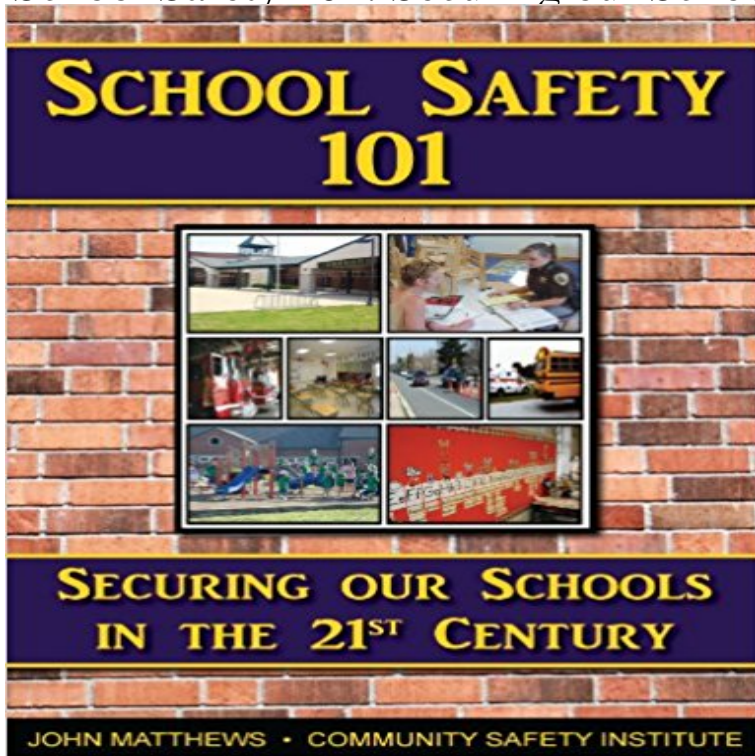


# School Safety 101: Securing our Schools in the 21st Century



The primary focus of this book is to present school safety as an institutionalized component of all school-based activities. School safety should be viewed not as an extra duty or an added responsibility of school administrators or staff, but rather as a fundamental obligation of each member of the school community. Events from Columbine to Virginia Tech have dictated a philosophical change throughout the education community. This paradigm shift empowers everyone in education to embrace school safety as a fundamental internal school process rather than some external school program legislatively mandated upon them, or as a law enforcement-based initiative over which they have little or no control. School safety should be an elemental component of each education system throughout the country. It should appear in the district Mission Statement, be referred to in policies and procedures, and, most important, be manifested by the actions of everyone in the school community. From the Superintendent to the school staff and to each student and volunteer, school safety must be regarded as everyone's responsibility. In school districts that have embraced this philosophy, administrators recognize the fact that nearly every community in the nation has students and parents who are at risk for violence, and that every community has the potential to be involved in a manmade or natural disaster; thus they proactively address these issues. In these enlightened districts, parent

volunteers greet students and visitors to the school each morning, teachers actively monitor hallways and correct inappropriate behavior, administrators provide training and continually keep their staff aware of potential issues, and superintendents ensure that the appropriate resources support ongoing safety initiatives. Districts which have proactive and progressive administrations ensure that all of the necessary elements are in place throughout the district, and that all staff and students understand their roles and responsibility in school safety. School board presidents and superintendents should take heart in the fact that there are thousands of beneficial resources available through the Internet. Perhaps more important is the realization that while additional funding is helpful, it should not determine a district's level of preparedness. A significant portion of school safety involves a cultural shift and philosophical change in the organization; because of this, every superintendent in the country has the ability to make school safety a top priority in his or her district. School safety does not have to be expensive, but it does have to be a priority. Plans must be individually tailored to each school and district, drills must be practiced, staff has to be trained so they know explicitly what their roles and responsibilities are, and everyone in the district. School safety should not be a term that is heard only after an incident occurs on school campuses. It should not just be associated with fights, injuries, abductions, or death. School safety is a proactive term, and in educational institutions which make school

safety a priority, the term is associated with phrases such as Campus Safety Teams, incident command, threat assessment, and preparation, planning, and practice. In this book, proactive school safety is featured as an everyday component of school life, where all stakeholders are actively engaged in creating a culture of safety and protecting our most vulnerable members of society, along with those who care for them.

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