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Washington, D.C. 20531

1/12/84

SCHOOL SECURITY HANDBOOK

"GET A HANDLE ON A VANDAL"

Safety Center
California Department of Justice
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INTRODUCTION

Historically, school violence and vandalism have been considered troublesome, but hardly critical problems in our educational system. Virtually every school in America has experienced problems involving an occasional fight or broken window. These, however, were considered isolated incidents and regarded as unfortunate but tolerable facts of life for teachers and students. Even such fearsome concerns as theft, fire, and sporadic breakdowns were, and still are, part of the expected day-to-day educational routine of our public schools.

School officials are now, however, voicing great concern over escalating rates of violence and vandalism. They are also complaining about the related problems of weapons, drugs, loiterers and rampant absenteeism, which are found in any city, suburb or town, regardless of geographical location or per capita income. While not every school suffers from serious violence and vandalism problems, no school can afford to adopt the naive attitude that "it can't happen here." Unfortunately, it can happen and is happening in all too many schools.

In recent years, there has been much dialogue and research on the subject of school violence and vandalism. The problems of discipline, violence, vandalism and drug abuse in schools throughout the country, however, still exist and are at crisis levels. As indicated by Gallup polls of the past several years, these problems are among the top 10 concerns of educators and the public. Moreover, in a 1980 Gallup International poll 21 nations were surveyed as to their top concerns. Eight nations, including the United States, rated crime and violence among the top three concerns.

The increasing severity of the problem is further evidenced by the following facts:

- $80-100 million is spent annually on school vandalism in California, in comparison to $142 million spent on books.
- $1 billion is spent annually on school vandalism nationally.
- Many school districts are unable to buy fire insurance due to prohibitive rates caused by high-risk factors.

Additional supportive findings of the Safe School Study conducted by the National Institute of Education in 1977 include:

- The risks of assault and robbery to urban youngsters aged 12-19 are greater in school than out.
- In a typical month, at a minimum, 157,000 cases of crime and disruption occur in American public schools.
- Schools report 50,000 offenses a month to police.
- Schools do not report to police two-thirds of the assaults requiring medical attention.
- Almost three million secondary school students avoid at least three places at school because they are afraid.
- Almost half a million secondary school students are afraid at school most of the time.
- In a typical month, approximately 125,000 secondary school teachers are threatened with physical harm; and about the same number hesitate to confront misbehaving students for fear of harm to themselves.

- Annual replacement and repair costs due to school property offenses are estimated at about $200 million.
- According to a recent four-year period study, violence and vandalism has increased 73 percent for teenagers. There continues to be an upward geometrical trend, revealing an increasing epidemic of violence and vandalism.

Acts of violence and vandalism are occurring with more frequency and intensity than in the past. In some schools, problems have escalated to such a degree their effectiveness as learning institutions has been destroyed. The primary function of a school system is to educate its students. To accomplish this, the safety and security of students and teachers must be guaranteed.

The purpose of this handbook is to demonstrate school safety is the product of a well-managed security program. "Safety" is defined as: 1. Freedom from risk or danger; safety. 2. Freedom from doubt, anxiety, or fear; confidence. 3. Anything that gives or assures safety. . . . " (Emphasis added.) (American Heritage Dictionary of the English Language - New College Edition. Houghton Mifflin, Boston, 1980.) The development and implementation of an effective security program can and should be tailored to each individual school and community. It may be simple or highly technical. This handbook provides diversified information to allow for such considerations.

A proactive rather than reactive approach to school security is imperative. Actions which prevent teachers, students, administrators, parents, school personnel, security personnel, communities - and often, innocent bystanders - from becoming victims of school crime must be given the highest priority.

Schools must recognize and admit they have problems. They must not become defensive, fearing such admissions will negatively affect their image in the community. Safety and security of students, personnel, school facilities and equipment must become a priority. The problems will not go away by themselves.

This handbook, developed and published by our School Safety Center, encourages positive behavior and discourages opportunities for destructive, "wreckational" acts. The ideas presented here will not be effective by themselves. They must be accompanied by strong administrative programs as well. The challenge of providing safe and vandal-free schools requires the best efforts of everyone involved, including school authorities, law enforcement agencies, school designers, community groups and students. The effectiveness of any program depends upon how much each participant contributes to its success.
Reduction of school crime requires an effective school security program. The individuals listed below have provided leadership to California schools through their security programs. We are indebted to them and their staff for their support, advice, friendship and technical assistance.

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SECURITY CHECKLIST

Give your school a thorough crime prevention inspection now. Use this checklist as a guideline to determine your school's strengths and weaknesses. When your inspection is complete, you can make improvements by referring to the appropriate section of this handbook.

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1)</strong> Is there a policy for dealing with violence and vandalism in your school? <em>(The reporting policy must be realistic and strictly adhered to.)</em></td>
</tr>
<tr>
<td><strong>2)</strong> Is there an incident reporting system?</td>
</tr>
<tr>
<td><strong>3)</strong> Is the incident reporting system available to all staff?</td>
</tr>
<tr>
<td><strong>4)</strong> Is there statistical information available as to the scope of the problems at your school and in the community?</td>
</tr>
<tr>
<td><strong>5)</strong> Have the school, school board and administrators taken any preventive steps or anticipated any problems through dialogue?</td>
</tr>
<tr>
<td><strong>6)</strong> Does security fit into the organization of the school? <em>(Security must be designed to fit the needs of the administration and made part of the site.)</em></td>
</tr>
<tr>
<td><strong>7)</strong> Are the teachers and administrators aware of laws that pertain to them? To their rights? To students' rights? Of their responsibility as to the enforcement of and respect for rules, regulations, policies and the law?</td>
</tr>
<tr>
<td><strong>8)</strong> Is there a working relationship with your local law enforcement agency?</td>
</tr>
<tr>
<td><strong>9)</strong> Are students aware of expectations and school discipline codes? Are parents aware?</td>
</tr>
<tr>
<td><strong>10)</strong> Are there any actual or contingency action plans developed to deal with student disruptions and vandalism?</td>
</tr>
<tr>
<td><strong>11)</strong> Is there a policy as to restitution or prosecution of perpetrators of violence and vandalism?</td>
</tr>
<tr>
<td><strong>12)</strong> Is there any in-service training available for teachers in the areas of violence and vandalism and other required reporting procedures? <em>(There must be training at all levels.)</em></td>
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<tr>
<td><strong>13)</strong> Is there a policy for consistent monitoring and evaluation of incident reports?</td>
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<td><strong>14)</strong> Is staff trained in standard crime prevention behavior?</td>
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</table>
### Existing Security System

