
**The Violence Prevention/Social Skills Needs
Assessment Survey: Year 1 of the School
Safety Survey**



**Safe Schools
Healthy Students**

Pinellas County School District
Safe Schools/Healthy Students Initiative
Evaluation Report #207-1
Prepared by the Louis de la Parte Florida Mental Health Institute

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Safe Schools/Healthy Students Initiative**

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Executive Summary

The Violence Prevention/Social Skills Needs Assessment:

Year 1 of the School Safety Survey

The School Safety Survey (SSS) was initially developed as the Perceptions of School Safety (POSS) Questionnaire to investigate the beliefs of counseling staff about the safety of their school environment with the ultimate goal of enhancing current programs and strategies dealing with safety in the schools. The SSS addressed three aspects of school safety relevant to district administrators and staff: (1) the severity of issues that compromise school safety, (2) perceived effectiveness of new and existing programs, and (3) awareness of existing and grant funded program initiatives.

The questionnaires were distributed to the counseling staff of Pinellas County Schools including guidance counselors, intervention specialists, and social workers in elementary, middle, and high school levels. Data included 101 participants representing 66 elementary schools, 20 middle schools, and 14 high schools. In addition, pilot data was received from 64 students and 37 teachers from a district middle school as well as 99 staff at two elementary schools. Results revealed that counselors generally had a positive perception of safety in their schools. For instance, counselors reported that gang activity, drugs being sold in school, and other illegal activities were not problems in their schools. Teasing among students, bullying, and verbal threats were reported as the most serious problems. Eighty-one percent of counselors considered their schools to be safe or very safe. No significant differences were found between primary and secondary school counselors in their overall rating of school safety. However, an independent samples t-

test revealed that the perception of illegal activity was higher in secondary schools when compared with elementary schools.

To further explain the nature of safety issues in the schools, the 19 items associated with school safety and violence were factor analyzed. An exploratory factor analysis identified four potential domains associated with school safety. These domains include: 1) Threats, 2) Illegal Activity in School, 3) Teasing, and 4) Illegal Activity in the Community.

With regard to the perceived effectiveness of programs, counselors believed that most of the programs and strategies were either effective or very effective in contributing to school safety. Counselors had the least confidence in school uniforms, suspending and expelling students, and security devices.

Finally, counselors were very familiar with school resource officers and somewhat familiar with violence prevention specialists, anger management programs, social skills specialists, and parent advocacy groups. The counselors were least familiar with gang specialists, Project Chill Out, and Social Marketing.

The Violence Prevention/Social Skills Needs Assessment:

Year 1 of the School Safety Survey

Introduction

Incidents of aggressive and violent student behavior are on the increase and represent a growing challenge for schools that try to provide a safe learning environment for children. The Safe Schools/Healthy Students Initiative (SS/HSI) is a federally funded effort to reduce violence and drug abuse and promote healthy child development in over 75 school districts around the nation. The Pinellas County School System in Florida is one of the recipients of the three-year grant. A needs assessment of relevant school safety issues was conducted by evaluators in partnership with the staff of the Violence Prevention and Social Skills programs of Pinellas County Schools (PCS).

The School Safety Survey was initially developed as the Perceptions of School Safety (POSS) Questionnaire to investigate the beliefs of PCS counseling staff about the safety of their school environment with the ultimate goal of enhancing current programs and strategies dealing with school safety. The survey addressed three aspects of school safety relevant to district administrators and staff: (1) the severity of issues that compromise school safety, (2) the perceived effectiveness of new and existing programs, and (3) awareness of existing and grant funded program initiatives. Survey questions were developed in three ways: (1) by drawing from disciplinary referral data to determine the safety issues in the schools, (2) conducting a literature review, and (3) consulting with the district violence prevention team.

Method

Participants

The questionnaires were distributed to district counseling staff including guidance counselors, intervention specialists, and social workers in elementary, middle, and high school levels. Of the potential 236 distributed questionnaires, 101 were returned representing 66 elementary schools, 20 middle schools, and 14 high schools. In addition, pilot data was received from 64 students and 37 teachers at a middle school and from 99 staff at two district elementary schools.

Procedure

The survey consisted of three sections. Section one examined the seriousness of school violence where participants were asked to rate 19 items on a five-point scale. The scale ranged from “extreme problem” to “not a problem.” Sample items included: verbal threats among students, drugs being sold in school, and vandalism and discrimination. In addition, respondents were asked to rate the overall safety of their schools on a 5-point scale ranging from “very safe” to “very dangerous.”

The second section of the survey included 25 items dealing with the effectiveness of strategies used to make schools safe. Sample items included: suspending or expelling students who commit acts of violence, adding more security devices, training teachers to resolve conflicts, social skills training, and training students to accept differences. Participants were asked to rate these items on a five-point scale from “very effective” to “very ineffective.”

Section three included 16 items dealing with the staff’s familiarity with programs and services being implemented by the school district. Some of these programs or

services existed prior to the SS/HSI, while others were implemented because of the Initiative. These questions refer to services and strategies that are district wide as well as targeted programs that exist only in specific schools. Examples of programs include school resource officers, gang specialists, police K-9 specialists, FAST, and the On Campus Intervention Program (OCIP). Participants were asked to rate their familiarity with these programs on a three-point scale ranging from “very familiar” to “not familiar.”

