

STUDENTS' AND PARENTS' UNDERSTANDINGS OF
SCHOOL SAFETY IN RELATIONSHIP TO EMERGENCY CRISES

by

Jesús Raúl Celaya

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A Dissertation Submitted to the Faculty of the
DEPARTMENT OF LANGUAGE, READING, AND CULTURE

In Partial Fulfillment of the Requirements
For the Degree of

DOCTOR OF PHILOSOPHY

In the Graduate College

THE UNIVERSITY OF ARIZONA

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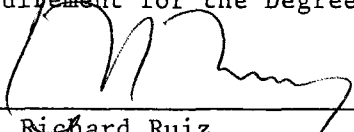
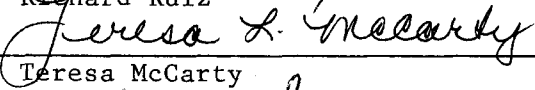
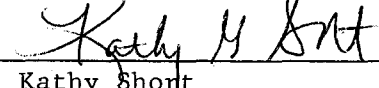
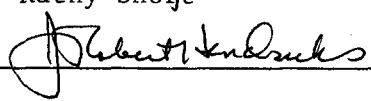
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ACKNOWLEDGEMENTS

I would like to express my appreciation to the following individuals:

- Richard Ruiz, Kathy Short, Teresa McCarty, Robert Hendricks, Dionisio De La Viña, and Mary Carol Combs for their scholarly support throughout my doctoral program.
- My wife for her unselfish patience and unconditional love.
- My mother who has always provided me with intellectual inspiration.
- My father who defended the safety and freedom of his country in Vietnam.
- My family members and genuine friends who always believed that any dream I envisioned could become a reality.
- My colleagues and students throughout the first two schools of my professional career who helped me understand the true meaning of learning, and the difference between teaching and educating.

DEDICATION

Dear students who've been harmed, and every kid who I've met,

I dedicate these words to you, as a gift of my respect.

I've never lived to forget. I build thoughts for memories.

I educate to create, and to make lives forever free.

Come to me...whatever need, problem, or concern.

Tough times through two minds, offers more to learn.

Your troubles are my tears. Your joys are my laughter.

From "Once Upon a Time," until "Happily Ever After."

My life's plan and motto, is givin' for buildin',

A better world for boys and girls...I'm livin' for children.

So I stand and deliver, what was never sent to me.

Read and believe to succeed, and you'll see it's elementary.

Then you can begin to be free, to have an ambition,

And envision with precision, to draft a grand mission.

So I'll help you see that school, isn't just a place to go to.

I'll show you it's a road to, take all your goals through.

Up high is how I'll hold you, so your heart and hopes are heard.

I'll always value your voice, from each and every word.

Wings can't fly without a bird. I can't teach without a child.

Side by side and stride by stride, we'll walk through many miles.

I learn from your smiles. I understand through each I see.

Everyday they're reaching me, and they put this speech in me.

Thank you for teaching me, all the things I didn't know.

To you I'll always owe, because you showed me how to grow.

So for forever, never let anyone ignore you.

Remember...never forget, I'm always here for you.

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ABSTRACT

This dissertation is a qualitative case study based in teacher research that focuses on the understandings of student and parent participants about school safety in relationship to emergency crises issues. Fourteen seventh-grade Eastern Magnet Middle School students and fourteen of their parents participated in the research. The purpose of the study was to develop findings that would enhance the safety and crisis management techniques of a school in which I taught named Eastern Magnet, based on the understandings of the children and adults in the study. Additional goals of the investigation were to develop findings that could enhance crisis management at additional schools and workplaces, and to carry out a project that would expand the school safety literature base and the field of qualitative case study teacher research.

Data were generated from August of 2002 to January of 2003 through interviews, interview notes, surveys, and school and district documents addressing crisis-related issues. The data were primarily analyzed through the constant comparative method. Analytic notes, participant profiles, and data tables and figures were also elements of the analytical process.

The findings of this study point to the need for schools to establish procedures to effectively manage crises to maximize the safety of all children and adults within educational institutions. The research highlights aspects of Eastern Magnet's crisis management that were effective and areas that needed improvement, and it demonstrates that all individuals expect schools to promote and ensure safety. Implications are presented for students, parents/guardians, teachers, school administrators, educational policy makers, school safety theorists, and educational researchers. The investigation reveals the significance of children and adults making concerted efforts to uphold safety and to manage crises.

Chapter 1

INTRODUCTION

We thought it was just practice because the day before was September 11th. We weren't really taking things seriously at first, but then it started to last for a really long time and we realized it was real. We were completely silent after that. I think that some kids got really scared because I could see it in their faces. Then we heard the door handle get shaken and everyone looked scared...even the teacher. (Elan, January, 2003)

Elan, a student at Eastern Magnet Middle School in the Southwest Unified School District in Arizona, made these statements during an interview with me on understandings of school safety in relationship to emergency crises. Elan was twelve years old at the time of the interview. He was one of fourteen students and fourteen parents who revealed their perceptions of events related to safety within the school and district located in the metropolitan area of Tucson, Arizona. Elan's words are rooted in a school lockdown experience that took place in an Eastern Magnet classroom on September 12, 2001, which was one day after the United States faced infamous attacks of terrorism. The statements display how one student, out of a campus of 1,050 students, perceived an hour-long emergency procedure that I also experienced as a sixth-grade teacher at Eastern

Magnet. Elan speaks of an event that inspired me to examine the safeness of Eastern Magnet in terms of its procedures for preventing, managing, and processing emergency crises.

This dissertation, which studies students' and parents' understandings of school safety in relationship to emergency crises, is a qualitative case study of seventh-grade participants who attended three consecutive semesters of school at Eastern Magnet in Tucson, Arizona conducted by me as a teacher researcher. These students attended at least one of my classes during the 2001-2002 school year, and they completed the first semester of the 2002-2003 school year at Eastern Magnet. In addition, the study researched the understandings of safety and crises held by one parent of each student participant.

The research was conducted from September of 2001 through January of 2003. Surveys and interviews were utilized to gain a sense of the participants' understandings of emergency crisis topics including Eastern Magnet's methods for preventing emergencies, emergency crisis procedures, student checkout procedures, and the communication of crisis-related safety issues. The goal of the research was to generate knowledge that would help

Eastern Magnet and other institutions become safer places for all individuals to learn and develop.

This chapter is organized into three sections. The first section provides information about the origins of the investigation. The next section reviews the purpose of the study, and contains the questions that drove the research. The final section of this chapter consists of definitions of major terms related to safety that are used throughout the dissertation.

Background of the Study

During the 2001-2002 school year, I educated eleven- and twelve-year-old students in a sixth-grade classroom at Eastern Magnet in the Southwest Unified School District. I taught three units of science and two units of language arts. I interacted with eighty-four students across the different classes. Since the middle school was a magnet school, the student body was structured in a way that reduced racial isolation. The students in my classes were from a variety of cultural backgrounds. Throughout the school year, I strived to create a classroom that encouraged students to develop individually, grow

multiculturally, and expand their knowledge while feeling safe.

Throughout my first six years as an educator, and during my experiences as a student, I rarely focused on issues of school safety. As a teacher, I managed my classes effectively and I devoted my efforts to the "academic" development of my students. I faced one or two instances in which safety issues arose and individuals were directly involved with violence, but during the vast majority of my experiences at school, I felt completely safe.

Occurrences of crises did not take place in my classrooms or schools; therefore, I often assumed that such issues were virtually nonexistent. My perception of school safety was similar to Quarles (1993) who writes, "When you became a teacher, safety and security issues were probably the last things on your mind. Schools were as safe as any institution could be" (p. 1). I fully understood of the procedures for fire drills, and I became aware of in-class lockdown procedures after the tragic shootings at Columbine High School in Littleton, Colorado, but a real necessity for an evacuation or a lockdown seemed highly improbable. I believed that the children with whom I worked were safe

and held no feelings of fear while at school. I entered my fifth year as an educator with the same viewpoint in regard to school safety, but my view toward students' perceptions of safety abruptly changed during the week of September 9, 2001.

On September 11, 2001, the United States was struck by terrorist attacks. The events of that day caused safety to become a major issue in the minds of students and their families. Our school day began at 8:54 a.m. on the eleventh; therefore, a majority of students were exposed to media coverage of the acts of terrorism for up to three hours before entering our campus. Students came into my classroom with questions, opinions, and concerns, but when class began, I did not feel comfortable discussing the events that had taken place in New York, Washington DC, or Pennsylvania. I told the students that they would have opportunities to reflect upon the incidences of terrorism during their social studies classes in which counselors would facilitate discussions.

I began class by reviewing Eastern Magnet's "Emergency Crisis Procedures" with students in my first period class. The administration at my school ensured that all of the teachers obtained a copy of the procedures before classes

began. These procedures had been given to all teachers at the beginning of the school year, and the administrators distributed second copies on September 11th before first period. The students and I talked about the procedures to follow during evacuations and lockdowns, and we spoke about our roles during emergencies. We had not addressed these procedures since the first week of the school year, until that morning. I reviewed the crisis procedures during the beginning of each period throughout the day, and the children continued with regular classroom activities for the remainder of each period. The students' classroom performance appeared to be normal, but I could not know their true feelings and fears about their safety in relationship to what was happening to their country.

By the beginning of class on September 12, 2001, a majority of the students had been exposed to more than fifteen hours of media coverage of the terrorist attacks. Students came to school with more questions, opinions, and concerns that were processed in their social studies classrooms. Periods one, two, and three came and went in normal fashion, but the events that happened during period four were far from typical.

Our principal's voice echoed through the intercom after approximately five minutes of fourth period. She clearly announced, "Teachers, we are under a lockdown. Follow the 'Emergency Crisis Procedures' at this time." Silence immediately spread throughout my classroom walls, and the students focused concerned eyes directly upon me. I locked the door, closed the window blinds, ensured all students were present, and directed the twenty-five children to the space on the floor at the rear of the class designated for emergency lockdowns.

In accordance with the lockdown procedures, I required the students to silently sit in a safe area on the floor of the classroom until the lockdown was lifted from our school. I also distributed reading materials to the students so they could have something to focus their attention on during the lockdown. Many students wanted to know if the lockdown was a drill, and I told them that I would let them know at a later time. I stressed that their job was to remain completely silent until the lockdown was over. After twenty minutes of reading silently, many students began to drift away from their books. After forty minutes in lockdown, virtually all of the students had replaced silent reading with thinking quietly about the

purpose of the lockdown. After fifty minutes, all of the students and I knew that the lockdown was not a drill.

I remained as composed as possible throughout the lockdown, and I ensured that my facial expressions portrayed a serious and protective tone. My exterior presented a sense of confidence for my students, but my interior was not as strong and secure. My pulse increased and my thoughts began to wander as the minutes of the lockdown accumulated. The lockdown took place less than thirty hours after the first tragedy in New York City. My mind flashed images of the terrorism that I had seen the night before. I also thought of the recent events of school violence that transpired in Colorado and California. I envisioned myself crossing the streets of the school's neighborhood protecting my students under the guidance of police officers. Paramount in my mind was the safety of my school, and the concern expressed in many of the students' eyes showed me that they also seemed to be focusing on their safety.

The lockdown silence was broken by the sounds produced from the shaking of the classroom door that lasted for about one second. At that point, the tension in the class reached its apex. I remembered that a part of the lockdown

process involved scanning the campus by authorities in which they ensured each classroom was empty, silent, locked, and safe. Authorities were to rattle the handles of the classrooms' doors to make sure they were locked. The students and I were unable to determine who had come in contact with the handle, and we could not assess whether there were individuals in the hallway who had intentions of entering the classroom. Silence does not exist in levels, but the aura of the classroom seemed to be more silent after hearing the sounds from the handle.

After fifty-seven minutes of lockdown, the principal's voice reverberated over the intercom, "Teachers, the lockdown is now over. You may return to your regular classroom work." The principal's words brought a sense of relief that was shared among the students and me. The children eagerly left the uncomfortable classroom tile and they returned to their seats. Even though the opportunity to speak had returned to the class, silence continued throughout. The lesson that we began before the lockdown remained incomplete, but class work was the least of our concerns.

I knew that it was my job to break the silence in order for the class to regain a sense of normalcy, but I

was uncertain as to how to initiate dialogue. I decided to pose a question to the children. I asked, "Does anyone have any comments or questions about the lockdown?" A majority of the children immediately responded by raising their hands to express themselves. I asked for "comments or questions," but the students only had inquiries to share. Their questions revealed their thoughts during the fifty-seven minutes of uncomfortable silence. The questions the students posed included, "What would happen if someone had a gun at our school?", "Where would we go if there was a bomb threat?", and, "How would our parents find out about emergencies that happen at school?" I answered their questions as best as I could, and I assured the students that I would let them know more information about the lockdown the following day.

The students were given a letter regarding the lockdown before they exited the school after the final period of the day. The children were told to share the letter with their families in order to communicate information about the lockdown. The students reviewed the letter before the final bell rang. Many noticed that the letter mentioned only that the lockdown had taken place,

and they were disappointed because they wanted the document to indicate why the lockdown took place.

During a meeting after school, the cause of the lockdown was disclosed to the faculty. At 10:45 a.m. on that day, two students observed a man with a gun strapped to his waist walking on campus. The students immediately reported their observation to the principal. After ensuring the validity of the students' report, the principal notified the school resource police officer. The school resource officer was a member of Tucson's police department, and she worked at Eastern Magnet three times a week assisting the school in upholding safety and managing crises. The officer told the principal that the city police had to scan the campus to ensure the safety of the individuals at Eastern Magnet. The principal quickly placed the school under a lockdown mode, and she telephoned the police to report the incident. The authorities arrived within a few minutes, and they conducted a thorough scan of the school grounds. The police were unable to find any individuals with weapons on campus. The officers reviewed the list of students who had been withdrawn from school, and this led them to discover the individual who was carrying the gun, an off-duty police officer who had

withdrawn his child from school during the second passing period of the day. This individual was carrying his police gun in a strap around his waist. The police contacted the off-duty officer to confirm the report given by the two students. He was also directed to, in the future, enter campus without his gun when he was not in uniform.

The events of September 11th and 12th caused me to look at the issue of safety within schools with a new and more intense focus. Observing the inquiries and concerns of the children with whom I worked made me generate numerous questions in regard to school safety. My reflections on the lockdown and the students' questions that followed proved to me that individuals react in different ways during and after a crisis. I formulated questions such as: "How do students feel in terms of their safety at school in relationship to crises? What understandings of crisis management do students and parents possess? How are parents informed about safety issues related to crises that transpire at school?" These initial questions led me to construct a qualitative case study focusing on the understandings held by students and parents at Eastern Magnet in regards to emergency crises.

Purpose of the Study

The primary goal of the study was to develop implications about Eastern Magnet's safety status in regard to emergency crises in order to increase the safety of the school and to strengthen its crisis management. Edelman (1996) writes:

We must all work together to see that the violence against our children is stopped, that our schools can be turned back into places of nurturing and learning rather than the war zones which some of them have become, and every child has a safe start in life with the support of caring parents and communities. (p. x)

I also desired to develop findings and implications through the research that would positively influence school community members and school policy makers beyond the realm of Eastern Magnet. I strove to conduct a study that would assist students, parents, teachers, administrators, and policy makers in enhancing their knowledge of issues involved with emergency crises at schools in order to maximize the safety of learning environments. Furthermore, I planned on producing a study that would advance the school safety literature base, and the fields of qualitative case study investigation and teacher research. I believed that the study could be accomplished by employing innovative research methodology that focused on

crisis-related issues and that involved participants of various cultural backgrounds.

I was interested in conducting a case study based on the understandings of emergency crises topics among a group of students and parents who came from a culturally diverse participant pool within Eastern Magnet's school community. The scope of issues associated with school safety is broad; therefore, I limited my study to those emergency crises that would cause evacuations or lockdowns. The rationale for focusing on sixth-grade students' and parents' understandings of safety is highlighted in the section pertaining to participant selection.

Merriam (1998) describes educational case studies as "a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon" (p. 41). The bounded unit under investigation within the study was the students and parents, and their understanding of safety was the phenomenon which was the focus of the case study. I also aimed to gain better understandings of the way in which crisis information was distributed to and interpreted by different students and parents within the Eastern Magnet community.

Research Questions

The major question that the research focused on was:

- What are the understandings of students and their parents about school safety issues pertaining to emergency crises?

This major question was answered through the investigation of the five sub-questions that follow:

- What are the understandings of students and their parents about crisis management procedures and policies?
- How are students and parents informed about possible and actual emergency crises at school?
- How does the school/district distribute and provide access to information regarding emergency crises?
- What opportunities do students and parents have to communicate questions and concerns in regard to emergency crisis issues?
- What understandings do students and parents hold in regard to the influences of culture on crisis conceptions?

The major focus of my research was to assess students' and parents' understandings of emergency crises safety issues at Eastern Magnet. The data that was gathered consisted of interviews, interview notes, student surveys, parent surveys, and documents related to emergency crises that were provided by Eastern Magnet and Southwest Unified School District.

Definitions of Terms

A list of defined terms that were imbedded in the investigation follows.

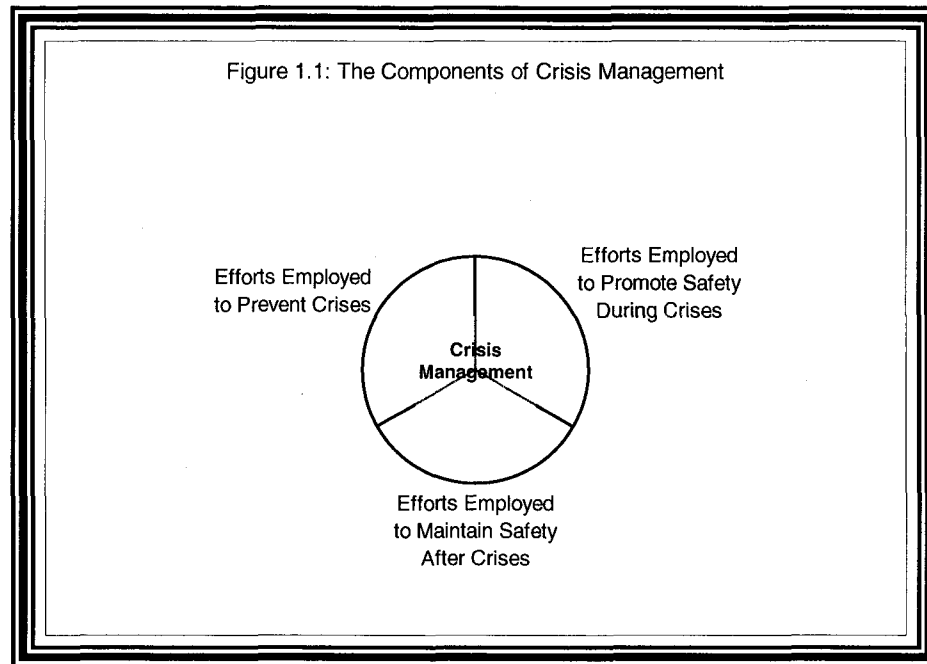
Campus Evacuation:

The removal of all individuals from a school campus to a safe location that is walking-distance from the school. Individuals from the school's administration and from the local authorities facilitate campus evacuations. Once the campus is completely evacuated, efforts are made to ensure that no individuals are allowed to return to the school's campus. Campus evacuations occur during events such as bomb threats and toxic chemical spills at schools.

Crisis Management

The process of preparing for and responding to a crisis. Crisis management occurs when schools have plans established that indicate actions to take before, during, and after an emergency crisis. Figure 1.1 illustrates the three components of crisis management, which include efforts employed to prevent crises, efforts employed to promote safety during

crises, and efforts employed to maintain safety after crises. The figure shows that each component is equally important in the process of managing crises.



Emergency Crisis:

An unplanned, disruptive, and potentially harmful event that requires individuals to take instant action to maintain the safety of buildings and individuals (Duke 2002). An emergency crisis prevents routine actions from continuing at a school or workplace until the crisis is controlled. Such crises require all individuals to take action to regain a safe

environment. Evacuations and lockdowns are common proactive responses during such events.

Evacuation (Fire Drill):

A procedure to remove individuals from potentially dangerous situations within buildings. Evacuations are also known as fire drills, and they require individuals to travel in a quick and orderly fashion to a pre-designated area of safety that is outside and away from the building of danger. During evacuations, actions are taken to account for all of the individuals who were inside the building. Individuals may return to the location where they were before the evacuation took place once safety is restored throughout the building.

Lockdown:

An emergency procedure that requires all individuals to sit silently in a safe area within a locked room of a building due to an unsafe situation outside the building or within the building's passageways. The lights of the room must be turned off, and the windows must also be shielded so that the individuals within

cannot be viewed. No one is allowed to exit the room until the lockdown is over, and the hallways and corridors of the building must be free of all individuals. During lockdowns, actions are taken to account for all of the individuals who have been inside the building since the onset of the workday. Individuals may return to their work once safety is restored throughout the building and the lockdown is "lifted."

Magnet School:

A school that has a legal obligation to reduce racial segregation within a district. A majority of magnet schools provide transportation for students across municipalities in order to promote a student population that is racially diverse. Magnet schools offer specialized instruction in specific curricular areas to encourage students to attend.

Magnet Student:

A student who attends a magnet school and who does not live within the school's local neighborhood. Many magnet students are bused into the school from areas

across the district's boundaries. Magnet students typically constitute approximately fifty percent of a magnet school's total student population.

Neighborhood Student:

A student who attends school within his or her local neighborhood or school attendance area. In a magnet school, neighborhood students commonly constitute approximately fifty percent of the school's total student population.

School-Home Communication:

The level of communication between a school and its students, parents, and guardians. This includes written and verbal communication.

School Safety Document:

A public document furnished by a school or district that informs readers about information including emergency crisis procedures, safety rules and regulations, and reports of possible or current threats.

School Safety Policy:

A policy created by and for a district or school to promote the safety of children and adults. Such policies include mandatory school evacuations (fire drills) periodically throughout a school year.

School Safety Emergency Crisis Procedures:

Procedures that are carried out to promote the greatest amount of safety for all of the individuals within a school during crises. These procedures include evacuations (fire drills), lockdowns, and campus evacuations.

Organization of the Remaining Chapters

The chapters that follow discuss the professional literature related to emergency crisis issues at schools, the research methodology employed to gather and analyze data throughout the study, theories and findings constructed from the data, and implications for future research related to crisis topics. Chapter 2, focuses on professional literature that: presents examples of crises that have resulted from school shootings and deaths on campus, makes the case for effective crisis management, and

describes the manner in which culture influences understandings of crisis issues. This literature review provides a rationale for the research pursuits of this investigation. In Chapter 3, the methodology of the research is delineated. Methods used during the study for obtaining and analyzing data are detailed, and I discuss the manner in which I ensure human subjects protection in the study.

Chapter 4 constructs a framework of Eastern Magnet's methods for managing crises. This chapter outlines the school's procedures for responding to specific crises, and provides information about other strategies used by the school to prevent and respond to emergencies.

Detailed information about the student and parent participants is furnished in Chapter 5. In addition, it displays profiles of all twenty-eight individuals involved in the study in regard to their understandings of crisis-related safety issues. The participant profiles contain the students' and parents' conceptions as voiced through their interviews.

Chapter 6 presents the major results of the study. Findings are provided that demonstrate the manner in which the research sub-questions answered the primary research

question. The participants' understandings of crisis-related issues are presented in detail, and the strategies offered by the participants for maximizing safety at Eastern Magnet are shared.

Finally, Chapter 7 reviews the major elements of the study, and displays implications for school community members, policy makers, school safety theorists, and educational researchers. Recommendations for future research pertaining to the findings of this investigation are presented. Additional recommendations for further crisis-related research are also highlighted in the last chapter.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

In this chapter, I review the extensive professional literature on emergency crises at schools. The first section explains how my teacher research case study contributes to the professional literature base on school crises. The next sections provide definitions of crises, and they present information about actual crises that have transpired on school campuses. These sections are followed by information that presents strategies for preventing crises from occurring at school, preparing for crises once they take place, and managing schools after crises have occurred. The final section pertains to culture in relationship to school crisis topics.

A Rationale for My Study: Expanding the School Crisis Literature Base

The current sources of safety literature that primarily address school crises are in the form of handbooks and administrative guides. The school crisis literature tends to consist of educational leaders'

theories, and they are written based on their opinions of how to effectively manage educational institutions during crises. The school crisis theories are based on ideas that are derived from experiences with crises, but they are not centered on actual qualitative or quantitative research involving child and adult participants.

The crisis-related literature based on actual investigations is overwhelmingly centered on quantitative research. A majority of these researchers obtained their data and developed conclusions by the sole means of quantitative surveys. Baker (1998) writes:

Basic research is needed to describe school-based social contextual variables and their impact on children's behavior and appraisals of school....Empirically sound and developmentally sensitive study is needed to clarify children's conceptions of these constructs across the time when they are exposed to schooling. (p. 39)

Qualitative techniques, such as in-depth interviewing and field observations, are rarely used to research understandings of crisis-related safety issues. Several reports looked at topics of safety, but do not discuss crisis management in specific school contexts. Rowan (2001) presents the only qualitative account of experiences directly related to crisis issues.

This dissertation involves dimensions of school safety that have been previously little-researched, and it may broaden the current and future school emergency crisis literary frameworks. The study directly addresses emergency crises from a real school context using data from an actual qualitative investigation. The theories presented are grounded in the understandings and experiences of students and parents, and as a result, the research provides a broad account that shows how crisis management is processed in real life.

Depictions of School Crises

According to *Merriam Webster's Collegiate Dictionary* (2001), a crisis is an emotionally significant event or radical change; an unstable or crucial time; or a state of affairs in which a decisive change is impending. A general sign of crises is the threat or potential threat of danger for students and school staffs. Cohen (1998) defines school crisis using four criteria:

- The unexpectedness of a crisis event
- The disruption of the normal school-day program
- The administrators' perception of loss of control over the school
- The need for instant action (p. 95)

Garrett (2001) defines a crisis as "a sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death" (p. 70). Duke (2002) says that, "Crises seize our attention. 'Business as usual is impossible.' Crises require response without the luxury of reflection" (p. 147).

School crises often result from violent actions that take place on campuses. Watson and Watson (2002) present a historical perspective of violent events that have created school crises in the United States. These crises resulted from the actions of human beings and forces of nature, and a vast majority of them may have been averted by adequate patrolling and management of campus borders. Forty-four states experienced deaths on school campuses since 1992 (Stephens, 2002). Since the beginning of 1997, deaths on school campuses have resulted from fifteen cases of physical beatings, five instances in which individuals hung themselves, two occurrences of heart attacks, and seventeen cases of stabbings. Since 1992, the major causes of school crises related to deaths were shootings on school campuses (Stephens, 2002).

Crises Related to School Shootings in the United States from 1993-2002

Numerous instances of school shootings presented emergency crises within schools of the United States from 1993 to 2002. The number of school shootings that occurred during this period of time was greater than in any other ten-year span in the history of the United States (Watson & Watson, 2002). These acts of violence are documented in a table in Appendix A that lists school shootings in the United States from 1993 to 2002. The reported acts indicated in Appendix A resulted in deaths, major physical injury, and psychological trauma across diverse populations of school community members. The table reveals that shootings leading to school crises can take place from primary levels of elementary schools to advanced classes within higher institutions of learning. Above all, the documented cases demonstrate the need for effective management of school crises for the promotion of safety.

Issues Related to School Safety and Crises

Occurrences of violence leading to crises have become increasingly common throughout all levels of school, but as evident in the literature, they have been concerns within

educational learning environments for a long time. Bateson (1941) and Wright (1942, 1943) indicate that students who acted violently at schools in the forties often did so as a result of frustrations they felt when isolated by their peers. Redl and Wineman (1957) present methods for educators of the fifties to utilize when physically restraining students exhibiting behavior that threatened the safety of others. Sexton (1967) says that schools experienced violence as a result of students competing with one another at various levels.

Silberman (1970) was one of the first to define unexpected violence within schools as crises. Berger (1974) and Marvin, McCann, Connolly, Temkin, and Henning (1976) provide some of the first literature that is designed to assist educators in planning for, managing, and coping with school crises. Wiles (1979) expands the scope of issues related to crises to emergencies that result from environmental hazards affecting schools. Goldstein, Apter, and Harootunian (1984) asserted that schools during the 1980s should implement physical security, counseling, and instructional strategies for reducing the level of violence and crises within schools.

The literature of the 1990s and early 2000s pointed out that violent crises at schools increased during this period, and educators demanded that all schools address crises issues to promote the safety of students. Garrett (2001) and Shoop and Dunklee (1992) highlight court cases, *Brum v. Town of Dartmouth* and *New Jersey v. T.L.O.*, in which districts and schools were held liable for maintaining the safety of students in order to prevent crises. Breen (2001) and Dunklee and Shoop (1993) stress that all educational institutions have a legal responsibility to take steps to prevent and manage crises.

Kachur et al. (1996) write that instances of school violence and crises are heightening. The researchers show that students are increasingly becoming victimized through violence that leads to death. They assert:

During the past decade, the number of homicides and suicides among school-aged children more than doubled, even as the rates of childhood deaths from other causes declined. Whenever a violent death occurs in the school setting, it becomes a matter of intense interest and concern. (p. 1729)

Johnson and Johnson (1995) explain that the death of children inside and outside of schools has increased the level of fear held among students. The Horatio Alger

Association (2001) reported that only thirty-three percent of students said they always felt safe within schools.

Nichols (1997) mentions that firearms are often used in violent acts throughout all levels of school. He states:

Today's campus has become vulnerable to many of the same threats that plague our communities. The reality of our modern society to include its academic institutions is that there are few places where one can assume to be safe. (p. 66)

McCann (2002) demonstrates that threats to school safety and instances of crises have occurred more often than in the past. He writes, "Although violence among young people is a serious concern in society, one of the primary concerns in recent years has been the safety of children when they are in school" (p. 3). Baker (1998) holds that the social context of schools is the primary factor in determining the safety level within school environments. Baker reveals that children who commit violent acts that lead to crises often do so as a result of their lack of acceptance within the social context of the school's community.

Nolin, Davies, and Chandler (1996) show that students who feel that they would be unprotected during crises are unable to experience schooling productively. They assert,

"Students who have reason to fear for their safety at school would encounter a very different learning environment than would students who have no reason to worry" (p. 216). Quarles (1993) stresses that issues related to emergency crises must be brought to the forefront of all schools' concerns. He believes that all schools have unique safety issues, and he feels that they must be addressed in order to prepare for emergency crises. Duke (2002) writes, "The Columbine High School massacre confirmed, however, what many had feared--that no school, however privileged, was immune from violence" (p.4). Haynes and Henderson (2001) offer a similar viewpoint when they state, "As violence becomes more commonplace in our society, many institutions, especially schools, still remain unprotected, still continue to learn their lesson--that no security invites tragedy and that effective security does save lives" (p. 5). Duke, Haynes, and Henderson argue that the maintenance of safety during and after crises should be a major topic of focus within public and private schools.

The Office of Safe and Drug-Free Schools

On September 17, 2002, The United States Secretary of Education, Rod Paige, announced that a new branch of the United States Department of Education would be formed entitled the Office of Safe and Drug-Free Schools (OSDFS). This branch was developed as a product of the *No Child Left Behind Act of 2001*, which was designed to improve education across the United States. In regard to safety, the act requires states to allow children to transfer from violent and dangerous schools to safe schools, mandates that states report information pertaining to school safety to the public, and directs school districts to implement drug and violence prevention programs. The OSDFS was put into operation on December 16, 2002; it is currently led by deputy undersecretary Eric G. Andell; and its major goal is to help schools develop plans to effectively counter threats to safety and manage crises (OSDFS, 2003).

In order to work towards its goal, the OSDFS provides financial assistance through grants for programs that promote drug and violence prevention, physical and mental well-being, and correctional education. Educational agencies are invited to apply for grant funds designed for such programs. Furthermore, the OSDFS offers grants to

assist educational institutions in developing emergency response plans and crisis management policies. The OSDFS has also made safety and crisis-related information available to educational institutions and school community members through its website (www.ed.gov/offices/OSDFS). The website informs educational agencies about ways to obtain funds for safety-related programs, and it provides to individuals current and archived news and statistics about safety and crisis management (OSDFS, 2003).

In March of 2003, the OSDFS provided a website designed specifically for groups to create plans for crises (www.ed.gov/offices/OSDFS/emergencyplan). This website offers crisis planning resources for schools to adequately prepare for and respond to crises. In addition, the website provides links to two school districts that have developed "promising practices in school emergency response." These districts are Fairfax County Public Schools in Fairfax, Virginia (www.fcps.edu/DOC/support), and Montgomery County Public Schools in Rockville, Maryland (www.mcps.k12.md.us/info/emergency). The OSDFS has increasingly provided safety-related information for schools since its initial operation began in December of 2002 (OSDFS, 2003). The office is a valuable resource for

individuals interested in learning about school safety and in enhancing the crisis management of organizations.

Preparing for School Crises

Garrett (2001) believes that it is possible for crises to happen at all educational institutions. Nichols (1997) notes:

When these crises occur on campus, the world treats them differently from the way it treats such events when they occur off campus--whether or not they involve students. Campus crises are looked at, rightly or wrongly, as the institution's problem, or even its fault. (p. 166)

Lee (2002) presents a related viewpoint when he states, "Whenever some violent tragedy had taken place in recent months, the media inevitable ask, 'Why didn't the school do something before this happened?' 'Schools' don't do anything" (p. 141). Garrett, Nichols, and Lee believe that schools have to be even more prepared to address crises than other institutions.

Greene (2001) maintains, "Violence can happen anywhere, and we cannot accurately predict precisely where or when. And violence will happen somewhere, despite our best efforts to prevent it" (p. 252). Haynes and Henderson (2001) assert, "Schools must never forget: once a tragedy

occurs, the damage cannot be undone. Victims cannot be 'un-shot' or 'un-murdered'....Schools stand responsible for providing a safe learning environment. It is a debt that they owe" (p. xii). They stress, "A school security program must discourage perpetrators to the degree that they realize committing crime and violence at this school is futile and will only lead to detection, apprehension, and punishment" (p. 3). Haynes and Henderson believe that a school's preventative techniques in regard to crises should discourage individuals from threatening the school's safety.

Developing School Safety Teams

Capozzoli and McVey (1996), Haynes and Henderson (2001), Knowles (2001), Meagher (2002), and Quarles (1993) emphasize that all schools create safety committees that develop, implement, and facilitate crisis policies and procedures and that these teams must include administrators and teachers within schools. In describing the role of a school safety team, Haynes and Henderson (2001) state, "Certainly the task forces' primary responsibility is to guide the overall project by developing a comprehensive security program for the school and seeing that it is

completed" (p. 14). Decker (1997) shares a similar viewpoint when he asserts:

More important, amid the violence of today it is a necessity for every campus to have a safety and crisis management team that is competent, capable, and adequately prepared to handle an emergency situation. Furthermore, all staff members must know their roles in a crisis and do their part. (p. 4)

Decker holds that crisis management teams should consist of law enforcement members, school security officers, school health officials, clerical and custodial representatives, guidance counselors, district and site administrators, teachers, students, and parents. He stresses that crisis team members must possess critical thinking skills during times of duress. Calabrese (2000) writes, "Involving parents in the planning process creates a greater chance for widespread support for plans that result in a safe school" (p. 136). Calabrese emphasizes that safety plans should be developed through administrator, teacher, and parent collaboration.

Assessing the Current Safety Status Before Planning

Dunklee and Shoop (1993) assert, "School districts owe a duty of reasonable care to all students and employees of the school district and to any other individuals who may come onto school premises, to provide a safe environment"

(p. 86). Decker (1997), Duke (2002), Dunklee and Shoop, Haynes and Henderson (2001), Hylton (1996), and Nichols (1997), believe that schools must assess their current security status before they create emergency crises plans. They argue that schools should analyze their landscape, interior and exterior lighting conditions, campus perimeter access, fences, and barriers in order to create effective safety policies and procedures.

Garbarino (2001), and Garrett (2001), and Shafii and Shafii (2001) argue that schools must take note of student behavioral patterns that could lead to crises. They point out that such behavioral patterns from a student can include a background of discipline problems, poor academic performance, frequent tantrums, uncontrollable anger, elicitation of abusive language, offers of physical and verbal threats, previous possession of weapons and drugs on campus, antisocial tendencies, inadequate supervision at home, interest in violence toward human beings and animals, portrayal of anger and violence in school assignments, display of aggressive behavior, and few signs of remorse. They stress that educational institutions decrease the chances of crisis occurrences when they acknowledge and act

upon such student behavioral patterns in a proactive manner.

Creating Emergency Crisis Plans

Blauvelt (1981), Flaherty (2001), Fink (1986), Garrett (2001), Gottfredson (1997), Hill and Hill (1994), Perry (1999), and Wensyel (1987) all conclude that schools should develop comprehensive safety plans to manage crises. Lynch (1999) writes:

To effectively combat school violence, it is essential that proper planning for violent type situations occur on a regular basis....Plans should be familiar to all staff and be tested frequently utilizing whatever means possible. (p. 2)

Baluvelt (1999) and Decker (1997) assert that school safety plans should be constructed with components that help students and school staff prevent and respond to crises.

Hoffa, Burak, and Smithee (2001) say, "While the crisis may be on your doorstep or far away, planning for that sudden and always shocking moment can and should begin now!" (p. 11). Pitcher and Poland (1992) offer a similar argument for advance emergency planning when they write, "It is difficult to function effectively during a crisis, and the more planning that has been done, the more effective the intervention will be" (p. 131). Similarly, Haynes and Henderson (2001) state, "Effective security does

not just happen. Each phase, each purchase, and the accompanying activities for each step must be carefully planned" (p. 48).

Trump (1998) asserts, "Sound policies must lead to specific procedures that are provided in writing" (p. 52). The author believes that crisis plans should inform individuals within schools as to the proper roles to undertake during a variety of crises. Blauvelt (1999), Decker (1997), and Trump (1998, 2000) feel that safety plans should indicate what to do in the event of various crises such as fires, bomb threats, loss of electrical power, toxic chemical spills, discovery of weapons or explosive devices found on campus, kidnapping, accidental death of adults or students, assaults or murder of adults or students, suicide attempts and threats, bus accidents, terrorist activities, gang altercations, drive-by shootings, authorized and unauthorized student demonstrations, natural disasters, ethnic disturbances, and riots.

Trump (1998) presents several actions that crisis plans should promote to prepare for emergencies. These include:

- Defining and listing characteristics and levels of a crisis.
- Establishing roles and responsibilities of crisis team members, backup members, and nonmembers.
- Identifying communications systems and emergency codes to be used during crises.
- Drafting diagrams that guide the movements of individuals within each classroom and throughout the campus during a crisis.
- Determining who will handle media, parents, and other inquiries and notifications at the time of a crisis.
- Identifying resources, people, information, materials, and related things that are needed to support crisis response and management. (pp.59-60)

Trump (2000) adds that guidelines for various forms of crisis should be listed on documents that are easily accessible for school employees. According to Trump, specific emergency crisis plans must be established for special populations of students who may need additional physical and emotional support to follow the procedures appropriately.

Pitcher and Poland (1992) and Wanko (2001) argue that a school's crisis plans should include constructing an emergency box containing important supplies in the event of a building evacuation, making arrangements with an outside organization that can provide a safe environment within the school's neighborhood where students and school staffs can be evacuated during a crisis, locating parents and

guardians who are in the vicinity of the school during its operational hours to assist during a crisis, providing the administration with telephone access that ensures an outside telephone line at all times, and developing a document of pointers for school employees that provides assistance during crises. Garrett (2001) shows that such plans should call for actions to promote the greatest amount of natural surveillance throughout a campus. Capozzoli and McVey (2000) argue that in order to effectively manage crises, safety teams should plan to install items such as metal detectors, security cameras, bulletproof glass, doors that can be locked from the inside or rooms, and silent panic alarms within rooms (pp. 36-37).

Maintaining Secure Campus Borders

Crowe (1990), Hill and Hill (1994), Nichols (1997), and Reed (1999) reveal that school crises often result from inadequately designed, patrolled, and maintained campus borders. Trump (1998) says that school crises could derive from adults entering unsecured and under-patrolled campuses with harmful intentions. He shows that crises have transpired when schools were trespassed by former spouses and partners involved in domestic disputes with individuals employed within the school, non-custodial parents who

attempt to contact and/or remove students against court orders, former employees who are discontented with schools and districts in which they were employed, and children from outside the school population who seek to harm others. Trump asserts, "Most schools have far too many access points. Not only do they have many doors, but in many districts, most of these doors are left unlocked and accessible from the outside" (p. 65). Trump shows that schools can gain control of their campus access level by limiting entrance and exit points, posting entrance and exit signs, managing and closely observing the presence of visitors, and implementing identification badge requirements. Nichols (1997) states, "The ultimate access control strategy would be a high perimeter around the entire campus with restricted and controlled entrance gates" (p. 130).

Creating Concise Written Procedures for Emergency Crises

Bender and McLaughlin (1997) illustrate that few individuals within school communities are well-informed as to the appropriate actions to take in the event of a school crisis. They assert:

With the increase in violence involving weapons on school campuses, teachers must be provided with at least some training on how to respond to such situations, and very few teacher preparation programs include this type of information. (p. 212)

Bender and McLaughlin believe that all schools should have lockdown and evacuation plans that are well understood by the adults and children throughout the school. Decker (1997) suggests that schools should provide emergency crisis documents in advance across classrooms and buildings so they can be used for quick reference during a time of crisis.

Haynes and Henderson (2001) illustrate that it is essential for all employees within a school to fully comprehend the procedures and policies in regard to safety. They note, "Staff members who recognize that an effective security program directly benefits them and their students usually feel that exchanging a small bit of time for increased safety is more than a worthwhile trade" (p. 40). Decker (1997), Haynes and Henderson (2001), Nichols (1997), and Wanko (2001) present strategies for handling written crisis procedures, and they believe that effective dissemination of the crisis management information promotes safety within schools.

Practicing Emergency Crisis Procedures

Pitcher and Poland (1992), Trump (1998), and Wanko (2001) hold that schools should have emergency drills for a number of possible crisis scenarios. Wanko (2001) emphasizes the importance of practicing crisis procedures correctly:

Vince Lombardi, former coach of the Green Bay Packers once stated, 'Practice doesn't make perfect. Practice makes permanent. Perfect practice makes perfect.' Consequently, no matter how hard we practice, if the practice is incorrect, the performance will be flawed. (p. 157)

Pitcher and Poland argue, "Crisis drills need to become a regular part of conducting school....Crisis drills can save lives" (p. 150). Hill and Hill (1994) show that crisis procedures and policies are useless if they are not presented to individuals through an effective means of frequent training. Lynch (1999) holds that school principals who do not regularly practice evacuations and lockdowns are at risk of being unable to respond effectively to crises.

Involving Students in Crisis Management

Nichols (1997) maintains that school crises decrease when students contribute to the enforcement of safety rules and procedures (p. 153). Vestermark and Blauvelt (1978)

illustrate that schools promote student acceptance of crisis procedures by encouraging students to play meaningful roles during emergency crises. They explain that students begin to recognize the importance of effective crisis management when they are proactively involved in promoting school safety. Students discover that adults within schools value their efforts to uphold safety, therefore, the children assist the school in managing crises.

Capozzoli and McVey (2000), Mills (2001), and Wuthnow (1995) call for schools to implement programs that provide students opportunities to express their concerns about violence that could lead to crises within classrooms. It is vital for schools to have a system that allows for and encourages reporting of possible safety threats. Crises can be averted when students are allowed to voice safety questions and concerns because schools can learn about and act upon safety threats in advance. Students discover that they can save lives by sharing safety information with individuals within the school (Decker, 1997; Haynes and Henderson, 2001; Perlin 1999; Sesno, 1998).

Pitcher and Poland (1992) describe a crisis in which three students were informed in advance about another

student's desires to murder with a weapon an assistant principal at their school. On the day of the planned killing, the assistant principal and a student bystander were shot. The three students who had prior knowledge about the violence experienced high levels of guilt. They state:

The students who had prior knowledge of G's plans felt very bad and felt that the incident could have been prevented. They reasoned that if they had told an adult, G's locker would have been searched and the lethal instrument removed. He had sworn them to secrecy, and they simply had not believed what G had told them could really happen. (p. 130)

Pitcher and Poland share that students should be partners in a school's attempts to prevent violence by reporting rumored and possible threats to school safety. They write, "Somehow we must convince students of the duty to warn, that suicidal and homicidal statements must be taken seriously, and that adults should be informed" (p. 127).

Incorporating the Efforts of Parents and Guardians

Garrett (2001) explains that parents and guardians can contribute to safety teams and crisis plans by sharing information from their prior life experiences. He writes:

The importance of parental involvement in the lives of children is now needed more than ever....In addition, parental involvement is extremely important in making schools a safe environment for teaching a

learning....Local school officials should include a 'parental involvement plan' in their school system's safe school plans and individual school improvement plans. (p. 101)

Decker (1997) believes that schools should form partnerships with parents and guardians in order to gain assistance in decreasing crises. He argues that parents and guardians can help prevent and prepare for crises by participating in actions such as telephoning schools about habitual truants, sharing information about instances of crime and crises from the surrounding areas of schools, and writing school safety newsletters and publications (pp. 86-88). Hill and Hill (1994) emphasize that all parents want their children to learn in a safe environment.

Effectively Communicating about Safety and Crises

Trump (2000) argues that meaningful communication is a key in preparing for a crisis. He demonstrates that schools can heighten their level of communication pertaining to crisis-related issues by doing the following:

- Announcing crisis policies and procedures during student assemblies.
- Asking students to create posters and banners that communicate crisis prevention expectations.
- Reminding school employees about crisis policies and procedures periodically during staff meetings.

- Constructing sections within school newsletters that contain crisis prevention issues.
- Holding parent workshops that are based on crisis information.
- Becoming accessible to the media to share the school's crisis prevention efforts and procedures. (p. 23)

Trump shows that such communication increases awareness of crisis prevention techniques and safety issues. He believes that effective communication that occurs regularly places schools at high levels of crisis preparedness.

Duke (2002) notes that an increase in communication between school staffs and parents results in enhanced safety. According to Duke, communication between schools and parents/guardians should take place regularly. Duke states:

Parents can familiarize themselves with the code of conduct at their children's school and stay in touch with teachers so they know when their children are experiencing problems. (p. 193)

He believes that educational institutions should "include in the school safety plan provisions for regular communication between students, parents, teachers, and administrators" (p. 133).

Effective Management of School Safety During Crises

Wanko (2001) states, "No amount of schooling can provide sufficient preparation when dealing with a crisis.... Tragic events can quickly escalate into a school-wide catastrophe if handled poorly by the administration" (p. 116). Blauvelt (1999) demonstrates that the initial actions taken by schools in response to emergencies should be the same regardless of the types of crises that occur. According to Blauvelt, an emergency management team consisting of staff members should be immediately contacted using code words or signals in the event of a crisis. The school should then assume a state of evacuation or lockdown, and the staff and students should respond to the type of emergency taking place.

Decker (1997) reveals that schools should react to crises by attempting to achieve six goals. The goals he emphasizes are as follows:

- Goal 1: Contain a crisis
- Goal 2: Prevent injury to students, staff, and faculty
- Goal 3: Care for the injured and notify parents
- Goal 4: Prevent damage to school property
- Goal 5: Provide information to news media and the public
- Goal 6: Return school to normal functioning order (p. 32)

Decker also emphasizes that teachers must remain composed during crises so that student anxiety is minimized and maintained.

Trump (2000) asserts that the first thirty minutes after a school is confronted with a crisis are the most critical moments during a crisis situation. He asserts that schools must immediately take efforts to secure the primary area affected by the crisis, to begin documenting the facts in writing as they are obtained, to determine the manner in which the remainder of the school day will be organized, and to activate a plan of communication that will address the crisis issues with the media and school community members. According to Trump, specific roles must be assumed by administrators, school monitors and/or resources officers, clerical staff members, teachers, school counselors and other mental health professionals, custodial and maintenance personnel, transportation staff members, parents, and students. Trump also indicates that the major areas affected by the crisis must be treated as a crime scene once the cause of the crisis is contained and is no longer a threat. Trump writes:

In lay terms, securing the crime scene basically means protecting the area where the crisis took place and preventing the movement, contamination, destruction, or alteration of evidence....Such items might include, for example, shell casings from discharged weapons, firearms, knives, or the personal property of a shooter or victim. (p. 111)

Trump points out that individuals within schools often destroy clues that lead to crises when they rush to clean and repair scenes of crises by wiping away pools of blood or sweeping rubble from areas.

Capozzoli and McVey (2000) offer several procedures for schools to follow during specific crisis situations that include the presence of campus intruders, hostage situations, and bomb threats. They stress that individuals within schools should respond to campus intruders by contacting the central office as soon as intruders are spotted, and initiating lockdown procedures across the school until authorities return the campus to safety. For hostage situations, they urge schools to immediately implement lockdown procedures and interact with hostages in specific ways.

