

## Chapter IV Entry-Control Technologies

Many school administrators contend that the majority of the security problems and incidents at their schools are the result of an unauthorized person being on campus (albeit the vast majority of these unauthorized persons are in some way related to the school or to students at the school). These trespassers can include a school's own suspended or expelled students, students from rival schools, irate parents seeking revenge against a student or employee, gang members, or even drug dealers. It is logical, then, that if a school were able to carefully control exactly who was able to enter the campus or school buildings, security incidents would drop significantly. This is easier said than done.

Schools can often prevent or discourage the casual intruder. Some of the less technical, though often quite effective, approaches to deterring unauthorized entry are:

- Posted signs warning that unauthorized trespassers are subject to arrest.
- Signs that inform visitors that all vehicles brought onto campus are subject to search by the school.
- A guard who is checking identifications at the main entrance gate to the campus.
- Vehicle parking stickers so that any vehicle found parked on campus without a sticker, other than in the monitored visitor lot, is subject to being ticketed and towed.
- Uniforms for students, which make outsiders very identifiable.
- A school policy of no hats; no droopy pants; no t-shirts with alcohol, drug, violence, or gang affiliation messages; or no exposed tattoos, which again can help make outsiders identifiable.
- Greeters at all open entrances to school (these can be parent volunteers).
- Minimal numbers of entrances to the campus and to

- the school. Superfluous exterior doors should be locked to prevent entry from the outside and labeled inside: "For emergency exit only—alarm will sound."
- A policy that anyone walking around campus during classtime will be challenged for a pass and/or student ID and is subject to being searched or even scanned by a metal detector to be checked for weapons and/or drugs.
  - The main student parking lot (which does not include parking for work-study students) closed off and locked during the day. Make entry to school during the schoolday possible only through the front office.
  - Fencing around campus that will discourage the casual intruder and better define school property.
  - A policy that, when a student is expelled or suspended, his or her student ID is confiscated and (for a larger school) his or her picture is made available to the security staff.

### A. Limiting entry/exit points

Most U.S. school buildings in use today were originally designed to foster learning, mimicking universities to some extent. Often, their layouts provided many secluded niches to allow students privacy in which to study; separate buildings to house the various disciplines; multiple entrances and exits in buildings to maximize fire safety and emphasize freedom; and spread-out campuses to prevent congestion and to be open to the community. Fences became passe, perhaps for appearance but more likely to cut expenses. Some schools even have public streets running through the campus. These designs were very appropriate and greatly enjoyed 30–40 years ago. Entry control in these facilities has been limited in the past to the coincidence of an adult noticing an outsider on campus and challenging that outsider.

For current security needs, controlling the access of students, employees, and visitors has become paramount. Without major remodeling for some schools, the manpower required to accomplish access control could be enormous, both for entry into buildings and onto the campus itself. (One fairly new high school in Colorado consists of 1 large building but has more than 100 exterior doors.) Technologies such as card swipes or keypads can greatly reduce this manpower requirement, but not without significant expense.

To best control a school building and/or campus, the number of entryways into the building or onto the campus must be severely limited. Just as with any high-security facility, restricting normal entrance to only one or two locations can greatly reduce the number of security personnel or security devices that must be supported. But limiting entry points can be very difficult for some schools, due to building layout, required emergency egress, property boundaries, the surrounding neighborhood, and adjacent streets.

Some urban schools have no campus per se; their buildings sit directly on streets on one or more sides. This can somewhat reduce the entry control problem but has some inherent problems of its own.

For those schools with campuses, fencing is usually important to control entry onto the school grounds. It is important that schools and communities recognize that enclosing a campus with fencing is more to keep outsiders out than to keep insiders in, although its presence does tend to reduce truancy during the schoolday. Controlling campus entry requires fencing or other physical barriers.

Fencing does not have to be unattractive. Razor tape or barbed wire is rarely appropriate for a school setting

but may sometimes be necessary due to vandalism or theft at a school. If adequate funding is available, wrought iron fencing can enhance the appearance of some campuses, while providing a very difficult barrier to climb over. Less expensive but still providing an excellent barrier is an 8-foot chain link fence (exhibit 4.1) with small mesh (1-inch to 1½-inch). Unlike a typical 6-foot chain link fence, it is difficult to pull up on an 8-foot high fence and a smaller mesh will not allow toeholds. This more desirable 8-foot fencing material is usually about twice the cost per running foot as the cost of standard 6-foot fencing material, but it is probably worth the extra cost, depending on the particular school's risks.

A robust fence defines property boundaries and forces a perpetrator to consciously trespass rather than allowing idle wandering onto a campus that has no fencing. The goal of fencing is to deter the casual or unmotivated trespasser. No fence can keep out someone determined to enter the campus who comes prepared or who is very motivated (i.e., brings a ladder or wire clippers, smashes through the fence with a vehicle, and so forth).

Fencing may be less important for a school that is located in a somewhat remote location. If the majority of students, faculty, and visitors must necessarily get to a particular school on buses or in cars, then the act of restricting vehicle entry to one or two driveways and posting a guard at these locations to validate all vehicle occupants may be adequate without the enclosure of fencing.

For campuses where entry into the building(s) is controlled/restricted and students do not congregate outside during the day, again, fencing may be less useful.



**Exhibit 4.1. This 8-foot, small-mesh fence is around an elementary school. The school's problem with outside gang confrontations on the playground was completely eliminated.**

## B. Entry-control approaches

Once entrances to a facility are limited in number, the process of allowing or denying access is generally accomplished through one of four approaches. The first and most common approach is manpower intensive, and the remaining three employ technology devices. The level of actual security achieved is generally believed to be from 1 to 4, lowest security to highest security, but this is subject to many other variables.

These four approaches are:

1. A security guard controls entry; ID cards or other means of identification may be checked.  
(WHO lets you in)
2. A special ID card/badge with automatic readers.  
(What you HAVE)
3. A PIN number for entering on a keypad.  
(What you KNOW)
4. A biometric device for feature recognition.  
(Who you ARE)

The following sections provide further details. The second, third, and fourth approaches utilize technology, as illustrated in exhibit 4.2.

**1. WHO lets you in.** A security person (or a person assigned to this duty) is located at some particular entry point, either at the vehicle entrance onto campus or at the main entry doors into the building. This security person establishes that the person wishing to enter is a valid student, employee, or visitor. In smaller schools, this can often be accomplished with no more than the recognition of the person by the security person. In larger schools, this validation can be accomplished through issued ID cards (usually with photos), badges, vehicle stickers, or mandatory school uniforms. Although this is not considered a high-security approach for the reasons listed below, it can

be one of the most expensive approaches for most schools.

- **Strengths:** A security person can do more than simply check an ID card. He or she may also notice if something appears amiss, such as if a student is drunk or acting strangely. A security person can also prevent two or more students from entering using one ID card.
- **Weaknesses:** A security person in this task can become bored and may become careless or move to a different job. A security person's attention can be diverted. A dishonest security person could allow unauthorized individuals to enter. Using a person for entry control is an ongoing expense for the school. A simple picture ID card can be stolen and used by someone else; experience has shown that security personnel can sometimes fail to identify persons who have an ID card with someone else's picture.
- **Costs:** Depending on the part of the country, each security guard will cost between \$8,000 and \$30,000 per year, plus training, uniforms, and so forth. (This does not apply to the costs of an actual law enforcement officer.) One guard can be expected to handle roughly 250–350 cars per hour, providing that vehicle occupants are prepared to show ID immediately.
- Every member of a school's security organization must have a thorough background check before being hired, with references and previous employers called. If possible, periodically require drug testing on a random basis.

