

The Impact of Anti-Violence Programming

At the Middle School Level:

A Case Study

BY

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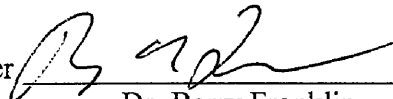
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ABSTRACT

Rochester Community Schools has received funding from the Safe and Drug-Free Schools and Communities Act since 1986 in addressing primarily alcohol and drug usage among the district's K-12 student population. In 1994, federal funding included a "safe" component in addressing acts of violence which aggressively permeated the school front. RCS has disbursed money from the funding in a systematic, prioritized fashion, but the middle schools were each focusing on separate means of utilizing the money available in addressing violence in the schools. Students at the four Rochester Community Schools middle schools in grades 6, 7, and 8 are currently being presented with various violence-prevention programs. Documentation on discipline issues and statistics has been secured from last year and will be compared to end-of-the year discipline records after violence prevention programs have been implemented this year. Pre- and post- student and staff surveys from one middle school building, along with a focus group interview will determine attitudes and observations of effective anti-violence programming at the middle school level. Identification of successful violence prevention programs is essential to RCS in addressing the escalating rise in discipline referrals and necessary action in light of the calculated assumption of the decrease in grant money allocation in the coming years.

CHAPTER I

INTRODUCTION

Having safe and drug-free schools is one of our nation's top priorities. Although violence in schools is not a new phenomenon, recent incidents have spurred a heightened awareness among schools and their communities on effective prevention programs in an effort to reduce violent student behaviors. Student violent behaviors are defined as any acts of fighting, bullying, excessive horse play, harassment including sexual, physical or verbal, rumors, destruction of property, animal abuse, pushing, name calling, gangs, use or possession of weapons, intimidation, threats, or extortion. This study analyzes current school year anti-violent programming conducted in one of four middle schools in the Rochester Community School District (RCS). Disciplinary records at each of the schools will be compared prior to specific programming in the 1999-2000 school year and after various programs are implemented. Based on multiple measures, after considerable anti-violent programs are presented to Van Hoosen Middle School students, it is anticipated that discipline action and referrals will be reduced. The results underlie the importance of anti-violence programming in the middle schools in effectively reducing discipline acts and utilizing funding for such programming efficiently.

Rochester Community Schools receives annual funding from the Title IV Safe and Drug-Free Schools & Communities Act of 1994. Monies are distributed throughout the district in addressing the K-12 needs to effectively reduce the drug, alcohol, and violence incidents in the school district. This study will explore the initial impact after a combination of various anti-violence programming in one of the four middle schools has

been implemented. To date, a number of drug and violence-prevention programs and curriculum-based strategies have been implemented at the middle school level. The programming takes on a variety of different forms with no one singular format clearly guiding a uniformed curricular path for the school district. Earlier RCS programs targeted high school students already introduced to possible alcohol, drugs and some form of violent related activities. Drugs, alcohol use and acts of violence are particularly threatening to our nation's youth ages 12 – 17. Reflected in RCS's grant proposal were statistics illustrating concerns of disciplinary suspensions (see Appendix A), alcohol use, cigarette smoking, inhalants, and marijuana increase among all students in this age group.

This study assesses the effects of a one-year anti-violence programming effort in accomplishing a reduction of disciplinary infractions and enhancing a positive school climate. Although the focus will be on Van Hoosen Middle School's efforts, three other RCS middle schools' anti-violence programs will be addressed and compared.

Statement of the Problem

There are a great number of violence prevention programs currently implemented in schools. It is imperative that quality evaluation data is available to show effectiveness and promise in reducing violent acts of students in order for funders to provide resources and schools to recommend and implement proper selection of programming. Our schools have recently experienced a surge of violence in schools at all levels. Unfortunately, the middle school-aged students in grades 6, 7, and 8 have experienced a rapid increase in school violence, forcing schools to play a pivotal role in diverting youth responses with minimal research data (Mehas, Boling, & Sobieniak, 1998). Grant monies and private

funding is available for implementing violence prevention programs in schools but resources are limited or decreasing. It is apparent that RCS needs to identify effective, research-based anti-violence programs that offer an efficient method of system delivery. In researching literature, it is ascertained that as violence in the middle school increases, the self image of the vulnerable middle schooler decreases. The limited research on effective, anti-violence programming needs to be explored in an aggressive, expansive manner. With the onset of criminal acts of violence in our schools nationwide, school districts universally require sound analysis and action in solving the problems of youth violence. Additionally, while most schools have clear codes of conduct for students' behavior, few have specific policies for teachers to follow (Callahan, 1998). "An approach that emphasizes sound evaluations of interventions, policies, and programs to prevent violence will advance not only our understanding of prevention but our basic understanding of the etiology of violence as well" (Mercy & Potter, 1996, p. 1).

Many students report today that violence is "no big deal" (Comprehensive Health Education Foundation, 1994, p. 21). No big deal because it is what is normal, it is what is accepted, it is what happens everyday. Interviews of students, staff, and parents indicate a "norm" acceptance of violence. Not only individuals' attitudes and behaviors, but also individuals' perception of others' attitudes and behaviors. Beliefs engendered early and repeatedly reinforce children's perception of shared beliefs taught by peers, adults, and media, validating these beliefs (Comprehensive Health Education Foundation, 1994).

Purpose of the Study

The purpose of this study is to explore the various anti-violence program efforts within middle schools in addressing the violence-prevention activities available listed under the RCS's Logic Model outlined in the Safe and Drug-Free Schools and Communities Grant proposal (see Appendix B) for Rochester Community Schools. This study will investigate the relationship of various violence prevention programs and strategies utilized in RCS middle schools for the current 1999-2000 school year and the rate of disciplinary referrals and necessary administrative discipline action with the Code of Conduct and step placements. The study is necessary for several reasons. RCS middle schools each maintain a specific dollar amount to utilize in programming efforts towards safe, drug-free and violence intervention (see Appendix C). As reported by assistant principals of the middle school buildings, each building utilizes the funding in addressing these issues in their own unique way. Some of the money allocated is not consumed for that particular school year, thus programming efforts are not totally expended. Each year the federal government re-assesses funding for the Safe and Drug-Free Schools allocation and has indicated a reduction of funding for the 2000-2001 school year for RCS.

Funding from the Safe and Drug-Free Schools Grant is equally distributed amongst each of the four RCS middle schools. The administration of each of the four schools has selectively chosen how to spend the funds based on their perception of the problems in their individual home school and what activities and resources would best address their school's needs (see Appendix D). Ideally, as a district, it would prove beneficial to direct common efforts towards reduction of violent acts and disciplinary

infractions while implementing efficient efforts in disbursement of governmental grant funding.

This study is important because it may provide insight into what may direct efforts toward an efficient delivery of effective programs in addressing violence prevention in the Rochester Community Middle Schools. Current strategies and program efforts are highlighted and interpreted offering insight to individual building's attempts in discouraging continued acceptance of violent behaviors. This study should contribute to the knowledge necessary for the appropriate direction in addressing further reduction of behaviors of violence at the middle school level. The findings from this study may necessitate the need to further develop an optimistic scheme of pertinent factors involved in designing and utilizing appropriate instructional and pervasive violence-prevention programs at the middle school level. This research will not evaluate the various programs, but use the multiple measures and findings to draw conclusions about what may be apparent, suitable approaches towards feasible and economical programming efforts. The analysis presented will rely on secondary data produced from the Rochester Community School district.

Although some research has been carried out on strategies to address minimal efforts in school anti-violence programming, thorough evaluation is necessary to identify efficient and effective programs at the middle school level. "Reviews uniformly conclude that promising violence-prevention projects exist, but confirmatory evaluations are lacking" (Powell, et al., 1996, p. 4). It is hypothesized that middle school students at the 6th, 7th, and 8th grades will reduce inappropriate social behaviors at school when effective, multiple anti-violent programs are implemented.

Main Research Questions

After anti-violence programs are implemented and presented to middle school students for one school year, will disciplinary referrals and suspensions be reduced? Will disciplinary statistics compared before and after anti-violence programs are implemented be sufficient indicators in identifying effectiveness of programs? Will pre- and post-surveys and focus group interviews provide supplemental evidence of the effectiveness of violence prevention programs for the Rochester Community Schools' efforts in reducing middle school violence? This case study will present multiple measures utilizing a survey, reports of disciplinary rates, focus group data, and interviews. The student surveys were completed by nearly 97% of the student population at Van Hoosen Middle School. Staff surveys only represented approximately 50% of the staff population at this same school, while 15% of staff were interviewed. Ideally, the students and staff should report an increased level of confidence that their safety needs are being addressed and that the overall school climate has positively improved after a year of anti-violence programming. As a result, attendance and honor roll participation may increase along with an increased sense of pride towards respect of others, property, and self.

CHAPTER II

LITERATURE REVIEW

Violence in schools is not a new topic for research. However, prevention programs, which present a variety of social skills to students, and their effectiveness in reducing daily violent acts in schools are a recent development. These social skills programs present a variety of decision making, communication, peer interaction and problem-solving strategies for students. In an attempt to address the current trends of student violence in schools, reliable research statistics indicate that violence within our schools plays a vital role in the education process. As a result of the heightened public awareness to school crime, violence, and safety, assessments based on collecting and interpreting data are critical in identifying successful violence prevention programs. Articles cited below address several possible common factors and investigative aspects in identifying anti-violent programming at the middle school level.

In 1998, efforts by the Bureau of Justice Statistics and National Center for Education Statistics reported indicators of school crime and safety. The indicators relied on data collected by a variety of federal departments and agencies. In 1996, students ages 12 – 18 reported 255,000 incidents of nonfatal serious violent crimes at school compared to 671,000 incidents away from school. In the school year 1996-97, 10 percent of all public schools reported at least one serious violent crime to the police or law

enforcement representative. Another 47 percent of public schools reported less serious violent crimes such as physical attacks, fights without weapons, theft or vandalism (Kaufman, et al., 1998). At the middle school level, physical attacks or fights without a weapon was the most commonly reported. The report also indicated that students in urban schools were at a higher risk of violent death at school than their peers in rural or suburban schools.

Kaufman et al. (1998), describe teachers at the middle school and junior high as more likely to be victims of violent crimes, most as simple assaults. “In 1989, 6 percent of students ages 12 through 19 sometimes or most of the time feared they were going to be attacked or harmed at school. By 1995, this percentage had risen to 9 percent” (Kaufman, et al., 1998, p. 4). Fifteen percent of students reported in 1989 that street gangs were present at their schools compared to a rising 28 percent in 1995.

In the 1999 Annual Report on School Safety, it was pointed out that on a national level, homicides at school remain as extremely rare events although the number of multiple victim homicide events at school has increased (U.S. Department of Education & U.S. Department of Justice, 1999). At an international level, a study on the nature and extent of bullying, especially at the middle school level, suggests that the “problem is widespread and tends to be ignored by teachers” (Whitney & Smith, 1993, p. 3). It is reported in this study that there is a higher level of bullying done at the middle level than at the secondary high school level. A school-based research study conducted in 1998 concluded that the majority of 15 year olds across several countries had not been in a physical fight in the last year, did not carry a weapon for self-defense, and were not bullied at school. Unfortunately, with the previously mentioned findings, fewer students

in many countries reported feeling a safe at school (U. S. Department of Education & the U.S. Department of Justice, 1999).

Adolescence is a period of physical, social, and psychological demands on young people. Peers are key to the middle schooler's developmental process. Dahlberg (1998) points out that with an increased homicide rate of historically high levels, early onset of aggressive behavior in childhood and negative peer influences are two factors associated with the probability of violence during adolescence. The need to be accepted, not seen differently, and peer support systems are all facets important to the adolescent. Peer influence can be positive and also negative if the "conformity includes strong social pressures for engaging in risk behaviors" (Dahlberg, 1998, p. 263).

In planning effective school violence prevention education, it was determined that the perceived health risk of fighting and actual fighting behavior among middle schoolers was an important element to examine (St. George & Thomas, 1997). As hypothesized, a key determinant in fighting was the perceived level of risk involved and consequently, a clear message that fighting is a serious form of violence and needs to be presented in programming. Perception of school violence was further investigated (Astor, Behre, Fravil, & Wallace, 1997) with a national survey exploring social workers' assessment of violence as a problem in their schools. Along with most school-based professionals, school social workers reported most schools safe with little problems of violence. Common violent behaviors of pushing, grabbing, kicking and punching were stressed as the threshold to a zero-tolerance school environment rather than multiple physical assaults or potentially lethal school violence as portrayed by school social workers. School psychologists reported that they are "unprepared to deal with school violence

(73%) and had received no specialized training in this area (85%)” (Furlong, Babinski, Poland, Munoz & Boles, 1996, p. 28). The school psychologists identified a range of types of violent incidents from bullying, cursing, and physical assaults to anti social behavior as the principle types of school violence. How the school adults of teachers, principals, parents, coaches, counselors, cooks and bus drivers react to school violence must be addressed. Adult reactions such as fear, disgust, anger, and concern will influence students’ perceptions of violence and school (Remboldt, 1998).

A 1997 National Institute of Justice “Research in Brief” focused on the type and frequency of violent incidents among middle and high school students as well as the dynamics—the locations, relationship between disputants, goals and justifications of the aggressor, and the role of the third party. Typical steps in the culmination of violent incidents, the rationale, and the common locations can all be useful tools in designing effective prevention programs (Lockwood, 1997).

The U. S. Department of Education (1998) reported specific discipline issues during the 1996-97 school year as serious or moderate at the middle school level. Forty percent of public schools reported student tardiness, followed by thirty-five percent on physical conflicts among students. Student absenteeism and cutting class was reported among middle schoolers at twenty-four percent compared to tobacco use at nineteen percent. When asked of principals to report their perception of discipline issues in their schools, student tardiness, absenteeism, and physical conflicts were the most often cited. This same survey reported 66% of disciplinary actions taken by public schools were specifically for acts involving physical attacks or fights.

