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Safety Changes in Blue Ribbon Schools Since the Attack on Columbine High School

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LOYOLA UNIVERSITY CHICAGO

SAFETY CHANGES IN BLUE RIBBON SCHOOLS SINCE THE ATTACK ON
COLUMBINE HIGH SCHOOL

A DISSERTATION SUBMITTED TO THE FACULTY OF THE
GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN ADMINISTRATION AND SUPERVISION

BY

JOSEPH GUST

CHICAGO, ILLINOIS

MAY 2009

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CHICAGO, ILLINOIS

MAY 2009

DISSERTATION APPROVAL SHEET

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The Dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

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Director's Signature

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DEDICATION

To all of those who have found themselves in a situation of compromised safety in a school environment, the lessons that they have taught us, and the hope that through their lessons future incidents may be prevented.

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ABSTRACT

Measuring school success using a variety of tools is commonplace in America. For many years, one standard measurement of a school's success was The Blue Ribbon Award from 1982 through 2002. This award quantified success based on schools achieving successful outcomes in a variety of areas with specific criteria.

Blue Ribbon award winning schools are exceptional by Department of Education standards. They are not exempt from school violence and the issues that plague other schools. Academic success and awards do not prepare a school for the situation that occurred at Columbine.

The participants I interviewed were Principals or Designees at 12 Blue Ribbon Award winning high schools. All of the participants had knowledge of the policies, procedures, practices, and programs at their institution. The schools were the recipients of the Blue Ribbon Award before and after the tragedy at Columbine High School under the previous Blue Ribbon criteria 1982-2002.

In an effort to discover what these schools have learned from Columbine the guiding questions for this research were:

1. With regards to safety, what patterns emerged in the policies, procedures, practices, and programs in 12 select Blue Ribbon Award winning schools since the Columbine tragedy?
2. What is the lasting historical legacy of the Columbine tragedy?

I discovered themes in responses from Principals or Designees to the questions that were insightful. The mantra of many schools is that the school is a community. The notion of community is an all-inclusive group of individuals that create a better whole. Nine schools in the study had a Safety Committee of those; six had a community member on the committee. These schools have achieved academic success through contemplative risk taking and have applied their guiding notions to safety education.

The review of literature is clear that many schools work under the guise of “it can’t happen here.” I found that a majority of the schools in the study believe that a serious incident could happen at their school and plan accordingly. These schools have truly learned the ultimate lesson of Columbine.

Joseph Gust

Loyola University Chicago

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CHAPTER I

INTRODUCTION

Introduction

Measuring school success using a variety of tools is commonplace in America. For many years, one standard measurement of a school's success was The Blue Ribbon Award from 1982 through 2002. This award quantified success based on schools achieving successful outcomes in a variety of areas with specific criteria. The criteria were as follows:

- Student Focus and Support
- School Organization and Culture
- Challenging Standards and Curriculum
- Active Teaching and Learning
- Professional Community
- Leadership and Educational Vitality
- School, Family, and Community Partnerships
- Indicators of Success

In 2003 the Blue Ribbon award was changed in title and in qualifications. It is now known as the "No Child Left Behind-Blue Ribbon Schools Program". The change was made to become closer in representation to the No Child Left Behind Act. The award now has a larger emphasis on standardized testing and the levels of improvement in test

areas. Another dramatic change is the amount of emphasis on students from disadvantaged backgrounds that the old version of The Blue Ribbon Award did not address.

Blue Ribbon award winning schools are exceptional by Department of Education standards. They are not exempt from school violence and the issues that plague other schools. Academic success and awards do not prepare a school for the situation that occurred at Columbine.

On April 20, 1999 schools were given a new benchmark of tragic failure with the attack on Columbine High School in Littleton, Colorado. It was well documented that Dylan Klebold and Eric Harris were literally obsessed with playing the video game Doom and other such games. They were very good at it. These boys practiced for hundreds and hundreds of hours, perfecting their craft. Therefore, it should not be altogether surprising that their killing spree resembled something out of the cyber world of a typical Doom scenario. They moved from room to room, stalking their prey and killing almost everyone in their path. And, not unlike most kids' response to video game mayhem, Dylan Klebold and Eric Harris laughed the killings off (Grossman & DeGaetano, 1999). This mass murder in a school has helped raise many questions on how schools can prevent this scenario. Do good schools offer enough meaningful programs for students to feel a sense of ownership? Did good schools allow bullying before this attack? It is vital to examine what Blue Ribbon Award winning schools did about the culture and climate before and after Columbine for some insight.

Columbine and the chaos of the day were reported on live television for the world to view. This event was the catalyst in a groundbreaking study by the Secret Service/ Department of Education *The Final Report and Findings of the Safe School Initiative*. The objective of the *Safe School Initiative* was to attempt to identify information that could be obtainable, or “knowable”, prior to an attack (Fein, Vossekuil, Reddy, Borum, & Modzeleski, 2002). The initiative is important because both law enforcement and schools have a mutual interest in an outcome of a “profile” of a school shooter. The Secret Service is charged with the safety of public officials from specific threats using profiles of human behavior as a cornerstone. After Columbine the education community was grasping to answer “why and how?” It is the findings of the study that have harvested the most useful information for schools and legislatures alike. A major finding of the safe school initiative final report was many attackers felt bullied, persecuted or injured by others prior to the attack. The explanation of the finding was that almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others prior to the incident. In several cases, individual attackers had experienced bullying and harassment that was long-standing and severe. In some of these cases the experience of being bullied seemed to have a significant impact on the attacker and appeared to have been a factor in his decision to mount an attack at the school (Fein et al., 2002).

One cannot work in a school in the post Columbine era and not feel the impact of bullying awareness in our schools. Lobbying for safe schools has become a national issue. State Legislatures are also acknowledging the importance of responding to risk

factors, such as mental health issues and peer conflict and collaborating with community agencies to provide needed services (Thomerson, 2000).

A second key finding of *The Final Report and Findings of the Safe School Initiative* found that over half the attackers demonstrated some interest in violence, through movies, video games, books, and other media (Fein et al., 2002). In 1972 the Surgeon General released a report on the impact of television violence. It shows concisely even as a relatively new medium that there were strong societal concerns for the welfare of the Nation's youth. Although some questions have been raised as to whether the behavior observed in the laboratory studies can be called "aggressive" in the consensual sense of the term, the studies point to two mechanisms by which children might be led from watching television to aggressive behavior: the mechanism of imitation, which is well established as part of the behavioral repertoire of children in general; and the mechanism of incitement, which may apply only to those children who are predisposed to be susceptible to this influence. There is some evidence that incitement may follow nonviolent as well as violent materials, and that this incitement may lead to either prosocial or aggressive behavior, as determined by the opportunities offered in the experiment. However, the fact that some children behave more aggressively in experiments after seeing violent films is well established (Steinfeld et al., 1972).

The purpose of this study is to show the effect of the tragedy at Columbine High School on the policies, procedures, practices, and programs at 12 Blue Ribbon Award winning high schools. The schools were the recipients of the award before and after the

tragedy under the previous Blue Ribbon criteria 1982-2002. The schools will be coded by time zone for anonymity.

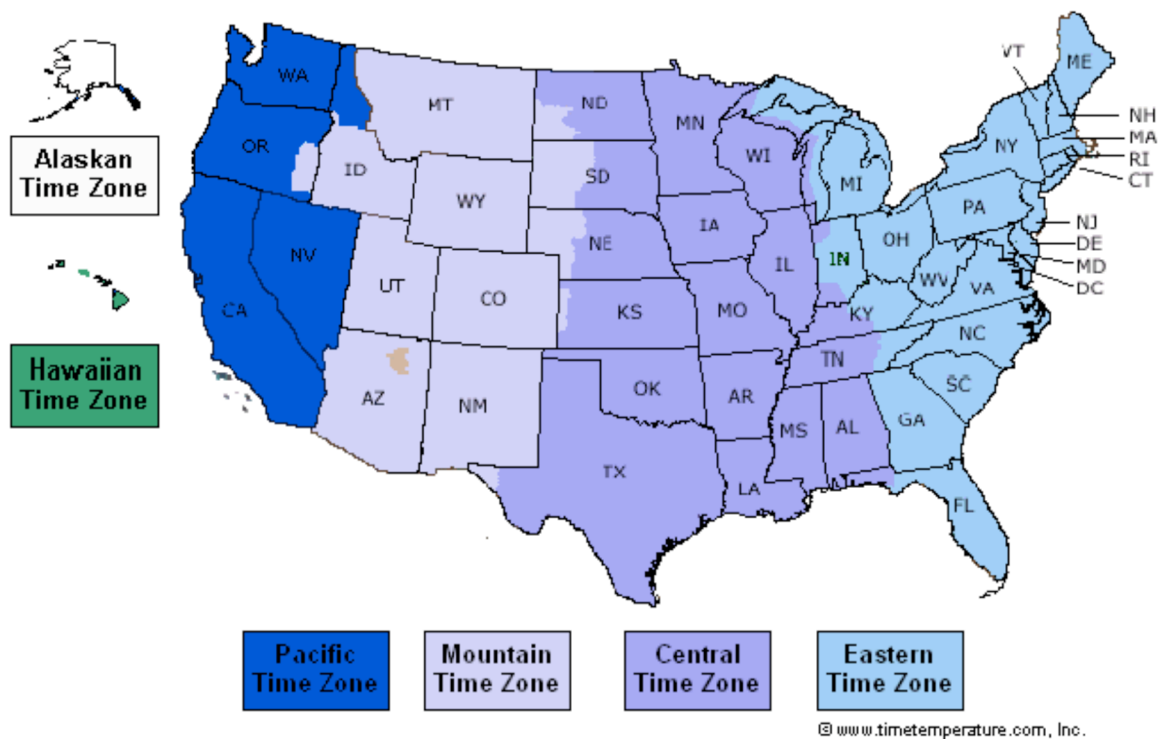
Statement of the Problem

Society has witnessed the influence of the media in all forms and the impact of youth violence. Over the last several years many of the school shootings have occurred in the suburban and rural settings. It is widely accepted statistically that schools are the safest places to be. In the most recent school year for which overall homicide data were available (2003 to 2004), homicides of school age children were about 50 times more likely to occur away from school than at school. Serious violent victimization rates were lower at school than away from school for each survey year from 1992 through 2004. During the same time the violent crime rate at school dropped by 54 percent and thefts at school dropped by 65 percent (National School Safety Center, 2006).

No study examines school data, publications, and interviews school personnel about the policies, procedures, practices, and programs at 12 Blue Ribbon Award winning schools before and after the Columbine tragedy.

Purpose of the Study

The purpose of this study is to show the effect of the tragedy at Columbine High School on the policies, procedures, practices, and programs at 12 Blue Ribbon Award winning high schools. The schools were the recipients of the award before and after the tragedy under the previous Blue Ribbon criteria 1982-2002. The schools will be coded by time zone for anonymity.



School

1. Columbine High School
2. A High School
3. B High School
4. C High School
5. D High School
6. E High School
7. F High School
8. G High School
9. H High School
10. I High School

Time Zone

- Mountain
- Eastern
- Pacific
- Pacific
- Pacific
- Central
- Pacific
- Central
- Central
- Central

11. J High School	Eastern
12. K High School	Eastern
13. L High School	Pacific

Data for this study will be gathered through phone interviews of principals or designees, as well as important related documents such as school board minutes, disciplinary codes, pertinent school documents, media reports, and student guidebooks.

There is a need to examine what effects Columbine had on schools in the context of policies, procedures, practices, and programs. Some of the families of shooting victims at Columbine allege that local school and law enforcement officials knew of the killers' violent tendencies and should have intervened (Thomerson, 2000). By examining Blue Ribbon schools approach it is the hope that research gained from this study will allow other schools to look at their own practices.

Definitions

Blue Ribbon Schools Program 1982-2002: A national school improvement strategy with three purposes. First, it identifies and recognizes outstanding public and private schools across the nation. Second, the program makes research-based effectiveness criteria available to all schools so they can assess themselves and plan improvements. Third, the program encourages schools, both within and among themselves, to share information about best practices based on a common understanding of criteria related to educational success (Department of Education, 1982).

Bullying: A subset of aggressive behavior characterized by repetition and an imbalance of power (Olweus, 1999).

Crisis Plan: A plan that schools adopt in the event of threats that occur from inside or outside of their campus. Some areas of concern covered by the plan include but are not limited to: School shooting, chemical spill, Fire, Tornado, Earthquake, Bomb Threat, and Terrorist attack.

Cyber Bullying: Involves the use of information and communication technology to support deliberate, repeated, and hostile behaviors.

Discipline Code: A document that has the principles of conduct for student behavior and the consequences associated with non-compliance.

Lockdown: Is a procedure when students are removed from a hostile environment and into an area that can be locked from an outside threat.

School Board Policies: An effective policy manual contains written policies that: articulate the community's expectations for the school district, authorize the superintendent and staff to pursue those expectations, describe the authority of the superintendent and staff, provide information and guidance for students, parents and community, ensure legal compliance, and establish school board processes (Illinois Association of School Boards, 2006).

Student Guidebook: A resource of information for student rules, guidelines, and behavior expectations for the school community.

The No Child Left Behind Blue Ribbon Program 2003-present: The program requires schools to meet either of two assessment criteria. It recognizes schools that have at least 40 percent of their students from disadvantaged backgrounds that dramatically improve student performance in accordance with state assessment systems; and it rewards

schools that score in the top 10 percent on state assessments. Of the schools submitted by each state, at least one-third must meet the first criterion of having 40 percent of the students from disadvantaged backgrounds. The program allows both elementary and secondary schools to be recognized in the same year (Department of Education, 2004).

Research Questions

Current research focuses on the results of anti-bullying programs and school violence prevention. Lawmakers and newspaper headlines suggest that school violence is an important issue for all schools to be aware of. This study focuses on 12 Blue Ribbon Award winning schools and their response to Columbine and the initiatives that resulted from the massacre. The schools were the recipients of the award before and after the tragedy under the previous Blue Ribbon criteria 1982-2002. The schools have been coded by time zone for anonymity and listed A-L on the previous table. In an effort to discover what these schools have learned from Columbine the following research questions are proposed:

1. With regards to safety, what patterns emerged in the policies, procedures, practices, and programs in 12 select Blue Ribbon Award winning schools since the Columbine tragedy.
2. What is the lasting historical legacy of the Columbine tragedy?

Assumptions of the Study

There are several assumptions of the study. They are as follows:

1. Principal or designee in a leadership position who is knowledgeable about the policies, procedures, practices, and programs pre and post Columbine that will agree to an interview and will answer the questions honestly in regards to their schools.
2. The documents needed by the researcher will available from the 12 schools.
3. Participants of the interview will be sufficiently informed to the changes that occurred at their schools after the Columbine tragedy.
4. Although these 12 schools may not represent every Blue Ribbon Award winning school, the information gathered provides insight to these award-winning schools.
5. Some changes to policies, procedures, practices, and programs occurred at the 12 schools after the Columbine tragedy.
6. Some changes needed to occur at the 12 schools after the Columbine tragedy.

Limitations of the Study

This study is subject to the following limitations:

1. The study is limited to 12 schools. There are many other schools that could qualify for a similar study. The range of schools that win the award is 150-270 yearly.
2. The study focuses on the changes in policies, procedures, practices, and programs of the 12 chosen schools. It does not evaluate their effectiveness.

3. The types of documents requested may vary from each of the 12 schools.
4. The study focuses only on 12 Blue Ribbon Award winning schools with no comparison to other types of award winning schools.
5. Each school may define or forget the changes made to policies, procedures, practices, and programs after the Columbine tragedy.
6. The researcher is in charge of student safety as a Dean of Students. As a safeguard against biases, the researcher will maintain a journal.

Overview of the Study

This study is divided into five chapters and an appendix. Chapter I includes a brief introduction followed by the outline of the purpose of the study, statement of the problem, definitions of terms, research questions, and assumptions and limitations of the study. The final section of Chapter I is the overview of the study. Chapter II will be the review of the literature. Chapter III discusses the research design and methodology. The interview responses and data collected from the schools are presented. Chapter IV is the presentation of data and discussion of findings. Chapter V provides the summary, summary of findings, summary of conclusions, summary of recommendations, and recommendations for further research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Introduction

“We do know that we must do more to reach out to our children and teach them to express their anger and to resolve their conflicts with words, not weapons. And we do know we have to do more to recognize the early warning signs that are sent before children act violently” (Clinton, 1999).

Since the Secretary of Education established the Blue Ribbon Schools program in 1982, it has developed into a national school improvement strategy with three purposes. First, it identifies and recognizes outstanding public and private schools across the nation. Second, the program makes research-based effectiveness criteria available to all schools so they can assess themselves and plan improvements. Third, the program encourages schools, both within and among themselves, to share information about best practices based on a common understanding of criteria related to educational success (U.S. Department of Education, 1982).

On April 20, 1999, Dylan Klebold and Eric Harris entered Columbine High School to avenge all of the perceived abuse they had taken at Columbine. It was no mistake the attack was carried out in the very place where the abuse occurred. It is important for school administrators to take the lessons of Columbine and examine what schools of exemplary standards provide to combat the issues that led to Columbine.

When tragedy strikes, it's natural to look for someone to blame, but that's a difficult task when it happens in school. Intervention can interfere with student rights (Thomerson, 2000). An in-depth look at the tragedy, more importantly, the culture that led to the massacre is an important endeavor. For example, Adams and Russakoff (1999) found several precipitating factors. The state wrestling champ was regularly permitted to park his \$100,000 Hummer all day in a 15-minute space. A football player was allowed to tease a girl about her breasts in class without fear of retribution by his teacher, also the boy's coach. The sports trophies were showcased in the front hall—the artwork, down a back corridor. It is suggested, several years later, that the climate at the school nurtured feelings of isolation for a segment of Columbine's population.

In educational settings that support climates of safety, adults and students respect each other. A safe school environment offers positive personal role models in its faculty. It provides a place for open discussion where diversity and differences are respected; communication between adults and students is encouraged and supported; and conflict is managed and mediated constructively (Fein et al., 2002). The culture demands opportunity for these students to feel ownership and the feeling of safety with the adults. A code of silence has the potentially damaging effect of forcing students to handle their pain and problems on their own, without the benefit of adult support. The study (*Safe School Initiative*) found that most school shooters shared their potentially lethal plans with other students, but that students who knew of planned attacks rarely told adults (Fein et al., 2002).

It is widely accepted that no one way can identify and prevent targeted school violence. It also is accepted in the findings of the *Safe School Initiative* that incidents of targeted violence are rarely impulsive acts. Fein et al. (2002) found examples in their study such as: One attacker had planned to shoot students in the lobby of his school prior to the beginning of classes. He told two friends exactly what he planned and asked three other students to meet him in the mezzanine overlooking the school lobby the morning of the planned attack, ostensibly so that these students would be out of harm's way. On most mornings, few students would congregate in the mezzanine before the school day began. However, on the morning of the attack, word about what was going to happen spread to such an extent that, by the time the attacker opened fire in his school lobby, 24 students had gathered in the mezzanine waiting for the attack to begin. One student who knew about the attacker's plans brought a camera so that he could take pictures of the event (Fein et al., 2002).

Stone and Isaacs (2003) studied the ability to prevent attacks before they happened. The ability to stop attacks relies on students' feeling that they can confidentially tell an adult about possible threatening situations. Professional judgment is open to interpretation when it comes to confidentiality and when a student may be dangerous to self or others. The school counselor's role is complicated when he or she tries to protect the confidentiality of minors. Counselors must have the trust of minor clients or these students will not seek help or share information when there is danger to themselves or others.

Researchers caution against implementing programs based on assumptions about problems or anecdotal evidence about how to address them. Decisions about which approach to take should be strategic, and school- or community – specific needs assessments can help decision makers identify problem areas, determine state and local priorities, and implement programs that work (Thomerson & Ferrell-Smith, 2001).

School Violence

In the last decade school violence has been at the forefront of society. With the advent of the Internet and 24-hour news channels information that would take days to circulate through America's newspapers is now instantaneous. The focus of violence for the purpose of this research is the least occurring type of school violence statistically, the school shooting. If media coverage were an indicator of the situation, society is left to believe our schools are under siege.

School Shootings

In some of the writings and video transcripts by Eric Harris and Dylan Klebold that were released after their deaths they alluded to several "recent" school shootings. The plans they made were to be bigger and better than the recent shootings; the culmination of the plans was to hijack a passenger jet to crash into New York City. On March 15, 1999 Eric and Dylan had the video recorder rolling when Eric said speaking about the recent shootings: "Do not think we're trying to copy anyone. We had the idea before the first one ever happened. Our plan is better, not like those fucks in Kentucky with camouflage and .22s. Those kids were only trying to be accepted by others" (Harris, 1999). The researcher has added a synopsis of the shootings that led to Columbine that

Harris was alluding to.