**2. What you HAVE.** In this approach, an ID card or badge is specially encoded to be recognized by a card reader. Validation of the card can be designed to electronically open a door lock, allow a turnstile

# Increasing Security



**What you  
HAVE  
(ID card or badge)**



**What you  
KNOW  
(Password or PIN number,  
usually with card reader)**



**Who you  
ARE  
(Biometrics identifiers,  
usually with a PIN number)**

**Exhibit 4.2. These are three technology approaches to entry control.**

to operate, or lift a mechanical arm that extends across a vehicle driveway. Viable card technologies for schools include bar codes or magnetic strips for card-swipe readers (such as those used for most credit cards) or passive or active radio frequency (RF) cards for proximity readers, which can validate a card several inches to several feet away (depending on the cost of the system). Card-swipe readers are probably more subject to vandalism as their read heads are fairly delicate. Proximity readers can be protected with a solid piece of plexiglass because actual contact of the card is not required. A proximity card reader might be an ideal entry control system for a teacher's parking lot, or for a computer lab. The newer smart cards are probably overkill for an entry control system.

- **Strengths:** No manpower is involved. These are mature technologies. Validation of a card can be turned off if the card is lost or stolen. When used in conjunction with a floor-to-ceiling turnstile, an authorized person cannot bring in unauthorized persons (exhibit 4.3). It is also possible to automatically update an attendance database when an ID card is read. These cards are generally tamperproof, and some have features that make them very difficult to counterfeit.
- **Weaknesses:** For an electronic lock or vehicle barrier, there is no way to ascertain that only a single authorized person is entering. Cards can be lent out. Cards can be used by others until the card is turned off by the school administration. Card-swipe readers can be subject to vandalism if in a vulnerable location. Card readers require a certain level of overhead to maintain, and regular updating of their databases is mandatory.
- **Costs:** Prices for the equipment to produce high-

quality, tamperproof ID cards, with software to develop attractive customized designs, have come down greatly in just the past few years. A sophisticated printer that embeds the ink into the card cost as much as \$25,000 just 4 years ago. Today, an entire system (a printer, a digital camera, and the software to operate them) that is more than adequate for most school's needs can be purchased for \$6,000–\$8,000. While every product is different, and there are many features that can be added that raise the price considerably, the supplies (inks, card blanks, and so forth) that a school must continually purchase to create cards readable by a card-swipe reader will cost the school about \$1 per card. Supplies for cards readable by a proximity reader will run between \$3 and \$10 per card, depending on the capabilities of the system. Card-swipe readers and proximity readers cost between \$150 and \$300 per reader. The electronics, field panel, and computer system necessary to support a modest number of readers (typically, eight or fewer) will cost around \$2,000–\$3,000. Installation is usually a job most appropriate for an electrician.

**3. What you KNOW.** A personal identification number (PIN) or special code is entered on a keypad. This is usually used in conjunction with an ID card and card reader. Alone, a PIN used on a keypad could be easily compromised by an onlooker; if used in conjunction with a card reader, the level of security is substantially higher. Sophistication of keypads runs from very simple entry devices to unique scramble keypads that effectively allow only the user to view the numbers and that scramble the numbers differently for each use.



**Exhibit 4.3. These turnstiles operate when a valid ID card is scanned through the card-swipe device; this type of arrangement can prohibit more than one person from entering with one valid card.**

- **Strengths:** The PIN and ID card can be turned off when no longer appropriate. A stolen ID card is not enough for a trespasser to use for entry. It is also possible to automatically update an attendance database when an ID card is read and the PIN entered.
- **Weaknesses:** More administrative effort is required to maintain a card system and keypad system. Except when used with a floor-to-ceiling turnstile, it is possible for an authorized person to allow unauthorized persons entry. Users can forget their PINs. Users can lend out their PINs and cards. Keypads are vulnerable to mechanical malfunction as well as vandalism.
- **Costs:** Simple stand-alone keypads, hooked directly to an electric door latch, lock, or strike, may cost less than \$200 for all the necessary hardware. However, installation may be difficult on an existing door. More sophisticated keypad systems that may be part of a network of keypads can cost from \$1,200 to several thousand dollars.
- **An ideal application for a keypad system is for a relatively small population size that does not change often.** (For example, the chemistry storage room that only the chemistry teachers have a code to enter.) For these applications, where the keypad is not subjected to abuse or a harsh environment, a keypad system can go for many years without any additional maintenance or adjustment.

**4. Who you ARE.** An electronic device verifies the identity of a person through the use of a personal attribute, such as hand or finger shape, fingerprint, voiceprint, signature dynamics, retinal pattern, or iris pattern (exhibit 4.4). These devices, known as biometric identifiers, can be very accurate. The chances of such

devices mistakenly allowing an unauthorized person into a facility is usually much lower than the chances of a guard inaccurately matching faces to picture badges. Biometrics are commonly used in high-security applications where unauthorized access into a facility is unacceptable. Recently, two elementary schools in New Mexico have been using hand geometry systems to verify custodial parents, as the abduction of a child by a noncustodial parent is one of their greatest vulnerabilities.

- **Strengths:** This form of identification cannot be lent to other people. A particular person's identification can be deleted from the database when no longer appropriate. There is nothing for a user to forget to bring with him or her. Hand or finger geometry appear to be viable, affordable, and user friendly biometric devices for medium- or low-security applications. Retina or iris pattern scanners are probably the most accurate of all biometric devices, and are most appropriate for high-security facilities. Voice recognition systems have improved significantly over the past few years but still have some weaknesses to overcome before their use is widespread.
- **Weaknesses:** Not all biometric devices are user friendly. Some devices are very difficult for certain individuals to use. Except when used with a floor-to-ceiling turnstile, it is possible for an authorized person to let in unauthorized persons. Some of these technologies are not completely mature, in that their occasional tendency to falsely reject an authorized person can be unacceptable in a school environment. The devices are subject to damage from vandalism. It usually takes longer to use a biometric device than a card reader or keypad.



**Exhibit 4.4. Illustrated here are several types of biometric identifiers that can be used for entry control with a high confidence of accuracy.**

- **Costs:** These technologies continue to improve, and new biometric devices are always being brought to market. Prices for most of these devices have stabilized over the past 5 years. A stand-alone biometric unit can run between \$1,200 and \$5,000. A system that oversees and monitors biometric units at several doors can cost between \$10,000 and \$50,000.

*Working with the vendor:* Identification cards that are readable by an electronic device are probably the more viable technology for schools to consider for entry control. Dozens of different manufacturers are offering hundreds of devices that produce a wide variety of card styles and features. Visiting one of the security trade shows, such as the American Society of Industrial Security (ASIS) conference held each year, will familiarize an individual with most of the products available on the market. Some good questions to ask the vendor are:

- What is the cost of the basic printer, basic digital camera, and basic software? What additional features are available for each of these, how much are they, and what do these upgrades provide?
- What kind of computer will be required to run the system and with what memory and storage capabilities? What is the general speed of data input and card production that can be expected? What can be done (e.g., upgraded components) to speed this up? (An acceptable system may take between 1 and 2 minutes to produce one ID card.)
- Does the printer create both sides of the cards at once, or does the card have to be manually flipped?
- Will the vendor come and install the system and get it working initially?

