

# Checklist

# 2



School-Based <sup>©</sup>

# Guide

## Prepared By:

Justin Doan  
Stephen Roggenbaum  
Katherine J. Lazear  
Amanda LeBlanc



Department of Child & Family Studies

**Suggested Citation:** Doan, J., Roggenbaum, S., Lazear, K.J., & LaBlanc, A. (2012). *Youth suicide prevention school-based guide—Checklist 2: School climate*. Tampa, FL: University of South Florida, College of Behavioral and Community Sciences, Louis de la Parte Florida Mental Health Institute, Department of Child & Family Studies (FMHI Series Publication #219-2-rev 2012).

This publication is also available on-line as an Adobe Acrobat PDF file: <http://theguide.fmhi.usf.edu>

# School Climate

## Checklist 2

This checklist provides administrators and educators with an efficient inventory of what empirical research and best practice suggests as important considerations when evaluating the status of a school's climate as it may relate to and influence adolescent suicidal behavior. This checklist can be used to quickly evaluate what services and policies your school already has in place (indicated by a "yes") or what services and policies your school may be lacking that may need to be implemented or revised (indicated by a "no"). This checklist corresponds to Issue Brief 2, which provides a more in depth and detailed discussion concerning school climate as it relates to and influences adolescent suicidal behavior. The intent of the Issue Brief is to provide research-based and best-practice suggestions for how a school may wish to address the issue of school climate as it relates to adolescent suicidal behavior. The intention of the Issue Brief is not to provide definitive declarations for what schools should do because each school will vary in their ability to implement and maintain suggestions mentioned in the Issue Brief.

- | Yes                      | No                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Does your school provide extracurricular opportunities for students such as after school clubs, activities, and student organization meetings?               |
| <input type="checkbox"/> | <input type="checkbox"/> | If Yes, are these clubs/activities open and advertised to all students, regardless of academic achievement or disciplinary issues?                           |
| <input type="checkbox"/> | <input type="checkbox"/> | Are youth involved in decisions related to school issues that impact them?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your school discuss safety issues openly?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your school provide clean and safe school buildings and grounds?  |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your school ensure high academic standards?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your school provide regular meetings in which staff and faculty are given the opportunity to discuss students who may be displaying worrisome behavior? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your school have established policies that define harassment, bullying, and cyber-bullying?   |
| <input type="checkbox"/> | <input type="checkbox"/> | Does your school provide curricula to students focusing on harassment, bullying, tolerance, and problem-solving skills?                                      |

— continued next page

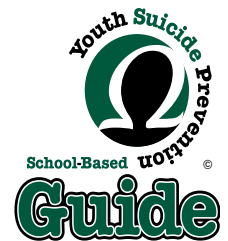
# Checklist 2 continued

**Yes    No**

- Are there meaningful school-related roles available to all students?
- Does your school have a system in place to refer students suspected of abuse/neglect?
- Does your school have established link to the community for assessment and referral of students in crisis?
- Does your school provide training to staff to help them recognize harassment, bullying, and warning signs of students who don't feel safe?
- Are there policies that state explicitly how to deal with a student who bullies and/or harasses other students?
- Does your school treat students equally and enforce disciplinary, harassment, and civil right's policies consistently?
- Are there specific safety procedures in place to support the personal safety of students, faculty, and staff?
- Does your school provide adequate supervision to students in spaces and times when bullying is likely to occur (recess, when on computers, in between classes, etc.)?
- Is there a specific procedure in place regarding how to properly break up a bullying situation?
- Does your school conduct regular safety and hazard assessments?
- Does your school ensure that the school environment, including buses and bathrooms, is free from weapons?
- Does your school stress to staff the importance of a positive relationship with students and how such a relationship can prevent dangerous situations from occurring?
- Does your school treat all students with respect, care, and support?

**Permission to Copy** all or portions of this publication is granted as long as this publication, the Department of Child & Family Studies, Louis de la Parte Florida Mental Health Institute, College of Behavioral & Community Sciences, and the University of South Florida are acknowledged as the source in any reproduction, quotation or use.

© 2012, Department of Child & Family Studies, Louis de la Parte Florida Mental Health Institute, USF College of Behavioral & Community Sciences.



### Prepared by

Justin Doan  
Stephen Roggenbaum  
Katherine J. Lazear  
Amanda LeBlanc

### Developed by

The Department of Child & Family Studies, Louis de la Parte Florida Mental Health Institute in the College of Behavioral and Community Sciences at the University of South Florida. Originally funded by the Institute for Child Health Policy at Nova Southeastern University through a Florida Drug Free Communities Program Award.

### Design & Page Layout by

Dawn Khalil

Contact: Stephen Roggenbaum  
roggenba@usf.edu  
813-974-6149 (voice)



Events, activities, programs and facilities of the University of South Florida are available to all without regard to race, color, marital status, gender, sexual orientation, religion, national origin, disability, age, Vietnam or disabled veteran status as provided by law and in accordance with the university's respect for personal dignity.