

**APPENDIX MMM-7-25
January 31, 2011**

DATE: December 20, 2010
TO: Daniel Nerad, Superintendent of Schools
FROM: Luis Yudice, Safety/Security Coordinator
RE: School Safety Recommendations and Tactical Site Assessments

The Madison Metropolitan School District has the responsibility to provide a safe and secure learning environment for students and staff. To this end, the district periodically conducts assessments of its facilities and reviews its operating practices to ensure that all that can be done is being done to ensure the safety of our schools.

Background

Following a school shooting in the Weston School District in Cazenovia, Wisconsin in 2006, Superintendent Art Rainwater issued security reminders that included the following:

- Ensure that building security and door locking procedures are followed.
- Ensure that all non-employees in a building are identified and registered in the office.
- Ensure that communication systems, radios and PA's are functioning.
- Have employees visibly display their MMSD identification badges.
- Be aware of the school's security plan and of their role in security procedures.
- Communicate with and listen to students.
- Remind students that they should always communicate with staff and share information regarding any threats to the school or to other persons.
- Ensure that the school's crisis team is in place.

Despite evidence that schools are among the safest environments for children, the incident underscored the reality that schools are also vulnerable places and that crimes such as Weston's could occur anywhere and at any time. This tragedy generated urgent discussions about safety, which eventually led to the development of a number of strategies that reflect current practices and safety protocols in place at MMSD today. The cornerstones of these strategies consist of:

- Physical Security-Restricting building access, use of cameras, communications systems, evacuation plans, fire safety, storage of chemicals, emergency procedures and staff training.
- Incident Response-Coordination with law enforcement, fire departments and school crisis teams.

- Threat Assessment-Use of tools such as MMSD's Violence Risk Assessment, gathering and sharing of information and its analysis.
- Motivation Reduction-Anti-bullying curriculum, conflict resolution and mediation, mental health services, student code of conduct, and development of trusting and supporting relationships with students.

Building access and security issues were pushed to the forefront in these discussions. One of the most debated questions was how school districts could balance the public's access to our buildings, while ensuring that appropriate measures were in place to ensure the safety of our schools. Could schools increase security without discouraging parent participation and without turning schools into fortress-like institutions?

An initial assessment of our schools revealed that with the exception of Olson and Chavez Elementary Schools, the design of our school buildings reflected an era when concerns over school crime were not in the public's consciousness. High schools in particular were designed with multiple entry points, hidden alcoves and with numerous areas that are difficult to monitor. This is a critical safety concern in large buildings where student populations number close to 2,000. Likewise, many elementary and middle schools were designed with office areas that are located away from the school's main entrance, which make it impossible to monitor, much less control, who enters our buildings. Simply put, modern architectural concepts in use today, such as Crime Prevention Through Environmental Design (CPTED), were not known when most school buildings were constructed.

One of the most pressing concerns identified by principals following the shooting in Weston was the lack of building control and the inability of the schools to quickly secure their schools in an emergency. In addition, crimes such as the 2007 sexual assault of a 6-year-old student committed by an adult intruder at Red Apple Elementary School in Racine, served to heighten concern and to increase efforts to minimize potential dangers for students. Furthermore, the alleged sexual assault of a student at East High School in November, 2010 underscores the current vulnerabilities and limited ability of staff to monitor all areas of the building at all times.

A national survey conducted in 2008 by the National Association of School Resource Officers and administrators revealed similar findings. Most of the responders cited limited budgets to fund electronic access control technologies as the primary obstacle for school districts across the country. The survey found:

- Electronic access control systems are not being used in the majority of schools that participated in the survey.
- Only 28% of responding schools felt "extremely confident" of their ability to ensure perimeter doors would securely lock in case of an emergency lock down.
- Funding remains a key obstacle for schools wanting to implement additional security technologies such as access control.

Site Assessments

Given these considerations and the realities of available funding for building improvements, an effort was undertaken to conduct a systematic assessment of MMSD's schools to identify the most critical security needs. The goal was to prioritize and correct these needs while utilizing the most cost-effective means available. The assessment tool selected was a template created by

Safe Havens International, a nationally recognized school safety agency, whose services were contracted by Wisconsin's Office of Justice Assistance for use in Wisconsin schools.

High schools and middle schools were selected for the initial assessment based on police and school data that indicated that the majority of behavioral issues, suspensions/expulsions, as well as police contacts occur in secondary schools. Furthermore, given the large student populations and the size of the facilities, it simply made the most sense to begin this work with our larger schools.

In 2009, a district assessment team consisting of Building Services staff, the Risk Manager, the Safety Coordinator, school principals, ERO and security staff conducted the assessments. The high school assessments took approximately 3-4 hours to complete and consisted of a discussion with the principal, as well as a physical inspection of the buildings and grounds. The initial phase of high and middle schools was finished in the spring of 2010 and at this time approximately one third of the elementary schools have also been completed.

The vulnerabilities identified through the assessments varied by school. But based on site surveys and discussions with building principals, one of the most pressing needs for high schools was to create secure entry vestibules to provide visual control of the main entry areas and corridors. Various methods to accomplish this were considered, including use of surveillance cameras and electronic access control but these systems were found to be cost prohibited, too restrictive and not conducive to MMSD's philosophy of maintaining open and accessible schools. The best solutions were found in schools and public buildings with "welcome centers" which effectively utilize CPTED concepts to monitor and control building access, while maintaining a friendly and professional environment for visitors. The centers provide significant security improvements with the least intrusive measures. When these are equipped with a bank of security cameras, they can enhance the schools' security needs in a cost-effective manner. Visitors, as well as parents, generally welcome and are supportive of these systems. This concept had been previously identified as ideal to meet the needs of East and LaFollette and it was ultimately recommended for implementation in 2010 and is expected to be completed and operational in early 2011. Proposals will be developed for the construction of West and Memorial's centers.

In addition to the centers, it was acknowledged that upgrades and enhancements to surveillance systems were needed in all secondary schools. As previously stated, given the large size of most buildings, it's difficult for staff to effectively monitor all areas of our schools. In most cases, the locations given greatest attention are the common areas and those with the largest congregation of students and with histories of problem behaviors. These usually consist of the main entry points, hallways during passing times, cafeterias, parking lots, and known problem locations within each school.

Our current systems are in need of considerable upgrades. At the present time, only the four high schools and a handful of middle schools have surveillance cameras. High schools average approximately 28 cameras each, when at minimum, 40-50 are needed. Middle schools have one or two cameras and most elementary schools have none. Specific equipment needed includes wiring, servers/DVR's, monitoring stations, and additional cameras.

School Site Visits and Assessment Results

Additional areas identified as needing improvements include the following:

1. School entrances are not controlled. Welcome Centers are critically needed at the four high schools.
2. Additional surveillance cameras and system upgrades are needed.
3. Schools need additional radios to improve staff communication in emergencies and for staff who monitor outdoor activities.
4. Computers are not secured to work surfaces.
5. Exterior doors are not alarmed.
6. Computer labs do not have security systems sensors.
7. More security mirrors are needed in LMC's and in other secluded areas.
8. No "Help Choking Victim" signs in cafeteria.
9. Eye wash stations were missing, non-operational, or not tested.
10. Room numbers in Braille needed (West and Shabazz).
11. Ensure designated staff (other than the building custodian and principal) have the ability to lock schools during emergency situations.
12. Ensure emergency procedures are properly posted and that staff are trained.
13. Ensure sharp objects, scissors, letter openers are not accessible to students.
14. Ensure custodial areas, access to mechanicals and tools are kept locked.
15. Ensure exterior doors are not propped open by staff.
16. Noted fences and trees that provide easy roof access to schools.
17. Noted the presence of combustible materials near doors and ceilings.
18. Need training for administrators on emergency shutdown of utilities.
19. Need signage notifying public of presence of surveillance cameras.
20. School room numbers and 911 data base are incompatible.

Immediate Improvements Made

The following improvements were made immediately or shortly after being identified as "critical and low cost" following the school assessments:

1. Update of 911 room identity database to assist in emergency response.
2. Installation of dome mirrors in critical areas.
3. Repair and relocation of security cameras.
4. Installation of new digital cameras at Memorial HS.
5. Development of comprehensive school safety inspections and re-structuring of the School Safety Committee.
6. Installation of "code red" buttons in high school offices.
7. Installation of separate code red tone, from fire alarm.
8. Intrusion alarms were installed in pool areas.
9. Replacement of standard glass with safety glass in numerous locations.
10. Replacement/addition of signage (visitor check in, office, Unauthorized Presence on School Grounds).
11. Development of a consistent numbering system for all exterior doors to assist police and fire departments in case an emergency response is needed.
12. Improved the safe handling and storage of dangerous materials (West art area).
13. Installed room signage with Braille (Lafollette, East, Memorial).
14. Ensured revised emergency procedure charts were located in every room.
15. Identified a need for additional surveillance cameras and updating of equipment to digital format. MMSD obtained funding through a federal COPS grant for purchase of some equipment (fall of 2010).

Use of COPS Grant Funding

In 2008, MMSD applied to the Federal Office of Community Policing for a COPS grant to purchase school security equipment, however, the grant request was denied. MMSD re-submitted the application in 2009 and this time it was awarded a grant for \$250,000 of which 50% are required matching funds from MMSD. The funds became available for equipment purchases in 2010-11 and were used to purchase the following:

- Surveillance cameras, servers/DVR's for East and LaFollette High Schools.
- Seventy portable radios for distribution to high, middle and elementary schools on a priority basis.
- Remote controlled locking devices, with cameras and intercom on ADA entrance doors in middle schools to increase security, keep doors locked, and provide staff entrance.
- Laptops and technology for police to assist their response in tactical situations in schools.

Future Needs

Based on the school assessment findings and on supporting data from police and schools regarding behavior and risk, it is recommended that additional funding be prioritized for the construction of welcome centers for the two remaining high schools, West and Memorial. The centers will improve security by enhancing the ability of staff to monitor and control the main entrance and exit points and they are essential to improving the overall sense of security of our campuses. These centers will enable schools to respond quickly and efficiently to emergencies and will aid in the reduction of incidents which could pose a threat to student or staff safety.

Additional security equipment will be provided and budgeted for middle and elementary schools. School priority will be based on criteria such as police and school data and on risk factors associated with the building's design. Critical items needed consist of additional radios and surveillance cameras. Based on these schools' smaller building sizes, welcome centers may not be the most appropriate and major redesigns are not practical. Further evaluations will be conducted to assess the specific needs of these schools, which may consist of a combination of card access coupled with surveillance and audio equipment to better monitor and secure building entrances while maintaining accessibility for our community members, families, and students.

Welcome Center Costs

East HS: The original construction estimate for contracted services provided through a competitive bid process was \$135,000. However, by utilizing in-house design, construction management and trades labor reduced the cost to \$65,000.

LaFollette HS-The \$200,000 cost was offset by the construction of The Summit Credit Union in the design and construction. The cost to MMSD was \$125,000.

Memorial HS-Will also build a Summit Credit Union branch. A preliminary layout has been developed by a private architect working with the credit union, but no cost estimates are available at this point.

West HS-Has not been evaluated at this time.

Surveillance Systems and Radios-Estimated Costs

Cost of adding 4 cameras and a DVR to an elementary school=\$8,000

Cost of adding 8 cameras and a DVR to a middle school=\$15,000

Cost to increase to 50 cameras in high schools=\$62,000

Cost to add a computer and two 24" monitors=\$2,200

Cost of one portable radio= \$250

Recommendations

Additional recommendations that build on a foundation of basic building security include a proposal that reflects existing and emerging challenges in our schools. These include issues related to gangs, drugs, and weapons, which pose significant risk to the safety of our students and staff. If our schools are not adequately prepared to respond to these challenges, they may undermine the public's perception of our schools and may have other negative impacts that could be detrimental to MMSD.

A review of MMSD school-based incidents in 2010 indicates that more weapons, in particular firearms, were found in our school buildings or in possession of students in the vicinity of schools than in previous years. Knives are also found on students. And recently, a high school student armed himself with brass knuckles and used them against another student in a fight.

Strong armed robberies became fairly common in the community and several occurred in schools. These were serious crimes committed by students against other students, which in some cases resulted in emotional trauma for the victims and their families. These were significant offenses that involved multiple perpetrators and the use or threat of force against their intended victims.

Drug possession and drug sales have become more prevalent in our schools. For young drug traffickers, there is no better market place than a school. Marijuana is still the preferred drug of choice, but an increasing number of youth are using and experimenting with powerful painkillers such as OxyContin and Percocet. Likewise, heroin has become more available and is now commonly used by high school-aged students. The use and drug trafficking in schools also leads to crimes of robbery and violence.

Gangs have become more visible and active in our community and in our schools. A gang incident resulted in the death of a young man in April, 2010. Violence and conflicts continued throughout the year and were given considerable attention by the local media. Gang members are more likely to be involved in drug trafficking in schools and in the community. Gangs have distribution networks, often carry weapons and provide protection to drug traffickers. As a result of increased gang related crime, the Madison Police Department has increased the size of its gang unit from two to six officers.

The 2010 National Survey of American Attitudes on Substance Abuse XV, conducted by the National Center on Addiction and Substance Abuse at Columbia University concluded that drugs and gangs are more prevalent in public schools and that schools with gangs are more likely to have drugs.

Emphasis on Violence Prevention

For these reasons, I believe that a more visible and vigorous effort must be made to deter students from bringing weapons and drugs into schools. The emphasis is on preventing violence and on the removal of weapons, but the vehicle is a drug prevention program that includes the use of K9 teams (drug sniffing dogs) employed by the Madison Police Department. A recent incident in Tomah, WI illustrates this point. On December 17, 2010 police officers conducted a drug sweep of the high school's parking lot and searched a vehicle after the K9 alerted them to the possibility of drugs. When the police searched the vehicle, they located a .22 caliber rifle.

The use of drug detection dogs is common in many Wisconsin schools and they are employed in suburban schools in Dane County. These include Middleton, McFarland, Sun Prairie, Verona, Monona Grove, and Stoughton. MMSD's legal counsel has researched this issue and found that the courts have supported the legal authority of schools to use drug dogs to keep their schools drug free and safe.

The specific proposal is for MMSD to adopt similar efforts to remove drugs from schools and to prevent violence through the use of a collaborative effort with the Madison Police Department. This would be done at no cost to the district and all operations would be coordinated through the Superintendent's Office and would be conducted only upon the request of the school principal. Searches would be limited to common areas, lockers, and parking lots. Examination of a student's person, including clothing while the student is wearing it, by a K9 team is prohibited unless specific reasonable suspicion exists. A draft policy is attached for your consideration.

Summary

The goal of maintaining safe schools can not be accomplished with any one single program. MMSD's School Safety Strategies (attached) reflect this approach by recognizing the importance of building on positive relationships with students and in the development of a sense of community within each school. However, these building blocks must be supported by other more visible deterrents that signify our intent to keep schools safe by implementing steps that will prevent and deter crime rather than by simply reacting to incidents that have already occurred.

The Madison Police Department's year-end report released December 17, 2010 reflects a noticeable increase in violent crime in our community that underscores the need of our district to take a more pro-active approach to maintaining the safety of our schools. Factors cited as trends impacting crime levels include: Drug addiction (particularly to heroin), street gangs, and repeat offenders.

ATTACHMENTS

1. Superintendent Art Rainwater's Memo – October 2, 2006
2. Deputy Superintendent Susan Abplanalp's message to elementary school principals regarding the incident at Red Apple Elementary School in Racine – February 16, 2007.
3. Site Safety Assessments results, OJA template used in MMSD schools.
4. COPS Grant award letter - August 10, 2009.
5. National Survey of American Attitudes on Substance Abuse XV, National Center on Addiction and Substance Abuse at Columbia University – August, 2010.
6. MMSD Draft Policy on use of Madison Police K9 teams to conduct drug searches in schools.
7. MMSD School Safety Strategies.
8. Madison Police Department Press Release – December 17, 2010.
9. Behavior Report-MMSD Code of Conduct Violations 2007-2011

MADISON METROPOLITAN SCHOOL DISTRICT



545 West Dayton St. Madison, Wisconsin 53703-1995 608.663.1607 www.mmsd.org

Art Rainwater, Superintendent

2 October 2006

To: All MMSD Families
 From: Art Rainwater
 Subject: Recent violence in schools

By now I'm sure you know that last Friday a 15 year old boy entered a school, shot and killed the principal. This occurred in Weston School in Cazenovia (Sauk County). This incident at Weston High School has stirred in all of us the uneasy realization that this can happen anywhere, at anytime. While we mourn the loss of a good principal and empathize with the staff, students, families and community members of that school, we also feel a sense of obligation to our own students and staff.

