Resources to Support Improved School Climate

This resource document descriptions and links to a variety of guides, briefs, tools, and websites by school climate content area: programmatic interventions, measures, school climate (engagement, environment, and safety), and special populations.

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Programmatic Interventions

Alcohol Screening and Brief Intervention for Youth: A practitioner's guide provides tools to quickly identify youth at risk for alcohol-related problems. NIAAA developed the Guide and Pocket Guide in collaboration with the American Academy of Pediatrics, a team of underage drinking researchers and clinical specialists, and practicing health care professionals. Downloaded March 27, 2012 from http://pubs.niaaa.nih.gov/publications/Practitioner/YouthGuide/YouthGuide.pdf

American School Counselor Association National Model provides information on developing a school counseling program based on this framework can improve student achievement. Downloaded on March 8, 2011 from http://www.ascanationalmodel.org/

The *Center on the Social and Emotional Foundations for Early Learning (CSEFEL)* is a national resource center that disseminates research and evidence-based practices to early childhood programs across the country. CSEFEL focuses on promoting the social-emotional development and school readiness of young children birth to age 5. Downloaded on April 6, 2012 from http://csefel.vanderbilt.edu/

The *Comprehensive Centers Program (CCP)* supports 21 comprehensive centers to help increase state capacity to assist districts and schools meet their student achievement goals. The 16 regional centers provide services primarily to state education agencies (SEAs) to enable them to assist school districts, regional education agencies, and schools, especially low performing schools. At a minimum, each regional center provides training and technical assistance in: the implementation and administration of education programs; the use of scientifically valid teaching methods and assessment tools in mathematics, science, reading and language arts, English language acquisition, and educational technology; and facilitating communication between education experts, school officials, teachers, parents, and librarians. In addition, the centers disseminate information and reports on improving academic achievement, closing achievement gaps, and sustaining school improvement to schools, teachers, parents, and policymakers. Five content centers focus on specific areas, with one center in each of five areas: accountability, instruction, teacher quality, innovation and improvement, and high schools. Downloaded on March 3, 2011 from http://www2.ed.gov/programs/newccp/index.html

Connecting Social and Emotional Learning with Mental Health discusses how mental health and social and emotional development can be promoted in schools and communities to improve academic outcomes and the overall success of learners. It highlights how several Safe School/Healthy Students initiatives have implemented SEL programming and offers programming strategies for project directors, principals, teaching staff, and community mental health providers. Downloaded on April 2, 2012 from http://casel.org/wp-content/uploads/2011/04/SELandMH.pdf

Creating Safe and Drug-Free Schools is an action guide that focuses on creating and sustaining a team process to create safe schools for children. Downloaded on April 2, 2012 from https://www.ncjrs.gov/pdffiles/safescho.pdf

The *Cultural and Linguistic Competence (CLC) Toolkit* features three important aspects of cultural and linguistic competence for the Safe School/Healthy Students Initiative: Organizational structure, engagement, and services/activities/interventions. The toolkit includes benchmarks that grantees can use to gauge their

level of implementation in each of the three areas. It also includes corresponding resources that grantees can use to move their initiatives to the next level of implementation. Downloaded on March 8, 2011 from http://www.promoteprevent.org/implementing/cultural-and-linguistic-competence-clc-toolkit

Designing for diversity: How educators can incorporate cultural competence in programs for urban youth is a guide to creating programs with cultural competence in mind. Downloaded on April 2, 2012 from http://www.csuprofessionaldevelopment.com/images/pdfs/DesigningForDiversity.pdf

Eleven Principles of Effective Character Education incorporates current movements within education and the best practices being implemented in National Schools of Character model schools and districts. The document also includes key indicators that outline what constitutes an exemplary level of implementation --- curriculum integration to extra-curricular activities, from parent and community partnerships to staff development. Downloaded 0n March 8, 2011 from http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf

Engaging Families in Safe Schools/Healthy Students Initiatives presents challenges faced by Schools/Healthy Students Initiatives in not only *involving* but *engaging* parents (and how the two are different). Building on best practices in the field, available research, and "lessons learned", the guide also suggests strategies for bringing families into SS/HS partnerships and engaging them in a meaningful and authentic way. Downloaded on March 8, 2011 from http://www.promoteprevent.org/publications/prevention-briefs/engaging-families-safe-schoolshealthy-students-initiatives

