

A COMPARISON OF TEACHER REPORTED VIOLENCE BETWEEN
MONROE COUNTY PUBLIC HIGH SCHOOLS AND NEW YORK STATE
PUBLIC HIGH SCHOOLS.

by

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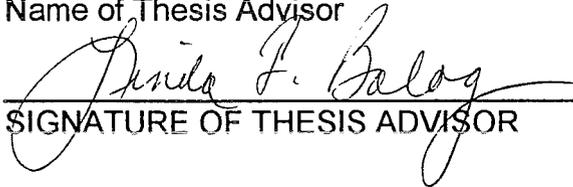
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Abstract

This study determined the reported incidences of violence against Monroe County public high school teachers and compared the rates with those reported by New York State public high school teachers. Although the rate of juvenile violence has increased at a rate of about 50% in the past four years in Monroe county, it was found that Monroe County teachers report similar incidences of robberies (7.2%%) to that reported by New York State teachers (3.6%) and a similar percentage of assaults (9.7%) to that reported by New York State teachers (8.0%). The study also found that 92% of the New York State teachers reported no use of a weapon during robberies and 83.8% reported no use during an assault, while 100% of the Monroe County teachers reported no use of weapons during a robbery and 93.8% reported no use during an assault. With regard to prevention programs already in place in their schools, fewer Monroe County teachers experience confidence where more New York State teachers appeared more confident in these programs.

Acknowledgment

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Chapter One:

Introduction

Rationale

The effects of violence on a society are multidimensional. Violence permeates every social milieu affecting social, educational, economic and political development without regard to age, sex, culture or community. The children and educators of our nation are witnessing acts of violence in their neighborhoods, homes and schools. Where school was once a safe haven, it is increasingly becoming the site of weapon possession, fear, fights, and drug use. The excellence of teachers and their instructional tools cannot be fully utilized if teachers are forced to instruct in a setting of fear, crime and violence. It is our responsibility to create a safe haven for our students and teachers to allow the educational process to proceed and the instruction of peace and nonviolence to flourish.

A review of the literature revealed that most of the current findings describe violence in our society in general, usually highlighting use of weapons, drug use and addiction, sexual and physical abuse. When historical and current articles specifically about school violence were located, the focus was generally on violence against students rather than violence against teachers. It was found that very few studies reported violence experienced by teachers in their school setting which is further substantiated by Coben, Weiss, Mulvey and Dearwater (1994) who report that prevention of youth violence is in the beginning stages of development as a scientific venture.

In 1994, the New York State Education Department and the New York State Division of Criminal Justice Services conducted a study of New York State public high schools. Students, teachers, parents, principals and administrators were surveyed in an effort to determine the scope of violence in the schools.

Students and teachers were asked to indicate the extent to which they were victims of violent incidents such as robbery and assault. Superintendents', parents' and principals' data detailed other incidents of violence throughout their schools, as well as describing local demographic information and prevention programs which were already in place. It was planned that this investigation would provide baseline data for Monroe County schools similar to the data gathered in the New York State study.

The New York State Education Department report "A New Compact For Learning" (1991) states in the action plan that children need and are entitled to a safe, secure teaching and learning environment. With the information gathered in this investigation, Monroe County schools will be able to incorporate the concepts of the New Compact For Learning to create a safe, secure learning environment for our children and, therefore, our teachers.

The purpose of this investigation was to accomplish the following:

- to survey Monroe County high school teachers to determine the scope of violence against high school teachers in Monroe County schools,
- to compare the responses to those in the New York State study,
- to provide baseline data for incidents of violence in Monroe County.
- to gather data about the types of prevention programs currently in use in Monroe County schools, and
- to recommend additional prevention programs, if needed.

Statement of Purpose

The purpose of this study is to analyze the reported incidences of violence against Monroe County public high school teachers and compare them to incidences of violence reported by New York State public high school teachers.

Research Question

Do public high school teachers in Monroe County report similar incidences of violence compared to public school teachers throughout the State of New York?

Assumptions

1. The design of the instrument would yield responses that were valid and reliable.
2. The self-report, as in the case of the self-administered questionnaire, is an accurate measure of actual behavior.

Definition of Terms

Assault - "You have been assaulted if someone physically or sexually attacked and intentionally hurt you, or threatened to physically or sexually attack you, but did not try to take anything from you" (New York State Education Department and New York State Division of Criminal Justice Services, 1994, p. 120).

Robbery - "You have been robbed if someone approached you and took or attempted to take money or something else directly away from you using physical force or threats", (p. 118).

Limitations

There are three major limitations to this study. First, this investigation will rely solely on self-report data. However, there is no reason to believe that teachers will not be accurate in reporting of their experiences with violence. Second, the sample will not be formed with the exact randomization procedures

that were used in the original New York State study. This introduces some uncertainty about the representativeness of the sample. Third, although the results of the study will not be able to be generalized to the total population, it will be possible to compare these results with the New York State study with limitations.

Chapter Two: Review of Related Literature

Violence in the Nation

Violent crime has climbed steadily throughout the Nation (U. S. Center For Health Statistics, 1987). In their annual report for 1987, statisticians found that violent deaths occur more frequently in the United States than in 21 other industrialized countries with 22 reported homicides per 100,000 individuals in the U.S. compared to less than 5 per 100,000 in other countries. A U. S. Federal Bureau of Investigation Report (1992) found that violent crimes, including murder, rape, robbery and aggravated assault, have increased by 36% in our nation from 557 violent crimes per 100,000 in 1985 to 758 per 100,000 in 1991.

A N.Y.S. Division of Criminal Justice Services Report (1992) found a much higher rate of violent crime in New York State compared to the national average, with 1,163 crimes per 100,000 in 1991, even though most of the crime in the State occurs in New York City. The report compared a 41% increase in New York State among those under 18-years of age with a 34% increase in national arrest rates reported by the U. S. Federal Bureau of Investigation (1992). This study also indicated that there was a 138% increase in murders and a 78% increase in the use of firearms in homicides involving 15-19 year olds.

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School violence has reached staggering proportions in our Nation. A 1990 national school-based Youth Risk Behavior Survey found that almost 20% of all students in grades 9-12 had carried a weapon during the preceding 30 days (CDC, 1992). The National School Safety Center (1989) reports three million crimes on U.S. school grounds with 183,590 injuries and an estimate of 100,000 students carrying guns to school.

A Metropolitan Life Survey (1993) reported 16,000 incidences of theft and violent crimes occurring on or near school campuses each school day throughout the United States. It found that 25% of students in New York State report that they have been victims of violence on or near their school property and that 13% of students said they carried a weapon to school at some time. It also found that 9% of the students were very worried and 13% were somewhat worried about being physically attacked in or around school. Six percent of the students reported seeing violence around school very often, 31% saw violence sometimes, and 44% rarely. Finally, this study found that about 23% of America's public school students say they have been the victim of an act of violence in or around school.

Monroe County has experienced a similar rise in violence. A study conducted by the Juvenile Prosecutor's Office found that violent crime among juveniles has increased almost 50% over four years. The study found a concentration of offenses in the assault, robbery, menacing and weapon use categories (Juvenile Violent Offenses, 1994.). A New York State United Teachers study (1993) reports that Rochester, New York, the largest city in

Monroe County, is coping with offensive and dangerous student behavior. The study reported that there were 219 assaults on teachers, 134 assaults on students and 410 cases of weapons possession on school property in the Rochester city schools in 1992.