Last week our entire staff spent a day talking about the crucial nature that relationships play in our schools. While the primary focus was on issues of race and equity we also know that we were talking about any student who doesn't feel connected to the school, valued by an adult, and assisted to feel part of the mainstream of society. Last Friday after we heard about Weston, we sent to our staff the following reminders:

- ***The most effective tool we have for preventing violent behaviors at school is building and maintaining a climate of trusting relationships and communication between and among students and adults.***
- ***Pay close attention to the prevention of bullying, shunning or harassment and intervene in those situations. These incidents are often contributing factors to students' disengagement from school. Students need to know that adults will take actions to address their concerns.***

These are important reminders for our staff, but I share them with you also, so that together we can support all of our children to feel safe and secure in all of their environments.

The other reminders that we sent included those safety and security measures that we implement and practice each year. They include:

- Ensuring that building security and door locking procedures are being followed.
- Ensuring that all non-employees (visitors) in a building are identified and registered in the office.
- Ensuring that communication systems, radios and PA's are functioning.
- Having employees visibly display their MMSD identification badges.
- Being aware of the school's security plan and of their role in security procedures.
- Communicating with and listening to their students.
- Reminding students that they should always communicate with staff and share information regarding any threat to the school or to other persons.
- Ensuring that the school's crisis team is in place.
- Communicating with each other.

Below are websites that may be helpful in communicating with your children about these

issues. If you are unable to access them, please let the school office know and we will provide them to you.

Helping children after a Disaster: Facts for Families from the American Academy of Child and Adolescent Psychiatry www.aacap.org/publications/factsfam/disaster.htm

Talk to Children About Violence and Other Sensitive and Complex Issues in the World from Educators for Social Responsibility (ESR) www.esrnational.org/guide.htm

Tips for Talking to Children after a Disaster: a Guide for Parents and Teachers
www.mentalhealth.samhsa.gov/publications/allpubs/KEN-01-0093/default.asp

The Madison Police are increasing their presence around all of our schools this week. Finally, growing up has never been easy, however it is important that at times of a serious event, we need to listen to our children and respond to what is on their minds and give to them our best understanding and our guidance.

Sincerely,

Art Rainwater
Superintendent



ASSISTANT SUPERINTENDENT - ELEMENTARY

45 West Dayton St.

Madison, Wisconsin 53703-1995

608.663.1632

www.mmsd.org

Susan Abplanalp, Assistant Superintendent for Elementary Schools

Art Rainwater, Superintendent

February 20, 2007

TO: Elementary Principals

FROM: Sue Abplanalp, Assistant Superintendent - Elementary

RE: Safety and Security

Handwritten note:
 This was
 sent by
 Sue

Recently there have been safety and security incidents in elementary schools that cause me to write a reminder to you about our procedures.

Police arrested a 20-year-old man last Thursday for the alleged sexual assault of a 6-year-old student at Red Apple Elementary School in Racine. The incident occurred Tuesday morning (Feb. 13th) between 9:30 and 10 a.m. when the man entered the school and sexually assaulted the student in a second floor bathroom. The student had been excused from class by his teacher to go to the bathroom. It is unknown how the intruder entered the school, but it's suspected that a door had stuck open due to weather.

In view of this crime, I want to reinforce Art's memo dated October 30, 2006 on school safety:

1. Instruct all employees to wear their ID badges.
2. Restrict access of open doors to the main entrance and handicapped entrance, if different.
3. Lock all receiving and loading dock doors daily. Mail drivers and trades staff will contact the custodian by radio to gain access to the building.
4. Remove door stops on exterior doors so that doors are not propped open for periods of time.
5. Post signs asking visitors to sign in at the main office and to wear a visitor badge.
6. Implement the visitor log procedures in place for the district.
7. Wear orange vests for outside duty (elementary schools).
8. Make certain that all substitute folders include safety/crisis information.

Please ensure that all visitors to your school are greeted and directed to the office to sign in and to obtain a visitors badge. It's absolutely critical that all adults in your buildings be properly identified.

And as stated in the student handbooks, the following should be adhered to:

F. RELEASING CHILDREN FROM A SCHOOL DURING THE DAY

If it is necessary for you or someone authorized by you to take your child out of school during the instructional day (after school has started and before the end of the day), we ask that you follow the procedures below:

1. You or the authorized adult must sign the logbook in the office and record the reason for requesting the release of your child.

2. The adult must have the authority to pick up the child, either
 - He or she is the legal guardian or parent
 - He/she is verified as the emergency contact listed on the official registration form or
 - Your child has brought a note signed by a legal guardian or parent to the office saying that this adult has authority to pick up your child.
3. If the office staff does not know the adult, then:
 - Identification matching the parent's note must be secured or
 - The child's parents or someone listed on the official enrollment form must be called to verify the person's identity and their authority to pick up the child.

Your child will not be released if appropriate identification or verification of authority cannot be obtained.

4. Your child's teacher will be notified by the office to send your child to the office.

To ensure the safety of your child, we will ask that any authorized adult (including parents) picking up a child will do so in the school office under the supervision of an office staff person. Once school is in session, no non-school staff (including parents) will be allowed to go to a classroom unaccompanied and pick up a child.

Please contact me or Luis Yudice if you have questions.

bkl

Section 10. Tactical Site Survey

10.1 Introduction and Disclaimer

The information provided in this document is designed to provide a detailed overview of the Tactical Site Survey process and its requirements in an educational setting. While the authors and Safe Havens International wish this template to be as complete as possible, it is not guaranteed to be complete and without flaw. Methods of implementing procedures, policies, and recommendations outlined herein are obviously beyond the control of the authors and Safe Havens International, and are at most suggestions for improving the safety of your school environment. Therefore, the authors of this document and Safe Havens International assume no liability for the application of any concepts or suggestions contained herein.

10.2 Guidance for Use

The following checklists are meant to serve as a guide for a Tactical Site Survey (walk-through) of a school and a tool for identifying hazards. While not all hazards can be realistically removed from the school environment, this template can help you identify as many potential hazards as possible. You can then prioritize each hazard and mitigate those hazards accordingly. Some will be impossible to fix (structural and design aspects of the school) without a complete remodeling, and others (Is graffiti removed expeditiously?) are much more feasible. The goal is to reduce the number of hazards to as few as possible, and mitigate those hazards so as to reduce injuries and damage to property that may result from them. As with all other Safe Havens Templates, this guide should be customized to fit your school setting, and any actions taken as a result of this guide should be first evaluated for practicality in your situation. When applicable, local agencies (police, emergency management, etc.) should be consulted as well. The goal of this template is to allow you to utilize your local resources and give you the ability to conduct effective annual tactical site surveys yourself, without hiring expensive consultants year after year.

10.3 Tactical Site Survey Form

Date of Survey:	Survey Team Leader:
Name of Facility:	Name of School System:
Address of Facility:	

Accompanying Documentation Present

- ☐ Floor Plan
- ☐ Site Plan including mobile classrooms
- ☐ Aerial Photos
- ☐ Interior Photos
- ☐ Current evacuation plan as posted in classrooms
- ☐ Current Emergency Operations Plan
- ☐ Current Student Code of Conduct

Agencies Represented at Site Survey

- ☐ Local Emergency Management Agency (EMA): _____
- ☐ Emergency Medical Services (EMS): _____
- ☐ Fire/Rescue: _____
- ☐ Law Enforcement (SRT/SWAT Rep? ☐) : _____
- ☐ School Administrator: _____
- ☐ School Maintenance Personnel with complete set of keys: _____
- ☐ Other: _____ ☐ Other: _____

SCHOOL SAFETY ZONE CONSIDERATIONS:

1. This section is for general observations and will expand as you type if needed

1. This section is for general observations and will expand as you type if needed

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
School Safety Zone	Visitor Directional Signage Provided?	No	Yes	No	No	Yes
School Safety Zone	Is consent to search of vehicle signage located at each drive entrance?	No	N/A	No	No	No
School Safety Zone	Are visitor parking areas easily observed from the school?	No	No	Yes	N/A	Yes
School Safety Zone	Is the main campus entrance easily viewed from the street?	Yes	Yes	Yes	Yes	Yes
School Safety Zone	Are shrubs and trees at the campus entrance properly trimmed to enhance natural surveillance?	Yes	Yes	Yes	Yes	Yes
School Safety Zone	Are there any known locations of drug activity near the school?	Yes	No	No	No	No
School Safety Zone	Are there any hazardous materials concerns near the campus?	No	Yes	No	No	No
School Safety Zone	Are there drainage ditches near the campus that could pose a hazard to children following rain?	No	No	No	No	No
School Safety Zone	Are there commercial establishments near the school where armed robberies might occur (bank, convenience store etc.)?	Yes	Yes	Yes	No	Yes
School Safety Zone	Are there any locations where regular gang activity is occurring near the school?	No	Yes	No	No	Yes
School Safety Zone	Is there currently construction underway near the school?	No	No	No	No	No
School Safety Zone	Are there any vacant buildings near the school?	Yes	No	Yes	No	No
School Safety Zone	Has the school coordinated efforts with local public safety officials concerning hazards close to campus?	Yes	Yes	Yes	Yes	Yes
School Safety Zone	Are there major highways or railroad tracks near the school?	Yes	Yes	Yes	No	Yes
School Safety Zone	Are there nuclear power plants, power plants, factories, or other industrial facilities near the school?	Yes	No	No	No	No
School Safety Zone	Are there any stores near the school that sell weapons or firearms? (Pawn shops, sporting goods stores, etc.)	No	No	Yes	No	No
School Safety Zone	Other Hazards noted:	-	-	-	-	-
Upon Arrival on the Property	Is the main entrance for visitors arriving in vehicles obvious to people who have never visited the school?	No	Yes	No	N/A	No

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Upon Arrival on the Property	Is there additional informational signage as appropriate on the roads around the perimeter of the buildings? (Ex. "Visitors Parking Area," "Drug Free and Weapons Free Zone," "All Visitors Must Report to the Office," "Vehicles Entering Campus May Be Subject to Search," etc.)	No	Yes	Yes	Yes	Yes
Upon Arrival on the Property	Does exterior drive signage direct visitors to their appropriate parking areas?	No	-	Yes	N/A	Yes
Upon Arrival on the Property	Are visitor's parking areas within view of office staff?	No	No	Yes	N/A	No
Upon Arrival on the Property	Are all shrubs trimmed so as to allow maximum visibility? (Shrubs to a three-foot height and low-hanging branches to a seven-foot height)	Yes	Yes	No	Yes	Yes
Upon Arrival on the Property	Are numbered parking spaces used to help prevent a trespasser from parking in a regular parking space?	No	No	No	N/A	No
Upon Arrival on the Property	Are there speed breakers on the main entrance road and all parking lots?	No	Yes	Yes	No	Yes
Upon Arrival on the Property	Are all vehicles (other than buses) restricted from entering the bus loading and unloading areas during morning and afternoon hours?	No	No	No	N/A	Yes
Upon Arrival on the Property	Are the visitor's parking spaces clearly identified?	No	No	Yes	N/A	Yes
Upon Arrival on the Property	Is the main office area clearly marked?	No	Yes	No	Yes	Yes
Upon Arrival on the Property	Is there a designated pickup/drop-off area for students?	No	No	Yes	No	No
Upon Arrival on the Property	Are all parking spaces, directional arrows, no parking zones, handicap-parking zones, fire zones, and restricted areas clearly visible to first time visitors to the school?	No	Yes	Yes	No	Yes
Upon Arrival on the Property	Are staff parking spaces marked anonymously so that an attacker cannot easily locate their victims? (For example, if someone does not know the principal by sight and wants to attack them, they can simply wait near the principal's designated parking spot)	Yes	No	Yes	No	No
Upon Arrival on the Property	Is there adequate operational space for emergency response vehicles at the entrance?	Yes	Yes	Yes	Yes	Yes
School Grounds	Perimeter Fencing Type	No	Yes	N/A	N/A	No

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
School Grounds	Number of access points onto campus:	N/A	-	N/A	N/A	N/A
School Grounds	Security at Entrance Points	N/A	No	N/A	N/A	No
School Grounds	Are trash dumpsters positioned in a location which so as not to block line of sight to critical areas?	Yes	Yes	Yes	Yes	No
School Grounds	Are portable classroom buildings positioned in a manner to reduce excessive blind spots?	N/A	N/A	N/A	N/A	N/A
School Grounds	Are the campus grounds clean?	Yes	Yes	Yes	Yes	Yes
School Grounds	Are there any noticeable blockages for line of sight on the school grounds?	No	No	No	Yes	No
School Grounds	Are staff and/or faculty on duty in parking lots during the morning and afternoons?	No	Yes	Yes	No	Yes
School Grounds	Is there video surveillance in parking lots?	Yes	No	Yes	No	No
School Grounds	Are students issued parking decals that must be placed on their vehicle?	N/A	Yes	Yes	N/A	N/A
School Grounds	Is there adequate lighting in all lots?	No	No	Yes	Yes	No
School Grounds	Are bushes and trees trimmed to reduce hiding spaces and is the campus line of sight free of obstructions?	Yes	Yes	Yes	Yes	Yes
School Grounds	Are all poisonous or dangerous bushes and plants removed from the school grounds?	No	Yes	Yes	Yes	Yes
School Grounds	Presence of graffiti on walls/outbuildings:	No	No	No	No	No
School Grounds	Outside pay phone or emergency call boxes:	No	No	No	No	No
School Grounds	Designated after hour student pick-up area	No	No	Yes	No	No
School Grounds	Any obstructions that would impede emergency vehicles:	No	Yes	No	No	No
School Grounds	Are all construction areas restricted to student use and traffic?	Yes	Yes	Yes	N/A	N/A
School Grounds	Are all construction tools and materials secured at the end of the day and construction debris cleared?	N/A	Yes	Yes	N/A	N/A
School Grounds	Are doors to internal courtyards kept secure?	N/A	No	No	N/A	No
School Grounds	Other:	-	-	-	-	-
Walking the Perimeter	Low-hanging limbs on trees adjacent to the school could facilitate easy roof access to the building. Are limbs trimmed in such a manner that this danger is avoided?	N/A	No	No	N/A	No
Walking the Perimeter	Is perimeter fencing in good condition and without any holes or gaps?	N/A	No	N/A	N/A	N/A

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Walking the Perimeter	Are all unused exterior buildings secured?	N/A	Yes	Yes	N/A	N/A
Walking the Perimeter	Do all exterior buildings such as portable classroom units have skirting?	N/A	N/A	N/A	N/A	N/A
Walking the Perimeter	Are exterior hallways clearly marked on the outside of the building to aid public safety in their response efforts? Reflective numbers would be ideal to aid in easy identification at night by public safety. (Ex. Building A or Wing 100)	N/A	Yes	N/A	N/A	N/A
Walking the Perimeter	Are individual classrooms marked in such a manner that they can be easily identified from outside, i.e. room numbers on exterior windows?	N/A	No	N/A	No	N/A
Walking the Perimeter	Is there some type of external public address system around the perimeter of the school to address possible lock-down announcements, severe weather alerts, etc. for those students in outside recreation areas?	Yes	Yes	No	No	No
Walking the Perimeter	Are all barrier chains secured so that they do not pose as a trip hazard?	N/A	N/A	N/A	N/A	N/A
Walking the Perimeter	Are all tree roots that pose as trip hazards cleared from the grounds?	Yes	Yes	Yes	N/A	Yes
Walking the Perimeter	Are all drainpipes, door catches and other items protruding from the building or grounds painted in a high visibility color to help prevent people from tripping on them?	-	No	Yes	N/A	No
Walking the Perimeter	Do exterior doors remain locked throughout the day?	Yes	Yes	Yes	No	Yes
Walking the Perimeter	Are there frequent checks on exterior building lighting at night to make sure all areas between buildings and parking lots are adequately illuminated?	Yes	Yes	Yes	Yes	Yes
Walking the Perimeter	Is the water retention pond/drainage ditch fenced and secured?	N/A	N/A	N/A	N/A	N/A
Walking the Perimeter	Are fire hydrants clear of nearby parked vehicles to enable the fire department instant access to all hydrants?	Yes	Yes	Yes	Yes	Yes
Walking the Perimeter	Are all pedestrian, covered walkways high enough to allow for the passage of larger emergency vehicles (where applicable)?	N/A	N/A	N/A	Yes	N/A

