Safety Perceptions of School Safety Teams: How Safe Do We Perceive Our Schools to Be?

Dissertation Manuscript

Submitted to Northcentral University

School of Education

in Partial Fulfillment of the

Requirements for the Degree of

DOCTOR OF EDUCATION

by

KEVIN DEVON COBB

La Jolla, California

May 2021

Abstract

The problem addressed by this study is how violence in the school affects school safety teams' perceptions of safety. School safety teams are often made up of a principal, counselor, school resource officer and a teacher, in an effort to address safety issues in the school. Studies show that students tend to report unsafe behaviors in school the more they are able to trust their teachers, which helps to create a more informed environment for administration and students alike, as well as a safer school. The purpose of this qualitative study was to understand how violence in the school affects urban high school safety teams' perceptions of safety in the school to give administrators who are responsible for creating and enforcing policies around safety, feedback to update policies to reflect a safer learning environment. Interviews and anonymous surveys were used to assess the level of perceived safety in school throughout the United States. The Culture of Violence theory describes why acts of violence occur individually or within societal systems. The Culture of Violence theory legitimizes the idea that different cultures have the ability to influence violence. The study utilized a qualitative research design. Thirty two full time school safety team members were surveyed and interviewed. The study yielded evidence that despite the increased number of reported active shooter situations being reported in the United States on a yearly basis, educators do not have a negative opinion of school safety. The implications of the study propose that additional research is needed to focus on how proper training can be provided to teachers, counselors and administrators to ensure that they have the knowledge needed to educate the students on what bullying is, how and when to report bullying and how to keep themselves as well as the other students safe at school. By including students in the study, the researcher would be able to compare and contrast the perceptions of safety identified by the safety team members as well as the students.

Table of Contents

Chapter 1: Introduction

The safety of children in America's schools is important to administrators, teachers, resource officers, counselors and parents. Over the past two decades, children's safety while at school has become more of a focal point for parents, administrators, teachers and community members due to the increasing levels of violence being perpetrated upon students and faculty throughout the country. According to the National Center for Education Statistics (2017), 79% of public schools recorded at least one or more incidents of violence on the school campus in the 2015-2016 school year, which averages out to about 1.4 million crimes in one calendar year. The United States (U.S.) had approximately 288 school shootings in the past ten years.

There is a constant need for safety assessment in schools due to the reoccurring violent acts committed on school campuses. Based on the frequency that these types of violent acts are being reported, school's safety planning for students, faculty and staff has been shown to be inadequate for providing a safe environment to learn and work. Violence in public schools has become very common in the United States. Bullying over time has become something that was considered something that students just experience at school and that they just need to find a way to "make it" or to outsmart their bully. The cycle of violence in public schools has existed for a long time without policies and procedures addressing bullying behaviors in the school. Due to the lack of enforcement of zero tolerance policies in schools, bullying behaviors have risen in schools over the years. During the 2012 school year, approximately 749,200 students between the ages of 12 and 18 were victims of nonfatal school violence in the U.S. (Cuellar, 2018).

In the past, when research has been conducted on violence in American schools, the focus of the research has most often been about the particular violence: gun violence, bullying, cyberbullying, etc. Research has also been completed to understand student perceptions of safety

at school (Mowen & Freng, 2019). Most schools are required to have safety teams whose job is to assess the safety of the students and staff and make necessary changes to the policies and procedures to keep the children, staff, and faculty safe. In the 2017-2018 school year, American schools saw an increase in violence being reported in the school systems as well as an increase in violent threats that accounted for a 113% increase from the previous school year (Pitofsky, 2018). Statistics like these cause the community to become concerned about the safety of students and staff in American schools as well as from school administrators, safety teams and superintendents. Reviewing perceptions of safety in schools is an effort to view the issue of school safety in a way that will enable school administrators, teachers, counselors, and other school personnel to establish and further develop preventative measures that will decrease the number of violent acts that occur on school grounds.

National incidents involving firearms in the schools make it easy for people to be concerned about school safety, but this should not be a reactionary issue. School violence is something that is present in schools, and students are constantly encountering other students who exhibit bullying behaviors whether on the bus, through cyberspace, on the playground, in the hallways, in classrooms, at recess, and during lunch. School violence affects perceptions of safety while in the school (ASP School Safety and Crisis Response Committee, 2015).

The issue that safety teams face is that the procedures will be designed based on the safety team's perceptions; however, those perceptions are most often unknown. More research needs to be completed to determine the perceptions of safety of the safety team members. Research on this matter will contribute to the information that is needed by safety teams in improving policies and preventative measures to help reduce and eliminate violence in schools.

Statement of the Problem

The problem addressed by this study is that school violence is a common factor associated with educating young people and with the increase of its occurrences, safety perceptions are often negatively affected. School safety teams are often made up of a principal, counselor, school resource officer and a teacher, in an effort to address safety issues in the school. Studies show that students tend to report unsafe behaviors in school the more they are able to trust their teachers, which helps to create a more informed environment for administration and students alike, as well as a safer school (Mitchell et al., 2018). Research has shown that there is a direct correlation between violent acts and perceptions of safety (Hernandez et al., 2010)

Urban schools' safety teams have an understanding of unsafe behavior perceptions like no other due to the perpetual exposure to urban violence already present in the environment, yet there has been very little done to understand this issue further from their perspectives. Further research is needed to better understand the impact of violence in the schools through interviewing school safety teams from various schools which will provide a more collective insight on the perceptions of safety in schools, and how violence affects the perceptions of the safety teams. Students on urban high school campuses experience violence often and in various forms (Bernier & Males, 2018). Without further research on this matter, school superintendents risk not knowing how current policy and safety measures are impacting the current levels and perceived level of safety in the schools. Taking into account the potential for violence as noted through previous studies, what is needed is to determine what effect violence has on school safety teams' perceptions of safety in school.

Purpose of the Study

The purpose of this qualitative study was to understand how violence in the school affects urban high school safety teams' perceptions of safety in the school to give administrators who are responsible for creating and enforcing policies around safety, feedback to update policies to reflect a safer learning environment. Interviews and surveys from school safety team members were used to better assess the levels of violence that are reported at schools in the United States The qualitative study about the perceived safety of members of safety teams addressed the level of safety perception that administrators have in their schools based on their knowledge of policies and procedures established to address violence in the school. Research conducted by Fisher et al. (2017) suggests that the safety perceptions of others, whether students, teachers, or administrators, correlate directly with the frequency and intensity of violent acts at the school. The target population for this study were school administrators, including principals, counselors, school resource officers, school social workers, and any other school personnel involved in enforcing safety policies in the school. Data collection was comprised of open-ended questions and took place through interviews and an anonymous survey in order to achieve triangulation.

Theoretical Framework

The theoretical framework for this study was the culture of violence theory. The culture of violence theory deals with the violent patterns in a society. The basis of the theory is that individual cultures and societies create or cause violent behavior. The culture of violence theory describes why acts of violence occur individually or within societal systems. The culture of violence theory legitimizes the idea that different cultures have the ability to influence violence. The idea of the framework is that at the center of safety management are risks. Having safe schools is contingent on the ability to manage risks in the school. The inner part of the

framework's circle is the school environment. the school's capacity to manage the risks as outlined in the six areas of: learning, management, resources, location and structures, families and inclusion, and events and activities. The outer part of the circle is comprised of the external environment. This is the part of the framework that deals with all of the outside influences affecting the school's safety capacity. There are six areas of this framework: concepts, legislation and policy, institutions, evaluation, resources, and local environment (Nogales, 2018).

The suggested framework is to best help administration, safety ambassadors, and other members of the school district to assess for safety risks at any given school, or even across the district and to assess the school or district's capacity and ability to manage those risks in a safe and efficient way. The culture of violence theory can also be used to update assessments of the capacity to manage safety on an ongoing basis to help the school or district to manage that safety.

The suggested framework was the best framework for this study due to its purpose, which is to access the school for safety concerns and to monitor levels of safety in the school or district as it relates to the safety team established at the school or district which is typically comprised of the school administrator, counselor, a teacher, and staff member. This framework was used in this study to help better assess for perceived safety as it relates to actual risks and the schools' capacity to manage those risks to safety through the eyes of the administrators.

Nature of the Study

A qualitative case study approach was chosen for this study. Through the use of surveys and interpretation of over-the-phone interviews, data was collected and interpreted to provide a detailed view of the participants' experiences. Adjustments should be made as behaviors change over time throughout the entire process (Neuman, 2014). The qualitative research method was

chosen due to the fact that qualitative research provides an opportunity to provide contextual understanding and the collection of data in person provides some of the richest data analysis (Sauro, 2019).

The following research questions guided this study:

Research Questions

Q1: What effect does violence in high schools affect school safety teams' perceptions of safety in schools?

Q2: How does school safety team's perception of safety affect policy development in in their school?

Q3: Based on the school safety team's perceptions of safety, what measures are taken to address safety concerns?

Significance of the Study

The concern of continued safety on secondary school campuses has been prevalent for the greater part of twenty years and show no signs of decreasing in its importance. The fact that there are many violent acts that occur on school campuses throughout each school year ranging in severity from bullying to mass casualties, is a problem that many school administrators, teachers, and counselors have to deal with in one capacity or another due to their role on the safety teams at schools. The contribution that this study made to the body of knowledge is that there is now more of an understanding of the general perception of safety that policy makers and their perceptions of safety change the policies surrounding safety at those schools.

Definition of Key Terms

Anti-Bullying Specialist (ABS). Anti-Bullying Specialists are typically, a member of the school safety team who is responsible for leading investigations of reported harassment, intimidation,

and bullying. The ABS is the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying (HIB) in schools (Buck, 2017)

HIB. HIB is an acronym meaning harassment, intimidation, and bullying (Buck, 2017)

Safe School Ambassador. Safe School Ambassador is an evidence-based program that harnesses the power of students to prevent and stop bullying and mistreatment. The Safe School Ambassador program is a program that empowers students to be the change that they want to see in the world by reporting HIB behaviors that they witness in the school, on the bus, and at school functions. (Pack et al., 2011)

d

Summary

Creating a safe environment for students, staff, and faculty of high schools in the community is a high priority for school boards across the country. Students, teachers, counselors, and other safety team members should have the opportunity to perceive that their school/work environment is a safe one. When a person perceives safety in their work environment, several aspects of the campus tends to increase, work morale, attendance, academic achievement, participation in afterschool activities, etc. (Texas School Safety Center, 2016). Where these things increase, there are also decreases, a decrease in truancy, a decrease in fear, and a decrease in students who do not meet the minimum requirements for a passing grade (Faisal, 2018)

Knowing the safety perceptions of the school safety team will result in a better understanding of the planning behind the policies and procedures as well as provide a catalyst for creating change to include policies that will keep the students, staff, and faculty safe on the school campus. Getting safety team member's perceptions also caused them to have personal perceptions that reflect a safe working and learning environment. Expanding the research that

has already been done on this topic was important for getting administration the information that they need to effectively initiate safety measures in their schools. Conducting this qualitative study addressed student, teacher and administrators' perceptions, and allowed administrators the opportunity to gauge the perceptions of safety and how it is affected by violence in the school from the perspective of the safety team.

Chapter 2: Literature Review

The purpose of this qualitative study is to understand how violence in the school affects urban high school safety teams' perceptions of safety in the school, to give administrators who are responsible for creating and enforcing policies around safety feedback for updating policies to reflect a safer learning environment. Research conducted by Fisher et al. (2017) suggests that the safety perceptions of others, whether students, teachers, or administrators; correlate directly with the frequency and intensity of violent acts at the school.

The literature review includes analysis of peer-reviewed articles and research beginning in 1998 and ending in 2020. Searches were limited to full text, peer-reviewed journals, articles and textbooks.

The searches conducted for this review were conducted using Google Scholar as well as literature searches conducted using the RefWorks, EBSCOhost, ERIC, ProQuest Education, and SAGE Journals Databases through Northcentral University's library, published within the last twenty or more years. Search terms used to access information for this literature review were history of violence in schools, impact of violence, bullying in school, school safety teams, school climate, student perceptions of safety, teacher perceptions of safety, response to negative perceptions, violence against school administrators and perceptions of safety, teachers and students perceptions of safety in schools, and prevention of violence in school

Theoretical Framework

The theory for this framework is called the culture of violence theory. The Culture of Violence theory deals with the violent patterns in a society, which is one of the causes for violent behavior. The Culture of Violence theory describes why acts of violence occur individually or

within societal systems. The Culture of Violence theory legitimizes the idea that different cultures have the ability to influence violence (Bandura et al., 2015).

Another part of the Culture of Violence Theory framework is the school environment. Having safe schools is contingent on the ability to manage risks in the school. The school's capacity to manage the risks is outlined in six areas: learning, management, resources, location and structures, families and inclusion, and events and activities. One part of the framework deals with all of the outside influences affecting the school's safety capacity. There are six areas of this framework: concepts, legislation and policy, institutions, evaluation, resources, and local environment (Galtung, 1990).

The suggested framework is the best framework for this study because the nature of the study is to assess the school for safety concerns and to monitor levels of safety in the school through the perspective of the school safety team, which is typically comprised of the school administrator, counselor, a teacher, and staff member. The culture of violence framework is used in this study to help better measure perceived safety amongst safety team members. Using the culture of violence framework, school administrators should be able to manage safety risks with better efficacy (Nogales, 2018).

More than $10 billion has been invested to improve safety through the reduction of violence in schools over the past decade. Some of the measures taken to improve school safety from that $10 billion dollars included: building of more fences, changing of and installation of new locks, installation of cameras, and the hiring of additional staff to monitor student behavior (Pack et al., 2011).

History of Violence in Schools

School violence is an issue that is has been occurring in the United States for centuries. From the early days of colonialization in 1764, there have been incidents of mass murder by Native Americans, and of Native Americans. Gun violence in the United States has been prevalent over the last twenty to thirty years and has been characterized as an epidemic and a public health crisis with a substantial financial burden estimated at $174 billion in 2010. Gun violence is one of the more urgent issues that the nation faces (Katsiyannis et al., 2018). Because of the occurrence, increase, or the commonality of gun violence over the past couple decades, it has become imperative to examine the many mass violence events to determine what can protect children from those threats by eliminating the occurrence of those events in the future (Katsiyannis et al., 2018).

The US Secret Service (USSS) and the United States Department of Education (USDOE) identified ten key findings following the Columbine, Colorado mass shooting. After examining that shooting and thirty-six other targeted school violence incidents, the USSS discovered that the incidents were neither sudden nor impulsive. People typically knew of the attacker's idea to perform a violent act. The USDOE found that most attackers did not threaten their targets in advance and there was no accurate or useful profile of the attacker. Most attackers exhibited behaviors of concern prior to the attack and they typically experienced problems coping with loss and / or personal failures. More notably, many of the attackers felt bullied or injured by others and had access to guns (Katsiyannis et al., 2018).

Attempts to reduce the occurrence of gun violence in the schools began as a result of these aforementioned incidents, which brought on The Gun-Free School Zone Act of 1990. The Gun-Free School Zone Act of 1990 was created to criminalize the possession of or discharge of a

firearm in a school zone. The Gun-Free School Zone Act of 1990 did not prohibit police officers acting in an official capacity from carrying or discharging a weapon if necessary. Even with the Gun-Free School Zone Act of 1990, there are 10 states who do not prevent citizens who have a permit to carry a concealed weapon carrying a firearm in a school zone (Katsiyannis et al., 2018).

The Gun-Free School Zone Act of 1994 requires that any state that receives federal funding to expel, for a minimum of one year, any student carrying a gun to school with exceptions given on a case by case basis. From July 2013 to June 2014, there were forty-eight school associated violent deaths including twenty-six homicides, twenty suicides, one legal intervention death, and one undetermined violent death. (SSA, 2019). The history of violence in schools and mass shooting attacks as chronicled through acts of war and terror, has had an appearance in schools from as far back as 1927.