Violence Against Teachers

The incidence of violence in American schools parallels the alarming increase of violence in this society. While school-related problems years ago consisted of playground squabbles and pranks, students, staff and teachers today face serious, daily threats to their safety. The New York State Board of Regents has declared that "all children need, and are entitled to, a safe and secure teaching and learning environment in which to acquire the knowledge and skills necessary to become contributing, productive members of society" (New York State Education Department and the New York State Division of Criminal Justice Services, 1994, p. xiii). In addition, despite generally positive attitudes towards schools, many teachers are not safe and do not feel safe in their schools.

Twenty years ago, a U. S. Department of Education study (1978) reported that 5,200 secondary teachers were physically attacked, with 1,000 injured seriously enough to require medical attention. Approximately 6,000 secondary teachers had personal property taken by force, with the use or the threat of the use of weapons, and about 525,000 attacks and robberies occurred

during a one-month period. The report concluded that 12% of the teachers surveyed hesitated to confront misbehaving students due to fear of reprisal.

Twenty years later, studies continue to support the alarming increase in violence against teachers. A Metropolitan Life Survey (1993) found that more than one-tenth (11%) of America's public school teachers say they have been victims of acts of violence that occurred in or around school and that virtually all of those incidents (95%) involved students. It further found that 14% of the teachers feel it has increased, 8% feel that it has decreased, and 77% feel it has stayed the same in elementary schools, while 21% of secondary teachers feel violence has increased, 12% feel it has decreased, and 66% feel it has stayed the same.

A report by the United Federation of Teachers (1990) showed a 26% increase in violent incidents in New York City schools in 1990 compared to the previous school year, and a 70% increase in the number of staff requiring medical attention. This report also noted a 68% increase in calls by teachers to police.

In a New York State United Teachers Association (1993) report, 81% of the teachers stated that student discipline problems are more frequent than they were five years ago, with 22% of the respondents reporting that violence against teachers has become more serious. This report also found that 4,450 teachers in New York State were victims of on-the-job violence, and that 28% of the teachers reported seeing weapons more frequently than they did five years ago.

The New York State Education Department and the New York State Division of Criminal Justice Services (1994) reported that 11% of the teachers do not feel safe in school; 4% have been robbed at least once during the previous year and 5% suffered injuries during the robberies. Their report also found the following: of the 8% of the teachers who were assaulted at least once, one-third were victims of multiple assaults; teachers in large city, high poverty, largely minority schools were more likely to be assaulted with more than one-half of these assaults taking place against teachers in their classrooms; during the assaults, 16% of the teachers were confronted with a weapon, 23% received bruises, and 23% of the assaults occurred when the teachers intervened in student disputes . In this report, schools in Monroe County, New York are placed in the high risk group due to the presence of the city of Rochester, one of the "Big Five" cities which report higher incidences of perceived violence-related problems and confiscation of guns.

Prevention of Violence in the Schools

Violence prevention programming can take place in many forms. Within the government, laws and policies may be passed in an effort to legislate the actions of individuals. In the schools, prevention can be as obvious as a directed curriculum or as subtle as the infusion of anti-violence messages into all aspects of learning. Violence prevention can also take the form of anti-drug presentations, physical and sexual abuse education, health education programs and classes, and structured conflict resolution and peer mediation practices.

Violence has traditionally been associated with social problems which were dealt with by law enforcement agencies and the judicial system. More recently, our government has begun to recognize violence as a major public health problem requiring the help of health care professionals. In 1976, the National Organization for Victims Assistance (NOVA) was established as an umbrella organization to coordinate victim advocacy efforts nationwide. In 1982, The President's Task Force on Victims of Crime was established. In 1993, W. J. Clinton reported that President Clinton spoke of "how closely violence and health care have become intertwined." U. S. Attorney General Janet Reno called for a National Agenda for Children and recommended the inclusion of conflict resolution programming in all public schools (Juvenile Justice, 1993).

Rosenberg, O'Carroll, and Powell (1993) report that the U.S. Public Health Service has surpassed its tenth year of effort to clarify patterns of violence and to identify and evaluate methods to prevent and reduce the impact of violence. As a result of these efforts, the Centers for Disease Control made the prevention of violence one of its highest priorities and pledged to support the design, implementation and evaluation of multifaceted community-based youth violence prevention programs. To support this goal, the New York State Education Department passed sections 207 and 551 of Chapter 170, Education Laws of 1994, which appropriated \$3 million to fund implementation of the School Safety Grant Program. These funds are available to allow schools districts to develop programs which increase safety and reduce violence in the schools.

Other programs were established to address violence in the schools. The National School Safety Center (NSSC), created in 1984 by Presidential mandate, still serves as a national clearinghouse for school safety programs and activities related to campus security, school law, community relations, student discipline and attendance, and the prevention of drug abuse, gangs and bullying. Its programs include "School Safety", a newsletter focusing on pertinent issues, "Developing Personal and Social Responsibility" a model curricula which trains students to be responsible citizens, and "School Crime and Violence: Victim's Right", a comprehensive text on school safety law.

In 1992, New York Governor Mario Cuomo responded to the alarming increase in violence and gun use by calling for a comprehensive initiative to address gun related violence (New York State Education Department and New York State Division of Criminal Justice Services, 1994). In response to the Governor's initiative, the New York State Education Department, in conjunction with the New York State Office of Criminal Justice, conducted a statewide study of the nature and extent of violence in schools and issued a report detailing the types of prevention programs present in New York schools. In this report, over 97% of the principals described drug and alcohol prevention programs in their elementary, middle and high schools which included 68% violence prevention, 44% sexual harassment, 26% peer mediation, and 9% conflict resolution programs. Superintendents reported that 80% of the violence prevention and intervention programs were typically offered to students within the health curriculum, with 72% being presented at special events or assemblies and an

average of 60% presented throughout the curriculum. Teacher training programs were reported as follows: 67% in drug prevention, 62% in alcohol prevention, 48% in violence prevention, 34% sexual harassment, and 7% gun safety.

A New York State United Teachers report (1993) describes pro-active steps taken by a school district following the murder of a city school tutor by a student and a public demonstration by local teacher union members. In 1992, the Rochester City School District ruled that weapon-carrying students will receive automatic suspension in the middle and high schools, and a peer mediation component will be included in the violence prevention programs already in place. This study also describes the steps necessary to provide a safe and productive learning environment for all children. They include:

1. Establish and enforce standards of discipline.
2. Remove serious offenders.
3. Teach personal skills.
4. Make parents part of the process.
5. Train teachers, students to deal with conflict.
6. Expand counseling services in schools.
7. Re-examine the existing rules for disciplining students.
8. Make uniform reports of school violence mandatory.
9. Create schools within schools.
10. Limit class sizes.
11. Train staff in prevention of and protection from violence.
12. Increase school security measures.
13. Stiffen the penalty for assaults.
14. Increase penalties for gun possession on school grounds.
15. Make gun possession a juvenile offender crime.
16. Curb violence in the entertainment industry.
17. Youth-at-risk programs.
18. Make sure schools are maintained" (pp. 15-18).

In 1994, the New York State United Teachers, the union which represents more than 90% of the state's classroom teachers, focused on the topic of safety in schools at its 22nd annual convention. In his annual address, Thomas Hobart, the union's president, declared that the classroom learning environment must be restored for the students who are in school to learn by tailoring programs to handle the growing number of students who act out in a classroom. At the convention, more than 2,000 delegates voted to embrace the Comprehensive Safe Schools Act, a plan which included many changes in the laws and focused on the removal of habitually disruptive students from the classroom and placement of them in alternative settings designed to meet their educational, emotional and psychological needs. It is hoped that this plan will begin to address some of the violence issues in New York State schools.