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Walking the Perimeter	Are all exterior air conditioning fuse boxes constantly locked to prevent vandalism, possible disruption of services, or injury?	Yes	No	Yes	Yes	-
Walking the Perimeter	Are there alarm-warning signs on the exterior doors?	N/A	N/A	N/A	N/A	N/A
Walking the Perimeter	Are all exterior doors to the facility secure with the exception of the main entrance adjacent to the office area?	Yes	Yes	Yes	No	No
Walking the Perimeter	Is perimeter fencing clear of vines and brush?	N/A	No	N/A	No	-
Walking the Perimeter	Are all fence gates secured?	N/A	N/A	N/A	N/A	N/A
Walking the Perimeter	Are all power boxes, gas exchanges, and satellite dish areas fenced and locked?	-	No	Yes	Yes	N/A
Walking the Perimeter	Do gas exchanges and ground level electrical/phone boxes have reinforced poles around them to prevent vehicles from striking them?	-	-	Yes	Yes	-
Walking the Perimeter	Are all building areas and evacuation routes restricted from vehicle parking?	Yes	Yes	Yes	No	Yes
Walking the Perimeter	Is someone assigned to conduct a "morning-sweep" of the property to look for contraband, adult items, hazards or anything else out of the ordinary?	No	No	Yes	No	Yes
Walking the Perimeter	Are there handrails on all stairways?	Yes	Yes	Yes	Yes	Yes
Walking the Perimeter	Is non-slip material installed on all steps, where appropriate?	No	No	Yes	No	Yes
Walking the Perimeter	Are all exterior electrical outlets secured?	-	No	Yes	Yes	Yes
Walking the Perimeter	Are large trees that are leaning or in poor health structurally supported or scheduled for removal?	N/A	N/A	Yes	N/A	N/A
Walking the Perimeter	Do the hinges on exterior doors face inward?	-	-	-	No	-
Walking the Perimeter	Are tall backboards or fences supported by pressure-treated wood or galvanized metal posts?	Yes	N/A	Yes	Yes	N/A
Walking the Perimeter	Are electrical closets used only for their intended purpose? Obstructed or misused electrical closets could prevent access to important shut-off areas within the room in an emergency.	N/A	Yes	Yes	Yes	N/A
Walking the Perimeter	Is graffiti removed expeditiously?	Yes	Yes	Yes	Yes	Yes
Walking the Perimeter	Are all dumpsters and garbage disposal areas kept free of loose debris and flammable material, and accessible to garbage pickup?	No	Yes	No	Yes	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Walking the Perimeter	Are personnel assigned to monitor parking and bus loading areas during arrival and dismissal times?	Yes	Yes	Yes	Yes	Yes
Walking the Perimeter	Is the student parking area monitored to prevent a student going to their vehicle during the day without permission and/or leaving school grounds without permission?	N/A	No	Yes	N/A	N/A
Walking the Perimeter	Are all fire lanes kept clear at all times?	Yes	No	Yes	Yes	Yes
Walking the Perimeter	Are loading docks kept free from debris and not blocked by other vehicles?	Yes	Yes	No	No	Yes
Walking the Perimeter	Are all recess/play areas kept clean and in good repair with no dangerous debris or damage?	N/A	N/A	N/A	N/A	Yes
Walking the Perimeter	Is vehicle access restricted from all recess/play areas?	N/A	N/A	N/A	No	Yes
Walking the Perimeter	Are all storage sheds, outbuildings, and outside compartments locked and checked regularly?	Yes	Yes	Yes	No	Yes
Walking the Perimeter	Are all bicycle racks visible from front of school?	No	No	Yes	Yes	Yes
Walking the Perimeter	Are all driver's education testing vehicles secured?	N/A	N/A	N/A	N/A	N/A
Walking the Perimeter	Is entire campus accessible to security vehicles?	Yes	Yes	Yes	Yes	Yes
Walking the Perimeter	Is all accessible equipment that is breakable secured or protected from vandalism?	N/A	N/A	Yes	N/A	N/A
Walking the Perimeter	Is there a "morning sweep" to remove any debris, construction materials, rocks, or other objects that could be used to prop open exterior doors?	Yes	Yes	Yes	Yes	Yes
Walking the Perimeter	Are all outside statues, decorative objects etc. secured properly and protected from vandalism?	No	No	No	Yes	N/A
Modular Units	Are mobile unit doors locked during instructional hours?	N/A	N/A	N/A	N/A	N/A
Modular Units	Are all mobile units clearly marked on several sides with only one distinguishing number or letter, so as not to cause confusion with multiple & conflicting numbers?	N/A	N/A	N/A	N/A	N/A
Modular Units	Do mobile units have two-way communication?	N/A	N/A	N/A	N/A	N/A
Modular Units	Can the occupants hear all intercom announcements?	N/A	N/A	N/A	N/A	N/A
Modular Units	Do the mobile units have a smoke detector, fire alarm pull station, and audible fire alarm speaker located inside the units?	N/A	N/A	N/A	N/A	N/A

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Modular Units	Are the all trailer hitches either removed or blocked off so that they are not a trip hazard?	N/A	N/A	N/A	N/A	N/A
Modular Units	Are all mobile unit power boxes locked?	N/A	N/A	N/A	N/A	N/A
Modular Units	Is the area surrounding the mobile unit covered adequately with exterior lighting?	N/A	N/A	N/A	N/A	N/A
Modular Units	Do mobile units have a window or peephole installed to allow teachers/staff to identify people who are at the door before they open it?	N/A	N/A	N/A	N/A	N/A
Modular Units	Are mobile units fitted with heavy-duty door locks?	N/A	N/A	N/A	N/A	N/A
Modular Units	Are the mobile units equipped with ground tie-downs that meet windstorm and tornado safety regulations?	N/A	N/A	N/A	N/A	N/A
Modular Units	Are any utility poles shielded to keep people from climbing onto the roof?	N/A	N/A	N/A	N/A	N/A
Modular Units	Are all mobile unit tie-downs in good working order?	N/A	N/A	N/A	N/A	N/A
Modular Units	Are mobile units covered by the intrusion alarm system?	N/A	N/A	N/A	N/A	N/A
Modular Units	Are all steps securely attached?	N/A	N/A	N/A	N/A	N/A
Modular Units	Do all mobile units have adequate ventilation and exits?	N/A	N/A	N/A	N/A	N/A
Modular Units	Is vehicle parking restricted up to at least 10 or 20 feet away from each mobile unit?	N/A	N/A	N/A	N/A	N/A
Athletic Fields & Playgrounds	Is the playground covered with sand or wood chips to create soft landings to prevent injuries to your students?	N/A	-	N/A	N/A	No
Athletic Fields & Playgrounds	Are PE instructors and coaches trained in basic first aid?	Yes	Yes	Yes	-	Yes
Athletic Fields & Playgrounds	Are first aid kits readily accessible?	Yes	Yes	Yes	-	Yes
Athletic Fields & Playgrounds	Are fences in good repair?	No	No	N/A	N/A	Yes
Athletic Fields & Playgrounds	Are students supervised by more than one teacher when in PE/recess?	No	No	No	No	Yes
Athletic Fields & Playgrounds	Do all supervising teachers carry walkie-talkies or other mobile communication devices?	No	No	No	No	No
Evacuation Sites & Routes	Were evacuation routes and sites selected with input from fire, emergency management and law enforcement officials?	Yes	Yes	Yes	Yes	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Evacuation Sites & Routes	Are evacuation routes planned to include students with mobility problems? (Especially important during a bomb threat)	Yes	Yes	Yes	Yes	Yes
Evacuation Sites & Routes	Are evacuation routes planned so as to avoid parked vehicles, dumpsters, or unoccupied buildings? (Especially important during a bomb threat)	Yes	Yes	Yes	No	Yes
Evacuation Sites & Routes	Are evacuation sites "sanitized" by personnel who are trained to recognize possible explosive devices or who are familiar with the evacuation site area to be able to recognize objects not normally there?	Yes	No	Yes	No	No
Evacuation Sites & Routes	Do teachers take roll once at the evacuation site for accountability and to identify possible suspects during a bomb threat evacuation or false fire alarm?	Yes	No	Yes	No	Yes
Evacuation Sites & Routes	Is at least one uniformed law enforcement officer designated to cover evacuation routes and sites during all evacuation drills and actual evacuations?	Yes	Yes	Yes	Yes	No
Evacuation Sites & Routes	Are fire or bomb threat evacuation sites located in areas other than parking lots or a school roadway?	Yes	Yes	Yes	Yes	Yes
Evacuation Sites & Routes	Have all school staff members been made aware that while there is a slight potential for detonation of some explosives associated with the use of radios, portable telephones and cell phones during a bomb threat/bomb incident, they should still be prepared to use such devices during life threatening emergencies as the risk of detonation is typically lower than the risk of death due to the immediate life threatening emergency?	Yes	Yes	Yes	No	Yes
Evacuation Sites & Routes	Do alerts for bomb threats differ from those for fire evacuations?	Yes	Yes	Yes	Yes	Yes
Evacuation Sites & Routes	Do evacuation sites remain confidential to administrators, staff, and law enforcement officials only?	No	Yes	No	No	Yes
Evacuation Sites & Routes	Do policies specify that fire evacuation sites should be a minimum of 300-feet from the facility?	No	No	Yes	Yes	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Evacuation Sites & Routes	In the case of high-wind storms such as tornadoes, are all evacuation routes free from overhead skylights, large roof spans, exterior windows and areas where large trees or similar objects are located near the exterior of the building?	Yes	Yes	Yes	Yes	Yes
Evacuation Sites & Routes	OTHER HAZARDS IDENTIFIED ON THE PERIPHERY:	-	-	-	-	-
School Facility in General	Can all classrooms be contacted by the office electronically?	Yes	Yes	No	No	Yes
School Facility in General	Are bathroom doors kept open to increase natural surveillance?	No	Yes	Yes	No	Yes
School Facility in General	Are vending machines located in a manner that minimizes blockage of line of sight?	Yes	Yes	Yes	Yes	N/A
School Facility in General	Are brightly colored murals utilized to help make students, parents and staff feel connected to the school?	Yes	Yes	Yes	Yes	Yes
School Facility in General	Are natural gas and water mains protected by metal bars or tubing to prevent accidental or intentional damage by a vehicle?	-	Yes	Yes	Yes	Yes
School Facility in General	If site survey is conducted during school hours, is class change orderly?	Yes	Yes	Yes	Yes	Yes
School Facility in General	If so, are any students seen running in the halls or engaged in horseplay that is unsafe?	Yes	No	No	No	No
School Facility in General	If so, does the site survey team hear any students using profanity, gang signs, or inappropriate language?	No	No	No	No	No
School Facility in General	Is there evidence of vandalism that could indicate problems with the level of supervision in the school?	No	No	No	No	No
School Facility in General	Are any windows broken or cracked, and any damaged windows fixed promptly?	Yes	Yes	Yes	Yes	Yes
School Facility in General	Are all windows secure and window locks in good condition?	Yes	No	Yes	No	Yes
School Facility in General	Are all door locks in working condition?	Yes	Yes	Yes	Yes	Yes
School Facility in General	Are all doors secure and in good condition, including strike plates and panic bars?	Yes	Yes	Yes	Yes	Yes
School Facility in General	Do outside doors have exterior facing hinge pins, and if so are they easily removed?	-	No	-	No	-

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
School Facility in General	Are all center doorposts in double doors well secured?	Yes	Yes	Yes	Yes	Yes
School Facility in General	Does the exterior of the building have adequate lighting?	No	No	Yes	Yes	No
School Facility in General	Is there enough exterior lighting to provide minimal illumination if one light bulb burns out?	Yes	No	Yes	Yes	No
School Facility in General	Are floors clean and in good repair?	No	No	Yes	Yes	Yes
School Facility in General	Are all mechanical rooms, boiler rooms, hazardous materials rooms, and other maintenance areas kept locked?	No	No	Yes	Yes	Yes
School Facility in General	Are all deliveries made at one specified entrance and delivery persons accompanied by staff?	No	No	Yes	No	Yes
School Facility in General	Is all school equipment permanently marked?	No	Yes	Yes	Yes	Yes
School Facility in General	Is all school equipment inventoried? (updated often in the case of expendable materials)	No	No	Yes	No	Yes
School Facility in General	Items are not stored in inappropriate areas (boiler rooms, in front of fire exits, back hallways, etc.)	Yes	Yes	No	Yes	Yes
School Facility in General	Do stage curtains in auditoriums remain open when not in use?	Yes	Yes	Yes	Yes	N/A
School Facility in General	Are all water fountains and faucets tested regularly for water potability?	No	No	No	No	No
School Facility in General	Are all basement windows secured with bars and locks?	No	N/A	N/A	No	-
School Facility in General	Are unused areas locked during after-school activities?	No	Yes	Yes	Yes	Yes
School Facility in General	Are electrical panels, power switches, and utility controls secure?	-	Yes	Yes	Yes	-
School Facility in General	Are all stairwells properly lit?	Yes	No	Yes	Yes	Yes
School Facility in General	Are exit signs properly placed, clearly marked and lit throughout school?	Yes	Yes	Yes	Yes	Yes
School Facility in General	Is a record kept of all maintenance?	Yes	Yes	Yes	Yes	Yes
School Facility in General	Do all locked doors comply with local fire codes?	Yes	Yes	Yes	Yes	Yes
School Facility in General	Are large windows in hallways and office made of shatter-resistant safety glass or do they have shatter resistant film on them?	-	No	No	No	-
School Facility in General	Other	-	-	-	-	-
Main Office	Can the office contact classrooms? How?	Yes	Yes	Yes	Yes	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Main Office	Can teachers initiate contact with office? How?	Yes	Yes	Yes	Yes	Yes
Main Office	Is there a formal visitor check in and identification procedure, and is it clear for first time visitors? (Including repairpersons and vendors)?	Yes	Yes	Yes	Yes	Yes
Main Office	If there is a visitor check in procedure, does staff check the identification of any visitor they do not know on sight and issue temporary visitor ID?	Yes	No	Yes	No	Yes
Main Office	Does this procedure indicate the destination of each visitor, as well as time and date of visit?	Yes	Yes	Yes	No	Yes
Main Office	Is there a student ID system?	Yes	Yes	Yes	Yes	Yes
Main Office	Is there a staff ID system?	Yes	Yes	Yes	Yes	Yes
Main Office	Are all heavy and sharp objects out of a visitor's or student's reach within the main office complex?	No	Yes	Yes	Yes	Yes
Main Office	Does the arrangement of each administrator's desk (or seating arrangement during meetings with parents and others) allow for a quick escape route in the event someone in the meeting becomes hostile?	Yes	No	No	No	No
Main Office	Is there a current verified collection of all facility telephone extensions and/or numbers available?	Yes	Yes	No	Yes	Yes
Main Office	If a video surveillance system is present, is it recording on a 24-hour basis?	Yes	Yes	Yes	Yes	N/A
Main Office	Are the tapes and taping system stored in a locked area?	Yes	Yes	Yes	Yes	N/A
Main Office	Is there an emergency evacuation kit located in the office? (See Emergency Evacuation Kit Section after the physical review sections.)	Yes	No	Yes	No	N/A
Main Office	Is there an intrusion alarm system present in the building?	Yes	Yes	Yes	Yes	Yes
Main Office	Do the alarm panels and fire alarm pull stations remain accessible?	Yes	Yes	Yes	Yes	Yes
Main Office	Are the access codes closely guarded?	Yes	Yes	Yes	Yes	Yes
Main Office	Are bomb threat checklists readily available, visible and near each phone?	Yes	Yes	Yes	Yes	Yes
Main Office	Are student medications both secure and portable?	Yes	-	Yes	No	No
Main Office	Are student medications released only with photo ID?	No	Yes	Yes	No	No

