The School Safety Survey

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ESSENTIAL QUESTIONS FOR SCHOOL SAFETY PLANNING

Please take a few minutes to complete the attached survey. Please place a check (✔) next to the item that best reflects your opinion for each question. Your responses will be valuable in determining training and support needs related to school safety and violence prevention.

School Name:	Date:
City, Town, or Community:	State:

Your Role	
Administrator	
Teacher	
Classified	
Special Education Teacher	

Related Service Provider	
Parent	
Student	
Other	

Section One: Assessment of Risk Factors for School Safety and Violence					
	Rating				
Indicate the extent to which these factors exist in your school and neighborhood:	not at all	minimally	moderately	extensively	do not know
1. Illegal weapons					
2. Vandalism					
3. High student mobility (i.e., frequent changes in school enrollment)					
4. Graffiti					
5. Gang activity					

(continued)

	Rating				
Indicate the extent to which these factors exist in your school and neighborhood:	not at all	minimally	moderately	extensively	do not know
6. Truancy					
7. Student suspensions and/or expulsions					
8. Students adjudicated by the court					
9. Parents withdrawing students from school because of safety concerns					
10. Child abuse in the home					
11. Trespassing on school grounds					
12. Poverty					
13. Crimes (e.g., theft, extortion, hazing)					
14. Illegal drug and alcohol use					
15. Fights, conflict, and assault					
16. Incidence of bullying, intimidation, and harassment					
17. Deteriorating condition of the physical facilities in the school					

Section Two: Assessment of Response Plans for School Safety and Violence

	Rating				
Indicate the extent to which these factors exist in your school and neighborhood:	not at all	minimally	moderately	extensively	do not know
18. Opportunity for extracurricular programs and sports activities					
19. Professional development and staff training					
20. Crisis and emergency response plans					
21. Consistently implemented schoolwide discipline plans					
22. Student support services in school (e.g., counseling, monitoring, support team systems)					

Indicate the extent to which these factors exist in your school and neighborhood:	Rating				
	not at all	minimally	moderately	extensively	do not know
23. Parent involvement in our school (e.g., efforts to enhance school safety, student support)					
24. Student preparation for crises and emergencies					
25. Supervision of students across all settings					
26. Suicide prevention/response plans					
27. Student participation and involvement in academic activities					
28. Positive school climate for learning					
29. Acceptance of diversity					
30. Response to conflict and problem solving					
31. Collaboration with community resources					
32. High expectations for student learning and productivity					
33. Effective student–teacher relationships					

Section Three: Your Comments on School Safety and Violence

1. What is the most pressing safety need in your school?

2. What school safety activities does your school do best?

3. What topics are most important for training and staff development?

4. What are the biggest barriers to improved school safety measures?

5. What other comments do you have regarding school safety?

6. What other factors not included in this survey do you believe affect school safety?

Sample School CPTED Walk-Through Assessment

Date: _____

School Name: _____

Characterize Locale and Area: Urban _____   Suburban _____   Rural _____

Industrial _____   Residential _____

Business _____   Other _____

Area	Focus	Item	Y/N	Comments
Grounds	Fences	1. Full (school grounds completely enclosed)	1.	
		2. Partial (school grounds partially enclosed)	2.	
		3. None	3.	
		1. Gated	1.	
		2. Pedestrian control provided	2.	
		3. Open access	3.	
		4. Breached sections	4.	
		5. Other	5.	
	Playgrounds	1. View of all structures/areas	1.	
		2. Litter	2.	
		3. Hazardous objects	3.	
		4. Dangerous/broken equipment	4.	
		5. ATOD (alcohol, tobacco, and other drug use)	5.	
	Parking lots, street access, pickup/dropoff	1. View of all areas	1.	
		2. Litter	2.	
		3. Hazardous objects	3.	
		4. Vandalism	4.	
		5. Signs	5.	
		6. Traffic control	6.	
		7. Crosswalks	7.	
		8. Bus areas marked and clear	8.	
		9. Visitor's parking	9.	
		10. ATOD use visible	10.	