Results

Counselors

A frequency distribution (see Table 1) of the initial 19 items revealed that counselors generally had positive perceptions of safety in their schools. For instance, counselors reported that the least serious problems were gang activity, drugs being sold or used in schools, and illegal activities. In each case over 60% of counselors indicated that these activities were “not a problem.” They also felt that issues associated with school administration were not of serious concern, for example, over 50% of them indicated that lack of administrative support and ineffective disciplinary policies were either minimal or no problem.

More serious problems for most counselors included teasing among students, bullying, and verbal threats. Nearly 40% of them felt that teasing was an extreme or serious problem, while over 20% felt that bullying and verbal threats were either extreme or serious problems. Contrastingly, 70% felt that a lack of parental support for students was of either moderate or minimal concern.

To further explain the nature of safety issues in the schools, the 19 items associated with school safety and violence were factor analyzed. This technique is used

to identify and organize the questions into groups of similar items or domains. The factor analysis was performed using the Maximum Likelihood method with a Varimax Rotation. Results of the scree test with consideration of the eigen values suggested a possible four factor solution. Alternative three and four factor solutions were compared and the four-factor solution was selected as the most theoretically parsimonious (see Table 2). Factor one, “child behavior”, contained six items that included verbal threats, physical violence, and teasing among students. Factor two, “crime”, consisted of four items, including students using drugs or alcohol in school and gang activity. Factor three, “administration”, included two items, lack of administrative support and ineffective disciplinary practices. Factor four, “school locale”, included three items dealing with activities in the neighborhood where the school is located, such as vandalism, violence in the community, and the loss or theft of personal property.

An independent samples t-test was conducted on the four scales to evaluate whether mean scores were significantly different between primary and secondary schools. Results showed a significant difference between the perception of illegal activity between primary and secondary schools $t=9.1$, $p<.001$. The perception of illegal activity was greater in secondary schools compared with primary schools. There were no significant differences for the remaining domains.

Counselors were also asked how they rated the overall safety of their schools. As illustrated in Table 3, 81% of counselors considered their schools to be safe or very safe. No significant differences were found between primary and secondary schools counselors in their overall rating of school safety.

In order to reduce school violence and improve safety in the schools, various strategies and programs were introduced in the school district. The success of these programs depends in part on the faith the staff put in these programs and their willingness to support them. As a result, the SS/HSI evaluators attempted to measure whether counselors believed that these programs contributed to making their schools safe. The findings revealed that counselors, in general, believed that most of these programs and strategies were either effective or very effective in contributing to school safety (see Table 4). There were few notable differences between strategies or programs, although the counselors had the least confidence in school uniforms, suspending and expelling students, and security devices.

The final section of the survey assessed the counselors' familiarity with the 16 programs and services funded by the SS/HSI. The purpose of this section was to determine the familiarity with the programs the staff had who were most likely to refer students. These programs are varied in their characteristic focus, the length of time they have been in the district, and how they were administered. For instance, the Anger Management program is operated by the school district while others, such as OCIP, are operated by community agencies. Some of these programs and services were newly introduced when grand funding began, while others already existed have been expanded.

Table 5 demonstrates that most counselors were very familiar with school resource officers and somewhat familiar with violence prevention specialists, anger management programs, social skills specialists, and parent advocacy. The counselors were least familiar with gang specialists, Project Chill Out, and Social Marketing.

Pilot Sample

Staff from two elementary schools independently completed the POSS and returned 105 completed questionnaires. At the schools' request, these surveys were analyzed as an independent pilot study. Results for each of the schools follow.

Thirty-eight completed surveys were received from elementary school one revealing that the staff perceived teasing, bullying, verbal threats, and lack of parental support as the most serious problems in their school (see Table 6). Use of drugs or alcohol in school, gang activity, and drugs being sold in school were not perceived as problems. Forty percent of staff considered their school to be safe or very safe and 28% were unsure (see Table 7).

Staff favored parent involvement, early intervention strategies, and positive relationships between staff and students as effective means of making their school safe. Staff reported suspending or expelling students as the most ineffective strategy (see Table 8).

Staff also reported low levels of familiarity with programs and services. The staff reported some familiarity with school resource officers, but little to no familiarity with 8 of the 16 programs (see Table 9).

Staff from elementary school 2 returned 67 surveys and findings revealed that staff perceived bullying and teasing among students and lack of parental support as the two greatest problems. Use of drugs or alcohol, gang activity, drug sales, and illegal activities in the schools were reported as least problematic (see Table 10). On the question of the overall safety of their school, 73% of the staff considered their school to

be safe or very safe and less than 2% of the staff perceived their school to be dangerous (see Table 11).

Teachers perceived many of the programs and strategies listed to be effective school safety measures. Early intervention for at-risk children and positive relationships between staff and students were reported as the most effective strategies (see Table 12).

Results of the survey showed that staff was largely unfamiliar with the sixteen existing programs and strategies used in their school as part of the SS/HSI. Over 80% of the staff lacked any familiarity with Project Chill Out, FAST, Talking Schools, Mental Health Wraparound and Camp Anytown (see Table 13).

