

School Climate

...schools must unabashedly teach students about such key virtues as honesty, dependability, trust, responsibility, tolerance, respect, and other commonly held values important to Americans.

— *National Association of Secondary School Principals, 1996*



Sixty-three percent of Maine high school students feel that their teachers really care about them and give them a lot of encouragement.

— *Maine Youth Risk Behavior Survey, 2001*

School Climate

School Climate

DEFINITION

School climate is the synthesis of policies, procedures, activities, programs, and facilities, both formal and informal, within a school infrastructure that affect the attitudes and behaviors of all people in the school — staff, students, parents, and visitors. Constant attention must be paid to the creation and continuation of a school climate that is warm, welcoming, supportive, and encouraging. School administrators play a key role in creating a positive working environment for staff, an environment that is conducive to learning and promotes students' healthy development, and an environment that welcomes families as partners (National Center on Addiction and Substance Abuse, 2001).

RATIONALE

A positive school climate constructs a solid foundation for a comprehensive learning experience and promotes academic excellence, personal growth, healthy interpersonal relationships, wellness and safety.

GUIDELINES:

1. Provide a physically, socially, and emotionally healthy environment in which students and staff are free from harassment, discrimination, and abuse.
2. Provide safety policies and procedures that support personal safety and a violence/harassment-free environment and appropriate training for students and staff.
3. Ensure that school buildings and grounds, structures, buses and equipment are accessible to all, meet current standards, and are kept inviting, clean, safe, and in good repair.
4. Provide opportunities for meaningful student participation, peer-led activities, and activities encouraging global citizenship within a democratic school community.
5. Provide an environment free from the risks associated with substance use.
6. Promote a variety of partnerships involving and benefitting youth, families and community members.
7. Provide opportunities for students and staff to learn about and use dispute/conflict resolution tools and positive behavior supports that promote an environment focused on keeping students in class and in school.

School Climate

GUIDELINE 1: Provide a physically, socially, and emotionally healthy environment in which students and staff are free from harassment, discrimination, and abuse.

RATIONALE

A school that has appropriate policies prohibiting harassment, bullying, discrimination and abuse potentially provides a strong foundation for creating an environment that is free of negative and harmful behaviors and attitudes. A physically, socially and emotionally healthy environment helps students and staff to focus fully on learning and enables them to perform to their capabilities academically, interpersonally, athletically, and in other ways (US Department of Education, 1999).

INDICATORS:

- A. A confidential system is established for students to report harassment and abuse.
- B. School staff communicate in ways that show respect for students.
- C. Students communicate in ways that show respect for school staff and their peers.
- D. School staff ensure that no students are harassed.
- E. The school has a formal peer mediation program.
- F. All students are respected by school staff and peers regardless of their achievement level.
- G. All students consider school a safe and secure place where they can be successful.
- H. Large schools are organized into smaller units/houses so that all students can develop a better sense of belonging.
 - 1) School grounds and play areas are supervised before and after school, during recesses and at lunchtime.
 - 2) Extra-curricular activities are provided to meet the interests of diverse groups.
- I. School brochures, textbooks and trade books, bulletin boards and art displays show a diverse population and a non-gender-biased approach to professions/careers.
- J. School staff understand their responsibility to be observant of potentially discriminatory behaviors in classrooms, hallways and other before-, after-, and between-class gathering locations in the school and at school-sponsored functions.
- K. The school staff is aware of civil rights obligations for school-sponsored activities and on school buses.
- L. School administration and staff understand and fulfill their legal responsibilities to develop a process to provide an appropriate education to students in transition (homeless and migrant students, and those returning from correctional facilities, hospitalization or institutionalization).
- M. Information is distributed about individual rights and responsibilities, as well as pertinent laws and policies; for example:
 - 1) The district informs the school community about the protections in the Maine Civil Rights Act and the Maine Human Rights Act.

