

“Building the plane while its flying”:

**An Implementation Study of the Jefferson County Public
Schools Safety Plan**

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EXECUTIVE SUMMARY

This study was completed on behalf of Jefferson County Public Schools as an implementation evaluation of their new Safety Administrator role. Safety Administrators are a novel concept, born of the desire to approach school safety from both a physical security and an emotional security lens. Safety Administrators' primary tasks are to conduct safety drills, build relationships with staff and students, and to proactively identify and address security vulnerabilities within their buildings. We utilized a mixed methods data collection strategy, consisting of focus group interviews and surveys of Safety Administrators, a survey completed by Safety Administrators' supervisors, and document analysis.

Results indicate that Safety Administrators' time use aligns with the expectations laid out by the district. Safety Administrators indicate strong role clarity, particularly in reference to mission or goal clarity, but experience significant variability in their actual daily activities. Although their organizational socialization, or onboarding and training, experience involved a somewhat ambiguous beginning, Safety Administrators overall express commitment to the role and intention to return to the job next year. Additionally, we found that the Safety Administrator role is overwhelmingly acceptable to supervisors, with strong social validity.

The Safety Administrator role is an extremely promising initiative, bridging the gap between trauma-informed practices and necessary security protocols. The following recommendations are designed to guide training, internal clarity, and external collaboration:

- Create explicit expectations for time use and for the documentation thereof;
- Equitably distribute caseloads for elementary school Safety Administrators;
- Increase opportunities for peer collaboration among middle and high school Safety Administrators;
- Track innovations developed by individual Safety Administrators and share these innovations with the district at-large and with other Safety Administrators;
- Involve Safety Administrators in the creation of standard operating procedures for district security practices;
- Formally document updates to the Safety Administrators' training, role, expectations, and accomplishments so that innovations and successes might be scaled-up across the state, region, and country.

INTRODUCTION

Jefferson County Public Schools (JCPS) requested assistance for an implementation evaluation of the district's school safety plan, which was developed in order to balance local, state, and federal requirements and the district's commitment to safety, well-being, and belonging. The initial plan eschewed any armed law enforcement inside school buildings, and instead called for officers working a zone of several schools' exterior grounds and the development of a new position: safety administrators. The district intended to hire and train 66 safety administrators to assist school staff with relationship building, threat assessments, and improve school climate (Jefferson County Public Schools, 2022, JCPS Proposal: JCPS Safety Plan; Appendix C). In response to new state mandates, JCPS pivoted to add additional officers to their school safety plan without any additional funding from the state (Russell, 2022). The new iteration of the program was funded, staffed, and implemented for the first time in school year 2022-2023. Our research focuses on implementation strengths and growth areas, and provides an opportunity for early course correction as the district continues its implementation of the Safety Plan.

CONTEXTUAL ANALYSIS

JCPS is a large urban public school district that serves the children of Louisville, Kentucky. District enrollment is approximately 96,000 students, or approximately one-seventh of all children in the state (Jefferson County Public Schools, *About JCPS*, 2022). JCPS educates 79% of all students in the county and employs 6,890 teachers in 165 schools (Jefferson County Public Schools, *JCPS Facts*, 2022). The district demographics indicate an ethnically diverse system reflective of the County's racial makeup: 37% of students pre-Kindergarten through 12th grade identify as Black, 39% identify as white, 13% identify as Hispanic, and 11% identify as "other" (Jefferson County Public Schools, 2021).

In SY 2019-2020, the district reported 7,057 suspensions at the high school level, 6,190 at the middle school level, and 1,493 at the elementary school level (Jefferson County Public Schools, 2020). This was the most current behavior data publicly available due to the COVID-19 pandemic's disruption of in-person learning. JCPS has faced challenges returning to in-person learning at the beginning of the 2021-2022 school year, though district data show lower rates of behavioral referrals for students fighting and other violent incidents (Wheatley & Chinn, 2022). Still, there were approximately 19,000 referrals for fighting specifically, and 1,400 for other violent incidents, in the first 155 days of the 2021-2022 school year.

The state legislature passed a law in 2022 requiring an armed officer assigned to work in each school building by August 1, 2022 (Vogt, 2022). Kentucky HB 63 states:

Local boards of education shall ensure, for each campus in the district, that at least one (1) certified school resource officer is assigned to and working on-site full-time in the school building or buildings on the campus. [...] Nothing in this section shall be interpreted or construed to require a local government or any of its agencies or offices to fund the school resource officer positions required of local boards of education under this section.

Per the state law, these officers must carry a firearm and hold equivalent powers to officers employed by local police departments. Instead, JCPS pivoted to hiring Safety Administrators for each middle and high school, an unarmed 'civilian', whose primary purpose is relationship building and preventive safety measures. They chose to divide the role demanded by the new law into two district roles: Safety Administrators (one at every middle and high school, and 6 shared between all elementary schools) and School Safety Officers (one for every 3-7 schools in a geographic area). The Safety Administrators would primarily report to their school

principal, but also to the Department of Culture and Climate. They would work closely with the School Safety Officers assigned to their building, and in concert with the Department of Security and Investigations, and the Department of Safety and Environmental Services (Jefferson County Public Schools, 2022, JCPS Proposal: JCPS Safety Plan).

DEFINITION OF PROBLEM

JCPS seeks to improve both physical and psychological safety of its students, and with appropriate urgency. At the local level, a cursory internet search of “JCPS student discipline” brought up several local news articles about issues such as an adult entering a high school building in order to fight a student (Delouche, 2022) and “violent” fights in high schools (Dingle, 2021), one of which involved a teacher. Unfortunately, JCPS is not alone in the need for a comprehensive school safety plan. Preventing and responding to incidents of disruption and violence is a priority in school districts across the country. At the federal level, the Departments of Homeland Security, Education, Justice, and Health and Human Services created an inter-agency collaborative project called SchoolSafety.gov in order to “help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergency situations” (SchoolSafety.gov, n.d.). As of 2014, 33 states had mandated safety plans in public school districts (Council for State Governments, 2014). The Kentucky statute required each district to create, review, and practice a plan annually with the support of local law enforcement agencies (p. 11-12). Kentucky’s HB 63 defines school *safety* as “a program of prevention that protects students and staff from substance abuse, violence, bullying, theft, the sale or use of illegal substances, exposure to weapons and threats on school grounds, and injury from severe weather, fire, and natural disasters” and *security* as “procedures followed and measures taken to ensure the security of school buildings, classrooms, and other school facilities and properties.”

JCPS sought to invest their human capital in both these aspects, aiming to hire both a School Safety Officer and a Safety Administrator at each school. However, personnel assigned solely to emotional safety and school climate improvement appear to be novel in schools, and these new Safety Administrators will be engaging in significant organizational socialization and role definition in the next year. Our project goal is to provide clarity around an entirely new use of human capital in the school safety space.

CONCEPTUAL FRAMEWORK

Safety Administrators are charged with promoting positive school cultures, identifying and preventing threats at the student level, and developing students’ sense of belonging in the school itself. We began this work by reviewing the research in several conceptual domains and areas of best practice, including: induction into new systems, role definition and clarity, studies of time use in education and in comparative systems, and principles of school safety. This research informed the data collection instruments utilized in this project, including surveys and interviews.

ROLE CLARITY IN EDUCATION AND BEYOND

Role clarity was initially described primarily by its converse, role ambiguity. Rizzo’s 1970 article, “Role Conflict and Ambiguity in Complex Organizations,” defines role ambiguity broadly as a lack of the necessary information given to an individual within an organization. *Role clarity then, is possessing the necessary knowledge about one’s job expectations* (Rizzo, 1970). Later researchers clarified this definition by dividing ‘role clarity’ into four components: *goal clarity*, or the knowledge of one’s overall mission (Lejonburg & Christophersen, 2015; Papastyliaou & Polychronopoulos, 2009); *process clarity*, or the knowledge of how

those goals might be achieved (Lejonburg & Christophersen, 2015; Papastylianou & Polychronopoulos, 2009); *clarity of priorities*, or the knowledge of which tasks should be completed and in what order (Papastylianou & Polychronopoulos, 2009); and finally *clarity of behaviors*, or knowledge of how to act in various situations, and which specific behaviors will likely lead to the desired goal (Papastylianou & Polychronopoulos, 2009).

Adjacent to a discussion of role clarity versus ambiguity must be a discussion of role conflict, which can occur for a number of reasons. Role conflict is defined as having conflicting goals, expectations, or priorities given to an individual, and can arise when there are multiple individuals in a supervisory capacity of one person, when the requirements themselves are conflicting, or when the job expectations diverge from an individual's personal values (Papastylianou & Polychronopoulos, 2009; Rizzo, 1970).

Organizations, especially schools seeking to enhance student safety, have a vested interest in defining role clarity for their personnel, as the opposite can have dire consequences on the performance of the organization as a whole. Significant role ambiguity can wreak havoc on an individual's ability to perform their intended job duties, their job satisfaction, and their commitments to the organization (De Clercq & Belausteguigoitia, 2017; Papastylianou & Polychronopoulos, 2009; Shepherd et al., 2016; Leko & Smith, 2010; Maden-Eyiusta, 2019). Especially considering the implications for a sector already plagued by a shortage of trained personnel (Gist, 2021; Leko & Smith, 2010), educators cannot afford to lose staff to turnover caused by a lack of role clarity (De Clercq & Belausteguigoitia, 2017; Papastylianou & Polychronopoulos, 2009). Role clarity also has implications for the educator pipeline, from recruitment to pre-service preparation (Leko & Smith, 2010; Shepherd et al., 2016) - individuals cannot be properly prepared for their role if that role is not clearly defined. Additionally, a lack of role clarity is connected to decreased individual innovation and engagement (Maden-Eyiusta, 2019), which certainly is in conflict with the needs of a complex and loosely-coupled structure such as that between school districts and classrooms.

Fortunately, the dangers of role ambiguity can be mitigated. The research suggests that emotional safety is powerful here as well. Innovative propensity (De Clercq & Belausteguigoitia, 2017) and 'affective commitment' (Papastylianou & Polychronopoulos, 2009), or put simply - the degree to which one enjoys one's job and feels emotionally tied to one's organization - is a powerful mitigating factor of role ambiguity's impacts on job satisfaction and intentions to leave (De Clercq & Belausteguigoitia, 2017; Papastylianou & Polychronopoulos, 2009). Additionally, a trust in the goodwill of colleagues, and a sense of fairness and procedural justice also mitigate the negative effects of role ambiguity (De Clercq & Belausteguigoitia, 2017). Finally, a flexible role orientation, a broader perspective over what one's job duties entail and a feeling of responsibility that is above and beyond the discrete goals and tasks of one's role, can mitigate the negative impacts of role ambiguity (Maden-Eyiusta, 2019). In other words, a connection to the overall mission of the organization can help an individual transcend unclear directives and remain engaged and satisfied in their role.

Interestingly, role clarity and organizational commitment appear to be interrelated and can have an almost cyclical relationship, where one builds upon the other, a gap in one can be mitigated by an increase in the other, or a severe lack in one can cause the other to falter. Lejonburg & Christophersen suggest that role clarity itself leads to increased affective commitment to the organization, which in turn leads to better performance and engagement, attendance, and personal 'exertion' on behalf of the organization (2015). Affective commitment goes beyond a transactional view of work tasks, and instead refers to the alignment of personal and organizational values, and an "involvement and identification with the work," (Lejonburg & Christophersen, 2015, p. 46). Adept school leaders will ensure role clarity both for themselves and for others, defining organizational structures and responsibilities for their team and portraying themselves as the leader

and facilitator (Kearney & Smith, 2018), since they know that role clarity leads both to job satisfaction (Cranston et al., 2003) and to greater student success (Lapan, Gysbers, & Sun, 1997; Lieberman, 2004). As a novel role within JCPS and in other public schooling contexts, clarifying the Safety Administrators' role, priorities, and procedures is a key step towards the achievement of their goals and their likelihood to remain with the district.

ORGANIZATIONAL SOCIALIZATION FOR NEWCOMERS

Organizational socialization, or the means by which newcomers to an organization are inducted into its workings and their roles within it, may be considered using three types of socialization tactics: context, content, and social aspects (Jones, 1986). First, the context in which the socialization occurs can be a formal training period, or an informal, learn-on-the-job experience; newcomers may be inducted collectively as a group, or individually (Jones, 1986). None of these contextual options are inherently good or bad, but instead offer supervisors and leaders the opportunity to craft induction experiences that are appropriate for different role types. For example, a formal, collective experience provides employers with more control over the induction, and less deviation from role mission, goals, and activities. An informal, individualized induction would encourage innovation, potential mission deviation, and engagement with one's direct co-workers rather than the organization as a whole (Jones, 1986). Second, content-based socialization tactics refer to the information shared with newcomers during socialization activities, and can be sequential or random, and fixed or variable. Sequential and fixed tactics involve a formal process that must occur in a certain order, and has a fixed outcome by which the newcomer can judge their readiness for work tasks. Random and variable tactics have neither a specific order, nor an 'end goal' by which newcomers can judge that they have 'finished' being inducted into the organization (Jones, 1986). The latter two tactics arguably increase uncertainty and confusion (Bauer, 2007). Finally, the social aspects of newcomer socialization can be serial or disjunctive, and involve investiture or divestiture from the organization. Serial tactics are engaged when there are senior staff members who serve as models for newcomers; disjunctive tactics are when no such role model is present. Investiture versus divestiture refers to the social supports offered to the newcomer, with investiture indicating positive social supports and a welcoming environment, and divestiture representing the opposite (Jones, 1986).

The social aspects of newcomer socialization tactics play an important part in overall job performance. Nifadkar (2016) argues that social conflict and a lack of belongingness in a new role may lead to poorer information access and increased role confusion. A study of teacher closeness and trust indicated that ties among new educators can be either instrumental (information-providers, formal mentorship) or expressive (empathic connections, trust, emotional support), and that expressive ties were ultimately more predictive of self-efficacy and whether or not educators left their positions (Hopkins, Bjorklund, and Spillane, 2019). Newcomers' perspectives on their supervisors' warmth and competence also impact their information-seeking behaviors (Nifadkar, 2020), which in turn will impact their overall socialization activities in the organization.

An overall successful socialization into one's job is a key predictor of job performance, satisfaction, and intentions to remain in the organization (Bauer, 2007). And while Jones' 1986 work offers employers suggestions for the tactics they may use to promote better socialization, Bauer provides a framework for what newcomers should receive during and after successful socialization: role clarity, self-efficacy, and social acceptance (Bauer, 2007). The extent to which Safety Administrators are effectively socialized into JCPS will inform their overall success in the organization. Additionally, as this role is likely to be replicated in other contexts, a clear onboarding procedure will be valuable moving forward.

TIME USE IN SCHOOLS

TIME USE ACROSS ORGANIZATIONAL SETTINGS

The study of employees' time spent on various tasks at work began in the 1950s and 1960s. The goal of this research was to increase employee productivity and focus, especially for activities occurring during paid work hours (Drucker, 1967; Lakein, 1973; Mackenzie, 1972; McCay, 1959, as cited in Claessens et al, 2006, pg. 256). Recommendations centered on cognitive and behavioral strategies such as reflecting on schedules, prioritizing activities, and making to-do lists to maximize efficiency and minimize wasted time. Time management theory consists of three main behaviors to increase the perceived control of time: setting goals and priorities, mechanics of time management, and preference for organization (Macan, 1994, as cited in Claessens et al, 2006, p. 264). However, later replication studies did not find strong connections between the components of this model (Claessens et al, 2006, p. 265).

The accepted term in early studies was "time management." However, Claessens et al (2006) described why the field transitioned to "time use" as a concept, because "The term 'time management' is actually misleading. Strictly speaking, time cannot be managed, because it is an inaccessible factor. Only the way a person deals with time can be influenced" (p. 256). This study was a meta-analysis of 35 studies published between 1954 and 2005. They defined time use as "behaviors that aim at achieving an effective use of time while performing certain goal-directed activities" (p. 262). The authors emphasized that time use is not an isolated skill or behavior. Rather, it is a practice connected to "some goal-directed activity, such as performing a work task or an academic duty, which is carried out in a way that implies an effective use of time" (p. 262).

APPLICATIONS FOR SCHOOL LEADERS

Time use is a valuable skill in any employment setting, but especially in a school where there are many competing demands for teachers' time. These behaviors and traits are opportunities for leaders to provide training to improve time use in teachers. There are also recommendations and considerations for time use specific to various roles in the school setting. For example, instructional coaches often have organizational and time use challenges due to funding sources and the tension between district- and school-level supervisors (Kane & Rosenquist, 2019). These researchers found a relationship between coaches' time use behaviors and districts' organizational, funding, and accountability policies: "District-hired coaches spent more time than school-hired coaches in PPCAs [potentially productive coaching activities] but struggled with inconsistent school-based relationships. For school-hired coaches, variable funding sources and ample trust meant ample duties. Accountability reduced all coaches' overall time in PPCAs" (p. 1737). Recommendations included "explicit expectations" (p. 1738) on time use, increasing time spent on collaborative and planning activities (p. 1745) and building relationships within coaches' specific schools (p. 1746). There was also a relationship between each role's funding source and time spent on daily tasks (p. 1749). Comparing Safety Administrators' actual time use to their intended time use will help ensure the organization's directives are being followed and assess which activities promote safety.