Capozzoli and McVey believe that chances for survival during school hostage situations are enhanced when hostage-takers are listened to by hostages and negotiated with by law enforcement specialists. They emphasize that bomb

threats should be taken seriously by schools when they occur. They advise individuals who receive bomb threats to prolong the conversations when threats are made over the telephone, to initiate campus evacuation procedures, and to refrain from contacting and opening strange and unfamiliar containers.

Maintaining and Promoting Safety After Crises

Metzgar (2002) believes that one of the first steps that schools should take after a crisis occurrence should be to hold an emergency staff meeting. She indicates that such meetings should highlight the following information:

- The individuals who will be in charge of post-crisis issues.
- The details of a post-crisis plan and how they will be applied.
- The responsibilities of each school employee.
- The type of counseling resources that will be available.
- The changes that will be made to the school schedule in the days ahead.
- The specifics of the policies for interacting with the media.
- The behaviors and responses to be expected during future interactions with students.
- The instructions as to the manner in which the students and parents will be informed about the crisis. (p. 38-39)

Metzgar reveals that schools can begin to regain a sense of normalcy and uphold safety if their employees are well-informed about issues surrounding the crisis and post-crisis procedures.

Trump (2000) presents several stages of media communication that take place over time and that must be considered and acted upon after a crisis takes place. These stages include providing an initial report on the crisis, presenting a second and more concise report after the crisis has been investigated, allowing the media to present information on the impact of the crisis on members of the school community, demonstrating how a sense of normalcy is restored to the school, revealing the efforts that the school took and will take to decrease the chances of violence, and acknowledging the crisis during different anniversary periods. Trump demands that administrators take a proactive role with the media after crises so that a sense of control, safeness, and professionalism is portrayed to key members of the school community.

Stevenson (2002) argues that individuals who go through crises can develop fear of future experiences within schools. Greene (2001) writes, "Violence negatively affects the learning environment. Both actual violence and

fear of future violence can be detrimental" (p. 3). Fisher and Kettl (2001) indicate that maintaining school safety in the aftermath of a crisis must begin by addressing the impact of the crisis on all of the individuals within the school's community. They stress, "A death of any child, no matter what the circumstances, is a tragedy. The senseless death of a child in school-related violence has a violent impact on children, adolescents, and the community" (p. 82).

Layne, Pynoos, and Cardenas (2001) and Steele (1998) point out that schools must provide students, parents, and school employees with immediate counseling services after school crises take place in order to reestablish a safe climate. Capozzoli and McVey (2000) share a similar viewpoint when they state:

There can be major psychological trauma for students and/or teachers who witness or have been a part of the violence....Those who receive early counseling are better equipped to deal with post-traumatic stress disorder and work through the stages of it more quickly. (p. 55)

Capozzoli and McVey show that individuals who do not receive timely and proper counseling feel vulnerable to additional crises while at school.

Capozzoli and McVey (2000) and Pitcher and Poland (1992) argue that it is important for schools to communicate efficiently with parents/guardians and the media after school crises take place. Capozzoli and McVey urge schools to interact with the media after crises with honest and knowledgeable answers. They present guidelines for communicating with parents and the media that include revealing the nature of the crisis and basic facts, indicating the manner in which the emergency crisis procedures were followed, describing possible emotional reactions of students, providing contact information for individuals desiring further details about the crisis, and telling when meetings will be set up that pertain to the crisis.

Decker (1997) advises schools to change their curriculum after crises have taken place within schools. He indicates, "It is wise to alter the curriculum or lesson during an emotional time for students to avoid continuing or escalating any stressors or emotional outbreaks" (p. 52). Decker also states, "With a sensitive and understanding teacher, the situation of a child overreacting and/or becoming a discipline problem could be minimized or possibly averted." (p. 53). He also argues

that middle school educators must be highly empathetic of students' reactions to crises.

Rowan (2001) provides a first-hand account of her experiences before, during, and after a crisis situation that resulted in the death of two students and the wounding of seven others at her school in Pearl, Mississippi. She was a counselor at the school when the crisis took place. Rowan shares that the crisis had such an impact on her that events in her daily and yearly life cause her to recall the shootings that took place at her school. Rowan discloses that her school was able to return to an effective and safe level of operation because of the positive actions which the school took after the crisis. She writes:

- "We returned to school as quickly as possible."
- "We gave students the opportunity to talk through the situation."
- "We returned to normal scheduled activities as quickly as possible."
- "Our community worked together, police, city officials, school personnel--everyone--all worked with one goal in mind: to help our children recover from perhaps the most horrible event of their lives."
- "Our administration kept us informed as much as possible about the events."
- "We took a strong hand with the media, not allowing them to disturb our students after school resumed." (pp. 126-127)

Rowan offers an example that schools could follow to regain safe daily operations after a crisis.

Weintraub, Hall, and Pynoos (2001) reveal the effects of the Columbine High School crisis across the school's community. They emphasize that increased sensitivity is essential when reviewing and practicing crisis procedures with students and parents after a crisis has taken place within a school. They show that students have difficulties following procedures after a crisis takes place.

Weintraub, Hall, and Pynoos write, "On hearing the fire alarm, two students hid under their desks while others sat frozen in their seats, unable to move even after the alarm was turned off" (p. 155). They reveal that students affected by past crises must be gradually guided to regain proficiency with crisis procedures.

Trump (2000) notes that litigation preparedness must be a part of post-crisis efforts at schools. He points out, "Unfortunately, we live in a litigious society. It is not a matter of if you will be sued, but rather of when you will be sued, especially following a school crisis incident" (p. 131). He asserts that schools prepare to face legal actions when they point out the efforts made to prevent the crisis from taking place, document the crisis

events articulately, and communicate effectively with the media and school community members.

Cultural Issues in Relationship to Crisis Management

Culture is a system of meanings, shared rules, common values, and practices that are socially constructed by people who share similar social and/or historical experiences (Arvizu, 1994; Banks, 1989; DeVillar, Faltis, & Cummins, 1994; Gollnick & Chinn, 1990; Nieto, 1996; Ovando, 1989; Sleeter, 1996; Sleeter & McLaren, 1995). The cultural frameworks of individuals are factors that influence understandings of safety and crisis management (Duke, 2002). Hill and Hill (1994) disclose that by the year 2020, half of school populations across the United States will be composed of individuals belonging to cultural and ethnic minority groups. Horne and Socherman (1996) acknowledge that issues related to school crises are concerns across all cultural groups. Arnow (2001) writes:

Although cultures may mingle in the classrooms of our schools, it is not an indication that there is harmony in the hallways. If we change the culture of our schools to reflect and legitimize our human and cultural diversity, to respect and value each other regardless of our human or social differences, our children will be better prepared to live peacefully in this increasingly pluralistic world. (p. 302)

Wanko (2001) argues that cultural differences within student populations must be taken into account for the effective management of crises.

Duke (2002) notes that perspectives of school safety are different across the cultures of students. He states:

The meaning of safety varies across cultures. One culture may define safety strictly in terms of protection from serious physical harm, whereas another culture may broaden the notion of safety to encompass protection from psychological abuse as well....One critical function of school is to promote understanding among young people representing diverse culture and reduce the likelihood of hostilities. (p. 42)

Girard and Koch (1996) highlight a similar point noting that conflicts within school are processed differently in relationship to culture. They write, "The ability to acknowledge the cultural differences present in a conflict situation and to understand how these may influence the conflict and its resolution is the desired goal" (p. 35).

Burak and Hoffa (2001) emphasize, "Understanding culture as an operative component of crisis management is absolutely essential" (p. xix). Hoffa, Burak, and Smithee (2001) assert:

If your campus already has a routine crisis management plan, sometimes what is needed is simply the addition of a strong cross-cultural awareness dimension to what already is in place....Whatever the root cause of the emergency, whatever the specifics,

and wherever it occurs, it is vitally important, after the shocking first moments, that you and your crisis management team are ready to take quick, culturally-sensitive, and appropriate steps to deal with it. (pp. 3-4)

They insist that students' responses to crises are highly influenced by their cultural backgrounds.

The Role of Ethnicities

Valois and McKeown (1998) state that children from minority ethnic groups are more likely to experience violence acts while at school. The authors further note that Anglo-American males carry weapons to school more frequently than other groups. Valois and McKeown stress that research and interventions related to school safety must include race and ethnicity as a primary focus.

Duke (2002) presents data that reveal the frequency in which Anglo-American students experience violence as compared to African-American students. The data indicate that African-American students are victimized in situations involving theft and assault more often than Anglo-American students. Duke also relates that administrators and teachers often stereotype students from minority ethnic groups as being individuals who cause schools to be unsafe.

Rabeay (2001) highlights misunderstandings that can occur as a result of differences between students and

school employees in regard to their racial and ethnic frameworks. She describes the experience of a Japanese student who was being interviewed after a school crisis took place. As a sign of respect, the student chose to lower her eyes when being questioned by a detective, but her actions could have been misinterpreted as "a sign of nervousness, or question avoidance, or guilt, or lack of cooperation" (p.30).

The Role of Language

Katz and Lawyer (1994) and Lantierei and Patti (1996) maintain that a school should be able to communicate with all parents and guardians within its community in order to minimize conflicts. They believe that ineffective communication between a school and students' families decreases the security of the school. Nichols (1997) and Pitcher and Poland (1992) contend that school safety policies and procedures can only be successful when they are communicated effectively, understood, and supported by all of the individuals involved in a school. Lantierei and Patti (1996) assert, "Issues of diversity and conflict intersect in another way when cross-cultural misunderstanding and miscommunication occur" (p. 109).

Conclusion

I discovered several voids in reviewing literature related to school safety emergency crisis issues. The studies related to school safety rarely present direct discussions about emergency crises. An immense amount of literature focuses on topics somewhat related to school crises such as bullying, effective student discipline, conflict resolution, and student fear; but, specific information about school crises is not commonly evident throughout the entire school safety literature base. As previously noted, although the main purpose of the study is to assist Eastern Magnet in becoming a safer educational institution, this investigation may be used to expand the school crises literature base.

Chapter 3

RESEARCH METHODOLOGY

Philosophical Background of the Qualitative Case Study

The characteristics of qualitative research encompass several forms of inquiry that aid in understanding phenomena. In discussing the value of qualitative research, Peshkin (1993) argues, "Many types of good results are the fruits of qualitative research. Its generative potential is immense" (p. 28). Merriam (1998) states, "Qualitative researchers are interested in understanding the meaning people have constructed, that is, how they make sense of their world and the experiences they have in the world" (p. 6). Denzin and Lincoln (1994) provide a similar definition when they assert, "Qualitative research involves the study's use and collection of a variety of empirical materials...that describe routine and problematic moments and meanings in individuals' lives" (p. 2). The research goals in this study focused on developing knowledge related to students' and parents' understandings of school safety and crises, and the data gathering and analyzing techniques employed helped to achieve those goals.

As a qualitative teacher researcher, I was the main investigator throughout this qualitative case study. As a result, I was the primary source for gathering and analyzing data. Bell (1993) emphasizes:

The great strength of the case-study method is that it allows the researcher to concentrate on a specific instance or situation and to identify, or attempt to identify, the various interactive processes at work. These processes may remain hidden in a large-scale survey but may be crucial to the success or failure of systems or organizations. (p. 8)

Bissex (1987) argues that case studies allow researchers to critically look at individuals in order to generate understandings and develop findings that can be applied to the lives of others.

This case study is particularistic in nature. Particularistic case studies focus on a particular phenomenon within a bounded unit, and they view the ways in which general issues or problems are understood by specific groups of individuals (Merriam, 1998). The researched case was particularistic because of the focus on issues related to emergency crises specifically in relationship to a particular group of individuals.

Teacher Research

As previously indicated, this investigation involved fourteen of my former sixth-grade students. A major rationale for involving them as participants was my background and beliefs in qualitative teacher research. Teacher research is an effective means for investigating questions and problems that derive from the routines and practices within academic settings. It is a genre of qualitative research in education in which a teacher within a classroom or school is the primary instrument for data gathering and analysis in relationship to an investigative focus established by the teacher to better understand phenomena within his or her educational setting. Teacher researchers often involve their current and/or former students in investigations, and they commonly develop specific research interests based on questions that arise during their daily educational duties (Cochran-Smith & Lytle, 1993; Patterson & Shannon, 1993).

The results of teacher research often enhance the practices and policies within the educational institutions and districts in which the teacher researchers are employed. Cochran-Smith and Lytle (1993) define teacher research as "systematic, intentional inquiry by teachers,"

and they believe that this type of research "makes accessible some of the expertise of teachers and provides both university and school communities with unique perspectives on teaching and learning" (p. 5). Patterson and Shannon (1993) write:

We are convinced that teacher research is a unique genre of research....Teacher researchers seek to understand the particular individuals, actions, policies, and events that make up their work and work environment in order to make professional decisions. (pp. 7-8)

The authors assert that teacher researchers generate knowledge through investigations that influence multiple groups of individuals. The questions of the study emerged from the safety procedure practices in my academic setting, and the results of the investigation will be directly applied at my school.

Research Context and Participants

At the onset of the study, Eastern Magnet had existed for 41 years and Southwest Unified School District had been established since 1867. The school is a mathematics and technology magnet for students from kindergarten through eighth grade. Eastern Magnet's campus is approximately four square acres in area, and it is located within the

metropolitan area of Tucson, Arizona. One side of the campus' border is set against a major street, which contains six lanes divided by a median. The remaining three sides of the campus border are surrounded by a residential area, and they are set against two-lane traffic streets. Speed bumps were present on one of the two-lane streets throughout the 2001-2002 and 2002-2003 school years, and speed bumps were added to the remaining two-lane streets during the winter of the 2002-2003 school year.

One thousand and fifty students attended Eastern Magnet's sixth through eighth grades during the 2001-2002 school year, and approximately 1,000 students attended sixth through eighth grades at Eastern Magnet during the 2002-2003 school year. As a result of the school's magnet status, classrooms at Eastern Magnet are designed to reduce racial isolation. Students from the school's immediate neighborhood account for approximately 52% of the student population, and approximately 48% of the students are "magnet" students bused into school from across Tucson's metropolitan area.

The racial/ethnic population of the school's students during the 2001-2002 school year was 48% Anglo-American, 33% Latino-American, 10% African-American, 3% Native-

American, 3% Asian-American, and 3% students belonging to other racial/ethnic groups. During the following school year, Eastern Magnet's racial/ethnic population experienced some shifts. The student population during the first semester of the 2002-2003 school year was 43% Anglo-American, 36% Latino-American, 11% African-American, 3% Native-American, 3% Asian-American, and 4% students belonging to other racial/ethnic groups.

The primary language spoken by students, teachers, and parents at Eastern Magnet is English. During the 2001-2002 and 2002-2003 school years, approximately 90% of the students and their families were monolingual English speakers. Bilingual students who spoke English and another language constituted approximately 8% of the student population. About half of the bilingual students had parents or guardians who were bilingual in English and another language, and the other half of these students had parents or guardians who were monolingual in a language other than English. Students who were monolingual speakers of a language other than English composed approximately 2% of the student population.

Approximately 90% of the bilingual students and parents were speakers of English and Spanish. The

remaining 10% were bilingual in English and languages such as Russian, Mandarin, and Vietnamese. The students and parents who were monolingual in languages other than English spoke Spanish and Vietnamese.

Participant Selection

The participants in my study are students from different cultures who were in one of my sixth-grade classes during the 2001-2002 school year at Eastern Magnet, and one of their parents (one per student). Half of the participants are monolingual English speakers, and the others have proficiency in a language other than English. As a whole, the students and parents in my participant pool are most proficient in English. Therefore, all materials during the study were presented to them in English. I learned of their language proficiencies through my experiences with the participants during the 2001-2002 school year. The ages of the student participants range from twelve to thirteen years old. I obtained telephone numbers and mailing addresses of the research participants from a publicly-available phonebook.

Pseudonyms are used for all of the participants throughout the research, and the participants had the opportunity to select their own pseudonyms. Twenty of the

participants chose their pseudonyms, and I selected the pseudonyms for the other participants. The individuals whose understandings were investigated are referred to as participants and not as subjects or informants.

Acknowledging the students and parents as participants made the research meaningful to the individuals in the case study and to me.

A criterion-based "purposive" selection of participants was made for the investigation (Chein, 1981). This type of selection is also deemed "purposeful sampling" (Hammersley & Atkinson, 1983; Miles & Huberman, 1994; Patton, 1989), and it involves a process of selecting individuals to become a part of an investigation based on specific criteria that are required by the researcher. This form of participant selection aids in the development of participant pools that are balanced in terms of factors such as gender, race/culture, and age. Criterion-based selection is also used at times to ensure that participants have been through similar past experiences that correspond to the focus of the research.

The essential criteria that were used to determine the selection include the following: children must have been enrolled in one of my sixth-grade classes at Eastern Magnet

during the 2001-2002 school year; children must have been present in class during the entire week of September 9, 2001; and children must have one parent willing to participate in the study. Efforts were also made to have a balance in terms of the participants' ethnic origin, gender, biracial and non-biracial backgrounds, magnet and non-magnet status, English monolingualism and proficiency in a language other than English, academic ability level, attendance rate, and number of siblings within participant families.

In order to recruit participants who met the criteria, I reviewed my class rosters from the 2001-2002 school year. I constructed an initial list of thirty-five students who satisfied the criteria, and I contacted their parents/guardians over the telephone and sent recruitment letters to their mailing addresses. I obtained the contact information for these individuals from a publicly-available telephone book. Five student and parent tandems were not interested in participating in the research, and thirty student and parent pairs were willing to become participants. I was able to reduce the participant pool to fourteen students and their parents by analyzing the backgrounds of the children and adults in relationship to

the participation criteria. As a result, sixteen willing students and their parents were not chosen to participate. I offered my appreciation to these individuals for their interest in my study, and I let them know that they would be able to view the results of the study when the research was completed. The fifth chapter of this report presents further information regarding the attributes of the fourteen students and parents who were selected to be involved in the research.

Centering the study on middle school students, especially students who were approximately half-way through their seventh-grade year of school, allowed me to research the understandings of children who were at an age level in which safety issues are addressed at a high frequency. Research indicates that anxiety related to safety is higher among sixth- through eighth-grade students, than among kindergarten through fifth-grade students and high school students (Nansel et al., 2001). According to the Josephson Institute (1998, 2001) it is sixth-grade students who report experiencing fear more frequently than children in any other level within schools because those children experience more bullying incidents, and have difficulty adjusting to larger student populations when compared to

elementary schools. My investigation involved children from one grade level; therefore, I was unable to study and compare students' safety concerns across elementary, middle, and high schools. I was able to generate findings related to students' safety understandings from children who reflected on sixth- and seventh-grade experiences. My study's student participant pool was composed of seventh graders who could reflect on the 2001-2002 school year and furthermore indicate if they were fearful at Eastern Magnet as sixth graders.

A number of reports indicate that individuals who cause crises are often males (Hart, 1998; Kimmel, 2000; Sadker & Sadker, 1994). Mills (2001) argues that male students are more likely to be involved with and concerned about threats that lead to emergency crises at schools. According to Mills, school violence is a product of masculinity that is centered on males acting violent toward females and other males. Ensuring that an equal number of male and female students were involved in the research allowed me to assess whether gender was a major influence on children's understandings of school emergency crises issues. Further discussion of the significance of grade

level and gender on safety and crisis understandings is presented in the sixth chapter of the dissertation.

Making certain that all of the participants were involved in the entire 2001 - 2002 school year at Eastern Magnet enabled me to research individuals who had experiences in a similar context for an equal amount of time. The reason that I required participants to have experienced classes during the week of September ninth was that it allowed me to incorporate questions into my research related to the events of September eleventh and twelfth. Including the adults in the study allowed me to compare the understandings of safety between the parents and their children. The National Crime Prevention Council (2001) found that three-fourths of children are concerned about their safety while at school, while only forty-nine percent of parents perceive safety as a major issue. Knapp (1998) reveals that students report exposure to and instances of violence taking place at school more often than their parents or guardians. The adult participants were key in helping me to develop conclusions of how understandings of emergency crises safety issues differed across students and parents.

Insider and Outsider Research Roles

Involving former students allowed me to assume roles as an insider and an outsider within the study. An insider role is one that a researcher assumes based on a great number of prior experiences in a research context and with research participants. Researchers are also viewed as insiders when elements of their culture are shared with research participants. As an insider, I was able to effectively use the rapport and positive relationships I established with students and parents during the 2001-2002 school year at Eastern Magnet. My status as an insider decreased barriers that are sometimes present when researchers are outsiders. It assisted me in conducting in-depth interviews and research of participants without discomfort due to the lack of prior interactions. Goswami and Stillman (1987) assert that teacher researchers have advantages as insiders in that they can use their rapport with students and parents to develop insights and understandings that outsiders cannot.

Incorporating participants who were once my students but who were no longer a part of my classes allowed me to experience advantages that are often held by outsiders doing research. An outsider role is one that a researcher

assumes based on few prior experiences in a research context and with research participants. Researchers can also assume such roles when elements of their culture are different than those of the research participants, and when participants view them primarily as researchers. I no longer assumed the academically evaluative and supervisory roles with the student participants because they were formerly in my classes. Therefore, during the study the participants were able to view me primarily as a researcher. The students and parents participated and answered questions without fearing their responses would influence grades or their status at Eastern Magnet. Participants based their involvement in the study on their own interests of sharing their experiences with school safety for the future betterment of Eastern Magnet.

Time Frame

My investigation took place in several phases. The overall study began during the middle of September of 2001, and it concluded in mid-March of 2003. Table 3.1 shows the time frame in which data were gathered, analyzed, and documented.

Table 3.1: Research Timeline

September 2001 to Mid-August 2002	<p>Preparation for the Study</p> <ul style="list-style-type: none"> Developed research questions. Clarified research plans with my committee members, the LRC Department, the Human Subject Review Committee at the University of Arizona, the Southwestern Unified School District, and Tucson-Pima Public Libraries. Read literature that pertained to my investigation.
Mid-August 2002 to Mid-November 2002	<p>Recruitment of Participants</p> <ul style="list-style-type: none"> Invited individuals to take part in research through recruitment letters that were mailed to the addresses of possible participants. Scheduled and attended meetings with participants to review the study's goals and participation roles, to obtain signed informed consent and assent forms, and to develop pseudonyms for participants. Sent surveys to each participant's mailing address. Scheduled an interview date, time, and location for each participant. <p>In-Depth Data Collection</p> <ul style="list-style-type: none"> Gathered data through documents from Eastern Magnet and SUSU related to school safety crisis topics. <p>On-Going Data Analysis</p> <ul style="list-style-type: none"> Wrote analytic notes of documents related to crises. Utilized the constant comparative method to analyze the content within the safety documents. Continued reading literature that pertained to my investigation.
Mid-November 2002 to Mid-December 2002	<p>In-Depth Data Collection</p> <ul style="list-style-type: none"> Received and collected completed participant surveys through the United States Postal Service. <p>On-Going Data Analysis</p> <ul style="list-style-type: none"> Wrote analytic notes of student and parent surveys. Utilized the constant comparative method to analyze the content within the surveys and safety documents. Identified and began developing emerging categories. Continued reading literature that pertained to my investigation.
Mid-December 2002 to Mid-January 2003	<p>In-Depth Data Collection</p> <ul style="list-style-type: none"> Gathered data through interviews and interview notes. <p>On-Going Data Analysis</p> <ul style="list-style-type: none"> Transcribed interviews. Wrote analytic notes of interview transcriptions and interview notes. Continued identification of categories and theories. Continued reading literature related to the study. <p>Preliminary Writing of the Final Report</p> <ul style="list-style-type: none"> Constructed an initial plan and organizational structure for my final report. Began to write drafts and sections of the dissertation.
Mid-January 2003 to Mid-March 2003	<p>Completion of Data Analysis</p> <ul style="list-style-type: none"> Analyzed data in order to clarify my findings and arguments. <p>Completed writing of the Final Report</p> <ul style="list-style-type: none"> Composed chapters of the report after writing and revising several drafts. Completed the dissertation.

Methods for Data Collection

This study was driven by data generated in the form of interviews, interview notes, surveys, and documents related to crises and safety. The purpose of the study was to qualitatively research the understandings of school safety in regard to emergency crises among students and parents at Eastern Magnet. Trump (1998) emphasizes that interviews and surveys provide vital information about school safety and crises when he states, "Structured Interviews, surveys, or both...unquestionably bring to light things that a walkthrough alone, and other limited evaluations can never reveal" (p. 47). The primary research question that I pursued through interviewing and surveying was:

- What are the understandings of students and their parents about school safety issues pertaining to emergency crises?

The data were obtained from the middle of August of 2002 through the middle of January of 2003. Table 3.2 shows the methods of data collection that I used to generate understandings in relationship to each research question.

Table 3.2: Data Sources for the Five Research Sub-Questions

Primary Research Question: What are the understandings of students and their parents about school safety issues pertaining to emergency crises?	
The Five Sub-Questions that Answer the Primary Question	Sources of Data used to Investigate the Five Sub-Questions
What are the understandings of students and their parents about crisis management procedures and policies?	<ul style="list-style-type: none"> • Interviews and Interview Notes • Student Surveys • Parent/Guardian Surveys
How are students and parents informed about possible and actual emergency crises at school?	<ul style="list-style-type: none"> • Interviews and Interview Notes • Student Surveys • Parent/Guardian Surveys • Documents related to crises and safety provided by the school and district
How does the school/district distribute and provide access to information regarding emergency crises?	<ul style="list-style-type: none"> • Interviews and Interview Notes • Student Surveys • Parent/Guardian Surveys • Documents related to crises and safety provided by the school and district
What opportunities do students and parents have to communicate questions and concerns in regard to emergency crisis issues?	<ul style="list-style-type: none"> • Interviews and Interview Notes • Student Surveys • Parent/Guardian Surveys
What understandings do students and parents hold in regard to the influence of culture on crisis conceptions?	<ul style="list-style-type: none"> • Interviews and Interview Notes • Student Surveys • Parent/Guardian Surveys

Interviewing

I conducted 28 semi-structured in-depth interviews of students and parents between December 16, 2002, and January 12, 2003. This type of interview is one that follows an outline of predetermined questions in a flexible manner, and that allows interviewers to gain in-depth data related to participants' understandings of and experiences with the research focus. The interviews took place in study rooms at branches of the Tucson-Pima Public Libraries. Before each interview, the participants were reminded that their involvement in the interviews was voluntary. I interviewed one student and his or her parent on the same day. During the fourteen interview days, each student participated in the interview first, and his or her parent was interviewed after. There was a ten-minute lapse between each student and parent interview that was used to write reflections of the student's responses and to prepare for the parent's interview.

Responses to a school safety and crises survey were obtained from the participants before the interviews took place (see Appendix B for "Student Survey", and Appendix C for "Parent Survey"). Ten minutes before each interview began, the survey responses were presented to the

individuals being interviewed in order for the participants to familiarize themselves with their initial thoughts about safety and crises. The responses to the surveys were also available during the interviews as a source of reference. Additional discussion of the surveys is presented in the section that follows.

All interviews were videotaped, and they lasted an average of fifty-two minutes for student participants and sixty-one minutes for parent participants. Videotaping allowed me to create full transcriptions of the interviews, which helped me assess the participants' understandings (Vygotsky, 1987). I transcribed the interviews within a few hours after they took place in order to ensure that aspects of the interviews remained vivid in my mind (Wolcott, 1990).

Briggs (1986) and Seidman (1998) believe that researchers should have whole transcriptions of interviews because various sections of interviews become important at different times. Therefore, the transcriptions that I composed were of the entire interviews and they allowed me to access all of the participant's responses in written form throughout the entire investigation (Mishler, 1991).

Merriam (1998) and Patton (1990) emphasize that interviews help qualitative researchers gain in-depth comprehension of participants' understandings and experiences in qualitative research case studies. Seidman (1998) states:

In-depth interviewing's strength is that through it we can come to understand the details of people's experience from their point of view. We can see how their individual experience interacts with powerful social and organizational forces that pervade the context in which they live and work, and we can discover the interconnections among people who live and work in a shared context. (p. 112)

Interviews allowed me to understand the participants' experiences with and understandings of school safety crisis issues.

The interviews were semi-structured so I could flexibly respond to participants' answers to questions. Merriam (1998) asserts, "This format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (p. 74). Semi-structured interviews are highly structured at times, but they also allow for an unscripted exploration of participants' answers and thoughts. I entered each interview with a specific number of questions for guidance,

but I did not pose the questions in the same concrete order for all of the participants. Seidman (1998) explains:

The interviewer's basic work in this approach to interviewing is to listen actively and to move the interview forward as much as possible by building on what the participant has begun to share. (p. 67)

This method of interviewing helped me "build" each interview in response to the issues the participants were primarily focused on.

The interview questions for students and parents were similar but not identical. A minimum of forty questions were posed to all of the participants, and they produced three different lengths of answers. Approximately sixteen questions were created to elicit a response that was one sentence or less in length; approximately twelve questions required one to three sentence answers from the participants, and approximately twelve questions were open-ended in order to elicit in-depth responses of three or more sentences (see Appendix D for "Student Interview Questions" and Appendix E for "Parent Interview Questions"). The interview questions were developed through information that was gathered from the school crisis literature base.

The questions for the interviews pertained to five areas that include participants' understandings of general crisis-related issues, participants' comprehension of emergency procedures and crisis management policies, Eastern Magnet's and Southwest Unified School District's methods for distributing and providing access to crisis-related information, efforts employed by the school and district to communicate about actual crises, and opportunities provided by the school and district for the voicing of crisis-related questions and concerns. Posing such questions helped me obtain responses that represented the participants' understandings of issues pertaining to emergency crises at school. During the interviews, the participant's responses influenced me to pose additional questions that were not on the predetermined list. These questions were based on important experiences that were shared by participants in terms of school safety. Participants' understandings of safety issues such as student transportation to and from school, and school bullying, are examples of the extra topics that were shared.

Interview Notes

Additional sources of data gathered during the interviewing were interview notes. Researchers compose these notes during the interview, and they help facilitate the interview process. Interview notes also minimize interruptions during interviews so that participants' responses are maximized, and they provide units of data that can be analyzed. The interview notes were recorded on sheets of paper that listed the preset questions. The paper for interview notes had a wide right-hand margin that allowed for comments. Seidman (1998) reveals the value of interview notes in qualitative research:

These working notes help interviewers concentrate on what the participant is saying. They also help to keep interviewers from interrupting the participant by allowing them to keep track of things that the participant has mentioned in order to come back to these subjects when the timing is right. (p. 64)

The interview notes allowed me to facilitate an effective interview, and during the analytic process of my research, they helped me review the thoughts I held while interviewing. The initial thoughts I derived during interviews were preserved in the interview notes.

I composed these notes during the course of each interview. They allowed me to keep track of the questions

answered and unanswered as interviews progressed. A number of interview notes were questions that extended the participants' responses to school safety issues that I did not anticipate. At the completion of each interview, I drafted notes that summarized my initial perception of the participant's responses. The thoughts compiled within the interview notes led to the development of categories, hypotheses, and theories during the data analysis process.

Surveys

The students and parents also responded to a survey related to school safety in relationship to emergency crises (see Appendix B for "Student Survey", and Appendix C for "Parent Survey"). The survey questions and prompts were assembled according to aspects within the school crisis literature and in response to events that transpired at Eastern Magnet during the 2001-2002 school year. The surveys provided a means for gaining initial comprehension of participants' understandings of crisis-related issues.

Surveying is a strategy for gathering data in which research participants respond to a predetermined set of questions and prompts, and this technique allows research to determine patterns across participants' responses. Bell (1993) writes, "The aim of a survey is to obtain

information which can be analyzed and patterns extracted and comparisons made" (p. 10). I mailed the surveys to the participants' home addresses on November 15, 2002, and I received all of the completed surveys by November 21, 2002. I provided a stamped return envelope in order to receive their responses. Before completing the surveys, participants were reminded that they were completing the survey on a voluntary basis. The voluntary nature of their participation was presented on the first page of their surveys. The participants mailed their completed surveys to my mailing address. As previously mentioned, the participants' responses were obtained from individuals prior to their participation in interviews.

From November 21, 2002, to December 14, 2002, I analyzed the surveys in the same order in which the participants' interviews were scheduled. Daniel was the first individual I scheduled to interview, and Mrs. Luna was the twenty-eighth interviewee. Therefore, I analyzed Daniel's survey first and Mrs. Luna's last. Using the same order for survey analysis as interview order promoted research consistency.

The surveys provided information that expanded the interview content. They were essential in gathering

findings about participants' understandings of the research focus. Schuman (1982) writes, "The simple approach to survey research takes responses literally, ignores interviewers as sources of influence, and treats sampling as unproblematic" (p. 23). The methods I employed in reviewing survey responses during interviews reduced ambiguities within the data, and they helped me develop vivid comprehension of participants' understandings of school safety and emergency crises issues. This process was a form of member checking, and it is discussed in further detail in the section pertaining to reliability and internal validity.

School and District Documents Addressing Crisis-Related Safety Issues

Documents provided by the school and district pertaining to topics of emergency crises were also a vital aspect of the investigation. These documents revealed the way in which the school and district communicated information related to emergency crises to students and their families. The documents were gathered from the middle of August of 2002 to the middle of November of 2002.

According to Merriam (1998), documents should be used more often within qualitative research. She highlights the

value of using data from documents within research by stating:

The data found in documents can be used in the same manner as data from interviews or observations. The data can furnish descriptive information, verify emerging hypotheses, advance new categories and hypotheses, offer historical understanding, track change and development, and so on. (p. 126)

The documents related to crisis safety issues on which my study focused included written emergency crisis procedures and letters delivered to students and families.

Methods for Data Analysis

Examinations of the data were made during and after the data gathering process. Merriam (1998) explains:

The final product is shaped by the data that are collected and the analysis that accompanies the entire process. Without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data that have been analyzed while being collected are both parsimonious and illuminating. (p. 162)

Data were gathered and analyzed from September of 2002 through January of 2003. The methods for data analysis included analytic notes, participant profiles, the constant comparative method, content analysis and coding, developing tables and figures, reviewing additional crisis-related

literature, analysis through writing, and analysis through data organizational techniques.

Analytic Notes

Analytic notes of each written source of data were composed throughout the research process. These notes were written on photocopied interview transcripts, interview notes, survey responses, and school/district documents pertaining to emergency crises. The notes consisted of analytic questions and reflective memos that portrayed the way in which the bits of data related to the research focus. The notes were created by bracketing important sections within the documents of data, and then by writing responses to the bracketed sections in the margins of the documents (Maxwell, 1996). Bogdan and Biklen (1992) write, "These memos can provide a time to reflect on issues raised in the setting and how they relate to larger theoretical, methodological, and substantive issues" (p. 159). The analytic notes were used to establish categories and theories.

Participant Profiles

By using the data gathered from the interview transcripts, interview notes, and survey responses, participant profiles were created. Participant profiles

are written descriptions of a participant's understandings and experiences in relationship to a study's focus. These profiles are created by transforming data from a participant into a single document that is written in his or her voice. Seidman (1998) explains:

I have found that crafting a profile or a vignette of a participant's experience is an effective way of sharing interview data and opening up one's interview material to analysis and interpretation...It allows us to present the participant in context, to clarify his or her intentions, and to convey a sense of process and time, all central components of qualitative analysis. (p. 102)

Bruner (1996) and Dey (1993) believe that developing profiles of interviewees allows researchers to fully view the participants' understandings of phenomenon.

Participant profiles were constructed through a sequential process that was based within the content of analytic notes written on bracketed documents of data. The bracketed data revealing each of the participants' responses and understandings were organized into one document. This placed the influential data from each participant into a single document similar to a transcript. The new document was reviewed several times, and after gaining a clear sense of the participants' understandings, profiles for each individual were written.

The profiles were composed in the voice of each participant. They were written in the first person using information from the interview and survey responses provided by the participants. Each profile was treated in the same manner as the other data collected in the investigation. Additional analytic notes were written on the margins of the profiles, which led to the development of categories and themes.

Constant Comparative Method

The constant comparative method of data analysis was primarily used during the research (Glaser & Strauss, 1967). This technique allows researchers to inductively analyze units of data throughout the collection and examination process (Lincoln & Guba, 1985; Patton, 1990). Data units are sources of information derived through research that can exist at large levels such as interview transcriptions and through small scales such as analytic notes written on documents. Glaser and Strauss (1967) presented the constant comparative method in order to develop grounded theory from their research data.

The basis of the constant comparative method is to inductively form grounded theory from categories, properties, and hypotheses constantly compared from units

of data (Erickson, 1986; Goetz & LeCompte, 1984; Strauss, 1987). Taylor and Bogdan (1984) describe such categories as "concepts indicated by the data....In short, conceptual categories and properties have a life apart from the evidence that gave rise to them" (p. 36). Merriam (1998) adds, "Category construction is data analysis....Category construction begins with reading the first interview transcript, the first set of field notes, the first document collected in the study" (pp. 180-181). Merriam indicates that categories often lead to "answers" of research questions (p. 183). The constant comparative method allows researchers to look at similar units of data from multiple sources to create findings, and it helps researchers set aside data that are not relevant to the core of theories that emerge.

Through the constant comparative method, patterns within the data were organized into categories. Information from across categories was compared in order to develop and refine properties (Lincoln & Guba, 1985; Schatzman & Strauss, 1973; Stake, 1995). According to Merriam (1998), "These comparisons lead to tentative categories that are then compared to each other and to other instances. Comparisons are constantly made within

and between levels of conceptualization until a theory can be formulated" (p. 159).

Categories developed through the constant comparative method led to the creation of properties. According to Merriam (1998), "Properties are also concepts but ones that describe a category, properties are not examples of a category but dimensions of it" (p. 190). The categories and properties aided in developing tentative hypotheses. Merriam (1998) asserts, "Hypotheses are the suggested links between categories and properties" (p.190). The categories, properties, and tentative hypotheses formed from the data eventually became theories.

The constant comparative method helps researchers construct themes and theorize during investigations. Merriam (1998) portrays theorizing as "a step toward developing a theory that explains some aspect of educational practice and allows a researcher to draw inferences about future activity" (p. 188). LeCompte, Preissle, and Tesch (1993) view theorizing as "the cognitive process of discovering or manipulating abstract categories and the relationships among those categories" (p. 239). The theories that are created unite the information presented across categories (Miles & Huberman,

1994). The theories established during the study were the result of the categories developed through the constant comparative method.

The constant comparative method was utilized from the moment the first analytic notes were composed in response to the gathered emergency crises documents in August of 2002, until the last chapter of the dissertation was composed in March of 2003. The categories and theories that developed from the data became more refined as the study progressed into what Merriam (1998) describes as a "core of emerging theory" (p. 191). Glaser and Strauss (1967) reveal that major categories and properties emerge less often as studies advance because essential theories have already been solidified. The role of the constant comparative method at later stages of data analysis during investigations is highlighted by Glaser and Strauss (1967) when they assert, "Later modifications are mainly on the order of clarifying the logic, taking out non-relevant properties, integrating elaborating details of properties into the major outline of interrelated categories" (p. 110).

Content Analysis and Coding

Content analysis in qualitative research that is centered on data analysis through the constant comparative method involves developing codes within data that highlight important categories. This form of analysis allows researchers to develop variables and categories throughout the study from the data (Altheide, 1987). Merriam (1998) states, "The process involves the simultaneous coding of raw data and the construction of categories that capture relevant characteristics of the document's content" (p. 160).

Groups of meaningful data from the interview transcriptions, survey responses, and emergency crises documents were coded. In discussing coding, Rossman and Rallis (1998) state, "Coding entails thinking through what you take as evidence of a category or theme" (p. 180).

Coffey and Atkinson (1996) assert:

Coding data enables the researcher to think about and with the data...Coding is thus about breaking the data apart in analytically relevant ways in order to lead toward further questions about the data. (p. 31)

Coding helps qualitative researchers manage and assess their data throughout studies (Day, 1993; Maykut & Marehouse, 1994; Richards & Richards, 1995).

Merriam (1998) provides a vivid description of coding when she writes, "Coding is nothing more than assigning some sort of short-hand designation to various aspects of your data so that you can easily retrieve specific pieces of the data" (p. 164). This form of analysis involves the assignment of phrases to sections of data that briefly reflect their relevance. Data is coded at two different levels in qualitative research. The first level of coding involves marking the key elements of identification for each data source. For example, each interview transcription was coded with items such as the participants' pseudonym, sex, race, and age in order to form an organizational structure to manage the data. In the second level, meaningful information found in the data were coded and assigned categories that eventually led to the formation of theories.

Important units of data were located from interview transcripts, interview notes, survey responses, and safety documents as a result of coding. Units of data that were defined as valuable had to be heuristic and specific. Merriam (1998) argues that in order for data to be heuristic, "the unit should reveal information relevant to the study and stimulate the reader to think beyond the

particular bit of information" (p. 179). Lincoln and Guba (1985) say that a data unit is specific when it is "the smallest piece of information about something that can stand by itself....[I]t must be interpretable in the absence of any additional information other than a broad understanding of the context in which the inquiry is carried out" (p. 345).

Developing Tables and Figures

Creating tables and figures related to the major research issues and themes provided an additional means for analyzing and organizing the data. Mason (1996) asserts, "Sometimes, using diagrams in this way can help you to spot connections or relationships in your data which are difficult to 'see' when data are in, for example, a text-based format" (p. 131). Effective diagrams and charts assist readers in relating to research findings (Miles & Huberman, 1994).

Reviewing Additional Crisis-Related Literature

Throughout all of the investigation's stages, I continually reviewed literature related to the issues of emergency crises at schools. The questions and prompts for surveys and interviews were constructed in response to information from the crisis-related literature base. The

literature also helped me analyze the data and generate findings. Bodgan and Biklen (1992) demonstrate the effectiveness of exploring additional literature when they assert, "After you have been in the field for a while, going through the substantive literature in the area you are studying will enhance analysis" (p. 161). The understandings gathered through reviewing additional literature provided supportive information for the developed theories.

Analysis through Writing

An additional method of analysis consisted of writing. Writing is an analytic tool used in many qualitative case study research projects (Dey, 1993). Lofland (1971) illustrates, "It seems, in fact, that one does not truly begin to think until one concretely attempts to render thought and analysis into successive sentences" (p. 127). Wolcott (1994) argues, "I have come to regard writing as an integral part of fieldwork rather than a separate stage initiated after fieldwork is completed" (p. 349). Written reflections related to the data were constructed during the composition of analytic notes, participant profiles, case records, and dissertation drafts.

Coffey and Atkinson (1996) state, "Writing makes us think about data in new and different ways....As such, writing actually deepens our level of analytic endeavor. Analytical ideas are developed and tried out in the process of writing and representing" (p. 109). Richardson (1995) asserts:

I consider writing as a method of inquiry, a way of finding out about yourself and your topic....Writing is also a way of 'knowing'--a method of discover and analysis. By writing in different ways, we discover new aspects of our topic and our relationship to it. (p. 516)

Writing promoted critical thinking, and it assisted in deriving clear conceptions in regards to the data.

Organizing the Units of Data

Qualitative research involving interviews requires effective means of data organization (Lofland, 1971; Merriam, 1988; Seidman, 1998). The strategies employed for organizing the data involved using file folders that corresponded to the codes developed through analysis. Multiple copies of the data were made, and file folders were used to place the units of data into different themes. Each unit of data placed into the different folders was coded by its category and by its identifying codes. This promoted the accessibility of the units of data, and

offered a simple means for locating the units within their original written origins.

Analyzing and Organizing Data through Case Reports

Two case reports, also known as case records, were constructed during the investigation which assisted in analyzing and organizing the research data. Patton (1990) explains:

The case record pulls together and organizes the voluminous case data into a comprehensive primary resource package. The case record includes all the major information that will be used in doing the case analysis and case study. Information is edited, redundancies are sorted out, parts are fitted together, and the case record is organized for ready access either chronologically and/or topically. (pp. 386-387)

Through the research, a chronological case report and a thematic case report were made. Each case report was constructed in three-ringed binders.

The chronological case report organized all of the study's data by date beginning with the initial bits of data obtained. Data that is initially gathered is compiled at the beginning of a chronological case report, and it is continually added to the report throughout the course of the study in relationship to the date and time it was gathered. A table of contents for the chronological case report was included, and it reflected the manner in which

the data were organized according to date. This type of case report allowed the data to be reviewed rapidly, and it showed the way in which the investigation was transformed over time (Yin, 1994).

The thematic case report revealed the major themes and theories that were constructed using coding and the constant comparative method. This case report was created through cross-sectional indexing of the data. Mason (1996) explains:

Cross-sectional indexing of data involves devising a consistent system for indexing the whole of a data set....[I]t uses classificatory categories to establish the common index. The central idea of indexing is that the researcher applies a uniform set of indexing categories systematically and consistently to their data. (p. 111)

The thematic report was organized by indexing the developed themes into different sections. The major themes were contained in the front, and the minor ones were placed toward the end of the report. The thematic case report also included a table of contents. This case report contained only data related to the investigation's themes and theories; therefore, it was smaller than the chronological case report. The process of creating the thematic case report by selecting relevant data assisted in the analytical process of the research (Yin, 1994).

Constructing a Trustworthy Investigation

The study was facilitated and developed in a trustworthy manner. The trustworthiness of an investigation is measured when qualitative research projects are ethically designed, carried out, and reported in a detailed manner. This is also honored when a reader of a report can establish that a researcher's findings are sensible in relationship to the gathered data. In order to carry out an investigation that was as trustworthy as possible, I ensured that the research design ethically acknowledged reliability and validity. Firestone (1987) asserts, "The qualitative study provides the reader with a depiction in enough detail to show that the author's conclusion makes sense" (p. 19). Merriam (1998) presents a similar discussion when she states:

Thus regardless of the type of research, validity and reliability are concerns that can be approached through careful attention to a study's conceptualization and the way in which the data were collected, analyzed and interpreted, and the way in which the findings are presented. (pp. 199-200)

Examining, explaining, and presenting the component parts of my research design demonstrates my deliberate efforts to ensure the reliability and validity of the study.

My Position as the Qualitative Researcher

As a qualitative researcher, it was essential to acknowledge my role during the study as the primary instrument for data collection and analysis. Doing so demonstrates the reflexivity within my research. I also had to assess my beliefs in the research focus before the study took place to clarify any assumptions I possessed. The manner in which I positioned myself within the research helps demonstrate that the investigation honors reliability, validity, reciprocity and trustworthiness.

Highlighting my position as the researcher was essential since the study relied on data gathering and analysis techniques I facilitated and employed. Qualitative researchers are part of the social world they study (Hammersley & Atkinson, 1983), and I was an active element at Eastern Magnet during my investigation. Hammersley and Atkinson explain the issue of reflexivity by stating:

Once we abandon the idea that the social character of research can be standardized out or avoided by becoming a 'fly on the wall' or a 'full participant', the role of the research as active participant in the research process becomes clear. He or she is the research instrument par excellence. The fact that behavior and attitudes are often not stable across contexts and that the research may play an

important part in shaping the context become central to the analysis....Data are not taken at face value, but treated as a field of inferences in which hypothetical patterns can be identified and their validity tested out. (p. 18)

My prior knowledge affected the way I gathered data, analyzed data, and established findings. Denying the active status of my research role would have caused me to create an untrustworthy study.

Interactions with all participants were made on a person-to-person basis, and this allowed the interviewees to interact with the researcher who designed the qualitative study that they were involved in. I was responsive to all of the participants as they provided the primary data resources. The interviews were entered with intentions of following a guide of outlined and previously established questions, but I had the adaptive ability to modify each interview in order to better meet the research interests. By responding to participants with additional questions and statements, ambiguities were clarified and additional understandings were developed.

The research design and techniques employed were not structured to test an existing theory. The research generated data from the real-world experiences of participants, and it constructed new theories about

students' and parents' understandings of school safety in relationship to crises. The investigation did not involve experimenting with subjects and performing deductive modes of analysis. Understandings were generated through the data gathering and analyzing techniques that produced a richly descriptive account of how and why new theories were developed.

I had to question my own understandings of school safety issues related to emergency crises in order to fully assess my research position. As previously noted, thoughts of school safety and crises seldom crossed my mind before the week of September 9, 2001. I had never taken a course directly related to school safety and crises during my educational career. My two hundred plus hours of university credits during my undergraduate and graduate courses did not mention safety and crises in their syllabi. Prior to the week of September 9, 2001, I envisioned myself exploring a dissertation investigation related to topics such as multicultural education, bilingualism and biliteracy, cultural reader response theories, and critical pedagogy. I had even constructed a dissertation proposal entitled "Reading for a Critical Consciousness" that was

approved for research by my university committee members (Celaya, 2000).

As highlighted in the study's background, the events of September 11th and September 12th of 2001 changed my perspective of school safety and crises procedures. I assigned much more weight and respect to safety and crises procedures after the week of September 9, 2001, and this may have influenced my students' understandings of such issues during my interactions with them. The fact that the students with whom I worked experienced other classrooms at Eastside Magnet besides my own allowed me to feel more comfortable with their participation in the investigation. I realized that the participants would have experiences with at least ten different teachers at Eastern Magnet by October of 2002, and this would allow their understandings of school safety topics, related to emergency crises, to be shaped by several other individuals and classrooms. Furthermore, I believed that the questions within the surveys and interviews allowed my former students to expand their responses beyond my classroom context.