October 1, 1997 Pearl, Mississippi

Pearl Police said 10th-grader Luke Woodham, 16, will be charged this morning with three counts of murder and six counts of aggravated assault. Woodham was apprehended as he was trying to drive away from the mayhem at Pearl High School, where he was described as a quiet, obedient student. "It was over a disgruntled boyfriend-girlfriend thing," said Police Chief Bill Slade. "We have a statement from him, a so-called manifesto, saying it's over because he felt he'd been wronged." "This was a premeditated, planned type of thing," said a stunned Mayor Jimmy Foster. "It's one of those things you hear it a million times, that is supposed to happen someplace else." Police said Woodham slit his mother's throat at about 5 a.m. Wednesday. Later, they said, Woodham drove to his 900-student high school and entered the building with a 30-30 rifle (a deer hunting rifle) concealed beneath a long overcoat. The school has no armed guards or weapons searches. Slade said that shortly before 8 a.m., Woodham walked into "the commons," a large, open area inside the school where lunch is served and where hundreds of students gather before class (Associated Press, 1997).

December 1, 1997 West Paducah, Kentucky

A 14-year-old boy who warned last week that "something big's going to happen" inserted earplugs, drew a gun and shot eight students as a prayer meeting ended in a high school lobby Monday. The principal said an informal prayer meeting of about 35 students ended at 7:40 a.m., with the shooter and about a dozen others standing nearby. He said the teen calmly inserted earplugs, and then drew the pistol from a backpack. The

principal described him as a "very intelligent young man" who had "some minor problems" but had never been suspended from school (Associated Press, 1997).

March 24, 1998 Jonesboro, Arkansas

Two boys firing guns Tuesday killed four girls and a teacher and wounded nine other students and one teacher as the youngsters poured out a side entrance of Westside Middle School in response to a false fire alarm at 12:41 p.m. About half of the more than 250 sixth- and seventh-graders enrolled in the school and some teachers were leaving the building as the two boys began shooting from woods about 50 yards away, Craighead County Sheriff Dale Haas said. The two boys, whom authorities refuse to identify, were apprehended within minutes after police arrived at the school. The boys were dressed "head to toe" in camouflage clothing and were armed with rifles and handguns, police said (Davis, 1998).

May 21, 1998 Springfield, Oregon

Eight minutes before the first bell Thursday morning at Thurston High School, a skinny 15-year-old freshman walked into a cafeteria bustling with 400 students and methodically opened fire with a .22-caliber rifle. In the next few minutes, one of the nation's worst schoolhouse shootings broke the heart of this close-knit Willamette Valley mill town. Before valiant students wrestled the gunman down, one 17-year-old boy was dead and 23 other students were wounded. One of the injured students died Thursday night. Police grabbed Kipland P. Kinkel, who had been arrested and booted from the school a day before on a weapons charge. They said Kinkel, a youth who often joked about killing people, fired more than 50 rounds into the crowded cafeteria. Later

Thursday morning, authorities discovered the suspect's parents -- popular Springfield teachers William and Faith Kinkel -- shot to death in their McKenzie River home 10 miles east of town. Police later evacuated seven homes in the area and warned air traffic to avoid the Chita Loop area. State police found explosives in the house and thought it might be booby-trapped....Students offered a conflicted portrait of Kipland Kinkel, who took Prozac for anger management and was dubbed by his classmates as the student most likely to start World War III. Some described Kinkel as the "class clown"; others spoke about a boy with a dark side and an obsession with bombs and violence. Students said Kinkel had threatened to plant a bomb in the bleachers at a pep assembly and once read in class from his journal about killing people (Tims & Meehan, 1998).

Bullying

Bullying in schools is not a present day phenomenon alone. Bullying is defined by the researcher as Olweus said as a subset of aggressive behavior characterized by repetition and an imbalance of power (Smith & Brian, 2000).

Of the previous listed school homicides bullying of the shooter has seemed to play a role in the shooter's life. In the classroom or on their computers, some students live with bullying and its implications daily. Growing up, we thought it was normal. Every school had them: the bullies who tormented their classmates, calling them "sissies" and worse, punctuating their point with their fists. Research over the past two decades, however, has shown that bullying and harassment are opposite of normal. They affect a student's ability to learn and pollute the climate in the school. Despite the increased attention to bullying, it's still prevalent on schools today (Cook, 2005).

It is easy for society to negatively recognize students dressed out of societies' norm. Columbine as witnessed was no different. Columbine was like many other schools, it could never happen here. The culture allowed the harsh feelings and hatred build. The state wrestling champ was regularly permitted to park his \$100,000 Hummer all day in a 15-minute space. A football player was allowed to tease a girl about her breasts in class without fear of retribution by his teacher, also the boy's coach. The sports trophies were showcased in the front hall — the artwork, down a back corridor. Columbine High School is a culture where initiation rituals meant upper-class wrestlers twisted the nipples of freshman wrestlers until they turned purple and tennis players sent hard volleys to younger teammates' backsides. Sports pages in the yearbook were in color, a national debating team and other clubs in black and white. The homecoming king was a football player on probation for burglary (Adams & Russakoff, 1999).

Columbine Bullying

No one thinks the high tolerance for athletic mischief explains away or excuses the two boys' horrific actions. But some parents and students believe a school wide indulgence of certain jocks — their criminal convictions, physical abuse, sexual and racial bullying — intensified the killers' feelings of powerlessness and galvanized their fantasies of revenge. It was clear in the first hours after the shootings that vengeance against athletes was a preoccupation of the two killers. Harris and Klebold began firing with the words "All the jocks stand up." They barked "anybody with a white hat or a shirt with a sports emblem on it is dead" (Adams & Russakoff, 1999).

What occurred at Columbine as far as ridicule of student's that are different is not a phenomenon that they suffered alone. The concept of clique's in schools is as old as school itself. As in other areas of society, it is common that people with the same ideas and philosophies are drawn together. Educators and students can typically recount a time that they have viewed bullying or harassment at some stage of their education or career in schools. The words of the Principal Frank DeAngelis's at the Governor's Columbine Review Commission may make the case for culture being a major causal issue at Columbine. Yet what "Mr. D" had to say shed little new light about what happened that fateful Tuesday. He had come, it seems, not to recount the terrible losses of that day but to try to put to rest the lingering questions about what might have been "wrong" at Columbine, what supposed defect might have made two of its own so keen on blowing it up. "Columbine was a good school and will continue to be a good school," DeAngelis said. "Any situation that was brought to my attention, we dealt with it promptly and efficiently and appropriately." Flanked by the school district's attorney, DeAngelis disputed media accounts of a "jock culture" in which athletes ruled and outsiders were ostracized. In his 22 years at the school as a coach, teacher and administrator, he'd never heard of any such persecution (Prendergast, 2000).

When schools began tackling the prevention of bullying, a new approach to the issue needed to be adopted. Conflict resolution, peer mediation strategies, and group therapy that focus on increasing self esteem have been shown to be relatively ineffective with bullies, because bullying behavior results from a power imbalance rather than deficits in social skills (Whitted & Dupper, 2005). The fact is, bullying requires a high

level of social skills in order to be successful at avoiding adult detection. The bully will plan and proceed in a way to anticipate a victim's response.

School-level interventions should aim at clarifying and communicating behavioral norms--that is, developing classroom and school wide rules that prohibit bullying and promote adult modeling of respectful and nonviolent behavior (Whitted & Dupper, 2005).

When bully prevention programs are initiated multi-level approaches is a common practice. The approach has goals for the school, classroom and individuals. This approach assures that the culture of the school changes and therefore makes the focus on education.

School level Interventions can be: Establish a Bullying Prevention Coordinating Committee: This committee will coordinate all aspects of a school's violence prevention efforts, including anti-bullying efforts. Administer an Anonymous Questionnaire Survey: A student questionnaire can determine the nature and extent of bully/victim problems in the school. Hold a School Conference Day: Raise school and community awareness and involvement by creating a long-term anti-bullying plan. In addition to school personnel, selected students and parents should participate. Improve Supervision and Outdoor Environment: Provide adequate number of adults ("teacher density") during lunch, recess, and breaks in an effort to intervene quickly in student conflicts. Involve Parents: Conduct meetings with and disseminate information to parents at the school to make them aware of the school's anti-bullying plan of action (University of Colorado, 2001).

The first step in this approach sets the tone for the school as a place that bullies

are not allowed nor tolerated. The culture will not support the behavior of the bully.

The next phase in the multi level approach is the classroom level interventions. The goal of the classroom level is to create a safe climate for every student by: 1) Establish Classroom Rules Against Bullying: Involve students in creating rules against bullying in order to develop a student's personal responsibility for conforming to those rules. 2) Create Positive and Negative Consequences of Bullying: Establish social reinforcement (i.e., praise, friendly attention) for positive behavior and sanctions for undesirable behavior. The negative consequence should cause discomfort without being perceived as malicious or unfair. Negative consequences should be appropriate and related to the behavior. Extra assignments, such as homework or copying from a dictionary, should not be used. 3) Hold Regular Classroom Meetings: Provide a forum for students and teachers to develop, clarify, and evaluate rules for anti-bullying behavior. 4) Meet with Parents: Hold general classroom- or grade-level meetings with parents to improve school-family communication and keep parents informed about anti-bullying efforts (University of Colorado, 2001).

The final phase of the multi level approach focuses on the individual students either the bully and/or the victim. With the Bully: documenting involvement of participation in bullying, sending a clear, strong message that bullying is not acceptable, warning the bullies that future behavior will be closely monitored, and warning that additional negative consequences will be administered if bullying behavior does not stop (University of Colorado, 2001).

The Congress has acted as the voice of the people to help curb school violence.

The challenge for schools is to implement safety for their children and tries to live up to the high expectations of Congress and the society they represent. A relatively new field of study is optimistic bias within the school violence context. The issue of optimistic bias for prevention programs concerns the “It can’t happen here” phenomenon that children experience. The concept is eliminating the optimistic bias to help reduce violence in the schools. Recognizing and reducing optimistic bias regarding violence at school is a vital first step in getting students to understand their personal risk, take other's threats seriously, and take self-protective measures when warranted (Chapin & Coleman, 2003).

Cyber Bullying

A relatively new term “Cyber bullying” involves the use of information and communication technology to support deliberate, repeated, and hostile behaviors. Through the study of Columbine it is clear that before the term was coined Eric Harris was using the Internet to cyber bully his future victims.

Cyber bullying presents a challenge to the modern school administrator. Students typically have a better understanding of the latest technologies leaving the school unaware of the insidious problem. Traditionally, home was a place where a kid could go to escape his bully. With advances in technology, home is no longer a haven. This is the new reality (Keith & Martin, 2005).

The increase of bullying through electronic means is no aberration. With technology reaching the masses at a much more affordable rate this is a trend in education that has been on the rise since the advent of the Internet. According to the latest Census Bureau information nearly two-thirds of U.S kids ages 3 to 17 live in a home with

a personal computer. This opportunity to use the Internet to say and do things without the intimacy of being face to face has allowed bullies new found freedoms. Stopping a cyber bully isn't always easy. Currently, there are few regulations about posting potentially libelous or threatening content online. Federal law says that Internet service providers such as AOL and Yahoo are not responsible for what their users write. Sometimes a school is reluctant to discipline cyber bullies because much of their dirty work happens off school grounds (Sparling, 2004).

Cyber bullying is the 21st century opportunity for bullies to hone their craft. It has given a whole new arena for administrators to patrol. When a link is clear that the bully used electronic means at school the legal repercussions are minimal. The greater challenge is when cyber bullying occurs entirely off campus. Thomas Mutton a staff attorney for the National School Boards Association in 2006 was quoted as saying: "The burden is on the school district to show that the cyber bullying has a significant impact on the school." He further commented, "There's also a risk that if you do intervene in off-campus activity, you may be assuming some responsibility for policing other activity that happens off campus. Someone might turn around and sue you for failing to intervene."

Initiatives and Legislation for Safer Schools

I want to leave a lasting impression on the world. And god damnit do not blame anyone else besides me and V for this. Don't blame my family, they had no clue and there is nothing they could have done. They brought me up just fucking fine, don't blame toy stores or any other stores for selling us ammo, bomb materials or anything like that because its not their fault, I don't want no fucking laws on buying fucking PVC pipes. We

are kind of a select case here so don't think this will happen again. Don't blame the school, don't fucking put cops all over the place just because we went on a killing spree doesn't mean everyone else will and hardly ever do people bring bombs or guns to school anyway, the admin. Is doing a fine job as it is, I don't know who will be left after we kill but damnit don't change any policies because of us. This entry on April 26, 1998 from Eric Harris's journal gives insight to which he feels is to blame for his actions. Fortunately for humanity, we will not take the words of a mass murderer for solace. It begins to explain Harris' unbelievably callous behavior: his ability to shoot his classmates, then stop to taunt them while they writhed in pain, then finish them off (Cullen, 2004).

Cameras

The aftermath of the most deadly school homicide in history has had impact in many ways on learning itself. It was not that Columbine was the first time a school was attacked it was the manner in which Columbine was attacked and the emotion it evoked that polarized the nation. After Columbine, schools were faced with unparalleled pressure from stakeholders to make their children "safe". For many districts, that meant locking every door or making students wear I.D. badges. Some invested hundreds of thousands of dollars in security cameras. New developments in surveillance cameras give a school officials--and sometimes-local police departments--access via the web. The new generation of cameras was used to identify body motion and can sound an alarm when certain kinds of behavior are detected, such as two people fighting. That means that is possible for security officers to rush to the scene, even if they weren't watching the

monitors at the time (Ashford, 2002). In the scope of the Columbine tragedy cameras were only able to record the carnage not prevent it. Schools that have invested hundreds of thousands of dollars from the response of Columbine do so in the hopes of catching the bully behaviors that were the seeds of the students' anger that day.

Law Enforcement

Law enforcement changed policies in a dramatic fashion after Columbine it was only appropriate that schools looked for meaningful change as well. It is only natural it seems to react swiftly and heavily after a tragedy like Columbine. Zero tolerance surely was around before Columbine; it just did not have the veracity it had in the aftermath. The term "zero tolerance" was coined in the 1980s for strict drug-seizure policies adopted as part of the federal "War on Drugs." Beginning in 1989, school districts in California, New York and Kentucky were the first to attach the term "zero tolerance" to policies mandating expulsion for drugs, fighting and gang-related activity, according to the Center for Evaluation and Education Policy. Zero tolerance became national policy for schools when President Bill Clinton signed the Gun-Free Schools Act of 1994, which was passed in response to several school shootings across the country. Each State receiving ESEA funds to have in effect a State law requiring local educational agencies (LEAs) to expel from school for a period of not less than one year a student who was determined to have brought a weapon to school (Gun-Free Schools Act, 1994).

Some of the most important policy changes occur at the legislative level of the government. It is imperative that the background of the laws that affect schools are considered when administrators guide policy for their schools.

Legislation Before Columbine

In 1994, Congress passed an amendment to the Elementary and Secondary Education Act of 1965. This legislation was titled Improving America's Schools Act of 1994. For the purpose of this research Title IV the "Safe and Drug-Free Schools and Communities act of 1994" will be discussed. Section 4002 discusses the findings as follows:

- (1) The seventh National Education Goal provides that by the year 2000, all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning.
- (2) The widespread illegal use of alcohol and other drugs among the Nation's secondary school students, and increasingly by students in elementary schools as well, constitutes a grave threat to such students' physical and mental well being, and significantly impedes the learning process. For example, data show that students who drink tend to receive lower grades and are more likely to miss school because of illness than students who do not drink.
- (3) Our Nation's schools and communities are increasingly plagued by violence and crime. Approximately 3,000,000 thefts and violent crimes occur in or near our Nation's schools every year, the equivalent of more than 16,000 incidents per school day.
- (4) Violence that is linked to prejudice and intolerance victimizes entire communities leading to more violence and discrimination.

- (5) The tragic consequences of violence and the illegal use of alcohol and drugs by students are felt not only by students and such students' families, but by such students' communities and the Nation, which can ill afford to lose such students' skills, talents, and vitality.
- (6) While use of illegal drugs is a serious problem among a minority of teenagers, alcohol use is far more widespread. The proportion of high school students using alcohol, though lower than a decade ago, remains unacceptably high. By the 8th grade, 70 percent of youth report having tried alcohol and by the 12th grade, about 88 percent have used alcohol. Alcohol use by young people can and does have adverse consequences for users, their families, communities, schools, and colleges.
- (7) Alcohol and tobacco are widely used by young people. Such use can, and does, have adverse consequences for young people, their families, communities, schools, and colleges. Drug prevention programs for youth that address only controlled drugs send an erroneous message that alcohol and tobacco do not present significant problems, or that society is willing to overlook their use. To be credible, messages opposing illegal drug use by youth should address alcohol and tobacco as well.
- (8) Every day approximately 3,000 children start smoking. Thirty percent of all secondary school seniors are smokers. Half of all new smokers begin smoking before the age of 14, 90 percent of such smokers begin before the age of 21, and the average age of the first use of smokeless tobacco is under the age of

10. Use of tobacco products has been linked to serious health problems. Drug education and prevention programs that include tobacco have been effective in reducing teenage use of tobacco.

(9) Drug and violence prevention programs are essential components of a comprehensive strategy to promote school safety and to reduce the demand for and use of drugs throughout the Nation. Schools and local organizations in communities throughout the Nation have a special responsibility to work together to combat the growing epidemic of violence and illegal drug use and should measure the success of their programs against clearly defined goals and objectives.

(10) Students must take greater responsibility for their own well-being, health, and safety if schools and communities are to achieve the goals of providing a safe, disciplined, and drug-free learning environment.

The purpose of this Act was to support programs that prevent violence in and around schools, stem drug and alcohol use, and initiate parental involvement in such programs. These drug and violence education grants were intended to help combat the issues surrounding schools and communities. It encouraged prevention programs that include local, state, and federal agencies along with community based organizations. The funding for these programs was structured to include early intervention, rehabilitation, and education as main attributes.

The other Act of 1994 is the “Goals 2000: Educate America Act” of 1994. The Act is: To improve learning and teaching by providing a national framework for

education reform; to promote the research, consensus building, and systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students; to provide a framework for reauthorization of all Federal education programs; to promote the development and adoption of a voluntary national system of skill standards and certifications; and for other purposes.

For the purpose of this research, Title VII “The Safe Schools Act of 1994” will be considered. The purpose of Title VII is by the year 2000 that every school in America would be free of drugs and violence and offer a disciplined environment conducive to learning. This act appropriated grants to schools that showed high rates of homicides committed by persons between the ages of 5 to 18, referrals of youth to juvenile court, youth under the supervision of the courts, expulsions and suspensions from school, referrals of youth for disciplinary reasons to alternative schools, victimization of youth by violence, crime, or other forms of abuse. There was also the stipulation that allowed schools to apply that had serious school crime, violence and discipline problems that are indicated by other appropriate data.

The priority for funding was for schools that had a strong local commitment for programs that would assist the school to attain this goal.

When these schools were awarded this grant the use of funds was specific to:

- (1) Identifying and assessing school violence and discipline problems, including coordinating needs assessment activities with education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations, juvenile justice programs, and gang prevention activities.

- (2) Conducting school safety reviews or violence prevention reviews of programs, policies, practices, and facilities to determine what changes are needed to reduce or prevent violence and promote safety and discipline.
- (3) Planning for comprehensive, long-term strategies for addressing and preventing school violence and discipline problems through the involvement and coordination of school programs with other education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations.
- (4) Training school personnel in programs of demonstrated effectiveness in addressing violence, including violence prevention, conflict resolution, anger management, peer mediation, and identification of high-risk youth.
- (5) Activities which involve parents in efforts to promote school safety and prevent school violence.
- (6) Community education programs, including video- and technology-based projects, informing parents, businesses, local government, the media and other appropriate entities.
 - (A) the local educational agency's plan to promote school safety and reduce and prevent school violence and discipline problems; and
 - (B) the need for community support..
- (7) Coordination of school-based activities designed to promote school safety and reduce or prevent school violence and discipline problems with related efforts of education, law enforcement, judicial, health, social service, and other

appropriate agencies and organizations and juvenile justice programs.

- (8) Developing and implementing violence prevention activities and materials, including-
 - (A) conflict resolution and social skills development for students, teachers, aides, other school personnel, and parents;
 - (B) disciplinary alternatives to expulsion and suspension of students who exhibit violent or antisocial behavior;
 - (C) student-led activities such as peer mediation, peer counseling, and student courts; or
 - (D) alternative after-school programs that provide safe havens for students, which may include cultural, recreational, educational and instructional activities, and mentoring and community service programs.
- (9) Educating students and parents regarding the dangers of guns and other weapons and the consequences of their use.
- (10) Developing and implementing innovative curricula to prevent violence in schools and training staff how to stop disruptive or violent behavior if such behavior occurs.
- (11) Supporting "safe zones of passage" for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols.
- (12) Counseling programs for victims and witnesses of school violence and crime.
- (13) Acquiring and installing metal detectors and hiring security personnel.

- (14) Reimbursing law enforcement authorities for their personnel who participate in school violence prevention activities.
- (15) Evaluating projects and activities assisted under this title.
- (16) The cost of administering projects or activities assisted under this title.
- (17) Other projects or activities that meet the purpose of this title.

In Goals 2000 tucked away under Miscellaneous Provisions is Part B Gun-Free Schools Act of 1994. This was an important addition because the requirement to receive any Federal funds stipulated unless the school had in place a policy that required a student be expelled for a period not less than one year if they brought a weapon to school. The term “weapon” is defined as firearm.

Legislation After Columbine

President Bush responding commenting about the shooting at Virginia Tech on April 17, 2007: “Schools should be places of safety and sanctuary and learning. When that sanctuary is violated, the impact is felt in every American classroom and every American community.”

