

THE CALIFORNIA SCHOOL SAFETY TOOLKIT
FIRST EDITION

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PART ONE: TOOLKIT BACKGROUND

PURPOSE

The overarching purpose of the School Safety Toolkit is to establish an outcome-based framework and methods for assessing any school or district's safety system with respect to student outcomes, safety, and cost-effectiveness. Specifically, the toolkit was piloted in Vallejo City Unified School District (VCUSD) and San Francisco Unified School District (SFUSD) over the 2015-2016 school year. To our knowledge, this toolkit will be the first of its kind, and as such it will help establish standard metrics and a methodology for assessing other school safety staffing models in California and nationally. Our goal is that the use of the toolkit will help shape the national debate about the evaluation of school safety staffing models, provide a universal method for school districts and community-based organizations to analyze the effectiveness of any school safety staffing model, and share information about the effectiveness and cost benefits of alternative school safety methods. School districts and schools will be able to use the toolkit to improve the manner in which schools use data, apply best practices in school safety, engage students, promote a healthy school environment and reduce the use of exclusionary discipline and referrals to law enforcement that disproportionately impact students of color.

DEVELOPMENT OF TOOLKIT

The toolkit was first vetted by key leaders from VCUSD and SFUSD, as well as other external stakeholders, and further improvements were made before the pilot phase began. The piloting process involved training school staff in the toolkit materials and implementation process, providing technical assistance to each district, a critical review of the toolkit's implementation within a sample of schools in each district, a thorough review of policies, training, and supporting materials related to school safety practice in each district, site visits to observe each setting, discussions with students and school staff, and a review of official data on discipline, school climate, and student achievement. While resources prohibited the tool from being launched in an online format during the piloting phase, the tool was developed in a manner that will make it easy to translate from a workbook format to a virtual platform, where it can be integrated with existing school data and assessment systems.

GUIDING PRINCIPLES

The School Safety Toolkit is framed by three guiding principles informed by The National Center on Safe Supportive Learning Environments organizes school safety according to three elements: (1) climate and prevention, (2) clear, appropriate, and consistent expectations and consequences, and (3) equity and continuous quality improvement.¹

Guiding Principle 1: Climate and Prevention: Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk students.

Action Steps for Guiding Principle 1

- (1) Engage in deliberate efforts to create positive school climates.
- (2) Prioritize the use of evidence-based prevention strategies, such as tiered supports, to promote positive student behavior.
- (3) Promote social and emotional learning to complement academic skills and encourage positive behavior.
- (4) Provide regular training and supports to all school personnel – including teachers, principals, support staff, and school-based law enforcement officers – on how to engage students and support positive behavior.
- (5) Collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services.
- (6) Ensure that any school-based law enforcement officers’ roles focus on improving school safety and reducing inappropriate referrals to law enforcement.

Guiding Principle 2: Clear, Appropriate, and Consistent Expectations and Consequences: Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement and boost achievement.

Action Steps for Guiding Principle 2

- (1) Set high expectations for behavior and adopt an instructional approach to school discipline.
- (2) Involve families, students, and school personnel in the development and implementation of discipline policies or codes of conduct, and communicate those policies regularly and clearly.
- (3) Ensure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.
- (4) Create policies that include appropriate procedures for students with disabilities and due process for all students.
- (5) Remove students from the classroom only as a last resort, ensure that any alternative settings provide students with academic instruction, and return students to their regular class as soon as possible.

Guiding Principle 3: Equity and Continuous Improvement : Schools that build staff capacity and proactively and continuously evaluate the school’s discipline policies and practices are more likely to ensure fairness and equity, and promote achievement for all students.

Action Steps for Guiding Principle 3

- (1) Train all school staff to apply school discipline policies, practices, and procedures in a fair and equitable manner that does not disproportionately impact students of color, students with disabilities, or other students at risk for dropout, trauma, or social exclusion.
- (2) Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel in order to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

RESEARCH BASIS

The science is clear. Children and youth require safe and supportive schools if they are to succeed in school. These needs are particularly great for children who are vulnerable – who struggle with trauma, the adversities of poverty, and the challenges of disability. Safe and successful schools create strong conditions for learning and well-being where students feel physically and emotionally safe, where they are connected to and supported by their teachers, where they feel challenged and are engaged in learning, and where their peers have good social and emotional skills. These schools make the grade by employing a three-tiered approach to social and emotional learning: supporting positive behavior, engaging students and families, and addressing students’ academic and mental health needs. To work, these approaches must be culturally competent, family-driven, data informed, and applied by adults who get the training and support needed to make these programs and approaches succeed. In addition to teacher quality, classroom size, and other education system factors, essential conditions for learning also include safety, social and emotional skills, supports, and students feeling engaged and challenged.

1. SAFETY

When youth feel physically and emotionally safe, they are better students. If they feel physically threatened, their defensive responses – whether skipping school, carrying weapons, acting tough, showing up late, or tuning out in class – impede learning. When students feel emotionally unsafe, they may exhibit avoidance behaviors and not participate in class. Research shows the importance of safety. A lack of safety had a greater impact on attendance than 13 other organizational indicators in a study of the Chicago Public School System.² Other studies have found that school safety was correlated more highly with statewide achievement test performance than did academic rigor, and the level of bullying and teasing in a school predicted both the school’s performance on state-mandated achievement testing and the school’s graduation rate.³ Research shows that the effect of school safety can be as large or larger than the effects of demographic factors such as poverty and ethnic composition as well as community crime rates. And, schools characterized by a combination of fair discipline and teacher support of students can have consistently lower levels of bullying and teasing, as well as other forms of aggression.

2. SCHOOL CONNECTEDNESS

Connectedness and the experience of support is also important. Students who feel “connected” to a school across these social/emotional indicators are more likely to have improved attitudes towards school, learning, and teachers; heightened academic aspirations, motivation, and achievement; and more positive social attitudes, values, and behavior. Caring School Communities have succeeded in Louisville, Kentucky and Oakland, California, and the Responsive Classroom has been used successfully in Harrisburg, Pennsylvania, by incorporating class meetings into daily routines and engaging students in the development of behavioral norms.⁴

3. SOCIAL AND EMOTIONAL LEARNING (SEL) AND SCHOOL CLIMATE

Although all students need to build their social and emotional competence, those who struggle with the consequences of trauma or other setbacks in childhood especially need to experience supportive environments where they enhance their ability to understand and manage their emotions and relationships. When programs are effectively implemented, evidence shows that student social and academic outcomes improve. A meta-analysis of 207 SEL programs found that the percentile difference in outcomes for those who received the intervention and those who did not was 26 percentage points for social competence and 11 percentage points on academic achievement.⁵ According to Nobel Prize winning economist James Heckman, developing “non cognitive” skills like those these programs address builds internal assets that are critical to success in post-secondary education, work, and life.⁶

Research on school climate and the conditions for learning shows links between these conditions and academic performance. For example, an assessment of the relationship among safety, support, challenge, and perceptions of peer social competence in Cleveland’s High Schools determined that the school climate accounted for 62% of the variance on schools performance on the state graduation tests.⁷ Similarly, in statewide studies in Alaska, student and faculty reports of improved connectedness and engagement predicted improvements in school and district academic results when they were improving statewide, and moderated statewide drops.⁸ Statewide studies in South Carolina, Ohio, and California also show the benefits between of a positive climate on school performance.⁹ In California, a recent study of Safe and Supportive Schools sites showed that schools with the “Beating the Odds” program were 33 percentile points ahead of regular schools and 68 percentiles ahead of underperforming schools on academic measures of student performance. These differences suggest that all schools need to be assessing and addressing their school climates.

4. SUPPORT AND ENGAGEMENT

Youth need educators who “get” their social, emotional, behavioral, and academic needs. Students learn more when they feel connected and attached to adults in school who care about them and treat them respectfully. Research also suggests that successful implementation of school-wide behavioral support systems can change disciplinary practice, which, in turn, have been linked to significant reductions in disruptive behaviors, office discipline referrals, and suspensions. While there are many approaches to positive behavior support, the dominant model is Positive Behavioral Interventions and Supports (PBIS). One example is what the Alton, Illinois School District has been doing for the past 10 years. For several years, PBIS was implemented only at the universal level, for all students. Now in more recent years, they have added interventions for students with greater levels of need. Coaching has enabled the district to implement PBIS framework district-wide. Each school has a universal and secondary coach/team and they use data to identify students for interventions, and to track the response to those interventions. The school social worker oversees interventions for students with high levels of need. The Illinois PBIS Network have trained all social work staff in wraparound and family engagement. More recently, the high school social work staff have been trained in RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work), an individualized collaborative process that empowers youth with emotional and behavioral challenges, and works with the student in career transition planning.

In short, school safety models are most effective when they utilize comprehensive “whole-school” strategies to 1) improve school connectedness, 2) improve the structure and climate of the school environment, 3) develop students’ social and emotional skills, and 4) engage students, staff, families, and community partners.¹⁰ When delivering these strategies, research has found that using a multi-tiered approach is the best way to ensure that every student benefits according to their individual needs and abilities. At a whole school or district level, holistic strategies can be used with all students (Tier 1), such as adding social and emotional learning to curricula and improving teacher-student relationships, communication, and trust; targeted services (e.g. mental health assessments) for specific groups of students believed to be at-risk (Tier 2); and specific interventions and teams to help individual students and their families (Tier 3). To monitor ongoing health and safety in the school and make continuing improvement, school climate, achievement, attendance, and discipline data should be continuously monitored and used to guide calibration efforts.¹¹

5. ENVIRONMENTAL CONTEXT

Our literature review included examination of external supports that schools can use to provide students and families with greater access to prevention and other resources that reduce the prevalence of problems that are then left for school administrators and teachers to solve if left unattended outside of school. We also examined how the local environment surrounding a school may influence the environment within a school, in essence the community's risk factors seeping in to impact the school setting. Research indicates there are individual, school, and community-level factors at the root of school violence problems. Adverse childhood experiences, such as child maltreatment, parental incarceration, or exposure to violence may produce low self-control and increase the propensity of a student to engage in violence at school¹² or to experience bullying either as a perpetrator or victim.¹³ Communities can provide rich familial and ethnic contexts that youth need to thrive. However the concentrated disadvantage in some communities (e.g., poverty) may limit the opportunities to support healthy development and jeopardize youth prospects.^{14, 15} In communities that demonstrate greater capacity to work together to promote the collective interests of residents - and where violence is not normalized - parental monitoring and healthy peer relationships can be strengthened to produce greater prosocial and fewer problem behaviors among youth.^{16, 17} All of these risk factors within and across individual, school, and community contexts underlie the root causes of violence and challenge the readiness of schools to respond with appropriate and effective prevention solutions. This also assumes that the community itself has the readiness and resources to support youth and families so these difficulties are mitigated before they become an issue schools must address.

However, the majority of current school safety approaches, including those deemed "evidence-based" exist as self-contained strategies within schools that rarely engage families or the broader community in this larger discussion to address the root causes of violence.^{18,19} A comprehensive approach to school safety requires a focus on the root causes that live in an ecological system where the school and students are nested within the larger community (Exhibit 1).²⁰ Schools and school staff must be prepared to apply comprehensive solutions that engage and build a strong collective bond with students, parents, and community partners, and also know how their own interactions with and among students influence school safety and educational outcomes.²¹

Exhibit 1. School role reducing the risk for school violence



6. BEHAVIORAL STRATEGIES TO REDUCE DISPARATE TREATMENT OF STUDENTS

We have known for more than forty years that youth of color experience disparities in justice system treatment as compared with their white peers. At every point in the process from referrals to police to judicial decisions on culpability and out of home placements, youth of color spend more time in the justice system than do their white counterparts for the same types of behaviors or offenses, with this result amplified for youth who come from economically disadvantaged families.²² Given this reality, it should come as no surprise that research is now showing that students of color experience more referrals to police and are removed from school more than their white classmates and that most of the behavior that results in these actions relates to violations of the school code of conduct or minor disruptive behavior, rather than serious misconduct such as possession of weapons or drugs.²³ School safety models that focus on root causes behind behavioral disruptions, rather than enforcing zero tolerance programs that target every disruptive act for harsh discipline are more successful at keeping youth in school and out of court. Specifically, a number of promising practices are emerging that schools can use to reduce the disparities in the way that students of color are referred to police, referred to the juvenile justice system and otherwise removed from school.

Many researchers are making the argument that the underlying driver behind disparate treatment of students lies at the feet of implicit and explicit bias in formal decisions by educational and law enforcement staff.²⁴ The literature on implicit bias as it impacts decision-making has its roots in fields outside of education, principally in psychology and criminal justice. Implicit bias refers to stereotypes and attitudes that are held by individuals and shaped by historical narratives, personal experiences, and learning from family, friends, and community.²⁵ Such attitudes unconsciously shape actions, perceptions, and decisions.

Implicit bias drives our automatic reactions to situations as well as to individuals with whom we interact.²⁶ Implicit biases can influence the behavior of educators,²⁷ health providers,²⁸ and criminal justice professionals,²⁹ and create disadvantage for youth and adults of color. Importantly, the research shows that implicit bias is subject to change and can be shaped to reduce discriminatory behaviors, meaning it is possible to use training, education, and policy reforms to reduce the impact of bias in formal decision-making.³⁰ In addition to reducing bias in decision-makers, research also shows that those on the other end of decisions influenced by bias must learn to reframe their expectations and perceptions, so they see decision-makers as legitimate and people whose directions they should follow.

