



## **PROCESS GUIDE**

### **SECTION 2**

#### **CHAPTERS 3-10**



## CHAPTER 3 TEAM FORMATION

### The Safe And Responsive School Team

At the heart of the SRS planning process is a school-based team or committee. The activities of the SRS Team drive the violence prevention and behavior improvement planning process, by assessing the needs of their school and using that information to develop a comprehensive violence prevention and response plan.

Over the past several years, it has become popular to identify almost every group within a school as a “team”. While it is beyond our scope here to discuss the similarities and differences between *committees* and *teams*, for our purposes, the two words will be used more or less interchangeably, and it will not matter whether your school identifies their SRS group as a team or as a committee, or using some other name. We will generally use the word *team*.

#### Why A Team?

There are a number of *advantages* to a team-based approach:

- It brings together perspectives and ideas, and facilitates communication across different facets of the school community.
- It permits broad involvement in making important decisions.
- It prevents burnout that may occur when one person is solely responsible for a large area of responsibility.
- It may assist in developing ownership, commitment and consistency across a school staff in the implementation of violence prevention and positive behavior systems.

There are also *disadvantages* of teams or committees:

- It is difficult to find times to meet, and to coordinate school schedules.

- It may be difficult to stick to an agenda without getting diverted to other topics and issues.
- It may make time to inform and “bring people along” to achieve consensus
- Most schools are already overwhelmed with various committees and teams.

In spite of these disadvantages, the advantages of having a school behavior team or committee outweigh them. The issues around student behavior seem so important to the overall goals and success of a school that staff and community should be involved in the needs assessment, planning and implementation of these issues.

We also realize that there may be circumstances where a team is not possible. In this situation, we feel that it would still be possible for one individual, particularly a building administrator, to adapt and use the materials and process in this *Guide* to develop building level plans and interventions to improve behavior and prevent violence.

## **Planning For An SRS Team**

There is no single way to form and sustain a successful school team; administrators must decide the composition of the team based on the needs their own school. Nevertheless, there are several issues that must be addressed including whether to create a new team; the relationship of this team to the school improvement process as well as other teams or committees with potentially overlapping functions. The process of forming and sustaining an effective team also itself requires planning.

### **Should this be a “new” or a “pre-existing” team?**

The SRS team can either be a pre-existing committee, or a new one created for this purpose. Using a pre-existing committee may be easier to schedule, may prevent overlap and duplication, and may assist in limiting the overall number of committee meetings members need to attend. Nevertheless, using a pre-existing team or committee may have disadvantages. Integrating other pre-existing tasks or responsibilities with the new ones may be difficult; new tasks may require additional time resulting in too lengthy or too frequent meetings. On the other hand, a new team may be easy to get started, and

may create new enthusiasm. They may also be able to focus on the specific planning needed. However, the disadvantages are that it may stretch the same individuals to attend even more meetings; may create scheduling and logistical problems, and may appear to overlap with other groups with related functions.

In either case, the SRS Team should be incorporated into the school's existing committee structure to reinforce its importance to the school, and to clarify its role relative to other committee. It is also essential that an administrator be involved with the committee in order to tie in building planning to the day to day operation of the school, and to show the importance of the functions involved.

### **What is the relationship to "school improvement" planning?**

Many schools have chosen to use an existing School Improvement Planning Team to take on the functions of the SRS team. Some states require schools to have such teams in place, and adding the functions of the SRS team to the School Improvement Teams permits behavioral and climate components to be added to the academic planning most of these teams are engaged in. Some schools have used a subcommittee of the School Improvement Planning Team for this purpose. If such a group exists in a school, the relationship between the SRS team and other school-wide planning groups should be clear, and the plans developed by the SRS team should be incorporated into the larger school planning process.