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1) Have there been any security problems in the past?</td>
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<tr>
<td>2) Are there specific staff assigned or trained in security awareness?</td>
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<tr>
<td>3) Is there an existing alarm system?</td>
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<tr>
<td>4) Do you have intrusion-detection equipment? Have you consulted with an expert?</td>
<td></td>
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<tr>
<td>5) If you have an alarm system, do you as an administrator know its capabilities and limitations? Do teachers and staff understand the basic working of the alarm system, so as to prevent leaving the security areas in such a condition as to cause needless false alarms?</td>
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<tr>
<td>6) Do you have a policy as to alarm response and does everyone involved clearly understand their responsibilities?</td>
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<tr>
<td>7) Is the system centrally located?</td>
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<tr>
<td>8) Is it local?</td>
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<tr>
<td>9) Is it a police alarm?</td>
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<tr>
<td>10) Is there a policy for consistent maintenance and testing of the system?</td>
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<tr>
<td>11) Do some members of the custodial staff work nights and weekends?</td>
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<tr>
<td>12) Are valuable items of property identified?</td>
<td></td>
<td></td>
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<tr>
<td>13) Are valuables properly stored?</td>
<td></td>
<td></td>
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<tr>
<td>14) Are high target areas properly secured?</td>
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<td></td>
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<tr>
<td>15) Is there a key control system?</td>
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<td></td>
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<tr>
<td>16) Is there a visitor procedure?</td>
<td></td>
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<tr>
<td>17) Do students have I.D. cards or other identification?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18) Do all employees have I.D. cards?</td>
<td></td>
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<tr>
<td>19) Is there a policy for intruders, those who loiter or nonstudents on campus? (To insure a safe campus, violators should be arrested.)</td>
<td></td>
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<tr>
<td>20) Is there proper visibility of parking areas?</td>
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</tbody>
</table>

### Target Hardware/Perimeter

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>21) Is there supervision in hallways, corridors and other congregating places for students between classes, at lunch and before and after school? (Teachers and staff must participate in supervision.)</td>
<td></td>
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<tr>
<td>22) Is the school designed with crime prevention in mind (landscaping, fencing, parking and exterior lighting)?</td>
<td></td>
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<tr>
<td>23) Is there a light/no-light policy for after school hours?</td>
<td></td>
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<tr>
<td>24) Whenever possible, is vandal damage repaired immediately?</td>
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</tbody>
</table>

### Target Hardware/Exterior

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>25) Is there proper fencing around adjacent areas and target areas?</td>
<td></td>
<td></td>
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<tr>
<td>26) Are gates properly secured with working locks?</td>
<td></td>
<td></td>
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<tr>
<td>27) Is the perimeter free of rocks or gravel?</td>
<td></td>
<td></td>
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<tr>
<td>28) Are signs properly posted as to rules and enforcement?</td>
<td></td>
<td></td>
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<tr>
<td>29) Are signs properly designed for crime prevention?</td>
<td></td>
<td></td>
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<tr>
<td>30) If there is exterior lighting, is it properly directed? Is there proper intensity? Are target areas well lighted? Are there shadows?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31) Are all grips, window ledges, roof access and other equipment that could be used for climbing properly secured?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32) Are all items removed from the building area which could be used to (1) break in or (2) stand and climb on? (Examples: lumber, ladders.)</td>
<td></td>
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<tr>
<td>33) Is the school designed for vandal-resistant walls?</td>
<td></td>
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<tr>
<td>34) Do the texture, color, etc., act to deter vandal activity?</td>
<td></td>
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</tbody>
</table>

### General Considerations

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>35) Is there a key control system?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36) Are outside handles removed from doors used primarily as exits?</td>
<td></td>
<td></td>
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<tr>
<td>37) Are first floor windows nonexistent or properly secured?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38) Is broken window glass replaced with plexiglass or other break-resistant material?</td>
<td></td>
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<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>5) Are school facilities kept neat and in good repair?</td>
<td></td>
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<tr>
<td>6) Are schools sectioned off to limit access by evening users?</td>
<td></td>
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<tr>
<td>7) Is after-hours use of playground facilities consistently and closely monitored?</td>
<td></td>
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<tr>
<td>8) Are protective screen or window guards used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Can any door locks be reached by breaking out glass?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Are your locks in good condition?</td>
<td></td>
<td></td>
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<tr>
<td>11) Are doors equipped with security locks in mind?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Are all exit doors secured by either deadbolt locks or chains and locks which will limit easy escape of vandals and/or burglars?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Are locks maintained regularly and changed when necessary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14) Are doors constructed properly?</td>
<td></td>
<td></td>
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<tr>
<td>15) Are door frames pry-proof?</td>
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<tr>
<td>16) Are high target areas (such as shop, administrative offices, etc.) sufficiently secured?</td>
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</tbody>
</table>

**Target hardware/interior**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>1) Is school property permanently and distinctly marked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Has an inventory been made recently of school property?</td>
<td></td>
<td></td>
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<tr>
<td>3) Are school files locked in vandal-proof containers?</td>
<td></td>
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<tr>
<td>4) Are valuable items thieves can easily fence (such as typewriters, calculators) properly locked up or secured when not in use? (Valuable items should be stored in a security room or bolted down.)</td>
<td></td>
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</tr>
<tr>
<td>5) Is all money removed from cash registers?</td>
<td></td>
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<tr>
<td>6) Are cabinets properly secured?</td>
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</tbody>
</table>

**Security system**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
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<tbody>
<tr>
<td>1) Are there specific persons designated to secure buildings following after-hours activity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Is someone made responsible for overall school security procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Do job descriptions include vandalism prevention duties?</td>
<td></td>
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<tr>
<td>4) Are security checklists used by school employees?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Through as many channels as possible, are vandalism costs made known to taxpayers?</td>
<td></td>
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<tr>
<td>6) Do local law enforcement agencies help and advise on vandalism prevention?</td>
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<tr>
<td>7) Are administrators, teachers and students urged to cooperate with police?</td>
<td></td>
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<tr>
<td>8) Is evening and weekend use of school facilities encouraged?</td>
<td></td>
<td></td>
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<tr>
<td>9) Do law enforcement or security personnel monitor school facilities during school hours?</td>
<td></td>
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<tr>
<td>10) Do law enforcement personnel, parents or students patrol the grounds after school hours?</td>
<td></td>
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<tr>
<td>11) Are local residents encouraged to report suspicious activity to school officials or police?</td>
<td></td>
<td></td>
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<tr>
<td>12) Do students actively get involved in security efforts?</td>
<td></td>
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<tr>
<td>13) Are there emergency procedures for incidents, including fire and bombing?</td>
<td></td>
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</table>

