

ANCHORAGE SCHOOL DISTRICT

ANCHORAGE, ALASKA

ASD MEMORANDUM #350 (98-99) June 14, 1999

TO: SCHOOL BOARD
FROM: OFFICE OF THE SUPERINTENDENT
SUBJECT: SCHOOL SAFETY ISSUES

PERTINENT FACTS:

The Anchorage School District operates 89 schools for students pre-school through 12th grade. This District serves almost 50,000 students. Ninety-seven to ninety-eight percent of these students exhibit good behavior day in and day out. We must not lose sight of this as we address the problems brought on by two to three percent of our students. Recent events around the United States have raised questions for every school district in the country regarding student and staff safety and efforts to ensure optimum security for all involved. The Anchorage School District has been involved for several years in attempting to increase the level of safety and security at all levels.

One of the challenges for public schools has been, and will continue to be, to achieve a balance between the proper level of security and the open welcoming attitude to encourage public involvement and support. Private enterprises such as the major oil companies and the state's largest newspaper have established controlled access facilities that require personal sign-in for visitors at each facility. This approach with closed circuit television cameras allows for a supervised level of security clearance before entering the facility. The Municipal City Hall does have a security guard at one of the two major entrances to the facility but no personal sign-in is required to enter or exit the facility. A citizen can enter the building and proceed to most offices without the same level of clearance seen in private enterprise facilities. The most secure public facilities are probably the Police Department headquarters and the court houses.

The above information is provided to demonstrate that while significant discussion has occurred recently about increased safety and security in schools, there also must be a balance between controlled access for students, staff and parents for safety and the need for the public to feel that schools are open to any and all who desire to enter. Just as citizens wish to have access to government offices, many people desire the same level of open access to the schools their children attend.

Perhaps a more important factor than strict building security is the need to manage a system of schools centering on student attitude and behavior that promotes and adheres to high behavioral standards and zero tolerance for violence and weapons. This latter challenge then is more complex than just locking down a building or building more barriers. Unfortunately, some of the recent national incidents have occurred inside school buildings. However, other prior situations have occurred off school grounds but the target has been students on school grounds. In the former situations tighter building security would possibly have helped, yet in the later cases, the building security would not likely have prevented the tragedies. In all cases, human behavior that was outside the norm was the common thread. This is the key to addressing the common problem—establishing standards and consequences for non-acceptable behavior. Most individuals do not develop anti-social or violent behavior overnight. Our experience with students who demonstrate the most severe behavior problems is that this behavior is exhibited in a pattern over months or years and the student has not modified this behavior even though the schools have administered appropriate discipline. Keys to effective student discipline management are very basic—consistent enforcement of clear rules in a firm and fair manner.

Another factor that is significant to successful student management is the key relationship between the home and the school, more specifically between the parent and the teacher. The successes of the past that so many people refer to when one hears, "When I went to school, students did not behave that way", is really a misread of the above two factors. In the past parents expected, in fact, probably demanded that students would respect their teachers, follow their rules, and know mom and dad would be in support of the schools when discipline was administered in a firm, fair and consistent manner. Many teachers and principals will tell you today that in many cases for our two to three percent of misbehaving students, that mutual support is not now evident. This must not be lost as individuals call for more stringent building access and for changes that will require more resources to alter school management.

Again we must remember that the vast majority of parents and students are working very well and positively with the school faculty to accomplish positive

learning and successful achievement for 97-98 percent of our children. We must also find the balance in how much of our limited resources we will focus on the two to three percent who are misbehaving.

The following information is provided to give a review of what is occurring in our schools. Sections on Elementary Schools, Middle Schools and High Schools are provided. Each section does address activities focused on student behavior and on activities established to promote increased security and building management. In addition, the efforts systemwide that are a part of our Safe and Drug Free Schools Grant are detailed.

The key to our success in these areas involve our dedicated teachers and principals and the positive rapport established with our students and their parents. We know we must continue to promote high expectations and administer our schools through rules and expectations in a firm, fair, and consistent manner. We must also be vigilant for the severe problems and be willing to address these in a forthright manner.