SCHOOL SAFETY

As school systems grapple with how to keep their students safe, our research will inform educational leaders on how to ensure that the school-based roles they have designated as key safety personnel are implementing their roles as intended, and as suggested in the literature. The first consideration here is the

important delineation made by the National Center on Safe Supportive Learning Environments (*National Center on Safe Supportive Learning Environments, n.d.*) on the difference between *emotional safety* and *physical safety*. Strong school safety plans must include aspects of both, as an over-focus on one may lead to the detriment of the other. For example, increased interactions with School Resource Officers (SROs) and physical security measures such as metal detectors and other protocols may increase the physical safety of students, but decrease students' perception of that safety - students feel that the school is actually riskier than it is, and feel the need for these physical measures more acutely (Viano, Curran, & Fisher, 2021; Curran, et al., 2019). Conversely, a hyper-focus on student emotional safety may leave schools vulnerable to external threats. Schools must dually focus on both emotional and physical aspects of student safety. Oftentimes, this comes in the form of programmatic interventions such as social-emotional learning initiatives and school climate supports, in concert with physical safety measures such as the installation of SROs.

Although efforts to increase the physical security of the school building are understandable, physical safety alone will not address the emotional and behavioral needs that contribute to school and community violence. Instead, school leaders must balance physical safety with psychological safety to truly create safe schools that prevent violence. Balancing physical and psychological safety is best addressed with preventative efforts such as school-wide social-emotional and behavioral supports, early intervention for students at risk, and coordinated mental health supports for students already identified as having needs (Building Strong Brains, 2018; Center for the Study and Prevention of Violence, 2018; Cuellar, 2015; Gruenwald & Rolnick, 2006; Heckman, 2008). The extant research supports Safety Administrators' dual role of prioritizing both the physical security and emotional safety of JCPS students.

CONNECTION TO EVALUATION

This conceptual framework directly informed our project questions and evaluation design. In order to capture the elements of implementation science, school safety, and time use across contexts in JCPS, we focused on these two overarching research questions and three sub-questions:

1. What factors influence the implementation of the JCPS Safety Plan?
 - a. How do state, district, school, and personnel factors influence the implementation of the Safety Administrator role?
 - b. How do school staff members characterize their capacity and readiness to implement the JCPS Safety Plan?
2. What implementation patterns are evident across schools and district contexts?
 - a. To what extent does Safety Administrator time use align to the expected job description?

EVALUATION DESIGN AND METHODOLOGY

This project is an implementation evaluation, describing the roll-out of Safety Administrators in JCPS. We investigated the process by which these individuals were inducted into the district, their perspectives and the perspectives of other stakeholders on what their role entails, and the key activities they engage in. Partially descriptive and partially constructive in nature, our project findings seek to assist the client in identifying 'bright spots' and barriers, and reflecting on their implementation journey thus far.

SAMPLE

Our sample was pulled exclusively from JCPS, their documents and their staff. A total of 66 Safety Administrators were hired in school year 2022-2023. Sixty of those are located in middle or high schools, and the remaining six split their time between elementary schools in their assigned zone. Middle and high school

Safety Administrators are supervised by the principal of the building to which they are assigned. Elementary school Safety Administrators are supervised by the assistant superintendent of their zone, since they cover multiple school sites. For the purpose of this study, we refer to this mix of principals and assistant superintendents as *supervisors*. We initially intended to examine experiences, perceptions, and expectations from Safety Administrators and their supervisors, as well as School Safety Officers and teachers. However the JCPS internal IRB did not allow access to School Safety Officers or school staff for our study.

DATA COLLECTION

We used a mixed methods research strategy, with a variety of data sources. As noted above, we intended to utilize surveys of Safety Administrators, School Safety Officers, school principals, and other school staff in order to capture a variety of perspectives and determine the level of stakeholder buy-in for the Safety Administrator role (Appendices D, E, G, & H). The Safety Administrator survey also included a measure of time use in their new role. Finally, we intended to use focus groups and individual interviews of Safety Administrators (Appendix F) and school principals as a way to illustrate patterns, perspectives and postures toward the implementation of the Safety Administrator role. However, JCPS did not approve the principal interviews or the surveys of School Safety Officers or school staff (teachers; counselors). We also used document analysis of JCPS Safety Administrator Training Plan, district organizational charts, calendars, and state and district policy in order to compare their plan-as-intended to the plan-as-implemented.

MEASURES

Our measures included various subscales of the Attitudes Related to Trauma-Informed Care survey (ARTIC; Baker, et al., 2015), the Role Orientation Survey (Jones, 1986), items from Jones' measure of Organizational Socialization (1986), the Role Ambiguity Questionnaire (Rizzo, 1970), and an adapted form of the Primary Intervention Rating Scale (PIRS; Lane, et al., 2009), in addition to some researcher-developed items. We included these items in alignment with the components of our conceptual framework.

Our initial data collection plan was to use various scales and subscales provided by the ARTIC. School staff and supervisors would complete the abbreviated 10-item measure (ARTIC-10). Safety Administrators and School Safety Officers would complete three subscales derived from the full ARTIC scale: Underlying causes of behavior (*Cause subscale*), Responses to problem behavior (*Response subscale*), and On-the-job behavior (*Empathy subscale*) to obtain information related to their perspectives on the causes of problem behavior and their school's readiness and capacity to implement non-violent, trauma-informed practices. We aimed to determine general beliefs of Safety Administrators and School Safety Officers about student behavior, such as whether behavior is malleable, whether or not punishment is an appropriate response to problematic behaviors, and to what extent a desire for control affected their practices. Baker, et. al (2015) found that the ARTIC demonstrated strong internal consistency ($\alpha = .91$ for the 35-item ARTIC) and test-retest reliability (.84 at <120 days) when tested on a mostly white, female, well-educated population of service providers. Initial evaluation of validity indicated that the ARTIC has "preliminary psychometric support" for measuring perceptions related to trauma-informed care (Baker, et. al, 2015).

We abbreviated the ARTIC scale in order to narrow the focus of our research, and to avoid participant fatigue during the survey. Ultimately, our three-subscale ARTIC demonstrated strong internal consistency ($\alpha = .82$). Each of the three subscales, analyzed independently, demonstrated slightly lower reliability (Cause subscale, $\alpha = .72$; Response subscale, $\alpha = .67$, Empathy subscale, $\alpha = .73$).

In order to obtain information on Safety Administrators' and School Safety Officers' beliefs about their organizational commitment and the socialization tactics they experienced, we intended to use various items from the Role Orientation scale and Socialization Tactics measures (Jones, 1986). Both scales demonstrate strong internal consistency (Role Orientation scale $\alpha = .89$; Socialization Tactics subscales alphas range from $.78-.84$). We abbreviated these scales in order to avoid participant fatigue and encourage participation. Our abbreviated, five-item, Organizational Socialization ID index ($\alpha = .80$) measured the degree to which Safety Administrators were invested versus divested from the district. Sample items include, "Almost all of my colleagues have been supportive of me personally" and "My colleagues have gone out of their way to help me adjust to this organization." Our abbreviated, five-item Organizational Socialization SR index ($\alpha = .66$) measured the degree to which Safety Administrators experienced their district onboarding as serial and orderly versus random and disjointed. Sample items include, "I have received little guidance from experienced organizational members as to how I should perform my job," and "Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceding stages of the process."

We intended to use Rizzo's 1970 Role Ambiguity Questionnaire to obtain information on the degree of ambiguity versus clarity that Safety Administrators and School Safety Officers experience in their work. This scale also has high internal consistency ($\alpha = .89$; Jaskyte, 2005; Kearney & Smith, 2018). Safety Administrators completed this entire 10-item scale, to which we added another question "I plan to return to this job next year." Ultimately, these items were analyzed as two separate subscales, one of which (6 items, Role Clarity Index, $\alpha = .80$) measured the degree to which Safety Administrators had a clear understanding of their role and their supervisors' expectations. The other subscale (4 items, Role Change Index, $\alpha = .79$) measured the degree to which Safety Administrators had sought to adjust the mission, goals, objectives, or daily tasks set to them by their supervisors or by the district.

We adapted items from the Primary Intervention Rating Scale (PIRS) to obtain a measure of face validity, buy-in, and acceptability of the Safety Administrators' role from other school staff members (Lane, et al., 2009). This measure has very high internal consistency ($\alpha = .99$; Wright, et al., 2019). We abbreviated the original PIRS from 17 items to 8, and nominally changed the wording in order to indicate acceptability of the Safety Administrators' role, rather than a more general school-wide behavior plan, as the PIRS is originally intended to measure.

Finally, we created a time use measure using guidance from extant literature and the Safety Administrators' job description published by JCPS in the district safety plan (Appendix B). As a construct, time use is difficult to measure accurately, because there are many opportunities for bias. There are considerations of logistics, resources, reliability, and validity in the available measurement options. Claessens et al (2006) advocated for a mixed methods approach to study time use. There are several quantitative methods that can identify how much time employees spend on various tasks. Some researchers utilized surveys, time logs, interviews, document and policy analysis, administrative data, and time use reports (Kane & Rosenquist, 2019; Grissom et al, 2013; Horng et al, 2010; Camburn et al, 2010).

Qualitative methods of measuring time use are valuable in order to "obtain detailed information about the application of time management behaviors in practice...[such as] how people plan and prioritize their tasks from day to day, how they actually spend their workday and what considerations are important here, what unexpected events come up, and how they handle this" (Claessens et al, 2006, p. 271). The authors suggested utilizing diaries to capture these nuances in real time (Conway & Briner, 2002; Pentland et al, 1999; Reis & Wheeler, 1991; Symon, 1999; as cited in Claessens et al, 2006). Another common approach was

observations (Camburn et al 2010; Grissom et al, 2013; Horng et al, 2010), though these are resource-intensive data collection strategies.

We determined that a daily time log or diary was too intrusive and intensive for Safety Administrators and their supervisors. Instead, we developed a series of questions modeled off of the survey in Kane & Rosenquist’s (2019) research on time use in instructional coaches. We based our items on the tasks outlined in the Safety Administrator job description. We also added two items intended to be reverse-coded that JCPS wanted to ensure the Safety Administrators do not do: handle student discipline and act as a substitute teacher.

Unfortunately, the district’s internal IRB process did not allow full implementation of the data collection strategy outlined above. Table 1, below, summarizes our initial and final data collection strategy. Items in italics were omitted due to constraints imposed by the district. Our data collection strategy ultimately consisted of a supervisor survey, a Safety Administrator survey, and focus group interviews with Safety Administrators.

Role	Data Collection Method	Measure(s)
Supervisors	Survey	Perceptions of JCPS Safety Plan (adapted from PIRS) Safety Administrator Time Use survey <i>ARTIC-10</i>
	<i>Interview</i>	<i>Semi-structured interview protocol</i>
Safety Administrators	Survey	ARTIC subscales Role Ambiguity Questionnaire (Rizzo, 1970) Role Orientation Survey (Jones, 1986) Organizational Socialization Tactics (Jones, 1986) Time Use survey
	Focus groups	Semi-structured interview protocol
<i>School Safety Officers</i>	<i>Survey</i>	<i>ARTIC subscales Role Ambiguity Questionnaire (Rizzo, 1970) Role Orientation Survey (Jones, 1986) Organizational Socialization Tactics (Jones, 1986) Time Use survey</i>
<i>School staff</i>	<i>Survey</i>	<i>ARTIC-10 Perceptions of JCPS Safety Plan (adapted from PIRS)</i>

Table 1: Summary of data collection strategies. Items in italics were omitted from the final strategy.

Supervisor surveys were forwarded to participants through the district’s internal IRB office. We delivered the Safety Administrator survey during an on-site visit on December 14, 2022. We observed a monthly day-long training session, and the Department of Culture and Climate blocked off time for the survey and the voluntary focus groups. We had a total of 56 responses on the Safety Administrator survey (85%) and 28 responses on the Supervisor survey (45%). During our visit on December 14, 2022, Safety Administrators were invited to participate in focus groups, and we ensured that their participation was entirely voluntary. Twenty Safety administrators participated in five focus groups.

We made every effort to ensure participants' confidentiality. The participants' responses to the survey are not linked to their names. Data was stored securely in Qualtrics while being analyzed. The published data has been aggregated and any identifying information has been removed. Consent was obtained through the survey instrument itself, notifying participants of potential risks and benefits of completing the survey. Participation in our study did not have any risks beyond the hazards of everyday life and there are no conflicts of interest.

DATA ANALYSIS

Our qualitative data was analyzed using 'listening tours' (C. Smrekar, personal communication, January 25, 2023) and transcript reviews of focus group interviews. From there, we developed analytic memos and concept matrices. We also completed a document analysis of Kentucky state law pertaining to school safety and Safety Administrator training materials. Our quantitative data was analyzed using descriptive statistics, t-tests, correlation, regression, and ANOVA in order to determine trends and whether implementation practices and perspectives differed significantly across district contexts. Specifically, the study analyzes whether implementation and organizational socialization experiences differed by personnel characteristics of Safety Administrators, such as years of experience in education, degree type (education, criminal justice, mental health, etc.), and other demographic characteristics.

FINDINGS

RQ 1: WHAT FACTORS INFLUENCE THE IMPLEMENTATION OF THE JCPS SAFETY PLAN?

How do state, district, school, and personnel factors influence the implementation of the safety administrator role?

IMPLEMENTATION FACTORS: "IT'S A NEW PHILOSOPHY AND A NEW CONCEPT"

Implementing a complex role such as that of the Safety Administrator involves multiple leaders and policy decisions at multiple levels. We organized our analysis of this process by data from the state of Kentucky, JCPS district- and school-level contexts, and individual-level perceptions and qualities of the Safety Administrators themselves.

STATE-LEVEL FACTORS: "WE ALL HAVE STATEWIDE MANDATES"

State laws and requirements directly impact the day-to-day time use of Safety Administrators. A vast majority (92%) of Safety Administrators indicate spending a moderate amount of time or more on the state-mandated safety drills. More than half (52%) indicate they spent "a great deal" of time on the Safety Drills. Table 2 lists each the percentage of responses to each time use item, and Figure 1 is a visual representation of these numbers.

	None at all (1)	A little (2)	A moderate amount (3)	A lot (4)	A great deal (5)	Mean	sd
Trainings	0	3.64	30.91	32.73	32.73	3.94	0.89
Culture and Climate Meeting	14.55	16.36	20	34.55	14.55	3.18	1.29
Safety Drills	1.82	5.45	18.18	21.82	52.73	4.18	1.03
Staff Meetings	7.27	10.91	29.09	34.55	18.18	3.45	1.13
Extra Security	14.55	29.09	20	12.73	23.64	3.01	1.4
Student Relationships	0	3.64	5.45	14.55	76.36	4.63	0.75
Staff Relationships	0	0	5.45	21.82	72.73	4.67	0.57
Collaboration	1.82	30.91	40	14.55	12.73	3.05	1.02
Meetings with school stakeholders	1.82	12.73	20	32.73	32.73	3.81	1.09
Threat Assessments	1.82	10.91	21.82	34.55	30.91	3.81	1.05
Investigations	10.91	30.91	30.91	20	7.27	2.81	1.1
Substitute Teaching	90.91	7.27	1.82	0	0	1.1	0.368
Student Discipline	29.09	41.82	12.73	7.27	9.09	2.25	1.22
Extra duties	1.82	10.91	10.91	36.36	40	4.01	1.06

Table 2: Percentages of each response for items in the Time Use scale, their overall mean scores, and standard deviations. Green highlights indicate tasks JCPS identified as Safety Administrator responsibilities in the initial job description. Orange highlights indicate tasks JCPS wanted Safety Administrators to avoid. Yellow highlights indicate tasks that are reactive, rather than preventative, but still fall under the Safety Administrator’s responsibilities.

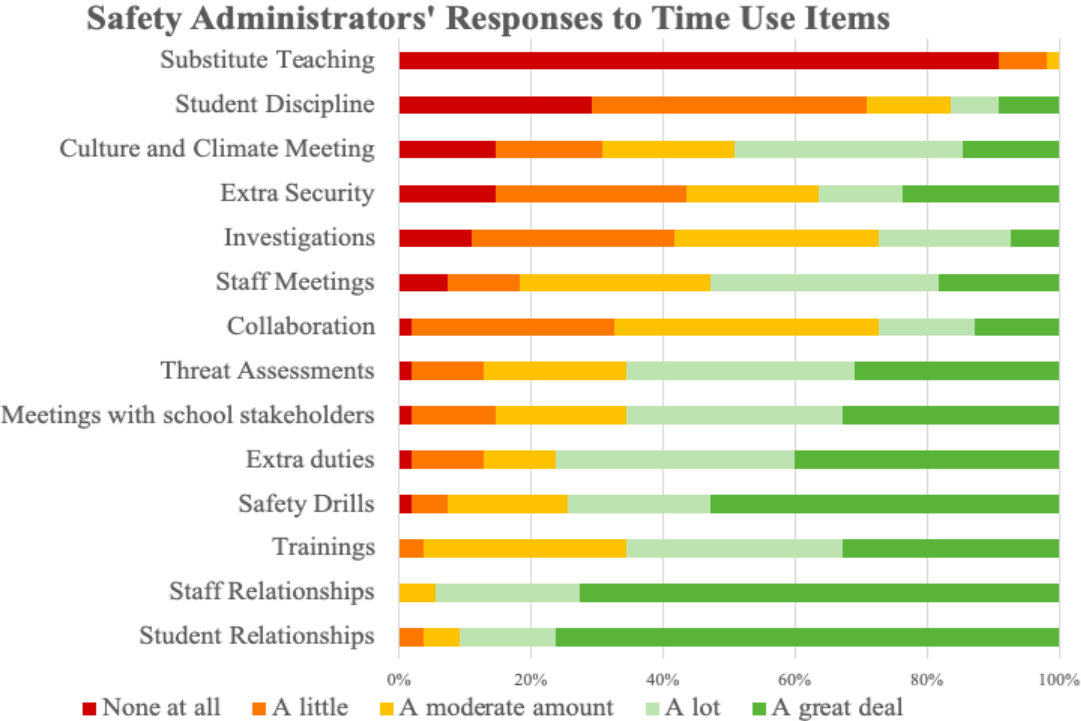


Figure 1: Safety Administrators’ responses to time use items, in order of items they reported spending the least amount of time on to the most.