In Bath, Michigan, a school board member killed forty-five people including the superintendent and wounded fifty-eight others (2019). In 1959 at a Houston, Texas elementary school, a disgruntled parent of a seven-year-old child exploded a suitcase bomb and killed three children including his own son, a teacher, and himself. In 1966 at the University of Texas at Austin, an engineering student and former marine climbed to the top of the school's bell tower observation deck and opened fire on the people below, killing sixteen people and wounding thirty-one people (Landrum et al., 2019).

The phenomenon of violence that occurs at school is defined as a situation where a member of the educational community is subject to abuse, intimidating behavior, threatening behavior, physical assault, or other negative behavior including but not limited to, physical contact or adverse psychological manipulation. Members of this community include students,

teachers, staff members and other volunteers on school grounds or during school sanctioned events (Deole, 2018).

Bullying in School

Bullying is a prominent factor involved in the violence that occurs on school campuses. There are different subsets of violent behaviors that are considered to be school violence. School violence includes any peer to peer physical interactions, including but not limited to, corporal punishment of students by teachers, verbal aggression, rape, violence directed by students at teachers, and other violence directed at students by teachers. School violence also encompasses any physical act of harm or retaliation made against another student on school premises, or during school sanctioned field trips, transport to and from school, or other school events such as sporting events (Lester et al., 2017). The average person has either experienced being bullied firsthand or who knows someone who was bullied in school. Bullying is a type of violence that takes place in different locations in the community, neighborhood, and school and it is estimated that between twenty and thirty percent of children experience bullying as a victim, bully, or both (Kahn et al., 2012).

"Bullying is a subset of peer violence, a broader group of behaviors that include the intentional use of physical force or power, threatened or actual, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or depravation" (Lester et al., 2017, p. 188). Violence is the use of brute force against people who have opposing views and extremism in emotions and behaviors (Calik & Tabak, 2018). Victims of bullying have reported experiencing bullying in the school setting with eighty-two percent of those incidents being incidents of emotional bullying. Only fifty-nine percent of peer violence have taken place in the school (Rosen et al., 2017). School climate refers to a school's norms, goals,

values, interpersonal relationships, teaching, learning, leadership practices and organizational structures. Student peers are present during eighty percent of bullying episodes. One factor that is not always considered in bullying episodes is the part that bystanders play and how by just being a bystander, they are giving the bully validity and are by definition complicit whether they are encouraging the behavior with their words, or if they are just watching (Pack et al., 2011).

Through extensive research, it has been determined that there are four roles that students play during bullying incidents: assistant to the bully, reinforcer of the bully, defender of the victim, and outsider. The assistant of the bully tends to support the bully including omission or the one who antagonizes the situation often offering unsolicited commentary that supports the behaviors. The assistant to the bully is able to support the bully because he or she does not stop the bullying behaviors, therefore making the silent assertion that the behavior is acceptable. The reinforcer is also known as the person who verbally or physically encourages the behavior (Rosen et al., 2015).

The defender is often considered to be the brave student who intervenes and defends the victim of the bullying. The outsider is typically in the wrong place at the wrong time. The outsider typically has no connection to the situation whatsoever. Because of the aforementioned discovery of information, researchers and those who have had field experience encourage an inside-out approach, also known as the student-centered approach. The student-centered approach is better described as allowing the students to influence the school environment by empowering them to eliminate bullying behaviors through speaking out against it and reporting those behaviors to the proper administration (Rosen et al., 2015).

The United States Departments of Justice and Education found that in 2004, students between the ages of twelve and eighteen were victims of approximately 1.4 million crimes of

school violence or theft (Marshall & Varjas, 2009). There are two types of bullying that are typically observed in schools: overt aggression and relational aggression. Overt aggression usually consists of physical interactions between the perpetrator and victim such as pushing, shoving, punching, or other actions meant to physically harm the victim. Relational aggression is more of a passive way of bullying which typically consists of damaging or manipulating a person's interpersonal relationship such as: the utilization of ignoring behaviors, spreading rumors, even being non-inclusive (Kahn et al., 2010). Most often when bullying behaviors happen in the school, the recommended action is to inform a teacher or administrator of the incident so that the behavior is dealt with accordingly.

Teachers are often the first line of defense against violent behaviors. There is a reasonable expectation that when a teacher is informed of a bullying incident, that teacher will address it according to an already established written policy or procedure; however, that is not always the case. Yoon and Bauman (2014) discovered in their research that sometimes teachers ignore both observed and reported bullying behaviors. One of the known reasons for ignoring those bullying behaviors is that teachers often do not know what the most appropriate response is to address the issue. Some teachers refer their students to the counselor's office or the vice-principal's office. Kahn et al. (2010) discovered that teachers' beliefs about aggression play a large part in how teachers respond to aggressive behaviors. Some teachers view bullying as a normative behavior and would not intervene if they believe that students should be assertive toward or avoid their aggressor.

While submitting a referral to a school disciplinarian is addressing the issue, it is also undermining the effectiveness of the teacher to address and rectify the bullying behaviors within his or her environment. When teachers have developed an environment where their students

understand that bullying will be addressed, less bullying victimization was reported by students. When students knew their teacher's policies on bullying, they were less likely to attempt bullying actions in their classrooms (VanVerseveld et al., 2019). Yoon and Bauman (2014) also discovered that because teachers do not know what the appropriate response is for bullying behaviors, they tend to choose a response that makes the situation worse. Previous studies have shown that administrators and teachers found it difficult to identify bullying situations outside of the more identifiable physical forms of bullying. Yoon and Bauman (2014) found students report bullying behaviors less because of thinking as though the report would be ignored or mishandled.

When a teacher educates their students on how to deal with conflict and difficult situations using diplomacy, the likelihood that it will result in a violent response decreases. There has been extensive research conducted on the effects of bullying in schools as well as how bullying effects class participation and academic performance (Yoon & Bauman, 2014). There has also been research into how bullying affects student retention and drop-out rates. Studies completed over the last twenty years have shown that bullying behaviors and violence in schools cause negative responses in students as well as decreased perceptions of safety (Marshall et al., 2009). Being proactive in the classroom as well as the school campus has been accepted as a viable solution to reducing bullying in the school. Teachers are able to be proactive with bullying in their classrooms by making clear the expectations of student conduct and establishing a zero-tolerance policy at the beginning of the school year.

Follow-up in initiating a consequence for the bully following a bullying situation is important to establishing a precedence for behaviors. Teaching students social skills is another form of eliminating bullying behaviors in the school and classroom (Yoon & Bauman, 2014). In

an attempt to decrease bullying incidents, researchers have highlighted the importance of increasing social competencies and social interactions amongst students. When teachers teach students social skills in the classroom, they not only reduce and better manage problematic behaviors, but they also improve the quality of the school environment (Mariani et al., 2015)

When confronting bullying behaviors, teachers often take similar approaches to assigning consequences to the perpetrator, which often include some type of punitive response such as suspension and or expulsion by the administration. Proven to be less effective in addressing the bullying behaviors, these punitive approaches need a reevaluation. The reason for the ineffectiveness of the response is due to the lack of a positive model of social behavior modification within the response (DeLuca et al., 2019).

School bullying victimization leads to a number of negative consequences such as negative emotions, avoidance of places and activities, aggressive and non-aggressive behaviors. The effect of bullying on students often manifest itself in mood-altering ways such as: feelings of depression, isolation, and suicidal thoughts. Bullying has also been known to affect students' levels of fear (Keith, 2018). Even though teachers are aware of the role they play in dispelling bullying from the school, they focus more on physical and verbal aggression than social aggression (Rosen et al., 2017). While physical aggression is one of the more notable forms of bullying behaviors, physicality is not necessary for behaviors to be considered bullying in nature. For behaviors to be considered bullying in nature, "three conditions need to be met: (a) the aim of the behavior is to harm the victim; (b) the behavior continues over time; and, (c) a power asymmetry exists with the bully or bullies possessing greater power than the victim." (Rosen et al., 2017, p. 120)

There is an average of one in five students who expressed fear of victimization whether it be bullying victimization or just overt victimization. Seventy-seven percent of student respondents; however, did not report being afraid at school. Nine out of ten students reported having access to an adult or teacher as an advocate, yet still there were one in five who expressed having experienced some form of victimization (Baek et al., 2019). Teachers are not always able to distinguish when behavior between students is bullying behavior or just childish banter. Teachers tend to avoid intervening if they do not perceive the behavior as physically threatening (DeLuca et al., 2019).

Teachers are more likely to intervene if they are aware that bullying behavior is taking place. There is a certain level of resistance to intervene in bullying situations depending on the gender and ethnicity of the teacher and student. When the gender and ethnicity of the teacher and student are different, teachers more often rely on peer accountability efforts (Yoon & Bauman, 2014). In more socially prominent situations, these behaviors are more likely to be dismissed as playful banter or is not observed at all. Although the levels of school violence are typically a good indicator as to what the perceptions of safety in that school environment will be, it is not the only indicator, nor is it the most accurate indicator. Studies have shown that over the last four years, school violence as a whole has had a steady and consistent decline (Lim et al., 2018).

School Safety Teams

In the last decade, school safety has become more of a concern than ever before in the United States. The conversation about school safety has become more prevalent in recent years due to the increased occurrences of mass shootings at schools. Even though there has been an increase of active shooter events throughout the United States over the last ten years, the percentage of school violence overall has had a steady decline (Mowen & Freng, 2019). There

has been a steady decline in violent incidents in schools and it is important for school officials and policy makers to research the reason for that decline. School administrators have started to direct more of their focus on establishing curriculum revisions to involve persons whose responsibility is to examine the level of perceived and actual safety on campus.

School administrators across the country are identifying individuals on their campuses in an attempt to form school safety teams. The purpose of the school safety teams are to develop, foster, and maintain a positive school climate. The school safety teams are able to focus on the on-going, systemic process and practices in the school as well as address school climate issues such as harassment, intimidation and bullying (Monmouth Beach School District, 2020) Each school safety team needs to meet a minimum of two times per year. The school safety team consists of the principal or the principal's designee, a teacher in the school, the school anti-bullying specialist, a parent of a pupil in the school and other members to be determined by the principal.

The anti-bullying specialist serves as the chair of the school safety team (NJ Rev Stat § 18A:37-21, 2013). The school safety team is important in the prevention of violence in schools because their responsibilities are to assess areas of concern and address them on a recurring basis. An important addition to the school safety team would be the school nurse. School nurses collaborate with school personnel, work with healthcare providers, have communication with parents and community members to identify and implement evidence-based programs promoting violence prevention. Having the school nurses be aware of the risk factors will enable them to seek out these students and build their personal protective capacities by encouraging involvement in extra-curricular activities; which enhances comradery. If students feel connected and

supported by their peers and social staff, they are less likely to commit a violent act or succumb to victimization (Buck, 2017).

Evidence-based programs promote violence prevention through early intervention, communication, positive behavior management and conflict resolution (Buck, 2017). There are many factors to consider when preventing bullying behaviors and violence in schools. The Centers for Disease Control and Prevention (CDC) examined some of the potential risk factors that may be considered when assessing persons who may fall victim to a bully or who may be influenced to become a perpetrator themselves. The CDC identified the following potential risk factors and protective factors that may be considered when assessing student characteristics: a history of victimization, disabilities, emotional problems, substance abuse, low IQ, authoritarian parenting, low family involvement, low-income, family functioning, gang involvement, school failure, transient lifestyle, and diminished economic opportunities. School safety teams are responsible for the development of policies and procedures that will create and maintain a positive and safe school climate and an environment that encourages safety practices and positive behaviors between students and staff (The Centers for Disease Control and Prevention (CDC), 2016).

School Climate

School climate is vital in developing students' perceptions of safety in their school. School violence tends to lower student's perceptions of their school being safe. Students report feeling safer in schools when the student-teacher relationships were more positive. When students have positive relationships with their teachers, they feel safe reporting bullying incidents. When students view their teachers as part of their school support system, they feel safe reporting incidents of victimization (Lopez et al., 2017). Qualitative studies have

demonstrated that students are more involved at school when their teachers have more adequate training to deal with violent events. When students have a higher level of supervision by administration, faculty, and staff; perceptions of safety were higher and more positive (Lenzi et al., 2017).

In order to decrease or eliminate the possession of weapons, drugs, and other contraband, school administrators utilized resource officers, cameras, and metal detectors (Tanner-Smith et al., 2018). Throughout the United States, school administrators and teachers have expressed concerns about school safety and the increasing negative perceptions of safety in schools. One of the responses to this constant report of negative safety perceptions was acknowledged concerning the acquisition and use of metal detectors in schools. Not enough research has been conducted on the effects of the presence of metal detectors and school violence; however, there has been a decline in students bringing weapons to school.

School officials who installed metal detectors have found them to have a negative impact on students' perceptions of the school climate. Students tend to increase their need for self-protection when they perceive negative inferences on school campuses. School administrators found that some students would carry weapons to school or join gangs for increased protection at school when feeling unsafe (Thompkins, 2000; Wilcox & Roberts, 2006). There is a direct connection between feeling safe and safety officials' ability to maintain a low incidence of community violence (Twemlow et al., 2002). Although there has been a noticeable decrease in the number of weapons being brought to schools, the problem of violence is not only an issue of weapon possession. A number of reported incidents of violence in school occur without the use of firearms and knives (Bhatt & Davis, 2018).

Student Perceptions of Safety

"In 2015, three percent of students ages twelve to eighteen reported that they were afraid of being attacked at school. Fear of being attacked at school accounts for five percent of students avoiding school or certain locations in the school" (CDC, 2016, p. 2). If students feel safe at school, they are more likely to go to school. The Journal of School Violence (2007) described how mass shootings at schools affect students' overall perception of safety in the school.

In the 2007 study, the survey was given to a sample of students prior to the school shooting, and then to another group of students following the shooting hypothesizing that a traumatic event would have a negative effect on student's perceptions of safety (Fisher et al., 2017). However, it takes more than auditing police reports, discipline referrals, suspensions, and expulsions to get an accurate depiction of the full extent of school safety. Safety perceptions, or how we make our students feel safe, has a greater influence on school safety than do the measurable incidents that are recorded by statistics (Bosworth et al., 2011).

The sample of students who were used for the Centers for Disease Control's study were taken from a secondary analysis of a school climate survey data collection that was completed in twenty-seven districts. The twenty-seven districts represented twenty percent of the state's districts and one quarter of the state's high school students. There was a negative effect on the perceptions of safety at schools with the students as it relates to the Sandy Hook school shooting. The school climate survey proved that after time had passed, the students' perceptions that the school was safe would return back to a level that supports the school feeling safe, rather than remaining at the heightened levels of anxiety, fear, and vulnerability. If there is not an imminent threat of danger detected, the perceptions of safety will return to low levels (Fisher et al., 2017).

Administrators must address the ongoing task of determining if a school is a safe place for students. Some students report feeling less safe in unsupervised and crowded areas such as stairwells, hallways, playgrounds, and before and after school settings. Having an authoritative climate consisting of clear expectations and predetermined consequences increased feelings of safety for students while in school (Williams et al., 2018). One reason for student's increased negative perceptions of school is the level at which students are reprimanded for breaking the rules. When students observed that the rules were being conveyed effectively, there needed to be less expulsions and suspensions, students were more likely to feel safe in their school (Bachman et al., 2011).

