



The *School* Violence Prevention Handbook

A Guide Empowering Every Student to Create A Violence-Free School

Rebecca West, MA

Middle/High School Edition

One individual can begin a movement that turns the tide of history. Martin Luther King in the civil rights movement, Mohandas Gandhi in India, Nelson Mandela in South Africa are examples of people standing up with courage and non-violence to bring about needed changes.

Jack Canfield



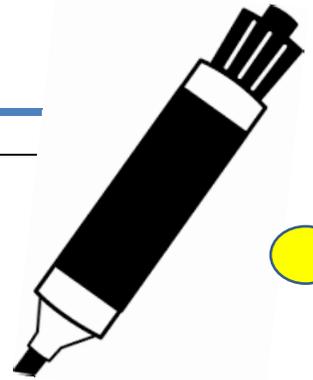
Photo courtesy of: Womeninspiring.com

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ITEMS YOU WILL NEED:

1. The School Violence Prevention Handbook
2. A Pen or Pencil
3. A Highlighter
4. A wall designated as
 "The Pledge Wall-For a Violence-Free School"
5. A Moderator (A teacher or educational staff)
6. Students



Don't Forget to take the Pre/Post test located on
Page 49/51.

THE MODERATOR'S JOB IS TO
MANAGE THE TIME USED IN
EACH SECTION, GIVE THE
PRE/POST TEST, READ THE
INFORMATIONAL TEXT FOR EACH
SECTION, KEEP ALL STUDENTS
FOCUSED AND ENCOURAGE ALL
STUDENT PARTICIPATION
DURING "THE LET'S THINK
ABOUT IT" WORKSHEETS.

How does this Handbook work?

The School Violence Prevention Handbook can be used:

- ✓ with the WSA School Violence Prevention Training/ Survivor Speaker Presentation **OR**
- ✓ can be used as a stand-alone guide to use with students to improve the overall safety and security of a school.

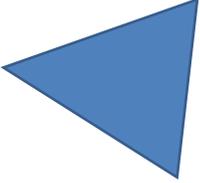
If you are utilizing the handbook with the WSA School Violence Prevention Training (SVPT), this manual will be used in the afternoon segment of the training following the speaker presentation and lunch. If you are using the handbook as a stand-alone guide, you will need to follow the particular time schedule you or your school administration specifies. **It typically takes no longer than 15-20 minutes per section.**

It is the goal of the SVPT to keep students engaged with the program and in doing so, WSA recommends teachers or educational staff (Moderator) who are overseeing the handbook training **to follow these 14 simple workshop techniques.**

LET'S GET STARTED

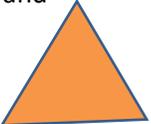
1. Students should be divided into smaller groups of no more than 20-25 per group with at least one Moderator.
2. **To begin:** All students and the Moderator should form a circle with their desks.
3. Moderator should ask students to turn to Page 49 and complete SVPT Pre-test and turn in. (answers can be found at Well-beingsafetyassessments.com)
4. All students/Moderator should open The School Violence Prevention Handbook to page 8 or it can be displayed on a tablet, computer, or smartboard.
5. Moderator: Read SECTION 1-pages 8-12 (Students can also assist with reading.)
6. Students: Should be encouraged to highlight important areas of the handbook. Moderator can and should make suggestions.
7. Once reading is completed, Moderator/Students should turn to page 13 to complete the "Let's Think About It" worksheet. Read the questions out loud and have students answer to the group and/or write personal answers down.
8. Moderator: Continue reading and overseeing each section of handbook making sure to stop at the "Let's Think About it" worksheets to identify group and individual answers. Don't forget to applaud students for great answers and thinking outside of the box when it comes to school safety.
9. Moderator: On page 22, students are asked to complete a **Pledge** to Stand-Up against specific violent behaviors. Moderators should have one student read, "The Pledge" out loud. Once it is read, the Moderator should discuss with the group why a violence-free environment is important to them and what the alternative is. After the group discussion is completed, students who would like to sign The Pledge should do it. Moderator should commend students on making a great choice for a safe and secure school. The signed pledge papers should then be hung up on the designated wall located somewhere within the school. If you are reviewing the handbook online with students, the Pledge page should be printed off and hung up for display.
10. PLEDGE BRACELETS CAN BE PURCHASED AT: WELL-BEINGSAFETYASSESSMENTS.COM to support a GREAT Violence-free choice!
11. **The Self-Reflection Inventory form** (Page 29) should be completed during the training however individual answers should only be shared out loud if the student is comfortable in sharing. This should be considered private information and only shared with someone close to the student or a favorite teacher or counselor. Students should be encouraged to seek out help from the teacher/counselor if they need to discuss something personal on the inventory. Moderators should role-model good boundaries in this section and not allow students to look on other student's inventories. Complete "The Let's Think About It" questions as done previously.
12. Moderator: Continue reading each section and asking the "Let's Think About It" questions to engage students and keep them focused.
13. Read the Dedication on Page 47 and have students complete the letter assignment on Page 48 and read out loud if there is time.
14. Have students turn to page 51 and complete the SVPT Post test and turn in. (Answers can be found at the WSA website.)

Introduction



It seems everyone has an opinion about the recent increase in school violence. Politicians point their blaming finger one way, gun lobbyists point their finger another way, and mental health professionals point their finger a completely different way. Pointing our fingers in different directions and not working together has become a large part of the problem. It does not get the issues resolved and nothing ever truly changes leaving students to be faced with a harsher and harsher reality.

Well-being Safety Assessments (WSA) is an independently owned business that grew out of the need to develop preventative services to counteract violence within the U.S. school system. They offer a Proactive Collection of School Safety Tools including student wellness assessments, wellness classes and an anonymous reporting system. School Administrators can now implement one, some or all of the WSA safety tools within their schools to identify at-risk students and seek out intervention services before tragedy strikes.



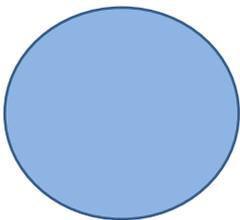
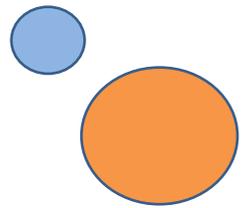
Wellness assessments offer an online screening where students can privately answer key questions determining if they are at-risk in one of five categories: anger/violence, depression/suicide, emotional well-being, child abuse/neglect, and drug/alcohol abuse.

Wellness classes provide an opportunity for students to take online classes and learn about anti-bullying, anger management, suicide prevention and much more. **The anonymous reporting system** allows students, teachers and community members access to a 24-hour professional answering service. Anyone can call, text, message or email when they see or hear anything unsafe or suspicious at school or on school grounds. The information is then forwarded to an on-call educational staff member for non-emergencies or transferred to emergency personnel in cases that are more serious.

Rebecca West, the owner of WSA believes wrap-around preventative services is the answer to the school violence issue. In addition to The Proactive Collection of School Safety Tools, WSA will begin offering **School Violence Prevention Training** in the FALL 2019. This is not your typical student workshop nor is it an ordinary run of the mill presenter. WSA has designed and created one of the best School Violence Prevention Programs in the United States. This unique training is the key to stopping violence in schools as well as outside of them. It is shifting the way a generation views a chaotic behavior. Violence will no longer be seen as acceptable but instead as an action requiring our immediate help and intervention. This full-day of School Violence Prevention Training is divided into two sections: The Morning and The Afternoon. *The Morning session* will begin with all students in the school auditorium listening to the host of this very special training, a student survivor of school violence. This powerful presenter will transform the way students view their own actions and the action of others as they reveal their own personal journey during an intruder attack. The presenter tells a story to unite every person toward a common goal of peace. Following the presentation, the speaker will pass out **R.E.A.C.T. bracelets and t-shirts** reminding every student the importance of “reacting” (Report, Email, Action, Call, and Text) when they see or hear anything unsafe of suspicious. Responding to an issue can prevent a tragedy. After lunch, *the Afternoon session* will begin as students gather in smaller groups within classrooms and are handed **The School Violence Prevention Handbook**.

