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SAFE AND DRUG-FREE SCHOOLS GUIDES TO CREATING SAFER SCHOOLS

GUIDE 3 Implementing Ongoing Staff Development To Enhance Safe Schools



NORTHWEST REGIONAL
EDUCATIONAL LABORATORY



SAFE AND DRUG-FREE
SCHOOLS PROGRAM
U.S. DEPARTMENT OF
EDUCATION

OFFICE OF JUVENILE
JUSTICE AND DELINQUENCY
PREVENTION
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SAFE AND SECURE: GUIDES TO CREATING SAFER SCHOOLS

GUIDE 3

Implementing Ongoing Staff Development To Enhance Safe Schools

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NORTHWEST REGIONAL
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FOREWORD

School safety requires a broad-based effort by the entire community, including educators, students, parents, law enforcement agencies, businesses, and faith-based organizations, among others. By adopting a comprehensive approach to addressing school safety focusing on prevention, intervention, and response, schools can increase the safety and security of students.

To assist schools in their safety efforts, the Northwest Regional Educational Laboratory (NWREL) has developed a series of eight guidebooks intended to build a foundation of information that will assist schools and school districts in developing safe learning environments. NWREL has identified several components that, when effectively addressed, provide schools with the foundation and building blocks needed to ensure a safe learning environment. These technical assistance guides, written in collaboration with leading national experts, will provide local school districts with information and resources that support comprehensive safe school planning efforts.

One objective of the guides is to foster a sense of community and connection among schools and those organizations and agencies that work together to enhance and sustain safe learning environments. Another objective is to increase awareness of current themes and concerns in the area of safe schools.

Each guide provides administrators and classroom practitioners with a glimpse of how fellow educators are addressing issues, overcoming obstacles, and attaining success in key areas of school safety. These guidebooks will assist educators in obtaining current, reliable, and useful information on topics that should be considered as they develop safe school strategies and positive learning environments.

Each of the guidebooks should be viewed as one component of a school's overall effort to create a safer learning environment. As emphasized in *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, a joint publication of the U.S. Secret Service and the U.S. Department of Education, creating cultures and climates of safety is essential to the prevention of violence in school. Each guidebook contains this message as a fundamental concept.

Under No Child Left Behind, the education law signed in January 2002, violence prevention programs must meet specified principles of effectiveness and be grounded in scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use. Building on the concept in No Child Left Behind—that all children need a safe environment in which to learn and achieve—these guides explain the importance of selecting research-based programs and strategies. The guides also outline a sample of methods on how to address and solve issues schools may encounter in their efforts to create and enhance safe learning environments.

Guide 1: *Creating Schoolwide Prevention and Intervention Strategies*, by Jeffrey Sprague and Hill Walker, is intended to put the issue of schoolwide violence prevention in context for educators and outline an approach for choosing and creating effective prevention programs. The guide covers the following topics:

- Why schoolwide prevention strategies are critical
- Characteristics of a safe school
- Four sources of vulnerability to school violence
- How to plan for strategies that meet school safety needs
- Five effective response strategies
- Useful Web and print resources

Guide 2: *School Policies and Legal Issues Supporting Safe Schools*, by Kirk Bailey, is a practical guide to the development and implementation of school policies that support safe schools. Section 1 provides an overview of guiding principles to keep in mind when developing policies at the district level to prevent violence. Section 2 addresses specific policy and legal components that relate to such topics as discipline and due process, threats of violence, suspension and expulsion, zero tolerance, and dress codes. Checklists are included to ensure that schools attend to due process when developing policies for suspensions or expulsions, search and seizure, or general liability issues.

Guide 3: *Implementing Ongoing Staff Development To Enhance Safe Schools*, by Steve Kimberling and Cyril Wantland, discusses the role of staff development within the context of school safety. The guide addresses how staff development should be an integral part of the educational planning process and discusses what its relationship is to safety-related outcomes and overall student achievement.

Guide 4: *Ensuring Quality School Facilities and Security Technologies*, by Tod Schneider, is intended to help educators and other members of the community understand the relationship between school safety and school facilities, including technology. The guide covers the following topics:

- Crime Prevention Through Environmental Design (CPTED)
- Planning To Address CPTED: Key Questions To Ask
- Security Technology: An Overview
- Safety Audits and Security Surveys

Guide 5: *Fostering School-Law Enforcement Partnerships*, by Anne Atkinson is a practical guide to the development and implementation of partnerships between schools and law enforcement agencies. Section 1 provides an overview of community policing and its relationship to school effectiveness. Section 2 focuses on developing the school-law enforcement partnership from an interagency perspective. Section 3 focuses on steps for implementing school-law enforcement partnerships in schools. Also included are descriptions of the roles of law enforcement in schools with examples of many strategies used to make schools safer and more effective.

Guide 6: *Instituting School-Based Links With Mental Health and Social Service Agencies*, by David Osher and Sandra Keenan, discusses how schools can improve their capacity to serve all students by linking with mental health and social service agencies. Agency staff members can contribute to individual and schoolwide assessment, planning, implementation, and evaluation. Agency resources can enhance schools' capacity to provide universal, early, and intensive interventions. Links with agency resources can also align school and agency services.

Guide 7: *Fostering School, Family, and Community Involvement*, by Howard Adelman and Linda Taylor, provides an overview of the nature and scope of collaboration, explores barriers to effectively working together, and discusses the processes of establishing and sustaining the work. It also reviews the state of the art of collaboration around the country, the importance of data, and some issues related to sharing information.

Guide 8: *Acquiring and Utilizing Resources To Enhance and Sustain a Safe Learning Environment*, by Mary Grenz Jalloh and Kathleen Schmalz, provides practical information on a spectrum of resources that concerned individuals and organizations can use in the quest to create safe schools. It draws on published research and also includes interviews with experts working on school safety issues at the state and local levels. Major topics covered include:

- What are resources?
- What role do resources play in safe school planning?
- Identifying and accessing resources
- Appendix of online and print resources

—Northwest Regional Educational Laboratory

INTRODUCTION

Too often staff development resources are expended on the perception of need and ultimately miss the mark of creating the energy necessary to create and sustain institutional change.

What is the role of staff development within the context of school safety and should it be an integral part of the educational planning process? To fully explore this question we must have a solid understanding of what constitutes effective staff development and, on a broader scale, what its relationship is to safety-related outcomes and overall student achievement.

