



## Interest Survey NC Peaceful Schools Project

The questions below are designed to assist groups who are interested in instituting the Peaceful Schools-NC (PS-NC) program in their schools. Your responses are essential in identifying the challenges you face and the strengths upon which you will build a school that is free of violence and the fear of emotional and physical intimidation.

*This is a pre-visit information form. Based on this information, the PS-NC committee may send a consultant to your school for a 2-hour evaluation in order to help determine whether or not your school community is prepared to take the next step in the process of introducing the PS-NC initiative.*

Please use a separate sheet of paper for longer answers noting applicable number.

1. Identify a local team that is already committed to this project. Please list their names and roles within the school community.

<i>Example: Susie Smith (1<sup>st</sup> Grade Teacher)</i>	

2. Describe the issues in your school environment which most concern your group. *Example: talking back to teachers, gossip, teasing behaviors, playground conflicts, violent outbursts, etc.*

3. What do you see as the key obstacles to resolving the issues identified? *Example: class size, teacher:student ratio, etc.*

4. Do you see your project beginning with a single classroom, a core group of teachers or as a school-wide effort?

5. Who else needs to be a part of your planning team? *Example: community leaders, guidance counselors, school board, etc.*

6. NCPF will work with your group to implement this program in your school community. While NCPF is actively seeking private funding, it is ultimately the responsibility of each school to secure its own funding for this project. What resources are currently available to your school or school district? What strategies do you imagine using in order to generate funding (monetary and in-kind) towards the program? *Example: Title IV money, PTA, copy services, administration time, food for training, etc.*