**Alarms**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1) Is the entire system checked regularly or at least every six months?</td>
<td></td>
<td></td>
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<tr>
<td>2) Is the number of false alarms kept down to below two for any six-month period?</td>
<td></td>
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</tr>
<tr>
<td>3) Can selected areas of the school be &quot;zoned&quot; by an alarm system which will indicate which area is being entered by the intruder?</td>
<td></td>
<td></td>
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<tr>
<td>4) If public utility power fails, is there back-up power to keep the system operating without generating an alarm signal?</td>
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</tr>
<tr>
<td>5) Are suitable procedures established for response and turning on and off the system?</td>
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<tr>
<td>6) Are the alarms the self-resetting type?</td>
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WHAT CAN BE DONE/IDENTIFYING YOUR SECURITY NEEDS

Assessment

Most educators with responsibilities for school security problems probably never viewed security expertise as a necessary professional specialty within education. The average administrator or teacher today probably still thinks of security as a job for a heavy-handed vice principal, dean of students or the local "cops." However, school security responsibilities continue to increase. What do you do about these?

- Realize no problem is so great or any crisis so devastating it cannot be managed in some way.
- Realize the best problem management technique is to identify the components of a problem, plan a course of action, put the plan into effect, and then consistently monitor and evaluate the results of the action taken.
- Realize preplanning and anticipation are necessary ingredients to limiting school disruption and crime.
- If a school administrator is to control the educational environment, he/she must have information as to what is happening in his/her school. Being apprised of security incidents is the necessary first step in enabling him/her to respond in an appropriate manner to any given security problem.
- An information system can range from "paper and pencil" to "blackboard," taliies to a fully computerized incident reporting system, which could be closely tied to various intrusion monitoring and detection systems. In this way, shifts in the "action" around school can be promptly reported and analyzed, and developing trouble more quickly anticipated in vulnerable areas. Alarms are costly. Once an assessment of needs is conducted, however, they might prove to be cost effective. For example, the reduction of crime at a school may lower insurance rates over a period of time. Thus, an alarm could be a beneficial dividend that would more than pay for itself. Also, computerized systems, with energy controls designed in, may result in substantial savings that could pay for system and maintenance costs.
- Every information system must have a running daily account, consistent categories and be tallied at a permanent location. This ensures immediate access and retrievability.
- A standard form for reporting school crime should be developed in each school district. In California, Assembly Bill 72 requires each school district to report incidents to the county office. (See Appendix A.) The statewide totals will be collected by the Department of Education.

Developing a school incident reporting system

Standardized reports should be prepared on all school-related accidents resulting in injuries which requires medical attention and/or damage to property, equipment or facilities. In addition, every school system should have a standardized reporting system for all criminal incidents which take place on school property or which involve school-sponsored activities, whether on or off school property. One composite form may be developed to report criminal acts, less serious incidents and accidents. Such was designed to facilitate rapid, accurate and complete recording, as well as easy summary and analysis. There are a variety of different formats available; however, the information contained in the report should be standardized. As a rule, each criminal report should contain the following:

- Date, time and specific location of incident.
- Age, sex, race and status (teacher, student, outsider, administrator, etc.) of persons involved in the incident.
- Full description of suspect(s).
- Names of witnesses.
- Statements concerning intent.

Sample forms used by various districts, which may be helpful as guidelines, are found in Appendix B.

Security reports may also be used to:

- Initiate administrative action.
- Provide records of investigations for school security purposes, as well as student suspensions and expulsions, preceding civil action.
- Provide leads for further investigative action.
- Answer public and media inquiries.
- Assist in prosecution and/or defense of a criminal case.
- Provide information to use as a baseline for development of new crime prevention programs.
- Provide detailed information in injury and other liability situations.
- Provide evaluative information for monthly, quarterly and yearly reports to the superintendent and local and county boards of education.
- Gain an overall perspective for the purpose of identifying trends.

Information necessary for accurate reporting

To simplify reporting, incidents can be broken down into crimes against persons and crimes against property.

Crimes against property might include:

- Arson.
- Bombings and bombing threats.
- Burglary.
- Theft of school property.
- Theft of student/teacher property.
- Theft by employees.
- Vandalism.
- Trespassing/loitering.
- Disturbance and disruptions.
- Duplicating school keys.
- Parking violations.

Crimes against persons might include:

- Assaults.
- Student on student.
- Student on teacher.
- Outsider on student/teacher.
- Robbery.
- Attempted robbery.
- Extortion.
- Attempted extortion.
- Narcotics violations.
- Sex offenses.
- Carrying of weapons.

In addition to maintaining records of the above incidents, be aware of other precrises indicators, such as:

- Unusual absentee rates.
- Class cutting.
- Uncontrollable rumors.
- Racial incidents.
- Presence of hate or underground literature.
- Disproportionate number of disciplinary actions.
- Increased incidents on buses and bus routes.
- Increased conflicts relating to hair styles, clothing, food service, etc.
- Parents coming to school to withdraw their children in fear of what might happen.
- Children not coming to school out of fear.
- Clustering of groups (gangs).
- Graffiti problems.

No one indicator is enough for making an accurate assessment of the emotional climate of a school. Taken together and with proper analysis, however, these indicators will demonstrate the total range of problems and assist in the development of an effective, proactive security system.

What the information may tell you

By maintaining records of reported incidents, it is possible to initiate preventive measures on the basis of past experience.

A high incidence of crimes against property, for instance, may indicate:

- Need for a burglar alarm system.
- Need for key control.
- Need for increased patrol at nighttime by police.
- Need for security personnel.
- Building is not being properly secured.
- Need for increased exterior lighting.
- Need to initiate educational programs to combat theft, arson and burglary.
- Need to involve parents and community in finding solutions to security problems.

An increase in crimes against persons, for instance, may indicate:

- Need for open communication.
- Need to deter individuals or groups of people from disrupting the educational process.
- Need for security personnel.
- Need to involve teachers in active patrolling of problem areas, such as hallways.

If a school administrator is in a position where he/she is able to predict what can reasonably be expected, he/she is then in a position to activate security systems which may prevent a major confrontation from developing.

Action plan

Every school should have an action plan to prevent any situation from getting "out of hand."

The development of such a plan should involve:

- Dialogue about the school and potential or existing problems.
- Evaluation of problem areas from incident reports.
- Identification of existing resources.
- Strategy to use existing resources to accomplish a desired outcome.
- Evaluation as to whether to form interagency group (police, teachers, parents, students, business, etc.) or some form of advisory group to assist in dealing with the problem.
- Assessment of equipment or other materials which may be needed.
- Development of a consistent policy for school administrative staff determining how to handle security incidents. Consider:
  - Are existing school personnel utilized?
  - Are the police called?
  - How are students handled?
  - What legal rights do school personnel have?
  - What legal rights do students have?
  - How are resources withdrawn?
  - Is there sufficient follow through?
  - Development of strategies that allow for proactive rather than reactive response, thus minimizing victimization.
  - Consideration of district and countywide in-service training on school violence and vandalism issues for all school personnel.

