

# NEA Safe Schools Now Network

## Broadcast #4

### *Suggested Resources*

#### Programs & curricula

***The Center for the Prevention of School Violence's Safe Schools Pyramid*** reflects the center's view that schools must be comprehensive yet individual in their approaches to solving the problem of school violence. The strategies which comprise the Safe Schools Pyramid have been identified as "promising" because they are proactive approaches based upon intervention as well as prevention. Ultimately, individual schools must actively decide the most appropriate basis from which to address their specific problems of school violence. The Pyramid's programs are designed to create environments in which students can learn and are empowered to address the problems in their own schools. School Resource Officers (SROs) and attention to physical design and technology help create safe and secure learning environments, while law-related education, conflict management and peer mediation, the SAVE program, and teen/student court empower students to deal with problems that may arise. For more information, access [www.ncsu.edu/cpsv/pyrfull.html](http://www.ncsu.edu/cpsv/pyrfull.html).

***Communities In Schools, Inc. (CIS)*** supports an independent, nationwide network of 154 local and 15 state CIS offices, serving 1,500 school sites across the country in 243 school districts and 292 communities. CIS, Inc. provides training and technical assistance; a national identity; national, regional, state and local partnerships; and rigorous standards for emerging CIS efforts. For the past 20 years, CIS has provided successful stay-in-school solutions at school sites by showing communities how to coordinate their public, private and nonprofit resources so kids can get the help they need — where they need it — in the public schools. CIS provides community champions — privately supported independent teams — whose sole mission is to rally community support for children and broker services in the schools. CIS is committed to the belief that every child needs and deserves a one-on-one relationship with a caring adult; a safe place to learn and grow; a healthy start and a healthy future; a marketable skill to use upon graduation; and a chance to give back to peers and community. For more information, visit [www.cisnet.org](http://www.cisnet.org).

***Families and Schools Together (FAST)*** is a program and curriculum developed by University of Wisconsin professor Lynn McDonald that is demonstrating, in schools around the country, that family-school relationships can be improved, and that such enhancement helps children succeed in school. FAST creates structured opportunities for families of elementary school students to participate in repeated, positive, personal experiences with their children in the school setting. FAST works to strengthen parent-child relationships and empower parents to become primary prevention agents for their children. The program applies mental health research to community building. It is also helping to improve students' behavior and performance in school; empower parents in their role as partners in the educational process; strengthen students' and families' affiliation with the school; and prevent alcohol and other drug abuse in the family by increasing the family's awareness and knowledge of substance abuse and its effect on child development and by linking the family with appropriate assessment and treatment as needed. Contact the FAST National Training & Evaluation Center, Edgewood College, 855 Woodrow St., Madison, WI 53711; Tel: 800.444.4861; [www.wcer.wisc.edu/fast](http://www.wcer.wisc.edu/fast).

**The National Alliance for Safe Schools** was founded in 1977 by a group of school security directors to provide training, technical assistance, and publications to school districts interested in reducing school-based crime and violence. NASS is committed to the belief that no child should go to school in fear. NASS, a non-profit, tax exempt corporation, strongly ascribes to the belief that schools need to “take back the controls” and identify the local issues that may be causing fear and anxiety on the part of students and staff. Once the local issues have been identified, school administrators, working with students, teachers, parents and support staff, are able to effect change.

NASS conducts seminars, workshops, symposia, and in-service training for individual schools, school districts, state educational organizations, national educational organizations, law enforcement and federal agencies and parent groups. NASS also pioneered school security assessments in the early 1980s, and has conducted them for large urban school districts with several hundred schools and rural areas with only a handful of schools. The assessment helps school administrators to understand their level of preparedness to deal with a serious security incident, and provides insight into how safe students and staff feel in their school. Price is based upon number of schools to be included in the assessment and the scope of the assessment. Call for a quote. Contact National Alliance for Safe Schools, Ice Mountain, P.O. Box 290, Slanesville, WV 25444-0290; Toll free: 888.510.6500; E-mail: [NASS@raven-villages.net](mailto:NASS@raven-villages.net); website: [www.safeschools.org](http://www.safeschools.org)

