



School Self-Assessment Checklist

Personal-Family-Social Development

What is My School Doing to Foster Personal, Family and Social Development (PFSD)?

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This checklist has been prepared to assist schools in assessing and planning their efforts to promote the healthy social development of their students. Thanks to the Population Health Fund of Health Canada for the support for this resource.

I. Identifying Your PFSD Goals and Activities

1. What are the PFSD goals for your classroom, school, or district that will help students become knowledgeable, responsible, and caring as well as connected and involved in their families, schools and communities?

Within the Individual

- character, values, ethics
- critical thinking, judgment, assessment of consequences
- self-esteem, sense of self-worth, life goals
- morals, spirituality, religion
- social skills, empathy, emotional intelligence and competencies
- problem solving, mediation, dispute resolution skills

Interactions with others, society and the environment

- respect for others, diversity and human rights
- family life, intergenerational connections, personal heritage
- ability to form and maintain healthy relationships
- support for gender equity
- participation in school life, connections to educators
- connections to adults, community and civic participation
- consumer awareness, skills, economic literacy
- global awareness and citizenship
- environmental awareness and citizenship
- respect for rules, rights and responsibilities, legal literacy

Other goals?



School Self-Assessment Checklist

Personal-Family-Social Development

2. Understanding the current status of student, educator, parental and community perceptions, attitudes/beliefs, practices, trends, challenges and opportunities

Collect, review and summarize the available evidence (anecdotal or statistical), records, student marks, surveys, choices of electives, incidents, interviews, conferences and other sources that can inform you and your colleagues about the PFSD of your students and the factors within your school and community that may be influencing your students.

If you wish to conduct an assessment or survey of your school, please see the list of assessment and planning tools available through our web site at:

www.safehealthyschools.org/personal_family_social_development.htm

3. Building an Inventory of Current Activities, Programs, School and Community Resources and Assessing their Potential for improvement

Develop a written list of activities going on in your classrooms, school, school district and community that support PFSD. Think broadly when considering what to include on the list. For more information on each of these approaches go to our web pages noted above.

Local Agency Programs

| Agency | PFSD Related Programs | Current or Potential Link to School |
|-----------------------------|-----------------------|-------------------------------------|
| Social Service Agencies | | |
| Police Services | | |
| Employment Agencies | | |
| Youth Serving Agencies | | |
| Public Health Agencies | | |
| Municipal Services | | |
| Recreation Services | | |
| Seniors Agencies | | |
| Immigrant Services Agencies | | |
| Family Service Agencies | | |
| Other Agencies | | |



School Self-Assessment Checklist

Personal-Family-Social Development

Community Programs

| Organization | PFSD Related Programs | Current or Potential Link to School |
|---|-----------------------|-------------------------------------|
| Voluntary Social Agencies | | |
| Youth Clubs, Organizations | | |
| Voluntary Health Organizations | | |
| Local Business Groups | | |
| Local Community Service Groups | | |
| Local Parent Organizations (non school) | | |
| Local Business/Employers | | |
| Other Voluntary Groups | | |

School District, Teacher Association and Parent Associations

List any programs, positions or individuals that could be helpful to your school in promoting PFSD.

| SD Organizations | Current Support for PFSD | Could be made better by: |
|---|--------------------------|--------------------------|
| School Board Policies | | |
| School District Programs/Consultants/Services | | |
| Individual School District Trustees or Senior Staff | | |
| District Parent Organization | | |
| District Teacher Association | | |
| District Principals Association | | |
| School Parents Organization | | |
| School Parent Volunteers | | |
| Other school Affiliated Groups or Individuals | | |



School Self-Assessment Checklist

Personal-Family-Social Development

Whole School Programs and Activities

Review the following “whole school” programs to see which of them are being used or could be used better in your school

| Type/Focus of Program | Currently Being Used | Could be made better by: |
|--|----------------------|--------------------------|
| Overall School Climate (Safe, Caring, Respectful) | | |
| Positive Discipline and Effective Behaviour Support | | |
| Anti-bullying | | |
| Anti-Racism/Multiculturalism | | |
| Gender Equity/ Sexual Harassment | | |
| Character Education | | |
| Social Skills/Life Skills | | |
| Environmental Citizenship | | |
| Global Awareness | | |
| Moral/Religious | | |
| Special Needs | | |
| Other whole school Programs | | |

Instructional Strategies and Programs

Assess the extent to which these classroom strategies are being employed in your school.

| Strategy/Program | Currently being Used/Offered | Could be made better by: |
|--|------------------------------|--------------------------|
| Appropriate teaching methods (Cooperative learning, multiple intelligences, classroom management etc) | | |
| Planned, sustained teacher development | | |
| Require all students to take Personal Development Program (incl. Comprehensive health education) | | |



School Self-Assessment Checklist

Personal-Family-Social Development

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| Emphasize ethics in career education, business education | | |
| Emphasize civic participation in social studies | | |
| Emphasize fair play in PE, intra-mural and interschool sports | | |
| Require all students to take family studies, home economics program | | |
| Maximize PFSD opportunities in reading, literature, language arts and creative writing | | |
| Maximize PFSD opportunities in art, music, dance | | |
| Offer ethics, philosophy and sociology electives, units | | |
| Offer or require moral, spiritual or religious education | | |
| Offer basic legal education, instruction in rights and responsibilities | | |
| Offer basic economic education, consumer education | | |
| Maximize PFSD opportunities within technical and vocational programs | | |
| Maximize PFSD opportunities in other instructional programs | | |

