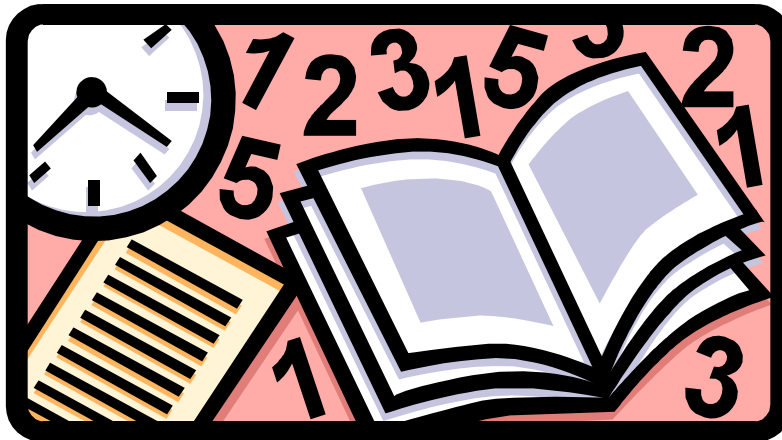


# HOW SAFE ARE HAWAII'S SCHOOLS? VOLUME TWO

An Assessment of the School Safety Manager Program



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Publication No. 416

August 5, 2003

This project was supported by a grant from the Safety and Security Branch, Department of Education, State of Hawaii. The opinions, findings, and conclusions or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Department of Education.

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## **Chapter One: Overview of Hawaii's School Safety Manager Program**

Recently developed in Hawaii (since 1999), the School Safety Manager (SSM) Program incorporates the multi-layered approach as opposed to the pure law enforcement approach of the SRO. A School safety manager is assigned to a participating Hawaii public intermediate or high school. School safety managers are full-time employees of their assigned school, though they are not D.O.E. employees. These school managers must be retired police officers who along with their previous knowledge in law enforcement also undergo intensive training for the program. They handle every problem that relates to school safety within their assigned school and are on call twenty-four hours a day. In a sense, they bring to the system all the training and experience of a law enforcement officer along with a more balanced approach to school safety. They can, in short, work in tandem with their former colleagues, but they can also go beyond pure enforcement to explore more cutting edge, multi-dimensional approaches to safety and violence prevention.

The SSM serves as a manager of the school's security staff. One of the most common problems with security staff in schools is the lack of professionalism: "security staff are often supervised by individuals with no security experience or training," (Trump, 1998). The SSM's alleviate this problem by providing training, oversight and assignment of the security staff. This way the security attendants on campus are always at a designated area during school time as opposed to roaming around at will. Hawaii's

approach is a multi-layered one with SSM's providing enforcement, protection, and maintaining rapport with students and parents.

### **Responsibilities of the School Safety Manager (from SSM training book)**

- Receives 40 hours of training prior to a school assignment
- Provides 2 hours of School Security Attendant (SSA) training each week
- Attends monthly training meetings after school hours
- Serves as a resource for preventive school safety planning
- Responds to school crisis
- Available 24 hours daily to provide coordination of facilities security
- Serves as a professional safety and security role model
- Provides law enforcement perspective to responsibilities
- Assists the administrator to comply with Safety and Accident Prevention Program
- Consults with complex schools
- Minimizes/reduces risk and de-escalating crisis situations
- Investigates problematic safety cases as directed by the administrator
- Promotes partnerships with the community to garner support for student safety

### **School Safety Committees**

Safety committees involve the safety manager, staff and administration in planning for the security and safety of the campus. All SSMs are members of the required school safety committees at their assigned school. Their participation in these committees provides a law enforcement perspective to school safety issues. This leads to a collaborative effort between administration and law enforcement backgrounds.

## **Security at Extra-Curricular Activities**

SSMs coordinate security efforts with the Oahu Interscholastic Association (OIA) at football games and other sport events. Special duty police officers and SSMs coordinate schedules and assignments and specify problem areas. In our study of Paradise Intermediate (from vol. 1 of this report), it is noteworthy that students reported feeling particularly safe at extra-curricular activities.

## **Training**

Prior to being placed in their schools, safety managers receive intense training on fire safety, bomb threats, drugs, Department of Education regulations, chapter 19 offenses, and Department of Education terms and acronyms. After their initial training SSMs are then tested on their knowledge and must pass to be assigned to a school.

One of the SSMs duties is to improve the skills, professionalism and effectiveness of School Security Attendants (SSAs). In the past students, staff and parents have complained about SSAs failing to do their job. SSAs now receive weekly training from SSMs on safety topics and a sense of professionalism is gained.

## **Crisis Response Plans**

A major goal of the program is to improve the school's response to crisis. The Safety Manager's expertise from training and experience as a retired police officer is necessary in the development of school fire plans, evacuations and other crisis response plans. Most administrators are not familiar with crisis response or fire safety issues.

Before the School Safety Manager program was implemented in 1999, the vice-principal was in charge of all safety procedures. This meant that aside from curriculum matters, the V.P. had to make sure all fire drills and evacuation procedures were in place

Having evacuation procedures in the past meant making sure the procedure is written in a handbook and handed to staff. With the SSM program, having a fire drill in place is one of the main goals and SSMP schools are now *mandated* to have a mass evacuation *practice*, not just a written procedure.

A large Oahu high school was observed during their mass evacuation drill for this study. The school planned for their evacuation drill weeks ahead and the staff and students discussed the procedure beforehand.

### **Gangs**

Safety Managers assigned to schools experiencing gang activity have been able to work with police and the community in resolving the issue. Retired police officers are often times more qualified to handle gang situations than administrators and other school staff members. Recall, again, that fear of gangs was a major problem found in the study of both students and faculty/staff at Paradise Intermediate (Vol. 1 of this report).

### **Investigations and Fact Finding**

Safety Managers gather information relating to crimes and other violations committed on campus or during school-related activities. Based on their investigations the safety managers provide recommendations to the administration, who will make the final decision on the matter. The SSMPs assist in filing reports of their investigations with the police in their district.

### **Community Involvement**

SSMPs are increasingly active in the communities that surround their assigned school. Some safety managers are board members of the parent teacher organizations in

their schools. Others communicate with neighbors near the campus to help resolve conflict within the community.