The idea of risk management is an essential component to any action plan. "Risk management" involves identifying the areas of vulnerability. Such a conceptual framework facilitates taking an active approach, making appropriate decisions and includes: (1) anticipation of a risk; (2) recognition of a risk; (3) appraisal of a risk; and (4) action initiated to respond to a risk.

It is recommended school districts having questions about specific procedures or legality use the following resources: (1) Law in the School, A Guide for California Teachers, Parents & Students, prepared and distributed by the California Department of Justice; (2) California Laws Relating to Minor, Dale F. Ely and Associates, distributed by Law Distributors, Gardena, California; or (3) contact your local law enforcement agency, probation department or district attorney.
The following graphics will illustrate the difference between a secure and nonsecure school site. Such an inventory can be done at every school. The results will provide the information necessary to take appropriate action.

Factors associated with school violence and vandalism

Schools are easy targets for vandals. Most are public, secular and often unoccupied. Statistical analysis has shown there are certain consistent factors associated with school violence and property loss. These factors should be considered in any security planning:

- The principal's firmness in enforcing rules and the amount of control in the classroom - The more firmly a school is run, the lower the incidence of violence.
- Fairness in the enforcement of rules - The absence of fairness, as perceived by students, seems to provoke violence.
- The crime rate and the presence or absence of fighting gangs in the school's attendance area - It seems that the more crime and violence students are exposed to outside of school, the greater the violence in the school.
- Residential concentration around the school - The school's proximity to students' homes may make it a convenient target for vandalism.
- The presence of nonstudent youth around school - These youths often cause problems and they increase the school's risk of property loss.
- Family intactness and family discipline - Schools having higher proportions of students from families in which both parents are present, and in which discipline is firm, suffer less property loss due to vandalism and other offenses.
- School size - In larger schools, where there is more to steal or destroy, property losses will be higher.
- Rule enforcement, classroom control and nonclassroom supervision - Again, the more firmly a school is run, the fewer offenses it has.
- Coordination between faculty and administration - Good coordination helps reduce the incidence of crime.
- Hostile and authoritarian attitudes on the part of teachers toward students - These attitudes often cause students to "take it out" on the school.
- The size of classes and the number of different students taught by a teacher in a week - The implication is not only that teachers have better control over smaller classes, but more continuous contact with the same students helps reduce violence.
- Students valuing their teachers' opinions of them - Schools in which students identify with their teachers have less vandalism.

Prevention techniques

Statistical analysis indicates there are techniques which have made some schools less vulnerable to vandals. These are especially effective against problems occurring during nonschool hours. They include:

- Keeping the school occupied.
- Keeping the school watched.
- Controlling access to the school.
- Designing or modifying the school with crime prevention in mind.
- Repairing any damage immediately.
- Working with the courts and local law enforcement.
- Considering restitution/prosecution.
Stud~nts shoul~
Pla~grounds
Open
One

Target hardening programs attempt to make schools less physically vulnerable to attack, and, therefore, are the front line of any prevention process. Target hardening measures hold promise for reducing deliberate damage and also much accidental destruction. Proper building materials, with security in mind, should be used in all new construction and renovation work. Nonsecure doors and window frames offer little or no obstacles to the criminal or vandal. Buildings should offer the criminal or vandal a minimum number of illegal entry/exit points.

TARGET HARDENING:

- Limit walkway grasp or climb on.
- All points of entry must be properly secured. Convenient vehicle access near the second floor windows.
- Dumpsters should be placed far enough away from the building so that they do not serve as ladders to upper floors or roof.
- Roof access should be limited by securing exposed drains, window frames, stored items, decorative ledges, vehicles and anything else a person can grasp or climb on.
- Limit walkway cover near the second floor windows.

Parking areas:
- Parking lots should be laid out in a pattern which discourages through-traffic cruising.
- Reducing large parking lots to smaller units will help reduce the impersonality that encourages vandalism.
- It may be advisable to mix faculty and student parking. Designating a parking lot as "Faculty Only" can make cars parked there sure targets for theft and abuse.
- Designate a specific area for motorcycle parking.
- Students should not have unlimited access to their cars during school hours. Entries and exits should be provided with strong, lockable gates. A separate lot could be provided for students who require unusual access times. All areas should be properly identified with signs and appropriate regulations.
- Gates and removable bollards can be used to restrict unwanted traffic from walks and driveways. Gates must be constructed of heavy-duty materials with the main cross-bar above bumper height to discourage forced entry by cars.
- Location of parking lots should allow for easy, direct, visual observation.

Playgrounds:
- Open expanses of grass, cinder tracks and tennis courts seem to attract automobiles and motorcycles. Spinning tires dig deep ruts in grass, chew up tracks and leave skidmarks and oil droppings on paved areas. Highway access must be restricted or eliminated from these areas.
- Playgrounds should be planned with separate areas of activity to keep vehicles out of sports and play areas and to restrict entry to other unauthorized areas. Railing walls, landscaping and steep slopes or berms are often used, but probably the most common and practical method of achieving separation is with chain-link fencing.
- Playgrounds should be fenced off from the main school building so the school building areas are off-limits during all nonschool hours.
- Pongo loops should be used to allow access for after-hours use of the play areas.
- Consideration should also be given to bicycle "hangout" areas. These areas often produce litter and waste, provide opportunity for graffiti, establish places for smoking, drinking and drug use or provide a setting for conflicts or assaults.
- Consideration should also be given to bicycle racks, as bicycles are becoming an increased target for theft and vandalism. Bicycle areas should be secureable and monitored.
- Playground equipment should be durably constructed with a minimum of parts, with tamper-proof fasteners, set screws or tack welds on bolts. Wooden members should be treated with fire-retardant material.
- One of the most rewarding and satisfying ways to create a playground is to let students, parents and school staff design and construct it themselves.
- Drinking fountains are a natural source of horseplay. If they cannot be avoided, recess them into the exterior wall rather than having free-standing fountains.
- Trash cans should be securely anchored to holders or anchor posts to prevent overturning or stealing.
Landscaping:
- Trees should be kept at least 10 feet from a building to prevent window and roof access.
- Trees should be trimmed to permit cross-campus visibility.
- Shrub planting should be done in large masses.
- Gates should have heavy-duty padlocks.
- Exterior lighting should be capable of being limbed up to eight or nine feet above ground cover without destroying their form.