School Climate

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- 2) Staff, parents and students are informed about the school's non-discrimination statement, sexual harassment policy and grievance procedures in handbooks and other documents distributed by the district.
 - 3) The community at large receives annual notification of the district's non-discrimination policies.
 - 4) The sexual harassment policy is posted prominently in the school.
 - 5) Students, staff and parents are informed of the name, phone number and pertinent responsibilities of the Affirmative Action Officer and 504 Coordinator.
 - 6) The school administration and special education staff inform parents, in a manner that they understand, of their procedural safeguards under IDEA, Chapter 101 and Section 504.
 - 7) The district has a superintendent's complaint process in place and ready to be used, and informs parents of its availability.
 - 8) The district informs parents and staff about the spectrum of grievance and complaint procedures available to them.
- N. Appropriate policies are developed; for example:
- 1) The school has a written harassment policy that applies to students and staff.
 - 2) The school has a written sexual harassment policy that applies to students and staff (Title IX for State and Federal Government).
 - 3) The school has a written non-discrimination statement (Vocational Education Guidelines, Notification).
 - 4) The school has a written policy and procedure document that ensures that all cases of suspected child abuse and/or neglect involving students under age 18 are reported to the Maine Department of Human Services at 1-800-452-1999.
 - 5) The school has a written policy and procedure for intervention in a crisis.
- O. Appropriate steps regarding Affirmative Action and Section 504 have been taken; for example:
- 1) The district has an Affirmative Action Plan.
 - 2) The school has an Affirmative Action Officer, and a 504 Coordinator who is designated for and empowered to carry out the district's non-discrimination policies (per State law).
 - 3) The district is aware of and ready to fulfill all of its Section 504 responsibilities to students and staff.
- P. Appropriate steps regarding English as a Second Language (ESL) have been taken; for example:
- 1) The district provides pertinent school information, in a language parents can comprehend, to parents who have limited proficiency in English.
 - 2) The district has a Lau Plan that describes in policy form its responsibilities to students and parents who are from a non-English language background and who have limited proficiency in English.
 - 3) The district has a certified English-as-a-Second-Language teacher on staff to serve students who have limited proficiency in English (if applicable).
 - 4) The district has a list of native language translators/interpreters and American Sign Language interpreters to translate school documents and to provide translation

School Climate

services in school meetings, such as Pupil Evaluation Teams (PETs) and parent-teacher conferences, for parents who have limited proficiency in English.

- Q. School district personnel are aware of the Family Education Rights and Privacy Act (FERPA) confidentiality requirements and adhere to them in all aspects of educational records and information; for example:
- 1) The district is aware of and ready to fulfill all of its FERPA responsibilities to students and their parents.
 - 2) All student-related and sensitive documents are locked in desks or file cabinets or are maintained in a controlled access area.
 - 3) Discussion of the student, his/her family and/or any of their issues is never permitted unless it is material to the performance of the job.
 - 4) Careless talk about the student is avoided on and off the job, especially in staff rooms, cafeterias, hallways and elevators.
 - 5) School staff understand and follow a policy that other staff members and neighbors do not have a “need to know” about any issue involving a student and/or his/her family.
 - 6) School staff understand and follow a policy regarding a student’s return to school following an absence for physical or mental illness, in which:
 - a) The school files a letter from the student’s medical or mental health provider which indicates any special considerations needed to assist the student;
 - b) Discussion of the student’s condition among school staff is only on a need-to-know basis.
- R. The school follows the Chapter 101 regulations for children with disabilities identified under IDEA.

GUIDELINE 2: Provide safety policies and procedures that support personal safety and a violence/harassment-free environment and appropriate training for students and staff.

RATIONALE

A school that has safety procedures and appropriate training for students and staff will respond quickly and effectively to safety risks and crises.

INDICATORS:

- A. Students are taught communication strategies that convey respect for others.
- B. Students are taught a process to use for resolving conflicts peacefully.
- C. The school evaluates teaching material for biases based on gender, race, disability, age, and similar characteristics.
- D. School staff receive appropriate training; for example:

School Climate

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- 1) Staff receive training in communication strategies that convey respect for others.
 - 2) The school's Affirmative Action Officer has been adequately trained to conduct complaint investigations.
 - 3) The district provides sexual harassment prevention training to all new staff within the first year of employment.
 - 4) The Local Education Agency (LEA) ensures that contracted employees (such as bus drivers and some special-education service providers) have received sexual harassment prevention training.
 - 5) The district/school provides ongoing anti-bullying and sexual harassment prevention training for staff.
 - 6) All staff are provided in-service training on recognizing, reporting and responding to the child victim of abuse and neglect.
 - 7) Staff receive training in dispute/conflict resolution.
- E. Resources are dedicated to both student skill-building and staff development.
- F. All staff and students are given information and training in specific OSHA safety procedures and policies that apply to all areas of work and school, including but not limited to:
- 1) Bloodborne pathogens.
 - 2) Body mechanics.
 - 3) Fire safety.
 - 4) Hazard communication (including chemical safety).
 - 5) Emergency Response Plan.
 - 6) Egress procedures.
 - 7) "Physical Environment Standards."
 - 8) Safety and security.
 - 9) Other state and federal safety standards as determined by a comprehensive safety assessment.
 - 10) Additional training on hazards related to applied technology area for Applied Technology staff and students.
- G. The school has a safety plan that includes:
- 1) Site assessments, including the following factors:
 - a) physical
 - b) social
 - c) economic
 - d) local political environment
 - e) cultural diversity
 - f) physical features and school layout—the establishment of baseline measures for security, safety and orderliness
 - g) policies and procedures
 - 2) Specific issues and concerns of the community
 - 3) Review of federal, state and local statutes that relate to student management and school order.
 - 4) A crisis response team.
 - 5) A strategy of paying attention to the physical design of a school as well as implementing techniques to help secure it.
 - 6) Strong consideration of Maine's *Common Core of Learning* and Maine's *Learning Results*