Standards-based learning is not a new concept to the education world, and it would seem logical that effective staff development protocols would also be measured against a set of established criteria or standards. According to the National Staff Development Council, the primary purpose of staff development is to ensure high levels of learning for all students through improved professional learning experiences for every school employee who affects student learning. When it comes to school safety planning, every school employee means just that—superintendent, physics teacher, bus drivers, and maintenance staff. In far too many instances, school safety planning is left to the devices of a few, confined to our traditional beliefs of what school safety is or is not, and unfortunately not viewed as a vital support structure for effective learning. To that end the council has established staff development standards that fall into three distinct categories: context, process, and content. *Context standards* describe “where” the learning will be applied; *process standards* refer to “how” learning occurs; and *content standards* refer to “what” is learned. To further explain these standards, the council describes them as follows:

Context Standards (Where)

- Learning communities: Organizes adults into learning communities whose goals are aligned with those of the school and district
- Leadership: Requires skillful school and district leaders who guide continuous instructional improvement
- Resources: Requires resources to support adult learning and collaboration

Process Standards (How)

- Data driven: Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- Evaluation: Uses multiple sources of information to guide improvement and demonstrate its impact
- Design: Uses learning strategies appropriate to the intended goal
- Learning: Applies knowledge about human learning and change
- Collaboration: Provides educators with the knowledge and skills to collaborate

Content Standards (What)

- Equity: Prepares educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for students’ academic achievement
- Quality teaching: Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately
- Family involvement: Provides educators with knowledge and skills to involve families and other stakeholders appropriately

Is it fair to say that what school staff members know and ultimately practice has a profound effect on student outcomes? We think the answer is a resounding “yes,” and in today’s world of high-stakes accountability, it is doubtful that anyone would argue. Staff development is for the most part universally accepted as an essential component of the educational process and one that is necessary for high-level achievement to occur. Why, then, is it not valued within the context of school safety planning and more often than not seen as something outside the educational mainstream? Furthermore, a competitive tension exists between student instructional time and those prevention/intervention efforts that encroach upon these highly valued minutes. It is our belief that these worlds can coexist if all stakeholders have an evolving appreciation for the relational nature of these basic education virtues.

How do you know effective staff development when you see it? You will know it when you see:

- Active, responsible participation of individuals in all phases of identification, implementation, evaluation, and improvement modifications
- Open, constructive communication involving a variety of appropriate stakeholders (e.g., Safe and Drug-Free Schools advisory panel, school-based decisionmaking councils, juvenile justice staff, teachers, etc.)
- Ongoing, reflective evaluation of professional development processes being valued and expected as a critical component of the individual’s responsibilities
- Clear connections among professional development, the teacher, and student success
- Consistent application of standards for educational leadership, evaluation, instruction, and content across all learning environments; and effective and productive use of people, time, money, and materials (Kentucky Department of Education, 1999)

Just as with primary substance abuse and violence prevention efforts that incorporate inoculation, adequate dosage, and effective follow-up as the key tenets of resilient behavior, so too must effective staff development incorporate these principles. The traditional “sit and get” method of staff development is becoming an antiquated method of furthering the knowledge levels of the intended audience. Differentiated instruction is not just for the student-centered classroom but is essential for adult learners as well. Replacing this traditional methodology are activities that are characterized by the following:

- Staff development providers incorporating standards into their programs
- The use of standards to make the connection between the goals and the outcomes of the program
- Staff development participants being apprised of these standards

A school and its staff become a learning community when all stakeholders engage in open discussions about themselves, are engaged in aligned thinking and performance, and are provided with the necessary supports for continuous learning at all levels of the organization. With the 2002 reauthorization of the Elementary and Secondary Education Act, No Child Left Behind, there is a historic opportunity for this type of collaboration. This educational journey will require school communities to engage in action-based dialogue that will be incredibly shallow without a sustained, well-articulated, and job-embedded staff development component.

Education personnel who are outside the safety planning mainstream need to be reminded and shown how these efforts are an integral part of the school’s overall mission. Conversely, school safety personnel need to be constantly reminded that ours is a support role to the overall educational process. The business of schools is to educate its students, while the purpose of school safety planning is to provide the proper atmosphere, culture, and climate in which this can take place. A sustainable balance needs to be achieved between these two forces, allowing for a corporate belief structure that places value in the process itself. As mentioned earlier, this is not a naturally occurring phenomenon and one that must be sold to its consumers. The coexistence of sustainable safety initiatives with high-energy teaching and learning will not happen without a well-conceived staff development plan.

No Child Left Behind Defines Professional Development as a Strategy Inclusive of Activities That:

- Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified
- Are an integral part of broad schoolwide and districtwide educational improvement plans
- Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging state academic content standards and student academic achievement standards
- Improve classroom management skills
- Are high quality, sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; are not one-day or short-term workshops or conferences
- Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through state and local alternative routes to certification
- Advance teacher understanding of effective instructional strategies that are:
 - > Based on scientifically based research
 - > Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers
- Are aligned with and directly related to:
 - > State academic content standards, student academic achievement standards, and assessments
 - > The curricula and programs tied to standards
- Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act
- Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments
- To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach
- As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development
- Provide instruction in methods of teaching children with special needs
- Include instruction in the use of data and assessments to inform and instruct classroom practice
- Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and may include activities that:
 - > Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty
 - > Create programs to enable paraprofessionals to obtain the education necessary for those paraprofessionals to become certified and licensed teachers
 - > Provide follow-up training to teachers who have participated in activities that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom

(No Child Left Behind Act of 2001, PL 107-110)

Consider the following:

- Research tells us that staff expertise is one of the most powerful predictors of student success.
- A recent survey conducted by the National Center for Educational Statistics indicated that four out of five teachers say they are not prepared to teach in today's classrooms.
- More than 20 years of Gallup Polls have never recorded classroom discipline lower than the number-two concern of teaching staff.

Professional development must be flexible and designed to meet the needs of each school's unique situation. One of its primary goals is to create a professional community for teachers. Group work, peer tutoring, and mentoring programs that match experienced teachers with new teachers are tactics that can be used. Staff development should also provide an opportunity for analysis, reflection, and action-based learning. The planning for and infusion of school safety strategies into an educational setting is unique to most individuals, and they need time to understand this relationship. To many school staff members, school safety is just something that happens and is expected. To the school safety community, it is widely understood that effective safety strategies do not just happen on their own and independent of a solid logic-based planning model. These safety strategies should receive a level of planning and implementation that ultimately delivers a plan of action that supports the staff, students, and community at large. These strategies also should be integrated into the school/district's overall comprehensive educational plan with the same level of rigor as any other endeavor.

If we are going to advance academic achievement for students in safe and caring environments, effective schools must have well-qualified, insightful personnel who are engaged in and sufficiently supported through meaningful staff development. Each dollar spent in improving teachers' qualifications nets greater gains in student learning than any other use of an education dollar (Darling-Hammond, 1998).

What This Guide Includes

We must move beyond planning in a vacuum and create a synergy by truly engaging the entire school staff in the process. While every staff member does not need to be on the planning committee, each one has a right to feel as though his or her concerns have been heard and considered. This holds true with needs related to staff development as well.

This guide is intended to be a useful resource for ongoing staff development that will help create a safer learning environment. Major topics include:

- The essential components of safe school planning: What are they?
- The essential components of safe school planning: Meeting adult learning needs
- Effective school discipline and behavior management: How do we embed this into a school's culture?
- Staff development and school safety: What does the future hold?

SECTION 1
THE ESSENTIAL
COMPONENTS
OF SAFE SCHOOL
PLANNING:
WHAT ARE THEY?