Safety Administrators are aware of state laws and their position compared to SSOs. One focus group participant noted, “It’s a new philosophy and new concept. For the most part, what we’re trying to do is new to the steps that we’re taking and the new statutes and things that are being put in place.” Initial perceptions of the plan were skeptical, with one Safety Administrator sharing “the scuttlebutt among the teachers was, oh, there’s just gonna be another highly paid administrator that sits in their office and doesn’t do anything. So I think we definitely had some barriers to break when we got hired.” However, data from supervisors suggest an overall high level of acceptability of the Safety Administrator role (see Table 3 and Figure 2).

	M	SD
Acceptable intervention	4.33	0.7
Role is appropriate	4.17	0.78
Effective	4.07	0.93
Recommend to others	4.4	0.76
Appropriate for mission	4.3	0.78
No negative effects	4.63	0.48
Reasonable for stated goal	4.2	0.7
Beneficial to students	4.43	0.72

Table 3: Mean responses and standard deviations of each item on the PIRS

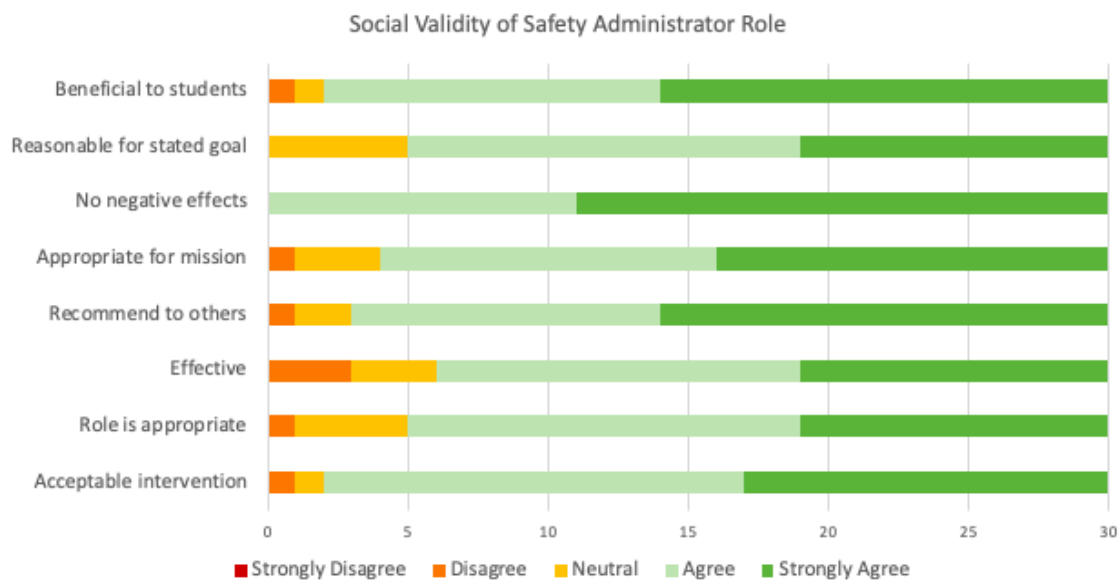


Figure 2: Social Validity of Safety Administrator Role, PIRS responses from Safety Administrators' Supervisors

DISTRICT-LEVEL FACTORS: “AND THE DISTRICT SAYS TO THE SCHOOL, ‘DO THIS’”

The most notable factors at the district-level were time use on district-mandated tasks, organizational socialization experiences from district offices and trainings, and perceptions of support from various district departments. When asked to estimate the amount of time spent on district-level aspects of their job, Safety Administrators indicate they spend substantial time on district-mandated safety drills and threat assessments, collaboration with district staff, and attending trainings and Culture and Climate

Department meetings. The average time-use score for these items ranges from 3.05 (a moderate amount of time) to 4.18 (a lot of time). See Table 2 and Figure 1.

The Safety Administrator training schedule for the first nine months of implementation indicated a compressed timeline and a wide variety of content (see Appendix L). Trainings began approximately three weeks before students returned from summer vacation, and continued monthly throughout the school year. A small selection of topics included: bullying prevention; threat assessment procedures; PBIS; working with special student populations; standard mandatory trainings for blood borne pathogens, etc.; technology use; and intentional collaboration time.

A majority of Safety Administrators indicate feeling adequately supported by various district departments. The Department of Climate and Culture received the highest percentage of favorable responses (“agree” and “strongly agree”) from Safety Administrators, with 76.9% of SA’s responding positively. The Department of Safety and Environmental Services had 67.3% favorable responses; the Department of Security and Investigations had 59.6% favorable responses (see Figure 3).

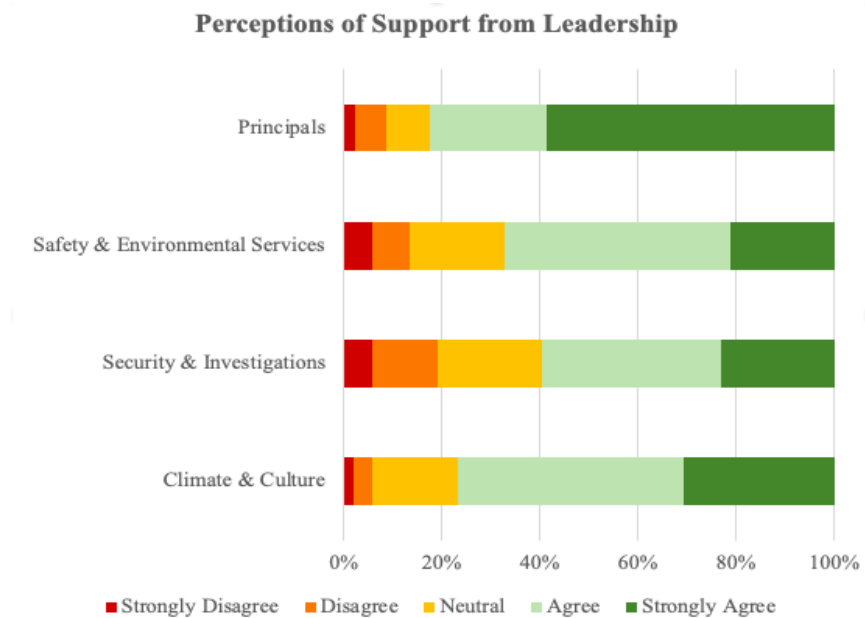


Figure 3: Safety Administrators’ perceptions of support from leadership

These sentiments of support were generally echoed in the focus groups. One participant highlighted the frustrations of reporting safety concerns at the school level, but not receiving timely resolution from district-level offices. He remarked, “So until the district’s, you know, put the investment into the infrastructure that we need, at least in my school, it’s not gonna get any safer. And it’s we’re just kind of waiting for the bad luck to fall on our school.” This comment shows how district processes and supports are in place for some, but not all, of the Safety Administrators’ needs.

SCHOOL-LEVEL FACTORS: “IT’S NOT THAT WAY WHEN I GO TO MY SCHOOL”

School-level implementation patterns of the JCS Safety Plan reveal several factors; most notable were interactions with and support from building administrators. Safety Administrators reported sharply diverging and varying experiences. Fifty percent of all Safety Administrators surveyed indicated that they had

“generally been left alone to discover what my role should be in this organization” and 40% answered the opposite - that they had received the guidance they needed.

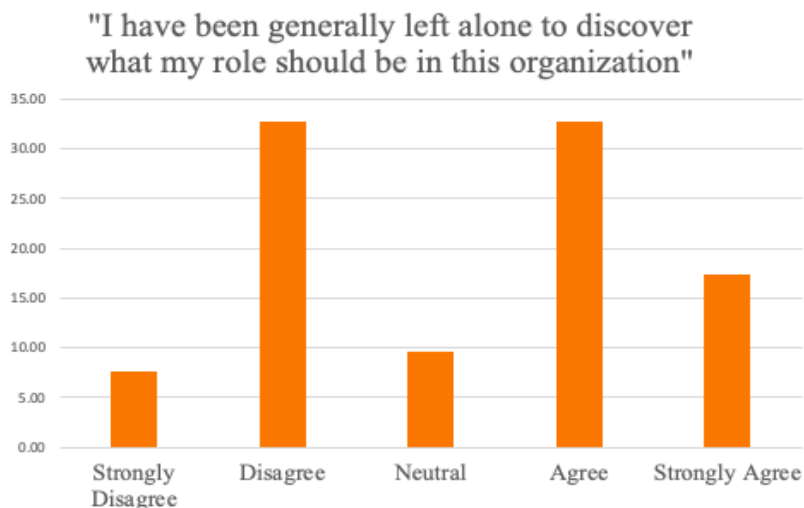


Figure 4: A histogram indicating the percentages of each response on the item “I have generally been left alone to discover what my role should be in this organization.”

Two Safety Administrators highlighted this variation during focus group interviews. One shared, “at my school, I was accepted into that administrator inner circle,” while the second interrupted to note, “And there’s a lot of people that weren’t.” Safety Administrators do, however, indicate feeling supported by their principals, with 82.6% answering favorably to this item, (see Figure 3).

Experiences vary sharply between Safety Administrators who serve at a single middle or high school and those who serve multiple (between 8-30) elementary schools. Given that only six elementary school Safety Administrators completed the survey, their responses were not analyzed separately from the secondary Safety Administrators in order to preserve anonymity. Qualitative data, however, revealed key differences in Elementary Safety Administrators’ day-to-day roles and relationships to one another, compared to middle and high school Safety Administrators, and in their experiences with training. One Safety Administrator at the elementary school level described how his duties varied from those of the secondary Safety Administrators in the same focus group, noting:

“We travel around a lot. We interact with a lot of different schools, a lot of different communities. We’re not really, right now, able to do the relationship part that the middle and high school focus on. I see my role as building relationships with the building and the staff in the building to get them to get with the program as far as school safety and get them to develop their climate and culture and how to deal with safety, security, behavior and kind of work from the top down rather than the bottom up.”

Another highlighted the tight-knit nature of the six elementary Safety Administrators:

“I know with our cohort, the elementary [tier], we meet up for chats. We do our own training that we’ve developed ourselves. I think that allows us to come up with creative solutions together. We share a lot with each other.”

This group came together organically to problem-solve and innovate and appeared to know each other well. Middle and high school Safety Administrators in the same focus group indicated that they had limited opportunities to collaborate together as a group.

PERSONNEL FACTORS: “BECAUSE OF THE LEADERSHIP WITHIN ME”

One goal of this implementation evaluation was to learn more about who the Safety Administrators are, what experiences they bring to the role, and how these factors may influence their work. Participant characteristics are detailed in Appendix I. Safety Administrators who were surveyed are 77% male and 23% female. Racially, 56% are Black/African American, 33% White, and 9% were Other/Prefer not to say. We chose to combine the Asian, American Indian, Pacific Islander and “Other” racial/ethnic categories in order to preserve confidentiality among these individuals. Over half of respondents hold a Bachelor’s degree as their highest degree reached, 42% hold a masters, and 6% hold either Education Specialist (Ed.S.) or doctoral degrees (Ed.D, Ph.D). Education was the most common degree type at 45% of respondents, followed by Criminal Justice (37%), then Mental Health (24%). Close to one third (27%) of respondents hold some other type of degree, and a third (33%) hold more than one degree type. Safety Administrators as a whole are exceedingly experienced; 75% report having worked with children for 11 or more years, and 38% report having worked in K-12 education for 11 or more years.

These demographic differences among Safety Administrators do not correlate to statistically significant differences in survey responses, with a few exceptions. Safety Administrators who report holding a degree in Criminal Justice score over 3 points lower on a measure of role clarity, with significance approaching the .05 level ($p=0.052$). Additionally, holding a Criminal Justice degree is correlated with perceptions of principal support ($p<0.05$) that are, on average, .79 points lower than their peers without a Criminal Justice degree on a 5-item Likert scale. Finally, individuals with 11 or more years of experience working in K-12 educational settings score 8 points lower on the ARTIC scale. Regression tables can be found in Appendix J.

The statistically significant difference in role clarity for Safety Administrators with criminal justice degrees aligns with qualitative focus group data. One participant vividly described a situation in which their criminal justice and law enforcement training was at odds with the school’s academic priorities during a crisis:

“Now coming from my [criminal justice] background, this makes no logical sense. And I want to jump up and down and be like, ‘This is what we are worried about? The next class? Who cares about the next class if somebody’s getting ready to get shot?’”

The crisis was resolved without any physical injuries, but the Safety Administrator involved clearly had to navigate a complex crisis situation with competing organizational demands.

Another focus group participant described how their background in mental health was good preparation for working with students, but not necessarily sufficient for the administrative components of the role:

“For me, coming from outside of education, it was a brand new environment. Kids are mostly the same.. kids are kids. So I knew how to do that part. But it was a lot of the lingo or understanding certain parts of how the educational part works. How discipline works with the student... like it was a lot of information at once and not so much explaining as far as that goes,

like people would throw around acronyms. And I'm like, do you mean this? Is "IC" Infinite Campus or are you talking about something else? So that was different for me."

The final category of personnel factors that emerged was Safety Administrators' level of orientation towards a trauma-informed lens of viewing student behavior challenges. One example of this viewpoint comes from a Safety Administrator focus group participant, who explained:

"I think it's really good to just be in the building and, you know, be able to intervene in situations that you wouldn't even imagine yourself intervening in or just having that conversation about 'Why are you making these choices?' or 'How can I help you make better decisions?' or, you know, 'Who helps you make better choices?' and kids realize, 'I'm not going to do this [dangerous behavior] again.'"

In general, Safety Administrators' responses to questions about trauma-informed principles trend towards beliefs that empathy, rather than control, are better approaches to handling challenging behavior (ARTIC Empathy subscale, $\alpha = 0.73$, mean = 38.1, $sd = 5.91$), that behavior is both malleable and an adaptation to one's environment, rather than a fixed and intentional negative act (ARTIC Cause subscale, $\alpha = 0.72$, mean = 32.62, $sd = 5.86$), and that strong relationships, kindness, and felt safety are better responses to challenging behavior than strict accountability (ARTIC Response subscale, $\alpha = 0.67$, mean = 34.3, $sd = 5.57$). Each ARTIC subscale had a possible range of 7-49, and participant responses ranged from 21-49. Interestingly, having 11 or more years of experience working in K-12 schools was associated with overall ARTIC scores (possible range of 21-147, actual range of 66-144) that were 8.7 points lower, conditional on highest degree level and type of degree. This coefficient is statistically significant at the 0.05 level. Female Safety Administrators score on average 5 points lower than males, but this difference is not statistically different from zero. However, the imprecision of the standard errors are likely due to a low sample size (see Regression Table, Appendix J).

Consistent with the trauma-informed literature (Building Strong Brains, 2018), Safety Administrators report valuing strong relationships with their coworkers and students in their buildings. One focus group participant noted how well he knows his students and coworkers:

"When I get called to a room, I find myself wanting to get into the room [quickly], because I know what kid's in that room already that's probably having a meltdown. And if I can get to them fast enough, I can get them to buy in to take them down some notches."

Another described how his relationship building efforts actively prevented unsafe student behavior before it started:

"And I can now stand in our courtyard in a crew of people and when things start looking like they're escalating, literally, I've walked right up to them, I've smiled at them, and I've just stood there and they start simmering down."

RQ 1: WHAT FACTORS INFLUENCE THE IMPLEMENTATION OF THE JCPS SAFETY PLAN?

How do school staff members characterize their capacity and readiness to implement the JCPS safety plan?

CAPACITY AND READINESS: “I WALK 25,000 STEPS A DAY ON AVERAGE”

Another critical portion of implementing the JCPS safety plan is staff’s capacity and readiness for change. Seventy-five percent of Safety Administrators indicate that they agree or strongly agree with the statement, “I know exactly what is expected of me,” but their ability and readiness to meet those expectations is less clear. Often, the sheer scale and scope of work hindered Safety Administrators in carrying out their duties. One focus group participant described how extensive his work truly is, stating, “I could spend a full year just writing the procedures to get us to where this is a safe facility.”

Safety Administrators’ descriptions of their experiences being socialized into JCPS vary. The mean score on the Organizational Socialization measure is 3.31 (alpha=0.66, sd=3.6) indicating considerable variability in Safety Administrators’ early experiences at JCPS. Approximately 40% of Safety Administrators answered neutrally to the statements “There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization” and “This organization does not put newcomers through an identifiable sequence of learning experiences.”