Completed questionnaires were received from 35 teachers, 64 students, and 17 parents from a district middle school. As illustrated in Table 14, teachers perceived teasing and bullying among students to be serious problems. Drug sales in school along with students using drugs and alcohol in school were perceived as minimal problems. Overall, 65% of teachers considered their school safe, while 23% were unsure (see Table 15).

Most teachers thought that the strategies and programs listed were effective in contributing to school safety. Teachers reported the presence of a crisis intervention plan as the most effective strategy for school safety while school uniforms were thought to be the least effective of the strategies listed (see Table 16).

Teachers reported little familiarity with the programs and services funded by the SS/HSI. Most teachers reported no familiarity with Project Chill Out, FAST, or Social Marketing. However, most teachers reported knowledge of school resource officers and OCIP (see Table 17).

Students at the middle school reported teasing and bullying as the most serious problems. Drugs being sold in school, lack of parental support, and gang activity in school were perceived as minimal or not a problem (see Table 18). On the question of overall safety, 33% of students reported that they felt that their school was safe and 44% were unsure of the overall safety of their school. Fourteen percent of students felt that their school was dangerous (see Table 19).

Table 20 demonstrates the lack of agreement among students regarding the effectiveness of the programs and strategies listed. Sixty percent of students did agree that school uniforms would be a very ineffective strategy for increasing school safety. Students reported a low level of familiarity with most of the programs and services. More than 70% of the students reported that they were not familiar with 7 out of the 16 programs. Students were most familiar with School Resource Officers, Anger Management programs, and the OCIP (see Table 21).

Discussion

The results of this needs assessments suggests several important considerations for the local SS/HSI evaluation. First, results suggest that for most staff and counselors surveyed, the most serious threats of violence seem to be those associated with relations among students as they pertain to acts of teasing, bullying, and failing to get along with others. While these problems may seem mundane, there appears to be little doubt that they are visible and troubling aspects of day-to-day school life.

A second issue appears to be the general lack of familiarity with the programs and services associated with the Safe Schools/Healthy Students Initiative. Because this needs assessment was conducted during the first semester of the grant, we would expect greater

recognition and appreciation of the programs as the grant continues. These findings suggest that there may be a need for some marketing or dissemination efforts to staff and teachers in order to increase the visibility of programs and to ensure that staff have a firm understanding of the programs and resources available to them.

Finally, results of the survey suggest that perceptions of school safety may be rooted in several related issues such as the presence of more serious problems like gang activity and drugs, the presence of behavior problems among students who tease and bully others, and perhaps even issues associated with school location, violence in the community, and administrative policies. Results of this needs assessment will be used to develop a more complete instrument to analyze the experience of safety and violence in schools.

Table 1**The Seriousness of Violence at Your School: Counseling Staff**

Items	% Extreme Problem	% Serious Problem	% Moderate Problem	% Minimal Problem	% Not A Problem
Verbal threats among students	3.0	18.8	45.0	30.7	1.0
Verbal threats directed toward staff	1.0	5.9	2.1	52.5	18.8
Physical violence among students	1.0	13.9	36.6	39.6	7.9
Physical violence directed toward staff	-	3.0	6.9	44.6	44.6
Students using drugs or alcohol in school	-	4.0	12.9	15.8	67.3
Drugs being sold in school	-	1.0	10.9	17.8	70.3
Teasing among students	11.9	27.7	52.5	7.9	-
Bullying among students	3.0	21.8	44.6	25.7	5.0
Gang activity in school	-	-	3.0	31.7	65.3
Personal property stolen or destroyed	2.0	5.0	35.6	46.5	9.9
Vandalism	1.0	5.0	20.8	47.5	25.7
Discrimination	-	1.0	22.8	49.5	24.8
Violence in the community where school is located	1.0	5.0	20.8	45.5	24.8
Lack of administrative support	1.0	5.0	17.8	25.7	48.5
Lack of parental support	5.9	12.9	41.6	30.7	8.9
Ineffective discipline policies	3.0	6.9	31.7	35.6	20.8
Teachers ineffectiveness in addressing discipline problems	1.0	8.9	30.7	39.6	16.8
Students threatened on the bus and at bus stop	-	4.0	32.7	47.5	11.9
Illegal activity in school	-	1.0	8.9	27.7	62.4

Table 2

Factor Loadings for Four-factor Solution

Factor 1. Child Behavior	Loading
Verbal threats among students	.86
Verbal treats directed at staff	.73
Physical violence among students	.74
Physical violence toward staff	.60
Teasing among students	.67
Bullying among students	.68
Lack of parental support in addressing discipline	.48
Students threatened on bus and at bus stop	.52
Discrimination	.35

Factor 2. Crime	Loading
Students using drugs or alcohol in school	.95
Drugs being sold in school	.88
Gang activity in school	.43
Illegal activity in school	.70

Factor 3. Administration	Loading
Lack of administrative support	.62
Ineffective discipline policies	.86

Factor 4. School locale	Loading
Vandalism	.72
Violence in the community where school is located	.44
Personal property stolen or destroyed at school	.66

Table 3

Overall School Safety: Counseling Staff

Item	% Very Safe	% Safe	% Unsure	% Dangerous	% Very Dangerous
Overall, how safe do you consider your School?	20.8	60.4	8.9	2.0	0

