions were sought and successfully obtained. Roughly \$100,000 worth of leasehold improvements were provided without cost by the Center's landlord; a Presidential Plaque was cast by a foundry and permanently mounted at the Center's entrance, an expense of about \$5,000 to the Center's landlord; approximately \$300,000 in free public service print advertising was donated; about \$150,000 in computer discs was contributed by the Verbatim Corporation; this is a total of approximately \$555,000 in contributions to NSSC. Lastly, appearances, presentations and articles were solicited and donated to NSSC by prominent professionals throughout the nation.

Education and Law Enforcement

Education and Law Enforcement staff made on-site contacts with more than 213 national, 191 state and 502 local law enforcement, education, government, legal, civic and other youth-serving organizations, agencies and individuals. Staff delivered presentations or participated in at least 22 national, 26 state and 12 local conferences and workshops. Such contacts accomplished the following:

- Collecting of information and materials on effective and exemplary programs for development of handbooks and journal articles, and as an information base for training, field consultations and technical assistance;
- Compiling of materials on national, state and local organizations, programs, schools and school safety issues. These materials are resources for the NSSC clearinghouse and for the development of publications;
- Networking with national, state and local officials to promote a collaborative approach to school safety and delinquency prevention; and
- Responding to requests from state and local law enforcement and education agencies for information, assistance in developing conferences and training workshops, and general and specific technical assistance.

Law Enforcement staff pursued four major objectives to:

- 1) promote awareness of, and involvement in, school safety by law enforcement, juvenile justice and other youth-serving agencies and organizations;
- 2) coordinate efforts with juvenile justice agencies and organizations;
- 3) encourage campus crime prevention and response strategies in cooperation with legal and education agencies and officials; and
- 4) develop a national, synthesized law enforcement training program to reduce school crime.

To meet these objectives, contacts were made with major law enforcement, education and legal agencies and organizations throughout the nation. Examples include the American Probation and Parole Association, the National Council of Juvenile and Family Court Judges, the National District Attorneys Association, the National Sheriffs Association, the International Association of Chiefs of Police, the National Alliance for Safe Schools, the National Association of School Security Directors and the International Juvenile Officers Association. Cooperative relationships were established with these and others to address mutual goals. Strategies and action plans to cooperate and collaborate were begun.

Specific projects included preparing and writing school safety and juvenile justice articles and materials; developing training materials; implementing a plan for involvement in national conferences and workshops; and coordinating efforts for program development focusing on school safety.

Education staff pursued four major objectives to:

- 1) summarize, evaluate and strengthen contacts with significant professional education organizations;
- 2) coordinate participation in major national education conferences;
- 3) promote campus crime prevention and response strategies with legal and law enforcement agencies and officials;
- and 4) assist preparation and distribution of school safety publications, articles and other materials.

To meet these objectives, contacts with major education, legal and law enforcement organizations were made to promote

collaborative approaches to school safety problems and issues. Examples include the National Association of State Boards of Education, the National Association of Black School Educators, the National School Boards Association, the National Association of Secondary School Principals and the American Association of School Administrators.

As a vital part of joint education/law enforcement efforts, Pepperdine University, in cooperation with NSSC, developed plans for and began an experimental, educational leadership graduate studies program with a special focus upon education and law enforcement innovation, leadership and positive school climate (see Enclosures C1-C3). Graduate practitioners utilized NSSC as a laboratory and training site where they were involved in school safety and crime prevention research, writing and curriculum development. Their future activities will involve field trips and networking with schools, law enforcement, juvenile justice, legal and other professional disciplines. The results of the program complement the Center's mission and objectives by establishing a model framework through which Center staff will next attempt to persuade others of the nation's approximately 1350 undergraduate and graduate schools of education to conduct similar programs.

In addition, Center staff have developed numerous articles and publications related to school safety. Simultaneously, staff have continued to develop training capabilities.

Legal activities included planning for possible future development of a school safety computerized research system, involving review of capabilities, compatibilities and costs; considering appropriate on-line retrieval systems; negotiating and reviewing contracts; and training for other NSSC staff. These efforts will be the subject of evaluation during the second year of the grant to determine whether to create and maintain such a resource as a permanent, future capability in an institution such as NCJRS.

Significant statutory law, as well as current legislation affecting school safety for half or more of the 50 state jurisdictions, has been compiled and analyzed.

Legal staff coordinated the selection of editorial content for NSSC's Legal Anthology and prepared papers and articles for other publications, conferences and presentations.