My personal beliefs about safety and crises influenced the study because I subjectively "put myself squarely into the settings" of the research (Wolcott, 1994). My prior

experiences and personal biases affected the way different research phases were sculpted. Nonetheless, I believe that my methods for gathering and analyzing the data, and my description of biases I possessed, establish my research as trustworthy.

Reliability and Internal Validity

The reliability of my study is not defined as its ability to be replicated to produce identical results. The reliability of the investigation lies in the consistency of findings and results, in relationship to the gathered data and proposed research questions. Goetz and LeCompte (1984) and Pelto and Pelto (1978) argue that reliability and validity exist in investigations when data gathering techniques truly measure the phenomena they propose to examine.

Furthermore, findings that represent a clear depiction of reality are internally valid. Reality can be described in numerous ways. The qualitative research definition of reality presented by Lincoln and Guba (1985) was used in assessing the internal validity of this study. The authors assert that reality is "a multiple set of mental constructions...made by humans" (p. 295). The data obtained from interviews and surveys represented many of the

understandings and mental constructions made by the participants, and the research findings represent their understandings. Hence, the investigation's data contained the participants' views of reality in relationship to school safety emergency crises issues. The categories formulated during data analysis came from the participants' responses, and they were labeled using the terminology constructed by the participants in regards to crises-related issues. Incorporating the participants' words and phrases into categories and themes promoted reliability and internal validity because it made the findings more authentic for the participants (LeCompte & Preissle, 1993; Maxwell, 1992).

The process of triangulation also established reliability and validity (Denzin, 1970; Hammersly & Atkinson, 1983; Mathison, 1988). Merriam (1998) describes triangulation as "using multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings" (p. 204). Participant interviews, interview notes, safety and crises surveys, school and district documents related to emergency crises, and the use of various analytic methods allowed the research focus and findings to be looked upon through multiple lenses.

Triangulation promoted the creation of meaningful categories that were evident across the data. During the analytic process, it revealed that some of the data was inconsistent.

Reliability and internal validity were also accounted for through member checking. Rossman and Rallis (1998) note, "Several strategies help establish the truth claims of qualitative research....[One strategy] is sharing your interpretations of the emergent findings with participants, often called 'member checks'" (p. 45). Merriam (1998) describes member checks as "taking data and tentative interpretation back to the people from whom they were derived and asking them if the results are plausible" (p. 204). Member checking allows researchers to ensure that they fully comprehend the experiences of the participants as portrayed in the data.

Member checks were made when data and tentative findings were reviewed with the participants. As previously mentioned, participants' responses to the safety and crises surveys were obtained prior to each interview. All of the survey responses were analyzed before the interviews took place. During the interviews, the survey responses and analytic notes of the surveys were shared

with the participants. The participants validated their understandings of emergency crises safety issues through the member checks, and they helped me create findings that were reliable and internally valid.

An additional source of reliability and internal validity is an "audit trail" of the data collection techniques conducted, categorical formation methods employed, and analytic strategies utilized during the investigation (Dey, 1993). The audit trail in this research required a continual questioning and reevaluation of the elements of the study. LeCompte and Preissle (1993) believe that individuals who desire to conduct internally valid investigations must analyze with "reflection, introspection, and self-monitoring" (p. 342). In the write-up of my dissertation drafts, I constructed a written audit trail of the data which vividly depicted the research process used to generate findings. It indicated, in a reflective manner, my roles within the research process.

External Validity

External validity in qualitative case study research does not entail that identical investigations be created across all contexts (Firestone, 1993). During the analytic process of the research, "concrete universals" were found

within the data that could be encountered across related situations in the future. Erickson (1986) maintains that concrete universals are created when the researcher analyzes and portrays specific incidents that could occur in similar contexts. Stake (1978, 1994) describes the formulation of concrete universals as "naturalistic generalizations" that consist of comparable issues in different contexts.

The following chapters of the report reveal findings from students and parents who were involved in a sixth-grade public magnet school setting between September of 2001 and January of 2003 in Tucson, Arizona. These individuals' understandings of school safety issues pertaining to emergency crises ultimately influenced the formation of theories that may create a safer learning and working environment at Eastern Magnet. The research developed "concrete universals" that are applicable in other contexts and situations. To enhance external validity, a thorough written description of the research process was constructed in a detailed and articulate manner. Maxwell (1992) describes such concise reporting as "descriptive validity" (p. 285).

Reciprocity

The manner in which reciprocity was addressed during the study also promoted a trustworthy investigation. The reciprocity of a study is assessed by the way the research produces beneficial results for participants (Patai, 1987; Seidman, 1998; Yow, 1994). Examples of reciprocity include individuals participating in a study because they value the possible outcomes of the research, or participants becoming involved because they will be monetarily compensated for their efforts. The participants were not compensated monetarily for their participation, but they realized that their involvement could possibly lead to findings that would enhance the safety of Eastern Magnet.

I had a genuine interest in the participants' understandings of emergency crises safety topics, and I expressed this by valuing the participants' efforts throughout the project. Glesne and Peshkin (1992) assert, "Equivalency may be the wrong standard to use in judging the adequacy of your reciprocity....What you do have that they value is the means to be grateful, by acknowledging how important that time, cooperation, and words are" (pp. 122-123). The reciprocity of the study was evident in the respect I showed towards participants as demonstrated by my

creating detailed consent forms, explaining the study articulately and in person to participants, conducting member checks, fully transcribing interviews, and incorporating participants' voices into the dissertation.

Qualitative Research Ethics

The study was ethically conducted to promote trustworthy research (Dunn & Chadwick, 2001). Deyhle, Hess, and LeCompte (1992) stress, "One is not suddenly faced with an ethical decision when one goes into the field. He or she is faced with behaving in an ethical manner at every moment" (p. 639). Producing ethical studies allows researchers to accurately represent participants' understandings (Punch, 1994).

Fully describing the techniques for gathering and analyzing data throughout the study promoted ethical research (Locke et al., 1993; Maxwell, 1996). Diener and Crandall (1978) explain, "In planning, conducting, analyzing, and reporting his work the scientist should strive for accuracy....[T]he report should contain enough data to let readers draw their own conclusions" (p. 162).

In addition, the data was stored securely throughout the investigation. The data from the study consisted of videotaped interviews and documents (hard copies of

documents, and documents word processed and saved on CD-Rom). When not in use, the investigation's entire data collection was securely locked in a fireproof safe in my home. This ensured that the data generated from participants would always be accounted for.

The confidentiality entitled to the school, district, and participants was ethically upheld. As noted before, the identity of the school and district was obscured through pseudonyms. Furthermore, pseudonyms constructed for the participants were used to conceal the specific identity of all of the individuals participating. Ensuring confidentiality promoted research that was ethical and trustworthy.

The participant recruitment letters and the participant consent forms were ethically composed in a detailed manner so that students and parents fully understood all aspects of the investigation (see Appendix F for "Recruitment of Parent/Guardian Participants Document," Appendix G for "Recruitment of Student Participants Document," Appendix H for the "Subject's Consent Form," and Appendix I for the "Parental Consent Form"). An assent form for minors was also created so students could

understand their roles throughout the research (see Appendix J for "Subject's Assent Form for Minors").

Once participants were selected, I reviewed the consent forms with them in person in order to ensure that they fully understood the study. These reviews took place at branches of Tucson-Pima Public Libraries. Seidman (1998) shows support for participant consent forms when he states, "Participants have a right to know the full identity of the person requesting this type of information....Participants also have the right to know that the work is being done as part of a research project that will lead to a dissertation" (p. 52). The study's consent forms revealed the ethical nature of the research in that they indicated the research goals, the participants' roles, and the risks and rights of participation (Glesne & Peshkin, 1992).

Conclusion

This study was a qualitative teacher research investigation of a bounded case of students and parents within a particular setting. As a result, I assumed a role as the study's primary source for obtaining and analyzing the data. In accordance with the philosophies of

qualitative case studies and teacher research, the investigation was inspired by inquiries and events which involved individuals within my school setting. The outcomes of the research could enhance the future experiences of these and other individuals at Eastern Magnet.

Chapter 4

FRAMEWORK OF EASTERN MAGNET'S CRISIS MANAGEMENT

Introduction

An effective discussion of participants' understandings of Eastern Magnet's emergency procedures could not take place unless a framework of the school's crisis management techniques is presented. At the time of and before the study, Eastern Magnet had put forth several efforts to prepare for and respond to a crisis. The school's crisis policies and plans were highly in compliance with state and federal laws, and they corresponded to many strategies mentioned in the school crisis literature. A school safety team was established, emergency crisis plans were formulated, specific crisis procedures were written, crisis drills were practiced on occasion, and efforts were made to communicate potential crisis threats to members of the school community. Basic attempts were made by Eastern Magnet to monitor children when they were away from class, to maintain secure campus borders, to regulate the possessions brought by students to school, to manage campus visitors, and to facilitate the checkout of students. The remainder of this chapter

highlights the school's crisis plans, policies, and procedures. It also illustrates the strengths and weaknesses of Eastern Magnet's crisis management at the time of the study in relationship to the crisis management techniques presented in the literature.

Procedures to Prevent and Prepare for Crises

Eastern Magnet employed several policies and procedures to prepare for and to prevent crises from taking place. These included monitoring students and their behavior at all times, enforcing a dress code, and encouraging individuals throughout the school community to report possible crises. According to the literature, the school was taking several effective steps to prevent crisis, but it also needed to improve a few of its crisis prevention techniques in order to enhance the safety of its students and employees.

Eastern Magnet's Safety Team

A safety team had functioned since 1998 at Eastern Magnet. The team was comprised of individuals including the school principal, two assistant principals, the school nurse, one counselor, two teachers, one monitor, one member of the office staff, the school resource officer, and a

crisis prevention specialist from SUSU. The composition of the safety team was in accordance with the theories of Capozzoli and McVey (1996), Haynes and Henderson (2001), Knowles (2001), Meagher (2002), and Quarles (1993). The safety team met to discuss crisis management a minimum of four times a year.

The team worked as a whole to create procedures for evacuations, lockdowns, and campus evacuations. An emergency crisis plan was written by the group and distributed to the teachers. At times, the safety team worked in subgroups for crisis management purposes. For example, the administration held weekly meetings that addressed the safety of the school. A majority of the documents constructed by the group contained a telephone number and an address that allowed individuals to contact the team to express questions and concerns.

Eastern Magnet's safety team followed many crisis management theories presented in the literature. The inclusion of parents/guardians into the safety team is a strategy recommended by Calabrese (2000) to enhance a school's crisis preventative methods. He feels that parents/guardians can provide insights during safety team meetings through a perspective that is different from that

of a school employee. According to Calabrese's theories, Eastern Magnet would become more secure if parents/guardians were included in the team's development of crisis plans and safety policies.

Eastern Magnet's Crisis Plan

The school's emergency crisis plan was first created during the 1998 school year. The plan was written in English, and it had been revised at least three times, with its last revision in August of 2002. In its latest version, it is indicated that the safety plan would be updated and modified as necessary after each crisis event or drill. The plan also provided information for teachers and school staff members about specific actions to take during and after "fire drills, building evacuations, and campus lockdowns."

Specific duties that were to be followed during crises situations were written for administrators, teachers, office workers, counselors, monitors, and custodians. According to the plan, adults were expected to maintain a strong leadership role when interacting with students during a crisis situation so panic-related feelings were not experienced by children. In addition, the school's crisis plan provided for parents to receive written

notification about crises-related events as soon as possible, and for parents of absent children to be notified about emergencies by telephone. The written notifications would go through the office of the regional superintendent, the district's school safety department, and the district's communications office before they were distributed to students. The crisis plan honored most of the elements presented by Lynch (1999), Trump (1998), and Wanko (2001) in regard to effective safety plans. The details of Eastern Magnet's procedures for responding to crises are highlighted in the next section.

Communicating about Possible Causes of Crises

An additional strategy used by Eastern Magnet to reduce the chances of a crisis occurrence was to compose written documents that reported possible crisis threats. Since the onset of the 2001-2002 school year to the end of the fall semester of 2002, Eastern Magnet constructed two documents in English that provided students and parents/guardians with strategies for maintaining safety in response to crises threats while walking from school. One document was written on August 21, 2002, and it indicated that a flasher was harassing students traveling to and from

school at different elementary schools around the Southwest Unified School District. The announcement notified parents that law enforcement authorities were acting upon the events and it urged parents to take extra precautions in regard to the transportation of students to and from school. This letter was given to students at the end of their sixth period class. The students were expected to take the letter home and share it with their parents.

Trump (2000) states that the communication of possible causes of crises is an effective means for preventing a crisis situation. Eastern Magnet's letter pertaining to the flasher aided a student during a crisis situation on September 26, 2002. On that day, a student from Eastern Magnet came across an individual who exposed himself as the student attempted to travel home. The student got through the situation without harm, and provided vital information about the flasher to the school and law enforcement officials. A second document was written to report the incident and to provide strategies for staying safe while leaving school. Eastern Magnet made several efforts to ensure that crisis threats were reported in advance in order to uphold the safety of its students and faculty.

Monitoring Students Outside of Classrooms

Eastern Magnet took steps to monitor the behavior and safety of students to prevent crises from transpiring. Before the official start of every school day at 8:54 a.m., Eastern Magnet had a minimum of three adults patrolling different areas of the campus beginning at 8:00 o'clock. Administrators would also monitor the campus before school whenever time permitted, and this resulted in a maximum of six adults primarily focusing on student behavior and safety before school. The entrance of the school, the field/playground, and a main courtyard were the areas that were monitored. Students were not allowed in areas other than those three unless they were in a classroom with an adult or in the library supervised by the librarian.

During the five-minute passing periods between classes, all teachers were required to maintain the safety of the hallways of the school by patrolling the hallways. This helped ensure that the students would be continually under the supervision of adults when outside of class. At lunchtime, students were only permitted to be at designated eating areas or on the field/playground, and a minimum of six individuals monitored the students. A school monitor patrolled the lunch line, two administrators watched the

eating areas, and two school monitors and one administrator observed the field/playground.

When the school day ended, three school monitors and three administrators facilitated the exiting of the students off the campus. The school bus bay, the hallways of the buildings, the main courtyard, and the field/playground were patrolled as individuals left the school grounds. The monitoring individuals observed their areas until there were no children present, and this process lasted for approximately twenty minutes.

The strategies for monitoring students when outside of class were highly effective, but the size of the student population and the campus presented dilemmas at times. As previously mentioned, Eastern Magnet had 1000 or more students in attendance during the time of the study, and the size of the campus resembled that of a small high school. Consequently, the ratio between the number of monitors and students outside of class before school and at lunchtime was disproportionate. A highly populated classroom at Eastern Magnet presented a ratio of one teacher per thirty students. Oftentimes when classes were not in session, the ratio between adults and students was 1:110 before school, and 1:55 during lunchtime and after

school. Capozzoli and McVey (2000) reveal that the monitoring of students is often insufficiently managed within schools. They believe that ineffective monitoring can lead to occurrences of crises. Students outnumbered the adults at these times during the school day, and this could have presented challenges in managing the onset of a crisis during such times.

The Security of Campus Borders

The border of Eastern Magnet consisted of classroom/building walls with doors and chain-linked fences with gates. During the investigation, access to the campus was highly available before and after school, and somewhat available during school hours. According to the literature, Eastern Magnet was providing an insufficient level of security in regards to its borders. Nichols (1997) and Wanko (2001) argue that improper management of campus borders makes schools unprepared to effectively confront crises.

Before the official school day at Eastern Magnet, the school could be entered through a minimum of two exterior doors and six gates/fence openings. The school requested students to enter the campus through three points of entry, and it asked parents go through the front office upon

entering the campus before the beginning of first period. The school's policies for entering the campus before school were not being enforced on a daily basis. Children and adults entered the school through a minimum of five entry points that were not permitted by the school and not monitored by adults. A multitude of possible crises could have resulted from the status of traffic flow through the insecure campus borders presented before school.

Eastern Magnet continued to provide unsafe access to its campus during the school day. All individuals entering the school during instructional times were requested to access the campus through its front office, and students and parents upheld this policy. Although the entrance policy was followed, the school remained vulnerable to intruders wishing to gain access to the campus through the open entry points surrounding the school. Five gates/fence openings remained unlocked during the school day, and they were often unmonitored by adults.

At the end of the school day, Eastern Magnet was exposed to its most vulnerable campus border status as it dispersed more than one thousand students and one hundred school employees from its school grounds. Children and adults exited the school through up to eight exterior doors

and six gates/fence openings. Adults from Eastern Magnet did not monitor a minimum of two exterior doors and two gates/fence openings during this time. As a result, Eastern Magnet made itself highly susceptible to intruders as individuals left the campus.

Trump (1998) points out similar problems with a majority of schools' campus borders. He shows that crises can result at different periods within a school day due to insufficient management of campus borders. Participants' opinions in regards to the security of Eastern Magnet's borders are presented in Chapter 6.

Policies for Visitation

The school also attempted to prepare for crises by drafting specific procedures for individuals who visited the campus in accordance to Arizona's laws. The policies for visitation were written in the faculty and student handbooks. Eastern Magnet required parents, volunteers, and other individuals to sign their name in a visitor logbook upon entering and exiting the school. All visitors were required to place a "visitor badge" on their clothing throughout the duration of their visit. The school also allowed parents to visit classrooms after contacting

teachers twenty-four hours in advance about their desires to observe.

The visitation policies followed the theories of Haynes and Henderson (2001), but the open and unmonitored nature of the school's borders prevented adequate implementation of the policies at times. During my experiences as a teacher at the school, I encountered several visitors who entered buildings and classrooms without following the appropriate procedures. These individuals were on the campus without harmful intentions, and they eagerly followed the appropriate visitation procedures once they were informed of them, but their presence revealed another example of Eastern Magnet's vulnerable status in regards to crises.

Student Checkout Procedures

Eastern Magnet attempted to follow specific procedures for allowing students to be taken from school by an adult. Parents, guardians, and other individuals permitted to transport students from school grounds were required to consult with an attendance clerk in the front office when removing children from the school. An individual checking-out a student would give the name of the child to the attendance clerk and record information into a "sign-out"

logbook. The individual would write his or her name and relationship to the child, the time in which the child would be removed, and the reason for the removal of the child. After documenting the information, the individual would wait until the child arrived at the front office. Once those procedures were followed, the adult and child would be permitted to leave school grounds.

The school's checkout procedures were followed on a daily basis, and they matched the ideas for student checkout presented by Sesno (1998). I was unaware of any negative aspects of Eastern Magnet's checkout procedures until I gathered data from the participants. Survey and interview responses revealed that participants believed that requiring individuals to show photo identification before removing students could greatly enhance the checkout procedures.

Student Emergency Cards

The district required all parents/guardians of students to complete emergency cards upon registering children at schools within the Southwest Unified School District. The cards represented the only crisis-related safety documents that were composed in English and a language other than English. These cards were also written

in Spanish, and they provided opportunities for Spanish-speaking individuals to write important information that could be used during emergencies.

Methods for contacting the families of students in the event of crises and emergencies were made available to Eastern Magnet once the parents and guardians of the students completed the cards. Furthermore, the cards listed individuals who had legal permission to remove a child from the school. Additional information such as a student's medical background and insurance coverage were also included on the emergency cards. The student emergency cards were filed in Eastern Magnet's health office in the administration building. The cards were arranged alphabetically and by grade level, and they were only to be accessed by the school nurse, the nurse's assistant, a counselor, or an administrator. Teachers desiring to view an emergency card had to gain approval from the school's principal or the school nurse to take such action.

State laws, federal laws, and the crisis literature indicate that student emergency cards are vital for schools to function effectively during a crisis and throughout normal operating conditions. After gaining permission to

view the emergency cards of the participants in the investigation, I found that the management of the cards needed a few improvements in order to maintain safety at the school. The cards were located in the health office, which was not in the direct vicinity of the attendance office. This meant that the attendance clerk did not have direct access to the cards when permitting students to be checked-out by adults. As a result, there was an increased possibility of children coming into contact with adults who did not have legal permission to contact the children at school.

Furthermore, while reviewing the emergency cards of the student participants, I discovered that one of the fourteen cards was missing. I immediately reported the missing card to the school nurse, and she found that it was filed with the cards from the eighth grade instead of seventh. This was a minor issue at the time, but it could have caused negative results if the card had been needed during a time of crises. Further discussion pertaining to the student emergency cards is highlighted in the sixth chapter of this report.

School Resource Officer

Eastern Magnet had a school resource officer (SRO) for more than twenty years. The SRO that worked at the school during the 2001-2002 school year had been at the school for six years. This SRO did not return to Eastern Magnet the following year, and a new SRO filled her position. The new SRO was present two to three times a week, and she assisted the school in crisis management and the enforcement of rules. A SRO assisted in maintaining safety during two crises events that transpired during the 2001-2002 school year.

Garret (2001) shows that SROs have been a part of school experiences since the early 1950s (p. 75). In describing the roles of school resource officers, Trump (1998) writes:

School resource officers are usually local or county law enforcement officers assigned by their departments to work in schools within their jurisdiction. Whereas their responsibilities vary, these generally include law enforcement, periodic classroom or other education programs, and/or student counseling related to proper school behavior and the law. (p. 55)

Garrett (2001) and Trump (1998) assert that schools become more secure and better prepared to manage crises effectively when they have the presence of a school

resource officer. Eastern Magnet's efforts to incorporate a SRO were supported in the literature as a means for enhancing a school's crisis preparedness level. Several participants also felt that the presence of a SRO at Eastern Magnet benefited the school in its crisis management.

Regulating the Possessions of Students

Eastern Magnet strived to prevent crises from occurring by monitoring the items students brought to school. The students were allowed to bring backpacks and other carrying devices to school during the time of the study. They were also permitted to store their items in hall lockers that were made available to them by Eastern Magnet. During the first week of school, the social studies teachers presented students with information drafted by the district in accordance with state and federal laws regarding the consequences for bringing weapons and/or drugs to school. Every classroom throughout the school was required to post on a visible wall a "Know the Consequences" poster that summarized the consequences which would be faced by students for possessing improper items on campus. The student handbook also stressed that

the school would not be responsible for possessions such as electronic devices and jewelry.

The school's efforts to regulate the possessions of students were the same as the ones employed throughout the Southwest Unified School District. The crisis literature indicates that most schools throughout the country monitor the possessions of students in the same manner as Eastern Magnet. The literature also revealed that some schools take additional steps to prevent crises from happening as a result of improper management of students' possessions. Trump (1998) and Wanko (2001) mention that some schools do not allow students to use lockers, require backpacks to be transparent, and direct all individuals who enter campus through metal detectors. Eastern Magnet had not implemented such requirements, but many participants argued for stricter regulation of students' possessions after crisis-related incidents occurred at the school.

Procedures to Respond to Crises

Eastern Magnet's procedures for emergency crises were updated in February of 2001 in the school's emergency crisis plan. Additional information regarding procedures for possible crises was also placed in the staff handbook

and on a guide posted on a wall in each classroom. The procedures drafted for evacuations/fire drills presented incomplete and inconsistent information for staff members to follow. Lockdown and campus evacuation procedures were detailed, but the literature related to crises procedures presented additional steps that could be taken during a crisis event which were not mentioned by Eastern Magnet. The student participants in the study understood most of the school's procedures, but the parent participants had limited knowledge related to the crisis procedures of the school. Further details of the participants' understandings of crises procedures are presented in Chapter 6.

Eastern Magnet's Evacuation/Fire Drill Procedures

Evacuation procedures had been created for and practiced at Eastern Magnet since the school opened in 1961. Crisis drills for evacuations took place on a monthly basis, and the data from the investigation show that the procedures were highly understood by students and adults throughout Eastern Magnet. Since the 2001-2002 school year, two actual crises took place at Eastern Magnet

that required the school to follow evacuation/fire drill procedures.

The written procedures for evacuations/fire drills were presented to teachers at Eastern Magnet in three documents during the 2001-2002 school year, and in four documents during the first semester of the 2002-2003 school year. During both school years, the written procedures for this type of drill were located in two areas of the school's faculty handbook and in the emergency crisis plan. At the beginning of the 2002-2003 school year, the procedures were written on a small poster entitled "Classroom Emergency Response Guide" that was posted in all of the classrooms. The four documents that highlighted the procedures for evacuations during the first semester of 2002 did so in an inconsistent manner, and it appeared as if the documents were written at different times by different groups of individuals.

The document that provided the least amount of information about evacuations was the one that was located in the faculty handbook. This document only highlighted the sounding of the evacuation alarm, the importance of following the appropriate evacuation route, the accounting of students in attendance, and the need to listen to

further instructions announced until safety was restored. The second document that pertained to evacuation procedures from the faculty handbook discussed the items mentioned in the first document, and it presented additional procedures such as the importance of individuals remaining calm and silent, the actions to take if the alarm sounded during passing periods, the order in which students and teachers were to exit a classroom, and the importance of supervising children so that they did not block entrances and roads. The evacuation procedures written in the emergency crisis plan mentioned the same information as the first document from the faculty handbook, but it also noted the actions students were to take while evacuating during passing periods. The "Classroom Emergency Response Guide" mentioned the possible causes of crisis requiring an evacuation, the sounding of the "fire alarm," the necessity for individuals to follow the predestinated evacuation route, the use of an alternate route in case the predetermined route was inaccessible, the accounting of all students, and the importance of listening for further instructions once the group had traveled to its safe location.

Viewed as a whole, the four Eastern Magnet documents that contained evacuation/fire drill procedures provided detailed information as to the appropriate steps to take during a crisis. Unfortunately, the documents were located separately, and when reading the documents collectively contradictions were evident in the procedures. The two documents contained in the faculty handbooks provided inconclusive instructions as to the manner in which the classrooms' doors should be left once a building was evacuated. One document mentioned that the classroom door "should be closed," and the other instructed a teacher to "lock your door as you leave."

A second discrepancy was evident when looking at the school's written instructions for students to respond to an evacuation during a passing period. This was discovered in comparing the second evacuation procedure document from the faculty handbook with the one written in the emergency crisis plan. Both documents instructed the students to go to their nearest exit, but the document from the handbook told students to "report to the assigned fire drill area of their next period class" while the procedures from the emergency crisis plan asked students to "assemble with the nearest class and teacher" upon exiting. These

contradictions could have resulted in confusion during an actual emergency at Eastern Magnet, and the presence of four evacuation documents made it difficult to ascertain which were the "official" evacuation procedures that the administration of Eastern Magnet expected students and teachers to follow.

For the purposes of this study, the evacuation/fire drill procedures that were outlined in the emergency crisis plan are presented. This plan mentioned that every teacher would practice fire drill procedures during the first week of school. It also stated that fire drill routes would be posted by the exit of each classroom. According to the plan, classrooms were to evacuate based on the following procedures:

1. Teachers will move students in an orderly manner to pre-designated safe areas on school grounds.
2. Students that are passing between classes or events will go out the nearest exit and assemble with the nearest class and teacher.
3. Teachers will take grade books or class rosters with them to develop a method to account for students in their care.
4. Administration will be responsible for the notification that the area is safe, and for students to return to the school.

Eastern Magnet's crisis procedures for fire drills contained in the emergency crisis plan were not as detailed as the ones presented by Capozzoli and McVey (2000). These

authors highlight the following procedures for evacuations/fire drills:

1. Teachers of individual classrooms are responsible for taking their class roster with them and leading the students from the classes out of the building through designated exits to a predesignated area free of overhead power lines, gas lines, traffic and emergency vehicles.
2. Students will not take any personal items with them.
3. Assigned staff members, not in charge of classrooms, will check all restrooms, cafeterias, classrooms, etc., for people left behind.
4. Teachers will follow an established procedure to assist handicapped students.
5. Assigned staff will take emergency equipment to a predesignated area.
6. Students will remain calm and orderly.
7. Teachers will take attendance to make sure every student is accounted for.
8. Any student not accounted for will be reported (by name) to a designated person such as the principal and an immediate search for that student will begin.
9. Appropriate agencies will be notified by the designated staff.

The evacuation/fire drill procedures highlighted by Capozzoli and McVey (2000) include more details than Eastern Magnet's plan. These additional steps could enhance the safety of individuals during an evacuation thus preventing a crisis.

Eastern Magnet's Lockdown Procedures

Lockdown procedures were first implemented at Eastern Magnet during the spring semester of the 2000-2001 school year. The procedures were understood by most of the

student participants, but the parent participants rarely comprehended them. Lockdown drills were to occur at the school on a semesterly basis, but such a drill did not take place during the fall semester of 2002. A crisis causing a campus lockdown occurred on September 12, 2001.

During the 2001-2002 school year, the written lockdown procedures were given to teachers in English through one document in the safety team's crisis plan. At the beginning of the following school year, the written procedures were provided to teachers at the school in two documents composed in English. These procedures were in the emergency crisis plan and in the "Classroom Emergency Response Guide." The procedures detailed in the crisis plan outlined the actions teachers were required to take to secure their rooms, the roles of students to maintain safety within rooms, and the responses that the office members needed to take in terms of communicating with classrooms. The classroom guide addressed the same topics as the procedures listed in the crisis plan, but the required actions were worded differently. The procedures written in the crisis plan were more detailed than the guide, and they mandated specific instructions to teachers that were not indicated in the guide. The crisis plan

instructed teachers to utilize a sign system that would reveal whether all students were accounted for in the classrooms, and the guide did not address this sign system. There would have been insufficient follow-through of the lockdown procedures if teachers had only followed the instructions found in the guide.

Eastern Magnet's lockdown procedures written in the emergency crisis plan were as follows:

1. Teachers will lock their doors. Before locking the door, teachers should check the hall for any students there, and bring them into the room before locking the door.
2. Teachers will move students to the safest part of the room, i.e., away from doors and windows, and take roll of everyone in the room at that time. Teachers will display a green card in the window and on the door if all students are present. They will display a red card in the window and on the door if any student is missing or there is a problem. A plus + sign may be made on the green card if the teacher has all of her/his students plus extra students, staff or visitors. A minus sign - may be made on the red card to indicate how many students are missing.
3. Bell systems will be shut off.
4. Students will be informed that they are not to leave the room until the lockdown has been lifted.
5. Additional information will be shared with teachers by intercom from the office.
6. Emergencies in the classroom should be communicated to the office via the intercom.
7. When the situation is resolved, and intercom announcement will state that the lockdown has been lifted. Teachers will then unlock their doors.

The lockdown procedures created by Eastern Magnet's safety team and placed in the emergency crisis plan were as detailed as lockdown procedures present throughout the literature. Several scholars expand the aforementioned procedures by indicating that individuals within classrooms must remain silent during lockdowns (Trump, 2000; Wanko, 2001).

Eastern Magnet's Campus Evacuation Procedures

The school's campus evacuation procedures were initially developed during the 1998 school year. These procedures were to be explained to the students in every classroom at the onset of each school year. None of the participants in the investigation understood the procedures to evacuate the campus. The student and parent participants indicated that they were never informed about the procedures. Eastern Magnet had never gone through a campus evacuation drill, and the school had never experienced a crisis that required an actual campus evacuation.

The campus evacuation procedures were presented in writing in English to teachers at the beginning of the 2001-2002 and 2002-2003 school years. The written

procedures were delineated in the school's emergency crisis plan. Campus evacuation procedures were not mentioned in the crisis response guide that was posted in each classroom at the beginning of the fall semester of 2002. The procedures in the school's emergency crisis plan consisted of a thirteen-point plan for evacuating the building, and a computer-drafted diagram that showed the physical directions individuals would take when traveling to the safe area in the school's neighborhood.

Eastern Magnet's campus evacuation procedures were as follows:

1. Eastside Park will be the alternate site.
2. 911 will be notified.
3. Teachers will be notified over the intercom to leave campus in an orderly manner being sure to take their class roster/grade books with them.
4. Teachers will lead their students on the street's south sidewalk until they reach the crosswalk leading to the park. When traffic is clear, the teachers will guide their classes to the predesignated area for their grade level indicated on the map.
5. Administrators will coordinate movement using walkie-talkies. If buses are needed for student pickup, arrangements will be made by the assistant principal for the pickup to take place from the park. If special needs students are unable to walk, designated staff will drive them.
6. Each class will be assigned a staging area. Students are to remain in a group and with their teacher in the staging area. Teachers and students may not leave the staging area until officially dismissed by the administration.

7. Teachers and students should wait for further instructions from the administration or site emergency team. Roll should be taken at each change of location.
8. Principal's designee will inform Regional Assistant Superintendent on evacuation or relocation.
9. All custodians, teacher aides, monitors and support staff will assist children to safely evacuate.
10. Since all custodians and monitors and office staff have walkie-talkies, the administration will direct this assistance.
11. Food services shall be contacted, if necessary, during a prolonged evacuation.
12. Medical Needs
 - i. The nurse and support personnel are instructed to take medication and student emergency cards to the staging area. The emergency cards will be maintained alphabetically by grade level. If students are being transported to another site, the nurse will distribute the emergency cards and medications to the grade level team leader, who will be responsible for them.
 - ii. The nurse will bring to the staging area a list of current student medical conditions and medications.
 - iii. The nurse will set up a triage center in the staging area, preferably in the park ramada.
13. During any evacuation, the administration/site emergency team and custodial staff will cooperate with emergency personnel to secure the school and restrict access to the school after evacuation.

The campus evacuation procedures drafted by Eastern Magnet correspond highly to the procedures found in the literature (Blauvelt, 1999; Trump, 2000). Pitcher and Poland (1992) and Wanko (2001) recommend that schools such as Eastern Magnet create a campus evacuation emergency box that

contains items such as updated class rosters, medical supplies, and important computer school files, which would be vital if an evacuation crisis occurred. The safety team did create a detailed plan of action that would assist teachers in maintaining safety during a campus evacuation.

Eastern Magnet's Responses to Actual Crises-Related Events
From August of 2001 Through December of 2002

Since the beginning of the fall 2001 semester through the end of the fall 2002 semester, four crisis-related events occurred that threatened the safety of Eastern Magnet students. The events included an individual who brought a weapon onto Eastern Magnet's campus, a fire that was started in one of the school's bathrooms, an individual who harassed a student while walking home after school, and a threat of an explosive device located on school grounds. Eastern Magnet responded to each crisis situation by following the procedures written by the safety team in the emergency crisis plan. The school drafted letters in English to communicate information about each of the crises. Safety was maintained throughout each crisis, and no children or adults at Eastern Magnet were harmed during the events.

The participants of the investigation shared their understandings of the crisis-related events through their survey and interview responses. The data indicate that the participants processed the situations in various ways. Some individuals were satisfied with the school's management of the issues, and others felt that Eastern Magnet was less secure after the events took place. A detailed depiction of the participants' experiences in regards to the crisis situations is presented in Chapter 6.

Lockdown: September 12, 2001

As noted in the background of this study, a lockdown took place on September 12, 2001, for approximately one hour. Two students observed an adult male on campus carrying a firearm around his waist. Their observation was reported to the school's administration, and lockdown procedures were immediately implemented. Authorities scanned the campus, and classes terminated their lockdown status once the school was secured. Through investigation, it was determined that the individual who possessed the weapon was an off-duty police officer and a parent of a child at Eastern Magnet. His weapon was spotted as he checked his child out from school.

On the same day, the school drafted a letter regarding the incident. Students were given the notice during the last period of their school day before leaving their classes. The document provided information about the incident, and it invited parents to contact the school for further information regarding the lockdown. There were no individuals who were harmed during the incident.

Evacuation/Fire Drill: March 8, 2002

On March 8, 2002, an evacuation/fire drill took place for approximately twenty minutes. A small fire was ignited in a wastebasket in one of Eastern Magnet's bathrooms while classes were in session. The fire alarm sounded soon after, and the school followed the evacuation procedures. A school employee doused the flames in the wastebasket, and then located the students who started the fire. After about twenty minutes into the evacuation, the school was informed that it was safe to return to classes. The two students who started the fire were given consequences in accordance with Southwest Unified School District's "Guidelines for Student Rights and Responsibilities."

The school communicated information about the fire by delivering a letter about the incident to the students on the following day. The children were expected to give the

letter to their parents after school. The notice shared the basic facts of the incident, and it stated that Eastern Magnet was highly focused on upholding the safety of students who attended the school. The students and school staff went through the occurrence without injury.

Harassment of a Student Walking Home:
September 26, 2002

On August 21, 2002, the school provided students with information to share with their parents regarding their safety while walking home from school. The notice also highlighted reports of a flasher who was exposing himself to students after school at different areas around Tucson. Students and parents/guardians were urged to report as quickly as possible any threats to safety that transpired while students walked from Eastern Magnet. Approximately one month later, the letter sent by the school aided a student who experienced a crisis situation.

On September 26, 2002, while walking home from school an Eastern Magnet middle school student was harassed by an adult male. The harassing adult exposed himself while walking in the vicinity of the student. The student's family reported the incident to the school as soon as possible, and Eastern Magnet contacted law enforcement

officials upon learning about the occurrence. On the following day, the school gave students a letter regarding the incident that was to be shared with parents/guardians. The document also encouraged students to remain alert and to report suspicious activities encountered while walking home after the school day. No additional cases of harassment of children while walking from Eastern Magnet were reported throughout the remainder of fall semester of 2002.

Evacuation/Fire Drill: October 3, 2002

During the school day of October 3, 2002, a counselor at Eastern Magnet was informed about the possibility of an explosive device being present in the administrative offices of the school. The counselor immediately reported the crisis situation to an administrator, and an evacuation of the administrative building was initiated. The remainder of the school stayed in classes, and they were not instructed to follow the evacuation procedures. Authorities were contacted, and within half an hour the administrative building was scanned and secured. It was determined that there were no explosive devices in the administrative building.

The school day was facilitated without instructional interruptions due to the incident, and a majority of students, school staff members, and parents/guardians were uninformed about the crisis-related issue until the following day when the school delivered notices to students. The document sent by Eastern Magnet regarding the incident highlighted the importance of reporting possible threats to school safety that could lead to crises. Through investigation, the school determined that a middle school student at Eastern Magnet planned to bring items on the campus that could create an explosion. It found that the student did not intend to cause an explosion at school with the materials. Disciplinary actions were taken against the student, and no individuals were harmed during this crisis-related occurrence.

Conclusion

Eastern Magnet promoted several strategies to effectively manage crises. The school's crisis management strategies included the functioning of a safety team, development of an emergency crisis plan, practicing of crises procedures, and monitoring of students when outside of classrooms. Safety was also promoted by Eastern Magnet

in the form of polices for entering campus borders, visitation, student checkout, and regulating the possessions of students.

The plan drafted by the safety team addressed various actions that were to be taken by children and adults during emergency occurrences, but the procedures within the plan were contradicted when compared to additional crisis procedure information provided to staff at the school. Eastern Magnet overcame four crisis-related events without harm from the beginning of the fall semester of 2001 through the end of the fall semester of 2002 by following elements of its emergency crisis plan. According to the school crisis-related literature, additional strategies and procedures could have been included in the school's efforts to manage crises in order to maximize safety. The findings presented in Chapter 6 also show that the participants believed that Eastern Magnet's crisis management approach needed improvements in order to keep children and adults safe.

Chapter 5

PARTICIPANT INFORMATION AND PROFILES REGARDING SAFETY AND CRISIS ISSUES

Introduction

Fourteen individuals from each of Eastern Magnet's student and parent communities shared their understandings of crisis-related safety issues during the research. As previously mentioned, efforts were made to ensure that the participant pool had a balanced representation of the student and parent populations. The following sections illustrate specific information about the participants, and they outline their basic understandings of crises-related topics.

Information Regarding the Participants

I had specific criteria in mind in determining the pool of participants. The major criteria that the study emphasized include the following: students must have been enrolled in one of my sixth-grade classes during the 2001-2002 school year; students must have attended classes during the entire week of September 9, 2001; and students must have one parent willing to become a participant.

Another important criterion that the study emphasized was the racial and ethnic background of participants.

Additional criteria such as gender, magnet status, and academic ability were also taken into account in the purposive selection of the participants. The tables and figures that follow present information in a manner that allows for comparisons of various aspects of the participants' identities.

Table 5.1 reveals an array of key information about the student participants. The table portrays the students' pseudonyms, genders, racial/ethnic backgrounds, language backgrounds, magnet or neighborhood student statuses, Eastern Magnet grade point averages, and interview dates and lengths. Pertinent information related to the parent participants is displayed in Table 5.2. This table shows the parents' pseudonyms, genders, racial/ethnic and language information, number of children attending and not attending school, and the dates and lengths of their interviews. The participant numbers in each table link the children to their parents. For example, student participant number one in Table 5.1 is Daniel, and his father Mr. Valenzuela is listed as parent participant number one in Table 5.2. This pattern is consistent

throughout both tables. The tables also show the manner in which the interviews were organized. The interviews of student participants were alternated by gender, and I also ensured that the interviews were dispersed evenly by the racial/ethnic backgrounds of participants.

Table 5.1: Student Participant Information

#	Student	Gender	Racial/Ethnic Background According to Participant	District Racial/Ethnic Class	Native Lang.	Prof. in a Lang. other than English	Magnet Student?	GPA	Intv. Date	Intv. Length
1	Daniel	Male	Mexican	Hispanic	Spanish	Yes (Spanish)	Yes	3.85	12/16/02	48 min.
2	Helen	Female	Tohono O'odham	Native-American	English	No	Yes	2.75	12/18/02	48 min.
3	Tyrell	Male	African-American	African-American	English	No	Yes	3.78	12/20/02	53 min.
4	Lana	Female	Hawaiian	Pacific Islander	English	No	No	3.71	12/21/02	47 min.
5	Scott	Male	Mexican-American/ Anglo-American	Anglo-American	English	No	No	3.95	12/23/02	58 min.
6	Brandy	Female	African-American/ Thai-American	African-American	English	No	No	3.12	12/26/02	54 min.
7	Juan	Male	Chilean-American/ Korean-American	Asian-American	English	Yes (Spanish)	No	2.45	12/28/02	53 min.
8	Paula	Female	Puerto Rican	Hispanic	Spanish	Yes (Spanish)	No	2.13	12/29/02	49 min.
9	Kado	Male	African-American/ Japanese-American	African-American	English	Yes (Japanese)	No	3.24	12/30/02	49 min.
10	Audrey	Female	Anglo-American	Anglo-American	English	No	No	3.28	1/2/03	55 min.
11	Elan	Male	Pascua-Yaqui/ Mexican-American	Native-American	English	Yes (Spanish)	Yes	1.95	1/4/03	61 min.
12	Mina	Female	Anglo-American/ Japanese-American	Asian-American	English	No	Yes	2.35	1/6/03	54 min.
13	Ravi	Male	Indian-American	Asian-American	Hindi	Yes (Hindi)	Yes	3.95	1/9/03	47 min.
14	Victoria	Female	Mexican-American	Hispanic	Spanish	Yes (Spanish)	Yes	1.85	1/12/03	48 min.

Table 5.2: Parent Participant Information

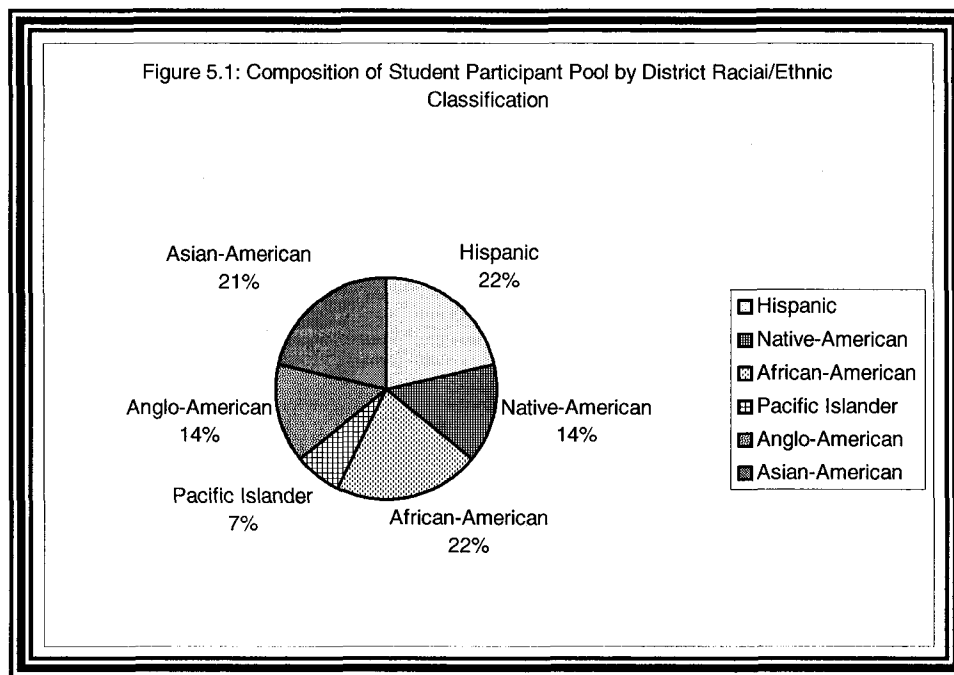
#	Parent	Gender	Racial/Ethnic Background According to Participant	District Racial/Ethnic Class	Prof. in a Lang. other than English	Number of Children	Num. of Children (K-College)	Intv. Date	Intv. Length
1	Mr. Valenzuela	Male	Mexican	Spanish	Yes (Spanish)	2	2	12/16/02	59 min.
2	Mrs. Begay	Female	Tohono O'odham	English	No	3	3	12/18/02	56 min.
3	Ms. Anderson	Female	African-American	English	No	1	1	12/20/02	61 min.
4	Mrs. Sano	Female	Hawaiian	English	Yes (Pidgin)	2	1	12/21/02	67 min.
5	Mrs. Edwards	Female	Anglo-American	English	No	2	2	12/23/02	57 min.
6	Mrs. Jackson	Female	Thai-American	English	No	2	2	12/26/02	54 min.
7	Mrs. Fernandez	Female	South Korean-American	Korean	Yes (Korean)	3	2	12/28/02	58 min.
8	Mrs. Dominguez	Female	Puerto Rican	Spanish	Yes (Spanish)	2	2	12/29/02	64 min.
9	Mrs. Tucker	Female	African-American/ American-American	English	Yes (Japanese)	1	1	12/30/02	71 min.
10	Mrs. Harris	Female	Anglo-American	English	No	1	1	1/2/03	58 min.
11	Mrs. Olivas	Female	Mexican-American	Spanish	Yes (Spanish)	2	2	1/4/03	63 min.
12	Mr. Williams	Male	Anglo-American	English	Yes (Japanese)	2	2	1/6/03	65 min.
13	Mrs. Nair	Female	Indian-American	Hindi	Yes (Hindi)	3	3	1/9/03	55 min.
14	Mrs. Luna	Female	Mexican-American	Spanish	Yes (Spanish)	3	3	1/12/03	63 min.

Gender

The study included an equal number of female and male student participants. The ratio of parent participants was not balanced by gender. Efforts were made to incorporate an equitable number of male and female parents, but only two fathers committed to the study.

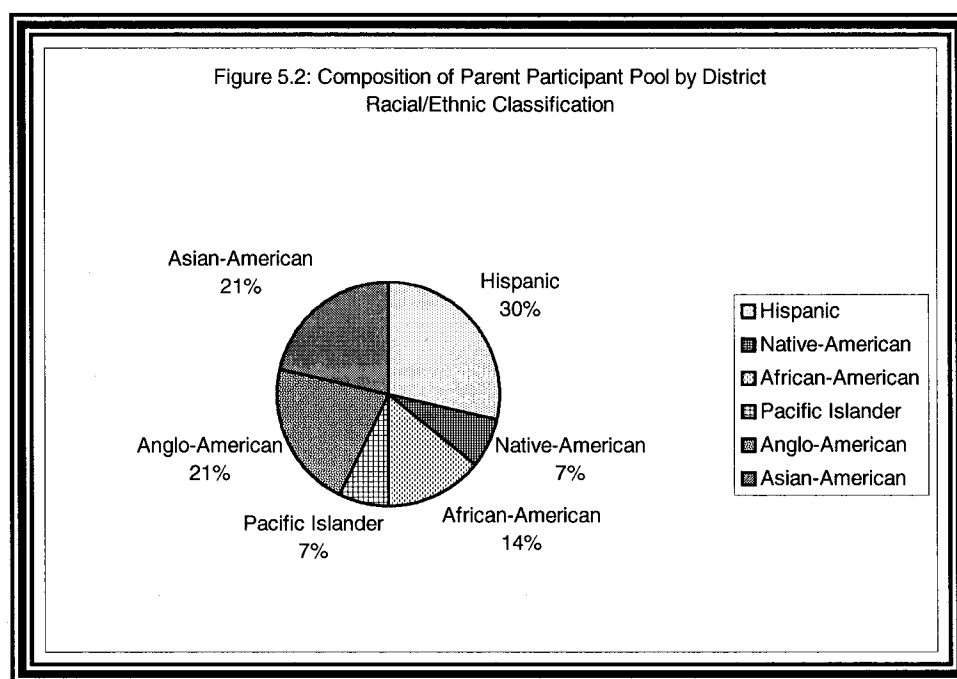
Racial/Ethnic Background

A representation of the student participants' racial/ethnic background as classified by the school district is presented in Figure 5.1.