Routine occasions for interactions with school staff can either reinforce or undermine student confidence and trust in the school. The way students and their families experience the school when it is conducting official business, through friends or relatives, or as community members, impacts their sense of fairness, which can influence respect for authority, compliance with rules, and willingness to trust.³¹ Zero tolerance philosophies for student misconduct are seen much like racial profiling by police, pushing more youth out of school and into court, affecting their own educational outcomes; however, these practices also create resentment in the broader community of students and families who believe they are being targeted because of their race or status (e.g. poverty, LGBTQ status, special needs).³² Trust breaks down and youth and their families may be traumatized or re-traumatized in the process, much like what occurs during repeat, racially-tinged contacts with law enforcement.³³ When this happens in the justice context, police report a similar lack of respect and trust from citizens, feeling youth are “primed” to dislike and act out against police.³⁴ This same cycle of mutual distrust and fear may also be hindering the ability of schools to implement alternative discipline strategies with youth after many years of using harsh discipline that results in more youth of color being suspended, expelled, and referred to police.

Within educational settings, there is growing research that shows how implicit bias changes the way students engage in the classroom and what this means for achievement and discipline. When classrooms do not contain the cultural cues that a child’s brain recognizes from exposure within the child’s own cultural milieu (e.g., family settings), learning is disrupted or at least not optimized as it could have been were those cultural cues present in the classroom.³⁵ This issue extends to the ways in which student work is judged as well, if the instructor has biased expectations based on cultural norms from within their own culture that are not reflective of the culture from which the student comes. This issue was brought to light through research on

bias in the way that English teachers judged the quality of writing among African American male students as compared to their white counterparts and to female students.³⁶

The adoption of school wide SEL and PBIS approaches is one means to “level the playing field” and apply the same behavioral expectations to all students so that staff and police have less discretion to pick and choose those behaviors that warrant the most serious consequences. Parental involvement is also viewed as a key factor in whether or not a student is treated fairly at school when trouble arises. If a student’s family is not able to advocate for their child when an incident occurs, whether due to cultural or linguistic barriers or employment demands that don’t provide parents with flexibility to come to school on a moment’s notice, these students are more likely to be dealt with more harshly, including more likely to experience referral to police.³⁷ The most promising approaches to discipline connect students to the school community and establish a sense of obligation to others. Restorative practices, for instance, builds a wrong-doer’s sense of responsibility; addresses the feelings of those wronged; and keeps the young person in the community. Contrary to zero-tolerance policies, which remove students who are seen as disruptive or even harmful from the classroom environment, restorative justice and restorative practices aim to engage students, families, and staff in a peacemaking process. These activities occur either after a conflict has taken place (restorative justice) or as a preventive approach (restorative practice) that acts to reduce conflict before it happens. Restorative justice initiatives have quickly evolved in various American cities, recently gaining legislative support in California with the passage of several bills aimed at decreasing statewide suspension and expulsion rates.³⁸ Research on restorative practices in schools is underdeveloped—no rigorous empirical tests have been completed. However, there is a promising group of non-experimental studies that report the use of these approaches can result in improved relationships on campus, increased student accountability, and dramatic reductions in rates of suspension, expulsion, and criminal referrals.³⁹ In a study of restorative practice as a classroom management strategy, classrooms with higher levels of implementation had fewer disciplinary referrals for defiance and misconduct compared to classrooms with a low level of implementation.⁴⁰

7. COST-EFFECTIVENESS

The research on the cost-effectiveness of any innovation demonstrates that the largest difficulty organizations such as schools have when doing this type of work is monitoring costs at least quarterly and documenting the cost of donated or shared services and goods (such as co-locating a community health clinic on a school campus or using volunteer reading mentors).⁴¹

Schools are organized around accounting systems that satisfy educational (e.g. attendance counts drive school funding levels) and fiduciary (e.g. managing District budgets) accountability needs. These obligations come with particular reporting cycles and levels of detail that may not align well with the reporting cycles and level of detail needed to track school safety costs, especially when implementing a comprehensive school safety approach such as the toolkit, which involves resources coming from the community, staff, students, and parents. While cost-effectiveness studies have been conducted on a range of youth development and crime prevention programs, cost-effectiveness of education-based programs is very limited with the most well-known example coming from the Perry Preschool study conducted more than forty years ago.⁴² In order to demonstrate the cost beneficial effects of school safety efforts, tools are needed to assist schools and districts to collect and analyze relevant cost and impact data.

8. SCHOOL-SECURITY PARTNERSHIPS

A considerable number of schools employ security staff routinely carrying a firearm at school.⁴³ Across the nation during the 2009–10 school year, 43 percent of public schools reported the presence of one or more security staff, 29 percent reported having at least one full-time employed security staff member, and 14 percent of schools reported having only part-time security staff during the school year. Research suggests that increased use of police officers in schools promotes the formal processing of minor offenses and harsh disciplining of minor behavioral disturbances and further, that it does not improve school safety⁴⁴. To the extent that minor behavioral problems are redefined as criminal problems and teachers are expected to rely on police in dealing with disciplinary problems, discipline responsibilities tend to be shifted away from teachers, administrators, and other school staff to the school resource officers (SROs) when utilizing school safety models that engage police on campus.⁴⁵ SROs are generally described as commissioned law enforcement officers who have specialized assignments working with schools to support their needs, which are typically defined within the context of each community but which historically have been used to provide a security presence on campus and easy access to police when a law enforcement response is wanted.

However, the role of SROs is often not clearly defined before placement in a school and in order for these officers to play a productive role, common goals and regular dialogue must be developed between the two agencies (school and law enforcement) and the role of the SRO or affiliated safety officer must be clarified. This includes ensuring that these staff have

a positive youth development mindset and are trained in the skills needed to interact appropriately according to a student's developmental stage as well as understanding the distinction between a behavioral problem versus normative behavior, such as being late to school or class. For example, it would not be appropriate to have security staff confront a tardy student in an adversarial manner for the sole reason that the student was entering the building late. A growing number of school districts understand the importance of clarifying the roles of security staff (whether SROs or security aides) to avoid unnecessary confrontations with students. Memoranda of Understanding are being used to define, among other things, access to students, when to conduct search and seizures, interviewing students, who to report to and consider as an authority figure, and how to ensure that school discipline or alternative strategies are not criminalized.^{46, 47} There is no rigorous research that demonstrates that having police, armed or otherwise, on a school campus results in better outcomes for students or schools. In 2012 a systematic review of all the available research evidence only found eleven studies that had the type of research design (quasi-experimental) for which reliable results could be generated, but even these studies were not designed in order to generalize their findings outside their individual study setting.⁴⁸ Experimental studies are needed to truly test the effectiveness of using school safety aides or SROs – a very common practice across the nation – to improve school safety outcomes.

9. IMPLEMENTATION EFFECTIVENESS

The results of our literature review and experience working with the school districts to implement the school safety toolkit reinforce the notion that implementing a comprehensive school safety approach as defined in this study and anchored by the three guiding principles requires readiness for change at the individual, organizational, and community levels of action. According to the research literature, organizational readiness is broadly described as a combination of: (1) *motivation* to implement an innovation; (2) *general capacity* to function successfully regardless of the innovation; and, (3) *specific capacity* to implement the precise requirements of the innovation as designed. In the context of a school, readiness can be described as specific actions that the school takes to motivate and support staff, students, families, and community stakeholders to adopt new school safety programs, practices, and policies.⁴⁹ When schools lack or are low in readiness in any of these dimensions, it is less likely that they will be able to fully implement a comprehensive school safety approach. And if they do begin implementation, their ability to sustain high-quality implementation will be compromised.

In addition to a school's readiness for change, individual staff, parents, youth, and community stakeholders are equally important and must be addressed in order to create the buy-in needed to commit to behavior change. The *Concerns-Based Adoption Model* (CBAM)⁵⁰ explains that organizational change is not possible until individuals within the organization change. The CBAM identifies individual readiness for change at different ecological levels, providing a complete picture of how people and schools are moving in alignment toward change. Therefore, for comprehensive school safety approaches to succeed in schools, the people with whom they work, and the communities where they work must collectively act to advance change. Taylor⁵¹ described some early stages of preparation for implementing change in an educational setting:

- *Develop an understanding of the local big picture context (understanding of current status of efforts, how the effort can contribute to the larger agenda, cost effectiveness).*
- *Mobilize interest, consensus and support among key stakeholders (identify champions).*
- *Clarify feasibility and how the functions can be institutionalized through existing, modified or new infrastructure and operational mechanisms.*

As organizations prepare to take on an innovation they often focus exclusively on the internal environment (e.g. staff, work processes) and rarely spend as much time preparing those who will benefit from or use the innovation (e.g., clients, community) for the coming change. Research is starting to indicate that an innovation's "fit" within the larger community context may be just as critical for successful implementation of a new practice or policy as is preparing the organization that is leading the change effort.⁵² In the case of school safety innovations, this means the approach must be a good fit with the community's social, political, and cultural context, and the expectations and needs of family members, community agencies, and students if the innovation is to succeed and be sustained over time. Since the external context is always changing, school safety innovations must also be dynamic and built on a continuous learning and improvement foundation where data are collected and progress is tracked over time so plans can be updated and effectiveness can be enhanced as circumstances change. Related to this will be the need to understand what the school and district are already doing that is affecting behaviors, attitudes, or knowledge related to the physical, social, and emotional safety of students. Rather than the Toolkit creating another layer of programming to the school environment, it should be used as an organizing framework to help coordinate, align and enhance the school or district's existing efforts – if these efforts are effective and based on best

practices. By accounting for all of these considerations, the resulting school safety approach will be comprehensive in scope yet based on actionable data.

PART TWO: TOOLKIT IMPLEMENTATION

A. GETTING READY

There are a number of important steps that need to be taken before beginning the toolkit process:

- (1) Decide who will oversee the Toolkit process – school district or individual schools
- (2) Identify and train a Toolkit coordinator and team
- (3) Determine readiness to implement the Toolkit within the school(s) or district
- (4) Assess how the Toolkit will impact and align with existing school safety-related efforts

Step 1: Establish Oversight

The Toolkit can be used directly by schools or by the school district on behalf of a number of schools. Determining whether the school or district is in the best position to oversee this work depends on a number of factors, as shown in Exhibit 1.

Exhibit 1. Factors for Determining Toolkit Oversight

Determining Toolkit Oversight	
May Benefit from District Oversight	May Benefit from School Oversight
Dedicated staff to coordinate the process	Dedicated staff to coordinate the process
Dedicated staff to analyze discipline data	Dedicated staff to analyze discipline data
Dedicated staff to analyze school climate data	Dedicated staff to analyze school climate data
Existing parent-staff-student-community teams are in place	Existing parent-staff-student-community team is in place
School safety is a high profile issue for the district or community	School occupies a unique place within the district (e.g. Alternative)

If the district oversees the process, it is important that the toolkit is not seen as a district compliance measure, since this will limit buy-in to use the tool or its results. Related to this, although the district may oversee the Toolkit process it is important that the Toolkit team be comprised of staff, parents, and students from each participating school in order to produce the most reliable and relevant information specific to each school’s context, needs, and resources.

Step 2: Identify Coordinator and Team

The Toolkit process should be coordinated by someone who has access to and a close relationship with both the oversight entity (i.e., school/district leadership) and the implementation team (i.e., parents, staff, students, community members). Once this person has been identified, they will need to receive training in the Toolkit process, which includes instruction and supports for guiding the implementation team and interfacing effectively with school/district leadership. Once trained, the coordinator will receive an implementation guide to use with their team.

The Toolkit team should be composed of a cross-representational sample of organizational administrators, teachers, support staff, students, parents, and key external stakeholders (e.g. Afterschool service partners). The ideal team should be no

larger than ten people to keep the workload manageable and to ensure inclusiveness. This group will be responsible for using the toolkit on a regular basis each semester, with support from the Coordinator and oversight entity. Team members need to be open to learning and able to apply a broad-based perspective of school safety that includes social and emotional supports, rather than just focusing on security and disciplinary responses. If the school/district already has a team like this in place that existing team may be able to take on this additional work, but it is essential to determine whether it is realistic for an existing group make this commitment, as the Toolkit process is ongoing and will take commitment over time in order to produce the best results.

Step 3: Determine Level of Readiness

If your school or district already has a School Safety Plan, your organization may have greater readiness to take on this issue than if you had not taken this step. However, having a plan does not mean that it is being implemented as intended or that it aligns with best practices. Whether you have a School Safety Plan or not, this toolkit can support your efforts to improve school safety in a continuous manner as needs change, resources shift, and what we learn about effective practice changes over time. The first instrument in the Toolkit measures readiness in three different school safety contexts, 1) Classroom and Campus, 2) School District and Youth-Serving Agencies, and 3) Community Stakeholders. Depending on the level of readiness in each context, there will be different ways to approach the safety review and planning process.

Step 4: Assess Current Situation

On any given day, schools and school districts are busy employing a variety of academic and non-academic programs, services, and supports. Some of these may be required by law, others may be in place to enhance and enrich the student experience or respond to and prevent problems. Still other practices may exist by virtue of being embedded in the history, culture, and norms of the local setting. Many of these activities relate to school safety, be they district partnerships with external agencies to provide resources to youth and families, prevention programs within the school to reduce bullying, or teacher training on social-emotional learning skills. In the midst of all this activity on a daily basis and the intensive planning that happens to prepare for and wrap up the school year annually, it may be difficult to see how or why a school or District would take on another effort, such as this Toolkit. Because the Toolkit can help the district and school take stock of their current efforts related to school safety and better align and coordinate these efforts, use of it should ultimately result in a more effective (student and school outcomes) and efficient (time and money required) school safety approach overall.

B. COORDINATOR ROLE

Phase 1: Planning

- ✓ **Meet with school/district leadership** to talk about the project, clarify the facilitator’s role, identify Toolkit team members and address any needs (such as capacity and makeup of existing team to take on Toolkit work) and set expectations for the project’s timeline, group process and desired outcomes. Establish a clear communication process with the oversight entity so they are aware of ongoing progress being made by the team and any barriers that stand in the way of the team’s objectives so they can provide support, help troubleshoot problems, and advocate for additional resources as needed.
- ✓ Once the team is finalized, **train the Toolkit team** in the purpose of the work, answer their questions, discuss their roles, and develop a work plan and timeline for completion of tasks.
- ✓ After the training and before implementing the Toolkit, dedicate one Team meeting to **discuss what you mean by school safety** – what each member believes it to be, how it is defined for the school, and how it is defined in the Toolkit. It is critical that all team members understand and agree to work from the school safety definition in the Toolkit to avoid conflict and barriers to progress as the work unfolds.