Legal staff participated in 12 national and state law related conferences and networked with 85 national and 170 state and local officials and school safety experts to enhance NSSC's legal promotion of school safety and the law.

Finally, Legal staff responded to more than 75 requests for legal information, opinions, status of the law in particular states, legal trends and explanations of legal holdings.

Communications

Communications activities complemented NSSC objectives by providing communications services such as publications and multimedia productions, as well as initiating public information

projects, including public service advertising and media relations.

Communications staff developed an ongoing information sharing process with 225 national education/law enforcement/legal associations relative to safety-related marketing, public relations and training activities.

Communications staff, in cooperation with other sections, developed and produced three issues of School Safety, the NSSC Newsjournal, which focused on school safety and delinquency prevention trends and recognition of selected exemplary model programs. The newsjournal was distributed to approximately 85,000 key policy shapers throughout the United States. Additionally, staff developed and produced 30,000 copies of School Safety & the Legal Community; 20,000 copies of an NSSC information brochure which described the Center's background, goals, objectives, activities and staff; and reprinted 10,000 copies of The Right to Safe Schools, a Pacific Law Journal article on California's constitutional right to safe schools.

The School Safety Legal Anthology has been published with distribution planned to 40,000 key policy shapers in the legal and education communities throughout the nation.

Toward its marketing/promotional goals, the following have been achieved:

- Initiated "automatic arrangement" with the U.S. Department of Education's Educational Resources Information Center(ERIC) to reproduce and make all NSSC publications available through their computerized clearinghouse.

- Developed and distributed media information packets to 10,000 media outlets (7,500 newspapers, 500 magazines, 1,500 commercial and public radio and TV stations, 500 top radio stations). The packet included an NSSC-produced public service advertisement, "School violence. There's more to it than meets the eye!", and through it, and an approximate investment of but \$5,000, advertisement placements resulted in an estimated reach of 10 million citizens through more than \$300,000 free, public service advertising for NSSC in major newsmagazines such as Time, U.S. News & World Report and Newsweek.
- Placed several NSSC-generated articles in major trade journals and newspapers throughout the country.
- Worked with Bonneville Media Corporation in Salt Lake City to develop a proposed national, multimedia public service advertising campaign.

Research

Research activities were conducted purely in support of NSSC field staff and included the maintenance of in-house staff resources which incorporate programmatic, organizational and issue information for each of the 50 states and the District of Columbia. Information collected for NSSC staff came from a wide variety of sources: materials obtained during field visits; a national newspaper clipping service; personal staff materials; new acquisitions ordered for staff usage; and unsolicited materials sent to NSSC. Response was made to external and internal requests for programmatic information, statistical trends and profiles; school safety research findings were provided as part of the technical assistance objectives. Written materials were prepared for NSSC publications, including School Safety.

During the past year, contacts were initiated with 120 organizations and persons, representing 36 states and the

District of Columbia; 11 conferences or workshops were attended; papers were researched and presented at 3 national conferences; 86 requests from 23 states for services were responded to; 112 internal requests for information were filled; and collaboration with field staff to respond to 4 technical assistance requests from 4 separate states was completed.

Material was compiled for a school safety handbook. Subjects roughly addressed in the manuscript included: school climate and discipline; school attendance; school crime and violence - crimes against persons; and school security - crimes against property.

NSSC ADMINISTRATION

During the past quarter the NSSC made several organizational and administrative design changes in consultation with the Office of Juvenile Justice and Delinquency Prevention and Pepperdine University in order to more effectively achieve second year grant objectives. In keeping with these changes and organizational patterns, special program thrusts will be concentrated in four broad areas:

- 1) Production and dissemination of products, which will include such publications as: brochures, resource papers, school newsjournal, specialty handbooks, booklets and pamphlets.
- 2) Service as a major national catalyst to promote school safety and educational leadership issues as they relate to school crime and violence reduction and identification of technics and approaches which promote positive school climates. This thrust will be executed through the sponsoring and cosponsoring of regional leadership conferences.
- 3) Service as a national clearinghouse and coordination center to help restore school safety, tranquility, attendance and discipline to our nation's schools. This will be accomplished through a multifaceted approach

involving networking, cooperation, collaboration and coordination among the various national, state and local agencies and professions serving children and youth.