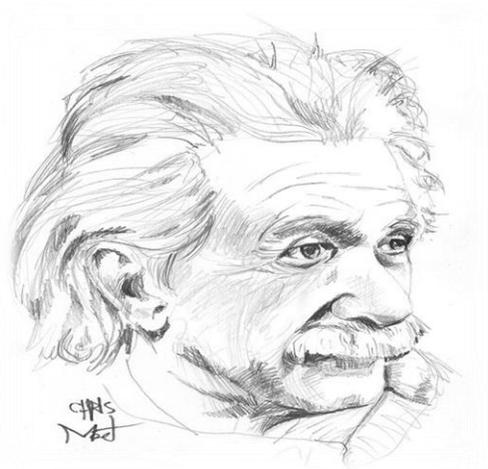
The **School Violence Prevention Handbook** breaks down vital subject matter into easy digestible pieces for every student to understand. Following each chapter is a worksheet titled, “Let’s think about it,” which allows the student to look into their own personal life and school experiences and identify solutions to everyday problems instead of using violence. Students will be able to identify different types of school violence and learn why it is necessary to report problems early on instead of waiting or ignoring the issue. The signs and symptoms of suicide and bullying are discussed and the link between them is revealed. Although it is not required, all students will be given the opportunity to sign a pledge, agreeing to stand-up and unite with others against school violence. Students will be able to take a deeper look at themselves with a self-reflection inventory. They will answer yes/no questions in key areas to identify specific issues they may need to seek support with in the future. And finally, the handbook will address environmental safety focusing on the role of School Resource Officers, classroom safety procedures, and parent involvement in school safety. A Pre and Post test is provided within the handbook to assess student’s progress with the material.

Ideally, **The School Violence Prevention Handbook** is used in conjunction with the WSA School Violence Prevention Training. However, the handbook can be used separately as a stand-alone tool to initiate and maintain a safe and secure school. This tool is beneficial for all middle and high school age students.



The world will not be destroyed by those who do evil, but by those who watch them without doing anything.

Albert Einstein



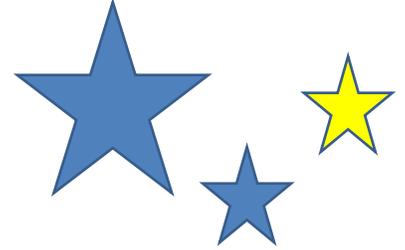
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I WHAT IS SCHOOL VIOLENCE?

School violence includes many different types of violence and can be confusing to understand. There are 5 different types of school violence.

1. Physical violence
2. Psychological/Mental violence:
3. Verbal Violence
4. Sexual Violence
5. Carrying Guns/weapons onto school grounds



Physical Violence

Physical Violence can look different to many students because of how they were raised. For instance, some families wrestle around with one another and it is okay because they are just playing around. But other families don't like to play in this way.

At school, there should be no wrestling around even if you are just playing. It is not okay to put your hands on someone else in this way because they may think you are trying to harm them or they may be uncomfortable with this kind of behavior.

Physical Violence is defined as any deliberate act, behavior or physical force by a person or persons against someone which causes them bodily harm or injury, like kicking, punching or burning (Kirkpatrick, 2017).

Physical Violence can be a fist fight or a shoving match between two students or a group of kids. It can also be throwing something on someone or damaging their property in some way.

When we are on school grounds or in a classroom, we have to remember to follow school rules and keep our hands to ourselves at all times.

Students who use physical violence to manipulate or scare others are having difficulty managing their anger. They have not been shown or do not understand how to manage this feeling and it has gotten out of control. Often times students who are angry and use physical violence have learned this behavior from someone close to them, like a parent. Responding to them with more anger doesn't solve the problem but **not** responding doesn't solve the problem either. A person with anger management issues needs professional help in teaching them what anger is and how to handle this emotion properly. If the individual doesn't get help, they will continue with this behavior and may even get worse and cause them serious problems later on with the police.



Psychological/Mental Violence

Psychological/Mental Violence is not as easy to detect as physical violence but it hurts just the same. There is an old rhyme that says, “sticks and stones may break my bones but words will never hurt me.” Unfortunately, this saying could not be further from the truth. Words do hurt us and when they are said purposefully to harm another, this is called psychological or mental abuse.

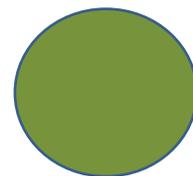
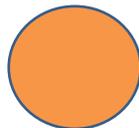
Some people refer to psychological abuse as “mental games.” It is saying, writing, texting, or recording harmful things about another person. **Cyber-bullying is a form of psychological abuse.** When a student posts hurtful information to social media about another student this is cyber-bullying (What is Cyberbullying, 2019). It can be very easy to write a negative comment about someone verses saying it to their face, but doing this is called mental violence and is not okay. If you have a problem with another student, the correct way to handle it is by talking through it or by agreeing to have a difference of opinions. It is never okay to say, write, text or record harmful information about another person or for them to do this to you.

Schools have struggled with stopping bullies for many years primarily because bullies do not all look the same. They come in many shapes and sizes doing all kinds of hurtful things. Cyber-bullying is even harder to stop because school officials probably will not see these violent posts unless someone brings it to their attention. **Bullying does not stop on its own and always requires someone to stand up and tell authorities.**

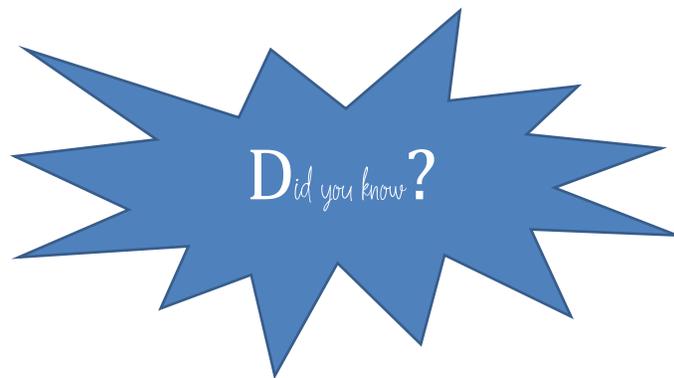
Stalking is another form of psychological violence. It is a pattern of behavior that makes you feel afraid, nervous or in danger. Stalking is when a person repeatedly contacts you, follows you, sends you things or talks to you when you don't want them too. Stalking makes you feel threatened and unsafe (Bulletins for Teens.) It is important to tell a parent, teacher or school official if someone is doing this to you. Some students feel they instigated the stalking by talking or being nice to someone. This is not the case. It is okay to be nice and it is okay to have a conversation but it is not okay to stalk and make another person feel uneasy or in danger.

Verbal Violence

Have you ever met someone who is very loud and uses incredibly harsh language? It can be overwhelming! Sometimes people will blame the words they use on their personality. “This is just how I am. I just use cuss words.” It is not okay to say hurtful mean words to another person. As a person, you have to have control over your body and your words. It is okay to be angry and it is okay to be sad or whatever emotion you are feeling but it is never okay to lash out at someone.



Verbal Violence is when words are used to belittle another person. A student being verbally violent may call someone names or degrade them. They may say things like, "You are so stupid!" or "I have never seen anyone as ugly as you." Often times people use verbal violence to manipulate another person. They try to build themselves up by downgrading the other person. In reality, it is the person saying the words who is intimidated. Regardless of the reason, verbal violence isn't okay and should be reported as soon as it happens. **Remember: Bullying doesn't stop unless you stand up and say something or tell somebody.**



Students who use physical, psychological or any other form of violence have often learned it from someone. They are taught it. They are shown how to yell and scream, hit others and even use hurtful words. Just like we learn how to walk, eat, read and write, we also learn how to handle our anger incorrectly. The good news is we can re-learn how to handle our anger in the right way! But you have to do your part and keeping things a secret isn't helping. You have spent years being taught how to do add, subtract and multiply. Can you imagine if you had to re-learn it? It would be difficult but it could be done. That is what we are asking from someone who is violent. We are asking them to re-learn how they manage their behavior. Understanding and recognizing the problem is the key to helping others but no one can be helped if we don't report when there is a problem. So, remember,

"SEE SOMETHING, SAY SOMETHING." If you see someone not managing their anger properly, tell someone so the person can get help.