The figure shows six different categories of racial/ethnic groups that were evident in the investigation. Looking at the ethnicities of the students in more detail, as in Table

5.1, reveals that all fourteen participants had unique racial backgrounds in relationship to each other. As a result, fourteen different student frameworks were involved in the research. A closer look at the backgrounds in Table 5.1 also shows that half of the student participants were biracial. Biracial individuals are a part of a majority of school and work environments (Nieto, 1996), and this was also true at Eastern Magnet. Approximately 40% of Eastern Magnet's student population was biracial; therefore, it was vital for the research to include such identities in its framework.



The parents involved in the research also came from an array of racial and ethnic backgrounds. The racial/ethnic

composition of the parent participants, based on the six classifications of the district, is portrayed in Figure 5.2. Looking at the parent participant information presented in Table 5.2 shows that eleven different racial/ethnic backgrounds were a part of the study. Mrs. Tucker was the only biracial parent who took part in the research.

Language

Figures 5.3 and 5.4 display the native languages of the student and parent participants. Both tables reveal that English was the primary native language of the children and adults, and Spanish was the second most common native language of the participants. Hindi was the native language of Ravi and Mrs. Nair, and Korean was Mrs. Fernandez's native language. Although the native language of most participants was English, many children and parents understood a different language. Figures 5.5 and 5.6 indicate that half of the student participants and almost two-thirds of the parent participants were proficient in a language other than English.

Figure 5.3: Composition of Student Participant Pool by Native Language

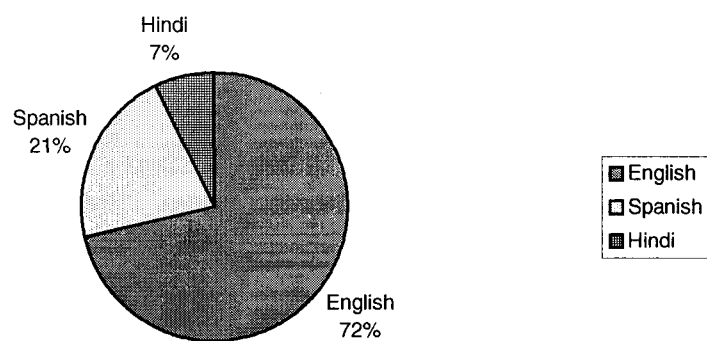


Figure 5.4: Composition of Parent Participant Pool by Native Language

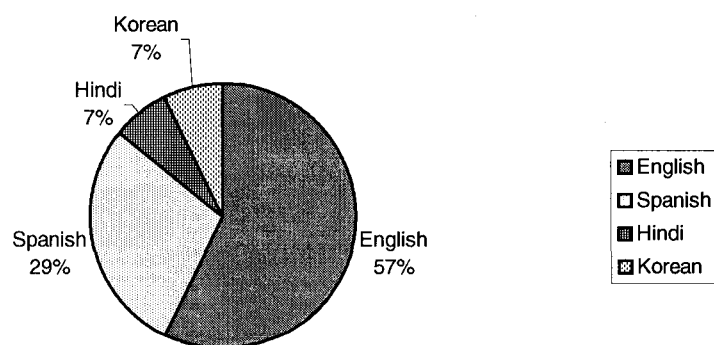


Figure 5.5: Composition of Student Participant Pool by Proficiency in a Language Other than English

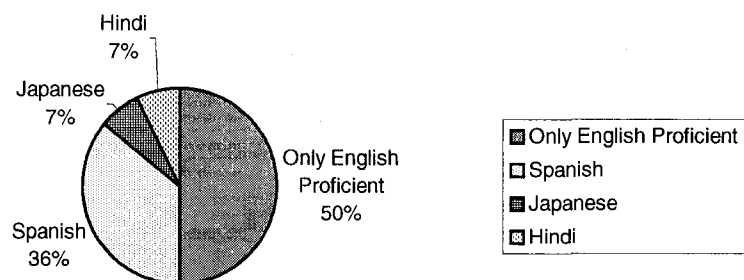
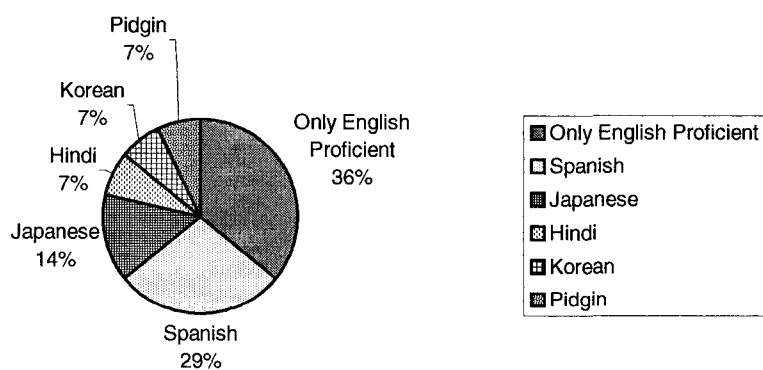


Figure 5.6: Composition of Parent Participant Pool by Proficiency in a Language Other than English



Magnet Status

The student participant pool was also evenly balanced in terms of the magnet status of the children. Half of the students were from the school's immediate neighborhood, and the remaining children were magnet students who were bussed from various parts of Tucson's metropolitan area. Creating a participant pool with such representation was essential because the research was based on the understandings of individuals from a magnet school.

Profiles of Participants' Basic Understandings of Crisis-Related Issues

This section presents a brief framework of each student and parent participants' background, and their understandings of school safety, crisis topics, and Eastern Magnet's crisis management. The profiles are presented in the order in which the interviews took place. The parent profile follows that of his or her child. Participants' statements made during the interviews are integrated to each profile. A more detailed illustration of the participants' understandings of crisis-related issues is highlighted in a categorized format in Chapter 6.

Daniel

Daniel was a twelve-year-old seventh-grade magnet student who performed well academically at Eastern Magnet. His parents immigrated to the United States before Daniel was born, and he described his racial and ethnic background as Mexican. Daniel was bilingual in English and Spanish, and he spoke with family members in both languages. He felt that he had a good level of communication with his parents, and he sometimes spoke with them about the level of safety at Eastern Magnet. Daniel explained, "I talk with my parents a lot. They've asked me if I feel safe at school. They ask me if I get bullied, and we talk about what to do during emergencies."

Daniel believed that individuals' understandings of safety were influenced by their cultural background. He indicated, "I think that you think about safety in the same way as people from your culture do. You learn how to get through emergencies by what your parents and family teaches you, and they learned what they know from their culture." He felt that a school was safe when it promoted rules effectively, and when it contained knowledgeable and supportive employees.

Daniel felt safe at Eastern Magnet because the school reviewed and practiced emergency procedures. He stated, "I think my school is safe. I don't really worry about my safety when I'm at school much because we have fire drills and lockdowns that teach us how to be safe during a dangerous time." The procedures for evacuations and lockdowns were fully understood by Daniel, but he was unaware of campus evacuation procedures because they were never conveyed to him. He learned about the procedures for fire drills during his experiences in first through fifth grades, and he developed understandings about lockdowns during sixth grade.

Daniel felt that he was ready to handle a crisis, and he recalled being in one crisis situation that caused Eastern Magnet to go under lockdown. Daniel indicated that he would report a potential crisis as soon as possible to an adult within Eastern Magnet, and that he would express questions and concerns regarding school safety to a teacher or counselor. He said, "I know that we shouldn't keep any kind of threat a secret so I would tell one of my teachers or someone from the counseling office if I thought something bad could happen." Daniel recommended that Eastern Magnet implement school uniforms, require school

monitors to learn safety strategies used by police officers to maintain safety, place additional monitors around the campus, and regulate the possessions brought to school by students.

Mr. Valenzuela

Mr. Valenzuela was a father of two school-aged sons, and he described his racial and ethnic background as Mexican. He was bilingual in English and Spanish, but he spoke with family members primarily in Spanish. Mr. Valenzuela was happy with the level of communication he and his wife had with Daniel. He explained, "I think the lines of communication between my son and I are very open. My wife and I tell him that he can come to us and tell us about anything and we have asked him constantly about what is going on in his life." Mr. Valenzuela also took an active role in his children's lives.

Mr. Valenzuela mentioned that a person's culture was the basis for his or her understanding. He noted, "I think that one's culture is the basis on one's understanding. We live where we live because the neighborhood is safer than others, and my culture places a high value on safety." Mr. Valenzuela felt that influences from his culture encouraged him to approach issues of education and safety in an "old

school" manner that emphasized the importance of schooling and discipline.

Mr. Valenzuela believed that a school was safe when children did not have to worry about their safety and when adults continuously monitored students. He felt that Daniel was safe at Eastern Magnet because the school reviewed and practiced crisis procedures, and because he did not hear of any negative reports regarding safety from the school. Mr. Valenzuela stated, "I am satisfied about the safety of Daniel's school. He doesn't ever mention that unsafe things happen at Eastern Magnet so I feel confident in his level of safety." According to Mr. Valenzuela, parents should take an active role in helping a school promote safety. He indicated, "I think safety starts at home. Parents need to tell their children to be safe at school and to report things that happen that may be unsafe."

Mr. Valenzuela comprehended the procedures for fire drills, but he did not know the procedures for lockdowns or campus evacuations. He learned about the procedures for fire drills during his schooling experiences. Mr. Valenzuela felt that Daniel was ready to deal with a crisis. He said, "I think Daniel would be ready to get

through an emergency at school. He's a good kid and he'll follow any directions during a time of need." Mr. Valenzuela recalled that Daniel had previously been involved in a real lockdown at Eastern Magnet.

Mr. Valenzuela stressed that he would report a possible crisis to individuals within the front office at Eastern Magnet, and that he would communicate safety questions and concerns to an administrator at the school. Mr. Valenzuela mentioned several strategies for improving the crisis management at Eastern Magnet. These strategies included better communication regarding crisis information, an increased number of monitors, improved regulation of the possessions brought by students to school, and requiring parents to show photo identification when checking-out students.

Helen

Helen was a twelve-year-old magnet student who earned average grades at school. Her parents were Tohono O'odham Native Americans, and they were natives of Tucson. Helen only spoke English, and she was satisfied with her ability to communicate with her parents. She shared, "I talk with my mom and dad a lot and I share a lot with them. We've talked about what the teachers tell us to do during

emergencies, and they tell me what they think I should do to stay safe."

Helen felt that people perceived safety based on cultural influences. She mentioned, "I think I look at things that happen in a different way than people from other cultures. I'm a Native American, and I use things from stories my family taught me to stay calm when emergencies happen." According to Helen, schools were safe and prepared for crises when they practiced emergency drills until they were fully understood by students. Helen never felt unsafe at Eastern Magnet, and she expressed this when she stated, "I think Eastern Magnet is safe because I've never felt unsafe there. I'm always around my friends and good people who know what to do during emergencies."

Crisis procedures found in the school's crisis plan were somewhat understood by Helen. She fully understood what to do during an evacuation/fire drill and she comprehended the essentials of a lockdown, but she did not know what to do during a campus evacuation. Helen learned about crisis drills during her sixth-grade year, and she felt that she was prepared for most crisis situations. Helen recalled the lockdown that transpired on September 12, 2001. She offered that she would express any safety

threats to a teacher at Eastern Magnet. Helen noted, "I would tell a teacher I trusted about the things that were bothering me about safety. There are about three or four teachers that I know I can go and talk to." Helen felt that increasing the number of monitors and regulating the possessions of students would make the school safer and more prepared for crises.

Mrs. Begay

Mrs. Begay was a Tohono O'odham parent of three school-aged children. She was only proficient in English, and she was content with her ability to speak with Helen. Mrs. Begay stated, "The communication between me and my daughter is great. I always know what's going on with her, and we've talked about how to stay safe at school and other places."

Mrs. Begay felt that she had to take extra precautions when it came to the safety of her family members due to negative treatment that had historically impacted Native Americans. She believed that her racial and ethnic background was the major component of her cultural framework. Mrs. Begay explained, "I think I look at safety a little differently than parents from other cultures. Growing up Native-American made me more aware of safety

issues. Safety is more of a concern for our people because we have suffered throughout time."

Mrs. Begay believed that the location of a school, its enforcement of rules, and the monitoring of children impacted its safety status in regards to crisis management. She was satisfied with Eastern Magnet's safety level until the crisis incident occurred regarding the explosive device on October 3, 2002. Mrs. Begay indicated, "I was pretty satisfied about the safety of Helen's school until I learned about the incident with the explosive device on campus. I think the school and district need to keep a better eye on what kids bring to school."

Mrs. Begay understood the crisis procedures for fire drills and lockdowns, but she did not know what would happen during a campus evacuation. Helen taught Mrs. Begay the crisis procedures that Mrs. Begay was aware of. Mrs. Begay believed that parents are important factors in keeping a school safe. She asserted, "I think parents can help a school become safe by getting involved with the school and with the lives of the children."

Mrs. Begay thought that Helen knew what to do during crisis events. She noted, "I think Helen is ready for an emergency. She has described the safety procedures the

school practices in great detail." Mrs. Begay remembered that Helen was in one lockdown before. She stated that she would communicate any threats to or concerns about safety to an administrator at Eastern Magnet. Mrs. Begay believed that the school could improve its crisis management by increasing the number of adults who supervised children who were away from the classrooms, by improving the methods for removing students from class during checkouts, and by deriving better means for communicating safety information from school to home.

Tyrell

Tyrell was a twelve-year-old Eastern Magnet student who had a magnet status and who earned good academic marks. His parents were African-Americans, and his extended family lived in the United States' south. Tyrell thought that he and his mom were able to talk to each other at any time. He noted, "Me and my mom have open communication, and we talk about a lot of stuff. We know what is going on in each of our lives."

According to Tyrell, safety was understood differently by people from different cultures. Tyrell said:

I think that you see safety depending on how your culture sees safety. A lot of it depends on where people from a culture grow up. Some people from all

racers grow up in bad neighborhoods, and they see more emergencies in their life than people from good neighborhoods. I think a person that grew up in a bad neighborhood would know more about what to do during emergencies because they've gone through more of them.

He also believed that individuals from minority racial and ethnic backgrounds always have to be conscious of their safety because of discrimination and racism.

Tyrell felt that a school that made it a priority to supervise children and to practice crisis drills was safe, and he felt that he was safe while on the campus of Eastern Magnet. Tyrell asserted, "I know that my school is safe because they're always keeping their eyes on us, and because they give us chances to talk about safety in classes and with the counselors." Tyrell knew what to do during fire drills and lockdowns, but he was unsure of the actions to take during a campus evacuation. He was taught the procedures for fire drills during each of his years of schooling, and he learned about lockdowns during sixth grade.

Tyrell fully recalled the events related to the lockdown that occurred during the 2001-2002 school year, and he believed that he was ready to confront a crisis. Tyrell felt that if he observed crises threats, he would immediately report them to an adult at the school. He

noted, "I know that I can go to anyone who works at Eastern Magnet to talk about things that could be dangerous and that would make the school unsafe." In addition, Tyrell felt that Eastern Magnet could better enhance its crisis preparedness by implementing more adult supervision at lunchtime, securing the campus borders with locks on gates, and increasing the monitoring of items brought to school by students.

Ms. Anderson

Ms. Anderson was African-American, and Tyrell was her only child. She had a close relationship with her son, and she believed that an effective level of communication existed between them. Ms. Anderson indicated, "I am very open with my child. He and I are the only family members who live in Tucson, so we always talk because we have to be there for each other."

Ms. Anderson also believed that individuals responded to crisis situations and occurrences of adversity by using information from their cultural upbringing. She explained, "I think that culture is the frameworks of what we know and do. We respond to emergencies the way individuals from our cultures do." Ms. Anderson felt that being African-

American was the primary element of her cultural background.

Ms. Anderson thought that a safe school practiced for emergencies, contained secure borders, and continuously monitored students. She believed that Tyrell was extremely safe while at school because she was satisfied with the staff's efforts to maintain safety. Ms. Anderson shared, "I feel that Eastern Magnet is safe. He had great teachers and great administrators, and I know that there is always someone at the school who will protect him. Tyrell also tells me that he feels safe."

Ms. Anderson knew evacuation/fire drill and lockdown procedures, but she had never been exposed to the concept of a campus evacuation. She felt that parents held important roles in crisis management. Ms. Anderson indicated, "Parents need to be active to keep a school safe. They also have to listen to their children. If there is a concern that your child brings up, then you have to take action to support your child." According to Ms. Anderson, Tyrell was ready to handle a crisis situation. She said, "My son knows a lot about how to keep himself safe in and out of school. He'd be a leader if a crisis took place."

Ms. Anderson remembered that Tyrell had been involved in one lockdown, and she was content with Eastern Magnet's management of the lockdown. She pledged to report any possible causes of crises and to voice individual safety concerns with the office staff or principal at Eastern Magnet. Ms. Anderson strongly believed that the school must become more efficient at regulating the possessions brought to the school by students.

Lana

Lana was a Hawaiian Eastern Magnet neighborhood student who typically received good grades. She was twelve years old, and she was only proficient in English. Lana shared most things with her mother, and she knew that she always had someone to speak with at home. She mentioned, "I like to talk with my mom, and she tells me that she's always there for me if I need to talk to her." According to Lana, her Hawaiian background had a minor influence on understandings of safety and crises. Lana stated, "I don't think that your culture makes you see safety differently than other cultures. I think that all cultures think safety is important in an equal way."

Knowledgeable individuals and effective crisis procedures were important aspects that Lana believed would

make a school safe and ready for a crisis. She was happy with her level of safety at Eastern Magnet. Lana indicated, "I feel safe at my school because it has dependable teachers who would help us during an emergency."

Lana fully comprehended the fire drill and lockdown procedures, but she was unsure of the actions that would occur during a campus evacuation. Her fifth-grade teacher taught the procedures for fire drills and lockdowns. Lana believed that she would be able to handle a crisis situation, and she remembered the crisis procedures that were implemented on September 12, 2001. She had reported a crisis situation at school in the past, and she was committed to doing so in the future. Lana explained, "I've told one of the principals about something that dangerous before, and I know that it is always important to share things to make sure the school is always safe." Lana wanted to see more school monitors patrolling the school, and she felt that the campus would become safer if surveillance cameras were installed.

Mrs. Sano

Mrs. Sano was a parent of two children, and Lana was her only child who was old enough to attend school. The racial and ethnic background of Mrs. Sano was Hawaiian, and

she had proficiency in the Hawaiian language Pidgin. Mrs. Sano felt that she communicated effectively with Lana, but she wanted her daughter to be more open with her at times. She stated, "Lana is more of the quiet type, so it is sometimes hard to talk with her. I always tell her that I'm ready to talk with her whenever she needs me."

Mrs. Sano defined her cultural framework in terms of her racial and ethnic background. She did not believe that being Hawaiian had a major influence on her perceptions of crisis-related issues. She explained, "I think that people from all cultures want their children and schools to be safe, and I feel that all cultures make safety a priority."

Mrs. Sano believed that school monitors and effective crisis-related communication from school were keys in crisis management, and she was pleased with Eastern Magnet's safety level. Mrs. Sano noted, "I was worried about the size of the school and student population at first, but once we got to know the school better, we found that it was safe. Lana has never felt in danger at Eastern Magnet."

Mrs. Sano felt that parents needed to help schools promote safety by being involved in the lives of their children. She indicated, "All parents need to be aware of

what happens in our kids' lives. We also need to teach our kids how to be safe during school and throughout our neighborhoods." Mrs. Sano had no prior knowledge related to lockdowns or campus evacuations, and she did not recall that Lana was in a lockdown in the past. Mrs. Sano believed that Lana could get through a crisis successfully. She stated, "Lana is a smart kid. She's the one who taught me about lockdowns, so I think she would know how to get through a crisis at school." Mrs. Sano also noted that she would make it a point to report a possible crisis to a member of the school's staff. Mrs. Sano wanted Eastern Magnet to implement better student checkout procedures and to increase the level of communication from school to home about safety-related issues.

Scott

Scott was a neighborhood student who experienced academic success at Eastern Magnet. He was eleven years old and he had a Mexican-American and Anglo-American ethnic background. Scott was beginning to take Spanish classes, but he felt that he was only proficient in English. He believed that his communication level was open with his parents. Scott noted, "I talk with my parents about all

kinds of things that happen at school. They tell me to be safe, and they know all about my life."

Scott believed that some cultures encouraged children to learn techniques for being safe, such as self-defense. He stated, "I think that some kids from some cultures might feel safer than others because they learn how to defend themselves when they're really young. Their cultures expect children to know how to protect themselves, so they're ready to face a danger and stay safe."

Scott felt that a school became secured when it was free of weapons, gangs, and discrimination; and he always felt safe at Eastern Magnet. He mentioned, "I've never had any problems with my safety at school, and I pay attention to what we are supposed to do during emergencies so I feel safe at Eastern Magnet." The procedures for fire drills and lockdowns were well known by Scott, but the necessary actions for the school to evacuate its campus were not known by him. All of his sixth-grade teachers taught Scott the expectations for the two crisis drills that he knew.

Scott believed he was prepared to face a crisis situation, and he remembered the lockdown that happened when he was in sixth grade. He said he would report a crisis threat to a teacher he trusted, if he noticed a

threat to safety. Scott shared, "The counselors came to our classes and said that we could always go them or to any teacher if we thought something unsafe might happen. I would report threats and I think my friends would too." Scott perceived that adding security cameras and incorporating additional monitors at the school would make it better prepared for crises.

Mrs. Edwards

Mrs. Edwards was a mother of two sons who attended school, and she defined her ethnic background as Anglo-American. She only had proficiency in English, and on a daily basis she openly spoke with Scott about his school experiences. Mrs. Edwards said, "My son is pretty easy to speak with. He speaks at a high level, so we have good conversations about school safety and other hot topics in the news."

Mrs. Edwards believed that parents from all cultures valued the safety of their children. She did not feel that her perceptions of safety were based on her cultural background. Mrs. Edwards indicated, "Safety is a concept that everyone values. People from all racial and social groups want the children from their cultures to be safe at all times."

She noted that a school with effective monitoring of students would decrease the level of gangs and drugs, and ultimately make its crisis management more efficient. Mrs. Edwards felt that Eastern Magnet was safe. She explained, "I never worry too much about Scott's safety at school. He has never mentioned that he has felt unsafe at any time at Eastern Magnet." Mrs. Edwards thought that Scott's safety was only at risk when walking to and from school.

According to Mrs. Edwards, parents needed to act as "partners" with schools to help out in crisis management. She noted, "Parents are as liable as teachers and administrators when it comes to the safety of a school. They are the ones who can prevent bad things like weapons from entering campuses, and they teach kids how or how not to bully others." Mrs. Edwards did not know about campus evacuations, but she did understand the procedures for fire drills and lockdowns to a high degree. Scott taught the crisis procedures to Mrs. Edwards during the sixth grade. Mrs. Edwards believed that her son was ready to deal with a crisis. She mentioned, "I know that Scott would be safe if an emergency happened. He is a great listener, and he can follow directions well. Scott has also shared high comprehension of the emergency procedures with me." Mrs.

Edwards knew that he had gone through the procedures for a crisis during his sixth-grade year. She stated that she would mention any safety concerns to the principal at the school. Mrs. Edwards recommended that Eastern Magnet draft newsletters biannually pertaining to safety and crisis management.

Brandy

Brandy was an Eastern Magnet neighborhood student who earned above-average grades. She was twelve years old and her racial and ethnic background was African-American and Thai-American. Brandy believed that the primary components of her culture were denied through her racial and ethnic background, and she felt that her cultural framework highly influenced her understandings of safety and crises. Brandy indicated:

I take things from my Asian-American and African-American cultures when I think about safety. Like I know that I should always be close to my family so they know if I ever feel in danger, and I have to watch out for people who discriminate against African-Americans.

Brandy comprehended only one language, which was English. She had a good level of communication with her mother and father. She explained, "I have good communication with my parents, but I usually talk with my

mom. I've talked with her about the emergency drills we do and how the school tries to keep us safe." According to Brandy, a school was safe when it focused on supervising children at all times, and when it provided students with opportunities to voice safety-related concerns. She felt safe when she was at Eastern Magnet. Brandy noted, "I feel safe at Eastern Magnet because we have people to talk to when we feel in danger if we have a need."

Brandy knew what to do in the event of a lockdown or fire drill, but she was never taught the procedures for campus evacuations. She learned the emergency procedures during the first week of school of her sixth-grade year. Brandy remembered the lockdown that occurred on September 12, 2001, and she believed that she was prepared to deal with future crises at school. She pledged to report safety threats to the adults of the school staff in order to maintain safety at Eastern Magnet. Brandy felt that the school needed to make better efforts to regulate the possessions of students. She said, "I'd feel safer at school if I knew that students would have their belongings checked every so often. The teachers and principals have no idea what are in some kids' backpacks, and some kids could hide dangerous things in them."

Mrs. Jackson

Mrs. Jackson had two children who attended school, and she described her racial and ethnic background as Thai-American. English was the only language in which Mrs. Jackson was proficient, and she believed that Brandy had an open level of communication with her. Mrs. Jackson mentioned, "I know about things that are a part of Brandy's life because she and I have great communication. I tell her to report anything she sees wrong, and I make sure that she doesn't tease anyone."

Mrs. Jackson believed that her cultural framework was influenced highly by Thai-American and African-American cultures. She did not feel that her cultural background had much of an effect on her safety-related understandings. Mrs. Jackson stated, "People from all cultural groups and races value safety, and I think they would all react to a dangerous situation in a way that would help them be as safe as possible."

Mrs. Jackson thought that no school could be completely safe, and she asserted that many children lacked respect in their interactions with adults. She felt, "I don't think you can ever be safe anywhere anymore. It's just crazy out there now. There are shootings at schools

nationwide now, and students don't seem to care much about keeping things safe." Mrs. Jackson did not know any of the emergency procedures at Eastern Magnet, and she believed that Brandy knew more about safety-related issues than she did. According to Mrs. Jackson, Brandy was ready to confront a crisis. She indicated, "Brandy is always aware of her safety level. She notices things that could create dangers, and she knows all about the procedures the school follows during emergencies."

Mrs. Jackson felt that it is essential for parents to teach their children how to be safe in various situations. She voiced, "Children are only as safe as their level of safety preparation. If parents don't teach their kids to know how to react to crises, then their kids will be vulnerable during a problematic situation." Mrs. Jackson recalled that her daughter went through an actual lockdown during sixth grade. She shared that she would voice safety-related issues to an administrator at Eastern Magnet. Mrs. Jackson wanted the school to implement strategies such as metal detectors to monitor the items transported onto campus by individuals.

Juan

Juan was a twelve-year-old child who attended Eastern Magnet under a neighborhood status. His grades were average, and his racial and ethnic background was Chilean-American and Korean-American. Juan was proficient in both English and Spanish, and he frequently spoke in both languages with his parents about safety issues. He mentioned, "I talk with my parents every day about what goes on in school. My mom expects me to share everything with her and I do." Juan believed that his cultural background had a minor influence on his beliefs about safety and crises. He stated, "I don't think I think about safety in a different way than my friends and they're all from different cultures. All of us and our parents like things to be safe."

Juan fully understood what to do during fire drills and lockdowns, but he did not know what would happen during a campus evacuation. He first learned about fire drills in kindergarten, and he was exposed to lockdown procedures during sixth grade at Eastern Magnet. Juan was confident in his ability to face a crisis situation at school, and he remembered one actual lockdown taking place at Eastern Magnet. He noted that he would inform a teacher or an

administrator at the school if he learned of any safety threats. Juan explained, "There are lots of people from the school that I would go to if I thought something bad might happen and if someone is being bullied." Juan felt that the school would be safer if it incorporated more monitors throughout the school, and if it upheld the dress-code policies to a better extent.

Mrs. Fernandez

Mrs. Fernandez was a South Korean-American mother of three children, and two of her children were school-aged. She was equally proficient in English and Korean. Those two languages plus Spanish were frequently heard in her home. Mrs. Fernandez was satisfied with her communication level with Juan. She noted, "Juan and I talk everyday before and after school. I even come to school sometimes to make sure the things he tells me are true." Mrs. Fernandez took a protective and involved role in the lives of her children.

According to Mrs. Fernandez, parents who held a similar cultural framework as her own ensured that their children were raised to respect all individuals. She shared:

I think that you base your approach on being safe on your cultural upbringing. In my culture, authority figures are always respected. Children know that it is a must to follow all directions from the authority figure especially during an emergency. I think that some cultures don't hold such respect for authority figures and they wouldn't follow the directions during emergencies from a teacher in the same way.

Mrs. Fernandez felt that her cultural strategy for parenting helped her children stay safe at school.

Mrs. Fernandez thought that safe schools had an appropriate number of monitors in relationship to the student population. She believed that Juan was safe at Eastern Magnet. Mrs. Fernandez said, "I come and volunteer at Eastern Magnet often. I know that the adults at the school do everything they can to make sure the students are safe."

Mrs. Fernandez knew what actions would be enforced during a lockdown, but she did not understand what would take place during a fire drill or campus evacuation at Eastern Magnet. She learned about lockdowns through her son's teachings of the procedures. Mrs. Fernandez felt that it is vital for parents and guardians to spend as much time as possible with their children, and she recommended that parents volunteer at school in order to be an active part of its crisis management. Mrs. Fernandez noted,

"Parents who volunteer at the school get to learn the procedures for emergencies in person. This helps them know how the school would keep their children safe."

According to Mrs. Fernandez, Juan was prepared for a crisis. She asserted, "We talk about safety and he tells me how he would respond during different dangerous situations. He's a good problem solver and he would know how to get through a crisis." Mrs. Fernandez recalled that Juan had been in a crisis situation which resulted in a lockdown during the 2001-2002 school year. Mrs. Fernandez stressed that she would take steps to express safety-related concerns to the administration of Eastern Magnet. She thought that the school's crisis management would be enhanced if students were required to wear uniforms at school.

Paula

Paula was a twelve-year-old seventh-grade neighborhood student at Eastern Magnet. Her parents were Puerto Rican, and she lived in Puerto Rico until she was six years old. Paula was bilingual in English and Spanish, and she spoke with family members in both languages. Spanish was her native language, and she felt that she had a good level of communication with her mother. Paula said, "I like talking

with my mom. She's like a big sister to me. We talk a lot and share a lot of things. She'll ask me if I feel safe at school, and I tell her how I feel."

Paula believed that individuals' understandings of safety were highly influenced by their cultural background. She felt that language was an important aspect of culture. Paula shared:

I've always been able to speak English and Spanish, but if I only spoke Spanish then I might feel a little more unsafe than others because everything at school has to be in English now. I think if a kid didn't understand English, then she might not understand all of the instructions during drills and about the procedures. English isn't a part of all of the kids' cultures.

Paula felt that a school was safe when it effectively monitored students. She felt safe at Eastern Magnet because the school reviewed and practiced for emergencies. Paula stated, "I feel safe at my school because we're always being watched, and we practice fire drills every month. We don't go over lockdowns that much, but I think I know what to do during a lockdown because I learned a lot about lockdowns in sixth grade."

The procedures for evacuations and lockdowns were fully understood by Paula, but she was unaware of campus evacuation procedures because they were never shared with

her. She learned about the procedures for fire drills and lockdowns during her experiences in first through fifth grades. Paula felt that she was ready to successfully handle a crisis, and she recalled being in one crisis situation that caused Eastern Magnet to go under lockdown. Paula felt that she would report a potential crisis as soon as possible to an adult at Eastern Magnet, and she would express questions and concerns regarding school safety to a teacher or counselor. Paula recommended that Eastern Magnet place additional monitors around the campus, regulate the possessions brought to school by students, and provide new students with safety information in their native languages to enhance the school's crisis management.

Mrs. Dominguez

Mrs. Dominguez was a mother of three school-aged children, and she described her racial and ethnic background as Puerto Rican. She was bilingual in English and Spanish, but she spoke with family members primarily in Spanish. Mrs. Dominguez was happy with the level of communication she had with Paula. She indicated, "My daughter and I are very open. She asks me many questions and I help her understand things about safety and things in

general at a level she understands." Mrs. Dominguez took an active role in Paula's life.

Mrs. Dominguez mentioned that a person's culture, ethnicity, and language background highly influence his or her understandings in regards to crisis-related issues. She stated:

Culture is a major thing that impacts how people process dangers. I see this in working at a hospital. People who don't understand things during emergencies because of cultural factors like language don't respond as well to crises as others.

Mrs. Dominguez believed that people from all cultures would feel safer if they were provided with safety and crisis information in their native language.

Mrs. Dominguez felt that a school was safe when it effectively communicated its strategies for managing crises and when adults continuously monitored students. She mentioned, "I think Eastern Magnet is safe because the students are taught how to respond to a crisis, and because the school sends home information about dangers." Mrs. Dominguez felt that Paula was safe at Eastern Magnet because the school communicated crisis information with parents, and because crisis procedures were reviewed and practiced.

Mrs. Dominguez comprehended the procedures for fire drills and lockdowns, but she did not know the procedures for campus evacuations. She learned about the procedures for fire drills and lockdowns in her experiences at work and through discussions with Paula. Mrs. Dominguez felt that a major factor of a school's crisis management involved parents promoting safety. She asserted:

I think that parents should sit down and discuss safety with their kids and not expect the kids to bring it up on their own at home. We need to be responsible to do that for our kids' safety. We need to play a part in that. If we teach them what to do and what to look for then we are helping the school maintain it safety.

Mrs. Dominguez felt that Paula was ready to confront a crisis. She indicated, "I think that Paula is prepared for a crisis because we discussed what she needed to do during emergencies and she responded in a way that showed me she knew what to do." Mrs. Dominguez remembered that Paula was in a real lockdown before at Eastern Magnet.

Mrs. Dominguez said that she would report a possible crisis to individuals in the front office at Eastern Magnet, and that she would communicate safety questions and concerns to a teacher she was familiar with at the school. Mrs. Dominguez mentioned several strategies for improving the crisis management at Eastern Magnet. These strategies

included providing better communication regarding crisis information, increasing the number of monitors, supporting new members of the school community, and requiring all parents to show photo identification when checking-out students from classrooms.

Kado

Kado was a twelve-year-old neighborhood student who obtained average grades in school. His father was African-American, and his mother was African-American and Japanese-American. Kado primarily spoke English, but he did have proficiency in Japanese. He was satisfied with his ability to communicate with his parents. Kado mentioned, "I talk with my parents a lot. They're like my friends and parents at the same time. We've talked about what to do during different kinds of emergencies that could happen at school."

Kado felt that people made decisions about safety, based on cultural influences. He shared, "I think that the culture of a kid helps him decide how to handle a problem. One culture might tell their kids to fight back if they're threatened, and other cultures might have them run away and report the threat." According to Kado, schools were safe and prepared for crises when they contained trustworthy

individuals, and when they focused on supervising children who were away from their classrooms. He never felt unsafe at Eastern Magnet. Kado explained, "There's nothing really bad that could happen to me at school. I think the school does everything it can to make sure kids are safe, and I've always felt safe at Eastern Magnet."

Crisis procedures were highly understood by Kado, but he had limited knowledge about campus evacuations. Kado learned about crisis drills during his sixth-grade year, and he felt that he was fully prepared for a crisis situation. Kato recalled the lockdown that occurred on September 12, 2001. He offered to report to a teacher at Eastern Magnet any threats to safety. Kado felt that increasing the number of monitors and regulating the possessions of students would make the school safer and more prepared for crises. He also thought that the school could become safer by increasing the size of the fences and walls surrounding the campus. Kado said, "I think we need higher fences and walls around the school. Some gates aren't locked, but even if they were locked, someone who really wanted to get into the school and harm others then he could just hop the fence."

Mrs. Tucker

Mrs. Tucker was a parent of one child, and her racial and ethnic background was African-American and Japanese-American. She was mainly proficient in English, but she had some proficiency in Japanese. Mrs. Tucker was content with her ability to speak with Kado. She shared, "We have great communication between my husband and Kado and myself."

According to Mrs. Tucker, every culture has a unique approach for upholding the safety of children. She explained:

I have friends from all types of cultures and from all types of ethnic backgrounds. Different cultures teach children to react in different ways during crises, but I think they all would expect children to follow directions from a teacher during emergencies.

Mrs. Tucker explained that individuals from her cultural background believed that schools were supposed to be safe at all times.

Mrs. Tucker believed that the safe and orderly appearance of a school, its enforcement of rules, and the monitoring of children impacted its safety status in regards to crisis management. She was satisfied with Eastern Magnet's safety level. Mrs. Tucker mentioned,

"Whenever I visit the school I get the sense that it's safe. I see that the campus is neat and orderly, and I never find a time when adults aren't around to watch the children."

Mrs. Tucker understood the crisis procedures for fire drills and lockdowns, but she did not know what would happen during a campus evacuation. The procedures she was aware of were taught to her through her occupation and during conversations with Kado. Mrs. Tucker believed that parents and guardians could help schools function safely by discussing safety issues with their children. She said:

We should let our kids know that they should feel safe at school. If they don't feel safe at school then they should let their parents know. Then the parents can take action to make things safer for their children. Kids learn that they have the right to feel safe at school.

Mrs. Tucker thought that Kado knew what to do during crises. She stated, "Kado tells me about the way the school practices for emergencies and he shows me that he knows a lot about how to safely get through a dangerous situation. Mrs. Tucker remembered that he was previously in one lockdown. She indicated that she would communicate any threats to or concerns about safety to the head administrator at Eastern Magnet. Mrs. Tucker believed that

the school could improve its crisis management by increasing the number of adults who supervised children who were away from class, by improving the methods for removing students from class during checkouts, by deriving better means for communicating crisis-related safety issues from school to home, and by requiring students to wear uniforms.

Audrey

Audrey was a twelve-year-old Eastern Magnet student who had a neighborhood status and who earned average academic grades. Her parents were Anglo-Americans, and her extended family was a native family of Tucson. Audrey thought that she and her mom were able to talk to each other at any time. She explained, "My mom and I talk all the time. We're like best friends."

According to Audrey, individuals from all cultural backgrounds always have to be conscious of their safety. She also felt that safety-issues are interpreted differently across cultures. Audrey indicated, "I think that all cultures believe in safety, but they have differences in what they think being safe is. Something might make someone from one culture feel scared, but it might make someone from another feel like it's nothing big."

Audrey felt that a school that made it a priority to supervise children and effectively manage violence was safe. She felt that she was often safe while on the campus of Eastern Magnet. Audrey noted, "I feel safe at school. I only felt unsafe when I found out that there was like a homemade explosive brought to school. That made me think that right now nothing can totally prevent anyone from bringing bad things to school."

Audrey knew what to do during fire drills and lockdowns, but she was unsure of the actions to take during a campus evacuation. She was taught the procedures for fire drills during each of her years of schooling, and she learned about lockdowns during sixth grade. Audrey fully recalled the events related to the lockdown of the 2001-2002 school year, and she believed that she was ready to confront a future crisis. Audrey stressed that if she observed a crisis threat, she would immediately report it to an adult at the school. She shared, "I know that I should never keep something secret that could endanger others." Audrey felt that Eastern Magnet would significantly enhance its crisis preparedness by implementing more adult supervision throughout the school

day, and by increasing the monitoring of items brought to school by students.

Mrs. Harris

Mrs. Harris was Anglo-American, and Audrey was her only child. She had a close relationship with her daughter, and she believed that an effective and supportive level of communication existed between them. Mrs. Harris explained, "Audrey and I talk as if we're best friends. We have great channels of communication."

Mrs. Harris also believed that individuals responded to crisis situations based on some aspects of their cultural upbringing. She defined culture in terms of the race and ethnicity of groups of people. Mrs. Harris noted, "Some elements of culture probably impact how people get through crises, but I think that all people would do whatever they can to stay as safe as possible."

Mrs. Harris thought that a safe school practiced for emergencies, contained secure borders, and continuously monitored students. She stated, "I think Audrey is safe at Eastern Magnet, but she isn't completely safe because there are too many openings to the school." Mrs. Harris believed that Audrey was somewhat safe while at school, but she thought that dangerous situations could result at the

school due to its poorly managed borders. Mrs. Harris felt that parents could assist in the safety efforts of schools. She said, "A school is only as safe as its parents and level of parental involvement. Kids value safety when they know that their parents really care about school safety."

Mrs. Harris remembered that Audrey was involved in one prior lockdown on September 12, 2001, and she was not satisfied with Eastern Magnet's management of the lockdown. Mrs. Harris asserted:

Well, a few things made me get more concerned about the school's safety because of what happened on September 12th. My daughter's best friend had P.E. at that time when the school gave the letters for the students to take home about the lockdown and she didn't receive one. Her mom was really freaked out and she called me to find out what happened. That was a bit of a breakdown because some kids didn't get the information to take home. And then again it brought to my attention that it is too easy for people to get on SUSD's campuses.

Mrs. Harris pledged to report any possible causes of crises and individual safety concerns to the office staff or a teacher at Eastern Magnet. Mrs. Harris strongly believed that the school needed to become more efficient at regulating the possessions brought to the school by students, and at communicating crisis-related safety information more effectively.

Elan

Elan was a Native-American and Mexican-American Eastern Magnet student with a magnet status who typically received satisfactory grades. He was twelve years old, and was mainly proficient in English. Elan had some proficiency in Spanish, and he shared most things with his parents. He indicated, "My parents and I talk a lot. They tell me I can always go to them. We've talked about different things I should do to stay safe at school."

According to Elan, his cultural background had an influence on his understandings of safety and crises. He felt that his race and ethnicity were major components of his culture. Elan stated:

I think that you handle safety the way that your culture does. I'm Mexican-American and Native-American and I know that many Hispanic people and Native-Americans have been discriminated against. I think that all minorities have to pay a little more attention to their safety at school and everywhere else because they have always had to deal with racism. Some people try to harm minorities more than any other groups...like the KKK.

Knowledgeable and supportive classmates were important aspects that Elan believed would make a school safe and ready for a crisis. He was happy with his level of safety at Eastern Magnet. Elan indicated, "I think my school is safe. My teachers aren't mean, and I hang around good

friends that don't get into trouble. That makes me feel safe at Eastern Magnet."

Elan fully comprehended the fire drill and lockdown procedures of the school, but he was unsure of the actions that would be taken during a campus evacuation. His sixth-grade teacher taught him the procedures for fire drills and lockdowns. Elan believed that he would be able to handle a crisis situation, and he remembered the crisis procedures that were implemented on September 12, 2001. He had reported a crisis situation at school in the past, and he was committed to doing so in the future if another such event occurred. Elan wanted to see more school monitors patrolling the school, and he felt the campus would become safer if surveillance metal detectors were installed at the school.

Mrs. Olivas

Mrs. Olivas was a parent of two children who attended school. The racial and ethnic background of Mrs. Olivas was Mexican-American, and she was highly proficient in English and Spanish. Mrs. Olivas felt that she communicated effectively with Elan, and she related that her son could go to his stepfather if he was unable to communicate with her. Mrs. Olivas explained, "My husband

and I make it a point to communicate with our children.

Elan can always count on us when he needs to talk."

Mrs. Olivas believed that her cultural background had an influence on her perceptions of crisis-related issues. She believed that race and language were major elements of culture. Mrs. Olivas stated, "I think that I am very protective of my children. I think it is a result of my cultural upbringing. I have to be a concerned parent. This protectiveness from my culture helps me know that my children are safe."

Mrs. Olivas believed that school monitors, secure procedures for checking-out students, strong visitor controls, and effective crisis-related communication from school were keys in crisis management. She was not totally pleased with Eastern Magnet's safety level. Mrs. Olivas explained:

I believe that he is not too safe at Eastern Magnet because people are just too lackadaisical, and people have never asked me who I am when I visit. How do they know I'm not a dangerous person who wants to hurt kids if they don't check to see who I am when I'm on the campus?

Mrs. Olivas also felt that it is vital for parents to teach their children safety techniques so that they are as safe as possible when they are away from family members. She

asserted, "I think parents need to give their children advice on how to handle different emergencies. They need to pose different scenarios and have their children explain how they'd respond."

Mrs. Olivas recalled that Elan was previously in a lockdown, and she remembered that he experienced a crisis situation with a non-custodial family member while at school. Mrs. Olivas felt that Elan was prepared to confront a crisis. She said, "Elan is a smart child and he has told me how he'd go through the procedures for an emergency, and he told me that he knows to follow the directions of teachers during a crisis." Mrs. Olivas shared that she would make it a point to report a possible crisis to a member of the school's staff. Mrs. Olivas wanted Eastern Magnet to implement better student checkout procedures, to improve its visitor policies, and to increase the level of communication from school to home about safety-related issues.

Mina

Mina was a magnet student who earned average academic marks at Eastern Magnet. She was twelve years old and she had an Asian-American and Anglo-American ethnic background. Mina was only proficient in English, and she believed that

her communication level was open with her parents. Mina stated, "I talk a lot with my mom and dad. We talk about emergencies and what we would do, and how I can help out during an emergency."

Mina believed that both of her parents' cultural backgrounds impacted her understandings of crisis-related issues. She felt that certain groups did not value the elements of some cultures. Mina also believed that individuals would react differently during emergency situations depending on their cultures. She explained:

I think you might be safer if you are in an emergency and there are people there to help you who respect your culture. Like some of my friends don't speak English well....They'd probably feel safer if someone talked to them in Spanish during an emergency because they'd know exactly what to do.

According to Mina, a school became secured when it was free of weapons and when children were continually supervised. She felt that she was safe at Eastern Magnet. Mina said, "I feel safe at my school because we have a lot more monitors at Eastern Magnet than the school I used to go to. When someone does something wrong that is dangerous, I know that the teachers and principals will do something about it to make me feel safe." The procedures for fire drills and lockdowns were well-known by Mina, but

the actions that would be necessary if the school evacuated its campus were not known by her. All of Mina's sixth-grade teachers taught her the procedures for the two crisis drills that she comprehended.

Mina believed that she was prepared to face a crisis event, and she remembered the lockdown that happened when she was in sixth grade. Mina said that she would report a crisis threat to an administrator she trusted if she noticed a threat to safety. She perceived that adding security cameras and incorporating additional monitors at the school and on busses would make Eastern Magnet better prepared for crises.

Mr. Williams

Mr. Williams was a father of two children who attended school, and he defined his ethnic background as Anglo-American, but he stated that his cultural framework was highly influenced by a Japanese-American viewpoint. He only had proficiency in English, and on a daily basis he openly spoke with Mina about her school experiences and safety. Mr. Williams shared, "I talk to my kids all of the time about different things. At least once a month we discuss safety issues from home and school. They actually enjoy talking about safety issues."

Mr. Williams believed that parents from all cultural backgrounds value the safety of their children. He explained:

I think that your culture helps you understand things. It the first thing that becomes a part of you and it is what you first learn to think about. The actions you learn to take during emergencies and adversity are developed by what your culture teaches you.

Mr. Williams felt that every individual perceived safety in a specific way based on his or her cultural background, and he thought that all cultures teach children how to be safe. He emphasized that a school with effective monitoring of students and with strong methods for regulating student possessions would uphold strong levels of crisis management. Mr. Williams believed that Eastern Magnet was safe. He stated:

One of the reasons that Mina is at this school is that I think that we feel it is a little bit safer than some of the other public schools that we noticed. Students are watched as much as possible. Looking at school safety statistics show that this school is safer than others as far as incidents.

Mr. Williams thought that Mina's safety was only at risk when riding the school bus to and from school.

Mr. Williams felt that he held an important role in teaching Mina about safety. He shared:

The buck always stops with the parents. They are the first and foremost. You have to make sure that if something is going wrong then you have to deal with it to fix what is wrong. People have to be accountable for their own actions and the parent is the only person who can keep them accountable. It is also the parents' responsibility to tell their kids what to do during certain situations.

Mr. Williams did not know about campus evacuations, but he did understand to a high degree the procedures for fire drills and lockdowns. Mina taught the crisis procedures to Mr. Williams during her fifth-grade year of schooling.

Mr. Williams believed that his daughter was ready to confront a crisis because of the school's efforts to train her, and because he regularly discussed safety with her. He knew that Mina had experienced the procedures of an actual crisis during her sixth-grade year. Mr. Williams stressed that he would mention any safety concerns to the principal at the school or a superintendent in the district. He recommended that Eastern Magnet draft newsletters pertaining to safety and crisis management, post safety-related information on the school's website and he felt that the school should increase the number of adults who supervised children.

Ravi

Ravi was an Eastern Magnet student with a magnet status who earned high grades. He was twelve years old and his racial and ethnic background was Indian-American. Both of his parents were immigrants from India. Ravi felt that his cultural framework highly influenced his understandings of safety and crises; and because of conflicts that took place in India, he believed that he always had to be conscious of safety. Ravi mentioned:

In India there is a lot of conflict going on between India and Pakistan that has happened for a long time. I still have family in India so I always have to think about their safety. The other kids don't have to think about safety in that way, and most of them don't think about it at all. So I'm always concerned about my safety, and I don't feel that the other kids are.

Ravi's native language was Hindi, but his dominant language was English. He had a good level of communication with his mother and father. Ravi noted, "My parents and I have great communication. They value talking a lot. We don't watch TV during the week, so we spend most of our time reading and talking. They always ask if I'm safe at school, and I tell them that I feel safe.