FindYouthInfo is a federal Web site that provides interactive tools and other resources to help youth-serving organizations and community partnerships plan, implement, and participate in effective programs for youth. Downloaded on February 28, 2011 from www.findyouthinfo.gov

Focus on Prevention is a guide to help a wide range of groups and communities move from concerns about substance abuse to practical solutions. Downloaded on March 8, 2011 from http://store.samhsa.gov/shin/content/SMA10-4120/SMA10-4120.pdf

The *Guide for Positive Behavioral Interventions and Supports (PBIS*) provides an overview of PBIS, including the steps involved in initiating this program in schools and communities. Downloaded on March 8, 2011 from http://www.promoteprevent.org/publications/pp-guides/positive-behavioral-interventions-and-supports-pbis-guide

Health Education Curriculum Analysis Tool can be used to conduct an analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of Effective Health Education Curricula. The HECAT results can help schools select or develop appropriate and effective health education curricula and improve the delivery of health education. The HECAT can be customized to meet local community needs and conform to the curriculum requirements of the state or school district. Downloaded on March 8, 2011 from http://www.cdc.gov/HealthyYouth/hecat/

Healthy Youth Program Evaluation Resources provides a wealth of handbooks, newsletters, briefs, tutorials, and tools to assist through the twists and turns of program evaluation. Downloaded on March 8, 2011 from http://www.cdc.gov/HealthyYouth/evaluation/resources.htm

HealthySEAT is a free, completely customizable software tool to help school districts establish and manage comprehensive school facility self-assessment programs. Downloaded on March 8, 2011 from http://www.epa.gov/schools/

Indoor Air Quality Tools for Schools Action Kit shows schools how to carry out a practical plan to improve indoor air problems at little- or no-cost using straightforward activities and in-house staff. The Kit provides best practices, industry guidelines, sample policies, and a sample IAQ management plan. Downloaded on March 8, 2011 from http://www.epa.gov/iaq/schools/actionkit.html

Making It Happen! School Nutrition Success Stories tells the stories of schools and school districts that have implemented innovative strategies to improve the nutritional quality of foods and beverages sold outside of Federal meal programs. Downloaded on April 2, 2012 from http://www.fns.usda.gov/tn/resources/makingithappen.html

The *National Center on Response to Intervention's* mission is to provide technical assistance to states and districts and building the capacity of states to assist districts in implementing proven models for RTI/EIS. Downloaded on March 3, 2011 from http://www.rti4success.org/

Physical Education Curriculum Analysis Tool helps school districts conduct a clear, complete, and consistent analysis of written physical education curricula, based upon national physical education standards. The PECAT is customizable to include local standards. The results from the analysis can help school districts enhance existing curricula, develop their own curricula, or select a published curriculum, for the delivery of quality physical education in schools. Downloaded on March 8, 2011 from http://www.cdc.gov/HealthyYouth/PECAT/index.htm

The *Regional Educational Laboratories (RELs)* work to help educators and policy makers solve education problems in their states and districts. The 10 regional labs conduct scientifically valid research on education strategies, programs, and other relevant education issues, and develop publications and reports. Downloaded on March 3, 2011 from http://www2.ed.gov/about/contacts/gen/othersites/labs.html

Restorative Justice: Implementation Guidelines is a brief that outlines the steps for implementing restorative justice in a school or community. It also contains a link to an introductory brief for more information on the topic. Downloaded on March 27, 2012 from http://www.promoteprevent.org/node/3364

School Climate Improvement Process is based on a cyclical and continuous process of preparation, evaluation, understanding the evaluation findings and action planning, implementing the action plan, and re-evaluation and continuing the cycle of improvement efforts. National School Climate Center. Downloaded on March 8, 2011 from http://www.schoolclimate.org/climate/process.php

School Connectedness: Strategies for Increasing Protective Factors Among Youth presents six evidence-based strategies that could be implemented to increase students' sense of connectedness to school, along with specific actions that can be taken to implement each of the strategies. The audiences for this publication include school administrators, teachers, support staff, and parents, as well as others interested in promoting school connectedness. Downloaded on March 8, 2011 from www.cdc.gov/HealthyYouth/AdolescentHealth/connectedness.htm

School Health Index is a self-assessment and planning tool that enables a school to identify the strengths and weaknesses of its health and safety policies and programs; develop an action plan for improving student health and safety; and involve teachers, parents, students, and the community in improving school services. Downloaded on March 8, 2011 from https://apps.nccd.cdc.gov/shi/default.aspx