## **Chapter Two: Review and Recap of Internal Assessment of Hawaii’s School Safety Manager Program**

During the 2001-2002 school year, 23 out of 62 schools statewide participated in the School Safety Manager Program. Surveys from all participating SSMP schools were collected and compiled. Because the program had been implemented only at some schools rather than all schools, it was possible to establish a control or comparison group of schools to evaluate the effectiveness of the SSM initiative (see Hisanaga, 2001 for details on methodology and a fuller analysis of all relevant data)

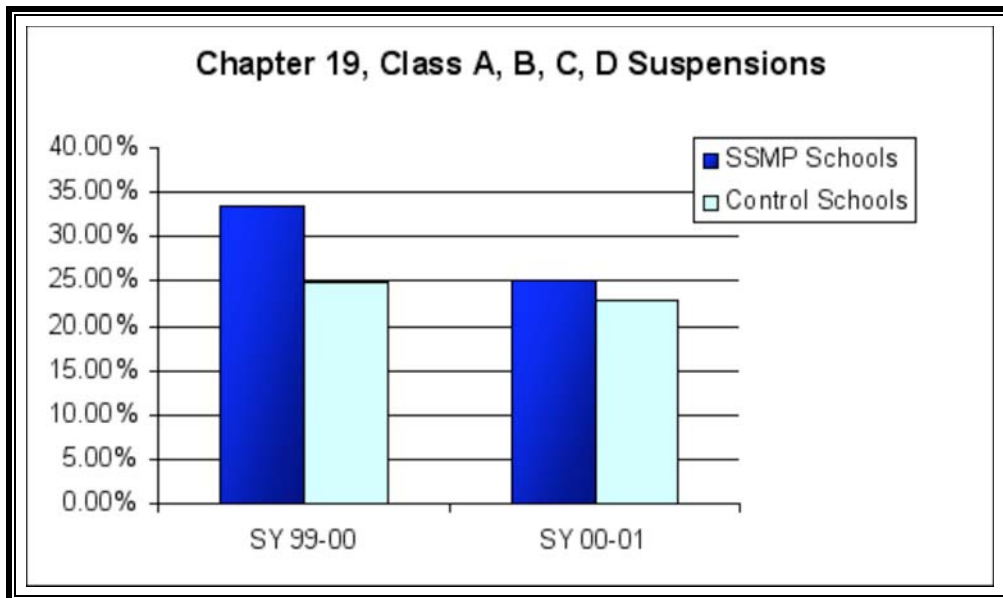
<b>SCHOOL YEAR</b>	<b>RATIONALE</b>
<b>1999-2000</b>	<b>Introduction of SSMP during the last month of the SY. Data of this SY will be used as the baseline.</b>
<b>2000-2001</b>	<b>First full year of the SSMP.</b>
<b>2001-2002</b>	<b>Second full year of the SSMP.</b>

**Table 1: Participating school from 1999-2002**

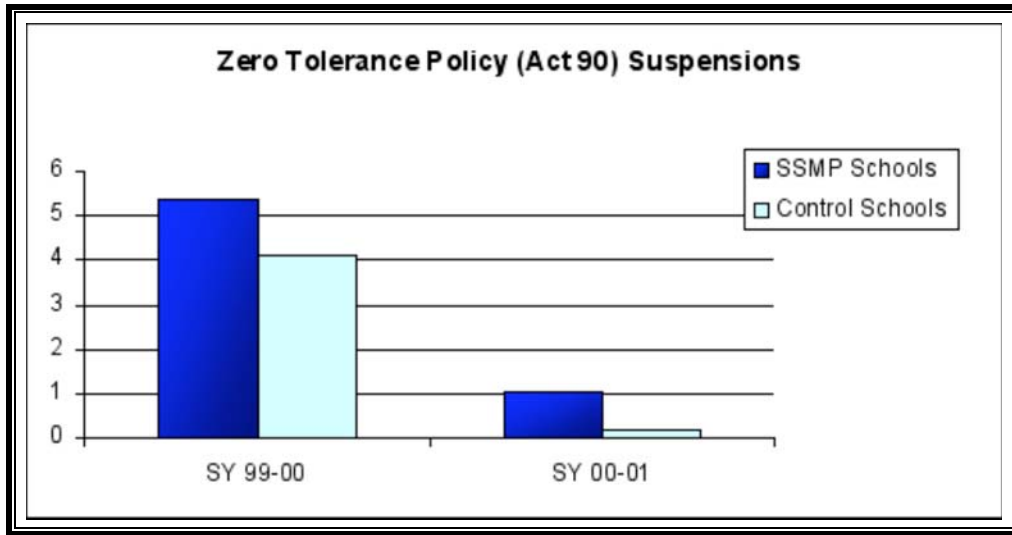
<b>SCHOOL YEAR</b>	<b>NUMBER OF STATEWIDE SCHOOLS</b>	<b>NUMBER OF SSMP SCHOOLS</b>
<b>1999-2000</b>	<b>62</b>	<b>22 (Kapolei HS not yet opened)</b>
<b>2000-2001</b>	<b>65</b>	<b>23</b>
<b>2001-2002</b>	<b>65</b>	<b>23</b>

The data from Chart 1 shows that there is a decrease in the percentage of suspensions for Chapter 19 classes A, B, C, and D offenses for both the School Safety Manager Program (SSMP) schools and the control schools. The data found a statistically significant difference in the decreases seen in the SSM schools when they were compared to schools that were not participating in the program. In essence, schools that had SSMs saw a 6.3% greater drop in suspensions than did the control schools.

**Chart 1: A Comparison of Chapter 19 A,B,C,D Suspensions in SSM and Control Schools**



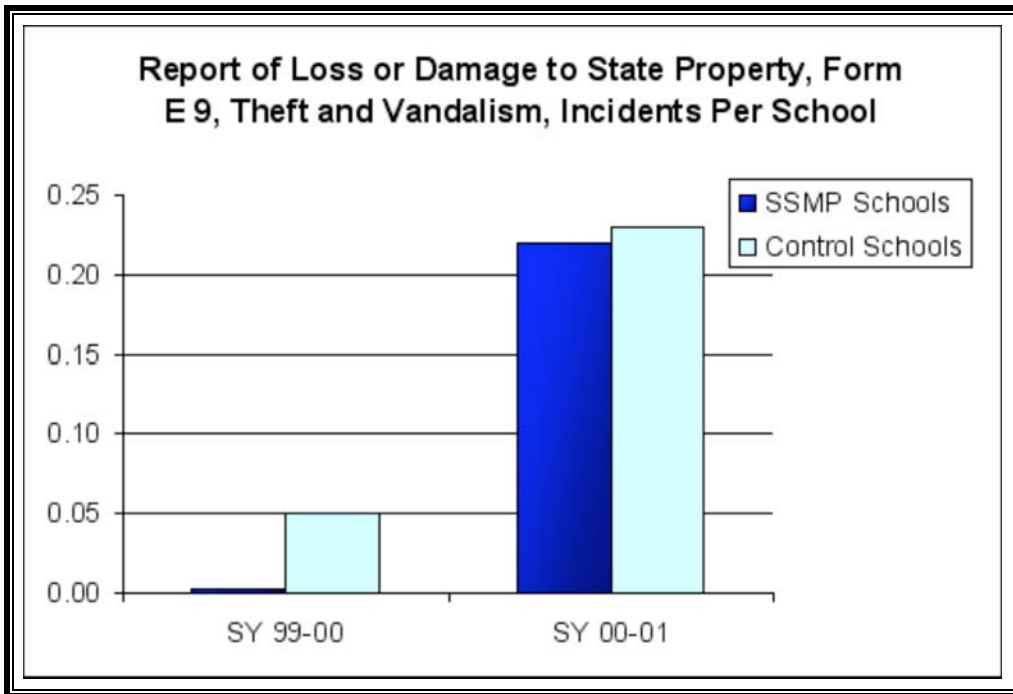
**Chart 2: A comparison of the number of Act 90 Suspensions in SSM and Control Schools**