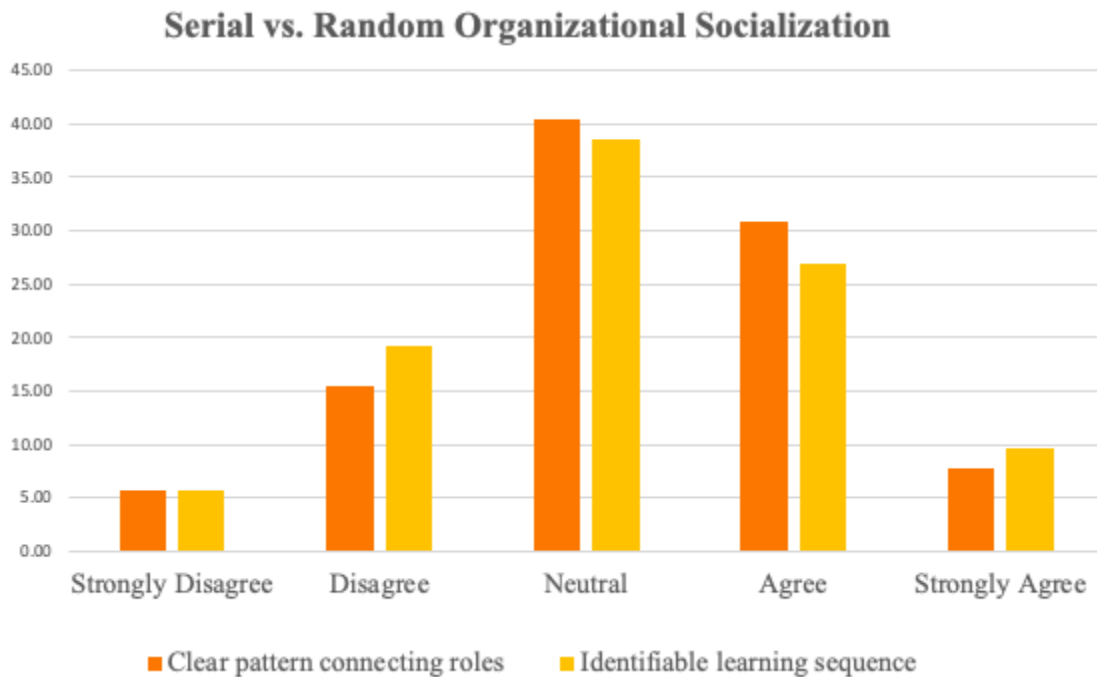


Figure 5: A histogram indicating the percentages of each response on the items, “There is a clear pattern in the way one role leads to another or one job assignment leads to another in this organization” and “This organization does not put newcomers through an identifiable sequence of learning experiences.”

Responses related to Safety Administrators’ experiences of organizational socialization being serial vs. disjointed or random were slightly lower and more variable within the group ($p < 0.01$) than their

responses related to investiture in the organization. The Organizational Socialization SR index (mean= 16.57, sd= 3.63, alpha= 0.66) has a possible range from 5-25; participant scores ranged from 10-25. One focus group participant described the training process in this way:

"I'm probably speaking for all of us [when I say] there were no expectations. I mean, when we got hired, they were like, we're building the plane in the air while it's flying, period. That first week, we sat in that PD and they're like, 'Yeah, you know, here's this stuff.' And then we start asking questions, and they're just over there just typing into Google Docs. Just all the stuff that we're asking and trying to get answers from the district. Because they were like, 'This is how we're going to do this. Now how do we do this?'"

Several participants in focus groups noted that the summer training and monthly meetings were not enough. One of the barriers Safety Administrators described was the lack of opportunities for collaboration with their building administrators. One Safety Administrator recalled:

"Were we prepared the first day? And did we have enough training? I think we could have used a second week of training. And I wish at the end of that training we had had a couple of days with our administrators present... To sit down purposefully with the administration of the building that you're going into because they are the ones over you. Like [the Manager of Safety Administrators] is "over us" but [that person] is not over us because we answer to our principals."

This Safety Administrator felt that the lack of structured collaboration negatively impacted their experience of building relationships and clarity within a complex organizational structure.

Although Safety Administrators characterize their onboarding experiences as more random and disjointed, they indicate a relatively strong sense of investiture in the organization via the Organizational Socialization ID index (mean= 18.91, sd= 2.58, alpha= 0.80). This measure had a possible range of 5-25; participant scores ranged from 11-25. Simply put, Safety Administrators are committed to JCPS and the safety of their assigned schools, students, and staff. One focus group participant emphasized this commitment, stating "I can make the money I'm making anywhere else. I came here because I wanted to try to make a difference. I want to know that I'm doing what I can do to make the school safer." In fact, 96% of Safety Administrators indicate they plan to return to their positions next school year.



Figure 6: The Organizational Socialization SR index (blue) indicates the degree to which Safety Administrators experienced their training and onboarding as serial or random and disjointed. Lower scores are indicative of a more random experience. The Organizational Socialization ID index (orange) indicates the degree to which Safety Administrators report feeling socially invested in the district and their role. Higher scores are indicative of a higher degree of organizational investiture. These differences are statistically significant ($p < 0.01$).

In addition to a commitment in the overall mission of their role, SA's are also unlikely to seek to alter the key elements of their role. When asked on the survey about the degree to which they have sought to change the expectations, procedures, or overall mission of their jobs, Safety Administrators in general responded in the negative (Role Change Index; mean= 10.2, sd= 3.42, alpha= 0.79), indicating a firm commitment to adhering to the expectations as laid out by their supervisors. Each item of this index was a 5-point Likert scale, with 5 indicating strong tendencies to change the intended role, mission, or assigned activities. The means of individual items ranged from 2.12-2.8, with the item "I have changed the mission or purpose of my role" scoring the lowest (2.12) and having the smallest standard deviation (sd=0.66) of all items on this scale. This exchange between focus group participants summarized this statistic with an apt metaphor:

Participant 1: "They sort of sketched it out for us in that, you know, we go through the training, and I felt like it was sort of, we're gonna give you the framework, you know? Sorta like a house right? You're gonna walk in and it's not decorated. So you have to come up with how you want to decorate. So they gave us the house but it's on you to decorate."

Participant 2: "But that's pretty awesome because you know... you put up five houses, built the exact same way, but me in my house and him in his house. If I go visit him, we might decorate it totally different, and he might have a great idea about something."

Safety Administrators also indicate a moderate degree of clarity about their role via the Role Clarity Index (mean= 19.9, sd= 3.10, alpha= 0.80). This index had a possible range from 5-25; participant scores ranged from 14-25. Each item of this index was a 5-point Likert scale, with 5 indicated strong agreement with this aspect of role clarity. The means of individual items ranged from 3.75-4.27, with the item "I feel certain about how much authority I have on the job" scoring the lowest. Focus group participants described situations that confirmed this variance in experiences. The first noted, "When I became a [Safety

Administrator], I started dressing up as an administrator. The students started looking at me differently. They started coming to me differently.” The second shared, “it’s been a struggle and like we just need to establish like, I have this job. If you don’t understand the job, you still have to do things the way we have to do them.” Both participants had to work to navigate complex organizational structures and discern their authority in situations related to student safety.

A key element of implementation readiness is buy-in from supervisors. As a whole, supervisors of Safety Administrators indicate acceptance of the role and agree that it has been beneficial to students. A total of 30 supervisors responded to a measure adapted from the PIRS. Each item of this index was a 5-point Likert scale, with 5 indicating strong agreement. The individual item means ranged from 4.07-4.63, with the item “Having a Safety Administrator did NOT result in negative side effects for the students,” scoring the highest (4.63) and having the smallest standard deviation (sd=0.48) of all items on this scale (see Table 3 and Figure 2 for detailed PIRS data). Indeed, 93% of supervisor respondents indicate agreement with the statement, “Overall, having a Safety Administrator was beneficial for students.” Safety Administrators echoed this sentiment, stating, “At the beginning, the time was kind of rough, but things are smoothing out and the acceptance is there, the collaboration is there, that communication is there. And that’s the benefit, and I truly believe that it’s really going to shift the culture of all our schools.”

RQ 2: WHAT IMPLEMENTATION PATTERNS ARE EVIDENT ACROSS SCHOOLS AND DISTRICT CONTEXTS?

To what extent does Safety Administrator time use align to the expected job description?

IMPLEMENTATION PATTERNS: “THIS IS THE ANSWER NOW, BUT IT MIGHT CHANGE LATER”

There is clear variation across different contexts. One Safety Administrator described: “I think our school district is so big and there’s so much diversity, how schools run, how buildings run, their day to day that the job is very, very different [...] I’m sure the job is very different from school to school.” However, several patterns emerged. Focus group participants’ responses coalesced into several points of emphasis (see Appendix K), the top three of which are summarized in Table 4, with the frequencies of mention in parentheses:

Patterns in Qualitative Data	
<i>Conceptual Framework Category</i>	<i>Point of Emphasis (#)</i>
Implementation	Ambiguity (10)
	Safety Administrators’ Responsibility for Implementation (5)
	Creativity (4)
School Safety	Dealing with Threats to Safety (11)

	Preventing Crises (9)
	District Investments: Needs & Responses (9)
Time Use	Clarifying Role Characteristics (17)
	Managing Others' Perceptions of the Role (12)
	Feeling Overextended (10)

Table 4: Patterns in qualitative data

These points of emphasis indicate that Safety Administrators contend with ambiguity by spending the time to define and communicate their role within the school and district. As a group, they utilize their inherent creativity and other skills to ensure safety of students and staff, but these myriad responsibilities leave them feeling overextended.

TIME USE AND JOB DESCRIPTION ALIGNMENT: “ALL I DO IS WALK AROUND AND TALK ABOUT DOORS”

As a whole, Safety Administrators’ reported time use aligns to the expectations set by the district. Safety Administrators were asked to rate the amount of time they spent doing a number of tasks on a 5-point Likert scale, with 1 meaning “none at all”, and 5 meaning “a great deal”. The means of individual items ranged from 1.1- 4.67. Mean scores on individual time use items were highest for areas highlighted in the initial job description, and lowest for items that the Department of Climate and Culture clearly stated Safety Administrators should not be spending time on - namely, substitute teaching (mean= 1.1) and handling student discipline (mean= 2.25). See Table 2 and Figure 1. Safety Administrators reported spending a great deal of time building skills and capacity in other staff members who do not report to them. Coaching teachers and other adults in the building towards compliance with safety protocols was described as on-going, and sometimes frustrating. One Safety Administrator shared:

“So it's re-training the students but also teaching staff and that's honestly...a resistance that I've gotten. I haven't really gotten it from my administrative crew. In fact, they've all been very supportive. It's the teachers who, when I close their door, will walk over and reopen their door.”

Additionally, Safety Administrators and their supervisors tend to agree on the amount of time Safety Administrators spent on each type of task. Significant differences between the ratings of each group are observed on only four of the fourteen items (Building staff relationships, Meetings with school stakeholders, Trainings, and Extra duties; $p < 0.01$). On each of these items, Safety Administrators estimate having spent more time on these tasks than the supervisors perceive. One Safety Administrator noted this, stating, “A lot of people don’t know what takes place and how important these jobs are, you know? I see it, and I know we all see it every single day.” Overall means for both Safety Administrators and their supervisors estimates of their time use are reported below in Table 5.

	Supervisor			Safety Administrator			P
	M	SD	n	M	SD	n	
Collaborating	3.14	1.03	28	3.05	1.02	55	
Threat Assessments	3.71	0.88	28	3.82	1.05	55	
Security Investigations	2.82	1.17	28	2.82	1.1	55	
Student Relationships	4.3	0.97	27	4.64	0.75	55	0.08
Staff Relationships	4.14	0.99	28	4.67	0.57	55	>0.01
Substitute Teaching	1	0	28	1.11	0.37	55	
Stakeholder Meetings	2.79	0.72	28	3.82	1.08	55	>0.01
Safety Drills	3.82	0.93	28	4.18	1.03	55	
Student Discipline	1.81	1.09	27	2.25	1.21	55	
Trainings	3.21	0.94	28	3.95	0.88	55	>0.01
Culture and Climate Meetings	3.21	0.9	28	3.18	1.28	55	
Staff Meetings	3.18	1	28	3.45	1.13	55	
Extra Duties	2.75	1.12	28	4.02	1.05	55	>0.01
Extra Security	2.96	1.18	28	3.02	1.39	55	

Table 5: Mean scores on the time use items, as reported by supervisors and by Safety Administrators, with p-values for items with statistically significant differences.

Overall, our findings indicate that Safety Administrators' time use generally aligned with the expectations laid out by the district. Safety Administrators reported strong role clarity, particularly in reference to their overall mission of fostering student safety, but experienced significant variability in their day-to-day time use. Although their organizational socialization experience was somewhat ambiguous, Safety Administrators overall expressed commitment to the role and intend to return to the job next year. Additionally, we found that supervisors overwhelmingly approved of the job their Safety Administrators were doing.

DISCUSSION

IMPLEMENTATION: "IT'S A LOT OF UNANSWERED QUESTIONS WHEN YOU GO INTO SOMETHING NEW"

Implementation is generally considered the act of executing a previously planned initiative. To that end, we characterize implementation as the intersection between the clarity of what was planned (in this case, their role) and the successful execution of that plan from start to finish. For JCPS, the execution of the plan is primarily related to organizational socialization - that is, the hiring, onboarding, training, and early task completion by their new hires.

ROLE CLARITY: “I’M HERE TO BE A PROBLEM-SOLVER”

Safety Administrators in JCPS indicated variability in their degree of role clarity. The literature divides this concept into four components: clarity of the goal, the processes by which to achieve the goal, the priorities of the role, and the clarity of more discrete behaviors that contribute to the ultimate achievement of the role’s mission (Lejonburg & Christophersen, 2015; Papastylianou & Polychronopoulos, 2009). Overwhelmingly, Safety Administrators indicated that they “know what [their] responsibilities are”; over 90% of Safety Administrators answered that they agreed or strongly agreed to this statement. Our qualitative data also suggests Safety Administrators have a high degree of *goal clarity*; when asked why they do this job, Safety Administrators stated: “to change the trajectory of some of these kids’ lives,” “everybody wants to arrive safely and everybody wants to go home safe,” and “I’m doing what I can do to make the school safer.” *Process clarity*, however, was a bit more variable. Only 75% of Safety Administrators answered affirmatively to the statements, “I know exactly what is expected of me,” and “I have clear planned goals and objectives for my job.” However, focus group responses consistently centered around the importance of relationships, in concert with consistent and proactive security procedures: the process by which Safety Administrators seek to achieve their goals. Safety Administrators appear to have strong clarity in their *priorities* (student safety), but must overcome a number of barriers in order to adequately prioritize the safety procedures they are responsible for. One Safety Administrator illustrates this experience: “They’re [principals] thinking about academics, and they don’t switch gears in order to think about safety. They really need to think about safety at times too.”

The most variation in Safety Administrators’ clarity is at the most discrete level: clarity of *behaviors*. A majority (85%) of Safety Administrators answered affirmatively to the statement “The procedures for performing my job are generally appropriate in my view,” but qualitative data suggests that these procedures likely differ significantly from school to school. In fact, Safety Administrators report appreciating the autonomy and flexibility they have been given at the building level, and have developed a number of innovative solutions to challenges within their individual contexts. For example, one Safety Administrator reported a situation where teachers were refusing to close their doors (a requirement per state law). He built sufficient rapport with the teachers to determine they kept the doors open because of the increased temperature in the classrooms, not out of a lack of caring for the rules. The Safety Administrator simply put fans in the rooms, and the teachers started closing their doors. However, whereas the flexibility to self-determine one’s daily tasks is often helpful, not all Safety Administrators have seen such success. Lacking the “legitimate” power to impose accountability to the safety measures they seek to enforce, Safety Administrators must lean more on “expert” or “referent” power (Lunenbergh, 2012) of which some inevitably have more than others. Anecdotally, several Safety Administrators referenced being easily inducted into a leadership role within their building, and some indicated they had experienced barriers doing so, or had not been successful at doing so at all. In the future, we would want to explore the extent to which previous experience within the same school building, prior to becoming a Safety Administrator for that school, contributes to perceptions of success or leadership ability of Safety Administrators.

Safety Administrators must also manage experiences of role conflict, both for themselves and for the other professionals they work with. Arising frequently from competing priorities, or when a single role reports to multiple possible ‘supervisors’, role conflict can negatively impact an individual’s ability to successfully execute their job duties, their overall commitment to the organization, and job satisfaction (De Clercq & Belausteguigoitia, 2017; Leko & Smith, 2010; Maden-Eyiusta, 2019; Papastylianou & Polychronopoulos, 2009; Shepherd et al., 2016; Rizzo, 1970). Safety Administrators report role conflict in the form of their requirement and commitments to both their building principal, and to the Culture and Climate Department: “[Culture and Climate] is ‘over us’ but [he’s] not over us”, stated one focus group participant.

Similarly, Safety Administrators experience role conflict when asked to be responsible for the actions of others - namely, teachers - who in turn do not report to Safety Administrators. One participant commented, "They [teachers] really don't want to listen to what the safety administrator says. They'll listen to their AP [Assistant Principal] who's their academic person, but they don't want to listen to the Safety Administrator."

In sum, Safety Administrators experience varying degrees of role clarity and ambiguity, both within the various types of role clarity, and amongst themselves and their different contexts. Fortunately, Safety Administrators have largely mitigated this ambiguity with strong emotional ties to the district and their colleagues, their beliefs in the mission of the role, and their flexibility and autonomy to innovate (De Clercq & Belausteguigoitia, 2017; Maden-Eyiusta, 2019; Papastyliaou & Polychronopoulos, 2009).