Enhancing decision-making skills as an approach to adolescents' ability to manage interpersonal violence has been examined. Research supports "a link between cognitive abilities and decision making" (Haynie, Alexander, & Walters, 1997, p. 166). Careful evaluation of how adolescents proceed through a decision-making process could be useful in understanding how they think about volatile social situations. Embry, Flannery, and Vazsonyi, (1996) present a theoretically driven, school-based model, "Peace Builders", promoting a schoolwide violence-prevention program for grades K – 5. This model builds daily activities and interactions into the school day among students, teachers, and administrative staff involving common language and providing models of positive behavior, environmental cues to violence, opportunities to rehearse positive behavior, and rewards for practicing it. An additional evaluation by Aber, Brown, Chaudry, Jones and Samples, (1996) presented the comprehensive school-based program in conflict resolution, "The Resolving Conflict Creatively Program". This evaluation presented outcome objectives of achieving "long-term reduction in violence and violence-related behavior; to promote caring and cooperative behavior among children, adolescents and adults in and out of school; and to promote intergroup understanding and positive intergroup relations" (p. 83).

Kelder et al. (1996) studied another project entitled Students for Peace. The intervention included modification of the school environment, a violence-prevention curriculum, peer leadership, and parent education. "The challenge is to mold existing district resources into a theoretically sound program of interventions" (p. 22). The hypothesis was that students exposed to a comprehensive, multiple-component intervention would reduce aggressive behavior compared to students in the district

receiving minimal or usual violence prevention activities. Student and teacher surveys were conducted with all students participating and 44 percent of the teachers and staff responding. The results of the three-year, multiple component school-based violence prevention program summarized that school and district personnel must be involved in planning and implementing the process of the program, interventions with multiple components are difficult to implement, advertising of peer mediation programs is essential for participation, and violence-prevention programs are not a school's primary mission.

A violence-prevention program described by Gabriel, Hopson, Haskins & Powell (1996) delivered Self Enhancement, Inc. (S. E. I.) classroom and community activities to middle school students in a high-risk locale in Portland, Oregon. Students were trained in skills to resolve interpersonal conflicts peacefully and were exposed to field trips geared to introduce agencies that deal with prevention, punishment or consequences of violence. Proactive education programs allowing students to produce media campaigns, mentoring programs and classroom presentations to peers were introduced. Baseline data on health-risk behaviors of demographics (approximately 80% at grades seven and eight), prevalence of fighting and weapon carrying, and protective factors such as personal and social competence and social bonding were interpreted as decreasing the conflicts and fighting tendencies. The implementation of the S.E.I. program reaffirmed some concomitants of innovative programs.

Utilizing the Safe Harbor violence-prevention program, a 20 lesson curriculum, baseline data was collected through a survey of the entire school before the program's implementation. Subsequent data collection included interviews and focus groups. The

Youth, Families, Community: East New York United for Safety (ENYUFS) program drew on disciplines from education, social work, public health, and the community. A partnership between the community, school, and parents was discovered as the key to collaborated efforts (U.S. Department of Justice, 1995).

Brener, Krug, Dahlberg and Powell (1997) contend that programs for preventing violence be evaluated on effectiveness by utilizing nurses' logs. The logs could provide a record of students' visits to the school nurse that involved fighting or other injury-related visits. A 3-year study by Gottfredson, Gottfredson and Hybl (1993) sought to test improved adolescent conduct and increase reinforcement of appropriate behavior. An organization development approach included increased communication, collaboration, and planning at the school level. This multi-year, multi-school study found some evidence of positive effects with teachers yet little effect on student behavior. "Variation in the level of implementation appeared to be related—at least in part—to the level of administrative support for the program and the team" (p. 208-209). In a study of a school-based intervention of a multidisciplinary youth violence prevention program (Nadel, Spellmann, Alvarez-Canino, Lausell-Bryant & Landsberg, 1996), three theories influence the school-based intervention. The first theory posits that modifying beliefs, attitudes, and norms will help in developing behaviors in youth supporting non-violence. Secondly, enhancement of relationships with peers and family will buffer youth from the effects of exposure to violence. Lastly, changing aspects of the setting and climate that contribute to violent behavior will prevent violence.

Fifteen evaluation projects were funded in 1996 (Powell, et al.) because of the lack of information existing about the effectiveness of youth violence prevention

activities. Confirmatory evaluations were lacking and field intervention research on violence was difficult and expensive. Nine projects were school based. The level of intervention included strategies such as peer mediation within five projects, changing school climate at two, individual cognitive-behavioral training within thirteen projects, and shifting peer group norms in four of the evaluations. The project concluded that “exposure to violent events and violent behavior is common, confirming the need for violence-prevention activities...” (Powell, et al., 1996, p. 11).

School officials must realize that while school discipline and student behavior represent major concerns to the public, little research has evaluated disciplinary referrals of students’ inappropriate behavior. Skiba, Peterson and Williams (1997) examined a variety of descriptive issues related to school discipline, the rate of student suspension, and other characteristics of disciplinary incidents. Results indicated that most disciplinary referrals originated in the classroom, provided little evidence of a consistency between seriousness of offense and severity of consequence, and a disproportionality in the administration of school discipline.

In all of the articles reviewed, the perception of school educational professionals, indicators of crimes and safety, perceptions on the extent of fighting and bullying, theoretical school-based models, apparent successful violence-prevention programs, and disciplinary intervention all lead to a common element. “Many programs address violence among youth, but few have been evaluated rigorously” (Haynie, et al., 1997, p. 166). In a review on violence prevention, few programs have been evaluated in controlled studies and what remains undetermined is long-term effectiveness. The lack of adequate program evaluation creates problems for those interested in implementing

school anti-violence programming as reasonable premises may have little effect on the behaviors targeted. Additionally, further research and development is needed to learn how to foster organizational competence to support change. No curriculum alone would be sufficient to significantly reduce the level of violence in schools.

Schools in which a serious crime was reported were more likely to have a violence-prevention program (93%) compared to schools with no crime or less serious crime (74%). Nine elements of promising violence-prevention programs outlined by Dusenbury, Falco, Lake, Brannigan and Bosworth (1997), included:

1. A comprehensive, multi-faceted approach that includes family, peer, media, and community.
2. Programs should begin in the primary grades and reinforced across grade levels.
3. Interventions should be tailored developmentally.
4. Content of programs should promote personal and social competencies.
5. Interactive techniques of group work, cooperative learning and role playing will enhance personal and social skill development.
6. Culturally sensitive material should be addressed to match target population.
7. Staff development and training is necessary for proper implementation.
8. Activities designed to promote positive school climate should become elements of effective classroom management.
9. Activities should foster norms against violence, aggression, and bullying.

The U. S. Department of Justice cites that in 1995, 30 percent of all violent crimes were committed against the population age 12 and older young adults. “Adolescents are at risk of being both victims and perpetrators of violence” (U. S. Dept. of Justice, 1995, p. 1). In evaluating two middle school programs, Project S.T.O.P. (Schools Teaching Options for Peace) and Safe Harbor, student inventories, interviews, and school statistics on disciplinary actions were conducted and evaluated. The U. S. Department of Justice found a relationship of higher participation in one or both programs associated with higher victimization. This was explained by referrals to programs and an awareness of victimization among students. Students in urban middle schools were viewed at a higher risk for personal experiences and exposure to extreme forms of violence. The Department found that a reduction of feeling helplessness among students was discovered through their evaluation (U. S. Department of Justice, 1995).

Flannery (1998) contends that there is a great deal of different types of violence prevention programs. Some focus on individual student-family risks intervention and others combine group efforts to integrate school-based programs and attempts to change the school environment. While demonstrating signs of success, empirical data on effectiveness is lacking. As communities struggle to support their schools with decreased budgets, additional monetary needs have increased. “But funders will not provide resources for programs, violence prevention included, without quality evaluation data demonstrating their effectiveness and promise” (Flannery, 1998, p. 3). Determining what type(s) of program components is best for a particular school requires an assessment of the school’s student population, resources, and building climate. The lack of outcome effectiveness data is a major reason Congress has reduced funding for drug and violence

prevention school programs, unless efforts have empirically demonstrated behavior changes.

Violent behavior occurs on a continuum ranging from bullying and verbal abuse into fighting, rape, bomb threats, and lastly homicide. The articles reviewed suggest that insufficient evaluation of violence prevention programs in schools exists. Although some programs may share evaluative means within their components, it may be that too few schools are utilizing these programs or utilizing all of the curriculum components. In addressing efforts to curb negative disciplinary rates and provide safer environments in schools, further attempts to evaluate effectiveness of violence prevention programs are necessary.

CHAPTER III

DESCRIPTION OF PROGRAMS

Legislative History of Safe and Drug-Free Schools Grant and Rochester Community Schools

The Reagan era, alarmed by the rise of drug abuse the decade before, decided to take a “top down” approach with the “Just Say No” campaign that Nancy Reagan spearheaded. Drug paraphernalia, posters, t-shirts, and concerts all advertised this obvious crisis. In a 1983 annual Gallup Poll, 18% of the general public reportedly identified drugs as the second biggest problem confronting youth. In 1987, the same Gallup Poll was conducted and reported 30% of the general public as citing the use of drugs as the largest major problem facing public schools (Digest of Education Statistics, 1995). The Gulf War in 1991 deterred the drug crisis by eliminating it from the front pages of the media. It was basically lost in the shuffle. Communities lost the drug elimination momentum. With polls taken, statistics cited, and communities concerned, Congress took action. On March 31, 1993 the Hearing on the Reauthorization of the Drug Free Schools and Communities Act of 1986 was initiated. This Act authorized by the Elementary and Secondary Education Act (ESEA) Title IV sections 4111-4116 is a central part of the government’s effort to encourage the creation of safe, disciplined, and drug-free learning environments in helping children meet challenging academic

standards. The aim of the 1994 reauthorization was to provide expanded flexibility to design and implement programs that meet state and local needs and support education reform strategies (U. S. Congress, 1993).

The March 31, 1993 hearing examined the progress made toward achieving the seventh national education goal which states, “By the year 2000 every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.” Although progress had been made, there was no reason to celebrate! The hearing pointed out that three-fourths of all robberies and half of all felony assaults were committed by young people. Violence on streets had crept into schools. Students were reportedly skipping school in fear of physical harm to them and to their teachers. The hearing reported that although imaginative programs existed, a national comprehensive approach to evaluate and replicate exemplary programs needed to be in place. The Drug-Free Schools program could be a catalyst in the effort, as a focus for new ideas and providing assistance for the worst affected schools (U. S. Congress, 1993).

The Senate Report on “Improving America’s Schools Act of 1994” meeting on June 24, 1994, 103rd Congress, was chaired by Senator Ted Kennedy. Reported was the fact that the 1965 Title I Act programs have met the needs of the disadvantaged children. The attention had been focused on the plight of the poor and low-achieving students. The reauthorization of the Safe and Drug-Free Schools and Communities Act of 1986 would expand beyond drug and alcohol prevention to include violence prevention in support of the National Goal of 2000 that every school in the United States would be free of drugs, violence, and the unauthorized presence of firearms and alcohol offering a disciplined environment conducive to learning (U. S. Congress, 1994).

Title IV Public Law 103, Part A, Subpart 1 was to be formula grants providing support to state agencies (SEA) and governors for drug and violence prevention activities. Governors were to use the money for parent groups, community-based organizations, but must allocate 91% of funds for preventative activities for students. Programs were to be made available to states by application with appropriations ranging from \$2,591,000 to \$57,354,000 per state. The 84.186 State Grant, authorization ESEA Title IV, Part A, Subpart 1 of Public Law 103-382 was to support the Goal 2000 of freedom from drugs, violence, and unauthorized firearms. In 1999, the President's budget request cited \$526 million to be designated for State grants.

Rochester Community Schools took advantage of the Safe and Drug-Free Schools and Communities Act of 1986 and made application the first year to arrest the drug problems they faced with high school students in grades 9 through 12. Since 1991, alcohol use decreased placing Rochester below county and national levels. Cigarette usage remained the same or with a relatively small increase (depending on the grade 8-12) over the last seven years. The use of marijuana has had a steady growth in Grades 10 through 12, mirroring a national trend over the past ten years. Rochester is above national levels in the usage of the gateway inhalant drugs.

In making application for this grant, RCS must include assurances and certifications by the superintendent of the school district. In applying for the school year 1999-2000, assurance is made that all publication or project materials developed with funds will include a statement maintaining their development under this grant and assuring all private non-profit schools within the RCS district have been invited to participate in the grant program. The district must also certify that it will comply with all

federal and Michigan laws prohibiting discrimination, no individual will be excluded from participation in the benefits of services offered by this grant under the ADA, and that RCS will maintain a policy of Gun Free Schools. Additionally, a needs assessment utilizing a formal student survey of alcohol, tobacco and other drugs and violence prevalence and an analysis of such data must accompany the grant application. An advisory council is required under the Act which could include stakeholder groups such as parents, local government, businesses, teachers, medical professionals, and law enforcement.

With the 1994 reauthorization of the ESEA Title IV, applicants for the grant were required to include essential components of anti-violence efforts within the schools. The Department of Education announced that 1998 and future years' funds under Title IV State and local programs of the Safe and Drug-Free Schools and Communities Act will follow the Principles of Effectiveness. Four principles will be in effect July 1, 1998. Principle One: Conducting Needs Assessments—objective data collected on the drug and violence problems in the schools and communities (see Appendix E). Principle Two: Setting measurable goals and objectives and designing activities to meet the goals and objectives set in the Act itself. Principle Three: Effective Research-based Programs be used that provide evidence that strategies used prevent or reduce drug use, violence, and disruptive behavior. Principle Four: Program evaluation periodically to assess progress toward achieving goals and ability to refine goals and objectives (Office of Drug Control Policy, 1998).