### **Coordinating with other teams related to student behavior?**

Recently there have been suggestions for a variety of additional teams to address student behavior and behavioral issues in schools. These include a *positive behavior support team* used to define and teach behavioral expectations and monitor behavioral issues within a building (Sugai & Horner, 2001). It also includes individual behavior management teams (often all or some of the IEP team members for students in special education) that might conduct a functional analysis related to a student's behavior and develop and supervise the implementation of an individual behavior plan (Tilly et al., 1998). While teams such as the IEP team may be created only for students in special education, some have called for similar individual behavior management teams to be

created for non-disabled students (Jones, 1991). Additionally educators have been asked to participate in Wraparound Teams (Eber, 1997) or other service coordination teams as a vehicle for assisting families to create support networks and to coordinate services.

Others have suggested that a Bullying Prevention Team be created in a building to insure that bullying prevention and intervention remain at the forefront of educators' agendas (Olweus et al., 1999). A variety of others have been proposed as well including, Crisis Response Teams (Poland, 1999), which respond and help process crisis situations when they occur in schools; Security Assessment Teams (Trump, 1998) which identify school security issues, and offer suggestions to improve school security; School Safety Teams (Stephens, 1995), which plan overall school readiness for various potential safety risks or hazards in school, and Threat Assessment Teams (Fein, et al., 2002).

Clearly there are a large number of potential building level teams in schools, and many may have similar or related functions if they are functioning simultaneously. It is unrealistic for any school to have all of these teams in place, but teams that are in place should be coordinated with the SRS team. If these functions are not already taking place in school, as a part of the SRS planning process the SRS team may choose to take on some of these functions, or recommend that other individuals or groups do so. A "Task Responsibility Worksheet" for doing this will be included in later in this *Guide*. In this way the SRS team can serve as a clearinghouse for all of these functions within a school, and can insure that vital roles related to behavior are being performed.

### **Coordinating with district-wide safety planning committees?**

In addition to building level teams, many school districts may have a district-wide safety committees charged with responsibility for creating district or individual school building "safety plans." Several states now require these "safety plans" in legislation or policy. If that is the case, the SRS team should also develop a way to communicate with that committee, and to provide planning information and updates to that committee. That committee might be able to use the same structure and process as the building-based SRS teams to make decisions related to district-wide safety and behavior planning.

## **What kind of administrative support is needed?**

Administrative support, at both the school and district level, is essential to the success of the SRS Program. Unless building and district administrators believe in the need for improving a school's ability to prevent and manage inappropriate behavior and establish a climate of civility it is unlikely that the process or materials described here will be successful. This belief must be matched by a willingness to support and reinforce those who participate in planning and implementing school programs, and by a willingness to find resources to support new initiatives based on team plans.

## **Who and how many should be on the team?**

A team can consist of from 3-10 members (5-8 most typical), and should include individuals who are respected by and representative of their colleagues. A team related to behavior should have a building administrator, a special education teacher, a counselor or psychologist, and other educators and staff members.

**Students and Parents.** In addition, we urge secondary schools to include at least one student on the team. There is some evidence that involving students in significant planning and decision-making roles related to behavior and violence prevention will itself result in improvements in perceptions about school climate. We also recommend that teams include at least one parent, and possibly a mental health professional from outside the school. Although the inclusion of these members is sometimes difficult to accomplish, teams will find that these individuals can offer unique and important perspectives.

**Administrator.** In order to tie the planning and implementation done by the team to other building planning and to day-to-day functioning, a building administrator is an essential and should always be a member of the team as well.

## **Who should provide team leadership?**

It is crucial to identify effective leaders for the team. Leaders must be organized so that time can be used efficiently and effectively. The leader must be knowledgeable about his or her school, and its staff and students. The leader must be willing to intervene

when the group is distracted or diverted from its agenda, but must also be sensitive to the needs and concerns of the members, and willing to permit all to have time to learn and process, as well as time to voice their perspective. The leader must take the initiative to make sure that team decisions are implemented, and hold others accountable. Finally, the leader must also monitor and maintain the group’s focus on the long-term goals to be accomplished.