According to Ravi, a school was safe when it focused on supervising children at all times, monitored items

brought on campus by students, and provided students with opportunities to voice safety-related concerns. He felt somewhat safe when he was at Eastern Magnet. Ravi indicated, "I feel safe at school most of the time, but I don't think it is totally safe. Some kids don't take safety seriously, and they fool around during emergency drills. Some kids hide bad things in their backpacks, and the adults at school never find out."

Ravi knew what to do in the event of a lockdown or fire drill, but he was never taught the procedures for campus evacuations. He learned the emergency procedures during the first week of school of his sixth-grade year. Ravi remembered the lockdown that occurred on September 12, 2001, and he believed that he was prepared to deal with future crises at school. He pledged to report safety threats to adults of the school in order to maintain safety at Eastern Magnet. Ravi shared, "I've reported different dangerous things at school before, and would always do it again if I saw something unsafe." Ravi felt that the school needed to take better steps in regulating the possessions of students and monitoring children outside of class to enhance its crisis management.

Mrs. Nair

Mrs. Nair had three children who attended school, and she described her racial and ethnic background as Indian-American. English and Hindi were the languages that Mrs. Nair was proficient in. She believed that Ravi had an open level of communication with her and her husband. Mrs. Nair expressed, "I know what happens in Ravi's life because we talk together. I usually take him home from school and I'll ask him about his school day. I like to keep in touch with him."

Mrs. Nair felt that her Indian-American background had a major effect on her safety-related understandings. She mentioned:

Parents from my culture are very protective of their children while they grow up. My parents always sent a chaperone with us to school to make sure we were safe at school. I think that parents from all cultures have somewhat equal feelings about our children's safety at school, but I feel my culture makes parenting for safety a little more of a concern.

Mrs. Nair believed that her parental approach was stricter because of her cultural framework.

Mrs. Nair thought that no organization could be completely safe, and she asserted that many children lacked respect in their interactions with adults. She indicated:

I felt safer when my child who is now in high school attended this school as compared to the way I feel about leaving Ravi at Eastern Magnet now. Fewer things had happened around the world at that time. There were no Columbine shootings and no terrorist attacks. I don't think we can be fully safe anywhere.

Mrs. Nair felt that Ravi was safe at Eastern Magnet because he was knowledgeable of crises procedures. She stated, "My son is very intelligent. He tells me that he knows the emergency procedures of the school, and that makes me feel that he is safe at school."

Mrs. Nair did not know any of the emergency procedures at Eastern Magnet, and she believed that Ravi knew more about safety-related issues than she did. According to Mrs. Nair, Ravi was ready to confront a crisis, and he went through an actual lockdown during sixth grade. Mrs. Nair believed that she would voice safety-related issues to the head administrator at Eastern Magnet. Mrs. Nair wanted the school to implement strategies such as random locker checks to monitor the items transported on campus by individuals, and she felt that Eastern Magnet needed to formulate more efficient means of communicating safety-related information with parents and guardians.

Victoria

Victoria was a twelve-year-old child who attended Eastern Magnet under a magnet status. She obtained average grades, and her racial and ethnic background was Mexican-American. Victoria had equal proficiencies in English and Spanish, and she frequently spoke with her parents about safety. She mentioned, "I talk with my parents all the time, and they let me share anything with them."

Victoria believed that her cultural background had an influence on her beliefs about safety and crises. She thought that language was an important aspect of culture. Victoria felt that students whose primary language was other than English should receive crisis-related information in the language of their choice. She explained, "I used to go to a bilingual school and everything was in English and in Spanish. My dad doesn't know a lot of English, and he would like to read about things that happen at school in Spanish especially if there are letters about dangerous things happening."

Victoria fully understood what to do during fire drills and lockdowns, but she did not know what actions to take during a campus evacuation. She first learned about fire drills in grades first through fifth, and she was

exposed to lockdown procedures during sixth grade at Eastern Magnet. Victoria was confident in her ability to face a crisis situation at school, and she remembered one actual lockdown transpiring at Eastern Magnet. She also took efforts to maximize her safety while being transported to and from school.

Victoria mentioned that she would inform a teacher at the school if she learned of any safety threats. She said, "I would go to any of my teachers from this year or from last year to let them know about anything that might make things less safe at school." Victoria felt that the school would be safer if it created better policies for monitoring student possessions. She also believed that the children needed to be supervised to a better extent when away from class.

Mrs. Luna

Mrs. Luna was a Mexican-American mother of three children who were school-aged. She was equally proficient in English and Spanish, and those two languages were frequently heard throughout her home. Mrs. Luna was satisfied with her communication level with Victoria. She mentioned, "Our communication is wonderful. I know everything that goes on with her...we're best friends. We've

talked about the procedures for emergencies, and I've told her to listen to the teachers during emergencies." Mrs. Luna took a protective and involved role in the lives of her three children.

According to Mrs. Luna, parents from a culture similar to her own ensured that their children were raised to respect all individuals. She believed that ethnicity and language were influential aspects of culture. Mrs. Luna shared, "I think your culture helps you understand what safety is. If your school teaches kids about safety in a way that you can't comprehend, or people from your culture can't comprehend in terms of language, then the procedures are useless."

Mrs. Luna thought that safe schools had an appropriate number of monitors in relationship to the student population, and that such schools enforced stringent visitor policies. She said:

The school is clearly not as safe. You can get on the campus without anyone acknowledging you. They don't look to see who you are. I could get on the campus with a gun and they would never know. I could waltz right in. I think there should be more people asking questions of visitors...who they are...if they can help you. I've seen teachers walk right by visitors who don't have badges without stopping and asking questions. I work for the state and that's part of our job. We have to take care of each other.

Mrs. Luna believed that Victoria was partially safe at Eastern Magnet.

Mrs. Luna knew what actions would be taken during a fire drill and a lockdown, but she did not understand what would take place during a campus evacuation at Eastern Magnet. She learned about fire drills and lockdowns through similar procedures at her workplace. According to Mrs. Luna, Victoria was prepared for a crisis. She mentioned, "Victoria has been taught well by her father and I to remain calm and follow directions during a crisis. I think her understanding of that makes her ready for a school emergency." Mrs. Luna indicated that Victoria had been in a crisis situation that resulted in a lockdown during the 2001-2002 school year. Mrs. Luna indicated that she would express safety-related concerns to the administration of Eastern Magnet or the superintendents throughout the district. She thought that the school's crisis management strategies would be enhanced if employees wore identification badges, and if parents volunteered to work as monitors at Eastern Magnet.

Conclusion

The twenty-eight participants of the study were diverse in various aspects. The participants' backgrounds were representative of Eastern Magnet's school community, and they shared an array of informative understandings about crisis-related safety issues. As a whole, the student and parent participants believed that the school was providing a satisfactory level of safety, and they were content with its crisis management strategies. In spite of these safety perceptions, the students and parents argued that Eastern Magnet needed to make stronger efforts to enhance its methods of crisis management to ensure a high level of safety and crisis protection throughout the school.

Chapter 6

STUDENTS' AND PARENTS' UNDERSTANDINGS OF ISSUES RELATED TO SAFETY, CRISES, AND EASTERN MAGNET'S MANAGEMENT OF CRISES

This chapter highlights data and findings for the five research sub-questions. The collective answers of the sub-questions provide an answer to the primary question of the research: What are the understandings of students and their parents about school safety issues pertaining to emergency crises? The contents of this chapter reveal students' and parents' understandings of crisis management procedures and policies, participants' acquisition of knowledge pertaining to actual crises, reflections on the distribution of crisis information from Eastern Magnet and Southwest Unified School District, opportunities provided for participants to communicate with the school and district about crises, and understandings of the influence of culture on crisis issue conceptions.

The sections of this chapter were developed through patterns and categories found in the data. As noted, several studies found that safety concerns were more frequent among middle school sixth-grade students than students of other grades (Josephson Institute, 1998, 2001),

and male students committed act of violence in schools more often than females (Hart, 1998; Kimmel, 2000; Mills, 2001; Sadker & Sadker, 1994). The results of my investigation did not support these reports. Every student participant except Ravi expressed that they usually felt safe at Eastern Magnet, and they did not develop anxieties in regard to their safety as sixth or seventh graders. My research also showed that no male or female participants from my pool committed violent acts at school. Two females and two males in total caused the crises that took place at Eastern Magnet during the timeframe of the investigation. Grade level and gender were not major factors found in the data in terms of students' and parents' understandings of school safety, although one section that follows notes that grade level was an issue in the dissemination of crisis-related information from sixth- and seventh-grade teachers at Eastern Magnet.

Students' and Parents' Understandings of Crisis Management Procedures and Policies

This section addresses the first sub question proposed in the study: What are the understandings of students and their parents about crisis management procedures and

policies? The data sources used to answer this question were surveys, interviews, and interview notes. The information presented in this section reveals the perceptions of the minor and adult participants in regard to student participants' crisis preparedness, understandings of emergency crisis procedures, views of crisis-prevention policies and strategies, beliefs about crisis preparedness across Eastern Magnet, reflections on crisis-related events, and beliefs about effective crisis management.

The student and parent participants displayed various levels of knowledge pertaining to Eastern Magnet's crisis procedures and policies. Their responses illustrated that the school was vulnerable to various crisis events because of its current status of crisis management. The participants acknowledged that numerous individuals involved in the school's daily operations had limited comprehension of crisis procedures and policies. According to the participants, Eastern Magnet needed to put forth efforts for upholding the school's security and for bettering its crisis management.

The participants highlighted an array of suggestions for Eastern Magnet to improve its crisis management

methods. They offered recommendations for enhancing Eastern Magnet's crisis management which included improving procedures for checking-out students, regulating student possessions, teaching crisis procedures throughout the school, recruiting additional school monitors, securing the campus's borders, sharing safety information with new members of the school community, and monitoring and interacting with visitors.

Perceptions of Student Participants' Crisis Preparedness

The student participants felt that they were ready to face a crisis situation at Eastern Magnet. Their survey responses showed that they felt knowledgeable enough about the actions to take during crises. The parent participants shared similar thoughts, and every parent believed that his or her child would know what to do in the event of an emergency crisis. Two parents indicated:

Mrs. Begay: I think that Helen is ready for a crisis. She has described the safety procedures to me with great detail.

Mrs. Fernandez: I think that Juan is prepared. He has told me the procedures for evacuations and lockdowns. We talk about school shootings and I ask him if he knows how to handle emergencies. He tells me what his school does and he tells me that they practice, so he knows what to do.

These parents' statements highlight the rationale of two of the adult participants in their belief that their child possessed a high crisis preparedness level. Mrs. Begay and Mrs. Fernandez discussed safety procedures and elements of Eastern Magnet's crisis management efforts with their children, and through the discussions, the parents established that their children were ready to confront crises and appropriately follow crisis procedures.

In spite of the fact that the participants believed that the students were ready to confront a crisis situation, further questioning regarding the participants' understandings of crisis procedures showed that the entire crisis plan was not totally understood by the participants. They revealed gaps in their comprehension of crises procedures when they were asked to describe them during the interviews.

Understandings of Emergency Crisis Procedures

Policies, procedures, staffing, crisis guidelines, and other security measures will have minimum influence if school officials fail to provide adequate training on security and crime prevention issues. Policy makers, administrators, teachers, support staff, students, parents, law enforcement, and other key stakeholders should be trained on a regular basis.

(Trump, 1998, p. 74)

Every student participant and ten parent participants understood Eastern Magnet's evacuation/fire drill procedures to a high degree. Mrs. Jackson, Mrs. Fernandez, Mrs. Nair, and Mrs. Luna were unable to describe the actions a class would take in the event of an evacuation/fire drill. The student participants shared that this specific type of crisis drill was reviewed and practiced more frequently at Eastern Magnet than other drills, and as a result, they possessed a deeper comprehension of its specific procedures. The parent participants who revealed knowledge related to evacuations/fire drills learned about the drills from their prior schooling experiences, through the existence of a similar procedure at their workplaces, and/or by discussions with their children.

Fewer understandings of lockdown procedures were evident among the participants as compared to their familiarity with evacuation/fire drill routines. All of the student participants were able to explain the lockdown procedures to some degree, but their portrayal of the procedures showed that the students possessed inconsistent knowledge of lockdown expectations. This is illustrated in the following student participant responses:

Helen: We would have to turn off the lights and work quietly at our desks until the teacher said it was okay to talk loudly again. We'd have to whisper a lot. The teacher would also make sure the door was locked.

Audrey: During lockdowns we sit under our desks in the dark with the doors locked. We take our work with us and finish it on the floor. We can't talk loudly either. The teacher also leaves the blinds open so we can see outside.

Ravi: We all leave our stuff on our desks and we sit on the floor at the rear of the class. Then the teacher shuts the blinds and the windows, then he locks the door, and then he turns the lights off and joins us. We sit silently on the floor until our principal announces that the campus is all clear.

Helen described lockdown procedures in which students would continue their daily routines while the lights were turned off and the classroom door was locked. Children's safety could have been at risk, and the classroom would not have been complying with the school's safety plan if they were required to follow such procedures. The statements of Audrey and Ravi show how Eastern Magnet's lockdown procedures were interpreted and practiced inconsistently. Both students express that students would be required to move to a safe classroom area, but Audrey describes a lockdown setting in which students continued their work and were allowed to talk, while Ravi mentions that students would be required to discontinue their classroom work and

remain silent until the lockdown ended. The discrepancies across the student's descriptions of lockdown procedures reveal that Eastern Magnet was not providing the same instruction of lockdown information throughout its classrooms. Improper following of lockdown procedures during an actual crisis situation could have taken place at the school as a result and negative consequences could have transpired.

The parent participants held limited knowledge of the lockdown procedures of the school. Only half of the parents knew some details about lockdowns, and a number of the parents did not know that a lockdown concept existed within schools. Children of the parent participants who had understandings of the procedures taught their parents the actions that took place within classrooms during lockdowns. That data indicate that Eastern Magnet did not directly describe the lockdown procedures to parents.

The actions for campus evacuations were comprehended by the participants to the least extent as compared to their understandings of procedures for evacuations/fire drills and lockdowns. No student or parent participants knew the procedures, and a majority of the individuals did not know that an evacuation of the entire school campus

could have taken place. As mentioned in the framework on Eastern Magnet's crisis management, the school had never experienced an actual or practice campus evacuation. Two student participants offered the following explanations as to why minimal and inconsistent understandings of lockdown and campus evacuations existed. They indicate:

Tyrell: The teachers don't do lockdowns really that often, and we've never done an evacuation for the campus. Most of the teachers would only talk about the drills instead of making us move through them physically. It's hard for us to learn unless we go through what we're supposed to with real actions.

Ravi: I know that none of my teachers have ever talked about evacuating the campus, and many kids don't really pay attention during lockdowns to what the procedures are. They really don't pay attention when the teacher doesn't make the kids actually sit on the floor at the rear of the class. In fire drills, the kids have to actually move somewhere with their bodies, so they learn those procedures better. If teachers just talked about where to go for an evacuation without moving to the safe place then they really wouldn't know much about fire drills either.

Tyrell and Ravi argued that individuals lacked proficiency of lockdowns and campus evacuations procedures because the actions for such crisis response routines had not been physically practiced within most classes at the school. Their statements show that they supported reviews involving actual movement through crisis procedures in order to maximize the understandings of the school's plans for

crises. Ravi's response also illustrates that some school community members discounted the importance of preparing to respond to crises, and he felt that this factor increased the gaps in crisis procedure comprehension.

The procedures for fire drills, lockdowns, and campus evacuations were to be reviewed by all teachers during the first week of school every year, but according to the participants, such reviews had not taken place. Most of the participants were not content with the fact that they had never learned the campus evacuation procedures, and they indicated that they would make the effort to develop knowledge about campus evacuations.

All of the participants believed that improved teaching of crisis procedures would benefit Eastern Magnet's crisis management. Pitcher and Poland (1992) state, "The purpose of the drill should be to ensure readiness and to provide a learning experience" (p. 146). Several participants shared techniques for making such enhancements. They stated:

Lana: Teachers might give the students a test on the drills to see if the kids know them all...like a multiple-choice test.

Scott: The teachers could have their classes write expository essays that explain how to do a procedure step by step. The teachers could find out who didn't

know what to do by reading the essays when they grade them.

Mr. Valenzuela: You have to make simulations. You have to do fire drills and lockdown drills. Surprise drills...I think that would be the most effective then you would know if whatever you taught them did get through. If it didn't then that's fine. Then you can work through the reasons why or who did not understand.

Mrs. Tucker: I think having a plan for the greatest possible emergency scenarios...like fire drills and lockdowns. Actually practicing the drills so the kids know what to do. I don't think it is a matter of adults knowing what to do alone. You could totally panic kids, and you could have twenty-five kids running around panicking while nothing really is going on but they can kind of lose sight of what is going on. You'll have mass hysteria. I think practicing it and talking about different scenarios. That's why when Kado brings up things we just talk about all the possibilities. We stress that he has to listen to the adults...whatever they say. If they tell everyone to get down, then you do that or any other direction that is mentioned by the adult...you follow. Talking about it so it is not always a surprise, because it is going to be one anyway when a real emergency happens, but at least you have it in your mind that you've run through it a few times.

The responses of Lana and Scott reveal that they believed instruction of crisis procedures would be more effective if teachers assessed their students' understandings of the actions to take in response to crises. The words of Mr. Valenzuela and Mrs. Tucker show that they felt students would retain knowledge pertaining to crisis procedures to a greater extent if they were exposed to a variety of crisis

scenarios and if they were to carry out the procedures during random occasions throughout the school year. Additional children and adult participants also shared various methods for making the crisis procedures better understood by individuals throughout the school community. Their ideas included conducting classroom discussions that focused on the elements of the emergency procedures, and evaluating teachers on their comprehension of the crisis plan.

Views of Crisis-Prevention Policies and Strategies

Policies related to physical and environmental security (includes procedures and guidelines) should be developed with broad participation and dissemination....Policies should be written in clear and concise terms....Security policies related to students should be included in a student handbook or other appropriate publication with wide distribution.

(Nichols, 1997, p. 125)

The policies and procedures for checking out students from school were highly understood by both participant groups. The students Tyrell and Juan were the only individuals who did not know the manner in which an adult could remove students from school. In spite of the fact that the procedures were greatly comprehended, several of the participants believed that the policies for checking-out students needed to be revamped to prevent crises from

taking place. Sesno (1998) ascertains that schools should only permit contact with and release of students to adults who meet the following criteria:

1. Prior written approval of the custodial parent.
2. Proper identification that matched the written approval.
3. The child wants to go with the adult. (p. 20)

Mrs. Olivas revealed that individuals at Eastern Magnet were not enforcing such criteria.

Elan and his mother Mrs. Olivas presented a specific case in which participants were dissatisfied with Eastern Magnet's checkout procedures. When Elan was a toddler, Mrs. Olivas divorced his biological father, and as a result, Elan's father developed a non-custodial status. Elan's custodial parents indicated on his emergency card that he was not to be in contact with his biological father or any person related to this non-custodial individual. One day during the 2001-2002 school year, a member of Elan's non-custodial family arrived at Eastern Magnet and made contact with him. Elan's parents were highly agitated as a result of the actions that had taken place involving the non-custodial individual. In reflecting upon the situation, Mrs. Olivas explained:

There was a major incident in which a person came to school and took my son from class. I called the school and followed up and made sure that everyone in the office is aware. There was a non-custodial parent and the paternal grandmother came and pulled Elan out of class.

Elan hadn't even seen her since he was about four years old. I have no idea how she found him...I mean no idea...She just walked in and said, "I'm Elan's grandmother." And they called him out of class and she said, "Remember me Elan, I'm your Nana." Elan was shocked and she took him outside the office to talk and she even handed him things and actually handed him these things in front of the office where the office staff could see them.

The people in the office didn't say anything, and I know that breaks the safety rules. You don't hand the children anything and let them walk off with it. The office didn't ask for I.D. and didn't ask to see the emergency card, and they handed him a letter to give to me.

I was very upset. And Elan is a smart kid, but he was thrown off...and he talked to her...and he went with her. Of course he knows who his father is and who his family is, so he was going to see what was going on. But that was not acceptable and that was on his birthday.

I spoke with the principal, and they called in the safety person from the truancy department. And he called and interviewed the staff and he reviewed the card and found that she was not on the card. And my husband talked to him...and he actually blew up and said, "What's wrong with you people, you can't just let somebody come in and say that they're the grandmother, and let them take someone from class, you can't do that!"

Mrs. Olivas's statement demonstrates the manner in which Eastern Magnet allowed Elan to come in contact with an individual who was not permitted to interact with him. This individual entered the Eastern Magnet's attendance

office and requested that Elan be removed from class and sent to the office. The request was granted, and Elan came in contact with the non-custodial individual who gave him a document to take to his parents. Elan followed this adult's requests and delivered the document to his parents after school. According to Mrs. Olivas, a crisis situation could have resulted with her child and possibly other children at the school as a result of its incorrect implementation of procedures to checkout students from class.

Mrs. Olivas also emphasized that she would like to see Eastern Magnet require adults to present photo identification upon interacting with and transporting children from the school. Support for photo identification requirements for student removal from class was also highlighted in the other thirteen parent participant responses. In addressing this issue Mrs. Luna stated:

They've never even asked how I was related to my daughter. They didn't check the emergency card to see if I could even pick her up. At other schools you walk directly into the front office and there is someone waiting there with a logbook to sign. After signing, I go to the office and show I.D. and then I can sign my child out. I have one person who can't pick up my daughter from school, and how do they know that I'm not that person?

Mrs. Luna's response demonstrates that Eastern Magnet may have been unable to determine the appropriate individuals who had permission to interact with and transport Victoria from school. She also asserted that the school needed to review the student emergency cards when granting adults permission to come in contact with children. A total of five parent participants mentioned that Eastern Magnet would become more secure and decrease the chances of crisis events from taking place if the office staff became more aware of the individuals who were legally allowed to interact with the students.

Eastern Magnet drafted a policy for granting permission to adults to remove children from class, but the procedure was flawed. A student and parent participant tandem experienced the negative results of the inadequate policy. The participants as a whole believed that future threats to school safety and causes of crises could result if the checkout procedures were not revised with firmer constraints.

The data also revealed that the adult and children participants possessed inconsistent understandings of an important aspect of the emergency cards. The student emergency cards provided parents a place to list contact

information for individuals who were legally allowed to "care for and transport" a student from school when his or her parents/guardians could not be reached. Table 6.1 displays the individuals who were legally allowed to care for and transport children participants from Eastern Magnet. It also shows who the student and parent participants believed were listed as such emergency contacts on the student emergency cards.

Table 6.1: Participant Proposed Contacts as Compared to Actual Contacts Listed on Student Emergency Cards

Student	Who is/are the Individual(s) Listed on Your Emergency Card Who is/are Legally Permitted to Care for and Transport You?	Actual Individual(s) Listed on Emergency Card Who is/are Legally Permitted to Care for and Transport Child	Who is/are the Individual(s) Listed on Your Child's Emergency Card Who is/are Legally Permitted to Care for and Transport Your Child?	Parent
Daniel	1 Aunt	1 Aunt	1 Family Friend	Mr. Valenzuela
Helen	1 Grandmother	2 Grandparents	2 Grandparents and 1 Brother	Mrs. Begay
Tyrell	1 Family Friend	3 Family Friends	1 Family Friend	Ms. Anderson
Lana	2 Grandparents and 1 Brother	2 Grandparents	1 Grandmother	Mrs. Sano
Scott	1 Aunt and 1 Family Friend	1 Grandfather, 1 Aunt, and 1 Family Friend	1 Aunt	Mrs. Edwards
Brandy	1 Aunt	1 Aunt	1 Aunt	Mrs. Jackson
Juan	2 Grandparents	2 Grandparents, 1 Uncle, and 1 Aunt	2 Grandparents	Mrs. Fernandez
Paula	1 Uncle	1 Uncle and 1 Family Friend	2 Family Friends	Mrs. Dominguez
Kado	2 Grandparents	1 Grandfather and 1 Uncle	1 Grandfather	Mrs. Tucker
Audrey	1 Family Friend	2 Grandparents, 2 Aunts	1 Aunt	Mrs. Harris
Elan	1 Aunt	2 Grandparents	2 Grandparents	Mrs. Olivas
Mina	1 Grandfather	2 Grandparents	1 Grandfather	Mr. Williams
Ravi	1 Uncle	1 Uncle	1 Uncle	Mrs. Nair
Victoria	1 Aunt	2 Aunts	1 Aunt	Mrs. Luna

The table reveals that the emergency contact individuals for Brandy and Ravi were the only contacts who were consistently indicated by the students, parents, and emergency card. The remaining participants demonstrated discrepancies in their perceptions of the emergency contact individuals and the actual individuals listed on the cards. A number of these understandings that were not consistent would likely not lead to negative occurrences. For example, the emergency contacts for Tyrell, Scott, Juan, Mina, and Victoria were reported correctly by the participants in comparison to the actual individual(s) listed on the emergency card, but the emergency cards included additional contacts who were not mentioned by the children or adults.

The contacts indicated by the participants and the cards pertaining to Daniel, Helen, Lana, Paula, Kado, Audrey, and Elan could have led to participants experiencing crisis-related situations. These individuals' data within Table 6.1 demonstrate that the child, parent, or both participants mentioned an emergency contact that was different from the individual(s) written on the student emergency cards. Mr. Valenzuela mentioned that a family friend was permitted to care for and transport Daniel, but

the child's aunt was the only individual written on the card. Mrs. Begay indicated that her son was an emergency contact for Helen, but he was not listed on her card. Lana incorrectly believed that her brother was one of her contacts, and Mrs. Dominguez incorrectly thought that she had a second family friend who was a contact for Paula. Kado was only allowed to be cared for and transported by his grandfather, but he believed that both of his grandparents were his contacts. Audrey mentioned a friend of her family, and Elan spoke of his aunt, but their cards gave no such indication of these proposed contacts. Eastern Magnet did not directly cause this issue regarding inconsistent understandings of actual emergency contacts, but such incorrect knowledge of emergency information could have presented the school and the participants with crisis-related scenarios.

A number of the participants felt that the school was vulnerable to harmful intruders because of insufficient implementation of visitor controls. The data and my prior experiences with campus visitors at Eastern Magnet showed that the school was in need of better visitor controls. The policies for visiting the school were followed by some individuals but not all. Six of the adult participants

stressed that strong visitor controls were essential for facilitating a secure campus with few risks of crises.

Mrs. Luna expressed her disappointment with Eastern Magnet's management of visitor controls when she asserted:

The school is clearly not as safe. You can get on the campus without anyone acknowledging you. They don't look to see who you are. I could get on the campus with a gun and they would never know. I could waltz right in. I think there should be more people asking questions of visitors...who they are...if they can help you. I've seen teachers walk right by visitors who don't have badges without stopping and asking questions. I work for the state and that's part of our job. We have to take care of each other.

Mrs. Luna's words highlight the status of the visitor controls at the time of the study. She recalled several instances in which parents circulated throughout the campus without visitor identification and without being questioned by the school employees.

Mrs. Luna also recommended that Eastern Magnet's staff employ efforts to monitor the visitors on campus by interacting with individuals whom they were unfamiliar with and who did not wear badges indicating visitor status.

Mrs. Luna also explained:

I think it would be a good idea if the adults who worked at the school wore a school I.D. so that visitors would know who worked at the school and new students would know who worked at the school as well. I'd know who worked at the school that way. The staff

is so large at the school that I don't even know half of the employees.

There are so many adults walking around that I don't know who is who, and my daughter has been a part of this school for a year and a half. We wear I.D.s at my workplace because we have a large employee population. It makes me feel safer knowing that the people at my work have to wear the identification because I can detect an intruder easily because he or she wouldn't have an I.D. badge.

Mrs. Luna's response illustrates that the school could increase its level of safety by requiring the school staff to wear photo identification badges provided by the district. She shared that employees at her place of employment were required to wear photo identification, and she felt that this requirement would enhance the crisis management at all workplaces including Eastern Magnet. Haynes and Henderson (2001) assert that schools can help prevent crises from occurring by implementing badge identification systems. The authors show that such badges allow students, parents, and school employees to identify the individuals who are permitted to be on their campus. According to Mrs. Luna's responses, all of Eastern Magnet's employees needed to take actions that would strengthen visitor controls to enhance the safety level of all school community members who entered the campus.

A number of the participants shared that the visitor controls of the school were difficult to manage because a number of campus openings were present around Eastern Magnet's borders. As noted in Chapter 4, the school could be accessed by individuals through several entry points during each school day. According to a majority of the participants, violent campus intruders would cause the greatest risk in regards to crisis at Eastern Magnet. Two participants shared their concern over the open nature of the campus borders by stating:

Paula: There's a gate by the big street at the side of the school that should get locked during school. During P.E. one day, there were some men harassing the girls running around the field. They were yelling out "Hey baby!" and stuff like that, and they were really close to the open gate. One of the P.E. teachers had to talk to the men and tell them to leave, but the gate is still open everyday.

Mrs. Harris: I think that SUSD's schools don't limit access to the buildings. Eastern Magnet is very open to intruders. You can drop your kids off just about anywhere and they can get in. They can meet you wherever they feel like meeting you and I don't like that. There are too many openings and entry points. I have a specific location that I have with my daughter to pick her up to make it safer.

Paula and Mrs. Harris acknowledged through their responses that it was vital for the school to better secure its large campus's exterior borders and entry points. Paula described an experience in which individuals outside the

campus borders harassed Eastern Magnet students, and she shared that the danger presented during the incident could have escalated due to an open and unsupervised entry point of the school.

Mrs. Harris shared that schools throughout the Southwest Unified School District offered an abundance of entry points that placed children at risk of coming in contact with violent intruders. According to Mrs. Harris's response, Eastern Magnet could enhance its safety and crisis management status by designating one entry and exit point for its campus. Additional participants offered recommendations for bettering the security of Eastern Magnet's campus borders. These suggestions included:

Tyrell: I think that locking the gates and entries of the campus would make the school safer. My P.E. lock only cost three dollars, so the school could lock up its gates and only spend about fifteen dollars.

Kado: Making the fences around the school taller would make me feel safer and others too. Some of the gates and walls can be easily jumped by even small kids, so any adult who wanted to come on the school grounds could also easily make it onto the school grounds.

These students' statements reveal that the security status of the school's campus is uppermost in their minds. Tyrell argued for locks to be installed and utilized at each of the gates surrounding the campus. Kado believed that

several of the fences and walls around the perimeter of the school needed to be extended to a greater height because many functioned as insufficient barriers for harmful intruders.

In addition to not being content with the open status of the campus borders, the participants also felt that adults from the school insufficiently monitored areas throughout the school. Bowers (1989) and Muir (1988) found numerous instances in which students experienced threats to safety when they were on school playground fields and away from classrooms as a result of inadequate adult supervision. Crowe (1990), Hill and Hill (1994), Nichols (1998), and Wanko (2001) assert that crises-related events commonly transpire when schools do not take sufficient steps to keep individuals safe when they are outside of classrooms. According to these authors, schools must make concerted efforts to increase the number of adults who supervise its fields and playgrounds.

Throughout the 2001-2002 school year and the fall semester of 2002, Eastern Magnet's middle school had three school monitors who were employed to assist in maintaining safety and managing crises at the school. Parent participants were either unsure of the number of adults who

patrolled the campus when students were away from class, or they believed that there were more monitors supervising the children than in actuality. Mrs. Nair assumed that there were at least twenty-five adults regulating the students' safety when they were away from class. After discovering the actual ratio between students and supervisory adults, the participants demanded that the school change its approach to managing the monitoring of students.

Participants explained:

Ravi: I think we need more monitors because there are many areas that the monitors can't supervise because there aren't enough even when the principals help them. I think if we had more monitors we'd be safer. The principals could plot out the campus and make sure that every area has good supervision with a wider range of view. There's a grassy area at the far end of the playground that is not closely supervised by the monitors. There is a gate by that area and a couple trees there where someone could hide who could do bad things. There're also kids who could leave the campus easily there without anyone seeing them.

Mrs. Jackson: We need more adults watching our kids when they're away from class. Right now there aren't enough for a real emergency.

The responses of Ravi and Mrs. Jackson present a call for implementing additional monitors to supervise children when outside of classrooms. Ravi showed that areas of Eastern Magnet's campus were often unmonitored, and he felt that the lack of monitoring provided individuals with

opportunities for entering and exiting the campus in an undetected manner. Mrs. Jackson believed that the number of monitors who patrolled the campus during the time of the study was insufficient, and she asserted that Eastern Magnet could have faced challenges in responding to actual crises as a result.

All twenty-eight participants felt that Eastern Magnet needed an increased amount of adult monitoring of students due to the large sizes of the student population and campus layout. They believed that crises could result from inadequate adult supervision of students, and they thought that it would be difficult for Eastern Magnet to effectively respond to a crisis situation because of the monitoring status during the time of the study. Hill and Hill (1994) reveal that parents can assist schools in preventing and managing crises by patrolling campuses as monitors who maintain security. Duke (2002) asserts, "Parents may contribute individually and collectively to school safety" (p. 193). A number of the parents recommended that the school recruit monitors from its parent/guardian community population. The participants expressed the following:

Mrs. Sano: The size of the school reminds me of a high school. If more parents were aware of the ratio between students and monitors, then some might want to volunteer to be a monitor to make things safer. You could probably get volunteers to come for an hour a day, maybe at lunch or before or after school when it is open to a lot of things.

Mrs. Nair: I would like to see in a newsletter a request for volunteer parent monitors because I am sure there are several parents who would be glad to volunteer as monitors especially at the times when kids are coming to school or going home. I am sure there are parents who would like to get involved. Yes, it would be better if we had more monitors and if we could recruit them for free then it would be great.

The statements of Mrs. Sano and Mr. Williams indicate that these parents felt that the school would have an ample pool of parents/guardians to recruit as monitors because of its large population. Their words show that they believed Eastern Magnet needed to make the student/monitor ratio more known to parents and guardians because numerous individuals would likely take action to ensure the school was better staffed to patrol students.

The student and adult participants desired to see Eastern Magnet and Southwest Unified School District implement stringent procedures for regulating the possessions brought to school by students. This interest was heightened as a result of the crisis event of October 3, 2002, in which an explosive device was rumored to be on

campus. Examples of recommendations for improving methods to regulate the items transported to school include:

Mina: I think that they should have us empty our bags, like a check, every so often without letting us know exactly when. That way we always know that we should always be ready to have our things checked and we will remember to not bring bad things to school.

Ravi: One kid in one of my classes brought a bullet to school with him. I don't think he realized that it could have shot off if it was struck against rapidly with a lot of force. He had it in his pocket for half of the day until he remembered it was in his pocket and he decided to share it with some of us. We told the teacher right away and he was removed from class, but if he never would have found it, it could have caused harm and no one would have ever known that he had it on him. The school has to do a better job of checking what kids bring.

Mrs. Sano: I think that they should check the backpacks and lockers of the students randomly at least twice a year. They did that when I was in high school and it worked to reduce the things that kids brought to school. I think that if it is announced to the parents at the beginning of the year that such checks will take place then you wouldn't have any parents too upset about the invasion of the kids' privacy.

Mr. Williams: I think that random checks of students' belongings, drug dogs, and metal detectors should be a part of every school. I have a military background, and the greater the security efforts that take place around you the safer you feel. I live on base and I feel completely safe there. Students should feel just as safe at school so they can concentrate more on their work at school.

These words of student and parent participants suggest that the school conduct random checks of student possessions and

install items such as metal detectors or security cameras to ensure that dangerous possessions are not transported to school. Mina believed that improved regulation of the possessions of students would demonstrate to children that they would be accountable for the items they brought to school. Ravi explained that children's safety at Eastern Magnet was at risk because dangerous items had been transported to school in the past. Mrs. Sano mentioned that random checks of students' possessions helped promote the safety of children when she attended high school. She also stated that parents would support such regulation of the possessions of students if they were notified at the beginning of the school year. Mr. Williams called for Eastern Magnet to implement regulatory items such as metal detectors and dogs that detect drugs, and he argued that student performance is enhanced when effective crisis management measures are employed at schools.

Beliefs About Crisis Preparedness Across Eastern Magnet

Once the plan has been developed and approved by the board of education or board of directors, each member of the safety and crisis management team—each administrator, each board member, and each faculty and staff member—should receive a copy. If there are financial resources available, a crisis management flip chart that detail the procedures and guidelines for an identified crisis at a quick glance should be

developed, printed, and posted in each classroom. If finances are available, a brochure should be developed that explains the purposes and basic procedures that parents and community members should follow if a crisis situation should happen.

(Decker, 1997, p. 47)

The students and parents were also asked to reflect on their feelings regarding the crisis readiness of other individuals involved in Eastern Magnet's daily operations. The participants shared their thoughts as to the crisis preparedness level of an average class, students who enroll at the school after the month of August, and substitute teachers. Their responses indicated that a number of individuals at the school were most likely not ready to respond to a crisis situation.

The student participants displayed in-depth understandings of evacuations/fire drills, limited knowledge of lockdowns, and zero comprehension of campus evacuations. They also felt that a number of children in each of their classrooms and throughout the school knew little about the emergency crisis procedures. The children believed 17% of the students did not know the evacuation/fire drill procedures of the school on average. They also felt that an average of 35% of the student population would be unable to explain the actions that

would be taken during a lockdown. The students shared that no students were likely to know what to do during a campus evacuation because such a drill was never discussed in Eastern Magnet classrooms.

Many of the student participants shared possible reasons as to why a lack of crisis procedure understandings existed at the school. They felt that some children and adults at Eastern Magnet did not assign a high level of priority to reviewing and practicing the crisis procedures. Two students asserted:

Juan: I think some teachers care more about emergencies and safety and some really don't care. Most of them should, but some don't, and they explain the directions for crisis procedures without checking to see if their students really understand them.

Audrey: Some teachers went into detail more than others did about the procedures. And some teachers are really serious about following the procedures perfectly and without talking while other teachers aren't as serious.

The students' responses showed that a number of children at the school discounted the importance of crisis procedure overviews and practices. Their information also demonstrates that the crisis procedures were instructed and managed in an inconsistent manner by the some teachers at Eastern Magnet. Additional examples of the school's unbalanced crisis management techniques were shared when

the participants reflected upon the school's response to the lockdown issue that occurred on September 12, 2001. This will be presented in further detail later in this chapter.

Most schools in the United States have varying student population rates during every school year. As in most schools, Eastern Magnet experienced the registering of children as new students throughout various points of the school calendar. At the middle school, approximately 140 new students enrolled during the 2001-2002 school year, and 95 children registered as new students during the fall semester of 2002. Consequently, classrooms at the school were comprised of children who were presented crisis-related information at different levels. This factor led to the development of questions pertaining to the crisis preparedness of students who enrolled at Eastern Magnet after August of 2002.

In reflecting on my teaching practices, I realized that I typically addressed crisis procedures with students during the first week of instruction at the beginning of each semester. I found that I rarely reviewed crisis-related information throughout the other weeks of the school year unless a drill took place. As a result, I

would usually speak about emergency practices approximately once a month at school when evacuations/fire drills occurred. The participants also addressed this crisis teaching habit that was characteristic of Eastern Magnet's pedagogy. Every student and parent shared that the crisis procedures were taught most often in classes during the month of August, and as a result, new students who attended the school after August were unlikely to be ready for a crisis situation. In discussing this issue, two participants shared:

Lana: I don't think new students would be ready for a crisis. We have practiced crisis drills more times and done actual ones more than they have, and they really haven't gone over the procedures since the first week of school.

Mrs. Fernandez: I don't think that they would know what to do during a crisis. I come and visit in the school a lot, and it doesn't seem that they get as much info about the crisis procedures as the kids who've been here since day one.

The words of Lana and Mrs. Fernandez illustrate that students who registered at Eastern Magnet after the initial month of school were not as prepared to act upon crises as children who attended from the beginning of the school year. Lana voiced that the school's emergency plans were primarily reviewed with classes during the first five days of school, and she felt that new students lacked crisis

procedures comprehension due to their nonattendance during this time.

Mrs. Jackson expressed a point regarding new students crisis preparedness that required me to review the documents I obtained from the school and district regarding safety. She stated, "I think that new students would be ready for crises. I assume that the school provides the new students and parents with the information about the safety procedures when they register...I would hope that they did."

Mrs. Jackson's response presented a scenario in which new members of the school community would be provided with crisis-related information upon registering at the school. I found no evidence of information designed to inform new students of crisis procedures in my overview of the crisis-related documents that I acquired from the school and district. I addressed this issue with members of the school and district in order to see whether such information was available for new students. I learned that the information did not exist for children who were new at the school, and this supported the participants' beliefs as to the low level of crisis preparedness of students registering after August.

Lynch (1999) holds, "The plan should not merely be a document on a shelf collecting dust" (p. 2). Paula and her mother presented strategies for helping new members of the school's community develop understandings of important safety and crisis procedures, policies, and plans. Paula explained, "I think that the principals at Eastern Magnet need to put up posters in the classrooms and hallways about what to do if an emergency happens. Posters in English and Spanish so that all kids can read what to do if something happens and they're alone." According to Paula, the school could help new individuals by posting signs in English and Spanish that presented details of safety drills and crisis-prevention routines. These signs would be placed throughout the school, and they would highlight items such as outlines of crisis procedures, maps and directions to important campus areas, and general safety tips.

Paula's mother, Mrs. Dominguez, shared a similar perspective. She suggested that Eastern Magnet and Southwest Unified School District provide new students and parents/guardians with written documents pertaining to safety expectations of the school and district. Mrs. Dominguez asserted:

When you come to a new campus and a new school it would be nice to give with the packet that you send with the students info on what the procedures are, the contact people for an emergency, and if you know there are language barriers between school and home then the paper should be translated because the information is so important. I know what to expect during emergencies, but I know there are a lot of parents, new and old, that are afraid and don't know what to ask for because they don't work or they don't speak English well.

According to Mrs. Dominguez's statement, it is essential for a school to inform individuals about safety information upon their initial interactions with the school. Her words also indicate that new members of school communities need to obtain information in their primary language which addresses crises. Mrs. Dominguez's recommendations were meant for new individuals within the school community, but others could have benefited from those ideas.

The research also provided information as to whether the participants believed that substitute teachers were ready to manage classes of students during a time of crisis at Eastern Magnet. On average, the school placed ten substitute teachers within classes on a daily basis. Twelve students and ten parents believed that substitute teachers who worked at the school and throughout Southwest Unified School District were unprepared to respond a crisis as a classroom leader of children. These participants

believed that students taught by substitutes would be less safe during a crisis event. Examples of these beliefs are as follows:

Tyrell: I don't think that it would be as safe because the sub doesn't exactly know the procedures and the teacher does. And most of the time kids listen to the teacher more than they would a sub. If something did happen I think that the students that know what they are supposed to be doing would do what they were supposed to, but I'm sure that a few kids would goof off.

Scott: I would probably get more nervous if there was an emergency when a sub was there. I know that they probably know a little about what to do, but there are probably places that the kids know are safer during emergencies and the subs don't know them. So I'd feel safer with a real teacher who works at the school everyday.

Mrs. Tucker: I would feel that Kado wouldn't be as safe if he were in a class with a sub. I think that subs don't really know what they're supposed to do. They know they are supposed to protect the kids, but they would have no idea about where to go and what the regular procedures are. You'd have to have a pretty strong class who'd know what they were supposed to be doing during an emergency, but I don't think the kids would be able to take care of themselves unless they were well trained. If they know what to do, then it wouldn't matter who was there. They'll do the right thing, but if they're not sure and if they need that direction, then I don't think a sub would have that knowledge to do the exact procedures for the specific school. I'd be more concerned if there was an emergency with a sub in the classroom.

Mrs. Luna: I'd feel a lot differently if a sub was there. Hopefully the sub knows what to do. My daughter has told me that there are subs that don't know where anything is within a room. Once there was a sub who didn't know what she was talking about. I

think they just throw subs in classrooms often without instructions. There should always be instructions for a sub in case there is an emergency in every classroom. At my job, everyone has a list of steps on an emergency card for different scenarios. If I get a bomb threat, it tells us step-by-step what we are supposed to do. We have that at work. There has to be a procedure and it has to be the same for every classroom and for every sub. The subs know they might only be in that classroom or that school for only about four hours and they may never return. They know that they'll just be thrown in a classroom, so I wouldn't feel comfortable.

The responses of Tyrell, Scott, Mrs. Tucker, and Mrs. Luna reveal the manner in which they lacked confidence in a substitute teacher's ability to carry out the procedures to respond to crises while working with students. Tyrell's words reveal that students responded to substitute teachers with lesser compliance than regular classroom teachers, and as a result, classrooms led by substitute teachers might be insufficiently directed when following crisis procedures. Scott voiced that he would feel less secure when acting upon a crisis under the supervision of a substitute teacher, and he believed that it would be unlikely for substitute teachers to have knowledge of the safe areas to direct students during crises. Mrs. Tucker expressed that successful implementation of crisis procedures in a classroom during the presence of a substitute teacher relied on the students' comprehension of the crisis plan.

Mrs. Luna shared that a number of substitute teachers were placed within classrooms without proper instruction of regular classroom routines; therefore, she felt that the chances of substitutes receiving explanations of crisis procedures were minimal. According to Mrs. Luna, Eastern Magnet needed to ensure that the substitute teachers placed in classrooms were provided with opportunities to learn the school's procedures and plans for crises.

Two students also discussed first-hand accounts of substitutes being present in classrooms when crisis procedures were implemented. The students shared:

Elan: I feel that it would be less safe in a classroom taught by a sub during a crisis. It happened in one of my classes last year. We had a sub that could not speak English well and we couldn't understand her because of her accent. The fire alarm went off and all of the students had to take control. We showed her how we lined up and we told her where to walk us. We also had to remind her to take role once we were outside. Thankfully, no one was in the bathroom or outside the class or the sub would have left them in the building. If we had a sub during another emergency then we'd probably have to show the substitute what to do again.

Mina: I'd feel worried if a sub was teaching us while an emergency happened. One time we had a lockdown drill while a sub was there and he didn't really know what to do. I don't think he even knew what a lockdown was. We had to tell the teacher what to do. We remembered that the classroom was supposed to be locked, but the subs aren't given classroom keys so he couldn't lock the door. So even if the subs knew what to do for a lockdown, they wouldn't be able to lock

the door to keep an intruder out. We wouldn't even be safe with a smart substitute if a real lockdown happened.

The words of Elan and Mina reveal the way in which they experienced the implementation of crisis procedures when substitute teachers were present in classrooms. Elan explained that he and his classmates had to carry out the procedures for a fire drill under their own direction, and he mentioned that the students had to inform the substitute as to the actions and roles she was expected to assume during evacuations/fire drills. Mina shared a similar experience in which the children in her classroom followed lockdown procedures. She also pointed out that a lockdown procedure could not be fully implemented by substitutes placed in classrooms at Eastern Magnet because they are not provided with keys to lock classrooms doors. These students, and several participants, illustrated that Eastern Magnet and the Southwest Unified School District needed to improve their techniques for preparing substitute teachers for crises.

Reflections on Crisis-Related Events

Middle school and junior high school students are easily caught up in emotionalizing an event or situation. Students at this age level handle crisis and trauma situations in different ways....Students at this age are already on an emotional roller-coaster, and situations that are emotionally charged may have an exaggerated effect on their ability to cope with and handle a difficult situation.

(Decker, 1997, p. 53)

The student participants went through a lockdown and an evacuation caused by actual crises during the 2001-2002 school year. They were also informed about crisis-related situations that transpired during the first semester of the 2002-2003 school year. The children expressed that the lockdown that occurred on September 12, 2001, was the most significant of the crises, and six of the students recalled the specific details as to why the lockdown was implemented on that day. Several of the students did not recall the other three crisis-related events that happened during their enrollment at Eastern Magnet. Eleven of the parent participants remembered that their children went through lockdown procedures in response to a true danger in the fall of 2001, but only six of these parents remembered the actual cause of the lockdown. Some of the adult participants were also influenced by the harassment of a

student walking home and the threat of an explosive device being transported to Eastern Magnet's campus. None of the participants were affected by the evacuation that was caused from the fire in the rest room, and several participants did not recall that such an event had occurred.

The lockdown that was mandated when an adult male was spotted with a firearm on the school's campus was the crisis event that impacted the participants the most. Victoria and Mrs. Luna were the only student-parent tandem who did not recall the lockdown event. The participants revealed that their understandings of safety and crises were affected in positive and negative ways after the lockdown experience. Selections of positive reflections of the crisis events of September 12, 2001, follow:

Juan: The lockdown made me understand that anything can happen at any school. It showed me that my school had good procedures for lockdown emergencies because no one was hurt.

Ms. Anderson: I felt that if a person came on the campus and was spotted so quickly...then that's good. I know that Tyrell had more security than ever. You guys noticed it, and you took care of business so there were no problems.

The statements of Juan and Ms. Anderson indicate that they were satisfied with Eastern Magnet's crisis management in

the case of the crisis event that caused the lockdown.

Juan and Ms. Anderson believed that the procedures that the school followed in response to the danger on campus were effective, and they demonstrated that the school's response increased their appreciation of the school's safety.