- Will the vendor program the software initially for the first card design?
- What is the bulk cost of all of the supplies that will be needed? Is it reasonable to buy enough supplies for the next several years, or do some of the materials have a limited shelf life? How long are these particular supplies expected to be available?
- What maintenance is required on the printer and how often (i.e., after how many cards?)
- How long does it take to turn the system on before it is prepared to accept data for the first card?
- Is there any limit on the number of cards that can queue up waiting for the printer at any one time?
- What additional security options are available for the cards? (For example, some vendors offer hologram overlays, which may add \$0.25 to the price of each card.)
- What are the names and phone numbers of schools in your State that are already using this device? How long have they had their systems?
- Did the other schools using this system find it difficult to use the system? Is training simple? Have they had any equipment breakdowns yet? Did any of the supplies not produce the number of cards they said it would? How many additional blank cards should be purchased for errors, re-dos, and so forth?
- How much space is necessary to set up the equipment and allow enough room for operators and waiting students?
- What happens if the system breaks in the middle of the registration of students?

## **Chapter V Duress Alarm Devices and Their Role in Crisis Management**

It would be very unusual for a school to never experience a crisis situation. A crisis can be any incident whereby the health or well-being of one or more students or one or more employees is in imminent danger, or part or all of the school facility will potentially be destroyed or made unavailable. A list of crises could include:

- A threatening or drunk student or employee.
- A trespasser on campus.
- A fight.
- The breakout of a contagious disease.
- An irate and threatening parent on campus.
- Sudden unavailability of a teacher or a bus driver.
- A weapon known to be on campus.
- Massive vandalism.
- A utility outage (no water, electricity, heating, cooling, or telephone service).
- Bad weather (weather too bad to allow students to return home via normal methods or at normal times).
- A vehicular accident with injuries, either in or near the school parking lot or during a school-sponsored event.
- An extremely ill student or employee.
- A gas main leak or toxic spill on or near campus.
- A bomb threat.
- A gang confrontation on or near school property.
- A suicide.
- A hostage situation.
- A shooting, stabbing, murder, or rape.
- A bomb detonation inside the school facility or adjacent to school facilities (a car bomb).
- A local or National emergency that sends community residents to seek temporary shelter at the school.

For a school, a crisis that requires immediate response can be as harmless (but inconvenient) as the lack of a key to open the gym for an evening sporting event. Unfortunately, recent tragedies in the United States have demonstrated the need for schools to be prepared to respond to emergencies as serious as shootings or bombs.

How a school responds to this wide range of incidents is in itself an entire discipline—that of crisis management and planning. Every school needs a well-thought-out, annually updated crisis plan, with regular training for all those who might be involved. Not all schools have a plan, and many plans in existence were issued by the school district such that, by virtue of their generic nature, they may be inadequate for a true emergency. This plan needs to make assignments of who is in charge during different types of emergencies; who is the alternate in charge; who is called first, by whom, from where, and using what; whether students are relocated and how; how students are provided food, water, or shelter in the interim; what type of statement is made to the press and by whom; and who is in charge when emergency teams (fire, police, and so forth) arrive on the scene. These are only a few of the specifications called for. In the best of all possible situations, a predetermined team of school employees will immediately muster upon occurrence of a serious situation. Team members would know who to look to for decisions and then proceed automatically in their roles for the particular plan chosen to be implemented.

For the sake of this discussion, it will be assumed that a school has a current crisis plan in place. The issue that will be of concern here is how an employee (or student) can notify security, school personnel, and/or local emergency services that a crisis is occurring or is

imminent. Types of communication that may be viable are yelling/screaming, sending someone else for help, using the public address (PA) system, using a telephone, or calling on a two-way radio. (Two-way radios will be a selected technology topic in a subsequent manual.)

Now consider that the person who needs to summon help is in a situation where these options are not viable. This situation may be constrained by the need for extreme urgency or discretion (because of an intimidating situation) or because of the vulnerable location of the person summoning help. The provision that allows a person to summon help under one or more of these constraints is defined as a “duress alarm.”

Modern duress alarms are generally electronic devices that vary widely in capabilities and price. There are three general overlapping categories of duress alarms that can send one or more levels of distress signals to a particular location:

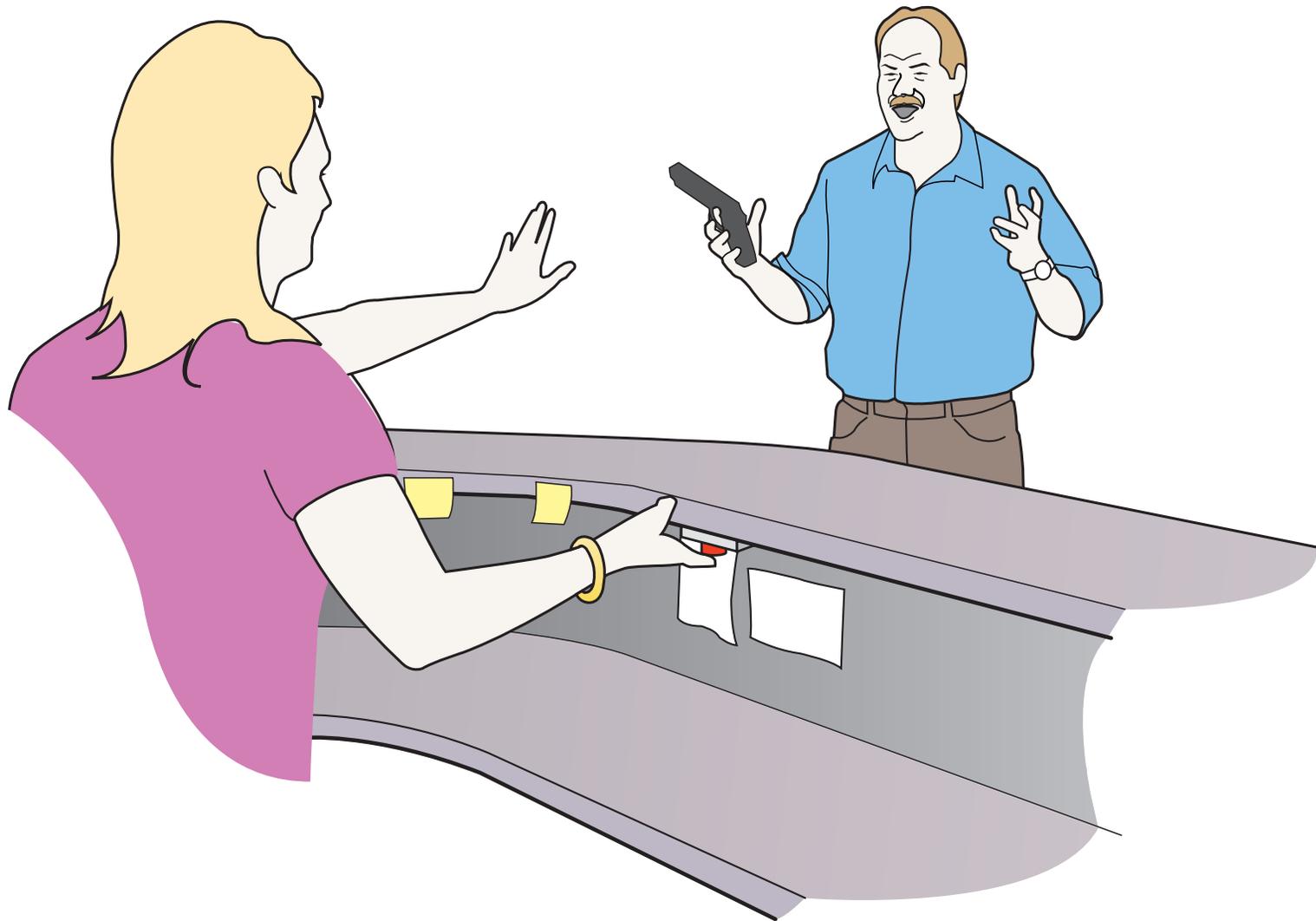
- A panic-button alarm—a pushbutton mounted in a fixed location.
- An identification alarm—a portable device that identifies the owner of the device.
- An identification/location alarm—a portable device that identifies, locates, and tracks the person who activated the duress alarm.