Meet with Leadership: It is important to meet with school/district leadership who will have oversight of the project to talk about the project’s goals, to clarify the coordinator role, discuss the membership and capacity of the team, address any needs, and set expectations for the project’s timeline and implementation process. Use the questions on the “**Leadership Planning Worksheet**” to help you prepare for the meeting with leadership and then use what you learn at the meeting to help you move to the next step in the process.

Leadership Planning Worksheet			
You need to have answers to these questions when you meet with leadership.	How will you answer this question?	What questions/ concerns did school leadership raise?	What changes are needed before moving to the next step?
1. What is the purpose of the project? What is it intended to accomplish in the school?			
2. What is the role facilitating the group using the toolkit?			
3. Does the team have capacity to use the toolkit as designed?			
4. What is the timeline and process for using the toolkit?			
5. What resources or support do you need from leadership in order to make this project a success? Do you foresee any barriers?			

Team Orientation and Training

Preexisting Teams: If a preexisting team at the school will be charged with using the toolkit, you will need to convene a meeting with them to orient them to the Toolkit, explain why it is important for the school, and define what the group’s role will be in the process. You will need to help the team understand why they have been asked to take on this work and provide support to them if they feel overburdened with this new work or do not understand why they are being asked to take on a new

task in addition, or in place of, work they are already committed to perform. If the group does not agree, or is otherwise unable, to take on the work you will need to go back to school leadership and brainstorm a new approach.

Forming a New Team: If you need to form a new team to implement the toolkit, ensure that the team represents a cross-section of organizational administrators, teachers, support staff, students (no fewer than 2), parents (no fewer than 2) and key external stakeholders (e.g. afterschool service partners). The ideal team should be no larger than ten people to keep the workload manageable and to ensure inclusiveness. Members need to be open to learning and view school safety from a broad-based perspective that is not just rooted in security or discipline. The team should foster shared decision-making and trust that leads to open and honest dialogue between members regardless of age, position, or status within the school or community. Members need to be committed to the continuous quality improvement (CQI) process, where the team uses information gathered by the toolkit to improve and assess school safety over time. The toolkit process should be a group effort and not something that is assigned to just one person in the group. Use the “**Team Orientation Worksheet**” to guide your conversation and use results to see how best to support this team.

Team Orientation Worksheet			
You need to have answers to these questions when you meet with the team.	How will you answer this question from the CQI team?	What questions/ideas/concerns did the team raise?	What changes or adjustments are needed before moving to the next step?
1. What is the toolkit and why is it important or of value to the school?			
2. How does the toolkit fit with the purpose or work of this team?			
3. What will this team be asked to do with the toolkit?			
4. What is the timeline and process for completing the work?			
5. What is the goal or outcome of this work?			
6. What resources or support will be provided to the team?			

Implementation Note: *It is very likely that the members of the team have never been asked to define school safety or talk about what school safety means to them. Without proper training it is also likely that individuals will believe school safety (because of the name itself) only refers to physical security or keeping students from physical harm. In order to use the toolkit effectively, it is important that the team is trained on the topic of school safety before they begin their work. Follow the steps in the facilitator guide (Appendix) to train the team on what they need to know about school safety to use the toolkit properly.*

Things to Keep in Mind

- Different people have different learning styles. Some members may understand the school safety concept in graphic form better than by listening to you explain school safety or reading the training materials you provide. You will need to be flexible in the way you use the training materials so every member of the group is able to fully benefit from the training.
- You may have to re-visit the training materials as you go through the toolkit process. It may take some time for every member to fully understand and embrace the way you are defining school safety.
- Some individuals, depending on their background and personal histories, may be resistant to the way you are defining school safety. It is important that you provide time for questions and discussion during the initial training, but at the end of the training you must stress that the school is counting on the team to apply this definition of school safety in order to do their work using the toolkit. If an individual continues to show resistance or attempts to derail the team's work, options for removing this person from the group should be discussed with school leadership as soon as possible.

Phase 2: Implementation

Successful implementation requires thorough preparation and providing clear and consistent support to the toolkit team using resources in the facilitator guide. Specifically, facilitators must:

- ✓ Determine what group members will do – *what role team members will play* in the process and how decisions will be made
- ✓ Explain each tool and *help the team learn how to use every tool*
- ✓ *Identify any barriers or supports* that affect the group's work and address and discuss questions as they emerge
- ✓ *Collect the needed information* and determine how best to analyze the data collected
- ✓ Support the group using the Toolkit to *continuously improve* and inform school safety efforts

Implementation Note: *It is important that you use the tools in the order presented in the training and toolkit, so the school can benefit the most from the process.*

Things to Keep in Mind

- Some of the tool topics may seem unclear to some members of the group who may struggle with specific terms and how they apply to the school. Rather than focusing on the term, try to redirect the group to focus on each description and use these as their basis for decision-making. Use the training tools and glossary to help the team navigate their questions.
- Some individuals, depending on their age, training, personal background and histories, may have different levels of experience with some of the concepts and examples provided in each description. The group should be diverse enough (i.e., students, staff, and community members) to absorb any lack of experience in one area but you should pay attention and listen to how the group is handling each description and if it becomes clear that they do not have the capacity to use the tool properly, seek guidance from school leadership and the coaches.
- Some group members may be preoccupied by the number that is next to each description and worry that they are picking the “wrong one” because it is not the highest number. Try to redirect the group to choose the description based on how closely it describes the school and remind them that the leadership supports the team's work and knows there are improvements that will need to be made in order for the school to apply best practices in school safety.
- The technical assistance coaches at AIR are here to help guide and support the process. Let us know how we can help and keep us in the loop so we can support you when needed.

Phase 3: Utilization Phase

Once the data collection phase is complete, the team will need to translate its work into results that can be disseminated and put into action to improve and sustain school safety efforts.

- ✓ Meet to review all of the information collected through the process and determine what information will be included in the *School Safety Toolkit Outcome Report*
- ✓ Assign roles for completing the report
- ✓ Complete a draft report
- ✓ ***Present draft report to District leadership for feedback*** and acknowledge the work of the team. Identify suggestions for sustaining what worked well, addressing barriers identified through the process, and recommendations for any next steps.
- ✓ Revise report based on feedback from school and district leadership
- ✓ ***Collect feedback on draft report from school (staff and students) and community stakeholders*** – team members are encouraged to share in or lead presentation processes with constituencies they represent (e.g., students present to other students)
- ✓ Revise report based on school and community feedback
- ✓ ***Finalize and make report publicly available*** – to students, staff, and the community

C. ASSESSMENT TOOLS

Assessment Tool # 1: Readiness to Use Best Practices to Improve School Safety in Different Settings				
There are three sections in this tool:				
Classroom and Campus				
School District and Youth-Serving Agencies				
Community Stakeholders				
Look at each statement below and select the answer that comes closest to describing what is true about your school.				
Section 1	Most teachers manage their classroom behavior without referring to office	YES	NO	NOT SURE
READINESS ASSESSMENT	Teachers are trained to manage classroom discipline	YES	NO	NOT SURE
	Junior teachers receive additional support and mentoring to handle classroom behavior and safety.	YES	NO	NOT SURE
	All classrooms have bulletins and displays that reflect rules, agreements on expected behavior	YES	NO	NOT SURE
	Students receive messages to stand up for bullying	YES	NO	NOT SURE
	Police/safety officers are not involved in classroom management	YES	NO	NOT SURE
	Students would say their voice is acknowledged and invited in the classroom	YES	NO	NOT SURE
	All staff are trained on physical, social, and emotional safety and its impact on student well-being	YES	NO	NOT SURE
	Data on school discipline is collected and used to improve policies and practices	YES	NO	NOT SURE
	All staff are trained on implicit bias	YES	NO	NOT SURE
	Services are available for individual students who display ongoing disruptive behavior.	YES	NO	NOT SURE
	The halls and common areas display positive messages about ethnic, cultural, and racial diversity.	YES	NO	NOT SURE
	Most School staff are held accountable for their practices to increase physical, social, and emotional safety	YES	NO	NOT SURE
	Outdoor areas are safe and inviting to encourage student use of the entire campus	YES	NO	NOT SURE
	Students have several different opportunities for leadership and service in school	YES	NO	NOT SURE

Step 2: Total your answers.

Number of Yes Answers:

Number of No Answers:

Number of Don't Know Answers:

Step 3: Use the rubric to determine your school's readiness to use school safety best practices in the classroom.

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>School uses no school safety best practices</i>	<i>School rarely or never uses school safety best practices</i>	<i>School uses some school safety best practices</i>	<i>School uses many school safety best practices</i>	<i>School uses most or all school safety best practices</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).

Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

Step 1: Look at each statement below and select the answer that comes closest to describing what is true about your school district and agencies serving your students

Section 2	Budget allocations demonstrate an emphasis on social and emotional safety in addition to physical safety	YES	NO	NOT SURE
READINESS ASSESSMENT School District and Youth-Serving Agencies	There is a low level of student mobility out of the district due to safety concerns	YES	NO	NOT SURE
	There is a coordinated effort to address student mental health needs	YES	NO	NOT SURE
	Students are given opportunities to engage in leadership and service in the community	YES	NO	NOT SURE
	Discipline policies are developmentally appropriate (e.g., they address different grade levels)	YES	NO	NOT SURE
	Written rules are communicated regularly to students, faculty, and parents	YES	NO	NOT SURE
	Communications (e.g., newsletter, website) stress a positive climate and physical, social and emotional safety	YES	NO	NOT SURE
	The school administration works with parents to handle misbehavior	YES	NO	NOT SURE
	Community organizations provide the school with access to adequate mental health supports for students	YES	NO	NOT SURE
	Community organizations provide the school with access to a health promotion programs for students	YES	NO	NOT SURE
	Community organizations provide the school with access to adequate violence and delinquency prevention programs	YES	NO	NOT SURE
	Community organizations provide adequate services that can offer an alternative to suspension or expulsion from school	YES	NO	NOT SURE
	Community organizations provide access to adequate family supports for parents and students in need	YES	NO	NOT SURE
	Community organizations provide access to prosocial opportunities and mentoring programs for students	YES	NO	NOT SURE
	The school collaborates with the community to provide needed supports that enhance student safety and well-being	YES	NO	NOT SURE

Step 2: Total your answers.

Number of Yes Answers:

Number of No Answers:

Number of Don't Know Answers:

Step 3: Use the rubric to determine your District's readiness to use school safety best practices.

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>The District and community agencies don't demonstrate a commitment to any school safety best practices</i>	<i>The District and community agencies rarely or never demonstrate a commitment to school safety best practices</i>	<i>The District and community agencies demonstrate some commitment to school safety best practices</i>	<i>The District and community agencies often demonstrate commitment to school safety best practices</i>	<i>The District and community agencies demonstrate consistent commitment to school safety best practices</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).

Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

Section 3	Police work closely with schools to address safety issues to reduce “knee-jerk” reactions after incidents	YES	NO	NOT SURE
READINESS ASSESSMENT Community Stakeholders	Police connect youth with appropriate services to reduce court contact	YES	NO	NOT SURE
	Schools and police have a written agreement that clearly outlines the police role in school safety	YES	NO	NOT SURE
	Issues of truancy are seen as an educational (not legal) problem that is the school’s responsibility	YES	NO	NOT SURE
	Police generally have a trusting relationship with parents and students	YES	NO	NOT SURE
	Police are trained on key topics affecting students (e.g., adolescence, trauma-informed, implicit bias)	YES	NO	NOT SURE
	Policymakers work closely with the district to address root causes of problems impacting school safety	YES	NO	NOT SURE
	Policymakers adapt their policies and initiatives to address the changing community demographics and needs	YES	NO	NOT SURE
	The city’s budget supports some aspect of the school’s safety plan (e.g., PBIS funding, SROs)	YES	NO	NOT SURE
	Local government leaders show that they care about students by making education a priority in their decisions	YES	NO	NOT SURE
	The local teachers union actively supports and endorses the schools’ safety plan	YES	NO	NOT SURE
	Business owners know how to respond when they see students they believe should be in school	YES	NO	NOT SURE
	There is high public awareness of laws passed in the city/state to support school safety needs	YES	NO	NOT SURE
	Parents have an accurate understanding of the District’s school safety philosophy	YES	NO	NOT SURE
	The general public realizes that suspending students is not the answer for creating a safe school	YES	NO	NOT SURE

Step 2: Total your answers.

Number of **Yes** Answers:

 Number of **No** Answers:

 Number of **Don’t Know** Answers:

Step 3: Use the rubric to determine the readiness of the local police and juvenile court to contribute to school safety best practices.

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Community stakeholders do not contribute to school safety best practices</i>	<i>Community stakeholders rarely or never contribute to school safety best practices</i>	<i>Community stakeholders make some contributions that support school safety best practices</i>	<i>Community stakeholders make many contributions that support school safety best practices</i>	<i>Community stakeholders provide every type of contribution needed to support school safety best practice</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).

Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

Step 6: Use the matrix below to identify current school safety initiatives, their stage of implementation, and “fit” with the toolkit.

School Safety Mapping Exercise: Current Efforts							
Type of Effort	Not in place (X)	Just started (X)	In place less than 1 year (X)	In place for 3-5 years (X)	If in place, is this a district wide or school-specific effort? (please list schools involved in effort if not district-wide)	How will this effort “fit” with the Toolkit?	
						No fit-Toolkit will not be helpful	Toolkit will be helpful in specific areas (please describe)
PBIS							
SEL/Climate							
Restorative Approaches							
School-Security Partnership							
Culturally-Competent Practice							
Community and Family Engagement							
Other (Write here):							

Step 7: Use the results from the tools to prioritize the things you want to do to improve your school’s readiness to use school safety best practices.