Some participants shared that they were dissatisfied with Eastern Magnet's crisis management of September 12, 2001. These children and adults expressed that the school should have made a more concerted effort to prevent the crisis from occurring, as well as in implementing the lockdown procedures, and in communicating information about the lockdown after it took place. Samples of negative recollections regarding the lockdown situation include:

Brandy: I was scared when I found out that there was a guy with a gun at school. I thought that someone might get an idea to bring a weapon to school because the man brought his so easily. I felt that someone could come into our classroom and do stuff to us at any time after that.

Mrs. Tucker: I think that whenever you hear that a lockdown has occurred at your kid's school you are naturally concerned, but you assume that the school will follow the emergency procedures correctly. Kado told me that his class only went through their lockdown procedures for about ten minutes and then the teacher told the kids to get back to work. I later found out that the lockdown lasted for almost an hour, so that means that his class was vulnerable for about fifty minutes because they weren't in their lockdown mode. If someone was in the hallway with a gun, they could have walked right into his class and started

killing. The lockdown showed me that all of the teachers weren't totally sure about what to do during emergencies and that's not good!

Mrs. Harris: Well, a few things made me get more concerned about the school's safety because of what happened on September 12th. My daughter's best friend had P.E. at that time when the school gave the letters for the students to take home about the lockdown and she didn't receive one. Her mom was really freaked out and she called me to find out what happened. That was a bit of a breakdown because some kids didn't get the information to take home, and it brought to my attention that it is too easy for people to get on SUSU's campuses.

The responses of these individuals express their disappointment and concern with the management of the crisis situation that caused the lockdown. Brandy ascertained that the events that caused the lockdown provided another example of the possible dangers that could negatively impact the school community as a result of the vulnerable campus borders. Mrs. Tucker revealed that Kado's teacher did not respond to the crisis with the appropriate procedures, and this could have resulted in the harm of her child and others. Mrs. Harris showed that some parents were never informed about the lockdown, even though Eastern Magnet pledged to inform all parents about crisis-related events as a part of its emergency crisis plan.

Additional participant reflections also depicted instances in which the lockdown procedures were implemented

insufficiently and incorrectly on September 12, 2001.

Eight of the student participants indicated that their teacher followed the procedures for approximately an hour in accordance to the actions mandated within the emergency crisis plan for lockdowns. Juan presents an example of this when he explains:

We all got on the floor with the lights off and the teacher put out a folder that said that all of the kids were there and he locked the door. Then we got some books to read while we waited and we sat at the back of the class where no one could see us from the windows. We thought we were practicing, but then we figured it was real when it lasted for so long. We stayed silent for about an hour.

Juan's words reveal that he experienced adequate implementation of lockdown procedures. He demonstrates that his teacher took appropriate actions to account for children and ensure their safety.

Additional students described the manner in which they were directed through the lockdown procedures. They revealed that their classrooms acted upon the lockdown inappropriately. The students mention:

Helen: We got under our desks for a little while...about five minutes. Then our teacher asked us to sit back down and she started teaching us again.

Kado: We sat under our desks for a little while with the lights off. Then we got back to work when the teacher thought it was over. We kept on working in class during the period and then we heard the

principal say after a long time that the lockdown was over. I think we got up before the time we were supposed to...at least that's what our teacher said.

Audrey: My teacher just shut the door and put the green sign out in the hallway and then she just kept teaching the English lesson. She closed the blinds on the windows too, but we didn't sit at the back of the class on the floor....Our teacher just kept teaching.

Helen shared that her class followed the lockdown procedures for five minutes and her teacher continued instructing the class after that time expired. Kado expressed a similar experience, and he revealed that his teacher acknowledged the incorrect implementation of actions in response to the lockdown. Audrey stated that her teacher accounted for the students in the classroom correctly, but then her teacher inappropriately continued teaching the students while they were at their desks instead of directing them to a safe location in the classroom. The statements of Helen, Kado, and Audrey show that Eastern Magnet did not follow the procedures from the emergency crisis plan in the same manner across classrooms. Their reflections provided another example of inconsistencies within the school's crisis management that could have resulted in heightened crises and harmful experiences.

Parent participants of neighborhood magnet students became more concerned about their children's safety after receiving reports about students experiencing harassment while walking to and from school. Mrs. Edwards and Mrs. Tucker allowed their sons to walk to school before receiving the reports, but they began driving their children to school daily after learning about the dangerous situation. Lana was the only student from the participant pool who continued to walk to and from school after the reports were circulated, but Mrs. Sano shared that she would drive Lana to school if she had such an opportunity. All of the participants were satisfied with Eastern Magnet's response to the crisis-related after-school threat, and they took actions to enhance the safety of their children getting to and leaving from school as a result.

Furthermore, the participants who recollected the crisis-related event about the explosive device on school grounds were satisfied with the school's efforts to respond to the safety threat. These individuals also felt that Eastern Magnet needed to implement more stringent procedures for regulating the possessions of students. Their opinions as to strategies for monitoring items

brought to school by students are presented in an earlier section of this chapter. The participants had mixed feelings in regards to Eastern Magnet's management of actual crisis events, and they took action to maximize student safety in response to the events.

Participants' Beliefs about Effective Crisis Management

Crises occur whether we plan for them or not, and it is unlikely that any school will escape the necessity of responding to a significant crisis. However, because crises are usually unanticipated, crisis planning frequently gets lost in the day to day routine of operating a school.

(Garrett, 2001, p. 69)

The participants expressed a variety of attributes that would be evident in a school that was effective in managing crises issues. The key elements described by the participants included advance planning for crises, consistent instruction and practice of emergency crisis procedures, continuous monitoring of students by adults, secure policies for checking students out of school and regulating the visitation of adults, communicating crisis-related information with clarity to individuals involved in the school, opportunities for students to communicate safety-related concerns, and regulating the items brought to school by students. The suggestions of the participants

were highly related to the crisis management theories evident in the literature. Specific examples of participants' ideas as to effective crisis management include:

Helen: Having practice emergency drills so we are aware makes a school safe for crises. Safe schools have students who understand what we are supposed to do during emergencies.

Juan: A school is safe if it has no weapons, gangs, or discrimination. A school that would have monitors at lunchtime would be safe. We would have fire drills and lockdowns practiced so we would become ready for anything.

Mrs. Begay: The location of the school. The school's ability to enforce the rules, seeing kids behaving, monitors outside, the campus would be totally fenced off, and you'd see teachers around...that would create good crisis management.

Ms. Anderson: The staff of a school is what makes it safe. People who keep the surroundings safe, strong rules and regulations, and SRO officers for the campus create safety. Practice lockdown days and practice keeping people off campus make a school prepared for emergencies.

The participants' responses reveal the characteristics of school safety and crisis preparedness that they believed would make them feel safe during their presence within educational institutions. Helen asserted that it was essential for schools to practice crisis procedures in a manner that maximized students' understandings. Juan felt that schools were safe and prepared for crises when they

lacked the presence of weapons, gang activity, and discrimination. He also held that safety was upheld when adults monitored students effectively, and when emergency crises procedures were practiced. Mrs. Begay stressed that a school's crisis management status depended on its location, enforcement of rules, management and monitoring of students' behaviors, and security of campus borders. Ms. Anderson believed that the elements of a safe school included crisis management efforts such as school resource officers and reviews of crisis procedures. A number of the safe attributes offered by the students and parents were a part of Eastern Magnet's crisis management, but the school did not promote several aspects stressed in the participants' responses. The children and adults believed that Eastern Magnet would function more safely if it operated according to their ideals of safeness.

Participants' Acquisition of Knowledge Pertaining to Actual Crises

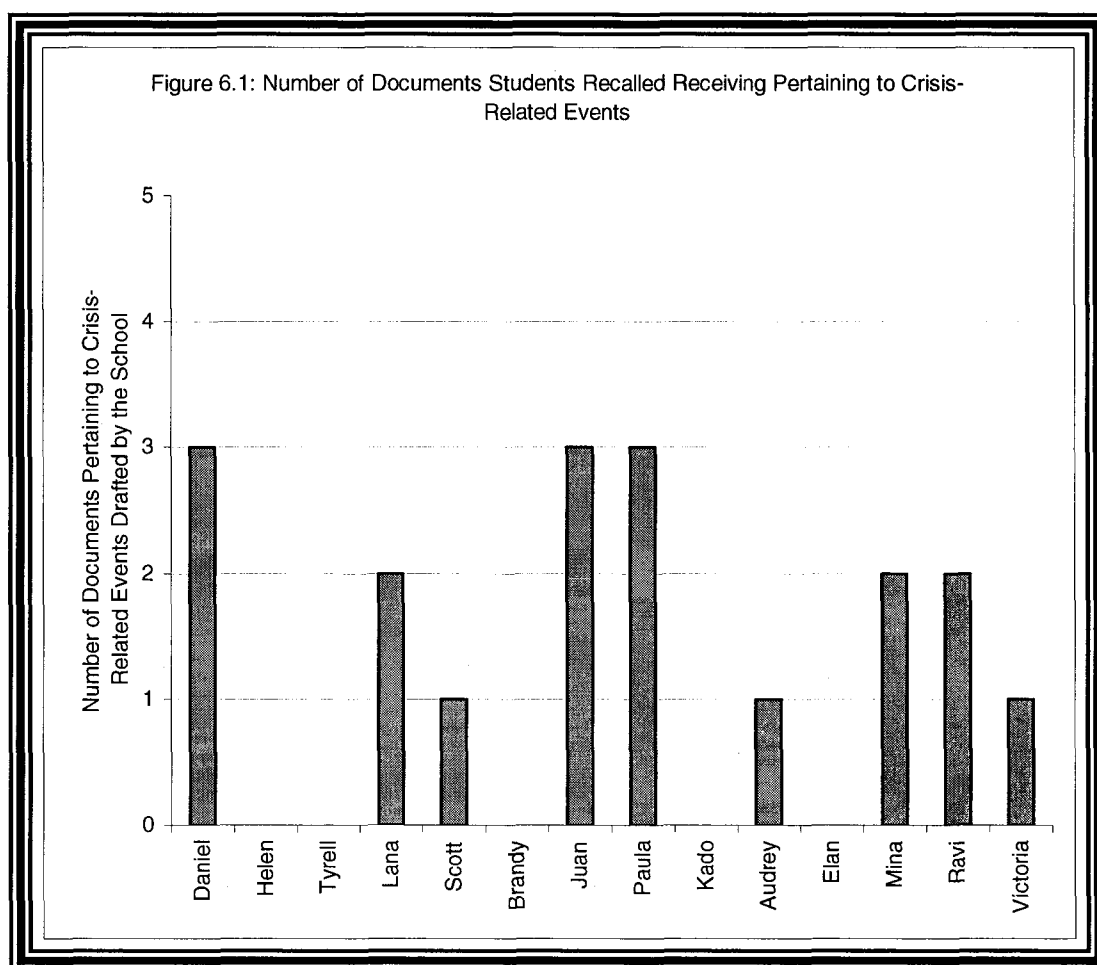
The data from this section answer the sub question: How are students and parents informed about possible and actual emergency crises at school? An answer to this question was developed through data sources including

school and district documents related to safety and crises, surveys, interviews, and interview notes. The information below reveals the manner in which participants gained conceptions of actual crisis events that transpired at Eastern Magnet.

Communication in Response to Actual Crises

From the beginning of the 2001 school year to the end of the fall semester of 2002, five documents pertaining to crisis events and threats were drafted in English by individuals in Eastern Magnet's safety team. The letters described the basic facts of the aforementioned crisis occurrences, and they offered strategies for children and adults to utilize in order to maintain safety. All five documents were supposed to be given to students in their sixth period class as they exited classrooms upon the completion of the school day. Students were asked to deliver the letters to their parents/guardians and to discuss the contents of the documents at home. The participants showed that the manner in which Eastern Magnet expected the documents to be shared within students' families was insufficient. They believed that the school needed to create better means for disseminating information about the crisis-related events.

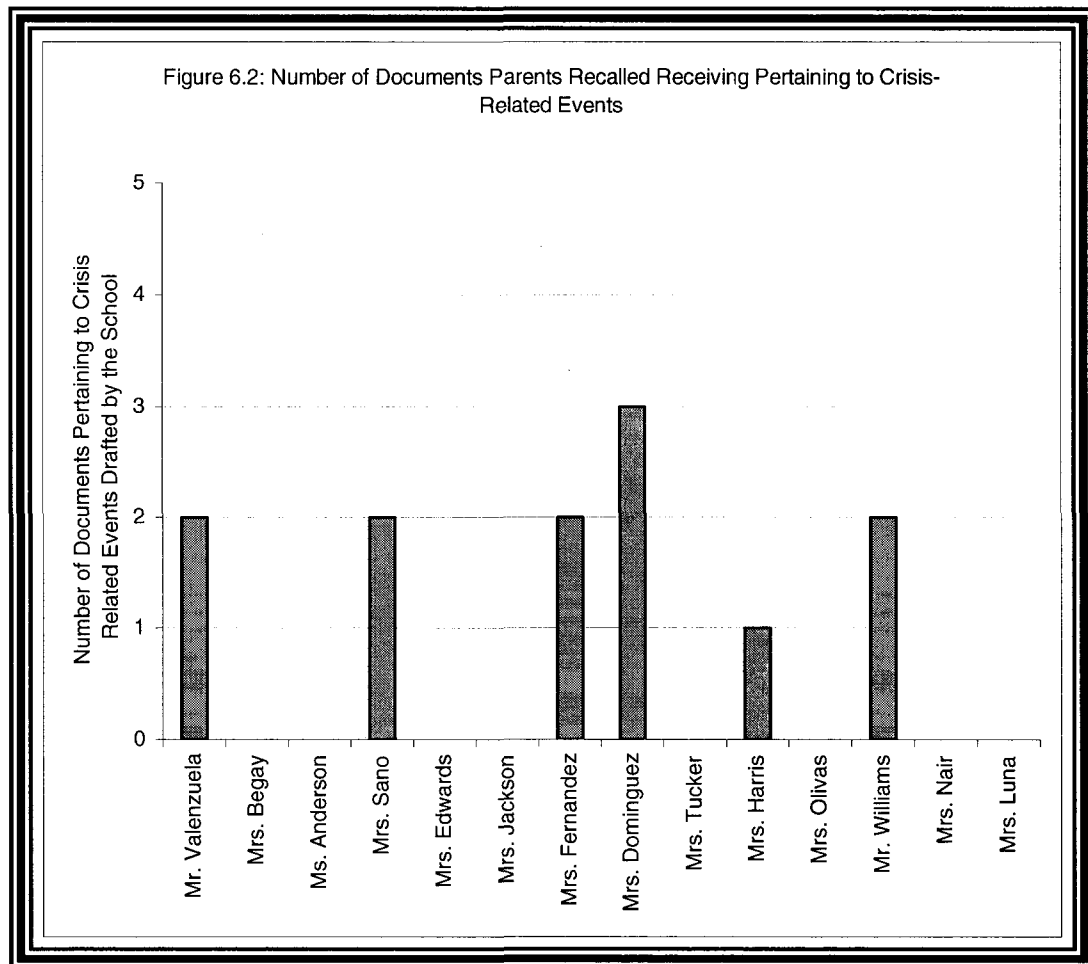
The greatest number of documents pertaining to crisis-related events that were reported to be received by student participants was three, and five of the children indicated that they did not recall receiving such documentation from the school. Figure 6.1 presents the number of letters that students recalled receiving out of the five that were distributed.



The data portrayed within the figure reveals that Helen, Tyrell, Brandy, Kado, and Elan did not remember receiving

any written information from the school about the four crisis events that occurred during their enrollment. As a result, these students were not able to share information with their parents that could have helped enhance the safety of Eastern Magnet.

The parents were asked if they believed that Eastern Magnet always informed them when crisis events took place, and all of them indicated that the school would provide such information to them in the occurrence of such events. In spite of these perceptions, the data indicated that several parents did not remember receiving a majority of the crisis documentation drafted by the school. Mrs. Dominguez recalled receiving three documents addressing crisis-related events, and she was the parent who obtained the most letters. Mrs. Begay, Ms. Anderson, Mrs. Edwards, Mrs. Jackson, Mrs. Tucker, Mrs. Olivas, Mrs. Nair, and Mrs. Luna did not remember receiving any documentation of crisis-related events from the school. Figure 6.2 shows the number of documents adult participants in the study stated that they received.



Only six of the parents remembered obtaining documentation, and with the exception of Mrs. Dominguez, all of these parents recalled receiving fewer documents than their children. The letters actually reviewed by parents were delivered to them by their children. Parents asserted:

Mrs. Sano: I think we need to get more input when emergencies happen because I mainly have to rely on my daughter, and sometimes it's hard to get everything out of her. I'm often clueless when it comes to what is happening at school because it is not delivered directly to my home or it isn't provided to Lana at school.

Mrs. Edwards: There have been things that have happened at school that I haven't heard about. Maybe a future lockdown I'd hear about, but even when the lockdown occurred last year, I heard about it through someone else. And I don't think we ever received any documentation from the school sent to our homes. Scott is also pretty good at bringing things home from school, and he never received anything from the school about the lockdown. I also called and I couldn't get through to anyone about what happened. There have also been other incidences that I've known about, but the school hasn't sent home anything. I've known what happened because other parents have told me. There were issues with kids being harassed on the way to school, and the school didn't give the parents information about it appropriately because I didn't get the info. I always think we should have a letter sent home from the school if it is involving the police and the safety of children.

The parents' statements revealed that they believed the school needed to develop a better means for disseminating information about crisis-related events. They held that it was unreasonable for parents and guardians of the school to rely on their children to communicate vital safety information. The parents felt that the school needed to deliver notifications about crisis issues directly to parents and guardians. Pitcher and Poland (1992) argue:

Parents need and demand a great deal of attention when a crisis occurs within the school environment or community. When the crisis occurs within the school environment, parents need precise information on exactly what happened, assurance that it is indeed safe for their child to be at school, and assurance that the professionals have a plan to provide the children with the help they may need. (p. 164)

The data indicate that the participants did not receive adequate information pertaining to the crises that happened at Eastern Magnet. As a result, the children and adults were frequently unaware of events and situations that placed the school's safety at risk. Participants' recommendations for enhanced crisis-related communication are presented at the end of the following section.

Reflections on the Distribution of Crisis Information from the School and District

The following section highlights information that answers the research sub question: How does the school/district distribute and provide access to information regarding emergency crises? Data gathered from school and district documents related to safety and crises, surveys, interviews, and interview notes provided an answer to the question. The information from this section addresses the efforts of the school and district to review emergency procedures with participants, and the participants' conceptions of the efforts to communicate crisis procedure information. Participant recommendations for improved dissemination of crisis-related information are also presented.

As mentioned before, administrators at Eastern Magnet believed that it was a priority to effectively communicate information regarding safety and crises with individuals throughout the school community. A section of the school's crisis plan highlighted strategies that would be implemented to report crisis-related information. In spite of the school's communicative efforts, several participants demonstrated that Eastern Magnet inadequately disseminated information pertaining to safety and crises.

Efforts of the School and District to Review
Emergency Procedures with Participants

Disseminating this basic information will reduce confusion and frustration at the crisis point....Becoming proactive and developing a sound safety and crisis management plan that covers as many potentially dangerous and crisis situations as possible with good, sound management practices will enable parents and community patrons to generate a great deal of confidence and trust in the administration, faculty, and staff when difficult situations arise.

(Decker, 1997, p. 47)

Eastern Magnet and Southwest Unified School District developed plans that were to be followed in response to crises. The district required all schools to periodically practice crisis procedures through drills in order to increase crisis preparedness levels and to reduce the negative results of a possible crisis. Every teacher at

Eastern Magnet was required to review the entire emergency crisis plan with every group of students they instructed. This review was to take place during the first day of classes and periodically throughout each school year. During the reviews, teachers were expected to physically walk through the actions that classes take during evacuations/fire drills and lockdowns.

In addition, evacuation/fire drills were practiced once a month throughout the district. Teachers at Eastern Magnet were notified of the dates in which these drills would occur before the school year began, and the drills would be conducted at a random period of time on the designated dates. Lockdown drills were supposed to take place at a certain point throughout each semester of the school year, but Eastern Magnet only conducted them twice between the beginning of the 2001 fall semester and the end of the 2002 fall semester. One lockdown drill took place during each of the semesters of the 2001-2002 school year, and zero drills occurred during the fall semester of 2002. At the time of the study, the Eastern Magnet student and staff populations had never gone through a physical practice of a campus evacuation.

The literature indicates that all schools should practice every crisis procedure on a regular basis to increase the level of crisis preparedness at a school (Hill & Hill, 1994; Wanko, 2001). Eastern Magnet was frequently practicing evacuations/fire drills, but physical reviewing of lockdown and campus evacuation procedures rarely or never occurred. Furthermore, the data generated from the study revealed that the school's instruction of crisis procedures was inconsistent and sometimes incomplete.

Decker (1997) asserts that parents should be as aware of crisis procedures as students and school staff members. The emergency crisis plan that was developed by the safety team also mentioned that the crisis procedures would be reviewed with and taught to parents in person and through written documents. The responses of the parent participants showed that Eastern Magnet and Southwest Unified School District were insufficiently informing parents and guardians about the crisis procedures. Many parents did not know that the school had procedures for lockdowns and campus evacuations, and they were displeased with their lack of awareness.

Conceptions of the Efforts to
Communicate Crisis Procedure Information

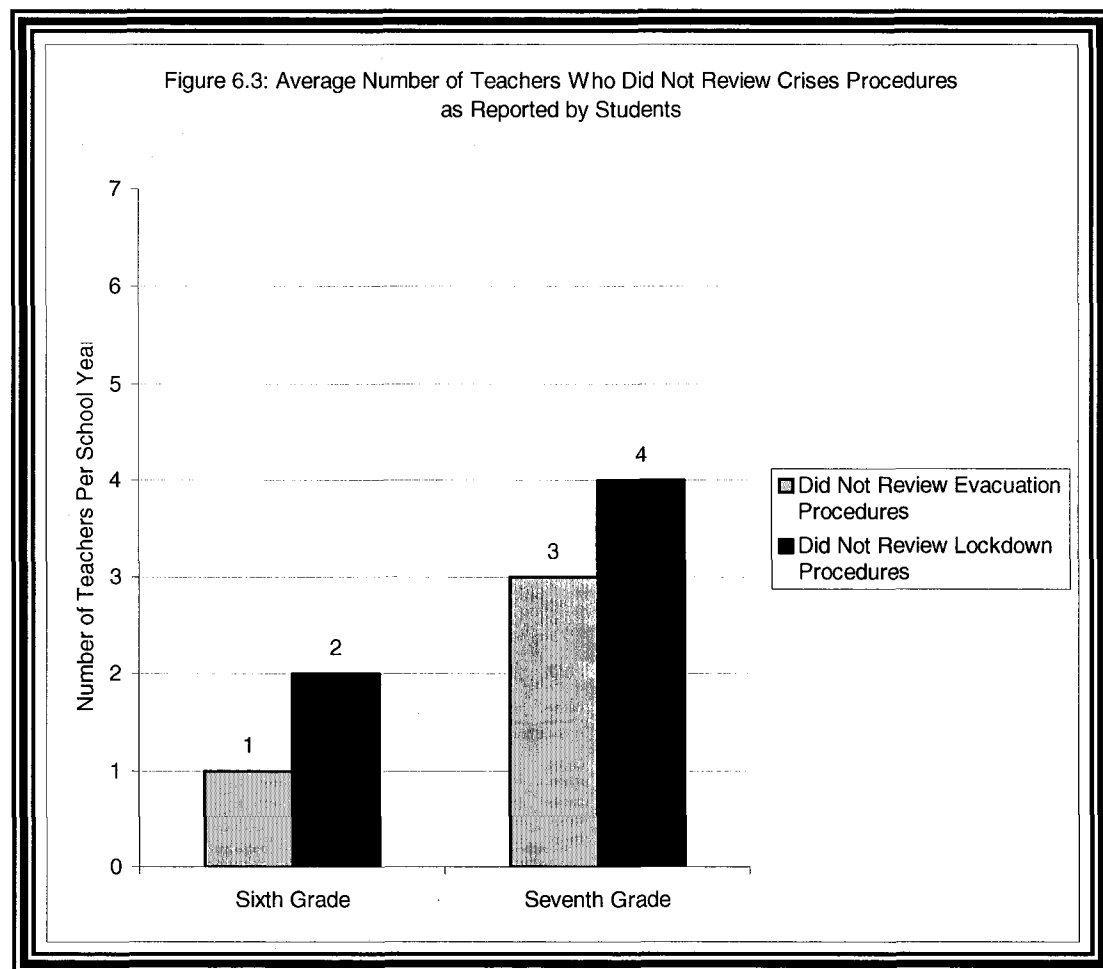
Procedures are the rules and regulations, the 'nuts and bolts' of 'how' the security program is to be conducted....Procedures reduce confusion. Not only do students feel secure knowing they are protected, but they also realize that security, just as with any other program, whether it is an academic, a social, or a sports activity, is only effective and efficient when it operates by rules.

(Haynes & Henderson, 2001, p. 43)

The children who took part in the study indicated that they acquired knowledge about emergency procedures and crises during their first week of school as sixth graders and as seventh graders at Eastern Magnet. The students explained that such information was provided to them in English by teachers. They did not receive any written documentation that described the emergency procedures from Eastern Magnet. The student participants explained that they were provided with information regarding the procedures for evacuations/fire drills and lockdowns during their enrollment at Eastern Magnet. As previously mentioned, according to the children, procedures for campus evacuations were not discussed in their classrooms.

The data indicate that the students experienced a decrease in crisis training during their first semester of their seventh-grade year as compared to their level of

crisis preparation during sixth grade. During the 2001-2002 school year, one sixth-grade teacher out of seven on average did not review procedures for evacuations/fire drills. The students stated that an average of three teachers out of seven did not provide an overview of such procedures during the fall semester of their seventh-grade year. The children reported that as sixth graders they were not given information regarding lockdowns from two out of seven teachers on average. An average of four seventh-grade teachers reportedly did not address lockdown procedures with the participants. Figure 6.3 portrays the increase in number of teachers whom students stated did not review the two emergency procedures across the two grade levels.



Furthermore, three students stated that in the fall of 2002, which was the first semester of their seventh-grade year, they did not obtain information regarding any crisis procedures. Paula, Elan, and Mina stated that their last exposure to instruction about crisis procedures was during the 2001-2002 school year since none of their seventh-grade teachers addressed crisis information with them throughout the fall semester. As a result, these students relied on information from the school's crisis plan of 2001-2002 that

did not include information from the revised edition of the plan that was updated in August of 2002. Insufficient dissemination to students of the crisis procedures could have impacted Eastern Magnet in negative ways due to lack of crisis awareness.

The parent participants also illustrated that gaps in their understandings of crisis procedures resulted from inadequate dissemination of information from the school and district. The parent participants mentioned that the only information they obtained regarding crisis management pertained to visitation policies, checkout procedures, and student checkout policies. They highlighted that no adults from any educational institutions throughout the district discussed emergency procedures with them, nor had they ever received any documentation from Eastern Magnet or Southwest Unified School District pertaining to emergency crises procedures. The understandings of crisis procedures held by the adult participants were acquired through discussions with their children, instruction from their workplaces, and prior experiences in school. Descriptions of the manner in which two parents acquired knowledge about the procedures include:

Mrs. Dominguez: I learned about crisis procedures because I work in a hospital and we all need to know how to keep all of our patients safe. I also learned a lot from my daughter. I think the school should do more to let parents know about the specific procedures and plans for emergencies for the school. If something did happen, we would like to know how the school was going about keeping the children safe.

Mrs. Tucker: I practice crisis drills at my workplace, so I just imagined that they were the same for Kado's school, but I never got the drills explained to me directly from the school and that's unfortunate. The school would only become safer if it shared the details of the crisis plan with all of the individuals who are a part of the school's community.

The words of Mrs. Dominguez and Mrs. Tucker indicate the manner in which they have learned about crisis procedures. Their statements show that both parents acquired knowledge of the procedures at their workplaces. Mrs. Dominguez also learned more about the procedures through discussions with her daughter. Mrs. Dominguez and Mrs. Tucker, as well as all of the participants, believed that the school needed to discuss information from the crisis plan in some direct manner with parents/guardians.

Participant Recommendations for Improved Dissemination of Crisis-Related Information

The parent participants also revealed that they wanted to obtain an increased amount of information from the school pertaining to crisis-related issues. Grealy (1979) and Nichols (1997) believe that schools should communicate

safety issues through documents delivered to school community members. They conclude that such reports should include topics such as procedures for reporting threats to safety, policies for gaining access to different areas of the campus, and consequences for placing the school's safety at risk. Nichols asserts, "Students and employees should be aware of foreseeable threats and have a clear understanding of policies, procedures, and measures available to them" (p. 151). The parent participants believed that Eastern Magnet and Southwest Unified School District needed to make serious efforts to communicate the school's crisis management strategies through detailed written documents. Examples of such suggestions include:

Mrs. Sano: I think a general report that explains that you've had that many lockdowns or you've had whatever drills would be effective. "We've conducted our yearly safety review and this is what we've found." Just that type of information being sent home would reiterate to the parents that the school is a safe place for the kids to be.

Mrs. Olivas: I think that on a regular basis, we should be getting an update on safety. I mean we get an update on what the lunches will be and what the PTA is doing. I think we should have a safety portion as well. A bulletin that would say "We've gone 'x' days without accidents, we've had this many drills and they've been successful, children have been interviewed and they understand this procedure, and please talk to your children and have them act it out for you." I don't expect them to call each one of us to tell us about safety issues, but if they can waste

paper by telling us that the doughnuts are for sale, then I think that they should tell us through safety newsletters what is going on.

Mr. Williams: I would like to see a newsletter or something about safety and crisis issues every so often. That makes me feel more comfortable when I see a newsletter. The ones I get now don't mention safety at all. I'm not saying that they all have to mention safety, but every once and a while it would help. One of the companies I know here in town does newsletters. They have an auto mailing system that emails information out, and the people who don't have email get letters sent to their homes. You get email or the actual thing, and that could be done in regards to safety at Mina's school. You could also post the information on the school's website.

The responses of these parents highlight their desire to obtain increased written documentation from the school pertaining to safety and crisis-related topics. The parents provided these recommendations because they were dissatisfied with the manner in which the school and district were disseminating information related to the safety of their children. Mrs. Sano believed that such information would demonstrate to school community members the safeness of the school and the effectiveness of its crisis management efforts. Mrs. Olivas shared a similar viewpoint, and she felt that the school and district should provide safety-related notifications to parents in spite of monetary costs to disseminate such information. Mr. Williams offered suggestions for increased dissemination of

crisis-related information by means of online communication. He shared that the Eastern Magnet could email such documentation to parents and guardians, and provide safety and crisis-related information on the schools' website.

Opportunities for Participants to
Communicate with the School and District about Crises

The findings portrayed within this section are related to the following sub question of the study: What opportunities do students and parents have to communicate questions and concerns in regards to emergency crisis issues? Data sources that answered this question were school and district documents related to safety and crises, surveys, interviews, and interview notes. This section reveals opportunities provided by the school/district for communicating about crises issues, and participants' experiences communicating questions and concerns about crises.

Opportunities Provided by the School/District for
Communicating about Crises Issues

Eastern Magnet strived to prevent incidences of crises by implementing a system for children and adults to report threats to safety. The school instructed students to never

keep potential or actual harmful situations secret.

Children and adults at Eastern Magnet could communicate in person possible causes of crises at any time with counselors, teachers, or administrators. The school and Southwest Unified School District also allowed such reports of danger to be expressed anonymously. Individuals could place written reports of threats in a mailbox in the counseling office and on a link within the district's website. They could also provide anonymous verbal reports by telephoning one of three safety hotlines provided by the school and district.

Eastern Magnet and Southwest Unified School district did not specify the language in which individuals could voice questions and concerns related to safety and crises. The school and district primarily functioned in English; therefore, opportunities for communicating about such issues were vividly evident for English-speaking individuals. The opportunities for crisis-related communication were not clearly defined for school community members who were dominant in a language other than English and who had limited English proficiencies. Approximately 8% of Eastern Magnet's staff had high proficiencies in languages other than English, and only two individuals who

worked in the school's administrative offices knew a language other than English. Henceforth, the school could have faced difficulties in responding to the questions and concerns of children and adults who had non-English language backgrounds.

The district employed individuals who were proficient in a variety of languages, but it did not indicate, if and how, individuals could express information pertaining to safety and crises in a language other than English. Analysis of the opportunities provided by Eastern Magnet and SUSD reveal that English-speaking individuals were able to voice issues related to safety and crises to a greater extent than individuals who were not proficient in English. As a result, vital safety-related communication that would assist the Eastern Magnet and Southwest Unified School District in preparing for a crisis could have gone unannounced. Data and findings from the student and parent participants that further examine the influence of language on crisis-issue conceptions is provided in a section that follows.

Participants' Experiences Communicating
Questions and Concerns about Crises

A majority of the student and parent participants believed that the school and district provided sufficient means for them to voice questions and concerns about crises. The children and adults indicated that they would report any threats to school safety or possible crises to members of the school staff whenever possible. A vast majority of the participants were satisfied with their opportunities for crisis-related communication. A few of the student and parent participants had actual experiences expressing inquiries and dilemmas pertaining to crises with Eastern Magnet and Southwest Unified School District.

Mrs. Olivas, and another parent participant who will remain anonymous, were the only participants who felt that their efforts to communicate questions and concerns about crises were insufficiently dealt with by Eastern Magnet and Southwest Unified School District. Mrs. Olivas held strong feelings of dissatisfaction about voicing inquiries and dilemmas pertaining to crises as a result of Eastern Magnet's response to Elan's contact with a non-custodial family member. Mrs. Olivas and her husband discussed with the school's administration and office staff the incident

that Elan experienced. They highlighted the individuals whom Elan could not come in contact with, and they requested that the school take steps to strengthen its visitation and checkout policies in order to uphold the safety of their son and other children. Mrs. Olivas states:

We made it really public and known and we came here so they could see our faces and understand who we were and they could see who Elan was. And this year, when I came to pick him up a different office person was there. And she didn't ask, she just said go ahead and sign him out, and she didn't check for I.D. and I walked off with him. So again I was upset and I brought it to their attention again. I was afraid because it was around his birthday, and I was afraid that his grandmother would come again, so I called and said, "Okay, if this lady comes around again, she is not allowed to pull my son from class!"

Mrs. Olivas's statement shows the way in which she felt that the school ignored her safety concerns. She acknowledged that Eastern Magnet and Southwest Unified School District invited children and adults to express information pertaining to crises, but she believed that such opportunities were worthless if they were not acted upon appropriately.

Understandings of the Influence of
Culture on Crisis Issue Conceptions

The information presented in this section is related to the research question: What understandings do students and parents hold in regard to the influence of culture on crisis conceptions? This question was answered through sources of data that included surveys, interviews, and interview notes. The section presents data and findings related to cultural influences on crisis issue understandings, and the influence of language on understandings of crisis topics.

The concept of culture is described in various ways. This dissertation acknowledges a definition of culture similar to that of Nieto (1996). Nieto writes:

Culture can be understood as the ever-changing values, traditions, social and political relationships, and worldview created and shared by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and/or religion, and how these are transformed by those who share them. (p. 138)

The student and parent participants shared general beliefs about understandings of crisis-related issues as filtered through their cultural frameworks. Since culture is such a complex construct, changes in the research methodology would have been necessary in order to establish in-depth

findings of students' and parents' cultural understandings of crises. My data gathering techniques which consisted of one survey and interview could not delve into the influence of culture on crisis issue conception in a highly detailed and thorough manner. Qualitative methods such as Seidman's (1998) phenomenological interviewing involving a three-interview series would produce more complete results regarding cultural understandings of school safety and emergency crises.

The data that I was able to obtain related to this sub-question revealed that safety was a value that was vital across the culturally diverse participant pool. All of the children and adults asserted that educational institutions were supposed to be houses of safety in which individuals would be protected, and they believed that it was essential for schools and districts to combat and manage crisis. Some participants expressed that they viewed safety and crises uniquely as a result of their cultural frameworks. In addition, participants noted that crisis-related communication and conceptions were influenced by language proficiencies.

Cultural Influences on
Crisis-Issue Understandings

Even if there is not real danger, students can perceive the situation as dangerous due to their backgrounds. Unfortunately, it does not matter if the danger is real or imagined, the perception makes it real and the response begins.

(Wanko, 2001, p. 153)

Ten student participants and thirteen parents believed that their own culture had an effect on their perceptions of safety issues related to crises. In responding to questions about the impact that the participants' cultures had on their understandings, the following remarks were made by the student and parent participants:

Elan: I think that you handle safety the way that your culture does. I'm Mexican-American and Native-American and I know that many Hispanic people and Native-Americans have been discriminated against. I think that all minorities have to pay a little more attention to their safety at school and everywhere else because they have always had to deal with racism. Some people try to harm minorities more than any other groups...like the KKK.

Ravi: In India there is a lot of conflict going on between India and Pakistan that has happened for a long time. I still have family in India so I always have to think about their safety. The other kids don't have to think about safety in that way, and most of them don't think about it at all. So I'm always concerned about my safety, and I don't feel that the other kids are.

Mrs. Fernandez: I think that you base your approach on being safe on your cultural upbringing. In my culture, authority figures are always respected. Children know that it is a must to follow all directions from the authority figure especially during an emergency. I think that some cultures don't hold such respect for authority figures and they wouldn't follow the directions during emergencies from a teacher in the same way.

Mr. Williams: I think that your culture helps you understand things. It is the first thing that becomes a part of you and it is what you first learn to think about. The actions you learn to take during emergencies and adversity are developed by what your culture teaches you.

The words of these participants demonstrate how they believe crisis-issue understandings are influenced by culture. Elan viewed the concept of culture as the race/ethnicity of an individual. He felt that people in the United States from minority ethnic backgrounds needed to be increasingly conscious of their safety due to racism and discrimination. Ravi believed that the major elements of his culture consisted of the shared values and political relationships of individuals who lived in the United States and who had extended families in India. He ascertained that he thought about his safety more often than others because of conflicts that transpired in his parents' native country of India. Mrs. Fernandez mentioned that her cultural upbringing influenced her in assigning a greater

amount of respect to authority figures. She thought that this factor would assist children who were raised with similar upbringings in carrying out crises procedures. Mr. Williams asserted that individuals perceived things through their cultural frameworks, and he believed that people would respond to crises in accordance with cultural patterns developed through prior life experiences.

The Influence of Language on Understandings of Crisis Topics

As previously mentioned, English was the language that all participants were most proficient in. A number of participants also had backgrounds in languages other than English, and several of these participants mentioned that understandings of crisis-related issues could be impacted by individuals' language proficiencies. Comments that indicated such ideas about the influence of language include:

Paula: I've always been able to speak English and Spanish, but if I only spoke Spanish then I might feel a little more unsafe than others because everything at school has to be in English now. I think if a kid didn't understand English, then she might not understand all of the instructions during drills and about the procedures. English isn't a part of all of the kids' cultures.

Mina: I think you might be safer if you are in an emergency and there are people there to help you who respect your culture. Like some of my friends don't speak English well....They'd probably feel safer if someone talked to them in Spanish during an emergency because they'd know exactly what to do.

Mrs. Luna: I think your culture helps you understand what safety is. If your school teaches kids about safety in a way that you can't comprehend, or people from your culture can't comprehend in terms of language, then the procedures are useless.

The words of these participants reveal that individuals with low English proficiencies may insufficiently respond to crises. These individuals may inadequately understand the emergency procedures instructed to them in English, and as a result, they may improperly react to a crisis while attempting to follow the procedures. Paula, Mina, and Mrs. Luna mentioned that some members of Eastern Magnet's school community were more proficient in a language other than English, and they believed that these individuals would feel safer during crises if they were directed in a language which they fully understood.

Mrs. Dominguez offers suggestions to assist individuals with limited English proficiencies in gaining comprehension of safety and crisis-related information. She states:

Mrs. Dominguez: I think that it all depends if a kid is able to understand the procedures without any barriers. All teachers need to be able to communicate with all of the kids no matter what culture they come from and what language they speak in a way that will calm them down if they get really nervous. That way they know what is going on. I have the experience with my patients, if they get really nervous and it's hard for them to understand in English, then they'll have a way to understand. Papers that explain the procedures to the parents and the kids in their native language, no matter what it is, should be available before and during emergencies. The district should find a way to translate the procedures in whatever languages that are in the district. It will just improve the safety for all.

Mrs. Dominguez's words show how she believes that all school community members have a right to receive instruction and information pertaining to safety and crisis procedures in their primary language. She emphasized that individuals who are expected to understand and follow emergency procedures when being guided in a language in which they lack sufficient comprehension experience anxiety. Mrs. Dominguez stressed that Eastern Magnet and Southwest Unified School District would become safer and would effectively manage crises if they translated crisis-related information into the languages represented throughout their communities.

Metzgar (2002) demonstrates that it is vital for students and school authorities to interact without confusion during crises. He explains:

Many schools struggle with language following a crisis. If your school has a bilingual or multilingual population it is especially important to provide skilled interpreters during times of crisis. When under stress, children and adults typically revert back to their primary language...It is also important to remember that, whenever possible, written and verbal communication from the school to parents or community members should be available in the primary language spoken by a student and/or family. (pp. 32-33).

The participants and Metzgar acknowledged the significant influence of language during and after a crisis situation. They believed that schools would become safer if they communicated with individuals in their primary languages prior to and throughout the course of a crisis.

Understandings of Issues Pertaining to Emergency Crises

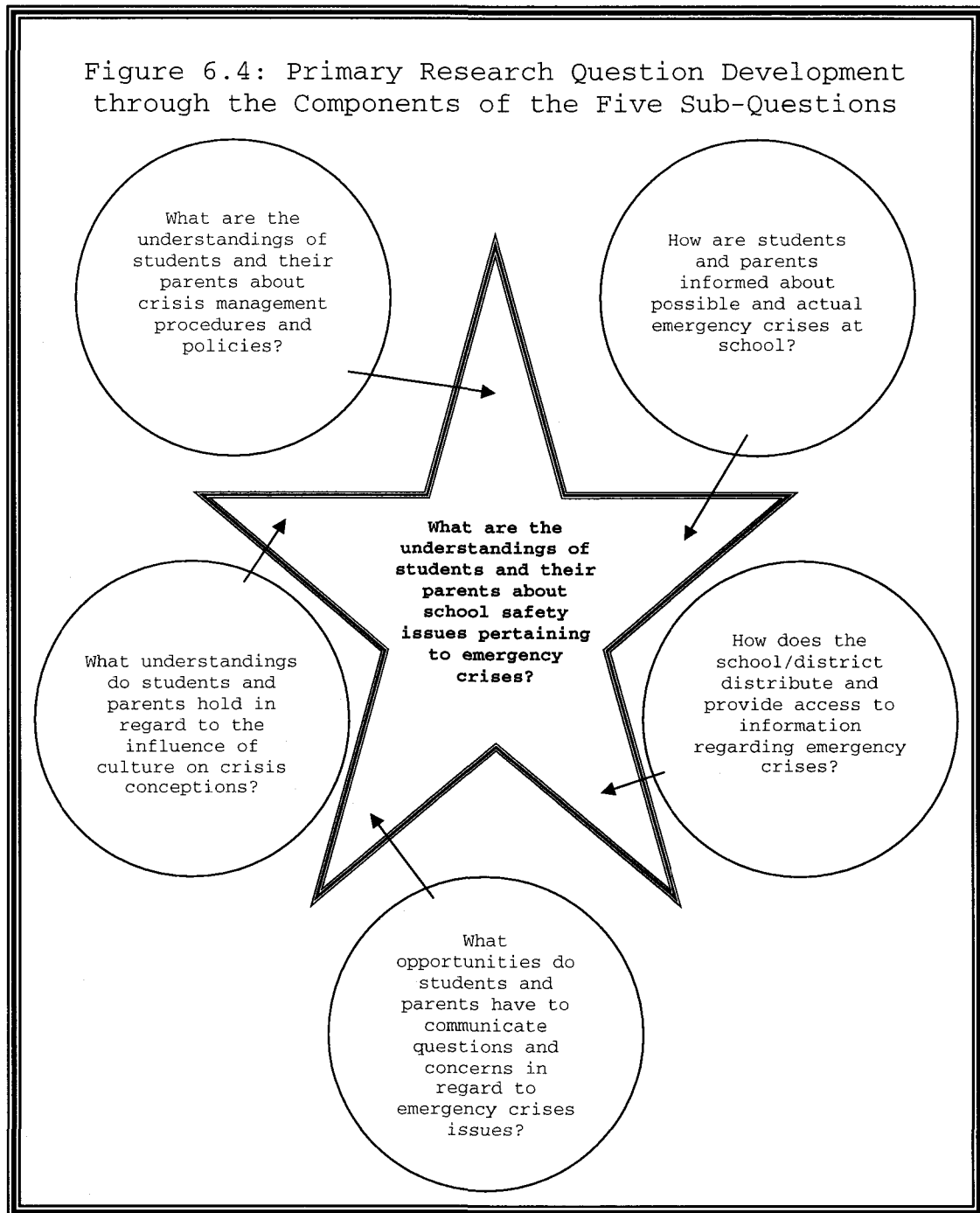
The information highlighted in this section summarizes the results presented in the previous sections and is related to the primary research question: What are the understandings of students and their parents about school safety issues pertaining to emergency crises? This question was answered through the investigation of five sub-questions that were researched through sources of data

that included surveys, interviews, interview notes, and school and district documents pertaining to safety and crisis issues. The research sub-questions include:

- What are the understandings of students and their parents about crisis management procedures and policies?
- How are students and parents informed about possible and actual emergency crises at school?
- How does the school/district distribute and provide access to information regarding emergency crises?
- What opportunities do students and parents have to communicate questions and concerns in regard to emergency crisis issues?
- What understandings do students and parents hold in regard to the influence of culture on crisis conceptions?

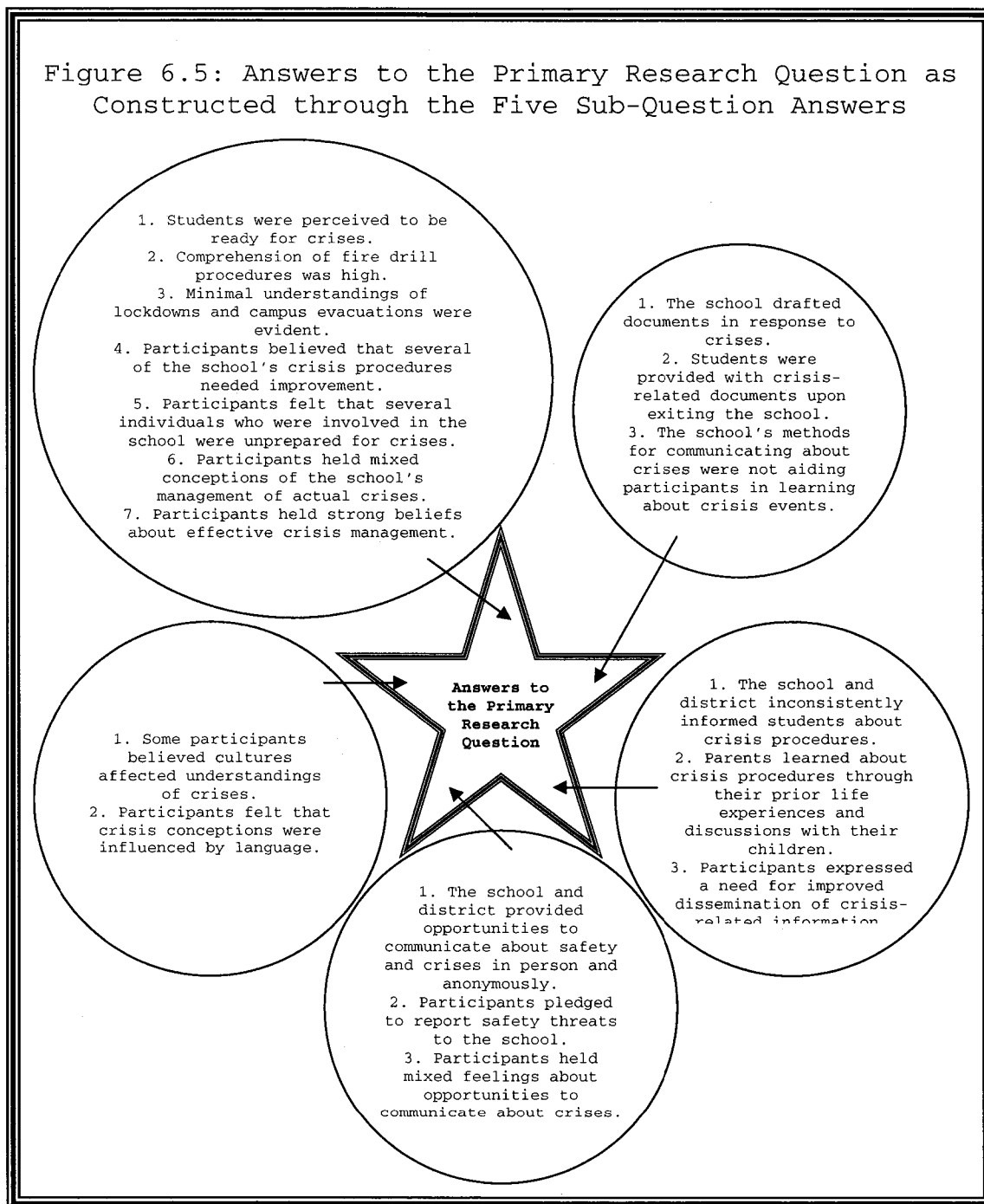
Figure 6.4 shows how the five sub-questions contributed to the development of the primary research question which is represented by a star-shaped figure. The five points of the star constitute the sub-questions, and investigation of these questions provided answers to the major question represented by the star on which the research was centered.