(One additional category could possibly be the cellular telephone. While this approach is neither as discrete nor as automatic as the other three categories of alarm devices, a cellular telephone is highly recommended equipment for every principal and the primary security person. Land lines for telephone service are occasionally unavailable, whether due to inclement weather, accidents, or through malicious actions.)

The panic button is by far the most common type of duress alarm presently found in schools (exhibit 5.1). The simplest application would be a strategically located button that, when initiated, would engage a dedicated phone line. A prerecorded message specifying the school, its location, and the urgency is sent to several locations, such as the police department, the district security office, and so forth. Such a system could be pulled together for a few hundred dollars by the local handyman, plus the ongoing cost of the phone line.

Commercially available duress panic button systems provide a pushbutton mounted on classroom walls or under teachers’ desks. In a duress situation, a teacher or other employee depresses the panic button, which transmits a signal, via wiring, to a location where a visible and/or audio alarm would be activated at a console. This console would provide information that would identify the classroom where the panic button was activated, but not who activated it. A more advanced system may incorporate the PA system, which allows the teacher and the administrative personnel to hold a two-way conversation by using the existing room PA speakers and installed internal wiring. The cost of this system for an average school would be approximately \$10,000.

There are several weaknesses to a panic-button system. In a classroom situation, it is possible that the panic button would not be readily available in a duress situation. It may be across the room from the teacher’s desk or even accidentally blocked by furniture or posters. Also, this configuration lends itself to nuisance alarms triggered by mischievous students. This problem can be offset by hiding the pushbutton or



**Exhibit 5.1. This illustration shows a simple duress system for a school's front office. Every public school needs some method of contacting the police quickly and automatically in the event of a true emergency, without having to rely on the public telephone system.**

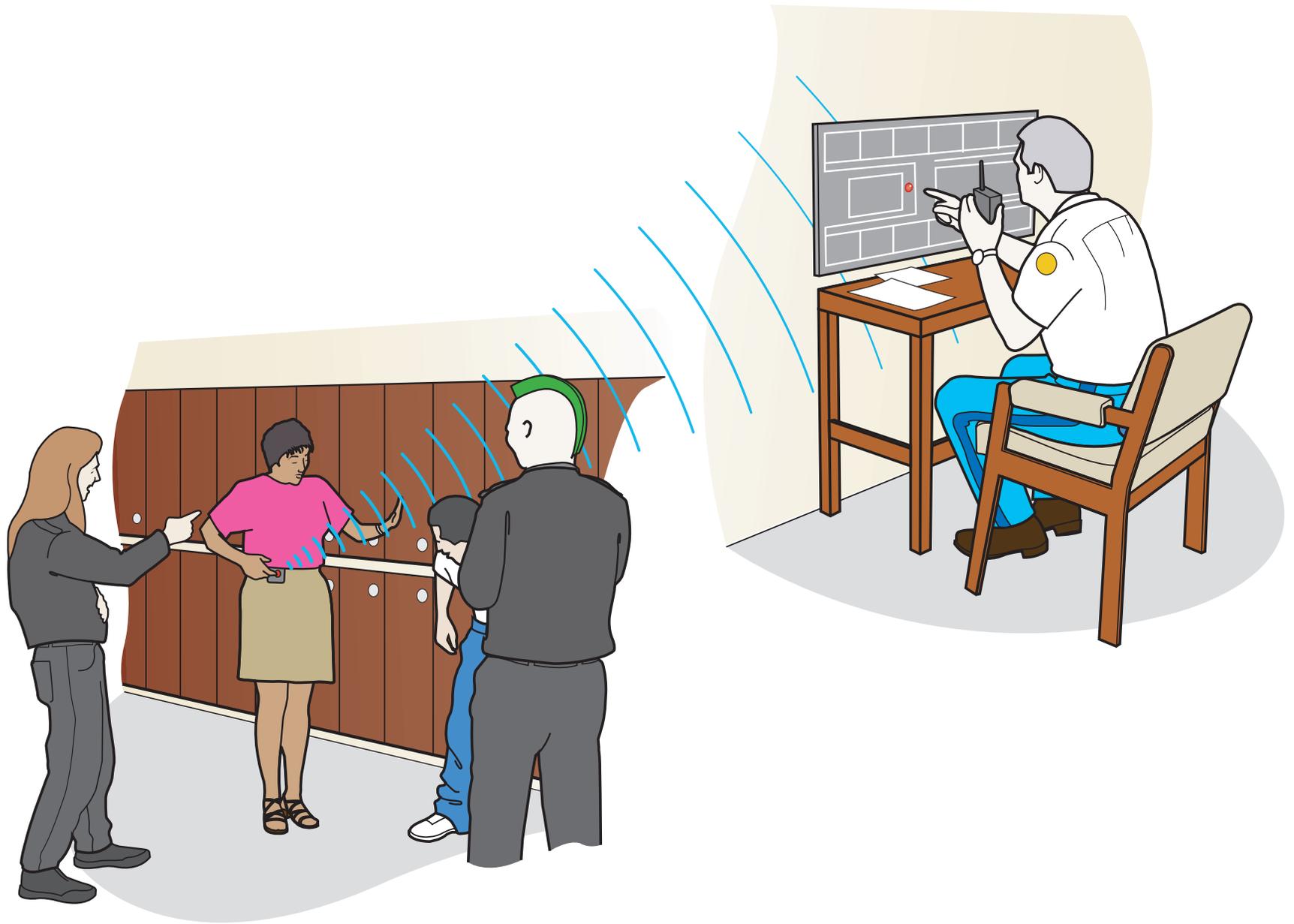
requiring a teacher to enter a PIN on a keypad before use. (The latter is not recommended for schools because of the potential liability of a student attempting, unsuccessfully, to summon help in a threatening situation.) Such a system does not actually identify the person using it, only the owner of the device, but does locate the alarm to a particular classroom or wherever the pushbutton is physically mounted. A panic-button system is cost-effective when installed during the school's initial construction, rather than as a retrofit, and can be a simple and effective system for many types of emergencies.