Area	Focus	Item	Y/N	Comments
Building	Outside	1. Vandalism	1.	
		2. Graffiti	2.	
		3. Broken windows	3.	
		4. Broken doors	4.	
		5. General infrastructure	5.	
		6. ATOD	6.	
		7. Signs (no trespassing, no dogs, etc.)	7.	
	A. Lines of sight	1. Bushes	1.	
		2. Trees	2.	
		3. Outbuildings	3.	
		4. Hidden/obscured areas	4.	
	B. Access and visitor control	1. Doors locked/secured	1.	
		2. Direction signs to entrance	2.	
		3. Intruder alarms and alert protocols	3.	
		4. Video surveillance	4.	
	Inside			
	A. Access and visitor control	1. View of entrance from office	1.	
		2. Entry/exit control	2.	
		3. Rules, regulations, expectations posted	3.	
		4. Sign in/sign out	4.	
		5. Visible visitor and staff ID	5.	
		6. Video surveillance	6.	
	B. Student	1. Random locker checks	1.	
		2. Visible student ID (high and middle schools)	2.	
		3. Student access to reporting protocols (hotlines, anonymous reports, clearly identified responsible staff, etc.)	3.	
		4. Process taught to students and staff at least twice a year	4.	

Area	Focus	Item	Y/N	Comments
Crisis	A. School community	1. Written policy and process for responding to fighting or other violence	1.	
		2. Staff members trained to safely and effectively intervene in student violence	2.	
		3. Written policy and process for reporting crime (student and staff)	3.	
		4. School response processes for various emergency situations (earthquake, fire, etc.) are established and disseminated throughout the school community	4.	
		5. Policies and processes are taught to students and staff at least twice a year	5.	
		6. School access to, and coordination with, local law enforcement and other community emergency service providers is established	6.	
	B. Building	1. Sprinklers, fire extinguishers, etc., are present, inspected, and in working order	1.	
		2. Emergency medical equipment is provided, inspected, and in working order	2.	
		3. Emergency exits are clearly marked and accessible	3.	
		4. Physical access to school by community emergency personnel and equipment is clearly marked and accessible	4.	

Comments

Crisis Planning and Response Checklist

School: _____ Date: _____

Check the crisis response plan or procedures that are present in your school:

☐ Tornado

☐ Fire

☐ Hurricane

☐ Earthquake

☐ Armed intruder

☐ Unarmed intruder

☐ Bomb threat/explosion

☐ Hazmat exposure

☐ Threats to school/students (phone, letter, message, etc.)

☐ Serious fight

☐ Accidental death or serious injury

☐ Other natural disaster

☐ Air or train disaster (if applicable)

☐ Emergency evacuation

☐ Emergency utility shutoff

☐ Other _____

	Yes	No
1. The school has a crisis-response team (either district- or site-based).	☐	☐
2. All staff and all students are trained in crisis-response procedures at least once a year.	☐	☐
3. Drills are conducted on all crisis-response procedures at least twice a year.	☐	☐
4. Each staff member is assigned a primary crisis responsibility.	☐	☐
5. Classrooms and other rooms have doors that can lock from the inside (lockdown procedure).	☐	☐
6. Classrooms and other rooms have intercom phones or two-way radios.	☐	☐
7. The school has a clear, written procedure for reporting crime.	☐	☐
8. Outside access is controlled and entry limited.	☐	☐
9. Doors and windows are not blocked for emergency exit.	☐	☐
10. The school has clear, written procedures and established methods for visitor monitoring and control.	☐	☐

(continued)

	Yes	No
11. The school has a student search policy and procedures in place.	☐	☐
12. The school has a computer use and crime policy in place.	☐	☐
13. The school has an anti-harassment/anti-bullying policy and procedure in place.	☐	☐
14. The school has anti-gang policies and procedures in place.	☐	☐
15. The school conducts a student safety survey at least annually.	☐	☐
16. The school conducts a teacher and staff safety survey at least annually.	☐	☐
17. School discipline plans and policies are provided to all school community members (students, staff, parents, etc.) at least once a year.	☐	☐
18. School behavior expectations and discipline plans and policies are taught to, and reviewed with, all students at least twice a year.	☐	☐
19. The school conducts a risk/threat assessment at least once a year.	☐	☐
20. The school conducts a CPTED (Crime Prevention through Environmental Design) assessment at least once a year.	☐	☐

Does the school have:

☐ Clearly written behavior expectations
☐ Behavior expectations disseminated to parents, students, and staff
☐ Expectations posted in all school areas
☐ A schoolwide discipline plan
☐ A discipline referral database
☐ A clear method of contacting emergency medical services
☐ A clear method of contacting local law enforcement
☐ A clear method of contacting other community emergency services (fire, etc.)
☐ A procedure for reporting crime
☐ A policy for communicating with families in the event of a crisis
☐ A protocol for student risk/threat assessment

Bullying, Harassment, and Intimidation:
School-Based Policy Checklist and Self-Assessment Survey

Checklist: What Has Been Done to Prevent BHI in Your School?
Survey: Is BHI a Problem in Your Building?