Almost eight years to the day of the anniversary of the Columbine massacre President Bush was dealing with the horror that faced President Clinton. The changes in the laws that protect schools were adjusted after Columbine.

One of the most comprehensive school reforms occurred in 2001 when President George W. Bush signed the No Child Left Behind Act of 2001. Among the comprehensive reforms for education school safety was addressed. The cornerstone of the Act is accountability. In the Act accountability for safe schools is addressed.

For the purpose of the research Subpart 2 National programs is important for school safety. From funds made available to carry out this subpart under section 4003(2), the Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students (No Child Left Behind, 2001).

This Act has the goal for local schools to access funds and resources of the Federal government to make schools safer. In Section 4121 Federal Activities the law gives examples of programs that should be created -- (2) the development, demonstration, scientifically based evaluation, and dissemination of innovative and high quality drug and violence prevention programs and activities, based on State and local needs, which may include— (A) alternative education models, either established within a school or separate and apart from an existing school, that are designed to promote drug and violence prevention, reduce disruptive behavior, reduce the need for repeat suspensions and expulsions, enable students to meet challenging State academic standards, and enable students to return to the regular classroom as soon as possible; (B) community service and service-learning projects, designed to rebuild safe and healthy neighborhoods and increase students' sense of individual responsibility (No Child Left Behind, 2001).

The Act is specific to try and offer preventative measures to avoid violence in schools and fund preventative measures, including personnel. Section 4121 further states: (4) the provision of information on violence prevention and education and school safety to the Department of Justice for dissemination; (5) technical assistance to chief executive

officers, State agencies, local educational agencies, and other recipients of funding under this part to build capacity to develop and implement high-quality, effective drug and violence prevention programs consistent with the principles of effectiveness in section 4115(a); (6) assistance to school systems that have particularly severe drug and violence problems, including hiring drug prevention and school safety coordinators, or assistance to support appropriate response efforts to crisis situations (No Child Left Behind, 2001).

In 2006 Congress passed the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act. In this Act Congress added: “to remain available until expended, shall be for the Project School Emergency Response to Violence program to provide education-related services to local educational agencies in which the learning environment has been disrupted due to a violent or traumatic crisis” (Department of Labor, Health, and Human Services, and Education, and Related Agencies Appropriations Act, 2006). The importance of this Act is found in the ability to have monies to provide educational programs that deter violence in some of the most needy schools possible. As written, the school would have already have had a certain level of violent disruption, this Act allows the possibility of the cycle of violence to end.

On October 10, 2006 President George W. Bush hosted a School safety summit. Many experts gathered in response to yet another rash of school shootings in both Colorado and Pennsylvania. It was at this summit that President Bush said: "All of us in this country want our classrooms to be gentle places of learning — places where people not only learn the basics — basic skills necessary to become productive citizens — but

learn to relate to one another." "Our parents, I know, want to be able to send their child or children to schools that are safe places."

The Blue Ribbon Schools Award

In 1982 the Secretary of Education established the Blue Ribbon Schools Program. It developed and evolved into a national school improvement strategy. It had three purposes. First, it identifies and recognizes outstanding public and private schools across the nation. Second, the program makes research-based effectiveness criteria available to all schools so they can assess themselves and plan improvements. Third, the program encourages schools, both within and among themselves, to share information about best practices based on a common understanding of criteria related to educational success (U.S. Department of Education, 1982).

Schools that wanted to be nominated for this prestigious award were nominated by their own state education agency to the national level. Once the nominations were submitted to the Department of Education the National Review Panel would convene. The 100 members of this panel included superior public and private educators that represented elementary, secondary and postsecondary levels. Only the most promising schools were selected for site visits from experienced educators and previous award winners. The visit would verify the information submitted was correct and a written report was presented to the panel for review. The National Review Panel made recommendations to the Secretary of Education who would announce the winners.

The selection criteria are as follows: Student Focus and Support, School Organization and Culture, Challenging Standards and Curriculum, Active Teaching and

Learning, Professional Community, Leadership and Educational Vitality, School, Family, and Community Partnerships, and Indicators of Success.

The benefits that schools reaped for winning the award were amazing. Many schools parlayed the newfound recognition into success in seeking outside funds. The ease of sharing “Best Practice” with other schools was greatly eased due to winning.

In an age of accountability, when principals and schools are facing new pressures to show improvement, and parents and policymakers are placing a greater emphasis on school rankings, the Blue Ribbon designation is increasingly coveted as a badge of distinction. Visit a school that has won it, and you'll likely see the presidential-looking seal placed atop the sign in the front yard, or a banner hung in the lobby, or you'll hear about it on the school's telephone answering system (Richard, 2000).

On July 28, 2002 the Secretary of Education announced that there were changes to the Blue Ribbon School Program. It would reflect the goals of the new standards and reforms found in the No Child Left Behind Act of 2001. The program was re-named No Child Left Behind-Blue Ribbon Schools Program. To be eligible schools must meet either of two assessment criteria. It recognizes schools that have at least 40 percent of their students from disadvantaged backgrounds that dramatically improve student performance in accordance with state assessment systems; and it rewards schools that score in the top 10 percent on state assessments. Of the schools submitted by each state, at least one-third must meet the first criterion of having 40 percent of the students from disadvantaged backgrounds. The program allows both elementary and secondary schools to be recognized in the same year (ED.gov, 2004).

No Child Left Behind Blue Ribbon Award

In 2001 President Bush signed the No Child Left Behind Act of 2001 (Public Law 107-110), commonly known as NCLB. There are several major provisions of NCLB. No Child Left Behind requires States to create an accountability system of assessments, graduation rates, and other indicators. Schools have to make adequate yearly progress (AYP), as determined by the state, by raising the achievement levels of subgroups of students such as African Americans, Latinos, low-income students, and special education students to a state-determined level of proficiency. All students must be proficient by the 2013-2014 school year. An escalating set of assistance is provided to students who are in schools that repeatedly do not improve (NCLB, 2001).

Teacher quality is addressed by having all teachers reported as “highly qualified” by the 2005-2006 school year. To be highly qualified a teacher must possess a bachelor’s degree, elementary teachers must pass a state test demonstrating their knowledge in reading, writing, mathematics and other areas of school curriculum. High school teachers must pass a state test in each academic area they teach.

The focus of resources in the act is on proven educational methods. Research based programs that will help children learn. Scientifically proven methods of reading instruction are to be used to improve reading especially those from low-income families.

There are two categories the Chief State School Officer of any state may submit nominations in: First, "Dramatically improving" schools have made adequate yearly progress (AYP) as defined by their state and at least 40 percent of their students come from disadvantaged backgrounds. These schools must have dramatically improved the

performance of all students to high levels in reading (Language Arts or English) and mathematics on state assessments over at least the past three years. That is, there have been real gains in test scores during that period. The Secretary wishes to recognize those schools that have made the greatest gains in student achievement as measured by state assessments. At a minimum, "high levels" means that the students in the school are achieving above the 60th percentile on state tests in reading (language arts or English) and mathematics. That is, the scores for at least the last grade tested in the school in reading and in mathematics are at or above the 60th percentile. For example, student test scores may improve from the 26th percentile to the state average, but the school still does not qualify for the award because test scores have not reached the requirement of the 60th percentile. "Disadvantaged" is defined as eligible for free or reduced meals or Title I services, Limited English Proficient (LEP) or migrant students. The second category: "High performing schools" are in the top 10 percent of all schools on state assessment scores in both reading (language arts or English) and mathematics, regardless of their demographics. In the case of "high levels" for improving schools, the criterion is student scores on tests. Regarding the "top 10 percent in a state," the criterion is on the school's position relative to other schools. To be eligible for nomination, the school must not have been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the year it receives the award (Ed.gov, 2004).

The No Child Left Behind-Blue Ribbon Schools Program has been drastically reformed since its inception. It now reflects the basic tenets of The No Child Left Behind Act of 2001. The similarities to the original program stop at the name: Blue Ribbon Schools.

CHAPTER III
RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this study is to show the effect of the tragedy at Columbine High School on the policies, procedures, practices, and programs at 12 Blue Ribbon Award winning high schools. The schools were the recipients of the award before and after the tragedy under the previous Blue Ribbon criteria 1982-2002. The schools will be coded by time zone for anonymity.

Data for this study will be gathered through phone interviews of principals or designees, as well as important related documents such as school board minutes, disciplinary codes, pertinent school documents, media reports, and student guidebooks.

The target population for this research will be these schools that won the award before and after the tragedy under the previous Blue Ribbon criteria 1982-2002. The schools will be coded by time zone for anonymity.

Method

The research method used is case study. It is descriptive that it focuses on 12 schools that won The Blue Ribbon Award before and after Columbine before the parameters of the award changed in 2002 and the changes to policies, procedures, practices, and programs. The subtype is historical because the Blue Ribbon Award was changed in 2003 with different parameters to reflect The No Child Left Behind

Legislation of 2001. The review of literature indicates there is no study that is available on the subject matter.

There are risks involved for the participants in the interview. Principals or Designees have very busy schedules and little time that is not devoted to their positions. To minimize this risk, the researcher will limit interviews to 30 minutes. Another risk associated to this study is the sensitive nature of school safety. The respondent is employed by the district that they need to speak critically about. The risk is minimal due to the very public nature of school safety in media coverage of school tragedies and Federal Safe School Legislation minimums.

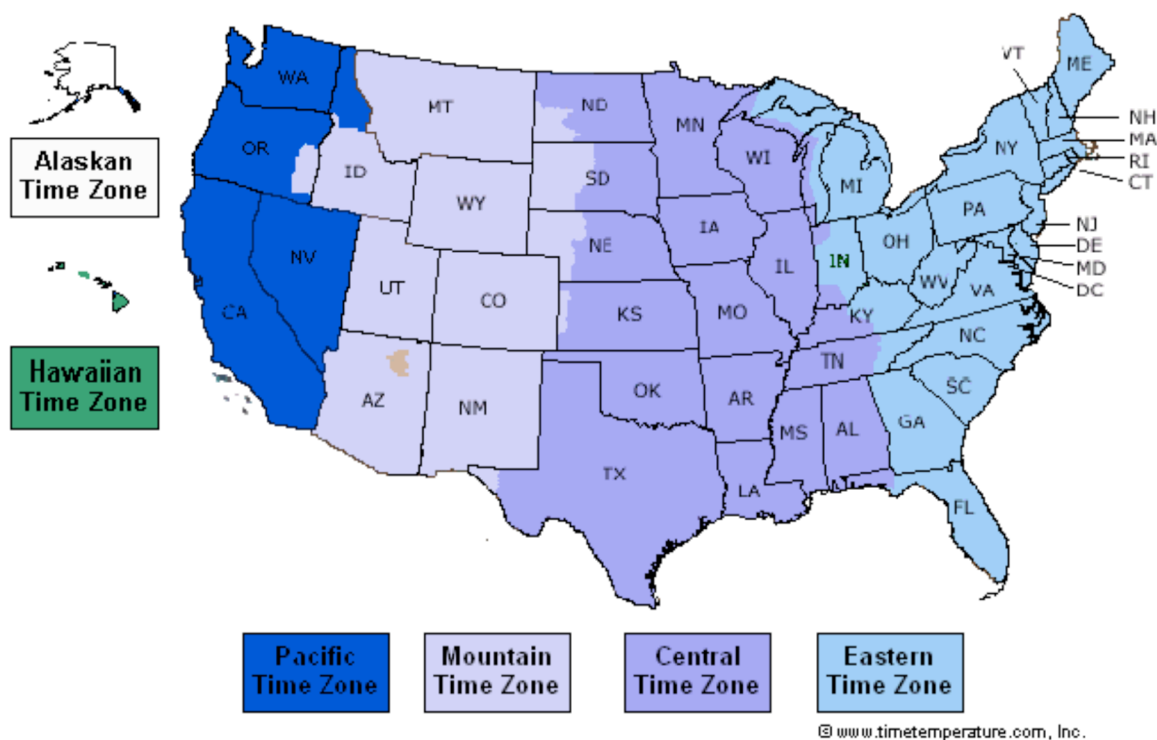
Population Sample

Blue Ribbon Schools are models of both excellence and equity. To be recognized, a school must demonstrate a strong commitment to educational excellence for all students (U.S. Department of Education, 1982).

These schools were selected because they represent the nation as a whole. When plotted on a map of the United States time zones are represented as quadrants. This study will include schools that have won the Blue Ribbon Award before and After Columbine and represented by every time zone minus mountain time where Columbine is located.

Location of the schools is a factor. It is an unintended anomaly that the research of the schools is not located in close proximity to Columbine. The Blue Ribbon program encourages schools, both within and among themselves, to share information about best practices based on a common understanding of criteria related to educational success (Department of Education, 1982). By the very purpose of this award the schools selected

have shown the culture of sharing information on a topic that has little or no research.



School

1. Columbine High School
2. A High School
3. B High School
4. C High School
5. D High School
6. E High School
7. F High School
8. G High School
9. H High School
10. I High School

Time Zone

- Mountain
- Eastern
- Pacific
- Pacific
- Pacific
- Central
- Pacific
- Central
- Central
- Central

11. J High School	Eastern
12. K High School	Eastern
13. L High School	Pacific

Data Collection

Five components of research design for case studies are: a study's questions, it's propositions; if any, unit(s) of analysis, the logic linking the data to the propositions, and the criteria for interpreting the findings (Yin, 1994). Data collection for this research will span from 1999 to the present. Policies, practices, and programs will be a primary source of the information.

A phone interview of the principal or designee to answer pre-determined questions that will elicit the information the researcher needs to complete the study. There will be an opportunity for interviewees to add information as needed or ask clarifying questions.

The principal or designee will respond to the interview and be able to offer insights or answer questions related to the research subject. If a principal is unable for any reason to assist with the interview, it is imperative for the designee to be aware of the policies, procedures, practices, and programs of the individual schools for stability of the study.

The interview will contain questions that are consistent of the selection criteria that the National Review Panel used to determine the Blue Ribbon Award from 1982-2002 -- Student Focus and Support, School Organization and Culture, Challenging Standards and Curriculum, Active Teaching and Learning, Professional Community,

Leadership and Educational Vitality, School, Family, and Community Partnerships, and Indicators of Success.

Interview Script

Principal or Designee

May I speak to (name of principal or designee)? Hello, this is Joe Gust from Loyola University Chicago. I have received your letter of consent for the interview to take place. This telephone interview will take no more than 30 minutes of your time. I am recording this conversation and will provide you a summary of your responses at your request. Do I have your permission to proceed with this phone call, or, can I answer any questions you may have before we proceed?

1. What changes if any, were made to your discipline code *after* Columbine?

Some possible prompts to help explain further:

- Stronger language and/or consequences in reference to bullying
- Stronger language and/or consequences in reference to fighting
- Stronger language and/or consequences in reference to threats

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

Some possible prompts to help explain further:

- School assembly/ announcements
- Mailings to parents
- Email to parents
- Web Site notices

3. What information if any, did the student newspaper have in regards to Columbine?

Some possible prompts to help explain further:

- None
- Student views on the shooting
- Administration/Adult opinions
- Combination of adult and student perspectives

4. What response if any, did the parent organization have *after* Columbine?

Some possible prompts to help explain further:

- None
- Organized pressures for changes at your school (Board meetings etc.)
- Pressures for change from parents in general (Phone Calls, visits etc.)

5. If your school has a lockdown procedure was it in place *before* Columbine?

If yes, was it changed after Columbine in any way?

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the

committee?

7. If no, why not?

8. If a safety committee is present. What is the process for recommendations made by the committee for action?

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

11. From your leadership perspective, what is the lasting legacy of Columbine?

The interview will be conducted by phone. It will consist of the researcher reading questions and allowing respondents the ability to elaborate. The interviews will be recorded and transcribed. A member check will occur for validation of the responses. The recordings and transcriptions will be in a locked cabinet owned by the researcher and destroyed when the study is complete.

Other primary sources will be analyzed. All information will be in the public domain. School board reports, discipline code changes, student handbooks before and after Columbine, student activities offered before and after Columbine, and School Board Policy changes in respect to violence after Columbine.

Data Analysis

The interviews, document review, and primary source material will be utilized for the collection of data. The researcher will collect, code, and categorize and identify themes. The goal is to have a general theme from the data. The interview with 12 principal or designee's, documentary research, and primary source material will allow for triangulation due to the variety of responses and the ability to cross-check information.

Researcher Bias

Qualitative research is not primarily concerned with eliminating variance between researchers in the values and expectations they bring to the study, but with the understanding how a particular researcher's values and expectations influence the conduct and conclusions of the study (which may be either positive or negative) and avoiding the negative consequences (Maxwell, 2005).

This researcher has spent three years as a special educator of students with learning disabilities and social emotional disorders. Seven years have been spent as a dean of students. All of the educational experiences have been with students that have a variety of problems: social, emotional, and educational. Currently the researcher is a dean of students at Stevenson high school in Lincolnshire, Illinois.

The assumption the researcher is making is that schools that excel to the point of winning the Blue Ribbon Award before and after Columbine are proactive and high achieving and by the nature of winning are credible subjects. The assumption is the schools studied made some changes that were proactive before Columbine.

It is not my intent to criticize these schools with the outcome of the study. The hope is in the spirit of collaboration schools can learn from these lighthouse institutions.

The professional influence of working at a high achieving school influences the researcher. More importantly, personal expectations of trying to understand the reasons behind decisions have a role in the researchers search for answers.

CHAPTER IV

RESULTS

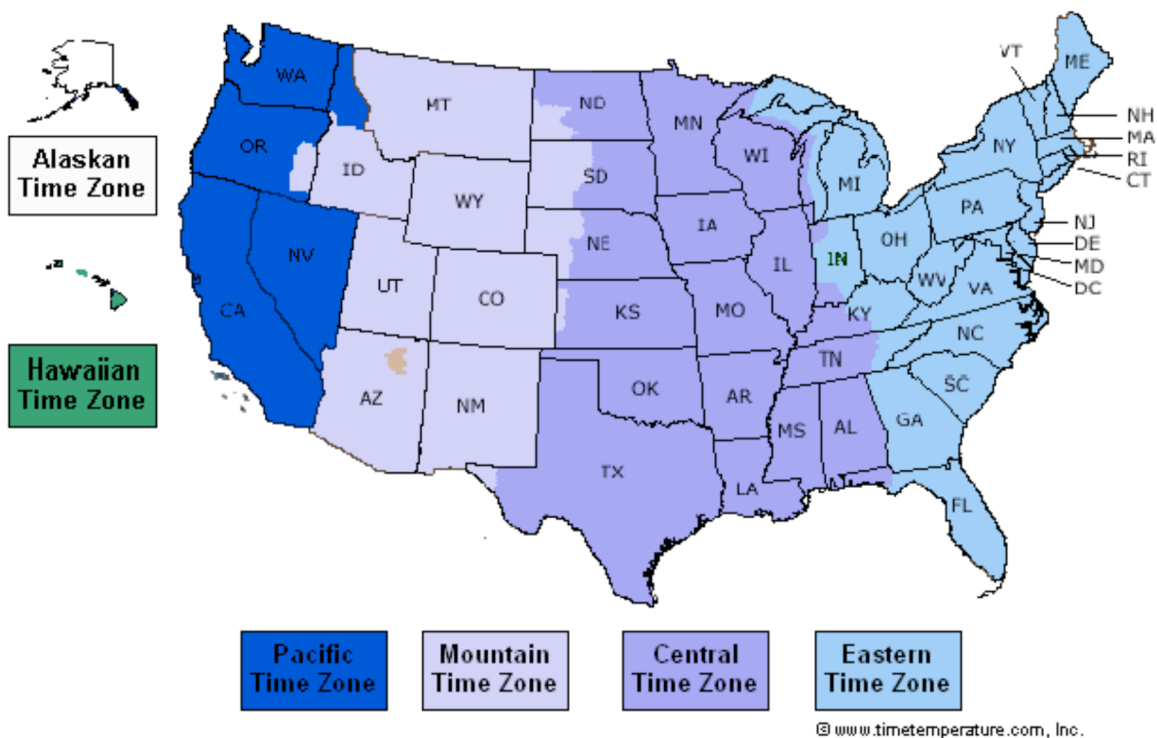
Introduction

Through analysis of interviewee's responses and supporting data from the institutions, in an effort to discover what these 12 schools have learned from Columbine, the guiding questions for this research are:

1. With regards to safety, what patterns emerged in the policies, procedures, practices, and programs in 12 select Blue Ribbon Award winning schools since the Columbine tragedy.
2. What is the lasting historical legacy of the Columbine tragedy?

Description of Participants

The participants were Principals or Designees at 12 Blue Ribbon Award winning high schools. All of the participants had knowledge of the policies, procedures, practices, and programs at their institution. The schools were the recipients of the award before and after the tragedy at Columbine High School under the previous Blue Ribbon criteria 1982-2002. The schools are coded by time zone for anonymity.



School	Time Zone
1. Columbine High School	Mountain
2. A High School	Eastern
3. B High School	Pacific
4. C High School	Pacific
5. D High School	Pacific
6. E High School	Central
7. F High School	Pacific
8. G High School	Central
9. H High School	Central
10. I High School	Central
11. J High School	Eastern

12. K High School	Eastern
13. L High School	Pacific

In educational settings that support climates of safety, adults and students respect each other. A safe school environment offers positive personal role models in its faculty. It provides a place for open discussion where diversity and differences are respected; communication between adults and students is encouraged and supported; and conflict is managed and mediated constructively (Fein et al., 2002).