School Safety Improvement Area: Readiness to Use School Safety Best Practices					
Improvement Action		Resources Needed	Priority Level		
			Immediate	Short-term (1-2 years)	Long-term (3+ years)
Classroom					
School					
District					
How Can Toolkit Support Existing Efforts?					
Youth-serving Agencies					
Police/Courts					
Local Government					
General Public					
Questions to Help You Prioritize Your Improvement Actions					
Who will be affected? What will be achieved? How soon can you start? What barriers will you need to overcome? Who will resist these changes?		Does leadership support the change? Are the needed resources available? Does this align with current or future goals? What opportunities can you leverage to support these changes? How will you communicate these changes to students/parents/staff/the community?			

Assessment Tool # 2: Quality of School Climate

Step 1: Review the school's most recent school climate survey results and select the answer that comes closest to describing what is true about your school.

School climate data are collected from students, staff, and families (all three groups)	YES	NO	NOT SURE
School climate surveys collect information on expressed and implied school norms and values	YES	NO	NOT SURE
Student responses suggest almost all students (95+%) feel respected	YES	NO	NOT SURE
Student responses suggest almost all students (95+%) feel their voices are heard	YES	NO	NOT SURE
Student responses show no differences in feeling respected or engaged according to gender	YES	NO	NOT SURE
Student responses show no differences in feeling respected or engaged according to race or ethnicity	YES	NO	NOT SURE
Student responses show no differences in feeling respected or engaged according to special need status	YES	NO	NOT SURE
Student responses suggest almost all students feel physically safe at school (95+%)	YES	NO	NOT SURE
Student responses suggest almost all students feel socially safe at school (e.g., less than 5-% of students report being bullied) (95+%)	YES	NO	NOT SURE
Student responses suggest almost all students (95+%) feel emotionally safe at school (e.g., they report that they have at least one adult they can go to when they have problems)	YES	NO	NOT SURE
The large majority of staff report feeling physically safe at school	YES	NO	NOT SURE
The large majority of staff report using positive behavioral strategies at all grade levels	YES	NO	NOT SURE
The large majority of staff report using practices that promote social emotional skills	YES	NO	NOT SURE
Parent responses suggest almost all parents feel their voices are heard (95+%)	YES	NO	NOT SURE
Parent responses suggest almost all parents feel respected (95+%)	YES	NO	NOT SURE

Step 2: Total your answers.

Number of Yes Answers:

Number of No Answers:

Number of Don't Know Answers:

Step 3: Use the rubric to determine your school's school climate quality.

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>There is no means to assess to school's climate and/or school climate has no positive attributes</i>	<i>The quality of the school's climate is poor</i>	<i>The quality of the schools climate is average</i>	<i>The quality of the school's climate is fairly good</i>	<i>The quality of the school's climate is very good</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).

Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

Step 6: Use the results from the tool to prioritize the things you want to do to improve school climate.

School Safety Improvement Area: School Climate					
Improvement Action		Resources Needed	Priority Level		
Students			Immediate	Short-term (1-2 years)	Long-term (3+ years)
Staff					
Parents					
Questions to Help You Prioritize Your Improvement Actions					
Who will be affected? What will be achieved? How soon can you start? What barriers will you need to overcome? Who will resist these changes?		Does leadership support the change? Are the needed resources available? Does this align with current or future goals? What opportunities can you leverage to support these changes? How will you communicate these changes to students/parents/staff/the community?			

Assessment Tool # 3: Student Discipline and Achievement

Step 1: Request the following data from your school or district administrative office on the following student outcomes:

Number of Enrolled Students Broken Down by Race, Gender, Ethnicity, and Special Education Status

Number of Suspensions and Expulsions According to Race, Gender, Ethnicity, and Special Education Status

Number of Student Victimizations Broken down by Race, Gender, Ethnicity, and Special Education Status

Number of Students Arrested by Police on or off Campus Broken down by Race, Gender, Ethnicity, and Special Education Status

Number of Students Graduating on Time Broken Down by Race, Gender, Ethnicity, and Special Education Status

Percentage of Students Involved in Academic opportunities Broken Down by Race, Gender, Ethnicity, and Special Education Status

Step 2: Calculate the relative rate of suspensions, expulsions, victimizations, arrests, and graduation based on student demographic characteristics (Any rate over 1.0 indicates treatment is disproportionate with the group's statistical representation in the school population):

EXAMPLE FOR CALCULATING RELATIVE RATE OF SUSPENSIONS

a. Record the Number of Enrolled Students (E) Broken Down by:

- Race (Typical categories may include: African American, American Indian, Asian, Pacific Islander, White)
- Gender (Typical categories include Male, Female – include Transgender if an identified gender category in your data)
- Ethnicity (Hispanic or non-Hispanic)
- Special Education Status (Typical categories include: Has an IEP or Does not Have an IEP, State statutory designation) – this is a subset of the male and female population, so **DO NOT ADD STUDENTS WITH IEPs AS ADDITIONAL STUDENTS**

Enrolled Students	African American		American Indian		Asian		Pacific Islander		White		Subtotals
	Hispanic	Non-H	Hispanic	Non-H	Hispanic	Non-H	Hispanic	Non-H	Hispanic	Non-H	
Male	50	200	3	5	0	72	2	0	605	325	1,262 Males
Female	25	150	2	1	0	55	0	0	320	300	853 Females
Has IEP	7	4	0	2	0	6	2	0	30	60	111 Students w/IEPs
Subtotals	75	350	5	6	0	127	2	0	925	625	2,115 Enrolled Students

b. Calculate the percentage of each demographic type of student in the school by taking the number of each demographic category (such as Students with an IEP) and dividing it by the total number of enrolled students. Multiple the results by 100. For example: $(111 \text{ Students with IEPs} / 2,115 \text{ Enrolled Students}) * 100 = 5.2\%$ of enrolled students have IEPs

c. Record the Number of Suspensions (SUS) for Enrolled Students by the same demographic groups as you did in Step a.

Suspended Students	African American		American Indian		Asian		Pacific Islander		White		Subtotals
	Hispanic	Non-H	Hispanic	Non-H	Hispanic	Non-H	Hispanic	Non-H	Hispanic	Non-H	
Male	5	20	0	3	0	2	0	0	20	15	65 Males
Female	2	15	0	0	0	5	0	0	3	3	28 Females
Has IEP	5	2	0	0	0	6	0	0	10	10	33 Students w/IEPs
Subtotals	7	35	0	3	0	7	0	0	23	18	93 Suspended Students

d. Calculate the Percentage of Students with and without IEPs who were suspended.

$(33 \text{ Students with IEPs suspended} / 111 \text{ Students with IEPs}) * 100 = 29.7\%$ of students with IEPs were suspended)

$(60 \text{ Students without IEPs suspended} / 2,004 \text{ Students without IEPs}) * 100 = 2.9\%$ of students without IEPs were suspended

e. Compare the Relative Rate of Suspended Students who have IEPs as compared with Suspended Students who do not have IEPs:

$(29.7\% \text{ of Susp. Students with IEPs} / 2.9\% \text{ of Susp. Students without IEPs}) = 10.2 \text{ Relative Rate}$ Students w/IEPs are suspended 10x more often

Step 3: Review the results of your data analysis and select the answer that comes closest to describing what is true about your school.

Relative rates of school suspension are 1.0 or less for girls and boys	YES	NO	NOT SURE
Relative rates of school suspension are 1.0 or less for each race	YES	NO	NOT SURE
Relative rates of school suspension are 1.0 or less for each ethnicity	YES	NO	NOT SURE
Relative rates of school suspension are 1.0 or less for students with special needs	YES	NO	NOT SURE
Relative rates of school expulsion are 1.0 or less for girls and boys	YES	NO	NOT SURE
Relative rates of school expulsion are 1.0 or less for each race	YES	NO	NOT SURE
Relative rates of school expulsion are 1.0 or less for each ethnicity	YES	NO	NOT SURE
Relative rates of school expulsion are 1.0 or less for students with special needs	YES	NO	NOT SURE
Relative rates of student victimization are 1.0 or less for girls and boys	YES	NO	NOT SURE
Relative rates of student victimization are 1.0 or less for each race	YES	NO	NOT SURE
Relative rates of student victimization are 1.0 or less for each ethnicity	YES	NO	NOT SURE
Relative rates of student victimization are 1.0 or less for students with special needs	YES	NO	NOT SURE
Relative rates of student referrals to police are 1.0 or less for each ethnicity	YES	NO	NOT SURE
Relative rates of student referrals to police are 1.0 or less for girls and boys	YES	NO	NOT SURE
Relative rates of student referrals to police are 1.0 or less for each race	YES	NO	NOT SURE
Relative rates of student referrals to police are 1.0 or less for students with special needs	YES	NO	NOT SURE
Relative rates of graduation are 1.0 or less for girls and boys	YES	NO	NOT SURE
Relative rates of graduation are 1.0 or less for each race	YES	NO	NOT SURE
Relative rates of graduation are 1.0 or less for each ethnicity	YES	NO	NOT SURE
Relative rates of graduation are 1.0 or less for students with special needs	YES	NO	NOT SURE

Step 4: Total your answers.

Number of Yes Answers:
 Number of No Answers:
 Number of Don't Know Answers:

Step 5: Use the rubric to determine your school's discipline and achievement practices.

0 Yes Answers	1-5 Yes Answers	6-10 Yes Answers	11-15 Answers	16-20 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Your school's discipline and achievement practices are always result in equal treatment of students by gender, race, ethnicity, or special education status</i>	<i>Your school's discipline and achievement practices usually result in disparate treatment of students by gender, race, ethnicity, or special education status</i>	<i>Your school's discipline and achievement practices sometimes result in disparate treatment of students by gender, race, ethnicity, or special education status</i>	<i>Your school's discipline and achievement practices are resulting in mostly equal treatment of students by gender, race, ethnicity, or special education status</i>	<i>Your school's discipline and achievement practices are resulting in equal treatment of students by gender, race, ethnicity, or special education status</i>

Step 6: Which areas do you need to improve that you rated as “No”? (Write here).

Step 7: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

Step 8: Use the results from the tool to prioritize the things you want to do to improve school climate.

School Safety Improvement Area: Student Discipline and Achievement					
Improvement Action		Resources Needed	Priority Level		
Suspension Practices			Immediate	Short-term (1-2 years)	Long-term (3+ years)
Expulsion Practices					
Student Victimization					
Student Arrest Practices					
Graduation Opportunities					
Questions to Help You Prioritize Your Improvement Actions					
Who will be affected? What will be achieved? How soon can you start? What barriers will you need to overcome? Who will resist these changes?		Does leadership support the change? Are the needed resources available? Does this align with current or future goals? What opportunities can you leverage to support these changes? How will you communicate these changes to students/parents/staff/the community?			

Assessment Tool # 4: Engagement of Students, Staff, and Families			
Step 1: Review your school climate and other school engagement data you have from parents, staff, or students and select the answer describing your school.			
School gathers feedback from families, staff, and students, (all 3 groups) to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences	YES	NO	NOT SURE
School reports and discusses feedback about disciplinary practices with staff	YES	NO	NOT SURE
School reports and discusses feedback about disciplinary practices with students	YES	NO	NOT SURE
School reports and discusses feedback about disciplinary practices with families	YES	NO	NOT SURE
School provides opportunities to have “courageous conversations” on the root causes (e.g., racial, ethnic, cultural bias) of disproportionate use of exclusionary disciplinary policies (i.e., suspensions, expulsions)	YES	NO	NOT SURE
Students are actively encouraged to lead student-oriented groups and activities that allow them to exercise their leadership and advocacy interests for improving school policy and practices	YES	NO	NOT SURE
School makes efforts to invite families to contribute to school safety, climate, and discipline policies	YES	NO	NOT SURE
Non-instructional staff (e.g., support staff, after-school staff, custodians) are provided with opportunities to receive training on positive engagement practices with students and families	YES	NO	NOT SURE
Instructional staff report that most families are engaged in their student’s school experience	YES	NO	NOT SURE
Families report that instructional staff make efforts to communicate with families and students beyond instructional time	YES	NO	NOT SURE
School provides more than one mechanism (e.g., e-mails, after school hours, town hall meetings, parent hours) exists for families, staff, and students (all 3 groups) to offer ideas for improving the school	YES	NO	NOT SURE
Every communication with parents is provided in multiple languages to ensure all families are informed and engaged	YES	NO	NOT SURE
Students are allowed to start new clubs and non-academic opportunities as a response to ongoing interests of students	YES	NO	NOT SURE
School has regularly distributed tools (e.g., principal’s weekly newsletters) that communicates with parents about weekly events and activities to keep them informed and engaged	YES	NO	NOT SURE
School has developed a communication plan to create awareness of physical, social, emotional safety	YES	NO	NOT SURE

Step 2: Total your answers.

Number of Yes Answers:

Number of No Answers:

Number of Don’t Know Answers:

Step 3: Use the rubric to determine your school’s engagement of families, staff, and students

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>There is no real engagement of student, staff, or families</i>	<i>There is some engagement with student, staff, or families</i>	<i>Engagement practices are happening with students, staff, and families, but are inconsistent</i>	<i>Students, staff, and families have opportunities to be engaged in school</i>	<i>Students, staff, and families are very engaged in the school</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).

Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

Step 6: Use the results from the tool to prioritize the things you want to do to improve engagement.