**The National Institute for School and Workplace Safety** is committed to becoming “the leading provider of safety and security services to school systems and the workplace throughout the United States.” The institute is committed to prevention-driven, rather than incident-driven, safety standards. Its team-oriented approach includes ongoing contact with the local school and workplace safety and emergency response teams. The parent company of NISWS is the National Safe School Institute, Inc. (NSSI), a Delaware C Corporation headquartered in Heathrow (Orlando), Florida. Among the institute’s services are its two-day workshop on the standards of school and workplace safety; workshops for special education teachers who are working with children who act aggressively or violently; design review of school construction plans; and the development of an emergency management plan for school districts or individual schools. For more information, see [www.nisws.com](http://www.nisws.com).

**The National PTA** offers Building Successful Partnerships, a multifaceted program focused on increasing awareness and implementation of the National Standards for Parent /Family Involvement Programs. A parent involvement training program for national board members and select state leaders, launched in August 1999, has made nearly 200 PTA leaders available to conduct workshops and give presentations on parent involvement and the National Standards. In early 2000, National Educational Services Inc. published *Building Successful Partnerships: A Guide to Developing Parent and Family Involvement Programs*. The book is a comprehensive implementation guide on the National Standards that is designed to provide the foundation for developing a quality parent involvement program. For more information, access [www.pta.org/programs/bsp/](http://www.pta.org/programs/bsp/).

In 1998 the **Office of Juvenile Justice and Delinquency Prevention (OJJDP)** in association with the **Juvenile Justice Telecommunications Assistance Project of Eastern Kentucky University** conducted a live satellite teleconference, “Youth Courts: A National Movement.” While youth court programs have existed in the United States for over half a century, their number has grown strikingly in the past few years, in part as a result of increased support at the federal level. Currently, more than

450 youth court programs are operating with some 100 additional programs in development. The majority are grassroots efforts, reflecting the fact that communities see youth court as an effective means for holding youth accountable for delinquent and criminal behavior. Youth courts give communities an opportunity to impose immediate consequences on first-time youthful offenders and allow young people to accept responsibility for their actions, build competencies in youth, and protect the community as part of a graduated sanctions system. Youth courts also present communities with opportunities to teach young people valuable life and coping skills. They also promote positive peer influence for youth who are defendants, as they are being tried by their peers who are trained to serve on the youth court as volunteers. These volunteers serve in a variety of roles that include defense and prosecuting attorneys, court clerks, bailiffs, jurors, and, in some courts, even as judges. In participating in these roles, the students have a learning experience at the same time that they are helping fellow students. Also, the youth court has an important rehabilitative component that helps to raise the self-esteem of youth who have completed their sentences by asking them to serve on the court. A training program is provided to every youth prior to their service on the court that takes them through the court process and its functions, for example, the role of volunteers, case preparation, courtroom procedures, purpose of teen court, and the juvenile justice system. For a step-by-step guide to implementing a teen court program, visit [www.ojjdp.ncjrs.org/pubs/peerhome.htm](http://www.ojjdp.ncjrs.org/pubs/peerhome.htm).

***Students Against Violence Everywhere (SAVE)*** promotes nonviolence and safe schools and communities by educating students and enlisting them and their parents in activities to reduce the violent behaviors that threaten our youth. Middle and high school SAVE chapters generally operate as extracurricular activities. In elementary schools, SAVE activities may be introduced as part of the regular school day. SAVE activities integrate knowledge and skills from the social studies, language arts, science, mathematics, arts and guidance curricula while delivering the message of nonviolence and conflict management. Student-involvement approaches are student initiated, student-directed, and student-operated. For more information, access [www.ncsu.edu/cpsv/save.html](http://www.ncsu.edu/cpsv/save.html).