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Main Office	Is a record kept with the time and date of when students take medication?	Yes	Yes	Yes	Yes	Yes
Main Office	Are student medications labeled with student name, doctor's name, dispensing instructions, and date?	Yes	Yes	Yes	Yes	Yes
Main Office	Are parents responsible for retrieving medication at the end of the school year?	Yes	Yes	Yes	No	Yes
Main Office	Are desktop computers secured?	No	No	No	No	No
Main Office	Are heavy items located on top of file cabinets or shelving where they may fall and injure someone?	No	No	No	Yes	No
Main Office	Are large and heavy office machines secured or located where they will not slide, fall off counters, or block exits?	Yes	Yes	Yes	No	-
Main Office	Are all keys stored securely?	Yes	No	Yes	Yes	N/A
Main Office	Does the facility have a method of getting a master set of keys, alarm codes, a floor plan, a site plan, and emergency operations plans to public safety for after-hours emergencies?	Yes	No	Yes	Yes	No
Main Office	Do area public safety agencies have copies of your site and floor plans?	Yes	Yes	Yes	Yes	Yes
Main Office	Do you have access to an aerial photo, which can assist you and public safety in formulating and evaluating your site plan?	Yes	Yes	Yes	Yes	Yes
Main Office	Does the numbering system for all classrooms and rooms correspond to an updated floor plan?	Yes	No	Yes	Yes	No
Main Office	Does the floor plan clearly indicate sheltering locations for severe weather incidents?	Yes	No	Yes	Yes	Yes
Main Office	If there are any refrigerators or other places where food or beverages are stored, are they in secure locations to prevent a student from tampering with food and/or beverages?	Yes	Yes	Yes	Yes	Yes
Main Office	Is there a call block feature to the principal's private telephone line?	Yes	Yes	Yes	-	No
Main Office	Have all office personnel placed their furniture in their office in a manner that provides a quick escape route in the event of a hostile individual in their office?	No	No	No	No	No

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Main Office	Does the office vault have controlled access and the ability to be opened from the inside?	N/A	Yes	N/A	-	Yes
Main Office	Are school files and records kept in a secure location? (Locking file cabinets, office vault, etc.)	Yes	Yes	Yes	Yes	Yes
Main Office	Are passenger lists for all applicable bus routes kept at the school?	No	No	No	No	No
Main Office	Are all routes and passenger lists for field trips left with office staff before departure?	N/A	Yes	Yes	No	Yes
Main Office	Are students required to have their school ID for field trips?	Yes	No	Yes	No	Yes
Main Office	Is all cash secured in a vault or locked cabinet along with checks, numbered invoices, Purchase Orders, etc.?	Yes	No	Yes	Yes	Yes
Main Office	Does each administrator's desk have a mirror placed behind their desk to calm irate parents and students?	No	No	No	No	No
Hallways & Main Areas	Can doors be quickly secured during a lockdown?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Is visibility through classroom windows unimpeded?	No	No	Yes	Yes	Yes
Hallways & Main Areas	Is directional signage clear and easy to understand?	No	No	Yes	Yes	Yes
Hallways & Main Areas	Are classrooms marked by number and not by teacher's name?	Yes	No	Yes	Yes	No
Hallways & Main Areas	Are the numbers located on the wall next to the classroom and are they unobstructed?	-	Yes	No	Yes	Yes
Hallways & Main Areas	Are they raised numbers and fastened in a permanent fashion?	No	No	No	Yes	No
Hallways & Main Areas	Are they visible when the door is open?	No	No	Yes	Yes	No
Hallways & Main Areas	Are all unused lockers secured? (for large numbers of lockers, cables may be a viable option)	Yes	Yes	Yes	Yes	No
Hallways & Main Areas	Is someone assigned to conduct a "morning sweep" of the building interior to identify anything out of the ordinary or potentially dangerous?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are wall electrical panels locked?	-	No	Yes	Yes	Yes
Hallways & Main Areas	Are all fire extinguishers located in high visibility and unobstructed areas and checked regularly for operability?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Have all the fire pull stations been tested this year to ensure that they are functioning properly?	Yes	Yes	Yes	Yes	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Hallways & Main Areas	Does each hallway have a minimum of 6-feet of clearance from one side to the other?	Yes	Yes	Yes	No	No
Hallways & Main Areas	Are exit doors clear of obstructions and easy to operate in an emergency?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are all hallways clear of coat racks?	Yes	Yes	N/A	Yes	Yes
Hallways & Main Areas	Are severe weather evacuation areas away from skylights and windows?	Yes	No	Yes	Yes	Yes
Hallways & Main Areas	Are trash cans located in areas with good natural surveillance? (to prevent students/others from using them to hide contraband or explosive devices in them)	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are pay phones located within view of the office staff or monitored by video surveillance (to prevent bomb threats from being called in from them)?	Yes	Yes	N/A	N/A	Yes
Hallways & Main Areas	Do motion detectors cover all entrances and main hallways?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Do classroom doors open inward?	No	Yes	Yes	Yes	-
Hallways & Main Areas	Do classroom doors swing "in the clear?" (Any obstructions to free movement?)	Yes	Yes	Yes	Yes	-
Hallways & Main Areas	Are all ceiling tiles are in place?	No	No	No	Yes	No
Hallways & Main Areas	Is the interior directional signage for specific locations adequate?	No	Yes	Yes	No	No
Hallways & Main Areas	Are all bookrooms, teacher's lounges, custodial closets, and electrical rooms always secured/locked?	Yes	No	Yes	Yes	No
Hallways & Main Areas	Are the fire exit lights functioning properly?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Is there a functioning emergency lighting system in the hallway?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are all chemicals and cleaning supplies put up and out of the way?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are interior fire doors magnetic and do they contain windows?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Do these doors remain unobstructed?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Does the magnetic system function properly?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	If surveillance cameras are present, do they appear to cover areas near bathrooms and building entrances adequately?	No	No	No	No	N/A

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Hallways & Main Areas	If shaded bubble protectors are used, are they cleaned routinely?	No	Yes	Yes	Yes	N/A
Hallways & Main Areas	Do all hanging plants, displays, and/or wall-mounted objects have closed eye-hooks and can they swing freely 45 degrees?	No	No	Yes	Adequate	-
Hallways & Main Areas	Are fluorescent light bulbs, lenses, and covers securely fastened?	Yes	No	Yes	Yes	No
Hallways & Main Areas	Are large windows located in the hallways made of safety glass or do they have shatter-resistant film on them? If so, are they properly structurally secured?	Yes	No	No	No	N/A
Hallways & Main Areas	Are art objects or trophies protected against tipping over, breaking glass or sliding off shelves or pedestals?	Yes	Yes	Yes	No	No
Hallways & Main Areas	Are all fire exit doors unchained during hours of occupancy?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are lockers locked with school locks?	Yes	Yes	Yes	No	No
Hallways & Main Areas	Is graffiti documented for future reference by camera or video and promptly removed?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are there any indicators (such as damage) on ceiling tiles that they are used as hiding places for contraband?	No	No	No	No	No
Hallways & Main Areas	Are the paper towel and toilet tissue holders constructed of see-through plastic to prevent their use as hiding places for contraband?	No	Yes	No	No	No
Hallways & Main Areas	Are the paper towel and toilet tissue holders locked?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are all soap dispensers or other items on the wall in current use and are they locked? If not in current use, they should be removed.	No	No	No	No	No
Hallways & Main Areas	Do the bathrooms have hallway doors?	Yes	No	Yes	Yes	Yes
Hallways & Main Areas	Are the hallway doors lockable?	Yes	Yes	No	Yes	Yes
Hallways & Main Areas	Are trash cans plastic?	No	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are trash cans open-topped?	No	Yes	Yes	Yes	Yes
Hallways & Main Areas	Do you conduct frequent checks of your trash cans that can result in the discovery of contraband under the plastic liner in the can?	Yes	No	Yes	Yes	Yes
Hallways & Main Areas	Do interior hallway fire doors remain unobstructed during the day?	Yes	Yes	Yes	Yes	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Hallways & Main Areas	Are students observed to prevent loitering unsupervised in hallways?	Yes	Yes	Yes	Yes	Yes
Hallways & Main Areas	Are students restricted from entering empty classrooms unsupervised?	Yes	Yes	Yes	Yes	Yes
In the Classroom	Does the classroom have some sort of secondary exit?	No	No	No	No	No
In the Classroom	If so, does it remain unblocked?	N/A	N/A	N/A	N/A	N/A
In the Classroom	Are fire evacuation and severe weather shelter diagrams posted in a visible area?	Yes	Yes	Yes	Yes	Yes
In the Classroom	Are televisions bolted and/or strapped to carts in all classrooms?	Yes	No	Yes	Yes	-
In the Classroom	Do teachers carry their keys at all times?	Yes	No	Yes	No	Yes
In the Classroom	Do doors have ADA compliant handles and latches?	No	No	No	No	No
In the Classroom	Do teachers have breakaway identification lanyards?	Yes	Yes	No	No	Yes
In the Classroom	Is freestanding equipment on wheels locked to prevent rolling?	Yes	No	Yes	No	-
In the Classroom	Are desks and tables located so they will not slide and block exits?	Yes	No	Yes	No	Yes
In the Classroom	Are heavy objects and furniture properly secured?	No	Yes	Yes	No	No
In the Classroom	Does the intercom make a beeping or other distinct sound when the classroom is contacted by the office?	Yes	Yes	Yes	Yes	Yes
In the Classroom	Are sharp objects such as scissors and letter openers lying on the teacher's desk or other work area where they may be picked up and used as a weapon by a student or angry parent/intruder?	No	Yes	No	Yes	Yes
Main Computer Classroom (As applicable)	Are electrical power strips used properly, not overloaded, and mounted in an elevated fashion?	Yes	Yes	Yes	Yes	-
Main Computer Classroom (As applicable)	Are desktop computers secured to the tables?	No	No	No	No	No
Main Computer Classroom (As applicable)	Has the equipment had some type of identifying etching in an obscure area on the equipment to assist in identification purposes if stolen?	Yes	Yes	Yes	Yes	Yes
Main Computer Classroom (As applicable)	Is a record kept of all serial numbers of all equipment present in the room/building?	Yes	No	No	No	Yes
Main Computer Classroom (As applicable)	Do exterior doors or windows have alarm contact points?	No	No	No	No	No

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Main Computer Classroom (As applicable)	Is there a motion detector located in the room?	No	No	No	No	No
Main Computer Classroom (As applicable)	Are all computers situated so that the supervising teacher can monitor student's computer activity to prevent misuse?	Yes	Yes	Yes	No	Yes
Wood, Welding & Machine Shops (As applicable)	Are electrical power strips used properly, not overloaded, and mounted in an elevated fashion?	Yes	Yes	Yes	Yes	N/A
Wood, Welding & Machine Shops (As applicable)	Are high-pressure cylinders properly secured to prevent them from falling and rupturing?	Yes	Yes	Yes	No	N/A
Wood, Welding & Machine Shops (As applicable)	Are written safety procedures being followed as written?	Yes	No	Yes	No	N/A
Wood, Welding & Machine Shops (As applicable)	Are all emergency eyewash stations and showers regularly tested, tagged and unobstructed?	No	No	Yes	No	N/A
Wood, Welding & Machine Shops (As applicable)	Are fire extinguishers, fire alarm pull stations and fire exits unobstructed?	Yes	Yes	Yes	No	N/A
Wood, Welding & Machine Shops (As applicable)	Is there a procedure to account for all sharp (or valuable) tools and instruments? (A numbering system is recommended.)	Yes	No	Yes	No	N/A
Wood, Welding & Machine Shops (As applicable)	Are all tools and equipment locked when not directly supervised by an adult?	Yes	Yes	Yes	No	N/A
Wood, Welding & Machine Shops (As applicable)	Is protective equipment used when necessary and accounted for with a numbering system? (Safety goggles, hard hats, ear protection, etc.)	No	No	Yes	No	N/A
Pool Area (As applicable)	Is the pool area kept secured at all times when not in use?	Yes	Yes	Yes	Yes	N/A
Pool Area (As applicable)	Are pool rules clearly posted?	Yes	Yes	Yes	Yes	N/A
Pool Area (As applicable)	Is the pool area covered by an intrusion alarm to alert staff if anyone enters when the area is not in use?	No	No	No	No	N/A
Pool Area (As applicable)	Is the pool area covered by security cameras that can be remotely monitored?	No	No	No	No	N/A
Pool Area (As applicable)	Is the floor surface around the pool coated with a non – slip surface?	No	No	No	Yes	N/A
Pool Area (As applicable)	Is there a working system for emergency communications such as a telephone or panic button?	Yes	Yes	Yes	Yes	N/A
Science Classroom	Are all chemicals stored in a locked cabinet or closet?	Yes	Yes	Yes	Yes	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Science Classroom	Are lab safety procedures posted and reviewed regularly?	-	No	-	No	-
Science Classroom	Does the teacher maintain a current and clearly posted Material Safety Data Sheet on all chemicals?	-	Yes	-	No	-
Science Classroom	Are all chemicals labeled and stored in their original containers?	-	-	-	-	-
Science Classroom	Is there a properly secured (locked and secured to the wall) acid or flammable cabinet available for safe storage of these materials?	-	Yes	-	-	-
Science Classroom	How often are chemicals disposed of and where are they disposed?	-	-	-	-	-
Science Classroom	Are the proper records maintained of these disposals?	-	Yes	-	-	-
Science Classroom	Are there functional eyewash & shower stations and are they regularly tested?	-	-	-	-	-
Science Classroom	Is the teacher aware of the location of the gas line's main cut-off valve?	-	Yes	-	-	-
Science Classroom	Is this cut-off valve labeled on the floor plan?	-	No	-	-	-
Science Classroom	If gas pipes in the lab have flexible connections, are they frequently checked for leaks? Are these checks and any leaks found documented?	-	N/A	-	-	-
Science Classroom	Chemicals should not be stored in braced storage racks or in tall stacks. Are chemicals properly stored?	-	Yes	-	-	-
Science Classroom	Are fume hoods properly maintained and checked for leaks regularly?	-	Yes	-	-	-
Science Classroom	Is all valuable or potentially dangerous equipment properly stored and locked when not in use to prevent theft? A numbering system is helpful and recommended.	-	No	-	-	-
LMC	Are bookcases secured to the floor and/or wall?	No	No	No	No	-
LMC	Is there a secondary emergency exit and does it remain unblocked?	No	Yes	Yes	Yes	Yes
LMC	Are fire exit lights operational?	Yes	Yes	Yes	Yes	Yes
LMC	Is there a fire extinguisher and is it properly placed?	-	Yes	Yes	-	Yes
LMC	Is there a magnetic book alarm system at the exit?	Yes	Yes	Yes	Yes	No
LMC	Are all desktop computers secured properly?	No	No	No	No	No