Coding Categories for Interview Questions

All 12 of the Principals and Designees participated in a standardized, open-ended interview that consisted of eleven questions conducted by the researcher. The wording of the questions and the order of the questions were exact for all of the participants. The interview questions had a theme that was consistent of the selection criteria that the National Review Panel used to determine the Blue Ribbon Award from 1982-2002 -- (A) Student Focus and Support, (B) School Organization and Culture, (C) Challenging Standards and Curriculum, (D) Active Teaching and Learning, (E) Professional Community, (F) Leadership and Educational Vitality, (G) School, Family, and Community Partnerships, and (H) Indicators of Success.

The questions were as follow with the letter(s) from the selection criteria that the National Review Panel used to determine the Blue Ribbon Award from 1982-2002:

1. What changes if any, were made to your discipline code *after* Columbine?
 - (A) Student Focus and Support
 - (B) School Organization and Culture

- (F) Leadership and Educational Vitality
2. What information if any, was disseminated to parents and students in the days *after* Columbine?
- (A) Student Focus and Support
- (B) School Organization and Culture
- (E) Professional Community
- (G) School, Family, and Community Partnerships
3. What information if any, did the student newspaper have in regards to Columbine?
- (A) Student Focus and Support
- (B) School Organization and Culture
- (D) Active Teaching and Learning
4. What response if any, did the parent organization have *after* Columbine?
- (G) School, Family, and Community Partnerships
5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?
- (A) Student Focus and Support
- (H) Indicators of Success
6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the Committee?
- (A) Student Focus and Support

- (B) School Organization and Culture
 - (E) Professional Community
 - (G) School, Family, and Community Partnerships
7. If no, why not?
- (B) School Organization and Culture
8. If a safety committee is present, what is the process for recommendations made by the committee for action?
- (B) School Organization and Culture
 - (C) Challenging Standards and Curriculum
 - (G) School, Family, and Community Partnerships
9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?
- (A) Student Focus and Support
 - (B) School Organization and Culture
 - (G) School, Family, and Community Partnerships
10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?
- (A) Student Focus and Support
 - (C) Challenging Standards and Curriculum
 - (G) School, Family, and Community Partnerships
11. From your leadership perspective, what is the lasting legacy of Columbine?
- (A) Student Focus and Support

- (B) School Organization and Culture
- (E) Professional Community
- (F) Leadership and Educational Vitality
- (G) School, Family, and Community Partnerships
- (H) Indicators of Success

Interview Responses by School

All of the schools have won the Blue Ribbon Award before and after the attack on Columbine High School. The responses are from the Principals or Designees from each school. The interviews and responses are reported in a case study format /the guidebook and /or student handbook information will be added in these responses as well. The methods of knowledge integration help explain the data under consideration, thereby making data and inferential processes more transparent (Scholz & Tietje, 2002).

The researcher will provide some demographic information to add to the school information to allow a picture of the number of students, students per teacher, racial and ethnic groups, and economically disadvantaged.

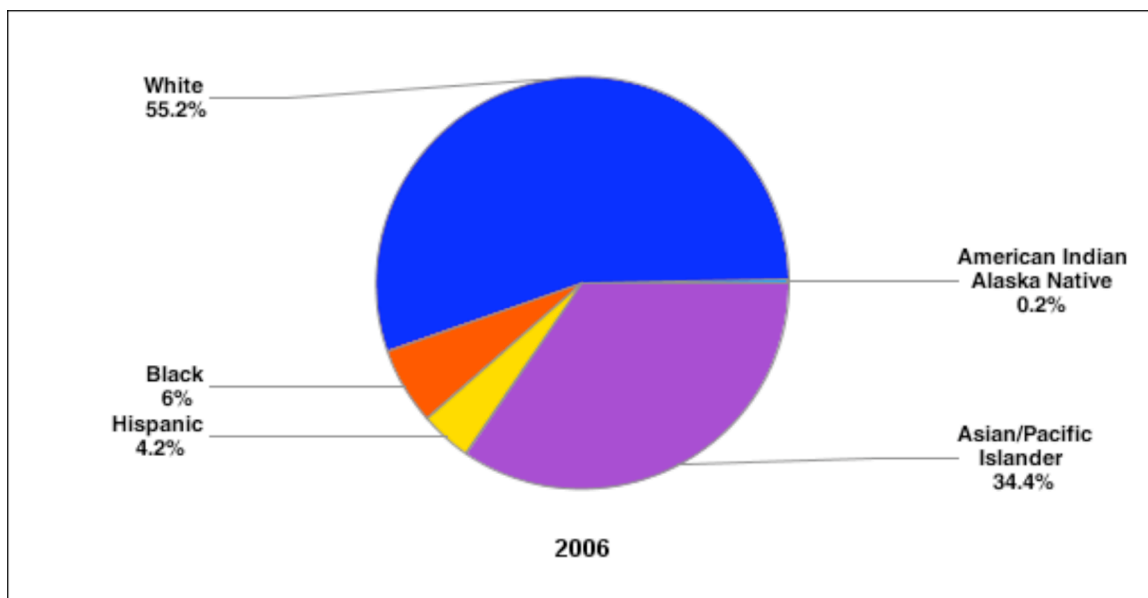
School A Eastern Time Zone

Enrollment in grades 9-12 in 2006: 2,407

Students per teacher in 2006: 18

Economically Disadvantaged in 2006: 4.2%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

Well in general after Columbine we looked at our processes for handling crisis and emergency. It is a little separate from the Discipline Code I will get to that in a minute. We really tightened up on our security measures and how we handle threats from within and outside the school. We initiated what we call a code blue and a code red policy, which are various stages of lock down procedures. Lots of training to staff and every school now has a team that manages crisis. None of that was in place prior to Columbine. As far as the Discipline Code, part of the bullying Discipline Code was always pretty specific and in my mind strong for lack of a better word. Actually the part of the code that has been under revision most recently and I am not so sure that I would relate it to Columbine but I don't know is the cyber bullying part. We are in the process

right now revising our codes such that there is stronger language regarding cyber bullying.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

You know I'm not remembering specifically how much but I know that there was. I remember about bullying information for assistance and I remember sending general letters that talked about safety and security of the school. Ways to show parents that we were aware that there might be situations and that there was training and that they were processes and procedures in place to handle crisis.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

You know I don't remember specifically. I know that it was addressed but I don't have the specifics in regards to that.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

We in general work very closely with our parent population. We have a very active parent community and we have parents at the table and all sorts of settings so I don't remember any large concerns expressed by parents. Again we have parents sitting in our local school improvement teams and those teams looked at security measures and

examined local school security plans so again I don't remember any large-scale concern expressed by the parents.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows the interviewee requested the use of a portion of question 1 after they read their responses:

No. Well in general after Columbine we looked at our processes for handling crisis and emergency. We really tightened up on our security measures and how we handle threats from within and outside the school. We initiated what we call a code blue and a code red policy, which are various stages of lock down procedures. Lots of training to staff and every school now has a team that manages crisis. None of that was in place prior to Columbine.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

It was formed after Columbine. The Safety and Security Committee is really the crisis team. So it is local school personnel, usually members of the administration. At the high school level and secondary level there is security folk there on the team. Sometimes we have each area has a district security supervisor and that person often will show up when there are debriefings by that team after a crisis. So it is a representative group from the school.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

Well that's not really their charge. They would right now of course funding would be an issue with anything. We call that the OSET (ON SITE EMERGENCY TEAM) team. What the OSET team would do would to meet on a regular basis but also debrief after every crisis incident to see if there were upgrades that needed to be made either in process or sometimes materials. Sometimes as an example the OSET team might recommend that security cameras being installed. That recommendation would go to the Principal and the Principal would follow normal procedures for seeing if that kind of upgrade could be made to their school and sometimes they can and sometimes that can't. So that would be the process.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

No. Not at all.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

No. We do not overreact as a school or community.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

I think that it changed forever the way we view safety and security in the schools. It changed our feelings of peacefulness and comfort that come from walking through the school door. If you were a Principal when that happened that changed your view forever as far as your responsibilities to the safety and security of the children in the school. It is no longer a sanctuary. It is no longer a safe sanctuary.

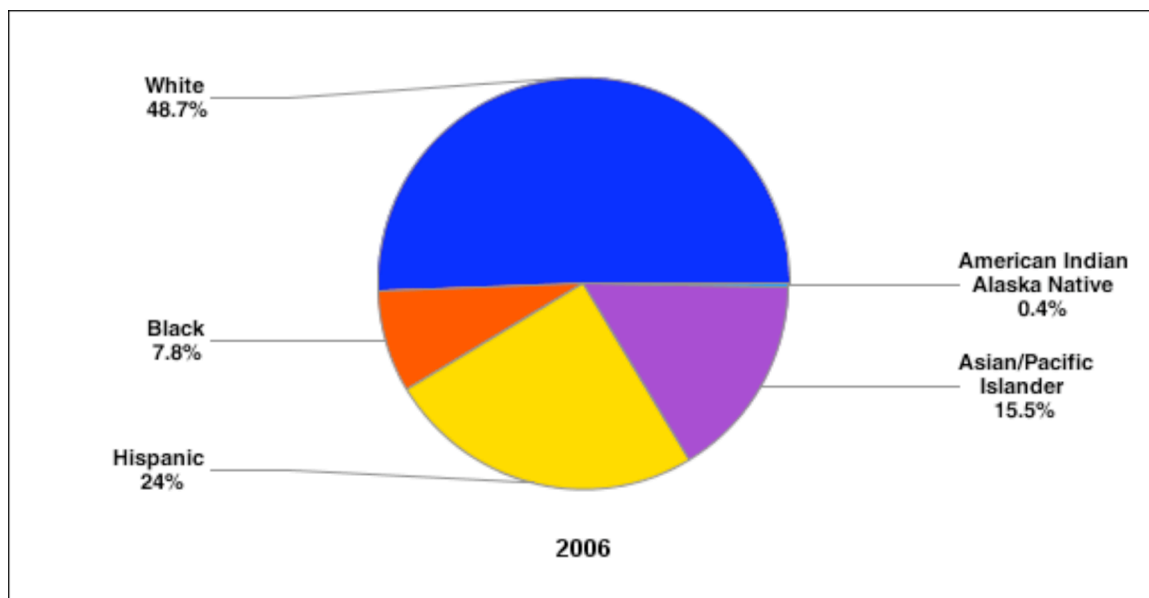
School B Pacific Time Zone

Enrollment in grades 9-12 in 2006: 2,271

Students per teacher in 2006: 25.4

Economically Disadvantaged in 2006: 0%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

In our actual discipline code handbook no.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

They sent a letter home. The district is rather proactive and communicative. I think we all suffer from “It can’t happen here” syndrome as well.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

The paper carried information from both the student and teacher perspective. It was an opportunity for people to get their feelings out on the subject.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

Yes they did. They showed up at board meeting and parents calling what can you do to guarantee my child’s safety. Of course it was a rough time. There is no way anybody can guarantee that. We would have responses to calm the parents. For a while it was tough going.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

No. We did not. I think that concept is a Columbine reality.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

Yes. It was formed after Columbine for certain. We have certificated and classified staff. We have which includes principal, assistant principal, and we have a school resource officer as well as a captain from the local police department and we have two students and two parents.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

No specific radical changes were made by this committee other than much more aware of school safety and when students have asked we are not gated, but at times students have asked some of our quads have gates. Some have asked if we can open that quad gate there because it would be easier. We don't open them now because we want to limit access off of the main road. So we are still a pretty open campus but students want it even more open and when they bring suggestions to the committee like that our answer

has always been no just because we want to limit access, though it is not hard to get on campus, we do not want to make it any easier.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

No. They stayed at the same levels for the last 10 years or so. Funding is always an issue.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

Nope.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

The local police department brought in a CIA agent last week to speak to a variety of us on the title of it, it was a four hour course "terrorism in schools" basically lectured about how schools have been attacked by terrorists through out the world and that there is some indication to think that the next attack against the United States will be a multi-pronged attack on schools at various suburbs throughout the United States. We do more lockdown drills now than fire drills. We take any student writing that even hints of a threat we talk to the student and let the parents know. Cars that are just parked illegally out in front of the school we get moved right away. I would say it has changed dramatically. It is in no doubt due to Columbine. Everything changed after that day.

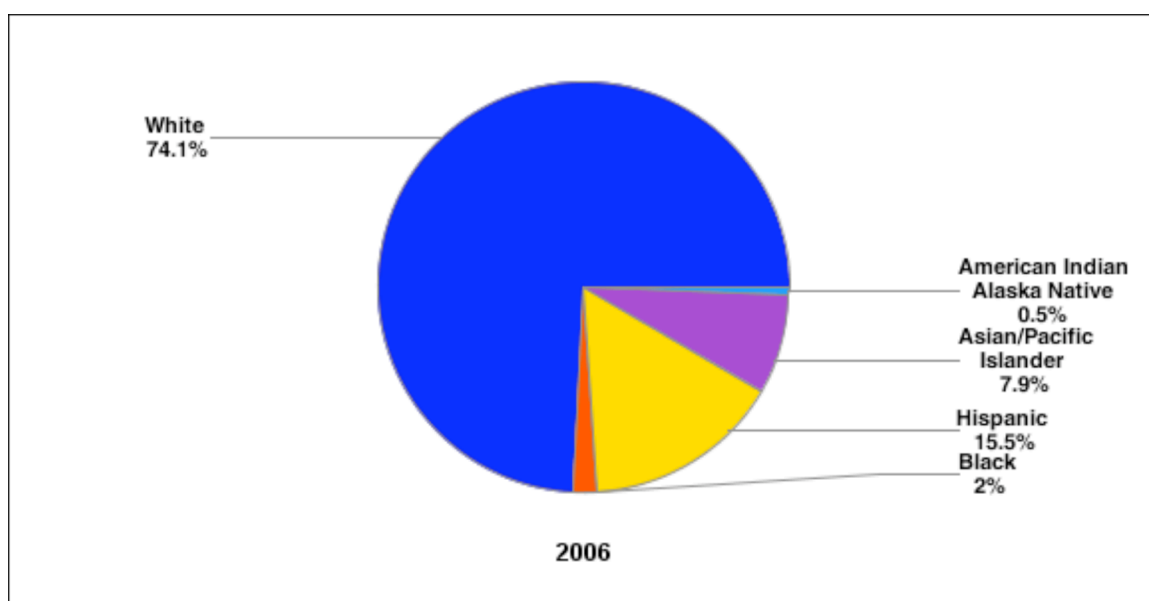
School C Pacific Time Zone

Enrollment in grades 9-12 in 2006: 2,997

Students per teacher in 2006: 27.3

Economically Disadvantaged in 2006: 5.7%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

Yes there was. We made it more serious for bullying and picking on people. I can't tell you a specific consequence that we added but it became a more serious issue and we all as you know we all took it a lot more serious too.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

Yes there was. There was a typical response that went to all parents talking about the overall safety of the school and how site staff were alert, teachers, staff, administrators were even more vigilant than ever before. There were some other things that were put in place that may be coming up in your questions. We sent letters home and returned all calls within the same day for a few weeks.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

You would think that would be a little harder for me to remember. I know everyone spoke of it. I know it was part of all the communications that were around campus whether it was daily announcements, school newspapers or newsletters. It became the focus of just about any communication that was associated with the school for an extended period of time.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

There were lots of phone calls about is my student safe? There were many, many phone calls like that and the only thing interestingly enough and we are now faced with what to do with this, there was a great pressure to allow cell phones to return to schools and in California the state board of education passed a rule allowing cell phones to be in schools and prior to that we had no signaling devices and things of that nature, pagers or anything like that and then after Columbine, there was a new found willingness to bring

phones on campus because people began to feel that those might become the true safety factors down the road if something happens on the site -- which has created a whole new problem. There was definitely a group of parents that demanded answers from our board about student safety.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

It was in place but I am going to tell you that we were given much more emphasis to it and much more emphasis in the practicing of it and over the years we've had relationships with the sheriff department where we've practiced the whole lockdown process. It is a focus now that was not there pre-Columbine.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

It's not officially called that. There's an assistant principal who's in charge of supervision and safety and so it all kind of emanated from that office. It's his responsibility alone.

7. If no, why not?

The Principal or Designee response is as follows:

I think the Assistant has some people he confers with but it is a specific job in our school.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

Not Applicable.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

I'm going to say they did but I don't know if there was a relationship to that. We changed just so I can tell you here. We changed a few years back our policy of what kind of clubs we could have. We use to be a limited closed forum and only clubs that were related to the curriculum we could be offered and we changed that and so as a result of changing that to a limited open forum. Pretty much anyone who wants a club can have a club and so we literally doubled if not even tripled the number of clubs on campuses.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

No they did not. Nor did we over react and expel for tweezers either.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

It did change the kinds of things that we did. I mean we now have visitor's passes for everyone that comes to the door and we just didn't do that before so everyone has a bright lime green badge that they wear if they are a visitor. We always had the signs that

say you know you must check in but now you have to come in, you have to check in; you have to get a badge. We've added more campus supervisors and in 2002 we added school resource officers who are Orange County Sheriffs that we never had on our campuses and so each of our high schools and in fact our middle schools share a school resource officer and most of the time the school resource officer is now on our campuses. We didn't have that before and I don't think that arrangement would have come out had it not been for the sheriff's desire to work with us and to be on site so that they could begin to learn about the kids, they could learn like what we did on campus and we kept pushing the notion that our campuses are safe and they are safe because you as students hear things all the time and that you step forward and find an adult and let an adult know what you are hearing. Let us decide that it is a good thing or a bad thing or it needs to be further investigated and that is the same thing that the sheriff did for us to. They are now a part of our campuses and have been for like I said six years now. It is a regular sworn officer.

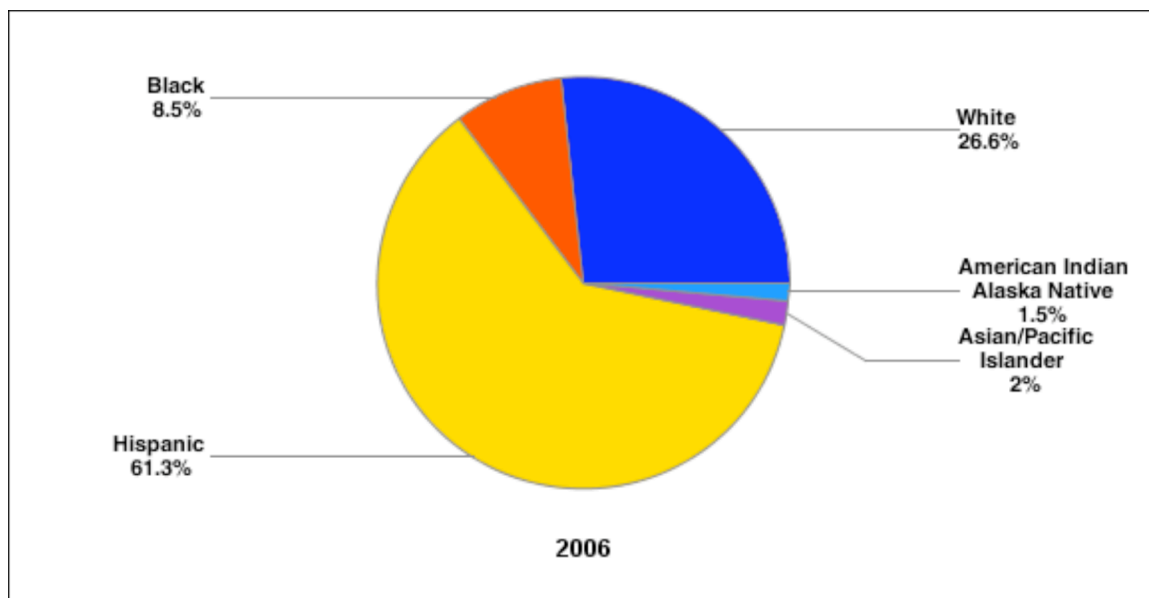
School D Pacific Time Zone

Enrollment in grades 9-12 in 2006: 2,064

Students per teacher in 2006: 25

Economically Disadvantaged in 2006: 51.5%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

We have increased our strength in language and practice as far as bullying is considered. We do not tolerate bullying and it is related directly from Columbine.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

There were announcements, there were letters sent home to all of the parents. It is in a monthly bulletin type thing that goes out to all of the homes explaining the new policies. We call them safety policies.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

There was a combination of adult and student views of the tragedy. I remember clearly because for some staff the honesty was offensive for some. We felt it was important to let the students concerns be vented and the paper is their formal voice.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

There were many parent phone calls. They all wanted to be sure we were doing all that we could to keep their child safe. They wanted to be assured that it couldn't happen here. Which we all know it can happen anywhere.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

Yes and the change had to do with passwords. It was interesting because first they changed it to Flintstones or something and then they decided that was stupid we should just say there is a lockdown. So now it is just lockdown. We were also concerned not only would regular staff not know, substitutes would not have an idea.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

It was formed after. The committee has administrators, teachers, staff, parents, and students.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

They bring their concerns directly to the administration for acceptance and implementation.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

I am not aware of any significant increase.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

No.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

I think it made the community as a whole aware that the school is supposed to be truly a safe zone. Instead of making the assumption that you need to do things to keep kids on campus, we need to do things to keep people we don't want on campus off campus. In our community, a lot of the schools started putting up fences and the kids thought it was to keep them in but it is to keep those people off campus that we don't

want on campus. Things like a no hood policy so that we can see kid's faces were enacted. The kids think well it is to punish the kids, but it is not, it is for safety purposes because when you can't see someone's face, you can't tell if that is somebody that needs to be on your campus or not -- since we don't have uniforms on our campus and we don't have the lanyards for the kids to have their ID's on. It can be very difficult to tell who really belongs on the campus and who doesn't unless you make it very difficult for once school starts for people to enter that campus.