A second type of system incorporates a pagerlike device that has a panic button built in and is either worn by school personnel or may be installed within a foot switch located under a desk. When the panic button is pushed, a wireless alarm signal is sent to the closest installed wireless sensing unit (a type of repeater) which would then send the signal on to the alarm console. The personnel at the console would receive a coded number and this number would correspond to a teacher. This system does not usually give specific locations other than to the general preprogrammed zone of the repeater. Increasing the number of zones requires more wireless sensing units to be installed, which increases the cost and complexity of the system. A major limiting factor for this system is that the pagerlike device must have a clear line of sight to the nearest sensing unit for an accurate transmission. In other words, walls, glass, roofs, floors, and so forth will degenerate the transmitted signal which decreases the precision of identifying an individual under duress.

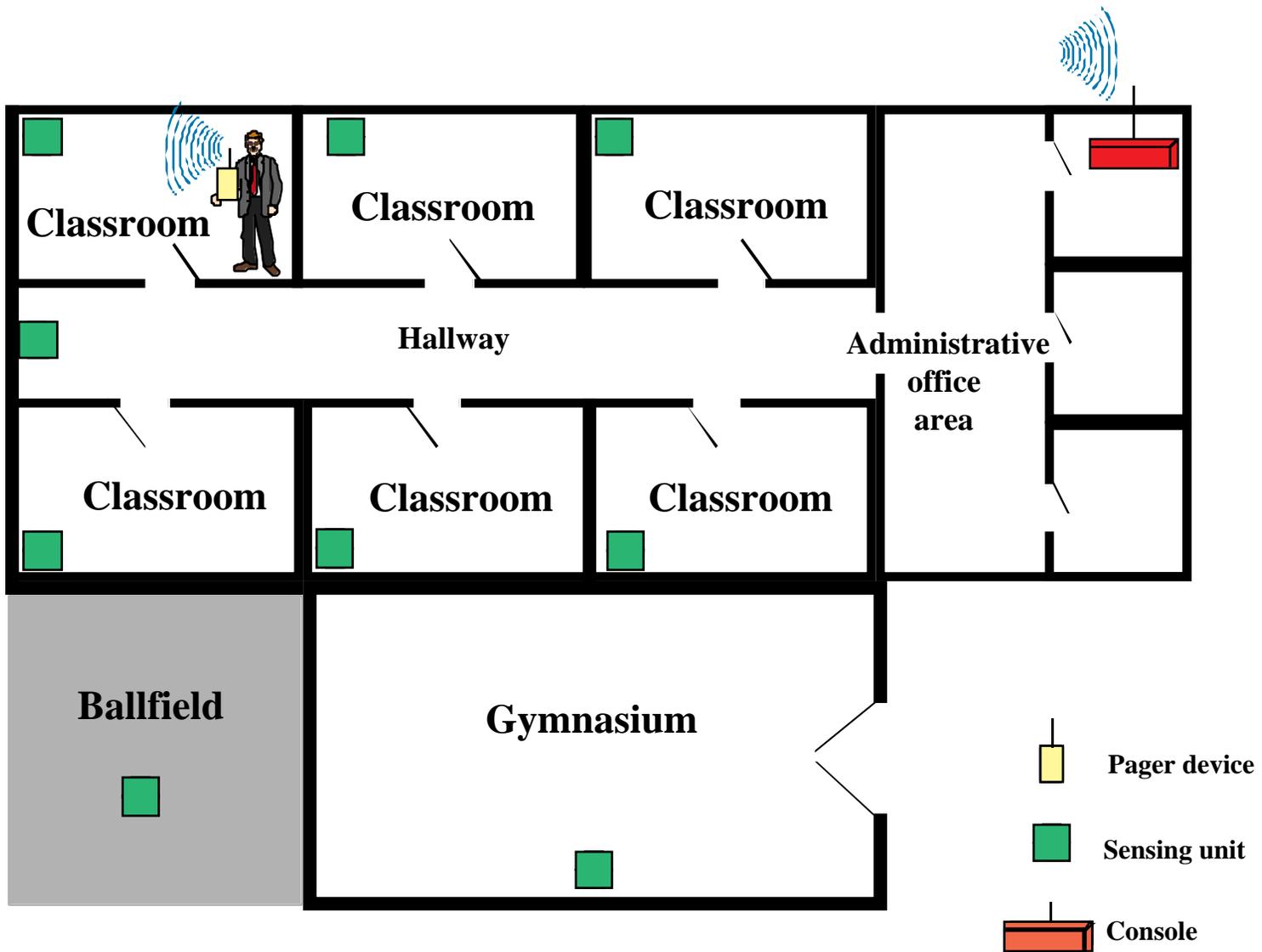
This type of system may also incorporate a two-way radio built into the pager that would allow communication between the console operator and person under duress, but this larger pager is more awkward to wear. Also, if a school has an existing PA system, a duress system could utilize the existing PA system wiring to send the signal from the sensing unit to the alarm console. This hybrid system would use both wireless and preexisting wires to reduce the hardware and installation costs. An estimated cost for this type of system would be about \$50,000.

A third system, a smarter version of the previous system, can identify, locate, and track the person who activated the duress alarm of his or her pager. Again, school personnel would push the panic button in a duress situation, and this action would send a wireless alarm signal to a more sophisticated wireless sensing unit. The sensing unit would forward the signal to the alarm console. An extensive wireless infrastructure identifies, locates, and tracks the pager device (and hence the person under duress) within school property (exhibits 5.2 and 5.3). The electronics and software of such a system produces a positioning symbol on a console panel or maplike display. (Telephone calls to several vendors during the summer of 1998 revealed that these systems generally cost approximately \$100,000 for a 40-acre school area.)

*Advanced and promising technologies.* The Global Positioning Satellite (GPS) technology that is currently identifying, locating, and tracking everything from military soldiers to car rental vehicles has not been shown to be as successful when used inside buildings or



**Exhibit 5.2. This illustration depicts the application of a “smarter” duress system that can provide both identification and location information.**



**Exhibit 5.3. A sample diagram of the configuration of a duress system.**

around large or tall buildings. GPS requires an unobstructed signal from the ground transmitter unit to an Earth-orbiting satellite. Some advanced duress systems use a hybrid design that tracks outside personnel with GPS technology and RF or infrared systems for tracking personnel inside facilities. The cellular phone system infrastructure is improving greatly in capabilities and coverage, which in the future may be a great asset to duress alarm signals. Advances in low earth-orbiting satellite technology that transmits data may

also prove to be beneficial in making duress alarm systems more intelligent in the future.

Duress alarm system technologies are improving at a very fast pace but will likely have to come down substantially in cost before they will be affordable to most schools. Before going out on bid for the purchase of such a system, it is recommended that school administrators communicate with current users or request to participate in a demonstration of the proposed system.