Emotions are there to help us recognize what we "feel" about something. They should not control us! Some people don't understand emotions. When we are happy, our emotions tell us to do more of this activity. When we are sad, our emotions tell us we are feeling a loss of some kind. When we are angry, our emotions are telling us we are uncomfortable with the situation and should remove

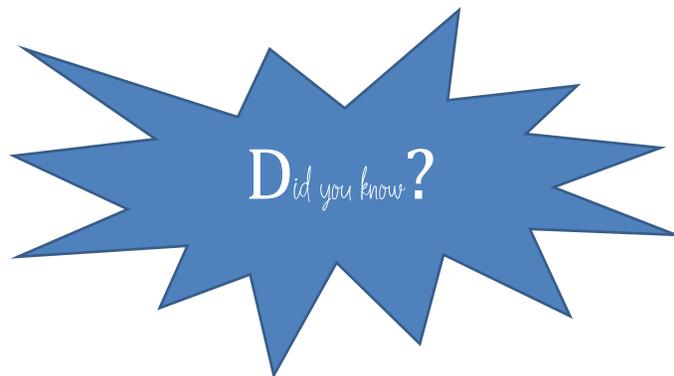
ourselves from it. Anger is not an emotion that should scare us but instead tell us we don't like something and should not do it again. Remember, we cannot control others but we can control ourselves and removing yourself from an uncomfortable situation is sometimes **the best solution.**

Sexual Violence

Sexual Violence is any unwanted interaction between two persons in which one person is used for sexual stimulation of the perpetrator or an observer. Sexual abuse can include touching and non-touching behaviors. A student may attempt to kiss someone who doesn't want to be kissed or grab a private area of their body in a hurtful manner. It can also include watching someone undress secretly or exposing yourself to someone (exhibitionism) (Peterson, 2018).

When an older student manipulates a younger student to do sexual behaviors, this is sexual violence. When an adult encourages a person, who is underage to have sexual relations this is also sexual abuse.

Drugs and alcohol have been used in the past as a reason why the sexual assault occurred, however this behavior is still wrong and should be reported immediately. No one deserves to be taken advantage of sexually. If you see someone being attacked, manipulated for sexual activity or this has happened to you, the perpetrator needs to be reported and stopped. This is the only way to ensure the safety of yourself and others.



Some individuals are sexually abused by someone they know and love, a parent, uncle or neighbor. This interaction can be very confusing for the victim because it is pairing love with abuse. The victim loves the person who is hurting them, making it very difficult to tell on them. Often times, the abuse continues over a long period of time because the perpetrator tells the victim they wanted it too or the perpetrator will go to jail if they report it. Some victims even believe if they sacrifice themselves to the abuse, the perpetrator won't hurt others in their family. **In order to get better, the victim must report the abuse and even though it may come with consequences for the perpetrator it is necessary in order to heal the harm that has occurred.** If you are a victim, perpetrator or know someone who is, telling a teacher or school staff member is the key to preventing any more harm.



Carrying Guns/Weapons onto school grounds

All schools have a regulation which prohibits carrying guns/weapons onto school grounds. When a student carries a gun or a weapon onto a school campus, it is seen as **intent to use** which means a serious misconduct is occurring. Due to the increase in school shootings across the United States, this offense has been met with severe consequences, including expulsion and criminal proceedings.

We need to ask ourselves one question. Why does anyone need to bring a weapon onto school grounds? This is never a good idea. If you do not feel safe at your school, this feeling needs to be reported. If you feel this way, there may be others who also feel the same way and there are power in numbers. Together, we can solve any problem that arises. United we stand, divided we fall.

Most people know what a gun looks like but there are many different types of weapons that are prohibited on school grounds. A weapon could be a bomb, knife or even a razor blade. School Officials cannot be everywhere all the time so it is important for everyone, including yourself to say something if they see or hear anything unsafe.

To summarize, there are 5 different types of school violence: Physical violence, Psychological Violence, Verbal Violence, Sexual Violence and Carrying Guns/Weapons onto School Grounds. It is important to know and be able to identify the different types of violence because as a student you are the eyes and ears to a safe and secure school. We cannot expect school officials to do all the work, if we see or hear anything unsafe or suspicious, we need to report it.

As a student, we also need to take responsibility for our own actions. No one is perfect all the time. However, when you do something wrong to someone else or your friends do something wrong, stand up and be a leader. If you are to blame, apologize. If your friends are to blame, tell them to stop. Don't just walk away. Don't ignore the problem. This world is counting on you and your generation to make a difference. Your generation is the generation that will make the change! Your generation can and will make the difference. Your generation will once and for all end bullying and just accept people for who they are, not for who we want them to be. **Everyone is counting on YOUR GENERATION.**



LET'S THINK ABOUT IT

This section of the manual was created to help you consider what questions to ask yourself and/or others to make a change for the better.

1. Did you realize there were 5 different types of school violence? Try to list them without looking back in the manual.
2. In the space below, let's identify real-life school scenarios in each of these categories. Think about situations you have witnessed or been apart of. If we don't recognize these types of violence in the future, we won't be able to stop or prevent it, so give this section a lot of thought! If you are uncomfortable using the "real name" of a person involved just make up a name.

Physical violence

Psychological violence

Verbal violence

I knew ... but never said anything.

Many times, it is not a surprise when a particular student comes into the school with a loaded weapon. We know this person and have grown up around this person.

Teachers and students, both, have overheard the girl/boy talking about hating the school and those inside of it. They have read the student's journal, assignments, songs or artwork that speak of killing or harming others.

We see it in how they act and behave around school. We see it when they wear t-shirts promoting killing or use their hand pretending to shoot another classmate when they sit down at their desk.

Their parents notice as they become more and more preoccupied with violence watching deadlier shows and playing malicious games.

Many times, it is not a surprise when a student commits this deadly act in or outside of school. But what is a surprise is that so many people knew this person was hurting and didn't do anything to stop it.

We make excuses as to why we should not get involved. We don't know the person that well. We don't know what to say or what to do and they probably wouldn't want our help anyway. We are fearful. And, we are afraid.

Everyone needs help from time to time and it is okay to ask someone if they need assistance. It is okay to see something we feel unsure about and tell someone about it. It is okay to stand up to bullying. It is okay to reach out a hand and help because today may be the last day you can.

It isn't about who is to blame. It is about stopping the violence before it gets any worse.

It is about a new generation changing the world one person at a time.

Sexual violence

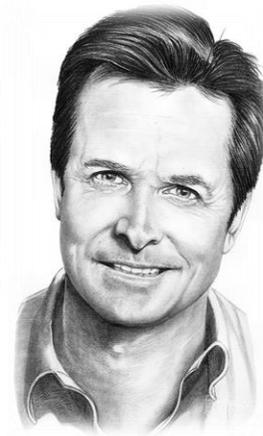
Carrying a gun/weapon on school grounds

3. Just one more thing, go back to each category and write in *really large letters* over the scenario you wrote, the feeling you had when you witnessed or took part in this violence. If you felt “confused” or “helpless” or “sad” write that feeling over the example you gave.

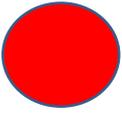


One's dignity may be assaulted, vandalized and cruelly mocked, but it can never be taken away unless it is surrendered.

Michael J. Fox



Pinterest



II. TEEN SUICIDE & BULLYING

In 2017, The Center for Disease Control identified suicide as the **second leading cause of death** for kids ages 10-24. More teens and young adults die from suicide than from heart disease, AIDS, cancer, birth defects, stroke, pneumonia, influenza and chronic lung disease, combined! Unless you have had a friend or family member hurt or attempt to hurt themselves, these statistics almost seem not possible but the reality is they are very real. Kids are choosing to take their own life because the struggles they are facing are too difficult. They feel alone and helpless (Preventing Suicide).