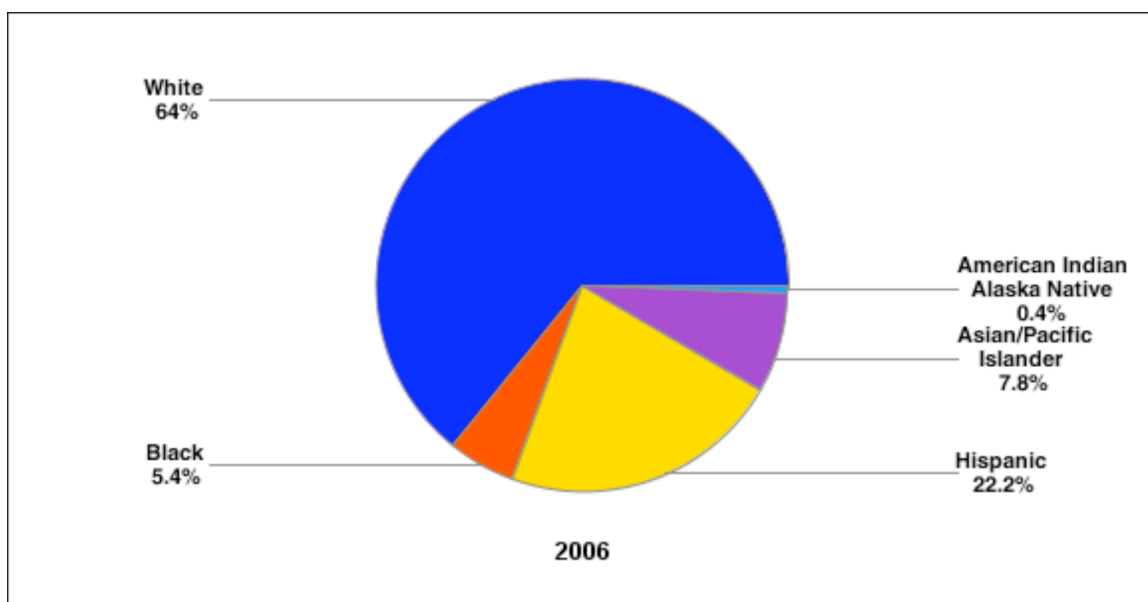
School E Central Time Zone

Enrollment in grades 9-12 in 2006: 2,559

Students per teacher in 2006: 16

Economically Disadvantaged in 2006: 23.8%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

I will say that definitely our school code, I'm not sure of the year, but I it was after Columbine. Bullying was always in our school code but it was never a point of emphasis and two things really came in the academic arena it became one of those bullet points that we had to emphasize at the beginning of every year with all of our kids. Even in our school hand book they had a separate pull out section that we had to give kids so the policy was written in there but they made a flyer in everything for our teachers to go over with our kids. Generally the teachers don't spend the time going over all of the rules but for bullying that became something that we had them do. The kids had to sign off saying that they understood the policy and that sort of thing. I am pretty sure hazing was at the same time. So for the athletic department they had to make sure that hazing was really never on our target list for things that we covered at parent night, at teen night and those sorts of things. Hazing again became one of those targeted make sure you cover this, make sure that there is a special hand out about it and that everyone signs off saying that they understand that there is no hazing allowed and these will be the consequences. Those are the two things that I can think of. I couldn't be positive of the year, but it stands to reason it was right after Columbine.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

No we didn't do anything like that but to put the community at ease it has not been one of our strengths of our district to communicate well with parents so other than us having a moment of silence during the school day. When our announcement came we had a moment of silence and our superintendent came out and spoke of the tragedy of what had happened. There was nothing that went out to the parents from the district. If it did, it wasn't anything that was communicated.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

Absolutely our kids did a piece on it. Our administrators didn't put anything in there. We generally don't get letters from parents or anything like that. It is pretty much just student run. If teachers are in there, it might be a reaction to an article or a praise of something that had happened in the previous issue but generally speaking the reporters would ask the teachers for input or ask administrators for input. That would have been part of the piece but in terms of a guideline, there wouldn't have been any teachers or adults or administrators actually part of the paper itself. Our students covered it well.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

I think our district was probably more proactive than that. We have regularly scheduled parent advisories at each of our five buildings and there was a directive where the principals went to the advisory board and said this is what we do, this is what we are

working on; we are working with the police. I'm sure through the parent advisory board, that they did that. Nothing ever went to the school board to my knowledge in terms of parent's complaint, parent concerns or anything like that. In fact anytime they issue a new policy like we are just starting to use school ID's. I know it is directly linked to Columbine but in the end it started with that but is for all school safety. Everything is a heightened safety. Different doors being locked now. That started after Columbine. I think what Columbine did more than anything was to just put safety into the forefront rather than just something that was there and we took for granted.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

We started having the trauma plan and working with our school community, police, etc. We had a lockdown procedure and all things like that. Again for the first ten years of education was teaching; we never even had that as an issue. We had the fire drill, you had your tornado drill but then we started making sure that there was a formal written trauma plan, what we would do, everyone had their little red card so if there was someone hurt in your room and you had it locked, and all the different code words were. All of that came as a result of Columbine or at least it was thought through and every one knew what to do. Maybe the administrators before I became one always had one, I'm not sure but the teachers were not familiar with the lockdown procedure and what the police were going to do and they were going to come and shake all the doors and make sure that they are all locked. That started after Columbine.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

No. Our parent advisory they are just a link from the community to the principal and the principal back. So when the community has concerns, they address it through that advisory to our principal like for instance last year there was a concern about one of our hallways being a little rougher. A little rougher crowd tended to hang out there and some of the kids were uncomfortable walking in there even. You take some of that for granted that you know that kids worry about walking through the hallway but you know if they are saying that then that is more of a reality and lets make sure we get a better presence down there and that sort of thing. Parents are part of the discipline advisory. Our discipline committee is part of that committee job is school safety. We don't have a safety committee as a building level. Administratively someone in charge of school safety and it is the assistant Principal. As far as the teachers go, they have a discipline committee; they are in charge of school safety and any sort of policy that we put in place to make our classrooms, hallways and buildings safe, secure and better for a learning environment.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

The building level is awesome. The building level of this committee is composed of teachers from all different content areas and the head of the student discipline area, the attendants, heads it. They take suggestions from anything teachers are seeing. If teachers are seeing something in the hall, they tell the representative, they bring it. If it is something that they are hearing from all over the place, they will try and problem solve it. We were having trouble with kids getting to class. We have are tardy policies, kids get detentions but we have the clientele that they don't care and they don't go to the detention. So kids were not getting to class on time and so they made a couple tweaks based on some teacher recommendation in the discipline committee and within a month there was a new policy in place. A letter went out to parents and saying this is what is happening and this is the reason. These will be the consequences that will happen. It is pretty quick at the building level. I'm sure there are limitations because the school board has a policy in the school handbook that you probably have read and you can't really go beyond what is already approved by the school board. If you can some how put something together that fits within there at the building level you can do those sorts of things.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

I know that we haven't added many clubs for monetary reasons more than anything because that would have been right around the time where we were moving into

a referendum and so I know we had a couple of things going on there and so we wouldn't have added clubs. I don't know if our percentages went up with kids being involved in the clubs that we had.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

No. Just the ones mandated by law.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

My thought is safety. Being just a reminder, that is a number one priority of our school system. We used to take this for granted that when you sent your kids to school that the schools were taking care of them and that they would be in class in a nice environment and for years and years and years that was true and I just think Columbine said you know are your doors locked? Who can get into your building if something were to happen, what are you doing about it? As an example, even to this year, where we are using ID's. It is a very tough sell to kids saying hey if we don't know who is in our building, we can't control what happens in our building. We had for instance fights last year in our building where kids came in the crowd. They were kids that weren't our students but they came in when the buses came in and there was nothing really to stop them and suddenly there is a fight in the cafeteria with a lock on the end of a belt just beating the crap out of the kid. When safety is put in the forefront, it is like you know what that can't happen. We have to start thinking more proactively and I think we did on

a lot of levels that when the ID's were put out there since Columbine and our community kind of resisted it, but as soon as that in combination of a bomb threat, Columbine and then last year's incident, it was a no brainer. Still we are doing the best we can. It is just the idea before we can talk about what we are doing in the classroom we have to make sure our classrooms are safe. I think that will be the Columbine legacy.

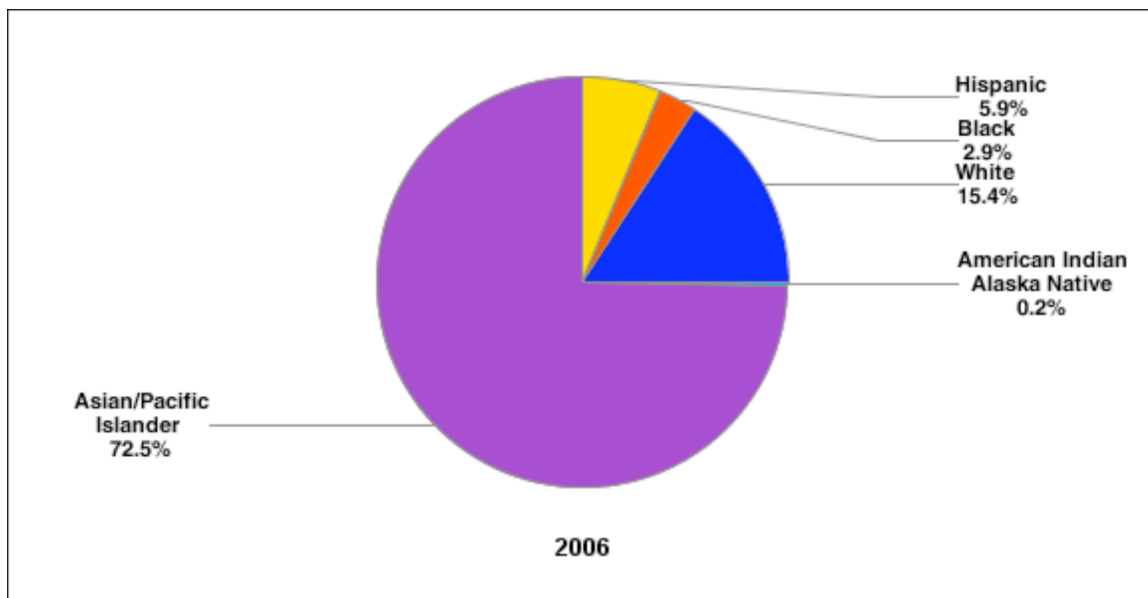
School F Pacific Time Zone

Enrollment in grades 9-12 in 2006: 2,623

Students per teacher in 2006: 19.4

Economically Disadvantaged in 2006: 0%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

Yes, I definitely think there was stronger language and more vigilance for sure on everybody's part.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

We had a web site at the time and we had a message there. We sent a letter home on what processes we had in place to promote a safe environment. We basically reassured people for quite a time.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

There was combination of student and faculty responses. It was very cathartic for both sides I recall. It was on everybody's mind child and adult alike.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

PTSA was very active. Certainly more meetings to discuss the efforts that were being made to hopefully cross check those types of activities and to really just check on what we are doing so that we can ensure that we have safety and health of our kids as a high priority.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

Yes before Columbine. I think we just looked at it in terms of we were more proactive in terms of maybe doing more just to ensure that we got things together. Even natural disasters as you know with (city omitted by researcher) with the earthquakes, so we are on the map of being on top of those things. Lockdowns, earthquakes, disaster drills.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

It was formed before Columbine. Everybody. In the committee, we have members of administration, as well as my office and security people. Teachers. Alumni and definitely students are in the middle of these things.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

They make recommendations and give it to the administration. We are pretty democratic here actually.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

I don't know if it really increased because we have always had a real good turnout for all of our programs of extra curricular activities whether they are varsity sports or even club activities but certainly having been a sponsor advisor for the Martial Arts club, should we say that we have a more active group with that.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

No. If anything it brought more awareness for sure so that we can get on what we are suppose to be doing and not procrastinate as much particularly when meetings are being delayed because of academic this and that. There is a lot more focus.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

Terror happens and it can happen anywhere at any time and at any school. Any groups of any organization and any institution can be a target for this and certainly we don't want our schools to be as was Columbine. It was a tragic, tragic thing so we are hoping that from the efforts of the law enforcement agencies, citywide governments here we have had pretty much a complete cooperation of different coalitions that we have headed in the city starting at the Mayor's office all the way to the school district, school board and what not.

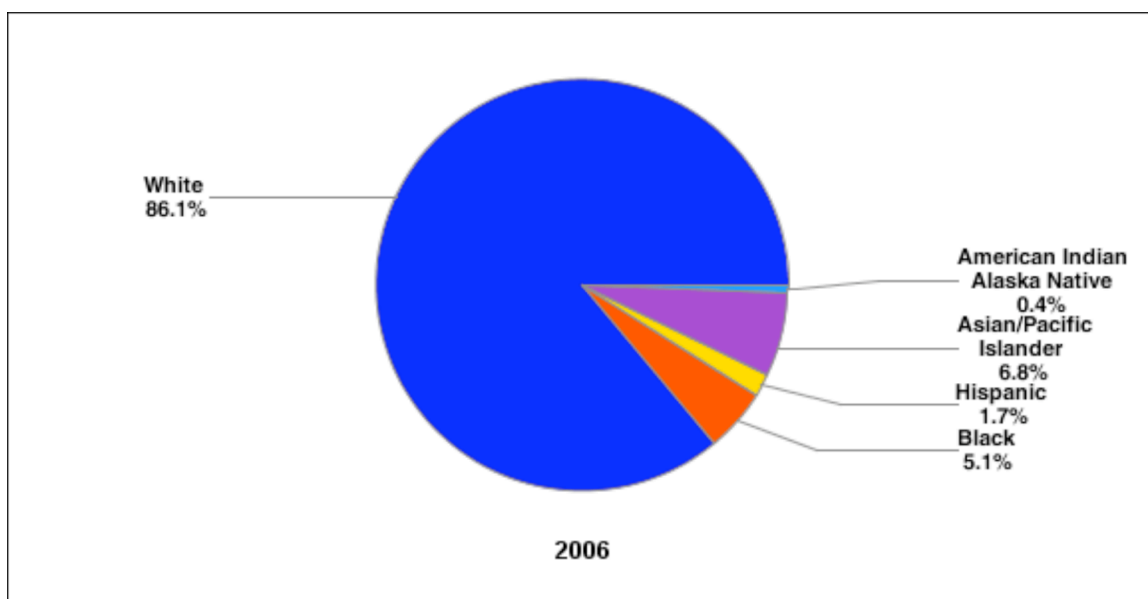
School G Central Time Zone

Enrollment in grades 9-12 in 2006: 2,341

Students per teacher in 2006: 21.3

Economically Disadvantaged in 2006: 5.8%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

We strengthen our language and practice for bullying, fighting, and serious offenses. We do not take the stance of any threat being too small. We really tightened up our code and importantly our practice with it since that happened.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

Yes more information shared with them about safety, about security, about practices the school was instituting or had already in place about bullying. The fact that we have a student assistance team that meets weekly and student names come up because their names were worried about, those kinds of things yes.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

I think they had all of that from students and adults in the student newspaper. Over the period of months following Columbine, they had articles about, are we safe, they had articles about what is in place in our school to protect kids, where do kids go to get help. We had articles from adults and students about that. Assistance teams, could this happen here kinds of articles.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

Oh certainly yes. I think district wide there were. I think that here at the high school, we have received more in the beginning but only because it was a high school incident. One of the practices that got instituted was emergency evacuation drills. How would you get kids out of the building in a situation like that? How do people shelter in place so we practice more of that now then we used to. In fact, state law requires that we practice those things. Both evacuation and shelter in place. For a while we played around with real enactments of horrible things happening but there have been two many

repercussions from people actually getting too frightened. I am talking even faculty who were then afraid to come to work, so that ended. Even fake shooting of guns in a building is just too frightening. It was not something that anybody did once it was tried once because it was just too frightening. We did some drills here where we had actors in the hallways, not shooting but pretending to be victims and bad guys and good guys and stuff. Then kids were interacting with them. They pulled victims into the classroom and try to save them. Which wasn't part of the plan but it happens. We haven't done a lot of that in the past couple of years just because there have been some bad stories about people just getting too frightened.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

No, The shelter in place kind of thing, close the building, don't let anyone in or out kind of thing that has been since Columbine.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

We don't have such a committee. Really the principal's team serves as that committee. We are the ones who do all of that processing.

7. If no, why not?

The Principal or Designee response is as follows:

Well I have six people on my principal's team so we just work on that as a team and put it in place with our security specialists and a school resource officer as part of that team. So I guess in a way we do, but it is not called that. It is just one of the many jobs that we do. We are the professionals.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

Not Applicable.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

Yes. I think we became more responsive towards what kids wanted and less to just offering the things that are the typical high school activities.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

Yes.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

Awareness of students that are risk and disenchanted and how easily we can ignore them and not pay any attention how upset they really are. There has been far more

involvement with students work being brought to us. Like here is a drawing of a student, here is writing that a student did that I am uncomfortable with. Pictures of kids with guns scribbled on notebooks, that kind of thing. Much more aware of that from teachers. Less oh well that is just what kids do kind of behavior.

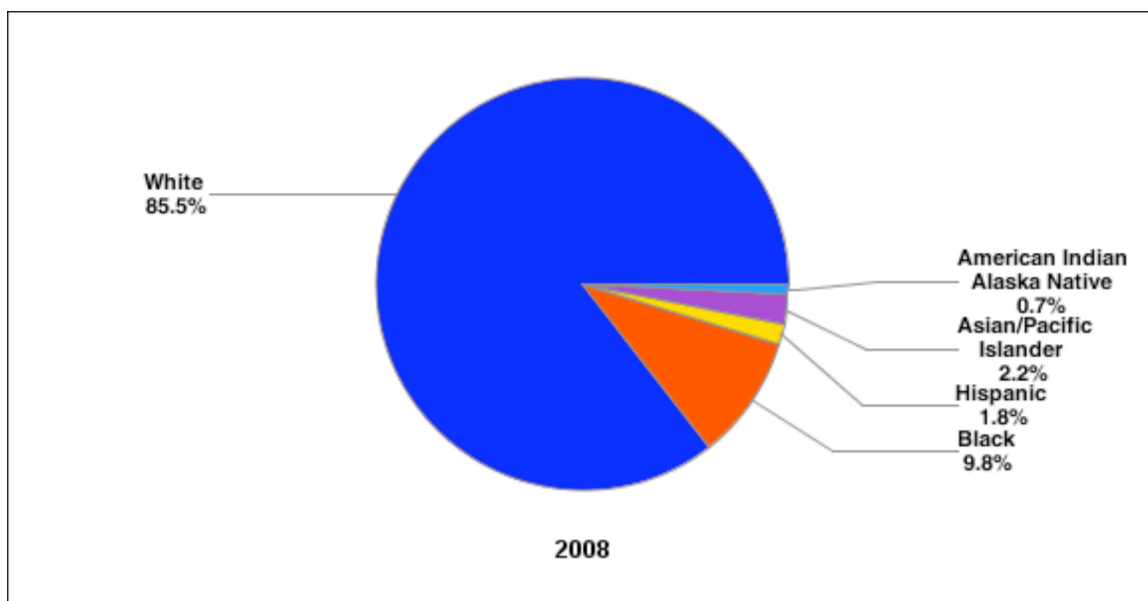
School H Central Time Zone

Enrollment in grades 9-12 in 2008: 1,666

Students per teacher in 2008: 17

Economically Disadvantaged in 2008: 31.2%

Enrollment of Racial/Ethnic groups 2008:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

The thing that the state has done is they in the last three years have changed the law for bullying and harassment so they firmed up at the state level the mandate to have

bullying and harassment and those types of things. You did some immediate changes on your own but now it is more statewide and so the bullying policies have happened more in the last three years since previously.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

We had a lot of meetings at the district we formed a committee that included the police department, the fire department, I don't know if you call it a disaster coordinator because we were in so many miles of a nuclear power plant but we had a committee that met monthly that talked about all sorts of policies and procedures and ran drills. Just to deal with all sorts of different types of emergencies. It improved the communications between all the different agencies and then you had the police's latest research on if you have an intruder and those types of things because since Columbine it went one way they were really cautious. Then when they had some of the later events where like the fire alarm was pulled and the kids went outside and were a target so then they changed policies on that. They went real strong one way and then they waffled on better ways to handle intruders and lockdowns.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

The superintendent had some information that he went through their actual newspaper. They interviewed him on some of the safety things and then they had a bulletin that went out.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

We had an intruder, it was some non school age gang kids that came in to try and attack some kids that were at a party the night before and they brought in a baseball bats into the commons and then the whole school went to ID's and guards at the doors for the remainder of that year so they one of those kind of security type incidents that prompted a whole bunch of meetings and safety so they went to some extreme measures right away to get the feeling of safety back. A year later they dropped the guards at the door but they kept the student ID's and some of those things and after Columbine there was grant money to get school resource officers in a lot of the buildings and I know we did that and parents demanded it. The district took care of that so they have cut back since then but they still have the school resource officer in the high school where they use to have them in the middle schools and elementary schools. They went from about five down to about two. The federal money to support school resource officers has dwindled away so that has caused the cut back but after Columbine there was some grants out there that you could do those things. We investigated last year for a full –time school resource officer but there is no grant money and even though you would be sharing the time for that

officer with the police department they were not willing to put any money into it so it didn't happen because it would have been just a complete school expense.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

It was put in place after Columbine.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

We have one in the central office coordinated by our superintendent's secretary and through the police department we have annual meeting and in fact every school has to go through a 30 minute training and ours is scheduled for one of the first dates back here and the police come in and do that and they do a video and a 30 minute Q&A to get all sorts of questions answered on all different topics.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

It's primarily school personnel and city emergency personnel. They keep us informed about our policies and how the latest information says you should handle

certain things and then the policy books are set to go out are changed and updated but in this district we are more driven by the people that are trained as to what the school should be doing and how they should handle certain situations. So it is more of taking the latest information and updating our material.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

We had a district increase participation in activities and so I know that we have more clubs than we ever had and more participation in some of our events so I don't know if it is a factor of Columbine but yes they have increased. We have always battled for more involvement because we know an involved kid is academically more successful by having that extra adult in their life so we fought that battle regardless of Columbine just to keep kids doing better in school.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

It was really hard for a while and I mean a neighboring district got national news for suspending a third grader for bringing a squirt gun to school. At some point it was unreasonable but then they got more reasonable. Our district I think has been more reasonable and I don't think they took any real extreme measures as of late. Someone tried to stab with you with a pencil so it is a weapon you got and you were expelled. I don't think we ever went extreme like some schools did.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

I think the lasting legacy of Columbine if I look at anything is that a better understanding that the victim is more likely to cause the larger problems and if you are not stopping the bullying and harassment you are setting yourself up for failure. You need to get victims regular help so that they are getting the resources that they need to avoid the bigger problem.