Table 4**The Effectiveness of Programs and Strategies: Counseling Staff**

Items	% Very Ineffective	% Ineffective	% Unsure	% Effective	% Very Effective
Suspending or expelling students	1.0	22.8	23.8	34.7	14.9
Security devices	3.0	6.9	50.5	26.7	5.9
More School Resource Officers	3.0	5.9	42.6	25.7	13.9
Training students in anger management techniques	1.0	3.0	17.8	49.5	23.8
Drugs/weapon sniffing dogs	5.0	6.9	39.6	31.7	8.9
Training students in conflict resolution and peer mediation	-	5.0	12.9	51.5	26.7
Training teachers to resolve conflicts	-	4.0	20.8	40.6	32.7
Training students to accept differences in others	-	1.0	12.9	49.5	34.7
Keeping drugs out of school	1.0	3.0	12.9	31.7	47.5
Having counselors available to help students	-	1	5.0	37.6	55.4
Controlling gangs in school	-	4.0	25.7	29.7	29.7
Involving parents in school	1.0	7.9	8.9	38.6	43.6
Leadership training for students	-	4.0	22.8	45.5	25.7
Social Skills Training	-	4.0	16.8	41.6	34.7
Early intervention for at-risk children	1.0	5.9	11.9	41.6	37.6
Referrals for mental health services	1	6.9	15.8	52.5	22.8
Enriched after school programs	1	1	35.6	37.6	17.8
School Uniforms	5.0	5.9	42.6	22.8	15.8
Crisis intervention plan in place	-	1.0	14.9	55.4	27.7
Trained crisis intervention team	1.0	2.0	25.7	42.6	26.7
Partnership with community members	-	6.9	24.8	41.6	24.8
Policies promoting responsible behavior	-	2.0	8.9	56.4	29.7
Clear, fair and informed rules	-	4.0	7.9	47.5	38.6
Positive relationships between staff and students	-	2.0	5.0	42.6	46.5
Character education initiatives	-	4.0	17.8	40.6	36.6

Table 5
Familiarity with Programs and Services: Counseling Staff

Items	% Very Familiar	% Somewhat Familiar	% Not Familiar
School Resource Officers (SRO's)	47.5	35.6	14.9
Gang Specialists	5.9	28.7	62.4
K-9 Program	18.8	41.6	34.4
Violence Prevention Specialists	26.7	35.6	36.6
Project Chill Out	-	6.9	90.1
FAST	8.9	14.9	73.3
Talking Schools	1.0	7.9	88.1
Parent Advocacy	12.9	56.4	27.7
Social Skills Specialists	30.7	35.6	31.7
Social Marketing	4.0	11.9	81.2
Partnership Program	23.8	33.7	39.6
Mental Health Wraparound	5.9	17.8	73.3
Anger Management	26.7	42.6	28.7
Preschool Consultation	6.9	22.8	66.3
On Campus Intervention Program	20.8	19.8	57.4
Camp Anytown	26.7	31.7	39.6

Table 6**The Seriousness of Violence at Your School: Bardmoor Staff**

Items	% Extreme Problem	% Serious Problem	% Moderate Problem	% Minimal Problem	% Not A Problem
Verbal threats among students	10.5	44.7	36.8	7.9	-
Verbal threats directed toward staff	-	31.6	39.5	26.3	2.6
Physical violence among students	5.3	31.6	47.4	13.2	2.6
Physical violence directed toward staff	-	2.6	26.3	60.5	10.5
Students using drugs or alcohol in school	-	-	-	34.2	63.2
Drugs being sold in school	-	-	-	15.8	81.6
Teasing among students	23.7	44.7	23.7	5.3	-
Bullying among students	15.8	36.8	36.8	7.9	-
Gang activity in school	-	-	13.2	42.1	42.1
Personal property stolen or destroyed	15.8	28.9	34.2	13.2	7.9
Vandalism	2.6	2.6	42.1	31.6	18.4
Discrimination	-	5.3	39.5	39.5	13.2
Violence in the community where school is located	-	10.5	39.5	36.8	10.5
Lack of administrative support	7.9	28.9	26.3	28.9	7.9
Lack of parental support	7.9	57.9	28.9	2.6	2.6
Ineffective discipline policies	7.9	36.8	34.2	15.8	5.3
Teachers ineffectiveness in addressing discipline problems	2.6	13.2	52.6	23.7	7.9
Students threatened on the bus and at bus stop	-	26.3	50.0	15.8	2.6
Illegal activity in school	-	2.6	10.5	42.1	39.5

Table 7**Overall School Safety: Bardmoor Staff**

Item	% Very Safe	% Safe	% Unsure	% Dangerous	% Very Dangerous
Overall how safe do you consider your School?	5.3	39.5	28.9	5.3	-