School districts across the nation have developed prevention programs based on individual needs. The National School Safety Center (1989) describes a variety of school responses. In Mentor, Ohio, teachers prepare students to duck under their desks when they shout "earthquake drill", a euphemism used to provide safety without alarming the students. In Winnetka, Illinois, parents began taking turns sitting in the school reception area and screening visitors after a mentally ill woman killed and wounded several students. In La Puente, California, student lockers have been removed to eliminate hiding drugs and guns, while in Greenwood, South Carolina, police officers volunteered to stand watch at local schools during lunch time after a gunman killed and wounded students. Many school districts have installed metal detectors, guards using

walkie-talkies, isolated school entrances, and issued restrictions on baggy clothing which conceal weapons.

In their article on school violence prevention, Coben, et al (1994) identify several violence prevention curriculae. The largest and best documented school-based educational program for violence prevention is the Resolving Conflict Creatively Program based in New York City since 1985. Its primary strategy for affecting change in school violence involves training teachers, school personnel and parents in conflict resolution. In the Boston area, the Violence Prevention Curriculum for Adolescents, developed by Deborah Prothrow-Stith, M.D., focuses on conflict resolution and alternatives to fighting. This program guides an adolescent through the steps of identifying precursors to violence, demonstrating alternatives to violence, and incorporating conflict resolution strategies into the adolescent's problem solving skills. A third program available in Miami, Florida is Straight Talk About Risks (STAR). This program provides two curricula guides for teachers, kindergarten through fifth grade, and sixth grade through high school. The interventions offered utilize audiovisual materials, public information campaigns, counseling, peer education, mentoring and crisis intervention.

Although the prevention programs seem like they could be effective, very few have been adequately evaluated. Wilson-Brewer, Cohen, O'Connell, and Goodman (1991) surveyed and assessed violence prevention program across the Nation. They concluded that there was not sufficient data obtained through the questionnaire and follow-up interviews and researchers found it impossible

to describe the types of violence prevention programs or intervention strategies which are the most effective. They did not find a program that produced valid data on the behavioral outcomes regarding violence by program participants.

Chapter Three: Methodology

Study Population

This study assessed episodes of violence experienced by teachers in Monroe County public high schools. It was co-sponsored by the Monroe County Division of the New York State United Teachers (NYSUT) and the Monroe County Presidents' Council.

Fourteen of the Monroe County public school districts are members of the local New York State United Teachers (NYSUT) Union. The Rochester City School District functions somewhat autonomously but is still a NYSUT member and participant in this study. The four remaining districts which are not NYSUT members belong to the National Educators Association (NEA); the investigator chose not to survey these districts.

Teachers were asked to report their experiences with violence in their schools by reporting how many times they had been robbed, assaulted, or injured, and if weapons were used in the incidents. They also provided information about the types of prevention programs already in place in their school districts.

Instrumentation

The survey, developed by the New York State Education Department and Division of Criminal Justice (1994), was pre-tested in non-sample schools for validity and readability. The 86-item survey relies on a Likert scale designed to assess violence in city, suburban and rural public schools (see Appendix A). It takes 15-20 minutes to complete. The questionnaire items include five categories: 1.) background information, 2.) perception of school environment, 3.) perceptions of safety and precautions, 4.) safety, security measures and

violence prevention, and 5.) experiences with violent incidents. Items in the first four categories assessed teacher experiences and their perceptions of violence in the school. Items in the last category assessed actual incidents of robbery or assault with weapon involvement against teachers.

The survey was anonymous. Participants were informed of the voluntary nature of the study and instructed that they were free to refuse to participate in the study, and able to withdraw at any time without penalty.

Procedure

In October, 1994, contact was made with the Regional Director of the Monroe County NYSUT Office, (Ray Samson). After reviewing the survey instrument, the director agreed to solicit cooperation from the Monroe County Presidents' Council (see Appendix B). Its President, Kathleen Donahue, approved the proposal. She submitted it to the local union presidents at their November 11, 1994 meeting, when they reviewed the study and agreed to participate. At this time, the investigator verified that local unions have the right under their collective bargaining relationships to communicate with their members on association business (see Appendix B).

On April 7, 1995, the investigator received approval from the Human Subjects Committee, SUNY Brockport, to conduct the study (see Appendix C).

The following timeline was used to distribute the surveys and collect answer sheets:

- On May 1, an estimate of the total number of teachers in each high school was provided by the NYSUT office. In an attempt to match the selection procedures followed by the Department of Education in the original study, it was decided to select approximately one-fourth of the teachers in each district thereby using a convenience sample .

- The investigator prepared **teacher packets** which included: an instruction sheet for each high school building representative (see appendix D), a teacher instruction sheet (see appendix E), a survey (see appendix A), and an optical scan sheet for each selected teacher.
- On May 10, 1995, the **teacher packets** were distributed to union presidents at their Presidents' Council meeting, along with a letter describing teacher selection procedures (see appendix F). At this meeting, the investigator reviewed the teacher selection, survey distribution, and answer sheet return procedures.
- The union presidents were asked to distribute the **roster**, building representative instruction sheet, and **teacher packets** to their building representatives via their school mail system within the week.
- The investigator mailed survey packets to the union presidents who did not attend the May 10 meeting. The investigator called the presidents to alert them that the materials had been sent and remind them about the correct teacher selection and survey distribution methods.
- The building representatives distributed the packets to the selected teachers in their high schools by placing the packets in the selected teachers' mailboxes (see appendix D).
- Participating teachers were instructed to return the optical scan sheet to their building union representative by May 31, 1995.
- Building representatives were asked to collect the optical scan sheets and return them by mail directly to the investigator in pre-addressed envelopes supplied by the investigator.

Optical scan sheets were used for data collection. Data was analyzed in the Summer of 1995; the oral defense was completed in December, 1995.

Results of the study were made available to the regional director of the NYSUT office, who communicated the results to the union presidents and members.

Data Analysis

Statistical analyses using SPSS produced frequency distributions for each questionnaire item. Comparisons were made between Monroe County teacher responses and those from the statewide study that used an identical assessment instrument.

Chapter Four:

Presentation and Analysis of Results

The purpose of the study was to compare the incidence of violence experienced by Monroe County public school teachers to reported incidence of violence made by New York State teachers. The survey used in this investigation was identical to the instrument administered to New York State Teachers in a statewide study conducted by the New York State Education Department and New York State Division of Criminal Justice Services. The surveys were distributed to Monroe County public high school teachers who were selected for the convenience sample. They were instructed to report on only those violent incidents that occurred during the school year, including violent incidents that occurred on their way to and from school, or at a school event. In an effort to closely replicate the New York State selection procedures, surveys were sent to approximately 25% of the total Monroe County teaching population. Of the 15 districts sent questionnaires, 8 returned answer sheets, with 39.7% of the total responses from the Rochester City School District and 60.3% from Monroe County suburban schools. Surveys were sent to 560 suburban teachers with 72 teachers responding, (a 12.9% response rate). Surveys were sent to 115 city school teachers with fifty city teachers responding (a 43.5% response rate). Thus, a total of 126 cases were used in the subsequent data analysis.

Data Analysis

Data analysis was completed using SPSS software which produced frequency distributions for each questionnaire item. T-tests were also used to examine the differences between city and suburban teachers. A comparison was then made between the responses of Monroe County teachers and New York State teachers using the report "A Study of Safety and Security in the Public Schools of New York State".