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
LMC	Are surveillance mirrors present in room corners to assist in supervision around bookcases?	No	No	No	No	No
LMC	Is freestanding equipment on wheels locked against rolling?	Yes	No	Yes	No	-
LMC	Is there a practical internet filtering system controlled by the district server present on all computers students have access to, and does this filter not only block porn, but also terrorist websites, bomb & weapons sites, drug sites, and other related websites?	Yes	Yes	Yes	Yes	Yes
LMC	Is the internet filtering system checked periodically to allow access to approved sites that are blocked and to block new sites that should be restricted?	Yes	Yes	Yes	Yes	Yes
LMC	Are all computer monitors set up so that they can be supervised easily by media center staff and teachers while being used by students?	Yes	Yes	Yes	Yes	No
LMC	Are all television sets properly bolted to their carts or strapped with a safety strap?	Yes	-	Yes	Yes	Yes
LMC	Is all audiovisual equipment always stored in a locked room?	Yes	No	Yes	Yes	No
Cafeteria & Kitchen Areas	Is there a fire extinguisher and is it properly placed?	-	Yes	Yes	Yes	Yes
Cafeteria & Kitchen Areas	Is a First Aid Kit available and clearly marked?	-	-	Yes	Yes	-
Cafeteria & Kitchen Areas	Is the cafeteria used for storage of cafeteria related items only?	Yes	Yes	Yes	Yes	Yes
Cafeteria & Kitchen Areas	Are dining spaces, tables and chairs arranged to allow for easy evacuation during an emergency?	Yes	Yes	Yes	Yes	Yes
Cafeteria & Kitchen Areas	Are all heavy items stored on lower shelves to prevent them falling and injuring someone?	-	-	-	Yes	-
Cafeteria & Kitchen Areas	Are secondary exits clear of obstructions?	Yes	Yes	N/A	Yes	Yes
Cafeteria & Kitchen Areas	Are "Helping a Choking Victim" signs present in several areas?	No	No	No	No	No
Cafeteria & Kitchen Areas	Is all kitchen equipment placed in a manner where staff could evacuate quickly?	Yes	Yes	Yes	Yes	Yes
Cafeteria & Kitchen Areas	Are the kitchen delivery doors locked at all times?	Yes	No	Yes	Yes	No
Cafeteria & Kitchen Areas	Are all cafeteria-related deliveries made when the area is properly supervised to prevent an attack?	Yes	No	Yes	No	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Cafeteria & Kitchen Areas	Are all high pressure cylinders properly secured to keep them from falling and rupturing?	N/A	N/A	N/A	No	N/A
Cafeteria & Kitchen Areas	Does the cafeteria staff have two-way communication to the main office?	Yes	Yes	Yes	Yes	Yes
Cafeteria & Kitchen Areas	Are evacuation plans and procedures posted in the kitchen and dining areas?	Yes	Yes	Yes	Yes	-
Cafeteria & Kitchen Areas	Are all food products secured to prevent contamination/tampering?	Yes	No	Yes	Yes	Yes
Cafeteria & Kitchen Areas	Does your cafeteria staff secure your external freezer doors at all times?	Yes	No	N/A	Yes	N/A
Cafeteria & Kitchen Areas	Are all health permits and inspection certificates kept on record and displayed if required by law?	Yes	Yes	-	Yes	-
Gymnasium	Are the exterior doors and windows locked during the day and when not in use?	Yes	Yes	Yes	Yes	Yes
Gymnasium	Are exits unobstructed by equipment?	No	No	Yes	Yes	Yes
Gymnasium	Is two-way communication possible with the main office?	Yes	No	No	Yes	Yes
Gymnasium	Can the intercom be heard when activities are being held in the gym?	Yes	No	Yes	No	No
Gymnasium	Are all fire exit lights and emergency lights functioning properly?	Yes	Yes	Yes	Yes	Yes
Gymnasium	Are fire extinguishers readily available?	Yes	Yes	Yes	Yes	Yes
Gymnasium	Do coaches/teachers carry walkie-talkies to outdoor recreational areas?	No	No	No	No	Yes
Gymnasium	Are sound speakers in elevated locations anchored to the structure?	Yes	Yes	Yes	Yes	Yes
Gymnasium	Are hanging lights in the gym protected from striking each other or some type of ceiling brace if they were to swing freely?	Yes	Yes	Yes	Yes	-
Gymnasium	Are retractable bleachers locked on a daily basis?	Yes	No	No	No	No
Gymnasium	If automatic electronic bleachers are used, is there a written procedure requiring that staff visually check behind the bleachers for children before they close them to prevent an accidental crushing of a child? (Even if the bleachers are equipped to do this electronically, staff should double check manually.)	No	N/A	N/A	No	N/A
Gymnasium	Are weight room safety procedures posted?	-	No	Yes	Yes	Yes

Area	Safety Item	East	LaFollette	Memorial	West	Shabazz
Gymnasium	Do athletic personnel perform regular stadium/bleacher safety checks?	Yes	Yes	Yes	No	Yes
	AED KITS CHECKED	Yes	Yes	Yes	Yes	



U. S. Department of Justice
Community Oriented Policing Services

Grants Administration Division
Secure Our Schools

1100 Vermont Avenue, NW
Washington, DC 20530

Memorandum

To: Chief Noble Wray
Madison Police Department

From: Andrew A. Dorr, Assistant Director for Grants Administration
John Wells, Grant Program Specialist
Budget Prepared By: Nakisha Arthur, Grant Program Specialist

Re: Secure Our Schools Financial Clearance Memo

A financial analysis of budgeted costs has been completed. Costs under this award appear reasonable, allowable, and consistent with existing guidelines. Exceptions / Adjustments are noted below.

OJP Vendor #: 396005507

ORI #: WI01301

DUNS #: 076147909

Grant #: 2009CKWX0767

<u>Budget Category</u>	<u>Proposed Budget</u>	<u>Approved Budget</u>	<u>Adjustments</u>	<u>Disallowed/Adjusted - Reasons/Comments</u>
Equipment	\$250,340.00	\$250,340.00	\$0.00	
Direct Costs:	\$250,340.00	\$250,340.00	\$0.00	
Grand Total	\$250,340.00	\$250,340.00	\$0.00	
Grand Total:	Federal Share:	\$ 125,170.00		
	Applicant Share:	\$ 125,170.00		

Cleared Date: 8/10/2009

Overall Comments:



Secure Our Schools
Final Funding Memo

U.S. Department of Justice, Office of Community Oriented Policing Services

Legal Name: Madison Police Department

ORI: WI01301

Grant Number: 2009CKWX0767

Date: September 25, 2009

Equipment	Quantity	Cost/Item	Total Item Cost	Amount Disallowed	Total Allowed	Reason Disallowed/Adjusted
Surveillance Cameras, sony SuperHAD	36	\$ 1,750.00	\$ 63,000.00	\$ 0.00	\$ 63,000.00	
Digital Video Recorder, pelco DX4608DVD 8 channel with DVD-RW and 2 TB HD	9	\$ 14,000.00	\$ 126,000.00	\$ 0.00	\$ 126,000.00	
Aiphone Intercoms exterior and interior transformer, von Duurpin Electric Strike for Rim Exit Devic	11	\$ 3,200.00	\$ 35,200.00	\$ 0.00	\$ 35,200.00	
Kenwood TK3160 Radios	36	\$ 450.00	\$ 16,200.00	\$ 0.00	\$ 16,200.00	
Dell Latitude XFR with broadband card laptops including wireless DSL Speeds downstream to 1.5 MBps	4	\$ 2,000.00	\$ 8,000.00	\$ 0.00	\$ 8,000.00	
alco-sensor FST Complete portable breath Testers	4	\$ 485.00	\$ 1,940.00	\$ 0.00	\$ 1,940.00	
Total:				\$ 0.00	\$ 250,340.00	
<hr/>						
Grand Total:	Total Federal Share:	\$ 125,170.00				
	Total Local Share:	\$ 125,170.00				
	Total Project Costs:	\$ 250,340.00				
	Total Disallowed Costs:	\$ 0.00				

Cleared Date: 8/10/2009

Overall Comments:

Mailed 12/6/09



U.S. Department of Justice
Community Oriented Policing Services
Grants Administration Division
Secure Our Schools

Treasury Account Symbol (TAS) 15X0406

Grant #: 2009CW0076
ORI #: WI01361

Applicant Organization's Legal Name: Madison Police Department
OJP Vendor #: 99005507
DUNS#: 076147909

Law Enforcement Executive: Chief Noble Wray
Address: 211 South Carroll Street
City, State, Zip Code: Madison, WI 53703
Telephone: (608) 266-4664
Fax: (608) 266-4855

Government Executive: Mayor Dave Cieslewicz
Address: 210 Martin Luther King Jr. Boulevard
City, State, Zip Code: Madison, WI 53703
Telephone: (608) 266-4611
Fax: (608) 267-8611

Award Start Date: 9/1/2009


Award End Date: 8/31/2011

Award Amount: \$125,170.00


David Buchanan
Acting Director

SEP 1 1 2009
Date

By signing this award, the signatory officials are agreeing to abide by the Conditions of Grant Award found on the reverse side of this document:


Signature of Law Enforcement Official with the
Authority to Accept this Grant Award

Noble Wray
Chief of Police
Typed Name and Title of Law Enforcement
Official

10-26-09
Date


Signature of Government Official with the Authority to
Accept this Grant Award

David Cieslewicz
Mayor, City of Madison, WI
Typed Name and Title of Government Official

10-26-09
Date

False statements or claims made in connection with COPS grants may result in fines, imprisonment, debarment from participating in federal grants or contracts, and/or any remedy available by law to the Federal Government.

Award ID:
95714

U.S. Department of Justice
Office of Community Oriented Policing Services
Secure Our Schools (SOS) Grant Terms and Conditions

By signing the Award Document to accept this Secure Our Schools grant, your agency agrees to abide by the following grant conditions:

1. The grantee agrees to comply with the terms and conditions in this 2009 COPS Secure Our Schools Grant Owner's Manual; COPS statute (42 U.S.C. §. 3796dd, et seq.); 28 C.F.R. Part 66 or 28 C.F.R. Part 70 as applicable (governing administrative requirements for grants and cooperative agreements); 2 C.F.R. Part 225 (OMB Circular A-87), 2 C.F.R. Part 220 (OMB Circular A-21), 2 C.F.R. Part 230 (OMB Circular A-122) and 48 C.F.R. Part 31.000 et seq. (FAR 31.2) as applicable (governing cost principles); OMB Circular A-133 (governing audits); representations made in the COPS Secure Our Schools grant application; and all other applicable program requirements, laws, orders, regulations, or circulars.

2. The grantee acknowledges its agreement to comply with the Assurances and Certifications forms that were submitted as part of its Secure Our Schools application.

3. The funding under this project is for the payment of up to 50% of approved costs to improve security at schools and on school grounds. The allowable costs for which your agency's grant has been approved are limited to those listed on the Financial Clearance Memorandum, which is included in your agency's award packet.

The Financial Clearance Memorandum specifies the costs that your agency is allowed to fund with your Secure Our Schools grant. It also describes any costs which have been disallowed after review of your proposed budget. Your agency may not use Secure Our Schools grant funds for any costs that are not identified as allowable in the Financial Clearance Memorandum.

4. Travel costs for transportation, lodging and subsistence, and related items are allowable under the Secure Our Schools program with prior approval from the COPS Office. Payment for allowable travel costs will be in accordance with 2 C.F.R. Part 225 (OMB Circular A-87, Cost Principles for State, Local, and Indian Tribal Governments), 2 C.F.R. Part 220 (OMB Circular A-21, Cost Principles for Educational Institutions), 2 C.F.R. Part 230 (OMB Circular A-122, Cost Principles for Non-Profit Organizations), and 48 C.F.R. Part 31.000, et seq. (FAR-31.2, Cost Principles for Commercial Organizations), as applicable.

5. State, local, and tribal governments must use Secure Our Schools grant funds to supplement, and not supplant, state, local, or Bureau of Indian Affairs (BIA) funds that are already committed or otherwise would have been committed for grant purposes (hiring, training, purchases, and/or activities) during the grant period. In other words, grantees may not use COPS funds to supplant (replace) state, local, or Bureau of Indian Affairs funds that would have been dedicated to the COPS-funded item(s) in the absence of the COPS grant.

6. Your agency may request an extension of the grant award period to receive additional time to implement your grant program. Such extensions do not provide additional funding. Only those grantees that can provide a reasonable justification for delays will be granted no-cost extensions. Extension requests must be received prior to the end date of the award. Any extension requests received after an award has expired will be approved only under very limited circumstances.

7. Occasionally, a change in an agency's fiscal or law enforcement situation necessitates a change in its Secure Our Schools award. Grant modifications under the Secure Our Schools program are evaluated on a case-by-case basis. All modification requests involving the purchase of new budget items must be approved, in writing, by the COPS Office prior to their implementation. In addition, please be aware that the COPS Office will not approve any modification request that results in an increase of federal funds.

8. The COPS Office may conduct monitoring or sponsor national evaluations of the COPS Secure Our Schools program. The grantee agrees to cooperate with the monitors and evaluators.

9. To assist the COPS Office in the monitoring of your award, your agency will be responsible for submitting periodic programmatic progress reports and quarterly financial reports.

10. Federal law requires that law enforcement agencies receiving federal funding from the COPS Office must be monitored to ensure compliance with their grant conditions and other applicable statutory regulations. The COPS Office is also interested in tracking the progress of our programs and the advancement of community policing. Both aspects of grant implementation—compliance and programmatic benefits—are part of the monitoring process coordinated by the U.S. Department of Justice. Grant monitoring activities conducted by the COPS Office include site visits, office-based grant reviews, alleged noncompliance reviews, financial and program reporting, and audit resolution. As a COPS Secure Our Schools grantee, you agree to cooperate with and respond to any requests for information pertaining to your grant.

11. All recipients of funding from the COPS Office must comply with the federal regulations pertaining to the development and implementation of an Equal Employment Opportunity Plan (28 C.F.R. Part 42 subpart E).

12. Grantees using Secure Our Schools funds to operate an interjurisdictional criminal intelligence system must comply with operating principles of 28 C.F.R. Part 23. The grantee acknowledges that it has completed, signed and submitted with its grant application the relevant Special Condition certifying its compliance with 28 C.F.R. Part 23.

13. Grantees who have been awarded funding for the procurement of an item (or group of items) or service in excess of \$100,000 and who plan to seek approval for use of a noncompetitive procurement process must provide a written sole source justification to the COPS Office for approval prior to obligating, expending, or drawing down grant funds for that item.

14. The grantee agrees to complete and keep on file, as appropriate, a Bureau of Citizenship and Immigration Services Employment Eligibility Verification Form (I-9). This form is to be used by recipients of federal funds to verify that persons are eligible to work in the United States.

15. False statements or claims made in connection with COPS grants may result in fines, imprisonment, or debarment from participating in federal grants or contracts, and/or any other remedy available by law.



The National Center on
Addiction and Substance Abuse
at Columbia University

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National Survey of American Attitudes on Substance Abuse XV: Teens and Parents

August 2010

Conducted by:
Knowledge Networks
QEV Analytics, Ltd.

*The National Center on Addiction and Substance Abuse at Columbia University is neither affiliated with, nor sponsored by, the National Court Appointed Special Advocate Association (also known as "CASA") or any of its member organizations, or any other organizations with the name of "CASA".

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Chapter I

Key Findings

Through 15 surveys conducted over 16 years, CASA has been surveying public opinion on adolescent substance use, seeking answers to the question: "Why do some teenagers smoke, drink and use illegal substances while others do not?"

This survey continues an analysis aimed at revealing factors that contribute to teens' risk of smoking, drinking and using illegal and prescription drugs. Some of these factors--including teens' family dynamics, their friends' substance abuse, their access to alcohol and other drugs, and their school environment--tend to cluster. Teens with problems in one area of their life often have problems in others as well. Nevertheless, by identifying individual risk factors, we seek to help parents (and other adults who influence teens) better identify teens who are most vulnerable to substance use and develop strategies to diminish their risk.

Although this survey includes some questions on past and current substance abuse, it is not intended to be an epidemiological study. For measurements of the actual prevalence of various types of substance abuse, there are better sources of data, including the *Youth Risk Behavior Surveillance System* (conducted by the Centers for Disease Control and Prevention of the U.S. Department of Health and Human Services), the *Monitoring the Future Study* (conducted at the University of Michigan and funded by the National Institute on Drug Abuse of the National Institutes of Health), and the *National Survey on Drug Use and Health* (sponsored by the Substance Abuse and Mental Health Services Administration of the U.S. Department of Health and Human Services).