Discipline and structure in the school is important to establishing perceptions of safety (Cornell, 2016). Nurses, counselors, teachers, and administrators have a great deal of influence over the school environment, climate and culture, and could limit, or even stop, experiences of bullying. School security measures influence student perceptions and behavior. Schools across the nation have added the use of school resource officers (SRO) to the daily school environment. With the addition of SRO on school campuses, rates of student arrests and discipline increased (Mowen & Freng, 2019).

The use of metal detectors has a tendency to give a sense of danger that would therefore create a sense of unsafety for the students, teachers, counselors, or other staff members (Mowen & Freng, 2019). Females and minority groups typically have lower safety perceptions than males and majority groups. Due to higher levels of victimization brought upon females as well as other minorities, these groups perceive schools to be less safe for the group with which they identify. When comparing the levels of African American students' perceived safety to Caucasian American students, there was not a significant difference in the perceptions.

Age and victimization; however, did show lower levels of perceived safety (Mowen & Freng, 2019). Jorgensen (2004) studied the safety perceptions in the schools and discovered that there was an increase of drug and alcohol use in addition to school violence in the early 1980s. Jorgenson's study focused on how the schools implemented the zero tolerance policies of former President Ronald Regan, and its results presented themselves as a change from the appearance of being educational institutions to the appearance of detention centers (Jorgensen, 2004). Researchers discovered that the physical environment plays a significant role in feeling safe at school (Williams et al., 2018).

Students' perceptions were examined and compared to their decisions to avoid school because they felt unsafe. Students having a lower perception of safety due to bullying behaviors is not uncommon; however, this study sought to separate the percentages of negative perceptions amongst students for the reason of bullying (Mowen & Freng, 2019). The survey for Jorgensen's study of safety perceptions was conducted using a school-wide created Survey Monkey to poll students voluntarily and anonymously. The constructs were examined using the survey as well as other proven methods for accessing for physical environment, student belongingness, mental health, and bullying.

The school sent home informational packets to parents explaining the survey and the purpose for it, giving them the option to allow or disallow their student from participating. The school utilized implied consent if the packet was not returned with a signature signifying that the parent(s) would like to opt out of their student's participation (Williams et al., 2018). There were close to 600 participants in Jorgensen's study. Data were collected from rural high school students in the southern United States with the majority of participants being 9th grade students.

Out of the total number of students in the school, about half of them participated in the study. Seventy-five percent of participants reported feeling some variation of safety at school. The other twenty-five percent of participants were left feeling anxious about safety in school. More than half the students who completed Jorgensen's survey had concerns about bullying behaviors. Three of the major areas in the school where bullying behaviors were determined to be areas of concern were in the hallways at school, on the school bus, or afterschool (Williams et al., 2018).

There are different forms in which one is able to assess student perceptions of safety. Safety can be assessed by looking at individual influences on the school campus that could have a negative or positive impact on a student's perception of safety. The benefit of addressing the student perspective is that it provides an opportunity to understand how teachers may also perceive those environmental influencers. Lindstrom et al. (2018) found the idea of utilizing video camera surveillance and school security officers at school is a good idea for monitoring and addressing safety situations in the school.

Academic and student success are linked to perceptions of safety. Mowen and Freng (2019) and Ripski and Gregory (2008) found that students who have higher levels of perceived safety report having more success and better school attendance.

The most important part of perception is what the individual believes. Having a security system, such as a metal detector, at the school appears to be a plausible solution to perceptions of safety in the school. Ninety percent of all school administrators reported controlled access to the school building in 2016. Eighty-one percent of school administrators reported using security cameras, fifty-three percent reported a strict dress code, sixty percent required school personnel to wear badges, twenty percent reported using drug sniffing dogs and almost fifty percent

reported the presence of some sort of security personnel in the school (Musu-Gillette et al., 2018).

Teachers' Perceptions of Safety

There have been few studies that have been conducted that focus on teachers' perceptions of safety on their school campus. Perception of safety is viewed differently from person to person and is typically based on the policies and procedures being implemented. Jorgensen (2004) studied the perceptions of school safety and discipline and how these perceptions affect teaching methods and strategies. Each time there is a national tragedy in a school, teachers have to address the conversation of their students' safety as well as their own.

Creating safe schools in the United States has become an even more pertinent issue for administrators with the number of school shootings, cyber-bullying, physical violence, verbal assault, and bomb threats. Approximately nine percent of teachers report that they have been threatened with injury by a student from their school. Five percent of teachers reported they had been physically attacked by a student from their school (CDC, 2016). In a case study, Finley (2002) focused on some of the school administration's responses to school violence within the decade researched. Dr. Finley's literature iterated that the perceptions of safety were more negative due to the school district implementing stricter rules and regulations around school safety measures and updating policies regarding discipline for students who are perpetrators of violence.

The study analyzes the differences of perceptions of teachers in both urban and suburban school districts. Utilizing research conducted by the Journal of School Violence conducted in 2007, there is a re-occurring theme throughout the study of teachers and their perceptions of safety on school campuses (Finley, 2002). There are different perceptions of safety observed by

teachers which are generated largely by their personal experiences with violence as it relates to the school setting. Research was completed to assess teacher perceptions on an individual basis as well as on a school level.

At the close of this study, it was suggested that further attempts to enhance feelings of safety among teachers should focus on the environmental conditions related to why teachers have a lower perception of safety in schools (Roberts et al., 2007). Assessing incidents of reported violence in schools was determined to be an ineffective way to measure perceptions of safety. Not all incidents of unsafe activity were reported to law enforcement. Teachers' ability to address safety issues in the classroom should be studied more. When students see their teacher handle safety issues in the classroom, it encourages a safe classroom environment for reporting violent situations. (Hernandez et al., 2010). In a 2012 study conducted by Allied Health, the focus was placed on urban students' perceptions of the environmental influence on school violence.

The school environment plays a large part in determining the perception of safety in the school. Some of the factors that contributed to a negative or positive perception of safety at the school were peer pressure, teachers making students feel safe, gang graffiti and lack of supervision in certain places (Johnson et al., 2012). Wong (2017) found that because of the professional disadvantages of China's rural teachers, the likelihood that they would have a negative perception of school safety is greater than the more advantaged urban teachers in China. The second hypothesis tested was teacher's perceived knowledge being a determining factor as to what their perceived levels of school safety would be. The research was conducted by asking three questions.

The three questions were "what is your rating of the safety provisions for the children in your schools, what is your rating of your knowledge of child safety and what is your rating of your attitude towards child safety". Rural teachers rated their perceived safety in school more negatively than those in the urban areas of China. Urban teachers' total number of years teaching and age showed a direct correlation to the hypothesis and the perceived safety at school (Wong, 2017). Even though it is imperative to highlight the teacher's perceptions of safety, it is equally as important to identify the role that teachers play in creating and maintaining a safe environment for their students. Lauerman and Karabenick (2013) found that teachers have four main responsibilities to their students at school. Teachers have the responsibility for student achievement, student motivation, positive student-teacher relationships and the quality of their teaching.

Responses to Negative Perceptions

News coverage of active shooter situations play a part in how the incidents are perceived on a few different levels. News coverage affects how victims, the victim's families, and the tragic situation are all viewed by the public. Media either emphasizes the tragedy of the victim's plight or glorifies the shooter and propagates the negative perceptions of safety. Research has shown that thirty percent of mass killings had the potential of being inspired by a previous mass shooting (Dahmen, 2018). Unstable persons with undiagnosed mental illnesses could be inspired by the publicity or the idea of being immortalized in history. In a recent study, it has been discovered that even reporting on mass shooter situations responsibly can be a mode of inspiration or validation for the shooter (Moyer, 2015).

Lauermann's (2014) study of teacher responsibility from their perspective was completed concerning the most recent mass killings by people with firearms at the time of the Newton,

Connecticut shooting. The focus of the Lauermann study was to explore a viable option of providing legislature in their states to allow teachers and administrators to obtain and maintain concealed carry permits while educating students. The purpose for the statute is to provide an additional layer of protection to students, should they be faced with an active shooter on campus. The researchers of this article surveyed school principals to determine their personal feelings toward arming school faculty and staff (Rees et al., 2019).

One of the more notable pieces of information that Lauermann's (2014) teacher responsibility study found was that the federal law could possibly be a barrier to the idea to arm teachers in United States schools due to the Gun-Free School Zones Act of 1990. The Gun-Free School Zones Act of 1990 made it illegal for any person to possess a firearm in a school zone; however, it did allow for persons who are approved by the school administration such as law enforcement officers. Lauermann's (2014) study researched school principals' perspectives about having teachers work in an environment where teachers would be permitted to carry a firearm while educating students. Increasing the number of teachers and administrators in schools who have access to firearms could prevent or end a mass shooting event.

The principals in Lauermann's study produced responses from participants that supported teachers and administrators being able to carry firearms. Lauermann's study also had responses from teachers and administrators who did not support the decision to have educators carrying firearms. Those who made an argument for carrying guns in school support the idea for use in active shooter scenarios so that the teacher or administrator can potentially bring an end to a potentially catastrophic and preventable tragedy More teachers and administrators carrying firearms in the school means that there is an increase of easily accessible guns that can be used to enact violence. Research shows that even though legislators seek to end active shooter situations

in schools through increasing the number of teachers and administrators who have access to firearms, there is a greater possibility that the firearms will be used negatively (Rajan & Branas, 2018).

The sample for Lauermann's (2014) study included principals from every level of the K-12 educational system with the majority of respondents being elementary school principals. Principals were asked to assess the safety level of their schools. Principals were asked about how much they worry about safety situations like the Newton, CT tragedy occurring in their school. Another question asked of participants was how much confidence they have in the procedures that the school administrators have put in place for situations such as an active shooter event. Participants were also asked if they were comfortable having teachers and administrators carry weapons in their school.

Administrators were also asked to list advantages and disadvantages to having armed educators in the school. Lauermann (2014) also asked participants to identify safeguards they would like to see implemented should the legislation be passed approving teachers to possess firearms in schools. The general consensus of the principals found that there were concerns about teachers being armed while educating students. The study also produced responses that identified difficulties to maintaining quality principals in the profession if legislation were to pass allowing teachers and administrators to carry firearms in the school. Other principals in the study who could support arming school administrators and teachers advocated for a strict and extensive training course for teachers and administrators who would be allowed to possess a firearm on school property.

The majority of the principals had already established a sense of perceived safety of their schools. The principals also believed that there was not much of a chance that the incident at

Newton, CT would happen at their schools (Goncalves, 2017). The Federal Bureau of

Investigation (FBI) reported fifty active shooter incidents in twenty-one of the fifty United States

in 2016 and 2017, and forty incidents in twenty-six states in 2014 and 2015. Of the fifty active

shooter incidents in 2016 and 2017, there were 943 casualties. There were 221 victims who died

and 722 were wounded.

In 2014 and 2015, there were 231 casualties with 92 deaths and 139 wounded. The term

active shooter is defined by the FBI as individual(s) actively engaged in killing or attempting to

kill people in a populated area. A mass killing is defined as three or more killings in a single

incident. The states with the greatest number of active shooter incidents were Texas, California,

Florida, and Ohio (Clark et al., 2019). A Root Cause Analysis (RCA) was conducted on two of

the more notable school shootings in United States history which were located in Parkland, FL

and Santa Fe, NM.

The RCA focused on four main domains which were environment, process/policy,

people, and equipment. When determining the cause of the shootings and how the environment

affected the outcome, the most common contributor was the lack of safety. Lack of security and

metal detectors were also cited as being contributors to the cause of the shootings. If there were

mandatory metal detector usage for all persons entering the school buildings, there was a greater

possibility that the shootings could have been prevented. The culture of mass shootings in the

United States and how they have increased over the last two decades was also said to have been a

re-occurring contributor to the violence. Another contributor to violence in schools was a lack of

adequate mental health services being offered to students in both the Parkland and Santa Fe

shootings (Clark et al., 2019).

The RCA conducted found that inadequate federal and state legislation concerning access to firearms was also a cause of the gunman having easy access to firearms in order to carry out the Parkland and Santa Fe shootings. Further research into the two shootings reveal that states that have stricter gun laws had fewer gun related incidents. The more access that people have to firearms, the more likely that a firearm will end up in the hands of someone who is motivated to enact violence. In 2014 and 2015, Florida and Texas were among the states with the highest reported gun incidents in schools, but those states were also among the group with more moderate gun regulation (Clark et al., 2019). The FBI was cited as a factor contributing to the mass shootings since there was no investigation into a person posting a comment on a social media site about him becoming an active school shooter. While one shooter in the study had been previously evaluated for mental illness, the other had not and people believe mental illness could be a contributing factor in these events. The Parkland shooter used only an assault rifle to carry out his plans of violence while other mass shootings in the United States have included pistols and shotguns in addition to assault rifles (Rees et al., 2019).

Violence Against School Administrators and Perceptions of Safety

Research has been conducted to assess administrators and students' perceptions of safety; however, there has not been as much research focused on teachers' perceptions (Prpić, 2019). Bass et al. (2016) concluded that there is a direct correlation between school violence and teacher burnout. Even though teachers receive a large number of verbal and physical violence threats directed at them on a regularly basis, that kind of violence is not reported on as much as active shooter violence. Twelve percent of teachers who were victims of verbal or physical violence considered getting counseling after the violent incident (Wienerman, 2018).

Not all violent episodes against teachers are from students using firearms. A great deal of violence toward teachers occur as a result of students with severe behavioral problems which could cause resistance to instruction. McMahon (2020) addresses some of the needs of teachers to receive more support for those students with behavior problems. She cites the statistics from the National Center on Education about the indicators of school safety, that 827,000 incidents of non-fatal victimizations occurred among students ages twelve through eighteen at schools in 2017 (McMahon, 2020). In a nationwide survey assessing the extent of violence perpetrated against approximately 3.6 million teachers in the United States, it was discovered that about 80 percent of teachers had experienced some form of violence in 2009 (Anderman et al., 2020). Thirty-seven percent of teachers surveyed about violence against educators reported parents being responsible for some of the violence perpetrated on teachers (Anderman et al., 2020)

Student and Teacher Perceptions

Perone (1998) conducted a study with the goal of examining teacher and student perceptions of safety in school based on the school climate and to determine what specific factors influence that outcome. Perone used a quantitative model to accomplish his study while using urban middle school teachers and students as participants. The study also used qualitative data from focus groups where the students and teachers answers were compared against each other also using school incident reports to reach a conclusion. The study found that physical altercations were reported as issues in thirty-two percent of the urban middle schools. When asked about general areas that they thought might be unsafe for students during school hours, there was a variety of answers including stairways, parking lots, the cafeteria and empty classrooms.

Thirty-nine percent of the teachers said that the school grounds were not safe. Focus groups were used to study the urban middle school student and teacher population from various schools to access their perceptions of safety (Perone, 1998). While there have been reports that visible security measures at schools can contribute to negative safety perceptions, a 2011 study credited student increased perceptions of safety with the existence of visible security features such as metal detectors, school resource officers and locked doors (Bosworth et al., 2011).

Prevention

During the seven years between 1992 and 1999, the rate of single victim homicides in the United States dropped while the rate of mass shootings increased significantly. Events like Columbine, Parkland, and Sandy Hook were referred to as rampage shootings. The term rampage shooting was established because of the random nature of which the perpetrator targeted his victims while other shooters had specific targets. Most perpetrators who engaged in rampage shootings typically have a history of being bullied and tormented (De Apodaca et al., 2012). In order to further create effective prevention programs to decrease school violence, constant re-evaluation of the policies on interventions for responding to violent events in schools should be implemented (Kearney et al., 2016). The more interventions are evaluated and assessed for effectiveness, the more likely school administrators will be able to create effective policies for their students.