Fencing and gates:
- Fencing or gates, except for special areas such as utility locations and athletic fields, should be used with discretion. Chain-link fencing should be the primary material to maintain visibility.
- High perimeter fencing with gates should be placed around all construction sites near existing facilities.
- Chain-link fencing adjacent to the school building should have barbed wire at the top so that it does not serve as a ladder to upper floors.
- Gates should have heavy-duty padlocks.
- Gate locks throughout a district should use common keys which will permit pedestrian traffic.

Exterior Lighting:
- Break-resistant lenses should be used.
- All wall-mounted or free-standing lights should be placed a minimum of 12 to 14 feet from the ground. The light standards should be constructed of either galvanized steel or concrete.
- Whether to illuminate buildings, school drives, walkways and parking lots, is a decision that each building is the vandal's primary point of attack. You can reduce vulnerability by hardening the target. Every opening in the building is a potential point of access into the building, such as the main entrance, side entrances, delivery entrances, etc., should have increased levels of illumination.
- There should be automatic controls for light fixtures.
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- There should be automatic controls for light fixtures.
- Lighting should reduce shadow areas and provide illumination without glare.

Building design and environment:
- An institutional appearance should be avoided. This can be accomplished by tasteful selection of finish textures and colors.
- There should be a minimum of ornate nonfunctional building decoration to reduce replacement costs.
- A compact building design should be utilized.
- There should be a decentralization of administrative and other offices.
- Walls should be designed to prevent roof access.
- Roof-mounted fixtures should be flush or recessed to eliminate handholds for climbing.
- Walls should be a minimum of 12 feet high and made of fire-resistant materials.
- Roofs should be made of fire-resistant or retardant materials.
- Halls, stairwells and corridors should be designed for high visibility observation.
- There should be no half-walls or free-standing walls connected to the buildings.

Visitor control and access:
- The entry and movement of persons on schoolgrounds and within school buildings should be controlled and supervised.
- All regulations should be in writing.
- One entrance should be designated for anyone coming onto campus during school hours. This should be clearly posted and enforced at each entrance.
- A monitoring sheet for signing in and out should be kept daily.
- In large schools, I.D. cards or other identification is recommended. These should be checked regularly.
- Any visitor not admitted by the above process is unauthorized and should be dealt with accordingly.

Building security - your second line of protection

The building is the vandal's primary point of attack. You can reduce vulnerability by hardening the target. Every opening in the building is a potential point of illegal entry.

Doors - including frames, hardware and locks:
- Building access requirements should be carefully evaluated. The fewer doors - especially those equipped with lock sets - the fewer security problems are apt to arise. Doors that are key controlled should be equipped with contacts for alarm purposes.
Windows

- Windows should be minimized in size and not have large panes. Keep individual each size to six square feet.
- Window frames should be installed with putty on the interior.
- Lexan, polycarbonate, fiberglass and other hard, scratch-resistant coatings are being used for windows. These are, however, more expensive than glass, are easy to scratch and are vulnerable to burning.
- Break-proof plastic windows are being used to cut property loss.
- No breakable glazing should be used on any windows. Extruded aluminum glazing stops and mounting tapes or pop rivets should be used. Construction materials are better to use than glazing putty.
- Where constant window breakage is experienced, wire mesh security screens or grillwork can be used. Grillwork, if carefully designed, can be attractive and not convey a prison-like atmosphere. Many fire codes limit the use of wire mesh. Check your code prior to installation.
- It is extremely important that broken windows be repaired as soon as the vandalism is noticed, thus removing the perpetrators' handiwork from display and discouraging future damage.
- Avoid using sliding windows and casement windows, as these are significant security problems associated with them.

Key areas and items to secure:

The same principles used for locks, doors and windows should be employed in the following places, except that avoidance of windows and key control are priority considerations:

- No money should be left in cash registers. Drawers should remain open when empty.
- All cabinets should be locked when not in use.
- Lavatories:
  - Toilet partitions and their doors will be more vandal resistant if they are constructed of laminated plastic that has a graining a mixed dark color.
  - To avoid damage to piping, conceal as much as possible in a chase.
  - Use concealed and automatic flush valves.
  - Avoid use of tank-type flushing devices.
  - Alternatives to plate glass mirrors are available, and avoid using windows for ventilation. Bottoms of doors can be fitted with grilles, if code allows.
- Cafeterias/multipurpose spaces.
- Administrative offices.
- Safes and vaults.
- Typewriters.
- Science laboratory.
- Music and arts/crafts rooms.
- Shops.
- Student store/supply rooms.
- Libraries and study centers.
- Gyms and locker rooms.
- Service areas:
  - Custodial supply storage.
  - Mechanical and electrical rooms.
  - Educational supplies.
- Food service areas.
- Grounds equipment storage.
Property identification and inventory control:

- By permanently marking each item with an identification number, school equipment becomes less attractive to thieves. If any item is stolen, the I.D. number makes it easier for law enforcement to recover it.

- In addition to a number, another identifying mark (usually the abbreviation of the school's name) should be added.

- Items that should be marked include frequently stolen items, such as calculators, typewriters, audio-visual equipment, laboratory and shop equipment, food processing equipment and tools.

- Electric engraving tools to mark school property can frequently be borrowed free of charge from local police departments. The police also make logos and small warning stickers available.

- An itemized inventory of all school equipment should be maintained. This inventory should include the serial numbers of all equipment.

- Periodically, a physical accounting of each piece of equipment listed should be conducted.

Key control:

- Strict control and proper maintenance of all keys are essential to school security. Key control must be mandatory in any security program. One of the better systems developed comes from Kentucky (Vandalism and Theft in Kentucky Schools; Volume II, School Security and Control). Kentucky Department of Justice, Office of Crime Prevention) and is as follows:

  "a. The responsibility for lock and key control is assigned to a single individual;
  "b. All file keys and duplicates are kept in a steel key-cabinet, under lock and key;
  "c. All keys are maintained and issued with strict supervision, including the requirement that each key issued must be signed for (using key-receipt tags);
  "d. Master keys are kept to a minimum and are retained by top administrative personnel only (principal, assistant principal and maintenance supervisor);
  "e. Appropriate fines or penalties are enforced when an employee loses a key;
  "f. Employees are never permitted to have a duplicate key made on their own;
  "g. Keys are always collected from employees who terminate or transfer;
  "h. All keys are collected and logged at the conclusion of the school year; the key-control system is re-evaluated; inadequacies corrected, before keys are reissued;
  "i. Tumblers in vital locks are changed if keys are permanently lost or stolen."

Key control system for schools:

Follow each step below in setting up a key control system.