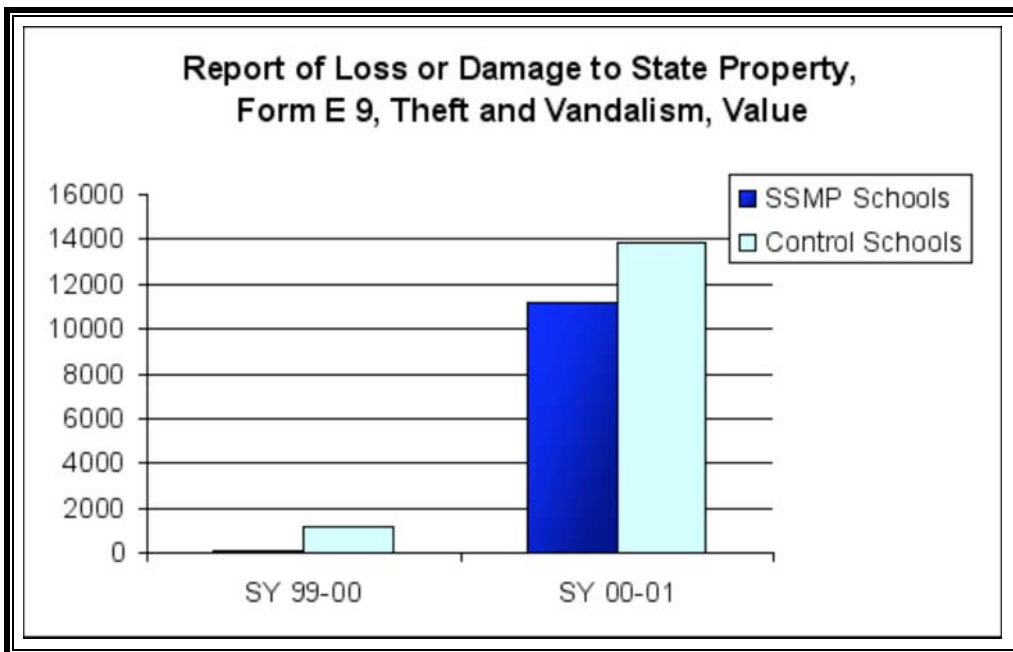
The zero tolerance policy (Act 90) provides for the exclusion from school for up to 92 days for students that possess, sell or use a dangerous weapon or switchblade knife. As well as students that possess, sell, consume or use intoxicating liquor or illicit drugs and/or those who appear to have consumed or used intoxicating liquor or illicit drugs while attending school or while attending school-supervised activities held on or off school property or prior to attending school or school-supervised activities held on or off school property.

The data in Chart 2 shows that after the introduction of the SSM, the SSMP schools had a lower number of zero tolerance policy (Act 90) incidents at 4.31 average incidents per school. The control schools also experienced a drop in zero tolerance policy (Act 90) incidents but not as much as the SSMP schools.

**Chart 3: Comparison of Reports of Loss or Damage to State Property, Form E9, Theft and Vandalism in SSM and Control Schools**



**Chart 4: Comparison of Reports of Loss or Damage to State Property, Form E9, Theft and Vandalism Value in SSM and Control Schools**



The data included in Charts 3 and 4 are only those relating to theft and property damage. The dramatic increases in both types of schools was a product of the introduction of the Form E-9 and increased awareness of the importance of completing this form in both the control and experimental schools. The data show that the schools with SSMs reported fewer incidents than the control schools (though the difference was not statistically significant).

### **Chapter Three: Brief Review of YRBS Data as a Baseline and Outcome Data for Effectiveness of the SSM Program**

Because the SSM program was implemented statewide by the time this research was conducted, it was no longer possible to design an evaluation with an experimental design. However, as noted in Volume 1 of this report, there are statewide data that could serve as important sources of baseline and benchmark data for evaluating the effectiveness of the SSM program. In addition, unlike the measure of suspensions, which could be affected by reporting policies, these data ask the youth themselves if they feel safe in school (a clear goal of the program).

As noted earlier, the Center's for Disease Control surveys a random sample of youth in Hawaii's public schools on a variety of health related issues. These data allow us to review Hawaii's Risk Behaviors to those of the nation as a whole, but more importantly for this section, they also permit us to review the Hawaii data over time (see Table 2).

Among the many questions that youth are asked, there is one particular item that is very relevant to the evaluation of the Hawaii SSM program. The question asks Hawaii youth in the years 1999 and 2001 whether in the last month they "felt too unsafe to go to school." The timing of these questions is fortuitous since the 1999 period falls clearly before the full implementation of the SSM program, and the 2001 period falls with the study period.

A review of the data in Table 2, reveals that between 1997 (N=1,409), and 1999, Hawaii youth reported a substantial increase in youth concerns about safety. Basically,

the proportion of youth reporting that they were too scared to go to school at least once in the last month *doubled* (going from 5.6% to 11.4%). This means that a good baseline for evaluating the effectiveness of a statewide school safety initiative implemented after 1999, would be this question.

**Table 2: Health Risk Behavior (Injury)**

Table 3. 1997–2001 Hawai'i Youth Risk Behavior Survey (Public High Schools) Results (2001, n = 1,076; 1999, n = 1,248; 1997, n = 1,409) Compared to 2001 U.S. Results (n = 15,349)

Health risk behavior	U.S. '01 %	Hawai'i public			Hawai'i Trend
		'01 %	'99 %	'97 %	
<b>Injury</b>					
Rarely or never wore seat belts when riding in a car driven by someone else	14.1	7.6	10.6	14.6	+ <sup>a</sup>
Motorcycle riders who rarely or never wore motorcycle helmet, past 12 months	37.2	56.9	64.5	68.1	+
Bicycle riders who rarely or never wore bicycle helmet, past 12 months	84.7	85.0	89.5	93.9	+
Rode with driver who had been drinking alcohol, past 30 days	30.7	32.8	38.3	36.1	
Drove after drinking alcohol, past 30 days	13.3	9.2	14.5	10.3	
Carried a weapon, past 30 days	17.4	10.6	13.7	14.1	+
Carried a gun, past 30 days	5.7	2.9	4.2	4.1	
Carried a weapon on school property, past 30 days	6.4	3.5	6.0	6.1	+
Felt too unsafe to go to school, past 30 days	6.6	6.7	11.4	5.6	
Threatened or injured with a weapon on school property, past 12 months	8.9	5.9	6.7	6.3	
In physical fight, past 12 months	33.2	25.9	30.6	31.7	+
Injured in a physical fight and required medical attention, past 12 months	4.0	3.2	3.0	3.1	
In physical fight on school property, past 12 months	12.5	9.0	11.5	12.9	+
Been hit, slapped, or physically hurt by boyfriend or girlfriend on purpose, past 12 months	9.5	9.8	7.9	NA <sup>b</sup>	NA
Ever forced to have sexual intercourse	7.7	9.0	8.3	NA	NA
Felt sad or hopeless almost every day for ≥ 2 weeks in a row, past 12 months	28.3	30.5	31.8	NA	NA
Seriously considered attempting suicide, past 12 months	19.0	20.9	23.3	26.9	+
Made a suicide plan, past 12 months	14.8	16.9	18.5	20.1	+
Made suicide attempt, past 12 months	8.8	13.4	10.1	11.5	
Made suicide attempt requiring medical attention, past 12 months	2.6	3.4	3.7	4.0	+

<sup>a</sup>+: Results have improved across all three survey administrations.

<sup>b</sup>NA: Not Available.