ORGANIZATIONAL SOCIALIZATION - "WHEN I BECAME AN SA THEY STARTED COMING TO ME DIFFERENTLY"

The organizational socialization procedures of JCPS, that is, the context, content, and social aspects used to induct Safety Administrators into their new roles (Jones, 1986), was described by Safety Administrators and district leadership alike as "building the plane while we're flying it." All told, the district successfully inducted 66 new hires into a role that had previously not existed, while up against lingering economical challenges of the COVID-19 pandemic and the logistical pressure of onboarding on the academic calendar's schedule.

The context of their socialization was a mix between formal and informal (Jones, 1986); formal consisting of the pre-service training held over the summer and informal consisting of the interactions at the building level between Safety Administrators and their supervisors, and amongst Safety Administrators themselves as they shared their learnings amongst colleagues. The latter was particularly relevant for elementary Safety Administrators who had a number of building-level principals to contend with. This combination of formal and informal yielded a variety of experiences. Similarly, the content of the organizational socialization tactics were a combination of both sequential and random processes, and learned more toward 'variable' rather than 'fixed' in readiness outcome. A sequential and fixed process would involve training experiences in a specific order that led to a specific outcome, by which participants could clearly measure their readiness to complete job tasks (Jones, 1986), whereas random and variable processes tend to produce more uncertainty (Bauer, 2007).

Many Safety Administrators remarked during focus group interviews about the necessarily impromptu nature of their early trainings, one stating clearly, "There's just so many aspects to this job. You can't create a manual that covers every situation." The characteristics of their early trainings (mix of formal and informal, sequential and random, and mostly variable outcome goals) may have contributed to the lower scores of individuals with Criminal Justice degrees on measures of role clarity and their perceptions of principal support. With limited formal group induction into the culture of schooling, these Safety Administrators were left with more opportunities for ambiguity related to their role's mission, goals, and activities (Jones, 1986).

Fortunately, it appears that much of this ambiguity, and its embedded threats to job satisfaction, affective commitment to the organization, and overall performance and engagement (Lejonburg & Christophersen; 2015) have largely been mitigated by attention to the social aspects of organizational socialization. Given that 83% of Safety Administrators report feeling supported by their building principals, and 77% report feeling supported by the Department of Climate and Culture, it is very likely these social supports contributed to the impressive 96% intent-to-return score. Additionally, a Safety Administrator

stated the following about their monthly Culture and Climate meetings, “It’s a lot of collaboration. And it’s a safe, judgment free zone.” The literature supports that these such “expressive” ties (empathic connections, trust, emotional support) will ultimately be more predictive of self-efficacy and retention than connections that are primarily for information-provision (Hopkins, Bjorklund, and Spillane, 2019; Nifadkar, 2016).

TIME USE- “YOU MIGHT HATE MY GUTS, BUT YOU STILL HAVE TO KEEP THE BLINDS UP”

As new staff in a novel role, data about Safety Administrators’ use of time was a priority for JCPS and for us during this implementation evaluation. We divided the discussion of time use into two portions: Safety Administrators’ behaviors during the work day and a unique portion of their role we have called “coaching safety.” Safety Administrators dealt with the novelty and ambiguity in their role by spending the time to construct and communicate their responsibilities within the school and district. As a group, they worked hard to ensure safety of students and staff, but often felt overextended.

BEHAVIORS- “IT’S GETTING PEOPLE OUT OF THOSE HABITS”

Time use literature asks researchers to focus on “behaviors that aim at achieving an effective use of time while performing certain goal-directed activities” (Claessens et al, 2006, p. 262). Overall, Safety Administrators spend time on the tasks JCPS intended for them to spend time on, and they do not spend time on the tasks JCPS wanted them to avoid. The five behaviors that comprised the most of Safety Administrators’ use of time were:

Behavior	<i>Mean</i>	<i>Percent Responding “A lot” or “A great deal”</i>
Building relationships with staff	4.67	94.55%
Building relationships with students	4.63	90.91%
Conducting safety drills	4.18	74.55%
Extra duties as assigned	4.01	76.36%
Attending required trainings	3.94	65.46%

Table 6: Behaviors with highest self-reported mean time use scores

These behaviors aligned with the published job description and with the Safety Administrators’ work goals. The three behaviors that comprised the least of Safety Administrators’ use of time were:

Behavior	<i>Mean</i>	<i>Percent Responding “None at all” or “A little”</i>
Substitute teaching	1.10	98.18
Handling student discipline	2.25	70.91
Conduct investigations	2.81	41.82

Table 7: Behaviors with lowest self-reported mean time use scores

The first two behaviors, substitute teaching and handling student discipline, aligned with tasks in which JCPS specifically requested that Safety Administrators did not engage. JCPS can conclude that Safety Administrators are, on the whole, effectively spending time on goal-related tasks.

COACHING SAFETY- “NOW INSTEAD OF THE AP, THEY’LL TEXT ME”

Safety Administrators spoke in focus groups about utilizing relationship building strategies to shape staff behaviors and knowledge about best practices in school safety. One Safety Administrator described his priority of “commitment over compliance. And in that, your weakest link is always going to be the human element.” Another noted that “a lot of people that we’re working with are still accustomed to doing things from a convenience standpoint, so we’re trying to remove what was convenient for everyone to get on the same page... It’s getting people out of those habits.” We realized Safety Administrators were taking on a role similar to academic instructional coaches already in schools and heavily studied in extant literature. However, instead of math or literacy, their content is safety.

Research on coaching defines coaches’ on-task time use behaviors as potentially productive coaching activities (PPCAs). There are relationships between funding source for the role, accountability policies, organizational structure, and coaches’ time spent engaged in PPCAs. One study found “district-hired coaches spent more time than school-hired coaches in PPCAs but struggled with inconsistent school-based relationships...Ample trust meant ample duties. Accountability reduced all coaches’ overall time in PPCAs” (Kane & Rosenquist, 2019, p. 1737). Elementary-tier Safety Administrators described this phenomenon in focus groups. One elementary Safety Administrator reported:

“We travel around a lot. We interact with a lot of different schools, a lot of different communities. We’re not really, right now, able to do the relationship part that the middle and high school focus on. I see my role as building relationships with the building and the staff in the building to get them to get with the program as far as school safety and get them to develop their climate and culture and how to deal with safety, security, behavior and kind of work from the top down rather than the bottom up.”

Their zoned assignments negatively impacted their ability to build strong relationships with students and staff in each school and forced them to assume more of a coaching role than their middle and high school counterparts. Recommendations from the literature included creating “explicit expectations” (p. 1738) on time use, increasing time spent on collaborative and planning activities (p. 1745) and building relationships within coaches’ specific schools (p. 1746).

JCPS and the Louisville community have entrusted Safety Administrators with the enormous responsibility of ensuring safety in schools, and this clearly translates to significant work duties each day. On average, Safety Administrators reported spending a moderate amount of time, or more, on 11 of the 14 behaviors listed on the time use survey. They certainly had ample duties to address in order to maintain a safe school environment. While we were not provided with accountability or assessment procedures for the Safety Administrator position, Safety Administrators themselves described how they evaluate themselves. One described how his main concern was preventing the worst case scenario:

“I’ve just been kind of, you know, wanting to get to a point where [we can address] the big picture stuff, [or else] we’re gonna make the news. We’re not going to make the news, or I’m not going to lose sleep at night, because a kid is vaping in the bathroom. I’m gonna lose sleep at

night because our doors are open and our parking lots are open and we're gonna have some bad guy kill 50 kids."

Preventing a large-scale tragedy is crucial work, and Safety Administrators feel enormous pressure to do so.

SCHOOL SAFETY: "THAT'S WHERE IT'S PAID OFF—WITH THE RELATIONSHIPS"

Our discussion on evaluation findings is incomplete without making connections to school safety. We divided the Safety Administrators contributions to school safety into three main areas: behaviors that increase emotional and physical safety, mindset about safety, and investment needs from the community.

EMOTIONAL & PHYSICAL SAFETY: "YOU CAN INTERVENE BEFORE IT GETS TO THAT LEVEL"

The literature indicates that prioritizing both emotional and physical safety is a best practice for schools (*National Center on Safe Supportive Learning Environments, n.d.*). JCPS has made the wise choice to invest in both areas by creating the Safety Administrator position. The job description for Safety Administrators shows prioritization in both emotional and physical security, as does Safety Administrators' time use data. In fact, the Safety Administrator position meets several recommendations from the University of Colorado Boulder Center for the Study and Prevention of Violence (2018). These include components from the U.S. Secret Service's suggestions for creating a "safe/connected school climate," such as assessing the school's emotional climate, emphasizing listening, developing trusting relationships with students, and creating procedures for safe school climates. Other recommendations from the report that Safety Administrators implement include training staff, administering threat assessments and other risk assessments, and auditing facilities and safety procedures.

In addition to behaviors that contribute to emotional and physical safety, the mindset and beliefs of Safety Administrators are important considerations in the implementation of the JCPS safety plan. Overall, Safety Administrators' scores on the ARTIC scales were well above the median possible score (normative data or benchmark comparisons on the ARTIC was not available). However, the significant decrease in scores for individuals with 11 or more years experience working in education is notable. There is evidence that training specific to trauma increases knowledge and skills in trauma-informed care (Canon, et. al, 2020), but also that teacher-prep programs have only recently begun to incorporate training in trauma (Morton & Berardi, 2018). Thus, educators with 11+ years experience are unlikely to have had much exposure to trauma-informed practices training, and are thus more likely to score lower on the ARTIC.

COMMUNITY INVESTMENT- "DON'T COMPLAIN WHEN YOU SMELL WEED IF YOU WON'T HELP US OUT"

Multiple Safety Administrators noted in focus groups that they needed additional tangible supports and supportive staff to maintain a safe learning environment. These needs fell into four main areas: *community, supervision, infrastructure, and protections* for Safety Administrators. One Safety Administrator described how school staff needed support and partnership from people outside the school building and outside school hours:

"I think the biggest thing is also just relying on community support. You know, some things we can only do from 7:40am to 2:20pm. Or even if you're at a ballgame from 5:30pm to 9:30pm."

But what goes on at home or outside the four walls of your school? I think it really takes, you know, accountability and pushing back on the parents and community members and other stakeholders because like I said, it takes a village.”

Another Safety Administrator noted how they needed help from all school staff: “The problem with the staff for me has been the buy-in of the supervisory duties and that we have 34 exterior doors. We can't be everywhere all the time.”

Safety Administrators also emphasized the need for investments in infrastructure. One focus group participant expressed frustration with the constant effort it took to attempt to fix one door in the building:

“You know, I've had probably five work orders on the same door this year, and our maintenance guy keeps fixing it, but then it keeps messing up again.” Other Safety Administrators admitted they were concerned about possible blame for bringing up safety concerns that required extensive financial investments from the district. One shared, “We just have to kind of go with it, because being a whistleblower comes with a price.”

The collective responsibility for school safety requires crucial investments in both infrastructure and sufficient staffing.

Our findings and their connections to extant literature are illustrated via the logic model, right (Figure 7). The implementation of the Safety Administrator role may be primarily influenced by the characteristics of organizational socialization and the clarity of the role, its goals, processes and priorities. These two concepts are highly interactive, and likely mitigated by what we define as personnel characteristics (demographic characteristics, personal and professional experiences, and one’s beliefs and predispositions). These concepts, taken together, relate to how individuals allocate their time use. In our context, that time use is divided between preventative and reactive measures, and between fostering both physical security and emotional and psychological safety.

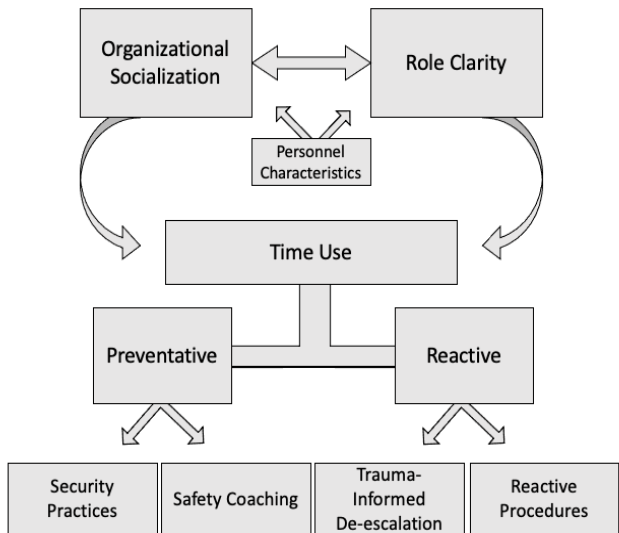


Figure 7: Logic model

STRENGTHS AND LIMITATIONS

One of the biggest strengths of our project was the opportunity to study the implementation process early enough to offer course corrections. The JCPS Safety Plan and Safety Administrator role is so unique and timely -- even urgent -- and hopefully early feedback will increase chances of success. Another significant strength of the evaluation is the mixed methods design, and in particular, the focus groups with the Safety Administrators themselves.

One of the most significant limitations at this time is the sampling process. We do not have comparison samples from other districts because of the novelty of the Safety Administrator program. These sampling challenges may introduce bias and threats to validity. Another limitation of our evaluation is in our measures. We have cut validated scales in order to shorten our surveys and maximize response rates. This may have negatively affected the reliability and validity of our measures. There are also additional questions that, with hindsight, we wish had been included. For example, investigating the Safety Administrator's employment immediately preceding their new role would have allowed exploration of whether previous employment at one's current school contributed to successful organizational socialization, affective commitment to the work, or to more time spent in productive safety coaching. Additionally, given the significant differences in scores for (and the overall high prevalence of) individuals with more than 11 years of experience, analyzing time in education and years of experience as a continuous variable would have allowed for a deeper exploration.

CONCLUSION

We anticipate that the client (specifically, JCPS district administrators) will use this project as an opportunity for learning more about the perspectives and implementation of the Safety Administrator role. We hope that they would use the findings to engage in continuous improvement discussions, identifying strengths and opportunities for growth.

In sum, the Safety Administrators of JCPS began their experience with a relatively ambiguous and incomplete picture of their overall job duties. They were, however, overwhelmingly clear on their mission: to keep students safe by building relationships with both staff and students, and by solidifying and standardizing safety procedures. The flexibility and ambiguity that remained was largely mitigated by strong emotional connections to the work and by supportive and responsive leadership, resulting in an extremely high intent-to-return rate. More work is undoubtedly left to be done, but this foundational year has produced a cohort of Safety Administrators ready and willing to continue 'building the plane as they fly it.'

RECOMMENDATIONS FOR RESEARCH AND PRACTICE

We hope that our project learnings aid JCPS in the development and socialization of this role into their district system. We have identified a number of strengths, growth areas, barriers, and opportunities for these important personnel. Our hope is that this project can provide necessary early learnings on the socialization tactics, characteristics, and beliefs that lead to greater investiture, belonging, and job performance for this important new role. Our recommendations are divided into two categories: 1) action items for JCPS implementation short- and long term; and 2) areas of measurement and assessment for the JCPS Research and Evaluation Department.

RECOMMENDATIONS FOR IMPROVED PRACTICE & IMPLEMENTATION

- **Create explicit expectations for Safety Administrators' time use and procedures to document how they use their time.** The role is an important one, and a large financial investment by the district. The Department of Culture and Climate needs to prepare for future outcome evaluations and any accountability studies.
- **Equitably distribute caseloads for elementary school Safety Administrators.** The current way of dividing elementary schools by zone and Accelerated Improvement School status for coverage does not factor in enrollment or level of school need. A more planful caseload assignment procedure would prevent burnout and increase Safety Administrators' ability to build meaningful relationships at the elementary level.
- **Adopt a cohort model for middle and high school Safety Administrators and formalize the cohort structure created by elementary school Safety Administrators.** This structure will support peer collaboration, formal and informal improvement opportunities, and social connection and supports for Safety Administrators across the district.
- **Implement additional supports and training opportunities for Safety Administrators entering the role from fields outside of education.** Our study suggests that Safety Administrators coming to the role from outside of education may benefit from targeted training opportunities. This could look like mentoring or supportive supervision while they are building relationships with their assigned schools.
- **Formalize and structure collaboration time with Safety Administrators, supervisors, and staff from their assigned school(s) before the school year starts.** The Department of Culture and Climate should host these meetings in order to establish expectations for the Safety Administrators' role and time use during the school year. This time can also be used for building relationships, defining duties, and collaborating across schools.
- **Track innovations and interventions Safety Administrators implement at their individual schools and create a process for sharing these "homegrown best practices."** Safety Administrators have already responded to needs such as creating labels for doors, using fans for temperature control to increase compliance with safety procedures like closed doors, collaborating as an elementary cohort, formalizing radio etiquette, and increasing efficiency for safety drills.
- **Involve Safety Administrators in creating standard operating procedures for safety across the district.** They are the ones on the ground with expert knowledge of safety in the school context. The district should provide opportunities to utilize this expertise in a way that Safety Administrators feel protected from potential retaliation.
- **Consider documenting the implementation process in order to scale and spread the Safety Administrator role to other districts across the country.** This is a valuable, important position, and JCPS is positioned to be a leader in the field of school safety. Students across the country undoubtedly deserve schools that are safe from both physical and emotional violence.