Findings of the Study

Section I, Background Information, described the demographics of the teachers who responded to the survey. Question 1 found that 8.9% of the teachers were under age 30, 12.9% were between 30 - 39 years old, 38.1% were between 40-49 years old, and 39.5% were 50 years or older. Question 2 indicated that 40.5% of the Monroe County teachers were male and 58.7% were female while the 47.3% of the New York State teachers were male and 52.7% were female. Question 6 found that the New York State respondents included 47.8% city school teachers, 43.7% from suburban schools, and 8.6% from rural districts and that 34.9% of the Monroe County respondents were city school teachers, 65.1% were suburban teachers, and there was no category for rural districts.

In Section II, Perceptions of School Environment, several items assessed whether teachers agreed or strongly agreed with specific statements about behavior and discipline. Their responses are summarized in Table 1. Question

Table 1

Teachers' Perception of School Environment: Percentage of New York State Teachers and Monroe County Teachers who Agree and Strongly Agree)

Question #	State Ed	Monroe County
	1992-93	1994-95
	%	%
7	56.0	76.0
8	37.0	15.1
9	38.0	19.1
10	70.0	70.7
11	40.0	42.1
12	66.0	64.3
13	93.0	87.3

7 asked if teachers thought that students who misbehave often get away with it; question 8 asked if rules of behavior are strictly enforced, and question 9 asked if discipline is the same for everyone. Question 10 queried whether different racial groups get along well. New York State and Monroe County teachers tended to agree with this as reported by 70% and 70.1% of the teachers respectively. Agreement continued in question 11 where 40% of New York State and 42.1% of Monroe County teachers agreed that disruption of class interferes with teaching, and they continued to agree with question 12 where 66% of New York State and 64.3% of Monroe County teachers felt that students are

interested in learning. Both groups reported similar results with question 13 where 93% of New York State and 87.3% of Monroe County teachers reported that they enjoy teaching in their schools.

Questions 16 - 28 asked teachers about the extent to which a series of incidents had been a serious or moderate problem in their schools. Table 2 shows that the teachers reported similarly about certain behaviors where 52.2% of New York State teachers reported experiences with fighting, 50.3% reported

Table 2

School Problems Cited by New York State Teachers Being Reported as Serious or Moderate

Student Behavior	State Ed	Monroe County
	1992-93	1994-95
	%	%
Fighting	52.2	53.1
Student Alcohol Use	47.4	79.3
Student Drug Use	35.3	77.8
Vandalism	45.6	60.3
Bullying	50.3	54.7
Gang Activity	14.0	23.4
Students Threatening Teachers	23.5	35.2
Sexual Harassment	25.6	44.4

bullying, 14 % reported gang activity, and 23.5% reported students threatening teachers. Compared to these figures, 53.1% of the Monroe County teachers reported fighting, 54.7% reported bullying, 23.4 % reported gang activity, and 35.2% reported students threatening teachers. There was a greater disparity on alcohol/drug reporting where 47.4% of the New York State teachers identified student alcohol use and 35.3% identified student drug use as a problem compared to 79.3% of the Monroe County teachers reporting student alcohol use and 77.8% reporting student drug use as the problem. Vandalism was another topic covered and 45.6% of the New York State teachers reported it as a problem with 60.3% of Monroe County teachers agreeing.

Section III, Experiences with Violent Incidents, addressed occurrences of robbery and assault against teachers. In questions 29 - 37, robbery was discussed, where robbery is defined as having someone approach and take or attempt to take money or something else directly away from you using physical force or threats. It was found that 7.2% of the Monroe County teachers reported that they were robbed or victims of attempted robbery, whereas 3.6% of New York State teachers reported the same. Rochester city teachers were not likely to be robbed as often as Monroe County suburban teachers as there was no significant difference found between Rochester City school teachers and Monroe County suburban teachers on number of robbery experiences ($t=.72$ $df=76.7$, NS). New York State city school teachers were more likely to be robbed.

Robberies were reported by 14.1% of New York city teachers as compared to 2.1% of suburban teachers according to results from the statewide survey.

Section III addressed incidences of assault against teachers in questions 38 - 57. Assault is defined as being physically or sexually attacked or intentionally hurt, or threatened to be physically or sexually attacked, but having nothing taken. Answers to question 38 found that 9.7% of the Monroe County teachers reported an assault or attempted assault, whereas 8.0% of the New York State teachers reported the same. A T-test revealed that Rochester city teachers were significantly more likely to be assaulted than Monroe County suburban teachers ($t=2.27$, $df= 46.06$, $p<.03$). In the statewide study, 35.8% of the New York State city school teachers were assaulted as compared to 4.1% of the suburban teachers.

The extent of weapon use during robberies and assaults was assessed by questionnaire items 30 and 39. As can be seen in Table 3, New York State Teachers reported that no weapon was used in 92% of the assaults and 84% of the robberies while Monroe County teachers reported that no weapon was used in 100% of the robberies and in 93.8% of the assaults. Weapon use was very limited in both groups. The greatest incidence was reported by 11.1% of the New York State teachers in the classification of "other weapon" during assaults while 6.3% of Monroe County teachers reported only gun use during assaults.

Table 3

Extent of Weapon Use During Robberies or Assaults of Teachers

Weapon Used	State Ed 1992-93		Monroe County 1992-93	
	Robbery or	Assault or	Robbery or	Assault or
	Attempt	Attempt	Attempt	Attempt
	%	%	%	%
No weapon	92.0	83.8	100.0	93.8
Gun	0.6	1.8	0.0	6.3
Knife or other sharp object	3.4	2.5	0.0	0.0
Pipe or other blunt object	0.0	3.0	0.0	0.0
Belt buckle/key chain	1.1	0.8	0.0	0.0
Other weapon	4.6	11.1	0.0	0.0

Questions 31 and 40 addressed injuries during assaults and robberies. These figures are reported in Table 4. New York State teachers reported no injury in 94.9% of the robberies and 71.5% of the assaults. New York State teachers received bruises or scratches (23.3%) during assaults and 3.4% during robberies respectively. Monroe County teachers experienced almost exact rates of these crimes where 71.4% experienced no injury during assaults and 93.3% experienced no injury during robberies. They experienced bruises and scratches during the robberies or assaults, as did the New York State Teachers,

Table 4

Percent of Reported Injuries to Teachers Caused by Robberies or Assaults

Type of Injury	State Ed 1992-93		Monroe County 1992-93	
	Robbery or	Assault or	Robbery or	Assault or
	Attempt	Attempt	Attempt	Attempt
	%	%	%	%
No injury	94.9	71.5	93.3	71.4
Bruises/scratches	3.4	23.3	0.0	21.4
Cuts/stab wounds	1.7	1.0	0.0	0.0
Broken bones	0.6	0.7	0.0	0.0
Gunshot wounds	0.0	0.2	0.0	0.0
Other injuries	1.7	7.7	6.7	7.1

with 21.4% taking place during assaults and none during robberies.

In Section IV, Safety/Security Measures and Violence Prevention, questions 58 - 64 addressed teachers' perceptions of whether the safety and security measures adopted by their schools have made their schools safer. Table 5 shows that 77.8% of the New York State teachers have the highest confidence level in placement of security guards in the schools, whereas 48.8% of the Monroe County teachers feel more confident with hall monitors in place. New York State teachers demonstrated the lowest confidence in requiring students to carry identification while 1.6% of the Monroe County teachers had the lowest confidence in metal detectors.

