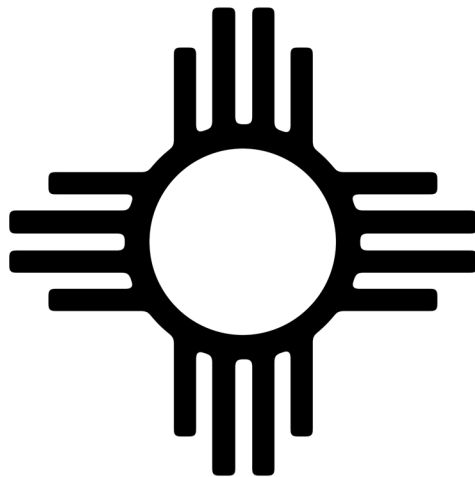


Safe Schools

Report

2000-2001

Formerly titled
Violence & Vandalism Report



Produced by
The New Mexico State Department of Education
in partnership with
The University of New Mexico
Center for Health Promotion and Disease Prevention
February 2003

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Executive Summary

Kristine Meurer, Ph.D.
Director, School Health Unit

The improvement in the reports of violence and vandalism in the past year is to be credited to the hard work and persistent efforts of the school districts in the State of New Mexico. It is important that our schools are safe so our students can learn and our teachers can teach. Every school in New Mexico has developed and is implementing comprehensive Safe School Plans. The development of the Safe School Plans was a collaborative effort of parents, community partners, and schools. This joint effort helps to ensure that all students attend school in a safe and respectful learning environment.

How serious is the problem of school violence and vandalism in New Mexico? The raw numbers for victims of violent crime appear to be extremely large. However, it is important to notice that, for the number of victims of violent incidents, 7,436 students represent only 2 percent of the student population, 409 teachers are only 3.4 percent of New Mexico teachers, and 102 other school personnel are only 7 percent of the total in New Mexico schools. This is certainly not to belittle the problem, nor to suggest that vigilance is unwarranted. In fact, it means that the problem is not so overwhelming as it appears on first glance: we can effectively address and thereby decrease the number of incidents of violence and vandalism. Data from the 2000-01 school year warrant optimism about making headway. Some promising highlights are:

- _ The total number of incidents of violence/vandalism decreased by 2,080 or 11.95%.
- _ Possession of firearms decreased significantly, from 51 incidents two years ago and from 25 incidents in the previous year, to 20 incidents in 2000-01.
- _ Incidents of violent crime decreased by 1,409 or 14.8 % from the previous year.
- _ Incidents of gang activity decreased by 169 or 45% from the previous year.
- _ Alcohol violations decreased by 102 or 17% from the prior year.
- _ The fact of decreased numbers of incidents continues a trend begun three years ago.

However, the data still provide ample reason to be concerned and to seek to devise creative and effective strategies to address the kinds of infractions that are on the increase: drug violations (313 more incidents or 12.6%), theft (12% increase over four years previously), possession of knives (45 or nearly 8% increase) and arson. These incidents often co-occur as part of a complex set of behaviors whereby one infraction is provoked by or accompanies another from this group of activities.

Thus, although this still requires a tremendous amount of work, the overall prospects of success in achieving safe schools in New Mexico are excellent.

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Introduction

Each year since 1989, all of New Mexico's 89 local school boards have reported incidents of violence and vandalism to the State Department of Education (SDE), for the period of July 1 through June 30. This report is for the year 2000-2001. Formerly entitled *The Violence and Vandalism Report*, this report is intended to reflect the preeminence of concerted and coordinated efforts of the past few years to ensure safe schools, and thus it is named *The Safe Schools Report*. This report contains information about how schools are addressing the issue of school safety through the development and implementation of comprehensive Safe School Plans.

The provision of this additional information enhances the two basic functions this report was designed to fulfill. First, it is intended to provide pertinent data for use by policy and decision makers at all levels of the educational process. And, second, the report contains existing information about incidents and trends about violence and vandalism, and resources to offer easy access to those involved in prevention and intervention measures. As such, the purpose of statutory measures that initially required the production of this report was merely to gather important information. In the past few years, the SDE initiated a more proactive approach in order to prevent and respond to the occurrence of such incidents. These efforts began with a statewide safe schools forum that resulted in recommendations for school safety. In response to the safe schools forum recommendations, school safety became one of the five accountability indicators for New Mexico schools. To address this indicator, every school district in New Mexico has developed and is implementing comprehensive Safe School plans. These plans address the areas of prevention, policies and procedures and emergency response.

History of the Report

New Mexico Statutory Law

The filing of this report was mandated by the State of New Mexico in 1978, through Statutory Law (Article 1, Chapter 22, Sections 1-7, amended 1989). The statutory provisions require school districts to submit an annual report of incidents of vandalism and violence that occur in the schools to the SDE, using the reporting procedures that the department established.

State Board of Education Task Force

In 1996 the State Board of Education (SBE) and the State Superintendent appointed a task force to review the New Mexico Student Rights and Responsibilities regulation SBE Reg. No. 81-3. The objective of the task force was to determine how well the regulation supports the efforts of local school districts to ensure student safety and to provide an environment that is conducive to learning. The task force concluded that SBE Reg. No. 81-3 (now entitled SBE Reg. 6.11.2 NM AC) was still functional, but recommended several changes. As a result of those recommendations, the SBE made the following changes to the regulation in 1997:

1. Provisions were made for appropriate state, local agency, and/or community input into the formulation and enforcement of school rules, including those related to corporal punishment.
2. Prohibitions against gang-related activity, sexual harassment, and the possession of weapons in school.
3. The SBE updated and/or provided general provisions dealing with protected free speech and expression, search and seizure, attendance requirements, and discipline of students for out of school conduct that affects the school.
4. The SBE made clarifications/amendments of certain provisions dealing with procedures for detention, suspension and expulsion of students.

Planning for Safe Schools in New Mexico

In February 1997, a two-day planning forum was held in Albuquerque with more than 150 participants statewide, including youth, to prepare a set of strategic goals and plans for safe schools. Organized into 15 planning groups, each of which addressed a specific issue, they completed a strategic planning process, as each group assessed the status of the question before it and proposed goals, action steps and measures of success. State Department of Education staff then translated the results of group discussions at the forum into goals, objectives, activities and measures of success, as well as resources.

To make sure that the plan was comprehensive—incorporating all issues that impact the school environment—they included features of other plans and identified various resources from other state offices that can assist in ensuring a safe school environment. The goals resulting from the safe schools planning forum are:

- Goal 1: All students in New Mexico will have access to public educational services in a safe, healthful, caring, and respectful learning environment.
- Goal 2: All school personnel in New Mexico will be able to carry out their duties in a safe, healthful, caring, and respectful work environment.
- Goal 3: Students, school staff, parents, and communities will understand that safe schools are everyone's responsibility.

A Comprehensive Approach that is Unique

All fifty states are required to have emergency preparedness plans that include procedures for schools in the event of a national or local disaster or foreign aggression. New Mexico is the first state in the nation to require all schools to develop and implement *comprehensive safe schools plans* that include prevention, policies and procedures as well as emergency response. In addition, the State Department of Education is currently in the process of developing guidance for safe schools plans to include a section on how to respond after an incident has occurred (postvention). There are, therefore, three components that comprise the *Safe School Plan*.

1. The *Prevention* component is designed to provide instructions for school staff about how to prevent potentially harmful situations. This section includes information about health

education, various prevention programs, counseling and mental health services, traffic safety, and elements of secure schools and environmental design inspections.

2. The *Policies and Procedures* component provides directions for school staff about how to intervene in potentially harmful situations. It includes policy and procedure guidelines about what kinds of discipline to impose for various kinds of infractions, about the need for dress codes, maintaining attendance, reporting suspected cases of abuse and neglect, and about alternative education options.

3. The *Response* component prepares schools for potential emergency situations, with guidance for how to identify security needs, develop prevention and intervention techniques, evaluate physical facilities and communicate with staff and students in times of crisis and in preparing for possible incidents. It also includes, in addition to planning directives, instructions for training school personnel and students with practice drills. For this section, each school is expected to have at hand emergency phone numbers and instructions for emergency management team personnel, examples of various kinds of emergency situations and procedures for how to handle those situations, and the function of crisis counseling.

A fourth upcoming component will be *Postvention*, which will assist schools in coping with the aftermath of a traumatic incident that involves the school and/or impacts the school community such as a death or a suicide on or off campus. The guidance documents for the postvention section are currently being developed.

The development of this comprehensive plan with these components meets the requirement of the Accountability Program for New Mexico Schools, which was adopted by the State Board of Education for one of the five indicators, specifically School Safety. The New Mexico plan was first implemented during the 1998-1999 academic year, with directives sent to each school district to prepare a comprehensive plan, and to submit this to the SBE. The planning should take into account unique features of the school environment or location and to incorporate these in preparing for the full range of possible activities necessary to ensure a safe and respectful learning environment.

The School Health Unit of the SDE prepared a template to assist school districts with meeting this requirement, which they could use to prepare their plans. As part of this process, district planning meetings included school personnel, parents and relevant community groups to obtain input for identifying unique conditions in order to develop detailed response plans for various situations in each school. To meet the accountability requirements for safe schools, districts identified goals and benchmarks to measure future progress and to document significant changes that they planned and/or that occurred. The plan also required a staff development section outlining training plans for school staff about how to respond if an incident or event occurred. As a working document, school districts will continually review and update or revise their Safe School Plan. Most school districts have a safety committee or task force in place that is responsible not only for developing and updating the original plans but also for conducting these reviews. Administrators are being asked to share their success stories about responding to special situations that occurred during the prior year. These can provide valuable insights for other district administrators and state officials.

With a comprehensive approach, vast improvements have been made in most schools in preparing for possible incidents. Rather than merely requiring fire drills, the only activity required by law, many districts now practice evacuations and shelter-in-place drills. In addition, schools are implementing a variety of prevention activities to defuse potential confrontations, such as mentoring programs, mediation programs, and anti-bullying programs and policies. Schools also reviewed the impact of seemingly extraneous issues, such as dress codes, and conducted assessments to identify what is necessary for a comprehensive approach as, for instance, fences to keep coyotes out of a school yard, procedures if a hot air balloon lands or a bear wanders onto the school grounds.