Instructions: Read the numbered question, then read and check the questions which apply. Leave the other questions blank. Check *all* choices with which you agree in cases where the question instructions indicate it is appropriate. Otherwise, when multiple choices are not indicated, check only the *one* question with which you *most* agree.

1. Do you have a specific policy against bullying, harassment, and intimidation, and a written code of conduct that publicizes it?

    Do you have such a policy? _____

    Does the policy address all forms of BHI: sexual, racial/ethnic, sexual orientation, and differently abled? _____

    Does the policy contain a definition, procedures, sanctions, and prescribed method for notifying people? _____

    Is there a procedure whereby new employees and students are informed of the policy? _____

    Are there references to BHI in the student, staff, and parent handbooks? _____

    Are there references to BHI in the school discipline code? _____

    Are supervisors of student extracurricular activities, school-associated events, and job-training work sites notified of the BHI policy? _____

    Are vendors and salespersons visiting the district apprised of the BHI policy? _____

2. Do you have a grievance procedure to handle complaints about harassment and to monitor its effectiveness? (This may or may not be the same as other grievance procedures.)

    Do you have a reporting procedure for BHI? _____

    Do you have a grievance procedure for BHI? _____

    Does the grievance procedure provide an opportunity for informal consultation and, when appropriate, informal resolution before moving into formal procedures? _____

    Does the grievance procedure provide for impartial investigation that includes fact finding, careful review, due process, and opportunity for appeal? _____

    Does the grievance procedure include an appropriate remedy based on the severity of offense and institutional corrective action when there is a finding of BHI? _____

    Has information about these procedures been disseminated to parents, staff, and students? _____

(continued)

3. Are you prepared to receive and respond to complaints?

    Are most staff members trained to take reports of BHI? _____

    Are there staff members of both genders available to take reports and follow through, and are they balanced by ethnicity, race, and linguistic group? _____

    Do all students and staff know the name and location of at least two staff members who are available? _____

    Are those wishing to file a complaint allowed to go to any staff member with whom they feel comfortable? _____

    Have staff members and investigators received regular yearly training? _____

    Do the staff members meet on a regular basis to engage in group problem solving and to identify their needs for further training and support? _____

    Are the staff members given release time from their regular duties to attend to report follow-up, investigation management, and record-keeping tasks? _____

    Do the staff have access to training and legal advice regarding the proper processing of complaints and potential legal liability? _____

    Do administrators work cooperatively with staff members: that is, are interventions, sanctions, and remedies actually applied? _____

    Does the administration and school board receive regular statistical reports by the school regarding the number and type of formal and informal complaints filed and their disposition? _____

4. Do you foster an atmosphere of prevention by sensitizing students and staff to the issue of BHI? Does the definition of BHI make it clear that sexual, racial/ethnic, sexual orientation, and differently abled harassment are included?

    Does the district mission statement reflect a commitment to the value of mutual respect for all people? _____

    Has there been a training program for administrators, staff, and interested parents in the past 2 years?

    Has there been a training program for district employees, including job-training supervisors, in the past 2 years?

    Has there been a training program for students in the past 2 years? _____

    Do staff members model the use of appropriate language and behavior at all times? _____

    Are pamphlets and/or posters advising students and employees about the nature of BHI, the appropriate responses to it, and its legal implications easily found around the school? _____

    Has a schoolwide conference or "speakout" been held to sensitize the school community to the issues of BHI? _____

    Is information about preventing BHI and what to do if they occur a routine part of the K–12 curricula? _____

    Do staff members promptly intervene in situations where they observe BHI? _____

    Is offensive graffiti that violates the BHI policy promptly removed? _____

Do student leaders take an active role in the effort to prevent BHI? _____

Have events where BHI typically occur, such as "flipup" days and pep rally cross-dressing skits, been eliminated? _____