School Climate

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- 7) An accountability statement of safety responsibilities of students and staff.
 - 8) Oversight of safety procedures for on-site building contractors.
 - 9) Suicide prevention, intervention, and postvention programs.
 - 10) Response to incidents of violence on school property.

H. Positive discipline plans are in place that include:

- 1) Providing an inviting atmosphere to all students, staff and community members.
- 2) Providing a nurturing environment for students, staff and community members.
- 3) The participation of all students annually in training that allows them to describe/resolve any conflicts in a positive manner.
- 4) Peer mediation programs.
- 5) Expectations that are clearly identified.
- 6) Positive consequences.
- 7) Policies that produce changes in the climate and culture of the school so that problems and classroom disturbances are dealt with fairly and consistently.

GUIDELINE 3: Ensure that school buildings and grounds, structures, buses and equipment are accessible to all, meet current standards, and are kept inviting, clean, safe, and in good repair.

RATIONALE

A healthy physical environment promotes learning, productivity, comfort, good health, and safety for students, staff and visitors, and thus provides an optimal learning environment within the school.

INDICATORS:

All school staff have ready access to healthy school environment policies and procedures.

- A. The school has attractive, safe and clean facilities.
- B. Student bathrooms are equipped with running water, soap, paper towels and toilet paper at all times.
- C. Buildings, grounds and play areas are in good repair.
- D. Students help to keep their school clean and safe.
- E. Students respect and care for their own property.
- F. Students respect and care for the property of other students.
- G. Approved soft surfaces are beneath all playground equipment.
- H. School grounds and play areas are supervised before and after school, during recesses and at lunchtime.

See “Physical Environment Guidelines” for specific guides and indicators for this topic.

School Climate

GUIDELINE 4: Provide opportunities for meaningful student participation, peer-led activities, and activities encouraging global citizenship within a democratic school community.

RATIONALE

A school that provides opportunities for meaningful student participation and decision-making, peer-led activities, and leadership opportunities within the school community creates a sense of ownership of and connectedness to the school, enhances individual empowerment, and develops useful life skills. When students have a “true voice” in the school community, behavior problems such as alienation and anti-social behavior often decrease and participation levels increase.

INDICATORS:

- A. School administrators and staff help students “belong” to the school by providing the means for active student participation.
- B. School administrators and staff promote collaborative relationships among staff, students, parents, and community members, and involve these groups in identifying problems and developing solutions to improve the school climate.
- C. School governance policies and procedures reflect involvement of all types of students.
- D. The school has clear formal and informal guidelines for student and staff behavior that are fairly and consistently enforced, and which allow for resolution of issues within the school setting.
- E. Students plan and conduct school and community service and service-learning activities and projects that enhance the image of the school and increase student morale and self-image.
- F. The school has a Student Leadership Team that meets on a regular basis for input into school climate policy-making.
- G. The school has a Conflict Resolution/Crisis Team, composed of school staff, student leaders, and parents, that meets on a regular basis to develop proactive policies which deal with specific behavioral issues in the school setting.
- H. The school allows student leaders to assist school staff in developing student behavioral interventions that allow for offending students to safely remain in the school setting, when possible.
- I. The school provides annual opportunities for students and parents to offer written and oral evaluative input on the school’s behavioral support policies. Measurements might include the following:
 - 1) Number and type of planned school and community service and service-learning projects to be conducted during the school year.
 - 2) Development and maintenance of school climate policy (for example, School climate policy group meets a specified number of times per school year; minutes from meetings).

School Climate

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- 3) Existence of school Conflict Resolution/Crisis Team, schedule of regular meetings during the school year, and written policies which guide interventions.

GUIDELINE 5: Provide an environment free from the risks associated with substance use.