An exceptionally valuable outcome of this approach is the strengthening of partnerships among state and local agencies to support safe school efforts. Through these collaborative efforts, schools have sought and successfully obtained funds to enhance campus security and to purchase other equipment to promote safe and drug-free schools. With assistance from local law enforcement personnel, some schools established a code system to alert others through the public address system about a potential danger or incident. Because of the enhanced partnership efforts in conjunction with preparing safe schools plans, and the comprehensive nature of the plans, schools are much more efficient and effective in responding to incidents than they were in the past.

State Board of Education Strategic Issue #4: Safe Schools and Respectful Learning Environments

The following strategic goals expressly recognize the responsibility of the State Board of Education and its schools to ensure safe schools and provide classroom environments that promote learning and mutual respect.

- Goal 4.1.* Create school environments that protect children and teachers from harm originating from any source; eliminate theft, intimidation, harassment, threats and possession of weapons, alcohol and other drugs. Set high expectations for self-discipline.
- Goal 4.6.* Review school safety plans and their implementation.

Fulfilling the Provisions of the 2002 *No Child Left Behind Act*

This proactive approach of the SDE, and of the school districts as they work with local constituencies and agencies, is consistent with the provisions of *No Child Left Behind*. Under this act, the “Unsafe School Choice Option” directs the states to define and identify schools that are “persistently dangerous,” and to offer alternative schools within the local education agency both to victims of violent offenses and to families if their children attend a school that meets the definition. A provision is also included that supports teachers and principals with maintaining order and discipline in the classroom without fear of litigation. States must certify to the Secretary of Education of the U.S. Department of Education that they are in compliance with this act as a condition of receiving funds under *No Child Left Behind*.

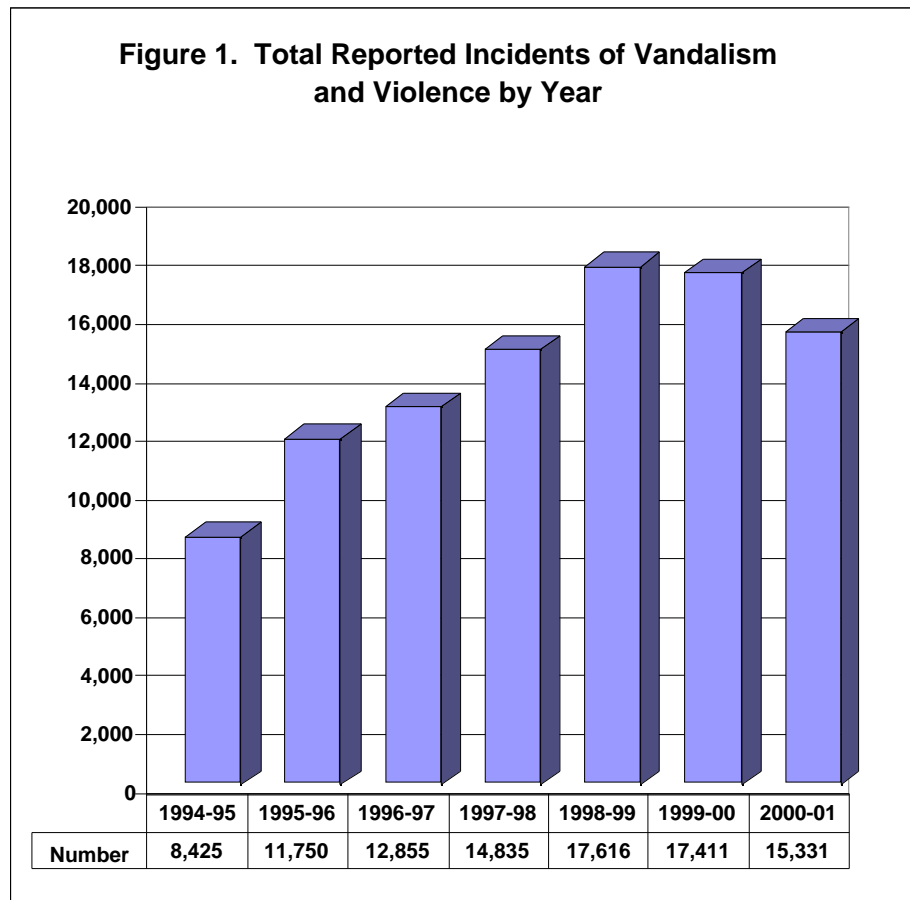
Overview of Progress in Ensuring Safety in New Mexico Schools

Across the State of New Mexico 89 school districts are responsible for educating 320,211 students, in 760 public and 299 nonpublic schools. The quality of the educational experience of these students, and of their more than 12,000 teachers and 1,400 other school officials, is directly affected by the school environment, not merely whether it is a stimulating learning place, but whether they feel secure. As Figure 1 shows, New Mexico's schools have made significant strides in the past two years in reducing the number of incidents of violence and vandalism that can disrupt students' learning.

These results may be partially attributed to the comprehensive approach that has been taken toward ensuring safe schools, with development and implementation of safe school plans.

A dramatic decrease occurred in 2000-01 from the previous year in the total number of incidents, a decrease of 2,080 or 11.95

percent. This change continues the trend that began two years previously of having decreasing incidents, with 2,285 less or nearly 13 percent fewer incidents in 2000-01 over a two year period.

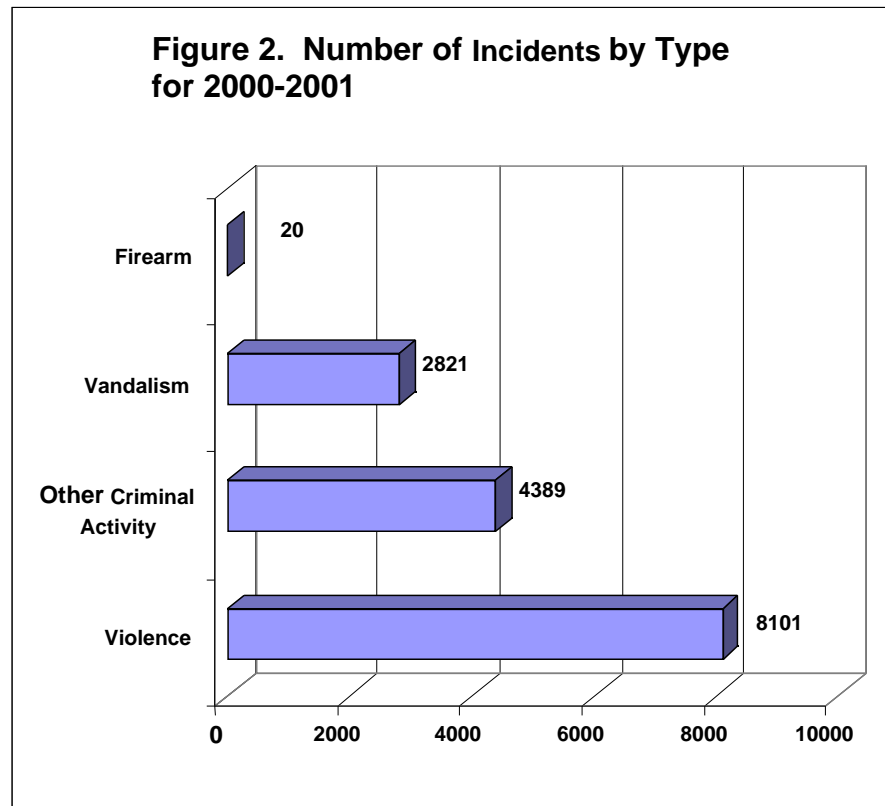


The media portrays school violence almost exclusively in terms of the prevalence in the discovery and use of firearms, because such activity is unquestionably shocking and because it has resulted in tragedy. However, it is clear from Figure 2 that, although a large numbers of unlawful and unsafe incidents occur in New Mexico schools, firearms fortunately posed by far the least prevalent form at .13 percent, a figure that is significantly less than 1 percent of a total of 15,331 incidents.

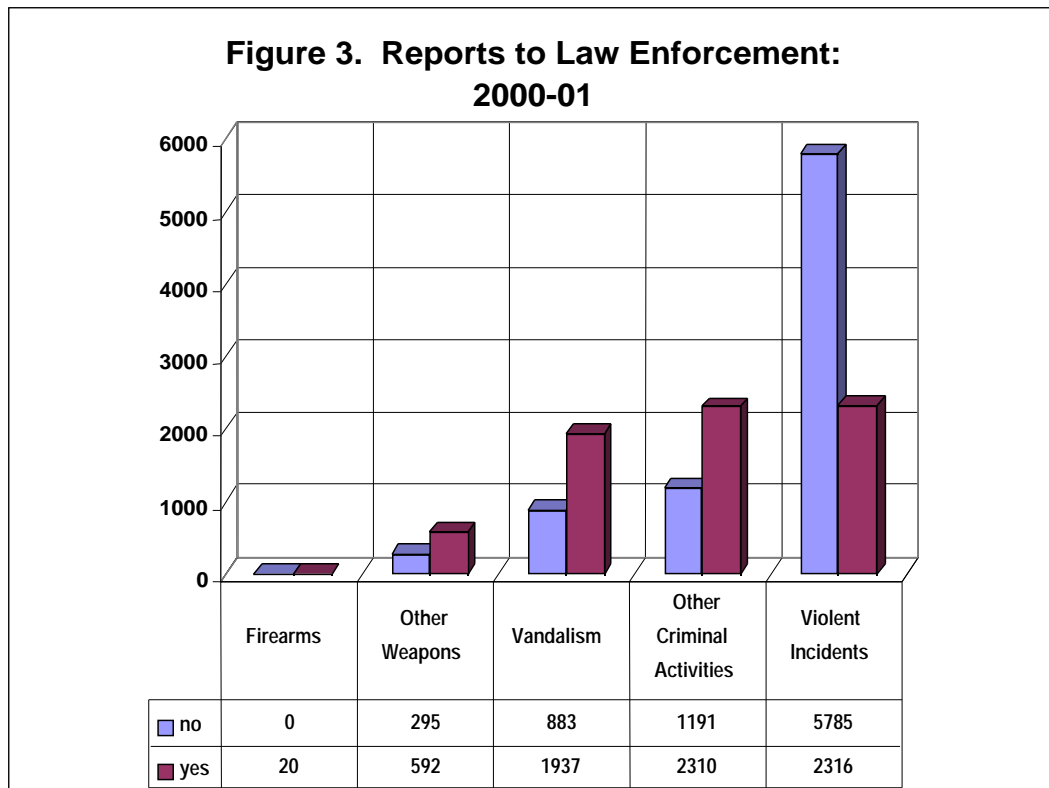
Although this figure shows data about the *possession* of firearms and other weapons, this does not mean that other actions occurred with their discovery on the school premises.