On July 6, 1999, Governor Engler signed two bills reflecting further efforts toward reducing school violence. Public Act 102 of 1999 “requires the Superintendent of

Public Instruction, Attorney General, and Director of the Department of State Police, within 90 days to adopt, publish, and distribute to school boards, county prosecutors, and local law enforcement agencies a statewide School Safety Information Policy” (Michigan School Counselor Association, 1999, p. 10). School boards are required to annually report the number of students expelled during the immediate preceding year and briefly explain the incidents. Another mandate is expulsion for up to 180 days for students in grade six or above who commit physical assault at school. A second bill, Public Act 104, requires expulsion of students grade six and above who physically assault a school employee, volunteers, contracted individuals, or who make a bomb threat against school property.

Therefore, it is essential that RCS continue to monitor disciplinary rates, suspensions and disruptive behaviors. Identification of sources of data used to assess the violence, safety, and discipline problems among students in the district include building level discipline reports and surveys assessing alcohol, tobacco, and other drug usage. The grant money received by Rochester Community Schools has predominately addressed the needs of students at the high school level. With the rise of suspensions, and the number of incidences occurring at earlier grades, the need is prevalent to investigate sound, preventive methods to arrest violence in the middle school. Callahan (1999) suggests that while most schools have codes of conduct for behavior of students, few have specific procedures for teachers to follow when violent situations occur at school. Rochester Community Schools maintains a district Code of Conduct along with other various procedures for teachers and staff to follow in addressing school violence.

Rochester Community Schools Code of Conduct

Each and every student in the RCS district grades K – 12 are expected to adhere to the Code of Conduct authorized by the School Board. This discipline policy addresses infractions, the level of severity, and the step placement for individual incidents. The Code of Conduct describes and cites twenty-two codes. An example of code D-1 would be violating school or classroom rules; code D-9 would categorize offensive speech, display or indecency; code D-18 is used to cite a bomb threat. Step placements are then given, based on the severity of the behavior. Step 1 is the lowest placement and includes a conference with the student. A step 7 placement involves a long term suspension from the building. Step 8 is an expulsion from school for possession of dangerous weapons, arson or criminal sexual conduct. After the students have received a step placement, the level of step placement remains for thirty days and may remain in place for the rest of the school year. In evaluating anti-violence programming at the middle school level, the RCS Code of Conduct and step placements were used to compare the discipline rates in the four middle schools. Additionally, a research-based program was implemented at one of the middle schools for an entire school year and comparisons done on disciplinary rates before and after program presentations.

Get Real About Violence

The RCS administration encouraged staff in the district to attend an in service at the Oakland Intermediate School District on the research-based, anti-violence program entitled “Get Real About Violence”. This three module curriculum was developed in 1994 and provides school staff with a variety of instructional strategies to present to

students in an attempt to change behaviors and attitudes about violence. The goals of this program are to “encourage students to change the norms that promote and perpetuate violence and to address factors that put students at risk for becoming involved with violence” (Comprehensive Health Education Foundation, 1994, p. 1). Students are presented with information regarding their vulnerability to violence and are taught ways to prevent and avoid violence. The packaged curriculum is geared for grades 6 – 9.

Three modules, entitled “Vulnerability to Violence”, “Contributors to Violence”, and “Alternatives to Violence” present essential perspectives on violence for young people. Video segments and audio taped scenarios exhibit violence as a routine, reinforced facet of students’ lives at home, school and in the community. Status gained through violence is explored, as well as the circumstances involved with crowds at a fight or a conflict. Risk factors, such as drugs and violence in the family, are also introduced. Pre- and post- student and staff surveys are supplemental curriculum instruments of the Get Real About Violence program, assessing the individual needs of the particular student population.

Although all middle school staff were encouraged to attend the seminars and in-service, only Van Hoosen Middle School in RCS chose to implement the entire program throughout its building for the 1999-2000 school year. Another research-based approach utilized at Van Hoosen Middle School for the same school year was a student lead peer mediation program.

Peer Mediation

Peer mediation is a program designed to assist others in working out a problem by reaching an agreement through the help of a neutral, trained peer mediator. The peer mediator is a student who acts as a peacemaker for the other students. They receive special training to help people find their own solutions. Typically, two trained student mediators will work jointly together. Peer mediation is conducted solely and privately by the peer student mediators (Community Board Program, 1996). A “win-win” solution is sought. Mediation programs reduce the use of traditional disciplinary actions such as detention, suspension, or expulsion. The program encourages effective problem solving and decreases the need for a teacher or an administrator’s involvement. Lastly, a peer mediation program promotes a safer, improved school climate (see Appendix F). Wilburn and Bates (1997) report that initial research indicates that peer mediation programs reduce disciplinary problems and improve the overall climate of the school.

Of the four middle schools in Rochester, three elected to implement a peer mediation program with full support from their administration. Each middle school, including Van Hoosen, trained approximately thirty-five 6th, 7th, and 8th grade students and positively promoted the program through notices, announcements, and student presentations. As a result of such programming, schools should observe less violent student behaviors and promote an environment more conducive to learning. Peer mediation trained only a fraction of the student population in resolving personal conflicts. Another research-based anti-violence strategy available is that of conflict resolution.

Conflict Resolution

Peacefully settling conflicts and disagreements is the focus of a conflict resolution program. Without name-calling, running away, or going against feelings and beliefs, students are equipped to resolve conflict with others. Teasing, physical aggression, and arguments are conflicts that our young people experience without the skills or knowledge of how to resolve these issues. Teaching the young students productive ways in handling conflict is a beneficial component of a comprehensive violence prevention program. Students are taught communication skills, negotiation, and assertiveness in a respectful manner. Viewing situations in a multitude of ways, dealing with strong emotions, rumors and gossip, prejudice, and broken friendships are all examples of situations our students need to deal with. This program allows flexibility in presenting strategies to an entire student body or small group populations.

RCS staff was again notified and encouraged to take part in a seminar or in-service introducing and training staff on conflict resolution. Two middle school buildings took advantage and implemented lessons to students in the 6th, 7th, and 8th grades, including Van Hoosen. With the implementation of conflict resolution programming, schools may experience a reduction in disciplinary infractions and promotion of a positive school climate.

Additional Programming

Various additional programs were utilized in the Rochester Community Schools district this past year in the middle schools. Although not curriculum-based, these programs were on-going. The “Student of the Month” was an encouraging method of the

identification of positive student leadership and success. Daily announcements, such as the “Words of Wisdom” were given during the homeroom time, encouraging positive behaviors and making sound choices. Honor roll and citizenship standards were displayed and highly visible for student, staff, and parent viewing.

In Grade 6, “Growing Healthy” is a supplemental health component in the Science curriculum. “Growing Healthy” addresses physical, psychological and sexual changes at the onset of puberty. Grade 7 utilizes the “Skills for Adolescence Program” as a year-long, every-other-day class. The curriculum delivers family and social dynamics, self-esteem and character building, as well as drug and alcohol components. Violence and its prevention is minimally presented to these adolescents.

CHAPTER IV

METHODOLOGY

The purpose of this study is to assess the impact of anti-violence programming at the middle school level in decreasing disciplinary referrals, disciplinary action taken, and suspension rates during the 1999-2000 school year. The unit of analysis are sixth, seventh, and eighth graders in the Rochester Community Schools. The study will utilize outcome evaluation (Flannery, 1998) in investigating these changes. The study will explore a number of key questions. Did a reduction of problem behavior, aggression or violence occur? Did the number of step placements decrease? What components of the program work and why? This process evaluation (Flannery, 1998) may be related to student and staff responses on the survey, focus group, and interviews depicting strong areas in addressing violent behaviors and weaker, less supportive intervention. Awareness of attitudes and beliefs in the student and staff population may prove influenced after year long anti-violence strategies are implemented.

A comparison of disciplinary rates between the four middle schools will help determine how the level of intervention may have had an effective impact in the students' behavior. Outcome data collected before anti-violence implementation will give baseline information from which change can be determined. Program goals noted in Principle II "Setting Measurable Goals and Objectives" listed in the RCS's grant application for the 1999-2000 include: a decrease in violence related suspensions by 5%, decreased

acceptance of student to student violence in school, and the evaluation of program effectiveness. The evidence of discipline records, staff and student pre- and post-surveys, a focus group, interviews and observations by staff, and the number of peer mediations for one semester will broaden the scope of measuring effectiveness of the middle school programming and its limitations. Although the study was done for only one year, it may be the stepping stone for further investigation in a comprehensive evaluation program.

Design and Instrumentation

As suggested by Yin (1994) in his book on case study research, multiple sources of evidence will be used for data collection. Both qualitative measures including archival records and interviews along with quantitative measures from surveys and disciplinary reports will be utilized and compared. The variable to be examined is a decrease in student violence and disciplinary rates. This variable will be measured using 1999 end-of-the-year disciplinary records from each of the four middle schools and compared to the same discipline records reported at the end of the 2000 school year, after anti-violence programming is implemented throughout an entire school year.

Staff and students at Van Hoosen Middle School have been surveyed to assess their perception of the climate or presence of violence in the school setting. This survey is a component of the “Get Real About Violence” program and was used as data collected for the purpose of evaluating the effectiveness of its utilization. Student and staff versions of the surveys were completed once within the first four weeks of the school year, and again in late May. Tabulation was conducted at the local Intermediate School District and reported to the school for dissemination of needs to be addressed at Van

Hoosen. A post survey from the same program was conducted in May, 2000 utilizing the same questions and exploring the same issues by students and staff. These surveys were compared for data seeking similar or varied responses after the one year anti-violence programming had been implemented.

Disciplinary records were collected from each of the four middle schools from the school years of 1998-1999 and 1999-2000. This secondary data is used as evidence for the annual application of the Safe and Drug-Free Schools Grant in RCS.

A focus group conducted by the district's health coordinator and the Intermediate School District's grant coordinator was performed in early June of Van Hoosen students. A cross section of students in 6th, 7th, and 8th grades were randomly drawn and a set of organized questions was answered by the students.

Interviews were completed by the researcher with 10 percent of the staff at Van Hoosen. Staff were randomly selected and asked four questions regarding the year's anti-violence programming and their observations of its effects.

Prior to the pre surveys and "Get Real About Violence program implementation, a review of the 1999-2000 application for the Safe & Drug-Free Schools grant by RCS and its goals was completed. Identified through the needs assessment were the assessments of drug and violence problems in the Rochester Community Schools, cited from sources of the Michigan Alcohol and Other Drug Survey, student suspension data, and police liaison reports, along with anecdotal information from staff and students. The budget summary for the middle school level, interviews, and a focus group were additional resources examined.

Target Population

The study subjects were the entire student population of 6th, 7th, and 8th graders for the school year 1999-2000 in the Rochester Community Schools in Oakland County.

Rochester had a total population of 67,408 in 1996 and has increased in population by 9.1% since 1990. The population characteristics in 1990 were 95.0% White, 1.4% Black, 3.2% Asian, and 1.4% Hispanic. Rochester maintained a 19.1% population of 5 – 17 year olds with a 19.5% one-person household.

In 1990, the public school enrollment was 14,788 and the median household income was \$54,996. In 1990, 14.2% of households had an income of \$100,000 or more, and 2.6% were below the poverty level. The crime rate in Oakland County for 1996 was 4.1% and 342 violent crimes were reported to police.

The total middle school student population for the 1999-2000 school year was 697 at Van Hoosen Middle School. There were: 220 6th graders, 233 7th graders, and 244 8th graders. All students at Van Hoosen were introduced to “Get Real About Violence” lessons through small classroom or small group presentations by a counselor and an administrator or social worker. Peer mediation was available to the entire student population at Van Hoosen, Hart, and West middle schools. Conflict resolution skills were introduced to the student body at West and Van Hoosen middle schools. Surveys, interviews and the focus group were conducted only at Van Hoosen.

CHAPTER V

ANALYSIS OF RESULTS

Survey Results

The “Get Real About Violence” surveys allowed for a content analysis assessing the Van Hoosen Middle School’s needs through its results of the student surveys prior to the program’s presentations. The teacher administered pre-survey in the fall of 1999 helped identify the unique building needs for anti-violence implementation at Van Hoosen (see Appendix G).

In early fall of 1999, 52% of the students in grades 6, 7, and 8 reported feeling “somewhat safe” and 42% reported feeling “very safe”. Twenty percent of the students reported feeling less safe than last year, which may be explained by the heightened awareness of school safety after the Columbine incident. People with weapons worried 24% of students a lot and 16% “some” resulting in a concern by 40% of students of weapons at school, compared to 60% of Van Hoosen students accounting for “not that much” or “very little” concerned. At Van Hoosen, students reported in the fall of 1999 “very little” or “not that much” that gangs (75%), bullies (75%), and people hitting or shoving (68%) were of concern at school. At school, 49% of the students admitted teasing, insulting or rumors worried them a lot or some, 26% worrying of sexual harassment, and 28% worried of students telling other students to stay away from them.

One-third or 34% of students reported a lot or some worry that adults would not help when something mean or violent would occur.

Worries in or away from school for the Van Hoosen students included people with weapons (40% and 44% a lot or some) and students drinking and using other drugs (a lot or some at 37% and 40%). In the last year, 90% of Van Hoosen middle schoolers reported seeing people hitting or shoving someone else. They also reported teasing, insulting and spreading rumors at 87% and 78% reported people bullying. Twenty-four percent of the middle schoolers at Van Hoosen shared that adults around school can't really help someone being teased or bullied. Thirty-six percent of the Van Hoosen middle school students reported that a little violence is okay to accept and 26% agreed it is okay to ignore people being picked on. To protect themselves, 76% of the student population in the fall responded that they would stay away from certain areas to protect themselves from being teased, bullied or beat up. In responding to alternatives to violence, Van Hoosen students reported that they most likely would tell a parent (55% yes) and a friend (54% yes) before they would tell school staff (35% yes). Students responded to the reason for not telling school staff (36%) or a friend (27%) as "I should solve problems like these myself".