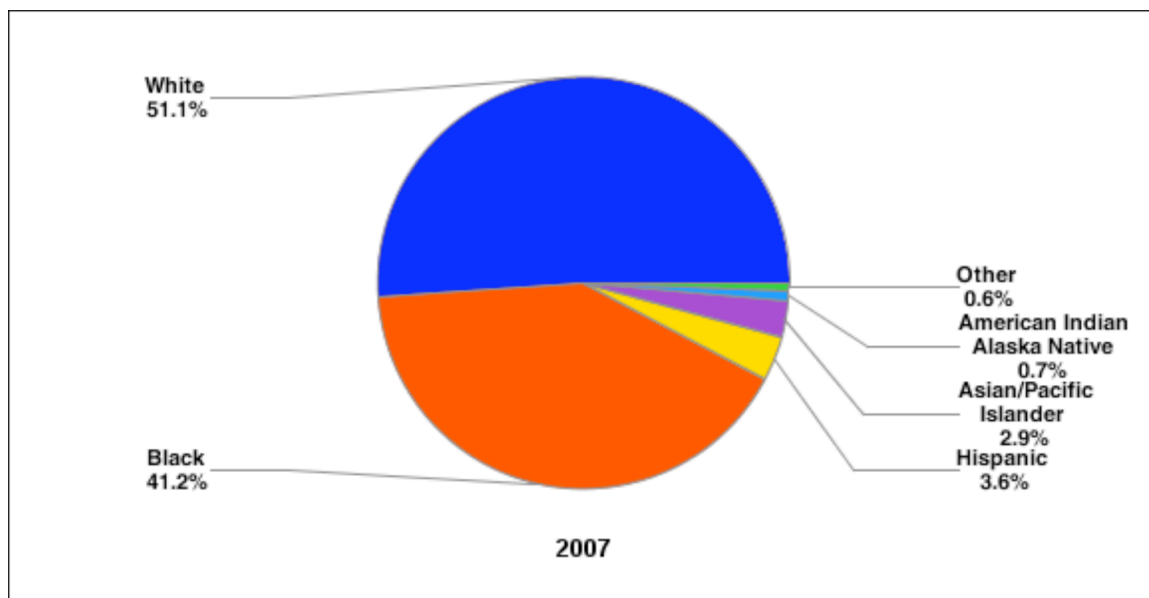
School I Eastern Time Zone

Enrollment in grades 9-12 in 2007: 1,956

Students per teacher in 2007: 16.5

Economically Disadvantaged in 2007: 13.8%

Enrollment of Racial/Ethnic groups 2007:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

I know for sure fighting, bullying, and harassing. I wouldn't say taking the students out of school only. More disciplinary actions came like maybe it was more conferences, more help from psychologists and the school counseling, there could have been a different reason as we have seen in recent events other than Columbine that students have mental health issues.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

I think the most important thing was the letter home from the Superintendent. Also, all of us leaders were responsible to call all nervous parents back before we left for the day. Just to re-assure them we are doing our best to keep kids safe.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

None. I remember specifically.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

I believe that there was more information parents wanted from the school like what to do or what is happening to keep the students safe. No organized Board of Education demonstrations.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

No, it was put in place after.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

It was formed after Columbine. Yes we have security officers in our school. We have a committee of teachers, administrator and PTA that meets up at least once a month about school safety and what steps can be taken to improve it.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

If it is something they would like to be in place of course they would bring it back to the Principal and the Board would either vote on it and it would be given to the school board chairman of course.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

Probably not. The activities at the schools have now have been going on for many moons like before Columbine so maybe I would say participation increase as well as encouraging students more to be involved so that they can not just be to themselves.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

I can't really say I mean zero tolerance violations yes I mean it increased as the years grew on because you know just by now after 9-1-1 no one really takes anything but they do believe that students have mental issues where they may need some assistance. I guess it has increased significantly now that we are in this post 9-1-1 situation.

Immediately after Columbine, I would probably say no. It was probably just like oh it is not going to happen in our school. Now since Columbine especially after Tech. This could happen in a high school definitely and I mean and recently we have had more school shootings so it is crazy but yes 10 years later people want to think more about it but I don't think it was increased right after it happened.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

Paying attention to the children is the most important legacy. Paying attention to what they say, what they are doing even in your class, and I guess a teacher paying attention to who is the loner more than usual. Some kids are just loners. I have siblings who are loners but the fact is they just don't like to be around people, which is funny, but there are some who just really take being alone like it is harboring. Something else might be going on at home so just taking more time to talk to the kids about what is going on and encouraging to be involved in other things to get to know other students and minimize the teasing and create I guess a atmosphere where we are all the same, we all can get along instead of I just point out students who may excel well. Treat your students, you can't treat them the same but instill in them that we are all the same and we all can achieve a lot and not just one person because sometimes I think students get caught up in well so and so is doing well and I'm not and I'm not the teachers friend. Some students need to get that I guess attention from their teacher because they may not be getting from home and I know it is like giving a teacher a lot of responsibilities but you know teachers need to teach the children period. Whether it is a subject, weather it is life long lessons so I think that you know if we continue the relationship as far as encouraging the student, watching them as well as teaching but encourage them to get involved and be involved in their lives as far as what is going on. I think more of that is a lasting legacy of Columbine. I think if we get more involved in their lives as teachers

and administrators even helping the parents to get involved, I think that is what Columbine taught me. Pay more attention!

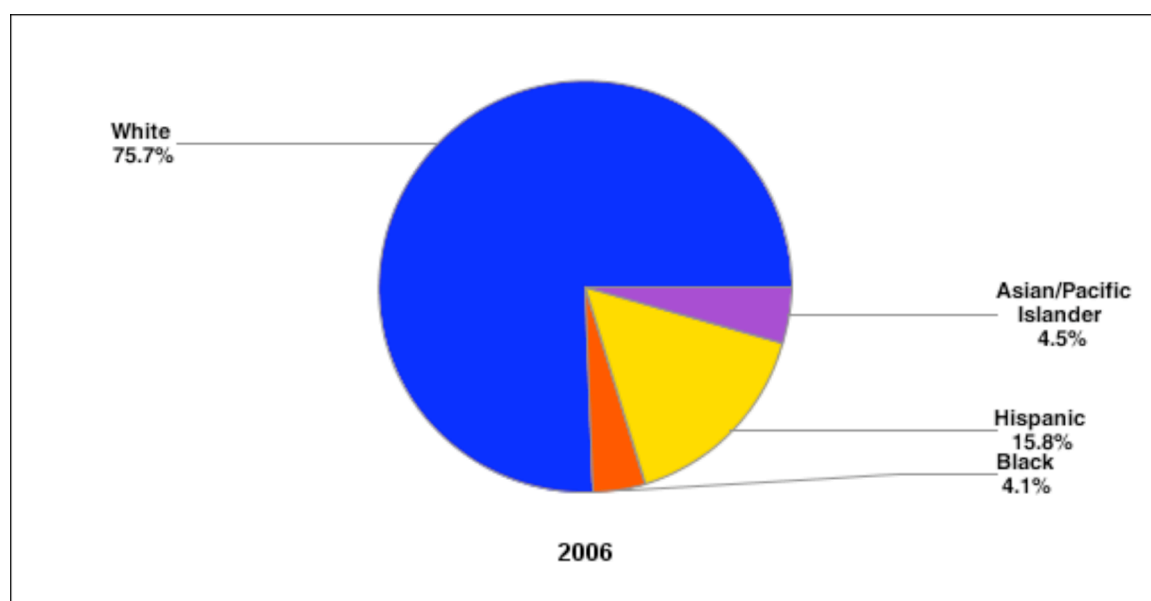
School J Eastern Time Zone

Enrollment in grades 9-12 in 2006: 2,409

Students per teacher in 2006: 19.4

Economically Disadvantaged in 2006: 7.8%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

I think there is more accountability as far as more awareness. In other words knowing what we are dealing with. In regards to fighting and bullying for sure.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

I think that every school, if you have an opportunity to go to our website we have a pretty comprehensive website for parents. We also have well it wasn't so much for Columbine we started working on our parent link where we can make and I don't know exactly like 6,000 or 7,000 calls for x amount of minutes to get the word out so if we had a lockdown or something going on we would be able to get the message out so we had our schools making sure that there data was filled and information was out there so if we had to use our parent link, information could go out or also from parent newsletters and also through today's technology all of our schools pretty much have websites. We try to stay as much school based because community not as big as Chicago but we have 260,000 kids and 28 municipalities so I think we are sixth largest in the nation so every school has its unique feature so we try to stay with that concept rather than issuing a template that one size fits all so we pretty much left it up to the schools. We told them what we needed to be included but how they would go about it, Spanish, Creole, English, Portuguese and different languages so and again our parents also sits in on our security safety committee which is another committee we have made up of a representative from each district we have a PTA representative and a district advisory chair sitting on it so everything that we do there they are involved as far as to communicate with their links. But right after Columbine, letters and personal communication from the Principals for sure.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

The coverage was extensive with both student and staff views.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

Not that I can really say. I believe that there was more information parents wanted from the school like what to do or what is happening to keep the students safe but I'm not positive about what they said.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

It was put in place after Columbine. Basically I think what we've tried to do is make up for it, my basic background is a teacher, administrator, and principal and now I run the police division. So basically and I did my doctorate on gangs and I did a lot of work with the University of Chicago. Basically what we tried to do was take the things that we have learned from everybody else and try to make sure we had a training program. We brought in the University of National School Safety Center with Ron Stephens and we brought in what I formed what we call our prevention team which is seven or eight members and Ron and his staff came in from the National School Safety Center and trained them from guards to what we call our safety plan, our safe team and you know how different things are related to safety. We also formed what we call a first

responders group. I think we are the first school district that had police, fire and our school district police that we still meet monthly so everything that we do is in collaboration so in other words through the safety plan it was in done collaboration, couldn't do it in silos, police, fire, and school district police sat down and did their safety plans together. We also have every school mandated to have a safe team which means staff assistance for emergencies meaning god for bid if we had an incident seven to eight people were designated as these are the people that would be responsible for the quick response. It wouldn't be teachers. Teachers were responsible for the kids but it would be from the custodian to the behavioral specialists to administrators. We taught our schools about incident command centers, how to set up a command center and then we also have been focused on drills, we brought in how to do a drill. How to tabletop exercises and the next thing is just practicing the drills and putting everything into place. We mandated that every school has to have a threat assessment team through our psychological services so if there was a perceived threat or something along those lines that we would be able to have different levels of threat assessment being at the school level or bringing the district level in to make sure that if someone said they were going to bring a gun in or somebody said that they were going to bring a gun in we would have a threat assessment to see if it was a viable threat and then we introduced the 24 hour hotline that was operated by real people so another words what we call the program silence hurts meaning kids know more than we do so we really got the kids active into what we call reporting, anonymous phone tips, where they would call in through the hot line and then the hot line would be dispatched to me and then we would either send our response unit out there or home

visits in collaboration with the police if necessary even escort the kid to school the next morning.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

It was formalized after Columbine. For instance, the lockdown came from the committee. I think it was not as formalized. I think as a principal every school had its own procedure and really it wasn't utilized. This my 35th year down here and very rarely I think in my years it was used only once and for example I think our lockdown code was the superintendent was in the building. What we did we have so many different people visiting schools and so many people changing, so what we did was we centralized our codes as code red or code yellow or code blue those types of things. Every school has their ID badges has these codes written on the badge so if you hear a code you just look at your badge and they will know it. I think we practiced it more and I think we centralized it and made it and know how to practice it. We have a video on how to lockdown a school. We work in collaboration with several of our law enforcement municipalities and fire. We did a demonstration where is someone tried to get in a school, shot a couple of people up, took over a room and held the room hostage and worked on that. The parents on the committee demanded the centralized common sense approach. If it's a lockdown say the code.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

They just have the conversations and report the recommendations to the Principal and it moves up from there. An example is from this committee one of the things that we learned is they said we need to know who is on our campus. So that is how we developed our STARS system and that is how we developed the single point entry access because again you look back years ago schools were warm and cuddly places especially elementary students. Come on in, everybody roam around and walk your kids to classes, etc. and no longer can we do that. We call it the new “norm”. Everything is the new norm now. We have to change the way that we do business and we tell parents too, you see some of our schools have a big sign, this is your drop off place, kiss your child, hug them they are not ours. There is no entry beyond this point and again we hate to do it, but again we have to know who is on our campus. Our kids are very precious to us and we need to do the best that we can in this new norm and making sure that we maintain the security of the campus.

9. Did your school’s offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

Not this school. I had 2,500 kids representing 60 countries speaking 25 languages on 30 acres of land. We pretty much, we were two times state champions of basketball twice undefeated, football, and we had world-class debate teams and drama clubs. I couldn't keep my kids off of campus; they were there until 8:00 or 9:00 PM so we just try to encourage kids to get involved.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

Yes we did a little more. We just developed one of the toughest anti-bullying policies right now. My biggest concern people talk about the terrorists but my concern is the kid that has been bullied. We really went really heavy on the anti-bullying policy and we also added gangs in our dress code. We have what we call a multi agency gang task force that we work with that and they identify certain attire or certain things that are gang related and it now fits into our code that they can't wear it near the school sites. We have certain events, we have the multi agency task force because where we are located in Broward County you can go from one end of the county to the next end of the county just by hopping onto the turnpike or I95 and you can be anywhere so that is why this collaboration is a key so from our sheriff's department to our local municipalities everybody you know we advise the kids don't do it. If you do something on the north end of the county, the south end of the county is also aware that something is coming down the pipe so again it is that collaboration we getting people out of the silos and everybody has to be involved.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

Well again you have to be on guard. I mean I really worry about potential for someone to do something if we are not vigilant. A lot of things going in society from the dysfunctional family to the kid that is bullied to the media you get desensitizing out there from the video games and I think we have to be more vigilant and can't take anything for granted. Anything can happen. You would be very naïve we always tell our principal; there is two types of principals, one that had an incident and one who is about to have one. So I think we would be naïve if we say it can't happen here and we pound it into people's heads if you look at all the different shootings that happened throughout the country. We also work very closely with the secret service and FBI they do great work with us on cyber bullying and everything else so they send representatives for our meetings to and so you know we are just trying to be as vigilant and we don't want to get lulled into a false sense of security that it can't happen here so each day we pray that we do as much as we can and obviously there is no guarantees but we are going to try to be as much as we can to be ready.

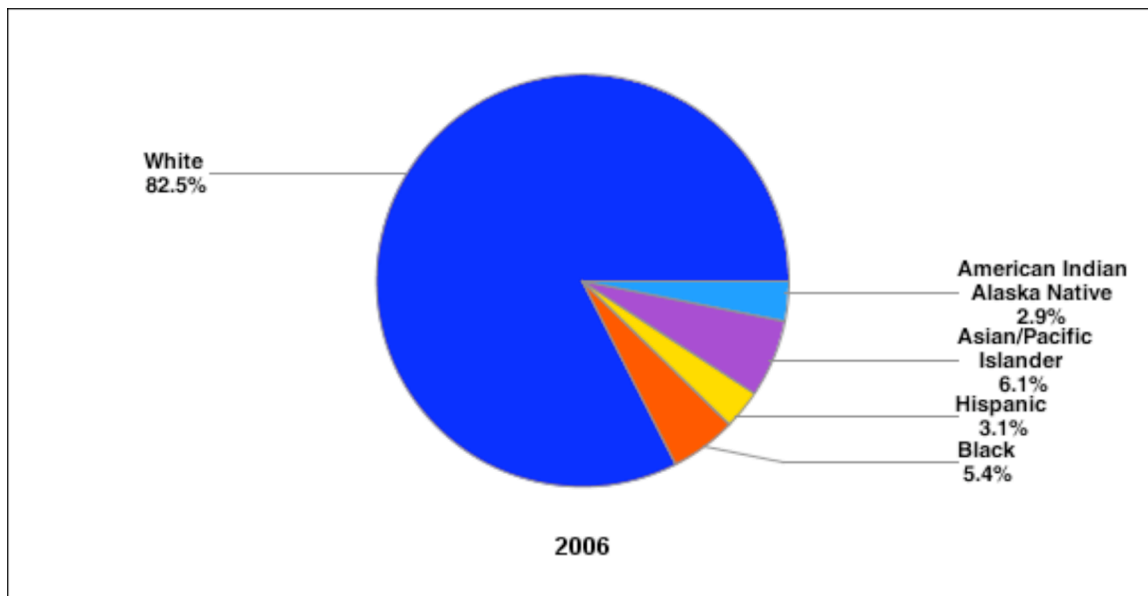
School K Central Time Zone

Enrollment in grades 9-12 in 2006: 1,501

Students per teacher in 2006: 15.2

Economically Disadvantaged in 2006: 19.6%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

Yes we probably put in more I guess emphasis on the bullying. We have big bullying posters mounted. There is a school policy, not just ours but a district policy on bullying. We do some training with teachers on bullying now and have for the last several years.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

No we did not do that. We do our best parents know we do. See we here in good old mid America, I don't have a school resource officer. I have 1,561 kids with grades 9-12 and while we have a police officer that is responsible for patrolling but he is not in house, he has three different schools. He just kinds of keeps in contact with us. If we

need him, we call him but we don't have a school resource officer who's housed in our two high schools and neither one of us have a resource officer housed. We do provide them some space so they can stop and keep their bike here and stuff but they only come to the school when we need them.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

Yes they had an article as I recall within the next issue after Columbine. I guess they had comments from kids and comments from teachers. The only other thing we actually did and it wasn't totally because of Columbine is we don't allow backpacks in our school. Part of that was not that they conceal a weapon but it was strictly of problems with putting them in the hallway and their classroom and as a safety hazard and taking them off of their back and dropping it to the floor and breaking the backs of the books and even when they had them on their person standing and talking to each other, they took up space of four people with the body width and the backpack width for both people and you could hardly get down hallways and stuff and in the classrooms, the desks weren't big enough to put the backpack underneath the desk so if they laid it down the side of the desk which posed a hazard getting up and down the aisle ways. The same thing happened in the cafeteria. They would take them and set them down beside their chair and that posed a problem of people walking by so while part of it was the Columbine thing, it wasn't the concealment only and then they carried to much weight. We got into the fact of scoliosis as far as what would happen in years from now with all

that weight and the clavicle being pressed down. Doctors had talked about deformity of the clavicles where kids who had been carrying backpacks on their shoulders and even the boy scouts having a 15-pound limit but we had kids here with 40 and 50 pounds. So we had a lot of issues on the backpacks that weren't just Columbine prompted that was probably the least of the issues. We did outlaw trench coats. They could not wear trench coats during the day. We let them wear them to school but they had to put them in their locker. They could not wear them during the school day.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

No we didn't have any situations at any of our schools where it ever was an issue. Some of our schools in (town omitted by researcher) had metal detectors and all of this kind of stuff. We still don't have that at all. We now have 40 cameras in our school but we didn't have that until two years ago. Actually this will be the second year that we have had them and some of our schools up in the north, I was talking to have as many as a 140 cameras in their schools that aren't much bigger than my school but we have 40 cameras watching the stairwells and hallways and outside. I would like to have a few more but 40 are almost adequate for us. And the parents pushed for that.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

Yes we had one in place. I think we just made sure that we communicated better. We have a set of codes that tell people whether it is to lock down or evacuate or that kind of stuff but we do have a lockdown procedure. We practice it occasionally.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

We had one before Columbine. Teachers, counselors and parents. We actually have a local committee but it is combined with the district's committee with public relations announcements would be done through the deputy's people, though it might be my school is having the problem, he will become the official communicator with news media and stuff. Nobody from my school has that responsibility. We have the crisis committee and each one has their duties but part of that is combined with the district's crisis plan.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

Yes we can make recommendations. We lock down some end doors but if the doors lead out to a separate educational building we have to keep those open. Like we

have a second jam that is outside, they have to leave the main building to go to it plus two other classrooms. So the front and back doors are locked down but some of the end doors where they come out of the parking lot they now have to come around and come into the main entrance. The committee recommended that.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

No not really. We have 34 club activity groups and that has really been about the same. Thirty-three to 34 are what we have always had and there were none to do with school safety or things like that.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

No we didn't do any zero tolerance other than those that are by law.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

I guess the legacy is that it caused all of us to take a look at our safety procedures and make sure that we have things in place and to deal with situations such as that that we may not have even thought would happen. I think it had a positive thing causing schools to prepare for situations like that that they might not already have been prepared for.