Incidents that involve the discovery of the possession of other weapons comprise 5.8 percent of all reported incidents, and vandalism accounts for 18.4 percent of all incidents reported.

Other criminal activities account for 22.8 percent of the reported incidents, and violent incidents (assaults of various kinds) comprise nearly 53 percent of all reported incidents.



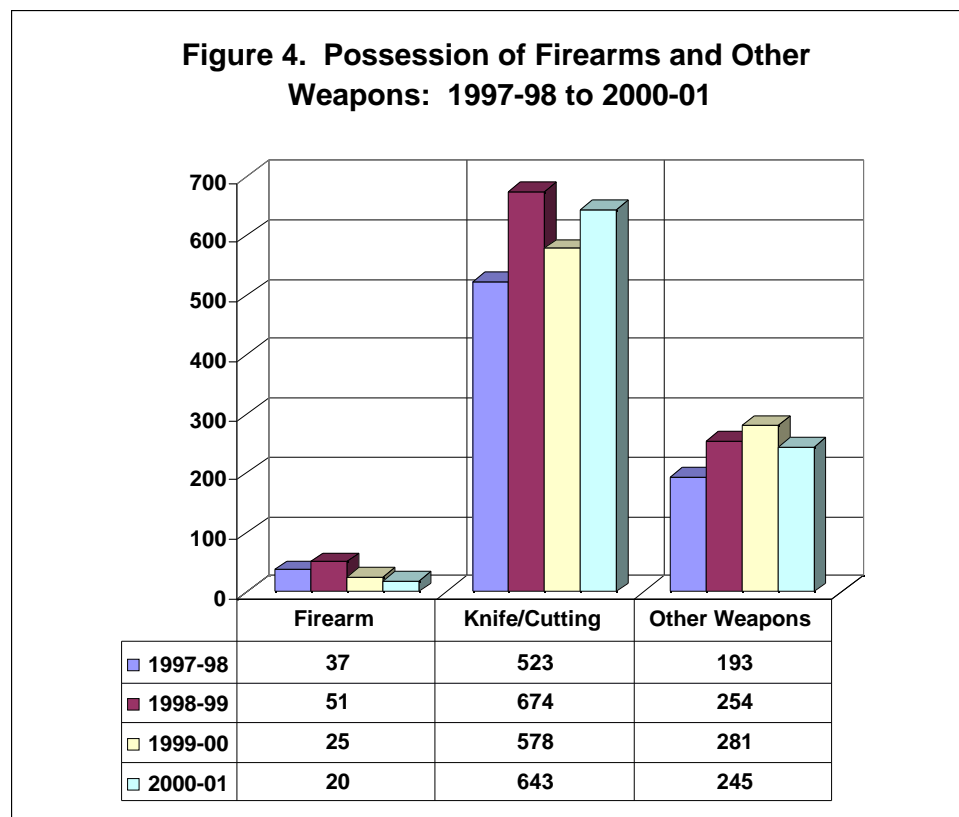
By developing a coordinated partnership with community organizations and law enforcement agencies in the community, schools have at hand the most formidable tool and system of support to prevent incidents of violence and vandalism. Figure 3 provides data about the number of incidents of each kind that were reported and not reported to law enforcement personnel.



In the pages that follow more details are provided about reported incidents, and the data compiled for 2000-2001 is compared to the number of incidents reported for previous years. Overall, it will be evident that the trends are positive, showing a significant decrease for nearly all types of incidents that are reported. Having such information available enables school districts and the State Department of Education personnel to concentrate their efforts and resources on preventing the kinds of incidents that are increasing in number and those that have the most serious negative impacts.

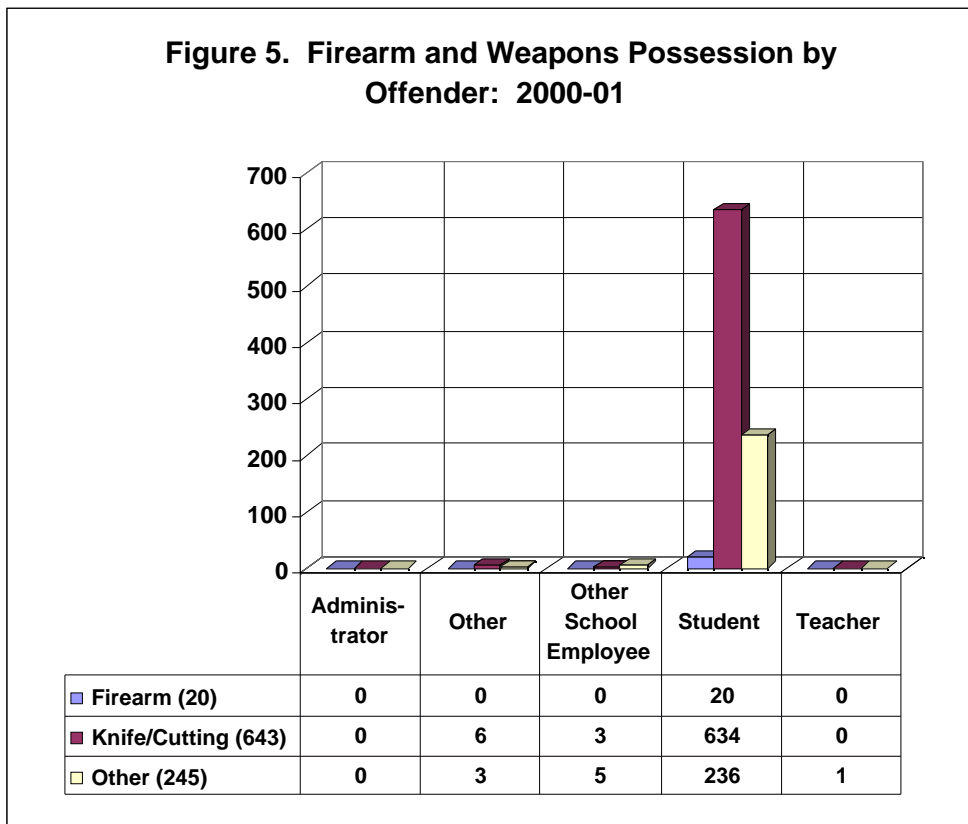
Weapons Possession and the Gun-Free Schools Act

Of the 20 incidents of firearms possession that were reported for 2000-01, as shown in Figure 4, 15 were handguns, 3 were rifles or shotguns and 2 were "other." As Figure 5 indicates, the number of incidents of firearm possession decreased greatly in 2000-01 over the previous two years, and the number of incidents for other weapons also decreased.



However, the number of reported incidents of possession of knives or other cutting implements increased over the previous year, although it continued to be less than two years earlier.

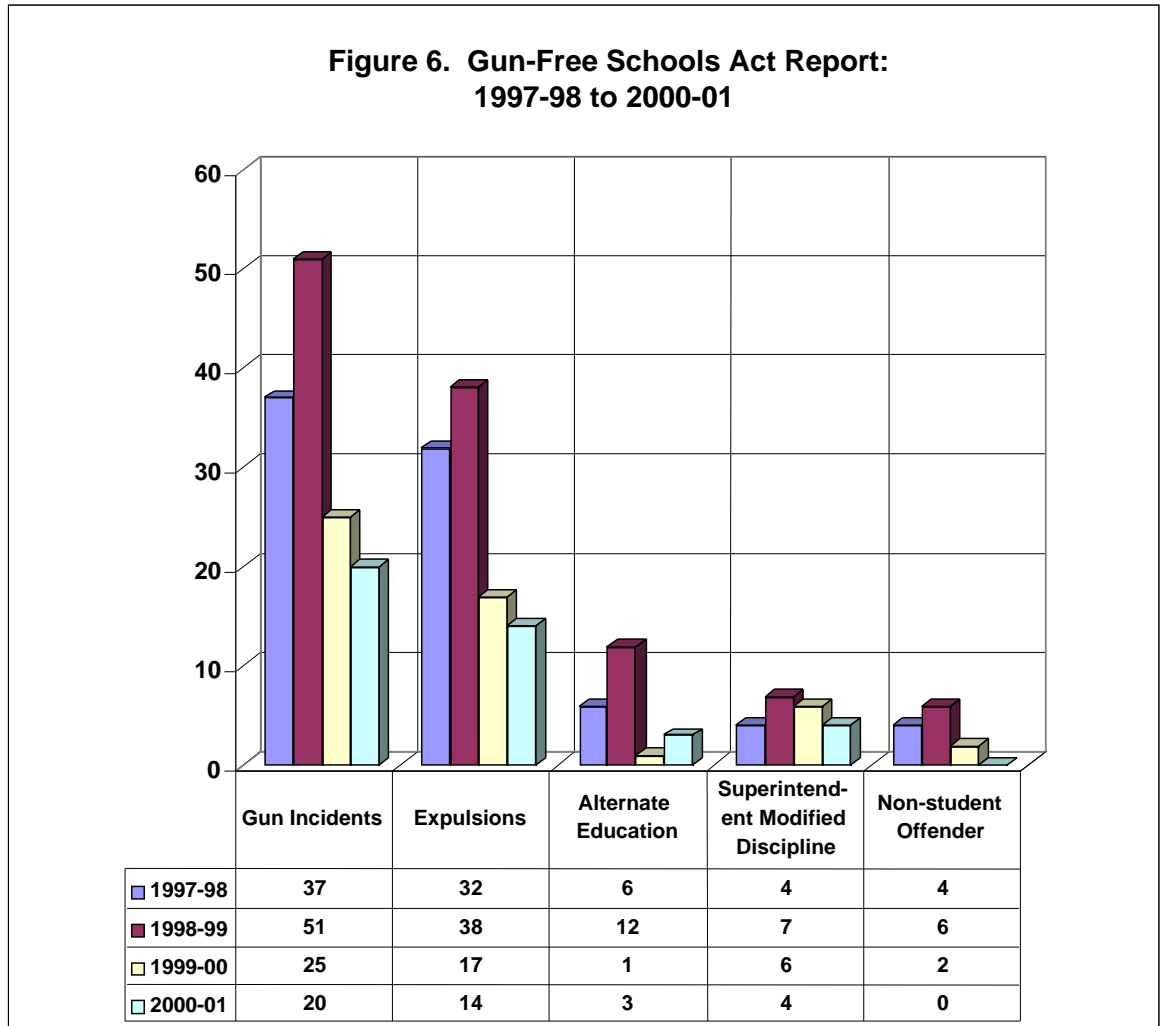
The information contained in Figure 5 identifies who possessed these weapons. The chart indicates the number of incidents but it is not corrected to eliminate repetition for individuals who possessed a weapon on more than one occasion. That is, some individuals may have been the offenders in more than one incident, but the data in is not corrected to reflect this.