The *School Turnaround Learning Community* provides one-stop access to research-based practices and practical examples from states, districts, and schools inventing on-the-ground for school turnaround. The community includes focused groups that provide webinars, discussions, and resources; a resource library focused on building capacity, using data to support effective turnaround, and external partners; discussions created by and for users; and a member search to enable educators to find and interact with other members who have similar roles. Downloaded on April 6, 2012 from http://www.wested.org/cs/we/view/pj/592

Schools: An Overview of Energy Use and Energy Efficiency Opportunities incorporates components of the ENERGY STAR® Program for schools that provides incentives for integrating energy efficient and money saving technologies in school construction. Downloaded on March 8, 2011 from http://www.energystar.gov/ia/business/challenge/learn_more/Schools.pdf

Social and Emotional Learning (SEL) and Bullying Prevention is a brief that (a) provides a basic description of a school-wide SEL framework, (b) illustrates the relationship between social and emotional factors and bullying, and (c) explains how an SEL framework can be extended to include bullying prevention. Downloaded on April 2, 2012 from http://www.promoteprevent.org/publications/pp-guides/social-and-emotional-learning-and-bullying-prevention

The *State Implementation and Scaling up Evidence-based Practices (SISEP) Center* helps States establish adequate capacity to carry out effective implementation, organizational change, and systems transformation strategies to maximize the academic achievement and behavioral health outcomes of students statewide. Downloaded on March 3, 2011 from http://www.fpg.unc.edu/~sisep/

The *Technical Assistance Center on Social Emotional Intervention (TASCEI)* synthesizes extensive research on evidence-based practices into actual, everyday practices. As a result, decision-makers, caregivers, and service providers are provided with an enhanced awareness and understanding of and ability to use evidence-based practices to improve the social-emotional outcomes for young children with or at risk for delays or disabilities. Downloaded on April 6, 2012 http://www.challengingbehavior.org/

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates is a process for identifying, assessing, and managing students who may pose a threat of targeted violence in schools. The Guide includes suggestions for developing a threat assessment team within a school or school district, steps to take when a threat or other information of concern comes to light, consideration about when to involve law enforcement personnel, issues of information sharing, and ideas for creating safe school climates. Downloaded on March 8, 2011 from http://www.secretservice.gov/ntac/ssi_guide.pdf

Measures

Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools. Bullying, particularly among school-age children, is a major public health problem. This compendium provides researchers, prevention specialists, and health educators with tools to measure a range of bullying

experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences. The ability to measure bullying experiences broadly and completely is crucial to the success of any anti-bullying activities. This compendium represents a starting point from which researchers can consider a set of psychometrically-sound measures for assessing self-reported incidence and prevalence of a variety of bullying experiences. Downloaded on March 8, 2011 from
http://www.cdc.gov/violenceprevention/pub/measuring_bullying.html

Measuring Resilience and Youth Development: The Psychometric Properties of the Healthy Kids Survey presents a strong example of psychometric assessment. Downloaded on March 8, 2011 from
http://relwest.wested.org/research_reports/2

Measuring Student Engagement in Upper Elementary through High School: A Description of 21 Instruments is a compendium of tools to measure student engagement. It reviews the characteristics of 21 instruments that measure student engagement in upper elementary through high school; summarizes what each instrument measures, describes its purposes and uses, and provides technical information on its psychometric properties. Retrieved on March 27, 2012 from
http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf

School Climate: Engagement, Environment, and Safety

General Resources

Kids.gov is the official kids' portal for the U.S. government. It links to over 2,000 web pages from government agencies, schools, and educational organizations, all geared to the learning level and interest of kids. Downloaded on March 3, 2011 from http://kids.gov/

National School Climate Standards Benchmarks to Promote Effective Teaching, Learning and Comprehensive School Improvement is a framework comprised of five standards that support effective school climate improvement efforts. National School Climate Center. Downloaded on March 8, 2011 from
http://www.schoolclimate.org/climate/documents/school-climate-standards-csee.pdf

The Regional Educational Laboratories (RELs) work to help educators and policy makers solve education problems in their states and districts. The 10 regional labs conduct scientifically valid research on education strategies, programs, and other relevant education issues, and develop publications and reports. Downloaded on March 3, 2011 from http://www2.ed.gov/about/contacts/gen/othersites/labs.html