This year's survey is comprised of two separate surveys--one conducted by telephone, the other by Internet. The telephone survey included 1,000 teens (ages 12 to 17) in the United States and contains only trend questions. The teens who participated in the telephone survey were

randomly selected from a nationally representative sampling frame using random digit dial (RDD) sampling and were interviewed between April 6, 2010 and April 27, 2010. The results of the telephone survey enable us to report trends. The Internet-based survey included 1,055 teens (ages 12 to 17) and 456 parents of these teens. The participants were randomly selected from a nationally representative panel that was assembled using both random digit dial and address-based sampling, a method likelier to pick up individuals in cell-phone only households as well as land line households. The Internet-based interviews took place between April 8, 2010 and April 27, 2010.

Despite assurances of confidentiality, some teenage respondents will be reluctant to admit inappropriate or illegal activities to someone unknown to them over the telephone or the Internet.* Therefore, this survey--like any telephone or Internet-based survey conducted in the home and asking respondents to self-report proscribed behaviors--under-reports the extent of the use of illegal drugs, the consumption of tobacco products and alcohol by teenagers, and other negative behaviors, and over-reports positive behaviors. The parental permission requirement also may contribute to under-reporting of proscribed behaviors.†

Gangs in Schools

For the first time this year we asked teens, "Are there gangs at your school or students who consider themselves to be part of a gang?"‡

* See Brener, N. D., Billy, J. O. G., & Grady, W. R. (2003). Assessment of factors affecting the validity of self-reported health-risk behavior among adolescents: Evidence from the scientific literature. *Journal of Adolescent Health*, 33(6), 436-457.

† See Fendrich, M., & Johnson, T. P. (2001). Examining prevalence differences in three national surveys of youth: Impact of consent procedures, mode, and editing rules. *Journal of Drug Issues*, 31(3), 615-642.

‡ We did not further define the term gangs.

- Forty-five percent of high school students say that there are gangs or students who consider themselves to be part of a gang in their school.
- Thirty-five percent of middle school students say that there are gangs or students who consider themselves to be part of a gang in their school.

Gangs and Drugs Go Hand-in-Hand

Compared to teens in schools without gangs, those in schools that have gangs are nearly twice as likely to report that their school is drug infected, meaning drugs are used, kept or sold on school grounds (30 percent vs. 58 percent).

A quarter of public school students (27 percent) say that their school is both drug infected and has gangs.

Teens in Schools with Drugs and Gangs More Likely To Abuse Substances

Compared to teens who say they are in drug- and gang-free schools, teens who attend schools with drugs and gangs are:

- Almost 12 times likelier to have used tobacco;
- Five times likelier to have used marijuana; and
- Three times likelier to have used alcohol.

Gangs Much More Common in Public Schools

Forty-six percent of public school students say that there are gangs in their school, compared to 2 percent of private and religious school students.

Trends

Drugs Continue to Top Teens' List of Concerns

As in prior years, the largest percentage of teens say drugs are their top concern. Twenty-six percent of teens cite tobacco, alcohol or other drugs as their top concern; 22 percent cite social pressures; 14 percent cite academic pressures; and 2 percent cite crime and violence.

Fewer Drug-Free Public Schools

In 2001, 62 percent of public school students and 79 percent of private and religious school students said they attended drug-free schools (drugs are not used, kept or sold on the grounds of their school). This year, 43 percent of public school students and 78 percent of private and religious school students say they attend drug-free schools.

More Middle School Students Attending Drug-Infected Schools

This year, one in three middle school students say that their school is drug infected, an increase of 39 percent since last year (32 percent vs. 23 percent).

12- and 13-Year Olds in Drug-Infected Schools More Likely To Smoke, Drink, Use Marijuana

Compared to 12- and 13-year olds who say their school is drug free, 12- and 13-year olds who report attending drug-infected schools are roughly 33 times likelier to have tried tobacco and nearly three times likelier to have tried alcohol. No 12- and 13-year olds in drug-free schools in this survey have tried marijuana, compared to 10 percent in drug-infected schools.

12- and 13-Year Olds in Drug-Infected Schools More Likely To Know Friends or Classmates Who Drink Regularly or Abuse Illegal or Prescription Drugs

Compared to 12- and 13-year olds in drug-free schools, those in drug-infected schools are:

- Four times likelier to have friends who drink regularly (e.g., most weekends);
- Ten times likelier to have friends who use marijuana;
- Seven times likelier to know a friend or classmate who uses illegal drug like acid, ecstasy, methamphetamine, cocaine or heroin; and
- Five times likelier to know a friend or classmate who abuses controlled prescription drugs.

Strong vs. Weak Family Ties

This year, for the first time, we sought to measure the bond between parents and teens (Family Ties) by examining several characteristics: the quality of the relationship between teens and their parents, how often parents argue with one another, how good teens say their parents are at listening to them, how often teens attend religious services and how often the family has dinner together.

Compared to teens in families with strong Family Ties, teens in families with weak Family Ties are:

- Four times likelier to have tried tobacco;
- Four times likelier to have tried marijuana; and
- Almost three times likelier to have tried alcohol.

Friends Are Number One Source of Marijuana

Three in four teens who can get marijuana would get it from a friend or classmate. One in three of these teens say that their parents know the person from whom they would get marijuana.

Teens with Friends Who Use Marijuana More Likely To Smoke, Drink, Use Marijuana

Teens with friends who use marijuana are more likely to smoke, drink and use marijuana themselves. Compared to teens who say none of their friends use marijuana, teens who report having any friends who use marijuana are:

- Thirty-six times likelier to have tried marijuana;
- Seven times likelier to have tried tobacco;
- Five times likelier to have ever had a drink;
- Eight times likelier to be able to get marijuana in an hour or less; and
- Nearly six times likelier to be able to get marijuana in a day or less.

Teen With Friends Who Drink Regularly More Likely To Abuse Substances

Teens with friends who drink regularly (for example, most weekends) are more likely to smoke cigarettes, drink alcohol and use marijuana. Compared to teens who say that none of their friends drink regularly, those who say that any of their friends drink regularly are:

- Thirteen times likelier to have tried marijuana;
- Eight times likelier to have tried tobacco; and

- Almost six times likelier to have had a drink.

Social Host Laws

Eighty-six percent of parents support laws that make it illegal for parents to allow teens other than their own to drink alcohol in their home.

Substance Abuse and Sexual Activity

Teens know that there is a relationship between teen substance abuse and sexual activity. When asked whether teens they know who drink alcohol or use illegal drugs are more likely to engage in sexual activity, three out of four teens say, "Yes."

Tobacco and Marijuana Use

Smoking cigarettes and marijuana use often go hand in hand. Teens who report having tried tobacco are 12 times likelier to have tried marijuana than teens who have never tried tobacco.

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Accompanying Statement by Joseph A. Califano, Jr., Founder and Chairman

This 15th annual "back-to-school survey" continues the unique effort of The National Center on Addiction and Substance Abuse (CASA) at Columbia University to track attitudes of teens and those, like parents, who influence them. Over a decade and a half, through this survey we have identified factors that increase or decrease the likelihood of teen substance abuse. Armed with this knowledge, parents, teachers, clergy, coaches and other responsible adults are better able to help our nation's teens grow up drug free.

We regard this as a work in progress as we try each year to improve our ability to identify those situations and characteristics that influence the risk that a teen will smoke, drink, get drunk, use illegal drugs, or abuse prescription drugs.

Over the past 16 years we have surveyed thousands of American teens and their parents. We have learned how teens' attitudes--and their parents'--impact teens' behavior. And through surrogate questions for drug use--such as, "If you wanted to buy marijuana right now, how long would it take you to get it?"--we have gained insights into America's teen culture. Perhaps our most important finding from so many years of surveying teens and other research is this: A child who gets through age 21 without smoking, using illegal drugs or abusing alcohol is virtually certain never to do so. And, for better or worse, no one has greater power to influence a teen's decision whether to drink or use drugs than that teen's parents.

These surveys are a cornerstone of my latest book, *How To Raise A Drug-Free Kid: The Straight Dope for Parents*, that has been widely regarded as a powerful tool for parents and is now in the hands of thousands of parents across the country. Though written by me, the book is based on two decades of CASA research.

This year we conducted two nationally representative surveys--for the first time, one over the Internet, and as we have done in all past years, the other by telephone.

Over the Internet, Knowledge Networks surveyed 1,055 teens, ages 12 to 17 (540 boys and 515 girls) and 456 parents of these teens. It used a combination of address-based and random digit dial sampling that is likelier to pick up individuals in cell-phone only households as well as those in land line households.

In order to continue tracking trends from prior years, QEV Analytics conducted our usual telephone survey of 1,000 teens ages 12 to 17 (511 boys and 489 girls). In this survey, we asked teens questions that we have used to measure trends over time. These trend results are in Chapter III of this report. Both surveys are attached to this report.

In the teen focus groups we conducted in Nashville, Tennessee, to prepare the survey questions, and in a presentation I did on my book for public school parents in Providence, Rhode Island, several teens and parents mentioned the existence of teen gangs. So this year, for the first time in any of our CASA surveys over the past two decades, we asked teens questions about gangs in middle schools and high schools. The results are deeply troubling.

Our nation's public schools are riddled with gangs--and schools where there are gangs are likelier schools where there are drugs. Six out of 10 schools with gangs (58 percent) are drug infected (meaning drugs are used, kept or sold on school grounds), compared to three out of 10 (30 percent) schools without gangs.

Twenty-seven percent of public school, 12- to 17-year old students report that their school is both drug- and gang-infected. That means that some 5.7 million public school students attend schools where drugs are used, kept or sold and where gangs are present.

The consequences are enough to terrify any parent with a child in a drug- and gang-infected

school. Compared to 12- to 17-year olds at drug- and gang-free schools, those attending schools infected with drugs and gangs are five times likelier to use marijuana (21 percent vs. 4 percent) and three times likelier to drink (39 percent vs. 12 percent). Compared to 12- to 17-year olds at gang- and drug-free schools, those at schools with gangs and drugs are five times likelier to get marijuana in a day (42 percent vs. 8 percent) and three times likelier to get marijuana within an hour (16 percent vs. 5 percent). Almost two-thirds of teens at drug- and gang-infected schools (62 percent) have friends who drink regularly and half have friends and classmates who smoke marijuana and use illegal drugs like cocaine, heroin, methamphetamines and hallucinogens.

If you want to know one of the reasons why so many public schools are failing our children, consider the difference our survey reveals between public schools and private and religious schools: 46 percent of teens at public schools say there are gangs at their schools compared to only 2 percent of teens at private and religious schools. Think about this situation: compared to private and religious schools, public schools are 23 times likelier to be gang infected.

The QEV Analytics survey reveals that the drug-free school gap between public schools and private and religious schools is up sharply from its narrowest point in a decade. In the 2001 CASA's back to school survey, 62 percent of public school students and 79 percent of private and religious school students said they attended drug-free schools; in this year's survey, 43 percent of public school students and 78 percent of private and religious school students say they attend drug-free schools, widening the drug-free school gap from 17 points to 35 points.

Sending a 12- to 17-year old to a school with gangs and drugs and hoping he won't smoke, drink or use drugs is like handing that child a cheat sheet before every test and asking him not to use it, or serving a hungry child a cheeseburger and fries and asking him not to take a bite.

Most adults do not encounter gangs and drugs at work each day. Why do we force millions of our children to encounter gangs and drugs at school each day? I assure you, if adults faced gangs and drugs in their factories and offices each day they would protest, call the police, and if that failed, change jobs. Yet we expect millions of our children to return to the same school, day after day, and face the menace of gangs and drugs.

The Middle School Mess

The most disturbing finding of our trend analysis this year is this: the percent of children in drug-infected middle schools--usually kids 12- to 13-years old (and younger)--has increased from 23 percent last year to 32 percent this year, a jump of 39 percent. Placing our youngest teens and pre-teens in an environment where drinking and drugging are common is child abuse, since we know that the earlier a child begins to smoke, drink or use drugs, the likelier that child is to become addicted.

Sixty-six percent of high schools are drug infected, up from 64 percent last year and continuing a steady rise since 2006 when 51 percent of high schools were drug infected.

The steady increase in the number of 12- to 17-year olds attending drug-infected schools is a trajectory to tragedy for millions of children and families. States require parents to send their children to school; indeed, in some states it is a crime if parents fail to do so, other states might separate the child from parents who do not send their children to school. These states have an obligation to provide safe and drug-free schools. Requiring parents to send 12- to 17-year olds--and even younger children--to drug- and gang-infected schools is an outrageous misuse of government power--and a mandate that no parent should be forced to respect. When parents find that their child is attending a drug-infected school with gangs in it, the parents have a right to demand that the school authorities (local and state) get their act together before requiring those parents to send their child there.

Family Ties

This year we have begun an effort to measure the impact of the bond between parents and teens (Family Ties) on a teen's risk of substance abuse. We found that teens with strong Family Ties are far less likely to smoke, drink and use marijuana, and to move in circles of friends who drink regularly, use illegal drugs and abuse prescription drugs.

Social Host Laws

Through other CASA work we have learned that many parents are concerned about other parents who allow teens to drink at parties in their homes. Recently, several communities have enacted social host laws which make it a crime for adults to serve alcohol to children other than their own in their homes. So we asked parents whether they would support a social host law which made it illegal for parents to allow teens other than their own to drink in their homes. A whopping 86 percent of parents said they favored such a law in their community. That response is a scream for action to state and local governments from citizens struggling with the underage drinking crisis in their communities.

Parents: Know Your Teen's Friends

This year's survey underscores how vital it is for parents to know about their teens' friends. Friends are teens' number one source of marijuana. Three in four teens (76 percent) who can get marijuana obtain it from a friend or classmate. A third (30 percent) of these teens says that their parents know the person from whom they would obtain marijuana.

Parents should be concerned if they discover that their teen's friends are using marijuana. Compared to teens who don't have any friends that use marijuana, those who do have such friends are:

- 36 times likelier to try marijuana (36 percent vs. 1 percent);

- Seven times likelier to try tobacco (30 percent vs. 4 percent); and
- Five times likelier to have a drink (51 percent vs. 10 percent).

Texting for Marijuana

To obtain marijuana, most teens who can get it call on a cell phone or send a text message (58 percent), or ask for it face to face (57 percent). Fourteen percent of such teens use Web sites like Facebook or Myspace to get marijuana.

Tobacco and Marijuana

Teens who have smoked nicotine cigarettes are 12 times likelier to use marijuana than teens who have never smoked.

Hooking Up

Teens who drink and use drugs are more likely to be hooking up. Seventy-five percent of teens report that the teens they know who drink alcohol or use illegal drugs are more likely to engage in sexual activity.

A Word of Appreciation

I want to express CASA's appreciation to Steve Wagner, President of QEV Analytics, Ltd., for administering the telephone survey and especially for his insightful work in analyzing all the data, and to the staff at Knowledge Networks, including Jordon Peugh and Sergei Rodkin, for their administration of the Internet-based survey.

We much appreciate the counsel of our survey advisory group members: Timothy Johnson, PhD, Director of the Survey Research Laboratory, University of Illinois, Chicago, Professor of Public Administration, School of Public Health, University of Illinois, Chicago; Robert Shapiro, PhD, Professor, Department of Political Science, Columbia University; and psychologist Nicholas Zill, PhD, former Vice President and Director, Child/Family Study Area, Westat, Inc.

On CASA's staff, Emily Feinstein managed this undertaking and worked with Steve Wagner to analyze all the survey data and write the report. Sarah Tsai assisted with the data analysis. Roger Vaughan, DrPH, head of CASA's Substance Abuse and Data Analysis Center (SADACSM), Professor of Clinical Biostatistics, Department of Biostatistics, Mailman School of Public Health at Columbia University and associate editor for statistics and evaluation for the American Journal of Public Health, and Susan Foster, Vice President and Director of Policy Research and Analysis, reviewed the analysis. Jane Carlson and Jennie Hauser efficiently handled the administrative aspects.