Typically the principal will identify the team facilitator, and in many schools the principal may choose to lead the team her or himself. In some cases that may be another administrator, but it may also be someone else who is capable of providing the necessary leadership to the team. Some teams have had teachers, psychologists, counselors or others provide leadership. It may be desirable to have co-facilitators so that some of the tasks can be shared, particularly if one of the facilitators may be called away during meetings to attend to other issues. For this *Guide*, we will identify the leader or chair as the “facilitator”.

### **What is the facilitator's role?**

In addition to those roles already mentioned, one of the most important roles of the facilitator is to keep the team on track and on-task. Specifically, the facilitator keeps the team moving through the components of the process, and ensures that meetings are productive.

The facilitator’s role is to ensure that tasks are completed, not necessarily to do them. Tasks occurring outside of meetings are probably better distributed across team members. The most successful teams are able to break tasks into smaller parts and assign those parts to specific individuals, including staff, students, and parents – even to others not on the team in some cases. This spreads responsibility across team members, expands involvement and ownership, and helps prevent burnout.

### **What are responsibilities for team members?**

Team members have four main responsibilities during a school year:

- Gathering and analyzing information about violence, behavior and safety issues in that school. This might include gathering office referral, dropout, survey data, as well as other kinds of data related to behavior in school.
- Learning about various programs currently in place, as well as programs that could potentially be brought into the school.
- Developing a plan for the implementation of a comprehensive violence prevention and behavior improvement plan for that school.
- Assisting administrators and staff to implement that plan.

### **What is the time commitment for the team?**

We anticipate that the SRS materials will require about 22 hours during the school year that is the equivalent of about 14 bi-weekly meetings of 1.5 hours, or about 7 monthly meetings of about 3.0 hours each. The amount of time for each component may vary by school depending on the size of the school and the scope of their data gathering, needs, and plan. Some additional time to research different strategies outside of meetings may be needed. A table with a schedule and possible agendas for meetings is described in Chapter 4 later in this *Guide*.

### **Should this team be a permanent one?**

While this *Guide* provides suggestions for a school year long process, it seems important that schools continue to revise plans and implement a comprehensive approach on an ongoing basis. Moreover, many interventions may take multiple years to implement. As school staff, students and needs change, plans will need to be updated. As a result, most schools may choose to make this a permanent committee, and maintain this team indefinitely institutionalizing it in the school structure. We feel that the importance of the goals, as well as the continuity this provides would warrant such a decision to maintain this committee indefinitely.

## **How can focus and enthusiasm maintained?**

Although your team may be initially excited about the process, their enthusiasm may wane with time. This is more likely to occur when teams fail to meet for an extended period of time, or if team members do not understand the purpose of the various activities in which they are engaged. Strategies for combating slowdown include regularly scheduled meetings, explaining how each activity in the process contributes to developing a school safety plan and the importance of this plan for your school, differentiating short and long term goals, and assuring the team that the process does work and they are making progress. Additionally, you may want to discuss with your building administrator ways to provide recognition or perhaps even small stipends for team members.

A useful focusing strategy is to distribute an agenda specifying the tasks to be completed during the meeting, and the amount of time to be spent on each task. This helps to keep the meeting within its designated time frame. Finally, the facilitator helps to keep the discussion on task during meetings, keeps track of time and assists the team in reaching decisions within the available time.

**Summary Box 3.****SUMMARY CHAPTER 3 - TEAM FORMATION**

The SRS school based team is at the core of the Safe and Responsive Schools planning process.

**Why an SRS Team?**

- A team creates broad ownership and involvement in decisions and implementation of behavior improvement and violence prevention planning.

**Planning an SRS Team**

- Decisions-
  - New or pre-existing team?
  - Relationship to School Improvement Planning Process
  - Coordination with other related teams & district safety committees?
  - Nature of administrative support
  - Who and how many on the team?
  - Who provides leadership?
- The facilitator helps to keep the team on track and on task, and may be an administrator, teacher or other team member.
- Team members will be responsible for:
  - Gathering and analyzing data
  - Learning about various programs
  - Developing a plan
  - Assisting to implement the plan
- The expected time commitment is estimated to be the equivalent of about 14 bi-weekly meetings.
- Consider making the committee permanent
- Work to maintain focus and enthusiasm

**Resources**

- A sample schedule with agendas of meetings is provided in Chapter 4



## **CHAPTER 4 GETTING STARTED**

Once the team is formed, you are ready to begin the process that will eventually culminate in the development of the Safe and Responsive Schools Plan. This chapter and the chapters that follow will guide the topics the team should discuss, and the process of developing an SRS plan.