After one year's "Get Real About Violence" programming at Van Hoosen Middle School, students participated in the same survey as a post-test in May, 2000 (see Appendix H). Results of "how safe do you feel at school" were very similar to the responses reported in the fall, 1999. Fifty-one percent reported feeling "somewhat safe" and 40% "very safe", a decrease of 3%. Students reported at 23% feeling "less safe" than indicated in the fall (an increase of 3%) yet 3% reported feeling "more safe".

People with weapons worried students “a lot” at 17% (a decrease of 7%) and “some” at 14% (a decrease of 2%) and “very little” increasing 4%. In May, 2000, Van Hoosen middle schoolers reported “not that much” or “very little” worries at school of gangs at 82% (an increase of 7%), bullies at 75% (constant), and people hitting or shoving at 68% (constant). Consistent with the pre-survey with the students is the post-survey response of 35% worrying “a lot or some” that adults would not help when something mean or violent is going on. Response from worries in and away from school rated people with weapons at 31% and 37% (a lot or some) and student drinking and using other drugs at 34% and 37% both indicating a decrease in percentages. Eighty-nine percent of the Van Hoosen students reported people hitting or shoving; 88% reported teasing, insulting, or spreading rumors; and 80% reported seeing people bullying others in the last year. An increase of 6% from the pre-survey of students feel adults around school can’t really help anyone being teased or bullied after a year’s anti-violence programming. Compared to 36% in the fall pre-survey, the spring post-survey reported 43% of the student population agrees it is okay to accept a little violence. To protect themselves, 69% of the students reported staying away from certain areas, a decrease of 7%. The post-survey reported 47% of students reporting to parents, 51% would share with a friend, and 27% with school staff, all decreasing in “yes” responses from the earlier survey results. Additionally, consistent with the fall survey, 39% of students believe they should solve problems like these on their own before telling school staff and 28% before telling a friend.

In contrast to the student surveys, the staff surveys returned offered a different perspective of violence at Van Hoosen Middle School. The fall 1999 pre-survey (see

Appendix I) reported 79% staff as viewing violence either “very serious” or “somewhat serious”. Fifty-seven percent of the staff cited students feeling “very safe” and “somewhat safe” at 43%. At 56%, the staff’s largest concern was that of the destruction of property. The greatest worries that the staff reported for students is that of people teasing, insulting, or spreading rumors at 89% (“some” or “a lot”); bullies at 75% (“some” or “a lot”); and 79% of the staff reported students worried “some” or “a lot” of people hitting or shoving them.

One hundred percent of the staff respondents believed adults at school really care if someone is being teased or bullied and can help, in contrast to the student pre- and post-survey responses. Additionally, in the fall 1999 pre-survey, staff reported students would protect themselves by staying away from certain areas, cutting class or not coming at all, and acting tough. The staff offered several reasons why the students did not report acts of violence. They included fear of being called a tattletale, the prospect of getting into more trouble, and seeking to solve the problem by themselves. All of the staff reported in the fall that if someone physically was being hurt by someone else, they would tell the person to stop, ask students to leave the situation, and get help.

The May, 2000 staff post-survey (see Appendix J) reported a decrease from “very serious” and “somewhat serious” of 36% from the earlier citing of 79% in the fall survey on how serious a problem is violence at school. A decrease of students feeling “very safe” to 25%, and an increase of “somewhat safe” at 71% dropped confidence by 4%. Worrying the Van Hoosen staff in the spring survey was destruction of property, followed by feeling isolated and getting sued. Staff reported worries of the students as people teasing, insulting, or spreading rumors (100%), hitting or shoving (96%), and

bullies (84%). Staff reported they really care if someone is being teased or bullied and that the adults around school can help when teasing or bullying is occurring (100%). Ninety-six percent of the staff reported that students would stay away from certain areas to protect themselves in the post-survey (a difference of 27% from the students' post surveys).

The staff responded positively to a number of items that measured attitudes opposed to violence. Getting called a “tattletale” was viewed by 92% of the staff as to the reason students would not tell someone if they were threatened or hurt. Staff responses in the spring to the question of what they do when they see someone physically hurting someone else were similar to the fall survey responses. Unfortunately, the student responses in May indicated a 35% concern that adults were not helping when something mean or violent was occurring.

Disciplinary Referrals and Rates

The Rochester Community Schools (RCS) provides students with the opportunities and experiences to become responsible, self-controlled citizens. To achieve this goal, RCS has established well defined standards of acceptable behavior to which students are expected to adhere. Violations of school rules and regulations that are harmful to the rights and privileges of others is not tolerated. RCS follows a disciplinary policy based on humanitarian principles recognizing dignity of each student. Its purpose is to allow all students the opportunity to participate in the process of learning in an environment that is reasonable, safe, orderly, and conducive to learning and teaching.

The Code of Conduct in the RCS district, which includes a list of conduct categories (see Table 1), offers guidelines for responsible citizenship and a consistent, systematic approach to violations within the school setting. The disciplinary steps provide the student with a program offering modification of negative behavior.

TABLE 1

Categories in the RCS Code of Conduct

- D1 – Failure to follow approved school/classroom rules
- D2 - Insubordination, disrespect or disregard of verbal instruction by school personnel
- D3 - Open persistent defiance of authority of a staff member
- D4 - Closed campus. Permission necessary to leave school during regular hours
- D5 - Unauthorized entry, trespassing, or loitering
- D6 - Assault—verbal and/or non-verbal threats of physical violence—bullying, harassment, stalking
- D7 - Larceny—petty theft (personal property of \$5 or more)
- D8 - Extortion—blackmail (obtaining money, property or favors as a result of intimidation)
- D9 - Offensive speech/displays (disrupting orderly conduct): indecency, racial, sexual, illegal messages, obscene graphics, video
- D10 - Fighting: Physical bullying, incitement, spontaneous incident, planned-prearranged or gang fighting
- D11 - Possession or use of fireworks, explosives, matches or lighters
- D12 - Possession of drug paraphernalia
- D13 - Sale or supplying of alcohol
- D14 - Delivery or receipt of controlled or alleged controlled substances
- D15 - Possession or use of smoking or smokeless tobacco on school property
- D16 - Negligence (damage to school or personal property)
- D17 - Forgery
- D18 - Bomb Threats
- D19 - False Fire Alarms
- D20 - Possession of Electronic Communication Devices
- D21 - Possession or use of a weapon
- D22 - Other infractions not covered in the above

Administration of disciplinary action and clearly stated, advance knowledge to students, parents and staff members is outlined in a progressive fashion in a Student Handbook, passed out to students in the fall. Once placed on a disciplinary step, (see Table 2) the student shall move to succeeding steps for each subsequent occurrence of misconduct. After 30 days at the middle school level, the student's placement will be reduced one step.

TABLE 2

Step Placement in RCS

- STEP 1: Administrative conference with student
- STEP 2: Student/Parent/Administrator conference
- STEP 3: One day suspension
- STEP 4: Three day suspension
- STEP 5: Five day suspension
- STEP 6: Short-term (10 day) suspension
- STEP 7: Long-term suspension (or recommendation for expulsion)
- STEP 8: Expulsion for possession of dangerous weapons, arson, criminal sexual conduct

Corrective measures for improving inappropriate behaviors by RCS personnel would include counseling by school staff, parent/student/teacher conference, building special services team referral, recommendations for services of outside agencies, and detentions by individual teachers. The types of suspensions in a middle school would include loss of activity privileges, denial of the right to attend a class(es), social probation

(restricted from school building), or short-term (one, three, five, or ten school days) or long-term suspension or expulsion in an excess of ten school days.

The purpose of the Code of Conduct is to help provide an atmosphere conducive to an orderly process of education. When the behavior of individuals conflicts with the educational rights of others, this disciplinary code benefits the school as a whole. At Van Hoosen Middle School, comparison of step placements, the number of students seen, and the number of student placements at each step were previously indicated. The most frequent number of step placement for Van Hoosen was Step 3 (see Table 3), which involves a one-day suspension. The second most frequent step placement for Van Hoosen is Step 1, involving a conference with the student and administration. For the years 1998-99 and 1999-00, step 1 and step 3 placements remained constant, as did steps 4 – 7 with various anti-violence programs in place. Step 2 doubled in number for the year.

TABLE 3

Van Hoosen Discipline Comparison 1998-1999 and 1999-2000

Number of placements at each step

Step	1998-1999	1999-2000
Step 1	24	24
Step 2	5	10
Step 3	36	34
Step 4	5	5
Step 5	2	0
Step 6	0	0
Step 7	0	0

The most frequently violated category for Van Hoosen Middle School for misconduct was D6, Assault/Bullying/Threat in 1998-99 at 36 (see Table 4). In 1999-00 after one year's anti-violence programming, this statistic was reduced to 29 incidents. Another high incident of Code D1, Violation of School Rules, was reduced from 24 occurrences in 1998-99 to 20 in the 1999-2000 school year.

TABLE 4
Van Hoosen Code of Conduct Comparison

Code of Conduct Categories

Code	Description	1998-1999	1999-2000
D1	Violation school rules	24	20
D2	Insubordination	7	5
D3	Open defiance	1	1
D4	Closed Campus	3	0
D5	Unauthorized area	0	3
D6	Assault/Bullying/Threat	36	29
D7	Larceny	7	2
D8	Extortion	0	0
D9	Offensive speech/display	0	0
D10	Fighting	0	0
D11	Matches/lighters	1	1
D12	Drug paraphernalia	0	2
D13	Sale/supply alcohol	1	0
D14	Controlled substances	0	0
D15	Tobacco	1	0
D16	Negligence/prop damage	0	0
D17	Forgery	0	6
D18	Bomb threat	0	0
D19	False fire alarm	0	0
D20	Elec comm devices	0	1
D21	Weapons	0	0

Although the number of placements at each step for Van Hoosen remained fairly constant from 1998-99 and 1999-00, there was a decrease in most behaviors involving interpersonal relations, such as assault/bullying/threat. Van Hoosen did address personal safety issues based on their fall 1999 survey responses and the “Get Real About Violence” components available to present to students. Additional qualitative data and anti-violence programming for Van Hoosen will follow.

Two other middle schools in the Rochester School district utilized similar anti-violence interventions as Van Hoosen and reported comparable results. After implementing various components of peer mediation and conflict resolution, both Hart and West Middle Schools experienced a significant reduction in step placements for the 1999-2000 school year. Disciplinary rates in the categories of fighting, failure to follow school rules, and offensive speech and display were reduced for the two schools. A third middle school in RCS limited its anti-violence programming for the 1999-2000 school year. Reuther Middle School reported more multiple violations, indicating that one student was cited for more than one violation at a particular time, than the other three middle schools. Increases in both step 1 and step 2 placements were reported along with a double increase in step 5 placements for the school year. While fighting increased at Reuther for the 1999-2000 school year, a decrease in the category of assault/bullying/threat was noted.

Van Hoosen Focus Group

Conducted by the Coordinator of Health Curriculum in RCS and the Oakland Schools Intermediate School District's Grant Coordinator, the randomly selected seven 6th, 7th, and 8th graders from Van Hoosen Middle School were asked to respond to seven questions for as long as they wished to speak. Students spoke quite candidly.

#1. How would you define violence?

Responses were numerous and dealt with student statements which included anything making people feel bad, hurting students mentally or physically and making someone feel less confident about themselves. The students shared that violence does not have to involve a crime or shooting and identified that there are different levels of violence such as murder, shootings, pushing others down, video and T.V. violence. Students agreed that indirect things can lead up to more violent acts and responded that rumors are acts of violence because they lower a person's self confidence.

#2. Do you think there is a violence problem at this school?

The Van Hoosen students all agreed that there was a violence problem in their school yet not a bad, physical problem. They stated that the violence involved verbal comments and shoving, jokingly touching, punching, and kicking. Although several students commented that the violent acts were done as a jokingly gesture, they felt that the acts can and do lead to physical aggression, teasing and put-downs.

#3. What is being done to prevent or stop violence at Van Hoosen?

Students reported that counselors have been coming in with presentations, such as tapes, on anti-violence strategies. They all agreed that there are no good ways to solve the violence problem. Since the onset of school shootings across the country, the Van

Hoosen Middle School students each agreed that students should feel comfortable to go to any teacher or counselor to talk. The peer mediation program implemented seems to help the students as does the police liaison coming around through the café and classrooms. The students agreed that the Get Real About Violence tape on a shooting showing the consequences left a positive message for students. All of the focus group students agreed that their school was allowing people to try and talk things out more.

#4. Do you think Health classes help?

The students shared that information regarding addictions is helpful but that they are saturated with too much information about drugs and alcohol. They felt that family relationships as well as nutritional information regarding body, physical and emotional changes of the adolescent are more useful. The exploration of interpersonal relationships involving family and friends was found to be a suitable topic yet shared that more information on depression in kids could prove helpful. The students agreed that a pass/fail grade influenced the students' attitudes of not taking the class seriously.

#5. Do you feel your ideas have changed towards violence?

The students unanimously agreed that the anti-violence presentations in their school have made a difference in their attitude toward violence especially with the violence going on in other schools across the country. They shared the opinion that the teachers and staff were more open to listening to students and that the awareness was heightened among all of the school personnel. Additionally, they felt that students had more opportunities to talk to staff regarding personal issues.

#6. Do you have any ideas that may help to prevent or reduce violence in your school or community?

The 6th, 7th, and 8th graders candidly responded that kids need to make choices for themselves and that knowing the consequences will help influence the students' choices. Several students strongly shared that adolescents need to know it is their decision if they choose to act violent. They all agreed that more staff in the hallways before school, at lunch, and after school was necessary. The Van Hoosen students stated that students need to be able to tell the right people if someone mentions a gun or other serious acts. Somber statements regarding family life of dysfunctional living, alcoholic parents, lack of supervision, or abusiveness were commented on. The students spoke strongly of school personnel paying attention to neglected students.

#7. Are the programs in school working?