When Hawaii youth were asked this question again after the implementation of the Hawaii School Safety Manager Program, there was dramatic improvement in this measure, which could well be an ideal measure of the effectiveness of the program. That is to say, the number of youth reporting having stayed home in the last month due to fear

dropped by 41.2%. In essence, Hawaii youth are reporting that they feel safe to go to school in greater numbers, which could well reflect the effectiveness of the new safety initiative that was launched during that two year period. Further analysis of this possibility will be explored in our interviews with youth in subsequent chapters, but the YRBS is the gold standard in self reported youth behavior, so these data are certainly encouraging.

## **Chapter Four: School Fire Code Violations: A Brief Review**

As noted in Chapter 1 of this report, among the responsibilities of the SSM on each campus is to assist the campus with the issue of fire safety. SSMs receive intensive training on the fire code, and the SSMs also focus attention on bringing their campus into compliance with the fire code in their area.

The Honolulu Fire Department conducted its first “surprise” fire code inspection in July of this year. Previous visits had been announced in advance, and these reviews had been increasingly good news. However, in the first unannounced inspection, 234 safety code violations were noted (up from only 63 in 2000-2001)—a 303% increase; 67 of these were serious enough to have the schools “flunk” their inspection (up from 39 the year before)—a 71% increase (Bernardo, 2003; Advertiser Staff, 2003). The differences between the two percentages mean that most of the increase then was in relatively minor violations (the sort that would not get a school seriously sanctioned). Additionally, counties have different attitudes towards easily correctable violations; two (Maui and Kauai) allow for these and two others (Oahu and Hawaii) do not. This also makes comparisons with the past problematic.

Finally, it has to be noted that under funded and very large systems like the campuses run by the Department of Education invite frustrated teachers and others to improvise with electronics in ways that are very regrettable but understandable. As an example, many older classrooms do not have sufficient outlets and teachers bring in

power strips to power computers. Since a high profile member of the Honolulu Fire Department was recently added to the staff of the Hawaii School Safety Program, there will be more on the ground training resources available to the SSM's next year (Advertiser Staff, 2003). Finally, it has to be noted that for many years, the fire departments never went public with the results of their safety inspections, so the general public was completely unaware of the challenges facing the Department of Education and nothing was done to address the problems. The current policy of openly reporting problems encourages action; the old practice of failing to report safety issues only allows them to continue unaddressed.

## **Chapter Five: Site Evaluations of Current School Safety Manager Program**

Site visit interviews from schools across the island with Safety Manager Programs show the program's positive effects. Each school participating in the study allowed for interviews of the SSM, an administrator, teacher, School Safety Attendant (SSA) and a student.

### **Methodology**

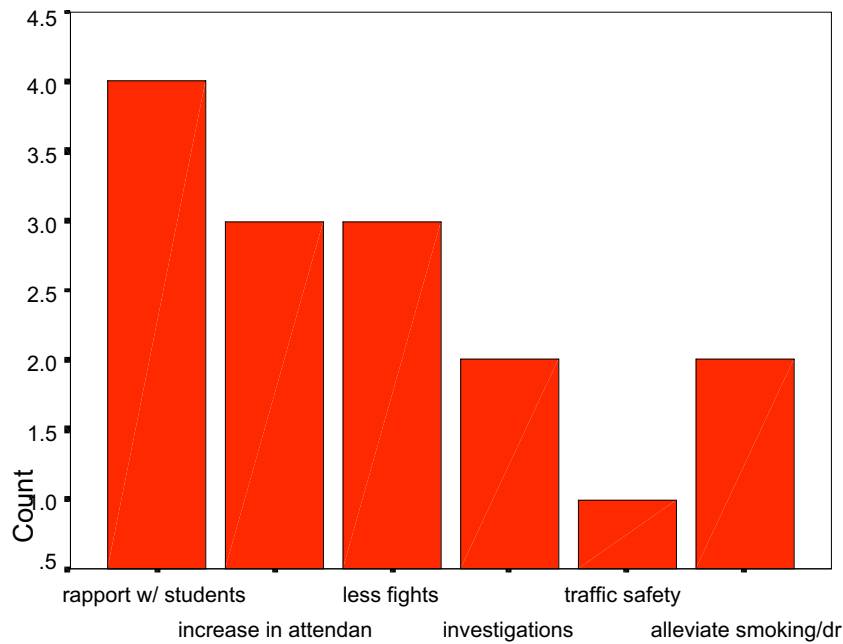
In May through June 2003, site interviews were conducted at 15 SSMP schools across the island. One intermediate and one high school were chosen to represent each area. Safety Managers were asked to inform their administration that a face-to-face interview would be conducted with up to five individuals: one administrator, School Security Attendant (SSA), teacher, student, and safety manager. Interviews were given to 15 SSMs, 14 administrators, 14 SSAs, 14 teachers and 13 students.

Aside from the safety manager and the administrators, interviewees were selected by the safety manager on the day of the visit. Students, SSAs and teachers were selected by availability and accessibility at the time of the interview (Ex: teachers with a free period during the time of the visit, or students that we came across during recess.) While a more random selection process might have been desirable, researchers noted that there was considerable spontaneity in the selection of both teachers and students thereby assuring that the responses received were fairly objective and representative of the group being interviewed.

**Table 3: Percentage of Time School Safety Manager Spends on Tasks**

<b>Responsibilities</b>	<b>% of SSM's Time Spent on Task</b>
<b>One-to-one counseling of students</b>	<b>12</b>
<b>Teaching/consulting in a class</b>	<b>3</b>
<b>Responding to class/teacher emergency</b>	<b>10</b>
<b>Crisis planning/preparedness</b>	<b>9</b>
<b>Assessing, auditing, inspecting for safety/security concerns</b>	<b>32</b>
<b>Presenting to staff and faculty</b>	<b>5</b>
<b>Truancy intervention</b>	<b>5</b>
<b>Group counseling for students</b>	<b>5</b>
<b>Involvement in co-curricular activities</b>	<b>4</b>
<b>Field trip supervision</b>	<b>1</b>
<b>Presenting to PTSA and other school groups</b>	<b>1</b>
<b>Networking with other agencies</b>	<b>4</b>
<b>Contacting families, parents/guardians</b>	<b>4</b>
<b>Other (investigations, after hour responses, etc.)</b>	<b>5</b>

**Chart 5: Most Important Changes the SSMs felt they have made to their Schools**



SSM: most important change you've made to the school

When asked of the 15 Safety Managers participating in the study, what their most important duty to their school was, *all* safety managers from the 15 schools stated, “to make sure the campus is safe and secure.” School Safety Managers handle *everything* on school grounds that pertain to “school safety”. Anything from cracks in the sidewalks or traffic control to bullying, fights and bomb threats are dealt by the SSM, who will consult with or advise the administrative team on such matters (see Table 1).

As far as the important changes made in their school, one SSM advocated for security cameras to set up on campus in problem areas. He also stated that much of his time is spent on investigations of theft and other crimes committed on school grounds. Another SSM was praised by parents and staff for solving a case in which he recovered a

stolen pair of glasses. When asked about the case he replied, “I just did exactly what I’ve been doing for years.”

The SSM’s law enforcement experience and the ability to perform investigations is one another one of the attributes of the program. One SSM stated that working as a police officer had its benefits because, “I learned how to relate to people and how to react in different situations.” Many students still identify their SSMs as being a law enforcement officer.