Safe and Supportive Technical Assistance Center is a new technical assistance center designed to promote safe and supportive schools. The TA center provides customized technical assistance, or direct assistance, and training to several stakeholders—state administrators, district/school administrators, teachers, school support staff, communities and families, and students—to improve conditions for learning. In particular, the Center can help address disruptive behaviors in school(s) such as bullying, harassment and violence, and substance use. The primary areas of support the Center provides include climate measurement and program implementation. Downloaded on March 3, 2011 from
http://www2.ed.gov/programs/safesupportiveschools/index.html

School Climate Webinar Series, provided by the Safe and Supportive Schools Technical Assistance Center, covers a wide variety of topics related to improving conditions for learning (e.g., preventing disruptive behaviors such as bullying, harassment and violence, and substance abuse). There are currently three webinar series, focused on surveys, school climate, and program implementation. Downloaded on March 8, 2011 from http://safesupportiveschools.ed.gov/index.php?id=9

School Climate Implementation Webinar Series is provided by the Safe and Supportive Schools Technical Assistance Center to assist educators with each stage of program implementation aimed at improving school climate. Downloaded on April 6, 2012 from http://safesupportiveschools.ed.gov/index.php?id=9

School Climate Webinar Series is provided by the Safe and Supportive Schools Technical Assistance Center to assist educators in understanding all facets of school climate. Downloaded on April 6, 2012 from http://safesupportiveschools.ed.gov/index.php?id=9

The *Technical Assistance ALLIANCE for Parent Centers (the ALLIANCE)* is an innovative partnership of one national and six regional parent technical assistance centers. A major goal of the ALLIANCE National PTAC is to build the capacity of Parent Centers in order to improve results for children with disabilities ages 0 -26 in rural, urban and suburban areas and from underrepresented and underserved populations. Downloaded on March 3, 2011 from http://www.parentcenternetwork.org/national/aboutus.html

The *Twelve Dimensions of School Climate* suggests that there are four major areas that school climate assessment needs to include: Safety, Relationships, Teaching and Learning, and the External Environment. Each of these areas includes a series of sub scales of indicators. Downloaded on March 8, 2011 from http://www.schoolclimate.org/programs/documents/dimensions_chart_pagebars.pdf

Engagement

Relationships

Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures provides a comprehensive list of tools to measure social-emotional learning and the context in which this occurs. Downloaded on March 27, 2012 from http://casel.org/wp-content/uploads/2011/04/Compendium_SELTools.pdf

Fostering School Connectedness: Improving Student Health and Academic Achievement. This brief, focused on school connectedness, documents how school connectedness is related to academic achievement, and how it can be improved. Downloaded on April 3, 2012 from http://www.cdc.gov/healthyyouth/adolescenthealth/pdf/connectedness_administrators.pdf

Personalization and Caring Relationships with Adults in Urban High Schools: Is There a Relationship with Academic Achievement? This research brief documents the connection between school connectedness and GPA and English test scores. Downloaded on April 3, 2012 from http://create.ucsd.edu/_files/publications/CESP_policybrief5_UCSD.pdf

Respect for Diversity

Dear Colleague Letter: First Amendment (2003)
This letter confirms the position of the Office for Civil Rights (OCR) of the U.S. Department of Education regarding speech activities that are protected under the First Amendment of the U.S. Constitution.
http://www.ed.gov/about/offices/list/ocr/firstamend.html

Dear Colleague Letter: Prohibited Disability Harassment (2000)
This letter by the Office for Civil Rights (OCR) of the U.S. Department of Education provides an overview of the existing legal and educational principles related to harassment based on disability.
http://www.ed.gov/about/offices/list/ocr/docs/disabharassltr.html

Dear Colleague Letter: Religious Discrimination (2004)
This letter confirms the position of the Office for Civil Rights (OCR) of the U.S. Department of Education regarding the rights of all students, including students of faith, to be free from discrimination in our schools and colleges.
http://www2.ed.gov/about/offices/list/ocr/religious-rights2004.html

Racial Incidents and Harassment Against Students (1994)
This notice provides guidance for investigating racial incidents and harassment against students.
http://www.ed.gov/about/offices/list/ocr/docs/race394.html

Secretary Riley's Guidelines on Religious Expression in Public Schools (1995)
This letter provides guidelines on religious expression in public schools.
http://www2.ed.gov/Speeches/08-1995/religion.html

School Participation

Child Care and Early Education Research Connections promotes high-quality research about child care and early education and the use of that research in policymaking. It offers research and data resources for researchers, policymakers, practitioners, and others. Downloaded on April 6, 2012 from
http://www.childcareresearch.org

Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching provides guides, materials, tools and other resources to build or rebuild student supports. The resources help to deepen learning about the substance and processes of the work to be done. A *Catalogue of Resources & Publications* also is available. Downloaded on April 2, 2012 from
http://smhp.psych.ucla.edu/rebuild/rebuilding3.htm

Environment

Academic Environment

The Comprehensive Centers Program (CCP) supports 21 comprehensive centers to help increase state capacity to assist districts and schools meet their student achievement goals. The 16 regional centers provide services primarily to state education agencies (SEAs) to enable them to assist school districts, regional education agencies, and schools, especially low performing schools. At a minimum, each regional center

provides training and technical assistance in: the implementation and administration of education programs; the use of scientifically valid teaching methods and assessment tools in mathematics, science, reading and language arts, English language acquisition, and educational technology; and facilitating communication between education experts, school officials, teachers, parents, and librarians. In addition, the centers disseminate information and reports on improving academic achievement, closing achievement gaps, and sustaining school improvement to schools, teachers, parents, and policymakers. Five content centers focus on specific areas, with one center in each of five areas: accountability, instruction, teacher quality, innovation and improvement, and high schools. Downloaded on March 3, 2011 from
http://www2.ed.gov/programs/newccp/index.html

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http://smhp.psych.ucla.edu/rebuild/rebuilding3.htm

Physical Environment

At School is a tool kit with suggestions about how students, educators and school administrators can all play a key role in reducing greenhouse gas emissions. Downloaded on March 8, 2011 from
http://www.epa.gov/climatechange/wycd/school.html

Clean School Bus USA provides information on how to reduce children's exposure to diesel exhaust and the amount of air pollution created by diesel school buses. Downloaded on March 8, 2011 from
http://www.epa.gov/cleanschoolbus/

Drinking Water in Schools & Child Care Facilities Program provides information about lead in drinking water. Downloaded on March 8, 2011 from
http://water.epa.gov/infrastructure/drinkingwater/schools/guidance.cfm

Healthy School Environments Assessment Tool (HealthySEAT) is a software tool to help school districts evaluate and manage their school facilities for key environmental, safety, and health issues. Downloaded on March 8, 2011 from http://www.epa.gov/schools/healthyseat/basicinformation.html

Integrated Pest Management Program (IPM) is an effective and environmentally sensitive approach to pest management that relies on a combination of common-sense practices. IPM programs use current, comprehensive information on the life cycles of pests and their interaction with the environment. The site provides information about available pest control methods, without using chemical pesticides, and with the least possible hazard to people, property, and the environment. Downloaded on March 8, 2011
http://www.epa.gov/pesticides/factsheets/ipm.htm#what

The *National Clearinghouse for Educational Facilities (NCEF)* is an extensive U.S. source of school facility planning, design, funding, construction, operations, and maintenance information, with coverage spanning pre-kindergarten through higher education. NCEF's website provides school facilities news, events, data and statistics, and access to abstracts of over 17,500 documents, and journal articles, most of which link directly to online sources concerning school buildings. Downloaded on March 3, 2011 from
http://www.edfacilities.org

Wellness

Center for School Mental Health provides resources about enhancing school mental health. The intention is that these resources help to enhance mental health promotion, prevention, treatment, and referral, and provides practical tools for improving school environments. Downloaded on March 8, 2011 from http://csmh.umaryland.edu

Food-Safe Schools Action Guide provides a one-stop resource for preventing food borne illness. Brought to you by CDC and its partners in the National Coalition for Food-Safe Schools, the *Action Guide* can help schools identify gaps in food safety and develop an action plan for becoming food-safe. It includes individual critical recommendations on what key school staff and community members can do to prevent food borne illness. Downloaded on March 8, 2011 from http://www.cdc.gov/HealthyYouth/foodsafety/actionguide.htm

*Practitioner and Professional Development: Virtual Toolbox for Mental Health in Sch*ools is a tool box that reflects a broad view of mental health in schools and of the role mental health plays in the well-being of students, their families, and their teachers. Also stressed is the value of embedding mental health into a comprehensive classroom and school-wide system for addressing barriers to learning and teaching and re-engaging disconnected students as an essential facet of ensuring all students have an equal opportunity to succeed in school. Downloaded on April 2, 2012 from http://smhp.psych.ucla.edu/summit2002/toolbox.htm