Figure 6.4: Primary Research Question Development through the Components of the Five Sub-Questions



The findings that resulted from research of the study's questions demonstrate that the children and adults involved in the investigation possess an assortment of understandings related to crisis-related issues. Furthermore, the participants provided vital information pertaining to Eastern Magnet's crisis management. Figure 6.5 is similar to Figure 6.4, and it provides a graphic outline of answers to the primary research question as developed through the investigative results of the five sub-questions.

Figure 6.5: Answers to the Primary Research Question as Constructed through the Five Sub-Question Answers



The crisis awareness levels of the student and parent participants were highly dependent on the school's efforts to disseminate safety information. All of the children and adults believed that they had a right to be provided with as much instruction pertaining to safety and crisis as possible, and they felt that it was essential for Eastern Magnet and the district to acknowledge and uphold that right.

Crisis-related issues of schools were continually focused upon by all of the participants regularly. Furthermore, the responses of the students and parents created an assessment of the school's crisis management techniques and overall safety level. Most of the students and parents were satisfied with Eastern Magnet's levels of safety and crisis preparedness

All of the participants asserted that the school could make more effective crisis management efforts. The participants' discussions formulate recommendations that could assist Eastern Magnet and Southwest Unified School District in improving crisis management efforts. The research shows that the students and parents developed responses that came from their unique standpoints, but

valuing school safety was vividly evident across all perspectives.

Chapter 7

THE IMPLICATIONS OF STUDENTS' AND PARENTS' UNDERSTANDINGS OF SCHOOL SAFETY IN RELATIONSHIP TO EMERGENCY CRISES

Educational institutions are organizations in which individuals expect safety to be promoted. Children and adults count on schools to ensure effective crisis management strategies. Educators are responsible for keeping students in safe environments, and they are obligated to carry out plans of action in response to an array of crisis situations. Through this investigation, I have come to understand that crisis management is a focus of interest and importance to school community members, and I have found that people want schools to make meaningful strides in maximizing safety before, during, and after crises.

Overview of the Investigation

In this qualitative case study based in teacher research, I looked at twenty-eight individuals' understandings of safety issues related to crises in the context of Eastern Magnet Middle School. I was employed at this school while researching during the 2002-2003 school

year, and my study involved students who were in one of my classes during the school year of 2001-2002. Each of these students had one parent who participated as well. I examined the manner in which these individuals comprehended the school's emergency crisis procedures and safety policies, interpreted the school's management of actual crises, and perceived the school's dissemination of information related to crisis issues.

The study was developed as a result of a crisis event that transpired at Eastern Magnet when I was teaching on September 12, 2001. My experience during the crisis influenced my understandings of crisis-related safety issues, and it led me to inquire about the understandings of additional individuals in relationship to Eastern Magnet's crisis management. In order to enhance the safety of Eastern Magnet and possibly other institutions, I wanted to learn how a case of children and adults from Eastern Magnet's school community understood school safety issues pertaining to crises.

The primary question that the research focused on was:

- What are the understandings of students and their parents about school safety issues pertaining to emergency crises?

The major question was answered through the research of the following five sub-questions:

- What are the understandings of students and their parents about crisis management procedures and policies?
- How are students and parents informed about possible and actual emergency crises at school?
- How does the school/district distribute and provide access to information regarding emergency crises?
- What opportunities do students and parents have to communicate questions and concerns in regard to emergency crisis issues?
- What understandings do students and parents hold in regard to the influence of culture on crisis conceptions?

The professional literature integrated into the study highlights crisis management topics. Actual crises discussed in the literature are shared, and strategies for preventing and responding to crises are presented. The primary sources of data that drove the study were developed through surveys and videotaped interviews. Notes were taken during interviews, and interview transcriptions were also composed. Data were also compiled from school and district documents related to school crisis-related safety issues. The data were primarily analyzed through the constant comparative method. Analytic notes, participant

profiles, tables and figures, and crisis-related literature were essential aspects of the data analysis; and they led to the formation of themes within the research.

Preparations for the study took place from September of 2001 through the middle of August of 2002. From that point until the middle of November of 2002, participants were recruited and additional crisis-related documents were obtained and analyzed. In-depth data collection and ongoing data analysis of participants' surveys occurred from the middle of November of 2002 through mid-December of 2002. The most influential sources of data were obtained and analyzed during the process of interviewing which took place during the final two weeks of December and the first few weeks of 2003. During the videotaped interviews that lasted for approximately one hour, the participants shared their understandings of crisis-related issues while reflecting on their survey responses and responding to interview questions. Analysis of the interviews led me to construct informative research findings pertaining to students' and parents' understandings of safety in relationship to crises.

Students' and Parents' Understandings of
School Safety Issues In Relationship to Crises

Analysis of the data took place continually as all of the data sources were obtained. The data analysis guided me in constructing categories and themes in correspondence to each of the research sub-questions that answered the primary research question: What are the understandings of students and their parents about school safety issues pertaining to emergency crises? The findings developed through the investigation showed that all participants believed that schools must ensure safety and implement effective means for managing crises.

Furthermore, the participants held that it is vital for children and adults to develop high levels of knowledge related to crisis procedures, and educational institutions should promote open channels of communication throughout school communities to enhance crisis awareness and management. A number of participants asserted that their understandings of school safety and crises were influenced by their cultural backgrounds. Although the student participants reflected on experiences in grade levels in which research indicates safety anxiety is high, as a whole, the children were not concerned about being in

danger at Eastern Magnet. The male and female student participants did not express major differences in their understandings of school safety, and the crises that took place at Eastern Magnet during the research timeframe were caused by an equal number of males and females. The following section provides additional information in regards to research findings in relationship to each research question.

Students' and Parents' Understandings of Crisis Management Procedures and Policies

Findings highlighted in this section support the research sub question: What are the understandings of students and their parents about crisis management procedures and policies? The findings pertaining to this question demonstrate that the participants possessed various levels of comprehension in regards to Eastern Magnet's crises procedures and policies. Surveys, interviews, and interview notes constructed the data that answered this research question. Categories pertaining to this question include: perceptions of student participants' crisis preparedness, understandings of emergency crisis procedures, views of crisis-prevention policies and

strategies, beliefs about crisis preparedness across Eastern Magnet, reflections on crisis-related events, beliefs about effective crisis management.

Perceptions of Student Participants' Crisis Preparedness

The student participants believed that they were ready to encounter crises, and their parents also thought that their children had high levels of crisis preparedness. All of the participants who were minors rarely felt unsafe at school, and they stressed that they would know how to respond to crises through evacuations and lockdowns. The children were enrolled at Eastern Magnet during three semesters in which actual crises occurred, and they asserted that they were highly prepared for crisis events because they went through the crises situations without harm.

Understandings of Emergency Crisis Procedures

The children and adults who took part in the research possessed an array of knowledge about the emergency crisis procedures of Eastern Magnet. Only four of the twenty-eight participants did not know how classes would carry out evacuation/fire drill procedures, and these individuals were parents. Lockdown procedures were understood to a

lesser degree, and a total of seven individuals were unable to explain the elements of a lockdown. The lockdown procedures were depicted in various manners, and this revealed that inconsistent instruction regarding lockdowns took place at Eastern Magnet. Campus evacuation procedures were comprehended to the least extent in that none of the students or parents possessed understandings of such procedures.

The participants offered suggestions as to why the three emergency crisis procedures were understood at different levels. The students revealed that evacuations/fire drills were reviewed on a monthly basis at Eastern Magnet, and the parents shared that they possessed understandings of such crisis procedures due to their prior schooling and occupational experiences. The children understood the lockdown procedures to some extent because lockdowns were practiced twice during the 2001-2002 school year, and the procedures were implemented in response to a real crisis in the fall of 2001. The parents who held some degree of knowledge related to the lockdown procedures learned about lockdowns from their children and/or their workplaces. The student and parent participants reported that campus evacuation procedures were not instructed in

classes, and as a result, zero comprehension of the procedures was evident across the participant pool.

Views of Crisis-Prevention Policies and Strategies

Procedures for student checkout, policies for campus visitation, management of campus borders, and monitoring of children were additional crisis management topics that participants shared responses to. The participants highly comprehended the student checkout procedures, but they all believed that the procedures needed modification and revision to heighten the school's security to prevent crisis occurrences. They advocated for Eastern Magnet's student checkout procedures to include checks of photo identification and reviews of emergency cards. The data also revealed that the participants commonly possessed inconsistent understandings of emergency contacts listed on student emergency cards.

A number of participants asserted that Eastern Magnet needed to implement stronger visitor controls and policies. They expressed that school visitors frequently did not follow the appropriate procedures for visitation, and they believed that individuals with harmful intentions could access the campus as a result of the school's insufficient

visitor controls. The visitor controls were weakened by the vulnerable status of Eastern Magnet's campus borders. The participants shared that each day individuals could enter the campus through numerous access points throughout; therefore, the school was functioning under an unsafe status due to its open access points. The students and parents also held that the school insufficiently monitored its numerous students and large campus layout. According to the participants, Eastern Magnet needed to involve more adults in the monitoring of students throughout their daily experiences across the campus.

Beliefs About Crisis Preparedness Across Eastern Magnet

The students and parents who participated reflected upon the crisis preparedness levels of the student population as a whole, the children who enrolled at the school after the month of August, and substitute teachers. The student participants believed that emergency procedures were not comprehended by 17% of student population in regards to evacuations/fire drills, 35% of the children in terms of lockdowns, and 100% of the students regarding campus evacuations. The participants associated the lack

of knowledge pertaining to the procedures to inconsistent and inadequate instruction of the procedures.

The student and parent participants also argued that students who registered at Eastern Magnet after the initial month of the school year possessed a lesser degree of comprehension about crisis procedures and policies than students who attended from the first day of school. They demonstrated that emergency procedures and crisis-related information was commonly shared during the first week of each school year and infrequently from that point after. The participants believed that Eastern Magnet needed to make concerted efforts to inform new members of the school community about crisis management techniques and expectations upon their initial interactions with the school.

According to the participants, substitute teachers were not as prepared to encounter crises and promote emergency procedures as regular classroom teachers. Specific reflections of experiences with substitutes influenced the participants' perceptions of substitute teacher crisis preparedness. All of the participants believed that substitute teachers at the school needed to be prepared to handle crises while working with students.

Reflections on Crisis-Related Events

The students were enrolled at Eastern Magnet when four crisis events occurred. The crisis that had the greatest impact on the participants involved a weapon on the school's campus, and it required Eastern Magnet to carry out lockdown procedures to uphold safety. The participants had positive and negative reflections about the school's management of that crisis. The second most influential crisis event occurred when there were rumors of an explosive device being transported on Eastern Magnet's campus. The school responded to this situation by implementing a partial evacuation/fire drill of the school. The crises related to the weapon and the one involving an explosive device led several participants to believe that Eastern Magnet needed to implement better policies for regulating the possessions of individuals who entered the school.

Participants' Beliefs about Effective Crisis Management

The students and parents of the study created descriptions of effective crisis management within schools. According to the participants, aspects of productive crisis management included developing crisis plans, instructing

crisis procedures regularly, practicing for crises frequently, monitoring children at all times, implementing secure methods for campus visitation and the removal of students from classes during the school day, and regulating the possessions of students. In addition, the participants felt that educational institutions that effectively managed crises would also establish open channels of communication so that crisis-related information would become highly shared throughout school communities.

Participants' Acquisition of Knowledge Pertaining to Actual Crises

Findings addressed in this section correspond to the question: How are students and parents informed about possible and actual emergency crises at school? Data pertaining to this question reveal that Eastern Magnet's methods for informing individuals about actual crises needed enhancements. School and district documents pertaining to safety and crises, surveys, interviews, and interview notes comprise the data from which an answer to the question was derived. One category related to this question was created: communication in response to actual crises.

Communication in Response to Actual Crises

Eastern Magnet drafted five letters in response to four crisis events that impacted the school from the beginning of the fall semester of 2001 through the end of the fall semester of 2002. The documents were prepared for delivery on the day of or the day following the crises. Eastern Magnet attempted to provide students with the documents upon exiting their last class period, and they urged the children to share the letters with their families. The data indicate that zero participants reported receiving all five of the documents, and thirteen participants did not remember obtaining any letters. In general, the school's methods for providing information about actual emergency crises were not aiding participants in learning about crisis events.

Reflections on the Distribution of Crisis Information from the School and District

This section presents findings in accordance to the research sub question: How does the school/district distribute and provide access to information regarding emergency crises? The findings related to this question show that Eastern Magnet and Southwest Unified School

District needed to develop better methods for disseminating crisis information to school community members. This question was answered through data gathered from school and district documents related to safety and crises, as well as surveys, interviews, and interview notes. The categories that respond to this question consist of the following: efforts of the school and district to review emergency procedures with participants, conceptions of the efforts to communicate crisis procedure information, and participant recommendations for improved dissemination of crisis-related information.

Efforts of the School and District to Review
Emergency Procedures with Participants

Eastern Magnet and Southwest Unified School District implemented crisis management strategies designed to maximize the safety of children and adults during emergencies. A major element of the strategies involved reviewing crisis procedures with children. Every teacher throughout the district was required to provide his or her classes with crisis procedure information during the first week of school and periodically throughout the school year. On a monthly basis, evacuations/fire drills were reviewed at each school throughout the district. Lockdown

procedures were to be carried out once a semester, but such procedures were only practiced twice from the beginning of the fall semester of 2002 to the end of the fall semester of 2003. At the time of this study, campus evacuation procedures had never been physically implemented at Eastern Magnet. In addition, the school and district had not developed plans to provide parents and guardians with information pertaining to crisis procedures. Consequently, the parent participants possessed fewer understandings of crisis procedures as compared to students.

Conceptions of the Efforts to Communicate Crisis Procedure Information

The student participants were given information through teacher-led instruction about crisis procedures during their first week of enrollment in the 2001-2002 and 2002-2003 school years. The parents involved in the study revealed that Eastern Magnet staff members had never exposed them to emergency procedures through any type of communication. The school only provided children with information about the crisis procedures, and the school drafted no documents regarding crisis for distribution to students, parents, and guardians involved in the school. The parent participants had to acquire knowledge about the

emergency procedures through their children, or they relied on their prior life experiences to gain a sense of the expectations of Eastern Magnet's crisis plans.

According to the participants, the school's crisis management strategies were shared more often with students than parents. Policies for preventing and responding to crisis were reviewed with students in classes during the first month of each school year. The children and adults were given written documentation of a selection of the school's crisis management policies during their first few days of enrollment. Such documents included policies for visitation and for regulating the possessions that students brought to school.

Participant Recommendations for Improved Dissemination of Crisis-Related Information

The participants believed that Eastern Magnet and Southwest Unified School District needed to create better means for distributing and providing access to information regarding emergency crisis. A vast majority of parent participants felt that they were unaware of the crisis management strategies employed by the school and district to maximize their children's safety, and they were provided with limited information about actual crisis events. The

participants recommended that they receive copies of the school's emergency crisis plan, reports on a regular basis regarding the school's safety, and additional safety information that would be easily accessible upon visiting the school or the school's website.

Opportunities for Participants to
Communicate with the School and District about Crises

The findings which this section addresses are related to the sub question of the study: What opportunities do students and parents have to communicate questions and concerns in regard to emergency crisis issues? Findings portray that Eastern Magnet and Southwest Unified School District provided ample opportunities for children and adults to express questions and concerns related to crises. Data that answered this question consisted of school and district documents related to safety and crises, surveys, interviews, and interview notes. Two categories pertaining to this question were established, and they include: opportunities provided by the school/district for communicating about crises issues, and participants' experiences communicating questions and concerns about crises.

Opportunities Provided by the School/District for Communicating about Crises Issues

The school and district strived to encourage children and adults to openly communicate about crisis-related issues. Eastern Magnet and Southwest Unified School District believed that allowing school community members to communicate questions and concerns about crises assisted in their efforts to prevent crises from transpiring. Students and parents were asked to voice possible threats to safety and causes of crises, in person or through anonymous reports. English was the primary language in which channels were made available for expressing safety inquiries and dilemmas. Opportunities for crisis-related communication for children and adults who were dominant in a language other than English were not clearly indicated by the school and district. As a result, individuals who had limited English proficiencies may have been unable to voice information pertaining to safety and crises.

Participants' Experiences Communicating Questions and Concerns about Crises

The participants recognized that the school and district provided means for crisis-related communication. They pledged to report safety threats to the school whenever possible, and a number of participants had actual

experiences with Eastern Magnet and Southwest Unified School District in expressing inquiries and dilemmas pertaining to crises. Most of the children and adults in the study were satisfied with their opportunities for communicating about crisis topics, and they felt that this was an effective element of the school's and district's crisis management efforts. Two participants were dissatisfied with the school and district because their needs were not met after communicating information to the school and district pertaining to safety and crises.

Understandings of the Influence of Culture on Crisis Issue Conceptions

The findings presented in this section are related to the research sub question: What understandings do students and parents hold in regard to the influence of culture on crisis conceptions? This question was answered through data sources including surveys, interviews, and interview notes. Two categories were formulated from the data related to this question: cultural influences on crisis issue understandings, and the influence of language on understandings of crisis topics.

Cultural Influences on Crisis-Issue Understandings

Twenty-three of the twenty-eight participants believed that their individual cultural backgrounds affected their understandings of crisis-related issues. The focus of the participants' responses was primarily on their own backgrounds, and they acknowledged that their own cultural frameworks were factors in determining the manner in which they perceived safety. A number of participants also shared that it is essential for individuals in the United States from minority racial and ethnic groups to be conscious of their safety and prepared for crisis situations because of issues such as racism and discrimination experienced by minorities throughout the history of the United States.

The Influence of Language on Understandings of Crisis Topics

The participants were most proficient in English, but several of the students and parents had proficiencies in languages other than English. Several of the participants' responses showed that language proficiency was a factor involved in understandings of crisis-related topics. These children and adults believed that information pertaining to safety and crisis management needed to be provided in the

dominant languages of individuals across school communities. They argued that the nature of crises often causes children and adults to revert to their primary language; therefore, schools should acknowledge the various languages throughout their communities in order to effectively communicate vital crisis information, manage crises, and maximize safety.

Implications for School Community Members,
Policy Makers, School Safety Theorists, and Researchers

This study offers a variety of implications for several individuals involved in schools. The research implies actions and roles to enhance crisis management for students, parents, guardians, classroom teachers, school administrators, educational policy makers, school safety theorists, and researchers in education. A thematic strand that is common throughout the implications is that all individuals must acknowledge the importance of maximizing the safety of schools, and they take action to uphold effective crisis management throughout learning environments.

Implications for Students

A school is safe when it has trustworthy students. It would have kids who would really watch out for others and who would know what to do during emergencies. (Kado, December, 2002)

Students need to understand that the educational institutions which they attend are safe, and they should know that methods for managing crises are being employed to maximize their safety. Crisis plans and procedures must be fully comprehended by students, and children who desire to learn more about emergency plans should seek for such information at their schools. The educational experiences of students are bettered when they are aware of techniques for responding to crises. Including the ideas of students can enhance assessments of school safety and crisis preparedness. Students have firsthand experiences that can provide educational institutions with informative perspectives in regards to crisis management. The strengths and weaknesses of a school's crisis management efforts are imbedded in the minds of students, and such knowledge must be used to increase the safety of educational organizations.

Haynes and Henderson (2001) assert that a school's safety is enhanced when students recognize that crisis

procedures are as important to learn and carry out as other aspects of the curriculum. Children attending school must also be aware of the manner in which they can assist in crisis management. They must find adults throughout their schools with whom they can share vital safety information. It is important for students to acknowledge the essentialness of reporting threats to safety and possible causes of crises in order to keep themselves and others safe. Students must understand that they have the right to feel as safe as possible in educational institutions, and they must learn that they can enhance the crisis management of schools.

Implications for Parents and Guardians

I think that parents need to become partners with school faculties in keeping schools safe. Parents should know the procedures for emergencies, and the school should expect the parents to review the procedure with their children. (Mrs. Fernandez, December, 2002)

The adults who care for children expect to know about the crisis management strategies employed by their children's schools. They also demand that schools provide them with the greatest amount of information possible whenever actual crises take place. The perspectives of a school's safeness held by parents and guardians are

enhanced when they comprehend crisis management. Garrett (2001) proposes that parents can take a proactive role in reducing the likelihood of crisis events taking place at schools.

Parents and guardians should approach their children's schools and ask them to explain the manner in which crises are managed. After gaining understandings of safety policies and procedures, parents and guardians must regularly review such information with their children. It is vital for the parents and guardians of a school community to take active roles in upholding the safety of their children's schools.

A rich source of information that could enhance a school's safety lies in the wealth of knowledge of parents and guardians. Numerous parents and guardians hold understandings about safety developed through their occupations and prior life experiences that could lead to the betterment of a school's crisis management. Parents and guardians should expect to contribute to elements of crisis management such as safety teams and emergency plans in order to assist their children's schools in becoming safer learning environments.

Implications for Teachers

I think that some teachers worry more about grades and assignments instead of making sure their students are safe. You can tell that some care more about safety in the way they practice drills. Some teachers help you understand the drills better than others, and some teachers don't really care how you follow the drills because they just want to get back to teaching lessons. I feel better when I know that the teacher really cares about keeping students safe. (Victoria, January, 2003)

Teachers cannot ignore the importance of crisis management, and they must become highly aware of their school's methods for preventing and responding to crises. These individuals should also be aware of threats to school safety, and they must readily act upon possible causes of crises. A school's safety level relies heavily on its teachers' knowledge of crisis management and commitment to maximizing safety.

Hill and Hill (1994) explain that safety-related instruction is ineffective if it is not conducted by teachers in ways that help all students learn. The learning styles of children must be taken into account when teachers review crisis information with their classes. Effective teachers implement a variety of instructional strategies when exposing classes to curricular concepts, and they must do the same when teaching crisis procedures

and safety policies. Teachers must review emergency response actions by taking children through them physically, because students often gain inconsistent and incomplete knowledge of safety procedures when they are discussed without actual practice.

Teachers must recognize that their classrooms are comprised of a variety of individuals throughout each school year, and all of the people who enter their classes must be prepared to respond to crisis situations. Classroom educators need to help new students become aware of crisis procedures and policies when they enter classes during the school year, in the same manner they would provide instruction to these children about classroom rules and other school-related information. Furthermore, whenever teachers are absent from their classrooms, they must provide to the adults who takeover their classes specific information about crisis procedures they employ.

Classroom teachers must make themselves available to students and parents who wish to communicate about safety. These educators must also let parents, guardians, and students know that safety is a concern and a priority in their classrooms. Teachers can express this on a daily basis with children, and with parents and guardians during

school events such as open house and. Children and adults develop positive beliefs about a school's safety when teachers view and promote crisis preparedness with as much respect as reading, writing, and arithmetic.

Implications for School Administrators

Principals need to make the safety of their schools as safe as possible. Parents like to know that their children are learning, but they prefer to know that their children are safe and that principals are doing everything possible to protect children. (Mrs. Nair, January, 2003)

School administrators must make safety a priority throughout the daily operations of their workplaces.

Hoffa, Burak, and Smithee (2001) argue that administrators must readily construct emergency crisis plans.

Administrators are the primary individuals who facilitate a school's crisis management efforts, and they are responsible for maintaining a safe environment throughout the buildings they operate. Safety teams and crisis plans must be developed within schools under the leadership and guidance of administrators. The crisis management strategies promoted by administrators must be effectively instructed to all members of their schools' communities. Calabrese (2000) argues that schools reach high levels of

safety when administrators take a proactive role in creating emergency crisis plans.

It is essential for administrators to make it a priority to practice crisis procedures frequently and correctly within their schools. They must schedule drills and practices for all of the crisis procedures in their school's emergency plans, and they must observe and assess the school's implementation of the procedures during those times. Administrators must act upon inaccurate and insufficient following of crisis plans to ensure that safety is upheld at their schools.

School administrators must assess their staffs' crisis preparedness levels on a regular basis. They must make it known to their staffs that awareness of crisis management strategies is as vital as understandings of traditional curricular areas. Administrators must stress to their employees that maintaining safety and managing crises is a priority that all staff members are expected to acknowledge and follow, and for with employees will be held liable.

Administrators must secure their campuses in order to prevent crises from transpiring. They must strive to monitor children, the possessions of students, school visitors, and campus borders to the greatest extent to

minimize the chances of crises. Furthermore, administrators must ensure that their schools have safe methods for allowing adults to remove children from classes and school grounds.

Opportunities for safety and crisis-related communication must be provided by school administrators. Administrators must disseminate vital safety and crisis information through their safety teams. They must also encourage children and adults to express questions and concerns regarding safety through direct and anonymous means. In addition, school administrators must let all students, parents, guardians, and school staff members know as much detail as possible whenever actual crises occur.

Schools and districts throughout the United States involve substitute teachers in their daily operations. Therefore, substitute teachers must receive crisis training through means provided by administrators. Substitute teachers should hold equivalent crisis preparedness levels as regular classroom teachers, and school administrators must make such equivalencies evident throughout their organizations.

Implications for Educational Policy Makers

Crisis policies and plans need to be written with input from everyone who is involved with schools to be effective. Input from emergency and law enforcement organizations would also be helpful. Policies have to be tested in classrooms and schools before they are made official so that people know that they work, and once they are completed, they need to be taught to everyone. (Mrs. Tucker, December, 2002)

Policy makers involved in education must develop consistent and comprehensible policies that promote safety. Nichols (1997) expresses that school policies regarding safety should be shared with all individuals involved in the schools through understandable documents. This study revealed that policies from a single school were inconsistent to an extent, and this placed Eastern Magnet in a vulnerable status. Educational policy makers should expect safety policies to possess key elements that are the same across sites so that school community members understand how different crisis are regularly acted upon.

Individuals who develop educational policies must ensure that information regarding crisis management is communicated throughout school communities. Policies serve no use when they are drafted without widespread dissemination. Policy makers can enhance individuals'

perceptions of the safeness of schools by making crisis management information well known by children and adults.

Students, parents, and guardians belonging to school communities should work in collaboration with policy makers to establish effective crisis management strategies. Policy makers must recognize the wealth of knowledge that these individuals can share to make schools safer places to learn. Policies become more meaningful when they are developed through ideas presented by all individuals who comprise school communities.

Policy makers must make resources available for individuals within schools to carry out the elements of crisis management. The developers of safety policies cannot expect schools to sufficiently prevent and respond to crises when they are lacking in funds. Monetary requirements must be accounted for in the development of safe schools. The safety of children should not be compromised; therefore, policy makers must address the safety and crisis management needs of schools with the appropriate resources.

Oftentimes policy makers are only concerned with the performance of teachers as measured through traditional academic means in regards to student achievement. Policy

makers frequently overlook teachers' awareness of crisis management strategies, and this places children at risk of improper guidance during actual crises. Policy makers should add a safety and crisis awareness component to yearly teacher evaluations to develop school staffs that are knowledgeable of crisis management. This would emphasize to teachers their roles of accountability in regards to the safety of schools.

The safety ideas drafted by policy makers must acknowledge and account for the language diversity evident in schools. Rabeay (2001) holds that methods for effective communication must be established between safety policy makers and linguistically diverse individuals. English is not the only language that school community members are proficient in, but it is the language that is primarily evident in the products of policy makers. In addition, educational policies should not prevent teachers from guiding students through crisis procedures in a language which children better comprehend. Over the past few years, policy makers in the United States have required teachers to communicate with students through one language, while student populations reflect multiple language backgrounds. Emergency procedures should be reviewed and implemented in

ways that maximize understanding; therefore, policy makers should support linguistically appropriate means for crisis-related instruction.

Implications for
School Safety Theorists and Educational Researchers

We believe all kids, not just a privileged few, should have the following rights: To go to schools, play in playgrounds, and grow up in homes surrounded by adults who protect them and listen to them, instead of having to fear for their emotional and physical safety....Our challenge in this next decade, in a country that now spends more on prisons than on education, is to let our next act today bring this reality closer for a child we know and love so that his or her tomorrow will be better.

(Lantieri & Patti, 1996, pp. 251-252)

This investigation also presents implications for school safety theorists and researchers involved in education. Baker (1998) states that qualitative research methods should be employed more often in the field of school safety. This dissertation shows that qualitative case study research can be used to look closely at safety and crisis issues. In reviewing safety literature, I found that a vast majority of studies were based on large-scale surveys and they applied quantitative formulas to develop findings. The researchers and participants of these investigations did not come in contact with each other, and the results did not provide vivid strategies for enhancing

the crisis management of individual participants' school sites. I believe that the findings from this dissertation research will directly benefit participants of the study and additional Eastern Magnet community members.

Interviewing a case of students and parents presented data about specific safety issues at Eastern Magnet, and the data has presented strategies to enhance the school's crisis management.

The research I conducted shows the positive results of member checking. The responses of surveys were expanded and they became more relevant when they were reviewed during interviews. Consequently, the meanings derived from research validly represented the true understandings of participants, resulting in detailed, thorough answers to each research question. The findings of the study would have been constructed with limitations if they had been developed through the survey responses alone.

My role as a teacher researcher also allowed me to obtain data that outside researchers may have not been able to generate. Teacher researchers become thoughtful practitioners through the process of investigating questions developed from within their classrooms and researched for the benefit of their schools (Atwell, 1991;

Avery, 1990; Heichel & Miller, 1993; Hubbard & Power, 1993; Patterson, Santa, Short, & Smith, 1993; Santa, 1993;). The students and parents openly shared their understandings of crisis-related issues because they knew that I wanted to maximize the safety of their school. My research suggests that additional teacher research studies would be beneficial because results would be generated from and for individual school sites.

Recommendations for Further Research

By recognizing the positive and negative elements of Eastern Magnet's crisis management as presented through the data, future research related to understandings of school safety in relationship to emergency crises must be planned to enhance the safety of schools. Directions for such investigation may include:

- Examination of cultural understandings of school safety in relationship to emergency crises. Such research could incorporate phenomenological interviewing in a three-interview series that looks at individuals' prior experiences with and conceptions of crisis-related issues.
- Study of crisis procedure instruction in multicultural settings.
- In-depth study of parents' roles in the crisis management of schools.
- Follow-up studies looking at the comprehension of crisis procedures and crisis management of students

from various grade levels, parents, guardians, teachers, non-instructional school staff, and administrators.

- Longitudinal studies to determine how understandings of school safety are developed through different levels of school.
- The study of the dissemination of safety and crisis-related information from a bilingual or multilingual school environment.
- Research on the opportunities provided for individuals with limited English proficiencies to voice questions and concerns about safety and crises in schools of the United States.
- Examination of levels of safety and crisis-related instruction provided to students across various grades.
- Follow-up studies that focus on the effectiveness of efforts to disseminate safety and crisis-related information.
- In-depth study of opportunities for school community members to communicate questions and concerns in regard to safety and crises issues.
- The study of school community members' perceptions of the management of actual crises.
- District-wide investigation of the grade level and gender of students who cause crises, report crises, and are victims of school violence.
- Comparative studies that analyze variations in crisis procedure documents across schools and districts.
- Studies that compare the manner in which crisis procedures are instructed across classrooms within the same school and district.
- Examination of the effectiveness of providing crisis-related information within school and district websites.
- Follow-up studies that look at the way in which parents acquire knowledge of crisis procedures and policies.
- In-depth study of students' and parents' conceptions of emergency contacts as compared to the emergency contacts listed on student emergency cards.

The investigation I conducted developed findings that may make Eastern Magnet and other schools safer, but additional studies centered upon the aforementioned foci could further enhance crisis management and maximize the safeness of schools.

Additional Crisis-Related Topics
Recommended for Further Investigation

The data generated from the participants also revealed three additional crisis-related topics that could be researched in the future. These topics that could be investigated further include (1) managing crises related to the transportation of students, (2) the influences on students who cause crises, and (3) the impact of terrorism on crisis understandings. The following sections present professional literature and data from the study related to the three topics. The information that follows did not come from a pattern of findings that directly answered the research sub-questions; therefore, it is placed in this section which suggests further topics for investigation. The participants of the research shared their understandings of these issues to a degree, but additional

studies related to these topics could produce findings that might enhance the crisis management of schools.

Managing Crises Pertaining to the
Transportation of Children to and from School

Further research highlighting safety and crisis management in regards to student transportation could provide insights for ensuring the safety of children throughout all of the aspects of their daily schooling experiences. Hill and Hill (1994) indicate that students often worry about their safety during transportation to and from school (p. 44). Trump (1998) presents strategies for districts to manage safety and security on school busses. His recommendations include:

1. Installing video surveillance cameras to monitor student behavior on busses.
2. Training bus drivers with crisis management strategies.
3. Placing first aid kits on all busses.
4. Establishing and maintaining two-way communication equipment that works inside and outside of districts.
5. Keeping updated student rosters on all busses that include addresses, phone numbers, parent names, emergency contacts, and medical authorizations.
6. Training staff members such as teachers and administrators on strategies for managing bus crises.
7. Encouraging local law enforcement to train their emergency response units aboard busses. (p. 92)

Pitcher and Poland (1992) argue that crisis intervention must also be addressed in terms of students' safety when being transported to and from school.

The student participants were transported to and from Eastern Magnet through several methods. The children walked, were escorted in vehicles, and/or rode a Southwest Unified School District bus. A number of the participants indicated that this aspect of the students' school day was often the most unsafe and dangerous part of their schooling experiences. All of the participants mentioned that cellular phones would assist in making the transportation of students to and from school safer when not being escorted by parents/guardians.

Several of the participants were affected by the reports of harassment instances experienced by students walking to the school during the fall semester of 2002. One child and parent tandem became extremely concerned about the harassment because they had firsthand experiences with such a crisis-related threat to safety during the 2000-2001 school year. The child was in fifth grade at a Southwest Unified School District institution other than Eastern Magnet when the crisis occurred. The parental

account of the crisis event which these individuals overcame is as follows:

My child has been through some weird situations in terms of safety. A guy flashed my child on the way to school in the fifth grade. He drove up to her and opened his door while his pants were down, and it freaked me out. It was right in our neighborhood while she was walking to the neighborhood school.

I am just thankful that my child had enough awareness to go across to the other side of the street, but I'm thinking...what if he nabbed my child. I was totally freaked out about the whole situation...the main thing is that my child did not tell anybody about the incident until the end of the day. I didn't find out until about 5 p.m. that afternoon because I was at work when my child got home from school...my child didn't tell anybody. I was like..."Oh my God! Why didn't you say something?" But their awareness of that situation, at that time...it didn't strike my child to really tell anyone about what was going on. Of course then the police were called, and a report was made, and they came out and talked to my child while I was still at work, but in my child's mind...there was nothing majorly wrong with that situation.

So that just really upset me that it was not in my child's mentality at that age. There is something seriously wrong with that, what if my child would have been grabbed? That school was pretty good about calling me if my child didn't show up or was late or if I forgot to call there was sickness, and that made me feel that that school was safe. They were actually keeping tabs on my child, if you didn't show up then it was reported. It did hit my child hard because the police came and asked questions, but my child just didn't really want to talk about it, but things just don't go away because you just don't want to talk about it.

What made me more upset was that the school took it serious, but they wouldn't make the neighborhood aware of what happened because they didn't want to create a panic. They had a couple girls suggest that something similar had happened to them, and it turned

out to be false so they didn't want to report what happened to my child. They believed what happened, but it made me really upset that they would not put out a notice. After it happened, the police cased the area and every morning they patrolled the kids walking to school to make sure that they were safe getting there, and then they did the same thing after school. As the days went by, their patrolling decreased in frequency until they weren't doing it anymore. My child gave a description of the guy, but I don't really think the description really said what he looked like. No plate numbers were remembered or anything like that so they couldn't follow up on exactly who the guy was. I was ready to make a flyer and go put it in everyone's mailbox because that school was surrounded by side streets and bad things could have continued to happen in each one. I was furious!

The words of this parent show the way in which a crisis experience occurred related to the transportation of students to and from school. This parent was highly concerned about the safety of children walking around neighborhoods before and after school was in session. The actions that the school took in response to the crisis were not sufficient according to the participant. This parent developed a plan to increase the child's security when walking home from school. The plan was as follows:

Parent Participant: I work some weird hours, I try to work my 4 a.m. to 2 p.m., but sometimes I don't get home until 5:00 p.m., and that's that hour in-between of not knowing. If my child had a cell phone when faced with the flasher things could have been different. My child probably would have felt safer, and could have dialed 911. The cops told my child to start screaming and to bang on the first available

door if anything like that happened again. He totally freaked my child out about what should have happened as a response because my child wouldn't have done that. We can't afford to get my child a cell phone, so I have my child call me at work upon getting home if I'm not there. At 4:10 I expect a phone call, and if I don't get one by 4:15 I am out the door of my work and looking for my child. I wish the world was a better place and such worries didn't have to be in the minds of parents and children, but it is and we have to take extra efforts to keep our kids safe.

Mrs. Luna described an almost identical plan when she shared a strategy for ensuring her child was safe after a bus ride and short walk after school. Mrs. Luna explained:

Victoria always carries a cell phone. I tell her that it is only for emergencies and that it must be off at school at all times unless there is an emergency. She calls me when she gets to school, when she's walking home from the bus stop, and when she gets home. That's our procedure. I time her, and if she's even four minutes late, I call her and look for her. My boss at work knows that if I ever have an emergency with one of my kids then my job comes second. She also always has two quarters in her pocket in case the cell is not working. That is our procedure for keeping my daughter safe.

Mrs. Luna and the aforementioned parent developed methods for maximizing their children's safety during the transportation aspect of the school day. Their words indicate strategies they employed to assess the safety level of their children while traveling to and from school. These participants expressed that the safety of their children was a priority in their lives.

Mr. Williams was another parent participant who had concerns about promoting safe student transportation before and after school to decrease crises. He asserted:

One thing that wasn't mentioned in the surveys was riding the bus home. I think that one of the biggest concerns is transportation to and from school. Watching some stuff on the news lately, there is a lot of videotape of kids beating each other up on the bus. That is really ugly, and riding the bus would be the time when Mina would be unsafe to the highest degree. There is not enough supervision on the bus, and they don't know all the kids personally, so it is more difficult to discipline them. I think that more research needs to be done on effective means for keeping children safe on their way to and from school because I feel that is when they're mostly at risk of experiencing crises.

Mr. Williams's response indicates that Mina experienced the greatest safety risks when riding the school bus. He argued that the students on Southwest Unified School District busses were insufficiently supervised, and he believed that advanced research focusing on student transportation would help children become safer throughout their entire daily experiences.

Influences on Students Who Cause Crises

All of the participants offered explanations as to why they believed a student would choose to create a crisis situation at a place of learning. The children and adults in the study voiced that multiple influences were likely

factors that would cause a child to take actions to harm others. The participants believed that the influences on students who cause crises included elements of the United States' entertainment fields and media, negative aspects within children's family life, students feeling a need for attention, and bullying experiences within schools.

Participants expressed that violence portrayed through television programming, movies, music, and video games could influence students to cause crisis situations at school. The participants explain:

Daniel: I'd say that movies and video games with a lot of violence in them could make some students think about coming to school to hurt others and to create crises.

Helen: I think some kids might watch the news and see other kids being violent at their schools...so they'd copy what they saw the other kids do at their school...like at Columbine.

Mrs. Nair: Some children could be watching violence in the movies and in television that would influence them to be violent at school.

These participants' words reveal their beliefs as to why children commit violence in schools. Daniel, Helen, and Mrs. Nair claim that students develop ideas for harming others at school as a result of violence presented through entertainment and in the media.

A number of participants argued that violent student behavior at school took place because children were exposed to negative influences in their family life. Mr. Valenzuela asserted, "Violence from students is mainly due to the influence that he has at home. If he has abusive parents, then the kid might demonstrate that in other ways." According to Mr. Valenzuela's statement, children would act violently at school because of negative treatment from their parents.

Some participants felt that an additional factor which influenced students to display violent actions at school was children's need for attention. Two participants indicated:

Lana: Violent children sometimes feel like they are left out or they feel like they need attention. They might feel like the school is the place to get that attention because there are so many people around...so that would be the place to create violence and get attention.

Mrs. Harris: I think that kids who are violent are probably just frustrated kids and they really can't seem to get out what they need to get out. Their actions are just a cry for help.

The responses of Lana and Mrs. Harris highlight the manner in which they believed children would cause crises in order to receive attention at school. They assert that students

sometimes feel that they lack attention when they are not provided with opportunities to express themselves.

Several participants felt that issues related to bullying were primary factors that influenced students to create crises at schools. They state:

Scott: Bullying is a major thing that could make a kid cause a crisis. They might be mad at a kid and they might get teased or made fun of, the way it happened in Columbine, they'd get mad. There's some name calling and teasing at Eastern Magnet, it's not racial, but any teasing could make someone want to act violent at school.

Ravi: I think violence would come from kids if they are insulted by others about the way they dress or the way they look. They could drive a kid to do bad things. He could feel unwanted and he might not want to live in this world anymore. He could come to school and kill himself and take whoever he wants with him.

The words of these student participants reveal that they felt that children could respond to being bullied by committing violence leading to death at their schools. Scott acknowledged that a level of bullying occurred at Eastern Magnet, and Ravi claimed that students might act violent after receiving continuous insults about their appearance.

Garbarino (2001), Garrett (2001), and Shafii and Shafii (2001) emphasize that schools must take note of student behavioral patterns that could lead to crises.

McCann (2002) acknowledges that school violence is often influenced by phenomena in some students' lives such as parental neglect, abuse, bullying, and exposure to violent media. Additional research related to the influences on students who cause crises could develop results that assist schools in preventing crises.

Understandings of School Crisis Issues as Influenced by Terrorism

As presented in the background of this study, the research was developed as a result of multiple factors. A major influence on the investigation's creation was due to the terrorist attacks of September 11, 2001. Accounts of participants describing the influence of September 11th include:

Scott: September 11th made me think that we are not always unable to get harmed...anywhere. Before I was more relaxed about school safety and emergencies, but I think that now I am more aware that things might happen and I pay more attention about what to do. Before I thought that I was safe at school and my surroundings were safe. My ideas changed big time. I realized that everyone is at risk of being in danger and we have to learn more to keep safe during a crisis.

Mina: I talk with my parents more often now about school safety. We go over what to do in different situations and they try to make me ready for a crisis.

Mrs. Edwards: I think differently now about school safety and safety in general because of the terrorist attacks. It really woke us up I think. You know my older son is in the army and that changed my thinking because up until then I didn't think he would ever really have to go to war. I think that Scott became more aware too. He's now more cautious of events of violence at schools mentioned in the news and other events related to the country's safety in the media.

Mrs. Fernandez: I didn't think about it very much before...school safety, until September 11th. I thought about it whenever I heard about school shootings, but September 11th made me see that things change, and I'm more cautious of everything now. I ask my son all the time if there is anything new that he has learned and if he has had fire drills....I constantly ask him whereas before I didn't pay as much attention. I tell him to be safe and don't hang out with the wrong crowd. I ask things like that all the time now. I also go into my kindergartener's class about three or four times a week...just to go there and be there to help in class that way she and I know that she is safe. Juan also watches the news more, and he didn't before. Now he pays attention to the news and whenever he has a current event or an assignment about what's going on he looks for stories about schools and safety. I do see him changing, because he never watched the news and now he even goes on the Internet and he is clicking on things about September 11th and school safety...So it did affect him.

The statements of Scott, Mina, Mrs. Edwards, and Mrs. Fernandez demonstrate that the events of September 11th highly affected their understandings of crisis-related safety issues. The participants demonstrate that the concept of terrorism became influential in their understandings of safety as a result of September 11, 2001. Their responses show that terrorism is a concept that

cannot be avoided in the scope of school safety issues, and they call for schools, policy makers, and educational researchers to develop methods for addressing terrorism in the realm of crisis management.

A number of participants altered their approaches to upholding safety after the acts of terrorism took place. Mrs. Olivas and her family developed a specific crisis procedure that they would follow in response to future events such as the ones that took place on September 11, 2001. She explains:

September 11th changed me and my son. He became more aware...more concerned about his safety...of himself and his family than he was before. Now he realizes that anything can happen anytime and anywhere. We also developed our own emergency plan especially after 9/11 on what we would do in a large-scale nationwide or citywide emergency...you know both parents being on different sides of town, children being at different schools, so we made our own little plan. The agreement was that my husband would do the best he could to make it to Elan's school if it was during the weekday and early in the day, and he would retrieve Elan from school. Then he would head to my daughter's school and I would leave my work and go for my daughter. I made an agreement with family members, and if it was something that was too immediate and they have cell phones just like I do, then if it was closer, I have a nephew who lives just down the street from Eastern Magnet, then his wife would pick Elan up, and Elan knows that she would be there if dad isn't there to go with her, and my father would pick up my daughter because their right down the street from her school, and she knows the same thing. So we had a couple of different emergency crisis plans for our family that never existed before September 11th.

Mrs. Olivas's words illustrate how the events of September 11, 2001, influenced her and her family to create a strategy for responding to a large-scale crisis within her city, state, and country. She felt that it was a necessity to establish such a procedure in order to maximize the safety of all of her family members.

The literature pertaining to the effects of terrorism on individuals' understandings of school crisis-related issues was limited at the time of this investigation. Metzgar (2002) and Watson and Watson (2002) were authors who discussed the impact of terrorism-related topics on school safety and crisis. Metzgar states, "Do you really think that the kindergarten teachers that took their students to see the world trade center ever expected to be trapped on top, victims of a terrorist bomb?" (p. 25). Watson and Watson (2002) write:

The scope of threats has broadened since September 11th. Etiological, chemical, and even possible nuclear threats have expanded our response necessities. School principals and faculties are learning how to secure a site that is thought to be or actually is contaminated with a life threatening man-made hazard. (p. 206)

Educational institutions must develop methods for confronting crises resulting from acts of terrorism in

order to maximize the safety of all individuals involved in school communities.

Conclusion

The simple truth is that we as a society are faced with the results of our cumulative indifference—exploding rates of drug abuse, teen pregnancy, and teen suicide, and the highest homicide rate of any country in the world. It is our responsibility to do something about it. Our indifference is lethal. We turn away at our own risk....Each and every one of us has a role to play—parents, students, teachers, administrators, policy makers, researchers, custodians, counselors, cafeteria workers, bus drivers, and anyone else who comes into contact with the real lives of students. It takes a whole village to raise a child, and it takes a whole village to rescue one, too.

(Lantieri and Patti, 1996, pp. 3-4)

I strongly believe that the issue of safety needs to be increasingly entertained in discussions of schooling. Educators and educational leaders must understand that schools need to provide safe environments for every student to grow as a learner. Safety and crises procedures must be taught to all individuals involved in schools with as much rigor as reading, writing, and arithmetic. All students and families have a right to know the way in which their school manages crises. Schools must be prepared for crises, and they must equitably provide access to information regarding safety. Safe schools enhance

learning opportunities, and they allow all children to develop without fear.

This study has shown me that individuals cannot predict when they will confront crises, but they are able to prepare themselves for taking actions to maximize their safety and the safety of others when crises occur. Children and adults are prepared for crises when they are taught in a consistent manner strategies for upholding safety. People from all cultural, ethnic, and language frameworks deserve crisis-related support regardless of the social status of their backgrounds. All organizations are obligated to maintain safety, and monetary factors should not be determinants in the protection levels of children and adults.

I do not believe that my study "rescued" individuals, but I feel that my research increased individuals' knowledge of issues related to school crises. The information generated through my investigation will help my school and possibly other workplaces become safer environments for individuals to learn about and experience life freely. This dissertation reflects the safety status and crisis management levels of one educational institution as understood by fourteen students, fourteen parents, and

one teacher researcher, but its contents can extend to other places of learning and occupations to help individuals overcome future crises.