Knowing what to do when violence occurs on the school campus can be the difference between a quick response utilizing lock-down procedures and children being killed. The Association of California School Administrators' (ACSA) board of directors approved the creation of a task force to address concerns of school violence. Concerns about the extent to which school administrators can prepare their students have been voiced consistently. Having an

active shooter drill for students and teachers can prove to be frightening and traumatic. Students

need to practice what to do in an actual emergency so that if the time comes that they are in an

active shooter incident, the students are able to remain safe and calm (Gonzales, 2019).

Administrators, teachers, and other student advocates want to be proactive in responding

to active shooter events by having a plan for responding during the incident. Having an active

shooter drill in schools to be prepared for those types of incidents are just as important as

practicing fire drills in schools (Gonzales, 2019). The federal and state government have been

able to respond quickly in regard to the national news regarding violent acts at school. There are

a number of books written on the appropriate response to school shootings such as what to do

during an active shooter situation and how to get adequate therapy after an active shooter

situation, but there are not as many books written or safety plans created, even psychiatric

referrals made to prevent these tragedies from occurring (Pitofsky, 2018).

Another necessary component of prevention is parent responsibility. In the Santa Fe

shooting it was discovered that the shooter gained access to a firearm through his father's gun

collection. There is a direct correlation between school shootings in the United States and easy

access to firearms by underage persons. In states like Texas and Arizona, child-access laws are

broad when it comes to governing responsibility and accountability in situations when persons

under the age of seventeen gain access to firearms and are involved in enacting violence. Texas

penal code 43.13 states that underaged persons who discharge a firearm at another person in

Texas and either causes serious injury or death can expect a maximum penalty for his or her

actions to be either a $4,000 fine or one year in prison (Coaston, 2018)

The federal government developed and implemented two programs as a result of the fatal

shootings happening throughout the United States. The programs were known as Safe Schools /

Healthy Students Initiative and Threat Assessment in Schools: A Guide to Managing

Threatening Situations and to Creating Safe Schools (Culley et al., 2006). Culley et al. (2006)

answered the question of how to make schools safer for students, teachers and administrators is

usually a question for people who are searching for a solution for eliminating violence in

schools. The issue is whether or not the students feel safe at school and what plans need to be

implemented to ensure that school administrators can do to establish and maintain a feeling of

safety. Landrum et al. (2019) proposed policy provisions for increasing student safety and

security on campus. They also suggested eliminating the zero tolerance policy that is reactionary

in nature, and adopting a policy of consistent threat assessment, which will allow administrators

to be more proactive when addressing school violence. Consistently assessing violence threats on

school campuses will enable administrators to have the knowledge to make decisions about the

safety of their schools before a threat is discovered. Preventative measures that do not include

zero-tolerance policies have been shown to be less effective in preventing violent situations in

schools. Zero-tolerance models have been proven to be instrumental in reducing the number of

weapons brought on campus and has helped to reduce the number of drugs being brought onto

and sold on campus while raising awareness of the consequences of bullying (Roberge, 2012).

School violence can be prevented by encouraging students to develop relationships with

each other. When students build positive relationships with other students in school, they

develop a personal connection with those people and are least likely to perpetrate violence

against them. Research shows that when students were connected to peer groups, had personal

relationships established with a teacher or administrator, or were a part of a club or organization

at their school, they were less likely to enact violence in their school (Mulvey et al., 2019). Some

ways to prevent school violence is by taking precautionary measures and promoting a safe and

supportive environment for students, teachers, and administrators. The CDC (2016) offers suggestions on promoting school safety by creating positive family environments that support healthy development and providing quality education early in life through parent education. Strengthening youth's social and developmental skills, connecting youth to caring adults and activities, cultivating a protective community environment and intervening to deescalate violence situations and prevent future risk are all ways of promoting school safety through preventative measures.

Summary

Policy revisions are needed to ensure that the health and safety of the students who attend schools in the United States are maintained. For several decades, the education administrators of the United States schools have dealt with violence in schools from the more common bullying behaviors to active shooter situations. Literature exists to support further study on increasing safety at school and explains what measures are needed to improve safety (Tanner-Smith et al., 2018). Based on the body of literature presented, there were safety interventions that proved to be successful, and there were also those that proved to be flawed. Some scholars believe that increasing the number of visible safety measures is how you improve safety.

State lawmakers choose to address the issue of violence in schools in different ways. Some lawmakers choose to enact laws in favor of citizen's second amendment right to possess firearms, while other lawmakers choose to advocate for stricter guidelines for gun ownership. Because of the inequities of the laws from one territory to another, it is possible for a person who legally purchased a firearm in one state, to then take that firearm to a state in which it is illegal for them to possess a firearm and enact violence. Increasing the use of metal detectors, resource officers, and the use of drug sniffing dogs is a valid violence prevention method.

After evaluating the research on increasing physical security measures it was found that when visible safety was increased, people would feel less safe. Some scholars support the idea that safety is improved through school safety teams. Having a set group of people who evaluate the levels of perceived safety on the campus is a good way of monitoring the school administrator's preparedness for responding to a violent incident in the school. Bullying behaviors are a type of violence at school that occurs most often out of the view of teachers and administrators. Even though zero tolerance policies are used throughout the United States as a tool for violence prevention, the policy alone will not be effective in helping students be or feel safer without teachers and administrators being more present in the areas of vulnerability such as stairways, parking lots, cafeterias and empty classrooms.

School safety teams are increasingly being added to school policies as an intervention in the school violence issue. There is not a lot of literature examining safety teams and their relationship to school violence in the United States school system. Because these school safety teams are becoming more widely used across the nation, research into how their perceptions of safety at their schools affect policy development and reinforcement.

Chapter 3: Research Method

The problem addressed by this study is how violence in the school affects urban high school safety teams' perceptions of safety. In an effort to address safety issues in the school, school safety teams are created and are often made up of a principal, counselor, school resource officer and a teacher. Students tend to report unsafe behaviors in school if their teachers address the problematic behavior. With an increase of reported bullying behaviors, the level of safety need is more apparent, and the safety team is able to address the areas in school safety policy that do not ensure the safest school environment possible. (Mitchell et al., 2018). Research has demonstrated that there is a direct correlation between violent acts and negative perceptions of safety (Hernandez et al., 2010)

Further research is needed to better understand the impact of violence in the schools by interviewing school safety teams from various schools which provided a more collective insight on the perceptions of safety in schools, and how violence affects the perceptions of the safety teams. Without further research on this matter, school superintendents risk not knowing how current policy and safety measures are being impacted by the current levels and perceived levels of safety in the schools. Perceived safety, or instinctively feeling safe on the school campus, is important because it has been known to affect academic achievement.

The purpose of this qualitative study was to understand how violence in the school affects urban high school safety teams' perceptions of safety. One-on-one Interviews and anonymous surveys were assessed to gain more knowledge about each school's policies on violence as well as the current levels of reported violence in the school. The qualitative study is about the members of safety teams' perceived safety in the school. The study addressed what safety team members perceive the levels of safety are at their school, based on their knowledge of policies

and procedures established to address violence in the school. When there are high levels of violence, people tend to feel unsafe. (Fisher et al., 2017). The population for this study was: school administrators or principals, counselors, school resource officers, school social workers, and any other school personnel involved in enforcing safety policies in the school. Data collection utilized open-ended questions and took place through one-on-one interviews and anonymous surveys in order to achieve triangulation.

Research Methodology and Design

A qualitative methodology was the most appropriate methodology for this study. A qualitative research study was warranted for studying the perceptions of safety by safety team members at schools due to the fact that this research was based on the participants' experience, meaning, and perspective, and the research was provided by the participant. When gaining information from participants in this manner, it was most appropriate to use a qualitative study. (Hammarberg et al., 2016).

The research questions utilized in this study further support a qualitative design:

 Q1: What effect does violence in high schools have on the school safety teams' perceptions of safety in schools?

Q2: How can school safety teams change their policies to create a safer learning environment?

Q3: Based on the school safety team's perceptions of safety, what measures are taken to address safety concerns?

Research questions such as these are best answered by a qualitative research design. Small group discussions represent one of the methods of conducting qualitative research. With small groups, a researcher is able to focus more on a participant's beliefs, behaviors, concepts

and attitudes toward a specified topic. Another useable component of qualitative research is the one-on-one interview. Conducting an interview with a research participant is a good way to determine a participant's perspective based on their experience with a given topic. Interviewing safety team members on their perspectives of safety in the urban school that they work, was a good way to add to the body of knowledge on perceptions of safety and what can be done to increase overall perceptions of safety based on individual's personal experience. Another proponent of qualitative research is analyzing any public or private documents and reports that could aid in getting a better sense of the level of safety being provided at the school based on the school's current safety policy. Data on disciplinary actions conferred on students that were a result of a violent interaction between another student, teacher, faculty member, or other member of the school safety team member is another way to utilize the documents in each school to better answer the research questions regarding perceived safety based on violent behaviors at the school.
(Hammarberg et al., 2016).

Phenomenology is a design that, considering the purpose of the study, would be a viable option for conducting this research. Phenomenology focuses more on the individual participants and their lived experiences. The phenomenology design focuses on each individual story and not on theories surrounding those stories. Phenomenology would not be appropriate for this study because of the lack of ability to focus on theory surrounding the study as well as how the lived experiences of the participants, influence their perceptions in school based on the level of violence the school has seen in comparison to the safety policies. The most appropriate design for this research methodology was the grounded theory design. Grounded theory is most appropriate because it uses sampling to assess for the most appropriate participants to include in a specific study who have the individual experience to add to the body of knowledge on a particular topic. Observation and interviewing are two of the several methods for collection data

for a grounded theory study (Ploeg, 1999).   Documents vary a great deal in quality, often related to the perceived importance of recording certain information, but some forms of documents can be extremely detailed and potentially yield more information than one could hope to gain from a questionnaire or interview (University of Portsmouth, 2012).

Population and Sample

In order to best understand what thought goes into creating and modifying school policies and procedures governing student and staff safety, it is important that research is conducted with those in charge of making these decisions on a regular basis. There is a high level of importance on assessing teachers, counselors, and administrators for this study, as they are those who make up the population of a typical school safety team. (Buck, 2017) Methods for data collection in this study included 1on1 interview and anonymous online surveys. Most of the information that was needed in the study was information from members of each of the school safety teams who participated in the study, based on their own experiences in school, how those experiences are used to fuel their safety decisions for policy and procedures, and their own observations. The other information came from data recorded by the schools on their safety statistics.

The population sampled were teachers, administrators, counselors, and any other member of school safety teams. The population size was appropriate due to the size of typical school safety team and the purpose of the safety team; this permitted the safety team to be adequately represented. Using the grounded theory method, the guidelines for the theoretical sampling for the participants took place while the data was being collected.

The participants were selected based on a set of criteria that was outlined as being the most appropriate for getting the specific data needed to complete the research. The grounded theory method offered the best way to get the information needed due to its flexibility in adding

participants throughout the process. Participants were vetted to ensure that the desired data was obtained in order to achieve saturation. The sample was appropriate due to the nature of the study. Because the study focused on safety team members, it was important to gather a sample of participants that most closely reflects the population of people about which the study was conducted. The sample was collected from a fraction of the total number of safety team members in each of the schools due to meeting and maintaining saturation goals.

Participants were recruited through use of a flyer posted on social media. Research for this study came from thirty-two willing participants who responded to the social media recruitment flyer.   The research was from thirty-two school safety team members across the United States . The population was appropriate because Upon approval from Northcentral University's Institutional Review Board (IRB) and each institution's IRB, participants were recruited and contacted electronically.

Materials/Instrumentation

For this study, data collection was comprised of a couple instruments that include an anonymous survey and one-on-one interviews. Utilizing a variety of instruments will allow for triangulation of data to be conducted while also adding support and reliability for the data that has been collected (Merriam & Tisdell, 2016). Interviews are a process for collecting data for a qualitative work that gives the researcher the ability to capture the experiences of the participants being interviewed for the study. The Interview Protocol Refinement Framework was developed to help such researchers get the best of a participant's experiences and allowing for validity in the study as well as triangulation. The four main guidelines of interview protocol refinement are: (a) ensuring interview questions align with the research questions, (b) constructing an inquiry-

based conversation, (c) receiving feedback on interview protocols, and, (d) piloting the interview protocol (Castillo-Montoya, 2016).

Study Procedures

Once the Institutional Review Board (IRB) application was completed and returned approving that the policies, procedures and ethical standards of this study were within U.S. federal regulations, and permission had been granted from Northcentral University, participants were recruited from school safety team members. Data collection began with administration of a survey to administrators, teachers, counselors, and other staff that make up the safety teams across the country. Following the survey administration, one-on-one interviews were completed with participants as well. Documentation review was conducted as well. The data was collected and documented in enough detail to be replicable. The school principals were contacted, and permission obtained from them before data collection was initiated. A consent letter was sent to the persons who were interviewed and included at the beginning of the anonymous survey to everyone who expressed interest and met the criteria. The letter contained information describing the study, as well as expectations and rights of the research participants. Interested parties were asked to scan and email all signed letters of consent to me. Initial contact with individuals was through social media and by email to schedule a brief overview and introduction.

Data Collection and Analysis

By utilizing both semi-structured interviews and thematic analysis and theme comparison, data was analyzed at two levels. Initially, participants were interviewed individually. The interviews consisted of open-ended questions. Open-ended questions were used to encourage greater depth and description of participants' responses as they pertain to the research question (Lichtman, 2013). Triangulation techniques was used to validate the results of

the interview. Triangulation is the process of verifying the collection of data from multiple

sources (Carter et al., 2014). Data collected was validated through a process known as member

checking, where each interview will be transcribed immediately, and the transcripts will be sent

back to the participants to check for accuracy of the data.

Assumptions

The assumption was that all of the participants were willing participants who volunteered

to participate in this proposed case study with fidelity. The participants will give truthful

answers to each research question during their semi-structured interview. Participants analyzed

their transcripts and reported any discrepancies to support the validity and reliability of the

research results.

Limitations

The process of conducting qualitative research does not come without limitations.

Common limitations exist in the participants' possible personal biases, idiosyncrasies, and the

presence of the researcher during the data collection process. The quality of the research is

subject to the knowledge, experience, and biases of the researcher, the difficulty of obtaining and

maintaining rigor, as well as the sample size (Anderson, 2010). In an effort to eliminate these

limitations, probing follow-up questions were asked to clarify any ambiguous information.

Additionally, both the participants and researcher reviewed all recordings and transcripts to

further clarify any misunderstandings during the interview process.

Delimitations

The purpose of this qualitative research study was to understand how violence in the

school affects school safety teams' perceptions of safety in the school. The results provide

administrators who are responsible for creating and enforcing policies around safety appropriate

feedback to update policies to reflect a safer learning environment. The research study does not have direct relevance to student perceptions or their response to violence in the school, instead this study focused on the perceptions of the safety team members based on their personal and professional experiences with violence in the school. The sample for this study is limited to 30 - 40 participants.

The type of participants in the study were teachers, administrators, counselors, and any other faculty or staff member who make up a school's safety team. The utilization of between 30 and 40 participants theoretically created opportunities for the research to reach saturation of the data. Based on the Culture of Violence theory, the experiences of the participants increased and cultivated the existing knowledge of how violence in schools affect faculty and staff and the impact that has on policy creation, development, and execution. Utilizing the qualitative study model and use of interview, observation, and survey information demonstrated how violence in the school has affected policies and school environment in the past based on observation and review of disciplinary documentation of student violence activity in the school, while also getting an accurate depiction of how current violent behaviors at the school affects school safety team perceptions of safety in the school.

Ethical Assurances

Approval of this study's purpose was obtained from Northcentral University's Institutional Review Board (IRB) prior to data collection. In order to ensure that the participants' safety was ensured physically, emotionally, and psychologically; the following ethical practices were used. The privacy of each participant was protected by anonymizing responses by attaching a number to each participant to serve as a pseudonym. The responses from the participants

remained private and was not retrieved or listened to by anyone other than the researcher in this study.