Table 5

Percent of Teachers Rating Safety or Security Measures as Highly or Moderately Effective

	State Ed	Monroe County
	1992-93	1994-95
	%	%
Hall monitors	71.8	48.8
Security guards	77.8	24.2
Metal detectors	69.4	1.6
ID requirements	63.1	4.0
Lockers searches	68.7	33.9
Restroom checks	67.8	33.9
Other pre-entry searches	71.7	4.0

In Section IV, questions 65 - 69 assessed teachers' opinions about violence prevention programs adopted by the schools. These programs can include conflict resolution, drug/alcohol awareness, sexual harassment prevention and gun safety. Table 6 presents the teachers' perceptions of whether the prevention programs in their schools are highly or moderately effective. Overall, New York State teachers have a higher confidence level than Monroe County teachers. It was reported that 63.9% of the Monroe County teachers had the highest confidence level in the violence prevention/intervention programs, with harassment prevention listed next by 50.9%. Gun safety was

considered the first choice by 83% of the New York State teachers followed closely by 74.6% favoring alcohol prevention and 74.3% favoring drug

Table 6

Teacher Perception of Prevention Programs as being Highly or Moderately Effective

	State Ed	Monroe County
Prevention Programs	1992-93	1994-95
	%	%
Alcohol prevention	74.6	44.9
Drug prevention	74.3	40.7
Harassment prevention	71.5	50.9
Violence prevention/intervention	71.6	63.9
Gun safety	83.0	48.6

prevention, demonstrating a commonality of confidence about prevention programs even though each group favored different programs.

In Section V, Perceptions of Safety and Precautions, questions 70 - 74 addressed the location where teachers might expect to experience attack or harm. Table 7 details the results. In response to questions 70 and 71, 10.3% of the New York State teachers reported that they were most fearful in the school building and while 9.2% feared school grounds. The Monroe County teachers reported that 12.5% feared the school building and 15.5% were most fearful on school grounds. Teachers reported fearing attack in other locations where 5.6%

of the New York State teachers feared the trip to school (question 72), 7.6% feared the trip home from school (question 73) and 6.7% feared school events (question 74). Monroe County teachers reported similar results where 7.4% feared the trip to school, 6.5% feared the trip home from school, and 9.2% feared school events.

Table 7

Percent of Teachers Reporting the Location That They Were Often or Sometimes Afraid of Attack or Harm

Location of Event	State Ed	Monroe County
	1992-93	1994-95
	%	%
In school building	10.3	12.5
On school grounds	9.2	15.5
On the way to school	5.6	7.4
On the way from school	7.6	6.5
At a school event	6.7	9.2

Section V also addressed teachers' opinions about circumstances which interfere with making the schools safe for them in questions 76 - 86. As demonstrated in Table 8, 63.0% of the New York State teachers felt that lack of alternative schools or programs for disruptive students interfered the most with safety (question 80) where 49.2% of the Monroe County teachers felt that the

Table 8

Teachers' Report of Circumstances Which Interfere with Making the
Schools Safe

	State Ed	Monroe County
	1992-93	1994-95
	%	%
Lack of uniform application of school/ district discipline policy	54.0	49.2
Lack of financial resources	44.0	18.2
Inadequate number of security personnel	41.0	26.4
Lack of training in violence prevention/ intervention	39.0	9.9
Lack of alternative schools/programs for disruptive students	63.0	47.9
Likelihood of complaints from parents	36.0	23.3
Lack of administrative support	41.0	34.7
Students' fear of reprisal	27.0	11.6
Faculty's' fear of reprisal	24.0	10.8
Overcrowding	33.0	11.8
Reluctance of school to contact police when students commit serious crimes on school property	23.0	10.5

lack of uniform application of a school/district discipline policy has the greatest impact on safety in the schools (question 76). Reluctance of schools to contact police was listed by 23% of the New York State teachers as the least interfering condition where 9.9% of the Monroe County teachers felt that lack of training in violence prevention and intervention strategies interfered with safety the least.

Interpretation

A higher rate of violence in Monroe County schools was anticipated by the investigator. This expectation was based on the report of a 50% increase in juvenile violence in Monroe County over the past four years with the concentration of offenses in some of the same categories covered in the survey. These categories included assault, robbery, menacing and weapon use. Despite this expectation, the Monroe County teachers who participated in the study indicated a similar percentage of robberies (7.2%) to that reported by New York State teachers (3.6%) and a similar percentage of assaults (9.7%) to that reported by New York State teachers (8.0%). Although incidences reported by New York State teachers and Monroe County teachers differed slightly, the numbers were still quite similar. The investigator, therefore, accepts the hypothesis that public school teachers in Monroe County report similar incidences of violence compared to public school teachers throughout New York State.

The data collected may not be representative of the actual incidences of violence due to the small number of responses to the survey and, therefore, the

results may not be an accurate report of the actual violence that is occurring in the Monroe County schools. It is beyond the scope of this investigation to determine whether a higher rate of survey return would have yielded a higher rate of robbery or assaults. Based on the assumption that victimized teachers would have been more willing to respond to the questionnaire, it is reasonable to speculate that the actual incidence of violence may be lower than the findings of this study indicate.

Implications

The reports of violent incidents were not as high as anticipated by the investigator. Because almost 50% of the respondents reported a highly or moderately effective series of prevention programs, it is possible that these programs are somewhat effective in the reducing the number of violent events in the schools. The literature review found that large proportions of violence in American schools were reported nationwide (16,000 incidences of theft, 3 million crimes) but it is possible that many of these crimes are taking place in other large cities such as New York City schools, for example, where teachers reported an increase in violent incidences and an increase in the number of staff requiring medical attention. Monroe County teachers reported that 7.2% have been robbed and 9.7% have been assaulted. While these rates are similar to the levels of violence reported by New York State teachers, where 3.6% reported being robbed and 8.0% reported assaults, they are still less than rates of overall violence reported by 11% of teachers nationwide. It is possible that

the Monroe County community as a whole, and the individual school communities, have incorporated violence prevention strategies in their schools that are somewhat effective in reducing violent incidents. It is also possible that New York State schools have prevention strategies in place which are greater in number or more effective as compared to nationwide prevention strategies. This study was not designed to evaluate prevention programs.

The limitations of the study may have had an effect on the results. Since the study relied solely on self report data, it is possible that only those teachers who experienced violent incidences took the time to complete the survey. It is also possible that teachers did not report incidences accurately, although this was not anticipated by the investigator.

Other limitations of the study reflect the randomization procedures used and generalization of results. The randomization strategies used were similar to those used by the New York State Education Department in their study but limited to Monroe County schools, where the New York State study surveyed a selection of schools throughout New York State. The results of the study cannot be generalized to the total population of the country or even New York State because the sample was taken from a much smaller demographic area.

Application of Findings to Practice

The New York State United Teachers (NYSUT) adopted the Comprehensive Safe Schools Act in 1994, a plan which removes habitually disruptive students from the classroom and places them in an alternative setting

designed to meet their educational, emotional and psychological needs. This plan included a series of changes in laws and procedure which would assist educators in providing safer schools. The recommended changes are detailed in Chapter 2. The results of this study indicate that Monroe County teachers are not experiencing the violence that is reported nationwide and in New York City Schools and it may be due to the Safe Schools Act and other policy changes recommended by NYSUT; however, it is not known if NYSUT's recommendations are being applied in all of the Monroe County schools. There has been no scientific testing in the schools which have adopted prevention policies.

This study provided baseline data for Monroe County Schools just as the New York State study provided baseline data statewide. Although the levels of violence reported in the schools are not as high as those reported nationwide while they are similar to statewide statistics, any violence in the schools interrupts the learning process and steps should be taken to stop the escalation or prevent it to as large a degree as possible. It is the recommendation of this investigator that each school district take the following individual steps to further prevent violence:

- conduct an internal study, using the same demographic data which was required in the New York State Study to include school size, student population, race, minority type, poverty level, sex, student grade level, community type.
- review NYSUT's Comprehensive Safe Schools Act and incorporate the concepts into the prevention programs already in place in the schools.