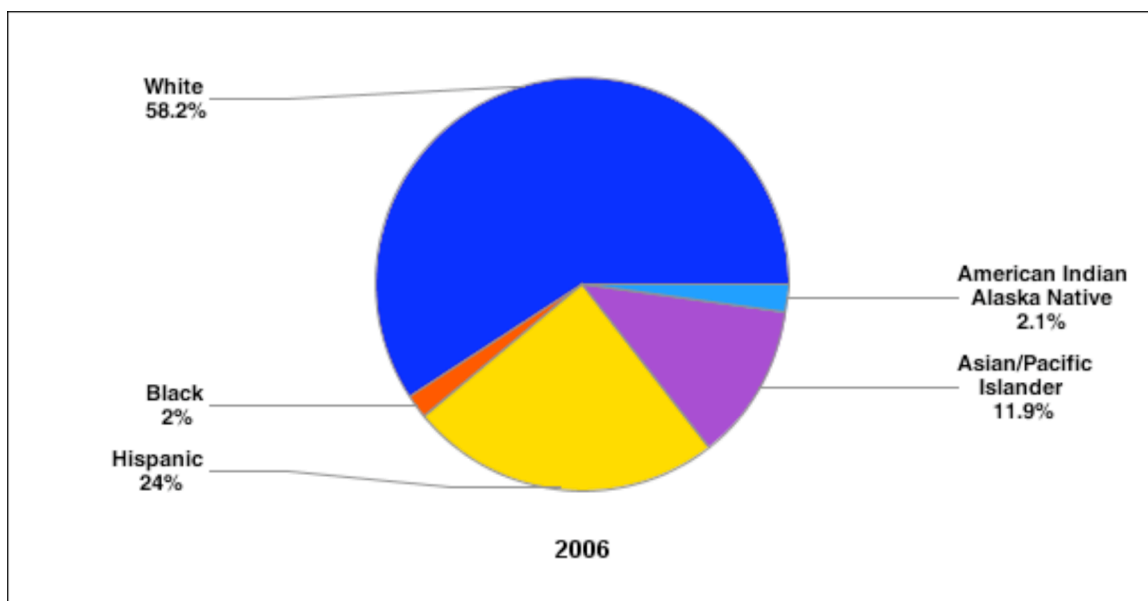
School L Pacific Time Zone

Enrollment in grades 9-12 in 2006: 2,478

Students per teacher in 2006: 20.5

Economically Disadvantaged in 2006: 22.5%

Enrollment of Racial/Ethnic groups 2006:



School Data Direct, 2008

1. What changes if any, were made to your discipline code *after* Columbine?

The Principal or Designee response is as follows:

I would say that we just became, I don't know if our policies changed but we were much more vigilant in how we assigned consequences and down the line with things. I'll give you an example; after the Columbine issue gosh we are going back about seven years now, we had a student who was wearing a trench coat and where that wasn't out of dress code and I don't know if you have done any research on our district but we have a very conservative, very strict dress code which we have had for years and years.

Our parents and community continue to say yes keep it as is or make it stricter and we ask them every year. Any way, so we had to go around to the classrooms and we were talking about guns or pretending or drawings or anything advising that none of this is okay to do and this boy stood up and he had a trench coat on and says well I will show you my guns and opened up his trench coat. So rather than that might have been a counseling before Columbine after Columbine it wasn't as the consequences were very serious for that boy. Because he was making a mockery and what is that I don't know what you do in Chicago but you know ours is about a day or two suspension but with this situation with this student it ended up to be a referral over for expulsion because of threatening, the posturing and all of that. So to answer your question I don't think I can do it specifically that our policies have changed, they haven't but our vigilance and probably our interschool alignment of discipline and our heightened awareness and training with the discipline code and investigations and writing up narratives for consideration of expulsion all of that has changed tremendously.

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

The Principal or Designee response is as follows:

We had a form letter from the district and we simply put our school's letterhead on it.

3. What information if any, did the student newspaper have in regards to Columbine?

The Principal or Designee response is as follows:

There was stuff in the school newspaper and the ensuing months because it was pretty controversial when I told you about that boy with the trench coat. But warnings or educational pieces about Columbine I know and we did it with our start committees, which are our parent educational support committee's absolutely. Did school safety and issues like that become a talking point at many of our meetings since then yes? Have we done parent education with bullying yes? Have we done it with other forms of violence and gangs yes? Signs to look for yes. Cyber bullying and inappropriate use of the Internet yes in the last several years. The paper covers all of it.

4. What response if any, did the parent organization have *after* Columbine?

The Principal or Designee response is as follows:

Not really because we were very proactive. Not to say that they will go to a board meeting to say we don't feel our schools are safe or this is a safety concern. Always we have been able to handle it at our school site. If and when concerns arise if there are things that we notice that are kind have peppered throughout our district and we've got 39 schools. Five high schools and five intermediate schools and we do it at the school forum but we also do it at a district forum too. We have a district newspaper that we tackle some of those issues too and communicate in articles.

5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?

The Principal or Designee response is as follows:

No.

6. Does your school have a safety or security committee? If yes, was it formed before or after Columbine? What stakeholders are represented on the committee?

The Principal or Designee response is as follows:

Yes. There is a community member; there is a parent, my custodian, teacher samples, my discipline-learning director, and myself.

7. If no, why not?

The Principal or Designee response is as follows:

Not Applicable.

8. If a safety committee is present, what is the process for recommendations made by the committee for action?

The Principal or Designee response is as follows:

The formal and informal processes as an example we are on a street which was becoming busier and busier not a busy street at all when it was first built but all of a sudden it was getting pretty busy and classrooms literally bled out into the street when school was let out. So we put in a four-foot fence and that we just did informally because we looked and said that is needed. So we didn't really have to go through anything more than we would if we wanted to have some other facility improvement. So we didn't need board approval necessarily but we did need to go through the proper channels of going through our district for the materials and the labor and all of that but for other things let me see what am I thinking of, get something as practical as skateboarding bumps and stuff that we should put in. Now it is pretty typical when we put in any concrete work we put those little metal things in the concrete so that it won't be an attractive nuisance for

skateboarding and stuff and do tricks off of our cement structures because we are not enclosed campuses, none of ours are. We hold a very strong value that our schools are community hubs and we work very hard to keep our facilities maintained and kept up and park like so that there used for public recreation.

9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?

The Principal or Designee response is as follows:

No not necessarily because one of the strength of our district that we have always embraced is the concept of educating the student and mind, body and spirit and so we have had a spirit component and the body and mind component we have recognized having a strong curricular program so we are always adding different clubs but it is not as a result of Columbine as much as it is a part of our core value to have something for everybody and get them hooked into school. We've had badminton, as a sport since Columbine but that was just to provide another opportunity for students not as a by-product of Columbine. Intermediates for example which have about 1,800 students in them had just a seventh grade team and an eighth grade team for each one of the sports recognizing that it was putting out a lot of kids from maintaining their participation in sports so now they have a no cut policy and have four or five teams in each sport it is management and facility headache but it is good for kids and that is what we believe in. So it is not a matter of resulting in Columbine. They were more mindful that the school plays an important role in keeping kids connected in productive activities and we know if

they are engaged in productive activities that they are more likely to be making bombs in their bedrooms.

10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?

The Principal or Designee response is as follows:

No.

11. From your leadership perspective, what is the lasting legacy of Columbine?

The Principal or Designee response is as follows:

That we've just got to really have policies and protocols in place so that we can be responsive to information that we receive that may in fact signal security problems. That we really don't take anything for granted. We don't ignore anything we take everything seriously.

Summary of Discipline Code Changes After Columbine

After the attack on Columbine High School Schools B, C, E, H, I, J, and K all added Bullying to their Discipline Codes. Schools A, B, E, H, I, J, and L added cyber Bullying to their Discipline Code. Schools C, D, H, and I added Harassment to their Discipline Codes. Schools D and G added Abuse to their Discipline Codes. School F added Hate violence to their Discipline code. Schools E and I added hazing to their Discipline codes.

Lock Down Procedures

Lock Down In Place Before

School C

School D

School F

School K

Lock Down In Place After

School A

School B

School E

School G

School H

School I

School J

School L

Safety or Security Committee

Before

School F

School K

School L

After

School A

School B

School D

School H

School I

School J

No Committee

School C

School E

School G

Student Activities**Increased After Columbine**

School C

School G

School H

No Increase After Columbine

School A

School B

School D

School E

School F

School I

School J

School K

School L

Zero Tolerance Violation Additions After Columbine**Increased**

School F

School G

School J

No Increase

School A

School B

School C

School D

School E

School H

School I

School K

School L

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

Current research focuses on the results of anti-bullying programs and school violence prevention. Lawmakers and newspaper headlines suggest that school violence is an important issue for all schools to be aware of. This study focuses on 12 Blue Ribbon Award winning schools and their response to Columbine and the initiatives that resulted from the massacre. The schools were the recipients of the award before and after the tragedy under the previous Blue Ribbon criteria 1982-2002. The schools have been coded by time zone for anonymity and listed A-L in the study. In an effort to discover what these schools have learned from Columbine the guiding questions for this research were:

1. With regards to safety, what patterns emerged in the policies, procedures, practices, and programs in 12 select Blue Ribbon Award winning schools since the Columbine tragedy.
2. What is the lasting historical legacy of the Columbine tragedy?

The purpose of this study was to show the effect of the tragedy at Columbine High School on the policies, procedures, practices, and programs at 12 Blue Ribbon Award winning high schools. The schools will be coded by time zone for anonymity. The participants for the study were Principals or Designees.

**Summary: Policies, Procedures, Practices,
Programs, and Patterns that Emerged**

Research Question One: With regards to safety, what patterns emerged in the policies, procedures, practices, and programs in 12 select Blue Ribbon Award winning schools since the Columbine tragedy.

1. A topic of national interest after Columbine was the awareness of Bullying. Seven out of the 12 schools added Bullying to their Discipline code after Columbine. Seven out of 12 added cyber bullying to their Discipline Code after Columbine. Three out of 12 added harassment to their Discipline code after Columbine. One out of 12 added hate violence to their Discipline code. Two out of 12 added hazing to their Discipline codes.

2. During the Columbine tragedy the television images of students hanging outside of the windows sparked a national awakening of police procedures and lock down procedures for schools. Four of the 12 schools had a lockdown procedure before Columbine.

3. The concept of a Safety or Security committee was explored for the schools in this study. Three of the 12 schools in the study had a committee in place before Columbine. Six of the 12 schools added this committee to their schools after Columbine. Finally, three of the 12 still have no safety or security committee at all in their schools.

4. The respondents were asked if there school increased Student Activities after the attack on Columbine. Three of the 12 schools saw an increase in student activities.

5. Respondents were asked if the zero tolerance violations at their schools increased beyond those mandated by law. Three out of 12 schools saw an increase in zero tolerance violations beyond those mandated by law.

Of the eight of 12 respondents it was noted that 50% of the schools had no organized response by parent organizations after the attack on Columbine. Of this 50% they felt it was due to their proactive communication with parents.

Of the nine schools that have a safety or security committee. Six of the nine schools had a parent or community member involved in the committee.

Conclusions: Policies, Procedures, Practices,

Programs, and Patterns that Emerged

1. A majority of the schools, 58%, added information in their Discipline code in reference to Bullying and cyber bullying after the attack on Columbine.

Bullying in schools is not a present day phenomenon alone. Bullying is defined by the researcher as Olweus said as a subset of aggressive behavior characterized by repetition and an imbalance of power (Smith & Brian, 2000).

Of the previous listed school homicides bullying of the shooter has seemed to play a role in the shooters life. In the classroom or on their computers, some students live with bullying and its implications daily. Growing up, we thought it was normal. Every school had them: the bullies who tormented their classmates, calling them “sissies” and worse, punctuating their point with their fists. Research over the past two decades, however, has shown that bullying and harassment are opposite of normal. They affect a

student's ability to learn and pollute the climate in the school. Despite the increased attention to bullying, it's still prevalent on schools today (Cook, 2005).

A relatively new term "Cyber bullying" involves the use of information and communication technology to support deliberate, repeated, and hostile behaviors. Through the study of Columbine it is clear that before the term was coined Eric Harris was using the Internet to cyber bully his future victims.

Cyber bullying presents a challenge to the modern school administrator. Students typically have a better understanding of the latest technologies leaving the school unaware of the insidious problem. Traditionally, home was a place where a kid could go to escape his bully. With advances in technology, home is no longer a haven. This is the new reality (Keith & Martin, 2005).

2. The concept of Lockdown was present at 30% of the schools before the attack on Columbine. This is in coordination with the way law enforcement responds to such similar attacks. The concept of Active Shooter Response was from the Columbine attack. The wait and see approach at Columbine has been replaced by law enforcement directly attacking the shooter or shooters with no delay. The images caught on camera in the cafeteria are associated as close as anything else with Columbine. The aftermath of the most deadly school homicide in history has had impact in many ways on learning itself. It was not that Columbine was the first time a school was attacked it was the manner in which Columbine was attacked and the emotion it evoked that polarized the nation. After Columbine, schools were faced with unparalleled pressure from stakeholders to make their children "safe". For many districts, that meant locking every door or making

students wear I.D. badges. Some invested hundreds of thousands of dollars in security cameras. New developments in surveillance cameras give a school officials- and sometimes-local police departments –access via the web. The new generation of cameras was used to identify body motion and can sound an alarm when certain kinds of behavior are detected, such as two people fighting. That means that is possible for security officers to rush to the scene, even if they weren't watching the monitors at the time (Ashford, 2002). In the scope of the Columbine tragedy cameras were only able to record the carnage not prevent it. Schools that have invested hundreds of thousands of dollars from the response of Columbine do so in the hopes of catching the bully behaviors that were the seeds of the students' anger that day.

3. The researcher found 50% of the schools that were studied enacted a safety committee after the attack. It is this openness of these schools to confront the issues of climate. In educational settings that support climates of safety, adults and students respect each other. A safe school environment offers positive personal role models in its faculty. It provides a place for open discussion where diversity and differences are respected; communication between adults and students is encouraged and supported; and conflict is managed and mediated constructively (Fein et al., 2002). The culture demands opportunity for these students to feel ownership and the feeling of safety with the adults. A code of silence has the potentially damaging effect of forcing students to handle their pain and problems on their own, without the benefit of adult support. The study (*Safe School Initiative*) found that most school shooters shared their potentially lethal plans

with other students, but that students who knew of planned attacks rarely told adults (Fein et al., 2002).

Researchers caution against implementing programs based on assumptions about problems or anecdotal evidence about how to address them. Decisions about which approach to take should be strategic, and school- or community-specific needs assessments can help decision makers identify problem areas, determine state and local priorities, and implement programs that work (Thomerson & Ferrell-Smith, 2001).

4. The researcher found 25% of the schools saw their student activities increase after Columbine. To keep students occupied appropriately, legislation has been past since Columbine to assist. For the purpose of the research Subpart 2 National programs is important for school safety. From funds made available to carry out this subpart under section 4003(2), the Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students (No Child Left Behind, 2001).

This Act has the goal for local schools to access funds and resources of the Federal government to make schools safer. In Section 4121 Federal Activities the law gives examples of programs that should be created. “(2) the development, demonstration, scientifically based evaluation, and dissemination of innovative and high quality drug and violence prevention programs and activities, based on State and local needs, which may include— (A) alternative education models, either established within a school or separate and apart from an existing school, that are designed to promote drug and violence

prevention, reduce disruptive behavior, reduce the need for repeat suspensions and expulsions, enable students to meet challenging State academic standards, and enable students to return to the regular classroom as soon as possible; (B) community service and service-learning projects, designed to rebuild safe and healthy neighborhoods and increase students' sense of individual responsibility (No Child Left Behind, 2001).

The Act is specific to try and offer preventative measures to avoid violence in schools and fund preventative measures, including personnel.

5. The researcher found 25% of schools saw an increase in zero tolerance violations than those mandated by law. In 1994, Congress passed an amendment to the Elementary and Secondary Education Act of 1965. This legislation was titled Improving America's Schools Act of 1994. For the purpose of this research Title IV the "Safe and Drug-Free Schools and Communities act of 1994" will be discussed. Section 4002 discusses the findings as follows:

- (1) The seventh National Education Goal provides that by the year 2000, all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning.
- (2) The widespread illegal use of alcohol and other drugs among the Nation's secondary school students, and increasingly by students in elementary schools as well, constitutes a grave threat to such students' physical and mental well being, and significantly impedes the learning process. For example, data show that students who drink tend to receive lower grades and are more likely to

miss school because of illness than students who do not drink. (3) Our Nation's schools and communities are increasingly plagued by violence and crime. Approximately 3,000,000 thefts and violent crimes occur in or near our Nation's schools every year, the equivalent of more than 16,000 incidents per school day.

- (4) Violence that is linked to prejudice and intolerance victimizes entire communities leading to more violence and discrimination.
- (5) The tragic consequences of violence and the illegal use of alcohol and drugs by students are felt not only by students and such students' families, but by such students' communities and the Nation, which can ill afford to lose such students' skills, talents, and vitality.
- (6) While use of illegal drugs is a serious problem among a minority of teenagers, alcohol use is far more widespread. The proportion of high school students using alcohol, though lower than a decade ago, remains unacceptably high. By the 8th grade, 70 percent of youth report having tried alcohol and by the 12th grade, about 88 percent have used alcohol. Alcohol use by young people can and does have adverse consequences for users, their families, communities, schools, and colleges.
- (7) Alcohol and tobacco are widely used by young people. Such use can, and does, have adverse consequences for young people, their families, communities, schools, and colleges. Drug prevention programs for youth that address only controlled drugs send an erroneous message that alcohol and

tobacco do not present significant problems, or that society is willing to overlook their use. To be credible, messages opposing illegal drug use by youth should address alcohol and tobacco as well.

(8) Every day approximately 3,000 children start smoking. Thirty percent of all secondary school seniors are smokers. Half of all new smokers begin smoking before the age of 14, 90 percent of such smokers begin before the age of 21, and the average age of the first use of smokeless tobacco is under the age of 10. Use of tobacco products has been linked to serious health problems. Drug education and prevention programs that include tobacco have been effective in reducing teenage use of tobacco.

(9) Drug and violence prevention programs are essential components of a comprehensive strategy to promote school safety and to reduce the demand for and use of drugs throughout the Nation. Schools and local organizations in communities throughout the Nation have a special responsibility to work together to combat the growing epidemic of violence and illegal drug use and should measure the success of their programs against clearly defined goals and objectives.

(10) Students must take greater responsibility for their own well-being, health, and safety if schools and communities are to achieve the goals of providing a safe, disciplined, and drug-free learning environment.

The purpose of this Act was to support programs that prevent violence in and around schools, stem drug and alcohol use, and initiate parental involvement in such

programs. These drug and violence education grants were intended to help combat the issues surrounding schools and communities. It encouraged prevention programs that include local, state, and federal agencies along with community based organizations. The funding for these programs was structured to include early intervention, rehabilitation, and education as main attributes.

Recommendations

1. Cyber Bullying should be added to the discipline code.
2. From this study it would be important for the school administrator to have a lockdown plan which is viewed as a living and fluid document that is subject to constant revision.
3. All schools should create a safety or security committee that is representative of the school wide community.
4. For optimal student investment in the school community schools should increase student activity opportunities.
5. For schools considering a zero tolerance discipline policy they should do so with consideration of the broader context of school and community values and expectations.

Summary of Findings Question 2

Question two is: What is the lasting historical legacy of the Columbine tragedy?

1. Six of the 12 schools respondent listed “focus on safety and security” as a theme in the responses.
2. Three of the 12 schools respondent listed “take all threats seriously” as a theme in the response. They included words as well as drawings in the examples.
3. Six of the 12 schools respondent listed “keeping students safe” as a theme in the response.
4. Six of the 12 schools respondent listed “it can happen anywhere” as a theme in the response.
5. Five of the 12 schools respondent listed “bullying awareness” as a theme in the response.