Although students were responsible in 890 incidents, individuals from outside the schools accounted for 9 incidents, and other school employees including one teacher accounted for 9 separate incidents. Thus, 98 percent of the incidents involved students, while 2 percent were caused by non-student offenders.

Gun-Free Schools Act Report

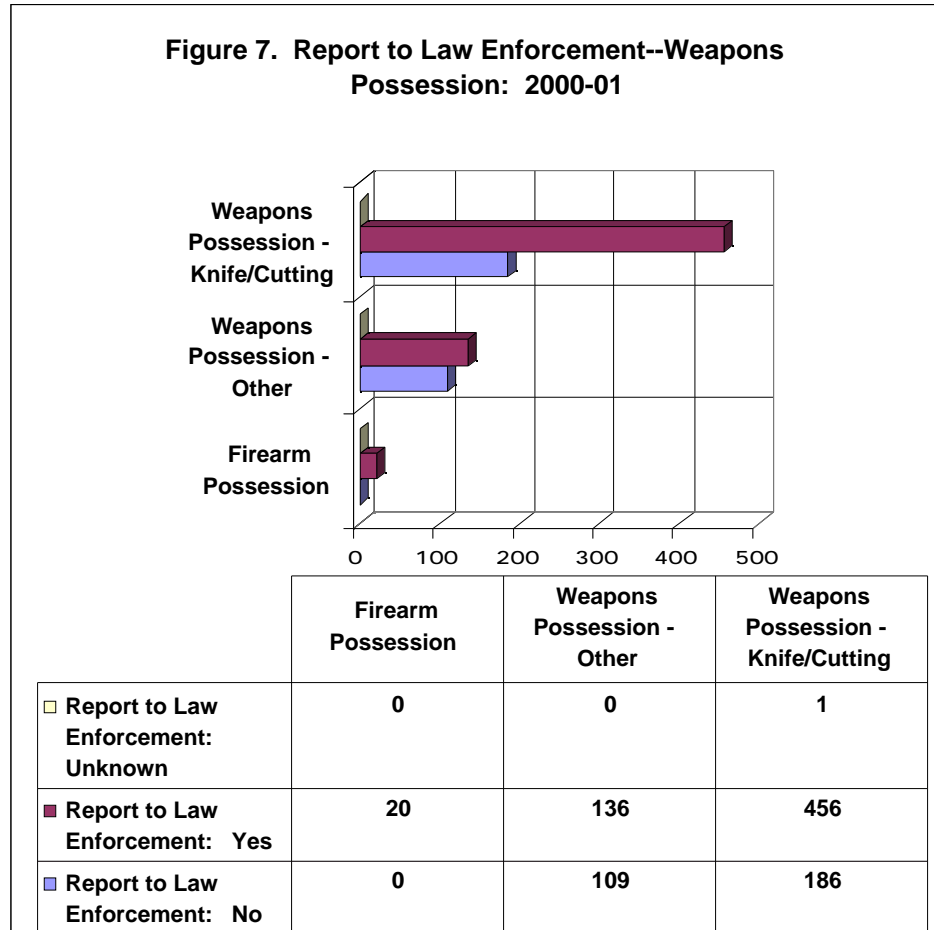
The Gun-Free Schools Act (GFSA), Part F of Title XIV of the Elementary and Secondary Education Act (ESEA) of 1965, requires each state to have in effect a state law that requires school districts to expel any student who has brought a firearm to school, for a period of not less than one year. Any district receiving ESEA funds must refer these students to the criminal justice or juvenile delinquency system. The state law must allow the chief educational administrative officer to modify the expulsion order on a



case-by-case basis, and to elect to provide educational services to the student in an alternative setting. Each state must provide an annual report in December about the prior school year to the Secretary of Education about the implementation of the Act's requirements. The data in Figure 6 constitutes the information that was gathered for the report for school 2000-01 and, for purposes of comparison, the data for three previous years is also included.

Reports of Weapons Possession to Law Enforcement

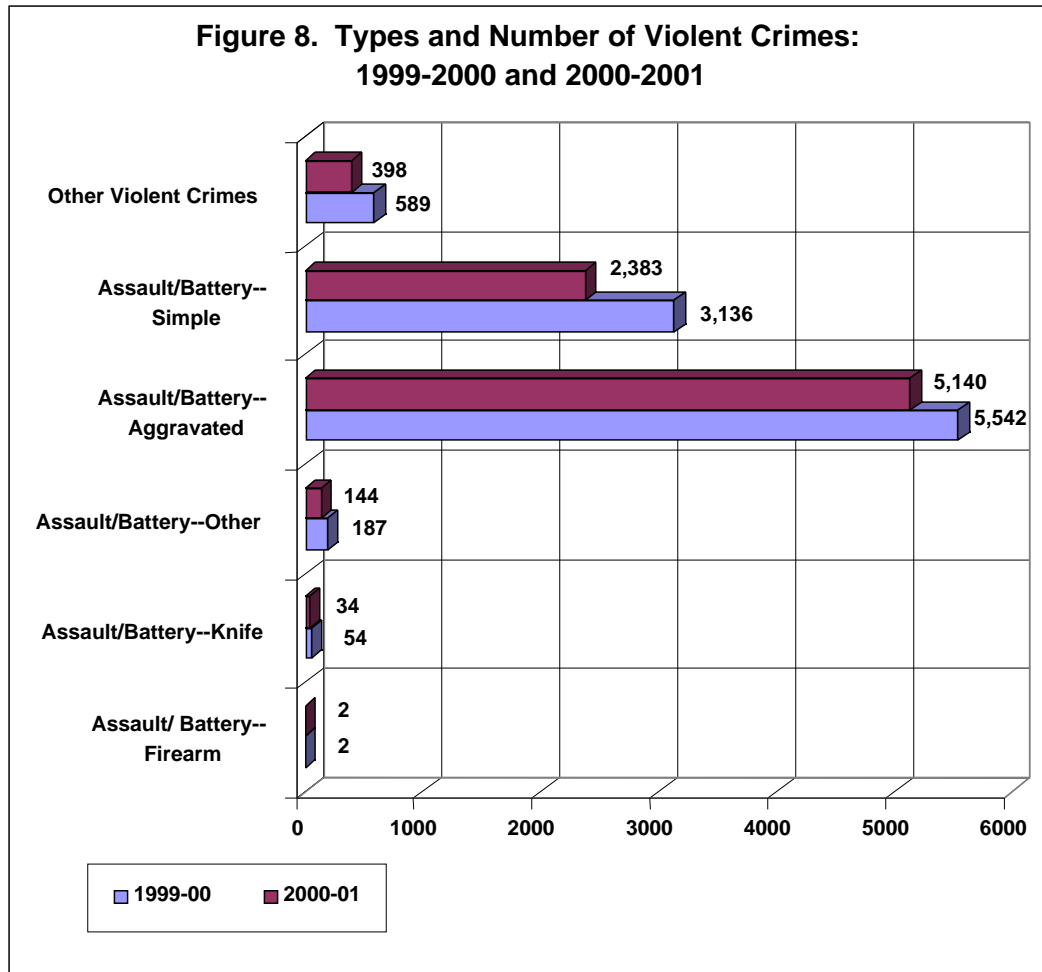
As shown in Figure 7, the statutory requirement that firearms incidents are reported was met by New Mexico School Districts during school year 2000-01. And, although only 55.5 percent of “other weapons possessions” were reported, more than 71 percent of 'knife/cutting weapons possession' incidents were reported. Thus, more incidents of possession of knives and cutting instruments were reported.



The policy and practice of reporting the majority of such incidents may be an effective deterrent to other students, as part of the plan to safeguard the learning environment for students and teachers alike.