RATIONALE

Alcohol, tobacco, and other drug (ATOD) use, abuse, and dependency are among today's major community problems. Substance abuse impairs students' ability to learn and to develop emotionally and socially. It is associated with poor academic performance, truancy, violence, and other problematic behaviors. The school, in its role as a community institution, can address this problem by establishing policies and procedures for chemical dependency education, prevention and early intervention that apply to both students and employees.

INDICATORS:

- A. The school has established standards of conduct related to substance abuse that are consistent with local, state, and federal law, and uniformly enforces those standards.
- B. The school has established a tobacco-free school environment that not only keeps students safe from second-hand smoke, but also is free from tobacco use and advertising.
- C. The school provides after-school activities and functions where students can have fun in an environment that is free of controlled substances.
- D. The school offers or directs students and staff to intervention services, including tobacco cessation classes, to deal with chemical dependency.
- E. Clear consequences are stated in student, staff, and parent handbooks for possession, use, and sale of controlled substances by students and staff, and these consequences have been explained to students, staff, and families.
- F. Drug-free signage is in place in all buildings and grounds.
- G. The school uses developmentally appropriate K-12 health education curricula that include substance abuse prevention.
- H. The school provides prevention and early intervention programs in accordance with U.S. Department of Education's *Principles of Effectiveness* (1998).
- I. A trained Student Assistance Team is in place to identify students in need of intervention services.
- J. There is a qualified substance abuse counselor available to each school.
- K. The school has an active Safe and Drug-Free Schools and Communities Advisory Board that includes members from all sectors of the community.
- L. Policies are in place for student attire.

School Climate

GUIDELINE 6: Promote a variety of partnerships involving and benefitting youth, families and community members.

RATIONALE

Well-planned and consistent involvement of youth, parents and other community members promotes the academic, social and emotional growth of students. When parents are involved in their children's education, those students have higher grades, higher test scores and better attendance, and complete their homework assignments more regularly. Schools with high levels of parent involvement have more support from families and improved reputations in the community. Negative student behaviors, such as substance abuse and anti-social behavior, decrease with increased parent involvement (Maine Department of Education, 1990; National Parent-Teacher Association, 1998 & 1999).

One way to involve students is through service learning. Service learning is a form of experiential education that balances meaningful service to a school and/or community with academic learning, personal growth and civic responsibility.

INDICATORS:

- A. School administrators and staff encourage and welcome collaborative relationships among school staff, students, parents and community members.
- B. Parent input is sought as part of the school's decision-making process regarding ongoing issues and setting new directions.
- C. School faculty keep parents informed of their children's progress, and request parents' assistance in preventing students' academic and social problems.
- D. Schools have policies that appropriately involve parents/guardians in a crisis.
- E. Parents and community members are encouraged to volunteer in the classroom.
- F. Opportunities are promoted and provided for parents and community members to be involved in extra-curricula activities.
- G. Two-way communication exists between home and school on student progress and school-wide activities.
- H. Schools link students and their families to programs and resources in the community for needed support services.
- I. Parenting skill development is promoted and supported.
- J. Parents are encouraged to play an integral role in their children's learning.
- K. Schools teach and model life skills such as conflict resolution, problem-solving, and decision-making. Parents model and support teaching these skills, and hold students accountable.
- L. Schools encourage parents to model and consistently enforce acceptable behaviors. Parents establish clear and appropriate behavior expectations for their children in school and at home.

School Climate

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- M. Local businesses and agencies are utilized as resources for community service learning. Local employers respect student learning needs and observe child labor laws. Local employers also have policies that allow parents to participate in school activities.
 - N. Schools participate in community activities that are family-friendly.

See “Youth, Parent, Family and Community Involvement Guidelines” for more information on this topic.

GUIDELINE 7: Provide opportunities for students and staff to learn about and use dispute/conflict resolution tools and positive behavior supports that promote an environment focused on keeping students in class and in school.

RATIONALE

A school that strives to keep students in school instead of removing them will be a place where all students feel they “belong”. A school that is focused on positive discipline will be a place where children are taught to use dispute resolution tools to resolve problems.