## Resources: Books, Publications, Web Sites, and Conferences

*The list below includes private, professional, and government organizations and publications that are sources of information for school security and safety issues. The list is not exhaustive. It is intended to be representative of the many resources that are now available. Please note that this list includes for-profit organizations as well as not-for-profit entities.*

*Many public libraries can provide Internet access as a regular patron service if it is not available at your institution.*

### **Education Resources Information Center (ERIC)**

2277 Research Blvd., 7A  
Rockville, MD 20850  
Voice: 301/519-5789  
Fax: 301/519-6760  
E-mail: [acceric@inet.ed.gov](mailto:acceric@inet.ed.gov)  
Web site: <http://www.aspensys.com/eric>

Now under the auspices of the National Library of Education and the Office of Educational Research and Improvement, ERIC produces two monthly indexes, Resources in Education (RIE) and the Current Index to Journals in Education (CIJE). These indexes are available in print, on CD-ROM and via the Internet. The ERIC database, which can be searched via the Internet, now features more than 1 million citations, which include school security, school safety, school violence, legal issues, and the use of technology in these areas.

### **U.S. Department of Education**

600 Independence Ave., S.W.  
Washington, DC 20202-0498  
Voice: 800/USA-LEARN  
Web site: <http://www.ed.gov>

The Department's Web site contains a wealth of useful information including guides; publications; resource directories; the full text of some Department publications, such as *Early Warning, Timely Response: A Guide to Safe Schools*; and links to other useful sites.

### **Safe and Drug-Free Schools Program**

#### **Office of Elementary and Secondary Education**

#### **U.S. Department of Education**

600 Independence Ave., N.W.  
Washington, DC 20202-6123  
Voice: 202/260-3954  
Fax: 202/260-7767  
Web site: <http://www.ed.gov/offices/OESE/SDFS>

### **National Criminal Justice Reference Service (NCJRS)**

P.O. Box 6000  
Rockville, MD 20849-6000  
Voice: 800/851-4320 or 301/519-5500  
E-mail: [askncjrs@ncjrs.org](mailto:askncjrs@ncjrs.org)  
Web site: <http://www.ncjrs.org>

One of the most extensive sources of information on criminal and juvenile justice in the world. NCJRS is a collection of clearinghouses supporting all bureaus of the U.S. Department of Justice Office of Justice Programs, which includes the Office of Juvenile Justice and Delinquency Prevention.

Among the NCJRS services that are available through its Web site are:

**Justice Information Center (JIC)** with links to resources on many specific topics including juvenile justice and drugs and crime.

**NCJRS Abstracts Database**, which provides summaries of criminal justice literature—government reports, journal articles, books, and more—and which is searchable free on the Web.

**National School Safety Center (NSSC)**

4165 Thousand Oaks Blvd., Suite 290  
Westlake Village, CA 91362  
Voice: 805/373-9977  
Fax: 805/373-9277  
Web site: <http://www.nsscl.org>

A nonprofit partnership of the U.S. Department of Justice, the U.S. Department of Education, and Pepperdine University, NSSC was created in 1984 with the charge to promote safe schools—free of crime and violence—and to help ensure quality education for all American children.

NSSC has a number of publications, films/tapes, and posters available for sale. SEE ALSO: Publications.

**National Alliance for Safe Schools (NASS)**

P.O. Box 1068  
College Park, MD 20741  
Voice: 301/935-6063  
Fax: 301/935-6069  
E-mail: [nass@erols.com](mailto:nass@erols.com)  
Web site: <http://www.safeschools.org>

Founded in 1977 by a group of school security directors to provide technical assistance, training, and research to school districts interested in reducing school-based crime and violence.

NASS products and services include school security assessments; educational programs for troubled youth; training

programs for administrators, teachers, and students; various publications; and safe school workshops, which are held at different locations around the country. The NASS Web site includes descriptions of the workshops and a 2-3 month calendar of workshop locations. SEE ALSO: Publications.

**National Crime Prevention Council**

1700 K St., N.W., Second Floor  
Washington, DC 20006-3817  
Voice: 202/466-6272  
Fax: 202/296-1356  
Web site: <http://www.ncpc.org> or [www.weprevent.org](http://www.weprevent.org)

An organization dedicated to helping millions of people across the United States prove that building a sense of community and taking commonsense precautions can cut crime and counter fear.

A major thrust of the Council is “stopping school violence” with many useful suggestions and links included on their Web site.

**Keep Schools Safe**

Contact: Attorney General of each State  
Web site: <http://www.keepschoolssafe.org>

A joint initiative of the National Association of Attorneys General and the National School Boards Association, which have joined together to address the escalating problem of youth violence.

The Web site was launched to facilitate sharing of ideas and program information by providing up-to-date information on successful programs and ideas.

### **Center for the Prevention of School Violence**

20 Enterprise St., Suite 2

Raleigh, NC 27607-7375

Voice: 800/299-6054 or 919/515-9397

Fax: 919/515-9561

E-mail: Available from Web site

Web site:

<http://www2.ncsu.edu/ncsu/cep/PreViolence/CtrPreVio>

Established in 1993 at North Carolina State University, the Center serves as a primary point of contact for dealing with the problem of school violence. The Center is currently working on several special projects and is a nationally recognized resource for school resource officer (SRO) programs.

### **National School Boards Association**

1680 Duke St.

Alexandria, VA 22314

Voice: 703/838-6722

Fax: 703/683-7590

E-mail: [info@nsba.org](mailto:info@nsba.org)

Web site: <http://www.nsba.org>

A nationwide advocacy outreach organization for public school governance. The Web site provides links to information services of the organization, including its **Council of School Attorneys** and **Keep Schools Safe**, a joint effort with the National Association of Attorneys General.

### **American Association of School Administrators (AASA)**

1801 North Moore St.

Arlington, VA 22209

Voice: 703/528-0700

E-mail: [phouston@aasa.org](mailto:phouston@aasa.org)

Web site: <http://www.aasa.org>

One of elementary and secondary education's longstanding professional organizations. Strives for the development of

highly qualified leaders and supporting excellence in educational administration. Initiates and supports laws, policies, research, and practices that will improve education.

### **National Association of School Resource Officers (NASRO)**

P.O. Box 40

Boynton Beach, FL 33425-0040

Voice: 888/316-2776

Web site: <http://www.rt66.com/nasro>

A nonprofit organization made up of school-based law enforcement officers and school administrators. The association serves as the largest training organization for school-based police and district personnel in the Nation. NASRO sponsors an annual training conference each summer and regional training throughout the year. SEE ALSO: Conferences/meetings.

### **National Association of School Safety and Law Enforcement Officers**

P.O. Box 118

Catlett, VA 20119-0118

Voice: 540/788-4966

An organization of persons engaged in school security and school police operations.

### **International Association of Campus Law Enforcement Administrators**

638 Prospect Ave.

Hartford, CT 06105-4298

Voice: 860/586-7517

E-mail: [info@iaclea.org](mailto:info@iaclea.org)

Web site: <http://www.iaclea.org>

The membership of this association includes campus law enforcement directors and staff, criminal justice faculty members, municipal chiefs of police, companies offering

campus law enforcement products and services, and colleges and universities throughout the United States, Canada, and the United Kingdom.

### **Campus Safety Association**

1121 Spring Lake Drive  
Itasca, IL 60143-3201  
Voice: 708/775-2026

Members of this organization are professionals concerned with safety at educational institutions.

### **American Society for Industrial Security (ASIS)**

1625 Prince St.  
Alexandria, VA 22314  
Voice: 703/522-5800  
Fax: 703/243-4954  
Web site: <http://www.asisonline.org>

A primary focus of this organization is to increase the effectiveness and productivity of security professionals by developing educational programs and materials that focus on the fundamentals as well as the latest advancements in security management. ASIS sponsors a variety of educational courses and seminars, an annual national seminar and exhibit, numerous publications, a trade journal, and a security industry buyer's guide.