***Teens, Crime, and the Community (TCC)*** is a nationwide effort implemented at the local level to reduce the incidence of teen victimization and to engage teens as crime prevention resources in their schools and communities. TCC is supported by the National Crime Prevention Council (NCPC) and Street Law, Inc. TCC is a joint initiative currently funded on the national level by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. A variety of entities may serve as a “TCC site”—a school, a juvenile justice facility, or a youth membership organization. A TCC program consists of an education component and action projects. TCC’s school-based curriculum can be used independently or infused into a number of related subjects and grade levels. The community curriculum can be infused into structured recreation programs, social programs, after-school initiatives, and other programs that reach young people. TCC is being used in more than 400 schools in 40 states, as well as in juvenile justice settings, housing developments, and community-based sites throughout the country. For more information, visit [www.nationaltcc.org](http://www.nationaltcc.org).

***The West Virginia Prevention Skills Training and Curriculum Supplement*** was chosen in West Virginia as a framework for the Healthy Schools health education component because of its proven research base and its grounding in the six components of effective prevention education (bonding, knowledge, influences, perceived risk, social skill building, and reinforcement). Combined with Instructional Goals and Objectives (currently being revised), the Prevention Skills Model helps all teachers more effectively address concerns they have about their students and the risks they often

take. The original Prevention Skills Model was developed by the Education, Training and Research (ETR) Associates of Santa Cruz, CA. West Virginians have taken this model one step further by developing a curriculum supplement packed with ideas for user-friendly classroom activities that address the six targeted risk behaviors: tobacco use; drug and alcohol use; nutrition; physical activity; injury/violence; and sexual activity. Approximately 1000 educators in WV have been trained to use the WV Prevention Skills Curriculum supplement. For more information, contact the WV Department of Education, Office of Healthy Schools, Bldg. 6, Room 309, 1900 Kanawha Blvd. Charleston, WV 25305; Tel: 304.558.8830; or access <http://ruralnet.marshall.edu/healthy-schools/psmarket.htm>.

**Youth Service America (YSA)** is a resource center and alliance of 200+ organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, or globally. YSA's mission is to strengthen the effectiveness, sustainability, and scale of the youth service movement. YSA envisions a powerful network of organizations committed to making service the common experience and expectation of all young Americans. A strong youth service movement will create healthy communities, and foster citizenship, knowledge, and the personal development of young people. The Youth Service Information Network provides youth service organizations and the media with key information and research on best practices, resources, and opportunities in the youth service field. Through SERVENet [www.SERVENet.org](http://www.SERVENet.org), users can enter their zip code, city, state, skills, interests, and availability and be matched with organizations needing help. SERVENet is also a place to search for calendar events, job openings, service news, recommended books, and best practices.

### **Books, videos & software**

**The National Emergency Medicine Association (NEMA)** has produced a new video called *In A Flash* which tells the true stories of young gunshot victims and gives clear guidance for middle school age kids if they should find a gun. This video is designed to facilitate discussion in a classroom or small group setting. A resource guide, for use by a teacher or adult facilitator, accompanies the video. Targeted to middle school-aged viewers, the video has received favorable reviews. Viewers report that the video is being used successfully with individuals and other age groups as well. For more information about NEMA publications, or to order *In A Flash*, call 800.332.NEMA (6362) or visit [www.nemahealth.org/flash.html](http://www.nemahealth.org/flash.html).

**The Real Truth About Trouble: A Little Can Turn Into a Lot** was written by Kirk Seufert, a respected child advocate and attorney in Nashville, TN. The book uses real-life stories from real kids to talk about drugs, sex, violence, guns, confrontations, gangs, crime, truancy, and life from a perspective kids can relate to. Intended for middle schoolers to teenagers, the book is designed to be "kid-friendly" in its easy-to-hold, easy-to-read format. The companion workbook can be used in alternative sentencing or other court-ordered diversion programs that require juveniles to write essays or speak to their peers in school regarding the truth about trouble. For more information, contact Carla Nunnally at 615.292.9411 or by e-mail at [cresridge@aol.com](mailto:cresridge@aol.com).

**X-Detect** is a simple but powerful computer program that allows users to test their computer for prior, rather than future, X-rated and violent internet browsing. It gives parents the ability to determine whether there has been questionable net surfing on their home computer and to handle the situation correctly by talking with their children. X-Detect reports let parents detect and defuse potential dangerous behavior or plans before anyone gets hurt. The software costs \$19.95, and can be

ordered at [www.xdetect.com](http://www.xdetect.com).