



Safe and Responsive Schools Needs Assessment

GENERAL DIRECTIONS

This year, we seek to answer four questions:

- **WHAT ARE OUR STRENGTHS AND RESOURCES?**
- **WHAT ARE OUR CONCERNS?**
- **WHAT IS OUR VISION? WHERE DO WE WANT TO END UP?**
- **IN WHAT DIRECTIONS DO WE WISH TO GO TO ACHIEVE OUR VISION?**

In the needs assessment phase we will address the first two questions. Please go through the following steps:

Step #1. Each individual team member completes The School Practices Survey as an individual. (See directions, next page. Bring your completed survey with you to the designated team meeting.)

Step #2. After all team members have individually completed the School Practices Survey, the team will come to a team consensus on ratings and documentation for each item at the designated team meeting.

Step #3. As a team, discuss the Needs Assessment Questions on the final page. (See directions on the last page.)

IMPORTANT NOTE: The discussion and consensus process in steps #2 and #3 may take more than one meeting.



School Practices Survey

This survey is a guide to your team for assessing your current practice in preventing violence and disruption. The survey is intended to be representative of current best practices in school violence prevention. The last page of each section allows you to identify practices in your school not included on the survey.

DIRECTIONS:

1. **INDIVIDUAL RATINGS:** Please complete the survey on your own. Each question has two parts.

First please rate the extent to which the strategy is in operation in your school on the following five-point scale:

- 1 = No Awareness:** Our school has not been aware of this procedure.
- 2 = Know of, but not used:** Faculty and staff in our school are somewhat aware of this strategy, but it has not yet been used in our school.
- 3 = Good awareness, beginning to use:** There is a fairly widespread awareness of this strategy at our school, and some plans for implementation.
- 4 = Frequently used:** Although not universal in our school, this strategy is used in a majority of classrooms, or has been widely accepted and implemented throughout the school.
- 5 = Well-established schoolwide:** We have been using this practice for quite sometime, and it is well-integrated and well-supported by faculty and staff.

Second, under documentation, please note specific examples supporting the rating you gave. Thus, if you rated your school with a 4 for peer mediation, you might note the percentage of teachers who are involved with the peer mediation program, list the number of trained mediators, or describe the sites (e.g. lunchroom, playground) in which peer mediation has been implemented. If you need more space for documentation, please feel free to use the back or add additional sheets. Please return these to the project when discussion is completed.

2. **GROUP CONSENSUS RATINGS:** Please bring your individual ratings with you to your team meeting. Use your individual ratings to begin a group discussion on each item. As you discuss, use a blank survey and fill in the group consensus ratings and documentation for each question, as above.
3. **NEEDS ASSESSMENT:** When you have completed the group consensus on the School Practices Survey, please discuss the Needs Assessment Questions.

I. Creating a Positive Climate

To what extent does your school have:

1. *Programs for students who are struggling academically?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

2. *One or more programs that focus on building a sense of community or a sense of belonging for students in your school?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

3. *A curriculum for all classrooms for teaching social skills or life-skills?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

4. *Established programs to increase parental involvement (beyond PTO)?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

5. *A peer mediation or student conflict manager program?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

6. *A conflict resolution or violence prevention curriculum for all classrooms?*

Name _____ School _____ Date _____

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

7. *A consistent model of classroom management, with training for all teachers?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

8. *Other programs designed specifically to improve school climate, increase general student social skills, or increase connectedness among students or between students and teachers. (USE BACK OR ADDITIONAL PAGES AS NEEDED)*

Program name(s) and description(s):

Data on programs:

II. Early Identification and Intervention

To what extent does your school have:

9. *Defined procedures for handling threats of violence against staff or students?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

10. *Procedures for identifying students who may be at-risk for violence/disruption?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

11. *Schoolwide bullying prevention programs?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

12. *An adult or cross-age mentoring program?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

13. *Counseling or anger management programs for students identified as at-risk?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

14. *An identified team of staff who serve as a planning and problem solving team related to student behavior?*

Name _____

School _____

Date _____

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

15. *A systematic approach for collecting data regarding office referrals and using that data for monitoring students who may be at-risk?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

16. *Other programs designed specifically to identify students at-risk of violence or disruption or to provide services to at-risk students. (USE BACK/ADDITIONAL PAGES AS NEEDED)*

Program name(s) and description(s):

Data on programs:

III. Effective Responses

To what extent does your school have:

16. *A building-wide behavior/discipline plan?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

17. *Individual behavior plans for students who exhibit disruptive behavior, and procedures for designing such plans (e.g. functional assessment)?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

18. *A school or district code of conduct that includes an array of consequences (beyond detention, suspension, expulsion) matches levels of offenses with levels of consequences?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

19. *Procedures (e.g. a building security audit) to identify and address areas in the building that may be at-risk for violence?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

20. *An alternative location, school, or program for students who have especially disruptive behavior?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

21. *A building crisis or emergency plan?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

22. *One or more procedures or drills that are intended to minimize risks in a violent crisis situation?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

23. *A strategy for coordinating services and interventions with other community agencies that may be involved with troubled youth and their families?*

1	2	3	4	5
No awareness	Know of, but not used	Good awareness Beginning to use	Frequently used	Well-established school-wide

Documentation:

24. *Other programs or strategies designed specifically to expand the options available for responding to disruptive or violent behavior, or to be prepared in case of crisis or violence. (USE BACK OR ADDITIONAL PAGES AS NEEDED)*

Program name(s) and description(s):

Data on programs:



Needs Assessment Questions

DIRECTIONS: As a team, please discuss the questions below.

- ***If the team has sufficient information, write your answers on separate pages and attach them.***
- ***If not, make a plan for how you might get that data (e.g. interviewing or surveying colleagues). Try to bring some of it back next meeting.***
- ***Feel free to add further questions relevant to your strengths and needs.***

1. **What types of behavior or threats are of greatest concern for us? (e.g. fighting, bullying, harassment, weapons, incivility)**

What areas of the school or times of day might pose a particular problem?

Are there certain types of students we are more or less successful with in terms of behavior?

2. **Based on the school practice survey, what are our strengths in each of the three components of prevention? What are areas in which we could improve?**

- **Creating the Climate:**
- **Early Identification and Early Intervention:**
- **Effective Responses:**