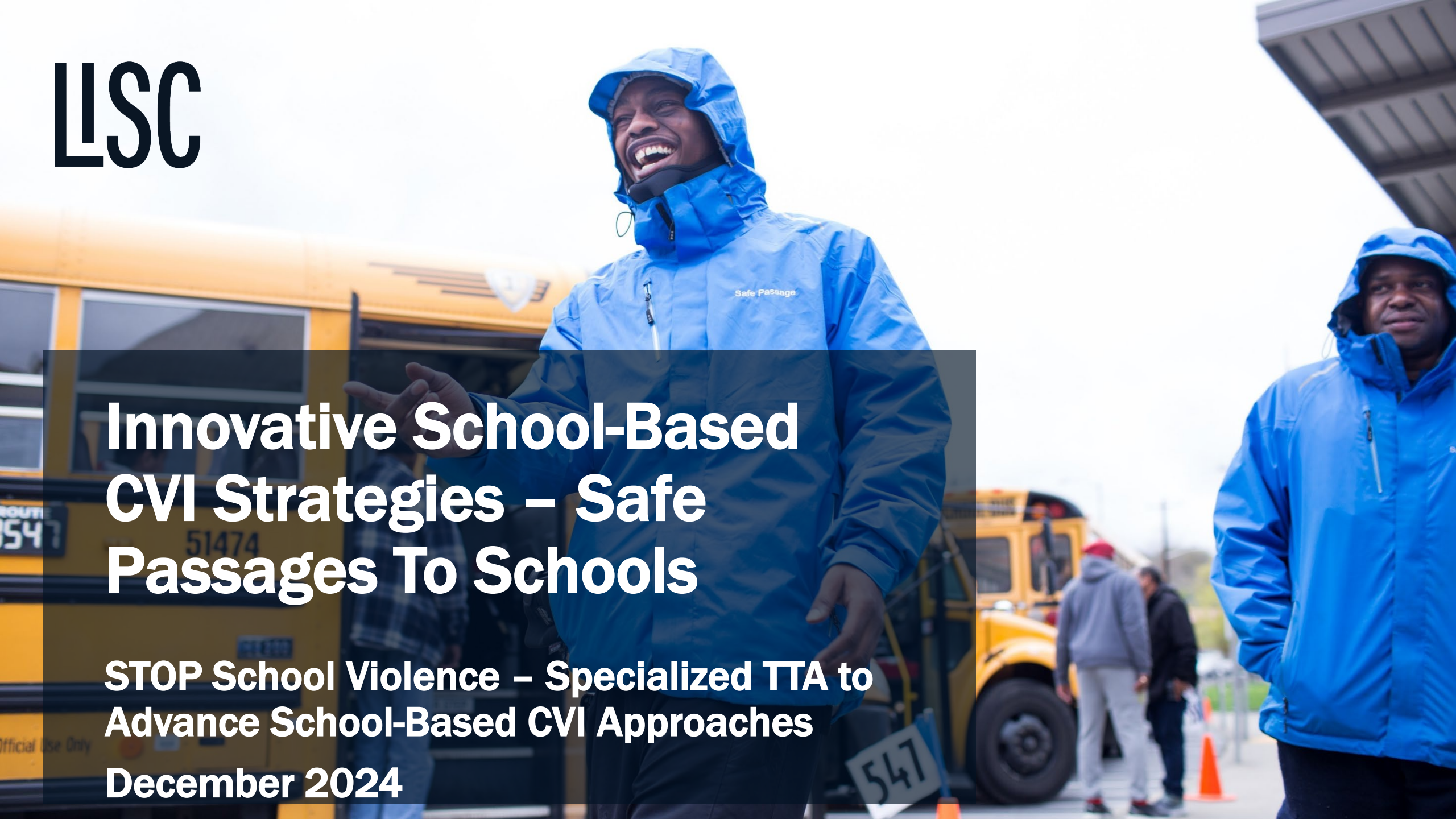


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Innovative School-Based CVI Strategies – Safe Passages To Schools

STOP School Violence – Specialized TTA to
Advance School-Based CVI Approaches

December 2024



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School-Based CVI Approaches - Safe Passage Programming

- 1. Welcome/Housekeeping**
- 2. Defining Safe Passage**
- 3. Panel Presentation**
- 3. Q&A**
- 4. Additional Opportunities for Engagement/Closing**

Topics Covered

1. What is the Safe Passages Model?
2. History of Safe Passages Model
3. Variations of the Safe Passages Model
4. Safe Passage Program Efforts in LA and DC



What is Safe Passage?