All these individuals helped, but CASA and QEV Analytics, Ltd. are responsible for this report.

Chapter II

Gangs and Drugs in Schools

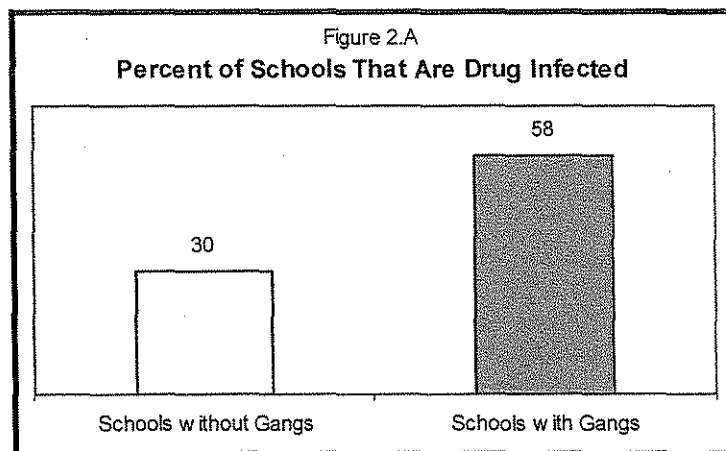
Gangs in Schools

For the first time this year, we asked teens, "Are there gangs at your school or students who consider themselves to be part of a gang?"

Forty-five percent of high school students and 35 percent of middle school students responded, "Yes."

Gangs and Drugs Go Hand-in-Hand

Schools with gangs are nearly twice as likely to be drug infected (meaning, drugs are used, kept or sold on school grounds) as schools without gangs. (Figure 2.A)



Teens in Schools with Drugs and Gangs at Greater Risk

Teens who say that there are drugs *and* gangs in their school are more likely to have used substances than teens who say they attend drug- and gang-free schools or drug-infected schools without gangs. (Figure 2.B)*

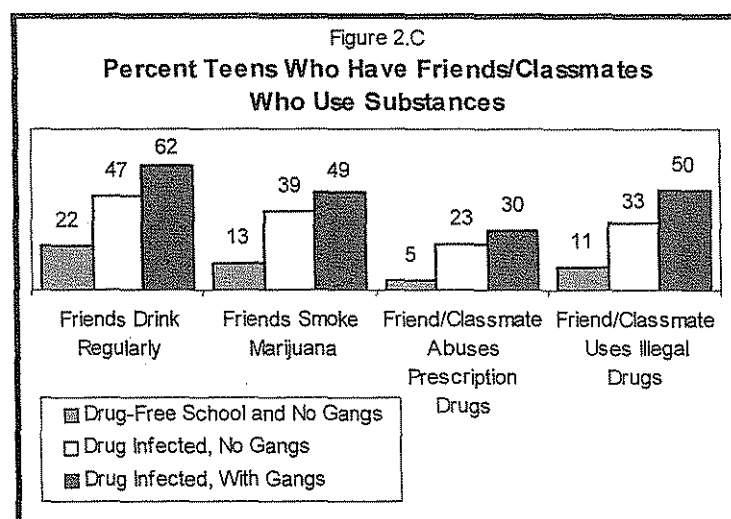
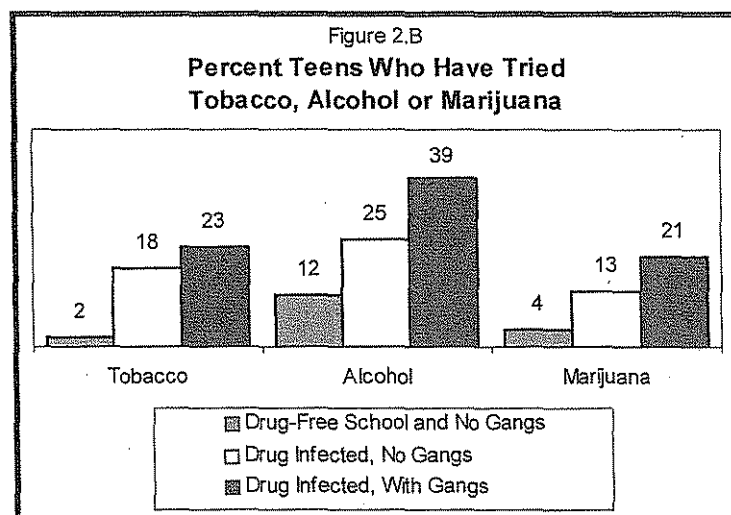
Compared to teens in drug-free schools with no gangs, teens who attend schools with drugs *and* gangs are:

- Almost 12 times likelier to have used tobacco (23 percent vs. 2 percent);
- Three times likelier to have used alcohol (39 percent vs. 12 percent); and
- Five times likelier to have used marijuana (21 percent vs. 4 percent).

Compared to teens at drug-free schools with no gangs, teens who attend schools with drugs *and* gangs are (Figure 2.C):

- Almost three times likelier to have friends who drink regularly, like most weekends (62 percent vs. 22 percent);
- Almost four times likelier to have friends who smoke marijuana (49 percent vs. 13 percent);
- Six times likelier to know a friend or classmate who abuses prescription drugs (30 percent vs. 5 percent); and
- Nearly five times likelier to know a friend or classmate who uses illegal drugs like acid, ecstasy, methamphetamine, cocaine or heroin (50 percent vs. 11 percent).

* We ran a series of logistic regression analyses to control for socioeconomic status (defined as both parent education and parental income) and found that the associations between tobacco, alcohol and marijuana use and indicators of gangs and drugs in schools remain both significant and meaningful.



Public vs. Private/Religious Schools

Both gangs and drugs are more likely to be present in public schools.

Teens in public schools are 23 times likelier to report that there are gangs in their school than teens in private and religious schools (46 percent vs. 2 percent). (Figure 2.D)

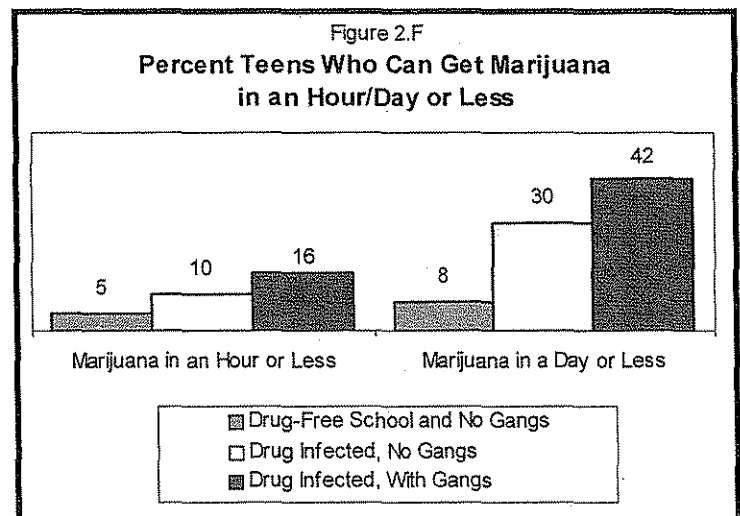
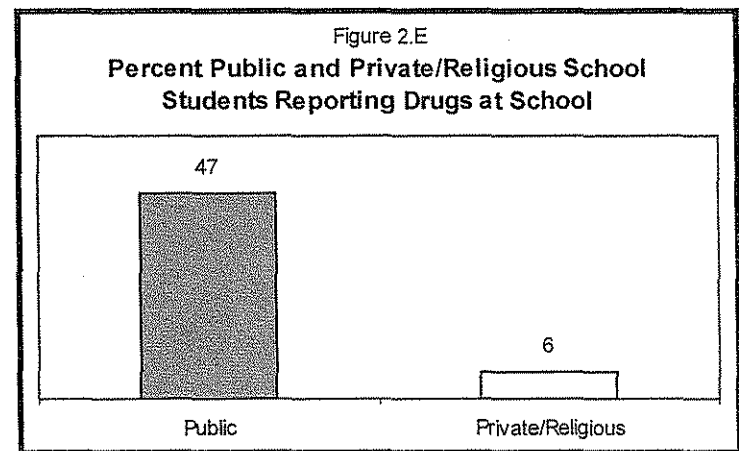
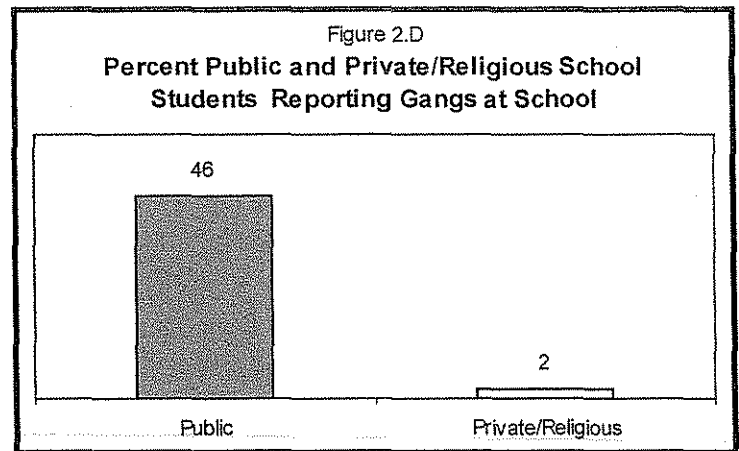
Every year we ask teens whether their school is drug free or not drug free, meaning that some students keep, use or sell drugs on school grounds ("drug infected"). Public school students are almost eight times likelier to report attending a drug-infected school than students in private and religious schools (47 percent vs. 6 percent). (Figure 2.E)

One in four public school students (27 percent) say that their school is both drug- *and* gang-infected.

Gangs Signal Easy Access to Marijuana

Compared to teens who say they attend a drug-free school with no gangs, teens who report attending schools with drugs *and* gangs are (Figure 2.F):

- Three times likelier to be able to get marijuana in an hour or less (16 percent vs. 5 percent); and
- Five times likelier to be able to get marijuana in a day or less (42 percent vs. 8 percent).



**OLICY INVESTIGATION, INTERROGATION, ARREST AND 4400
SEARCH Pupils**

School officials shall cooperate with appropriate law enforcement agencies regarding the investigation, interrogation, arrest and search of students on school property or in the school building according to established procedure.

**PROCEDURE INVESTIGATION, INTERROGATION, ARREST 4400
AND SEARCH Pupils**

Investigation in Schools

1. By Police, on request of School Authorities:
 - a. A PRINCIPAL may exercise her/his discretion in determining whether to request assistance of police in investigating a crime, or the allegation of a crime, committed in her/his school building and/or on school grounds during school hours. If assistance is so requested, it shall be directed to the Police Department of the municipality in which the school building and/or grounds are located.
 - b. If the PRINCIPAL requests assistance, a police officer may conduct an investigation within the school building and/or on school grounds and interview students as possible witnesses in school during the school day. The PRINCIPAL or her/his representative shall be present during the interview unless the student requests that they not be there. A non-uniformed police officer shall be used if possible.
 - c. If the investigation focuses on a particular student as a suspect of a crime, the PRINCIPAL and the police officer will follow the general guidelines herein set forth with respect to Interrogation of Suspects in Schools by police on request of School Authorities, Search, and Arrest.
2. By Police, without request of School Authorities:
 - a. Police officers will make every effort to interview students outside of school hours and outside of the building and/or school grounds in those cases in which assistance by School Authorities has not been requested. This requirement does not apply to circumstances in which there is an imminent threat to the health or safety of persons or property, including imminent threats to the health, safety or property of MMSD students, staff members or visitors who are at school. If there is not an imminent threat as described above, the police may interview a student if an adult student consents to the interview or the parent(s) or legal guardian of a minor student has given the police permission to do so or in cases of child abuse or neglect in which the parent or legal guardian or other member of the student's household is suspected of abusing or neglecting the child.
 - b. If the police deem it absolutely necessary to interview students at school and/or on school grounds, the Police Department shall first contact the PRINCIPAL or her/his representative regarding the planned visit and inform the PRINCIPAL (1) of the reason(s) why the police believe that it

is necessary to interview the student(s) at school because of the imminent threat to the health or safety of persons or property, including the imminent threat to the health, safety or property of MMSD students, staff members or visitors who are at school, (2) that an adult student consents to the interview, (3) that the police have been given permission by the minor student's parent(s) or legal guardian to interview the student(s) at school or (4) that there is a child abuse or neglect investigation in which the student's parent(s), legal guardian or member of the student's household is suspected of abusing or neglecting the child. The police officer shall not commence her/his investigation until the approval of the PRINCIPAL has been obtained. If the PRINCIPAL is unavailable, such permission may be secured from either the APPROPRIATE

ASSISTANT SUPERINTENDENT or from the SUPERINTENDENT'S OFFICE. The Police Department may appeal to the SUPERINTENDENT if it is deemed that approval was unreasonably withheld.

- c. Before the investigation is commenced, if criminal prosecution against a student is contemplated, the PRINCIPAL or his/her designee shall attempt to notify the student's parents or legal guardian and the PRINCIPAL or his/her designee or the police officer shall advise the student of the nature of the crime of which she or he is suspected, that s/he has a right to remain silent, that anything she or he says may be used against her/him in juvenile or criminal court, that s/he has the right to have an attorney present or a court-appointed attorney if her/his parents cannot afford it, and that the child or parent may stop the interrogation at any time. The school officials or parents cannot waive these rights on behalf of the student and it is the school official's responsibility to insure that the student fully understands all of her/his rights.

Interrogation of Suspects in Schools:

1. By Police, on request of School Authorities:
 - a. If a PRINCIPAL has requested assistance by a Police Department to investigate a crime involving her/his school building and/or school grounds, or students, the police shall have permission to interrogate a student suspect in school and/or on school grounds during school hours. Unless advised otherwise by an adult student, the PRINCIPAL or the police shall first attempt to notify the parents or legal guardian of the student of the intended interrogation and shall inform the parents or legal guardian of the nature of the crime of which the student is suspected, that the student has a right to remain silent, that anything the student says may be used against her/him in juvenile or criminal court, that the student has the right to have an attorney present or a court-appointed attorney if her/his parents cannot afford it, and that the student or parent may stop the interrogation at any time. The PRINCIPAL or a Staff member of the student's choice shall be present unless the student requests otherwise.

- b. Before the interrogation is commenced, the police officer shall advise the student of the nature of the crime of which she or he is suspected, that s/he has a right to remain silent, that anything she or he says may be used against her/him in juvenile or criminal court, that s/he has the right to have an attorney present or a court-appointed attorney if her/his parents cannot afford it, and that the student or parent may stop the interrogation at any time. The school officials or parents cannot waive these rights on behalf of the student and it is the school official's responsibility to insure that the student fully understands all of her/his rights.
 - c. If criminal prosecution is contemplated by the police, except as provided below, interrogation shall not commence unless a parent or legal guardian of the student is present. This does not apply if either an adult student consents to the interrogation without his/her parent or legal guardian being present or the parent or guardian of a minor student waives their presence at the interrogation. In situations in which the legal guardian or parents cannot be reached, or are unwilling to attend, it is the PRINCIPAL's decision whether to proceed or not.
 - d. In certain situations, the use of a female police officer may be desirable in the interrogation of female students. A female staff member of the student's choice may be there unless the student decides otherwise.
2. By Police, without request of School Authorities:
- a. Police officers will make every effort to interrogate students outside of school hours and outside the school building and/or school grounds in those cases in which assistance has not been requested by school authorities. This requirement does not apply to circumstances in which there is an imminent threat to the health or safety of persons or property, including an imminent threat to the health, safety or property of MMSD students, staff members or visitors who are at school. If there is not an imminent threat as described in the previous sentence, the police may interrogate an adult student if he/she consents to the interrogation or if a minor student's parent(s) or legal guardian has given the police permission to do so.
 - b. If the police deem it necessary to interrogate students at school and/or on school grounds, the police shall first contact the PRINCIPAL regarding the planned interrogation, inform the PRINCIPAL (1) of the reason(s) why the police believe that it is necessary to interrogate the student(s) at school because of the imminent threat to the health or safety of persons or property, including an imminent threat to the health, safety or property of MMSD students, staff members or visitors who are at school or (2) that an adult student consents to the interrogation, (3) that the police have been given permission by a minor student's parent(s) or legal guardian to interrogate the student(s) at school. The police officer shall not commence her/his interrogation until the approval of the PRINCIPAL has been obtained. If the PRINCIPAL gives his/her approval, the PRINCIPAL or his/her designee shall attempt to contact the parents or legal guardian of the student. Under circumstances in which the PRINCIPAL is not

available to provide such approval, the approval may be obtained from her/his school representative. If the police believe approval is unreasonably withheld, an appeal may be made to the APPROPRIATE ASSISTANT SUPERINTENDENT and then to the SUPERINTENDENT.