- 4) Development of integrated program packages with other OJJDP grant sponsored organizations to provide guidance, consultation and support for areas of their work which relate to school safety, campus crime prevention and campus climate. Specific programs and capabilities will be developed which provide mutual benefits to each organization. This will involve such projects as developing curriculum and technical assistance training packages, i.e., SAFE POLICY; helping promote the National Center for Missing and Exploited Children (NCMEC) marketing through the current School Safety Newsjournal; and cooperating with the National Criminal Justice Reference Service (NCJRS) to make available a wider dissemination of NSSC products.

In order to accomplish these tasks and to create the opportunity to focus upon tangible, deliverable products which would survive the grant's initial two years, various staff reductions and organizational changes were made. These changes were additionally necessitated by an OJJDP budget cut in the amount of \$158,000 for year two of the grant. Consequently, staff size was reduced from 30 to 17 employees which included the elimination of three deputy director positions and one deputy chief counsel position thus streamlining, strengthening and more effectively focusing leadership. The grant director from Pepperdine University moved on site to the Center and assumed the role of Executive Director. The Education and Law Enforcement Sections were combined into one section; the Communications and Research section were combined into a single communications and clearinghouse function. The activities of the Legal section were absorbed by the Director and Chief Counsel in cooperation with outside consultants. The new organizational design has made the management structure even more effective.

PROBLEMS ENCOUNTERED

The following issues have emerged as key problem areas in education today relative to school safety and school crime prevention. Each issue is inseparably interwoven with the other, and at the same time each issue affects the quality of daily life of students, teachers, school administrators, public servants and the general public. Space is inadequate to give a full discourse on each problem area, however the following brief descriptors are given in order to introduce each topic. These issues and problems are not exhaustive but rather are representative of the problems facing education today.

A. School Safety Issues:

- 1) Excessive dropout rates - although we live in a country which encourages the equality and quality of education, our data indicators reflect excessive dropout rates around the country. California is 33%; Arkansas is 25%; some urban areas of Illinois are as high as 70%. Nationally, the latest reports reflect a 26% dropout rate. Extensive dropout prevention strategies need to be developed and implemented.
- 2) Truancy - why are kids truant from school? To what extent do truants become dropouts? Truancy suggests a number of additional implications relative to positive school climate. Kids likely become truant because they are either driven away by the school setting by fear or because of some other outside attraction. What can we do to make education more effective and attractive to students?

- 3) Violence - the number of students and teachers attacked in and around schools continues at alarming rates. A recent national survey shows that one out of every four Americans will be directly affected by violent crime during any given twelve month period.
- 4) Vandalism - we continue to spend more dollars on vandalism in most states than we spend on textbooks. What are the reasons and why do they persist? Further research needs to be done in this area.
- 5) Substance traffic and abuse - evidence suggests growing problems in the area of substance traffic and abuse. Illegal drug trafficking is a \$110 billion business and growing at the rate of \$10 billion a year.
- 6) Teenage suicide - teenage suicides continue to surprise and amaze our society. What can be done to prevent suicide and to manage stress among youths? More research needs to be done in this area.
- 7) Parenting - we constantly focus upon the need for interagency cooperations among education, law enforcement, legal, probation and business sectors of society in their mutual efforts to prevent school crime and misbehavior. However, there is a need for a special focus upon parental responsibility. Great schools begin at home. Perhaps the schools could provide a segment of curriculum which incorporates a fourth "R" - responsibility.

- 8) Discipline - how do we get effective discipline into the classroom? We tend to get what we expect, what we put up with and what we model. Discipline means training and order. Many have construed discipline as principally punitive in nature. It is NESC's goal to identify ways of restoring order in the classroom and school setting by encouraging a positive campus climate which promotes learning and excellence.
- 9) Teenage pregnancy - recent national studies indicate that an estimated 30% of female dropouts leave school because of pregnancy. Many of these individuals immediately join welfare roles and continue in that capacity for years to come. What can we do to prevent these ominous statistics?
- 10) Gangs - the growing gang problems in Los Angeles, Chicago, New York and a host of other cities continues to create significant problems.
- 11) TV and movie violence - the relationship of TV and movie violence to school safety and school crime is somewhat unclear, and yet the evidence to date suggests that there is a relationship between the violence that is seen on television and movie screens and what later occurs in the respective neighborhoods and often within the school setting.
- 12) Weapons in the school - the purpose and availability of weapons in the school are merely preludes to the emergence of other problems. What are the rights and

responsibilities of school administrators relative to such a seizure?