Incidents of Violence

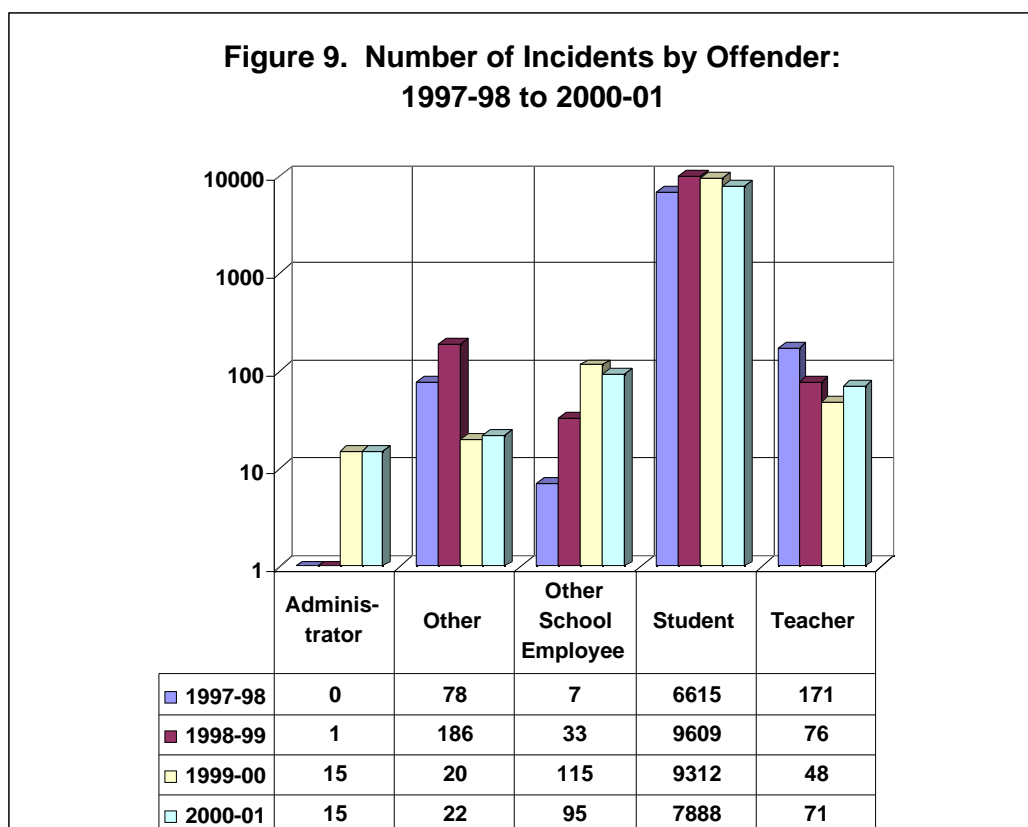
Another seriously disruptive kind of activity in a school environment is violence in its various forms. During 2000-01, 8,101 incidents occurred, distributed among the six categories shown in Figure 8. Yet, as the figure shows, this is a significant decrease from the previous year, specifically 1,409 or 14.8 percent fewer incidents.



Who are the victims and offenders of such activity? It would be easy, but incorrect, to assume that victims of violence are largely school personnel, and that the offenders are more often than not students.

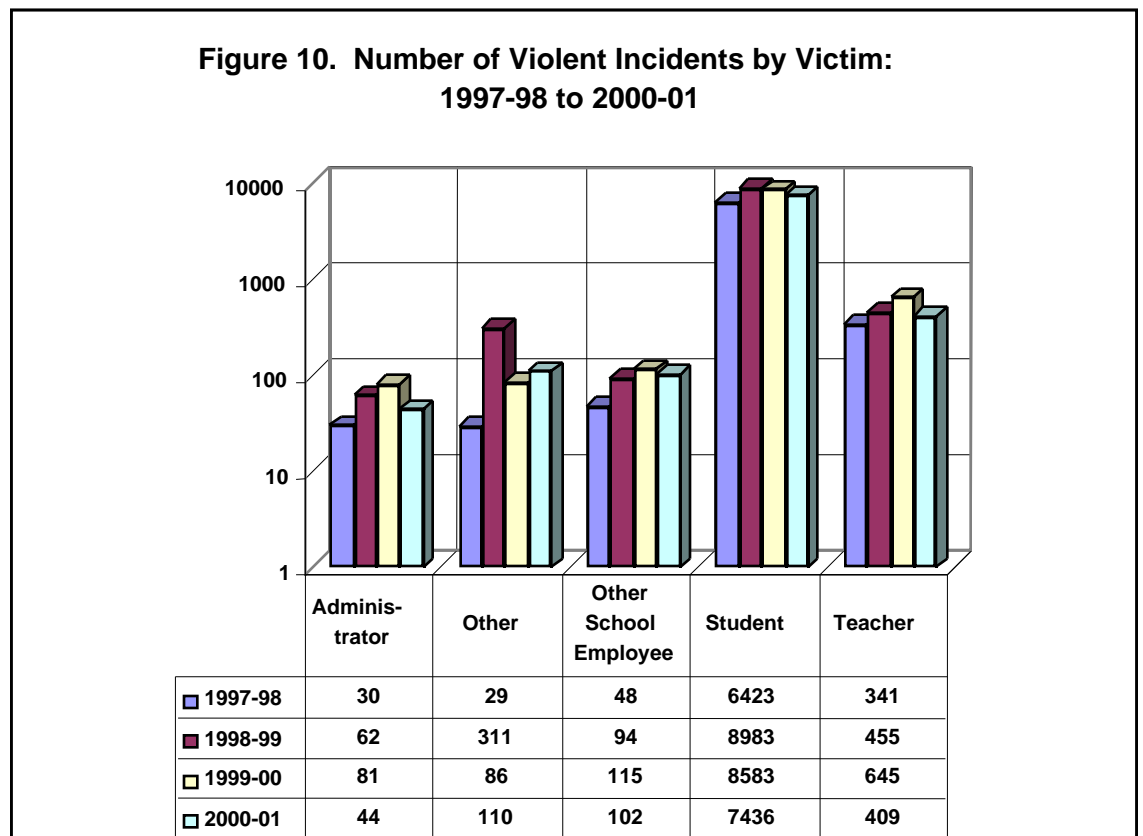
In fact, as Figures 9 and 10 show, students comprise by far the majority of *both* the number of victims and the number of offenders. The percentage of those who committed these acts in 2000-2001, as shown in Figure 9, are: 97.5 percent students, 1.17 percent other school employees, .88 percent teachers, .27 percent individuals from outside the school, and .19 percent administrators.

It is clear that, as school campuses become more secure and school staff are more cautious in monitoring and allowing visitors on school grounds, the number of incidents will decrease. With such vigilance they will prevent individuals who are not students or school personnel, or with legitimate reason to be there, to gain entrance to school grounds and buildings and caused disruptions and violent incidents. Each school district includes in its Safe Schools Plan methods for how to monitor the entry of non-school individuals onto school property.



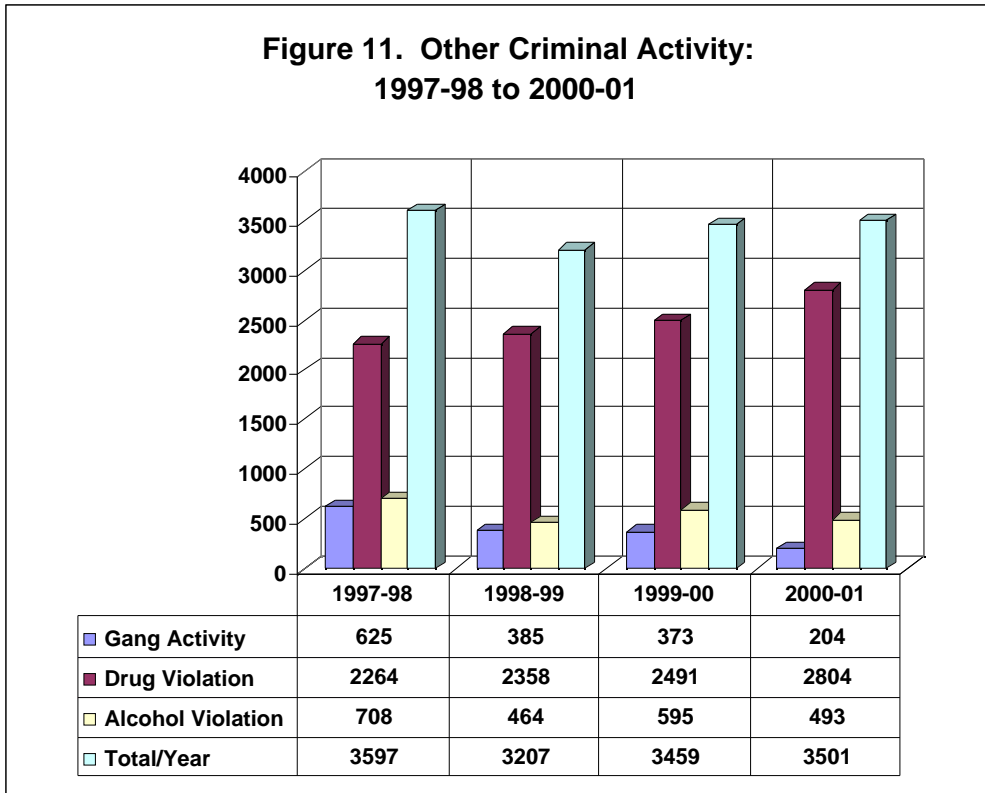
The victims of the 8,101 incidents of violence in 2000-01 were the following: 91.79 percent students, 5.05 percent teachers, 1.36 percent individuals from outside the school, 1.26 percent other school employees and .54 percent administrators. As Figure 10 indicates, the number of victims decreased in all categories except “other,” meaning individuals from outside the school environment.

The changes from the previous year in the other four categories should be noted. That is, there were 13.4 percent fewer student victims in 2000-01 as compared to 1999-00, 36.6 percent fewer teachers, 11.3 percent fewer other school staff, and 45.7 percent fewer administrators who were victims of violence in the schools.