Have past incidents of BHI been resolved fairly and appropriately? _____

Do students and staff members feel comfortable talking openly about BHI incidents, problematic areas, and attitudes? _____

5. Have you reached out to populations of students known to be particularly vulnerable to BHI?

Have support groups been established for students enrolled in vocational or academic classes that are nontraditional for their gender, race, or ethnicity? _____

Are students who drop vocational or academic classes that are nontraditional for their gender, race, or ethnicity routinely surveyed to establish the reason for dropping and to determine whether BHI played any role in their decision? _____

Are student placement work sites routinely visited and evaluated for freedom from BHI? _____

6. Do you know of instances of harassment that have happened in your building?
Yes _____ No _____

If yes, what kind of harassment was it? (Check all that apply.)

Sexual _____   Differently abled _____

Racial/ethnic _____   Other _____

Sexual orientation _____

If yes, was the harassment between

Student(s)/student(s) _____

Student(s)/staff _____

Staff/staff _____

How many instances have you been aware of in the past year?

One _____   Two to Five _____   Six or more _____

7. Do you know of instances of bullying that have happened in your school?   Yes _____   No _____

If yes, what kind of bullying was it? (Check all that apply.)

Violence _____   Destruction of property _____

Intimidation _____   Social isolation _____

Rumors/lies/slander _____   Mean-spirited teasing _____

Theft _____   Inappropriate sexual cotact—verbal _____

Social threats _____   Inappropriate sexual contact— physical _____

Threats of physical violence _____   Other _____

How many instances have you been aware of or witnessed in the past 30 days?

One _____   Two to Five _____   Six or more _____

How many instances have been reported to you by students in the past 30 days?

One _____   Two to Five _____   Six or more _____

8. Do you know of students who have dropped a class or had their grades affected because of BHI?
   Yes _____ No _____

   How many instances have you heard of in the past year?

   One _____   Two to Five _____   Six or more _____

9. Do you know of students who have stayed at or gone home because of BHI?
   Yes _____ No _____

   How many instances have you heard of in the past year?

   One _____   Two to Five _____   Six or more _____

10. In cases of BHI that you know about, what did the victim do? (Check all that apply.)

    Ignored it _____

    Complained to school authorities _____

    Told perpetrator to stop _____

    Told an adult staff member _____

    Went along with it _____

    Replied in kind _____

    Had a fight _____

    Ran away _____

    Went home from school _____

    Cried _____

    Told his/her parent(s)/guardian(s) _____

    Tried to work it out peacefully/
     appropriately _____

    Told his/her friends/peers _____

    Other _____

11. What happened in cases of BHI that you know were reported to school authorities? (Check all that apply.)

    The charge was found to be true _____

    Nothing happened _____

    The charge was found to be false _____

    The charge is still being processed _____

    Action was taken against harasser _____

    Do not know what happened _____

    Action was taken against the victim _____

    Other _____

12. What happens when BHI occurs at school *and* there is an adult there or nearby who can see or hear what is going on? (Check all that apply.)

    The adult stops it _____

    The adult reports it to the principal or dean

     _____

    The principal/dean does nothing _____

    The principal/dean tells the students to take
     care of it themselves _____

    The principal/dean is too busy to do anything

     _____

The principal/dean punishes the perpetrators _____

The principal/dean helps those involved to solve their problems and get along _____

The principal/dean punishes everyone present _____

Other _____

The principal/dean reminds everyone how to behave _____

13. In cases of BHI that you know of, if the victim did nothing, why do you think he or she did nothing? (Check all that apply.)

Did not want to hurt the perpetrator _____

Thought the BHI would make him/her uncomfortable with the perpetrator _____

Did not know what to do _____

Did not think it was necessary to report _____

Thought it would make it happen even more or worse _____

Was too embarrassed _____

Did not think anything would be done _____

Thought it would make the other students think negatively about him or her _____

Was afraid the perpetrator would get even _____

Other _____

14. How widespread do you think BHI is in your school?

It goes on all the time _____

It happens to a fair number of students _____

It goes on most the time _____

It happens to most students _____

It goes on about half the time _____

It happens to all students _____

It goes on occasionally _____

It does not happen _____

It goes on very seldom _____

It does not happen in our school _____

It only happens to a few students _____

15. Please check the categories that best apply to you.

Your gender _____

Your race/ethnicity _____

Your role in school _____

Assessing School Engagement:
Walker–Severson School Engagement Index

Hill M. Walker and Herbert H. Severson Institute
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The purpose of the following risk index is to:

1. Identify students who appear to be weakly engaged early in their careers in the process of schooling using teacher judgment as an initial screening measure.
2. Systematically evaluate the social, behavioral, and academic status of such students using standardized search procedures for archival school records.
3. Collect additional information that may influence the ultimate probability of school dropout (parental SES levels, social resiliency, the availability of social support networks, etc.).