Table 8**The Effectiveness of Programs and Strategies: Bardmoor Staff**

Items	% Very Ineffective	% Ineffective	% Unsure	% Effective	% Very Effective
Suspending or expelling students	5.3	42.1	15.8	26.3	10.5
Security devices	-	13.2	60.5	21.1	-
More School Resource Officers	-	5.3	34.2	42.1	5.3
Training students in anger management techniques	2.6	15.8	26.3	28.9	23.7
Drugs/weapon sniffing dogs	7.9	13.2	50.0	15.8	5.3
Training students in conflict resolution and peer mediation	5.3	10.5	26.3	28.9	28.9
Training teachers to resolve conflicts	-	-	26.3	50.0	21.1
Training students to accept differences in others	-	10.5	7.9	52.6	23.7
Keeping drugs out of school	-	-	18.4	28.9	50.0
Having counselors available to help students	18.4	10.5	10.5	34.2	23.7
Controlling gangs in school	2.6	-	28.9	28.9	34.2
Involving parents in school	-	7.9	10.5	31.6	47.4
Leadership training for students	5.3	7.9	23.7	26.3	31.6
Social Skills Training	5.3	13.2	15.8	34.2	28.9
Early intervention for at-risk children	-	10.5	13.2	34.2	39.5
Referrals for mental health services	2.6	7.9	26.3	26.3	31.6
Enriched after school programs	7.9	2.6	23.7	39.5	21.1
School Uniforms	5.3	5.3	42.1	15.8	18.4
Crisis intervention plan in place	2.6	10.5	21.1	39.5	23.7
Trained crisis intervention team	2.6	10.5	28.9	31.6	23.7
Partnership with community members	2.6	10.5	34.2	34.2	15.8
Policies promoting responsible behavior	7.9	5.3	15.8	39.5	23.7
Clear, fair and informed rules	-	7.9	21.1	42.1	26.3
Positive relationships between staff and students	-	7.9	7.9	44.7	34.2
Character education initiatives	-	15.8	15.8	47.4	18.4

Table 9**Familiarity with Programs and Services: Bardmoor Staff**

Items	% Very Familiar	% Somewhat Familiar	% Not Familiar
School Resource Officers (SRO's)	21.1	47.4	26.3
Gang Specialists	2.6	21.1	71.1
K-9 Program	13.2	44.7	34.2
Violence Prevention Specialists	15.8	39.5	42.1
Project Chill Out	-	13.2	81.6
FAST	-	13.2	84.2
Talking Schools	2.6	10.5	84.2
Parent Advocacy	-	39.5	57.9
Social Skills Specialists	7.9	31.6	57.9
Social Marketing	-	18.4	78.9
Partnership Program	7.9	34.2	55.3
Mental Health Wraparound	5.3	15.8	73.7
Anger Management	13.2	42.1	39.5
Preschool Consultation	7.9	21.1	68.4
On Campus Intervention Program	7.9	31.6	55.3
Camp Anytown	-	10.5	86.8

Table 10**The Seriousness of Violence at Your School: Clearview Staff**

Items	% Extreme Problem	% Serious Problem	% Moderate Problem	% Minimal Problem	% Not A Problem
Verbal threats among students	1.5	14.9	62.7	14.9	-
Verbal threats directed toward staff	1.5	3.0	23.9	52.2	11.9
Physical violence among students	1.5	4.5	52.2	32.8	3.0
Physical violence directed toward staff	1.5	-	9.0	56.7	26.9
Students using drugs or alcohol in school	-	1.5	3.0	19.4	68.7
Drugs being sold in school	1.5	1.5	-	7.5	82.1
Teasing among students	11.9	41.8	40.3	-	-
Bullying among students	4.5	28.4	44.8	10.4	4.5
Gang activity in school	-	1.5	1.5	22.4	62.7
Personal property stolen or destroyed	-	9.0	44.8	34.3	6.0
Vandalism	1.5	9.0	32.8	38.8	10.4
Discrimination	6.0	4.5	32.8	29.9	17.9
Violence in the community where school is located	-	6.0	43.3	32.8	9.0
Lack of administrative support	4.5	6.0	11.9	28.4	44.8
Lack of parental support	3.0	23.9	43.3	17.9	6.0
Ineffective discipline policies	3.0	14.9	23.9	38.8	10.4
Teachers ineffectiveness in addressing discipline problems	1.5	7.5	31.3	43.3	10.4
Students threatened on the bus and at bus stop	1.5	17.9	32.8	31.3	7.5
Illegal activity in school	-	3.0	1.5	29.9	58.2

Table 11**Overall Safety: Clearview Staff**

Item	% Very Safe	% Safe	% Unsure	% Dangerous	% Very Dangerous
Overall, how safe do you consider your School?	7.5	65.7	11.9	1.5	-

Table 12**The Effectiveness of Programs and Strategies: Clearview Staff**

Items	% Very Ineffective	% Ineffective	% Unsure	% Effective	% Very Effective
Suspending or expelling students	7.5	17.9	31.3	28.4	10.4
Security devices	1.5	13.4	38.8	32.8	7.5
More School Resource Officers	1.5	4.5	31.3	44.8	10.4
Training students in anger management techniques	-	3.0	23.9	34.3	31.3
Drugs/weapon sniffing dogs	7.5	14.9	43.3	23.9	6.0
Training students in conflict resolution and peer mediation	-	1.5	16.4	44.8	32.8
Training teachers to resolve conflicts	1.5	1.5	7.5	52.2	32.8
Training students to accept differences in others	1.5	1.5	4.5	50.7	37.3
Keeping drugs out of school	1.5	1.5	13.4	38.8	40.3
Having counselors available to help students	1.5	1.5	7.5	44.8	40.3
Controlling gangs in school	-	-	25.4	37.3	26.9
Involving parents in school	-	1.5	13.4	34.3	43.3
Leadership training for students	1.5	1.5	23.9	40.3	28.4
Social Skills Training	1.5	-	16.4	40.3	32.8
Early intervention for at-risk children	1.5	1.5	13.4	38.8	40.3
Referrals for mental health services	-	6.0	32.8	35.8	20.9
Enriched after school programs	3.0	4.5	26.9	32.8	28.4
School Uniforms	9.0	3.0	44.8	16.4	20.9
Crisis intervention plan in place	-	3.0	16.4	53.7	22.4
Trained crisis intervention team	-	1.5	16.4	49.3	26.9
Partnership with community members	-	1.5	17.9	41.8	32.8
Policies promoting responsible behavior	1.5	-	9.0	55.2	29.9
Clear, fair and informed rules	1.5	-	4.5	52.2	35.8
Positive relationships between staff and students	1.5	-	3.0	46.3	44.8
Character education initiatives	-	-	25.4	40.3	29.9