School Safety Improvement Area: Engagement					
Improvement Action		Resources Needed	Priority Level		
			Immediate	Short-term (1-2 years)	Long-term (3+ years)
Students					
Staff					
Families					
Questions to Help You Prioritize Your Improvement Actions					
Who will be affected? What will be achieved? How soon can you start? What barriers will you need to overcome? Who will resist these changes?		Does leadership support the change? Are the needed resources available? Does this align with current or future goals? What opportunities can you leverage to support these changes? How will you communicate these changes to students/parents/staff/the community?			

Assessment Tool # 5: School Policy Review

Step 1: Review your school safety policies, guidelines, and protocols and select the answer that comes closest to describing what is true about your school.

There are written processes (policies, guidelines, and protocols) that describe expected interactions between students and school personnel on school premises to ensure physical safety (e.g., accident prevention, violence prevention)	YES	NO	NOT SURE
There are written processes (policies, guidelines, and protocols) that describe expected interactions between students and school personnel in school premises to ensure emotional safety (e.g., rewarding positive behavior)	YES	NO	NOT SURE
School policies prioritize the use of evidence-based strategies, such as tiered supports to promote positive student behavior	YES	NO	NOT SURE
School policies require training for all school personnel – including school-based security or police officers – on how to implement supportive discipline practices	YES	NO	NOT SURE
School policies require training for all school personnel – including school-based security or police officers – on how to identify <u>and</u> respond to students with mental health needs	YES	NO	NOT SURE
School policies require training for all school personnel – including school-based security or police officers – on how to implement practices for reducing inappropriate referrals to police	YES	NO	NOT SURE
School communicates school safety and discipline policies or codes of conduct to families, students and staff regularly	YES	NO	NOT SURE
School administration implements existing policies consistently when behaviors or activities occur that may threaten school safety	YES	NO	NOT SURE
Policies are reviewed at least once every school year and revised accordingly to address changing community needs (e.g., increasing trend in number of students who are absent because of gang activity in the neighborhood)	YES	NO	NOT SURE
School policies specifically prohibit harassment of students based on sexual or gender orientation	YES	NO	NOT SURE
School policies are provided in other languages for students and families with English as a second language	YES	NO	NOT SURE
Job descriptions for staff include expectations for how to contribute to school's physical, social, and emotional safety	YES	NO	NOT SURE
Job descriptions for all non-teaching staff include responsibilities related to student physical, social, and emotional safety	YES	NO	NOT SURE
Students, families, and staff are invited to review and provide feedback on policies before they are updated each year	YES	NO	NOT SURE
School does NOT have a zero tolerance policy that results in automatic suspension or expulsion	YES	NO	NOT SURE

Step 2: Total your answers.

Number of Yes Answers:

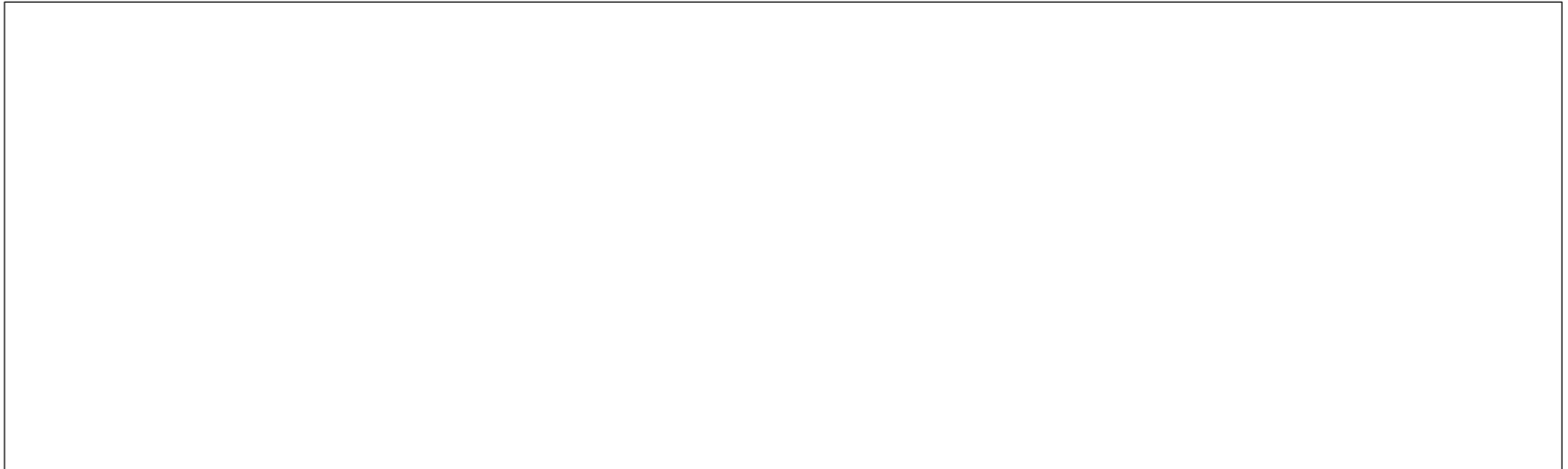
Number of No Answers:

Number of Don't Know Answers:

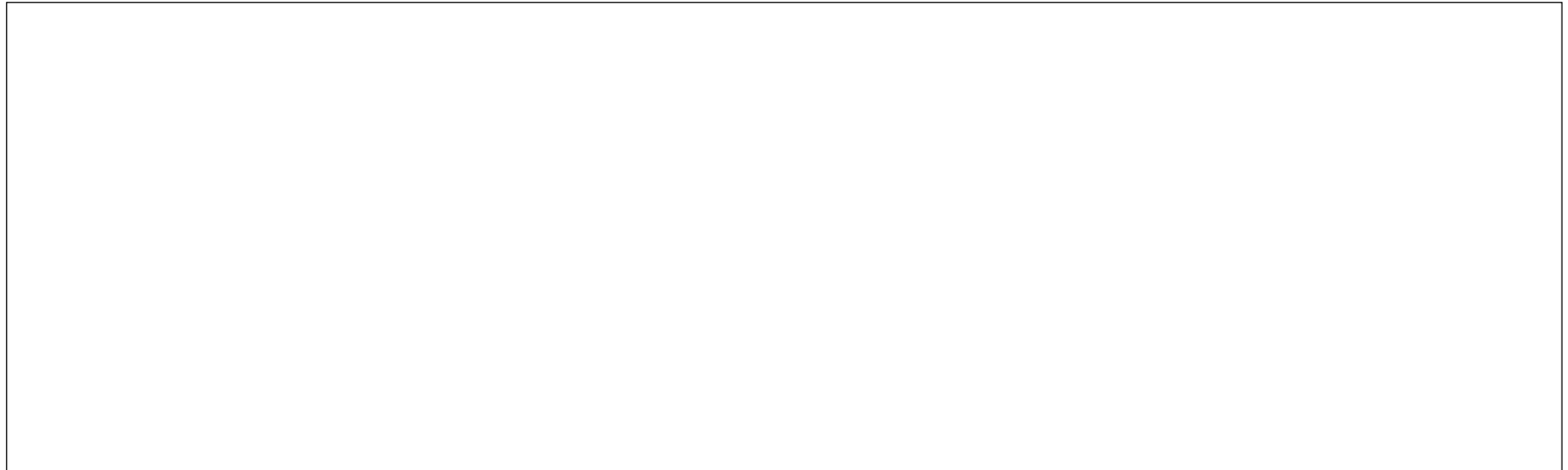
Step 3: Use the rubric to determine your school's use of best practice policies and processes to address school safety

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>School does not have or use any best practice policies or processes that adequately address social, emotional, and physical safety of students</i>	<i>School has limited best practice policies and processes that address social, emotional and physical safety of students</i>	<i>School has created a good foundation for using best practice policies and processes to address social, emotional, and physical safety of students</i>	<i>School is implementing many best practices policies and practices to address social, emotional, and physical safety of students</i>	<i>School is consistently using all available best practice policies and practices to address social, emotional, and physical safety of students</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).

A large, empty rectangular box with a thin black border, intended for the user to write their responses for Step 4.

Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

A large, empty rectangular box with a thin black border, intended for the user to write their responses for Step 5.

Step 6: Use the results from the tool to prioritize the things you want to do to improve school safety policies and processes.

School Safety Improvement Area: School Policies						
Improvement Action		Resources Needed		Priority Level		
				Immediate	Short-term (1-2 years)	Long-term (3+ years)
Policy Development						
Policy Implementation and Training						
Policy Revision Process						
Questions to Help You Prioritize Your Improvement Actions						
Who will be affected? What will be achieved? How soon can you start? What barriers will you need to overcome? Who will resist these changes?			Does leadership support the change? Are the needed resources available? Does this align with current or future goals? What opportunities can you leverage to support these changes? How will you communicate these changes to students/parents/staff/the community?			

Assessment Tool # 6: Staff Practices Review

Step 1: Review information on staff training and practices staff (instructional and non-instructional) use and select the answer that best describes your school.

Staff is held accountable for their practices that support or hinder students' physical safety (e.g., teacher evaluation)	YES	NO	NOT SURE
School security staff are only responsible for the physical safety of students-and are not responsible for discipline issues	YES	NO	NOT SURE
School leadership provides opportunities for staff to have "courageous conversations" on explicit and implicit bias (both) to create awareness of their interactions with students and adults	YES	NO	NOT SURE
All staff are trained on developmentally-appropriate discipline practices	YES	NO	NOT SURE
Staff provide access to due process for all students under all circumstances	YES	NO	NOT SURE
Staff are trained to recognize and respond appropriately to youth who are struggling due to traumatic experiences in their lives	YES	NO	NOT SURE
Staff are trained to recognize and respond appropriately to youth who demonstrate early warning signs of struggling with mental health issues	YES	NO	NOT SURE
Specific staff are assigned to implement positive behavioral intervention strategies, such as PBIS	YES	NO	NOT SURE
Staff are supervised closely for the manner in which they apply discipline practices with students	YES	NO	NOT SURE
Staff meet with school leadership at least quarterly to receive feedback and updates on discipline and safety issues			
Staff feel supported by school leadership to implement the school safety practices they have been trained to use	YES	NO	NOT SURE
Parents support the practices that staff use to reduce the use of exclusionary discipline, even if their child is victimized	YES	NO	NOT SURE
Staff communicate with school leadership about youth who are chronically absent and in need of family services	YES	NO	NOT SURE
Staff is held accountable for practices that support or hinder students' social/emotional safety (e.g., teacher evaluation)	YES	NO	NOT SURE
School provides a forum or process that students/parents can use to provide feedback on staff practices	YES	NO	NOT SURE

.Step 2: Total your answers.

Number of Yes Answers:

Number of No Answers:

Number of Don't Know Answers:

Step 3: Use the rubric to determine your school's use of appropriate practices to address school safety

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>Staff do not use and have not been trained to use best practices to address school safety</i>	<i>Staff are rarely trained in or uses best practices to address school safety</i>	<i>Staff may have received training in and sometimes use best practices to address school safety</i>	<i>Staff are frequently trained in and use best practices to address school safety</i>	<i>Staff consistently receive and apply training in best practices to address school safety</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).

Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

Step 6: Use the results from the tool to prioritize the things you want to do to improve school safety practices.

School Safety Improvement Area: Staff Practices					
Improvement Action		Resources Needed	Priority Level		
			Immediate	Short-term (1-2 years)	Long-term (3+ years)
Non-Instructional Staff Practices					
Instructional Staff Practices					
Leadership or School-level Practices					
Questions to Help You Prioritize Your Improvement Actions					
Who will be affected? What will be achieved? How soon can you start? What barriers will you need to overcome? Who will resist these changes?			Does leadership support the change? Are the needed resources available? Does this align with current or future goals? What opportunities can you leverage to support these changes? How will you communicate these changes to students/parents/staff/the community?		

Assessment Tool # 7: Resource Allocation Review

Step 1: Complete the following worksheet on school safety-related expenses using information from your school or district administrative office. Add additional rows as needed to accommodate your data. See example worksheet after this tool.

Note: This worksheet can also be used in EXCEL with formulas if you do not have a financial person to perform calculations.

SCHOOL SAFETY CATEGORY: PHYSICAL SAFETY					
Labor Costs					
Name	Position	Hourly Rate (+ benefits)	Hours Used	Total Cost	Rationale for Need
Space, Equipment, and Supplies					
Item	Location	Unit Cost	Quantity	Total Cost	Rationale for Need
Travel					
Travel-related Expense	Destination	Unit Cost	Quantity	Total Cost	Rationale for Need
Other Costs					
Description	Location	Unit Cost	Quantity	Total Cost	Rationale for Need
SUB TOTAL PHYSICAL SAFETY					
SCHOOL SAFETY CATEGORY: SCHOOL CLIMATE AND PREVENTION					
Labor Costs					
Name	Position	Hourly Rate (+ benefits)	Hours Used	Total Cost	Rationale for Need
Space, Equipment, and Supplies					
Item	Location	Unit Cost	Quantity	Total Cost	Rationale for Need
Travel					
Travel-related expense	Destination	Unit Cost	Quantity	Total Cost	Rationale for Need
Other Costs					
Description	Location	Unit Cost	Quantity	Total Cost	Rationale for Need
SUB TOTAL SCHOOL CLIMATE AND PREVENTION					
SCHOOL SAFETY CATEGORY: STUDENT DISCIPLINE					
Labor Costs					
Name	Position	Hourly Rate (+ benefits)	Hours Used	Total Cost	Rationale for Need
Space, Equipment, and Supplies					
Item	Location	Unit Cost	Quantity	Total Cost	Rationale for Need
Travel					
Travel-related expense	Destination	Unit Cost	Quantity	Total Cost	Rationale for Need
Other Costs					
Description	Location	Unit Cost	Quantity	Total Cost	Rationale for Need
SUB TOTAL STUDENT DISCIPLINE					
GRAND TOTAL				\$	

EXAMPLE

SCHOOL SAFETY CATEGORY: PHYSICAL SAFETY					
Labor Costs					
Name	Position	Hourly Rate (+ benefits)	Hours Used	Total Cost	Rationale for Need
Howard Johnson	Security Aide	\$25 x 40% benefits = \$35/hr	20hrs/wk * 2 semesters (30 weeks) = 600 hrs	(600hrs x \$35/hr) = \$21,000	
Space, Equipment, and Supplies					
Item	Location	Unit Cost	Quantity	Total Cost	Rationale for Need
Video cameras	Playground Office Stairwells Hallways	\$250.00	8	\$250.00 X 8 = \$2,000	
Office for Security Officer	Administration Bldg	\$10 per square feet * 120 sq feet = \$1,200 per year	½ office space (shared with Americorps staff)	\$1,200/2 = \$600.00	
Cell phone	Security officer	\$40.00 per month	9 months	\$360	
Travel					
Travel-related Expense	Destination	Unit Cost	Quantity	Total Cost	Rationale for Need
None				\$0	
Other Costs					
Description	Location	Unit Cost	Quantity	Total Cost	Rationale for Need
Emergency preparedness training for security aide	County Public Safety Office	\$500.00	Once per year	\$500.00	
Storm shelter	Basement of school	Donated by parent who builds storm shelters	1	Estimated at fair market value to cost: \$25,000	
SUB TOTAL PHYSICAL SAFETY				\$62,600.00 per yr	

Step 1: Review the results of your analysis of school safety-related expenses, including attendance data and practices, and select the answer for each item below that best describes your school's use of resources.