Step 1: Diagram and number

Make a complete diagram with each lock (doors and cabinets). Assign a number to each lock, beginning with 1, 2, etc.
Step 2: Collect all keys in envelopes

An envelope should be provided for each set of keys, numbered by lock. Include information as illustrated. Note any lock which must be replaced or rekeyed.

Step 3: Index keys

Transfer the information on Key Collection Envelopes to 3 x 5 index cards.

Step 4: Tag keys

Tags should be completed for each key. One key per tag.

Step 5: Hang keys in key locker

The Key Locker should be secured on the wall of the principal’s office or of another designated administrator’s office.

One hook for each set, numbered by lock.

Separate hook for each Master.
Step 6: Issue key with signed receipt

For each key issued (assigned or loaned temporarily) a Receipt Tag should be completed and signed by the borrower.

The Receipt Tag is then hung on the hook from which the key was taken. When the key is returned, remove the Receipt Tag.

Note: Lock companies and manufacturers of key lockers often furnish key collection envelopes, key tags.

Building security systems

There are various kinds of security systems from the most basic "neighborhood watch" to complex, comprehensive alarm systems. The following outline describes three levels of security systems - basic, intermediate and advanced:

Basic or minimal security system considerations:
- Law enforcement agencies can monitor alarms for schools.
- For those who still do not want to pay for alarms but (1) see the need for security or (2) want to take preventive measures so that security violations will not occur, the following can be done:
  - Dialogue with teacher, staff, students and police as to preventive measures that can be taken to avoid any violence/vandalism problems.
  - Have a schematic map of the entire school so that all areas are evaluated.
  - Begin an incident reporting system for analysis of target areas and scope of the problem.
  - Law enforcement use of schools at night.
  - Develop a contingency action plan.
- Neighborhood watch.
- Repair, replace, remove program.
- Prosecution/restitution.

Intermediate security system considerations:
- A commercial alarm company can provide monitoring services, call the appropriate law enforcement agency and contact the school administrator to provide keys.
- Law enforcement agencies can monitor alarms.
- Hiring campus security personnel specifically to deal in the daytime with school problems.
- Installation of alarms and intrusion equipment in critical access and targeted areas.
- Increased adult presence in troubled areas during school hours.
- Increased police surveillance of specific problem-areas at night.
- Monitoring of reports.
- Repair, replace, remove program.
- Develop action plan to educate staff. Include all personnel.
- Reaction of barriers.
- Architectural modifications.
- Live-in custodians or lived-in trailers. (There is debate in this area. Some authorities feel they have little to no value, while others recommend them highly.)
- Prosecution/restitution.

Advanced security system program:
- Permanent security force with the alarms monitored in their security office.
- Security surveillance patrol day/night.
- Security campus officers.
- Knowledge that members of security force are highly trained, professional peace officers who can fully deal with all security needs.

It should be noted here that highly trained campus security officers are much more preferable than either custodians or lay personnel assigned to specifically supervise the campus. The latter have minimal, if any, law enforcement background, and the low salaries often attract unqualified or unreliable security staff. It is an alternative that is less costly, but also less efficient. All factors must be considered from a long-term perspective, not just for the short-term. In any case, all personnel should be provided comprehensive training in which the scope of their duties and legalities of their positions are thoroughly taught. Anything less could be detrimental to the school and the community.

Is an alarm system needed?

An alarm system is not a security system. An alarm is merely part of an entire package which includes hardware, construction and design. Alarm systems are only as good as those who are responding to them, and they should be installed with careful consideration. Rarely is a system necessary to protect each and every location within a school.

Advantages
- Properly working alarm systems reduce burglary, vandalism and fire losses.
- Knowledge of the presence of alarms will often deter criminals. An effective response to alarms will result in apprehension of criminals, thus involving the criminal justice system and increasing the probability of restitution.
- Alarms protect property after hours when staff has left.
- Several districts can share costs of monitoring to reduce investment and continuing expenses.
A fast response time often allows law enforcement to apprehend a suspect while in the building or on the premises.

Variation in number and types of systems available allow an almost limitless array of capabilities from security to utility reduction.

Disadvantages

- Alarms limit open use of buildings by staff during nonschool hours. An administrative key holder must take responsibility for providing 24-hour response in order to reset the alarm and allow police entry to investigate.
- The size and complexity of most schools make alarm system costs high, especially if comprehensive protection is desired. Improperly designed or applied systems can be costly and troublesome due to false alarms.
- It is sometimes difficult to adapt alarms to the physical characteristics of any building.
- Require constant monitoring.
- Many jurisdictions now have ordinances which result in fines for false alarms. Excessive false alarms can affect relations with local law enforcement also.
- Monitoring and repair service are continuing major costs.
- Over-reliance on the system can create a false sense of security as no alarm system is 100 percent reliable. (The security departments for San Diego, Los Angeles, Oakland, San Bernardino and Huntington Beach city schools have very accurate and comprehensive systems. Information on their systems is available from those school districts.)

Implementation considerations:

An alarm system should not be designed by a commercial alarm distributor or manufacturer. Alarm specifications can best be drafted by an independent consultant or security specialist. Good sources of such advice include: (a) school security directors; (b) local law enforcement crime prevention officers; (c) plant maintenance directors; and (d) a qualified private security consultant who is not associated with any single manufacturer or agent.

Once the basic system requirements have been specified and outlined, alarm companies can be approached for equipment demonstrations and prices to meet the program requirements. All equipment considered should be U.L. approved.

Security needs for school buildings will vary widely, from the highly concentrated facilities in a large metropolitan area to the widely dispersed facilities in a rural area. These locations will affect the design of the entire system; however, monitoring the alarm and responding to the alarm will be the most significant concerns. The fundamental concepts of monitoring and responding to an alarm are as follows:

- Monitoring of an alarm must be continuous when in the secure mode.
- There should be a rapid response by persons trained in apprehension and arrest procedures when the alarm is activated.
- Any security system must include other communication equipment, such as pagers, walkie-talkies, etc.
- Someone must respond with keys to the facility and have the ability to reset the alarm after the alarm has been activated.

Alarm systems at a glance

The following discussion will provide a brief overview of alarm systems now available and how they operate:

System operation overview:

Control panel -

- The power source should be self-contained and have a back-up system.
- Control box keys should be held only by the principal, vice principal or head custodian. If there are district security or alarm maintenance personnel, they should have keys. All personnel should be trained thoroughly as to the system's operation so that, in the event of an emergency, they can respond if necessary.
- Local, audible alarms require resetting once they are activated. The controls should allow the alarm to continue until it is turned off and reset. This should also guarantee investigation of the alarm cause. Automatic bell shutdown and reset timers are also available.