The students were split 50/50 on this question. While they reported the programs were effective in addressing the violent acts at school, they also agreed that they were not totally preventing students from violence. They agreed that the health classes stressed too much importance on drugs and health and not enough on violence. The movies or videos they viewed were often outdated and the harassment issues did not focus on verbal harassment, which they cited was the most obvious issue. The students felt that the step system was not a viable prevention measure due to the lack of parental support. Additionally, each of the students agreed the entire student population should go through conflict resolution presentations and practice the skills frequently with school personnel.

The responses given by the Van Hoosen Middle School students in the focus group clearly indicate that the students have been exposed to discussions and presentations addressing attitudes and vulnerability to violence. The students agree that

various anti-violence programs are necessary and should continue to be implemented in their school. However, the students' responses also allude that school personnel should review the content and implementation of various programs utilized in the school district.

Van Hoosen Staff Interviews

In June of 2000, after one year's anti-violence efforts at Van Hoosen Middle School, seven randomly selected staff members were individually interviewed by the researcher on their observations and shared beliefs on the year's programming. All interviews were conducted in a private room and a set of four prepared questions were asked. Questions and responses were:

#1. Are the anti-violence programs implemented this year at Van Hoosen working?

Staff responses predominately agreed that the programs implemented at Van Hoosen were working. Staff reported no physical or organized fighting by students that they have observed in previous years. It appears to the staff that the programming has reinforced non-violent attitudes and have had a positive affect. The staff has sensed a greater comfort level with conflict intervention and student awareness of when to seek help. It appears to the staff that the students have been able to connect with acts of violent behavior and anti-violence presentations when confronted with their inappropriate behaviors. They are more confident that the students have increased knowledge of harassment issues and appear to be able to seek appropriate help or stop the act themselves. The staff agreed the programs should definitely start at the beginning of the school year, two or three weeks after school starts.

#2. What attitudes or behaviors have you observed here at school?

The staff at Van Hoosen reported little physical violence in their building. The most cited behaviors and attitudes of students were those of put downs, kids ganging up on other students, and group acceptance or rejection. Staff shared observations of adolescent awkwardness, lack of self image, and emotional awareness of physical differences.

Physical pushing and fooling around jokingly by both boys and girls were cited by staff as observations seen in the hallways, café, and most noticeably in the gym. Additionally, friendly touching of students of the opposite sex were noted. The staff stated that more students appear to be level headed about solving conflicts. The students seem kinder and there seems to be less shoving, pushing, and fewer fights. Although theft is still a prevalent problem, especially with sums of money, it appears that it is related to disrespect to property rather than to individuals. More step 1 placements and fewer step 2 and 3 placements have reduced the repeated offenders in the school. The staff reported less tension in the classrooms and hallways, yet more suicidal scares leads several staff members to believe that the students are internalizing their anger and frustration rather than taking it out on others.

#3. Do you think there is a violence problem at Van Hoosen?

The staff unanimously agreed that there is no evidence of physical violence in their building such as rising tension, gang fighting, or weapons. Most did agree that the student population were verbally disrespectful, lacked respect for personal property, and showed little tolerance for others outside of their clique of friends. The staff also agreed the violence scale would be ranked at the low end, yet they felt there is room for growth and improvement. Most agreed the level of awareness on violence has been heightened

as many students will seek some assistance in dealing with problems or potential problems. The staff all felt that everyone needs to be aware of what is going on in the school and to look for signs of possible violence. The staff were confident that the students were meeting the expectations of the school and that a “tone” of the school climate was positive.

#4. Do you have any ideas that may help to prevent or reduce violence in this school or community?

Staff overwhelmingly agreed that violent acts that take place in the classrooms or café stem from problems in the hallways. They all agreed that the insufficient lack of hall monitoring allows a spill over to other areas of the building. Several staff members shared the view of low achievement in school and poor self image being associated with unsuccessful relationships and harassment issues. They agreed that a wide use of assessing student abilities engaging them in more success was necessary. All staff felt the need to continue the reinforcement of the Get Real About Violence program, peer mediation, and guest speakers in allowing students to develop coping strategies while travelling through their adolescent years. Several staff members also agreed that the consistent follow through of consequences, and acceptance of responsibility on the students’ part was an integral component in addressing anti-violence programming. Ideally, staff viewed conflict resolution skills, assertive training, stress management, and relationship building as essential curriculum items for a middle school program. They equally felt that staff require sensitivity training for dealing with the students that feel inadequate or exhibit low self-image.

The staff responses from the interviews indicate an apparent agreement that the anti-violence programs implemented at Van Hoosen have positively influenced non-violent, physical behavior. Several staff members, however, shared their concern of students pushing, verbally disrespecting other students, and disregarding personal property. It appears that the level of awareness on violence has not only been heightened by the students, but by the staff as well. Staff monitoring in hall areas was identified as insufficient along with staff interpersonal skills in dealing with adolescents.

Peer Mediation

In the fall of 1999, opportunities were made available for RCS staff to train for peer mediation training for the schools through the Oakland Schools ISD. Three of the four middle schools elected to train selected counselors, teachers, and administrators for this anti-violence strategy. The trained staff members then trained approximately 35 students in each of the three middle schools to become peer mediators. The program was implemented in the second semester of the 1999-2000 school year. Referrals were made from students, teachers, or staff and most often eliminated the need for administrative disciplinary action. Van Hoosen Middle School conducted approximately 35 peer mediations for the second semester January through June, 2000.

Peer mediation may have deterred disciplinary referral or actions at the middle school level based on the number of mediations and reduction of administrative action. “Just as encouraging, school administrators and teachers are reporting that the programs have had a general positive impact on adolescents by improving their attitude, behavior, and even grades. Teachers are afforded more time to teach instead of having to handle

disruptive conduct such as name-calling, intimidation and threats” (Wilburn & Bates, 1997, p. 70).

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Anger and violence in schools are symptoms affecting students and teacher ineffectiveness and alienation at a growing national level. “One way to combat this social malady is to teach children healthy responses to anger and techniques for win-win solutions to problems” (Roper, 1998, p. 364). For the 1999-2000 school year, the four middle schools in Rochester Community Schools have made attempts to implement anti-violence programs which would address violent acts at the middle school level. Various programs, curriculum, and interventions have been presented in each middle school. The year’s efforts have produced some evidence of improvement in disciplinary rates, school climate, and student and teacher attitudes.

In reviewing the disciplinary rates of the four middle schools, there are significant decreases in the areas of assaults, bullying, threats, and fighting. Although a district policy of conduct and infraction citation is documented, it is difficult to expect that each administrative action will follow a prescribed evaluation of each incident. Human characteristics and personal experiences will influence administrative responses in dealing with disciplinary action and procedural steps. However, these statistics will allow some measure of effectiveness in evaluating anti-violence programming. It is apparent from the data collected that disciplinary rates, for the most part, were reduced.

At Van Hoosen, the pre- and post- student and staff surveys directed efforts in the individual building as to what needs were evident towards effective programming. The survey results geared the presenters of the “Get Real About Violence” curriculum towards a path to follow in addressing the most obvious gaps in the school’s safety concerns. As reported in the surveys, the staff and student responses identified the vulnerability to violence, the worries associated at school, the contributors to violence, and the alternatives available to violence prevention. Students defined peer involvement as a necessary component in anti-violence prevention programming.

The comments and responses from the focus group and staff interviews enhanced the realization of measures that need to be reinforced and those that are missing in a strategic plan. The interviews and focus group conducted at Van Hoosen Middle School provided additional evidence of what would be useful at the middle school level with their various supplemental interventions. Ideally, all four middle schools would benefit in presenting “Get Real About Violence” curriculum as an additional anti-violence component.

Peer mediation and conflict resolution strategies were implemented in three of the four middle schools and appeared to influence conduct associated with interpersonal relationships such as assaults and fighting at those three buildings. Nadel et al. (1996) suggests that community fragmentation and low levels of social support from the school or community may contribute to various levels of violence. The community of Rochester maintains an active role with its schools. As a stipulation of continued support of grant money from the “Safe and Drug-Free Schools and Communities Act”, it is necessary for the community and school personnel to continue evaluative procedures in their efforts to

implement effective yet efficient delivery of anti-violence programming. Although Webster (1993) reports a study of four schools that found no significant differences in post test scores on knowledge, attitude or acceptance of violence, he asserts disparities in instruction, differences in receptivity among students, or poor program implementation occurred. Improvements should be made annually as a result of the reported evaluation measures required under the grant's application procedure. Peer mediation and conflict resolution would provide social support within the middle school buildings with yearly program implementation.

For consistent programming, RCS should implement the same major anti-violence program components in each middle school. This would include a peer mediation program, presentations from the "Get Real About Violence" curriculum, and an updated health curriculum to include conflict resolution skills with practice sessions. Homeroom activities could incorporate character building and decision-making skills on a daily basis. Rather than isolate the anti-violence presentations to students through support staff interventions on a six week basis, the entire staff should be continuously involved with sensitivity training and interpersonal relationship building with students throughout the school day's curriculum. Additionally, staff should be trained to identify social diversity among cultures and be physically present in hallways and alert in classrooms to identify potential problems. Staff development that integrates violence related issues and positive role modeling is essential in staff supervision in hallways, café, and classrooms.

"Teachers are in a unique position to gather information on children, and they can engage in proactive strategies to safely manage crisis situations and can benefit from skills that help them keep problems from escalating into crisis" (Callahan, 1998, p. 226). Police

liaison officers should take on a more prominent role in the middle schools in disseminating anti-violent expectations and consequences associated with poor choices and decision-making. Astor, Meyre, and Behre (1999) suggest that territories of hallways, dining areas, and parking lots when adults were not typically present were explained as to why the violence in the “unowned” areas were common.

As an evaluative process, it is recommended that RCS maintains consistent anti-violence programming in all four middle schools to include “Get Real About Violence” curriculum, peer mediation, conflict resolution skills, and various homeroom activities, along with supported supplementary programming including guest speakers, police liaison involvement, Project Adventure and student honor recognitions. Health curriculum in the 7th grade should address current student issues such as depression and interpersonal skills.

This case study of one year’s anti-violence programming used data generated by interviews and data drawn from surveys, a focus group and reports of disciplinary suspension rates. The study initiated the first steps in gaining a sense of anti-violence programming at the middle school level for RCS. Further evaluation could encompass comparisons from different school districts in the consortium using multiple measures after various anti-violence programming is implemented. In evaluating a violence prevention program to assess and improve its effectiveness, RCS should consider a long study, possibly two or three years of evaluation, after all middle schools have begun consistent, core program implementation. Besides the Code of Conduct disciplinary rates, surveys, interviews, and focus groups, each building should maintain additional means to evaluate and investigate effective anti-violence programs at all middle school

buildings. Honor roll percentages, attendance statistics, and parent surveys are all possible additional evaluative measures.

Answering the main research question of this study regarding disciplinary referrals and suspensions being reduced as a result of anti-violence programming, is difficult to answer. The effectiveness of anti-violence programs is a multi-faceted investigation and requires multiple resources. All four middle schools in RCS implemented various strategies. It appears that Van Hoosen staff, who produced the most measures, had positively improved suspensions and disciplinary rate referrals. It also appears that the safety of students and staff and the school climate improved at Van Hoosen based on the responses given through the surveys, interviews, and focus group.

Different prevention needs require the use of different interventions. No one program attempt will address the developmental needs of a unique middle school building. It will require an appropriate, long term, comprehensive intervention assisted by an advisory council including parents, teachers, administrators, and community representatives. Staff development is necessary to ensure the school climate is improved, and student concerns are addressed. Investigative efforts are encouraged to aggressively seek identification of new, research-based programs suitable for addressing anti-violent behaviors at the middle school level. No single program will effectively impact student involvement in reducing violent behaviors at the middle school level. A comprehensive effort on the part of the staff, administration, parents, community, students and financial commitments from grant funding will promote the reduction of violence in schools. In today's environment, security challenges can arise anywhere. Agron (1999) proposes

detection of early warning signs in student behavior, characteristics prevalent to a safe school, and enhancements to physical security.

We must admit that we do not have all the answers about what works in preventing school violence. “As we put these ideas into place in the community, we must carefully evaluate their effectiveness and continually adapt our strategy to incorporate what we learn. Above all, we must keep in focus the true mission: to help our children” (Edelman & Satcher, 1993, p. 124). The curriculum and programming should not exclude political or philosophical considerations but should additionally include valid and reliable data. It is suggested by Webster (1993) that “while plenty of resources are being devoted to delivering adolescent conflict resolution programs, no one has been willing to invest in long-term evaluations that will tell us whether those resources are being well spent” (p. 137). Educators must continue on-going evaluation involving the impact of anti-violence programs as an investment for our children.