The Instructional Division has summarized the various initiatives in each respective department during this school year which address student and staff safety issues. These initiatives support the School Board's goal which states, "Establish a supportive learning environment by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate."

ELEMENTARY SCHOOLS

The majority of elementary schools utilize programs which are designed to reduce violence and promote caring and cooperative schools and communities, as well as to identify and bring assistance to students who are dealing with anger in their lives. Examples:

- Resolving Conflict Creatively Program—a K-12 school-based program in conflict resolution and intercultural understanding.
- Project Achieve—utilizes "Stop and Think" training for students to assist them in learning and using coping skills as an alternative to violent behavior.
- Character Counts—trains students to recognize, identify, value and respond to six major personal positive characteristics.
- Student Assistance Teams—teachers refer challenging academic and behavior cases to a school team which works together to plan a program specific to the individual child's needs.

Schools needing assistance with individual children with long term anger issues may access the Elementary Conflict Resolution Component which is housed at Tyson and is under the direction of a counselor. Children are referred for ten day periods, during which in addition to being taught the regular curriculum, they also receive intensive anger management training.

The following is a compilation of procedures/plans in place at this time in various elementary schools; these schools were selected to reflect a variety of approaches.

School A

- pod team captains have radios and door keys to secure the building
- radios are on same frequency as Administrative Assistant's
- code Red designation
- printed procedures for each teacher, including substitutes
- parent team at work over the summer to refine procedures

School B

- continuous beep on intercom signals lockdown, blinds drawn, students on playground run for trees

School C

- dress code
- lock down procedure in place
- disaster plan in place and updated

School D

- emergency preparedness plan in place. Features include:
 - securing the building
 - controlled student check-out procedure
 - lock down auditory tone
 - crisis plan for death or suicide

School E

- detailed crisis plan
- coded intercom message plan
- evacuation plan

School F

- volunteer identification buttons
- guest identification stickers
- side doors closed during the day
- principal and BPO coverage of entrances
- use of two way radios

School G

- evacuation plan, with each entrance with a separate name
- designated congregation areas after evacuation
- coded voice message to denote emergencies

School H

- lock-down procedure in place
- elementary conflict resolution access
- review of current emergency plan

School I

- visitor sign-in procedure in office
- procedure for staff to inquire as to the business of adults in the building who are not recognized
- coded emergency intercom language
- lock-down procedures
- 911

School J

- call office, coded office message plan
- lock-down procedure
- radio procedures if on playground
- 911

School K

- lock down procedures
- coded office message plan
- 911
- safety committee and procedures for next year's handbook

School L

- emergency disaster plan
- crisis intervention plan

MIDDLE SCHOOLS

During the 1998-1999 School Year, there were many safety measures taken at the nine middle schools and Polaris K-12. They included initiatives in violence prevention training, crisis planning, and student activities.

One of the middle school goals for 1998-99 was the implementation of a safety or crisis committee for each middle school which would develop a comprehensive crisis plan and have the plan in place by the end of the school year.

Additionally, four middle schools had report card goals which reflected the safety theme.

Central

The staff decided to implement the Community of Caring Program at Central Middle School of Science. The Community of Caring emphasizes five themes: Trust, Respect, Responsibility, Family, and Caring. The Community of Caring Program uses the strategies of family involvement, teaching across the curriculum, service learning and teen forums to help teach the five themes.

Clark Middle School

Clark Middle School will develop a comprehensive set of safety and emergency plans for students and staff, to include a preventive program as well as an incentive program to reduce incidents and violence in our school.

Goldenview Middle School

Since we live in a state with constant seismic activity, are surrounded by primarily forested land, and are experiencing increased violence in schools, we run a high risk of having to deal with a disaster of major proportions while in school. It has consequently become very important to have in place a school-wide disaster plan to handle these and other

emergencies. Therefore, we will develop an emergency preparedness plan.

Mirror Lake

Continue to build a school-wide decorum plan that is consistently implemented.