Table 13**Familiarity with Programs and Services: Clearview Staff**

Items	% Very Familiar	% Somewhat Familiar	% Not Familiar
School Resource Officers (SRO's)	11.9	22.4	62.7
Gang Specialists	3.0	23.9	71.6
K-9 Program	16.4	34.3	47.8
Violence Prevention Specialists	9.0	40.3	47.8
Project Chill Out	-	11.9	86.6
FAST	1.5	3.0	92.5
Talking Schools	1.5	6.0	91.0
Parent Advocacy	9.0	44.8	44.8
Social Skills Specialists	16.4	53.7	28.4
Social Marketing	-	22.4	76.1
Partnership Program	10.4	50.7	35.8
Mental Health Wraparound	6.0	7.5	83.6
Anger Management	10.4	43.3	44.8
Preschool Consultation	1.5	16.4	77.6
On Campus Intervention Program	4.5	37.3	55.2
Camp Anytown	3.0	13.4	82.1

Table 14**The Seriousness of Violence at Your School: Largo Teachers**

Items	% Extreme Problem	% Serious Problem	% Moderate Problem	% Minimal Problem	% Not A Problem
Verbal threats among students	8.6	34.3	34.3	14.3	5.7
Verbal threats directed toward staff	-	5.7	20.0	57.1	17.1
Physical violence among students	2.9	28.6	42.9	25.7	-
Physical violence directed toward staff	-	-	8.6	54.3	37.1
Students using drugs or alcohol in school	-	14.3	17.1	62.9	2.9
Drugs being sold in school	-	5.7	14.3	45.7	17.1
Teasing among students	25.7	45.7	28.6	-	-
Bullying among students	8.6	42.9	42.9	5.7	-
Gang activity in school	-	2.9	31.4	51.4	11.4
Personal property stolen or destroyed	5.7	25.7	34.3	31.4	2.9
Vandalism	-	17.1	37.1	42.9	2.9
Discrimination	-	2.9	28.6	65.7	2.9
Violence in the community where school is located	-	5.7	40.0	45.7	2.9
Lack of administrative support	5.7	14.3	31.4	25.7	22.9
Lack of parental support	17.1	25.7	31.4	20.0	2.9
Ineffective discipline policies	5.7	11.4	34.3	31.4	17.1
Teachers' ineffectiveness in addressing discipline problems	2.9	11.4	40.0	31.4	11.4
Students threatened on the bus and at bus stop	2.9	20.0	37.1	31.4	-
Illegal activity in school	-	5.7	37.1	34.3	11.4

Table 15**Overall Safety: Largo Teachers**

Item	% Very Safe	% Safe	% Unsure	% Dangerous	% Very Dangerous
Overall, how safe do you consider your school?	2.9	62.9	22.9	2.9	8.6

Table 16**The Effectiveness of Programs and Strategies: Largo Teachers**

Items	% Very Ineffective	% Ineffective	% Unsure	% Effective	% Very Effective
Suspending or expelling students	5.7	17.1	14.3	37.1	25.7
Security devices	-	-	17.1	54.3	28.6
More School Resource Officers	-	5.7	17.1	45.7	31.4
Training students in anger management techniques	11.4	8.6	22.9	40.0	17.1
Drugs /weapon sniffing dogs	-	-	20.0	54.3	25.7
Training students in conflict resolution and peer mediation	2.9	8.6	31.4	42.9	11.4
Training teachers to resolve conflicts	-	8.6	25.7	48.6	11.4
Training students to accept differences in others	-	5.7	31.4	45.7	14.3
Keeping drugs out of school	-	5.7	17.1	57.1	20.0
Having counselors available to help students	-	14.3	5.7	51.4	28.6
Controlling gangs in school	-	2.9	25.7	37.1	31.4
Involving parents in school	2.9	20.0	14.3	34.3	28.6
Leadership training for students	5.7	5.7	28.6	45.7	14.3
Social Skills Training	2.9	5.7	25.7	45.7	17.1
Early intervention for at-risk children	2.9	5.7	31.4	42.9	17.1
Referrals for mental health services	2.9	8.6	31.4	48.6	8.6
Enriched after school programs	2.9	8.6	40.0	45.0	2.9
School Uniforms	17.1	11.4	48.6	14.3	8.6
Crisis intervention plan in place	-	-	8.6	45.7	45.7
Trained crisis intervention team	-	2.9	11.4	48.6	37.1
Partnership with community members	2.9	5.7	34.3	42.9	14.3
Policies promoting responsible behavior	2.9	2.9	17.1	54.3	22.9
Clear, fair and informed rules	2.9	2.9	17.1	48.6	28.6
Positive relationships between staff and students	-	2.9	8.6	65.7	22.9
Character education initiatives	2.9	-	62.9	25.7	8.6