We first describe the specifics of the activities and processes the team will work through in its initial organization and planning during the first two meetings. Three main topics will be addressed: Initial Orientation of the Team; Logistical and Organizational Issues for the Team; and Developing a Vision Statement.

### **Initial Orientation of the Team**

It will be important during the first meeting to orient the school team to the SRS Framework and its pertinence to your school. Participants should be provided handouts that describe the three groupings of students identified in Figure 2, and the three “Levels of Action” of the Safe and Responsive Schools Framework (i.e., Creating a Positive Climate, Early Warning and Early Intervention, and Effective Responses) in Figure 3. The variety of strategies that have shown positive outcomes for students and schools could be briefly described as well. An overview of the planning process should be shared including needs assessment, and strategies for developing, implementing and evaluating a school plan.

This initial meeting should include a discussion of school safety and school climate needs as perceived by team members. Participants should leave with a better understanding of the nature of school violence, effective options for violence prevention, and an overview of the Safe and Responsive Schools Framework.

## Logistical & Organizational Issues

One essential focus of the first meeting of any team are the organizational issues essential to effective teams.

### **What are some things to discuss during the first meeting?**

These may include:

**Introductions.** Introductions of all of those attending as needed.

**Purpose.** The persons who established the team should indicate what the purpose of the team will be, and how the members were chosen. These topics are discussed further under “orientation” below.

**Content Orientation.** As described above.

**Handouts.** These should include: List of members; agenda for first meeting; possible schedule and agendas for future meetings; a copy of the “School Practices Questionnaire”; copies of each of the four “Safe School Survey Questionnaires”;

**Future Meeting Schedule.** It will be essential to establish a regular meeting time, and a length for scheduled meetings. If the decision has not already been made, the team should decide whether they wish to meet once a month for three hours or biweekly for an hour and a half, or use some other schedule. This might be decided with the overall year schedule in mind. A sample schedule and agenda is attached, and might be discussed in order to identify the major topics and tasks for future meetings.

**Minutes or Notes.** A recorder should be designated to take meeting minutes (this may be a rotating duty, or one individual may volunteer to take on this duty across several meetings). An agreement should be reached concerning when and how minutes will be distributed (e.g. hard copy at meetings; e-mail before meetings; etc.).

**Time Commitment of Members.** The team should discuss the commitment involved with the SRS process- both meeting time and other tasks that may need to be completed outside of meetings.

**Liaison with Administrators and Other Committees.** It will be essential that the SRS Team keep non-team member administrators and other pertinent committees informed of the committee's progress, even if one or more administrators are on the team. To do so, it will be important to decide who will do this as well as how and when.

**Communication with Others.** The team should discuss the importance of sharing its activities and decisions with other constituents. These might include students, parents and other staff members not on the SRS team. Some plan for regularly reporting about the team's activities should be developed such as regular newsletter reports, notes or flyers in mailboxes; meetings with student council or other groups; representatives reporting to other committees (such as the School Improvement Committee) etc.

## **What is the schedule and agendas for meetings?**

The *Guide* includes a sample schedule of meetings throughout a school year, with potential topics to be addressed at each meeting. See below for a reproducible schedule.

The schedule is based on the SRS team meeting twice per month for one and one half hours each meeting. The times are estimated, and may be need to be adjusted- some tasks may take longer than estimated, and others less time. Also the overall meeting structure can be adjusted. For example a school team may choose to meet once per month for three hours. The schedule also includes an agenda that lists the topics that will be discussed at each meeting, and the outcomes or products related to those topics. More details about the purpose, materials, and suggested materials for various topics will be provided later in the *Guide*.

