CREATING SAFE AND SUPPORTING SCHOOLS
AN ALBERT SHANKER INSTITUTE SEMINAR SERIES FOR UNION LEADERS,
POLICY EXPERTS, AND SUPERINTENDENTS
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FRAMING THE SOLUTIONS

Developing Safe, Supportive and Effective Schools:
Facilitating Student Success to Reduce School Violence
David Osher and Kevin P. Dwyer, American Institute for Research, Washington, DC
Shane R. Simpson and Jacqueline A. Brown, University of California, Santa Barbara

This article argues that the risk and protective considerations one must take into account regarding academic, social and behavioral problems are often 'intertwined" and that issues in one domain are related to and impact issues in another. Accordingly, a safe, effective school must align safety, student support and academic achievement "across individual, classroom, school and, ideally, community levels." In this complex context, the article is offers a comprehensive approach to achieving alignment.

Eliminating Excessive and Unfair Exclusionary Discipline in Schools:
Policy Recommendations for Reducing Disparities
Daniel Losen, Damon Hewitt, and Ivory Toldson, Discipline Disparities: A Research-to-Practice Collaborative.*

After outlining the research on major disparities in the application of school discipline among groups of students, which disadvantage minority, LGBT and ELL children (especially males), this policy brief goes on to make specific district, state, and federal policy recommendations. Suggestions are offered for program implementation, oversight, data gathering, funding, and public reporting.

How Educators Can Eradicate Disparities in School Discipline:
A Briefing Paper on School-Based Interventions
Anne Gregory, James Bell and Mica Pollock. Discipline Disparities: A Research-to-Practice Collaborative.*

Another in the Collaborative's policy paper series, this paper provides recommendations on effective intervention measures that build on best research and practice. Interventions to prevent conflict and to intervene when conflict occurs are both addressed in detail, starting with basic principles. For example, conflict *prevention* principles include: 1) Building Supportive Relationships; 2) Creating an environment of Academic Rigor; 3) Employing Culturally Relevant and Responsive Teaching; 4) Creating Bias-free Classrooms and Respectful School Environments. Similarly, the principles of conflict *intervention* include, 1) Inquiry into the Causes of Conflicts; 2)Problem-solving Approaches to Discipline; 3) Recognition of Student and Family Voice and their Perspectives on Conflicts' Causes and Solutions; 4) Re-integration of Students after Conflict.

School Climate, Student Success and the Role of School-Based Health Care
Center for School, Health and Education, American Public Health Association. Revised September 6, 2011.

This brief outlines the under-appreciated impact of overall school climate on the health, safety, and educational outcomes of all students, not simply those students typically thought to be "problem" kids. School climate has been defined as "the quality and character of school life." It encompasses the internal social norms, values, organization, and teaching and learning practices within the school. Among the considerations raised include the special vulnerability of young people to their environment, the length of time students spend in the school environment, and their self-perceived lack of power to make changes in a negative situation.

The Vital Role of School-Based Health Centers in Creating a Violence-Free School Environment
Center for School, Health and Education, American Public Health Association. Revised September 6, 2011.

This brief argues that issues of school violence, including bullying (and cyberbullying), fighting, use of weapons, gang actions, and self-violence (suicide and depression), can be addressed by the deployment of School-based Health Centers, which can serve as a resource, haven, and source of educational programs for students and faculty.

*Discipline Disparities Research-to-Practice Collaborative, a group of 26 nationally known researchers, educators, advocates, and policy analysts, came together to address the problem of disciplinary disparities. The policy paper series was overseen by the Equity Project, Center for Evaluation and Education Policy, Indiana University. *Supported by the Atlantic Philanthropies and the Open Society Foundations.*