Table 17**Familiarity with Programs and Services: Largo Teachers**

Items	% Very Familiar	% Somewhat Familiar	% Not Familiar
School Resource Officers (SRO's)	65.7	28.6	5.7
Gang Specialists	8.6	28.6	60.0
K-9 Program	28.6	48.6	22.9
Violence Prevention Specialists	-	57.1	42.9
Project Chill Out	-	2.9	97
FAST	-	2.9	97.1
Talking Schools	-	-	-
Parent Advocacy	5.7	48.6	45.7
Social Skills Specialists	14.3	31.4	54.3
Social Marketing	-	17.1	82.9
Partnership Program	14.3	45.7	40.0
Mental Health Wraparound	2.9	20	77.1
Anger Management	8.6	51.4	40.0
Preschool Consultation	5.7	14.3	80.0
On Campus Intervention Program	40.0	48.6	11.4
Camp Anytown	17.1	20.0	62.9

Table 18**The Seriousness of Violence at Your School: Largo Students**

Items	% Extreme Problem	% Serious Problem	% Moderate Problem	% Minimal Problem	% Not A Problem
Verbal threats among students	9.4	17.2	32.8	26.6	14.1
Verbal threats directed toward staff	3.1	17.2	21.9	32.8	23.4
Physical violence among students	17.2	10.9	45.3	20.3	3.1
Physical violence directed toward staff	7.8	3.1	10.9	26.6	50.0
Students using drugs and alcohol in school	14.1	10.9	18.8	39.1	15.6
Drugs being sold in school	12.5	9.4	7.8	18.8	50.0
Teasing among students	29.7	28.1	23.4	10.9	4.7
Bullying among students	20.3	20.3	31.3	15.6	6.3
Gang activity in school	7.8	10.9	18.8	34.4	25.0
Personal property stolen or destroyed	15.6	25.0	15.6	28.1	14.1
Vandalism	18.8	10.9	20.3	25.0	23.4
Discrimination	17.2	12.5	17.2	28.1	20.3
Violence in the community where school is located	6.3	6.3	26.6	31.3	29.7
Lack of administrative support	10.9	7.8	17.2	31.3	31.3
Lack of parental support	3.1	4.7	23.4	29.7	35.9
Ineffective discipline policies	4.7	7.8	21.9	39.1	23.4
Teachers ineffectiveness in addressing discipline problems	7.8	14.1	23.4	29.7	21.9
Students threatened on the bus and at bus stop	7.8	17.2	28.1	25.0	18.8
Illegal activity in school	12.5	14.1	18.8	32.8	21.9

Table 19**Overall School Safety: Largo Students**

Item	% Very Safe	% Safe	% Unsure	% Dangerous	% Very Dangerous
Overall, how safe do you consider your school?	6.3	26.6	43.8	7.8	6.3

Table 20**The Effectiveness of Programs and Strategies: Largo Students**

Items	% Very Ineffective	% Ineffective	% Unsure	% Effective	% Very Effective
Suspending or expelling students	7.8	18.8	32.8	23.4	15.6
Security devices	12.5	14.1	21.9	31.3	20.3
More School Resource Officers	12.5	9.4	25.0	31.3	21.9
Training students in anger management techniques	10.9	15.6	34.3	20.3	15.6
Drugs /weapon sniffing dogs	10.9	3.1	23.4	45.3	17.2
Training students in conflict resolution and peer mediation	14.1	10.9	45.3	21.9	6.3
Training teachers to resolve conflicts	9.4	15.6	48.4	20.3	6.3
Training students to accept differences in others	15.6	9.4	40.6	14.1	17.2
Keeping drugs out of school	14.1	9.4	20.3	23.4	29.7
Having counselors available to help students	12.5	10.9	23.4	32.8	18.8
Controlling gangs in school	12.5	12.5	26.6	25.0	21.9
Involving parents in school	9.4	15.6	42.2	21.9	10.9
Leadership training for students	10.9	9.4	45.3	23.4	10.9
Social Skills Training	6.3	12.5	57.8	14.1	9.4
Early intervention for at-risk children	10.9	7.8	57.8	17.2	6.3
Referrals for mental health services	14.1	15.6	50.0	12.5	7.8
Enriched after school programs	14.1	9.4	39.1	25.0	10.9
School Uniforms	57.8	10.9	18.8	1.6	9.4
Crisis intervention plan in place	6.3	4.7	45.3	20.3	18.8
Trained crisis intervention team	10.9	7.8	43.8	26.6	10.9
Partnership with community members	12.5	6.3	56.3	18.8	6.3
Policies promoting responsible behavior	9.4	4.7	45.3	26.6	14.1
Clear, fair and informed rules	10.9	12.5	34.4	25.0	15.6
Positive relationships between staff and students	14.1	10.9	37.5	25.0	12.5
Character education initiatives	4.7	6.3	56.3	20.3	10.9