All SSMs said that they alleviate much of the vice-principal’s duties by handling all safety and security concerns and most of the discipline cases. Now with the SSMP, most disciplinary cases are sent to the safety manager and he will determine if the situation should go to the administration. The administrators ultimately determine what action to take while SSMs make recommendations. Building rapport with students is also a priority for all of the SSMs. They make it a point to help all students feel that they are important to the school. If students feel welcome in their school environment, they tend to have more respect for the campus and those around them. Almost every SSM in the study said that the students approach them to talk about problems or ask for advice. At one school a parent wrote a letter stating that the SSM made her son feel wanted and helped build his self-esteem. This SSM meets with some of the students early in the morning at the school gym to work out. He stated, “A lot of these kids just need someone to talk to.” Many of them need a role model to look up to and someone they can trust. Another SSM said, “I didn’t know I was going to be discussing boy problems with teenagers!” He said he likes the fact that many of the students are comfortable enough to talk with him about their concerns and at the same time, respect him when he has to do

his job; “I’m like the grandpa on campus!” The students at each site seem to enjoy talking with their SSMs, but they also know that the SSM is very serious about their duties.” One SSM said, “I just treat them as adults. I explain everything to them so they know why they are in the office and about their actions.”

An SSM at a different school said that his goal is to try to build rapport with all the students. “We mainly deal with the students that get into trouble, I want to make a point to ‘talk story’ with all the students—even the “invisible” ones. All of the SSMs in the study feel that building a good relationship with the students and staff help create an atmosphere of good feeling.

Sometimes being the confidant on campus has major advantages. “Quite a few of the students know things that are going on in the school and they want to tell an adult about it, but administrators are too busy or too intimidating.” The students can trust that the SSM will not identify them as a source of information of crimes on campus.

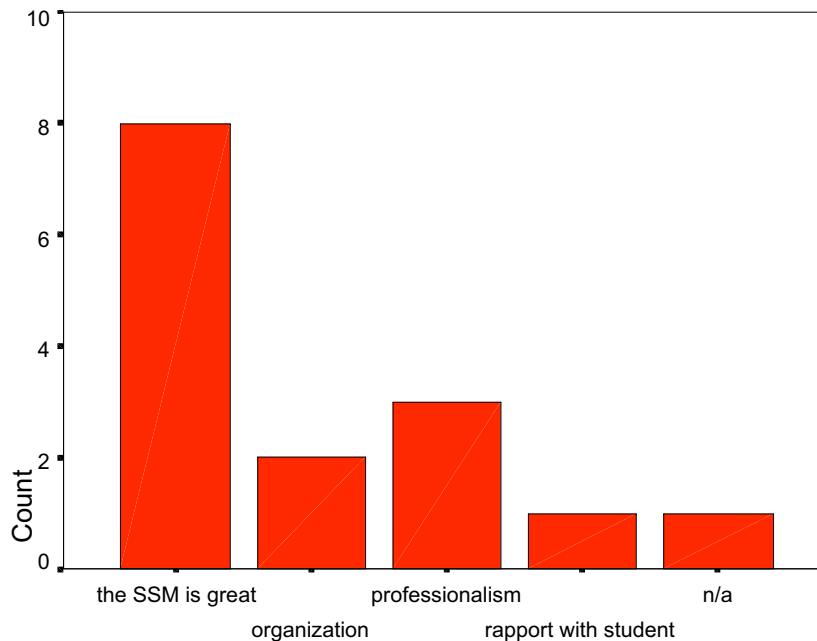
Probably one of the main factors that help the SSM do their job effectively is proper support from the administration. The SSMs that get along very well with the administrative team were the happiest and the most eager to promote change within the school. A few schools that did not have the most positive administrative support were less likely to change and grow in the areas of safety and security.

In the larger scheme, all of the schools deal with the main primary issues—theft, school fights, safety plans, building rapport with students and staff, etc. However each SSM creates goals specific to their own school. Some safety managers have found that student attendance problems is the biggest need, while others have felt the issue of drugs on campus needed the most attention. Another school turned their focus on anti-smoking

programs—creating workshops for students and staff. The fact that SSMs can *personalize* their goals and plans and that they are familiar at working with people is a huge asset for schools with safety in mind.

## School Safety Attendant Interviews

**Chart 6: What SSA's like the most about the SSMP**



SSA: what do you like most about the SSMP

SSAs are the school's security attendants, 14 SSAs were evaluated in this study. Perhaps one of the most notable differences with the implementation of the SSM program is the *immediate response* from security attendants when problems arise. All SSAs reported more direction and organization within the security team. More organization means faster response to break-up fights and other incidents. Before the SSM program was in effect, the SSAs were unsure of what their exact responsibilities were. They knew that their main job was "to stop fights and make sure the students were safe," but they were not clear on what type of force is allowed on students and what areas of the campus to patrol.

There was a time when the SSAs were the full responsibility of the vice-principal. However with the vice-principal's wide range of responsibilities and full workload, they

were in no position to train the SSAs or organize the security team effectively. The School Safety Manager has brought a sense of professionalism and respect to the schools security teams. SSMs act as a manager to the SSAs, letting them know where to patrol and how to handle situations legally and effectively.

Many SSAs look up to their Safety Manager as role models and feel relieved to have a liaison between the security staff and administration who is understanding and easy to talk to. During an interview one SSA said, “I like the SSM being here, I feel at ease. Talking to the administration is hard, I just don’t want to bother them.” When SSAs need to ask a question or have a problem, they don’t feel right going to the vice-principal to talk about it. Now they feel as if they have someone to go to even for less important issues.

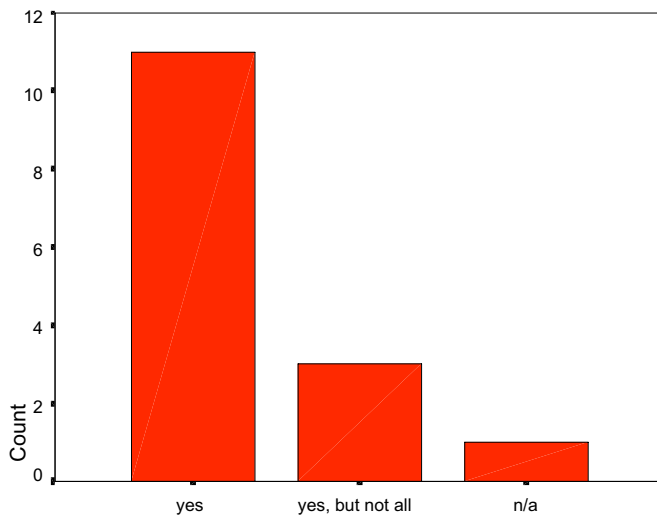
Another positive change is that there is no longer confusion about where to patrol and who gives orders. “Before the SSM came to our school, the SSAs always fought about who was in the charge—the head security. It was usually the one who was at the school the longest. Now we’re organized.” SSMs are in constant radio contact with all of the security staff and the administration. There are buildings assigned to each SSA and when problems arise, the team is quick to respond.