Participants were assured that their responses would not be changed or falsified during the study or at its completion. All participants entered into partnership with the researcher to complete the study with the assurance that there are minimal risks associated with the study, that there would be a full disclosure of any and all associated emotional and psychological harm. All participants were informed of their right to withdraw from the study at any time without reprimand or judgement. Physical data was secured by locking interview responses and any physical evidence in a personal locked file cabinet.

 The data will be securely stored for seven years and then destroyed (Creswell, 2014). Electronic data is password protected and will be permanently deleted after a period of seven years. The role of the researcher is one of objectivity and collection. The researcher's responsibilities in the study is to collect the data from the participants, keep the data protected, and maintain the integrity of the data from collection, through interpretation, and in the recording of the data. There are no known biases to note with regard to the researcher; neither are there experiences that the researcher has had, that would in any way compromise the data, thereby causing a conflict of interest with the study.

Summary

In this qualitative research study, the impact that violence in the schools has on members of the school safety team's perceptions of safety and how that affects the decisions being made on school policies and procedures will be investigated. Participants were recruited from several schools throughout Sacramento County and across various school districts to achieve saturation. Data was collected using individual interviews and an survey administration. After collection of

the data, the data was coded to protect the anonymity of the research participants and was analyzed to discover themes that lead to answering of the general research question. In order to ensure validity and reliability of the research findings, triangulation and saturation was sought. To protect participant welfare and privacy, IRB approval was obtained, and the study meets Northcentral University IRB standards for the protection of human subjects.

Chapter 4: Finding

The problem addressed by this study is school violence being a common factor associated with educating young people and with the increase of its occurrences, safety perceptions have often been negatively affected (Mitchell et al., 2018). School safety teams are often made up of a principal, counselor, school resource officer and a teacher, in an effort to address safety issues in the school. Studies show that students tend to report unsafe behaviors in school the more they are able to trust their teachers, which helps to create a more informed environment for administration and students alike, as well as a safer school (Mitchell et al., 2018).

The design used for this research was the grounded theory design. Grounded theory means that the theory is grounded in the actual data and that that analysis and development of theory occurs following the collection of the data. Observations and interviews are two of the several methods used in collecting data for a grounded theory study (Ploeg, 1999).
The methodology for this study is qualitative. The purpose of this qualitative study was to develop a theory about how violence in the school affects school safety teams' perceptions of safety in the school to give administrators who are responsible for creating and enforcing safety policies feedback to update policies to reflect a safer learning environment. A survey was used to better assess the levels of violence that are reported by teachers, counselors, and administrators at schools across the United States.

This qualitative study addressed the level of safety perception that administrators have in their schools based on their knowledge of policies and procedures established to address violence in the school. Research conducted by Fisher et al. (2017) suggested that the safety perceptions of others, whether students, teachers, or administrators, correlate directly with the frequency and intensity of violent acts at the school. The target population for this study were school

administrators, counselors, and teachers. Data collection was comprised of an anonymous online survey and a one-on-one interview. Three research questions helped to guide the data collection for this qualitative study:

Q1: What effect does violence in high schools have on school safety teams' perceptions of safety in schools?

Q2: How do school safety team's perceptions of safety affect policy development in in their school?

Q3: Based on the school safety team's perceptions of safety, what measures are taken to address safety concerns?

To address these questions, this study was concerned with the safety perceptions of school safety team members such as counselors, administrators, teachers, and social workers. The thirty school safety team members who participated in this study were from both gender groups and their ages ranged from their early thirties to the late sixties.

Trustworthiness of the Data

This qualitative study was used to solicit feedback on the lived experiences of educational professionals from diverse educational backgrounds, positions, teaching experiences, and grade levels throughout the country from pre-school to high school. Participants included teachers with different levels of degrees from a simple four year degree to administrators with a PhD in education. These educational professionals were recruited through use of a recruitment letter posted on social media platforms as well as through outreach to educational professionals from personal relationships and other participants redistributing the information about the survey. Triangulation of the data was achieved through conducting an anonymous survey and one-on-one interviews. In the recruitment material, questions were asked to validate a

participant's eligibility to participate in the study. At the start of the survey, qualifying questions were asked again of each participant to determine if they qualified to participate in the study. Prior to the one-on-one interview, participants were also asked the same qualifying questions to ensure their eligibility to participate.

The survey asked questions of the participants to gauge what their personal experience with bullying and violence was in school as well as what their current experience is with encountering violence students against other students in the school. Other survey questions asked the participants about their perceptions of safety at their current school as it related to policies and procedures already established in the school, if they had certain security measures implemented within their school and what they believe their perception of safety would be if they included other security measures. Participants were also asked for their professional opinion as to what should be done to create a heightened perception of safety in their school environment. The survey was created, maintained by, and executed using the Qualtrics survey software.

Dependability was established through contacting the participants a second time and asking the same questions posed to them through the one-on-one interview. The interviews were conducted via phone or Zoom due to the COVID-19 pandemic. Information collected during the interview were written down in summary. The identities of the interviewees were known; however, their identities are kept confidential. The transferability of the data was achieved. This data is transferable because the participants representing each institution were willing participants who volunteered to take part in the research and they all gave truthful answers, the findings would be applicable to other contexts, situations, times and populations. To support with transferability, I was able to acknowledge detailed accounts of the data collection to help other

researchers make a transferability judgement based on the methods utilized to obtain the data in this study. (Korstjens & Albine, 2018).

During the one on one interviews with the participants who engaged, I asked the questions of them either during the school day when they had a break from their class or at the end of the school day. The participants were given notice that the interview would take between fifteen and twenty minutes and that they were able to skip any question or expand upon any answer that they were given. Participants were also assured that their identifying information would not be shared publicly and were given a list of who may have access to their information in the event that they would have concerns of retribution from employers. Participants were comfortable providing feedback regarding survey questions as well as the open ended questions. The general survey that was conducted by all participants was done so anonymously. The time, date and location during which each were completed was not known by the other participants.

The findings of this study can be generalized to teachers, administrators, and safety team members who were willing to participate in the study collecting information about their experiences, opinions and observations of safety at their educational institutions. Some participants responded to the social media recruitment post by informing the researcher that they had completed the anonymous survey. Confirmability was achieved during the process of data collection by writing down the expectations of what the data collection would unearth and ensuring that despite preconceived notions of what the results would be the information was documented exactly as the ultimate theory emerged from data collection. Due to the stark differences between the anticipated outcome and the actual outcome of conducting the research, bias in the research was ultimately dispelled.

Results

The anonymous online survey consisted of seven questions. The results will be described through highlighting each research question. A total of 34 professionals participated in the anonymous online survey. How safe do you feel working at your school, was the first of the questions. The reporting continuum for this question was a scale of 0 - 10 with zero representing not feeling safe at all and 10 feeling extremely safe. Of the responses received for this question, 46% of respondents reported feeling extremely safe, while 32% felt moderately safe and 21% felt unsafe.

How often do you observe physical violence at your school, was the second question asked on the online survey. The reporting continuum for this questions was a scale of 0 – 10, with zero representing none at all and 10 representing all the time. Of the responses received for this question, 92% of respondents reported very few times if any at all that they witnessed physical violence at the school. The other 7% of respondents reported moderate observations of physical violence in their schools.

The participants were also asked how safe they feel at their school if there are security monitoring devices at their school. The reporting continuum for this questions was a scale of 0 - 10, with zero representing not safe at all and zero representing feeling extremely safe. The responses were nearly equal with 32% very safe, 35% moderately safe and 32% not very safe. Participants were also asked how prepared they perceived their schools to be to handle an active shooter situation.

The reporting continuum for this questions was a scale ranging from very prepared to not prepared at all. Those who felt that their school was very prepared made up only a little more than 7% of the total respondents. Mostly prepared was around 14%, Somewhat prepared was

reported at around 46%, not very prepared made up 21% or respondents, and not prepared at all made up the final 10% of participants.

Another question posed to the educational professionals was ascertaining their experiences with bullying in school. The options that the participants had for reporting their experiences were: I was a bully, I was the victim of bullying, I watched others be bullied but wasn't a bully myself; I stood up for victims of bullying, and I didn't experience bullying in school as a bystander, victim, or bully. Four percent of participants reported being a bully themselves; 48% of participants reported being a victim of bullying; 16% reported that they had watched others be bullied but was not a bully themselves; 20% of respondents reported standing up for victims of bullying; and, 12% reported not having experienced bullying as a victim, bystander, or bully.

Another teacher made the proposal of training teachers, students and staff to identify bullying and dispel any outdated perceptions of bullying behaviors. Having an anonymous bullying portal is another concept proposed as a solution to help students feel safer, as students sometimes fear retaliation for seeking help for a bullying situation. Another teacher suggests that many teachers do not take accusations of bullying behaviors seriously from students due to the all too common perception of bullying behaviors being a rite of passage for children.

Research Questions

RQ1: What affect does violence in high schools have on school safety teams' perceptions of safety in schools?

The themes that emerged as a result of RQ1 are that despite personal experiences with violence in school as a student or as an educator, both teachers and administrators perceive that

their school is a relatively safe place for students. The main theme that emerged had to do with extremely high crime rate areas more than it had anything to do with national reports of violence. The first of the three interview questions were "Based on your experience with your school, what can be done policy-wise to create a safer learning environment against bullying? Active shooter situations? The response to this question was a varied response. Actually, including the protocol for addressing bullying behaviors in the handbook for the parents and students was the response given by one teacher.

Teachers and administrators alike agree that having a training for and practicing lock-down procedures for active shooter situations would be helpful. Another educator expressed the importance of social and emotional learning (SEL) and how it could be used as a preventative tactic against bullying behaviors due to the fact that it can address skills, attitudes and behaviors that affect student success. One school administrator highlighted some of the policies already in place in the district that help with supporting students who feel bullied or attacked at school through a program that provides follow-up when these behaviors are being reported as well as preventative trainings to staff and students on the topics of bullying and harassment. Another administrator listed specific resources that could provide instant success with providing a safer learning environment against bullying behaviors and active shooter situations such as adding metal detectors, implementation or increasing random searches, adding resource officers to schools that do not already have them, and making the front desk more secure as they are the first line of defense for students, but are also the first potential victims for an insurgent.

One teacher expressed that even though her school is located in a notably high crime area, the perceptions of safety in the school is not affected due to the fact that they see it so often, "they have just become used to it." (A preschool teacher, 2021) Because teachers and

administrators have become accustomed to the high level of crime and gang activity in the area, it no longer affects their perceptions of whether or not the school is safe. Based on a school principal in southern California, due to the reputation of the neighborhood in which her school is located, the school is considered to be very safe. Neighborhood watch programs in an affluent neighborhood help provide positive perceptions of safety.

Another theme that emerged was the fact that even in high crime areas, educators seemed to perceive that there was a sense of normalcy for the heightened concern of safety almost to the point of it not being a concern. The first research question attempted to identify the direct effects violence in school has on perceptions. The question's purpose was to discover whether more violence equates to higher levels of safety concern, or if it has more to do with the type of violence and the frequency at which it occurs. Very little of the data collected confirmed that more violence in school was equal to higher levels of safety concern or lower levels of safety.

Some participants report that the national statistics on violence in high schools have a negative effect on their perceptions of safety due to the frequency that school shootings were taking place prior to the COVID-19 pandemic, causing in-person instruction to cease for many students across the country. Some teachers are affected not merely by the national reports on school shootings, but also the gang violence reported in and around schools. Other administrators and teachers work with a younger population of students that are less vulnerable to gang violence and gun violence.

Other safety team members believe that due to a lack of safety protocols in the school for certain situations like active shooter situations, they do not feel very safe. For some other

teachers, the national reporting of school violence does not affect them much due to the affluency of the neighborhood where their school is located, it is like living in a "bubble."

RQ2: How do school safety team's perceptions of safety affect policy development in in their school?

The theme that emerged as a result of RQ2 are that the safety team's perceptions of safety often affect policy development due to their direct experience causing them to be more urgent and actionable. The safety team's perceptions of safety also at times do not affect policy development if enough of the team does not view a safety concern as highly as the rest. One teacher expressed during a one-on-one interview "I along with several colleagues of mine have complained that there are a lot of issues with the security measures in the school that are extremely concerning, especially with respect to possible active shooter situations which call for more educational funding in order to adequately prevent against breaches." "Because of the strain on the school's budget from the cost of increased security, those in leadership did not view it to be an urgent and pertinent use of the funds." (A high school teacher, 2021, February 03).

The final question posed to the one-on-one participants was: " How much do you perceive that the history of violence in your school's neighborhood affects your perception of safety?" Some respondents report that their perception of safety has been negatively affected due to the lack of confidence in the school's ability to handle situations that they do not recognize could happen at their school. Some teachers report that the school's neighborhood has had a positive effect on the school due to the way the community looks out for the school. While some teachers report the positive effect the community has on the school, there are also those teachers who report that due to the amount of drug traffic in the area and illegal behaviors in the

neighborhood, students fear walking home or going home right after school due to all of the negative influences and the lack of afterschool programs in the area.

Some teachers have even reported the rate of crime in the school neighborhood being so prevalent that some of their students have become numb to it and have gotten used to it as a natural part of their lives. RQ2 attempted to identify whether or not the school safety team have the power to enact changes in policy and procedures in the school based on their own biases and perceptions of safety at the school. The data collected for RQ2 did not confirm any relationship between safety team members perceptions of safety and the school's policies and procedures concerning safety.

RQ3: Based on the school safety team's perceptions of safety, what measures are taken to address safety concerns?

Being a part of the school safety team is not a guarantee that action will be taken to update policies that reflect what a few members of the team view as a safety concern. The school safety teams operate more like congress, it has a process of political processes and negotiations to review the concern while considering each person represented in the school and how it will affect them in the roles in which they operate. Budgetary restrictions when evaluating which security measures are able to be implemented on the school campus and enforced, are another factor that is considered when discussing how or if certain safety concerns will be addressed. Resource officers, while they are a commonly utilized safety instrument in schools, create more budgetary issues due to having to pay their salary. One research question asked during interviews referenced the use of metal detectors.

While some participants thought that metal detectors would be a good solution to the issue of gun violence, budgetary restrictions would most likely ensure that is not a realization.

Metal detectors for school use can be very costly ranging from a diminutive $1,000 to a steep $30,000 for initial costs which do not include operational and maintenance costs (Do metal detectors make sense for your school district?, 2017). Participants were asked how safe they would perceive their school to be if there were a school resource officer present. The participants were given the reporting continuum of very safe, mostly safe, somewhat safe, not very safe, and not safe at all.

Twenty-eight percent of respondents reported that they would perceive the school to be very safe while the remaining 70% of respondents were split between somewhat and mostly safe at 35% each. Participants were also asked if they thought that their personal experience with violence in school influenced their perceptions of safety in their school. Twenty-eight percent of participants reported that they definitely believed that their personal experience with violence in school influenced their perceptions of safety and another 28% thought that probably their personal experiences with violence influenced their perceptions of safety. Eight percent of respondents believed that their personal experiences with violence in school may or may not have any bearing on their perceptions of safety, while 20% of respondents expressed that their experiences probably did not influence their perceptions and 16% indicated that it definitely did not have any bearings on their perceptions. Based on the themes presented by the answers to research questions 1, 2, and 3; the theory is that the safety perceptions of safety team members is not greatly affected by violence in school in any of its many forms.