Safety

Emotional Safety

The *411 on Bullying* is a brief that provides a summary of the research, and research to practice strategies, regarding bullying, as well as current research updates and many resources for parents, teachers, and students. Downloaded on March 27, 2012 from http://www.hamfish.org/newsroom/bullying411.pdf

Dear Colleague Letter: Harassment and Bullying (2010)
This letter confirms the position of the Office for Civil Rights (OCR) of the U.S. Department of Education regarding bullying prevention efforts. http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html

Dear Colleague Letter: Sexual Harassment Issues (2006)
This letter serves to increase awareness of an important issue affecting students—sexual harassment—and to reinforce the principles that a school should use to recognize and effectively respond to the sexual harassment of students in its programs and activities.
http://www2.ed.gov/about/offices/list/ocr/letters/sexhar-2006.html

Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers summarizes the findings of a panel that focused on if, how, and how often technology is used by young people to behave aggressively. The panel discussed the qualities that make a young person more or less likely to be victimized, and the likelihood of that person behaving aggressively toward someone else using electronic media. Downloaded on March 8, 2011 from http://www.cdc.gov/violenceprevention/pdf/EA-brief-a.pdf

Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools. Bullying, particularly among school-age children, is a major public health problem. This compendium

provides researchers, prevention specialists, and health educators with tools to measure a range of bullying experiences: bully perpetration, bully victimization, bully-victim experiences, and bystander experiences. The ability to measure bullying experiences broadly and completely is crucial to the success of any anti-bullying activities. This compendium represents a starting point from which researchers can consider a set of psychometrically-sound measures for assessing self-reported incidence and prevalence of a variety of bullying experiences. Downloaded on March 8, 2011 from
http://www.cdc.gov/violenceprevention/pub/measuring_bullying.html

Problem-Oriented Guides for Police: Bullying in Schools guide provides police with information about bullying in schools and its extent and causes, and enables police help schools avoid strategies that have proved ineffective, helping schools develop strategies that work. Downloaded on April 2, 2012 from
http://www.cops.usdoj.gov/pdf/e12011405.pdf

Racial Incidents and Harassment Against Students (1994)
This notice provides guidance for investigating racial incidents and harassment against students.
http://www.ed.gov/about/offices/list/ocr/docs/race394.html

Sexual Harassment Guidance (Revised 2001)
This document affirms the compliance standards that OCR applies in investigations and administrative enforcement of Title IX of the Education Amendments of 1972 (Title IX) regarding sexual harassment.
http://www.ed.gov/about/offices/list/ocr/docs/shguide.html

Sexual Harassment: It's Not Academic (Revised 2008)
This pamphlet uses a question-and-answer format to provide students, parents, school administrators, school employees, and others with fundamental information on recognizing and addressing sexual harassment under *Title IX* as it is interpreted by the U.S. Department of Education's Office for Civil Rights (OCR).
http://www.ed.gov/about/offices/list/ocr/docs/ocrshpam.html

Stop Bullying emphasizes action steps individuals can take to prevent and stop bullying in their schools and communities. It also features easy-to-use tools and resources for community leaders, young people and families, including: how to recognize the warning signs and when to take action; tips to prevent bullying before it starts; how to implement strategies for intervention; ways to share your community's resources, policies or strategies to prevent and address bullying; and information on bullying laws in your state. Downloaded on April 3, 2012 from http://www.stopbullying.gov/about-us/index.html

Physical Safety

Electronic Media and Youth Violence: A CDC Issue Brief for Educators and Caregivers summarizes the findings of a panel that focused on if, how, and how often technology is used by young people to behave aggressively. The panel discussed the qualities that make a young person more or less likely to be victimized, and the likelihood of that person behaving aggressively toward someone else using electronic media. Downloaded on March 8, 2011 from http://www.cdc.gov/violenceprevention/pdf/EA-brief-a.pdf

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The *National Highway Traffic Safety Administration (HTSA)* has a series of resources for reducing school bus-related crashes, injuries, and fatalities through both behavioral programs and vehicle regulations. The information has suggestions for working to educate school bus drivers, students, and other motorists about safe behavior that reduces the risk of being involved in a school bus-related crash. Downloaded on March 8, 2011 from http://www.nhtsa.gov/School-Buses

Preventing School Violence: A Practical Guide to Comprehensive Planning outlines the current state of knowledge about school violence prevention and lists strategies that have been most effective in preventing school violence. Downloaded March 27, 2012 from http://www.indiana.edu/~safeschl/psv.pdf