Suicide does not have to happen but many times it does because no one was there to reach out a hand to offer assistance. No one heard their voices complaining about how hard it was and how devastated they were. No one intervened when they saw the warning signs or maybe they just didn't know what the signs were.

There are many signs when someone is thinking about or considering suicide.

- Low self-esteem
- Depression or sadness
- Changes in eating and sleeping habits
- Decrease in school grades
- Withdrawn from family or friends
- Talking, writing or drawing about hurting themselves
- Unexplainable injuries



Do students who are bullied commit suicide?

The signs and symptoms of suicide are in fact the same signs and symptoms a person has when they are being bullied. The two topics are definitely connected and influence one another.

In her article, "Bullying and Suicide: What's the Connection?" Melissa Holt found youth involved in bullying in any capacity (both bullies and victims of bullying) were more likely to think about and attempt suicide than youth not involved in bullying (Holt, 2017).

Is bullying also linked to school shootings?

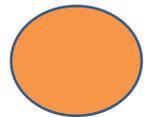
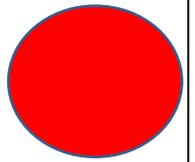
Bullying is not only linked to teen suicide. Bullying is also linked to school shootings.

David Williams, a retired police officer and school security officer tells us bullying is a fundamental reason for the rage associated with most school shooting incidents (Williams, 2018). When someone is



picked on repeatedly, they have an immense amount of anger built up and may look for retaliation and when they do, the results can be devastating.

No one wants a person to hurt themselves or other people but something needs to change. We need to change. How we view bullying, suicide and school shootings need to change. **First**, we need recognize the effects bullying is having on our self and on others. **Second**, we need to decide enough is enough and it is time for a change. It is time for every student to change how we personally view bullying and what we are willing to do about it. **Third**, we need to stop making excuses and Stand-Up and report school violence, bullying and anything that is unsafe or suspicious. **And finally**, we need to make those changes so everyone can lead a violent-free life. We can no longer wait for someone else to do something. This is our generation. This is our school. No one should fear going to school. It is time for a change!





LET'S THINK ABOUT IT

This section of the manual was created to help you consider what questions to ask yourself and/or others to make a change for the better.

1. Information has been shared as to why people hurt themselves or others but these are not the only reasons. Why do you think students make a decision to hurt themselves?
2. Some signs and symptoms of teen suicide were identified, can you think of any other signs someone might have if they were stressed and struggling with life?
3. What are some things you could do that may help a person considering suicide?
4. What are some things your school is **currently doing** to help a student who is considering suicide?
5. What are some things **you could help create** in your school to help a student who is considering suicide?

If you are thinking of committing suicide...

The National Suicide Prevention Lifeline is a crisis hotline that anyone can call if they are considering suicide or know someone who is.

The Lifeline is available to anyone. It is completely FREE and is confidential.

A skilled trained crisis worker will answer the phone. The worker will listen to you and begin to understand how the problem is affecting you. They will provide support and resources to you.

Call **1-800-273-TALK** if you or someone you know is considering suicide.

Don't wait.

If you know someone who is considering suicide...

If someone you know has been struggling emotionally or having a difficult time, you can help. You can make a difference in their life.

Never keep a secret if someone tells you they are going to hurt themselves.

Friends help friends when they are in trouble.

Call **1-800-273-TALK** to learn about all the ways you can help a friend through this type of crisis.



**Our lives begin to end the day we become
silent about things that matter.**

Martin Luther King, Jr.



Arlingtondiocese.org



III THE PLEDGE



The world tells us children are our future. They are the leaders of tomorrow. Their views, their beliefs and their values are what will shape a better life for everyone. Students have impressed us as they overcome obstacles and paved the road leading us to a new way of thinking and a new way of living.

Today, students have a choice. They can continue living and behaving the way they have and they will continue to see bullying, suicide and school shootings. Or, they can make a change but that change has to start with you. Nothing in the world ever changes until someone or someone's put their mind to it.



No one is requiring you to pledge to make a difference or pledge to stand up and rally for the cause. But, if you choose to, the option is available.

STAND UP FOR THE CAUSE

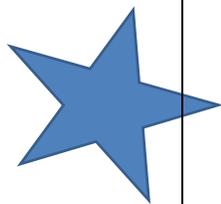
This isn't like having a car wash and raising money for new uniforms. This is a different and new type of leadership role. This is standing up for those who need your help. This is saying something when you see someone hurting someone else. This means you won't look the other way or worry what your friends might say. This cause is greater than you or any other student. This is about changing the way the world works. It is about reaching out your hand to help someone in need so they will in turn reach out their hand when you need help. It is about a PLEDGE to change yourself and what you value. It is

about being apart of the bigger picture and molding the EARTH into a place you and everyone else will be proud of.

Ask yourself:

- Do you believe there is a problem in the way some people are treated at your school?
- Do you believe you have the ability to say something when you see something even if that means telling on someone you care about or someone who scares you?
- Do you believe you are not alone and there are many others who will also stand up?
- Do you believe together we can make a difference and change the world?

If you answered yes and your ready to make a public pledge to yourself and others then take a moment and complete the next page. Your school is excited about this change and you should be too! This is a big deal and even though it is just a piece a paper, you are committing to solving a global problem and you should be commended on your efforts.





THE PLEDGE

I, _____ solemnly pledge to do the following:

Self

- ❖ Be aware of my own feelings and let others know when I feel harmed in any way.
- ❖ Be alert and attentive to others feelings and when I see I have harmed them in any way to apologize and remedy the situation in a timely manner.

Others

- ❖ Stand up and report when I see or hear anything suspicious or unsafe at home, school or my community.
- ❖ Stand up and report when I witness bullying.
- ❖ Stand up and report when I see or hear any of the 5 types of violence.
- ❖ Stand up and report when I see or hear anyone having the signs and symptoms of suicide.

School

- ❖ Stand up and become united with others who are committed to preventing and stopping violence.
- ❖ Stand up and be a leader in the creation of anti-bullying and non-violent strategies.

Community

- ❖ Stand up and tell others the pledge you have taken.
- ❖ Stand up and help educate others in anti-bullying strategies, suicide prevention, and the 5 types of violence.

Print Name: _____

Signature: _____

Date: _____

GRADE: _____



Your silence gives consent.

Plato



Zikoko

IV. R.E.A.C.T.

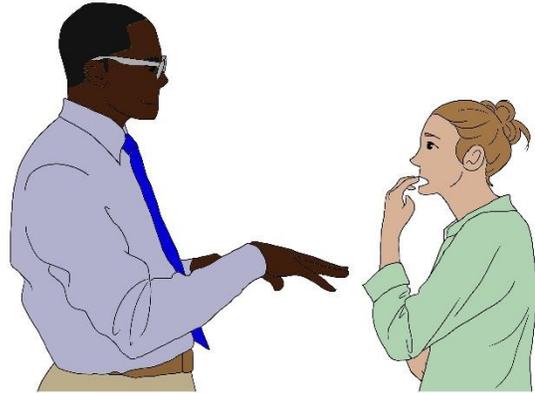
R: Report

E: Email

A: Act

C: Call

T: Text



R.E.A.C.T. is a WSA response system used to help prevent and respond to school emergency situations. Whether it is a fire, bully, tornado or school intruder, R.E.A.C.T. is the best means for a student to de-escalate or resolve the problem.

R: The “R” in R.E.A.C.T. stands for **REPORT**. Reporting when you see or hear anything unsafe or suspicious is the key to getting yourself and others out of danger.