Rochester Community Schools

Disciplinary Suspensions 1994-1999

	1994-5	%	1995-6	%	1996-7	%	1997-8	%	1998-9	%
Student Enrollment	12,458		12,632		12,810		12,774		12,883	
D1 Failure to follow school rules	96	0.77%	69	0.55%	94	0.73%	151	1.18%	179	1.39%
D2 Insubordination, disrespect, disregard of verbal instructions	105	0.84%	105	0.83%	142	1.11%	189	1.48%	108	0.84%
D3 Open persistent defiance of a staff member	29	0.23%	31	0.25%	23	0.18%	36	0.28%	51	0.40%
D4 Closed campus	208	1.67%	159	1.26%	179	1.40%	175	1.37%	220	1.71%
D5 Unauthorized entry, trespassing, loitering	41	0.33%	32	0.25%	36	0.28%	32	0.25%	41	0.32%
D6 Assault (verbal or physical, stalking, harassment, bullying)	25	0.20%	24	0.19%	31	0.24%	57	0.45%	71	0.55%
D7 Petty theft or larceny	37	0.30%	42	0.33%	33	0.26%	37	0.29%	51	0.40%
D8 Extortion, blackmail	1	0.01%	2	0.02%	0	0.00%	1	0.01%	2	0.02%
D9 Improper language, offensive speech, ethnic slurs, sexual harassment, illegal messages, obscene printed materials	171	1.37%	120	0.95%	92	0.73%	202	1.58%	136	1.08%
D10 Fighting (incitement, planned, spontaneous, gang-related)	193	1.55%	175	1.39%	181	1.41%	262	2.05%	227	1.76%
D11 Possession of a lighter, matches, fireworks, explosives	26	0.21%	23	0.18%	14	0.11%	25	0.20%	13	0.10%
D12 Consumption, possession, or under influence of alcoholic beverages, drugs, inhalants	3	0.02%	5	0.04%	17	0.13%	34	0.27%	22	0.17%
D13 Sale or supplying of alcohol	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	0.02%
D14 Delivery of a controlled substance	3	0.02%	2	0.02%	3	0.02%	5	0.04%	8	0.06%
D15 Possession or use of smoking or smokeless tobacco	33	0.26%	43	0.34%	50	0.39%	98	0.77%	91	0.71%
D16 Negligence, malicious mischief, electronic tampering	31	0.25%	21	0.17%	28	0.22%	35	0.27%	22	0.17%
D17 Forgery	51	0.41%	47	0.37%	8	0.06%	60	0.47%	73	0.57%
D18 Bomb threats	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
D19 False fire alarms	1	0.01%	0	0.00%	1	0.01%	2	0.02%	1	0.01%
D20 Electronic communication devices	1	0.01%	10	0.08%	3	0.02%	1	0.01%	3	0.02%
D21 Possession of a weapon	3	0.02%	9	0.07%	0	0.00%	16	0.13%	11	0.09%
D22 Infraction of school rules not covered by the above	1	0.01%	44	0.35%	2	0.02%	41	0.32%	14	0.11%

1999-2000 SAFE & DRUG-FREE SCHOOLS LOGIC MODEL
Principles of Effectiveness
District/School: Rochester Community Schools

ASSUMPTIONS (Principle I: Needs)	RESOURCES (Principle III: Research-based)	ACTIVITIES (Principle III: Research-based)	SHORT-TERM GOALS (Principle II: Measurable Goals)	LONG-TERM IMPACT (Principle IV: Evaluation)
<i>What principles are understood to be guiding this program?</i>	<i>What are the basics needed to accomplish our goals?</i>	<i>What do we have to do to insure our goals will be met?</i>	<i>What can we accomplish in one year?</i>	<i>What is your broad vision for the future?</i>
A. The number of students involved in violent incidences has increased by .5% over the last four years. This number should be reduced.	I. Financial support from the district and SDFSCA funding	R. Continue to support and expand current prevention programs.	CC. Decrease ATOD-related suspensions by 5%.	III. Reduce the number of ATOD and violence-related suspensions
B. The number of students involved in the use and possession of tobacco, alcohol, or other drugs has increased by .4% over the last four years. This number should be reduced.	J. Philosophical support of school staff, community, board of education, and administrators	S. Expand "Get Real About Violence" program model at all middle schools.	DD. Decrease violence-related suspensions by 5%.	II. Safe and drug free schools
C. Students may lack the skills necessary to make healthy choices and resolve conflicts peacefully.	K. Time to plan, implement and evaluate	T. Coordinate and implement "Skill Wise" program into "Health 'n Me!" curriculum.	EE. Decrease acceptance of student to student violence in school.	JJ. Improve overall school climate
D. Learning personal and interpersonal skills should lead to a healthier and safer school environment.	L. Materials to implement program	U. Support conflict resolution, problem-solving and team building through adventure education.	FF. Decrease acceptance of ATOD use among minors.	KK. Improve ability of students to resolve conflict peacefully
E. Teacher and staff training in methods to resolve conflicts peacefully should lead to a safer school environment.	M. Time to train staff, administrators and community members	V. Continue peer mediation and conflict resolution training at the high schools and expand to the middle schools.	GG. Evaluate program effectiveness.	LL. Improve communication and collaboration among schools, parents and the community
F. Student and staff education, consistent enforcement of policies, parent and community education should reduce ATOD use among students.	N. SAP coordinator to plan, implement, research, communicate, coordinate, and evaluate programs	W. Enhance fifth, sixth and ninth grade staff training and parent orientation with additional ATOD and violence prevention information.		MM. Increase student involvement in safe and drug free activities
G. Collaborative efforts between the school, parents, and the community will strengthen efforts to create a healthy and safe environment.	O. Support from PTA/PTO groups	X. Implement Violence Prevention Plan.		NN. Increase student involvement in school/community mentorships
H. Programs that are evaluated are generally more effective.	P. Support from the Rochester/Avondale Community Coalition	Y. Support SAP activities.		OO. Consistent and fair enforcement of policies
	Q. Resources to evaluate program	Z. Consolidate and coordinate Prevention Teams from all levels.		PP. Change school and community mores and attitudes toward substance use and violent acts
		AA. Distribute prevention information through school newsletters.		QQ. Consistent program evaluation
		BB. Develop and implement an evaluation plan.		

Rochester Community Schools**Part 9B. Budget Summary Detail****1999-2000 Safe and Drug Free Schools and Communities Grant**

Function Code	Function or Program Name	Salaries & Benefits	Purchased Services	Supplies & Materials	Other Expenses	Total
110	Instruction – Basic Program					
	Elementary <i>Skillwise</i> program materials			2500		2500
	Elementary <i>Project Adventure</i> materials			3880		3880
	Middle School <i>Get Real About Violence</i> materials			1500		1500
	Middle School <i>Skills for Adolescence</i> materials			1556		1556
	Peer Mediation training for students		1500			1500
	Subtotal 110					10,936
220	Instructional Staff Services					
	Elementary staff training for <i>Skillwise</i> 20 teachers @ 66.00 per day + benefits	1620				1620
	Middle school staff training for <i>Get Real About Violence</i> and <i>Skills/Adolescence</i> 24 teachers @ 66./day + benefits	1944				1944
	High School Student Assistance Facilitators .6 FTE + benefits	37,000				37,000
	After school prevention club sponsors 6 sponsors for Winner's Circle, PRIDE and SADD	5100				5100
	SDFSCA Coordinator Expenses travel, lodging, conferences, coordinator meetings, registration				1200	1200
	Subtotal 220					46,864
280	Central Support Services: Costs for program evaluation, needs assessment, surveys					
	Evaluation training materials and misc. services		500	500		1000
	Subtotal 280					1000
310	Community Services					
	Advisory Council meeting materials			794		794
	Subtotal 310					794
370	Non Public School Pupils					
	Acadia: ATOD program materials			229		229
	Brookfield ATOD/violence program materials			734		734
	Holy Family training registration and program materials		800	1758		2558
	St John training registration and program materials		1000	2117		3117
	Subtotal 370					6638
	Subtotal of all costs	45,664	3800	15,568	1200	66,232

Safe and Drug Free Schools and Communities Act Evaluation Workshop

0 Assumptions	1 Resources	2 Activities	3 Goals	4 Long Term Impact
1. Increased use of substances amongst younger students.	7. Dedicated and committed staff	14. American Pride 15. Club Pride	32. Non public students and staff will participate in ATOD and Violence prevention programs	38. SDFS programs are continually updated and improved
2. Increased tension with increased number of students.	8. Community involvement: Rochester Community Coalition.	16. Police Liaisons Program	33. Increase level of ATOD prevention activities K-12 by 30%	39. Peer (student) can mediate his or her own conflicts
3. Peer mentoring, and mediation should reduce incidents of problems.	9. SDFS coordinator committed to zero tolerance.	17. Choices Program 18. Concerned Persons 19. Recovery Group	34. Increase violence free prevention programs by 30%	40. Increase cohesiveness between schools, parents, and community
4. A greater increase of parental and community involvement would decrease incidence of violence and substance use.	10. Financial support from SDFS's	20. Collaborate with schools to develop, and implement evaluation plan	35. Increase parental and community education in regards to ATOD and Violence prevention	41. Eliminate substance use among minors
5. As students gain life skills they will better be able to cope with peer pressure and gain self esteem.	11. Strong support from PTA/PTO	21. SAP Roundtables: K-5, 6-8, and 9-12	36. Peer mentoring and mediation program K-12	42. Eradicate violent behaviors within RCS
6. Educating staff, students and community on issues of harassment should reduce number of violent act committed	12. Growing Healthy (health curriculum) 13. Films, books, and materials readily available.	22. Community Coalition meetings 23. Peer mediation 24. Peer mentoring 25. Skill Wise 26. SADD 27. Giraffe Program 28. Growing Healthy 29. Quest 30. Winners Circle 31. Trainings and in-services	37. Increase staff and Core Team knowledge of ATOD and violence prevention	

Part Six

PRINCIPLES OF EFFECTIVENESS

Appendix E

A. PRINCIPLE I: Conducting A Needs Assessment (Refer to Guidance on the opposite pages)

"A grant recipient shall base its program on a thorough assessment of objective data about the drug and violence problems in the schools and communities served."

- ☐ Summarize the findings of your comprehensive assessment of the drug and violence problems among students in your district/school and community.

The Rochester Community Schools employs several sources of data to assess the drug and violence problems among our students. First, the Michigan Alcohol and Other Drug Survey is administered every three years. Student suspension data is compiled and evaluated on an annual basis. School Police Liaison reports are analyzed. Finally, anecdotal information is assembled from staff and students. Initial analysis of the alcohol and drug survey reveals that student use of alcohol has decreased, but cigarette use has remained consistent over the last eight years with more incidences in schools. Marijuana use has increased slightly, and inhalant use has decreased. Although, our statistics fluctuate and show a slight rise in use; Rochester's levels of use continue to report below the state and county levels. Analysis of the district's suspension data reveals that the greatest increase in suspensions has been in the areas of violence-related incidences in the schools. This is especially significant at the middle school level. Tobacco suspensions have risen significantly over the last two years, but alcohol related suspensions have decreased. The rise in suspension rate may, in many instances, be due to the zero tolerance policy in our schools. Anecdotal information obtained through health classes and the high-school student assistance program recognizes that violence related incidences appear to be increasing and are a problem among some groups of students. Students do, however, feel safe in school. Consumption and use of alcohol and tobacco do not appear to be a significant problem in the school, but do remain a prevalent problem among teens.

Currently, programs are established K-7 within the comprehensive health curriculum to address the knowledge level of students regarding alcohol, tobacco, and other drugs. Decision making, anger management, and peer mediation skills are included in the K-6 curriculum but include only two or three lessons. The seventh grade health curriculum focuses on personal and interpersonal skills especially in the areas of decision making and refusal skills. These skills, however, do not appear to be carried with the students throughout the school day. The high school programs address issues on several levels. The student assistance program holds educational support groups for the prevention, intervention and support of ATOD related issues. Peer mediation programs and peer resistance programs are present to address violence issues but need to be strengthened. The health decisions class presents information on the knowledge level, but needs to add skill models to reinforce knowledge acquisition.

PEER MEDIATION

MEDIATION: A quick, fair way to resolve conflict between disputants. Mediator does not take sides, but helps disputants who want assistance come to an agreement. A peer mediator should go through peer mediation training for 16-20 hours.

1. Introduction--Purpose & Ground Rules

- Mediator introduces self and says the purpose of mediation is to help disputants come up with solution they both accept

• **GROUND RULES:**

1. Disputants agree to mediate and try to solve the problem
2. Be honest (tell the truth)
3. Be calm and show respect. (No fighting, arguing, interrupting, or name calling)
4. Keep it confidential (Don't gossip & share stories from mediation with other students)
5. Mediator remains neutral (doesn't take sides)
6. Use active listening (each paraphrases what other says)
7. End mediation and get adult authority to help if rules are violated.

2. Both sides tell feelings and their side of the story.

- Mediator asks disputants to listen without interrupting and to paraphrase each other's feelings and stories
- Mediator summarizes both sides and looks for common interests

3. Goals and Common Interests are Established

- Mediator reviews what both people want and makes lists
- Disputants and mediator look at lists and find common interests
- Mediator points out again that the purpose is to find a solution, not to decide who is to blame

4. Brainstorm Solution Options

- Mediator asks each person for ideas for solutions. List at least 3 options.

5. Agreement on Solution

- Mediator has disputants choose solution they both like best
- Mediator fills out written contract or agreement for both disputants to sign
- Disputants shake hands and do what they agree to do. Mediator checks back later to see how solution is working.

**Rochester Community Schools
Van Hoosen Middle School
Violence Prevention Survey for Students Grades 6-9
N=660**

We'd like to ask you some questions about violence in your lives and around our school. We want to know where the problems are so we can better address them. Please think about how these questions apply to *you*, and answer them as truthfully as you can. *Be sure to follow the instructions for each question.*

Vulnerability to Violence		Not Safe At All	Not That Safe	Somewhat Safe	Very Safe
1.	How safe do you feel at school?	2%	4%	52%	42%
2.	How safe do you think <i>other</i> students feel at school?	2%	4%	67%	28%
		Less Safe	About the Same	More Safe	
3.	Are you feeling less safe, about the same, or more safe than you were feeling last year?	20%	59%	21%	
Which of the following worries you at school?		A lot	Some	Not That Much	Very Little
4.	People with weapons like guns or knives.	24%	16%	19%	41%
5.	People hitting or shoving me.	9%	23%	34%	34%
6.	Gangs.	11%	14%	23%	52%
7.	Bullies.	8%	18%	30%	45%
8.	People teasing, insulting, or spreading rumors about me.	20%	29%	28%	23%
9.	People sexually harassing me.	16%	10%	13%	60%
10.	Students telling other students to stay away from me.	13%	15%	25%	47%
11.	Students drinking and using other drugs.	18%	19%	24%	40%
12.	Adults not helping when something mean or violent is going on.	17%	17%	21%	45%
Which of the following worries you <i>away from</i> school?					
13.	People with weapons like guns or knives.	26%	18%	23%	33%
14.	People hitting or shoving me.	8%	17%	25%	50%
15.	Gangs.	16%	18%	23%	43%
16.	Bullies.	8%	16%	24%	52%
17.	People teasing, insulting, or spreading rumors about me.	12%	16%	24%	48%
18.	People sexually harassing me.	17%	11%	18%	54%
19.	Students telling other students to stay away from me.	10%	13%	19%	59%
20.	Students drinking and using other drugs.	18%	22%	22%	38%
21.	Adults not helping when something mean or violent is going on.	16%	15%	23%	46%

In the last year, which of the following have you seen—in or away from school?