Evaluation of the Findings

The result of the study yielded evidence that despite the increased number of reported active shooter situations being reported in the United States on a yearly basis, educators do not have a negative opinion of schools being safe. Educators did prefer to be better prepared for

adverse safety situations that may occur in the school, but the idea that safety team members consistently think that their schools are unsafe, is a farce. This study also supported the idea that, in places where there is more violence, perceptions of safety were negatively affected, however that was dispelled through this study (Fisher et al., 2017). The suggestion that evaluation of teachers focusing on the environmental conditions of why teachers have a lower perception of safety in school was an effective way to conduct the research as it yielded results rich in information that support that the environment affects teachers safety perceptions, although it did not affect policy in all cases (Roberts et al., 2007).

Research has shown that there are four roles that people play when encountering a bullying situation: assistant to the bully, reinforcer of the bully, defender of the victim, and outsider. Using this information in the survey, I was able to ascertain what roles, if any, these participants might have played in their own prepubescent experiences of school bullying, and how it might have been a direct result of their current perceptions of safety in the school in which they work (Rosen et al., 2015). Despite teachers being the perfectly placed advocate for students to report bullying in the schools, it was found that they were still lacking the level of anonymity and confidence that students need to feel safe enough to report those bullying behaviors without fear of retaliation. One teacher even went as far as suggesting that there should be some form of online anonymous bullying reporting line where students are able to report bullying behaviors inconspicuously, enabling them to report freely, accurately and without threat to their person.

Another point that was validated during the research is that many violent behaviors such as bullying were reported, but some teachers and administrators did not take it seriously (Yoon & Bauman, 2014). Another concept that was also shown to be accurate during data collection is that students and teachers alike seem to lack the education concerning the various forms that

bullying can present itself in a classroom and on school provided transportation systems. Most often, observers will recognize overt aggression because it presents itself on a larger scale and more apparent form than that of its counter-part relational aggression, which presents itself in forms such as damaging or manipulating a person's interpersonal relationship such as: the utilization of ignoring behaviors, spreading rumors, even being non-inclusive (Kahn et al., 2010). While conducting one-on-one interviews with teachers and listening to their suggestions for resolving the issue that is violence in school, many of the teachers and administrators offered ideas on how to rectify the violence through preventative measures. One teacher in particular also validated the concept of social and emotional education, which was also suggested by Yoon and Bauman (2014). It was demonstrated that when teachers teach student's social skills in the classroom, they not only reduce and better manage problematic behaviors, but they also improve the quality of the school environment (Mariani et al., 2015).

Summary

The study began with the purpose of identifying how safe we perceive that our schools are through the eyes of the school safety team. Data was collected via a survey and one-on-one interviews anonymously and without collecting any identifying information. The study showed that school safety teams perceive that our schools are quite safe and that safety perception is not dependent entirely on the level of violence in the neighborhood, reported violence in the United States, nor is it affected by how much or how little a teacher or administrator was either bullied, bullied others, or observed others being bullied. It was demonstrated that despite the isolated times when school shootings occurred, the education community still views our nation's schools to be very safe. It was gleaned through this research that even though school safety teams perceive the school settings to be safe, the administrators should, however place emphasis on

training the teachers and students to be ready for adverse violent situations such as an active

shooter and that more security measures need to be implemented to prevent those types of

attacks on the educational institutions.

5: Implications, Recommendations, and Conclusions

Introduction

The problem addressed by this study is school violence being a common factor associated with educating young people and with the increase of its occurrences, safety perceptions have been often negatively affected. The purpose of this qualitative study was to understand how violence in the school affects urban high school safety teams' perceptions of safety in the school to give administrators who are responsible for creating and enforcing policies around safety, feedback to update policies to reflect a safer learning environment. After conducting the research for this study, it was shown that a qualitative research study method was most appropriate for this research study. A qualitative research study is warranted for studying the perceptions of safety by safety team members at schools due to the fact that this research is based on the participants' experience, meaning, and perspective, and the research was provided by the participant. When gaining information from participants in this manner, it was most appropriate to use a qualitative study.

The most appropriate design for this research methodology was the grounded theory design. Grounded theory is most appropriate because it uses sampling to assess for the most appropriate participants to include in a specific study that have the individual experience to add to the body of knowledge on a particular topic. Grounded theory also allows for the theory to develop after the collection and analysis of the data, the theory being grounded in the actual data that has been collected (ChunTie et al., 2019). Even though both observation and interviewing are two of the several methods for collecting data for a grounded theory study, I chose to only utilize the interviewing method rather than observation, as observation for this study would not

provide much in a way of confirming or dispelling the theory being studied (Ploeg, 1999). The results of this study were documented under two categories.

The first category consisting merely of the anonymous online survey and the second category was the one-on-one interview. The study showed that school safety teams perceive that our schools are quite safe, and that safety perception is not dependent entirely on either the level of violence in the neighborhood, or reported violence in the United States, nor is it affected by how much or how little a teacher or administrator was either bullied, bullied others, or observed others being bullied. It was discovered that despite the isolated times when school shootings occurred, the education community still views our nation's schools to be very safe. It was gleaned through this research that even though school safety teams perceive the school settings to be safe, the administrators should; however, place emphasis on training the teachers and students to be ready for adverse violent situations such as an active shooter and that more security measures need to be implemented to prevent those types of attacks at educational institutions. As previously stated, the process of conducting qualitative research does not come without limitations. Some of the common limitations exist in the participants' possible personal biases, idiosyncrasies, and the presence of the researcher during the data collection process. During the collection of this data the fact that I was not present during the administering of the survey, made for an environment that was not plagued with the researcher's judgement or the temptation of embellishments in the survey responses. The quality of the research is subject to the knowledge, experience, and biases of the researcher, the difficulty of obtaining and maintaining rigor, as well as the sample size (Anderson, 2010). In an effort to eliminate these limitations, probing follow-up questions were asked to clarify any ambiguous information.

In this chapter, the implications of the study will be discussed, including factors that may have influenced the interpretation of the results, the extent to which the results address the problem and purpose of the study, and how the results can contribute to existing literature. Recommendations for practice and future research will also be discussed, including how the findings can be applied to educational practice and theory, as well as how future researchers can build upon and improve this study.

Implications

The implications of the study propose that more research needs to be done to focus on how the proper trainings can be provided to teachers, counselors and administrators to ensure that they have the knowledge needed to educate the students on what bullying is, how and when to report bullying and how to keep themselves as well as the other students safe at school. The study concluded that there is not enough knowledge of what bullying behaviors look like or how to proactively eradicate those behaviors. Another implication is that many teachers and administrators are so accustomed to bullying being a part of the American school experience, that they dismiss it as part of growing up. One of the known reasons for ignoring those bullying behaviors is that teachers often do not know what the most appropriate response is to address the issue. Policies and procedures for handling bullying situations needs more research due to the many statements made by teachers and administrators alike noting that there is not enough procedural precedent for addressing bullying behaviors.

Yoon and Bauman (2014) also discovered that because teachers do not know what the appropriate response is for bullying behaviors, they tend to choose a response that makes the situation worse. When students knew their teacher's policies on bullying, they were less likely to attempt bullying actions in their classrooms (VanVerseveld et al., 2019). The insinuation that

Yoon and Bauman made concerning the lack of reporting of bullying behaviors by other students turned out to be a concern for teachers and administrators. When asked why their perceptions are that students do not report more bullying incidents even though they occur, the response was that they thought it would be ignored or not taken seriously.

Research question 1: What effect does violence in high schools have on school safety teams' perceptions of safety in schools? The purpose for this study was to discover what effect, if any, violence in schools has on the perceptions of safety of school safety team members. Qualtrics survey creation software was utilized to answer the first research question for this study. The question sought to discover whether the violence in the school or violence in the safety team member's own secondary school experience had any effect on the safety team member's perception of safety of the school in which they serve. The safety team members were asked such questions as how often they observed physical violence at their schools.

The participants were given the option to rate on a scale between zero and ten with zero being not at all, it was discovered that of those who answered the question, 7% of respondents reported having observed physical violence at their school. It is worth noting that even if safety team members did observe violent behaviors in school, Yoon and Bauman (2014) discovered that there was a good chance that they might even ignore the behavior rather than addressing it. Another question posed to participants was if they thought their personal experience with violence in school influences their perceptions of safety in the school for which they now work. Even though gun violence in schools is one of the most urgent issues facing the nation, the results of the research show that it does not have a notable effect on perceptions of safety in schools (Katsiyannis et al., 2018).

The results of the study show that while some who participated in the survey believe that their own personal experiences with violence in school continues to have an impact on their perceptions of safety in the school that they now serve as a staff or faculty member, the majority of participants did not think that their personal experience affected their current perceptions of safety. The results suggest that a safety team member's personal history with violence in their school does not affect their current perceptions of safety. The results also suggest that safety team members are not observing physical violence in the schools very often, if at all. This is aligned with earlier studies conducted on teacher perceptions of safety in schools that conclude that incident reports are an ineffective way of measuring perceptions of safety due to the high levels at which unsafe interactions between students are not observed or reported (Hernandez et al., 2010).

Research question 2: How do school safety team's perceptions of safety affect policy development in in their school? The purpose of the second research question was to ascertain whether or not safety team members have the power to influence school policy toward safety and if so, on what level does their perceptions play a part in changing those policies. The study revealed that the neighborhood in which the school is situated does have an initial effect on perceptions of safety for safety team members, it does not have a lasting effect on their perceptions, which implies that safety team members do not prioritize this as an immediate safety issue enough to change policy. One of the policies that many of the interviewed school safety team members highlighted as part of a need regarding policy development is the need to know how to respond when there is an active shooter on campus or when they observe bullying behaviors.

An earlier study agreed with the safety team's plight, teachers and students need to practice what to do in these situations so that they are able to respond quickly should something of this nature take place (Gonzales, 2019). As part of the one-on-one interview questions, participants were asked what could be done policy-wise to create a safer learning environment against bullying and active shooter situations. This question enabled the participants to expand upon their experience with alerting their school administrators of safety fears that they were aware of in their schools, and what their acknowledgement of those concerns would do to affect policy. Based on those interviewed, despite their constant forewarning of concerns, policy is not easily affected either because having a small budget does not allow for the concerns to be addressed, or the concern is deferred indefinitely. This finding is consistent with the previous research conducted in response to violence in schools that conclude that while policy revisions are needed, they are not readily being done. More is being done on the legislative front to enact changes to policies; however, school policies are not as easily modified (Tanner-Smith et al., 2018).

Research question 3: Based on the school safety team's perceptions of safety, what measures are taken to address safety concerns? The purpose for the third research question was to determine how the school safety team members' perceptions of safety affect whether or not school safety team members themselves take additional measures to address the safety of their students during bullying circumstances, active shooter situations and other dangerous conditions. In an effort to respond to the increasing safety concerns surrounding gun violence in the schools, safety team members propose additional equipment such as metal detectors, as well as reinforcing the lockdown procedures and the security of the locks on classroom doors Other measures being taken to address safety concerns consist of creating an additional barrier between

those entering the school and the school administration offices creating a "buzz-in" system to entering the school buildings. These are a few of the proposed measures that are being considered by several school districts in different states and regions of the United States (Lauermann, 2014).

Prior to the research being conducted, it was expected that the research might yield results that would highlight the idea of fortifying school buildings to make them less susceptible to intrusion by potential active shooters; however, the extent of that fortification was not known. Previous researchers have proposed abandoning the one-size fits all policy of zero tolerance and develop a policy of threat assessment (Landrum et al., 2019). Having an automatic lock-down procedure that could be activated by the school administrators from anywhere on the campus is an efficient plan to thwart an attack, no matter how ambitious it may seem (A high school teacher, 2021, February 03). Another proposed method of reducing safety issues and active shooter situations is to adopt a policy of social connectedness between students. Studies show that when students feel connected to one another in a positive way, they are less likely to perpetrate crimes against each other (Mulvey et al., 2019).

Recommendations for Practice

Over the past decade more than $10 billion has been invested to improve safety through the reduction of violence in schools. Building more fences, changing and installation of new locks, cameras, and additional staff for monitoring student behavior are just a few of the measures taken to improve school safety (Pack et al., 2011)**.** Safety in schools may not be a problem due to lack of funding, it may be the lack of guidance on how to use the funding that is provided to ensure that students, faculty, and administrators are as secure as they can be, and that they feel secure also. It has been discovered through this research, most school safety team

members do not have negative perceptions of safety in their schools, most often they do not observe the violence at all.

The problem that needs to be addressed is the problem of actual safety instead of perceived safety. The data from this research shows that even though the safety team's perceptions of safety are positive, it does not mean that the school is able to ensure student, faculty, and staff safety. Based on the data, school safety teams tend to have an "out of sight, out of mind" mentality, that is to say that if they do not see evidence of the violent behaviors, it does not tend to affect their perceptions of safety in their schools regardless of whether they were bullied as a child or not. According to the American Association of School Administrators (AASA), the school district is responsible for organizing the budget for the schools in its district. Within each school district, the budget is broken down into categories, and one of those categories is the health and safety category (Ellerson, n.d.). Based on the results of the research, boards of education need to meet with school safety teams and or the school administrators to discuss how the school budget can be adjusted to ensure that student safety is considered the priority.

It is far too easy for school district board members to vote on and approve of a budget devoid of adequate funds that are allocated for improving the safety equipment in schools, if there is a low number of reported safety incidents in their district due to the low number of reported or observed violent incidents. As discovered in previous studies students don't always report safety incidents, sometimes out of fear that the incident won't be properly handled, or handled at all (Yoon & Bauman, 2014). Once improvements are made to the schools to support the suggested safety updates, a fraction of what is initially spent on making the upgrades would be needed on an annual basis to maintain the equipment, depending on the upgrades that are

being made. It is clear that the school safety teams are more aware of safety concerns than are boards of education, it only makes sense that they would report on what modifications need to be made to ensure actual safety so that the perceived safety of the school is not a farce. If more financial support were provided to the school safety team as a whole, they would be able to better address issues of harassment, intimidation, and bullying (Monmouth Beach School District, 2020). Other Recommendations for practice is for teachers to focus on more preventative measures on addressing bullying behaviors such as setting the expectations for students of tolerance, comradery amongst students, and appropriate ways to resolve conflict (Mariani et al., 2015)

Recommendations for Future Research

This qualitative case study was limited to school safety team members who work in a physical school building. Those who educate students online or in a hybrid model of education were not included in this study. The study's participants were limited to those who served on the school safety team and excluded students. Future researchers could focus on expanding the sample of participants from just school safety teams in brick and mortar schools to online based institutions. By expanding the research participants to include online teachers, administrators and other school safety team members, the researcher would be able to ascertain what role cyberbullying plays in perceptions of safety (Ma et al., 2017).

Including cyberbullying as a point of interest opens the research up to the possibility to discuss how bullying affects the mental health of those bullied as a subset of perceived safety issues. Another way that future researchers could expand the body of knowledge on perceptions of safety is by including students in the study. The initial idea of the study was to determine what safety team members' perception of safety is of students in the school, but it does not account for

harm done electronically, which excludes cyberbullying. Cyberbullying is an ever evolving issue to define, but the working definition given by Barlett is: "any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others" (Barlett, 2019, p. 5).

By including students in the study, the researcher would be able to compare and contrast the perceptions of safety identified by the safety team members as well as the students to see how they differ and what they have in common. The focus of this study was to determine how violence in the schools affects perceptions of safety in school safety team members. Another focus for future research would be to focus more on how mass shootings affect the perceptions of safety in school safety team members and students alike, while also comparing and contrasting those perceptions. The reason assessing the perceptions of safety of students and comparing them to that of school safety team members, is because according to studies done in 2017, student perceptions of safety tend to mirror the perceptions of safety team members, citing the "out of sight out of mind" mentality previously mentioned. Because there have been so many school shootings and bullying situations throughout the country, the theory now is that students and teachers alike have become numb to the fact that it is happening and no longer perceive that their school is unsafe due to the lack of proximity of the incident to their school (Fisher et al., 2017). It is also important to assess whether the lack of negative perceptions of safety with students and school safety team members is due to the presence of visible safety monitoring equipment, or the lack of serious violent episodes in their community.