Conclusions Question 2

1. The researcher found 50% of the respondents listed safety and security as a legacy of Columbine. It is widely accepted that no one way can identify and prevent targeted school violence. It also is accepted in the findings of the *Safe School Initiative* that incidents of targeted violence are rarely impulsive acts. Fein et al. (2002) found examples in their study such as: One attacker had planned to shoot students in the lobby of his school prior to the beginning of classes. He told two friends exactly what he planned and asked three other students to meet him in the mezzanine overlooking the school lobby the morning of the planned attack, ostensibly so that these students would be out of harm’s way. On most mornings, few students would congregate in the

mezzanine before the school day began. However, on the morning of the attack, word about what was going to happen spread to such an extent that, by the time the attacker opened fire in his school lobby, 24 students had gathered in the mezzanine waiting for the attack to begin. One student who knew about the attacker's plans brought a camera so that he could take pictures of the event (Fein et al., 2002).

Stone and Isaacs (2003) studied the ability to prevent attacks before they happened. The ability to stop attacks relies on students' feeling that they can confidentially tell an adult about possible threatening situations. Professional judgment is open to interpretation when it comes to confidentiality and when a student may be dangerous to self or others. The school counselor's role is complicated when he or she tries to protect the confidentiality of minors. Counselors must have the trust of minor clients or these students will not seek help or share information when there is danger to themselves or others.

Researchers caution against implementing programs based on assumptions about problems or anecdotal evidence about how to address them. Decisions about which approach to take should be strategic, and school- or community – specific needs assessments can help decision makers identify problem areas, determine state and local priorities, and implement programs that work (Thomerson & Ferrell-Smith, 2001).

2. The researcher found 40% of the respondents had a theme of taking all threats seriously. When tragedy strikes, it's natural to look for someone to blame, but that's a difficult task when it happens in school. Intervention can interfere with student rights (Thomerson, 2000). An in-depth look at the tragedy, more importantly, the culture that

led to the massacre is an important endeavor. For example, Adams and Russakoff (1999) found several precipitating factors. The state wrestling champ was regularly permitted to park his \$100,000 Hummer all day in a 15-minute space. A football player was allowed to tease a girl about her breasts in class without fear of retribution by his teacher, also the boy's coach. The sports trophies were showcased in the front hall—the artwork, down a back corridor.

3. The researcher found 50% of the respondents felt that keeping students safe is a lasting legacy of Columbine. In educational settings that support climates of safety, adults and students respect each other. A safe school environment offers positive personal role models in its faculty. It provides a place for open discussion where diversity and differences are respected; communication between adults and students is encouraged and supported; and conflict is managed and mediated constructively (Fein et al., 2002). The culture demands opportunity for these students to feel ownership and the feeling of safety with the adults. A code of silence has the potentially damaging effect of forcing students to handle their pain and problems on their own, without the benefit of adult support. The study (*Safe School Initiative*) found that most school shooters shared their potentially lethal plans with other students, but that students who knew of planned attacks rarely told adults (Fein et al., 2002). In 1994, Congress passed an amendment to the Elementary and Secondary Education Act of 1965. This legislation was titled Improving America's Schools Act of 1994. For the purpose of this research Title IV the "Safe and Drug-Free Schools and Communities act of 1994" will be discussed. Section 4002 discusses the findings as follows:

- (1) The seventh National Education Goal provides that by the year 2000, all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning.
- (2) The widespread illegal use of alcohol and other drugs among the Nation's secondary school students, and increasingly by students in elementary schools as well, constitutes a grave threat to such students' physical and mental well being, and significantly impedes the learning process. For example, data show that students who drink tend to receive lower grades and are more likely to miss school because of illness than students who do not drink.
- (3) Our Nation's schools and communities are increasingly plagued by violence and crime. Approximately 3,000,000 thefts and violent crimes occur in or near our Nation's schools every year, the equivalent of more than 16,000 incidents per school day.
- (4) Violence that is linked to prejudice and intolerance victimizes entire communities leading to more violence and discrimination.
- (5) The tragic consequences of violence and the illegal use of alcohol and drugs by students are felt not only by students and such students' families, but by such students' communities and the Nation, which can ill afford to lose such students' skills, talents, and vitality.
- (6) While use of illegal drugs is a serious problem among a minority of teenagers, alcohol use is far more widespread. The proportion of high school students

using alcohol, though lower than a decade ago, remains unacceptably high. By the 8th grade, Seventy percent of youth report having tried alcohol and by the 12th grade, about 88 percent have used alcohol. Alcohol use by young people can and does have adverse consequences for users, their families, communities, schools, and colleges.

- (7) Alcohol and tobacco are widely used by young people. Such use can, and does, have adverse consequences for young people, their families, communities, schools, and colleges. Drug prevention programs for youth that address only controlled drugs send an erroneous message that alcohol and tobacco do not present significant problems, or that society is willing to overlook their use. To be credible, messages opposing illegal drug use by youth should address alcohol and tobacco as well.
- (8) Every day approximately 3,000 children start smoking. Thirty percent of all secondary school seniors are smokers. Half of all new smokers begin smoking before the age of 14, 90 percent of such smokers begin before the age of 21, and the average age of the first use of smokeless tobacco is under the age of 10. Use of tobacco products has been linked to serious health problems. Drug education and prevention programs that include tobacco have been effective in reducing teenage use of tobacco.
- (9) Drug and violence prevention programs are essential components of a comprehensive strategy to promote school safety and to reduce the demand for and use of drugs throughout the Nation. Schools and local organizations in

communities throughout the Nation have a special responsibility to work together to combat the growing epidemic of violence and illegal drug use and should measure the success of their programs against clearly defined goals and objectives.

- (10) Students must take greater responsibility for their own well-being, health, and safety if schools and communities are to achieve the goals of providing a safe, disciplined, and drug-free learning environment.

The purpose of this Act was to support programs that prevent violence in and around schools, stem drug and alcohol use, and initiate parental involvement in such programs. These drug and violence education grants were intended to help combat the issues surrounding schools and communities. It encouraged prevention programs that include local, state, and federal agencies along with community based organizations. The funding for these programs was structured to include early intervention, rehabilitation, and education as main attributes.

4. The researcher found 50% of the respondent's felt that "it can happen anywhere" is a lasting legacy of Columbine. It is widely accepted that no one way can identify and prevent targeted school violence. It also is accepted in the findings of the *Safe School Initiative* that incidents of targeted violence are rarely impulsive acts. Fein et al. (2002) found examples in their study such as: One attacker had planned to shoot students in the lobby of his school prior to the beginning of classes. He told two friends exactly what he planned and asked three other students to meet him in the mezzanine overlooking the school lobby the morning of the planned attack, ostensibly so that these

students would be out of harm's way. On most mornings, few students would congregate in the mezzanine before the school day began. However, on the morning of the attack, word about what was going to happen spread to such an extent that, by the time the attacker opened fire in his school lobby, 24 students had gathered in the mezzanine waiting for the attack to begin. One student who knew about the attacker's plans brought a camera so that he could take pictures of the event (Fein et al., 2002).

Pearl Police said 10th-grader Luke Woodham, 16, will be charged this morning with three counts of murder and six counts of aggravated assault. Woodham was apprehended as he was trying to drive away from the mayhem at Pearl High School, where he was described as a quiet, obedient student. "It was over a disgruntled boyfriend-girlfriend thing," said Police Chief Bill Slade. "We have a statement from him, a so-called manifesto, saying it's over because he felt he'd been wronged." "This was a premeditated, planned type of thing," said a stunned Mayor Jimmy Foster. "It's one of those things, you hear it a million times, that is supposed to happen someplace else." Police said Woodham slit his mother's throat at about 5 a.m. Wednesday. Later, they said, Woodham drove to his 900-student high school and entered the building with a 30-30 rifle (a deer hunting rifle) concealed beneath a long overcoat. The school has no armed guards or weapons searches. Slade said that shortly before 8 a.m., Woodham walked into "the commons," a large, open area inside the school where lunch is served and where hundreds of students gather before class (Associated Press, 1997).

5. The researcher found 42% of the respondent's felt that "Bullying awareness" is a lasting legacy of Columbine. Bullying in schools is not a present day phenomenon

alone. Bullying is defined by the researcher as Olweus said as a subset of aggressive behavior characterized by repetition and an imbalance of power (Smith & Brian, 2000).

No one thinks the high tolerance for athletic mischief explains away or excuses the two boys' horrific actions. But some parents and students believe a school wide indulgence of certain jocks — their criminal convictions, physical abuse, sexual and racial bullying — intensified the killers' feelings of powerlessness and galvanized their fantasies of revenge. It was clear in the first hours after the shootings that vengeance against athletes was a preoccupation of the two killers. Harris and Klebold began firing with the words "All the jocks stand up." They barked "anybody with a white hat or a shirt with a sports emblem on it is dead" (Adams & Russakoff, 1999).

When schools began tackling the prevention of bullying, a new approach to the issue needed to be adopted. Conflict resolution, peer mediation strategies, and group therapy that focus on increasing self esteem have been shown to be relatively ineffective with bullies, because bullying behavior results from a power imbalance rather than deficits in social skills (Whitted & Dupper, 2005). The fact is, bullying requires a high level of social skills in order to be successful at avoiding adult detection. The bully will plan and proceed in a way to anticipate a victim's response.

School-level interventions should aim at clarifying and communicating behavioral norms- that is, developing classroom and school wide rules that prohibit bullying and promote adult modeling of respectful and nonviolent behavior (Whitted & Dupper, 2005).

Discussion Question 2

1. The researcher found 50% of the respondents listed safety and security as a legacy of Columbine. The researcher notes that these schools realize that safety is an important aspect of the school day. It is not lost on the researcher nor any administrator that these high achieving academic institutions believe the safety of their schools is important and academic time is sacrificed for drills and planning. The researcher believes that this is a legacy of Columbine that is difficult for schools to realize the importance of the connection between a safe school and achievement.

2. The researcher found 40% of the respondents had a theme of taking all threats seriously. It was a common response to hear the respondent list writings and drawings. The mentality of “its just words” is not a reality at these schools. School administrators need to focus on the fact that these schools make the students feel comfortable to come forward and report to an adult. The students in these schools know anonymity will extinguish the concern of being considered a “rat”.

3. The researcher found 50% of the respondents felt that keeping students safe is a lasting legacy of Columbine. The respondents used this theme in a protective manner. Some of these schools have taken great pain to construct physical barriers around the school. Many of these schools have instituted the wearing of student Identification cards. Current administrators should heed the advice of these schools and be concerned about who is on the campus and prevent those who should not be. The researcher believes all schools can take the simple approach of doing anything to limit ports of entry to the

physical plant. These schools that use identification cards also report it is for the students to know what adults are safe to be on campus. It seems a simple way to encourage safety.

4. The researcher found 50% of the respondent's felt that "it can happen anywhere" is a lasting legacy of Columbine. As far as importance of the respondent's comments this is most important to the researcher. These schools have decided and acted in concert with the feeling that they need to be prepared for anything. The procedures are both proactive as well as reactive. These schools feel that practice of their lockdowns and safety reviews are living documents that need continuous updating and not documents in binders on the shelf.

5. The researcher found 42% of the respondent's felt that "Bullying awareness" is a lasting legacy of Columbine. The researcher believes this response is interesting due to specific questions asked during the interview. It is interesting that the rate was not higher considering a direct question was asked during the interview. They all believe it is important from their direct answers during the interviews. Therefore this percentage is misleading. It is important that these schools also have adapted to the phenomenon of cyber bullying. Administrators should take away the fact that cyber bullying should be added to the Discipline codes to all schools. The most important realization by these schools that can be gleaned is the idea that the students are advanced in technology proficiency. Teachers need to be trained for what to look for and in the use of technology to take the cyber bully serious.

Limitations of the Study

This study is subject to the following limitations:

1. The study is limited to 12 schools. There are many other schools that could qualify for a similar study. The range of schools that win the award is 150-270 yearly.
2. The study focuses on the changes in policies, procedures, practices, and programs of the 12 chosen schools. It does not evaluate their effectiveness.
3. The types of documents requested may vary from each of the 12 schools.
4. The study focuses only on 12 Blue Ribbon Award winning schools with no comparison to other types of award winning schools.
5. Each school may define or forget the changes made to policies, procedures, practices, and programs after the Columbine tragedy.
6. The researcher is in charge of student safety as a Dean of Students. As a safeguard against biases, the researcher will maintain a journal.

Recommendations for Future Research

The following recommendations for future research are based on the limitations of this study and the themes that emerged.

The first recommendation for future research is to replicate this study using a greater number of participants. Because this study included only those schools that won the award before and after Columbine under the 1982- 2002 Blue Ribbon Award criteria. At present the range of Blue Ribbon Award recipients is 150-270 annually.

The second recommendation for future research is to replicate this research and explore the effectiveness of the policies, procedures, practices, and programs that were implemented at these schools.

The third recommendation for future research is to replicate this study and compare the results to either another nationally recognized award or the current No Child Left Behind Blue Ribbon Award criteria.

Summary

The central questions of this study were: With regards to safety, what patterns emerged in the policies, procedures, practices, and programs in 12 select Blue Ribbon Award winning schools since the Columbine tragedy. What is the lasting historical legacy of the Columbine tragedy?

The researcher discovered themes in responses from Principals or Designees to the questions that were insightful. The mantra of many schools is that the school is a community. The notion of community is an all-inclusive group of individuals that create a better whole. Nine schools in the study had a Safety Committee of those six had a community member on the committee. This notion of allowing an “outsider” from the school building and in some schools had a safety expert as the community member. Future administrators should consider this strongly. These schools have achieved academic success through risk taking and transferring the notion to Safety education is no less than brilliant if done properly.

The researcher also recognizes that the amount of schools in the study that believe that a serious incident could happen at their schools and plan accordingly. This topic

alone could be a source of future research. The review of literature is clear that many schools work under the guise of “it can’t happen here.” These schools have truly learned the ultimate lesson of Columbine.

APPENDIX A

LETTER OF INTRODUCTION TO PRINCIPAL OR DESIGNEE

September 9, 2007

Mr. Buddy Bush
Canine High School
1600 Pennsylvania Ave.
Washington, D.C.

Dear Mr. Bush,

I hope this letter finds you and your school in good spirits at the beginning of this school year.

I am a Dean of Students at Adlai E. Stevenson High School in Lincolnshire, Illinois and a doctoral candidate in the School of Education at Loyola University Chicago. The purpose of this letter is to formally request your participation in my dissertation research study. I am studying the effect of the Columbine tragedy and its effects on the policies, procedures, practices, and programs at twelve Blue Ribbon Award winning schools. Your school has met the criteria of winning the award before and after the tragedy. The working title is, Safety changes in Blue Ribbon Schools since the attack on Columbine High School.

The primary goal of this research is to see what a school like yours, that has been named a Blue Ribbon School on more than one occasion, has done in the areas of policies, procedures, practices, and programs since Columbine and what other schools could benefit from the changes.

Your agreement to participate in this study will not require much of your time. If you agree, I will set up a convenient time to have no more than a 30-minute phone interview. If you are too busy and have a designee who could answer the questions that is understandable and appreciated. With the interview, I am also requesting copies of some district documentation such as: discipline guides/or student guidebooks, any pertinent board or school documents pertaining to violence reduction programs after Columbine, and any violence reduction policies, practices, or programs after Columbine. I request that you secure any necessary permission inside the school district to send any documents to me. Please inform me if your school has an Institutional review board that governs research, if so; please give me the contact information.

The information and data provided will be completely confidential. I will be doing the transcription of all interviews and will be the only person that will have access to this research. When the interviews are complete and the data collected I will not use the name of the school involved, participants, or any distinguishing characteristics. All the schools will be purposefully disguised and only recognized and identified by one of the 4 time zones.

I will be contacting you within the next 2 weeks to confirm your receipt of this letter, and answer any questions in regards to your willingness to participate. I am also sending a self addressed stamped envelope for a form that gives your consent to the interview if you agree. Once your consent is given I will set a 30-minute time that is most convenient for you. I appreciate your consideration. If you would like to speak to my advisor Dr. Janis Fine you may reach her at Loyola University Chicago (312) 915-7022. If you would like to reach me at Stevenson High School please do not hesitate to call me at (708) 638-5150 or email jgust1@luc.edu

Sincerely,

Joseph Gust

APPENDIX B

LETTER OF APPROVAL FROM COOPERATING INSTITUTION

Letter of Approval from Cooperating Institution

By signing this letter as Principal of Canine High School, I am agreeing to facilitate the participation of myself or appropriate designee in the research study, *Safety changes in Blue Ribbon Schools since the attack on Columbine High School*, to be conducted by Joseph Gust, a doctoral candidate at Loyola University Chicago.

I understand that the researcher will conduct no more than a 30-minute phone interview at my convenience. In addition, I will discuss with the researcher the possibility of providing relevant documents for his review.

If I have any questions about the research I may contact Joseph Gust for further information.

Signed _____ Date _____

Researcher's name and address:

Joseph Gust
804 Piedmont Circle
Naperville, Il 60565
708-638-5150
jgust1@luc.edu

APPENDIX C
INTERVIEW SCRIPT

Principal or Designee

May I speak to (name of principal or designee)? Hello, this is Joe Gust from Loyola University Chicago. I have received your letter of consent for the interview to take place. This telephone interview will take no more than 30 minutes of your time. I am recording this conversation and will provide you a summary of your responses at your request. Do I have your permission to proceed with this phone call, or, can I answer any questions you may have before we proceed?

1. What changes if any, were made to your discipline code *after* Columbine?

Some possible prompts to help explain further:

- Stronger language and/or consequences in reference to bullying
- Stronger language and/or consequences in reference to fighting
- Stronger language and/or consequences in reference to threats

2. What information if any, was disseminated to parents and students in the days *after* Columbine?

Some possible prompts to help explain further:

- School assembly/ announcements
- Mailings to parents
- Email to parents
- Web Site notices

3. What information if any, did the student newspaper have in regards to Columbine?

Some possible prompts to help explain further:

- None

- Student views on the shooting
 - Administration/ Adult opinions
 - Combination of adult and student perspectives
4. What response if any, did the parent organization have *after* Columbine?
- Some possible prompts to help explain further:
- None
 - Organized pressures for changes at your school (Board meetings etc.)
 - Pressures for change from parents in general (Phone Calls, visits etc.)
5. If your school has a lockdown procedure was it in place *before* Columbine? If yes, was it changed after Columbine in any way?
6. Does your school have a safety or security committee? If, yes was it formed before or after Columbine? What stakeholders are represented on the committee?
7. If no, why not?
8. If a safety committee is present. What is the process for recommendations made by the committee for action?
9. Did your school's offerings of student activities (Clubs/Sports/Arts etc.) increase *after* Columbine? How so?
10. Did your school increase the amount of zero tolerance violations beyond those mandated by law *after* Columbine?
11. From your leadership perspective, what is the lasting legacy of Columbine?

APPENDIX D
CONSENT TO PARTICIPATE IN RESEARCH

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: Safety changes in Blue Ribbon Schools since the attack on Columbine High School

Researcher(s): Joseph Gust

Faculty Sponsor: Dr. Janis Fine

Introduction:

You are being asked to take part in a research study being conducted by Joseph Gust for a dissertation under the supervision of Dr. Janis Fine in the Department of Education at Loyola University of Chicago.

You are being asked to participate because your school has won the distinguished Blue Ribbon Award before and after the tragedy at Columbine High School. I am requesting either you the Principal or your designee participate in my study.

Please read this form carefully and ask any questions you may have before deciding whether to participate in the study.

Purpose:

The purpose of this study is to show the effect of the tragedy at Columbine High School on the policies, procedures, practices, and programs at twelve Blue Ribbon award-winning high schools.

Procedures:

If you agree to be in the study, you will be asked to:

- Participate in a phone interview that will last no more than 30 minutes and will occur at your convenience. This interview will be audio taped and transcribed by me. You will have the right to review the transcription for accuracy.
- Provide a copy of the guidebook that outlines student rules from the 1998-1999 school year if possible, the current guidebook, and any copies of board minutes from April 1999 thru April 2000 to the Investigator. You will be provided pre-paid postage to accommodate this request after the phone interview.

Risks/Benefits:

“There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.”

There are no direct benefits to you from participation, due to the confidentiality of the data collection. When completed all schools will have a document by which to guide best practices in the future.

Confidentiality:

- The study will consist of twelve schools that will be coded by time zone and schools will be coded with letters A-L. Each participant in the study will be labeled as Principal or Designee to mask participant's exact position in the school system.
- The audiotapes that are made from this study will be stored in the researcher's safe at home. After five years, all tapes and transcriptions generated by me will be destroyed. The five-year period will give the researcher time for additional data analysis.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. If you decide to participate please mail this signed form back in the self addressed envelope provided.

Contacts and Questions:

If you have questions about this research study, please feel free to *contact* Joseph Gust at (708) 638-5150 or jgust1@luc.edu. Or my Faculty Sponsor Dr. Janis Fine at (312) 915-7022

If you have questions about your rights as a research participant, you may contact the Compliance Manager in Loyola's Office of Research Services at (773) 508-2689.

Statement of Consent:

Your signature below indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

Participant's Signature

Date

Researcher's Signature

Date

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