The authors believe that the variable of *school engagement* is a powerful predictor of later school dropout and that dropout represents the ultimate expression of lack of school engagement. Further, students can be ordered very accurately on this dimension by their regular teachers in the elementary grades and possibly as early as grade 1. This capability makes it possible to identify very early in their school careers those students who appear to be at risk for *"low school engagement and adjustment and academic failure* and ultimately, *school dropout."* It is likely that many early school-leavers follow this path in a sequential, predictable fashion. The earliest possible identification of such students would make it feasible to interrupt this escalating chain or path of failure and to intervene effectively with it.

RATER INSTRUCTIONS

Step One. Please read the following definition of *school engagement*, which contains descriptions of both high and low engagement with the schooling process. A thorough understanding of this definition is essential to your accurate identification of potential at-risk students.

DEFINITION OF SCHOOL ENGAGEMENT

The degree to which students are *actively engaged in the schooling process* varies substantially among current school populations. The more actively the student is engaged, the more likely he or she is to be successful in school. Actively engaged students are more likely to be characterized by *high achievement, timely completion of assigned tasks, a sense of independence and personal responsibility, a strong commitment to the value of schooling, positive interactions with peers and adults, a capacity for being well organized, and high levels of self-esteem and confidence.* In contrast, a profile of the student with *low* school engagement would be characterized by the following behavioral attributes: *poor social skills, alienation from or hostility toward school, a nonexistent or weak social-support system, academic failure, lack of involvement in and commitment to the daily routines of schooling, ignoring and/or noncompliance with adult-imposed school rules, and a general failure to conform to adult expectations for behavior and achievement.*

(continued)

Step Two. Using the behavioral profile of school engagement you just read, select the 5–10 students from your class whom you think are the *least engaged* in school. Rate each student on the behavioral characteristics listed in the left margin of the rating form below. Rate the student(s) on *each* behavioral characteristic listed.

Use the following rating dimension in your appraisal of student status on each of the attributes listed:

1 = The behavior is *not* characteristic or true of the student.
3 = The behavior is *moderately* characteristic or true of the student.
5 = The behavior is *very* characteristic or true of the student.

Example:	Not descriptive or true		Moderately descriptive or true		Very descriptive or true
1. Student rarely participates in group free-time activities with peers.	1	2	3	(4)	5

WALKER–SEVERSON SCHOOL ENGAGEMENT INDEX

Teacher _____ School _____ Grade ____ Date _____

Student Name _____

Rate each behavioral attribute listed by circling the number that best reflects your judgment.

	Not true	Moderately true			Very true
1. Student fails to complete classroom assignments.	1	2	3	4	5
2. Student attendance is erratic.	1	2	3	4	5
3. Student is socially rejected by peers.	1	2	3	4	5
4. Student breaks school rules.	1	2	3	4	5
5. Student lacks enthusiasm about school.	1	2	3	4	5
6. Student avoids extracurricular activities at school.	1	2	3	4	5
7. Student seems to have a negative attitude toward school.	1	2	3	4	5
8. Student displays sad affect and appears unhappy much of the time.	1	2	3	4	5
9. Student has no or few friends.	1	2	3	4	5

	Not true		Moderately true		Very true
	1	2	3	4	5

10. Student has issues outside school that interfere with school performance (frequent moves, homelessness, poverty, family problems).   1 2 3 4 5

11. Student displays bizarre or unusual forms of behavior.   1 2 3 4 5

12. Student shows evidence of alcohol, tobacco, or other illegal substance experimentation and use.   1 2 3 4 5

13. Student appears to have low self-esteem.   1 2 3 4 5

14. Student tends to affiliate with other students who also have low levels of school engagement.   1 2 3 4 5

15. Student is poorly motivated to achieve academically.   1 2 3 4 5

Total Score _____