Educational Institutions is an ASIS standing committee. The ASIS Web site has a great deal of information, including full text of various documents. SEE ALSO: Publications and Conferences/meetings.

### **International Association of Professional Security Consultants (IAPSC)**

1444 I St., Suite 700  
Washington, DC 20005-2210  
Voice: 202/712-9043  
Fax: 202/216-9646  
Web site: <http://www.iapsc.org>

A nonprofit professional association of independent, nonproduct-affiliated, professional security consultants. The IAPSC Web site includes a directory of experts; full text of the current issue of the association newsletter; and information on events and other services. SEE ALSO: Conferences/meetings.

### **Teacher's Workshop**

1250 Overlook Ridge  
Bishop, GA 30621  
Voice: 800/991-1114  
Fax: 706/769-4137  
E-mail: [rbender@teachersworkshop.com](mailto:rbender@teachersworkshop.com)  
Web site: <http://www.teachersworkshop.com>

A source of practical staff development opportunities through teleconferencing, a speaker's bureau, video curricula, or special conference events. The Teacher's Workshop Web site includes information on the various categories of opportunities offered. Each category includes topics on school violence and its prevention. SEE ALSO: Publications.

### **National School Safety and Security Services (NSSSS)**

P.O. Box 110123  
Cleveland, OH 44111  
Voice: 216/251-3067  
E-mail: [KENTRUMP@aol.com](mailto:KENTRUMP@aol.com)  
Web site: <http://www.schoolsecurity.org>

An independent, Ohio-based, National consulting firm specializing in training and technical assistance on secondary and elementary (K-12) school security, crisis management, gangs, juvenile crime issues, and crisis preparedness.

NSSSS services include presentations and training; security assessments; expert witness and litigation consultation; and related management consulting. The NSSSS Web site includes information on services, links to other useful sites, and a regularly updated list of publications related to NSSSS service areas. SEE ALSO: Publications.

## General Web Sites

NOTE: There are hundreds of Web sites that contain valuable information and resources on the topics of school security, school safety, school violence and prevention, and so forth, and more are added every week. We could not begin to include them all. In addition to the sites included with their organization above, listed below are a few general sites that contain many links to school security information:

### **National Clearinghouse for Educational Facilities (NCEF)**

Web site: <http://www.edfacilities.org>

With its mission to serve as a resource for the Nation's school personnel and allied professionals who plan, design, construct, and maintain educational facilities, NCEF acquires, manages, and disseminates information relating to educational facilities.

The Clearinghouse is sponsored by the U.S. Department of Education's National Library of Education. Subtopic links at this site include safety and lighting.

### **Mickey's Place in the Sun—Violence and Violence Prevention**

Web site:

<http://people.delphi.com/mickjyoung/violence.html>

Each of the 14 subtopic links for this Topic include organizations, publications, and other resource links.

## **BASA-TECH Webliography**

Web site:

<http://www.nettech.org/basics/projects/weblio.htm>

An annotated listing of education-related Web sites.

### **Security Magazine On The Web**

Cahners Publishing Company

Fax: 303/470-4546

Web site: <http://www.secmag.com>

*Security Magazine* and its sister publication, *Security Distributing & Marketing (SDM) Magazine*, are available in print form. However, the Web site listed here contains a great deal of useful information on a variety of security topics, including advertised security products; school security solutions; a daily news service made up of a network of global news media and business information by topic (e.g., protecting our children and school (K-12) security), which is updated daily and contains full text articles; a new product database; and a list of experts and columnists.

## **Conferences/meetings**

### **American Society of Industrial Security (ASIS) Annual Seminar & Exhibits**

Includes educational sessions, ASIS security marketplace bookstore, and more than 500 exhibiting companies.  
Attendance: 15,000 or more security professionals

For information contact:  
ASIS  
1625 Prince St.  
Alexandria, VA 22314-2818  
703/519-6200

### **International Association of Professional Security Consultants (IAPSC) Annual Conference**

For information contact:  
IASPC  
1444 I St., Suite 700  
Washington, D.C. 20005-2210  
Voice: 202/712-9043  
Fax: 202/216-9649

Note: This conference is generally held in April.

### **National Association of School Resource Officers (NASRO) Annual Conference**

Largest gathering of school-based police officers and school security professionals in the United States.

For information contact:  
NASRO  
P.O. Box 40  
Boynton Beach, FL 33425-0040  
Voice: 888/316-2776

Note: This conference is generally held in July.

### **International Security Conference & Exposition (ISC EXPO)**

Includes leading-edge seminars and workshops that are organized into core conference tracks that reflect major security topics. More than 400 exhibitors showcase security equipment. The seminars and workshops generally include sessions specific to school security. Information specific to the EXPO program and exhibitors is usually available on the Web site about a month prior to the EXPO date.

For information contact:  
ISC EXPO  
Customer service  
Voice: 800/840-5602

NOTE: Many publications, including those of professional organizations, include a list of upcoming meetings/events as a regular feature. In addition, several Web sites, such as the sites for ERIC, NCJRS, ASIS, SIA, and SDM Magazine, have links to lists of upcoming events.

## Publications

Note: Many of the publications included below are available through interlibrary loan at a school or public library.

### Books/reports

**Blauvelt On Making Your Schools Safe**, Peter D. Blauvelt, National Alliance for Safe Schools, 1997.

**Campus Public Safety and Security: With Guidance As Well for High Schools and Private Secondary Schools**, James W. Wensyel, Charles C. Thomas, Ltd., 1987.

**Campus Security and Law Enforcement**, John W. Powell, et al., American Society for Industrial Security, second edition, 1994.

**Combating Fear and Restoring Safety in Schools**, June Arnette and Marjorie C. Walsleben, U.S. Department of Justice, 1998 (NCJ 167888).

**Creating Safe and Drug-Free Schools: An Action Guide**, U.S. Department of Education and U.S. Department of Justice, 1996 (paper and electronic formats).

**Crime in the Schools: Reducing Fear and Disorder with Student Problem Solving**, Dennis J. Kenney and T. Steuart Watson, Police Executive Research Forum, 1998.

**Crime Prevention Through Environmental Design**, Crowe, Butterworth-Heinemann, 1991.

**Dealing With Youth Violence: What Schools and Communities Need to Know**, Rose Duhan-Sells, editor, National Education Service, 1996.

**Early Warning, Timely Response: A Guide to Safe Schools**, U.S. Department of Education, 1998 (paper and electronic formats).

**Educated Public Relations: School Safety 101**, National School Safety Center, 1993.

**Effective Strategies for School Security**, Peter D. Blauvelt, National Association of Secondary School Principals, 1981.

**Gangs in Schools: Breaking Up is Hard to Do**, National School Safety Center, 1993.

**Legal Issues Surrounding Safe Schools**, Reed B. Day, National Organization on Legal Problems of Education, 1994.

**Maximum Security: The Culture of Violence in Inner-City Schools**, John Devine, 1996.

**Practical School Security: Basic Guidelines for Safe and Secure Schools**, Kenneth Trump, Corwin Press, 1998 (hardcover and paperback).