INDICATORS:

- A. The school develops and uses positive behavior supports.
- B. Students and parents are integrally involved in developing the behavior code and discipline policy.
- C. Keeping students in school is a major goal of the school program (no “throw-away” kids).
- D. Parents are informed about student conduct policies at the beginning of every school year.
- E. Students are informed about conduct policies at the beginning of every school year.
- F. School discipline is developmentally appropriate and equitably applied for all students.
- G. A Behavior Intervention Plan, based on a Functional Behavior Assessment, is provided for every student who requires it (without regard to Special Education status). The plan addresses the specific needs of the student, includes pro-social skills-related goals and objectives, and is based on a commitment to keep the student in school.
- H. The school follows Chapter 101 rules for the Pupil Evaluation Team decision-making process.
- I. The school uses a democratic approach in classrooms, faculty meetings and other school venues.
- J. The district fully understands the Least Restrictive Environment spectrum for students who are disabled.

School Climate

STATE CONTACTS AND RESOURCES

Intentional Injury Prevention Youth Violence Prevention Suicide Prevention	Cheryl DiCara Department of Human Services Tel: 287-5362 Fax: 287-3993 E-Mail: Cheryl.dicara@state.me.us
Safe & Drug Free Schools Violence Prevention	Linda Trahey Office of Substance Abuse Tel: 287-8904 Fax: 287-8910 E-Mail: linda.trahey@state.me.us
Outright Safe Schools	Sally Lou Patterson Department of Human Services Tel: 287-6448 Fax: 287-6865 E-Mail: sallylou.patterson@state.me.us
Tobacco-Free School Policy	Mary Bourque Department of Human Services Tel: 287-5625 Fax: 624-4631 E-Mail: mary.t.bourque@state.me.us

Bully-Free Maine

Information on bullying prevention training and a survey of Maine third-graders
<http://lincoln.midcoast.com/~sauflers/index.htm>

Drug Abuse Resistance Education (D.A.R.E.)

Mary Lucia, State D.A.R.E. Coordinator
 Maine Criminal Justice Academy
 Waterville, ME
 (207) 877-8020

Gay, Lesbian, and Straight Education Network (GLSEN)

Downeast Maine chapter
 Tel: (207)359-2347,
 National GLSEN (212)727-0135

Maine Coalition Against Sexual Assault

Cyndi Amato, Executive Director
 Tel: (207) 626-0034

Maine Coalition to End Domestic Violence (MCEDV)

The MCEDV state office assists in conducting activities that promote family violence intervention and prevention and increase public awareness of the problem. Part of this mission is to encourage representatives of the state, municipalities, law enforcement agencies, schools, and

School Climate

the private sector to become involved in planning strategies for the development of coordinated community response. For more information, contact Tracy Cooley, State Coordinator, at 941-1194.

Maine Department of Behavioral and Developmental Services

Office of Substance Abuse Information Resource Center
1-800-499-0027

Maine Department of Education

Student Assistance Team Unit
Roger Richards
Tel: (207) 624-6683

Maine Department of Human Services

Bureau of Health
Division of Community and Family Health
Maine Injury Prevention Program
Tel: (207) 287-5362, or toll-free 1-800-698-3624

Maine Safe Schools Resource Collaborative (MSSRC)

MSSRC is an initiative consisting of four organizations: GLSEN – Gay, Lesbian, Straight Education Network/Southern Maine, PFLAG –Parents, Families and Friends of Lesbians and Gays, Outright, and Maine Speakout Project. These four organizations are committed to helping Maine schools become safe places where every family can belong, every educator can teach, and where every child can learn, regardless of gender identity or sexual orientation. The Collaborative produced the 1999 Maine Safe Schools Resource Guide and offers training and speakers to teachers, administrators, parents, and counselors. Contact the Collaborative at PO Box 15303, Portland, ME 04112-5303, phone 879-0480, email: MSOProject@aol.com

Maine State Police Safe Schools Program

Safe Schools is conducted by members of the Maine State Police as a community service for school administrators, school personnel, and school bus drivers. This initiative, adapted from the New York State Police, provides five one- (1) hour sessions on the issue of school safety. Topics include Awareness, Prevention, Effective Response, Incident Management Planning and Effects of Domestic Violence. Contact your nearest Maine State Police Barracks for more information.