When asked if there are any suggestions for improvement most of the SSAs interviewed in this study said, “More security staff.” Quite a few also answered, “More people like our SSM in the program.” Many of the SSAs across the island felt that *their* SSM had to be the best in the State. Some also said, “I don’t know how he does it. He knows what to do in every situation.” “Our SSM is always thinking, he’s always one step ahead and pays attention to all the details,” an SSA stated in amazement “He also taught

us that its important to document, we never really documented incidents too much.” All SSAs like the fact that their SSM was previously in law enforcement. SSMs are experienced in problem solving and dealing with crisis situations. All SSAs feel respected and enjoy the training sessions with their Safety Managers. Some felt that there should be even more SSA training so that they are better prepared when problems arise.

### Teachers

**Chart 7: Do the Staff/Faculty get along well with the SSM**



TEACHER: does the staff/faculty get along well w/ SSM

Visibility of security staff has long been a problem on public school campuses. All 14 teachers interviewed stressed that the visibility of the SSAs on school grounds are now very high. “I see the SSAs patrolling around campus all day long!” one teacher added, “And they are in constant radio contact with the Safety Manager.” Whenever a problem arises teachers no longer have to play phone tag with the office or search around for a security attendant—the SSAs are easily found. Many of the teachers feel much safer now and are confident that there will be someone to respond right away when

trouble arises. Before the SSMP, teachers said that their SSAs were hardly around; “I rarely saw the SSAs around and, if I did they were just sitting around joking and laughing with each other.” When teachers had problems in the classroom, they would have to send students down to the office to contact someone and then wait for the administration to send down help. “Now I just stick my head outside and wave down the SSA assigned to my building.” One teacher said that after the SSM trained the staff and faculty about illegal substances, she was able to catch a student with an ecstasy tablet. “I might have just passed it off as some kind of over the counter medication if I hadn’t learned about it earlier.”

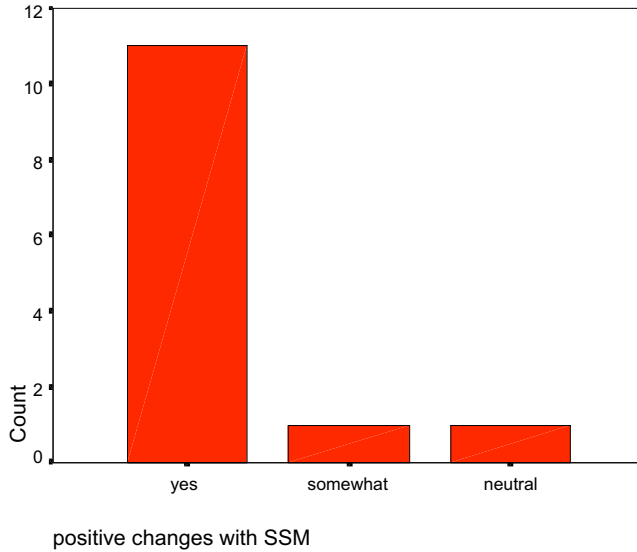
Teachers like the feeling of being able to trust and count on their security teams. There is a growing sense of professionalism within the security staff and communication is at an all time high. “Fire drills and evacuation procedures were once just a piece of paper,” a teacher stated, “now we actually practice them so we’re clear about what to do.”

When asked what they think their SSMs do at the school, many teachers replied that he is the go-to guy. In essence, the SSM has emerged as the one to go to with questions and concerns relating to safety and security. However, many teachers admitted that besides being the safety guy, they are not that clear on the SSMs exact duties and responsibilities. Overall, all teachers feel that SSMs are a major asset for the school; “I just wish I knew exactly what his responsibilities are.” Most teachers when asked what their SSMs do shrugged and said, “Anything that has to do with safety.” They all feel that they would most likely have more respect for their SSMs if they knew all of their responsibilities. This indicates a need for the administration to educate teachers about the SSM’s jobs.

Above all else, teachers were clear about the importance of having the School Safety Manager Program in schools. Many of the teachers feel fearful of the students at times; having the safety manager there alleviates some of those concerns. At one school where a student threatened to kill a teacher, the SSM immediately took all of the proper steps to have the student arrested. Without the SSM in the school, the teacher might not have known that the student could be arrested and how to go about it. “Whenever I have any legal questions, I always go to our SSM and ask, ‘Can I do this?’” All of the teachers felt that having a Safety Manager in school “just makes sense.” One teacher said that the SSM plays “an invaluable role in the school system and it would be ridiculous to ever cut the program.”

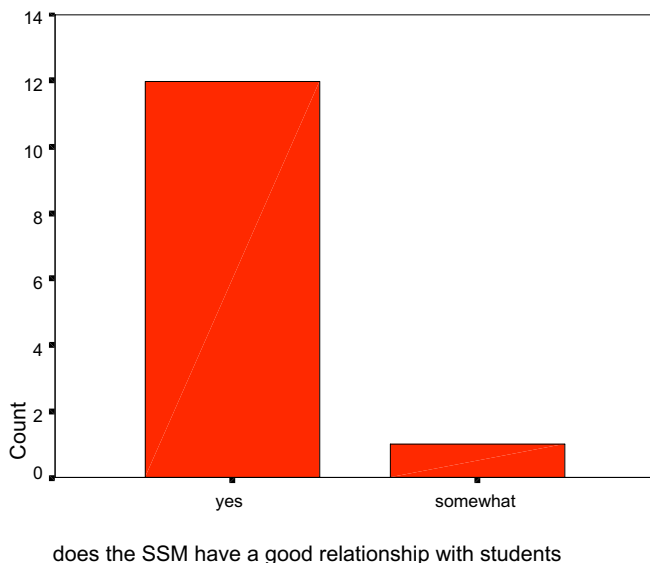
## Students

**Chart 8: Do Students Feel that there are Positive Changes with the SSMP**



Although many students were unsure of the SSMs exact duties all 13 agreed on one thing “the SSMs help make us feel safer!” Many students have never attended a school without an SSM since elementary, but they also mentioned that they wish they had a safety manager in primary school. All students interviewed said they knew that SSMs handle everything that relates to school safety and all said they could count on them to do just that. Furthermore, the greater visibility of security staff and the investigative skills of the SSMs mean that students know they can no longer get away with fights or theft.

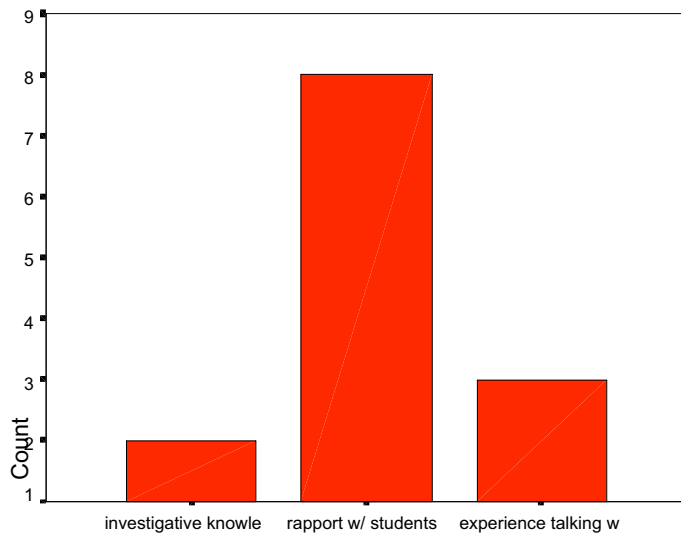
**Chart 9: Do the SSMs have a Good Relationship with Students**



Many students go to the SSMs to talk about family problems or boy/girl troubles. More critical to school safety, they talk with students about bullying or doing drugs in the bathroom. This has led to Safety Managers getting a “heads up” on current and future school problems. A few students said that they want to tell an adult about their problems, but don’t want to talk to an administrator—even a counselor. They know that safety managers know how to solve problems fairly and professionally. The safety managers serve as role models for the students. They respect the students and in turn the students respect them. “One of the students interviewed said; “Our SSM is just like a grown-up teenager.” Many of them feel that even though the SSMs are the ones who handle discipline, they treat them with respect. “There’s finally an adult who respects us. He won’t announce our news about bad things like the principal would.” All of the student

interviewees said that they have never heard any of the other students talk poorly about their SSM. In a school setting, this is a remarkable testimony to the SSMP.