In the case of bullying, some students report feeling like a “snitch” if they tell on someone for their inappropriate behavior. These same kids are okay if you tell the teacher or principal when they do something great. If they win the track meet or a special award, they want you to shout it from the roof tops. It is only when they are doing something, they should not be doing they use the word, “snitch.” The word is meant to make us feel bad for telling on something that is wrong instead of them for doing what they already know is bad. So, never feel wrong for doing what is right when someone else has chosen to make a bad choice.

E: The “E” in R.E.A.C.T. stands for **EMAIL**. There are times when students are not comfortable saying what needs to be said however it can still be reported through email. Go online or ask for your favorite teacher or counselor’s email and send them a message. Tell them key information like who is involved, where the incident occurred and when it happened. They will need these details to look further into a situation. Remember if this is a true emergency, an email may not be the best choice for a timely response.

A: The “A” in R.E.A.C.T. stands for **ACT**. When you took the pledge to make a difference at your school, you took the pledge to stand up and act! You agreed you will not be one of those kids who look the other way or are intimidated by others. If you see or hear anything unsafe or suspicious, it is time to ACT and do so quickly.

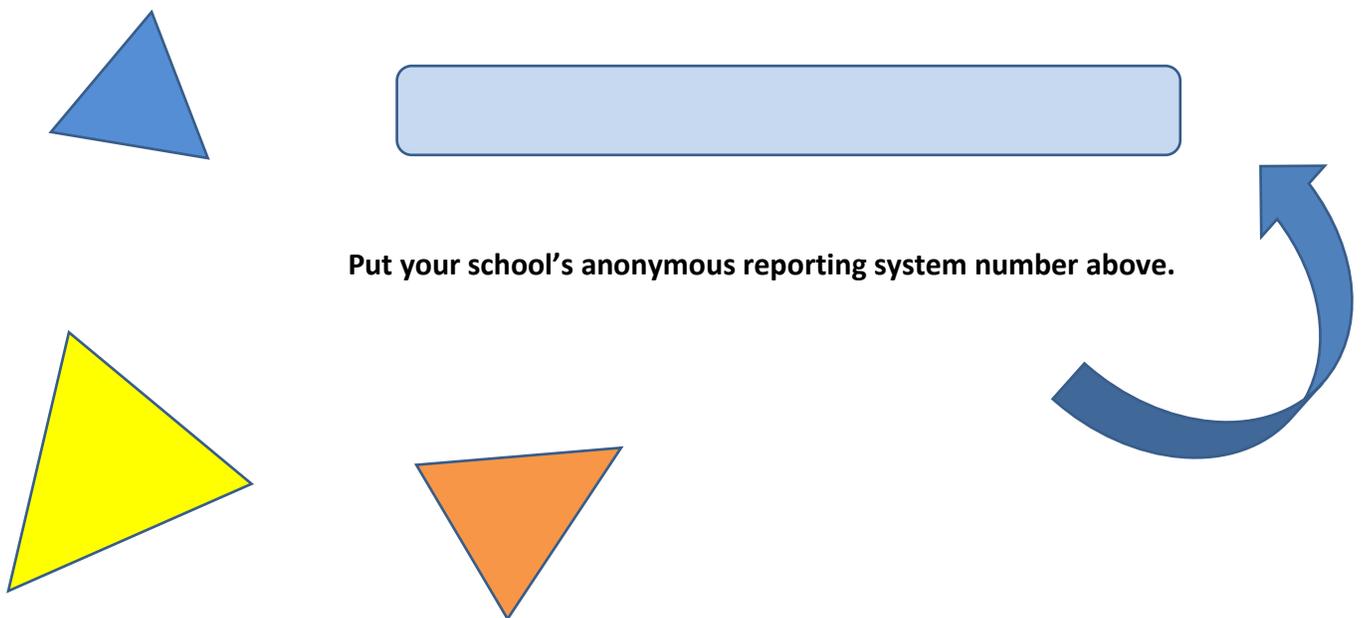
If you smell smoke, go tell a teacher. If you overhear someone talking about bringing a gun to school, report it. If you witness someone being attacked regardless of how bad it is, talk to a person who can help. Standing up is not always easy and neither is change but to make the world a better place all of us need to do our part.

C: The “C” in R.E.A.C.T. stands for **CALL**. Most schools have an anonymous reporting system where students and teachers can call to report unsafe or suspicious activity on school grounds. Don’t be afraid to use this tool to help yourself or others during an emergency or a difficult situation. It is okay to ask for advice and it is okay to report something that makes you feel uneasy.

If your school does not subscribe to an anonymous reporting system, call an adult to report the information. And remember, keep telling until someone does something.

T: The “T” in R.E.A.C.T. stands for **TEXT**. Most people, school officials included have smart phones today or have access to SMS services on their computer or tablet. If you are not comfortable calling someone to report information, text it to them. It is important to give all the necessary details to them. For instance, texting that you know someone who is threatening to hurt themselves but giving no identifying information makes it impossible to help anyone.

Remember to use the four W’s: Who, What, When and Where. Who is involved, what occurred, when did it happen and where was it. If you text this information, you will have covered all your bases.





LET'S THINK ABOUT IT

This section of the manual was created to help you consider what questions to ask yourself and/or others to make a change for the better.

Read the next four scenarios and respond using the emergency response system: R.E.A.C.T.



Scenario #1: Jaxon is walking up to the school entrance and notices someone he doesn't know going inside through a propped open side door. What should Jaxon do?

R.:

E.:

A.:

C.:

T.:

Scenario #2: Raven overhears two students harassing another student in the bathroom about the way she dresses. The student is visibly upset when she leaves the bathroom. Raven has seen this happen over and over. What should Raven do?

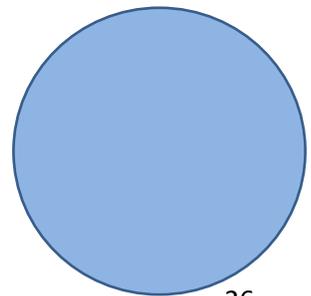
R.:

E.:

A.:

C.:

T.:



Scenario #3: Hadley has been very sad for the last several months but is trying to keep it together. Her mother and father are getting divorced and her dad has moved out. She is getting overwhelmed with school and wants to sleep all the time. Hadley used to enjoy hanging out with friends but has refused to get together lately. What should Hadley do? What should Hadley's friends do?

R.:

E.:

A.:

C.:

T.:

Scenario #4: Jayden is a popular kid at school. She is the captain of the Cheerleading squad and is president of the student council. At a get-together, you overhear Jayden and her boyfriend arguing. She keeps shoving him and at one-point slaps him hard in the face. What should Jayden's boyfriend do? What could you do to help?

R.:

E.:

A.:

C.:

T.:



**You must never be fearful about what you are
doing when it is right.**

Rosa Parks



Glogster.edu

V. SELF-REFLECTION INVENTORY

Because students and people in general do a very good job of hiding their emotions, it can be hard to know when you are not doing well. You may feel bad but have no idea why. This inventory will help you understand why your feeling what your feeling and pinpoint what category they fall under.

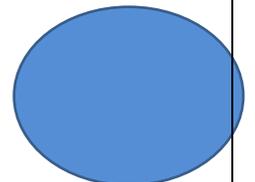
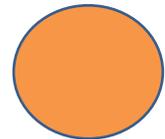
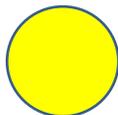
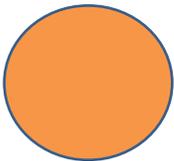


The following questions look at 5 different areas: anger, depression, emotional wellness, drug/alcohol abuse and child abuse/neglect. This is an anonymous inventory and is for your eyes only. If you choose to share it do so with a trusted family member, school staff member, or best friend.

Directions: Read each statement carefully and if you agree with the statement check yes. if you disagree with the statement check no and if you are unsure if you agree or disagree check maybe.

