

Safe Measures™
STUDENT-LED ACTION RESEARCH PROCESS
W.K. Preble, 2009

A. The *Safe Measures*™ process:

1. *Develops school leaders and provides inspiring and engaging leadership opportunities for students, teachers, and administrators.*
2. *Engages students, teachers, and administrators in data-driven, systemic, leadership to improve school climate, respect and safety, and respectful, personalized, engaging teaching.*
3. *Generates valid and reliable school climate data that is aligned with National School Climate Standards and used for needs assessment, goal setting, action planning and pre-post test analysis of school climate improvement.*

B. The *Safe Measures*™ Process involves the following Five Stages:

Stage One: Planning, Design, and Organization

1. Meet with principal and other interested adults in each school to review the program, roles, expectations, commitments, costs, timeframes, etc.
2. Set up a Design Team made up of key adults (teachers, administrators, guidance, etc.) who will lead the process as representatives and experts on their local school and community.
3. Design Team selects a “diverse” Student Leadership Team made up of a representative group of between 10 and 20 students (see selection criteria) who will work as partners with adults in the school improvement and action research process.

Stage Two: School Climate Data Collection

4. Students and Design Team members participate in a half-day leadership retreat where they learn about their leadership roles and responsibilities for data collection, qualitative data participate in focus groups and complete writing prompts.
5. Students and adults are trained at the retreat to conduct MSA’s on-line *SafeMeasures*™ School Climate Survey.
6. Design Team works with the school principal to set up a data collection schedule.
7. Student leaders set up password-protected *SafeMeasures*™ Surveys in computer labs, introduce the survey to their peers, assist with student and teacher (and parent, if requested) implementation of survey, and commit to sharing results with their peers upon completion of the data collection process.
8. Faculty complete surveys

Stage Three: Data Analysis and Goal Setting

9. MSA generates a *SafeMeasures*™ School Climate Data Summary based on each school’s survey results and qualitative results.
10. MSA staff reviews results with principal and Design Team.
11. MSA staff reviews results with Student Leaders and students reach consensus on three school climate improvement goals based on their school’s data.
12. MSA trains Design Team and Student Leaders to help facilitate a review of school climate results with teachers at a 90-minute Teacher School Climate Data Workshop.

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13. Student Leadership team reviews key school climate results with teachers and invites teachers to discuss results and set Faculty school climate improvement goals.
14. Students leave meeting allowing teachers to debate and reach consensus on three Faculty school climate improvement goals based on their school's data.

Stage Four: Action Planning and Project Development

15. Student Leadership team meets with MSA staff and discusses the causes, effects, and possible solutions to school climate problems associated with the students' three school climate improvement goals.
16. MSA and student leaders develop action plans, projects, and activities to address school climate goals. Targets for improvement are established, roles, responsibilities and timelines developed.
17. MSA trains Design Team and Student Leaders to help facilitate a set of Roundtable Discussions between student leaders and teachers about their school climate improvement goals in a 90-minute Teacher School Climate Action Planning Workshop.
18. Teachers, administrators, and student leaders collaboratively explore causes, effects, and possible solutions to school climate problems associated with their improvement goals in Roundtable Discuss groups prior to action planning.
19. Students leave the faculty meeting. Main Street Academix provides research-based strategies and project ideas that correlate with teacher improvement goals for teachers to consider.
20. Teachers review suggested activities combining with their own ideas and develop action projects and plans for improving school climate and reaching their improvement goals.

Stage Five: Implementation, Evaluation and Sustaining Leadership

21. School Climate improvement projects are implemented by student leaders and teachers.
 22. Formative assessment of progress and monthly support for Design Team and Student Leadership Team is provided by MSA during implementation.
 23. During Year Two of the process, Design Team and Student Leaders develop Data Walls upon which they display the action steps taken and the results of ongoing formative assessments of progress.
 24. A post-test using the Safe Measures™ School Climate Survey is completed during year 2.
 25. Pre-post test data summary is developed by MSA.
 26. Results of post-assessment are shared with principal, Design Team, Student Leaders, and teachers.
 27. Improvements are identified and celebrated.
 28. New goals are set, new improvement projects are developed to support ongoing improvement.
 29. Each year the Design Team and Student Leadership Teams are 'refreshed' with new members.
 30. Principal remains actively engaged in the process and works to align School Climate work and Student Leadership with ongoing, systemic, school improvement and redesign initiatives.
- All students will *voluntarily* share their knowledge of the school with researchers. No student will be required to participate.
 - Each student participating must submit a Permission Slip completed by a parent/guardian.
 - No last names of students or persons they may refer to will be recorded or used at any time.
 - **Confidentiality will be guaranteed except under the following circumstances:**
 - Researchers are told of some dangerous situation that puts students at risk of injury or reported abuse.
 - Researchers' notes become the subject of a "freedom of information" request.