**Chart 10: What is the most important thing about the SSM, according to the students**

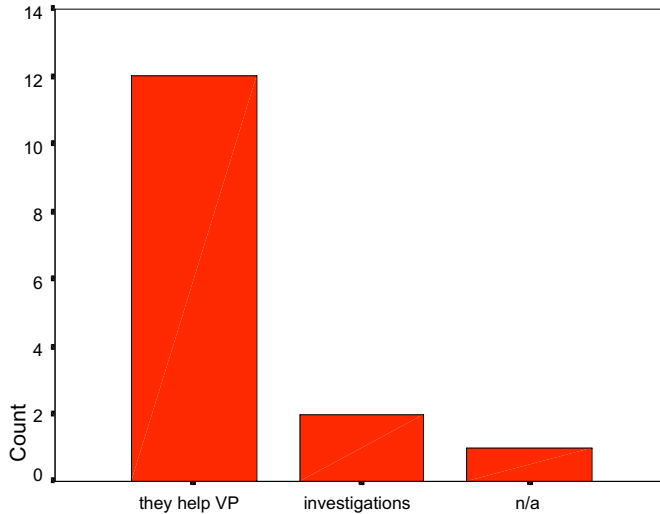


what is the most important thing about the SSM

Chart 10 shows that most of the students in this evaluation feel the SSMs most important duty is rapport. Three students mentioned that the SSMs experiences talking with people was of highest value. The rest of the students in the study felt that investigative knowledge by the SSM was important.

## Administration

**Chart 11: Most important changes since the SSMP according to the administration**



ADMIN: most important changes since SSMP

The implementation of the Safety Manager Program has brought about the most significant changes for the administrative staff, especially for the vice-principal. Vice-principals are generally in charge of all disciplinary procedures—from small minor problems to major fights and incidents. In addition, vice-principals are in charge of curriculum matters, school safety, speaking with parents and attending administrative meetings.

Having a safety manager means that the vice-principal can focus his or her attention on curriculum and educational needs and leave safety issues to SSMPs, who are more qualified for the job. Vice-principals know *education*, they are not familiar with search and seizures and legal rights of students. They do not know how to use the right amount of force, when to get the police involved, or how to better rationalize with and calm irate students or parents. They also do not know about proper documentation and

information needed for police reports. “Before SSMP, vice-principals were in charge of all the safety procedures like fire drills and evacuations. Vice-principals aren’t trained to do that. “I really don’t know that much about keeping a school safe,” said one. “SSMs are trained to do search and seizures. They know the laws and can prevent lawsuits from parents,” said another. Many administrators said that their SSMs were excellent at talking with people and calming kids down. They know how to show authority merely by presence.

School Safety Managers alleviate much of the vice-principal’s workload. Many vice-principals admitted that they “would not want to work at a school without a Safety Manager.” A vice-principal even went as far as saying, “he does not know how the role of vice-principal ever existed without an SSM to help.” Another administrator said that she “wouldn’t feel comfortable in the administrative position without the SSM.” At a different school, the principal clearly stated that she considers their SSM as “part of the administration at the school—a big part.”

Investigative knowledge also serves as a huge asset for schools with a Safety Manager. These former police officers have been investigating and working with the community for much of their lives. They are experienced professionals and know how to show authority without being forceful. They are also respected by the police in their school’s district and collaborate with them often. Being retired police, the SSMs know exactly what information is needed when police are called to the school. “They know what we need to file a report and can advise us on whether it is possible to press charges in certain situations,” a vice-principal stated. One administrator said that their SSM was excellent and an expert, “He is just so knowledgeable and wise.”

## Chapter 4: Cost Benefit Analysis of SSM Program

One of the most compelling aspects of the Hawaii School Safety Manager Program is that money it saves the Department of Education. While every comparison is difficult, the clearest comparables to the cost of the program per officer would be the cost to the taxpayer of either a beginning Campus Security Officer at the University of Hawaii at Manoa (Dawson, 2003; Sakamoto, 2003) or the cost of a uniformed Honolulu Police Officer (Kajihiro, 2003). Comparisons with mainland systems, while desirable, have proved difficult given the differences in the cost of living between Hawaii and the mainland, and the difficulty of extracting directly comparable data on costs per officer.

Data were gathered on the cost of each of these positions and then compared to the cost to the tax payer (salary plus benefits) of the SSMP program (see Table 2)

**Table 2: Cost Comparison of Entry Level Safety Professional**

Type of Officer	Cost per FTE	Difference
<b>Campus Security Officer, University of Hawaii</b>	<b>\$ 35,714</b>	<b>21.1% more</b>
<b>Honolulu Police Officer, City and County of Honolulu</b>	<b>\$ 50, 500</b>	<b>71.2% more</b>
<b>School Safety Manager, Department of Education</b>	<b>\$ 29,500</b>	

The comparison indicates that where the Department of Education to attempt to hire even an entry level campus security officer (not necessarily one with police training), the cost would be 21.1% more. If the Department were to actually seek to hire an entry-level person equivalent to a Honolulu Police Department officer, the cost would 71.2% greater. In essence, the Department of Education is currently hiring SSMs, many of whom have either law enforcement or fire safety backgrounds (and the extensive training that entails) at a fraction of the cost that it would incur if it were to attempt to hire either a regular campus security officer or an entry-level police officer.

In terms of the national literature, experts note that "The ratio of adults to the number of students who must be supervised is of critical importance," says Walker, who notes that Columbine High School had only a single school-security officer. Walker recommends that school security officers have good relationships with the school's principal and with the police department and have close connections to the community and neighborhood. This is precisely the situation that the SSM Program offers Hawaii's schools. Given Hawaii's large schools, the relatively high number of at risk youth attending those schools, and the trends which suggest these numbers will not improve in the near future, the SSM program offers our state a cost effective and professional level of school security.

## **Chapter Six: Conclusions and Recommendations**

Site interviewers have come across recommendations throughout the evaluation process. When asked, “Ideally what changes would you like to make (if continuing at the same school).” One SSM said that he would like to have a second evacuation site off campus and work on communication between SSMs, administration, staff, teachers and students. Another said that compliance with school rules by students will be his ideal goal—meaning following dress codes and cutting down on the use of profane language on campus. Many of the SSMs in the study stated that they would like to work on attendance in school and reduce truancy. They state that students should not be wandering around on campus during class time. With the increase in security team efficiency, students cutting class may be caught and sent back to class immediately. At one particular school where traffic is a problem, the SSM would like to organize the parking and driving areas. Traffic can serve as a significant safety concern when students are being dropped off or picked up—especially in a small-sized parking area. When asked about the most difficult part of the job, more than half of the SSMs said that there were not too many difficulties on their job. However, some of the issues that did arise were learning to work with members’ different personalities and adapting to the DOE system. “The DOE is like its own world, with its own language and it just takes time getting used to it,” an SSM stated. It seems that a few schools do have some clashes between the faculty and the administration, which makes it difficult for SSMs to perform their duties.