Annunciation/transmission system:

An alarm signal must initiate a response. This is the function of annunciation. One of the following choices should be applicable. They are listed in descending order of security.

- PROPRIETARY TERMINAL - The school district is totally responsible for alarm monitoring. The district provides facilities for monitoring panels and hires the personnel. All alarms are fed to this proprietary station.
  Pro: Most reliable. Can be interfaced with other systems.
  Con: Salary expense.
- DIRECT CONNECTION - Alarms go directly to local police or fire station.
  Pro: Lowest expense for small systems over short distance.
  Con: High expense for large systems.
- COMMERCIAL CENTRAL STATION - Alarms are directed to a professional monitoring service.
  Pro: Can provide professional service for school just implementing system.
  Con: Reliability/response factors.
ANSWERING SERVICE/DIGITAL DIALERS - Alarms sent by telephone dialers are received by this 24-hour service.

Pro: Have much use - fire, intrusion, robbery.
Con: High maintenance factor.

RADIO FREQUENCY - Transmitter transmits radio signal to central station, notifying of a problem.

Pro: No line costs. Can operate independent of telephone system.
Con: Frequency subject to atmosphere.

MICROWAVE - High-frequency transmission signal.

Pro: More concealable.
Con: Most expensive of all.

LOCAL ALARMS - A bell, horn, siren or light on the premises is activated by the system with the intent of alerting neighbors and passers-by and frightening away the intruder before he has completed his objective. The sound emitted should be different from school bells and fire alarms.

Pro: Lowest cost.
Con: No reliability of monitoring.

RESPONSE:

- The alarm should elicit a response by (1) law enforcement or fire protection; (2) school security; or (3) administrative personnel - depending upon what personnel members are part of the system.
- In no case should an answering service or control station respond.
- In the case of a local alarm, neighbors must be made aware that there is a local alarm and that their cooperation in reporting to the police or fire department is necessary.

INTRUSION/DETECTION DEVICES:

Building surfaces/door switches -

KEYED OUTSIDE DOORS - Only the keyed outside doors in each building need to be protected by detection contacts if nonkey-operated doors have been properly secured. These contacts will activate the alarm when the door is opened. These contacts are often mechanically or magnetically activated.

Pro: Generally, intruders will exit through a door.
Con: Will not detect broken windows or exits through windows.

WINDORS - School windows are difficult to protect by an alarm system because of cost and vulnerability to tampering and false alarms.

Interior spaces - Many types of detectors are available and do a good job when the right sensors are used for specific locations. It is likely that the specific needs of the various locations will require using a combination of intrusion detectors. The choice of these detectors should be made by a security specialist.

PHOTOLELECTRIC BEAMS - Direct an invisible beam across the protected areas which, when broken, activates the alarm.

Pro: Useful to protect entrances, exits, corridors and multiple office and kitchen areas.
Con: Subject to detection and vandalism by students if not properly installed.

SOUND MONITORING - Allows the monitoring personnel to evaluate the alarm situation because they can hear activity in the building.

Pro: Detect and evaluate prior to alarm activation. Fewer false alarms.
Con: Expensive. All school bells and telephones must be turned off after school hours.

FLOOR MATS - Concealed switch in floor mat that is activated by means of pressure on the mat.

Pro: Good device for temporary detection. Used in conjunction with other devices.
Con: High wear factor. Small animals can set it off.

MICROWAVE - Transmits a high-frequency beam which, when activated, trips an alarm.

Pro: More concealable.
Con: Most expensive of all.

ULTRASONIC - High-frequency sound above range of human hearing (20 kilocycles). Device detects motion in the area where device is installed.

Pro: Detects any movement.
Con: Greater possibility of false alarms. Wind, falling objects, etc., can activate.
PORTABLE SYSTEM
- System which can be placed temporarily at any problem area. Can use any combination of detection devices, coupled with transmission system.

Pro: Can be set up anywhere, and areas can be protected without permanent installation.
Con: Can be stolen by intruder.

PRO: Reacts to human movement within area.

CON: Limited to area where device is located.

- PERSONAL ALARM - Works like sophisticated walkie-talkie. Is usually held and allows each person carrying one to signal a central monitoring station from any building in case of emergency.

Pro: Self-confidence and sense of security for teacher.
Con: Only as good as person monitoring and the response time.

It is preferable for a school to have its own maintenance program and personnel, rather than utilizing outside companies.

Target areas of vandals and thieves - for alarm system consideration:
- Mechanical and electrical rooms.
- Gym and locker rooms.
- Business equipment storage.
- Band room and instrument storage.
- Cafeteria and food storage.
- Library and audio-visual storage.
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very effective; however, long-term perspective is needed in all considerations. They can be very flexible, which may be a positive factor to consider.

SCHOOL SECURITY DEPARTMENTS - Many of the principals in the "Safe School Study" mentioned earlier rated school security forces as successful in reducing overall crime rates. In addition, principals rated security personnel as highly dependable; more so, in fact, than electronic detection systems. The successful programs already mentioned each have a director of security who is responsible to either the superintendent or assistant superintendent of a district. They have an operations manual, specific delineation as to function and scope of duties, comprehensive training, and work as a support system to the school. They have established working relationships with a wide range of educational and social service agencies, and they have the support and approval of all elements of the school district. This allows them a great deal of flexibility, as well as well-executed discretionary skills. They are permitted to handle arrests and filing of charges, which better assures unbroken chains of information and better court cases. It should be noted that the Oakland City School District has had a school security force since 1957.

In addition to the three options above, some schools utilize a mixture of security personnel, indicating full-time school security professionals may be preferable for long-term work with school staff and students; police for short-term, high-visibility duties; and contract guards for routine patrol assignments. There is much involved in deciding which type of personnel will work best for an individual school.

BIBLIOGRAPHY/REFERENCE MATERIAL

A Preventive Approach to Vandalism and Theft in Kentucky Schools, Volumes I-II, Department of Justice, Office of Crime Prevention, Kentucky.