“Provides students safe routes to and from school by placing highly visible community members along these routes to monitor and assist with students’ safe travel.”

*Study of the Chicago Safe Passage Program -
[National Center for Injury Prevention and Control,
Division of Violence Prevention](#)*

“...before the beginning of school and after dismissal in communities experiencing high violence or high crime.”

Urban Peace Institute – [Best & Promising Practices to Address Violence and Personal Safety in Safe Routes to Schools Programs](#)

History of the Safe Passages Program

1970's in Denmark – Safe Routes to School – rooted in concern for the safety of children walking and bicycling to school (European Union Target, 2005). Similar iterations piloted in the Bronx and Florida in 1997 and Federally funded by the National Highway Traffic Safety Administration since 2000.

1990's in Philadelphia, PA – Safe Corridors as part of DOJ “Weed and Seed” grant - parent-volunteer crime reduction activity was designed to take place before school and after dismissal.

Variations of Safe Passages Program Model



Professional or Para-Professional Safe Passage Model

- Often administered by school district (or community partner) hiring professional and/or trained community members expected to intervene in potentially violent incidents. Trainings may include: Violence Reduction Strategies, Communication Protocols with Schools, Incident Reporting, Cultural Competency, De-escalation, Youth Engagement.

Volunteer Safe Passage Model

- Similar to a “neighborhood watch”, a community-based agency (or school) working with parents, residents, or business community volunteers stationed in pre-determined areas of high-traffic to monitor and report potentially unsafe incidents to law enforcement or school security personnel. Training is rare and they are discouraged from direct intervention.

Variations of Safe Passages Program Model



Collaborative Model

- City-led and community-based agencies together with resident organizations/leaders in communities experiencing high levels of crime implementing a multi-faceted approach to ensure student safety to and from schools. This may include connecting with students during school hours, formal communication protocols between schools and CVI agencies to reduce potential violence and retaliatory violence.

School-Based Transformation Model

- Similar to the collaborative model, community partners, schools and residents (including students) work together to address school culture and the environment. Efforts include understanding on-campus and community dynamics that fuel violence in and around the school and support to students and families most likely to be a victim or perpetrator of violence.

Speaker Introductions



Melvyn Hayward III | Training and Technical Assistance Coordinator, UPI (Moderator)

Ben “Taco” Owens | CVI Specialist, UPI



Terrance Staley | Executive Director



Urban Peace Institute creates community safety and dismantles harmful systems to transform justice and ensure freedom from violence.

- Urban Peace Academy
- Training & Technical Assistance
- Smart Justice/Criminal Justice Reform

Community Violence Intervention



UPI works to build a community-based safety infrastructure through support for frontline violence intervention agencies. Through capacity-building efforts, UPI supports agencies to provide non-punitive, community-based services to achieve safety. To reshape the understanding of comprehensive public safety, UPI strengthens community safety through training, development, and advocacy.

Core Strategies

- Coalition building and development
- Community violence intervention training and support
- Implementation of effective community-based violence prevention and intervention strategies



Safe Passage & School Safety



Infrastructure – What needs to be in place?

- Who Needs to be at the Table & How to Get Them There
 - ✓ Community leaders
 - ✓ Professionally trained intervention/outreach
 - ✓ Public sector partners (i.e. LE, school admin, etc.)
- Common mission; community buy-in
- Sustained funding support
- Protocols Development, Expectations & Accountability

Interface with broader Violence Reduction Strategy

- City; County; Intervention workers, etc.



Safe Passage & School Safety



Challenges/Things to be aware of:

- Accessing school leadership (buy-in)
- Sustained Funding (school, city, county, private, etc.)
- Training – no template, usually internal/create as you go
- Community involvement/buy-in/recruitment – sometimes unaware
- Stakeholders – Law Enforcement, businesses, CBOs, churches, etc.
- Lack of summer/recess programming



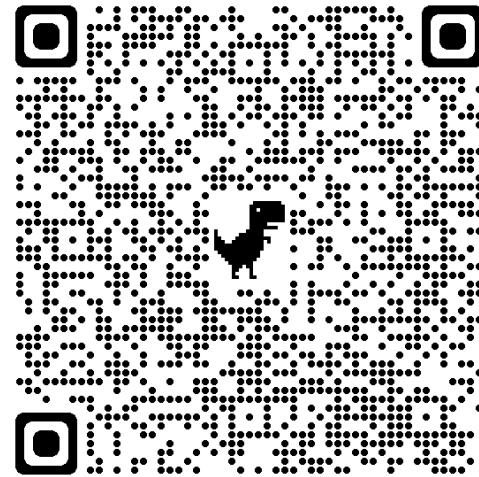
Contact



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Best & Promising Practices to Address
Violence and Personal Safety in Safe Routes
to Schools Programs



Alliance of Concerned Men



Over the past three decades, the Alliance of Concerned Men (ACM) has helped to decrease crime in some of Washington, D.C.'s most dangerous and underserved neighborhoods.