**Safe Schools: A Handbook for Violence Prevention**, R.D. Stephens, National Educational Service, 1995.

**Safe Schools: A Security and Loss Prevention Plan**, James Barry Hylton, Butterworth-Heinemann, 1996.

**Safe Schools, Safe Students: A Guide to Violence Prevention**, Drug Strategies, Inc., 1998.

**Safety and Security Administration in School Facilities: Forms, Checklists & Guidelines**, Sara N. DiLima, editor, Aspen Publishers, Inc., 1996.

**School Discipline Notebook**, National School Safety Center, 1992.

**School Safety Check Book**, National School Safety Center, 1990.

**School Safety Workbook**, National School Safety Center, 1996.

***School Violence Intervention: A Practical Handbook***, J.C. Conoley and A. P. Goldstein, editors, Guilford Publications, Inc., 1997.

***Schools, Violence and Society***, A.M. Hoffman, editor, the Greenwood Publishing Group, 1996.

***Student Searches and the Law***, National School Safety Center, 1996.

***Techniques for Managing a Safe School***, Beverley H. Johns and John P. Keenan, Love Publishing Co., 1997.

***Teens, Crime, and the Community: Education and Action for Safe Schools and Communities***, Judy Zimmer, et al., West Educational Publishing, third edition, 1998.

***Toward Better and Safer Schools***, A.G. Cuervo, et al., National School Boards Association, 1985.

***Violence Prevention and Reduction in Schools***, William Bender (et al), editor, PRO ED, Inc., Spring 1999.

### **Journals/newsletters**

***The American School Board Journal***, monthly, National School Boards Association, 1680 Duke St., Alexandria, VA 22314, 703/838-6722, [info@nsba.org](mailto:info@nsba.org), [www.nsba.org](http://www.nsba.org).

***Campus Security Report***, monthly, Rusting Publications, 402 Main St., P.O. Box 190, Port Washington, NY 11050, 516/883-1440.

***Inside School Safety***, monthly, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick, MD, 800/638-8437, [www.aspenpublishers.com](http://www.aspenpublishers.com).

***International Association of Campus Law Enforcement Administrators (IACLEA)—Campus Law Enforcement Journal***, 638 Prospect Avenue, Hartford, CT 06105, 860/586-7517.

***School Safety***, three times/year, National School Safety Center, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362, 805/373-9977, [www.nsscl.org](http://www.nsscl.org).

***School Security Report***, monthly, Rusting Publications, 402 Main Street, P.O. Box 190, Port Washington, NY 11050, 516/883-1440.

***Security Distributing & Marketing (SDM) Magazine***, monthly, Cahners Publishing Company, 1350 E. Touhy Ave., Des Plaines, IL 60018-3358 (Frequently includes articles on school security).

***Security Magazine***, monthly, Cahners Publishing Company, 1350 E. Touhy Ave., Des Plaines, IL 60018-3358, [www.secmag.com](http://www.secmag.com) (Frequently includes articles on school security).

***Security Management***, monthly, American Society for Industrial Security, 1625 Prince St., Alexandria, VA 22314, 703/522-5800, [www.asisonline.org](http://www.asisonline.org).

***Security News***, monthly, Terra Publishing, Inc., 4250 North State St., Salamanca, NY 14779-9700, 716/945-5091 (Frequently includes articles on school security).

***Security Technology & Design***, quarterly, Locksmith Publishing Corp., 850 Busse Highway, Park Ridge, IL 60068, 708/692-5940, [www.simon-net.com/asp/library.asp?ProviderID=23](http://www.simon-net.com/asp/library.asp?ProviderID=23) (Frequently includes articles on school security).

***Updating School Board Policies***, National School Boards Association, 1680 Duke St., Alexandria, VA 22314, 703/838-6722, [info@nsba.org](mailto:info@nsba.org), [www.nsba.org](http://www.nsba.org). (Frequently includes articles on school security).

## **Directories**

**Thomas Register of American Manufacturers**, A directory of 150,000 U.S. and Canadian manufacturers and their products available in paper and/or CD format at many large public libraries and available free on the Internet. The directory is searchable on the Internet by company name, product name, or brand name. An easy, free registration is required before searching.

**American Society for Industrial Security (ASIS) Security Industry Buyer's Guide**, An annual directory that is available with a subscription to *Security Management*. It is searchable by type of equipment.

**National Security Institute Product & Services Directory**, An online directory searchable by company type and/or product and services. Listings in the directory are available free of charge to appropriate vendors.

**Security Industry Association (SIA) Membership Directory**, Directory of manufacturers, distributors, and service companies in the electronic security industry. Available for a fee to nonmembers.

**Security Industry Association (SIA) Directory of Specialists**, Directory of security professionals that is indexed by specialty area and geographic region. Available for a fee to nonmembers.

## About the National Institute of Justice

The National Institute of Justice (NIJ), a component of the Office of Justice Programs, is the research agency of the U.S. Department of Justice. Created by the Omnibus Crime Control and Safe Streets Act of 1968, as amended, NIJ is authorized to support research, evaluation, and demonstration programs, development of technology, and both national and international information dissemination. Specific mandates of the Act direct NIJ to:

- Sponsor special projects, and research and development programs, that will improve and strengthen the criminal justice system and reduce or prevent crime.
- Conduct national demonstration projects that employ innovative or promising approaches for improving criminal justice.
- Develop new technologies to fight crime and improve criminal justice.
- Evaluate the effectiveness of criminal justice programs and identify programs that promise to be successful if continued or repeated.
- Recommend actions that can be taken by Federal, State, and local governments as well as by private organizations to improve criminal justice.
- Carry out research on criminal behavior.
- Develop new methods of crime prevention and reduction of crime and delinquency.

In recent years, NIJ has greatly expanded its initiatives, the result of the Violent Crime Control and Law Enforcement Act of 1994 (the Crime Act), partnerships with other Federal agencies and private foundations, advances in technology, and a new international focus. Some examples of these new initiatives:

- New research and evaluation are exploring key issues in community policing, violence against women, sentencing reforms, and specialized courts such as drug courts.
- Dual-use technologies are being developed to support national defense and local law enforcement needs.
- The causes, treatment, and prevention of violence against women and violence within the family are being investigated in cooperation with several agencies of the U.S. Department of Health and Human Services.
- NIJ's links with the international community are being strengthened through membership in the United Nations network of criminological institutes; participation in developing the U.N. Criminal Justice Information Network; initiation of UNOJUST (U.N. Online Justice Clearinghouse), which electronically links the institutes to the U.N. network; and establishment of an NIJ International Center.
- The NIJ-administered criminal justice information clearinghouse, the world's largest, has improved its online capability.
- The Institute's Drug Use Forecasting (DUF) program has been expanded and enhanced. Renamed ADAM (Arrestee Drug Abuse Monitoring), the program will increase the number of drug-testing sites, and its role as a "platform" for studying drug-related crime will grow.
- NIJ's new Crime Mapping Research Center will provide training in computer mapping technology, collect and archive geocoded crime data, and develop analytic software.
- The Institute's program of intramural research has been expanded and enhanced.

The Institute Director, who is appointed by the President and confirmed by the Senate, establishes the Institute's objectives, guided by the priorities of the Office of Justice Programs, the Department of Justice, and the needs of the criminal justice field. The Institute actively solicits the views of criminal justice professionals and researchers in the continuing search for answers that inform public policymaking in crime and justice.