TRAINING

Training in all aspects of Safety including students, staff, and the community occurred in middle schools during the 1998-99 School Year. Some of the programs included:

1. All middle schools and Polaris K-12 had a team participate in the two Violence Prevention Workshops featuring a satellite down link sponsored by the Harvard School of Public Health entitled Safe Schools/Safe Communities. These workshops were facilitated by the Executive Director of Middle School Education with assistance from the Safe and Drug Free Schools Staff. Community agencies and organizations were invited to participate and many did including police officers, DFYS, PTA, Probation, the Alaska Native Hospital, and Providence Hospital. Chief of Police Udland introduced the workshop in September.
2. All middle schools and Polaris K-12 had a team participate in the Crisis Plan Development seminar put on by a representative of the Alaska Department of Education. She also provided several examples of plans from other states.
3. All middle schools and Polaris K-12 hired and trained new safety/security home school coordinators. A total of 11.5 new safety/security positions were established in middle schools this year. New safety/security staff attended a two-day in-service entitled Non-Violent Crisis Intervention.
4. Two veteran middle school safety/security home school coordinators attended a four-day training of trainers in non-violent crisis intervention. These individuals will train new administrators and safety/security in subsequent years.
5. The assistant principal from Wendler attended a three-day violence prevention workshop conducted by the National School Safety Center.

6. Staff from each middle school attended the earthquake response training program for two days at KCC.
7. Student mediators at all middle schools attended a two-day training at the beginning of the school year.
8. Eleven staff members from Central took part in the national Community of Caring training in San Diego in June of 1998. A school-wide inservice took place at Central at the beginning of the school year to train for the Community of Caring program; teams from Mears, Goldenview, Wendler and Hanshew also participated.
9. Inservice and staff meetings provided the venue for entire staff training in Community of Caring, Character Counts, Student Mediation, RCCP, Asset Building, Earthquake, and Crisis Planning.
10. First aid classes were made available for staff. In some middle schools every staff member has an up-to-date first aid card.

CRISIS PLANNING

1. Each Middle School and Polaris K-12 established a team which developed a crisis plan for their school. The Middle School Executive Director met with each team during the year to discuss and review their plan.
2. Contents of emergency kits were selected and put together for each classroom. Schools which had emergency kits, inspected and refilled the kits. Schools which did not have emergency kits for each class, began the process of obtaining the appropriate supplies. PTA organizations and school business partners were very helpful in developing the kits.
3. Crisis plans included the identification of triage teams and staff members with advanced first aid or medical training
4. Middle School Administrators met with the Fire Marshall to discuss the new fire safety regulations. The Fire Marshall inspected several middle schools. Modifications were made per his recommendations.
5. Fire and safety drills took place each month.
6. Each school established protocols in the event of the need for evacuation or to stay put in the building.

7. Bomb threat protocols were discussed and the bomb threat check sheets were reviewed with staff and students who answer the school telephones.
8. Middle schools are reviewing their procedures for signing in and identifying strangers in the buildings. Visitor badges have been developed at some schools.

STUDENT EDUCATION

Students were encouraged to become a major component of the middle school safety initiatives. This was accomplished through training of students, special school-wide safety activities, and speakers from the police, fire department, and FBI. In addition, middle school students trained others in middle school and elementary schools through the peer mediation programs, CADFY, RCCP, and Community of Caring.

The following list is just some of the many safety activities occurring in the middle schools.

1. The DARE program was presented to seventh grade students at Clark Middle School by members of the Anchorage Police Department. This is a two-week safety program.
2. Numerous speakers presented programs to middle school students at all middle schools from APD, the FBI, and the Fire Department.
3. Special weeks and events were devoted during the year to certain safety issues. They included Red Ribbon Week, The Great American Smoke-Out, Celebrate Diversity Week, Random Acts of Kindness Week, Celebrate Naturally Week, Peace March and Rally in downtown Anchorage, and Law Day.
4. Senator Murkowski dedicated National Inhalant Abuse Awareness Day at Romig Middle School. All middle schools participated by making the dangers of inhalants a topic for prevention activities.
5. A crime stoppers reward program is available at each middle school. Names of students who report are kept confidential.
6. Peer mediation is available at each middle school. The peer mediators are available for students who request to intervene in minor arguments or disputes. Polaris has a playground mediation program.