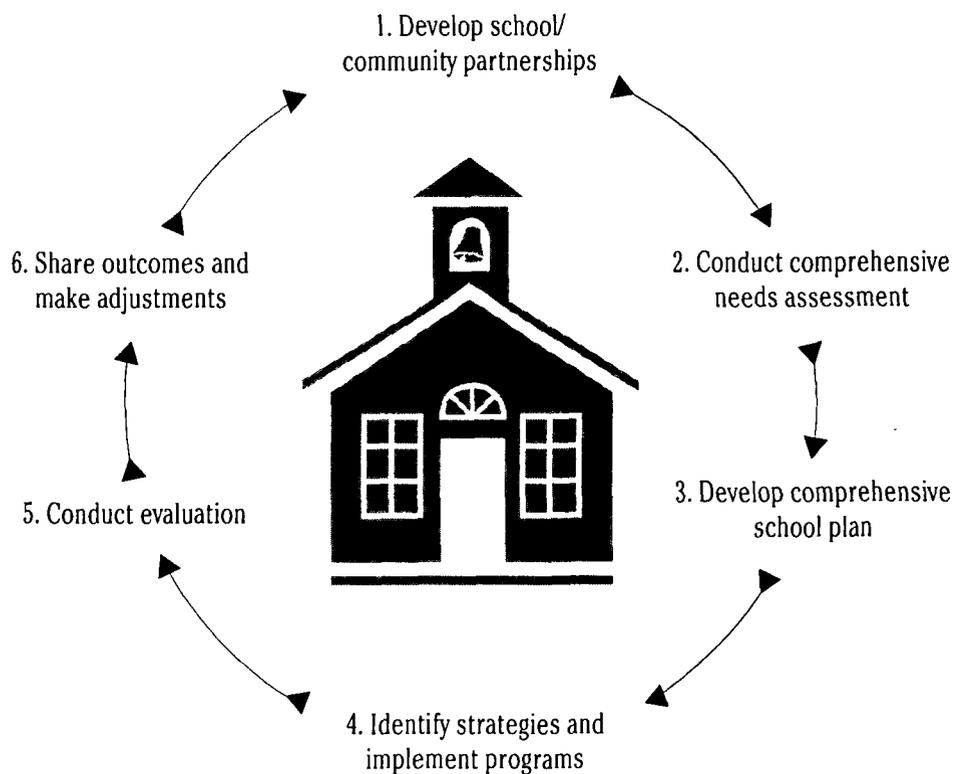


Safe school planning is an evolving process that never should become stagnant. The process of planning should follow a deliberate path that seeks answers to identified concerns.

A process is considered to be a procedure or a course of action that is characterized by being strategic, methodical, and a means to reach an identified goal. While there may be many benchmarks or performance indicators along the way that can shed light on progress, the process is the guiding principle that keeps the strategy on course. Without a template or a strategic process to guide your efforts, all too often a safe schools plan can be developed in isolation, miss the intended mark or, worse, not capture buy-in by the school community stakeholders. A plan that is developed in isolation will have no relevance or sense of ownership by its key constituents, can be characterized as being reactive, and will not achieve its intended goals. It is unfortunate that when asked to see a copy of the school's safety plan all too often what is produced is a "critical-incident" or "crisis-response" plan that, by its very nature, is reactive. Make no mistake, knowing what to do in the event of a critical incident is absolutely crucial and will potentially save lives, but this is a piece of the larger safety plan and not the plan itself. The process is what will drive a strategic planning endeavor and will keep the essential components connected and operating efficiently. The process is analogous to effective staff development in that at its best it is ongoing and constantly evolving to meet the needs of its stakeholders.

The Northwest Regional Educational Laboratory has identified such a strategic process and several components that are considered essential in creating safe schools. The process consists of six distinct venues that promote thoughtful collaboration, reflection, and action while allowing for continuous improvement. The process and the components will be discussed further in this chapter, but we should not lose sight of the fact that the eventual safe schools plan is intended to be the support structure for a climate that produces student learning at its highest levels. A visual depiction of such a process would look like Figure 1.

Figure 1: Creating Safe Schools



By design, each step in the process is a building block and meant to be complementary to one another. These steps, however, are often uncomfortable for the school community, not viewed as relevant to the school's overall mission, and considered to be a time-consuming task in a time-sensitive universe. The effective use of training, inservice, and staff development time can produce a level of understanding and ownership that will foster collegiality. As mentioned earlier, an effective safe schools plan is a support mechanism for a rich and diverse learning environment. Three areas of the process that historically fall short are (1) conducting a comprehensive needs assessment, (2) identifying and implementing strategies that match the identified needs, and (3) conducting an objective evaluation. It is ironic that three of the basic tenets of the No Child Left Behind legislation are data-driven decisionmaking, the use of scientifically proven strategies, and continuous evaluation or focus on desired outcomes. These basic cornerstones of academic improvement and safety planning rely heavily on adequate staff development to ensure that all involved are informed active participants engaged throughout the entire planning and implementation process.

While this guide focuses on the implementation of ongoing staff development and effective classroom management techniques, it is important for those involved in planning to be familiar with all the components. When components are effectively implemented within the context of an overall strategic process, they provide the foundation for a safe and effective learning community.

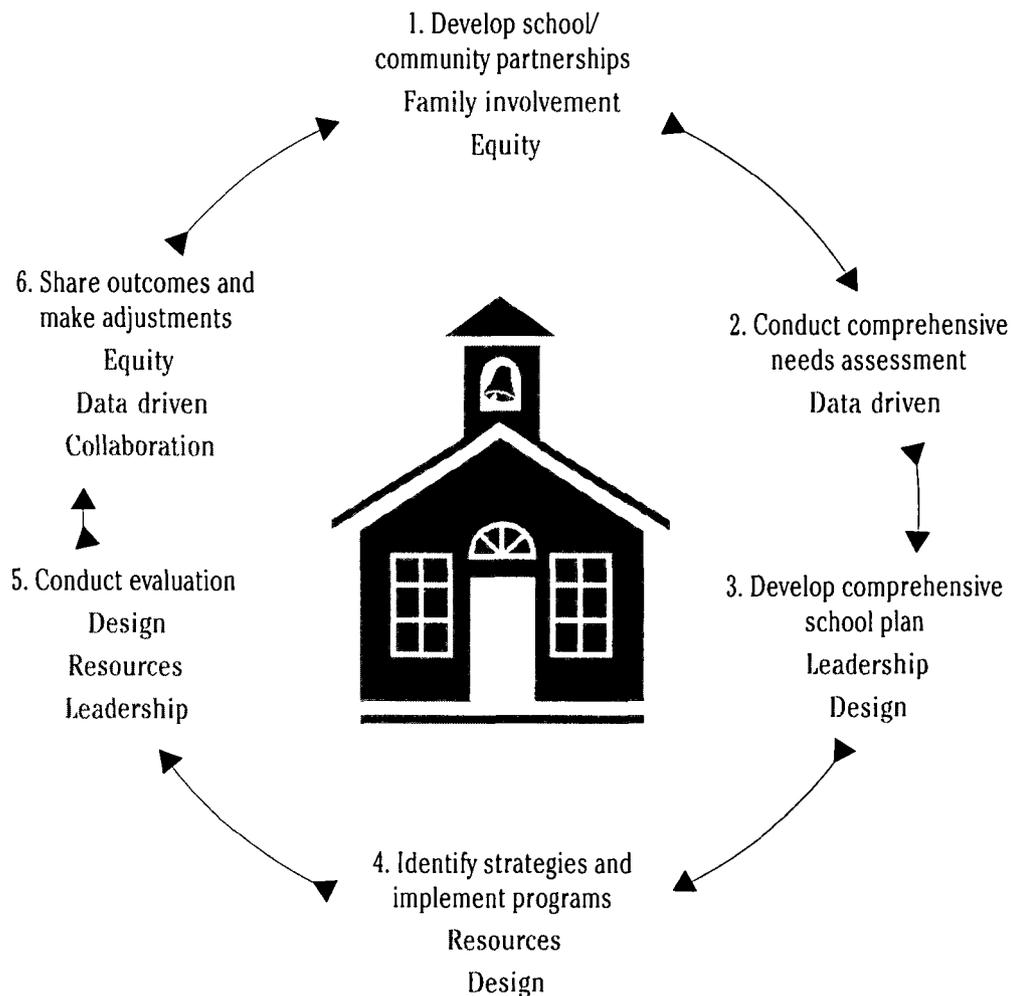
When we review the literature on adequate staff development, descriptive words such as the following emerge:

- Leadership
- Resources
- Data driven
- Collaboration
- Design
- Equity
- Family involvement

Just as with staff development, these same descriptors apply to comprehensive school safety planning.

Let's look again at the NWREL conceptual model and see how these descriptors fit. (See Figure 2.)

Figure 2: Creating Safe Schools



The cyclical nature of this planning process is critical, and key components cannot be excluded. In Section 4 we explore further the connection between this planning process and the No Child Left Behind legislation. Through this lens, we look specifically at the new requirement relating to uniform data management. This will be problematic for many schools, districts, and states because it requires a level of collaboration and conformance that heretofore has not existed. This particular aspect of the legislation, while absolutely essential to our overall success in the prevention arena, will require a great need for training and ongoing staff development. The notion of uniformly collecting like data throughout the country will be a challenge at best, but a function of our school safety work that simply must not fail.



SECTION 2
THE ESSENTIAL
COMPONENTS
OF SAFE SCHOOL
PLANNING:
MEETING ADULT
LEARNING NEEDS



Andragogy, a critical concept in staff development, has been defined as “the art and science of helping adults learn” (Knowles, 1970). Administrators and staff development providers must understand this concept in order to be effective deliverers of information and facilitators of learning communities. To illustrate this point, think about a staff development activity in which you were a participant, had no control over what you were to learn, and in which the content had no relevance to your personal or professional world. Unfortunately, our guess is that you are readily able to recall such an event. Think for a moment about a typical school-based staff development event. It generally happens early and often at the beginning of the school year, and the motivation more often than not is to accrue leadership credit or satisfy mandated contact hours. Unfortunately and too often, these activities are isolated events that do not have continuity, are not aligned with nationally accepted best practices and, even worse, are not aligned with other state or locally accepted initiatives and goals. This echoes true with the implementation of safety strategies.

In order for us to be better planners or deliverers of credible staff development, we must recognize and value methods of adult learning. Dalello and Martinez (1988) describe adult learning as:

- Being more “self-directed,” with the impetus for learning to share information, to generate one’s own need for learning
- Seeking knowledge that applies to adults’ current life situation; adults want to know how this new information will help them in their development
- Having life experiences shape their readiness to learn
- Adults having different levels of readiness to learn
- Employees voluntarily attending staff development events usually are those who have determined that they want to learn more

Adult learning needs can be met with staff development that focuses on growth, is practical, and relates directly to the individual interests and needs of teachers (Zepeda, 1999). School staff should not view safety-related training as disconnected from their primary mission of educating children; rather, it should be viewed as a complementary support to their continued growth. It is essential that all staff take ownership of school safety just as they would with their personal well-being. It is incumbent upon staff development planners and providers to be sensitive to this belief and equally important to allow school staff members the ability to self-direct the majority of their training.

The universal, targeted, and intensive approach that has been widely accepted in behavior management is also true for staff development. This behavioral model predicts that there is universal knowledge in which all learners (in this case, staff) can participate and from which they can gain benefit. This approach benefits the individual as well as the group. In contrast, there are some individuals who will need additional interventions to remedy their identified deficits. This level or balance is what administrators are seeking and it is absolutely essential to realizing both personal and group goals. These two levels of intervention would represent the targeted and intensive groups.

Targeted staff would be those individuals who need a little training to remedy skill deficits to make them effective team members. More often than not, the targeted group can be self-directed in choosing staff development and growth activities. However, the “intensive” staff will more likely be required to participate in remedial or rigorous skill-based development. A smaller number of staff members will have major deficits and demonstrate the need for intensive staff development so they can contribute to the group goals. This is where Individual Growth Plans are essential, not only for the person directly involved but for the development and maintenance of prescribed performance expectations.

We have documented that adult learner goals are unique and must be self directed as well as goal oriented. Let's next explore some of the barriers to adult learning. Potential barriers may include:

- Lack of time
- Child-care issues
- Transportation
- Mandated training (subject area) and not self-directed
- Lack of skill or lack of confidence

As we have explored the conceptual framework for staff development, we have discovered that the one constant with this endeavor is "continual growth." When you analyze a school district from a business perspective, it soon becomes clear that personnel costs are at the top of the list of recurring costs. Does it not stand to reason, then, that significant efforts be made to continually cultivate your staff and create an atmosphere conducive to shared learning? From this perspective effective staff development is analogous to school safety strategies in that there is no "one size fits all," nor do "one-shot events" have a lasting effect. As mentioned previously, the proper development of personnel is a well-thought-out process that begins based on an identified need but soon becomes self directed and driven by the school staff. This differs from "inservice" or "training" in that these events are more focused on fixing a situational problem that has been identified or to build a specific skill from a short-term event that satisfies predetermined needs. Conversely, staff development (when it comes to school safety issues) can be characterized as the continuity of events that nurture the community of learners.

SECTION 3
EFFECTIVE SCHOOL
DISCIPLINE AND
BEHAVIOR
MANAGEMENT:
HOW DO WE
EMBED THIS INTO A
SCHOOL'S CULTURE?



Imagine that the next book signing at the local bookstore features the author of *Everything I Need To Know About Classroom Discipline I Learned in Preservice Training: Do What Frustrates You and Deliver What You Can Just Get By With*. Chances are, we will be waiting a good while for this title to hit the bestseller list. Preservice training historically has done little to prepare classroom teachers for classroom management and student discipline strategies. Jerry McMullen, Ph.D., a behavior management consultant, has indicated that schools are microcosms of the larger society, and postulates that current trends include reduced amounts of parental supervision, diminished support from the community and church, and conflicting or antisocial messages in the media and music. McMullen has indicated that, as might be expected, many at-risk students demonstrate a lack of positive direction, an unclear sense of self, and free-floating aggression. When coupled with the trends mentioned above, is it any wonder that these students meet with difficulty in school?