The chapters of the *Guide* that follow are generally organized according to that schedule. In order to keep on schedule, the team will often need to anticipate future needs for data and discussion. For example, although a discussion of a Safety Survey may not be scheduled until the middle of the school year, planning for the administration of the survey and the actual administration will need to occur well ahead of that time to have data ready to discuss. Thus the schedule includes cues to begin that planning in your first few meetings, even though you are still working on an earlier phase of the project. The process of change is never entirely straightforward, and must be responsive

to the needs of your school. Thus, you may find your team needing to adjust or reorder the schedule, based on your school's needs and experience.

**Figure 6. Possible Schedule and Agendas for SRS Meetings**

<b>Meeting</b>	<b>Agenda</b>	<b>Outcome or Product</b>
<b>1</b> (Sept.) 1.5 hr	Kick-off meeting; overview of project; set future meeting dates; develop vision statement; estab. team mission; discuss agendas for future meetings; distribute Needs Assessment Wkst to team	Overview of project; first meeting dates set
<b>2</b> (Sept.) 1-1.5 hr	Finish creation of vision and mission statements; Consider existing data and how it can be gathered and organized (using the Planning Data Availability Worksheet) making assignments for gathering/organizing; Consider method & time frame for administration of Safe Schools Survey to parents, students & staff (Use Safety Survey Planning Worksheet); distribute as soon as practicable.	Vision & Mission statements; Individually complete Needs Assessment Worksheet; Planning Data Worksheet completed.
<b>3</b> (Oct.) 1-1.5 hr	Begin discussing as a team the Needs Assessment Survey, & Practices & Programs Inventory– Level I Creating a Positive Climate; compile consensus & prioritize top area of focus. Identify topics and responsibilities for research.	Part I: Creating a Positive Climate – Top priorities of focus selected
<b>4</b> (Oct.) 1-1.5 hr	Continue discussing the Needs Assessment Wrksht; and Prac & Progrms Inventory Level II: Early Identification & Intervention; compile consensus & prioritize top area of focus; identify topics and responsibilities for research	Part II: Early Identification & Intervention – Top priorities of focus selected
<b>5</b> (Nov.) 1-1.5 hr	Continue discussing– Level III: Effective Responses; compile consensus & prioritize top area of focus. Brainstorm actions to fill gaps and improve actions; identify research topics. Begin discussion of other school data including climate, office referrals and attendance data. Begin Task Responsibility Worksheet.	Part III: Effective Responses – Top priorities of focus selected
<b>6</b> (Nov.) 1-1.5 hr	Review all school data- Analysis of office referrals, number of suspensions and expulsions; achievement; school risk and resiliency factors, existing school climate data; attendance data, and all others. Complete discussion of Task Responsibility Worksheet.	Brief summary of school data from all available sources. Complete Task Responsibility Worksheet.
<b>7</b> (Dec.) 1-1.5 hr	Use Resource Guide to scan for effective practices; Present research conducted on selected topics by level; Identify resources and other limitations; investigate seeking outside funding.	Summaries of actions under consideration at each level.
<b>8</b> (Jan.) 1.5 hr	Begin to formulate plans to address target areas at each level of action; review <i>Resource Guide &amp; Fact Sheets</i> on priority areas & consider additional research as needed to create knowledge base.	Plan Development – Part I: Creating a Positive Climate
<b>9</b> (Ja n.) 1.5 hr	Continue to formulate plans to address target areas – Part II: Early Identification & Intervention; review Fact Sheets on priority area & gather additional information as needed to create knowledge base	Plan Development – Part II: Early Identification & Intervention
<b>10</b> (Feb.) 1.5 hr	Option: Discuss Safe Schools Survey results if distributed in winter- make adjustments in plan based on results Continue to formulate plans to address target areas – Part III: Effective Responses; review Fact Sheets on priority area & gather additional information as needed to create knowledge base.	Plan Development – Part III: Effective Responses
<b>11</b> (Feb.) 1.5 hr	Create final plan, integrating previous data and plan development from each level.	Draft of complete SRS plan.