7. Training in RCCP is available to middle school students through classes and special programs.
8. One case manager addenda was made available to each middle school for a violence prevention initiative. Some Middle Schools are using these funds for anger management groups. During fourth quarter, Clark Middle School has used these funds to develop a Saturday school with an anger management workshop component in place of an out-of-school suspension for minor offenses.
9. All middle schools use posters, announcements, school newsletters, and student rewards to emphasize the importance of safety in the schools.

After the events which occurred at Columbine High School, the Middle School principals discussed the appropriate response for their schools. We felt that it would not be appropriate to ignore these tragic events. Instead principals talked to their staff about helping classes, which wished to discuss the incident, to make sense of these events.

At most middle schools, staff members reported back about the discussions with their students. The most common topic discussed while events were reviewed was "When is it OK to tell." This is a very difficult decision for the middle school student and was of great concern to them. The Middle School staff did try to convey the consistent message that it is important for students to inform an adult when they believe an event may occur through which another student may cause injury or harm to himself/herself or others. We hope to incorporate this theme into some of our violence prevention initiatives next school year.

HIGH SCHOOLS

Safety concerns have been a long-standing priority at the high school level and recent school shootings both in Alaska and the Lower 48 have only heightened our awareness. General student relations, securing the facility from an exterior danger, natural disaster planning and preparation for internal emergencies are huge issues which are exacerbated by the size of many of the high schools. Principals and their administrative staffs, working with those of us at the department level and with students and parents, have continuously dealt with maintaining the balance between safety and positive school climate.

Outlined below are items which have been worked on by the high schools this year:

CRISIS PLANS

For many years, high schools have been required to develop and refine their plans to deal with natural disasters, civil defense emergencies, student deaths and internal and external attacks. Most often this has been accomplished by volunteer teams led by school psychologists and assistant principals/deans who then present the plans to the staff. Most schools reference them in their faculty handbooks or make them available in handout form. Concerns about this approach have fallen into a few broad categories: viability of one-size-fits-all crisis plans; expertise to create the plans; and achieving an adequate readiness for emergency responses. (High school staffs participated this spring in an in-service presented by Alaska DOE on crisis planning and updated their existing plans.)

INCREASED SAFETY/SECURITY PERSONNEL

This year, we were able to add one safety/security person to each of the six large high schools, for a total of five at each site. In addition, the security staff at King Career Center, which hosts students from every high school, was increased by a halftime person. These individuals are in the halls, constantly interacting with students and assisting in community/school relations. Their service is invaluable in both proactive and reactive situations.

EMERGENCY RADIOS

Within the past school year, the radio communication systems at all high schools (comprehensive and alternative) have improved with the addition of keyed radio phones. These permit communication within the school (as did the old system), common band communication between schools, emergency band information and the ability to summon emergency services via limited cellular phone capacity. Radios are typically carried by all administrators, all safety/security, the building plant operator and auxiliary BPO, the nurse and other staff in isolated areas of school buildings.

NON-VIOLENT CRISIS INTERVENTION TRAINING

In August, safety/security personnel and deans were given this 12 hour training and, later in the year, six individuals were trained as trainers. Topics included crisis development, nonverbal behavior, paraverbal communication, verbal intervention, precipitating factors/rational detachment/integrated experience, staff fear and anxiety, personal safety,

nonviolent physical crisis intervention and postvention. It is our intention to keep training current for all safety/security and deans.

RELATIONS WITH THE ANCHORAGE POLICE DEPARTMENT

Individual schools and the division continue to profit from a sound, mutually beneficial relationship with APD. Weekly (and sometimes daily) contact is made with officers in each attendance area in an effort to keep current on pertinent information and maintain a safe environment. Many PTSAs have hosted police officers at their meetings to update parents on juvenile issues.

EDUCATIONAL SPECIFICATION DEVELOPMENT

As part of the work on high school educational specifications, consideration was given to several safety and supervision issues such as lines of sight, placement of security offices, supervision of parking lots, and grounds features which minimize opportunities for concealment of individuals or objects.