During a series of behavior management workshops, McMullen asked more than 700 educators to describe changes in student behavior during the past decade. In rank order, they replied with the following 10 changes: (1) less respectful, (2) assume less responsibility, (3) less parental involvement and supervision, (4) impatient/impulsive/want instant gratification, (5) home challenges school authority, (6) more noncompliant/oppositional/defiant, (7) negative attitude, (8) difficulty paying attention, (9) more aggressive, and (10) more inappropriate language. Think for a moment about your top 10.

We all have seen how one or two highly disruptive students can essentially destroy the classroom learning environment. Research-based classroom management strategies are an overriding factor in promoting safe school environments. Whether it is a schoolwide discipline strategy, behavior modification, or something like the Positive Behavioral Intervention Strategy, specific behavioral interventions must be valued by the school staff, be directed at identified target behaviors, and allow for critical examination. The importance of letting data drive your decisions with regard to behavioral interventions cannot be overemphasized. A misguided approach that does not target specifically identified problem behaviors will do little more than waste precious resources (both money and time) and frustrate the entire school staff. Unfortunately, this occurs all too often when we target our interventions at perceived problems without the proper evidence or data to support our assumptions. This data-driven approach will facilitate your staff development efforts by joining validated strategies to clearly articulated needs. Imagine going to the doctor and explaining your symptoms only to hear, "I am not going to read your test results; and I will prescribe something for you that I am not sure will work." Would this lead to a sense of teamwork and satisfaction, or to a lack of confidence and frustration? Our reliance upon good data to drive our decisionmaking and the implementation of researched interventions is not just a luxury of the privileged; it is a social mandate that we cannot ignore.

The role of the principal in this endeavor is paramount. A strong leadership presence must exist in order to establish the framework for these activities and set the expectations that this school will be a safe, orderly, and nurturing environment. Staff development efforts that will be required as a result of these decisions rely heavily upon this leadership role to establish the expectations of such an endeavor. This leadership role is also present in those schools where discipline policies and practices are governed by local school-based councils. The necessity for utilizing current and relevant data to convince decisionmakers of the need to spend precious resources on a specific strategy or strategies is significant. Often, councils (just like anyone else) will have a preconceived set of ideas about discipline. They need reliable data to set a course and refute any decisions made based entirely on emotion.

It is not surprising that the No Child Left Behind legislation mandates that states establish a Uniform Management Information Reporting System (UMIRS). This system is intended to capture such information as:

- Truancy rates
- Frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspension and expulsions
- Types of curricula, programs, and services provided
- Incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities

This type of data—when shared with decisionmakers, school staff, and the community at large—will be the driving force for subsequent interventions and staff development. A school staff that recognizes the intent of leadership to make fair decisions based on data will ease the burden of time allocations in an otherwise time-starved environment. These guiding principles create the infrastructure that will allow staff members to come together as a learning community and collaborate with one another. The goals of these endeavors must be aligned with the broader school/district goals for total buy-in to occur.

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized.

—Haim Ginott

What is an effective safety strategy for school communities? How do we know when there is a seamless blending of discipline strategies, environmental safety practices, and staff buy-in? Let's examine some different strategies, see how they are linked to academic achievement, and then explore two examples (one statewide and one from a local education agency) of entities using meaningful information to drive decisionmaking.

A teacher who combines content with a thorough understanding of classroom management skills and is able to establish and maintain student engagement from the time she enters the room until the time she leaves can be a highly effective instructor. These skills will include many virtually invisible techniques. They will include time management, social skill development, mastery of the subject to be taught, and a continuity of services. Teachers do many things, but let's ask ourselves, what do teachers do?

They teach.

As obvious and as fundamental as this sounds it is probably the most overlooked and underestimated strategy available in a school. Teach what you want students to do; if you desire a certain behavior, teach it. As elementary as this may seem, research supports the notion that teaching expected behaviors is much more effective than using punitive measures as your primary method of behavior change. Does this mean that we should no longer have consequences for unwanted behavior? Absolutely not. There must be a relationship between misbehavior and consequences, but it should not be your only method. This is where the fundamentals of staff development come into play. By using existing data within your organization and community, you can isolate pockets of behavior that are contrary to the school's overall educational mission. These behaviors ultimately manifest themselves in suspensions, expulsions, or alternative placements.

Let's examine one state that used data to make connections between disruptive behavior and academic achievement. This state collected information from every school regarding law violations, board policy violations, and resulting disciplinary outcomes. The caveat with the board policy violations is that they were only reported if the misbehavior resulted in one of five actions: corporal punishment, suspension (out of school), alternative placement, or an expulsion with or without services. This information was also collected by grade levels, ethnicity, and gender so as to isolate population trends for possible targeted interventions.

Let's further examine a finding from this particular data-collection effort, and isolate the number of suspended days resulting from some form of student misbehavior. This particular data set indicated that for the 2000–2001 school year (from a student population of roughly 630,000), there were in excess of 186,000 total days of absences resulting from 76,000 incidents of suspension. Furthermore, these 76,000 incidents of suspension were generated by approximately 44,000 students. Immediately you think of lost revenue from average daily attendance. You also think about the implications for repeat offenders in this data set. But ultimately, you must consider the massive amount of lost instructional time as a result of these disciplinary actions. Take a moment and think of the implications for school safety planning, academic achievement, and staff development efforts generated by these numbers. Some guiding questions could be:

1. Were there subpopulations of students overrepresented in this sample?
2. Were these events isolated to a particular region or regions of the state (or in a smaller scenario, a particular part of the district)?
3. If you track student-specific data at the state level, are there historical patterns emerging with this population? Most local school districts can effectively answer this question.
4. Were there noticeable patterns regarding discipline issues and certain staff members?
5. What are the correlations between these data and the academic progress of the affected schools or school districts?
6. What are the implications of the data-collection process itself as they relate to staff development?

The list can go on, but the implications for safety planning, effective classroom management techniques, and staff development are ominously present. The point is: We must utilize real and meaningful data to formulate our positions when it comes to staff evaluations, staff professional growth plans, and subsequent staff development efforts.

For example, Lynn McCoy-Simandle, a research associate with the Kentucky Center for School Safety, has the responsibility of analyzing the state's school safety data and generating an annual school safety report. This report is designed to accomplish several objectives, three of which are 1) reporting to the general public the status of school safety in the state; 2) providing the results in such a manner that local school communities can utilize the data for analysis, safety planning, and evaluation; and 3) using the information (analyzing for trends) as a baseline to direct coordinated staff development efforts around key findings.

From a capacity-building and planning point of view, consider this excerpt from the report that deals specifically with being data driven and utilizing the information for capacity-building purposes:

The information contained in this report has been organized to be user-friendly to school administrators and teachers. Considerable efforts were made to present the data in a concise, understandable manner that would lend itself towards the data being used as a tool for evaluation and planning.

One important way of using this report is with consolidated planning. As a school approaches consolidated planning, the first question to ask is the original question posed in this report: Is our school safe? The data in this report and the accompanying appendices will allow principals, site-based councils and boards of education to make comparisons of their building-level data to their district, region, and the state as a whole. The following steps will be helpful in this process at the school level.