Resources are spent on physical safety	YES	NO	NOT SURE
Resources are spent on school prevention and climate	YES	NO	NOT SURE
Resources are spent on student discipline	YES	NO	NOT SURE
There are as many or more resources spent on school climate and prevention as there are for physical safety	YES	NO	NOT SURE
There are as many or more resources spent on school climate and prevention as there are for student discipline	YES	NO	NOT SURE
Our school has accurate information on the cost of resources used to address physical safety	YES	NO	NOT SURE
Our school has accurate information on the cost of resources used to address climate and prevention	YES	NO	NOT SURE
Our school has accurate information on the cost of resources used to address student discipline	YES	NO	NOT SURE
Our school has the resources it needs to address physical safety	YES	NO	NOT SURE
Our school has the resources it needs to address climate and prevention			
Our school has the resources it needs to address student discipline	YES	NO	NOT SURE
Our school keeps track of the money it loses due to student attendance problems	YES	NO	NOT SURE
Our school has an outreach person assigned to contact families of youth who have inconsistent attendance	YES	NO	NOT SURE
Our school is not under a civil rights investigation or pending lawsuit alleging an unsafe environment	YES	NO	NOT SURE
In the past when our school has needed a resource to improve school safety, our school district has supported us.	YES	NO	NOT SURE

Step 2: Total your answers.

Number of Yes Answers:
 Number of No Answers:
 Number of Don't Know Answers:

Step 3: Use the rubric to determine your school's use of appropriate practices to address school safety

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>There are no verifiable resources allocated to support physical safety, school climate and prevention, or student discipline</i>	<i>There are a limited number of verifiable resources allocated to support physical safety, school climate and prevention, or student discipline. The allocation of resources may also be out of balance between different aspects of school safety</i>	<i>There is inconsistency in the amount of resources or accuracy of information about resources allocated to support physical safety, school climate and prevention, or student discipline</i>	<i>The school has most of the resources it needs to support physical safety, school climate and prevention, or student discipline</i>	<i>The school has all of the resources it needs to effectively support physical safety, school climate and prevention, or student discipline</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).

Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).

Step 6: Use the results from the tool to prioritize the things you want to do to improve resource allocations related to school safety.

School Safety Improvement Area: Resource Allocations					
Improvement Action		Resources Needed	Priority Level		
			Immediate	Short-term (1-2 years)	Long-term (3+ years)
Physical Safety					
Climate and Prevention					
Student Discipline					
Questions to Help You Prioritize Your Improvement Actions					
Who will be affected? What will be achieved? How soon can you start? What barriers will you need to overcome? Who will resist these changes?		Does leadership support the change? Are the needed resources available? Does this align with current or future goals? What opportunities can you leverage to support these changes? How will you communicate these changes to students/parents/staff/the community?			

Assessment Tool # 8: Community Conditions

Step 1: Look at each statement below and select the

Understanding Community Conditions	For the most part the community is a safe and healthy place for students to live	YES	NO	NOT SURE
	School leadership reviews community social indicators (e.g. unemployment, income, population demographics) at least once each year to understand changing conditions impacting students and families	YES	NO	NOT SURE
	School leadership reviews the free and reduced school lunch program to see if it is serving all eligible students	YES	NO	NOT SURE
	School District connects local Head Start staff with elementary school staff to ensure a smooth transition for families	YES	NO	NOT SURE
	School is aware of and proactively connects students with resources to address homelessness or housing instability	YES	NO	NOT SURE
	School District communicates with local social service agencies about changing needs of their student/family population	YES	NO	NOT SURE
	School District is aware of and reviews results of independent community health and wellness surveys about youth	YES	NO	NOT SURE
	School reviews local crime data every month to see what neighborhood-level incidents might impact students or staff	YES	NO	NOT SURE
	School changes policies and practices to reflect the changing social and demographic needs of the student population	YES	NO	NOT SURE
	School District actively recruits staff from the same demographic groups that are represented from students/families	YES	NO	NOT SURE
	School provides opportunities for students to travel to and meet local business leaders from the community	YES	NO	NOT SURE
	School hosts community events on campus that are not limited to only parents and students	YES	NO	NOT SURE
	School District reviews its transportation protocols in the context of local transportation resources and gaps	YES	NO	NOT SURE
	District reviews walking routes to schools at least annually for street lighting, sidewalks, crosswalks, posted traffic speed, construction, and other conditions that might affect student safety	YES	NO	NOT SURE
	School District has a seat on community committees designed to improve youth safety, health, or well-being	YES	NO	NOT SURE

Step 2: Total your answers.

Number of Yes Answers:

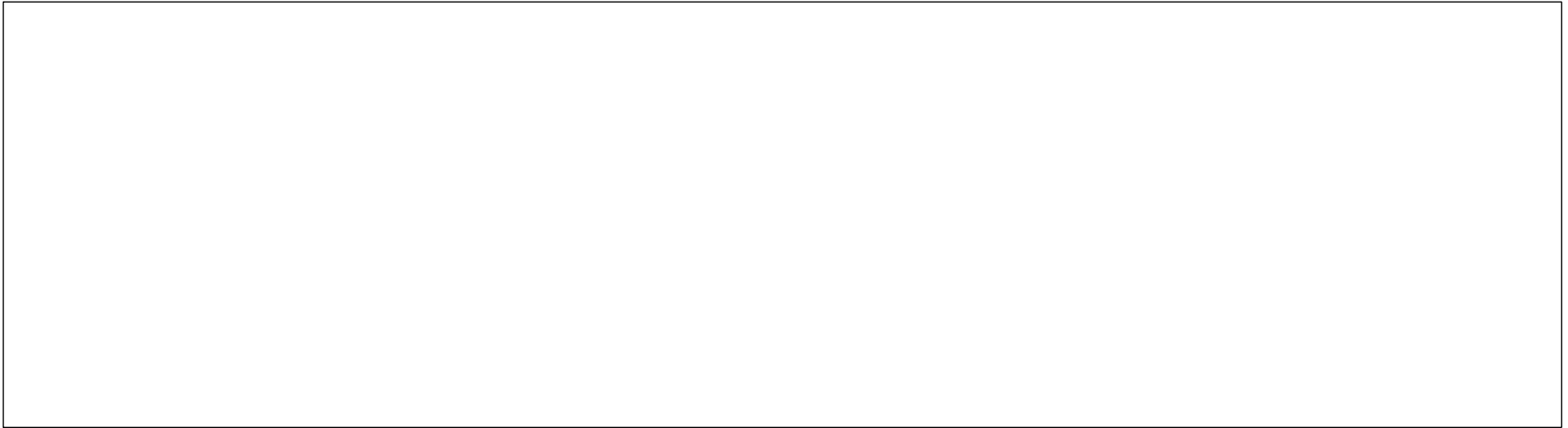
Number of No Answers:

Number of Don't Know Answers:

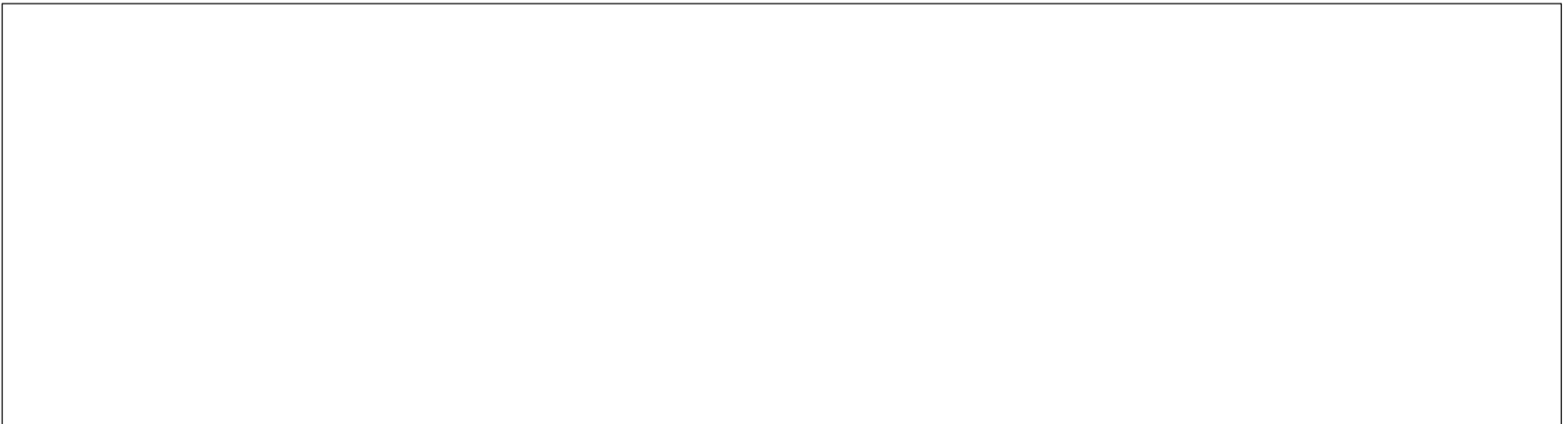
Step 3: Use the rubric to determine your school's readiness to use school safety best practices in the classroom.

0 Yes Answers	1-3 Yes Answers	4-7 Yes Answers	8-11 Answers	12-15 Yes Answers
Level 1	Level 2	Level 3	Level 4	Level 5
<i>The school/district makes no attempt to understand community conditions that impact school safety</i>	<i>There is very little done by school/district to understand community conditions that impact school safety</i>	<i>There is some work done by school/district to understand community conditions that impact school safety</i>	<i>The school/district often engages in work to understand community conditions that impact school safety</i>	<i>The school/district is consistently engaged in activities to understand community conditions that impact school safety</i>

Step 4: Which areas do you need to improve that you rated as “No”? (Write here).



Step 5: What additional information do you need to answer those items you marked as “Don’t Know”? (Write here).



Step 6: Use the results from the tool to prioritize areas needed to improve the school’s understanding of community conditions that impact school safety.

School Safety Improvement Area: Community Conditions					
Improvement Action		Resources Needed	Priority Level		
			Immediate	Short-term (1-2 years)	Long-term (3+ years)
Reviewing community data					
Engaged in community planning					
Changing policies/practices to reflect changing needs					
Work with agencies to meet changing needs					
Recruiting staff to reflect student/family backgrounds					
Neighborhood Conditions					
Routes to School					
Questions to Help You Prioritize Your Improvement Actions					
Who will be affected? What will be achieved? How soon can you start? What barriers will you need to overcome? Who will resist these changes?		Does leadership support the change? Are the needed resources available? Does this align with current or future goals? What opportunities can you leverage to support these changes? How will you communicate these changes to students/parents/staff/the community?			

Appendix



SCHOOL SAFETY TOOLKIT FACILITATOR GUIDE

AMERICAN INSTITUTES FOR RESEARCH



School Safety Toolkit Facilitator Guide

Overview of the Process

Step 1: Before Starting

- Meet with school leadership to talk about the project, clarify the facilitator's role, discuss the capacity of the team and address any needs (such as new members) and set expectations for the project's timeline, group process and desired outcomes.
- Gather the school safety continuous quality improvement (CQI) team to explain the toolkit's purpose, answer questions, discuss roles, and develop a game plan and timeline for completion of tasks.
- Take one meeting to discuss school safety with the CQI team and discuss what each member believes it to be, how it is defined for the school, and how it is defined for the toolkit (use training tools).

Step 2: Using the Toolkit

For each tool:

- Explain the purpose
- Review the elements of the tool
- Lay out the procedure for using the tool
- Identify any barriers or facilitators
- Determine what group members will do
- Collect the needed information
- Compile and analyze the information collected
- Address and discuss questions as they emerge
- Support the group using the results for the next step in the process

Step 3: Reporting Results

- Meet to review all of the information collected through the process and determine what information will be included in the report
- Assign roles for completing the report
- Complete a draft report
- Meet with school and district leadership to present the draft report and acknowledge the work of the CQI team. Identify suggestions for sustaining what worked well, addressing barriers identified through the process, and recommendations for any next steps.
- Revise report based on feedback from school and district leadership
- Present results to school (staff and students) and community stakeholders
- Revise report based on school and community feedback
- Finalize report and make final version publicly available to students, staff, and the community

Step 1: Getting Ready

To assist you in the process of using the toolkit in the school we have created a series of guides to help you navigate every step in the process. The coaches at AIR will also support you as you use the toolkit and move through these steps.