VIOLENCE PREVENTION AND CONFLICT RESOLUTION ACTIVITIES

Individual schools have worked with the Safe and Drug Free Schools staff to formulate and implement plans. Each unit has developed a committee or task force comprised of representatives of various school populations which tries to respond to the unique needs of their school. (Specific information will be in Mike Kerosky's report.)

CRIMESTOPPERS

All schools offer an anonymous opportunity for students and others to report crimes or offenses. Monetary rewards for information, which lead to prosecution or school sanctions, are generated and awarded by each school.

CALLER IDENTIFICATION

During our spate of bomb threats this spring, we instigated and funded a phone trap which would allow identification of a threatening caller. The new phone systems, which will be installed beginning this summer, will allow for a caller I.D. feature.

VISITOR ACCESS AT SCHOOLS

All high schools maintain a front counter sign-in book for visitors and, at many schools (either regularly or depending upon specialized circumstances), access through exterior doors is restricted. After students arrive in the morning, schools can lock down doors to channel visitors through main or monitored entries. Entries in the proximity of relocatables, however, are not locked due to student and staff needs to access the main building. One high school uses identification badges for visitors and is considering more permanent identification passes for staff and visitors.

ZERO TOLERANCE

All students with weapons are sanctioned appropriately according to ASD policy. We maintain a zero tolerance for firearms.

TRUANCY POLICY CHANGES

In an effort to highlight the importance of good attendance at school, the School Board amended its truancy policy this year to increase penalties. While initially truancy sanctions increased, it is hoped that students and parents will come to understand that students need to school regularly.

SAFE AND DRUG FREE SCHOOLS

Most of the Safe and Drug Free School's work can be categorized as increasing school safety. Unfortunately, all of the end-of-the-year reports have not been submitted as of this date, so an estimate of data and a summary of the safety efforts (Attachment A) by strategy are included.

I. School Based Strategies

A. Individual School SDFS Mini-grants

1. \$149,687.99 awarded to 75 schools.
2. A summary of each school mini-grant projects (Attachment B).
3. Any school that wanted a mini-grant, received one. High schools and middle schools received \$3,200; elementary -\$1,700, alternative schools - \$1,200.

B. High School Violence Prevention Task Forces

1. All 12 high schools convened a task force this year.
2. Each had a paid task force coordinator(s) (Attachment C).
3. Some were more active than others.
4. SDFS provided training, technical assistance and monitored projects.
5. Provided \$,5,000 to each major high school for plan implementation.
6. Oversaw \$2,000 to each alternative high school for implementation.
7. Plans varied widely from school to school.

C. Youth Forum — High School Violence Prevention Task Forces

1. Convened 85 students from all high schools to a forum on school violence.
2. Youth identified concerns, causes and solutions to high school violence (Attachment D).

D. Crisis Plan Training

1. Teams from all ASD middle and high schools invited.
2. Alaska DOE trainer, Koney Danitz, MS, was workshop trainer.
3. Paid for "Resource Guide for Crisis Management in Schools" for each school team (Attachment E)
4. Also distributed ASD Earthquake Preparedness Guide, Emergency Closure Procedures, Crisis Management - Preparation, and administrative procedures for the Protection of Students to each participant (Attachments F-I).
5. Distributed "A Guide to Safe Schools" to each middle school and high school principal (Attachment J).

E. SDFS Advisory Council Conducted District Needs Assessment

1. SDFS took three meetings over four months to review District needs in the areas of alcohol, drugs, and violence.
2. Students from all divisions participated.
3. Adult representatives from all divisions participated.
4. Representatives from eight community agencies participated.
5. A summary of the results (Attachment K).

F. Annual SDFS Fair

1. Over 200 school staff and students participated.
2. Focus was on ways of involving youth as resources.
3. Over 20 promising practice methods were showcased (Attachment L).
4. Evaluations were excellent (Attachment M)

G. SDFS conducted over 15 Youth Empowerment workshops in Schools.

H. SDFS staff gave talks while handling over 2,600 "What Kids Needs to Succeed — Alaskan Style" asset building guide books.