- 13) Theft - vast sums of tax dollars are lost annually due to the theft of school property. Significant losses due to theft are also felt by staff and students.
- 14) Community crime - very significant crime problems occur in the communities which surround poorly managed schools. Arguments over whether a poorly managed school affects a poorly managed community more, or vice versa, are counterproductive. Both concerns must be energetically and imaginatively addressed.
- 15) Vicarious liability - more and more schools are being held liable for the negligent appointment, negligent retention, negligent entrustment, the failure to train, failure to supervise and failure to direct. The impact of recent court decisions needs to be evaluated further and educators need to understand how vicarious liability relates to them.
- 16) Victims rights - the problems of increasing school crime and violence represent a double-edged sword. Not only is there the issue of the criminal perpetrator, but the majority of acts of school crime and violence are committed against fellow students who become the victim(s). Consequently when an incident occurs it creates a doubly disconcerting affect because it represents not only a disruption by the perpetrator, but additionally a subsequent disruption of the victim(s).

This disruption has a contagious affect upon all students within a school or neighborhood.

- 17) Character education - all the problems of school crime and violence are rooted in the need to provide character education. All too often we tend to take action only when a problem exists. Our first contact with most school crime perpetrators occurs when they commit a crime and enter the police intake system. In California, for example, it costs about \$29,000 per year per person to keep a youngster in a juvenile hall or detention facility. If similar amounts were spent on prevention in the primary grades these costs could likely be reduced significantly.

B. Logistical Issues and Challenges

- 1) Fostering cooperation - a major focus of the National School Safety Center has been fostering cooperation among policy shapers and pivotal agencies and organizations which affect schools and impact on positive educational leadership. Our purpose has been to create a context, a setting in which these individuals and organizations will, almost inexorably, work together. It has been the purpose of the National School Safety Center to act as a catalyst to make excellence happen.

Building a base to foster cooperation among so many diverse groups is a monumental challenge. It takes time, patience and tremendous skills of diplomacy to reap long-term, positive results. The Center's first year of

the operation has been devoted to establishing credibility and building that base. Consequently it was necessary to reschedule to year two, by grant adjustment approval, one major conferences listed in objective 5. Positive relationships and successful networking does not occur overnight; it must be nurtured and grown over a long period of time. We are still in that building stage; nevertheless, positive credibility is taking form.

- 2) Magnitude of task - the magnitude of the Center's task is much greater than its staff can provide. There is no way to adequately do everything we must. However, it is the Center's goal to catalyze others to help carry the message and mission of school safety, positive campus climate and educational excellence. The job is much bigger than the resources available. The challenge is to maximize available resources scheduled for the mass media marketing efforts.
- 3) The need for time - on the one hand the Center needs time to deal with all these issues, on the other hand only one additional year is currently planned for its future existence. Action must be taken now to guarantee the Center or a facsimile remains in place to responsibly and systematically address the various issues of campus climate.

RECOMMENDATIONS

- 1) National catalyst - there is a real, ongoing need for an effective national catalyst to promote public awareness

to stimulate and motivate policy shapers and leaders across the country to deal with the various campus climate issues.

- 2) Research - there is a painful need for a new national study which focuses upon data collection and analysis of school crime and school crime prevention problems.
- 3) Statistics - there is a need for the systematic, permanent collection of campus climate data to permit rational and meaningful monitoring and response.
- 4) Tracking and analysis - tracking and analysis of trends, the identification of causes and the offering of successful model programs and possible solutions to these problems should be encouraged. This requires both numbers 3 and 4, above.
- 5) The chief area of emphasis of the NSSC has been on grades K-12. However, two additional areas of focus have emerged. School safety and school crime prevention issues need to be addressed in the preschool and postsecondary areas. In the preschool department, special attention needs to be given to school crime prevention techniques, including preschool curriculum and administrators' responsibility. In the postsecondary level, attention needs to be given to the colleges and universities who train teachers and serve our nation. These institutions are largely responsible for developing leaders, administrators and teachers and who affect public education.

- 6) Ongoing presence - there is a need for an ongoing presence and force, such as the National School Safety Center, to continue focusing upon and progress with the issues of school safety.
- 7) Cost effectiveness quotient - regardless of what action is taken, our nation will pay for school safety problems now or later, much like the concept of deferred maintenance. We can invest our time and energies cleaning up the serious problems after they occur, or we can deal with them on an anticipatory, prevention basis, in the hope we can salvage lives, save property and improve the quality of life, not only in our schools, but throughout all the neighborhoods in which they are located.