Anger	Yes	No	Maybe
1. I feel angry most of the time.			
2. When I am upset, I sometimes do things that I regret.			
3. I have hurt animals on purpose when I am angry.			
4. I have gotten into a physical fight when I am angry.			
5. When I am angry, I black out and don't remember what I do.			
6. I am used to seeing violence in my home.			
7. I have thought about or brought a weapon to school.			
Depression	Yes	No	Maybe
1. I feel sad most of the time.			
2. In the past 6 months, I have thought about hurting myself.			
3. I feel people are saying negative things behind my back.			
4. I would describe myself as very anxious.			
5. I care about someone more than they care about me.			
6. I am no longer interested in things that used to make me happy.			
7. I sleep more than 8 hours per day.			
Emotional Wellness	Yes	No	Maybe
1. I sometimes hear voices telling me to do bad things.			
2. I feel unable to connect with others socially.			
3. My emotions are like a roller coaster, sometimes I feel really excited and on top of the world and other times I am so sad it is hard for me to get out of bed.			
4. I sometimes see things other students cannot see. (hallucination)			
5. I feel I have to do certain behaviors are something bad is going to happen to me or someone I love.			

6. I do not take my medication like I am supposed to.			
7. Other students see me as odd or different than them.			
Drug/alcohol Abuse	Yes	No	Maybe
1. I drink alcohol or use drugs.			
2. I have passed out after drinking alcohol or using drugs.			
3. I have driven a vehicle after consuming alcohol or drugs.			
4. I have tried to stop drinking or using drugs and cannot do it.			
5. I started drinking/using drugs/alcohol before I was 10 years old.			
6. I have family members who drink and/or use drugs.			
7. I do dangerous things when I drink or use drugs.			
Child Abuse/Neglect	Yes	No	Maybe
1. I have gone to bed hungry because there is not enough food in our home.			
2. My home does not have running water.			
3. My home has a roof that leaks.			
4. There are individuals in my home that are unsafe.			
5. I do not feel safe or secure in my home.			
6. There is minimal supervision in my home.			
7. I would describe my home as a hazard because it has exposed wires and other dangerous issues.			



Well-being Safety Assessments: Dedicated to preventing violence in schools across the United States.

www.well-beingsafetyassessments.com.

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LET'S THINK ABOUT IT

This section of the manual was created to help you consider what questions to ask yourself and/or others to make a change for the better.

1. What did you learn about yourself while you were taking the self-inventory? Did you see yourself as angry or sad before you took the questionnaire? Did you realize you are not alone in having emotions? Explain what you have learned in the space below.
2. Were there categories where you marked Yes more than 2 times on the Self Inventory? Do you feel this is an area of your life that may need some attention? Explain.
3. Review your inventory again and look at the statements where you marked, "Maybe." Look at each specific statement and determine what reason(s) caused you to mark maybe. Should it actually be a yes or a no?
4. After reviewing your questionnaire, how would you like your life to be different? Do you want to manage your anger or anxiety better? Do you need to focus more on things that make you happier? Do you need to help improving your life in any of these categories? Who could help you?

Reading gets the job done...

Looking for a great book to help with any issue identified in the self-reflection inventory. Check out these best-sellers and let us know what you think!

- ❖ The Survival Guide to Bullying :Written by a teen-by Aija Mayrock
- ❖ Smile and Succeed for Teens by Kirt Manecke
- ❖ The 7 Habits of Highly Effective Teens by Sean Covey
- ❖ Mindfulness for Anger Management by Stephen Dansiger
- ❖ Coping with Cliques by Susan Sprague
- ❖ Deliver Me from Negative Emotions by Lynn Davis
- ❖ Depression: A Teen's Guide to Survive and Thrive by Toner and Freeland
- ❖ Inspiration For Teens by Paul Hemphill
- ❖ Assertiveness for Teens by Maria von Noord
- ❖ Just As You Are: A Teen's Guide to self-acceptance... by Michelle Skeen
- ❖ The Guide to Four Battles: Every Young Man Must Face by Jonathon McKee

5. Your self-inventory is yours to keep and for your eyes only unless you choose to share it. Did you know that 50% of a problem is realizing there is an actual problem? The other 50% is working out how to resolve it. A self-inventory is a great place to start and recognize what areas we are struggling in. A school counselor or favorite teacher can be good resource in helping you find the next step. Whether you need help with depression, bullying, or drugs/alcohol, counselors can jump start us on a pathway to success. All we have to do is ask. Who could you talk to if and when you choose to?



Some people want it to happen, some wish it would happen, and others make it happen.

Unknown

VI SCHOOL ENVIRONMENTAL SAFETY

In this manual, students have learned what school violence is and how extreme bullying can lead to suicide and school shootings. We have taken a pledge to help mold the world into a better place by standing up for those who are unable to stand up for themselves and finally we have completed a self-inventory to recognize our own limitations so that we can personally make some changes if we so choose to do so. This next chapter focuses primarily on your school environment and how to better equip your building to improve the overall safety of students and educational staff.

The question of the day is: How am I supposed to make any changes to this school? I am just a student.

Students are not in charge of the school this is correct however, there are substantially more students than there are Principals and teachers so we need students to be the driving force behind improving the safety standards of the school. To make this easier, we are going to take a closer look at these areas and how you can make a huge impact at your school.

School Resource Officers/Police:
Building Safety
Student Safety
Teachers/Classrooms
Parents/Community

School Resource Officers. SROs play a substantial role in ensuring the safety of the school. They are the main defense against intruders. Resource Officers are going to be taking the lead role if there is ever a problem! This is not a role I want, do you? Does your SRO facilitate safety presentations? Do they provide training on what to do in case of an emergency? Just like playing a sport or learning how to play an instrument, if we don't practice what to do in an emergency, we won't know what to do or how to do it. Talking about it just isn't enough.

Did you know there is a Teacher Appreciation Day, A Principal Appreciation Day and even a Secretary Appreciation Day? Everyone of these great occupations have their special day to honor them in the role they play in making our schools great. Does your school honor your School Resource Officer? Do you make them feel wanted and appreciated for the difficult job they do?

HERE ARE SOME GREAT IDEAS TO MAKE THE SRO AT YOUR SCHOOL FEEL VALUED AND RESPECTED

- Giving them a handwritten thank-you card is one of the best ways to show you care about someone.
- Make a special day just for them and wear blue to represent police officers everywhere.



- Hand them a package of lifesavers with a small note telling them they are your school's life saver! Yum!
- Grab a blue bag (police color) and stuff it full of things they might love like a gift card, a great pen and notepad and gum.

Building Safety. Keeping a school safe starts with ensuring the building and campus is secure. How is this done? Of course, educational staff need to do their part like ensuring there is only one entrance into and out of the school. Officers can then watch who is coming and going and direct any visitors to the office to sign-in. But there is actually a lot students can do to help. Here are a few security suggestions everyone can get on board with.

- If you notice **anyone new** at your school walking in the hallways ask if they need help or tell someone.
- If you see any suspicious unclaimed baggage, like a duffel bag or backpack take it to the office or let your teacher know.
- If you notice a side door or window propped open allowing anyone to enter unnoticed, shut it or make educational staff aware.
- If hallways, stairwells, or parking lots have burnt out lights let the school office know. A well lite area can deter problems.
- If you witness another student being bullied on a school bus, tell the driver.

Students can help protect their school by being an extra set of eyes and ears for the Principal. School Administration cannot possible monitor everything all the time. They need your help.



Student Safety. Reading and working through this **The School Violence Prevention Handbook** is a great way to become aware of school safety and the importance of it but students also need to consider their own personal security on and off school campus.

- Do not overshare on social media. People of all ages often tell a great deal about their lives on social sites allowing others to know what their schedule is. If your information is public anyone can view it and know exactly where you are going to be and at what time. This can be very dangerous, especially if you're alone.
- When walking to any vehicle at night always have your keys in hand. A key fob can be used to hit the panic button and sound an alarm if a person attempts to attack you. A key held correctly can be used as a weapon to fight off an attacker.
- Stay off your phone when you are alone. People get distracted by the person on the other end of the line



and do not pay attention to the situation around them. An attacker can be walking up to you and you may not even notice if you are on your phone.