I. Developed a series of 12 different asset building signs that the Municipality of Anchorage will pay to appear in People Movers.

J. Michael Kerosky represented ASD at the fall 1998 "Safe Schools: Northwest Solutions Conference" sponsored by the Northwest Regional Educational Laboratory (Attachment N).

II. Resolving Conflict Creatively Program (K-6) and Partners in Learning (7-12)

A. Funded and/or facilitated staff from six additional elementary schools be trained in RCCP Intro/Bias Awareness.

B. Coordinated and help fund one of the three in the United States RCCP high school pilot implementation at Chugiak High School.

C. First Year of pilot so successful, National RCCP has offered ASD an additional high school pilot and two middle school pilots at Clark and

Wendler. These will be the only middle school pilots in the U.S.

- D. Funded and supervised 12 RCCP mentors who served as RCCP teachers experts in 12 elementary and middle schools.
- E. Offered six "Peace in the Family" — RCCP parent training (one in Spanish) provided funds for day care, travel and educational materials to each participant. Over 100 parents participated.
- F. Funded and completed the first phase of a formal evaluation of ASD RCCP. Second phase already funded for next year.
- G. Held the first ASD RCCP Gathering — meeting/conference for all staff who work with RCCP.
 - 1. Keynote speaker from Atlanta, Georgia public schools.
 - 2. Held a concomitant RCCP training. Fifteen individuals completed this training.
- H. National RCCP Gift
 - 1. Coordinated the RCCP National Surdna Foundation Training Gift.
 - 2. Facilitated conduction of an RCCP ASD needs assessment and master plan (Attachment O).
- I. Third Annual Peacemakers Rally
 - 1. Over 800 students from over 20 schools participated.
 - 2. Held on the Anchorage Park Strip.
 - 3. All three TV stations present.

III. Peer Safety Projects

- A. Nine ASD high schools had student groups complete Peer Safety Projects.
- B. Over \$19,400 given to student clubs and groups for completing projects.

- C. Projects include drinking and driving reduction, seat belt use, peer education, questionnaires and web pages (Attachment P).
- D. Efforts so successful, Alaska Highway Safety Planning Agency awarded ASD SDFS a grant to compile a booklet of the program for other districts.

IV. Peer Education Efforts

- A. Twelve high school teen "master trainers" were recruited and trained.
- B. These 12 trained high school teens trained over 50 high school and 60 middle school students in how to be a peer educator.
- C. Topics now being offered by peers range include asset building, date abuse, harassment and tobacco use.
- D. Two teen trainers were acknowledged at the Volunteer Awards Reception.

V. Other

- A. Michael Kerosky represented ASD at the Juvenile Justice SHOCAP Implementation Seminar (Attachment Q).
- B. SDFS staff working to build a community coalition for youth using the project of the "24 Hour Relay Challenge."
- C. SDFS participants to the Anchorage Promise for Youth, Juvenile Justice Working Group and the Interpersonal Violence Prevention Task Force.
- D. SDFS staff member assisted with programs at the Newcomer Center.

VI. Looking Ahead

- A. SDFS applied for two middle school prevention coordinators through a Federal SDFS grant. These three year positions would be at Clark and Wendler.
- B. SDFS applied for \$89,000 from the State of Alaska, Division of Alcoholism and Drug Abuse, to fund 42 elementary mini grants.

- C. SDFS worked with Akeela Treatment Services to expand funding for the "Asset Building Class" for high school drug/alcohol suspended students.

TECHNOLOGY

There are two features of the new Centrex telephone system that we are installing in schools which are directly related to school:

Caller ID

This feature on principals' and office staff phones shows the name and/or number of the individual who called.

Malicious Call Hold

This feature on principals' and office staff phones allows a call, that has been determined to be some type of threat, traced to a caller's location. After pressing a special key on the telephone, Anchorage School District staff will call Anchorage Police Department who will work with either Anchorage Telephone Utility or Matanuska Telephone Association to apprehend the offending individual.