There are three things you will need to do before you can use the toolkit in the school:

- ✓ Meet with School Leadership
- ✓ Orient the Team to the Toolkit Purpose and Process
- ✓ Provide Training on School Safety to the Team

Meet with Leadership

It's important to meet with school leadership to talk about the project, clarify roles, discuss the capacity of the team, address any needs and set expectations for the project's timeline and implementation process. Answer the questions below to help you prepare for the meeting with the leadership and then use what you learn at the meeting to help you move to the next step in the process.

You need to have answers to these questions when you meet with leadership.	How will you answer this question from school leadership?	What questions/ideas/concerns did school leadership raise?	What changes or adjustments are needed before moving to the next step?
1. What is the purpose of the project? What is it intended to accomplish in the school?			
2. What is the role facilitating the group using the toolkit?			
3. Does the team have the needed capacity to use the toolkit as designed?			
4. What is the timeline and process for using the tool with the group?			
5. What resources or support do you need from leadership in order to make this project a success? Do you foresee any barriers?			

Orient the School Safety CQI Team to the Toolkit Purpose and Process

Preexisting Teams: If a preexisting CQI (or other) team at the school will be charged with using the toolkit, you will need to convene a meeting with them to orient them to the toolkit, explain why it is important for the school, and define what the group's role will be in the process. You will need to help the team understand why they have been asked to take on this work and provide support to them if they feel over burdened with this new work or do not understand why they are being asked to take on a new task in addition, or in place of, work they are already committed to perform. If the group does not agree, or is otherwise unable, to take on the work you will need to go back to school leadership and brainstorm a new approach.

You need to have answers to these questions when you meet with the team.	How will you answer this question from the CQI team?	What questions/ideas/concerns did the team raise?	What changes or adjustments are needed before moving to the next step?
1. What is the toolkit and why is it important or of value to the school?			
2. How does the toolkit fit with the purpose or work of this team?			
3. What will this team be asked to do with the toolkit?			
4. What is the timeline and process for completing the work?			
5. What is the goal or outcome of this work?			
6. What resources or support will be provided to the team?			

Forming a New School Safety CQI Team: If you need to form a new CQI team to implement the toolkit, keep the following advice in mind:

- The team should be composed of a cross-representational sample of organizational administrators, teachers, support staff, students (no fewer than 2), parents (no fewer than 2) and key external stakeholders (e.g. afterschool service partners).
- The ideal team should be no larger than ten people to keep the workload manageable and to ensure inclusiveness.
- Members need to be open to learning and view school safety from a broad-based perspective that is not just rooted in security or discipline. The team should foster shared decision-making and trust that leads to open and honest dialogue between members regardless of age, position, or status within the school or community.
- Members need to be committed to the continuous quality improvement (CQI) process, where the team uses information gathered by the toolkit to improve and assess school safety over time.
- The toolkit process should be a group effort and not something that is assigned to just one person in the group.

Once you have the team in place, use the following questions to help orient them to their work.

You need to have answers to these questions when you meet with the team.	How will you answer this question from the team?	What questions/ideas/concerns did the team raise?	What changes or adjustments are needed before moving to the next step?
1. What is the toolkit and why is it important or of value to the school?			
2. What will the team be asked to do with the toolkit?			
3. What is the timeline and process for completing the work?			

You need to have answers to these questions when you meet with the team.	How will you answer this question from the team?	What questions/ideas/concerns did the team raise?	What changes or adjustments are needed before moving to the next step?
4. What is the goal or outcome from this work?			
5. What resources or support will be provided to the team?			

Provide Training on School Safety to the Team

It's very likely that the members of the team have never been asked to define school safety or talk about what school safety means to them. Without proper training it is also likely that individuals will believe school safety (because of the name itself) only refers to physical security or keeping students from physical harm. In order to use the toolkit effectively, it is important that the team is trained on the topic of school safety before they begin their work. Follow these steps to train the team on what they need to know about school safety to use the toolkit properly.

- Convene the team for the training,
- Begin by asking each member to answer this question: "What does the term school safety mean to you?" If there is confusion about the term or someone asks you to explain what you mean by school safety simply say "Just tell me what those words mean to you when you hear them."
- Keep track of each response on a flip chart, chalk/white board, or by taking notes.
- Once everyone has spoken review all the answers and summarize the different definitions that were given.
- Begin the training module with the materials the coaches provided to you during the facilitator training.

Things to Keep in Mind

- Different people have different learning styles. Some members may understand the school safety concept in graphic form better than by listening to you explain school safety or reading the training materials you provide. You will need to be flexible in the way you use the training materials so every member of the group is able to fully benefit from the training.
- You may have to re-visit the training materials as you go through the toolkit process. It may take some time for every member to fully understand and embrace the way you are defining school safety.
- Some individuals may be resistant to the way you are defining school safety. It is important that you provide time for questions and discussion during the initial training, but at the end of the training you must stress that the school is counting on the team to apply this definition of school safety in order to do their work using the toolkit. If an individual continues to show resistance or attempts to derail the team's work, options for removing this person from the group should be discussed with school leadership as soon as possible.

Step 2: Using the Toolkit

For each tool there are nine things you will need to do before you can use the tool:

1. Explain the purpose of the tool
2. Go over the elements of the tool
3. Lay out the procedure for using the tool
4. Identify any barriers or facilitators for using the tool
5. Determine the role of every person on the team
6. Collect the needed information with the tool
7. Compile and analyze the information collected with the tool
8. Address and discuss questions among the team as they emerge
9. Support the team using the results of the tool at the end of the toolkit process

In order to make the toolkit easy to use, each of the following pages has a customized process you can use to support the team using each tool.

It is important that you use the tools in the order presented in the training, and shown below, so the school can benefit the most from the toolkit process.

Things to Keep in Mind

- Some of the tool topics may seem unclear to some members of the group who may struggle with specific terms and how they apply to the school. Rather than focusing on the term, try to redirect the group to focus on each description and use these as their basis for decision-making. Use the training tools and glossary to help the team navigate their questions.
- Some individuals, depending on their age, training, personal background and histories, may have different levels of experience with some of the concepts and examples provided in each description. The group should be diverse enough (i.e., students, staff, and community members) to absorb any lack of experience in one area but you should pay attention and listen to how the group is handling each description and if it becomes clear that they do not have the capacity to use the tool properly, seek guidance from school leadership and the coaches.
- Some group members may be preoccupied by the number that is next to each description and worry that they are picking the “wrong one” because it is not the highest number. Try to redirect the group to choosing the description based on how closely it describes the school and remind them that the leadership supports the team’s work and knows there are improvements that will need to be made in order for the school to apply best practices in school safety.
- The technical assistance coaches at AIR are here to help guide and support the process. Let us know how we can help and keep us in the loop so we can support you when needed.

Tool #1: Readiness - Is The School Ready to Use Best Practices to Improve School Safety?	
Explain the purpose of the tool	The purpose of this tool is to see how ready the school is to use best practices to improve school safety so the district can prioritize what things we can do right now to improve school safety and where we will need additional support before we can make needed changes. No school is 100% ready and no school is starting at zero. The tool will help us see where the school is at, so we can create a plan for improving school safety now and in the future.
Go over the elements of the tool	This tool contains different descriptions of how a school approaches school safety both inside the school and when working with community partners and parents outside of the school. The job of the team is to read through each description and decide which one comes closest to describing the way school safety is handled at the school. There is a number that corresponds to results from the tool. The team will use that number to see how ready the school is to use best practices to and identify school safety strategies that work in the school or with community partners and parents.
Lay out the procedure for using the tool	Team members will read through each description of school safety and then discuss as a group which statement comes closest to describing the school. The group will need to come to consensus or agree on one description that captures the school's readiness to use best practices to improve school safety.
Identify any barriers or facilitators for using the tool	The same potential challenges you faced when training the team on school safety may come up again when using this tool. Individuals may have their own definition of school safety that will require you to go back over the training materials so that everyone on the team is using the same definition of school safety as they review the statements in the readiness tool. There may also be terms or language used in each description that are unfamiliar to team members. You will need to make sure that you understand each description, so you can explain any ambiguities to team members if questions arise. Because you have a diverse team, some team members may be better able to judge the school's readiness than other team members with less direct experience in the school. You will need to help the team find common ground and come to agreement on the description that the group (not you) believes fits the school the best.
Determine the role of every person on the team	This tool does not require any data collection. It simply requires reading the statements and then engaging in open discussion with team members to come to agreement on which definition will be chosen. However, you may want to use a white board or flip charts to help keep track of the discussion and in that case having team members assigned to help with these tasks could be useful.
Collect the needed information with the tool	This tool does not require the collection of information or data from any source other than the team. However, if the team finds that they cannot come to consensus because as a group they lack needed knowledge, they can collect documents or conduct interviews with key personnel (as directed in the tool) in order to make a more informed decision on which readiness descriptions they will choose.
Compile and analyze the information collected with the tool	This tool does not require any data collection, but if the team elects to gather documents or interview key personnel in order to inform their decision then you will need to help them organize their activities so they are productive.
Address and discuss questions among the team as they emerge	It's important to tell the team that you will support them as they use the tool and whenever questions arise, so they stay engaged and feel valued for their contributions.
Support the team using the results of the tool at the end of the toolkit process	The results from this tool and all the other tools will be compiled into a school safety continuous quality improvement (CQI) plan that will be presented to the school and community stakeholders.

Tool #2: School Climate and Prevention

Explain the purpose of the tool	The purpose of this tool is to see how the school's climate lines up with best practices so the district can prioritize what things we can do right now to improve school climate and where we will need additional support before we can make needed changes. No school's climate is 100% where it needs to be. The tool will help us see where the school is currently, so we can create a plan for improving school climate now and in the future.
Go over the elements of the tool	This tool contains different indicators of a healthy school climate. The job of the team is to review the school climate data from the most recent year and then read through each description and decide which one comes closest to describing what is true about the school. There is a number that corresponds to the number of items you identify. The team will use that number to get a sense of the school's climate and identify areas to improve or explore.
Lay out the procedure for using the tool	Team members will review the school climate data reports and then read through each description of school climate and discuss as a group which statement comes closest to describing the school. The group will need to come to consensus or agree on each answer and the overall identification of priority items for improvement.
Identify any barriers or facilitators for using the tool	The same potential challenges you faced when training the team on school safety may come up again when using this tool. Individuals may have their own definition of school climate that will require you to re-orient the group to the school climate definitions you are using as they review the statements in this tool. There may also be terms or language used in each description that are unfamiliar to team members. You will need to make sure that you understand each description, so you can explain any ambiguities to team members if questions arise. Because you have a diverse team, some team members may be better able to answer some of these items. You will need to help the team find common ground and come to agreement on the description that the group (not you) believes fits the school the best.
Determine the role of every person on the team	This tool requires data collection, so you will need to determine who on the team will request the data and organize it for the team's review. You may want to use a white board or flip charts to help keep track of the team discussion once the data has been reviewed and in that case having team members assigned to help with these tasks could be useful.
Collect the needed information with the tool	School climate survey data should be the reference point for this tool. You may need to ask the district to help you access these data if you do not have access to these reports at the school level.
Compile and analyze the information collected with the tool	You will need to determine the best way to compile the school climate data. If you are provided with a report broken down by each question, you can identify the questions that align most closely with items in the tool; if you are given an aggregate score or report, you will need to request more detailed data or you can use the technical assistance coach at AIR to help you determine what data to use.
Address and discuss questions among the team as they emerge	It's important to tell the team that you will support them as they use the tool and whenever questions arise, so they stay engaged and feel valued for their contributions.
Support the team using the results of the tool at the end of the toolkit process	The results from this tool and all the other tools will be compiled into a school safety continuous quality improvement (CQI) plan that will be presented to the school and community stakeholders.

Tool #3: Discipline and Achievement

<p>Explain the purpose of the tool</p>	<p>The purpose of this tool is to see how student discipline and opportunities for achievement line up with best practices so the district can prioritize what things we can do right now to improve and where we will need additional support before we can make needed changes. No school's disciplinary process or achievement opportunities for students is 100% where it needs to be. The tool will help us see where the school is currently, so we can create a plan for improving now and in the future.</p>
<p>Go over the elements of the tool</p>	<p>This tool contains different indicators of how discipline and achievement opportunities are experienced by students with different background characteristics. Research has shown that students who are male, have special education needs, or are in a racial or ethnic minority may experience more negative discipline and have less access to achievement opportunities in school. The job of the team is to review the school data from the most recent year, follow the calculation example in the tool and then use the calculations to choose a response for each description. There is a number that corresponds to the number of yes answers identified. The team will use that number to get a sense of how much difference exists between the way different groups of students experience discipline and achievement opportunities in the school, and where improvements might be needed.</p>
<p>Lay out the procedure for using the tool</p>	<p>Team members will review discipline and achievement data reports, calculate results, read through each description in the tool and use the data to choose each response.</p>
<p>Identify any barriers or facilitators for using the tool</p>	<p>School discipline can be a heated topic, where different people hold different beliefs based on their upbringing, experience in school, or other factors. Since the school teams are diverse and will mix different ages and backgrounds, these differences may emerge in the group when using this tool. This tool requires that the <u>team use the data results to select responses</u> in the tool. The calculation process used in this tool is like that used to determine if justice involvement is skewed toward particular groups based on their background characteristics. The school can use the tool to have a conversation with local justice officials about how school discipline may affect which youth become involved in the justice system. Another potential challenge is that data may be incomplete or missing, especially when looking for information on student participation in achievement opportunities, such as academic clubs or groups that exist outside formal class requirements. Your AIR coach can help you think through the best way to handle missing or incomplete data required for this tool.</p>
<p>Determine the role of every person on the team</p>	<p>This tool requires data collection, so you will need to determine who on the team will request the data, provide calculation support, and check the work for accuracy.</p>
<p>Collect the needed information with the tool</p>	<p>You may need to ask the district to help you access these data if you do not have access to these reports at the school level.</p>
<p>Compile and analyze the information collected with the tool</p>	<p>The results from the tool should be self-explanatory and translate well to a report using bar charts that show differences by student group. The technical assistance coach at AIR can help you determine how to display and communicate the results.</p>
<p>Address and discuss questions among the team as they emerge</p>	<p>It's important to tell the team that you will support them as they use the tool and whenever questions arise, so they stay engaged and feel valued for their contributions.</p>
<p>Support the team using the results of the tool at the end of the toolkit process</p>	<p>The results from this tool and all the other tools will be compiled into a school safety continuous quality improvement (CQI) plan that will be presented to the school and community stakeholders.</p>