	Yes	No			
22. People with weapons like guns or knives.	31%	69%			
23. People hitting or shoving someone.	90%	10%			
24. Gang-related activity.	26%	74%			
25. People bullying someone.	78%	22%			
26. People teasing, insulting, or spreading rumors about someone.	87%	13%			
27. People sexually harassing someone.	30%	70%			
28. Students telling other students to stay away from someone.	58%	42%			
29. Students drinking and using other drugs.	44%	56%			
30. Adults not helping when something mean or violent is going on.	34%	66%			
	More Than 10 Times	Three to Ten Times	One to Two Times	Zero Times	
31. In the last month, how many times did you get physically or sexually harassed by kids your age?	5%	7%	17%	71%	
32. In the last month, how many times did you get into a physical fight with kids your age?	3%	5%	17%	75%	
33. In the last month, how many times did someone threaten you with a weapon like a gun or a knife?	3%	2%	6%	90%	
	At School	Away From School			
34. Did most of these incidents happen at school, or did most of them happen away from school?	47%	53%			
	Yes	No			
35. Has an adult ever hit or shoved you?	13%	87%			
36. Has an adult at school ever teased, insulted, or spread rumors about you?	20%	80%			
	Less Safe	About the Same	More Safe		
37. In the next year, do you think you'll feel less safe, about the same, or more safe than you're feeling this year?	26%	56%	18%		

Contributors to Violence

How do you feel about what your school is doing to prevent violence?

	Agree	Disagree
38. Adults at school don't really care if someone is being teased or bullied.	12%	88%
39. There's no list of rules anywhere at school that says what the penalties are for teasing or bullying.	13%	87%
40. Adults around school can't really help anyone who's being teased or bullied.	24%	77%

How do your friends feel about violence? Do you think your friends would agree or disagree with each of these statements?

	Agree	Disagree
41. Teasing and bullying are no big deal.	30%	70%
42. Watching fights is a lot of fun.	33%	67%
43. Being in fights is a lot of fun.	12%	88%
44. It's okay for people to slap around boyfriends or girlfriends if they need to keep them in line.	11%	89%
45. It's okay for people to encourage their friends to fight if they've been insulted.	18%	83%
46. Walking away from a fight, whether or not you think you'd win, is a sign of weakness.	22%	78%
47. People who win fights deserve a lot of respect.	17%	83%
48. Whatever the reason for a fight, it usually solves a problem.	13%	87%
49. It's okay to accept a little violence.	36%	64%
50. It's okay to ignore people who are being picked on.	26%	74%

Sometimes people aren't even aware of how they feel. Do you yourself agree or disagree with each of these statements?

51. Teasing and bullying are no big deal.	21%	79%
52. Watching fights is a lot of fun.	23%	77%
53. Being in fights is a lot of fun.	11%	89%
54. It's okay for people to slap around boyfriends or girlfriends if they need to keep them in line.	8%	92%
55. It's okay for people to encourage their friends to fight if they've been insulted.	13%	87%
56. Walking away from a fight, whether or not you think you'd win, is a sign of weakness.	14%	86%
57. People who win fights deserve a lot of respect.	11%	89%
58. Whatever the reason for a fight, it usually solves a problem.	11%	89%
59. It's okay to accept a little violence.	29%	72%
60. It's okay to ignore people who are being picked on.	18%	82%

Which of the following do you think you would do to protect yourself from being teased, bullied, or beat up at school?

	Yes	No
61. Carry a gun or a knife.	4%	96%
62. Cut class, or not come to school at all.	11%	89%
63. Stay away from certain areas.	76%	24%
64. Act tough.	38%	62%
65. Stay around adults a lot.	41%	59%
66. Stay by myself.	12%	88%

Alternatives to violence

If you were threatened by someone or actually hurt by someone, would you tell any of the following people about it?

	No	Maybe	Yes
67. Your parents.	19%	26%	55%
68. Your teacher, principal or other school staff.	26%	39%	35%
69. Your friend.	21%	25%	54%
70. Someone else.	38%	42%	20%

What would be the reason for *not* telling one of the school staff that you were being threatened or hurt?

	Yes	No
71. I wouldn't get any help.	18%	82%
72. I'd get called a tattletale.	34%	66%
73. I'd get into more trouble.	31%	70%
74. I'm not used to asking for help.	30%	70%
75. I should solve problems like these myself.	36%	64%

What would be the reason for *not* telling one of your friends that you were being threatened or hurt?

	Yes	No
76. I wouldn't get any help.	23%	77%
77. I'd get called a tattletale.	17%	83%
78. I'd get into more trouble.	12%	88%
79. I'm not used to asking for help.	20%	80%
80. I should solve problems like these myself.	27%	73%

When you see someone physically hurting someone else, what do you usually do?

81. Tell the person to stop.	72%	29%
82. Try to talk the person out of hurting the other person.	62%	38%
83. Tell an adult.	66%	34%
84. Tell a friend.	72%	28%

	Male	Female		
85. I am:	51%	49%		
	in 6th Grade	in 7th Grade	in 8th Grade	in 9th Grade
86. I am:	32%	33%	35%	< 30%

**Rochester Community Schools
Van Hoosen Middle School
Violence Prevention Survey for Students Grades 6-9—Spring
N=660**

We'd like to ask you some questions about violence in your lives and around our school. We want to know where the problems are so we can better address them. Please think about how these questions apply to *you*, and answer them as truthfully as you can. *Be sure to follow the instructions for each question.*

Vulnerability to Violence		Not Safe At All	Not That Safe	Somewhat Safe	Very Safe
1.	How safe do you feel at school?	3%	6%	51%	40%
2.	How safe do you think <i>other</i> students feel at school?	2%	8%	67%	24%
		Less Safe	About the Same	More Safe	
3.	Are you feeling less safe, about the same, or more safe than you were feeling last year?	23%	53%	24%	
Which of the following worries you at school?		A lot	Some	Not That Much	Very Little
4.	People with weapons like guns or knives.	17%	14%	24%	45%
5.	People hitting or shoving me.	9%	23%	33%	35%
6.	Gangs.	6%	12%	24%	58%
7.	Bullies.	6%	19%	30%	45%
8.	People teasing, insulting, or spreading rumors about me.	21%	29%	29%	21%
9.	People sexually harassing me.	12%	11%	17%	60%
10.	Students telling other students to stay away from me.	10%	16%	25%	49%
11.	Students drinking and using other drugs.	15%	19%	26%	40%
12.	Adults not helping when something mean or violent is going on.	16%	19%	24%	42%
Which of the following worries you <i>away from</i> school?					
13.	People with weapons like guns or knives.	20%	17%	25%	39%
14.	People hitting or shoving me.	6%	16%	28%	50%
15.	Gangs.	10%	15%	26%	49%
16.	Bullies.	5%	11%	26%	57%
17.	People teasing, insulting, or spreading rumors about me.	9%	15%	26%	50%
18.	People sexually harassing me.	12%	11%	20%	58%
19.	Students telling other students to stay away from me.	7%	12%	20%	61%
20.	Students drinking and using other drugs.	16%	21%	25%	39%
21.	Adults not helping when something mean or violent is going on.	11%	16%	28%	46%

In the last year, which of the following have you seen—in or away from school?

	Yes	No
22. People with weapons like guns or knives.	34%	67%
23. People hitting or shoving someone.	89%	11%
24. Gang-related activity.	28%	72%
25. People bullying someone.	80%	20%
26. People teasing, insulting, or spreading rumors about someone.	88%	12%
27. People sexually harassing someone.	33%	67%
28. Students telling other students to stay away from someone.	57%	43%
29. Students drinking and using other drugs.	54%	47%
30. Adults not helping when something mean or violent is going on.	44%	56%

	More Than 10 Times	Three to Ten Times	One to Two Times	Zero Times
31. In the last month, how many times did you get physically or sexually harassed by kids your age?	7%	8%	19%	66%
32. In the last month, how many times did you get into a physical fight with kids your age?	4%	7%	19%	70%
33. In the last month, how many times did someone threaten you with a weapon like a gun or a knife?	2%	3%	7%	89%

	At School	Away From School
34. Did most of these incidents happen at school, or did most of them happen away from school?	53%	47%

	Yes	No
35. Has an adult ever hit or shoved you?	18%	82%
36. Has an adult at school ever teased, insulted, or spread rumors about you?	29%	71%

	Less Safe	About the Same	More Safe
37. In the next year, do you think you'll feel less safe, about the same, or more safe than you're feeling this year?	24%	58%	18%

Contributors to Violence

How do you feel about what your school is doing to prevent violence?

	Agree	Disagree
38. Adults at school don't really care if someone is being teased or bullied.	27%	74%
39. There's no list of rules anywhere at school that says what the penalties are for teasing or bullying.	22%	78%
40. Adults around school can't really help anyone who's being teased or bullied.	30%	70%

How do your friends feel about violence? Do you think your friends would agree or disagree with each of these statements?

	Agree	Disagree
41. Teasing and bullying are no big deal.	35%	65%
42. Watching fights is a lot of fun.	34%	67%
43. Being in fights is a lot of fun.	17%	83%
44. It's okay for people to slap around boyfriends or girlfriends if they need to keep them in line.	16%	85%
45. It's okay for people to encourage their friends to fight if they've been insulted.	25%	75%
46. Walking away from a fight, whether or not you think you'd win, is a sign of weakness.	26%	75%
47. People who win fights deserve a lot of respect.	20%	81%
48. Whatever the reason for a fight, it usually solves a problem.	18%	82%
49. It's okay to accept a little violence.	43%	57%
50. It's okay to ignore people who are being picked on.	28%	72%

Sometimes people aren't even aware of how they feel. Do you yourself agree or disagree with each of these statements?

51. Teasing and bullying are no big deal.	25%	75%
52. Watching fights is a lot of fun.	26%	74%
53. Being in fights is a lot of fun.	15%	85%
54. It's okay for people to slap around boyfriends or girlfriends if they need to keep them in line.	10%	90%
55. It's okay for people to encourage their friends to fight if they've been insulted.	17%	83%
56. Walking away from a fight, whether or not you think you'd win, is a sign of weakness.	17%	83%
57. People who win fights deserve a lot of respect.	16%	84%
58. Whatever the reason for a fight, it usually solves a problem.	14%	86%
59. It's okay to accept a little violence.	35%	66%
60. It's okay to ignore people who are being picked on.	15%	85%

Which of the following do you think you would do to protect yourself from being teased, bullied, or beat up at school?

	Yes	No
61. Carry a gun or a knife.	6%	94%
62. Cut class, or not come to school at all.	19%	81%
63. Stay away from certain areas.	69%	31%
64. Act tough.	36%	64%
65. Stay around adults a lot.	33%	67%
66. Stay by myself.	15%	86%

Alternatives to violence

If you were threatened by someone or actually hurt by someone, would you tell any of the following people about it?

	No	Maybe	Yes
67. Your parents.	23%	31%	47%
68. Your teacher, principal or other school staff.	31%	42%	27%
69. Your friend.	23%	26%	51%
70. Someone else.	36%	46%	18%

What would be the reason for *not* telling one of the school staff that you were being threatened or hurt?

	Yes	No
71. I wouldn't get any help.	27%	73%
72. I'd get called a tattletale.	39%	61%
73. I'd get into more trouble.	41%	60%
74. I'm not used to asking for help.	32%	68%
75. I should solve problems like these myself.	39%	61%

What would be the reason for *not* telling one of your friends that you were being threatened or hurt?

	Yes	No
76. I wouldn't get any help.	24%	76%
77. I'd get called a tattletale.	17%	83%
78. I'd get into more trouble.	13%	87%
79. I'm not used to asking for help.	20%	80%
80. I should solve problems like these myself.	28%	73%

When you see someone physically hurting someone else, what do you usually do?

81. Tell the person to stop.	68%	32%
82. Try to talk the person out of hurting the other person.	62%	38%
83. Tell an adult.	52%	48%
84. Tell a friend.	70%	30%

	Male	Female		
85. I am:	52%	48%		
	in 6th Grade	in 7th Grade	in 8th Grade	in 9th Grade
86. I am:	35%	31%	34%	1%

11/04/1999

**Rochester Community Schools
Van Hoosen Middle School
Violence Prevention Survey for Staff
N=30**

We'd like to ask you some questions about violence in your lives. We want to know where the problems are so we can better address them. Please think about how these questions apply to you, and answer them as truthfully as you can. *Be sure to follow the instructions for each question.*

Vulnerability to Violence	Very Serious	Somewhat Serious	Not that serious	Not serious at all
1. How serious a problem is violence at school?	29%	50%	29%	7%
	Not Safe At All	Not That Safe	Somewhat Safe	Very Safe
2. How safe do you think students feel at school?	0%	0%	43%	57%
	Less Safe	About the Same	More Safe	
3. Are you feeling less safe, about the same, or more safe than you were feeling last year?	15%	70%	15%	
4. Do you think students are feeling less safe, about the same, or more safe than they were feeling last year?	7%	82%	11%	

Which of the following worries you at school?	Very Little	Not That Much	Some	A lot
5. Feeling isolated.	59%	15%	26%	0%
6. Getting sued.	64%	14%	21%	0%
7. Being fired or reprimanded.	85%	7%	7%	0%
8. Being sexually harassed.	96%	4%	0%	0%
9. Being charged with sexual harassment.	85%	4%	11%	0%
10. Destruction of property.	30%	15%	56%	0%

Which of the following do you think worries students at school?