Problem-Oriented Guides for Police: Bullying in Schools guide provides police with information about bullying in schools and its extent and causes, and enables police help schools avoid strategies that have proved ineffective, helping schools develop strategies that work. Downloaded on April 2, 2012 from http://www.cops.usdoj.gov/pdf/e12011405.pdf

Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools – Second Edition provides researchers and prevention specialists with a set of tools to assess violence-related beliefs, behaviors, and influences, as well as to evaluate programs to prevent youth violence. If you are new to the field of youth violence prevention and unfamiliar with available measures, you may find this compendium to be particularly useful. If you are an experienced researcher, this compendium may serve as a resource to identify additional measures to assess the factors associated with violence among youths. Downloaded on March 8, 2011 from http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html

School Health Guidelines to Prevent Unintentional Injuries & Violence provides state and local education agencies and schools guidelines to promote safety and help schools be safe places for students to learn. These guidelines are based on an extensive review of research, theory, and current practice in unintentional injury, violence, and suicide prevention; health education; and public health. Downloaded on March 8, 2011 from http://www.cdc.gov/mmwr/PDF/rr/rr5022.pdf

Stop Bullying emphasizes action steps individuals can take to prevent and stop bullying in their schools and communities. It also features easy-to-use tools and resources for community leaders, young people and families, including: how to recognize the warning signs and when to take action; tips to prevent bullying before it starts; how to implement strategies for intervention; ways to share your community's resources, policies or strategies to prevent and address bullying; and information on bullying laws in your state. Downloaded on April 3, 2012 from http://www.stopbullying.gov/about-us/index.html

Special Populations

Lesbian, Gay, Bisexual, and Transgendered Youth

Best Practices for Asking Questions about Sexual Orientation on Surveys. The Williams Institute, UCLA School of Law, UC Los Angeles addresses questions that arise once researchers have decided to include sexual orientation questions, including what and how to ask, and how to analyze the data. It also outlines some of the "best practices" for actually putting the decision to ask these questions into practice. Downloaded on March 8, 2011 from http://escholarship.org/uc/item/706057d5

Challenging Homophobia in Schools: Policies and Programs for Safe School Climate. This article reviews policies and programs that promote safety for LGBT and heterosexual students. Successful strategies are identified and key issues are discussed. Downloaded on April 2, 2012 from http://www.scielo.br/scielo.php?pid=S0104-40602011000100009&script=sci_arttext

Creating Safe Space for GLBTQ Youth: A Toolkit. This toolkit, presented by Advocates for Youth, provides lesson plans, tips and strategies, and additional resources targeted at creating a safe space for all youth. Downloaded on April 2, 2012 from http://www.advocatesforyouth.org/publications/publications-a-z/608-creating-safe-space-for-glbtq-youth-a-toolkit

Healthy Lesbian, Gay, and Bisexual Students Project Toolbox. The Toolbox is a collection of resources and documents that supplement information provided in the school staff development workshop, "Preventing Health Risks and Promoting Healthy Outcomes among LGBQ Youth: A Training Workshop for School Counselors, Nurses, Psychologists and Social Workers." Downloaded on March 8, 2011 from http://www.apa.org/pi/lgbt/programs/hlgbsp/toolbox.aspx

Promoting School Success for Lesbian, Gay, Bisexual, Transgendered, and Questioning Students: Primary, Secondary, and Tertiary Prevention and Intervention Strategies. This article presents methods of responding to the needs of LGBT youth using the public health framework. Downloaded on April 2, 2012 from http://www.eric.ed.gov/PDFS/EJ878353.pdf

Stop Bullying emphasizes action steps individuals can take to prevent and stop bullying in their schools and communities. It also features easy-to-use tools and resources for community leaders, young people and families, including: how to recognize the warning signs and when to take action; tips to prevent bullying before it starts; how to implement strategies for intervention; ways to share your community's resources, policies or strategies to prevent and address bullying; and information on bullying laws in your state. Downloaded on April 3, 2012 from http://www.stopbullying.gov/about-us/index.html

Military-Connected Youth

The *American Association of School Administrators (AASA): Supporting the Military Child Toolkit* offers guidance for school leaders on meeting the unique educational needs of children whose parents are deployed. Downloaded on March 8, 2011 from http://www.aasa.org/MilitaryChild.aspx

Department of Defense Educational Activity (DoDEA) Partnership References and Guides contains resources related to military students, their families and educators, and DoDEA activities. It includes sections on Communication with Parents, Military Life and Culture, pertinent Legislation, and other topics of interest to military-dependent student education. Downloaded on March 8, 2011 from http://www.militaryk12partners.dodea.edu/index.cfm