- review other prevention strategies in an effort to target specific potentially dangerous behaviors like prejudice and gang activity which are inherent in individual school communities.
- form a school-based committee which will develop school discipline policies and review prevention programming and school climate issues on an ongoing basis in an effort to monitor potential problems before they affect the school.
- conduct reviews of the school climate, using an instrument which addresses the particular school population and the prevention programs in place, at least every other year.

Chapter Five:

Conclusions and Summary

In 1994, New York State high school teachers, superintendents, parents, students, and principals were surveyed by the New York State Education Department and the New York State Division of Criminal Justice Services to determine the incidence of violence in the schools. In an effort to most closely replicate the New York State study, this investigator chose to administer the identical instrument used in the New York State study to Monroe County public high school teachers. The purpose of this study was to determine the rate of reported incidences of violence by Monroe County public high school teachers and compare these rates to those reported by New York State public high school teachers.

In the New York State study, approximately 25% of the teachers were surveyed from a set of randomly selected high schools. The investigator tried to replicate this selection process by administering the survey to 25% of all teachers in Monroe County. This was accomplished with the assistance of the NYSUT regional office in conjunction with the Monroe County Presidents' Council. Local presidents were given instruction on selection procedures, distribution of the survey, and return of the answer sheets. Although union presidents made a commitment to administer the study, the results were disappointing in that there was only an 18.6% return of answer sheets.

The majority of the survey questions focused on the categories of assault and robbery with the remaining questions on demographics, perceptions of

safety, and prevention strategies. The New York State teachers reported about the same incidences of violence as did Monroe County teachers, at a range of approximately 4% - 9%, which is somewhat lower than national statistics which reflected that 11% of the teachers reported being victims of acts of violence in or around school property. Monroe County teachers experienced a 6.3% weapon use which is significantly lower than the 24.2% weapon use experienced by New York State teachers. New York State teachers reported no physical injury in 94.9% of the robberies and 71.5% of the assaults while Monroe County teachers experienced almost exact percentages with no injuries experienced during 93.3% of the robberies and 71.4% of the assaults. In both groups, the majority of physical injuries included bruises and scratches.

The literature reports that violence in society is increasing and that New York State is experiencing a higher rate of violence than the national average, even though the majority of the crimes are reported to be taking place in New York City. Studies in Monroe County also report a 50% increase in juvenile violence. The results of this study indicate that rates of violence are not as high in Monroe County schools compared to the rates reported by teachers in New York State and the Nation. Although studies in previous years reported more occurrences of violence, it is possible that the schools are succeeding in reducing violence incidents.

It is also possible that the limitations of this study prevented an accurate reporting of the actual problem. These limitations include use of self-report data, selected randomization procedures which might restrict the participants, and

difficulty in generalizing to the total population when using a small demographic population.

The public's perception of the severity of violence in the schools could also justify some reasoning for the concern about this perceived problem. This appears to be a classic example of public perception being at odds with empirical findings. It is possible that the media generates the perception that violence is so pervasive in our society in general, and in schools in particular, perhaps to sell itself. In addition, the media could generate hysteria to perpetuate its own value in our society. Sex, drugs and violence make money for the media and get the public's attention. Thus, teacher unions also may use this concern about the safety of our children to generate funding and interest in their causes.

It is possible that violence was a problem during the time that reports indicated higher rates in New York State and Monroe County. Our schools and children may have benefited from the attention these rates generated and the resulting prevention programs which have been incorporated into the schools, although only about half of the Monroe County teachers reported that their prevention programs were highly or moderately effective. Monroe County teachers indicated that they had the highest confidence level in the programs which focused on violence prevention and intervention, with harassment prevention listed next, while New York State teachers favored gun safety as a first choice and alcohol/drug prevention next.

It is also interesting to note that Monroe County teachers perceive that substance abuse is a much greater problem than New York State teachers report. The investigator's literature search located a greater quantity of data about the substance abuse problem in the schools, finding that it has historically been given much more exposure than the violence problem. This could be the reason that 79.3% of the Monroe County teachers report that student alcohol use and 77.8% report that student drug use is a problem. This is another area which should be investigated in depth in an effort to obtain the entire picture of the violence problem in Monroe County schools.

In conclusion, the investigator found that Monroe County public school teachers do report incidences of violence and fear during the time they spend traveling to and from school as well as when they are in their school buildings. Although they do not report vastly higher incidences of violence than that reported by New York State teachers or teachers nationwide, the violence they experience is cause to disrupt their teaching experience and that of their students' overall school experience. It is certainly an issue which can compromise the learning process and we must continue, as a community, to investigate methods to reduce the fear and actual occurrences of violence in our schools.

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INSTRUCTIONS

Please read each question carefully and blacken in the appropriate answers. Please use a #2 pencil on the attached optical scan answer sheet. Please do not fold the answer sheet.

I. BACKGROUND INFORMATION

1. How old are you?
 - 0 Less than 30
 - 1 30 - 39
 - 2 40 - 49
 - 3 50 or over

2. Are you male or female?
 - 0 Male
 - 1 Female

3. How long have you been teaching at this school?
 - 0 Less than one year
 - 1 1 to 5 years
 - 2 6 to 10 years
 - 3 11 years or more

4. How many hours a day do you usually teach classes/supervise students in this school?
 - 0 Less than 2 hours
 - 1 2 to 3 hours
 - 2 4 to 5 hours
 - 3 6 hours or more

5. How do you get to and from school MOST of the time?
 - 0 By car
 - 1 By public bus/subway
 - 2 Other

6. Where is your school district:
 - 0 City
 - 1 Suburban

I. PERCEPTIONS OF SCHOOL ENVIRONMENT

To what extent do you agree or disagree with the following statements about your school and students in your school?

(BLACKEN IN ONE ANSWER FOR EACH LINE):

		Strongly		Strongly	
		Agree	Agree	Disagree	Disagree
7.	Most students show respect for teachers	0	1	2	3
8.	Students who misbehave often get away with it	0	1	2	3
9.	Rules for behavior are strictly enforced	0	1	2	3
10.	Discipline is the same for everyone	0	1	2	3
11.	Students from different racial and ethnic groups get along with each other	0	1	2	3
12.	Students often disrupt class interfering with my teaching	0	1	2	3
13.	I like teaching in this school	0	1	2	3
14.	Most students are interested in learning	0	1	2	3
15.	I don't feel safe in this school	0	1	2	3

During this school year, to what extent has each of the following been a problem at your school:

(BLACKEN IN ONE ANSWER FOR EACH LINE)

		Serious Problem	Moderate Problem	Minor Problem	Not a Problem
16.	Student drug use	0	1	2	3
17.	Student alcohol use	0	1	2	3
18.	Physical fights among students	0	1	2	3
19.	Students bringing weapons to school	0	1	2	3
20.	Gang activity	0	1	2	3
21.	Robbery or theft of money or property	0	1	2	3
22.	Students damaging school property on purpose (ex. arson, graffiti, broken windows)	0	1	2	3
23.	Bullying among students	0	1	2	3
24.	Students using offensive language	0	1	2	3
25.	Students threatening teachers	0	1	2	3
26.	Students hitting teachers	0	1	2	3
27.	Racial or ethnic tensions	0	1	2	3

28. Sexual harassment (unwanted looks, comments, or physical contact) 0 1 2 3

III. EXPERIENCES WITH VIOLENT INCIDENTS

We would like to know if you have been **ROBBED** during this school year. You have been robbed if someone approached you and **took** or **attempted to take** money or something else **directly away from you** using physical force or threats. **You were not robbed** if someone stole something off your desk. If someone took something out of your pocketbook or coat while it was unattended, **you were not robbed**.