1. Using the individual school's Safe Schools Reports for 1999–2000 and 2000–2001, chart the number and types of disciplinary consequences for board policy and law violations.
2. Compare last year's raw numbers with this year's and note increases and decreases.
3. Disaggregate the raw numbers by gender and ethnicity with notations regarding increases and decreases.
4. Postulate why increases or decreases occurred. For example, was there a change in a school policy, or a new intervention implemented that may account for most of the increase or decrease?
5. Test each theory through discussions with other staff members, parents, and district support personnel using any additional school or district data to support a position.
6. Use information garnered from these discussions to develop targeted intervention strategies.
7. Determine desired outcomes.
8. Write goals and objectives for implementation of plans.
9. List measurement procedures to evaluate outcomes.
10. Develop an implementation timeline.
11. Generate a list of resources needed for implementation.
12. Write strategies into the school's consolidated plan.

District-Level Data

For small districts, raw numbers may be more effective in visualizing data; however, for larger districts, the following steps could be used:

1. Using the *Kentucky Safe Schools Report*, develop a table that lists disciplinary consequences of board policy and law violations for 1999–2000 and 2000–2001 for each of the following:
 - A. Number of total incidents in the district
 - B. Rate per 100 students:
 - i. in the district
 - ii. in the region
 - iii. in the state
 - C. Rate per 100 white students
 - i. in the district
 - ii. in the region
 - iii. in the state
 - D. Rate per 100 African American students
 - i. in the district
 - ii. in the region
 - iii. in the state
2. Using the table, postulate why increases or decreases occurred. For example, was there a change in one school's policy, or a new intervention implemented that may account for most of the increase or decrease? If there is a category that needs additional examination, for example an increase in drug abuse violations, a table could be prepared that lists each school in the district and compared the number of drug abuse violations over the past two years. The following steps can then be applied.

3. Test each theory through discussions with a committee composed of other staff members, parents, and school board members using any additional district data to support a position.
4. Use information garnered from these discussions to develop targeted intervention strategies.
5. Determine desired outcomes.
6. Write goals and objectives for the implementation of these plans.
7. List measurement procedures to evaluate outcomes.
8. Develop an implementation timeline.
9. Generate a list of resources needed for implementation.
10. Identify staff responsibilities and existing sources of money (including grant funds) that can be used for implementation.
11. Write these plans and strategies into district's consolidated plan.
(You may view the entire report at www.kysafeschools.org)

While the ultimate responsibility resides at the school and school community levels, these entities can make much better decisions when they tap rich data sources such as the one listed above and use them to bolster school safety and academic pursuits. A further example of how this and other data are utilized in decision-making specific to staff development would be the collaborative nature of follow-up regarding the results. Once the data are analyzed, partner organizations such as universities, the department of education, and the Kentucky School Boards Association will coordinate staff development events throughout the year in an effort to meet the identified needs of their constituencies. These staff development events attempt to stay within the effective framework in that they address context, process, and content. The purpose of these development activities is promoted in such a manner that they clearly support the notion of learning at the student level.

These, like other state and local staff development efforts, try to address these needs as outlined in Table 1.

Table 1: Framework for Staff Development

Context	<ol style="list-style-type: none"> 1. Create learning communities (usually within a school district) who have similarly aligned goals 2. Recruit school leaders who can guide continuous improvement (both academically and behaviorally) 3. Provide the appropriate resources to support learning
Process	<ol style="list-style-type: none"> 1. Utilize the data to establish priorities 2. Review multiple sources of information for evidence of success 3. Provide a coordinated knowledge base regarding needs and effective strategies that will influence collaboration
Content	<ol style="list-style-type: none"> 1. Review of equity issues germane to safe learning environments while promoting high expectations (academically and behaviorally) 2. Provide content knowledge specific to prevention/interventions that would assist both students and staff in meeting rigorous standards 3. Provide appropriate strategies to involve families and other involved stakeholders

Case Study: Frenship Independent School District, Wolfforth, Texas

When studying methods of collaboration, we were particularly impressed by a special report written by Patricia Cloud Duttweiler and Marilyn Madden for the National Dropout Prevention Center located at Clemson University. Their report, *The District That Does What's Best for Kids: Frenship ISD* (Duttweiler & Madden, 2001), profiled Frenship (Texas) Independent School District and outlined the unique and innovative strategies that were undertaken to virtually eliminate the achievement gap between advantaged and disadvantaged youth. This case study is important because it describes a district bridging the gap between academics and discipline, and leadership and teacher expectations as well as state-mandated and locally adopted standards. It gains increased importance because these efforts and subsequent outcomes could not have been achieved without a well-thought-out and sustained staff development effort.

This school district (at the time of the report) is moderately sized (approximately 5,300 students) and located on the South Plains of Texas. The district comprises one high school and an alternative school (both grades 9–12), a junior high (7–8), an intermediate school (5–6), four elementary schools (pre-K through 4), and a disciplinary alternative program (grades 1–12). The demographics are:

- 28 percent economically disadvantaged
- 24 percent Hispanic
- 4 percent African American
- 72 percent Anglo

Over a four-year span, the district showed dramatic results as measured by the Texas Assessment of Academic Skills (TAAS). In spring 2000, the district received a state rating on the TAAS of Exemplary, two levels above where it was in 1996 (Academically Acceptable). During this four-year period, the district raised its average TAAS scores (of economically disadvantaged population) to more than 90 percent in reading, mathematics, and writing. Table 2 illustrates the academic gains made by the district's Hispanic student population:

Table 2: TAAS Scores of Hispanic Students

TAAS	1996	2000
Reading Test	76.3%	90.3%
Writing Test	76.8%	91.2%
Mathematics Test	72.5%	94.4%

One of the significant desired outcomes of this effort was to help students achieve academically by improving their school behavior. It is a widely accepted premise that school-aged children who are socially and emotionally disengaged from the school process are much more likely to engage in undesirable behaviors and, over a sustained period of time, will lag behind their peers academically. The cyclical nature of this phenomenon creates chaos for a school, diverts teachers from coveted instructional time, increases disciplinary outcomes such as out-of-school suspensions and expulsions, and creates a pattern of collective behaviors that becomes a self-fulfilling prophecy. It is puzzling that so many schools and school districts across this nation view discipline/school safety and academic achievement as two distinctively different concerns.

While the National Dropout Prevention Center authors admit that they were not able to capture all the many intangibles that created such a climate for success in Frenship ISD, they were able to identify eight characteristics that permeated the district. The authors found these characteristics to be understood and practiced widely throughout the district, and evident in the day-to-day operation of the schools. The eight characteristics are:

- Strong leadership
- Shared decisionmaking
- Commitment to staff development
- Family involvement
- Alignment of curriculum and instruction
- Integrated technology
- Accountability
- Early interventions and alternative schooling

As baffling as it might sound, we must regularly review our efforts and determine where our resources (time, fiscal, political, and emotional) are expended in order to determine if our outcomes are centered on staff or students. This is true whether the topic is academic instruction or school safety. So many times our practices and desired outcomes gravitate toward adult needs versus student needs. This is appropriate to consider when preparing staff development venues, for they must be orchestrated to meet adult learning styles and must be relevant to the perceived needs of the staff. As Frenship Superintendent Paul Whitton remarked, “Every decision we make is based on the needs of students. This focus is clearly communicated to administrators, teachers, parents, and students; everyone in the district recognizes the fact that all students are expected to achieve” (Duttweiler & Madden, 2001, pp. 3–4).