## APPENDIX A

### School-Related Crime Data Report

**Reporting Date:** January, 1980, through June, 1980

**County and District Code:**

### 1. Incidence of Crime

#### A. Crimes against property

<table>
<thead>
<tr>
<th>Subtype</th>
<th>Number of Incidents</th>
<th>Total Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burglary</td>
<td></td>
<td></td>
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<tr>
<td>Larceny</td>
<td></td>
<td></td>
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<tr>
<td>Arson</td>
<td></td>
<td></td>
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<tr>
<td>Broken windows</td>
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</tr>
<tr>
<td>Other vandalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total, crimes against property</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Crimes against school property, personnel and students

<table>
<thead>
<tr>
<th>Subtype</th>
<th>Number of Incidents</th>
<th>Total Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide</td>
<td></td>
<td></td>
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<tr>
<td>Sex offense</td>
<td></td>
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<tr>
<td>Assault</td>
<td></td>
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<tr>
<td>Robbery</td>
<td></td>
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<tr>
<td>Threats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total, crimes against persons</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments

**Number of student and teacher victims:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Per Pct</th>
<th>Race</th>
<th>Sex</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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</table>

**Number of other persons involved:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Per Pct</th>
<th>Race</th>
<th>Sex</th>
<th>Other</th>
<th>Total</th>
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*Page 4 of 4*
In the annual report for the school year, the Department of Education (Code Section 2233) requires schools to submit a report to the state superintendent of schools. This report must cover a list of specific issues and programs related to school crime. The report is due in the spring and is used as a basis for school crime prevention and control. The report is confidential and is used to improve school safety. The report is available in electronic form and can be accessed online. The report includes a summary of school crime incidents, a breakdown of the number of incidents by category, and a list of the types of programs and strategies used to prevent school crime. The report is used by school administrators, police, and other authorities to assess the effectiveness of school crime prevention programs. The report is available in electronic form and can be accessed online. The report includes a summary of school crime incidents, a breakdown of the number of incidents by category, and a list of the types of programs and strategies used to prevent school crime. The report is used by school administrators, police, and other authorities to assess the effectiveness of school crime prevention programs. The report is available in electronic form and can be accessed online. The report includes a summary of school crime incidents, a breakdown of the number of incidents by category, and a list of the types of programs and strategies used to prevent school crime. The report is used by school administrators, police, and other authorities to assess the effectiveness of school crime prevention programs. The report is available in electronic form and can be accessed online. The report includes a summary of school crime incidents, a breakdown of the number of incidents by category, and a list of the types of programs and strategies used to prevent school crime. The report is used by school administrators, police, and other authorities to assess the effectiveness of school crime prevention programs.
Victimless Incidents

1. Weapons possession
2. Bomb threat
3. Use of alcohol/drugs
4. Possession of alcohol/drugs
5. Other (specify)

Total victimless incidents

Comments (Explanatory remarks)

Victim-Offender Matrix of Incidents Committed

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Total Number of Incidents</th>
<th>Students</th>
<th>Nonschool Person</th>
<th>Teachers</th>
<th>School Staff Member</th>
<th>Other Offenders</th>
<th>Total</th>
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</table>

Total number of gang incidents

* A. Enter "1" in the appropriate box to show the day of the week on which most of the incidents occurred. Enter "2" in the box representing the day of the week with the second highest frequency of incidents.
### II. Programs/Strategies/Services

#### A. Security Services

1. **Equipment**
   - Special lighting systems
   - Building alarm systems
   - Personal alarm devices
   - On-site residence(s)
   - Video (closed circuit) monitors
   - Security guard equipment (vehicles, radios, and so forth)
   - Other

2. **Capital outlay**
   - Total equipment and capital

3. **Personnel**
   - Security guards/patrol
   - Campus security aides
   - Total personnel

#### B. Staff Development/Training

1. **Law enforcement**
2. **Self-protection techniques**
3. **Conflict resolution**
4. **Law-related education (staff)**
5. **Other**

**Total staff development/training element**

#### III. Student Programs and Services

##### A. Special Counseling Programs

1. **Disruptive youth**
2. **Habitual truants**
3. **Reentry students**
4. **Other**

**Total counseling programs**

##### B. Special Curricula/Programs/Services

1. **Student rights (student)**
2. **Student review of school policy**
3. **Law-related education**
4. **Community-based diversion**
5. **Youth employment**
6. **Incentive programs**
7. **Alternative education**
8. **Restitution work**
9. **School Alcohol Review Board**
10. **Other (specify)**

**Total curricula/programs/services**

### Comments (Specific incentives programs) 

Prepared by __________________________

Name, signature, and title
<table>
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<tr>
<th>LENGTH OF OCCURRENCE</th>
<th>LOCATION OF OCCURRENCE</th>
<th>SITUATION</th>
<th>SITUATION DESCRIPTION</th>
<th>OFFICER(S)</th>
<th>SIGNED BY OFFICER</th>
<th>INITIALS</th>
<th>INCHES</th>
<th>FEET</th>
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</thead>
</table>

**LOCATION OF OCCURRENCE**

- Classroom
- Hallway
- Office
- Library
- Cafeteria
- Gym
- Library
- Playground
- Auditorium

**SITUATION**

- Theft
- Vandalism
- Assault
- Threat of violence

**SITUATION DESCRIPTION**

- Theft of property
- Vandal damage to property
- Assault with a deadly weapon
- Threat of violence

**OFFICER(S)**

- Officer A
- Officer B
- Officer C

**SIGNED BY OFFICER**

- Officer A
- Officer B
- Officer C

**INITIALS**

- A
- B
- C

**INCHES**

- 1
- 2
- 3
- 4

**FEET**

- 5
- 6
- 7
- 8

**SIGNATURE**

- Security Department

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**OAKLAND UNIFIED SCHOOL DISTRICT**

**SECURITY DEPARTMENT**

**INCIDENT REPORT**

**DESCRIPTION**

- Name
- Address
- School
- Birthdate
- Parent's name
- Parent's address

**DATE/TIME OCCURRED**

- Day
- Time

---

**List of Costs**

- Yearly fees
- Insurance
- Alarm system

**Report by**

- Officer A
- Officer B
- Officer C

---

**INCIDENT**

- Assault
- Vandalism
- Theft

**INFORMATION**

- Name
- Address
- Phone
- School
- Birthdate

**RECEIVED BY OFFICER**

- Day
- Time

**LOCATION OF OCCURRENCE**

- Classroom
- Hallway
- Office
- Library
- Cafeteria
- Gym
- Library
- Playground
- Auditorium

**SITUATION**

- Theft
- Vandalism
- Assault
- Threat of violence

**SITUATION DESCRIPTION**

- Theft of property
- Vandal damage to property
- Assault with a deadly weapon
- Threat of violence

**OFFICER(S)**

- Officer A
- Officer B
- Officer C

**SIGNED BY OFFICER**

- Officer A
- Officer B
- Officer C

**INITIALS**

- A
- B
- C

**INCHES**

- 1
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**FEET**

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**SIGNATURE**

- Security Department
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- p.
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- w.
- e.
- i.

**MISCELLANEOUS DESCRIPTION**

- OTHER.
- VEH.
- VALUE.
- LOCAL.
- TOTAL.

**LOCAL DESCRIPTION**

- OTHER.
- VEH.
- VALUE.
- LOCAL.
- TOTAL.
END