Conclusions

Chapter 5 concludes this research study. Throughout the study, different themes were postulated with respect to how the safety team member's perceptions of safety were affected.

The focus of this study was to highlight individual influences of safety perceptions existent within safety team members who are employed in typical brick and mortar schools. The problem addressed by this study is school violence being a common factor associated with educating young people and with the increase of its occurrences, safety perceptions have been often negatively affected (Mitchell et al., 2018).

In order to provide information to ensure that the safety team member's perceptions of safety in schools were positive, the researcher conducted both a survey and individual interviews of persons who make up the school safety team to discover whether their perceptions of safety were positive or negative, and to identify the influencers of their perceptions. The results of the study provided pertinent information about how violence in their current school affects their perceptions or if violence from their childhood affects the school safety team member's perceptions of safety today. Based on the data retrieved from this study, a theory emerged that past experiences with violence in the school does not have a negative effect on the safety team member's perceptions of safety. The study demonstrated that school safety teams perceive that our schools are quite safe, and that safety perception is not dependent entirely on the level of violence in the neighborhood or the reported violence in the United States.

The results of this study confirm previous studies that small percentages of teachers reported experiencing or witnessing violence in their schools. Rural teachers rated their perceived safety in school more negatively than those in the urban areas of China. Urban teachers' total number of years teaching, and age showed a direct correlation to the hypothesis and the perceived safety at school (Wong, 2017). While this statistic appears to contrast the results of the study in which most safety team members had similar perceptions of safety, it does not allow for the continuum of negative perceptions. Due to the perceptions being rated on a

scale, it is possible that the negative perceptions that are described in the study conducted by Wong, could have been just slightly more negative on the continuum than those of urban areas. Within the last eight years, the world of education has changed. In the years following the first infamous mass shootings in the United States in Columbine, CO and Parkland, FL, there has been a severe increase in gun violence in schools resulting in mass shootings (Dahmen, 2018).

The harsh reality of increasing gun violence in schools and the constant news media reports about the mass shootings, is that at some point society becomes desensitized to the occurrences of these mass shootings and its implications (Dahmen, 2018). Because of the desensitizing of the school safety team members, the results of the study presented a new problem altogether, the level of comfortability that United States school systems have developed when dealing with violence in schools, and that is a problem that without the research conducted in this study, might have not been realized. The study highlights areas for improvement on the part of administrators, boards of education, superintendents, and politicians alike. When one must go from asking the question of whether people perceive that their school is safe to asking how comfortable they are with how unsafe their school is, educational reform around school safety is a must.

References

Anderman, E. M., Eseplage, D. L., Reddy, L. A., McMahon, S. D., Martinez, A., Lane, K. L., Reynolds, C., & Paul, N. (2018). Teachers' reactions to experiences of violence: an attributional analysis. *Social Psychology of Education*, *21*(3), 621–653. https://doi-org.proxy1.ncu.edu/10.1007/s11218-018-9438-x

Anderson, C. (2010, October 11). Presenting and evaluating qualitative research. Retrieved December 9, 2019, from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2987281/.

Bachman, R., Gunter, W. D., & Bakken, N.W. (2011). Predicting feelings of school safety for lower, middle, and upper school students: A gender specific analysis. Applied Psychology in Criminal Justice, 7, 60–76. Retrieved from http://dev.cjcenter. org/_files/apcj/APCJ%207-2pdfBACHMAN.pdf_1324066329 .pdf

Baek, H., Andreescu, V., & Rolfe, S. M. (2019). Bullying and fear of victimization: Do supportive adults in school make a difference in adolescents' perceptions of safety? Journal of School Violence, 18(1), 92–106. https://doi-org.proxy1.ncu.edu/10.1080/15388220.2017.1387133

Barlett, C. P. (2019). Predicting cyberbullying : Research, theory, and intervention. ProQuest Ebook Central https://ebookcentral.proquest.com

Bass, B. I., Cigularov, K. P., Chen, P. Y., Henry, K. L., Tomazic, R. G., & Li, Y. (2016). The effects of student violence against school employees on employee burnout and work engagement: The roles of perceived school unsafety and transformational leadership. *International Journal of Stress Management*, *23*(3), 318–336. https://doi-org.proxy1.ncu.edu/10.1037/str0000011

Berkowitz, R. (2014). Student and Teacher Responses to Violence in School: The Divergent Views of Bullies, Victims, and Bully-Victims. *School Psychology International*, *35*(5), 485–503. Retrieved from http://proxy1.ncu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1038387&site=eds-live

Bhatt, R., & Davis, T. (2018). The Impact of Random Metal Detector Searches on Contraband Possession and Feelings of Safety at School. *Educational Policy*, *32*(4), 569.

Bonvillian, C. (2018, February17). Florida shooting heroes: 3 coaches, teachers gave lives for students. Retrieved August 25, 2018, from

Bosworth, K., Ford, L., & Hernandaz, D. (2011). School climate factors contributing to student and faculty perceptions of safety in select Arizona schools. *The Journal Of School Health*, *81*(4), 194–201. https://doi-org.proxy1.ncu.edu/10.1111/j.1746-1561.2010.00579.x

Buck, T. (2017, November 27). School Nurses and the School Safety Team " New Jersey Education Association. Retrieved October 12, 2019, from https://www.njea.org/school-nurses-school-safety-team/.

Burger, C., Strohmeier, D., Spröber, N., Bauman, S., & Rigby, K. (2015). How teachers respond to school bullying: An examination of self-reported intervention strategy use, moderator effects, and concurrent use of multiple strategies. *Teaching and Teacher Education*, *51*, 191–202. https://doi-org.proxy1.ncu.edu/10.1016/j.tate.2015.07.004

Çalık, T., Tabak, H., & Tabak, B. Y. (2018). School Violence: School Administrators' Perspectives and Ways of Solution in Turkey. *International Electronic Journal of Elementary Education*, *10*(5), 611–620. https://doi-org.proxy1.ncu.edu/10.26822/iejee.2018541310

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum, 41*(5), 545-547. doi:10.1188/14.ONF.545-547

Castillo-Montoya, M. (2016). Preparing for Interview Research: The Interview Protocol Refinement Framework. The Qualitative
Report, 21(5), 811-831. Retrieved from https://nsuworks.nova.edu/tqr/vol21/iss5/2

Centers for Disease Control and Prevention. (2016). *Understanding school violence: Fact sheet*. Retrieved from https://www.cdc.gov/violenceprevention/pdf/schoolviolence-factsheet.pdf

Chun Tie, Y., Birks, M., & Francis, K. (2019, January 2). Grounded theory research: A design framework for novice researchers. Retrieved April 26, 2021, from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6318722/

Clark, K. R., Bass, S. M., & Boiteaux, S. K. (2019). Survey of Educators' Preparedness to Respond to Active Shooter Incidents. *Radiologic Technology*, *90*(6), 541–551.

Coastond, J. (2018, May 25). The Santa Fe school shooter used his father's guns. Could his father be punished? Retrieved April 30, 2020, from https://www.vox.com/2018/5/25/17379762/santa-fe-school-shooting-gun-control-rights

Côté-Lussier, C., Barnett, T., Kestens, Y., Tu, M., & Séguin, L. (2015). The Role of the Residential Neighborhood in Linking Youths' Family Poverty Trajectory to Decreased Feelings of Safety at School. *Journal of Youth & Adolescence*, *44*(6), 1194–1207. https://doi-org.proxy1.ncu.edu/10.1007/s10964-014-0214-8

Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists.

Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed method approaches.* Thousand Oaks, CA: SAGE Publications, Inc.

Cuellar, M. J. (2018). School Safety Strategies and Their Effects on the Occurrence of School-Based Violence in U.S. High Schools: An Exploratory Study. *Journal of School Violence*, *17*(1), 28–45. https://doi-org.proxy1.ncu.edu/10.1080/15388220.2016.1193742

Cuellar, M. J., & Mason, S. E. (2019). School Social Worker Views on the Current State of Safety in U.S. Schools: A Qualitative Study. *Children & Schools*, *41*(1), 25–34. https://doi-org.proxy1.ncu.edu/10.1093/cs/cdy028

Culley, M. r., conkling, M., emshoff, J., blakely, c., & gorman, d. (2006) environmental and contextual influences on school violence and its prevention: introduction to special issue. *The Journal of Primary Prevention*, 27, 217-227.

Dahmen, N. S. (2018). Visually reporting mass shootings: US newspaper photographic coverage of three mass school shootings. *American Behavioral Scientist*, *62*(2), 163–180. https://doi-org.proxy1.ncu.edu/10.1177/0002764218756921

De Apodaca, R. F., Brighton, L. M., Perkins, A. N., Jackson, K. N., & STEEGE, J. R. (2012). Characteristics of Schools in Which Fatal Shootings Occur. *Psychological Reports*, *110*(2), 363–377. https://doi-org.proxy1.ncu.edu/10.2466/13.16.PR0.110.2.363-377

De Luca, L., Nocentini, A., &Menesini,E. (2019). The Teacher's Role in Preventing Bullying. *Frontiers in Psychology,*10,1830.doi:10.3389/fpsyg.2019.01830

Deole, S. S. (2018). Human capital consequences of violence in schools: Estimating the impact of violence in schools on education outcomes in Brazil. *Review of Development Economics*, *22*(1), 287–310. https://doi-org.proxy1.ncu.edu/10.1111/rode.12342

Do metal detectors make sense for your school district? (2017, December 20). Retrieved April 11, 2021, from https://www.tssbulletproof.com/blog/metal-detectors-schools/

Doll, B., Song, S., & Siemers, E. (2004). Classroom ecologies that support or discourage bullying. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social-ecological perspective on prevention and intervention* (pp. 161–183). Mahwah, NJ: Lawrence Erlbaum Associates.

Ellerson, N. (n.d.). School Budgets 101. Retrieved April 21, 2021, from https://www.aasa.org/uploadedfiles/policy_and_advocacy/files/schoolbudgetbrieffinal.pdf

Finley, Laura L., "Teachers' Perceptions of School Safety, Safety-Based Changes, and Their Resultant Impact on School Climate: A Case Study" (2002). Dissertations. 1279. https://scholarworks.wmich.edu/dissertations/1279

Fisher, B. W., Nation, M., Nixon, C. T., & McIlroy, S. (2017). Students' Perceptions of Safety at School After Sandy Hook. *Journal of School Violence*, *16*(4), 349–360. https://doi-org.proxy1.ncu.edu/10.1080/15388220.2015.1133310

Fisher, K., & Kettl, P. (2003). Original Article: Teachers' perceptions of school violence. *Journal of Pediatric Health Care*, *17*, 79–83. https://doi-org.proxy1.ncu.edu/10.1067/mph.2003.20

Flynn, K., Mcdonald, C. C., D'alonzo, B. A., Tam, V., & Wiebe, D. J. (2018). Violence in Rural, Suburban, and Urban Schools in Pennsylvania. *Journal of School Nursing*, *34*(4), 263–269. https://doi-org.proxy1.ncu.edu/10.1177/1059840518765086

Gastic, B. (2011). Metal Detectors and Feeling Safe at School. *Education & Urban Society*, *43*(4), 486.

Gay, Lesbian and Straight Education Network (GLSEN). (2008). *The Principal's Perspective: School Safety, Bullying and Harassment. A Survey of Public School Principals*. *Gay, Lesbian and Straight Education Network (GLSEN)*. Retrieved from https://search-ebscohost-com.proxy1.ncu.edu/login.aspx?direct=true&db=eric&AN=ED501326&site=eds-live

Griffin, R., & Gross, A. (2004). Childhood bullying: Current empirical findings and future directions for research. *Aggression and Violent Behavior*, *9*, 379–400.

Gonzales, L. (2019). Preventing Fatal School Violence: DO YOU KNOW WHERE TO START? *Leadership*, *48*(3), 30–31.

Hall, W., Marsden, D., & Roberts, G. (2018). The principal's role doesn't end when the incident is over. *Principal Leadership*, *1*.

Hammarberg, Kirkman, & Lacey, de. (2016) Qualitative research methods: when to use them and how to judge them. Retrieved November 15, 2019, from https://academic.oup.com/humrep/article/31/3/498/2384737.

Hazler, R., Miller, D., Carney, J., & Green, S. (2001). Adult recognition of school bullying situations. *Educational Research*, *43*(2), 133–146.

Holt, M. K., & Keyes, M. A. (2004). Teachers' attitudes toward bullying. In D. L. Espelage & S. M. Swearer (Eds.), *Bullying in American schools: A social- ecological perspective on prevention and intervention* (pp. 121–139). Mahwah, NJ: Lawrence Erlbaum Associates.

Irene Korstjens & Albine Moser (2018) Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing, European Journal of General Practice, 24:1, 120-124, DOI: 10.1080/13814788.2017.1375092

JeeHae Helen Lee. (2013). School Shootings in the U.S. Public Schools: Analysis through the Eyes of an Educator. *Review of Higher Education & Self-Learning*, *6*(22), 88–119.

Kahn, J. H., Jones, J. L., & Wieland, A. L. (2012). Pre-service teachers' coping styles and their responses to bullying. *Psychology in the Schools*, *49*(8), 784–793. https://doi-org.proxy1.ncu.edu/10.1002/pits.21632

Katsiyannis, A., Whitford, D. K., & Ennis, R. P. (2018). Historical Examination of United States Intentional Mass School Shootings in the 20th and 21st Centuries: Implications for Students, Schools, and Society. *Journal of Child & Family Studies*, *27*(8), 2562–2573. https://doi-org.proxy1.ncu.edu/10.1007/s10826-018-1096-2

Kearney, S., Leung, L., Joyce, A., Ollis, D., & Green, C. (2016). Applying systems theory to the evaluation of a whole school approach to violence prevention. Health Promotion Journal of Australia, 27(3), 230–235.

Keith, S. (2018). How do Traditional Bullying and Cyberbullying Victimization Affect Fear and Coping among Students? An Application of General Strain Theory. *American Journal of Criminal Justice: The Journal of the Southern Criminal Justice Association*, *43*(1), 67. https://doi-org.proxy1.ncu.edu/10.1007/s12103-017-9411-9

Kline, T. (n.d.). Applying Maslow's Hierarchy of Needs In Our Classrooms. Retrieved November 12, 2019, from http://www.changekidslives.org/actions-4.

Landrum, T. J., Sweigart, C. A., & Collins, L. W. (2019). SCHOOL SHOOTINGS: What We Know, What We Can Do. *Educational Leadership*, *77*(2), 36–41.

Lauermann, F., & Karabenick, S. A. (2013). The meaning and measure of teachers' sense of responsibility for educational outcomes. Teaching and Teacher Education, 30, 13–26.

Lauermann, F. (2014). Teacher responsibility from the teacher's perspective. *International Journal of Educational Research*, *65*, 75–89. https://doi-org.proxy1.ncu.edu/10.1016/j.ijer.2013.09.005

Lenzi, M., Sharkey, J., Furlong, M. J., Mayworm, A., Hunnicutt, K., & Vieno, A. (2017). School Sense of Community, Teacher Support, and Students' School Safety Perceptions. American Journal Of Community Psychology, 60(3–4), 527–537. https://doi-org.proxy1.ncu.edu/10.1002/ajcp.12174

Lester, S., Lawrence, C., & Ward, C. L. (2017). What do we know about preventing school violence? A systematic review of systematic reviews. *Psychology, Health & Medicine*, *22*, 187–223. Retrieved from http://proxy1.ncu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=123323290&site=eds-live

Leuschner, V. *et al.* Prevention of Targeted School Violence by Responding to Students' Psychosocial Crises: The NETWASS Program. **Child Development**, jan. 2017. v. 88, n. 1, p. 68–82. Disponível em: <http://proxy1.ncu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mdc&AN=28042899&site=eds-live>. Acesso em: 7 out. 2018.