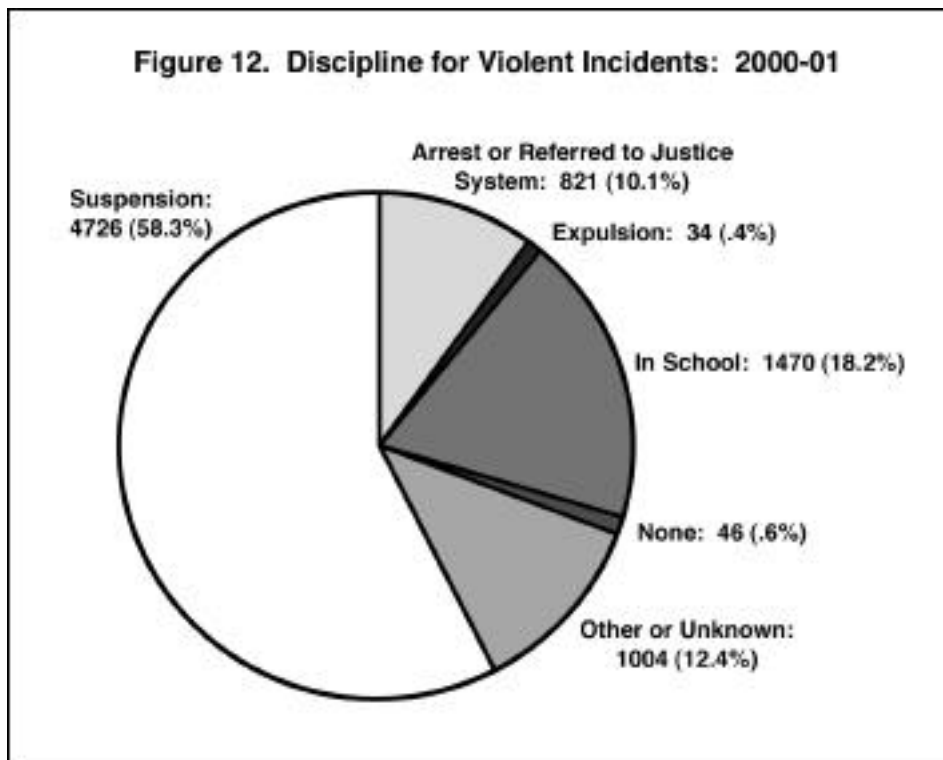
Other Criminal Offenses

Activities of a criminal nature that often are related to violence or vandalism are also reported annually. As Figure 11 shows, the number of incidents of gang activity and alcohol violations declined over a four year span, including a significant decrease from the previous year. From 1997-98 to 2000-01, gang activity decreased 67 percent or 421 incidents, from 625 to 204 incidents, and alcohol infractions decreased 30 percent or 215 incidents, from 708 to 493 incidents. However, the number of drug violations continued to rise, with a 12.6 percent increase from the previous year, and an increase of 23.85 percent or 540 incidents over the four year period.



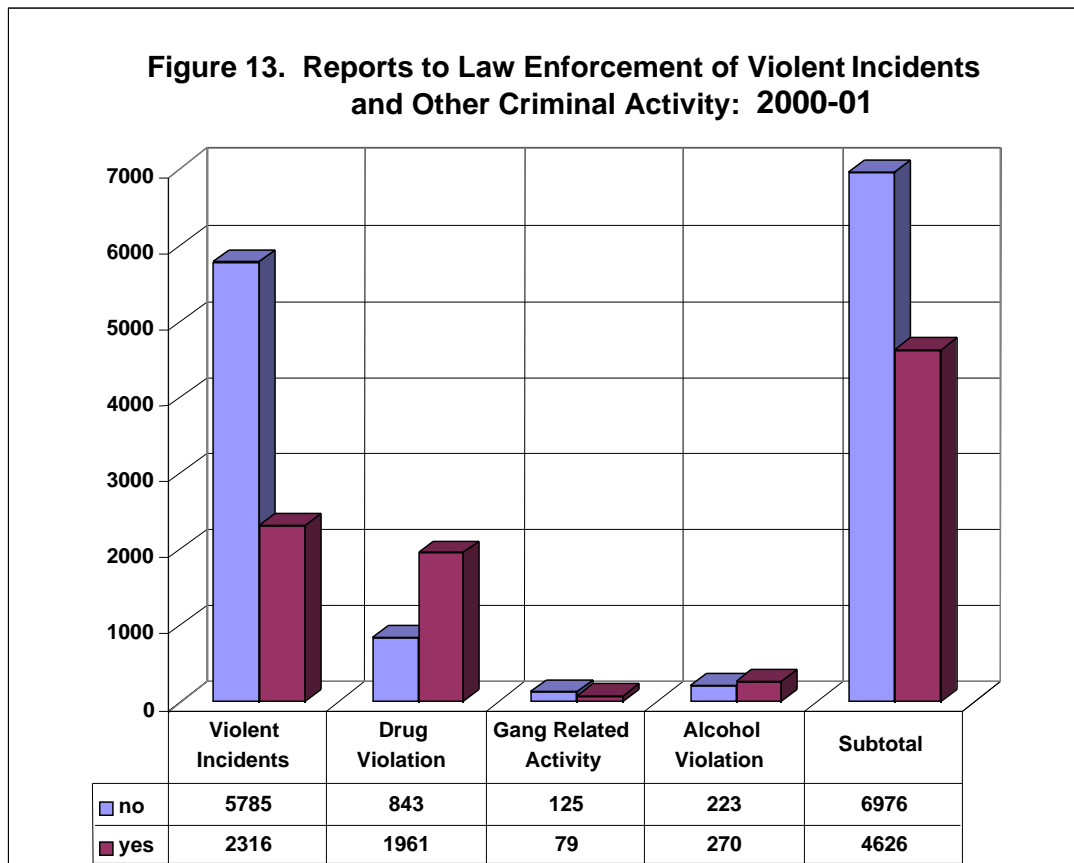
Responses to Incidents of Violence and Other Criminal Offenses

Most schools' Safe Schools Plans include a progressive set of disciplinary procedures for incidents that occur in the schools. This begins with calling the student's parents at the first instance, then requiring the student in consultation with school officials and parents to develop a plan to change the offending behavior, and then in the event that another incident occurs the consequence can be suspension. As noted in figure 12, suspensions constituted the largest number of disciplinary actions, more than 58 percent. In-school disciplinary measures comprised more than 18 percent of the



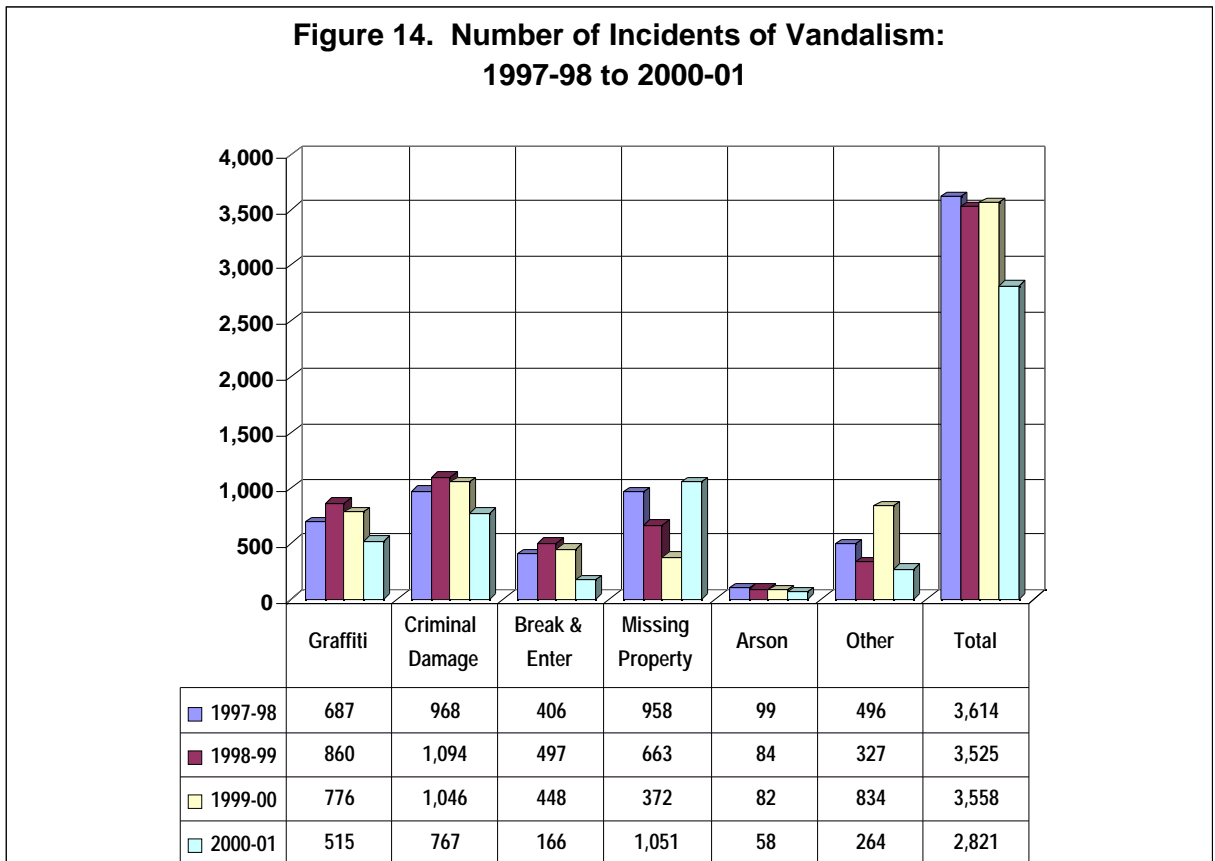
outcome, while more than 10 percent (821) resulted in arrest or being referred to the justice system, and less than half percent (.42 percent) were expelled. The latter two disciplinary measures, arrest and expulsion, are imposed for the most serious infractions. Of the total of 8,101 violent incidents, only 48 or .6 percent were reported as not having a disciplinary outcome, and 1,004 or 12 percent were reported as having consequences, perhaps at the first level of the progressive set of disciplinary procedures, that are "other/unknown."

In addition, school districts provided information about the number of incidents of both violent and other criminal activities that were reported to law enforcement officials. As shown in Figure 13, of the total number of 8,101 violent incidents, 2,316 or 28.6 percent were reported; 1,961 or 70 percent of the 2,804 drug violations were reported; 79 or 39 percent of the 204 gang related events were reported; and 270 or 55 percent of the 493 alcohol violations were reported to law enforcement. From these figures, it is clear that schools are reporting drug violations to law enforcement officials.