Tool #4: Engagement of Students, Families, and Staff

<p>Explain the purpose of the tool</p>	<p>The purpose of this tool is to see how student, family, and staff engagement line up with best practices so the district can prioritize what things the school can do right now to improve and where the school will need additional support before it can make needed changes. No school's engagement approach or practices are 100% where they need to be. The tool will help determine where the school is currently, so a plan can be devised for improving engagement efforts now and in the future.</p>
<p>Go over the elements of the tool</p>	<p>This tool contains different indicators of engagement identified by the research literature as important within a school setting. The job of the team is to review information on how the school engages each of these groups and then use the results to choose a response for each description. There is a number that corresponds to the number of yes answers identified from the list of those presented. The team will use that number to get a sense of how the school engages each group now and help identify areas to improve or explore further.</p>
<p>Lay out the procedure for using the tool</p>	<p>Team members will review information about engagement (i.e. scheduled events that are used to engage these groups, volunteer opportunities to help with planning) and then read through each description in the tool and choose the response that comes closest to describing the school.</p>
<p>Identify any barriers or facilitators for using the tool</p>	<p>Since the school teams are diverse and will mix different ages and backgrounds, there may be personal disagreements about how the school engages each group when using this tool. It's important to acknowledge that every team members brings their own perspective, which is valuable, but then you should help the group come to consensus to select the response that is most accurate about THE SCHOOL not most accurate describing one individual's experience with the school.</p>
<p>Determine the role of every person on the team</p>	<p>There are several different roles needed to complete this task. You will need to determine which information to review, how it will be organized for discussion and who can help keep track of the discussion and decisions using flip charts or other note taking methods.</p>
<p>Collect the needed information with the tool</p>	<p>You may need to ask the district to help you access information if you do not have materials at the school. Collaborating with clubs or committees comprised of students, parents, or staff will be important to make sure that you don't miss information about work they are doing with the school.</p>
<p>Compile and analyze the information collected with the tool</p>	<p>This tool does not require any data collection, but if the team elects to gather documents or interview key personnel in order to inform the team's decisions, then you will need to help the CQI team organize its activities so they are productive.</p>
<p>Address and discuss questions among the team as they emerge</p>	<p>It's important to tell the team that you will support them as they use the tool and whenever questions arise, so they stay engaged and feel valued for their contributions.</p>
<p>Support the team using the results of the tool at the end of the toolkit process</p>	<p>The results from this tool and all the other tools will be compiled into a school safety continuous quality improvement (CQI) plan that will be presented to the school and community stakeholders.</p>

Tool #5: Policy Review	
Explain the purpose of the tool	The purpose of this tool is to see how school policies related to school safety line up with best practices so the district can prioritize what things we can do right now to improve and where we will need additional support before we can make needed changes. No school safety-related policies are 100% where they need to be. The tool will help us see where the school is currently, so we can create a plan for improving now and in the future.
Go over the elements of the tool	This tool contains different policies identified by the research literature as important to promote a safe and supportive school environment. The job of the team is to review school policies then use the review to choose a response for each description. There is a number that corresponds to the number of policies you identify the school is using from the list of those presented. The team will use that number to get a sense of current school policies and help identify areas to improve.
Lay out the procedure for using the tool	Team members will collect all relevant policies (i.e. student behavior handbooks, district policies, school security/police policies, training policies) and read each description in the tool and choose responses that describe the school the best.
Identify any barriers or facilitators for using the tool	Since the school teams are diverse and will mix different ages and backgrounds, there may be personal disagreements about what each policy MEANS or is intended to do. It's important to acknowledge that every team member brings their own perspective, which is valuable, but then you should help the group come to consensus to select the response that is most accurate about what the policies themselves direct. Policy implementation/practices will be the focus of Tool #6.
Determine the role of every person on the team	There are several different roles needed to complete this task. You will need to determine which information to review, how it will be organized for discussion and who can help keep track of the discussion and decisions using flip charts or other note taking methods.
Collect the needed information with the tool	You may need to ask the district to help you access information if you do not have access to materials at the school level.
Compile and analyze the information collected with the tool	You can analyze and present the results according to each best practice item in the toolkit or combine items into themes or categories that you think are important for understanding the results in a more holistic or comprehensive manner. The AIR coach can help you think through the most effective ways to analyze and present this information.
Address and discuss questions among the team as they emerge	It's important to tell the team that you will support them as they use the tool and whenever questions arise, so they stay engaged and feel valued for their contributions.
Support the team using the results of the tool at the end of the toolkit process	The results from this tool and all the other tools will be compiled into a school safety continuous quality improvement (CQI) plan that will be presented to the school and community stakeholders.

Tool #6: Practices Review	
Explain the purpose of the tool	The purpose of this tool is to see how school <i>practices</i> related to school safety line up with school policies and with research-based best practices so the district can prioritize what things to do right now to improve, and where additional support is needed. No school safety-related practices are 100% consistent and where they need to be. The tool will help identify where the school is currently, so a plan can be made for improving school safety practices and implementation now and in the future.
Go over the elements of the tool	This tool contains different practices identified by the research literature as important to promote a safe and supportive school environment. Examples can include staff training, the way policies are implemented, and day to day routines that may, or may not be, written into formal procedures. The job of the CQI team is to review information on practices and then use the review to choose a response for each description in the tool. There is a number that corresponds to the number of practices the school is using from the list of those presented. The team will use that number to get a sense of current practices and help identify areas to improve.
Lay out the procedure for using the tool	Team members will collect all relevant information on practices (i.e. training logs, written protocols, reports filed after student discipline incidents, school survey data where questions on staff practices are asked) and then read each description in the tool and choose the response that comes closest to describing the school.
Identify any barriers or facilitators for using the tool	Since the school teams are diverse and will mix different ages and backgrounds, there may be personal disagreements about how important it is that practices are consistent. Issues of fairness may arise that become personal and could derail the group's process. It's important to acknowledge that every team members brings their own perspective, which is valuable, but then you should help the group come to consensus to select the response for each item that is most accurate about the school overall.
Determine the role of every person on the team	There are several different roles needed to complete this task. You will need to determine which information to review, how it will be organized for discussion and who can help keep track of the discussion and decisions using flip charts or other note taking methods.
Collect the needed information with the tool	You may need to ask the district to help you access information if you do not have access to materials at the school level.
Compile and analyze the information collected with the tool	You can analyze and present the results according to each best practice item in the toolkit or combine items into themes or categories that you think are important for understanding the results in a more holistic or comprehensive manner. It is important to review the policy information collected in Tool #5 to get a sense of how well practices align with policy and where there are important gaps or opportunities for improvement.
Address and discuss questions among the team as they emerge	It's important to tell the team that you will support them as they use the tool and whenever questions arise, so they stay engaged and feel valued for their contributions.
Support the team using the results of the tool at the end of the toolkit process	The results from this tool and all the other tools will be compiled into a school safety continuous quality improvement (CQI) plan that will be presented to the school and community stakeholders.

Tool #7: Resource Allocations

Explain the purpose of the tool	The purpose of this tool is to analyze how the school allocates resources that support school safety so the district can prioritize what things can be done right now to improve resource distributions and where need additional support is needed. No school has all the school safety resources it needs and no school is starting at zero. The tool will help show where the school is currently, so a plan can be created for improving school safety now and in the future.
Go over the elements of the tool	This tool contains a series of budget and calculation tables in a format that will be familiar to financial or budget staff in the school or district. The tool breaks down expenses according to physical safety, school climate and prevention, and discipline – the three key elements of school safety defined in the research literature and used in this toolkit.
Lay out the procedure for using the tool	Once you have the results of the financial calculations, the team can read each description in the tool section and choose the response that is most appropriate. Then, the team will tabulate responses and arrive at a number that provides a sense of how school safety resources are allocated now and where there are opportunities for improvement.
Identify any barriers or facilitators for using the tool	Financial information is rarely brought into conversations about policies, practices, or even program effectiveness, so this tool may provide challenges in several areas, beginning with identifying the person(s) who can help the team gather the information you need, collecting accurate data in each section and determining how to categorize the information according to these three key areas. Typically budgets are not aligned with the PURPOSE for the budget, so the team will need to understand how expenses are being applied based on the policy and practice and other reviews with the toolkit. And, staff often split their time and resources between different duties so you may need to estimate contributions of their time and resources across different categories. It is often common that volunteer time or donated space and resources are not accounted for in budgets, but in order to know the TRUE COST of all the school is doing you will need to estimate the costs for any “free” volunteer hours or in-kind/donated resources, so the school knows the true cost to sustain these efforts if they have to take on these costs in the future.
Determine the role of every person on the team	You may need to request support from financial or budget staff if there is no one on the team who can fill this role. The AIR coach can also help you create an EXCEL spreadsheet to use for this work instead of the WORD document in the toolkit.
Collect the needed information with the tool	You may need to ask external partners for financial data if the school is subcontracting with outside entities and does not keep track of individual line items for subcontractor salary or other costs in school budget reports.
Compile and analyze the information collected with the tool	The analysis process for the tool is straightforward once you have the data and person who can go through the calculation process and complete the worksheet. The AIR coach can help you think about the best ways to analyze and present the results of the financial review.
Address and discuss questions among the team as they emerge	It’s important to tell the team that you will support them as they use the tool and whenever questions arise, so they stay engaged and feel valued for their contributions.
Support the team using the results of the tool at the end of the toolkit process	The results from this tool and all the other tools will be compiled into a school safety continuous quality improvement (CQI) plan that will be presented to the school and community stakeholders.

Tool #8: Community Context

Explain the purpose of the tool	The purpose of this tool is to see how the school keeps up to date with and changes policies and practices to align with evolving community needs and conditions. The results of the tool will help the district prioritize what things can be done right now to improve and where additional support is needed. No school is completely up to date with community needs and able to immediately respond to serve these needs.
Go over the elements of the tool	This tool contains indicators for how schools can maintain a close connection to and understanding of the community from which students come and in which the school operates. The job of the team is to review information on how the school currently works with regard to each indicator and then use the review to choose a response for each description. There is a number that corresponds to the number of indicators the school demonstrates from the list of those presented. The team will use that number to get a sense of current performance and identify areas to improve.
Lay out the procedure for using the tool	Team members will collect all relevant information (e.g. school-based community reports, school planning committee reports) and then read each description in the tool and choose the response that comes closest to describing the school.
Identify any barriers or facilitators for using the tool	This tool requires the team to look for data from a variety of different sources that can be external to the school, such as district representation on community planning councils or public attendance at school board meetings. It will be important to identify a person in the district who can help the team gather the information it requires. The AIR coach can help the team think through what data sources might be helpful as you use this tool.
Determine the role of every person on the team	There are several different roles needed to complete this task. You will need to determine which information to review, how it will be organized for discussion and who can help keep track of the discussion and decision using flip charts or other note taking methods.
Collect the needed information with the tool	You may need to ask the district to help you access information if you do not have materials at the school level.
Compile and analyze the information collected with the tool	You can analyze and present the results according to each indicator in the toolkit or combine items into themes or categories that you think are important for understanding the results in a more holistic or comprehensive manner (e.g. Local crime data, physical environment around school). The AIR coach can help you think through options for analyzing and presenting results from this tool.
Address and discuss questions among the team as they emerge	It's important to tell the team that you will support them as they use the tool and whenever questions arise, so they stay engaged and feel valued for their contributions.
Support the team using the results of the tool at the end of the toolkit process	The results from this tool and all the other tools will be compiled into a school safety continuous quality improvement (CQI) plan that will be presented to the school and community stakeholders.

Glossary

Implicit Bias. (Tool #1) Attitudes that lead to differences in how discipline and safety is handled with regard to students of different race/ethnicity, gender, sexual orientation, religion, and disability status.

Social safety. (Tool #1, #2, #4, #5, #6) Interactions and communications that make someone feel that they can openly share thoughts and feelings and feel respected, and willingness to respect others'. Bullying is an example of an act that violates sense of social safety in a school.

Emotional safety. (Tool #1, #2, #4, #5, #6) Sense of confidence achieved through relationships with others that invites one to share feelings and thoughts openly. Having at least one adult that a student can go and talk to openly when in distress is an indication of emotional safety.

Physical safety. (Tool #1, #2, #4, #5, #6, #7). Protection of students from harm that may be caused due to physical violence including for example theft, or exposure to guns and other weapons.

General public. (Tool #1) Includes diverse stakeholders such as parents, community partners.

Victimization. (Tool #3) Acts of physical, emotional, and social violence that are reported and recorded.

Involvement in academic opportunities. (Tool #3) Opportunities within the school premises, during regular school hours, and outside the classroom. Do not count afterschool hours.

Relative rate. (Tool #3) Ratio of students who are suspended, expelled, victimized, arrested, and graduated to all students. A rate of over 1.0 indicates disproportionality for the calculated group.

Courageous conversations. (Tool #4) Honest discussions about marginalized groups, settings and situations that lead to individuals to being marginalized.

Zero tolerance policy. (Tool #5) Discipline rules set by the school/district that punish students with the intention to remove the undesired behavior.

Due process. (Tool #6) The legal process that is owed to any individual.

Chronic absenteeism. (Tool #6). School policy that identifies the number of school days missed.

Endnotes

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