The SSM program is currently showing positive effects at all schools in this study, however there are some schools that appear to have made greater changes and

have shown more growth. Schools that have strong administrative support for the SSMP had SSMs who are most eager and willing to work hard for school improvement. In these schools, there is a mutual respect and exchange of ideas providing for an even more successful outcome. Schools with less enthusiastic administrators still show signs of success, but there may not be as much room for growth or potential of the program. Basically, a safety manager can only do as much as the administration supports, but with administrative support, the program can flourish.

More community involvement could also be a suggestion for improved positive growth of the program. The purpose is to build community support for the program so it can successfully thrive and grow. Many of the SSMs are members of the Parent Teacher Student Organization and some are even members of the City's Neighborhood Boards. However, broader community involvement may be the answer to an even more successful program. A safe school requires support from the neighborhood that surrounds it. If the SSMs can touch bases with the community, it may serve the program well. Perhaps having an informational booth at a neighborhood craft fair or other means of educating the public about the SSMP.

All teachers interviewed feel that their Safety Managers have brought positive changes to their campus. However many stated, "I love the idea of an SSM, but I really think that if I knew what their duties were, I would use the SSM more efficiently and for the right purposes." Although all teachers and students interviewed felt that the SSM was a necessary part of school, a common theme emerged. Many of the teachers and students were uncertain of the SSMs duties and responsibilities. Most of the teachers and students when asked what the SSM does stated, "he keeps us safe!" I think the program as well as

the teachers and students would benefit greatly with more communication about what the SSM does. Everyone knows the SSMs are there for safety and security, but do they actually know all of the ways in which he contributes to the school? If they did, there would be an even greater respect for the Safety Managers participating in the program. Also some teachers said that if they knew the duties of the SSM they may be able to utilize his expertise more efficiently. An orientation meeting at the beginning of the school-year where SSMs can introduce or re-introduce and welcome the students and faculty may help in better communication. The SSMs can then recite some of the current goals for the school-year and explain his duties. The administration might also create small brochures with the SSMs duties listed to keep on teacher's desks.

Overall, the response to the Safety Manager Program is a very positive one. All individuals interviewed feel that it is important to have the SSMP at their school and that it is important for their SSM to be an ex-police officer. Many stated that a "uniformed police officer would be too intimidating," and it would be difficult for them to build such a good rapport with the students and staff and work toward a pleasant school climate.

A pleasant school climate seems to be the theme of the Safety Manager Program. "The SSMs somehow do a terrific job of gaining respect and trust from students even when they are in the process of disciplining them." Most interview subjects also stated that, "the SSM program is very important and should be implemented at all intermediate and high schools." All 56 interviewees in this study felt that the SSMP brought positive changes to their respective schools. All interview subjects also feel that the Safety Manager Program is highly necessary for the safety and security of their campus

Although there can never be a “perfect” solution for school safety, the Safety Manager Program provides an innovative approach to safer school environments. If the suggested approach is one that is multi-layered, then it appears as though the SSM program achieves this approach. Safety Managers not only attend to evacuation procedures, parking, traffic, extra-curricular activities and building security, but also fights, fire drills and bomb threats. These are only a sample of the SSM’s responsibilities. With the multiple safety and security issues on their hands, they still manage to perform their duties with positive attitudes and more importantly with respect and trust from the students and staff. The School Safety Manager Program is an inclusive approach to the State’s school safety concerns, it is a program that incorporates many layers of solutions and continues to grow and change with time.

In summary, these data, plus the cost effectiveness and outcome data (particularly the data on the increasing number of youth who feel safe in school) all suggest that the SSM program is a remarkably robust initiative that is showing concrete results.



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## **Vol 2 Hawaii School Safety Program: An Assessment**

Appendix:

Participating Schools

Interview format for site visits

### **Participating Schools:**

Kapolei High School

Highlands Intermediate

Pearl City High School

Niu Valley Intermediate

Kalani High School

Campbell High School

Ilima Intermediate

Kailua High School

Kailua Intermediate

Kaimuki Intermediate

Kaimuki High School

Central Intermediate

Dole Intermediate

Roosevelt High School

Nanakuli High & Intermediate

### **SSM interview format:**

How long have you been at this school?

Positive or Negative changes with SSMP?

Was your SSM the first SSM you interviewed?

Changes in SSAs since implementing the SSMP?

What do you expect from your SSM? Does he meet expectations?

IDEALLY what changes would you like SSM to make?

What is the biggest safety issue at this school?

Do SSMs help with your job? Alleviate stress? Extra duties?

How is your relationship with SSM?

Most important thing about SSM—why do you need one in public schools?

Any improvements in crime reporting/documentation?

If funding does not allow for SSM in the future, where would that leave you? The school? Improvements? Conclusions?

### **Teacher Interview Format:**

How long were you at this school?  
+ or – changes with SSMP?  
How many times do you see SSM or SSA on campus? Visible?  
Changes in the SSAs?  
What is the biggest safety issue at this school? Do you feel it's being addressed?  
What do you expect from your SSM? Does he meet expectations?  
How do you know when your school is safe? Do you feel safe here?  
IDEALLY what changes would you like SSM to make?  
Do you have a good understanding of SSM duties?  
Do you feel you can count on your SSM? Trust him?  
How is the staff relationship with SSM?  
Can you easily get in touch?  
How important is SSMP in schools?  
Any improvements?

### **Student Interview Format:**

Age  
Positive or negative changes in school with SSMP?  
What do you like best about the program?  
How many times do you see your SSM or SSA on campus?  
Biggest safety problem at this school? Is it getting better?  
Are you fearful? What about the other students?  
Does SSM respond properly?  
Can you count on/trust him?  
do you like your SSM? Why?  
What does your SSM do?  
How can they do a better job?  
how do you know when your school is safe?  
Is this school safe?

### **School Security Attendant Interview Format:**

How long have you been at this school?  
+ or – changes with SSMP?  
What were your security responsibilities before SSMP?  
What do you feel is your main role as SSA?  
What is your SSMs main role?  
Is he a good manager?  
What is the biggest safety issue at this school?  
How is your relationship with SSM?  
Easy to get in touch with? Consult with?  
Training sessions?  
Any improvements/comments?

### **School Safety Manager Interview Format:**

How long have you been at this school?

Any previous experience with DOE? How is it working with the DOE system?

Difficult?

What are some of the most important changes you made in the school—safety-wise?

Specifically the SSAs

What is your role here?

In what ways do you train your SSAs?

IDEALLY what changes would you *like* to make?

What is the biggest safety issue here? What do you respond most to and how?

What is the most difficult part of the job?

What is the most rewarding part of your job?

How many times do admin consult w/you?

How is your relationship with ADMIN

TEACHERS/STAFFSTUDENTSPARENTS

Any community activities?

Have you reached your goals?

Improvements/Conclusions?