APPENDIX A

Timeline of Crises Related to
School Shootings in the United States from 1993-2002

Date	School Name	School Location	Perpetrator(s)	Victim(s)	Source
1/8/93	Pequea Valley High School	Leola, Pennsylvania	One Student	One Student Killed	Stephens (2002)
1/12/93	Norland High School	Miami, Florida	One Student	One Student Killed	Stephens (2002)
1/13/93	William Orr Junior High	Las Vegas, Nevada	One Adult	One Adult Committed Suicide	Stephens (2002)
1/18/93	East Carter High School	Grayson, Kentucky	One Student	Two Adults Killed	Watson & Watson (2002)
1/21/93	Fairfax High School	Los Angeles, California	One Student	One Student Killed	Stephens (2002)
2/1/93	Amityville High School	Amityville, New York	One Student	One Student Killed	Stephens (2002)
2/4/93	North Clayton High School	Clayton County, Georgia	One Student	One Student Killed	Stephens (2002)
2/8/93	Middle River School	Middle River, Minnesota	One Student	One Student Committed Suicide	Stephens (2002)
2/18/93	Kimball High School	Dallas, Texas	One Adult	One Student Killed	Stephens (2002)
2/22/93	Reseda High School	Reseda, California	One Student	One Student Killed	Stephens (2002)
3/11/93	Southeastern Middle School	Detroit, Michigan	One Student	One Student Killed	Stephens (2002)
3/25/93	Sumner High School	St. Louis, Missouri	One Student	One Student Killed	Stephens (2002)
4/3/93	Grant High School	Sacramento, California	One Student	One Student Killed	Stephens (2002)
4/14/93	Nimitz High School	Irving, Texas	One Student	One Student Killed	Stephens (2002)
4/15/93	Ford Middle School	Acushnet, Massachusetts	One Adult	One Adult Killed	Stephens (2002)
4/26/93	Millbrook High School	Raleigh, North Carolina	One Adult	One Student Killed	Stephens (2002)
5/27/93	Nicholls High School	New Orleans, Louisiana	One Student	One Student Killed	Stephens (2002)
8/31/93	Harper High School	Atlanta, Georgia	One Student	One Student Killed	Stephens (2002)
9/2/93	Roosevelt High School	Dallas, Texas	One Student	One Student Killed	Stephens (2002)
9/18/93	Central Middle School	Sheridan, Wyoming	One Student	One Student Committed Suicide	Stephens (2002)
11/1/93	Sullivan High School	Chicago, Illinois	One Student	One Student Killed	Stephens (2002)
11/4/93	New Britain High School	New Britain, Connecticut	One Adult	One Student Killed	Stephens (2002)

APPENDIX A - Continued

Date	School Name	School Location	Perpetrator(s)	Victim(s)	Source
11/11/93	Ridgely Elementary School	Springfield, Illinois	One Student	One Student Killed	Stephens (2002)
12/1/93	Wauwatosa West High School	Wauwatosa, Wisconsin	One Student	One Principal Killed	Stephens (2002)
12/8/93	Beach High School	Savannah, Georgia	One Student	One Student Killed	Stephens (2002)
12/16/93	Chelsea High School	Chelsea, Michigan	One Educator	One Principal Killed	Stephens (2002)
1/20/94	Kennard High School	Kennard, Texas	One Student	One Student Committed Suicide	Stephens (2002)
1/26/94	Eau Claire High School	Columbia, South Carolina	One Student	One Student Killed	Stephens (2002)
1/27/94	Washington Elementary School	San Jose, California	One Adult	One Adult Killed	Stephens (2002)
1/31/94	Marucs Whitman Middle School	Seattle, Washington	One Educator	One Student Killed	Stephens (2002)
2/7/94	Lee County School	Fort Myers, Florida	One Educator	One Principal Killed & One Educator Committed Suicide	Watson & Watson (2002)
2/14/94	Carlmont High School	Belmont, California	One Student	One Student Killed	Stephens (2002)
3/15/94	Goose Creek High School	Charleston, South Carolina	One Student	One Student Killed	Stephens (2002)
3/23/94	Ballard High School	Seattle, Washington	One Student	One Student Killed	Stephens (2002)
3/25/94	Etowah High School	Woodstock, Georgia	One Student	One Student Committed Suicide	Stephens (2002)
4/12/94	Margaret Leary Elementary	Butte, Montana	One Student	One Student Killed	Stephens (2002)
4/13/94	49 th Street Elementary	Los Angeles, California	One Student	One Student Committed Suicide	Stephens (2002)
4/21/94	John Trotwood Moore Middle School	Nashville, Tennessee	One Student	One Student Killed	Stephens (2002)
5/2/94	North Miami High School	North Miami, Florida	One Student	One Student Killed	Stephens (2002)
7/24/94	Manchester Elementary School	Manchester, Pennsylvania	One Student	One Adult Killed	Stephens (2002)
7/25/94	Ottumwa High School	Ottumwa, Iowa	One Student	One Student Killed	Stephens (2002)
9/7/94	Hollywood High School	Hollywood, California	One Student	One Student Killed	Stephens (2002)

APPENDIX A - Continued

Date	School Name	School Location	Perpetrator(s)	Victim(s)	Source
10/12/94	Grimsley High School	Greensboro, North Carolina	One Student	One Student Committed Suicide	Stephens (2002)
11/5/94	Thomas Jefferson Elementary School	San Leandro, California	One Student	One Student Killed	Stephens (2002)
11/7/94	Wickliffe Middle School	Wickliffe, Ohio	One Adult	One Adult Killed	Stephens (2002)
11/15/94	Stadium High School	Tacoma, Washington	One Student	One Student Committed Suicide	Stephens (2002)
1/5/95	Cardozo High School	Washington, DC	One Student	One Student Killed	Stephens (2002)
1/10/95	Palm Beach Gardens High School	Palm Beach Gardens, Florida	One Student	One Student Committed Suicide	Stephens (2002)
1/23/95	Sacred Heart School	Redlands, California	One Student	One Principal Killed & One Student Committed Suicide	Stephens (2002)
2/2/95	Jordan High School	Long Beach, California	One Student	One Student Killed & One Student Wounded	Stephens (2002)
8/29/95	Memorial Middle School	Laredo, Texas	One Student	One Student Killed	Stephens (2002)
9/12/95	Cypress Junior High School	Memphis, Tennessee	One Student	One Student Killed	Stephens (2002)
9/14/95	Olathe North High School	Olathe, Kansas	One Student	Two Students Killed	Watson & Watson (2002)
9/30/95	Tavares Middle School	Tavares, Florida	One Student	One Student Killed	Stephens (2002)
10/12/95	Blackville-Hilda High School	Blackville, South Carolina	One Student	One Educator Killed & One Student Committed Suicide	Watson & Watson (2002)
11/6/95	Treadwell High School	Memphis, Tennessee	One Student	One Student Killed & One Student Wounded	Stephens (2002)
11/15/95	Richland High School	Lynnville, Tennessee	One Student	One Educator Killed, One Student Killed, and One Educator Wounded	Watson & Watson (2002)
11/28/95	Thomas A. Edison Vocational and Technical High School	Queens, New York	One Student	One Student Killed	Stephens (2002)
12/14/95	Oxon Hill High School	Washington, DC	One Student	One Student Killed	Stephens (2002)

APPENDIX A - Continued

Date	School Name	School Location	Perpetrator(s)	Victim(s)	Source
1/2/96	Girard High School	Girard, Pennsylvania	One Student	One Student Committed Suicide	Stephens (2002)
1/19/96	Martha H. Winston Community School	Washington, DC	One Student	One Student Killed	Stephens (2002)
2/2/96	Frontier Junior High School	Moses Lake, Washington	One Student	One Educator Killed & Two Students Killed	Watson & Watson (2002)
2/8/96	Mid-Peninsula Education Center	Palo Alto, California	One Educator	One Student Committed Suicide	Stephens (2002)
2/22/96	Jenkins High School	Savannah, Georgia	One Student	One Student Killed	Stephens (2002)
3/11/96	North Stanly High School	New London, North Carolina	One Student	One Student Committed Suicide	Stephens (2002)
4/11/96	Talledega High School	Talledega, Alabama	One Student	One Student Killed	Stephens (2002)
5/14/96	Bingham Middle School	Taylorville, Utah	One Student	One Student Committed Suicide & One Adult Wounded	Stephens (2002)
6/4/96	West Valley High School	Hemet, California	One Student	One Student Committed Suicide	Stephens (2002)
9/25/96	DeKalb Alternative School	Scottsdale, Georgia	One Student	One Educator Killed	Stephens (2002)
10/2/96	Smedley Elementary School	Philadelphia, Pennsylvania	One Adult	Two Adults Killed	Watson & Watson (2002)
10/4/96	St. Bernard High School	Playa del Ray, California	One Student	One Student Killed & One Student Wounded	Stephens (2002)
10/13/96	Sumner High School	St. Louis, Missouri	One Student	One Student Killed	Stephens (2002)
1/11/97	Crown Heights High School	Brooklyn, New York	Three Students	One Student Killed & Two Students Wounded	Stephens (2002)
1/27/97	Conniston Middle School	West Palm Beach, Florida	One Student	One Student Killed	Stephens (2002)
2/19/97	Bethel High School	Bethel, Alaska	One Student	One Student and One Principal Killed	Garrett (2001)

APPENDIX A - Continued

Date	School Name	School Location	Perpetrator(s)	Victim(s)	Source
2/20/97	First Coast High School	Jacksonville, Florida	One Student	One Student Committed Suicide	Stephens (2002)
3/17/97	Pershing High School	Detroit, Michigan	Three Students	One Student Killed	Stephens (2002)
4/28/97	Thomas Starr King Middle School	Los Angeles, California	Two Students	One Student Killed	Stephens (2002)
10/1/97	Pearl High School	Pearl, Mississippi	One Student	Two Students Killed & Seven Students Wounded	Rowan (2001)
10/14/97	Lakeview Centennial High School	Garland, Texas	One Student	One Student Committed Suicide	Stephens (2002)
10/21/97	John Glenn High School	Norwalk, California	One Student	Two Students Killed	Stephens (2002)
11/13/97	Creekside Elementary School	Sacramento, California	One Adult	One Parent Killed	Stephens (2002)
12/1/97	Heath High School	West Paducah, Kentucky	One Student	Three Students Killed & Five Students Wounded	Capozzoli & McVey (2000)
1/13/98	Spingarn High School	Washington, DC	One Student	One Student Killed	Stephens (2002)
2/25/98	Reed City High School	Reed City, Michigan	One Student	One Student Committed Suicide	Stephens (2002)
3/24/98	Westside Middle School	Jonesboro, Arkansas	Two Students	Four Students Killed, One Educator Killed, and Ten Students Wounded	Watson & Watson (2002)
3/25/98	Coldwater High School	Coldwater, Michigan	One Student	One Student Committed Suicide	Stephens (2002)
3/30/98	Grey Culbreth Middle School	Chapel Hill, North Carolina	One Student	One Student Committed Suicide	Stephens (2002)
4/24/98	James W. Parker Middle School	Edinboro, Pennsylvania	One Student	One Educator Killed & Two Students Wounded	Garrett (2001)
4/28/98	Philadelphia Elementary School	Pomona, California	Two Students	Two Students Killed	Stephens (2002)
5/1/98	Public School 18	Buffalo, New York	One Parent	One Parent Killed	Stephens (2002)

APPENDIX A - Continued

Date	School Name	School Location	Perpetrator(s)	Victim(s)	Source
5/19/98	Lincoln County High School	Fayetteville, Tennessee	One Student	One Student Killed	Stephens (2002)
5/21/98	Thurston High School	Springfield, Oregon	One Student	Two Students Killed & Twenty-Two Students Wounded	Capozzoli & McVey (2000)
5/21/98	Rialto High School	Rialto, California	One Student	One Student Committed Suicide	Stephens (2002)
5/27/98	Washington Middle School	Pasadena, California	One Student	One Student Killed & One Student Wounded	Stephens (2002)
5/29/98	Stranahan High School	Fort Lauderdale, Florida	One Adult	One Educator Killed	Stephens (2002)
9/12/98	Herbert Hoover High School	Glendale, California	One Student	One Student Killed	Stephens (2002)
1/8/99	Central High School	Carrollton, Georgia	One Student	Two Students Killed	Stephens (2002)
1/21/99	Richland High School	North Richland, Texas	One Student	One Student Committed Suicide	Stephens (2002)
4/20/99	Columbine High School	Littleton, Colorado	Two Students	Fourteen Students Killed, One Educator Killed, and Twenty-Three Students Wounded	Kresnak (1999)
8/25/99	Jasper County High School	Monticello, Georgia	One Student	One Student Committed Suicide	Stephens (2002)
9/7/99	Vines High School	Plano, Texas	One Student	One Student Committed Suicide	Stephens (2002)
9/9/99	Santa Teresa High School	San Jose, California	One Student	One Student Committed Suicide	Stephens (2002)
11/19/99	Deming Middle School	Deming, New Mexico	One Student	One Student Killed	Stephens (2002)
11/19/99	Fort Gibson Middle School	Fort Gibson, Oklahoma	One Student	Four Students Wounded	Stephens (2002)
1/19/00	Ridgewood High School	New Port Richey, Florida	One Student	One Student Killed	Stephens (2002)
4/10/00	La Cima Middle School	Tucson, Arizona	One Educator	One Educator (Wounded Herself)	Stephens (2002)

APPENDIX A - Continued

Date	School Name	School Location	Perpetrator(s)	Victim(s)	Source
5/10/00	Carmichael Elementary School	Sierra Vista, Arizona	One Adult	Two Adults Killed	Watson & Watson (2002)
5/26/00	Lake Worth Middle School	Lake Worth, Florida	One Student	One Educator Killed	Stephens (2002)
9/5/00	Bidwell Porter Elementary School	Bidwell, Ohio	One Adult	One Adult Killed	Stephens (2002)
10/23/00	Western Academy Community Education Center	Los Angeles, California	One Student	One Adult Killed	Stephens (2002)
10/26/00	Bushwick High School	Brooklyn, New York	One Student	One Adult Killed	Stephens (2002)
10/27/00	South Side High School	Memphis, Tennessee	One Student	One Student Killed	Stephens (2002)
12/1/00	Granada High School	Los Angeles, California	One Student	One Student Committed Suicide	Stephens (2002)
12/7/00	Richmond High School	Richmond, California	One Student	One Student Killed	Stephens (2002)
1/10/01	Hueneme High School	Oxnard, California	One Student	One Student Killed by Police SWAT Team	Stephens (2002)
1/17/01	Lake Clifton Eastern High School	Baltimore, Maryland	One Student	One Student Murdered	Stephens (2002)
1/29/01	Boles Junior High School	Arlington, Texas	One Student	One Student Committed Suicide	Stephens (2002)
3/2/01	Hoover High School	San Diego, California	One Student	One Student Committed Suicide	Stephens (2002)
3/5/01	Santana High School	Santee, California	One Student	Two Students Killed & Thirteen Students Wounded	Chen, Smith, Plante, & Harwood (2001)
3/7/01	Bishop Newmann High School	Williamsport, Pennsylvania	One Student	One Student Wounded	Stephens (2002)
3/22/01	Granite Hills High School	Granite Hills, California	One Student	Three Students Wounded & One Educator Wounded	Watson & Watson (2002)

APPENDIX A - Continued

Date	School Name	School Location	Perpetrator(s)	Victim(s)	Source
3/30/01	Lew Wallace High School	Gary, Indiana	One Parent	One Student Killed	Stephens (2002)
4/3/01	Kelb Intermediate School	Klein, Texas	One Student	One Student Committed Suicide	Stephens (2002)
5/15/01	Ennis High School	Ennis, Texas	One Student	One Student Committed Suicide	Stephens (2002)
6/7/01	Ousley Junior High School	Arlington, Texas	One Adult	One Adult	Stephens (2002)
10/12/01	Taylorville High School	Taylorville, Utah	One Student	One Student Committed Suicide	Stephens (2002)
11/12/01	Caro Learning Center	Caro, Michigan	One Student	One Student Committed Suicide	Stephens (2002)
1/15/02	Martin Luther King Jr. High School	New York, New York	One Student	Two Students Wounded	Stephens (2002)
2/7/02	Roosevelt High School	Chicago, Illinois	One Student	Three Students Wounded	Stephens (2002)
10/7/02	Benjamin Tasker Middle School	Bowie, Maryland	One Adult & One Minor	One Student Wounded	Keary (2002)
10/28/02	The University of Arizona	Tucson, Arizona	One Student	Two Educators Killed & One Student Committed Suicide	Rather & Hughes (2002)
12/16/02	Englewood Technical Preparatory Academy	Chicago, Illinois	Two Students	One Student Killed	Morrissey (2002)

APPENDIX B

School Safety & Emergency Crises Student Survey*Students' and Parents' Understandings of
School Safety in Relationship to Emergency Crises*

Principal Investigator: Jesús R. Celaya
 Department of Language, Reading and Culture
 University of Arizona
 Tucson, AZ

You are being invited to voluntarily participate in the above-titled dissertation research project by completing this survey. As mentioned in consent forms you signed, your survey responses will be kept strictly confidential. Jesús R. Celaya will be the only individual who will have access to the data from this survey, and he will secure the data in a fireproof safe when the data are not in use. You can obtain further information about this survey and other aspects of the research by contacting the principal investigator Jesús R. Celaya, Ma.Ed. at Eastern Magnet.

Directions: I would like to learn about your understandings of issues related to school safety and emergency crises. School crises are unexpected events that place individuals within schools in danger and that require evacuations or lockdowns. Please respond independently and do not write your name on this survey.

Demographics:

1. Sex: ☐ Male ☐ Female
2. Race/Ethnicity: ☐ White/Anglo-American ☐ African-American
 ☐ Latino/Hispanic-American ☐ Native-American
 ☐ Asian-American
 ☐ Other _____
3. Age: ☐ 11yrs. ☐ 12yrs.
 ☐ 13yrs.
4. In your opinion, what makes a school safe?

APPENDIX B - *Continued*

Please read the following statements. Mark the answer that best describes your feelings about each statement, circling whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Don't Know (DK).

5.	I believe that I am safe when I am at school.	SA	A	D	SD	DK
6.	I understand what to do during evacuations when I am in all of my classes.	SA	A	D	SD	DK
7.	I understand what to do during lockdowns when I am in all of my classes.	SA	A	D	SD	DK
8.	All of my teachers have reviewed the procedures for evacuations with my class.	SA	A	D	SD	DK
9.	All of my teachers have reviewed the procedures for lockdowns with my class.	SA	A	D	SD	DK
10.	Students from all cultures at my school feel safe when they are on campus.	SA	A	D	SD	DK
11.	All of the students at my school know the procedures for evacuations for all of their classes.	SA	A	D	SD	DK
12.	All of the students at my school know the procedures for lockdowns for all of their classes.	SA	A	D	SD	DK
13.	I understand what to do during evacuations when I am on campus and outside of class.	SA	A	D	SD	DK
14.	I understand what to do during lockdowns when I am on campus and outside of class.	SA	A	D	SD	DK
15.	My parents always know when evacuations and lockdowns have occurred.	SA	A	D	SD	DK
16.	My parents believe I am safe while I am at school.	SA	A	D	SD	DK
17.	I know how to get information from my school about the procedures for evacuations and lockdowns.	SA	A	D	SD	DK
18.	My parents know how to get information from my school about the procedures for evacuations and lockdowns.	SA	A	D	SD	DK

APPENDIX B - *Continued*

19. Are there particular places at school where your child feels unsafe? ____ Yes. ____ No.

If yes, please write them below and check the times of the day when these places feel unsafe for your child.

Place on Campus	Before School	During Class	During Lunch	After School	All day
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

20. The events during September 11, 2001 changed my understandings of school safety and crises. SA A D SD DK

21. The lockdown events during September 12, 2001 changed my understandings of school safety and crises. SA A D SD DK

22. The events during September 11, 2001 changed my classmate's understandings of school safety and crises. SA A D SD DK

23. The lockdown events during September 12, 2001 changed my classmate's understandings of school safety and crises. SA A D SD DK

24. The events during September 11, 2001 changed my parent's understandings of school safety and crises. SA A D SD DK

25. The lockdown events during September 12, 2001 changed my parent's understandings of school safety and crises. SA A D SD DK

26. Describe the understandings of safety and crises you held before the week of September 9, 2001.

27. Describe the understandings of safety and crises you held after the week of September 9, 2001.

APPENDIX B - *Continued*

- | | | | | | |
|-----|--|-------|-----------|-----------|----------|
| 28. | During the last school year,
I felt unsafe at school. | Never | 1-2 times | 3-4 Times | 5+ times |
| 29. | During the last school year,
evacuations occurred when I was in class. | Never | 1-2 times | 3-4 Times | 5+ times |
| 30. | During the last school year,
lockdowns occurred when I was in class. | Never | 1-2 times | 3-4 Times | 5+ times |
| 31. | During the last school year,
evacuations occurred outside of class. | Never | 1-2 times | 3-4 Times | 5+ times |
| 32. | During the last school year,
lockdowns occurred outside of class. | Never | 1-2 times | 3-4 Times | 5+ times |
| 33. | During the last school year,
each of my teachers reviewed the procedures
for evacuations and lockdowns. | Never | 1-2 times | 3-4 Times | 5+ times |
| 34. | During the last school year,
each of my substitute teachers reviewed the
procedures for evacuations and lockdowns. | Never | 1-2 times | 3-4 Times | 5+ times |
| 35. | I have spoken with my classmates about
the safety of my school. | Never | 1-2 times | 3-4 Times | 5+ times |
| 36. | I have spoken with my classmates about
evacuations and lockdowns. | Never | 1-2 times | 3-4 Times | 5+ times |
| 37. | I have spoken with my parents about the
safety of my school. | Never | 1-2 times | 3-4 Times | 5+ times |
| 38. | I have spoken with my parents about
evacuations and lockdowns. | Never | 1-2 times | 3-4 Times | 5+ times |
| 39. | My parents and I have received
written documents from my school about
safety and emergency crises. | Never | 1-2 times | 3-4 Times | 5+ times |
| 40. | In your opinion, how does your culture affect the way you feel about school safety? | | | | |

Thank you very much for your help!

APPENDIX C

School Safety & Emergency Crises Parent/Guardian Survey*Students' and Parents' Understandings of
School Safety in Relationship to Emergency Crises*

Principal Investigator: Jesús R. Celaya
 Department of Language, Reading and Culture
 University of Arizona
 Tucson, AZ

You are being invited to voluntarily participate in the above-titled dissertation research project by completing this survey. As mentioned in consent forms you signed, your survey responses will be kept strictly confidential. Jesús R. Celaya will be the only individual who will have access to the data from this survey, and he will secure the data in a fireproof safe when the data is not in use. You can obtain further information about this survey and other aspects of the research by contacting the principal investigator Jesús R. Celaya, Ma.Ed. at Eastern Magnet.

Directions: I would like to learn about your understandings of issues related to school safety and emergency crises. School crises are unexpected events that place individuals within schools in danger and that require evacuations or lockdowns. Please respond independently and do not write your name on this survey.

Demographics:

1. Sex: ☐ Male ☐ Female
2. Race/Ethnicity: ☐ White/Anglo-American ☐ African-American
 ☐ Latino/Hispanic-American ☐ Native-American
 ☐ Asian-American
 ☐ Other _____
3. Grade(s) of your children at this campus: (Circle all applicable.)

Pre-K	K	1st	2nd	3rd
4th	5th	6th	7th	8th
4. In your opinion, what makes a school safe?

APPENDIX C - *Continued*

Please read the following statements. Mark the answer that best describes your feelings about each statement, circling whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), or Don't Know (DK).

- | | | | | | | |
|-----|--|----|---|---|----|----|
| 5. | I believe that my child is safe when he or she is at school. | SA | A | D | SD | DK |
| 6. | My child understands what to do during evacuations when he or she is in all classes. | SA | A | D | SD | DK |
| 7. | My child understands what to do during lockdowns when he or she is in all classes. | SA | A | D | SD | DK |
| 8. | All of my child's teachers have reviewed the procedures for evacuations with me. | SA | A | D | SD | DK |
| 9. | All of my child's teachers have reviewed the procedures for lockdowns with me. | SA | A | D | SD | DK |
| 10. | All of my child's teachers have reviewed the procedures for evacuations with their classes. | SA | A | D | SD | DK |
| 11. | All of my child's teachers have reviewed the procedures for lockdowns with their classes. | SA | A | D | SD | DK |
| 12. | Students from all cultures feel safe when they are at school. | SA | A | D | SD | DK |
| 13. | Parents from all cultures feel that their children are safe when they are at school. | SA | A | D | SD | DK |
| 14. | All of the students at your child's school know the procedures for evacuations for all of their classes. | SA | A | D | SD | DK |
| 15. | All of the students at your child's school know the procedures for lockdowns for all of their classes. | SA | A | D | SD | DK |
| 16. | My child understands what to do during evacuations when he or she is on campus and outside of class. | SA | A | D | SD | DK |
| 17. | My child understands what to do during lockdowns when he or she is on campus and outside of class. | SA | A | D | SD | DK |
| 18. | I always know when evacuations and lockdowns have occurred at my child's school. | SA | A | D | SD | DK |
| 19. | My child believes that he or she is safe while at school. | SA | A | D | SD | DK |

APPENDIX C - *Continued*

20. I know how to get information from my child's school about the procedures for evacuations and lockdowns. SA A D SD DK

21. My child knows how to get information from school about the procedures for evacuations and lockdowns. SA A D SD DK

22. Are there particular places at school where your child feels unsafe? ____ Yes. ____ No.
If yes, please write them below and check the times of the day when these places feel unsafe for your child.

Place on Campus	Before School	During Class	During Lunch	After School	All day
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

23. The events during September 11, 2001 changed my understandings of school safety and crises. SA A D SD DK

24. The lockdown events during September 12, 2001 changed my understandings of school safety and crises. SA A D SD DK

25. The events during September 11, 2001 changed my child's understandings of school safety and crises. SA A D SD DK

26. The lockdown events during September 12, 2001 changed my child's understandings of school safety and crises. SA A D SD DK

27. Describe the understandings of safety and crises you held before the week of September 9, 2001.

28. Describe the understandings of safety and crises you held after the week of September 9, 2001.

APPENDIX C - *Continued*

29.	During the last school year, my child felt unsafe at school.	Never	1-2 times	3-4 Times	5+ times
30.	During the last school year, evacuations occurred when my child was in class.	Never	1-2 times	3-4 Times	5+ times
31.	During the last school year, lockdowns occurred when my child was in class.	Never	1-2 times	3-4 Times	5+ times
32.	During the last school year, evacuations occurred when my child was outside of class.	Never	1-2 times	3-4 Times	5+ times
33.	During the last school year, lockdowns occurred when my child was outside of class.	Never	1-2 times	3-4 Times	5+ times
34.	During the last school year, each of my child's teachers reviewed the procedures for crises with their classes.	Never	1-2 times	3-4 Times	5+ times
35.	During the last school year, each of my child's substitute teachers reviewed the procedures for crises with their classes.	Never	1-2 times	3-4 Times	5+ times
36.	I have spoken with other adults about the safety of my child's school.	Never	1-2 times	3-4 Times	5+ times
37.	I have spoken with my child about the safety of his or her school.	Never	1-2 times	3-4 Times	5+ times
38.	I have spoken with my child about evacuations and lockdowns.	Never	1-2 times	3-4 Times	5+ times
39.	My child and I have received written documents from my school about safety and emergency crises.	Never	1-2 times	3-4 Times	5+ times
40.	In your opinion, how does your culture affect the way you feel about school safety?				

Thank you very much for your help!

APPENDIX D

Student Interview Questions

- In your opinion, what makes a school safe?
- How do you feel about the safety of your school, and what makes you feel this way?
- What would cause a student to feel unsafe at school?
- How do your parents feel about the safety of your school, and what makes them feel this way?
- What are the procedures for evacuations at your school?
- What are the procedures for lockdowns at your school?
- What are the procedures for evacuating all the individuals from the entire campus at your school?
- Do you know what to do during evacuations and lockdowns in all of your classes?
- How do teachers know that their students understand the procedures for evacuations and lockdowns?
- How did you learn the procedures for evacuations and lockdowns?
- Since the beginning of sixth grade until now, how many teachers did not review the procedures for evacuations and lockdowns with one of your classes?
- Do you think that safety procedures at your school are equally implemented by different teachers and across classes?
- In percentages, about how many students do you feel know the procedures for evacuations?
- In percentages, about how many students do you feel know the procedures for lockdowns?
- Do your parents know what the procedures for evacuations and lockdowns are?
- How did your parents learn the procedures for evacuations and lockdowns?
- How would your parents be informed about a crisis causing an evacuation or lockdown that happened at your school?
- Since the beginning of the 2001-2002 school year, how many documents have you received from the school regarding school safety?

APPENDIX D - *Continued*

- What did these documents mention, and how did you receive the documents?
- Do you think that new students feel as prepared for emergencies than students who have attended school since the start of the year, and why?
- Explain how you would feel if you were in a class taught by a substitute when a lockdown or evacuation were to take place.
- Have you ever been at school during an actual evacuation or lockdown, and if so, what was/were the cause(s)?
- What did your class do during the lockdown on September 12, 2001?
- How did the events of September 12, 2001, affect your understandings of school safety and crises?
- How did the events of September 12, 2001, affect other students' understandings of school safety and crises?
- How did the events of September 12, 2001, affect your parents' understandings of school safety and crises?
- What are the procedures parents must follow to checkout students from your school?
- What individuals are listed on your emergency card as being allowed to take you home from school other than your parents?
- Do you feel that there are any physical areas of your school campus that are unsafe, and if so, where are they?
- Do you feel that your school needs to have different procedures for checking what students bring to school, and if so, what procedures would you recommend?
- Have you ever spoken to your classmates about emergency school safety procedures, and if so, what did you discuss?
- Have you ever spoken to your parents about emergency school safety procedures, and if so, what did you discuss?
- In what ways does one's culture influence understandings of school safety emergency crises?

APPENDIX D - *Continued*

- Do you feel that there are cultural groups who feel more unsafe than others at your school, and if so, which cultures feel more unsafe and why?
- How does your culture affect the way that you feel about school safety and crises?
- How would you respond if you were to see something that could possibly threaten the safety of your school?
- What type of changes, if any, do you feel the school should make when it comes to the number of monitors who patrol your campus?
- What would influence students to initiate violence at a school?
- How would you go about expressing any questions or concerns about the safety of your school?
- What changes do you feel should take place to improve the safety of your school?

APPENDIX E

Parent Interview Questions

- In your opinion, what makes a school safe?
- How do you feel about the safety of your child's school, and what makes you feel this way?
- What would cause a student to feel unsafe at school?
- How does your child feel about the safety of his or her school, and what makes him or her feel this way?
- How often have school personnel reviewed procedures for emergencies with you?
- What are the procedures that a class would follow during an evacuation at your child's school?
- What are the procedures that a class would follow during a lockdown at your child's school?
- What are the procedures for evacuating all the individuals from the entire campus at your child's school?
- Do you feel that your child is prepared to handle an emergency crisis while at school, and what makes you feel this way?
- How did you learn the procedures for evacuations and lockdowns for your child's school?
- Since the beginning of sixth grade until now, how many teachers did not review the procedures for evacuations and lockdowns with one of your child's classes?
- How would you be informed about a crisis causing an evacuation or lockdown that happened at your child's school?
- Do you feel that you always know when evacuations or lockdowns have occurred at your child's school?
- How well informed do you feel about safety procedures and safety issues from your child's school?
- Since the beginning of the 2001-2002 school year, how many documents have you received from the school regarding school safety?
- What did these documents mention and how did you receive the documents?
- Do you think that new students feel as prepared for emergencies than students who have attended school since the start of the year, and why?

APPENDIX E - *Continued*

- Explain how you would feel if your child were in a class taught by a substitute when a lockdown or evacuation were to take place. Would you feel differently if a substitute was present instead of a regular teacher in the classroom?
- Has your child ever been at school during an actual evacuation or lockdown, and if so, what was/were the cause(s)?
- What did your child's class do during the lockdown on September 12, 2001?
- How did the events of September 12, 2001, affect your understandings of school safety and crises?
- How did the events of September 12, 2001, affect your child's understandings of school safety and crises?
- How did the events of September 12, 2001, affect other adults' understandings of school safety and crises?
- What are the procedures parents must follow to checkout students from your child's school?
- How did you learn the procedures that parents must follow to checkout students from your child's school?
- Do you think the procedures for checking-out students from your child's school need to be changed in any way, and if so, what types of changes would you recommend?
- Who is listed on your child's emergency card as an individual who can transport your child from school other than yourself?
- Is your child aware of the individuals who are listed on your child's emergency card as an emergency contact that can transport your child from school?
- Do you feel that there are any physical areas of your child's school campus that are unsafe, and if so, where are they?
- Do you feel that your child's school needs to have different procedures for checking what students bring to school, and if so, what procedures would you recommend?
- In what ways does one's culture influence understandings of school safety and crises?

APPENDIX E - *Continued*

- Do you feel that there are cultural groups who feel more unsafe than others at your child's school, and if so, which cultures feel more unsafe and why?
- How does your culture affect the way that you feel about school safety and crises?
- What type of changes, if any, do you feel the school should make when it comes to the number of monitors who patrol the campus?
- What would influence students to initiate violence at a school?
- What is role of parents in maintaining school safety?
- In terms of planning, what do you see as effective planning for emergencies and maintaining safety?
- How would you respond if you were to see something that could possibly threaten the safety of your child's school?
- How would you go about expressing any questions or concerns about safety at your child's school?
- What changes do you feel should take place to improve the safety of your child's school?

APPENDIX F

Recruitment of Parent/Guardian Participants Document*Students' and Parents' Understandings of
School Safety in Relationship to Emergency Crises*

Principal Investigator: Jesús R. Celaya
Department of Language, Reading and Culture
University of Arizona Tucson, AZ

DEAR PARENT/GUARDIAN,

PLEASE READ THE INFORMATION BELOW ABOUT THE ABOVE-TITLED DISSERTATION RESEARCH PROJECT.

Purpose

Jesús R. Celaya is inviting you to voluntarily participate in the above-titled dissertation research project. The purpose of this study is to develop knowledge about students' and parents' understandings of school safety and crises in order to increase the safety at your child's school and possibly other workplaces. School crises are unexpected events that place individuals within schools in danger and that require evacuations or lockdowns.

Selection Criteria

You are being invited to participate because your child was enrolled in one of Jesús R. Celaya's classes during the 2001 - 2002 school year, he or she was present in class during the entire week of September 9, 2001, and his or her ethnic background represents one of the cultures at your child's school. You are also being asked to participate because your ethnic background represents one of the cultures at your child's school. Your child will also participate in the research. Approximately fourteen students and fourteen parents/guardians will be enrolled in this study.

Procedure

If you agree to participate, you and your child will be asked to complete separate surveys and take part in separate videotaped interviews conducted by Jesús R. Celaya related to school safety and crises. The surveys (student survey and parent/guardian survey) will consist of 40 questions and will take approximately thirty-five minutes to complete. You will receive and return the surveys by mail. The videotaped interviews will be conducted at a branch of the Tucson-Pima Public Libraries and each one will last for approximately one hour. There will be no monetary costs involved in your participation.

Contact

If you are interested in participating, or if you would like further information about this study from Jesús R. Celaya, please contact him at Eastern Magnet.

THANK YOU FOR YOUR TIME!

APPENDIX G

Recruitment of Student Participants Document*Students' and Parents' Understandings of
School Safety in Relationship to Emergency Crises*

Principal Investigator: Jesús R. Celaya
Department of Language, Reading and Culture
University of Arizona Tucson, AZ

DEAR FORMER STUDENT,

PLEASE READ THE INFORMATION BELOW ABOUT THE ABOVE-TITLED DISSERTATION
RESEARCH PROJECT WITH ONE OF YOUR PARENTS/GUARDIANS.

Purpose

Jesús R. Celaya is trying to learn about the way students and parents understand school safety and crises. School crises are events that put children and adults in danger at school, and they require evacuations and lockdowns. If you and your parents agree on your participation, you will complete one survey at home for about 30 minutes and one videotaped interview at a Tucson-Pima Public Library branch for about 60 minutes. Your parent/guardian will also participate in the research. Your participation could help your school and other workplaces become safer.

Contact

Please tell your parent/guardian if you are interested in participating. Have your parent/guardian contact Jesús R. Celaya at Eastern Magnet for more information about this study.

THANK YOU FOR YOUR TIME!

APPENDIX H

Subject's Consent FormStudents' and Parents' Understandings of
School Safety in Relationship to Emergency Crises

Principal Investigator: Jesús R. Celaya
Department of Language, Reading and Culture
University of Arizona
Tucson, AZ

I AM BEING ASKED TO READ THE FOLLOWING MATERIAL TO ENSURE THAT I AM INFORMED OF THE NATURE OF THIS RESEARCH STUDY AND OF HOW I WILL PARTICIPATE IN IT, IF I CONSENT TO DO SO. SIGNING THIS FORM WILL INDICATE THAT I HAVE BEEN SO INFORMED AND THAT I GIVE MY CONSENT. FEDERAL REGULATIONS REQUIRE WRITTEN INFORMED CONSENT PRIOR TO PARTICIPATION IN THIS RESEARCH STUDY SO THAT I CAN KNOW THE NATURE AND RISKS OF MY PARTICIPATION AND CAN DECIDE TO PARTICIPATE OR NOT PARTICIPATE IN A FREE AND INFORMED MANNER.

Purpose

I am being invited to voluntarily participate in the above-titled dissertation research project that has been approved by the Southwest Unified School District. The purpose of this study is to develop knowledge about students' and parents' understandings of school safety and crises in order to increase the safety of my child's school and possibly other workplaces. School crises are unexpected events that place individuals within schools in danger and that require evacuations or lockdowns.

Selection Criteria

I am being invited to participate because my child was enrolled in one of Jesús R. Celaya's classes during the 2001-2002 school year, and his or her ethnic background represents one of the cultures at my child's school. I am also being asked to participate because my ethnic background represents one of the cultures at my child's school. My child will also participate in the research. Approximately fourteen students and fourteen parents/guardians will be enrolled in this study.

APPENDIX H - *Continued*

Procedure

If I agree to participate, I will be asked to complete one survey and take part in one videotaped interview conducted by Jesús R. Celaya related to school safety and crises. The survey will consist of 40 questions and will take approximately thirty-five minutes to complete. I will receive and return the survey by mail. The videotaped interview will be conducted at a branch of the Tucson-Pima Public Libraries and it will last for approximately one hour.

Risks

My participation presents risks because I will be openly sharing my understandings of school safety and crises by completing the survey and interview. If I feel uncomfortable, I may refuse to answer any questions or withdraw from the study at anytime.

Benefits

There are no guaranteed direct benefits, but the desired outcome of the study is to generate findings that could enhance the safety at my child's school and other institutions for all individuals. Also, I may be able to learn about my understandings of school safety and crises.

Confidentiality

All videotaped interviews, interview transcripts, and survey responses will be kept strictly confidential. Jesús R. Celaya will be the only individual who will have access to the data, and he will secure the data in a fireproof safe when the data is not in use. I understand that a pseudonym will be used as a substitute for my real name, and I may request the researcher to use a pseudonym that I create.

Participation Costs and Subject Compensation

There will be no costs involved in my participation except approximately two hours of my time and I will not be compensated.

APPENDIX H - Continued

Contacts

I can obtain further information from the principal investigator Jesús R. Celaya, Ma.Ed. at Eastern Magnet. If I have questions concerning my rights as a research subject, I may call the Human Subject Committee office at (520)626-6721.

Authorization

BEFORE GIVING MY CONSENT BY SIGNING THIS FORM, THE METHODS, INCONVENIENCES, RISKS, AND BENEFITS HAVE BEEN EXPLAINED TO ME AND MY QUESTIONS HAVE BEEN ANSWERED. I MAY ASK QUESTIONS ANY TIME AND I AM FREE TO WITHDRAW FROM THE PROJECT AT ANY TIME WITHOUT CAUSING BAD FEELINGS. MY PARTICIPATION IN THIS PROJECT MAY BE ENDED BY THE INVESTIGATOR FOR REASONS THAT WOULD BE EXPLAINED. NEW INFORMATION DEVELOPED DURING THE COURSE OF THIS STUDY WHICH MAY AFFECT MY WILLINGNESS TO CONTINUE IN THIS RESEARCH PROJECT WILL BE GIVEN TO ME AS IT BECOMES AVAILABLE. THIS CONSENT FORM WILL BE FILED IN AN AREA DESIGNATED BY THE HUMAN SUBJECTS COMMITTEE WITH ACCESS RESTRICTED TO THE PRINCIPAL INVESTIGATOR, JESUS R. CELAYA OR AUTHORIZED REPRESENTATIVES OF THE LANGUAGE, READING AND CULTURE DEPARTMENT. I DO NOT GIVE UP ANY OF MY LEGAL RIGHTS BY SIGNING THIS FORM. A COPY OF THIS SIGNED CONSENT FORM WILL BE GIVEN TO ME.

Subject's Signature

Date

Investigator's Affidavit

I have carefully explained to the subject the nature of the above project. I hereby certify that to the best of my knowledge the person who is signing this consent form understands clearly the nature, demands, benefits, and risks involved in his/her participation and his/her signature is legally valid. A medical problem or language or educational barrier has not precluded this understanding.

Signature of Investigator

Date

APPENDIX I

Parental Consent FormStudents' and Parents' Understandings of
School Safety in Relationship to Emergency Crises

Principal Investigator: Jesús R. Celaya
Department of Language, Reading and Culture
University of Arizona
Tucson, AZ

I AM BEING ASKED TO READ THE FOLLOWING MATERIAL TO ENSURE THAT I AM INFORMED OF THE NATURE OF THIS RESEARCH STUDY AND OF HOW MY CHILD WILL PARTICIPATE IN IT, IF I CONSENT FOR HIM/HER TO DO SO. SIGNING THIS FORM WILL INDICATE THAT I HAVE BEEN SO INFORMED AND THAT I GIVE MY CONSENT. FEDERAL REGULATIONS REQUIRE WRITTEN INFORMED CONSENT PRIOR TO MY CHILD'S PARTICIPATION IN THIS RESEARCH STUDY SO THAT I CAN KNOW THE NATURE AND RISKS OF MY CHILD'S PARTICIPATION AND CAN DECIDE TO ALLOW HIM/HER TO PARTICIPATE OR NOT PARTICIPATE IN A FREE AND INFORMED MANNER.

Purpose

My child is being invited to voluntarily participate in the above-titled dissertation research project that has been approved by the Southwest Unified School District. The purpose of this study is to develop knowledge about students' and parents' understandings of school safety and crises in order to increase the safety of my child's school and possibly other workplaces. School crises are unexpected events that place individuals within schools in danger and that require evacuations or lockdowns.

Selection Criteria

My child is being invited to participate because he/she was enrolled in one of Jesús R. Celaya's classes during the 2001-2002 school year, he/she was present in class during the entire week of September 9th 2001, and his/her ethnic background represents one of the cultures at his/her school. I will also participate in the research. Approximately fourteen students and fourteen parents/guardians will be enrolled in this study.

APPENDIX I - *Continued*

Procedure

If I agree to allow my child to participate, he/she will be asked to complete one survey and take part in one videotaped interview conducted by Jesús R. Celaya related to school safety and crises. The survey will consist of 40 questions and will take approximately thirty minutes to complete. My child will receive and return the survey by mail. The videotaped interview will be conducted at a branch of the Tucson-Pima Public Libraries and it will last for approximately one hour.

Risks

My child's participation presents risks because he/she will be openly sharing his/her understandings of school safety and crises by completing the survey and interview. If my child feels uncomfortable, he/she may refuse to answer any questions or withdraw from the study at anytime.

Benefits

There are no guaranteed direct benefits, but the desired outcome of the study is to generate findings that could enhance the safety at my child's school and other institutions for all individuals. Also, my child may be able to learn about his/her understandings of school safety and crises.

Confidentiality

All videotaped interviews, interview transcripts, and survey responses will be kept strictly confidential. Jesús R. Celaya will be the only individual who will have access to the data, and he will secure the data in a fireproof safe when the data is not in use. A pseudonym will be used as a substitute for my child's real name, and he/she may request the researcher to use a pseudonym that he/she creates.

Participation Costs and Subject Compensation

There will be no costs involved in my child's participation except approximately two hours of his/her time and he/she will not be compensated.

APPENDIX I - Continued

Contacts

I can obtain further information from the principal investigator Jesús R. Celaya, Ma.Ed. at Eastern Magnet. If I have questions concerning my child's rights as a research subject, I may call the Human Subject Committee office at (520) 626-6721.

Authorization

BEFORE GIVING MY CONSENT BY SIGNING THIS FORM, THE METHODS, INCONVENIENCES, RISKS, AND BENEFITS HAVE BEEN EXPLAINED TO ME AND MY QUESTIONS HAVE BEEN ANSWERED. I MAY ASK QUESTIONS ANY TIME AND I AM FREE TO WITHDRAW MY CHILD FROM THE PROJECT AT ANY TIME WITHOUT CAUSING BAD FEELINGS. MY CHILD'S PARTICIPATION IN THIS PROJECT MAY BE ENDED BY THE INVESTIGATOR FOR REASONS THAT WOULD BE EXPLAINED. NEW INFORMATION DEVELOPED DURING THE COURSE OF THIS STUDY WHICH MAY AFFECT MY WILLINGNESS TO ALLOW MY CHILD TO CONTINUE IN THIS RESEARCH PROJECT WILL BE GIVEN TO ME AS IT BECOMES AVAILABLE. THIS CONSENT FORM WILL BE FILED IN AN AREA DESIGNATED BY THE HUMAN SUBJECTS COMMITTEE WITH ACCESS RESTRICTED TO THE PRINCIPAL INVESTIGATOR, JESUS R. CELAYA OR AUTHORIZED REPRESENTATIVES OF THE LANGUAGE, READING AND CULTURE DEPARTMENT. I DO NOT GIVE UP ANY OF MY LEGAL RIGHTS BY SIGNING THIS FORM. A COPY OF THIS SIGNED CONSENT FORM WILL BE GIVEN TO ME.

Subject's Signature

Date

Parent/Legal Guardian's Signature

Date

Investigator's Affidavit

I have carefully explained to the subject's parent/legal guardian the nature of the above project. I hereby certify that to the best of my knowledge the person who is signing this consent form understands clearly the nature, demands, benefits, and risks involved in his/her child's participation and his/her signature is legally valid. A medical problem or language or educational barrier has not precluded this understanding.

Signature of Investigator

Date

APPENDIX J

Subject's Assent Form For MinorsStudents' and Parents' Understandings of
School Safety in Relationship to Emergency Crises

Principal Investigator: Jesús R. Celaya
Department of Language, Reading and Culture
University of Arizona
Tucson, AZ

Your parent/guardian has told me it was okay for you to participate in my research project, but I want to make sure it is okay with you too. I am trying to learn about the way students and parents understand school safety and crises. School crises are events that put children and adults in danger at school, and they require evacuations and lockdowns. If you participate, you will be asked to complete one survey at home for about 30 minutes and one videotaped interview at a Tucson-Pima Public Library branch for about 60 minutes. Do you understand? Is it OK?

Subject's Printed Name and Signature

Date

Investigator's Signature

Date

APPENDIX K

The University of Arizona's
Human Subjects' Protection Certification

Vice President for Research
and Graduate Studies



Administration 601
P.O. Box 210066
Tucson, AZ 85721-0066
(520) 621-3511
FAX: (520) 621-7507

TO: Jesus Raul Celaya
Language, Reading, and Culture
PO Box 210069
Campus

FROM: Alice C. Langen *Alice C. Langen*
Director, Research Standards and Compliance

DATE: January 29, 2002

SUBJECT: Human Subjects Protection Certification

On January 22, 2002 you successfully completed the Rochester Program, "Protecting Study Volunteers in Research." Therefore, you have met the criterion required by the University of Arizona to be certified in human subjects protection.

This is the only notification you will receive. Please give a copy of this memo to your department head and keep this memo in your files.

AL:ln

APPENDIX L

The University of Arizona's
Human Subjects' Approval of Investigation

Human Subjects Protection Program
<http://www.irb.arizona.edu>



1350 N. Vine Avenue
 P.O. Box 245137
 Tucson, AZ 85724-5137
 (520) 626-6721

27 August 2002

Jesús Celaya, Ph.D. Candidate
 Advisor: Richard Ruiz, Ph.D.
 Language, Reading and Culture
 PO Box 210069

RE: **BSC B02.171 CULTURAL UNDERSTANDING OF SCHOOL SAFETY AND
 EMERGENCY CRISES**

Dear Mr. Celaya:

We received your research proposal as cited above. The procedures to be followed in this study pose no more than minimal risk to participating subjects. Regulations issued by the U.S. Department of Health and Human Services [45 CFR Part 46.110(b)] authorize approval of this type project through the expedited review procedures, with the condition(s) that subjects' anonymity be maintained. Although full Committee review is not required, a brief summary of the project procedures is submitted to the Committee for their endorsement and/or comment, if any, after administrative approval is granted. This project is approved effective **27 August 2002** for a period of one year.

The Human Subjects Committee (Institutional Review Board) of the University of Arizona has a current assurance of compliance, number M-1233, which is on file with the Department of Health and Human Services and covers this activity.

Approval is granted with the understanding that no further changes or additions will be made either to the procedures followed or to the consent form(s) used (copies of which we have on file) without the knowledge and approval of the Human Subjects Committee and your College or Departmental Review Committee. Any research related physical or psychological harm to any subject must also be reported to each committee.

A university policy requires that all signed subject consent forms be kept in a permanent file in an area designated for that purpose by the Department Head or comparable authority. This will assure their accessibility in the event that university officials require the information and the principal investigator is unavailable for some reason.

Sincerely yours,

Theodore J. Glauke, Ph.D.
 Chair
 Social and Behavioral Sciences Human Subjects Committee

TJG:tl
 cc: Departmental/College Review Committee

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