- If you are at a school sporting event after hours, stay in a group. Attackers are less likely to confront several individuals.
- Taking a self-defense course is a great way to gain confidence in the area of personal safety. It can literally teach you life saving techniques.

Teachers/Classrooms. School Violence is a newer topic of conversation. Some schools and educational staff are well versed on what the proper security procedures are and will identify these at the beginning of the school year. Other schools and teachers have not placed as much emphasis on this subject. Regardless if you come from either type of school, students can still assist teachers and help improve their classroom safety.

- All classrooms doors should be kept closed and locked. The reason for this is simple. Intruders can not enter a classroom when the door is locked. As students, we sometimes forget to close the door behind us or it is easier to get back in if we prop the door open. No one wants to be the one to have left the door open when an intruder enters a classroom. It is important to do your part in keeping not just yourself safe but the rest of the students and the teacher too.
- If your school doesn't practice intruder drills, ask your classroom teacher(s) if you can. Come up with a classroom protocol together. What to do if...there is an emergency. Being prepared is vital to safety.
- If your classroom door has a window, it should be covered during a lock-down. If the perpetrator cannot see anyone in the room, they are less likely to enter the room. All students should get away from the classroom door and stay quiet. The less noise made means the less likely the intruder will attempt to come into the classroom.
- There are also ways to arrange classroom furniture to deter intruders. Remember: Intruders are angry and they want to enter and exit the classrooms quickly hurting as many people as they can. To prevent this, set up classroom obstacles like a large bookshelf positioned at the entrance of the room. Time matters and no intruder wants to have to go around a bookshelf when they can't visually see what is on the other side waiting for them. Placing the teacher at the back of the room is also ideal. Students will look to the teacher for direction during an emergency and positioning their desk in this area gives them ample time to take action to ensure everyone's safety.



Parents/Community. Talking about school emergencies and lock down procedures can be very scary to students (of all ages), their parents and the community so preparation and planning is important. Don't be afraid to talk with your parents and others about school violence and situations that may concern you. They may offer some great advice.

H Having a family plan for if there is ever a school emergency will reduce everyone’s stress about this topic. **Here are some things to consider:**

- If the school is evacuated during the emergency, where is the designated area to pick up students?
- Students cell phones and notifications should always be on vibrate during a lockdown. If parents attempt to call their student and the phone rings, the intruder may be **alerted** to their location.
- Are parents and guardians registered on the school’s emergency call-out alert system? This system will alert parents when there is an issue at school as well as follow-up announcements.
- At many schools, parents create patrol clubs to assist their student’s school with security. Often times, schools do not have a huge budget for security and volunteer parents walking the campus is just the right answer to a safer school.

It is important to remember to communicate with school officials about their procedures prior to developing a family plan. Both the school procedures and your family plan need to support one another.





LET'S THINK ABOUT IT

This section of the manual was created to help you consider what questions to ask yourself and/or others to make a change for the better.

1. What is something you could do as an individual to show your appreciation for your school's resource officer? What is something your school as a group could do to show appreciation for the SRO?
2. Are there areas within your school or school grounds that make you feel unsafe? If so, what are those areas and what could be done to improve it?
3. Has there ever been a time when you felt your personal safety was in danger? How did that feel like? What did you do?
4. Several ideas were discussed on how to improve classroom safety. Can you think of another way or ways that were not previously mentioned?
5. Identify several ways your community could assist your school with school safety?

Classroom Security Door Lock developed by three Owensville High School students wins Samsung Solve for Tomorrow Contest and \$100,000 for their school.

In April 2019, Samsung held a contest asking teachers and students to solve real world issues by using Science, Technology, Engineering and Math (STEM).

There were thousands of entries but one particular project had a solution for school intruders who shot at classroom doors gaining entry into a class full of vulnerable students. Their project was a very special security door lock.

Jonah Hoffman, Paige Tayloe and Trey Fish presented their project to a panel of judges in New York City on April 1, 2019. "Because of their creative use of STEM to address student and school safety needs, judges selected Owensville High School as a National Grand Prize Winner," according to Samsung official

The steel door lock cannot be easily disengaged from outside of the classroom. Once it is installed on the interior of the door can quickly be locked into place when a school lockdown occurs preventing an intruder from entering and attacking teachers or student (Gasconade County Republican).

A video of the Owensville High School project can be found at: <https://youtu.be/eQ3bkoOzrCY>

How much of human life is lost in waiting.

Ralph Waldo Emerson



Educational Technology Clearinghouse,
Univ. of South Florida

VII SCHOOL SAFETY CLUB

What better way to focus on school safety than to have a **School Safety Club!** Schools offer a variety of different types of clubs for students. Whether you are in the National Honor Society, Adventure Education or Future Farmers of America club, you are focused and learning about specific topics. The School Safety Club can offer this also for its participants.

The School Safety Club would be like any other club but **BETTER!** It would have officers, regular meetings and a mission. The mission would be to improve the overall safety and security of students and educational staff within the school environment.

Here are some clever ideas to promote and maintain an effective NEW School Safety Club.

- Organize a fundraiser to raise money for school safety technology like classroom, hallway and bus cameras, special door locks for classroom doors that open inward (these doors have been identified as not as safe) and improved lighting to dim lite areas.
- If your school is not already having them, work with the designated School Safety Administrator and arrange quarterly safety meetings. These meetings look at coordinating the police, fire and ambulance during an emergency. When all these departments come together with the school, there will not be chaos if there is ever a problem. The School Safety Club President should ask if they can attend these meetings. Take this role seriously and show this team of individuals all you know about school safety. You might even teach them something.
- Create a School Violence Prevention Day! Look for local participants to set up booths and educate students, teachers and parents on new and improved ways to be safe and secure in and outside of school. Have special areas that focus on suicide prevention, anti-bullying, and anger management, etc. An event isn't an event without food. Get cookies in the shape of stop signs that say STOP SCHOOL VIOLENCE. This special day could even end with a school parade with "school safety" floats.
- Sponsor an ART exhibit with the theme of (YOU GUESSED IT) school safety! What better way to remind students to report when they see or hear anything unsafe or suspicious than great artwork all over the school walls.
- Get your school mascot involved at sporting events. Have them hold up anti-bullying signs, coordinate with cheerleaders in a safety dance routine or throw R.E.A.C.T bracelets and t-shirts into the crowd of fans. Order them at www.well-beingsafetyassessments.com.
- Does your school have a student newspaper, news channel or podcast? Students who have chosen to STAND-UP against bullying and violence can get special acknowledgements, a "SHOUT



OUT” through these sources. This is a super way to get other students and school staff to join in on making your school the safest it can be.

- AND DON'T FORGET TO HAVE SCHOOL ADMINISTRATION to upload all your hard work to social media sites, including the Well-being Safety Assessments Facebook page and Twitter page so the community can see how seriously you are taking school safety. Be a role model and change the world!





LET'S THINK ABOUT IT

This section of the manual was created to help you consider what questions to ask yourself and/or others to make a change for the better.

1. If you were going to create a Safety Club for your school, what characteristics would you look for in the leaders of this club? i.e. Someone who is knowledgeable about school safety, a go-getter, an innovator, etc.
2. What items/services do you feel your school needs to help improve the overall safety of your school?
3. Most schools have the rule that a teacher or coach has to oversee each club or organization. If this is the case, which educational staff member would be the best person to oversee your school's new School Safety Club? Why? What characteristics and qualities do they hold that you feel would be beneficial to this role?
4. There will always be students who are not ready for change and who will struggle with standing up for this cause. What could you say to them to motivate them to get on board with this important mission?
5. Besides social media and the local newspaper, how could your school get the word out to the community, the importance of working together on a violence free school?

How To Start A High School Club

On July 11, 2018, Christine Sarikas wrote an article titled, "How to start a club in high school -An 8-step guide" and it was published in the Prep Scholar Blog. Below is a quick reference to her eight powerful steps.