Report **ONLY** those robberies that occurred **while you were in the school building, on the school grounds, on your way to or from school, or at a school event.**

29. **During this school year**, how many times, if any, did anyone rob you or try to rob you?
- 0 Never
 - 1 Once
 - 2 Twice
 - 3 Three times
 - 4 Four times or more

IF YOU INDICATED NEVER, SKIP TO QUESTION 38.

30. In any of the robberies indicated above, what weapon(s), if any, did the robber(s) have or use?

(BLACKEN IN ALL ANSWERS THAT APPLY)

- 0 No weapon
- 1 Gun
- 2 Knife/razor or other cutting object
- 3 Pipe/bat or other blunt object
- 4 Belt buckle/key chain
- 5 Other weapon

31. In any of the robberies indicated above, what kind of injury(s), if any, did you receive?

(BLACKEN IN ALL ANSWERS THAT APPLY)

- 0 No injury
- 1 Bruise/scratches
- 2 Cuts/stab wound
- 3 Broken bones/teeth knocked out
- 4 Gunshot wound
- 5 Other

If you indicated one robbery in item **29** above, describe the robbery by completing Questions **32 - 37**. If you indicated more than one robbery, describe only the most recent robbery.

32. When did the robbery occur?
- 0 During the school day
 - 1 On your way to school
 - 2 On your way from school
 - 3 At a school event
33. If the robbery happened to you in the school building or on school grounds, where were you when it happened?
- 0 In a classroom
 - 1 In the hallway/stairwell
 - 2 Some other place in the school building
 - 3 In the parking lot
 - 4 Some other place on the school grounds
34. If the robbery happened on your way to or from school, were you
- 0 Walking
 - 1 In a car
 - 2 On a public bus
 - 3 Other
35. Who robbed you?
- 0 Student(s) from your school
 - 1 Teacher(s) or other school staff
 - 2 Gang member(s)
 - 3 Someone from outside school
 - 4 Someone you don't know
36. Who did you report the robbery to?
- 0 A school authority
 - 1 The police
 - 2 No one
37. If you did not report the robbery to **school authorities** or the **police**, what was the **main** reason?
- 0 Not important enough (to report)
 - 1 I handled it myself
 - 2 I thought nothing would be done about it
 - 3 I was afraid
 - 4 Other reason

Now we would like to know if you have been **ASSAULTED** during this school year. **You have been assaulted** if someone physically or sexually attacked and intentionally hurt you, or threatened to physically or sexually attack you, but did not try to take anything from you. DO NOT REPORT ASSAULTS THAT HAPPENED DURING A ROBBERY.

Report **ONLY** those assaults that occurred **while you were in the school building, on the school grounds, on your way to or from school, or at a school event.**

38. **During this school year**, how many times, if any, were you assaulted?
- 0 Never
 - 1 Once
 - 2 Twice
 - 3 Three times
 - 4 Four times or more

IF YOU INDICATED NEVER, SKIP TO QUESTION 48.

39. In any of the assaults indicated above, what weapon(s), if any, did the attackers(s) have or use?

(BLACKEN IN ALL ANSWERS THAT APPLY)

- 0 No weapon
- 1 Gun
- 2 Knife/razor or other cutting object
- 3 Pipe/bat or other blunt object
- 4 Belt buckle/key chain
- 5 Other weapon

40. In any of the assaults indicated above, what kind of injury(s), if any, did you receive?

(BLACKEN IN ALL ANSWERS THAT APPLY)

- 0 No injury
- 1 Bruise/scratches
- 2 Cuts/stab wound
- 3 Broken bones/teeth knocked out
- 4 Gunshot wound
- 5 Other

If you indicated one assault in item **38** above, describe the assault by completing Questions **41. - 47.** **If you indicated more than one assault**, describe only the most recent assault.

41. When did the assault occur?
- 0 During the school day
 - 1 On your way to school
 - 2 On your way from school
 - 3 At a school event (dance, basketball game, etc.)
42. If the assault happened to you in the school building or on school grounds, where were you when it happened?
- 0 In a classroom
 - 1 In the hallway/stairwell
 - 2 Some other place in the school building
 - 3 In the parking lot
 - 4 Some other place on the school grounds
43. If the assault happened on your way to or from school, were you
- 0 Walking
 - 1 In a car
 - 2 On a public bus
 - 3 Other
44. Who assaulted you?
- 0 Student(s) from your school
 - 1 Teacher(s) or other school staff
 - 2 Gang member(s)
 - 3 Someone from outside school
 - 4 Someone you don't know
45. To the best of your knowledge, what was the **primary reason** for the assault?
- 0 Classroom discipline problem
 - 1 Racial
 - 2 Dispute with parent/guardian
 - 3 Intervention in student dispute
 - 4 Sexually related
 - 5 Other argument
 - 6 Don't know
-
46. Who did you report the assault to?
- 0 A school authority
 - 1 The police
 - 2 No one

47. If you did not report the assault to **school authorities** or the **police**, what was the **main** reason?
- 0 Not important enough (to report)
 - 1 I handled it myself
 - 2 I thought nothing would be done about it
 - 3 I was afraid
 - 4 Other reason
48. **During your teaching career**, have any of the following ever happened to you while you were at school, on your way to or from school or at a school event?
(BLACKEN IN ALL ANSWERS THAT APPLY)
- 0 Someone took or attempted to take away money or things **DIRECTLY FROM YOU** by physical force or threats
 - 1 Someone assaulted or threatened to assault you
 - 2 Someone used or threatened to use a gun against you
 - 3 Someone used or threatened to use a weapon other than a gun or fists against you

During this school year, did any of the following happen to your colleagues while they were in school, on their way to or from school or at a school event?
(BLACKEN IN ONE ANSWER FOR EACH LINE)

	Yes	No	Don't Know
49. Someone took or attempted to take away money or things DIRECTLY FROM THEM by physical force or threats	0	1	2
50. Someone assaulted or threatened to assault them	0	1	2
51. Someone used or threatened to use a gun against them	0	1	2
52. Someone used or threatened to use a weapon other than a gun or fists against them	0	1	2

During this school year how many times did you:
(BLACKEN IN ONE ANSWER FOR EACH LINE)

	Never	Once or Twice	Three or Four	Five Times or More
53. Break up a verbal fight	0	1	2	3
54. Break up a physical fight	0	1	2	3

		Once or Never Twice	Three or Four	Five Times or More	
Hesitate to break up a fight because of:					
55.	Fear of physical harm	0	1	2	3
56.	Fear or verbal confrontation	0	1	2	3
57.	Reluctance to get involved	0	1	2	3

IV. SAFETY/SECURITY MEASURES AND VIOLENCE PREVENTION

During this school year, do you think each of the following has been in making your school safe?

(BLACKEN IN ONE ANSWER FOR EACH LINE)

		Not Used or Don't Know	Highly Effective	Moderately Effective	Not Very Effective	Not at all Effective
58.	Hall monitors	0	1	2	3	4
59.	Security guards	0	1	2	3	4
60.	Metal detectors	0	1	2	3	4
61.	ID requirements for daily school entry	0	1	2	3	4
62.	Locker searches	0	1	2	3	4
63.	Restroom checks	0	1	2	3	4
64.	Other pre-entry searches (e.g., searches of purses, clothing, duffel bags)	0	1	2	3	4

If you have received training in any of the following prevention programs, indicate how effective they have been in making your school safe, using the following scale.