RECOMMENDATIONS FOR FUTURE STUDY

- **Connections between staff culture and key activities of Safety Administrators:** Our study indicated patterns around Safety Administrators' perceptions of support within their schools. Future study could explore the extent to which these differences in perceived support relate to staff culture at large and Safety Administrators' key activities.
- **Connections between student demographics**, such as school enrollment, geographic area, socioeconomic status, race, etc.; **key activities** of Safety Administrators; and **student perceptions of safety and JCPS safety plan implementation**. Student data and outcomes were outside the scope of this study. Additionally, the role is so new that we wanted to evaluate implementation before undertaking any evaluation of program outcomes. However, student outcomes are the main priority of any school-based initiative, especially programs that intend to impact student safety.
- **Implementation patterns related to interactions between Safety Administrators and School Safety Officers:** We were not able to assess connections between these two roles, however our qualitative data indicated that there are interactions, overlap in role, potential tensions, and potential opportunities for collaboration between Safety Administrators and School Safety Officers. These two groups of personnel have critical responsibilities for student and staff safety.

APPENDICES

Appendix A
Jefferson County Public Schools - Request for Assistance
2022-2023 Capstone Project Proposals

School Safety Plan

Program Description

Jefferson County Public Schools has developed a School Safety Plan that addresses key components of creating safe learning environments for students, staff, and visitors in District schools. Effective safety and security measures must be student-centered, research-based, and strategically deployed, to be implemented by highly trained District staff with appropriate accountability and oversight.

The School Safety Plan builds upon ongoing work to create safer schools. Schools are safer when administrators, teachers, and staff work intentionally to:

- Actively engage students in authentic learning that matters to their sense of self and personal development;
- Build a culture and climate that foster and sustain attitudes, beliefs, values, and practices that promote success for all students;
- Make racial equity foundational to all school systems and practices;
- Develop and implement a comprehensive system of supports to address student mental health, social, and emotional needs, and the roots of student disruptive behavior; and
- Collaborate closely with appropriately trained and equipped law enforcement professionals to promote and foster a safe environment for students, faculty, staff, and the school community.

The JCPS School Safety Plan incorporates the use of two types of new JCPS personnel: School Safety Officers, whose primary domain of responsibility will be outside of school buildings, except in the event of an emergency; and Safety Administrators, whose primary domain of responsibility is within school buildings.

The plan was developed after a comprehensive review of the school security structures used in other large urban school districts, and extensive engagement with parents and community members, stakeholders, JCPS employees, and students. The input received has led to important changes, and has significantly improved the structure and details of the plan.

The JCPS School Safety Plan appears to be unique in structure, deploying both School Safety Officers (SSOs)-armed, sworn law enforcement officers patrolling between schools; and Safety Administrators - highly trained non-law enforcement safety staff within schools.

Safety Administrator(s) will be assigned to each middle and high school, and report to the principal and two will be assigned to each elementary zone and report to the assistant superintendent of that zone. They will be required to undergo extensive, specified District-required training. Safety Administrators will work in collaboration with staff and administrators to:

- Foster positive school culture and climate;

- Build relationships of trust with students and employees;
- Maintain positive relationships with school stakeholders; and
- Assist with aspects of school safety procedures (i.e., threat assessments, threat monitoring).

A Safety Administrator will not be responsible for student discipline, which will be handled by other administrators, but can play a key role in supporting students to improve their behavior and increase their sense of belonging.

School Safety Officers will serve as armed, sworn law enforcement officers, patrolling a specified geographic zone generally serving 3-7 schools, reporting to the District Security and Investigations Department. They will be required to undergo extensive, specified state-required, and District-required training. An SSO will:

- Be provided a District-owned vehicle and appropriate equipment;
- Regularly patrol assigned locations;
- Protect and maintain safety of students and staff;
- Respond to crimes and emergencies; and
- Respond when a school administrator calls at the direction of the Principal.

Board Policy 02.31 School Safety Officers and the related Standard Operating Procedures (SOPs) have undergone extensive review and editing through a public process. The Board Policy Committee finalized these policies and procedures after many meetings over many months. The policy and SOPs offer clear direction to SSOs and Administrators, and establish the manner in which the School Safety Plan must be implemented.

Evaluation Request

We would like Vanderbilt doctoral students to study the implementation and impact of the new safety plan and provide formative feedback regarding the District’s goal of improved school supports. The focus of this research would be on how the implementation of the safety plan fosters a safe learning environment for students and staff.

For this evaluation, we propose using a mixed method design combining qualitative and quantitative data. Possible qualitative research questions are: (1) are what are key activities of the the safety officers and safety administrators and do they align with their job description responsibilities; (2) what can we learn about their training; (2) what are the early challenges and successes; (3) can we identify best practices in JCPS? Possible quantitative research questions are: (1) what is the impact on student and staff ratings of safety as measured by the JCPS comprehensive school survey (CSS); (2) what is the impact of student sense of belonging as measured by the CSS; (3) what is the impact on students’ non-academic indicators ,such as attendance, suspensions, number and type of behavior referrals, and suspensions; and (4) are there differences in student perceptions and behavior referrals by student groups?

References

[JCPS Safety Plan](#)

[JCPS Proposal](#)

[JCPS Policy](#)

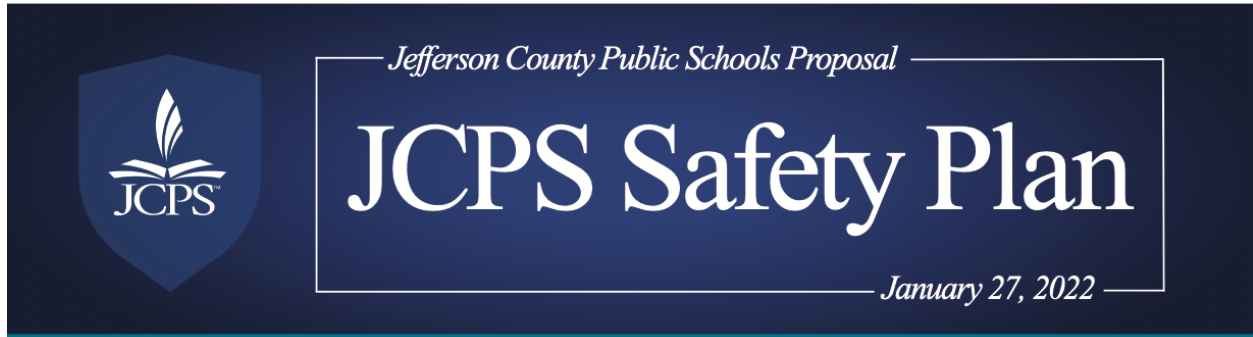
[JCPS SOP Manual](#)

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The Jefferson County Public School (JCPS) District has developed a multifaceted plan to support safety in our schools. Throughout the process, our goal of maintaining safe learning environments has remained unchanged. That is always the focus and priority. Like every other aspect of life over the past few years, the development of the plan was impacted by the COVID-19 pandemic. We were in the middle of having more community dialogue about school safety when COVID hit. The pandemic limited our in-person options to talk to community members about how to move forward after the Louisville Metro Police and St. Matthews Police Departments removed their officers from our schools to place them back on patrol.

Of all the controversial issues that we have faced together in the past four years, this is one of the most challenging. We received encouragement from the Jefferson County Board of Education (JCBE) to explore innovative options for school safety that increase security while also providing the necessary supports for students and schools. We read the pertinent research. We visited other large urban school districts and reviewed the safety and security plans of even more. And we listened to community partners, parents, teachers, and administrators. Based on all of that input, we compiled this plan.

A key strategy was to bring back together focus groups to get input on the 2022 plan. Representatives from partner groups were involved in discussions before this plan. We received input from the following partners:

- Louisville Urban League
- NAACP, Louisville Branch
- LaCasita Center
- No More Red Dots
- 15th District Parent Teacher Association (PTA)
- Cities United
- Alliance to Reclaim Our Schools (AROS)
- ACLU of Kentucky
- Louisville Metro Police Department
- Superintendent's Student Advisory Council
- Community Missionary Baptist Church
- Louisville Metro Government
- University of Louisville
- Advisory Council for Racial Equity (ACRE)
- Jefferson County Teachers Association (JCTA)
- Black Teacher Caucus

We are reimagining the functions of our current security team. The plan calls for our current district security monitors to receive enhanced training to become sworn law enforcement officers, each serving a cluster of schools in a geographic area. They are called School Safety Officers (SSOs). In order to provide coverage for all schools, the plan doubles the number of officers from 15 district security monitors to 30 SSOs. They are not in a school the entire day, but could quickly respond to emergencies and incidents as needed.

The plan also includes the new school-based position of Safety Administrator for each middle and high school. This administrator would be involved in proactive steps leading to increased safety and security within a school; work to develop relationships of trust with and provide positive supports for students; and conduct threat assessments, including assessing security/social media threats to the school. The overarching purpose is to have a dedicated person with the needed training, capacities, and dispositions in each middle and high school who is focused—all day, every day—on making schools safer by improving systems and identifying ways to support the students, schools, and our community as a whole.

Extensive training will be the key to both of these positions with geographically based safety officers who are employed by JCPS and well-trained administrators who know our schools, students, and communities.



Details of the Plan

Job Descriptions and an Organizational Chart

The new Organizational Chart for Security and Investigations adds SSOs to the Security and Investigation department. There are currently 15 District Security Monitors who would move into SSO positions and then we would hire 15 more for a total of 30 SSOs. The organizational chart reflects the change from District Security Monitor to School Safety Officer. Details about purpose and scope of the SSOs are detailed in Policy 02.31 which can be found on the district website.

The plan also calls for retention of the five Security Officers who currently work at the district level and would not be assigned to schools. The pay grade in the job description has been adjusted to be in line with the SSOs.

The Safety Administrator is a position that is school-based and reports to the principal, so there is not an organizational chart that reflects it. All of these positions have job descriptions that will be available on the district website.

This is an overview of the Safety Administrator position.

Purpose

The purpose of the Safety Administrator (SA) is to coordinate and support local school safety and to foster positive school culture and climate; to build relationships of trust with students and employees; and to maintain positive relationships with school stakeholders. Additionally, they will participate in maintaining a safe and orderly school environment. They will work closely with the District Security and Investigations Department and school staff to support students and staff. They will ensure alignment with Culture and Climate Department initiatives and priorities to maintain consistency across the District.

Scope of the Work

The responsibilities listed below provide additional clarity of the day-to-day work of the Safety Administrator.

- Collaborates with District and community stakeholders to identify, respond, and mitigate school safety issues
- Participates with the School Safety Team to implement District Threat Assessment procedures, protocols, and guidelines in response to threats (personal, virtual, etc.)
- Coordinates law-related investigations with campus administrators, Security and Investigations, and local law enforcement
- Oversees the school campus for safety purposes
- Fosters positive culture/climate, builds relationships of trust with students/staff, and maintains positive relationships with stakeholders
- Responds to issues regarding staff and student safety and coordinates with SSO on issues involving criminal activity
- Assists law enforcement agencies and District departments to ensure school safety
- Coordinates development, communication, updates, and implementation of the *School Safety and Emergency Procedures Manual* in coordination with the District School Safety Coordinator and campus administrators
- Coordinates State- and District-mandated school safety drills and addresses safety issues promptly
- Maintains Safe Crisis Management (SCM) certification and ensures that SCM team member certifications are current
- Attends required meetings with Culture and Climate Department
- Coordinates emergency personnel (EMS) when needed
- Coordinates security for extracurricular and school-sponsored events

Oversight and Support

The Safety Administrators will be assigned to each middle and high school in the district and report directly to the principal. The principal will be responsible for hiring and evaluation of this staff member. Initial coordination of this new position will require additional support from district departments, including oversight and participation in the initial hiring and training process.

To ensure consistency, the JCPS Culture and Climate Department will provide additional support and oversight for Safety Administrators throughout implementation. This will mainly be in the form of training, but it will also include role clarity, safety planning, and compliance.

Training

Safety Administrators will be trained in the following areas within the first year of implementation. Training components will be revisited throughout each school year.

- Cross-cultural communication
- Implicit bias training
- De-escalation
- Restorative practices
- Trauma-informed care
- Suicide Prevention
- Safe Crisis Management
- New employee training
- Positive Behavior Intervention and Supports
- Substance abuse resources
- Students with IDEA/504 protections
- Use of interpreters with English Learners (ELs) for effective/appropriate communication
- Student Support and Behavior Intervention Handbook (SSBIH)

Recommended qualities

- Bachelor's degree
- Successful experience with leading operational responses
- Successful experience working with youth from diverse backgrounds
- Effective written and oral communication skills

Assignment to Schools

After listening to feedback about equitable assignments, under the plan, we would assign Safety Administrators to all middle and high schools. For schools with two levels (Shawnee and Moore), we would assign a second Safety Administrator. And in order to align District support to the needs of schools, a second Safety Administrator would also be allotted to middle and high schools that are in Tier IV of the new school allocations (Doss, Iroquois, Valley, Western HS, Frost/Stuart, Knight, Olmsted North, Olmsted South, and Thomas Jefferson). The Safety Administrators would report to the principal at the school but be closely tied to the Culture and Climate Department, which, under the leadership of the Assistant Superintendent, would coordinate training and support for the Safety Administrators.

School Safety Officers would be assigned to a set of schools that are geographically close. Generally, the assignments would be between three to seven schools. Special consideration would be given to three alternative schools: Breckinridge-Metropolitan, Minor Daniels, and Waller-Williams. Each of these schools serve a very special population with unique needs. Therefore, we would assign each of these schools an SSO of their own. It will require close consideration to ensure that the right people are identified and hired to work with the students. This will allow these three schools to work with a dedicated partner.

Budget

The budget for this project includes the personnel costs as well as equipment, insurance, etc. The SSO portion of the project has a total annual cost of \$2.06 million and the Safety Administrators cost is \$5.2 million. The total annual cost of the proposal is just over \$7.2 million.

We received feedback concerning support for elementary schools. We are confident that elementary schools will now have responsive support from their assigned area SSO. In elementary schools, the issue that they encounter most frequently that might require an SSO response is managing an incident with an angry parent. Having access to an SSO who is just minutes away to diffuse the situation will be a game changer. We are also adding two Safety Administrators to each elementary zone to support schools.

Policy and Procedures


The Policy Committee has met three times in January 2022 and has closely reviewed each section of the policy. The committee's input is reflected in the final version of the policy. The committee is also reviewing the current set of procedures for SSOs and will continue their review work on this important project. Extensive work conducted by the committee in 2019 and 2020 forms the basis of these procedures, with changes to reflect the new, innovative structure of the Safety Plan.

Feedback

We have received valuable feedback from our community partners. Suggestions that have been incorporated into the plan include providing training for SSOs on accessing translation services and interpreters when interacting with non-English-speaking families and professional-development (PD) sessions on suicide prevention and drug addiction services. We are also committed to establishing a Community Data Review Team that will meet regularly and examine data and look at trends. This mirrors the District's Advisory Committee for Racial Equity (ACRE), which was suggested by community partners during our work almost two years ago when we initiated this project, and it is still part of the proposal.

The JCPS Safety Plan has the potential to be a model for the nation. As other large, urban districts grapple with the same challenges that we do here in JCPS, we feel that this plan, with its dual positions, could be a model for emulation by others.





Jefferson County Public Schools Proposal

School Safety Officers & Safety Administrators

January 2022

Jefferson County Board of Education
January 27, 2022

Current

In Schools:


- MHPs and Counselors in schools to support mental health
- In-School Security Monitors in each middle / high school and many elementary schools
- Multiple building improvements including cameras at front doors, locking classroom doors, etc.

To Support Schools:

- District Security department including District Security Monitors

Positions Recently Added:

- 4 MHPs to support gun involved youth, youth experiencing trauma due to violence, & youth or victims of youth threatening violence
- Court Liaison who will serve, support, & respond to students who are court-involved
- Specialist for Violence Prevention who promotes health & wellness by coordinating with community partners, specifically those engaged in local violence prevention efforts



History

SROs in Schools 2018-19

- 28 schools had an SRO assigned inside the building for the entire day
- These 28 Officers worked for the following entities:
 - LMPD 17
 - Sheriff's Office 8
 - J'Town PD 2
 - St. Matthews PD 1
- LMPD did not renew JCPS Contract in July, 2019
- St. Matthews Police Department pulled their officer out of the SRO program
- JCPS did not renew contracts with other departments



Overview of Concept:

A combination of two positions to support schools

Safety Administrator:

- Manages safety-related issues at the school
- Builds relationships with students
- Assists with aspects of school safety procedures (i.e., threat assessments, threat monitoring)
- Reports to MS/HS Principal (with two assigned to each Elementary Assistant Superintendent)

Assigned to each middle & high school

School Safety Officer (SSO):

- Patrols approximately 3-7 schools in a specified geographic zone; more officers would be hired to serve schools
- Serves a set of schools and all schools have an SSO assigned
- Serves as an armed, sworn law enforcement officer
- Partners with Safety Administrator who reaches out to SSO for support
- Reports to Security & Investigations department

Very similar to current District Security Monitor- increasing number of officers



Purpose of School Safety Officers

- To protect and maintain the safety of students and staff
- To work with district staff and community partners
- To respond to crimes and emergencies
- To maintain proper training and certification to serve as an armed, sworn law enforcement officer
- To respond when School Administration calls at request of Principal

NOT responsible for student discipline



SSO Assignments

School Safety Officers will serve a group of schools in a geographic area that aligns with a high school in order to have a quick response time.

Three **alternative schools** will each have an SSO assigned solely to that school. These schools each serve a very special population with unique needs that will require just the right person to work with the students.