1. **Brainstorming.** First you must decide on what type of club you want to form. This should be something you are interested in because you are going to be devoting a great deal of time to it
2. **Define the Club's Purpose and Goals.** Before you look for participants you need to decide what you want to accomplish by having a club.
3. **Register you club with the school.** This may be as simple as completing a form or you may have to go in front of a committee. Your school may also require you to write bylaws, which basically defines your club purpose and what the club rules are.
4. **Spread the Word.** Get people excited about your new club! Send out flashy flyers, colorful emails and exciting texts! Let every student know there is a new club in town.
5. **Hold your first club meeting.** This is a great time to introduce yourself and the club.
6. **Assign Duties and Plan events.** It is time to elect club officials like a President, VP, Secretary and Treasurer.
7. **Establish a Budget.** You will need money to get things accomplished. Can anyone say club dues?
8. **Keep the Club going.** It is important to stay on top of things and make sure your club mission continues.

RESOURCES

“Bulletins for Teens.” *Stalking*, victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens/stalking.

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Well-being Safety Assessments: Dedicated to preventing violence in schools across the United States.

www.well-beingsafetyassessments.com.

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Notes



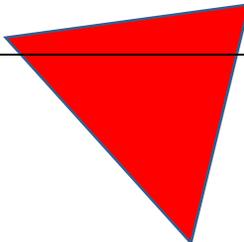
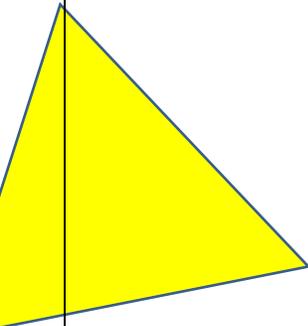
ABOUT THE AUTHOR

Rebecca West has a Bachelor of Science in Psychology and a Master of Arts degree in Counseling and has worked in the field of mental health for over 20 years. She started her career with Division of Family Services assisting children of all ages who had been placed into the foster care system in the state of Missouri. Within five years, Rebecca was promoted to one of four supervisors over The Missouri Child Abuse and Neglect Hotline Unit. In this position, she was responsible for overseeing every report taken through the state hotline. She ensured social service staff took the report correctly, coded it accurately within the computer system and sent it to the right county so that staff could investigate the information.

After obtaining her professional counseling license, she opened a mental health private practice and counseled adolescents and their families referred through the Division of Family Services. In 2001, Rebecca became a Residential Director at Boy and Girls Town where she managed a large residential facility for youth who were unable to remain in foster homes due to their extensive behavioral issues. These teens struggled in the areas of anger, violence, depression and drug/alcohol use. It was here, she worked with Columbia Public Schools to open an alternative school to serve the children who resided at the residential facility. Residents had been unsuccessful within the public-school system due to their behaviors and opening a different type of school was the only solution. Rebecca trained and supervised all teaching staff and social workers to ensure the students received a quality education while remaining in a safe behavioral treatment facility.

In 2016, Ms. West opened Well-being Safety Assessments (WSA), a business that grew out of the increase in school-related violence in the United States. WSA offers The Proactive Collection: A tool-box of school safety services used to assist small and large school districts with their school security needs. Whether it is Student Wellness Assessments, Online Wellness Classes, School Violence Prevention Training or the Anonymous Reporting System, Well-being Safety Assessments has every school and student covered when it comes to school safety.

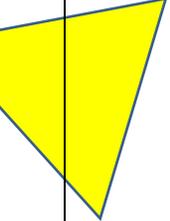
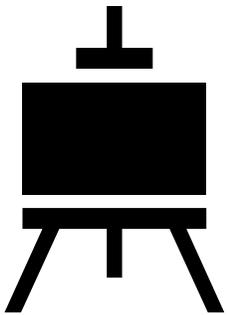
Rebecca lives with her husband, Jason, their children and five dogs in Missouri. She spends most of her time directing Well-being Safety Assessments and the programs they offer to schools throughout the U.S. When she does get a free minute, Rebecca loves to go camping with her family, rescue fur-babies, create crafts with her kiddos and spend lots of time in her flower garden with a nice cup of coffee.



ABOUT THE ILLUSTRATOR

Natalie Gladbach is earning a Bachelor's degree in Multimedia Graphics from Southeast Missouri State University. Southeast Missouri State expanded on what she had only once considered a dream. Logo designs, marketing, photography, and Maya software animation are a few concentrations in Natalie's school career. However, in and out of class character design and illustrations have also piqued her interest.

Starting in the edges of notebooks, and filling sketchbooks to the brim, line art and drawing have always been an escape for Natalie. The practice soon paid off as she started to show her classmates and family. Taking their critiques as inspiration to prove to herself and others she could do even better. Today, Natalie has made various logo's and social media advertisements for small companies in mid and southern Missouri. She was hand selected by Rebecca West, the owner of Well-being Safety Assessments and author of The School Violence Handbook to create the cartoon illustrations for this book.





Dedication

In loving memory of every Student, Principal, Teacher, Coach,
Officer and loved one whom we have lost to school violence.

If you could **write a letter** to those individuals who have lost their lives in school violence what would it say.... In the space below, *Write* a letter letting those individuals know how you and your school will be a new generation. **A generation who will make a change for a better world.**

The School Violence Prevention Handbook

Pre-test

Students should take this test prior to reading

The School Violence Prevention Handbook.

(Find answers to questions at www.well-beingsafetyassessments.com)

1. **What are the five types of school violence?**
 - a. Physical, scholastic, educational, verbal, mental
 - b. Physical, psychological, verbal, sexual, carrying weapons on school grounds
 - c. Educational, physical, verbal, sexual, neglect
 - d. Physical, mental, scholastic, teacher, student

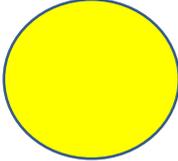
2. **When a student posts hurtful information to social media about another student this is called:**
 - a. Student violence
 - b. Cyber-bullying
 - c. Life
 - d. Stalking

3. **When a person repeatedly contacts you, follows you, sends you things or talks to you when you don't want them too this is called:**
 - a. Verbal Violence
 - b. Cyber-bullying
 - c. Stalking
 - d. Hater
 - e. Ex-Friend/boyfriend/girlfriend

4. **True or False**

Students who use school violence often have learned this behavior from someone.

5. **Circle all the signs and symptoms someone may have if they are considering hurting themselves/suicide.**
 - a. Low Self-Esteem
 - b. Depression/Sadness
 - c. Changes in sleeping habits

- 
- 
- d. Decrease in school grades
 - e. Withdrawing from family/friends
 - f. Talking, writing and drawing about hurting themselves
 - g. Unexplainable injuries

6. True or False

Bullying is linked to suicide and school shootings.

7. Name something you can do as a student to keep your school building safe from an intruder? _____

8. If you are at a school event after hours, what could you do to keep yourself safe?

- a. Stand on the sidewalk
- b. Act like you are talking to someone on your phone
- c. Pace back and forth and wave hands in the air like you don't care
- d. Stay in a group of people

9. Circle all the ways students can help educational staff during a lockdown.

- a. Make sure all classroom doors are closed and locked
 - b. Turn all cell phones to vibrate
 - c. Follow my school's lockdown procedure
 - d. Cover the window in the classroom door
 - e. Stay away from the classroom door and windows
 - f. Be quiet
- 

10. A School Safety Club is:

- a. A school club or gathering for students focused on improving the safety and security of classmates and the school environment.
- b. A special tool/bat used to guard against intruders.
- c. This club is used when playing golf for a school fundraiser.
- d. This is a type of restaurant where school meetings are held.

The School Violence Prevention Handbook

Post-test

Students should take this test **after** they have read and reviewed the
The School Violence Prevention Handbook.

(Find answers to questions at www.well-beingsafetyassessments.com)

1. **What are the five types of school violence?**
 - a. Physical, scholastic, educational, verbal, mental
 - b. Physical, psychological, verbal, sexual, carrying weapons on school grounds
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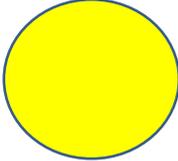
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