TRAINING & PROFESSIONAL DEVELOPMENT

The training and professional development department coordinates annually with the different departments in the Instructional Division to provide safety and violence prevention training for administrators and safety security personnel. In addition, we coordinate with the Drug Free School program to provide classes for teachers and other employees in conflict resolution and related prevention areas.

ASSISTANT SUPERINTENDENT FOR INSTRUCTION

The coordination for many of the above-referenced safety initiatives is done collaboratively with this office, the Executive Directors, and often representatives from the Anchorage Police Department. The APD has a close working relationship with the Assistant Superintendent who is the main contact with the Police Department. All confidential student information is channeled through this office and then communicated to those with a need to know in order to preserve the safety of students and staff at the various schools. Specific projects are described below.

SAFETY ALERTS

State law requires that Juvenile Intake transmit Safety Alerts to a designated contact in each district in the state. The Anchorage School District contact has been the office of the Assistant Superintendent for Instruction since 1995. Juvenile Intake decides which juvenile cases are serious and have potential impact on a school's safety and then fax the Safety Alert to the ASD. Upon receipt, these Safety Alerts are logged into a data base kept by the Executive Secretary, the student's specific school location identified, and then the Safety Alert is hand carried to the specific Instructional Division Executive Director as well as Special Education. The Safety Alert is then faxed to the individual school and King Career Center (for high school students only) that same day for inclusion in the student's cum file after the appropriate staff is notified. These Safety Alerts remain in the student's cum file until graduation; those students who transfer out of the ASD will have this information transmitted to the receiving school. These Safety Alerts are used to inform staff about a potential safety issue at their school; in most cases, they are not to be used in disciplinary matters unless the information substantiates a disciplinary infraction. The Safety Alerts are kept in confidential files in the offices of the Assistant Superintendent for Instruction, the appropriate Executive Director, and the student cum files. They may not be removed without the express permission of the Assistant Superintendent and/or Juvenile Intake.

JUVENILE JUSTICE WORKING GROUP

Children's Court Master Bill Hitchcock chairs this interagency task force which addresses juvenile safety issues in the community and in the State of Alaska. The Assistant Superintendent for Instruction has served as the ASD representative for the past four years. The major focus for the group has been to support the Anchorage Youth Court and the Making a Difference Program which deals with first and minor offenders. The major benefit to the ASD has been the collaboration with various agencies who deal with our students such as DFYS, Juvenile Intake and Probation, the Anchorage Police Department, the State Troopers, the Anchorage School District, the Attorney General's Office, the District Attorney's Office, the Dispute Resolution Center, the UAA Justice Program, the Assembly Public Safety Committee, various legislators, the State office of Juvenile Justice, and McLaughlin Youth Center. The advisory group meets quarterly and serves to enhance information sharing and support for at-risk youth in this community.

SERIOUS HABITUAL OFFENDER COMPREHENSIVE ACTION PROGRAM (SHOCAP)

This program is funded by the Office of Juvenile Justice and Delinquency Prevention at the United States Department of Justice and works collaboratively with the Juvenile Justice Working Group participants. A Steering Committee has been formed with representatives of the Superior Court, Youth Corrections, Native Community, Family Services, Mental Health, Mayor's Office, Assembly, Anchorage Police Department, Chamber of Commerce, NAACP, Adult Corrections, the Anchorage School District, the Governor's Office, and Legislators. This steering committee will set the direction for interagency communication and set the vision for this effort. The breaking down of communication barriers has been very successful over the past four years and this in turn, has allowed the District and school staff to receive more information about their students, which then allows them to insure that all staff and students in the schools are safe. Information sharing has been treated in the most professional and confidential manner possible by all entities.

REVISIONS TO THE STUDENT RIGHTS AND RESPONSIBILITIES DOCUMENT

Suggestions from the schools, the Instructional Division departments, and the results of student hearings before the School Board required the Administration to revise parts of the Student Rights and Responsibilities Document, Policy 450, which is before the School Board for second reading on June 14, 1999. Once the revisions are acted upon, the student/parent guide will be revised and ready for registration in the fall. All students and staff will be inserviced on the new policy in August.

BC/CC/PM/GO/AJ/MK/TJ/NH

Attachments

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