ACM has effectively fostered community trust and preemptively addressed local disputes, preventing them from escalating into violence. This proactive engagement has been instrumental in transforming neighborhood dynamics, promoting peace, and enhancing collective security.

Safe Passage Community Assessment



- Begin community engagement and relationship building (Always be an asset / helpful / professional)
- Connect with all Community based organizations currently providing services in the Community (Partner)
- Arrange listening sessions with Community stake holders (Patrons effected by the violence / parents of students / School leadership / Law enforcement)

Safe Passage & School Safety



- Identify school and/or schools for Safe Passage
- Identify resource for services
- Come into official partnership with educational institution (MOU, LOS, etc.)
- Begin relationship building with the target population (In and out of school, lunch-time engagement tables, hallway presence)
- Assess educational institution public safety needs and **Community** (Do they align?)

Safe Passage & School Safety



- Develop protocol (Scope of work)
- Interview candidates from that Community (Parent of students attending school) (Community hero's / shero's)
- Develop training plan for hired staff (Background checks)
- Implement Safe Passage program



Conflict Resolution Manual

Alliance of Concerned Men In Collaboration with American University (Washington DC 2018)

LOOKING INWARD

- Triggers and Soothers 60min.
- Strengths and Weaknesses 55min.
- Visible Identities 60min.
- Pieces of Identity 60min.
- Social Construct of Identity Groups 60min.



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Conflict Resolution Manual

Alliance of Concerned Men In Collaboration with American University (Washington DC 2018)

LOOKING INWARD

- Empathy 60min.
- Understanding Trust 60min.
- Rule for Fair Fighting 60min.
- Exploring Perspectives 60min.



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Conflict Resolution Manual

Alliance of Concerned Men In Collaboration with American University (Washington DC 2018)

TRANSFORMING CONFLICT

- Active Listening 60min.
- Cycle of Violence 70min.
- Creative Problem-Solving 60min.
- Difficult Conversations 60min.



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Conflict Resolution Manual

Alliance of Concerned Men In Collaboration with American University (Washington DC 2018)

RESTORATIVE JUSTICE

- Self Compassion Pause 45-60min.
- Peace Circle 90min.
- Up-Side, Down-Side (Forgiveness) 55-60min.
- Forgiveness Maze 60min.
- Appreciate Inquiry 60min.

Contact



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info@acmdc.org

Website: <https://www.acmdc.org/>

Facebook: @allianceofconcernedmen

Instagram: @allianceofconcernedmen

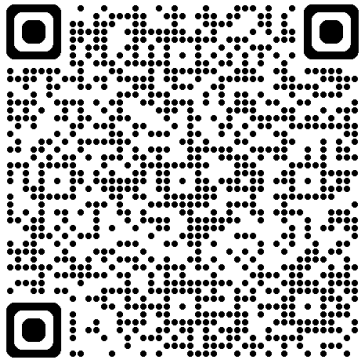
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*The goal for our **Communities** is self-sustainability. We hire from our **Community**, teach, mentor, and are accountable to the **Community**. They will be the change they would like to see. That is what right looks like.*

Q & A



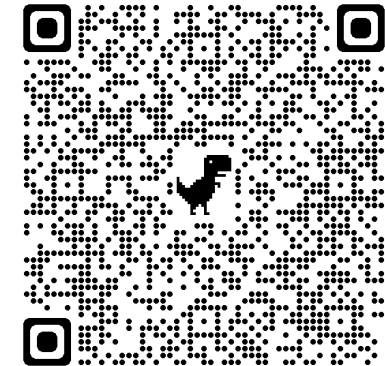
**STOP School Violence –
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National CVIPI Website

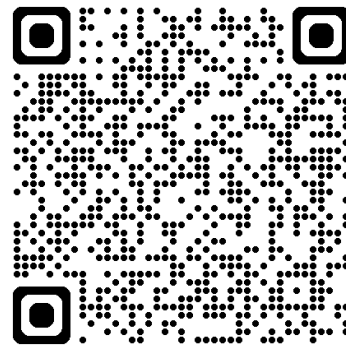


**Community-Based
Violence Reduction
Strategies for Schools**





School-Based CVI
Approaches – RISE
Mentoring



LISC