Lichtman, M. (2013). *Qualitative research in education: A user's guide.* Thousand Oaks, CA: SAGE Publications, Inc.

Lindstrom Johnson, S., Bottiani, J., Waasdorp, T. E., & Bradshaw, C. P. (2018). Surveillance or Safekeeping? How School Security Officer and Camera Presence Influence Students' Perceptions of Safety, Equity, and Support. Journal of Adolescent Health, 63(6), 732–738. https://doi-org.proxy1.ncu.edu/10.1016/j.jadohealth.2018.06.008

Longobardi, C., Badenes-Ribera, L., Fabris, M. A., Martinez, A., & McMahon, S. D. (2019). Prevalence of student violence against teachers: A meta-analysis. *Psychology of Violence*, *9*(6), 596–610. https://doi-org.proxy1.ncu.edu/10.1037/vio0000202

López, V., Torres, V. J., Villalobos, P. B., Gilreath, T. D., Ascorra, P., Bilbao, M., Morales, M., & Carrasco, C. (2017). School and community factors involved in Chilean students' perception of school safety. *Psychology in the Schools*, *54*(9), 991–1003. https://doi-org.proxy1.ncu.edu/10.1002/pits.22069

Ma, SC., Wang, HH. & Chien, TW. A new technique to measure online bullying: online computerized adaptive testing. *Ann Gen Psychiatry* **16,** 26 (2017). https://doi.org/10.1186/s12991-017-0149-z

Magola del Carmen Quintero-Coronel. (2017). Perceptions of students and teachers about the manifestations of school violence in urban public schools. *Revista Perspectivas, Vol 2, Iss 1, Pp 70--83 (2017)*, (1). https://doi-org.proxy1.ncu.edu/10.22463/25909215.1286

Mariani, M., Webb, L., Villares, E., & Brigman, G. (2015). Effect of participation in student success skills on prosocial and bullying behavior. The Professional Counselor, 3, 341. https://doi-org.proxy1.ncu.edu/10.15241/mm.5.3.341

Marshall, M. L., Varjas, K., Meyers, J., Graybill, E. C., & Skoczylas, R. B. (2009). Teacher Responses to Bullying: Self-Reports from the Front Line. *Journal of School Violence*, *8*(2), 136–158. https://doi-org.proxy1.ncu.edu/10.1080/15388220802074124

Mears, D. P., Montes, A. N., Collier, N. L., Siennick, S. E., Pesta, G. B., Brown, S. J., & Blomberg, T. G. (2019). The Benefits, Risks, and Challenges of Get-Tough and Support-Oriented Approaches to Improving School Safety. *Criminal Justice Policy Review*, (Issue 9), 1342. Retrieved from https://search-ebscohost-com.proxy1.ncu.edu/login.aspx?direct=true&db=edshol&AN=edshol.hein.journals.cjpr30.78&site=eds-live

Millado, R. (2017, May 17). Sacramento School Districts. Retrieved November 17, 2019, from https://www.tripsavvy.com/sacramento-county-school-districts-2914034.

Mitchell, R. M., Kensler, L., & Tschannen-Moran, M. (2018). Student Trust in Teachers and Student Perceptions of Safety: Positive Predictors of Student Identification with School. *International Journal of Leadership in Education*, *21*(2), 135–http://proxy1.ncu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1165177&site=eds-live154.

Mowen, T. J., & Freng, A. (2019). Is more necessarily better? school security and perceptions of safety among students and parents in the united states. *American Journal of Criminal Justice : AJCJ, 44*(3), 376-394. doi:http://dx.doi.org.proxy1.ncu.edu/10.1007/s12103-018-9461-7

Moyer, J. W. (2015, August 27). Graphic N.Y. Daily News cover on Virginia shooting criticized as "death porn." The Washington Post. Retrieved from https://www.washing-tonpost.com/news/morning-mix/wp/2015/08/27/n-y-daily-news-executed-on-live-tv- cover-criticized-as-death-porn/

Mulvey, K. L., Gönültaş, S., Goff, E., Irdam, G., Carlson, R., DiStefano, C., & Irvin, M. J. (2019). School and Family Factors Predicting Adolescent Cognition Regarding Bystander Intervention in Response to Bullying and Victim Retaliation. Journal of Youth & Adolescence, 48(3), 581–596. https://doi-org.proxy1.ncu.edu/10.1007/s10964-018-0941-3

Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J., & Oudekerk, B. (2017). *Indicators of school crime safety:2016*. National Center for Education Statistics. (NCES publication No. 2017064). Retrieved from https://nces.ed.gov/pubs2017/2017064.pdf

Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J., Kemp, J., Diliberti, M., & & Oudekerk, B. (2018). Indicators of school crime and safety: 2017. Washington, DC: US Department of Justice, Bureau of Justice Statistics and US Department of Education, National Center for Education Statistics. Available at: https://nces.ed.gov/pubs2018/2018036.pdf

NASP School Safety and Crisis Response Committee. (2015). *Responding to School Violence Prevention: Guidelines for School Administrators and Crisis Teams.* Bethesda, MD: National Association of School Psychologists.

National Center for Education Statistics. (2003). Violence in U.S.public schools: 2000 School Survey on Crime and Safety (NCES-2004-314). Statistical Analysis Report. Washington,DC: Author.

Nickerson, A. B. (2019). Preventing and Intervening with Bullying in Schools: A Framework for Evidence-Based Practice. *School Mental Health: A Multidisciplinary Research and Practice Journal*, *11*(1), 15. https://doi-org.proxy1.ncu.edu/10.1007/s12310-017-9221-8

NJ Rev Stat 18A:37-21, 2013

Nogales, A. (2018, January 31). We Live in a Culture of Violence. Retrieved March 6, 2020, from https://www.psychologytoday.com/us/blog/family-secrets/201801/we-live-in-culture-violence

Pack, C., White, A., Raczynski, K., & Wang, A. (2011). Evaluation of the Safe School Ambassadors Program: A Student-led Approach to Reducing Mistreatment and Bullying in Schools. *Clearing House*, *84*(4), 127–133. https://doi-org.proxy1.ncu.edu/10.1080/00098655.2011.564974

Perone, D. C. (1998). *The relationship between school climate and school safety: Perceptions of urban middle school students and teachers* (Order No. 9838525). Available from ProQuest Dissertations & Theses Global. (304456086). Retrieved from

Pitofsky, M. (2018). School violence explodes across USA. *USA Today*.

Pitofsky, M. (2018, August 16). There were nearly 1,300 more threats made at U.S. schools this past year, report finds. Retrieved October 14, 2019, from https://www.usatoday.com/story/news/2018/08/14/school-violence-us-schools/987901002/.

Ploeg, J. (1999). Identifying the best research design to fit the question. Part 2: qualitative designs. Retrieved November 15, 2019, from https://ebn.bmj.com/content/2/2/36.citation-tools.

Price, J., Khubchandani, J., Payton, E., & Thompson, A. (2016). Reducing the Risks of Firearm Violence in High Schools: Principals' Perceptions and Practices. *Journal of Community Health*, *41*(2), 234–243. https://doi-org.proxy1.ncu.edu/10.1007/s10900-015-0087-0

Programs / Safe School Ambassadors (SSA). (2019). Retrieved November 2, 2019, from https://www.alsd.k12.ca.us/Page/831.

Prpić, M. (2019). Students' Violence Against Teachers in Relation to School Climate. Varstvoslovje: Journal of Criminal Justice & Security, 21(4), 405–425.

Rajan, S., & Branas, C. C. (2018). Arming Schoolteachers: What Do We Know? Where Do We Go From Here? American Journal of Public Health, 108(7), 860–862.

Rees, C. A., Lee, L. K., Fleegler, E. W., & Mannix, R. (2019). Mass School Shootings in the United States: A Novel Root Cause Analysis Using Lay Press Reports. *Clinical Pediatrics*, *58*(13), 1423–1428. https://doi-org.proxy1.ncu.edu/10.1177/0009922819873650

Reinach Wolf, C. (2018). Prevention, Not Reaction: How to protect schools from mass shootings. *Psychology Today*, *51*(6), 46–48.

Roberge, G. D. (2012). From Zero Tolerance to Early Intervention: The Evolution of School Anti-bullying Policy. JEP: EJournal of Education Policy, 1–6.

Roberts, S. D., Wilcox, P., May, D. C., & Clayton, R. R. (2007). My School or Our School? The Effects of Individual versus Shared School Experiences on Teacher Perceptions of Safety. *Journal of School Violence*, *6*(4), 33–55. https://doi-org.proxy1.ncu.edu/10.1300/J202v06n04_03

Robinson, R. R. (2018). *Perceptions of safety in illinois public rural schools* (Order No. 13423602). Available from ProQuest Dissertations & Theses Global. (2159509307). Retrieved from http://search.proquest.com.proxy1.ncu.edu/docview/2159509307?accountid=28180

Rogers, M., Ovares, E. A. L., Ogunleye, O. O., Twyman, T., Akkus, C., Patel, K., & Fadlalla, M. (2018). Is Arming Teachers Our Nation's Best Response to Gun Violence? The Perspective of Public Health Students. *American Journal of Public Health*, *108*(7), 862–863. https://doi-org.proxy1.ncu.edu/10.2105/AJPH.2018.304477

Rosen, L. H., Scott, S. R., & DeOrnellas, K. (2017). Teachers' Perceptions of Bullying: A Focus Group Approach. *Journal of School Violence*, *16*(1), 119–139. https://doi-org.proxy1.ncu.edu/10.1080/15388220.2015.1124340

Sattler, L. J., Thomas, K. A., & Cadet, T. L. (2019). Reactive Protection? Fear, Victimization, and Fighting Among U.S. High School Students. *Journal of Interpersonal Violence*, *34*(17), 3666.

School District , M. B. (2002). Home / School Safety Team. Retrieved November 7, 2019, from https://www.mbschool.org/Page/155.

School Security. (2018). Retrieved from http://proxy1.ncu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgvr&AN=edsgcl.7513000195&site=eds-live

Schwartz, A. E., Stiefel, L., & Rothbart, M. W. (2016). Do Top Dogs Rule in Middle School? Evidence on Bullying, Safety, and Belonging. *American Educational Research Journal*, *53*(5), 1450–1484. Retrieved from https://search-ebscohost-com.proxy1.ncu.edu/login.aspx?direct=true&db=eric&AN=EJ1116493&site=eds-live

Somech, A., & Oplatka, I. (2009). Coping with School Violence through the Lens of Teachers' Role Breadth: The Impact of Participative Management and Job Autonomy. *Educational Administration Quarterly*, *45*(3), 424–449. Retrieved from http://proxy1.ncu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ849563&site=eds-live

Soo Youn Lim, Na Ri Kang, & Young Sook Kwack. (2018). Effects of a Class-Based School Violence Prevention Program for Elementary School Students. *Journal of the Korean Academy of Child & Adolescent Psychiatry*, *29*(2), 54. Retrieved from http://proxy1.ncu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=129899897&site=eds-live

Sykes, B. L., Piquero, A. R., & Gioviano, J. P. (2017). Adolescent Racial Discrimination and Parental Perceptions of Safety in American Neighborhoods and Schools. *Sociological Forum*, *32*, 952–974. https://doi-org.proxy1.ncu.edu/10.1111/socf.12364

Tanner-Smith, E. E., Fisher, B. W., Addington, L. A., & Gardella, J. H. (2018). Adding Security, but Subtracting Safety? Exploring Schools' use of Multiple Visible Security Measures. American Journal of Criminal Justice, 43(1), 102–119. https://doi-org.proxy1.ncu.edu/10.1007/s12103-017-9409-3

Tausch, N., Kenworthy, J. B., & Hewstone, M. (2007). The confirmability and disconfirmability of trait concepts revisited: Does content matter? Journal of Personality and Social Psychology, 92(3), 542–556. https://doi.org/10.1037/0022-3514.92.3.542

The purpose of school safety teams ("Monmouth Beach School District," 2020)

Thompkins, D. E. (2000). School violence: Gangs and a culture of fear. *Annals of the American Academy of Political and Social Science, 567*(1), 54-71.

Twemlow, S. W., Fonagy, P., & Sacco, F. C. (2002). Feeling safe in school. *Smith Col- lege Studies in Social Work, 72*, 303-326.

Valdés-Cuervo, Á.-A., Martínez-Ferrer, B., & Carlos-Martínez, E.-A. (2018). Original: The Role of Teaching Practices in the Prevention of School Violence among Peers. *Revista de Psicodidáctica (English Ed.)*, *23*, 33–38. https://doi-org.proxy1.ncu.edu/10.1016/j.psicoe.2017.05.007

Van Verseveld, M. D. A., Fukkink, R. G., Fekkes, M., & Oostdam, R. J. (2019). Effects of Antibullying Programs on Teachers' Interventions in Bullying Situations. A Meta-Analysis. *Psychology in the Schools*, *56*(9), 1522–1539.

Wang, F. (2017). Social Injustices in Schools: Principals' Perception. *Values and Ethics in Educational Administration*, *13*(1). Retrieved from https://search-ebscohost-com.proxy1.ncu.edu/login.aspx?direct=true&db=eric&AN=EJ1186312&site=eds-live

White, N., La Salle, T., Ashby, J. S., & Meyers, J. (2014). A brief measure of adolescent perceptions of school climate. *School Psychology Quarterly*, *29*(3), 349–359. https://doi-org.proxy1.ncu.edu/10.1037/spq0000075

Wilcox, P., May, D. C., & Roberts, S. D. (2006). Student weapon possession and the "fear and victimization hypothesis": Unraveling the temporal order. *Justice Quarterly, 23*, 502-529.

Williams, S., Schneider, M., Wornell, C., & Langhinrichsen-Rohling, J. (2018). Student's Perceptions of School Safety: It Is Not Just About Being Bullied. *Journal of School Nursing*, *34*(4), 319–330. https://doi-org.proxy1.ncu.edu/10.1177/1059840518761792

Winerman, L. (2018, September). Retrieved April 22, 2020, from
https://www.apa.org/monitor/2018/09/numbers

Wright, R. J., Jr. (2015). *Rural teacher's perceptions of safety on Texas high school campuses* (Order No. 10110709). Available from ProQuest Central; ProQuest Central; ProQuest Dissertations & Theses Global. (1797445427). Retrieved from
http://search.proquest.com.proxy1.ncu.edu/docview/1797445427?accountid=28180

Wong, Y. P. (2017). A comparison of urban and rural kindergarten teachers' perceptions of school safety for young children: implications for quality teacher education. EARLY CHILD DEVELOPMENT AND CARE, 187(1), 80–88. https://doi-org.proxy1.ncu.edu/10.1080/03004430.2016.1151418

Yoon, J., & Bauman, S. (2014). Teachers: A Critical But Overlooked Component of Bullying Prevention and Intervention. *Theory Into Practice*, *53*(4), 308–314. https://doi-org.proxy1.ncu.edu/10.1080/00405841.2014.947226

Zhang, A., Wang, K., Zhang, J., Oudekerk, B. A., National Center for Education Statistics, (., US Department of Justice, B. S., & American Institutes for Research, (. (2017). Indicators of School Crime and Safety: 2016. NCES 2017-064/NCJ 250650. *National Center for Education Statistics*