Incidents of Vandalism

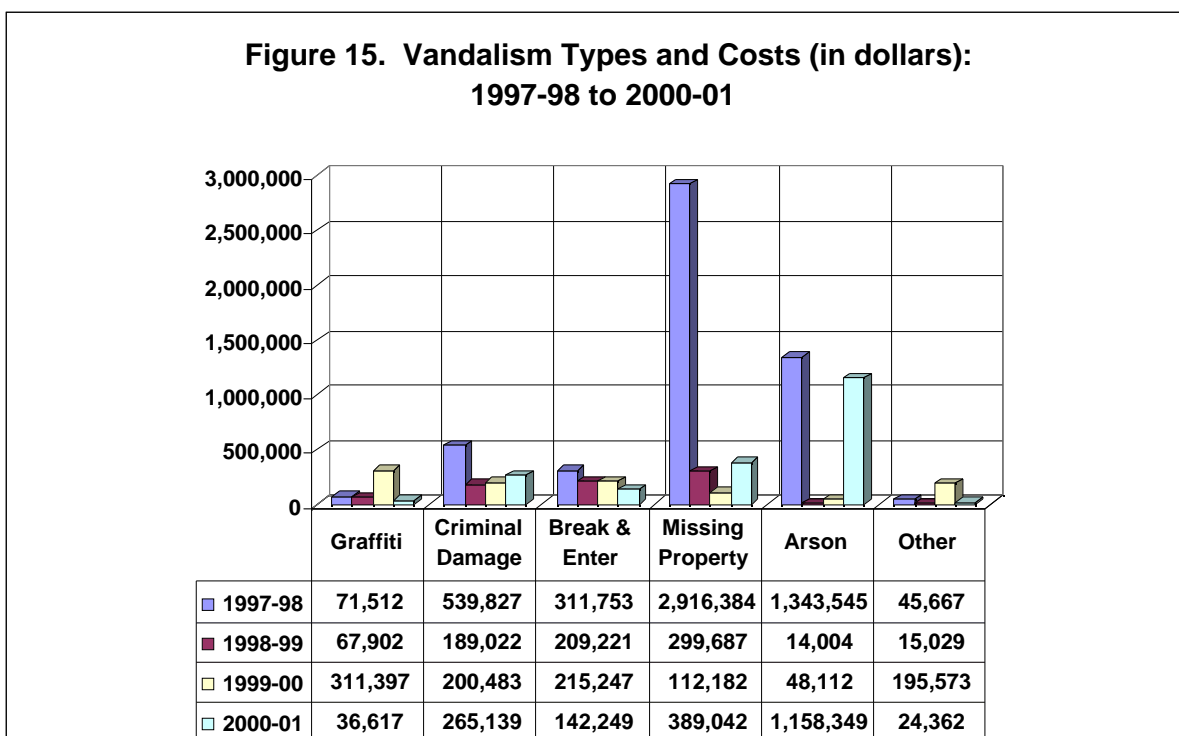
Vandalism in various forms also creates conditions that seriously disrupt the educational setting, and cause not only financial but also psychological harm to students and educators alike. For the 2000-01 school year, vandalism accounted for 18 percent of all incidents of violence and vandalism. This represented a decrease overall of 737 or nearly 21 percent fewer incidents than the previous year. It continues a trend with regard to the total numbers of decreasing incidents over the four years depicted in Figure 14,



from 3,614 in 1997-98, 3,525 in 1998-99, and 3,558 in 1999-00, to 2,721 in 2000-01.

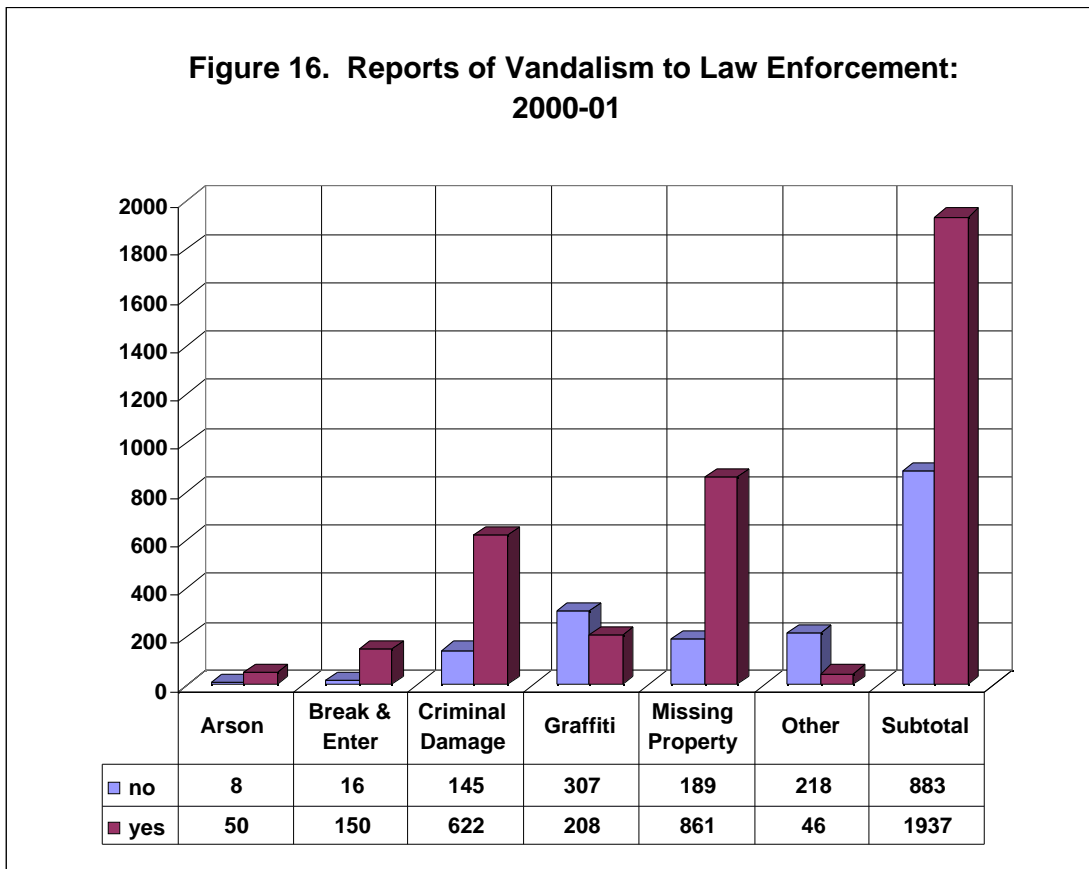
Yet, although significant decreases occurred from the prior year in the number of incidents of graffiti (nearly 34 percent less), and of criminal damage (nearly 27 percent less), and of other incidents of vandalism (from 834 to 264 or more than 68 percent less), the number of incidents of missing property or thefts increased greatly. It is currently not known whether the dramatic change in the number of incidents for the different categories reflects increased vigilance in some areas, or a change in how incidents were categorized for reporting purposes.

The financial costs of vandalism can be devastating, especially in cases that involve arson and serious criminal damage to school buildings. The financial losses in educational resources, such as libraries and classroom equipment and teaching materials, can quickly mount up to a very large sum. Figure 15 indicates that, although the *number* of incidents of criminal damage was less in 2000-01 than for the previous three years, the financial costs increased by nearly 30 percent.



Indeed, although the number of incidents of arson decreased by 30 percent from the previous year, the amount of damage in financial terms changed from an average of \$587 per incident for 1999-00, \$167 in 1998-99, and \$13,571 in 1997-98 to an average of \$19,971 per incident for 2000-01.

In response to the devastating losses that can be incurred from vandalism, Figure 16 indicates that schools report the majority of incidents to law enforcement officials. Of a total of 2,820 incidents of vandalism, 1,937 or 69 percent of the incidents were reported.



Specifically, those reported included 86 percent of the 58 arson incidents, 90 percent of the 166 breaking and entering cases, 81 percent of the 767 criminal damage incidents, 82 percent of the missing property incidents, and 40 percent of graffiti incidents were reported to law enforcement officials.

Effective Measures to Prevent and Respond to Incidents

Two documents, *Planning for Safe Schools in New Mexico*, produced by the 1997 Safe Schools Forum, and the subsequently published guidance document for implementing the *Safe Schools Plan*, disclose how important family and community are in preventing violence and vandalism in the schools. The guidance document is a template on the web to assist schools with developing their individual *Safe Schools Plan*. These documents outline a comprehensive approach to ensure that students are in an environment, and prepared to benefit from conditions that nurture learning, and to promote retention of good teachers and other school personnel.

Specific information is provided for schools in the template for the *Safe Schools Plan* about how to involve parents in efforts to ensure a healthy, safe, and supportive school environment. This includes recommendations for parents of how to teach their children about anger management and dealing with conflict in a peaceful, nonviolent manner. The guidance outlines programs for in school mediation and conflict resolution programs, whereby students are trained as mediators and teachers model conflict resolution skills. Various kinds of monitoring are described as necessary to enforce traffic safety and parking lot rules, and to monitor closely the presence of visitors on school grounds. The plan also indicates that a dress code is necessary to prevent disruptive behavior that can be provoked if students wear accessories or clothing that suggest gang activity or drug use, sexual activity, disrespect and/or bigotry toward any group.

