SCHOOL ASSESSMENT CHECKLIST FOR PRINCIPALS

Instructions

The following Checklist is a tool that can be used to gather information about your school across a variety of safe school areas such as the presence of safe school intervention strategies and the knowledge of safe school policies by staff and students. In the *Stages of Change* model, there are three stages with transitions between each stage. Below is a description of each stage and its salient characteristics. Please familiarize yourself with the *Stages of Change* prior to completing the questionnaire.

Scale	Stage	Name	Description
1	**Stage One**	*Developing Awareness*	Characteristics of this stage include the following: *Small number involved* *Many still wanting to bury the crisis* *Low profile in the school* *Resources not identified* The following actions & attitudes characterize this stage: *Naming the problem, measuring, assessing, auditing, examining, surveying, reading, investigating.* Programs associated with this stage: *Videos, assemblies, motivational speakers, one time events*
2	**Moving to Stage Two**	*Transition stage*	While some of the characteristics of stage one are still present, there is some movement towards stage two.
3	**Stage Two**	*Planning & Responding*	Characteristics of this stage include the following: *More educational partners involved, higher profile for violence prevention activities, more people are understanding, still depends on outside resources* The following actions and attitudes characterize this stage: *Engaging, developing, implementing, meeting, reinforcing, creating, modifying, training, planning, understanding the problem & making the links to gender, race or vulnerabilities, developing actions plans, wanting to involve all stakeholders, hopeful about potential for change, accepting challenges* Programs associated with this stage: *Kelso's Choices, Character Education, partial implementation of some more comprehensive programs, programs are additional to the curriculum.*
4	**Moving to Stage Three**	*Transition stage*	While some of the characteristics of stage two are still present, there is some movement towards stage three.
5	**Stage Three**	*Educating and Leading*	Characteristics of this stage include the following: *The majority of educational partners are involved. Violence prevention is high profile in the school and well recognized, the school is generating resources to be shared.* The following actions and attitudes characterize this stage: *Consolidating, leading, enhancing, mentoring, sharing, evaluating, reviewing, celebrating, recognizing, rewarding, sustaining, taking responsibility for the problem, comfortable with all stakeholders at the table, no need to cover-up problem areas, willing to share expertise, believing in capacity to respond, dynamic, open to change.* Programs associated with this stage: *Fourth R, programs embedded in the curriculum*