- c. Before the interrogation occurs, if criminal prosecution against a student is contemplated, the PRINCIPAL or his/her designee shall attempt to notify the student's parents or legal guardian and the principal or his/her designee or the police officer shall advise the student of the nature of the crime of which she or he is suspected, that s/he has a right to remain silent, that anything she or he says may be used against her/him in juvenile or criminal court, that s/he has the right to have an attorney present or a court-appointed attorney if her/his parents cannot afford it, and that the child or parent may stop the interrogation at any time. The school officials or parents cannot waive these rights on behalf of the student and it is the school official's responsibility to insure that the student fully understands all of her/his rights.
3. By School Administrators:
 - a. If upon interrogation relating to school matters, the PRINCIPAL has reason to believe that a crime has been committed and desires police involvement, s/he shall notify the police who will complete the investigation with all constitutional safeguards attached.

Arrest by Police Officers:

1. No police officer shall arrest or take into custody a student in the school building and/or on school grounds during school hours unless upon lawful request by the PRINCIPAL, or unless the officer has "Probable Cause" to arrest for a felony or misdemeanor, or has an arrest warrant or juvenile commitment order, which the issuing authority or juvenile court directs be served at school.
2. In cases where the student is to be taken into custody, the police officer shall first contact the PRINCIPAL and advise her/him of such fact. The student shall first be summoned to the office by the PRINCIPAL unless this could compromise the safety of the student, other students, staff or visitors to the school. If possible, a non-uniformed police officer shall make the arrest.
3. In emergency situations where the commission of a serious felony or misdemeanor has been witnessed by a police officer or if the police officer is in pursuit of a student for such crime, the police shall have the legal right to apprehend such student. However, before removing such juvenile student from the school building and/or school grounds, the police officer shall inform the PRINCIPAL or her/his representative of such apprehension.
4. The PRINCIPAL shall record the name of the police officer, the time of the arrest, the name of the issuing authority of any arrest warrant, the nature of the crime for which apprehension is made, and the place of custody or detention. The parents or legal guardians of the student should be notified immediately thereof by the PRINCIPAL. It is of course also incumbent upon the police to notify parents immediately after an arrest of a student is made.

Search of School Building or on School Property:

1. By Police, on request of School Authorities:

- a. If a PRINCIPAL has information that s/he believes to be true, i.e., that evidence of a crime, stolen goods, drugs, weapons, or other items of an illegal or prohibited nature, is located on a student's person, in a student's locker, desk, or student's or non-student's automobile, the PRINCIPAL shall request police assistance.
- b. Periodic sweeps of common areas, storage facilities, vehicles parked on school property and lockers owned by the DISTRICT for contraband including drugs, weapons or other items of an illegal or prohibited nature may be conducted with cooperation by police and/or law enforcement.
 - i. Police-trained K9 teams (scent dogs and officer/handler) may be used to conduct such sweeps.
 1. K9 sweeps will only be conducted in secondary schools.
 2. K9 sweeps will be conducted in coordination with the SUPERINTENDENT or his/her designee.
 3. K9 sweeps will be conducted by a team including, the PRINCIPAL or his/her designee, the school's Educational Resource Officer, if available, and the police-trained K9 team.
 4. K9 sweeps may only be conducted outside regular school hours or while students are in class unless exigent circumstances exist or with approval of the SUPERINTENDENT or his/her designee.
 5. Examination of a student's person, including clothing while the student is wearing such clothing, by a K9 team is prohibited unless specific reasonable suspicion exists.
 6. If the K9 "alerts" to an item, vehicle or place, the PRINCIPAL or his/her designee will determine, in collaboration with the K9 officer or supervisor, the most appropriate course of action.
 7. If drugs, weapons or other contraband are found, they will be immediately seized and a police investigation will be conducted in compliance with the terms of this Policy with respect to investigation or interrogation.
- c. Strip searches shall not be conducted by School District employees.

- d. Strip searches shall be conducted by police and off school grounds unless the police determine that such search should be conducted on school premises.
- 2. By Police, without request of School Authorities:
 - a. Police officers may not search students' lockers or desks or automobiles unless they have a search warrant or as otherwise provided by law, and may not search a student's person in the school building and/or on school grounds unless the student is under arrest or as otherwise provided by law.
- 3. By School Administrators:
 - a. The school administration maintains control over lockers and desks loaned to students. The PRINCIPAL may search a locker or desk if s/he has reasonable suspicion to believe that missing school materials or items that would endanger the health or safety of the school population may be present or that other material or items are present which would constitute a violation of school rules, Board Policy or the law.
 - b. Whenever practicable, a student shall be present when her/his locker and/or desk is being searched.

Annual Inservice Training

Annually, Legal Counsel and/or his/her designee shall provide inservice training to all the Principals and Assistant Principals in the District relative to the provisions of this policy regarding the Investigation, Interrogation, Arrest and Search of students in the District. The inservice training shall include, but not be limited to, an in-depth explanation of the specific policy requirements, such as notification of parents and providing students and parents with information about their rights, the basis for the interrogation, search and/or arrest of a student, etc., the importance of complying with the policy and the possible consequences for failing to comply with policy.

Madison Metropolitan School District School Safety Strategies

The goal of the Madison Metropolitan School District is to provide a safe, respectful and welcoming learning environment for staff and students. It is our belief that the safest schools are those that foster a climate of support and respect and that instill a sense of community among its students, families and staff. Building security, incident response, threat assessment and motivation reduction are additional components of this effort. The district's foundation for maintaining safe schools is addressed in the following strategies:

Engagement of Students and Development of Trusting and Supportive Relationships

Students are the key to safe schools. The building of positive relationships between staff and students is critical in order to develop school spirit and cooperation, and to maintain open lines of communication. The district strives to engage all students in positive school activities and to identify and address behavioral issues before they reach a crisis point. All staff members are involved.

Building a Sense of Community in Each School

The creation of a safe school requires participation of the entire school community. Safe neighborhoods and communities can only be created through the involvement of its members. Families, administrators, teachers and students are the foundation of the school community and all have a role to play in this effort.

Staff Training

Training is provided to staff on an on-going basis and on a wide-range of topics such as: bullying, protective behaviors, classroom management, crisis intervention, violence risk assessment, physical support and gang intervention. All staff members are required to participate in fire, tornado and "Code Red" drills. MMSD's School Security Assistants receive advanced training on crisis management, conflict resolution and CPR.

Reaction to Community Incidents

Student conflicts that occur outside school, in the neighborhood, at the mall, or on public transportation have the potential to continue in our schools. To minimize the risk potential, it's critical that staff be attentive to community incidents that involve students. These incidents are identified and resolved before they affect our schools and jeopardize the safety of students. Schools accomplish this by maintaining open lines of communication with students, families and neighborhood agencies. Threat analysis, mediation, counseling or referral to law enforcement may be utilized.

Collaboration and Communication with Police, Courts and Social Service Agencies

Schools are part of the larger community and strive to work and collaborate with other agencies to the extent allowed by law. The goal is to establish good working relationships and to exchange critical information to maintain student and school safety. The district encourages on-going dialogue with outside agencies, as well as collaborative efforts to address community issues that may impact its students.

Utilize a Problem Solving Approach to Identify Patterns or Clusters of Incidents

School responses to safety concerns must be effective and long-term. The use of data to identify clusters of incidents, patterns of behavior and root causes of problems are critical. All schools are responsible for developing information-gathering systems that enable the tracking and identification of incidents that impact students or staff safety.

Incident Management

When a significant safety incident occurs, the District Administrative Team provides support to the principal with the management of the event. The team consists of the Grade Level Superintendent, the Safety/Security Coordinator, the Public Information Officer, and the Building Services Director. The team assists to stabilize the incident, provides logistic and communications support and coordinates all emergency and security operations with the police, fire departments and other emergency personnel. The district utilizes established federal NIMS/ICS protocols for incident management.

Incident Debriefings

The school district strives to continuously improve the safety of its schools by conducting critical debriefings of all major incidents. The debriefings are intended to analyze the event, to identify lessons learned, to determine how and why it happened, how it could have been prevented, how the effects could have been mitigated, and how efforts to respond and to recover from the incident could be improved. Items reviewed include: Triggering incidents, decision making process, staff response time, ability to isolate and contain, immediate actions taken to ensure school safety, use of equipment and execution of emergency procedures.

Use of MMSD's Violence Risk Assessment and other Analytical Tools to Support Students in Crisis

Staff are trained to utilize MMSD's Violence Risk Assessment (VRA). This is an effective tool for gathering information related to threats or student behaviors that pose a risk to others. The analysis may indicate the need for additional support for the student or for the implementation of safety plans which may involve consultation with law

enforcement. The VRA is conducted by the principal in conjunction with a support team of psychologists, school social workers and other key staff members.

Employment of Educational Resource Officers

The district contracts with the Madison Police Department for the placement of an Educational Resource Officer (ERO) in each of our high schools. The specific duties, roles and responsibilities of the officers are addressed in a formal contract negotiated with the department every two years. The district and the police department are committed to providing a balanced approach to the ERO's responsibilities in the schools which reflect their educational role, as well as their law enforcement role. The officers provide a consistent police presence in the schools which enables them to develop positive relationships with students and staff and to work pro-actively to prevent incidents. The officers' work is by and large of a preventative nature and in support of the schools' overall efforts to maintain a safe environment.

Employment of School Security Assistants

The district employs a staff of 27 uniformed School Security Assistants (SSA's) whose primary function is to provide for the safety of our high schools and five designated middle schools. Working under the day to day leadership of the school principals, the SSA's provide direct support to students and staff. The SSA's are CPR trained and receive extensive training on student engagement, conflict resolution and crisis management.

Utilize MMSD Emergency Procedures in All Schools

Emergency plans and procedures are standardized throughout the district. These plans contain specific procedures to follow in the event of an emergency. All staff are trained on the procedures and are required to participate in school-wide drills to familiarize themselves with the nature of emergency response.

Traffic Safety

The district recognizes the importance of student safety to and from school. To this end, the district participates in a joint effort with the Madison Police Department, Traffic Engineering and PTO's to address vehicle traffic and pedestrian issues. The School/Traffic Safety Committee meets regularly to address specific concerns and to review significant traffic accidents involving students or staff. Recommendations for improvement may involve the designation of safe routes for students, changes to school parking lots, alteration of school bus or parent drop-off and pick-up points, use of additional police resources or street redesigns.

Technology

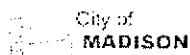
The district utilizes various communications systems such as radios and repeater systems, classroom telephones, public address systems and video surveillance cameras. The use of the cameras is guided by Board of Education policy. In special circumstances and with approval of the school principal, metal detectors may be utilized.

Gang Prevention

The district recognizes the existence of gangs in the community and that gang-involved youth attend our schools. Therefore, to minimize the extent of gang activity, the district has specific rules that prohibit anti-social behavior and the use of gang symbols in school. The district is committed to the academic achievement of all students, regardless of gang affiliation. However, gang recruitment or attempts to intimidate students is not tolerated. Schools may use the most appropriate response to address gang behavior, these include: Counseling, working with families, enforcement of MMSD's Code of Conduct, referral to other agencies, or enforcement action by law enforcement.

Student Code of Conduct and Consistent Application of Rules

The district has a comprehensive code of conduct that addresses a wide range of student infractions. By applying the specific code that best suits the violation, the schools are guided to the most appropriate and consistent school responses with the goals of improving student behavior and maintaining a safe environment that is conducive to teaching and learning.

[News Release Home](#)

City of Madison News Release

For Immediate Release:

Dec 17, 2010

[Printable Version](#)**For More Information Contact:**Joel DeSpain
266-4897**Informational Website Link:**<http://www.ojp.usdoj.gov/nij/topics/crime/ucr-nibrs.htm>

Madison Crime Numbers Increase

Data For First Half Of 2010 Released

The number of violent crimes offenses to Madison Police Department (MPD) went up during the first six months of 2010. The MPD has provided the FBI figures showing the following (all numbers are for the first six months of 2009 or 2010):

- There were 481 violent crime offenses in 2010. There were 403 in 2009.
- There were 2 murders recorded in 2010. There was 1 in 2009.
- There were 164 robberies in 2010. There were 158 in 2009.
- There were 265 aggravated assaults in 2010. There were 229 in 2009.
- There were 3,734 property crimes in 2010. There were 3,551 in 2009.
- There were 794 burglaries in 2010. There were 576 in 2009.
- There were 2,771 thefts reported in 2010. There were 2,824 in 2009.
- There were 50 sexual assaults reported in 2010. There were 15 in 2009.
- There were 169 vehicles stolen in 2010. There were 151 in 2009.

The Madison Police Department will hold a news conference sometime after the first of the year when annual numbers are available. It is not uncommon for crime categories to be up over the first half of the year, and down during the second half. For instance, preliminary third quarter figures show there were 82 robberies this year, but 112 during the third quarter of 2009. In addition, preliminary numbers, show 407 burglaries during the third quarter of 2010, compared to 485 in the third quarter of 2009.

It should also be noted that the way offenses are reported is very different for 2010. The Madison Police Department has moved from reporting crime data using the traditional Summary Based Uniform Crime Reporting System (UCR) to National Incident-Based Reporting (NIBRS). This may create significant changes in numbers that do not necessarily correlate to more crimes being committed. For instance, under Summary UCR only the most serious offense stemming from a crime was counted. If there was a burglary where the victim was also battered, the crime would be recorded as a battery. With the National Incident-Based Reporting that same crime will show up in the burglary and in the battery data. More information on these two methodologies can be found on the National Institute of Justice's website at:

<http://www.ojp.usdoj.gov/nij/topics/crime/ucr-nibrs.htm>

Chief Noble Wray believes NIBRS will provide much more meaningful data, as the MPD continues to look to data to drive resource allocation decisions.

Behind the numbers, whatever they turn out to be in 2010, it is clear is that Madison continues to see several trends impacting crime levels: drug addiction (particularly to heroin), street gangs, and repeat offenders contribute heavily to our crime problems.

The men and women of the Madison Police Department are committed to working with the community, finding new and innovative approaches to attacking these trends and reducing all crime.

Luis Data Request 318 402 401

	A	B	C	D	E	F
1	Behavior Incidents 2007 to 2011 (as of January 3, 2011)					
2						
3		Year				
4	Event Code	2007	2008	2009	2010	2011 (1/2 Year Only)
5	Total Drug/alcohol	96	109	123	153	64
6	318 - Possession of drugs other than alcohol (incl a,b)	86	94	105	140	58
7	402 - Poss. illgl drug/alcohol-intent deliver	10	15	18	13	6
8	Total Weapons	52	82	41	44	14
9	401ai - 1st possession weapon/ no harm	28	54	25	26	5
10	401aii - 2nd+ possession weapon/ no harm	2	3	2	4	0
11	401b - Possession of a bb gun or pellet gun	10	4	4	3	4
12	401c - Possession of weapon with intent to use	12	21	10	9	3
13	401d - Possession or use of a firearm	0	0	0	1	0
14	401e - Possession of a weapon/used by another	0	0	0	1	2
15						
16						
17	Source: SELECT reports.BehaviorEvents.* FROM reports.BehaviorEvents order by fiscalYear					
18	Select 318,318a,318b,401(all),402					
19	Offender Only					
20	Tim Potter 01/03/2011					