<b>12</b> (Mar) 1.5 hr.	Finalize plans & discuss fine details – discuss timeline for implementing plans & monitoring procedures; determine specific roles of each team member to help with plan implementation	SRS Plan Implementation Monitoring of plan
<b>13</b> (Mar.) 1.5 hr	Review team activities & progress throughout year; discuss future directions; possibly consider options for summer work; plan for next school year – set future meetings for summer & fall	Future directions & plan for next school year; mtng schedule & logistics
<b>14</b> (Apr.) 1.5 hr	Discuss implementation of plans – effectiveness of plans; Discuss future directions; Evaluate both the SRS planning process, and the outcomes of the SRS Team planning to date.	Process and outcome evaluation of SRS activities

## **Holding an optional kick-off workshop?**

If possible, it may be helpful to bring in an outside consultant or trainer for a workshop on the current best thinking in violence prevention and school behavior improvement. Such a workshop could be arranged just for the SRS team, or have a component for the entire building staff. This would provide an opportunity for the Team to become familiar with current research and thinking on these topics, and clarify how the SRS framework and process will be useful in organizing a comprehensive approach.

## **What is the "homework" after the first meeting?**

**Current Practices & Programs Inventory.** Each member is asked to read, think about and complete the SRS School Practices Inventory individually (See Chapter 7), and that it will be the focus of group discussion at future meetings. The facilitator should outline how the team will discuss the survey in subsequent meetings.

**Safe Schools Survey Questionnaires.** The team will also begin discussing logistical issues regarding the SRS Safe Schools Questionnaires and survey (See Chapter 7). Is another Safety Survey already in place? If not, administration of the SRS Safe Schools Survey should be considered. Several details about how and when the survey should be administered (paper and pencil or web-based; and scan-able or manual data entry) will require team decisions, and are discussed in detail in a later section of this *Guide*, but facilitators are urged to be familiar with these issues before discussion begins.

**Other?** The team may also identify other sources of information which might need to be gathered before the next meeting.

## **Developing a Vision Statement**

### **What is a school vision statement?**

A vision is a bold statement; it helps us keep our focus on the ideal. In this case, the vision statement should be one that addresses a vision for the school as related to

violence prevention and positive behavior of students. While it might include academics and be quite far reaching, it should address issues of desired behavior and civility within schools. Unlike a mission statement, which provides a clear definable path, a vision statement offers a vivid picture of possibility. It can also serve as a filter when making decisions; “Does this proposal help move us towards our vision? Is this action plan true to the values of our vision statement?”

### **Why is a vision statement important?**

A shared vision statement provides a common vocabulary and a reminder to focus on what is most important and essential to our beliefs. One elementary teacher described a vision statement in this way: “Without a vision our behavior becomes reflexive, inconsistent and shortsighted as we see only the action that will most quickly put out the fire.” A shared vision emerges from people who care about one another and their work, who possess a strong individual/personal vision, and who see the collective vision as one that encompasses personal visions.”

### **How do I develop a vision statement?**

The facilitator will lead the team in developing a vision statement. While a general brainstorming session may be used, a technique that folds the ideas of small groups of increasingly larger sizes into one concise statement allows for the development of a vision draft in a relatively short time.

- Ask each individual to write descriptive phrases on the ideal safe and responsive school. What would the school look like, sound like? What would students, teachers, parents, staff and community members be doing in this ideal school?
- What commonalities exist? What seems to be of greatest importance? Are there aspects that were not common to all the groups that should be included? Can these be folded into the vision statement? Take notes on the discussion.

- One or two individuals edit the draft statement in to cohesive paragraph that includes all the commonalities and other ideas that emerged from the team discussion.
- Distribute this draft of the vision statement before the next team meeting.
- Discuss and /or come to consensus at the next meeting. Although the activity is designed to lead the team to develop a vision statement within the allotted time it is quite possible that discussion may continue. In that case, the vision statement will be a standing agenda item until consensus is reached.

It is important not to get bogged down in language but to develop the statement into a workable format – not necessarily a perfect or final one – that holds the essence of a common vision that can be referred to through out the process.