Another section of the *Safe Schools Plan* guidance document outlines procedures for involving law enforcement officials and recommendations for designing emergency plans for major life threatening events and practice drills to prepare for these. Included in this context are templates for schools in general, and for teachers in particular, about how to respond if one of a number of incidents were to occur. Additional outline instructions are proposed in case of an earthquake, gas leak/explosion, windstorms or fallen aircraft. A significant question in some cases that is addressed in the template is whether to evacuate the school or whether students should remain in school, in a “shelter-in-place” condition, using a classroom or other school room as a temporary shelter. To prepare for the latter cases, the guidelines specify that schools should have available necessary provisions in “classroom emergency kits.” To respond efficiently and effectively in an emergency, the guidelines instruct the districts to have an up-to-date list of phone numbers and a chart that designates the duties or responsibilities of district personnel. In addition, districts receive a template to prepare a “critical incident management plan” that outlines what should be done at various stages of response to an incident. The guidelines also provide examples of special arrangements that may need to be made for persons with disabilities in practice drills for evacuations or other emergency preparations.

These documents also provide a plan for how schools, local agencies and state agencies can coordinate their efforts, at yet another level of this comprehensive approach to seek to provide a healthful as well as a safe and nurturing learning environment for New Mexico students. Each document also offers a set of resources for school personnel and their community and family network as they prepare and update their Safe Schools Plans. The final section currently being developed by school districts concerns postvention plans, strategies for long-term follow-up in the event that there is a critical incident such as a tragic death or a violent incident with a significant negative impact on a school and the community.

Conclusion

With the information provided in this report, it is evident where progress has been made to decrease incidents as well as which infractions require more effective, and perhaps innovative methods to reduce the number of incidents. Two years ago, the report indicated that the trend had been continuing of an alarming increase in the number of violent incidents and weapons possessions. By contrast, this report applauds the overall reductions in the total number of incidents, especially the number of incidents of weapons possessions, violent crimes, gang activity and alcohol violations. The categories that showed an increase in the number of incidents are drug and alcohol violations, possession of knives and missing property, and although the number of incidents decreased for arson, the monetary loss was extremely high.

This report covers events that were once viewed as occurring in isolation from other kinds of events, including other potential dangers, in the schools. This is no longer the case, and thus it includes detailed information about the new comprehensive approach to ensuring that schools provide a safe learning environment for New Mexico's students.

Although it is difficult to measure precisely the impact of Safe Schools Plans, the development of these plans and subsequent practice drills have contributed greatly to encouraging increased vigilance and providing clarity in what procedures school personnel and their community partners should follow. These efforts have borne results with decreasing the total number of incidents for 13 of the 17 categories of incidents that are included in this report. With a comprehensive set of plans in place, school personnel can proceed with confidence in managing situations, and to respond consistently and effectively. It is expected that such incidents will begin to decline as more effective measures are developed to prevent their occurrence, not merely in New Mexico but nationwide.

A large number of information resources have been produced by governmental, academic and private entities throughout the nation that address from several different perspectives the questions of how student academic performance is affected by unsafe environmental factors and events. The list that is compiled below is merely a sample of what is currently available.

Resource Materials

Videos

Bullets Have No Names on Them (1993). Available from Coronet/MTI Film and Video, 108 Wilmont Road, Deerfield, IL 60015.

Drug-Free Schools: A Generation of Hope (1994). Available from Southeastern Regional Vision for Education, 41 Marietta Street, NW, Suite 100, Atlanta, GA 30303. (800) 659-3204, (404) 577-7737.

Freedom from Violence Series – *The Gang Alternative; Taking the Lid Off Anger; Resolving Conflict Peacefully; Safe Environment* (1993). Available from Altschul Group Corp., 1560 Sherman Ave., Evanston, IL 60201.

Kids in the Crossfire: Violence in America (1993). Available from MPI HomeVideo. (800) 323-0443.

Lesson One: Teaching the ABC's of Life (2003). Available from The Lesson One Foundation, Inc., 245 Newbury Street, Suite 2F, Boston, MA 02116.

Sometin' To Do: Kids and Crime (1993). Available from Turner Entertainment Network, Public Affairs, 1050 Techwood Drive, NW, Atlanta, GA 30318.

School Crisis: Under Control; High Risk Youth: At the Crossroads; Set Straight on Bullies; and What's Wrong With This Picture. Available from The National School Safety Center, 4165 Thousand Oaks Blvd., Suite 290, Westlake Village, CA 91362. (805) 373-9977.

Tragic Consequences: Teenagers and Guns (1995) and **Violence Prevention: Inside Out** (1993). Available from United Learning, Inc., 6633 W. Howard ST., Niles, IL 60714. (800) 424-0362.

Wasted! Guns & Teens, Lives & Dreams (1996). Available from National Center for Drug Abuse, Violence, and Recovery. 102 Hwy 81 North, Calhoun, KY 42327-0009. (800) 962-6662.

Resource Materials

Books and Reports

Planning for Safe Schools in New Mexico: Report of the Safe Schools Forum (1997).
New Mexico State Department of Education, School Health Unit; Santa Fe, NM.
(505) 827-1804.

Antisocial Behavior in School: Strategies and Best Practices (1995).
Brooks/Cole Publishing Co.; Pacific Grove, CA.

Conflict in the Classroom: Drawing the Line on Bad Behavior (1994).
New York State United Teachers; Albany, NY. (518) 459-5400.

Mediation: Getting to Winwin! (1994).
Peace Education Foundation, Inc.; Miami, FL.

The Prevention of Youth Violence: A Framework for Community Action (1993).
Centers for Disease Control and Prevention, Mail Stop 36, 4770 Buford Hwy NE;
Atlanta, GA 30341. (404) 488-4646.

Reaching the Goals: Safe, Disciplined and Drug Free Schools (1993).
U.S. Department of Education, The Goals 6 Work Group; Washington, DC.

Schools Free of Drugs and Violence. Questions and Answers on Reaching National Education Goal 6. U.S. Department of Education; Washington, DC.

A Study of Safety and Security in The Public Schools of New York (1994).
New York State Education Department; Albany, NY 12234. (518) 473-7155.

Violence and the Schools (1994).
Georgia Department of Education; Atlanta, GA. (404) 656-2600.

Violence in Schools: How to Build a Prevention Program from the Ground Up
(1995). Oregon School Study Council; Eugene, Oregon.

Violence in the Schools: A National, State, and Local Crisis (1994).
New York State Education Department; Albany, NY 12234. (518) 474-1311.

Resource Materials

Curriculum/Training--Educational Programs

Abrams Peace Education Foundation
3550 Biscayne Boulevard, Suite 400; Miami, FL 33137 (305) 576-5075

Alternative to Violence Project
15 Rutherford Place; New York, NY 10003 (212) 951-7199

Boston Conflict Resolution Program
Boston Area Educators for Social Responsibility
19 Garden Street; Cambridge, MA 02138 (617) 492-8820

Bureau for At-Risk Youth
135 Dupont Street; Plainview, NY 11803-0760 (800) 999-6884

Comprehensive Assistance Center – Region Seven
555 East Constitution; Norman, OK 73072 (405) 325-1711

Children’s Creative Response to Conflict
P.O. Box 271; 521 N. Broadway; Nyack, NY 10960 (914) 353-1796

Committee for Children
2203 Airport Way South, Suite 500; Seattle, WA 98134-2027 (800) 634-4449

Concerned Educators Allied for a Safe Environment
17 Gerry Street; Cambridge, MA 02138 (617) 864-0999

Educators for Social Responsibility
23 Garden Street; Cambridge, MA 02138 (617) 492-1764

Harvard Negotiation Project
500 Pound Hall; Cambridge, MA 02138 (617) 495-1684

Hawaii Mediation Program, University of Hawaii at Manoa
West Hall Annex 2, Room 222; 1776 University Avenue; Honolulu, HI 96822

Iowa Peace Institute
P.O. Box 480; Grinnell, IA 50112 (515) 236-4880

Kids on the Block
9385-C Gerwig Lane; Columbia, MD 21046 (800) 245-KIDS

National Consortium on Alternatives of Youth at Risk
5250 17th Street, Suite 107; Sarasota, FL 34235 (800) 245-7133

Resource Materials

Curriculum/Training--Educational Programs, Cont'd

National Crime Prevention Council
1000 Connecticut Avenue, 13th Floor; Washington, DC 20036 (202) 466-6272

National Resources Center for Youth Services
202 West 8th Street; Tulsa, OK 74119-1419

National Safe Kids Campaign
1301 Pennsylvania Avenue, NW; Washington, DC 20004-1707

National School Safety Center
141 Duesenberg Drive, Suite 11; Westlake Village, CA 91362 (805) 373-9977

New Mexico Center for Dispute Resolution
800 Park Avenue, SW; Albuquerque, NM 87102 (505) 247-0571

New Mexico Department of Education, Safe and Drug-Free Schools Program
120 South Federal, Room 207; Santa Fe, NM 87501 (505) 827-1827

Resolving Conflict Creatively
163 Third Avenue, #239; New York, NY 10003 (212) 260-6290

Society for Prevention of Violence
3109 Mayfield Road, Room 205; Cleveland, OH 44118 (216) 371-5545

Teaching Students to be Peacemakers
7708 Cornelia Drive; Edina, MN 55435

Wholistic Stress Control Institute
P.O. Box 42481; 3480 Greenbriar Parkway, Suite 310-B; Atlanta, GA 30331

Resource Materials

Internet Resources

Department of Education: Office of Special Education
Early Warning, Timely Response: Guide to Safe Schools
Address: <http://www.air-dc.org/projects/early.htm>

Department of Education: Safe and Drug-Free Schools Office
Address: <http://www.ed.gov/offices/OESE/SDFS/index.html>
Telephone: (800) 624-0100

Join Together
Address: <http://www.jointogether.org>
Telephone: (617) 437-1500

National Alliance for Safe Schools
Address: <http://www.safeschools.org>
Telephone: (301) 306-0200

Northwest Regional Educational Library
Address: <http://www.nwrac.org>
Telephone: (503) 275-9500

Ribbon of Promise: National Campaign to End School Violence Resources
Address: <http://www.ribbonofpromise.org> (check “Resources”)
Telephone: (541) 726-0512

School Violence Resource Center
National Center for Rural Law Enforcement
Address: <http://www.svrc.net> (check “Other Links” and “Resource Library”)
Telephone: (800) 635-6310

The Lesson One Foundation, Inc.
Address: <http://www.lessonone.org>