The report also highlights such factors as high expectations that begin at the top, open lines of communication, personnel issues, roles of the school board and site-based management, teaming, curriculum, and a celebration for learning. For the purpose of this discussion, however, we will concentrate on the district’s commitment to staff development.

The underlying decisions for the types of staff development reside with local site-based committees. These site-based entities identify the schools’ needs and planned staff development activities around them. The majority of Frenship’s staff development efforts are focused at the campus level and are generally in the area of curriculum and instruction. Multiple studies have identified curriculum and instruction as the “critical mass” and an area that requires intensive staff development relevant to delivery and content. This finding is especially true when it comes to alternative schools.

Particularly interesting is the way the district works with weak teachers. They utilize such strategies as shadowing by other teachers, targeting staff development based upon the identified areas of weakness and, in some cases, requiring teachers to take additional college courses. The significance of these staff development efforts is that they were identified by utilizing disaggregated data and administered based upon clearly articulated standards for the explicit purpose of developing the following:

- A learning community
- Leadership
- Collaboration
- Quality teaching
- Equity
- Family involvement

One of the significant areas of concern for the district has been the level of competence by the teachers in the area of computer skills. Districtwide, there was a concerted effort on technology training ranging from two staff development days at the beginning of the year to multiple ongoing efforts. One such effort was Techno-Tuesdays, where every two to three weeks staff gathered for one hour (after school) during which time the district's curriculum technologists offered training on specific software.

As mentioned earlier, there has been an emerging trend during the past few years on alternative education strategies. These strategies have taken many shapes ranging from on- and off-campus structures, regional alternative schools (usually reserving slots for multiple local education agencies), and school-within-a-school methodologies, as well as state agency collaboratives that partner with local education agencies to provide education to school-aged youth who typically have been involved with the court system. Nowhere in our education arena are there greater needs for focused staff development. Typically, the staff development needs center around high academic expectations for referred students, curriculum/instruction needs for teaching staff, administrative leadership skills, and entrance and exit criteria, as well as transitioning students back into the regular school setting when appropriate. From a school safety as well as an academic perspective, these students and accompanying staff must not be left out of the high expectation and enrichment loop.

Frenship ISD has an alternative school for youth that primarily focuses on two areas: discipline and academics. From the beginning, the principal meets with both the student and the parents for an orientation that focuses on realistic goal setting and graduation requirements. Through this program, options are considered for each student, including earning a GED, a state high school diploma (22 credits), or a diploma from the district (26 credits). The alternative school further provides for flexibility by offering two different academic shifts (a.m./p.m.), limited class size of 12 to 15 students per classroom, and day care for the young children of students who are teen parents.

The district also offers a discipline program that primarily focuses on character education, with the intended purpose of transferring the power of discipline from the instructor to the student. The director of the program was quoted as saying: "You always have power to make a student do what you want; the purpose of these programs is to transfer the power to the students so they'll manage their own behavior" (Duttweiler & Madden, 2001, pp. 14–15). Another critical aspect of this type of programming is the built-in follow-up. Staff will regularly monitor transitioned students to ensure their success back in the home school.

In concluding their report, Duttweiler and Madden state: "Frenship administrators and teachers understand that in order to help students thrive they have to make decisions based on what is best for the students. They understand that what works for one may not work for all. They also understand that effective leadership is a process of setting expectations, providing support, and holding staff accountable; and that including teachers, parents, and community members in decisionmaking is the most effective path to improvement. But most importantly, they understand that change and improvement is an ongoing process, not something to fear" (Duttweiler & Madden, 2001, p. 15).

**SECTION 4
STAFF DEVELOPMENT
AND SCHOOL SAFETY:
WHAT DOES THE
FUTURE HOLD?**



Effective staff development strategies are integral to any comprehensive school safety initiative, but any such effort can fall short of its full potential. Sound prevention strategies are based on certain characteristics. These characteristics or descriptors also apply to traditional and nontraditional methods of staff development. They include:

- Determination of need(s)
- Realistic goals associated with the strategy
- Respect for individual growth
- Utilization of evidence-based strategies
- Evaluation for outcomes/results

Much can be achieved through training or inservice efforts, but to truly cultivate a school community of learners there must be a dedication to developing human resources. Let's explore for a moment the differences between training, inservice, and staff development. All too often these terms are used interchangeably when they should be understood as distinct.

Both training and inservice can be characterized as events that are intended to teach a new skill thought to be necessary, or to remedy behaviors that do not fully support the agency's goals or mission. In both cases, participation is usually determined by someone other than the individual to be trained, and the subject may or may not be of interest to the participant. While these events are not bad, they are not enough to create and sustain the learning community. Staff development, on the other hand, is a continuum of strategic events intended to improve the skills and knowledge of all staff members within the school community.

We have previously identified potential barriers to individuals' participating in staff development (lack of time, transportation, child-care issues, not self-directed, etc.); now we need to explore some ways to remove these impediments.

We can determine students' level of understanding of an assigned task if we ask: "What are you working on? How will you know when you have mastered it?" This simple but effective measure also works with staff development efforts. We should be able to approach any staff member and ask the same questions, with one addition: "How will you use this skill in your work?" If the staff development is actually self-directed, is guided by a contextual framework, has meaningful content, and has a well-defined process, the answers to the questions will be simple.

To overcome these and many other barriers, consider using technology. Much has been written about e-learning, and its potential is incredible, but staff developers must not lose sight of the foundations of effective staff development, which are no different when staff development is delivered via a technology-based approach.

The most thoughtful document on this approach to date is arguably *E-Learning for Educators: Implementing the Standards for Staff Development*. This resource guide can be found on the National Staff Development Council Web site (www.nsd.org). The document is must reading for schools or districts considering such an approach. Even those not embarking on a technology-based staff development process will find the reading enlightening and likely to provoke meaningful discussion about this field.

If you or your organization has not already been approached by individuals touting an electronic product to promote student- or staff-based learning around the issue of school safety, you will be soon. The NSDC resource guide assists you in asking the right questions before investing sizable resources (both human and financial). Table 3 highlights the "Considerations for E-Learning" chart from the NSDC resource guide. We recommend your reviewing the entire NSDC document.