11. People with weapons like guns or knives.	46%	21%	25%	7%
12. People hitting or shoving them.	4%	18%	43%	36%
13. Gangs.	54%	32%	11%	4%
14. Bullies.	7%	18%	57%	18%
15. People teasing, insulting, or spreading rumors about them.	4%	7%	32%	57%
16. People sexually harassing them.	29%	32%	39%	0%
17. Students telling other students to stay away from them.	7%	29%	50%	14%
18. Students drinking and using other drugs.	14%	36%	39%	11%
19. Adults not helping when something mean or violent is going on.	29%	39%	25%	7%

In the last year, which of the following have you seen—in or away from school?

	Yes	No
20. People with weapons like guns or knives.	4%	96%
21. People hitting or shoving someone.	82%	18%
22. Gang-related activity.	7%	93%
23. People bullying someone.	86%	14%
24. People teasing, insulting, or spreading rumors about someone.	96%	4%
25. People sexually harassing someone.	43%	57%
26. Students telling other students to stay away from someone.	43%	57%
27. Students drinking and using other drugs.	29%	71%
28. Adults not helping when something mean or violent is going on.	18%	82%
29. Staff threatening or hurting students.	7%	93%
30. Students threatening or hurting staff.	21%	79%
31. Staff threatening or hurting other staff.	11%	89%

Have you ever been threatened or hurt by any of the following at school?

32. Students.	18%	82%
33. Outsiders.	4%	96%
34. Gangs.	4%	96%
35. People with weapons.	0%	100%
36. Relatives of students.	14%	86%
37. Other staff.	7%	93%

Which of the following describe how you feel about the school environment in regard to people doing mean and violent things.

38. Fearful.	15%	85%
39. Nervous.	26%	74%
40. Unfocused.	15%	85%
41. Angry.	26%	74%
42. Unsupported.	7%	93%
43. Aggressive.	11%	89%
44. Passive.	7%	93%

	Less Safe	About the Same	More Safe
45. In the next year, do you think you'll feel less safe, about the same, or more safe than you're feeling this year?	4%	96%	0%
46. In the next year, do you think students will feel less safe, about the same, or more safe than they're feeling this year?	4%	86%	11%

Contributors to Violence

	A lot	Some	Not that Much	Very Little
47. Sometimes students get different messages about violence from their parents than they do at school. How much has this been a problem for you?	0%	25%	32%	43%

How do you feel about what your school is doing to prevent violence?

Mark whether you agree or disagree.

	Agree	Disagree
48. Adults at school don't really care if someone is being teased or bullied.	0%	100%
49. There's not list of rules anywhere at school that says what the penalties are for teasing or bullying.	21%	79%
50. Adults around school can't really help anyone who's being teased or bullied.	0%	100%

Sometimes people aren't even aware of how they feel. Mark whether you agree or disagree.

51. Teasing and bullying are no big deal.	0%	100%
52. Watching fights is a lot of fun.	4%	96%
53. Being in fights is a lot of fun.	4%	96%
54. It's okay for people to slap around boyfriends or girlfriends if they need to keep them in line.	0%	100%
55. It's okay for people to encourage their friends to fight if they've been insulted.	4%	96%
56. Walking away from a fight, whether or not you think you'd win, is a sign of weakness.	4%	96%
57. People who win fights deserve a lot of respect.	4%	96%
58. Whatever the reason for a fight, it usually solves a problem.	0%	100%
59. It's okay to accept a little violence.	7%	93%
60. Trying to help a student who's being teased or bullied often just gets the student into more trouble.	21%	79%
61. I can't do much myself to reduce violence.	0%	100%
62. It's not my job to help every student who's being picked on.	4%	96%
63. It's not my business to confront teachers who are being mean or violent.	7%	93%
64. What goes on outside my classroom isn't my problem.	7%	93%
65. School adults don't need students' help to make the school safer and more supportive.	0%	100%
66. I don't feel comfortable asking for help or support.	7%	93%

Which of the following do you think students would do to protect themselves from being teased, bullied, or beat up at school?

67. Carry a gun or a knife.	43%	57%
68. Cut class, or not come to school at all.	89%	11%
69. Stay away from certain areas.	100%	0%
70. Act tough.	89%	11%
71. Stay around adults a lot.	82%	14%
72. Stay by themselves.	64%	32%

If students were threatened by someone or actually hurt by someone, which of the following people do you think they would tell about it?

	Yes	No	Maybe
73. Their parents.	25%	43%	32%
74. Their teacher, principal or other school staff.	21%	61%	18%
75. Their friend.	36%	4%	61%
76. Someone else.	25%	64%	11%

What do you think students would say would be the reason for not telling someone they were being threatened or hurt?

	Yes	No
77. They wouldn't get any help.	39%	61%
78. They'd get called tattletales.	89%	11%
79. They'd get into more trouble.	71%	29%
80. They're not used to asking for help.	46%	54%
81. They should solve problems like these themselves.	54%	46%

When you see someone physically hurting someone else, what do you usually do?

82. Tell the person to stop.	100%	0%
83. Try to talk the person out of hurting the other person.	75%	25%
84. Let the students sort it out for themselves.	11%	89%
85. Physically break up the situation.	71%	29%
86. Ask other students to leave the situation.	100%	0%
87. Support the student who was the victim.	86%	14%
88. Get help.	100%	0%

	Male	Female			
89. I am:	22%	78%			
	K-3	4-6	7-9	All	Other
	Grade	Grade	Grade	Grades	
90. I am most involved with students:	0%	11%	74%	7%	7%

**Rochester Community Schools
Van Hoosen Middle School
Violence Prevention Survey for Staff—Spring
N=27**

We'd like to ask you some questions about violence in your lives. We want to know where the problems are so we can better address them. Please think about how these questions apply to you, and answer them as truthfully as you can. *Be sure to follow the instructions for each question.*

Vulnerability to Violence	Very Serious	Somewhat Serious	Not that serious	Not serious at all
1. How serious a problem is violence at school?	0%	36%	52%	12%
	Not Safe At All	Not That Safe	Somewhat Safe	Very Safe
2. How safe do you think students feel at school?	0%	4%	71%	25%
	Less Safe	About the Same	More Safe	
3. Are you feeling less safe, about the same, or more safe than you were feeling last year?	8%	84%	8%	
4. Do you think students are feeling less safe, about the same, or more safe than they were feeling last year?	20%	76%	4%	

Which of the following worries you at school?	Very Little	Not That Much	Some	A lot
5. Feeling isolated.	56%	16%	28%	0%
6. Getting sued.	44%	28%	28%	0%
7. Being fired or reprimanded.	68%	28%	4%	0%
8. Being sexually harassed.	84%	16%	0%	0%
9. Being charged with sexual harassment.	84%	8%	4%	4%
10. Destruction of property.	24%	28%	28%	20%

Which of the following do you think worries students at school?

11. People with weapons like guns or knives.	24%	40%	36%	0%
12. People hitting or shoving them.	0%	4%	60%	36%
13. Gangs.	40%	44%	12%	4%
14. Bullies.	0%	16%	56%	28%
15. People teasing, insulting, or spreading rumors about them.	0%	0%	36%	64%
16. People sexually harassing them.	29%	29%	33%	8%
17. Students telling other students to stay away from them.	8%	28%	40%	24%
18. Students drinking and using other drugs.	12%	40%	40%	8%
19. Adults not helping when something mean or violent is going on.	20%	20%	52%	8%

In the last year, which of the following have you seen—in or away from school?

	Yes	No
20. People with weapons like guns or knives.	8%	92%
21. People hitting or shoving someone.	92%	8%
22. Gang-related activity.	4%	96%
23. People bullying someone.	84%	16%
24. People teasing, insulting, or spreading rumors about someone.	96%	4%
25. People sexually harassing someone.	36%	64%
26. Students telling other students to stay away from someone.	60%	40%
27. Students drinking and using other drugs.	40%	60%
28. Adults not helping when something mean or violent is going on.	24%	76%
29. Staff threatening or hurting students.	12%	88%
30. Students threatening or hurting staff.	12%	88%
31. Staff threatening or hurting other staff.	0%	100%

Have you ever been threatened or hurt by any of the following at school?

32. Students.	12%	88%
33. Outsiders.	4%	96%
34. Gangs.	0%	100%
35. People with weapons.	0%	100%
36. Relatives of students.	8%	92%
37. Other staff.	12%	88%

Which of the following describe how you feel about the school environment in regard to people doing mean and violent things.

38. Fearful.	12%	88%
39. Nervous.	32%	68%
40. Unfocused.	12%	88%
41. Angry.	40%	60%
42. Unsupported.	12%	88%
43. Aggressive.	12%	88%
44. Passive.	12%	88%

	Less Safe	About the Same	More Safe
45. In the next year, do you think you'll feel less safe, about the same, or more safe than you're feeling this year?	8%	88%	4%
46. In the next year, do you think students will feel less safe, about the same, or more safe than they're feeling this year?	8%	88%	4%

Contributors to Violence

	A lot	Some	Not that Much	Very Little
47. Sometimes students get different messages about violence from their parents than they do at school. How much has this been a problem for you?	8%	32%	28%	32%

**How do you feel about what your school is doing to prevent violence?
Mark whether you agree or disagree.**

	Agree	Disagree
48. Adults at school don't really care if someone is being teased or bullied.	0%	100%
49. There's not list of rules anywhere at school that says what the penalties are for teasing or bullying.	12%	88%
50. Adults around school can't really help anyone who's being teased or bullied.	0%	100%

Sometimes people aren't even aware of how they feel. Mark whether you agree or disagree.

51. Teasing and bullying are no big deal.	4%	96%
52. Watching fights is a lot of fun.	12%	88%
53. Being in fights is a lot of fun.	0%	100%
54. It's okay for people to slap around boyfriends or girlfriends if they need to keep them in line.	0%	100%
55. It's okay for people to encourage their friends to fight if they've been insulted.	0%	100%
56. Walking away from a fight, whether or not you think you'd win, is a sign of weakness.	0%	100%
57. People who win fights deserve a lot of respect.	0%	100%
58. Whatever the reason for a fight, it usually solves a problem.	0%	100%
59. It's okay to accept a little violence.	4%	96%
60. Trying to help a student who's being teased or bullied often just gets the student into more trouble.	16%	84%
61. I can't do much myself to reduce violence.	16%	84%
62. It's not my job to help every student who's being picked on.	4%	96%
63. It's not my business to confront teachers who are being mean or violent.	8%	92%
64. What goes on outside my classroom isn't my problem.	0%	100%
65. School adults don't need students' help to make the school safer and more supportive.	0%	100%
66. I don't feel comfortable asking for help or support.	4%	96%

Which of the following do you think students would do to protect themselves from being teased, bullied, or beat up at school?

67. Carry a gun or a knife.	32%	68%
68. Cut class, or not come to school at all.	84%	16%
69. Stay away from certain areas.	96%	4%
70. Act tough.	88%	12%
71. Stay around adults a lot.	84%	16%
72. Stay by themselves.	84%	16%

If students were threatened by someone or actually hurt by someone, which of the following people do you think they would tell about it?

	Yes	No	Maybe
73. Their parents.	52%	12%	36%
74. Their teacher, principal or other school staff.	36%	12%	52%
75. Their friend.	72%	24%	4%
76. Someone else.	28%	28%	44%

What do you think students would say would be the reason for not telling someone they were being threatened or hurt?

	Yes	No
77. They wouldn't get any help.	68%	32%
78. They'd get called tattletales.	92%	8%
79. They'd get into more trouble.	76%	24%
80. They're not used to asking for help.	52%	48%
81. They should solve problems like these themselves.	68%	32%

When you see someone physically hurting someone else, what do you usually do?

82. Tell the person to stop.	100%	0%
83. Try to talk the person out of hurting the other person.	76%	24%
84. Let the students sort it out for themselves.	8%	92%
85. Physically break up the situation.	80%	20%
86. Ask other students to leave the situation.	100%	0%
87. Support the student who was the victim.	88%	12%
88. Get help.	96%	4%

89. I am:		Male 12%	Female 84%		
	K-3 Grade	4-6 Grade	7-9 Grade	All Grades	Other
90. I am most involved with students:	0%	29%	50%	13%	8%

Definition of Terms

Conflict Resolution: A step by step approach to reducing physical and verbal aggression and enhancing positive social interaction through problem-solving, voicing points of view, and mutually accepted solutions.

Effective Research-Based Programs: Activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or descriptive behavior identified in the needs assessment.

Gun Free Schools: A policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school. Exception may allow the chief administrative officer to modify expulsion on a case-by-case basis.

Needs Assessment: A thorough assessment of objective, concrete data about the drug and violence problems in the schools and communities served.

Peer Mediation: Students are trained as peer mediators to resolve conflicts that have occurred between two fellow students. This is valuable in reducing the potential for heightened violence and improving school climate.

Principles of Effectiveness: A circular process beginning with the needs assessment, where each step builds on the results from the prior step, using that information to develop plans for implementing the next step. After assessing needs, deciding on goals, and implementing a program, a fourth principle requires districts to

determine how successful their activities have been at meeting goals to be used as part of an improvement process.

School Safety and Violence-Free School Plan: A 2-4 page school district violence prevention plan developed with the cooperation of local law enforcement, the prosecutor's office, juvenile court, students, and parents.

Title IV Advisory Council: A local council made up of representatives from stakeholder groups such as local government agencies, business, parents, students, teachers, pupil services personnel, state agencies, community-based organizations, law enforcement, medical professionals and other interest groups. The advisory council must disseminate information about drug and violence prevention programs, advise the applicant (school districts) on how to best coordinate SDFSCA funded activities, and review the program evaluation plan.

Weapon: A firearm as defined in section 921 of Title 18, United States Code.

Zero Tolerance: A tough disciplinary policy resulting from the 1980's state and federal drug enforcements that punishes all offenses severely, no matter how minor, to include immediate suspension or expulsion.

REFERENCES

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