### **Examples of a vision statement**

Schools might develop a wide variety of vision statements that reflect the particular character of their school.

#### **Figure 7. School Vision Statement A**

M Public Schools are committed to finding programs that will allow students to learn in a safe and secure environment. MPS will remain strong in the belief that it is a school's responsibility to be proactive rather than reactive when dealing with students and situations that challenge our daily norms. MPS will strive to offer a curriculum that will develop the intellectual growth, academic achievement, the character development and physical well being of our students.

#### **Figure 8. School Vision Statement B**

The vision is to create safe environments where young people can grown and develop into adults free of violence.

## **Creating an SRS Team “Mission Statement”**

Once the Vision Statement activity is completed, it may also be useful to ask the group to identify a “Mission Statement” for the SRS team for the coming school year. This statement can be a specific identification of the goals for this team to accomplish during the coming year. Such a statement captured in writing will make clear for all the expectations related to the committee, and will afford the chance for the Team to calibrate its own expectations with those of this *Guide*. Additionally, the team mission statement will be useful for later evaluating whether the team accomplished the identified goals. Unlike a vision statement the team mission statement should be relatively specific and detailed, and should focus on measurable outcomes that the team can be expected to accomplish.

### **Why is a team mission statement important?**

Focusing on the mission of the SRS Team will also permit the team to prioritize the overall responsibilities of the SRS team, particularly if there are additional responsibilities other than those described in the *Guide* that have been made to this team.

As described earlier, there may be many different teams or committees with various responsibilities. This mission statement should distinguish the SRS team’s functions and goals from other committees or teams. It may also suggest how these committees or teams relate to each other.

### **How do I develop a team mission statement?**

A process similar to that used in developing a “vision statement” may be used to develop a team “mission statement”. A team mission statement should identify the

specific purposes and outcomes expected for this team in this school. Teams can expect to spend from one to two hours developing Vision and Team Mission Statements.

### **Examples of a team mission statement**

As with a vision statement, a team mission statement may take many forms. It should, however, reflect the overall goals and outcomes which the team feels will result from their work.

**Figure 9.**  
**Team Mission Statement A.**

The SRS team will review current practices & programs at \_\_\_ Middle School that promote a safe & responsive educational environment. The team will evaluate the benefit of implementing other interventions as a result of this self-analysis and the Safe Schools Survey administered to a sample of parents, students, and teachers.

**Figure 10.**  
**Team Mission Statement B.**

The SRS team will examine our schools current practices, and collect data about how they are working. We will then use that information to develop a plan which insures that our school is doing all it can to create positive behavior in our students and prevent violence, and inappropriate behavior.

**Summary Box 4.**

**SUMMARY CHAPTER 4 - GETTING STARTED**

**AGENDA - INITIAL MEETINGS □1 & □2**

- An orientation to the SRS framework
- Logistical issues
  - Introductions
  - Future Meetings Schedule
  - Minutes
  - Time Commitment of Members
- Development of a School-wide Behavior Vision Statement.
- Development of a SRS Team Mission Statement

**Purpose**

- To orient the team to the SRS Comprehensive Framework and its underlying structure.
- To decide logistical issues regarding the SRS Safe Schools Survey.
  - To distribute the SRS School Practices Survey and other documents for Team members review and response.
- To provide an organizing framework for team members to focus on what is most important and essential to the team’s belief.

**Materials & Resources**

- School Practices Survey Questionnaires
- Web-Based vs. Pencil and Paper Survey cost and technical information.
- Safe Schools Survey Questionnaires.
- School Practices Survey.

**Procedure on Vision and Mission Statements**

- Team members write short statements on the ideal safe and responsive school.
- Small groups work together to find the commonalities in their visions.
- The whole team discusses and drafts a statement based on common vision.
- One or two team members edit and bring it back to the group for consensus or further discussion.
- A similar process will be used to create a specific “Mission Statement” for the SRS Team.

**Time**

- Teams can expect to spend one to two hours in developing a draft of the vision and Team mission statements.