(BLACKEN IN ONE ANSWER FOR EACH LINE)

		Highly Effective	Moderately Effective	Not Very Effective	Not at all Effective
65.	Alcohol prevention	0	1	2	3
66.	Drug prevention	0	1	2	3
67.	Sexual harassment prevention	0	1	2	3
68.	Violence prevention/ intervention	0	1	2	3
69.	Gun safety	0	1	2	3

V. PERCEPTIONS OF SAFETY AND PRECAUTIONS

During this school year, how often were you afraid that someone would attack you or harm you in the following places:

(BLACKEN IN ONE ANSWER FOR EACH LINE)

		Often	Sometimes	Rarely	Never
70.	In the school building	0	1	2	3
71.	On the school grounds	0	1	2	3
72.	On your way to school	0	1	2	3
73.	On your way from school	0	1	2	3
74.	At a school event	0	1	2	3

75. During this school year, indicate the places you stay away from because you were afraid that someone might attack or harm you there

(BLACKEN IN ALL ANSWERS THAT APPLY)

- 0 School parking lot
- 1 Other areas on school grounds
- 2 Certain hallways/stairs at school
- 3 Certain ways to/from school
- 4 Other
- 5 None

To what extent do you think each of the following **interferes** with making your school a safe place:

(BLACKEN IN ONE ANSWER FOR EACH LINE)

		Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
76.	Lack of uniform application of school/district discipline policy	0	1	2	3	4
77.	Lack of financial resources	0	1	2	3	4
78.	Inadequate number of security personnel	0	1	2	3	4
79.	Lack of training in violence prevention/intervention	0	1	2	3	4
80.	Lack of alternative schools/programs for disruptive students	0	1	2	3	4
81.	Likelihood of complaints from parents	0	1	2	3	4
82.	Lack of administrative support	0	1	2	3	4
83.	Student's fear of reprisal	0	1	2	3	4
84.	Faculty's fear of reprisal	0	1	2	3	4
85.	Overcrowding	0	1	2	3	4

	Great Extent	Moderate Extent	Small Extent	Not at all	Don't Know
86. Reluctance of school to contact police when students commit serious crimes on school property	0	1	2	3	4

APPENDIX B



Rochester, NY 14607
Phone: 716-454-5550
FAX: 716-454-7711

March 10, 1995

Mrs. Betty Smits
[REDACTED]

Dear Betty:

Based on our conversations, I am requesting that you conduct your Study of Safety and Security in Monroe County Secondary Schools on behalf of the NYSUT Regional Office in Rochester, as well as the Monroe County Federation of Teachers.

I have the commitment of the local association presidents to conduct this survey through their internal communications network. The local presidents will be using their building representatives to reach the members in their buildings. Local teacher associations, as you know, have the right under their collective bargaining relationships to communicate with their members on association business.

The New York State United Teachers, as you know, has been very actively interested in tracking violence in our schools, as well as ways in creating safer schools throughout the state.

We are looking forward to cooperating with you.

Sincerely,

Reinhold W. Samson
Regional Staff Director

RWS:rmb

nwsle/cwa 1141

BROCKPORT

State University of New York
College at Brockport
350 New Campus Drive
Brockport, New York 14420-2919

Grants Development Director
(716) 395-2523/5118
FAX: (716) 395-5802

April 7, 1995

To: Dr. Linda Balog
Elizabeth Smits ✓

From: Colleen Donaldson for
Institutional Review Board

Re: Project IRB #95-19

Your proposal entitled VIOLENCE IN THE SCHOOLS has been approved. Accordingly, you may proceed with the work as proposed and approved.

If this project continues beyond one year, federal guidelines require that the information below (items 1-6) will need to be provided to the IRB before the project can be approved for a second year. Please note also that if the project initially required a full meeting of the IRB (Category III proposal) for the first review, then continuation of the project after one year will again require full IRB review.

Information required by the IRB for continuation of the project past the first year includes the following:

1. number of subjects involved in year one
2. a description of any: adverse events or unanticipated problems involving risks to subjects or other, withdrawal of subjects from the research or complaints about the research during the previous year
3. a summary of any recent literature, findings, or new information about any risks associated with the research
4. a copy of the current informed consent document
5. a general summary of research findings from year one
6. reason why project needs to be continued into a second year.

Please contact Colleen Donaldson, Office of Academic Affairs, immediately if:

- the project changes substantially,
- a subject is injured,
- the level of risk increases.

A final report is due September 30, 1995.

If you have any questions please call Colleen Donaldson at 395-5118.

TO: Building Representatives

FROM: Monroe County Presidents' Council

Attached is a survey which has been approved by the local NYSUT office and the Monroe County Presidents' Council. A description of the study is included on the cover sheet of the survey.

Please assist us in administering this survey by doing the following:

Please be sure to distribute the enclosed teacher packets ONLY to those teachers highlighted on the high school roster provided by your union president. This will insure that true randomization procedures will be followed.

Please collect the optical scan sheets and return them UNFOLDED to the investigator in the attached addressed envelope no later than May 31.

Your assistance in participating in this study is appreciated. Thank you.

A STUDY OF SAFETY AND SECURITY IN THE PUBLIC SCHOOLS OF MONROE COUNTY

TEACHER SURVEY

In 1993, the N.Y.S. Department of Education, in conjunction with the N.Y.S. Division of Criminal Justice, conducted a state-wide survey to determine the prevalence of violence in the schools. The results of the survey have been published in the document "A Study of Safety and Security in the Public Schools of New York State", 1994.

The local NYSUT office and the Monroe County Presidents' Council have agreed to replicate the teacher portion of this study by administering an identical instrument to Monroe County public high school teachers. The results of the study will be compared with the data generated by the Department of Education.

The confidentiality of your responses is guaranteed. Please do not write your name on the survey or answer sheet. Your responses will be combined with those of other respondents and the answers you give will never be identified as yours. Participation in completing this survey is voluntary. You will not be penalized for refusing to complete it. You may discontinue completion of the survey at any time. Completion of the answer sheet implies permission to use your answers in the study. The study should take only about 15 - 20 minutes of your time. If you have any questions, please refer them to your building union representative.

Survey results will be made available to your union president. Thank you for participating in this important study.

DIRECTIONS

It is recognized that violent incidents occur both in and outside of the school environment. However, for the purpose of this study, you are being asked to report only those violent incidents that have occurred **during school, on your way to or from school, or at a school event during this school year.**

Please read each question and blacken in the appropriate answer on the optical scan sheet, using a **#2 PENCIL**. Provide one answer for each question unless otherwise instructed. Return the **UNFOLDED** optical scan sheet to your **building union representative** by May 31.

TO: Union Presidents

FROM: Ray Samson, NYSUT

In 1993, the New York State Department of Education conducted a state-wide survey of a sample of high school students, teachers, principals, and superintendents in an effort to determine the prevalence of violence in the schools. The results of this survey has been published in the document "A Study of Safety and Security in the Public Schools of New York State", 1994.

As you know, the Monroe County NYSUT office, in conjunction with the Monroe County Presidents Council, has proposed to study the prevalence of violence in Monroe County Schools as perceived by teachers in the schools by using the same survey distributed by the State Education Department. We have the assistance of a masters candidate from SUNY Brockport, Elizabeth Smits, to assist us in compiling the data.

In order to insure that randomization procedures are followed strictly, please assist us by doing the following:

- **Prepare a roster of your high school teachers by HIGHLIGHTING THE FIRST AND THEN EVERY FOURTH TEACHER**
- **Distribute the prepared roster, building representative instruction sheet, and teacher packets to your high school building representative(s)**

Building representatives are instructed to collect the answer sheets and return them directly to the investigator by May 31. Results of the survey will be reported to you via the NYSUT newsletter. Thank you for participating in this most important study.