Table 21**Familiarity with Programs and Services: Largo Students**

Items	% Very Familiar	% Somewhat Familiar	% Not Familiar
School Resource Officers (SRO's)	42.2	26.6	29.7
Gang Specialists	10.9	17.2	71.9
K-9 Program	21.9	37.5	40.6
Violence Prevention Specialists	12.5	31.3	54.7
Project Chill Out	9.4	10.9	76.6
FAST	6.3	21.9	71.9
Talking Schools	12.5	12.5	75.0
Parent Advocacy	12.5	20.3	65.6
Social Skills Specialists	14.1	17.2	67.2
Social Marketing	9.4	15.6	75.0
Partnership Program	10.9	23.4	64.1
Mental Health Wraparound	7.8	14.1	76.6
Anger Management	31.3	20.3	48.4
Preschool Consultation	15.6	17.2	65.6
On Campus Intervention Program	25.0	32.8	42.2
Camp Anytown	7.8	18.8	71.9

Appendix 1

Perceptions of School Safety

This needs assessment is being conducted to find out about staff perceptions and attitudes about school safety. Please remember that your answers will be kept confidential and will not be shared with school personnel or administrators. We have arranged for the surveys to be analyzed by evaluators working with the Safe Schools Healthy Students Initiative who will report the results in aggregate form only. Thank you for your assistance.

Name: _____ Position: _____
Years employed at school: _____
School: _____ Area: _____ Date: _____

I. How serious is this problem at your school?

Please circle your responses.		Extreme Problem	Serious Problem	Moderate Problem	Minimal Problem	Not a Problem
1	Verbal threats among students	1	2	3	4	5
2	Verbal threats directed to staff	1	2	3	4	5
3	Physical violence among students	1	2	3	4	5
4	Physical violence toward staff	1	2	3	4	5
5	Students using drugs and alcohol in school	1	2	3	4	5
6	Drugs being sold in school	1	2	3	4	5
7	Teasing among students	1	2	3	4	5
8	Bullying among students	1	2	3	4	5
9	Gang activity in school	1	2	3	4	5
10	Personal property being stolen or destroyed in school	1	2	3	4	5
11	Vandalism	1	2	3	4	5
12	Discrimination	1	2	3	4	5
13	Violence in the community where your school is located	1	2	3	4	5
14	Lack of administrative support in addressing discipline problems in school	1	2	3	4	5
15	Lack of parental support in addressing discipline	1	2	3	4	5
16	Ineffective discipline policies	1	2	3	4	5
17	Teachers ineffectiveness in addressing discipline problems	1	2	3	4	5
18	Students being threatened on school buses or at bus stop	1	2	3	4	5
19	Illegal activity at school	1	2	3	4	5

Overall, how safe do you consider your school?

II. How effective are these in making your school safe:

	Very Safe 1	Safe 2	Unsure 3	Dangerous 4	Very Dangerous 5
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	Very Ineffective 1	Ineffective 2	Unsure 3	Effective 4	Very Effective 5
1 Suspending/expelling students who commit acts of violence	1	2	3	4	5
2 Putting more security devices in schools	1	2	3	4	5
3 Having more school resource officers	1	2	3	4	5
4 Training students in conflict resolution and anger management	1	2	3	4	5
5 Bringing drugs/weapons sniffing dogs to school	1	2	3	4	5
6 Training students in conflict resolution and peer mediation	1	2	3	4	5
7 Training teachers to resolve conflicts	1	2	3	4	5
8 Training students to accept differences in others	1	2	3	4	5
9 Keeping drugs out of schools	1	2	3	4	5
10 Having counselors available to help students needing assistance	1	2	3	4	5
11 Controlling gangs in school	1	2	3	4	5
12 Increasing parent involvement in school	1	2	3	4	5
13 Leadership training for students	1	2	3	4	5
14 Social skills training	1	2	3	4	5
15 Early intervention for at-risk children	1	2	3	4	5
16 Referrals for mental health services	1	2	3	4	5
17 Enriched after-school programs	1	2	3	4	5
18 School uniforms	1	2	3	4	5
19 Crisis intervention plan in place	1	2	3	4	5
20 Trained crisis intervention team	1	2	3	4	5
21 Partnership with community members	1	2	3	4	5
22 Policies promoting responsible behavior	1	2	3	4	5
23 Clear, fair, and informed rules	1	2	3	4	5
24 Positive relationship between staff and students	1	2	3	4	5
25 Character education initiatives	1	2	3	4	5

What other strategies might help to address violence in your school? _____

III. Rate your level of familiarity with the following programs or services:

Please circle your responses.

		Very Familiar	Somewhat Familiar	Not Familiar
1	SRO's	1	2	3
2	Gang Specialists	1	2	3
3	K-9 program	1	2	3
4	Violence Prevention Specialists	1	2	3
5	Project Chill Out	1	2	3
6	FAST	1	2	3
7	Talking Schools	1	2	3
8	Parent Advocacy	1	2	3
9	Social Skills Specialists	1	2	3
10	Social Marketing	1	2	3
11	Partnership Program	1	2	3
12	Mental Health Wraparound	1	2	3
13	Anger Management Specialists	1	2	3
14	Pre-School Consultation	1	2	3
15	On-Campus Intervention Program	1	2	3
16	Camp Anytown	1	2	3

Have you ever heard about the Safe Schools/Healthy Students Initiative? Yes _____ No _____