▶ Example of Assignment:

Ballard	Norton
Kammerer	Norton Commons
Dunn	Wilder



Purpose of Safety Administrators

- To foster positive school culture and climate
- To build relationships of trust with students and employees
- To maintain positive relationships with school stakeholders
- To assist with aspects of school safety procedures (i.e., threat assessments, threat monitoring)

NOT responsible for student discipline



Safety Administrators

Safety Administrators

- Assign to each middle and high school and two to each Elementary Assistant Superintendent
- Grant comprehensive schools with **two levels** (Shawnee and Moore) a second Safety Administrator
- Grant middle and high schools that are in **Tier IV** of the new school allocations a second Safety Administrator (Doss, Iroquois, Valley, Western HS, Frost/Stuart, Knight, Olmsted North, Olmsted South, and Thomas Jefferson)

Report to the Principal (middle and high)

- Tie closely to the Culture and Climate department
- Coordinate training and support organized by Culture/Climate division



Training

JCPS training for School Safety Officers and Safety Administrator (Approximately 60 hours annually):

- Cross-cultural communication
- Implicit bias training
- Use of Interpreters with ELs for effective/appropriate communication*
- De-escalation
- Restorative practices
- Trauma-informed care
- Suicide Prevention*
- Drug Rehabilitation resources and strategies*
- MTSS/ (Multi-Tiered Support Systems)
- Safe crisis management
- PBIS (Positive Behavior Intervention & Supports)
- Students with IDEA/504 protections
- Student Support and Behavior Intervention Handbook
- Bullying resources
- New employee training and intro to the district
- Flexibility to add other training as the job develops

*Added based on feedback from community

SSOs under Senate Bill 1 (40 hours annually):

- State-mandated training for School Resource Officers
- Peace Officer Professional Standards (POPS) Certification



Budget

Annual Cost for positions:

- 15 additional SSOs and corresponding adjustments to Security Officers' salaries: \$1.3 million
- 66 Safety Administrators: \$5.2 million

Other costs for SSOs including cars, uniforms, equipment, training materials, insurance: \$763,000



Feedback on Proposal

Met with focus groups and incorporated ideas including:

- Topics for training
 - Translation Services to communicate effectively
 - Suicide Prevention
 - Drug Rehabilitation and Resources and Strategies
- Community Review Team to support implementation
- Safety Administrators distributed in an equitable manner
- Consideration for some alternative schools
- Consideration for support to elementary schools
- Communication with Safety Administrators on weekends
- Principal/Administrator training on implementing plan



For Approval

- Approve Job Descriptions:
 - Administrator Safety
 - Officer School Safety (SSO)
 - Officer Security
- Approve Organizational Charts
 - Security and Investigations
 - Elementary Assistant Superintendents
- Approve Project Budget
- Approve Policy 2.31 School Safety Officers (First Reading)
- Review Procedures



Appendix D
Supervisor Survey

Eligibility

Are you a current JCPS Principal?

- Yes
- No

Block 1

This section focuses on implementation of the safety administrator position at your school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This was an acceptable intervention for the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most teachers found the role of the safety administrator to be appropriate for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The role of the Safety Administrator proved effective in meeting the intended purposes of improving school climate and student safety in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would suggest the use of a Safety Administrator to other principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a Safety Administrator was appropriate to meet the school's needs and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a Safety Administrator did NOT result in negative side effects for the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The plan for the Safety Administrator was reasonable to meet the stated purposes of improved school climate and student safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, having a Safety Administrator was beneficial for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 2

This next section focuses on your Safety Administrator's time use during the work day. So far during this school year, how much of the Safety Administrator's time at your school has been spent performing the following tasks:

	None at all	A little	A moderate amount	A lot	A great deal
Collaborating with JCPS district and community stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating with the School Safety Team to implement District Threat Assessment procedures and guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	None at all	A little	A moderate amount	A lot	A great deal
Coordinating law-related investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building positive relationships with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building positive relationships with school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acting as a substitute teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending meetings with administrators, teachers, students, and/or families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinating State- and District-mandated school safety drills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing student discipline issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending required and optional trainings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending required meetings with Culture and Climate Department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending meetings with staff at assigned school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other assigned "extra duties" (such as bus, hall, cafeteria supervision)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinating emergency personnel (EMS) and/or security for in-school, extracurricular, and school-sponsored activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographics

What is your gender?

- Male
- Female
- Non-binary / third gender
- Prefer not to say

What is your ethnicity?

- Hispanic/Latino
- Not Hispanic/Latino

Choose one or more races that you consider yourself to be:

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other

What is the highest level of school you have completed or the highest degree you have received?

- Associate degree in college (2-year)
- Bachelor's degree in college (4-year)
- Master's degree
- Ed. Specialist degree
- Doctoral degree (Ph.D, Ed.D, JD)
- Other

What type(s) of academic degree(s) have you completed? Check all that apply.

- Education
- Mental Health or other 'helping' profession
- Criminal Justice
- Other

How many years have you worked with children/adolescents?

- Less than 1 year
- 2-5 years
- 6-10 years
- 11 or more years

How many years have you worked in K-12 public schools?

- Less than 1 year
- 2-5 years
- 6-10 years
- 11 or more years

What grade level(s) of students are in your school building? (Check all that apply)

- Pre-school
- Kindergarten - 5th
- 6th - 8th grade
- 9th - 12th grade

Appendix E
Safety Administrator Survey

Eligibility

Are you a current JCPS Safety Administrator?

- Yes, Elementary
- Yes, Middle or High School
- No

Block 1

The following questions ask about the clarity of your role.

	Strong Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel certain about how much authority I have on the job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know exactly what is expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what my responsibilities are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have clear planned goals and objectives for my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explanation is clear of what needs to be done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have made an attempt to redefine my role and change what I am required to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While I am satisfied with my overall job responsibilities, I have altered the procedures for doing my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have changed the mission or purpose of my role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The procedures for performing my job are generally appropriate in my view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have tried to change the procedures for doing my job and to institute new work goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to return to this job next year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 2

This next section focuses on time use during the work day. So far during this school year, how much of your time as a safety administrator have you spent performing the following tasks:

	None at all	A little	A moderate amount	A lot	A great deal
Collaborating with JCPS district and community stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	None at all	A little	A moderate amount	A lot	A great deal
Participating with the School Safety Team to implement District Threat Assessment procedures and guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinating law-related investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building positive relationships with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building positive relationships with school staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acting as a substitute teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending meetings with administrators, teachers, students, and/or families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinating State- and District-mandated school safety drills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing student discipline issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending required and optional trainings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending required meetings with Culture and Climate Department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending meetings with staff at assigned school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other assigned "extra duties" (such as bus, hall, cafeteria supervision)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinating emergency personnel (EMS) and/or security for in-school, extracurricular, and school-sponsored activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 3

This next section focuses on organizational implementation and socialization for Elementary Safety Administrators

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have been made to feel that my skills and abilities are very important in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost all of my colleagues have been supportive of me personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had my attitudes and values be accepted in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues have gone out of their way to help me adjust to this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel that experienced organizational members (such as the assistant superintendents) have held me at a distance until I conform to their expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear pattern in the way one role leads to another or one job assigned leads to another in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceding stages of the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization does not put newcomers through an identifiable sequence of learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received little guidance from experienced organizational members (such as assistant superintendents) as to how I should perform my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have generally been left alone to discover what my role should be in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by the Assistant Superintendent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by the Department of Climate and Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by the Department of Security and Investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by the Department of Safety and Environmental Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This next section focuses on organizational implementation and socialization for Middle/High School Safety Administrators

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have been made to feel that my skills and abilities are very important in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost all of my colleagues have been supportive of me personally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had my attitudes and values to be accepted in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues have gone out of their way to help me adjust to this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel that experienced organizational members (such as principals) have held me at a distance until I conform to their expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear pattern in the way one role leads to another or one job assigned leads to another in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceding stages of the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization does not put newcomers through an identifiable sequence of learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received little guidance from experienced organizational members (such as principals) as to how I should perform my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have generally been left alone to discover what my role should be in this organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by my school principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by the Department of Climate and Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by the Department of Security and Investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by the Department of Safety and Environmental Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Block 4

For each item, select the circle along the dimension between the two options that best represents your personal beliefs.

Sample

1
2
3
4
5
6
7

Ice cream is delicious Ice cream is disgusting.

Note: In this SAMPLE ITEM, the respondent is reporting that he/she believes that ice cream is much more delicious than disgusting.

Students' learning and behavior problems are rooted in their behavioral or mental health.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Students' learning and behavior problems are rooted in their history of difficult life events.
Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Rules and consequences are the best approach when working with people with trauma histories.
Being very upset is normal for many of the students I serve.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	It reflects badly on me if my students are very upset.
The students were raised this way, so there's not much I can do about it now.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	The students were raised this way, so they

Students need to experience real life consequences in order to function in the real world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	don't yet know how to do what I'm asking them to do.
If students say or do disrespectful things to me, it makes me look like a fool in front of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students need to experience healing relationships in order to function in the real world.
Many students just don't want to change or learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If students say or do disrespectful things to me, it doesn't reflect badly on me.
Students often are not yet able or ready to take responsibility for their actions. They need to be treated flexibly and as individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All students want to change or learn.
I realize that students may not be able to apologize to me after they act out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students need to be held accountable for their actions.
Students have had to learn how to trick or mislead others to get their needs met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If students don't apologize to me after they act out, I look like a fool in front of others.
Helping a student feel safe and cared about is the best way to eliminate undesirable behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students are manipulative so you need to always question what they say.
When I make mistakes with students, it is best to move on and pretend it didn't happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Administering punitive consequences is the best way to eliminate undesirable behaviors.
Students could act better if they really wanted to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I make mistakes with students, it is best to own up to my mistakes.
It's best to treat students with respect and kindness from the start so they know I care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students are doing the best they can with the skills they have.
Healthy relationships with students are the way to good student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	It's best to be very strict at first so students learn they can't take advantage of me.
Students do the right thing one day but not the next. This shows that they are doing the best they can at any particular time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	People will think I have poor boundaries if I build relationships with my students.
When managing a crisis, enforcement of rules is the most important thing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Students do the right thing one day but not the next. This shows that they could control their behavior if they really wanted to.
If I don't control students' behavior, bad things will happen to property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When managing a crisis, flexibility is the most important thing.
If things aren't going well, it is because the students are not doing what they need to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	As long as everyone is safe, it is ok for students to become really upset, even if they cause some property damage.
I am most effective as a helper when I focus on a student's strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If things aren't going well, it is because I need to shift what I'm doing.
Being upset doesn't mean that students will hurt others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am most effective as a helper when I focus on a student's problem behaviors.
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If I don't control students' behavior, other students will get hurt.

Demographics

What is your gender?

- Male
- Female
- Non-binary / third gender
- Prefer not to say

What is your ethnicity?

- Hispanic/Latino
- Not Hispanic/Latino

Choose one or more races that you consider yourself to be:

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Other

Demographics Base/Universal

What is the highest level of school you have completed or the highest degree you have received?

- Associate degree in college (2-year)
- Bachelor's degree in college (4-year)
- Master's degree
- Ed. Specialist degree
- Doctoral degree (Ph.D, Ed.D, JD)
- Other

What type(s) of academic degree(s) have you completed? Check all that apply.

- Education
- Mental Health or other 'helping' profession
- Criminal Justice
- Other

How many years have you worked with children/adolescents?

- Less than 1 year
- 2-5 years
- 6-10 years
- 11 or more years

How many years have you worked in K-12 public schools?

- Less than 1 year
- 2-5 years
- 6-10 years
- 11 or more years

Appendix F

Safety Administrator Interview Protocol

Greeting, Rapport-building

- Briefly tell me about your work history, prior to being an SA. What were your post-secondary educational experiences? What attracted you to those fields?

Characteristics of Role

- How did you hear about the Safety Admin role?
- How did you decide to apply to be a Safety Administrator?
 - What attracted you to the position? What led you most to accepting the job?
- How have you found the role so far?
 - **Is it as expected? What has surprised you?**
 - What's your favorite part of your role? Least favorite?

Time Use/Role Clarity

- What do you feel is your primary purpose as a Safety Administrator?
 - How did you come to believe that?
 - **How would your principal characterize your primary purpose?**
 - How would other staff members characterize your primary purpose?
- **How do you spend your time?**
 - *Here, have SAs write down all the tasks they perform in a general week and estimate the amount of time spent on each*
 - How would you rate your satisfaction with the way you spend your time? What would you rather spend less time on? More time on?

Implementation Science

- **Tell me about the training experience for becoming a Safety Administrator.**
 - **Helpful? Collegial? Formal/informal? Timely?**
 - **What do you wish had been included? Not included? in the training process**
 - **Did you feel prepared for your role on Day 1? Why/why not?**
- Tell me about your first days/weeks on the job
 - Did you feel welcomed? How did you go about becoming a part of the school community? How did you spend your time?
 - What would you change about your first days/weeks on the job?
- How do you think others at your school feel about your role?

School Safety

- **What do you feel are the most important aspects needed in a school to ensure student safety?**
- Do students feel safe in your school? Do teachers feel safe in your school?
- What do you think are the most dangerous threats facing your school community?
 - **To what extent do you see your role impacting these threats?**
- **What helps students feel safe?**

Appendix G
School Safety Officer Survey

Beginning of Survey:

1. Did you work as a school safety officer in a JCPS school with an assigned safety administrator (SA) at any point during school year 2022-2023?
 - Yes
 - No

If no, the survey will end.

This set of questions focuses on role clarity.					
Question	Response Options				
I feel certain about how much authority I have on the job.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know exactly what is expected of me.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know what my responsibilities are.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have clear planned goals and objectives for my job.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Explanation is clear of what needs to be done.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I have made an attempt to redefine my role and change what I am required to do.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
While I am satisfied with my overall job responsibilities, I have altered the procedures for doing my job.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I have changed the mission or purpose of my role.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The procedures for performing my job are generally appropriate in my view.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I have tried to change the procedures for doing my job and to institute new work goals.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I plan to return to this job next year.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

This next section focuses on organizational implementation and socialization.

Question	Response Options				
I have been made to feel that my skills and abilities are very important in this organization.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Almost all of my colleagues have been supportive of me personally.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I have had my attitudes and values to be accepted in this organization.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
My colleagues have gone out of their way to help me adjust to this organization.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I feel that experienced organizational members have held me at a distance until I	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
There is a clear pattern in the way one role leads to another or one job assigned leads to another in this organization.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Each stage of the training process has, and will, expand and build upon the job knowledge gained during the preceding stages of the process.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
This organization does not put	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

newcomers through an identifiable sequence of learning experiences.					
I have received little guidance from experienced organizational members as to how I should perform my job.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
I have generally been left alone to discover what my role should be in this organization.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

This next section focuses on relational and psychological components of school safety. For each item, select the circle along the dimension between the two options that best represents your personal beliefs.		
Question	Response Options	
Students' learning and behavior problems are rooted in their behavioral or mental health.	1 2 3 4 5 6 7	Students' learning and behavior problems are rooted in their history of difficult life events.
Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.	1 2 3 4 5 6 7	Rules and consequences are the best approach when working with people with trauma histories.
Being very upset is normal for many of the students I serve.	1 2 3 4 5 6 7	It reflects badly on me if my students are very upset.
The students were raised this way, so there's not much I can do about it now.	1 2 3 4 5 6 7	The students were raised this way, so they don't yet know how to do what I'm asking them to do.
Students need to experience real life consequences in order to function in the real world.	1 2 3 4 5 6 7	Students need to experience healing relationships in order to function in the real world.
If students say or do disrespectful things to me, it makes me look like a fool in front of others.	1 2 3 4 5 6 7	If students say or do disrespectful things to me, it doesn't reflect badly on me.

Many students just don't want to change or learn.	1 2 3 4 5 6 7	All students want to change or learn.
Students often are not yet able or ready to take responsibility for their actions. They need to be treated flexibly and as individuals.	1 2 3 4 5 6 7	Students need to be held accountable for their actions.
I realize that students may not be able to apologize to me after they act out.	1 2 3 4 5 6 7	If students don't apologize to me after they act out, I look like a fool in front of others.
Students have had to learn how to trick or mislead others to get their needs met.	1 2 3 4 5 6 7	Students are manipulative so you need to always question what they say.
Helping a student feel safe and cared about is the best way to eliminate undesirable behaviors.	1 2 3 4 5 6 7	Administering punitive consequences is the best way to eliminate undesirable behaviors.
When I make mistakes with students, it is best to move on and pretend it didn't happen.	1 2 3 4 5 6 7	When I make mistakes with students, it is best to own up to my mistakes.
Students could act better if they really wanted to.	1 2 3 4 5 6 7	Students are doing the best they can with the skills they have.
It's best to treat students with respect and kindness from the start so they know I care.	1 2 3 4 5 6 7	It's best to be very strict at first so students learn they can't take advantage of me.
Healthy relationships with students are the way to good student outcomes.	1 2 3 4 5 6 7	People will think I have poor boundaries if I build relationships with my students.
Students do the right thing one day but not the next. This shows that they are doing the best they can at any particular time.	1 2 3 4 5 6 7	Students do the right thing one day but not the next. This shows that they could control their behavior if they really wanted to.
When managing a crisis, enforcement of rules is the most important thing.	1 2 3 4 5 6 7	When managing a crisis, flexibility is the most important thing.
If I don't control students' behavior, bad things will happen to property.	1 2 3 4 5 6 7	As long as everyone is safe, it is ok for students to become really upset, even if they cause some property damage.
If things aren't going well, it is because the students are not doing what they need to do.	1 2 3 4 5 6 7	If things aren't going well, it is because I need to shift what I'm doing.