Social Support Strategies and Programs

Assess the extent to which these social support strategies and programs are being employed in your school.

| Strategy/Program | Currently being Used/Offered | Could be made better by: |
|---|------------------------------|--------------------------|
| Maximize participation in extra-curricular activities | | |



School Self-Assessment Checklist

Personal-Family-Social Development

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| Cooperation with community-based after school and day care programs | | |
| Emphasize fair play, ethics in intramural & school sports | | |
| Offer student leadership programs to all types of students | | |
| Require and encourage community service learning | | |
| Offer and support peer helper programs, including “friendship” and “buddy” programs | | |
| Offer and support in-school mentoring by staff or older students | | |
| Offer and support mentoring by community and parent volunteers | | |
| Offer and use home-based activities that are connected to classroom and school activities (e.g. take home learning activities, student agendas that require parent signatures/involvement etc) | | |
| Offer regular parent information, educational and social activities at the school | | |
| Other social support activities | | |

Support Services

Assess the extent to which these health, social and other support services and strategies are being employed in your school.

| Strategy/Program | Currently being Used/Offered | Could be made better by: |
|---|------------------------------|--------------------------|
| Ongoing information and education to staff about early identification and referrals | | |



School Self-Assessment Checklist

Personal-Family-Social Development

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| Ongoing information, referrals and support to parents for early identification, crisis intervention and rehabilitation | | |
| Ongoing publicity to students about available services and trusted sources of information and help | | |
| Ongoing work/advocacy with other agencies and professionals to make services youth friendly and accessible | | |
| Comprehensive guidance and counselling programs that address student personal needs and influence school environment | | |
| Ongoing cooperation with pastoral, youth crisis and other support programs | | |

Physical Environment of the School

Assess the extent to which the physical and organizational aspects of the school are being employed in your school to promote PFSD. .

| Strategy | Currently being Used/Offered | Could be made better by: |
|--|------------------------------|--------------------------|
| Changes to school organization such as schools within schools, homerooms, recess, timetabling, friendly drop in centre etc | | |
| Changes to school facilities and grounds to encourage positive social interactions (eg sound, lighting, daylight, green grounds etc) | | |



School Self-Assessment Checklist

Personal-Family-Social Development

3. Making PFSD part of your school mission, school improvement plans (Policy and Leadership)

Has your school included PFSD as one of its priorities in its mission, goals or school improvement plans? If not, how could this be improved?

Does your school district have PFSD as one of its priorities or included in its definition of educational philosophy? If not, how could this be improved?

Does your school principal actively support PFSD in your school? If not, how could this be improved?

Does your school parent committee actively support PFSD in your school? If not, how could this be improved?

Does your school staff committee actively support PFSD in your school? If not, how could this be improved?

Does your school district senior staff actively support PFSD? If not, how could this be improved?

Is there a person or staff team assigned within your school to coordinate and report on the implementation of PFSD programs? (Could be vice-principal, guidance counsellor, health teachers etc)

In what ways are your PFSD efforts coordinated within the curriculum, across grades, and throughout schools?

4. Hearing Student Voice in Decision-making

Does your school regularly consult students in anonymous surveys? If not, how could this be improved

Does your school actively recruit non-traditional student leaders to serve on Student Council and to organize, lead student activities and programs? If not how could this be improved?

Do your school encourage teachers to actively engage students through their teaching methods and classroom practices? If not, how could this be improved?

How are students, parents and teachers involved in designing, planning, and implementing PFSD programming? Describe the process used to select specific activities

5. Basing Decisions and Programs on Research Evidence

On what behavioural theories and research evidence are your PFSD activities based? In other words, why are you engaging in them? Have you gathered the relevant research evidence?

For more information on the research evidence supporting PFSD, visit the research links on our web site at www.safehealthyschools.org/personal_family_social_development/research.htm.



School Self-Assessment Checklist

Personal-Family-Social Development

6. Introducing and Sustaining PFSD programs

What is your school's planning process for selecting programs and activities? How will your PFSD activities be fitted within that process? What barriers can you anticipate and how will you address them?

How will new PFSD initiatives be coordinated with related programs and services that are currently under way?

How well are staff, parents, the central office, and the community informed of new PFSD initiatives? Are there specific people that you need to reach before plans or discussions are announced?

What are the specific concerns that staff, parents and students will likely have about PFSD programs and activities? How will you address them in your discussions, consultations and plans?

To what extent are resources readily available to conduct PFSD activities? Which PFSD activities will require additional funds or human resources and where will they come from?

Can you identify the people on staff that are most likely to approve of PFSD programs and be willing to participate immediately? Can you engage them immediately in the process?

Can you identify the people on staff that are most likely to resist PFSD programs and activities? If so, can you find ways from them to be left alone initially so that they can come on board at their own speed?

What specific actions are you, your school, or your district taking to foster the long-term success and positive impact of PFSD programs?

7. Evaluating PFSD Program Efforts

In what ways will you evaluate your PFSD efforts to ensure that you are on the right track (Formative evaluation and feedback)?

What evidence (records, timelines, milestones) do you have or can you keep that indicates that you are making progress toward reaching your intended levels of activity and duration (Process evaluation)?

How do you evaluate the program's effects on children, staff, parents, and the community (Summative evaluation)?

Can you use or conduct a survey to create some data to know where you are at before you begin (baseline data)?

Can you locate comparative data to give you an indication of what is achievable with the various PFSD activities and programs (Benchmark data)?

Can you develop your objectives to be specific about the levels of activity and nature of accomplishments you want to achieve (Evidence-based outcomes)?