Educator's Guide to the Military Child During Deployment is a guide to inform educators about the impact of deployment on military families and to provide them with strategies of overcoming the challenges their students face. Downloaded on March 8, 2011 from http://www2.ed.gov/about/offices/list/os/homefront/homefront.pdf

The *Military Child Education Coalition (MCEC)* is tasked with helping schools and military installations meet the needs of transitioning military-connected students by providing information to develop systems and processes that solve transition problems. Downloaded on March 8, 2011 from http://www.militarychild.org/

Military Impacted School Association (MISA) is an association of school superintendents that aim to provide all military impacted students with high-quality educational opportunities. They provide information and resources for military families and training for educators of military-dependent children. Downloaded on March 8, 2011 from http://www.militaryimpactedschoolsassociation.org/

Students with Disabilities

The *National Center on Accessible Instructional Materials* (AIM Center) provides technical assistance to SEAs, LEAs, and other stakeholders to (1) improve the implementation of NIMAS; and (2) to develop and implement unified distribution systems in SEAs that will improve the timely delivery of high-quality AIM to all children with disabilities who need instructional materials in accessible formats. Downloaded on March 3, 2011 from http://aim.cast.org/

The *National Center on Educational Outcomes (NCEO)* was established in 1990 to provide national leadership in designing and building educational assessments and accountability systems that appropriately monitor educational results for all students, including students with disabilities and English Language Learners (ELLs). Downloaded on March 3, 2011 from http://www.cehd.umn.edu/nceo/default.html

The *National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP)* is designed to (a) inform special education teacher preparation policy and practice, and (b) recommend implementation strategies for policies and practices that provided beginning special education and regular education teachers with the knowledge and skills to effectively support students with disabilities in different classroom settings. Downloaded on March 3, 2011 from http://ncipp.education.ufl.edu/

The *National Dropout Prevention Center for Students with Disabilities (NDPC-SD)* was established in 2004 by the Office of Special Education Programs (OSEP) as part of OSEP's Technical Assistance and Dissemination (TA&D) Network, which supports the implementation of the Individuals with Disabilities Education Act (IDEA). Downloaded on March 3, 2011 from http://www.ndpc-sd.org/

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building

information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Downloaded on March 3, 2011 from http://www.pbis.org/

The *Technical Assistance Center on Social Emotional Intervention (TASCEI)* synthesizes extensive research on evidence-based practices into actual, everyday practices. As a result, decision-makers, caregivers, and service providers are provided with an enhanced awareness and understanding of and ability to use evidence-based practices to improve the social-emotional outcomes for young children with or at risk for delays or disabilities. Downloaded on April 6, 2012 http://www.challengingbehavior.org/

Tribal Students

American Indian Life Skills Development Curriculum is a course for high school students and some middle school students that is designed to reduce suicidal thinking and behavior. Created in collaboration with students and community members from the Zuni Pueblo and the Cherokee Nation of Oklahoma, the curriculum addresses key issues in Native American Indian adolescents' lives and teaches such life skills as communication, problem solving, depression and stress management, anger regulation, and goal setting. The curriculum can be order from http://www.wisc.edu/wisconsinpress/books/0129.htm

Native Youth Suicide Prevention Program (NYSP) Evaluation is a presentation delivered at the State and Tribal Suicide Prevention Grantees Meeting, January, 2009. It describes an evaluation of the impact of a program based upon traditional, spiritual and cultural beliefs, integrated with best practices. Downloaded on March 8, 2011 from http://www.sprc.org/grantees/statetribe/2009/PDF/MondayNARALocalEvaluationplenaryMacki n.pdf

To Live To See The Great Day That Dawns: Preventing Suicide By American Indian And Alaska Native Youth And Young Adults is a guide that lays the groundwork for comprehensive prevention planning, with prevention broadly defined to include programs that a community can use to promote the mental health of its young. The guide also covers actions community can take in response to a suicide to help the community heal and thereby prevent related suicidal behaviors. Downloaded on March 8, 2011 from http://www.sprc.org/library/Suicide_Prevention_Guide.pdf

Tribal Justice & Safety is managed by the U.S. Department of Justice and contains information about applying for grants, training presentations, fact sheets, reports, and other resources for American Indian and Alaska Native tribal communities to help further improve public safety. Download on March 8, 2011 from http://www.tribaljusticeandsafety.gov