I am most effective as a helper when I focus on a student's strengths.	1 2 3 4 5 6 7	I am most effective as a helper when I focus on a student's problem behaviors.
Being upset doesn't mean that students will hurt others.	1 2 3 4 5 6 7	If I don't control students' behavior, other students will get hurt.

Teacher Demographic/Characteristics

What is the gender with which you identify?

- Male
- Female
- Non-binary

What is your ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

What is your race? Mark one or more races to indicate the race you consider yourself to be.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

What is the highest level of education you have completed?

- Bachelors
- Masters
- EdS
- EdD/PhD/JD
- Other

What type of academic degree have you completed? (Check all that apply)

- Education
- Mental health or other helping profession
- Criminal justice
- Other

How many years have you worked with children and adolescents?

- Less than 1
- 2-5 years
- 5-10 years
- 10+ years

How many years have you worked in K-12 public schools?

- Less than 1
- 2-5 years
- 5-10 years
- 10+ years

Appendix H
School Staff Survey

Beginning of Survey:

1. Did you work as a teacher or other non-administrative staff in a JCPS school with an assigned safety administrator (SA) at any point during school year 2022-2023?
 - Yes
 - No

If no, the survey will end.

This next section focuses on relational and psychological components of school safety. For each item, select the circle along the dimension between the two options that best represents your personal beliefs.		
Question	Response Options	
Students could act better if they really wanted to	1 2 3 4 5 6 7	Students are doing the best they can with the skills they have.
Focusing on developing healthy, healing relationships is the best approach when working with people with trauma histories.	1 2 3 4 5 6 7	Rules and consequences are the best approach when working with people with trauma histories.
If students say or do disrespectful things to me, it makes me look like a fool in front of others.	1 2 3 4 5 6 7	If students say or do disrespectful things to me, it doesn't reflect badly on me.
The ups and downs are part of the work so I don't take it personally	1 2 3 4 5 6 7	The unpredictability and intensity of work makes me think I'm not fit for this job.
It's best not to tell others if I have strong feels about the work because they will think I am not cut out for this job.	1 2 3 4 5 6 7	Its best if I talk with others about my strong feels about the work so I don't have to hold it alone.
Students do the right thing one day but not the next. This shows that they are doing the best they can at any particular time.	1 2 3 4 5 6 7	Students do the right thing one day but not the next. This shows that they could control their behavior if they really wanted to.
Students need to experience real life consequences in order to function in the real world	1 2 3 4 5 6 7	Students need to experience healing relationships in order to function in the real world.
I realize that students may not be able to apologize to me after they act out.	1 2 3 4 5 6 7	If students don't apologize to me after they act out, I look like a fool in front of others.
I feel able to do my best each day to help my students	1 2 3 4 5 6 7	I'm just not up to helping my students anymore.

The most effective helpers find ways to toughen up - to screen out the pain - and not care so much about the work.	1 2 3 4 5 6 7	The most effective helpers allow themselves to be affected by the work - to feel and manage the pain - and to keep caring about the work.
--------------------------------------------------------------------------------------------------------------------	---------------	-------------------------------------------------------------------------------------------------------------------------------------------

This next section focuses on implementation of the safety administrator position at your school.					
Question	Response Options				
2. This was an acceptable intervention for the school.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
3. Most teachers found this intervention appropriate.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
4. This intervention proved effective in meeting the purposes.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
5. I would suggest the use of this intervention to other teachers.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
6. This intervention was appropriate to meet the school's needs and mission.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
7. This intervention did not result in negative side effects for the students.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
8. This intervention plan was reasonable to meet the stated purposes.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
9. Overall, this intervention was beneficial for students.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

Teacher Demographic/Characteristics

10. What is the gender with which you identify?
 - Male
 - Female
 - Non-binary
11. What is your ethnicity?
 - Hispanic or Latino
 - Not Hispanic or Latino
12. What is your race? Mark one or more races to indicate the race you consider yourself to be.
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
13. What is the highest level of education you have completed?
 - Bachelors
 - Masters
 - EdS
 - EdD/PhD/JD
 - Other
14. What type of academic degree(s) have you completed? (Check all that apply)
 - Education
 - Mental health or other helping profession
 - Criminal justice
 - Other
15. How many years have you worked with children and adolescents?
 - Less than 1
 - 2-5 years
 - 5-10 years
 - 10+ years
16. How many years have you worked in K-12 public schools?
 - Less than 1
 - 2-5 years
 - 5-10 years
 - 10+ years
17. What grade level(s) of students do you work with? (Check all that apply)
 - Preschool
 - Kindergarten through 5th
 - 6th through 8th
 - 9th through 12th

Appendix I
 Safety Administrator Demographics

	%	n
Gender		
Male	77.4	41
Female	22.6	12
Race/Ethnicity		
Black/African American	55.8	29
White	32.7	17
Other/Prefer not to say	9.62	7
Hispanic	2	1
Highest Degree		
Bachelors	52	27
Masters	42	22
Ed.S	4	2
Doctoral	2	1
Type of Degree		
Education	45	23
Mental Health	24	12
Criminal Justice	37	19
Other	27	16
More than one degree type	33	16
Years of Experience with Children		
One year or less	6	3
Two-five years	4	2
Six-ten years	15	8
11 or more years	75	39
Years of Experience in K-12		
One year or less	25	13

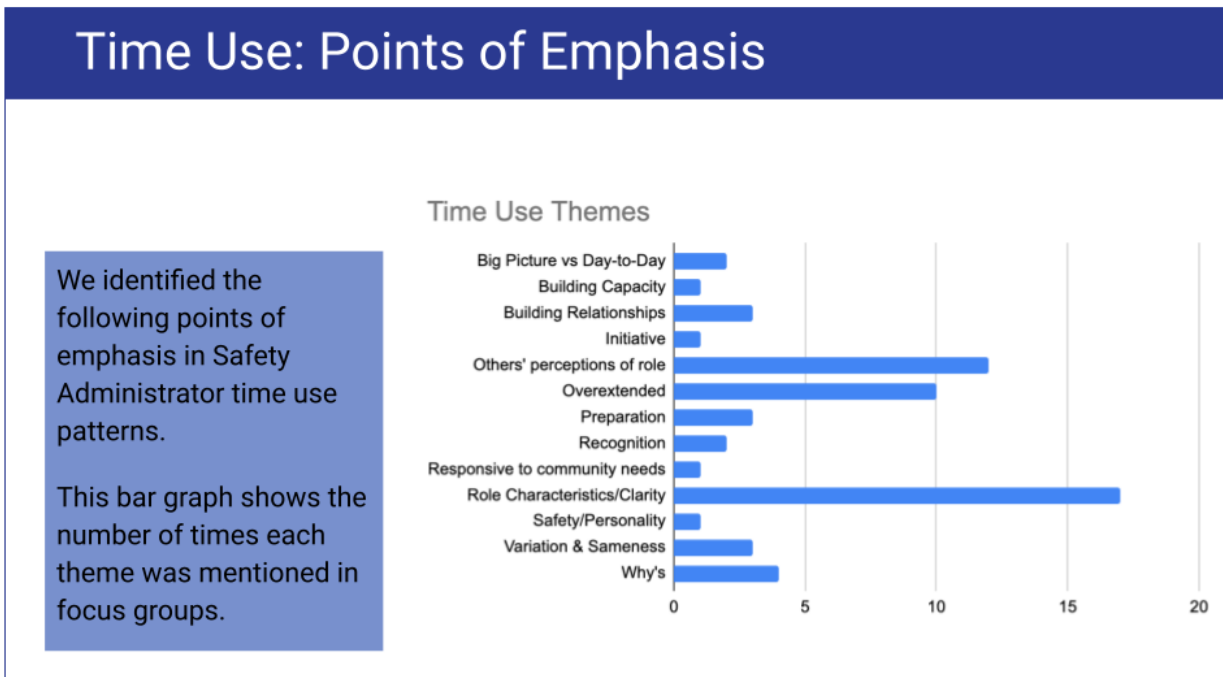
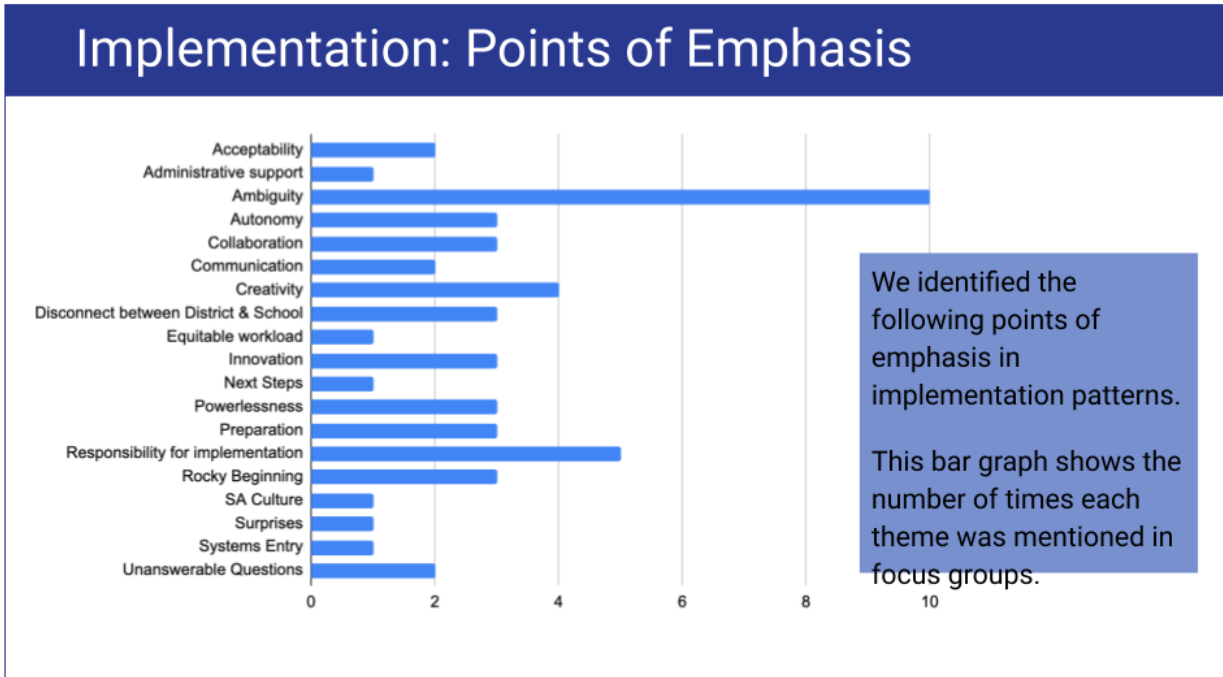
Two-five years	15	8
Six-ten years	21	11
11 or more years	38	20

Appendix J
Regression Table

	ARTIC	Principal Support	Culture and Climate Support	Security and Investigations Support	Safety and Environmental Services Support
Bachelors degree	2.675	-0.014	-0.02	-0.276	-0.072
	-0.283	-0.962	-0.947	-0.497	-0.858
Other degree type	2.042	-0.146	0.166	0.501	0.284
	-0.478	-0.747	-0.664	-0.34	-0.549
Education degree	3.708	0.437	0.1	1.117*	0.324
	-0.41	-0.474	-0.821	-0.063	-0.547
Mental health degree	-4.23	0.376	-0.137	-0.35	-0.194
	-0.329	-0.455	-0.724	-0.517	-0.644
Criminal Justice degree	3.009	-0.448	-0.151	0.283	0.076
	-0.397	-0.351	-0.594	-0.538	-0.862
Less than 10 years experience with children	4.077	-0.525	0.195	0.132	0.261
	-0.181	-0.297	-0.606	-0.772	-0.579
1-5 years experience in K-12	-0.214	-0.441	-0.464	-0.039	-0.564
	-0.947	-0.557	-0.505	-0.963	-0.459
6-10 years experience in K-12	2.473	-0.305	0.258	-0.06	0.485
	-0.431	-0.549	-0.53	-0.904	-0.389
11+ years experience in K-12	-8.739**	-0.462	0.345	-0.08	0.325
	-0.02	-0.469	-0.557	-0.908	-0.582
Female	-5.162	-0.714	-0.391	0.13	-0.02
	-0.182	-0.137	-0.211	-0.744	-0.961
Constant	78.313***	5.062***	3.730***	3.063***	3.141***
	0	0	0	0	0
Observations	41	41	41	41	41
R ²	0.351	0.247	0.245	0.22	0.183
Adjusted R ²	0.135	-0.003	-0.007	-0.041	-0.09

Eicker-Huber-White standard errors used. P-values reported. * $p < 0.1$, ** $p < 0.05$, *** $p < 0.01$

Appendix K
Points of Emphasis from Qualitative Data

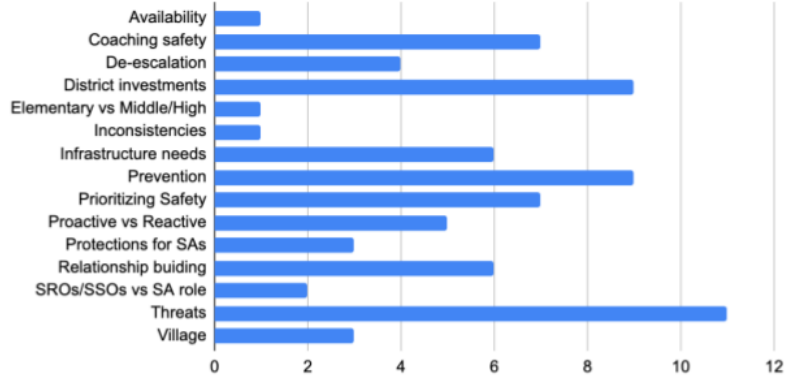


School Safety: Points of Emphasis

We identified the following points of emphasis in school safety.

This bar graph shows the number of times each theme was mentioned in focus groups.

School Safety Themes



Appendix L
J CPS Training Plan

Training Date	Training(s)	Mode	Hours
Summer Trainings			
July 18th-Virtual Training Roll-out	Threat Assessment Level 1	Virtual	6 hours
	Incident Command Training FEMA	Virtual	4 hours
	SCM Theory	Virtual	6 hours
	Mobile Assessment Practice Shift: Safe to Teach, Safe to Learn	Virtual	1 hour
July 19th	Elementary Principal, AP Meeting, Safety Administrator Elementary	In person	2 hours
July 20th	MH Principal, AP, SA, Meeting MS 8-11 HS & 12-3	In person	3 hours
July 25th 8 am-4pm	SSA Onboarding	In person	4 hours
	Threat Assessment Level 2	In person	4 hours
July 26th 8 am-4pm	Safety and Emergency Procedures/Facility Compliance Manual	In person	4 hours
	Alice and Topp Training	In person	3 hours
July 27 or July 28th or July 29th 8-4pm	SCM Physical Training	In person	8 hours
	Middle School SA's July 27th	In person	
	High School SA's July 28th	In person	
	Elem and AIS SA's July 29th	In person	
August 1st-8th	Required trainings completed with school faculty	In person	
August 3rd	Administrator Kickoff 10:00 am	In person	
August 9th	Teacher Opening Day		
August 10th	First day of school for students		
SSA Additional Monthly Trainings			
8/25/22 Western High School Rm 333	FERPA/Custody	In person	
	Threat Assessment Calibration	In person	
	ECE Admin Training	In person	
	Bully Prevention	In person	
	PBIS Training Part 1	In person	
	ESL Services	In person	
	Students with 504/IDEA Protections	In person	2 hours

	PLC/Collaboration	In person	
9/22/22 Fern Creek High School	Trauma Informed Care Overview	In person	
	PBIS Training Part 2	In person	
	PLC/Collaboration	In person	
	Threat Assessment Calibration	In person	
	IT Ticketing System	In person	15 mins
10/20/22 Seneca High School	OLOP	In person	
	Racial Trauma	In person	
	SCM Overview	In person	
	Threat Assessment Calibration	In person	
	PLC/Collaboration	In person	
11/16/22 Fairdale HS	PLC/Collaboration	In person	
	Gatekeeper Training	In person	
	Risk Assessment Training	In person	
	District Operating Center	In person	
12/14/22 J-Town HS		In person	
	PLC/Collaboration	In person	
	Strategies to De-escalate Trauma	In person	
	Counseling Supports	In person	40 min
1/26/23 Atherton HS			
	Stop the Bleeding Training	In person	2 hours
	Staff Self Care	In person	90 min
2/15/23 J-Town High	Safe Crisis Management Practice/Documentation Review	In person	
	PLC/Collaboration	In person	
	Threat Assessment Office Hours	In person	
3/22/23	Community Based Trauma	In person	90 min
	Next Steps/Updates (Next Year)	In person	
	Threat Assessment Calibration	In person	

	PLC Collaboration	In person	
New Employee Trainings			
*Asynchronous	Blood Borne Pathogens	Virtual	
*Asynchronous	Implicit Bias	Virtual	
*Asynchronous	Suicide Training	Virtual	
*Asynchronous	KDE PBIS Video Modules	Virtual	
*Asynchronous	Harassment/Discrimination Training	Virtual	

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