Maine Youth Suicide Prevention Program

Maine Injury Prevention Program
Tel: (207) 287-5356 or 1-800-698-3624

Partnership for a Tobacco-Free Maine

151 Capitol Street; 11 State House Station
Augusta, Maine 04333
Tel: (207) 287-2645
www.tobaccofreemaine.org

School Climate

RTI Violence Collection Project

Linda Williams or Linda Phillips
(208) 287-8900

Safety Works

Maine Department of Labor
Tel: (207)624-6400

University of Maine at Orono

Comprehensive School Health Resource Center
Tel: (888) 848-1685

TECHNICAL ASSISTANCE:

Center for the Study and Prevention of Hate Violence

University of Southern Maine
120 Bedford Street, PO Box 9300
Portland, ME 04104
Tel: (207)780-4756
<http://cphv.usm.maine.edu>

Civil Rights Team Project

Department of the Attorney General,
6 State House Station, Augusta, ME 04333,
Tel: (207) 626-8417

Maine Law and Civics Education

University of Maine School of Law
246 Deering
Portland, ME 04102
(207) 780-4159
www.law.usm.maine.edu/mlce

Maine Youth Suicide Prevention Program

Program information from:
Department of Human Services
Bureau of Health
#11 State House Station, 331 Water Street
Augusta, ME 04333
Tel: (207) 287-5362
<http://www.state.me.us/suicide>

School Climate

Peace Studies Program

University of Maine
5725 East Annex
Orono, ME 04469-5725
(207) 581-2609

Peer Leader Program

Peoples Regional Opportunities Program
510 Cumberland Ave.
Portland, ME 041
Tel: (207) 874-1140

Safe Schools

Sally Lou Patterson
(207)287-6448

NATIONAL RESOURCES:

American Academy of Pediatrics

141 Northwest Point Blvd.
Elk Grove, IL 60007-1098
(847) 228-5005

American Association of Suicidology

Suite 310, 4201 Connecticut Ave. NW
Washington, DC 20008
(202) 237-2280
<http://www.suicidology.org/>

American School Counselor Association

<http://www.schoolcounselor.org/national.htm>

Center for the Prevention of School Violence

20 Enterprise Street, Suite 2
Raleigh, North Carolina 27607-7375
Tel: (800)299-6054

Center for School Mental Health Assistance

University of Maryland at Baltimore
680 W. Lexington, 10th floor
Baltimore, MD 21201-1570 <http://csmha.ab.umd.edu>

School Climate

Center for the Study and Prevention of Violence

Institute of Behavioral Science
University of Colorado at Boulder
Campus Box 442
Boulder, CO 80309-0442
(303) 492-8465
<http://www.colorado.edu/cspv>

Centers for Disease Control and Prevention

National Center for Injury Prevention and Control

Mailstop K65, 4770 Buford Highway NE
Atlanta, GA 30341-3724
(770) 488-1506
<http://www.cdc.gov/ncipc>

Children's Safety Network

National Injury and Violence Prevention Resource Center
Education Development Center
55 Chapel Street
Newton, MA 02158
Tel: (617) 969-7100
Also: National Center for Maternal and Child Health
(703) 524-7802

Committee for Children

2203 Airport Way S., Suite 500
Seattle, WA 98134-2027
(800) 634-4449
<http://www.cfchildren.org>

Educators for Social Responsibility

23 Garden St
Cambridge, MA 02138
(617) 492-1764
<http://www.esrnational.org/>

Gay, Lesbian and Straight Education Network

121 West 27th St., #804
New York, NY 10001
(212) 727-0135
<http://www.glsen.org/>

School Climate

National Education Association

Safe & Effective Schools – teleconferences – 4 videotapes
Contact: Information & Resource Center
Tel: 1-800-499-0027

National Resource Center for Safe Schools (NRCSS)

101 SW Main, Suite 500, Portland OR 97204
Tel: (503)275-0131 or Toll Free: (800)268-2275
FAX: (503)275-0444

National School Safety Center

141 Duesenberg Drive, Suite 11
Westlake Village, California 91362
Tel: (805)373-9977
<http://www.nssc1.org>

Office of Substance Abuse Information & Resource Center

Tel: 1-800-499-0027 or (207)287-8900
TTY/TDD (207)287-4475 or 1-800-215-7604

Safe and Drug-Free Schools Program

U.S. Department of Education
400 Maryland Avenue, S.W., 3E314
Washington, DC 20202-6123
Tel: (202)260-3654
<http://www.ed.gov/offices/OESE/SDFS/>

Safe Schools/Healthy Students Initiative

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-0498
Tel: (800)872-5327
<http://165.224.220.66.inits/FY99/sdfshapp.html>

Substance Abuse and Mental Health Services Administration

U.S. Department of Health and Human Services
105 Parklawn Building, Fishers Lane
Rockville, MD 20857
(301) 443-4795
<http://www.samhsa.gov/>

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School Climate

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- US Department of Justice, Office for Victims of Crime. (1999) *The Community Crisis Response Team Training Manual*. <http://www.ojp.usdoj.gov/ovc/infores/crt/pdfwelc.htm>

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