NSDC suggests that prior to embarking upon an e-learning approach for staff development, you should consider the following:

Table 3: Considerations for E-Learning

Results	<ul style="list-style-type: none"> • Evidence of results of the program, product, or service • Evidence of improved educator and student learning • Evaluation results readily available
Quality Professional Learning Experiences	<ul style="list-style-type: none"> • Meets NSDC's <i>Standards for Staff Development, Revised Edition</i> • Integrated into a comprehensive staff development plan
Content Quality	<ul style="list-style-type: none"> • Aligned with identified needs • Aligned with local, state, and national standards for the content areas • Deepens content knowledge • Extends content-specific pedagogy
Flexible Time	<ul style="list-style-type: none"> • Anytime, anywhere access • Ease of navigation • Time within the workday for learning
Content Flexibility	<ul style="list-style-type: none"> • Multiple entry points • Customizable content
Learner Readiness	<ul style="list-style-type: none"> • Basic computer literacy • Basic navigation skills • Technical support available • Self-directed and motivated learner • Orientation to learning environment • Reentry process • On-site and/online assistance • Ongoing support
Meeting Educators' Specialized Learning Needs	<ul style="list-style-type: none"> • Increased access for specialized staff • Specialized content • Connecting learner with others in similar roles
Follow-Up Support	<ul style="list-style-type: none"> • Link educators with one another • Ongoing support and problem solving related to application of learning through a variety of ways
Skilled Instruction and Facilitation	<ul style="list-style-type: none"> • Ongoing interaction • Continuous feedback • Pose thoughtful questions to deepen learning • Summarize and manage information • Build community of learners • Encourage participation
Strengthening Networks	<ul style="list-style-type: none"> • Exchange of ideas and information • Forum for discussion of important ideas, sharing resources, and support • Development of multiple interaction groups

Appropriate Use of Technology	<ul style="list-style-type: none"> • Multiple technologies to support learning • Invisible use of technology (learning content in foreground; technology in background) • Technology to support and enhance learning • Appropriate use of technology
Graphically Appealing	<ul style="list-style-type: none"> • Easy to read and understand • Color, visual images, and icons facilitate learning • Clear images
Technical Support	<ul style="list-style-type: none"> • Available during learning time • Online, on-site, and/or via telephone • Support with program content, connectivity, hardware, and software
Interactivity	<ul style="list-style-type: none"> • Multiple forms of interactivity • One-way, two-way, and multiple participant • Public and private communication
Platform Independence	<ul style="list-style-type: none"> • Works easily on multiple platforms • Uses standard Web browser for access
Places To Learn	<ul style="list-style-type: none"> • Comfortable facility to support learning • Readily available • Conducive to small group and individual learning • Meets ergonomic standards • Integrates various technologies
Awarding Credit for Technology-Mediated Staff Development	<ul style="list-style-type: none"> • Performance based rather than time based • Demonstration of learning • Supported by evidence
Professional Learning Plans	<ul style="list-style-type: none"> • Personal learning goals aligned with school and district priorities • Diagnosis or assessment of areas of need • Strategies to accomplish goals • Indicators of success • Ongoing review by peers, mentors, coaches, and/or supervisors
Cost	<ul style="list-style-type: none"> • Investment in quality products and services • Investment in infrastructure to support learning • Hardware • Software • High-speed connectivity • Regular maintenance • Planned upgrades • Specially prepared faculty • Appropriate participant–instructor ratio

(National Staff Development Council, 2001)



CONCLUSION

Staff development can and should play an integral role in the school safety arena. As with other endeavors, there is no “one-size-fits-all” solution to implementing validated safety strategies. Regardless of the delivery model, the result of effective staff development must be the implementation of science-based strategies that will have a noticeable effect on negative behaviors and a positive effect on student outcomes (academic and behavioral).

Educators and school safety planners must take the leadership role in prescribing collective staff development needs. These decisions must not be made entirely at the institutional level, but at the building and individual levels where learning takes place. Educators and school safety planners must continue to push for standards-based staff development that is predicated on locally driven needs, is meaningful to the intended population, and is driven by research.



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RESOURCES

The SafetyZone

www.safetyzone.org

The SafetyZone, a project of the Northwest Regional Educational Laboratory's Comprehensive Center, Region X, provides technical assistance related to school safety and violence prevention. The center also provides information and a variety of resources, as it tracks the latest research about possible causes of violence and the best practices that foster resilient youth and promote safe and productive schools and communities.

101 S.W. Main St., Ste. 500

Portland, OR 97204

Phone: 1-800-268-2275 or (503) 275-0131

Fax: (503) 275-0444

E-mail: safeschools@nwrel.org

Northwest Regional Educational Laboratory (NWREL)

www.nwrel.org

NWREL is the parent organization of the SafetyZone, a project of the Northwest Regional Educational Laboratory's Comprehensive Center, Region X. It provides information about coordination and consolidation of federal educational programs and general school improvement to meet the needs of special populations of children and youth, particularly those programs operated in the Northwest region, through the U.S. Department of Education. The Web site has an extensive online library containing articles, publications, and multimedia resources. It also has a list of other agencies and advocacy groups that addresses issues pertaining to, among other things, school safety issues as well as alcohol and drug abuse.

101 S.W. Main St., Ste. 500

Portland, OR 97204

Phone: (503) 275-9500

E-mail: info@nwrel.org

American Association of School Administrators (AASA)

www.aasa.org

AASA, founded in 1865, is the professional organization for more than 14,000 educational leaders across America and in many other countries. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest-quality public education for all children.

1801 N. Moore St.

Arlington, VA 22209-1813

Phone: (703) 528-0700

Fax: (703) 841-1543

E-mail: webmaster@aasa.org

National Association of Elementary School Principals (NAESP)

www.naesp.org

The mission of the NAESP is to lead in the advocacy and support for elementary- and middle-level principals and other education leaders in their commitment to all children.

1615 Duke St.

Alexandria, VA 22314

Phone: 1-800-386-2377 or (703) 684-3345

National Association of Secondary School Principals (NASSP)

www.nassp.org

The mission of the NASSP is to promote excellence in school leadership. To this end, the NASSP provides members with a wide variety of programs and services to assist them in administration, supervision, curriculum planning, and effective staff development.

1904 Association Dr.
Reston, VA 20191-1537
Phone: (703) 860-0200

National Education Association (NEA)

www.nea.org

The NEA works to advance the cause of public education including school–community partnerships. The organization is active at the local, state, and national level. The Web site has links to useful resources.

1201 16th St., N.W.
Washington, DC 20036
Phone: (202) 833-4000
Fax: (202) 822-7974

National Middle Schools Association (NMSA)

www.nmsa.org

NMSA provides professional development, journals, books, research, and other valuable information to assist educators on an ongoing basis.

4151 Executive Pkwy., Ste. 300
Westerville, OH 43081
Phone: 1-800-528-6672
Fax: (614) 895-4750

National Staff Development Council (NSDC)

www.nsd.org

NSDC is the largest nonprofit professional association committed to ensuring success for all students through staff development and school improvement.

P.O. Box 240
Oxford, OH 45056
Phone: (513) 523-6029
E-mail: nsdcoffice@aol.com

Additional Readings

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Guide 1: Creating Schoolwide Prevention and Intervention Strategies

Guide 2: School Policies and Legal Issues Supporting Safe Schools

Guide 3: Implementing Ongoing Staff Development To Enhance Safe Schools

Guide 4: Ensuring Quality School Facilities and Security Technologies

Guide 5: Fostering School–Law Enforcement Partnerships

**Guide 6: Instituting School-Based Links With Mental Health
and Social Service Agencies**

Guide 7: Fostering School, Family, and Community Involvement

**Guide 8: Acquiring and Utilizing Resources To Enhance
and Sustain a Safe Learning Environment**



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