

APPENDIX F

Staff Needs Assessment Questions

1. How significant are the following concerns:
 - a. How significant is the concern of cyberbullying for your students?
 - b. Is cyberbullying occurring when students are using school computers?
 - c. Is cyberbullying occurring when students are using cell phones or other digital devices while at school?
 - d. Are students posting material online that denigrates or puts down school staff members?
 - e. Are students posting material online that appears to threaten violence?
 - f. Are students posting material online that appears to threaten or suggest the possibility of an act of self-harm, such as suicide?
 - g. Are students participating in online hate groups?
 - h. Are students participating in online gang activity?
 - i. Are students able to bypass the district's Internet filter to get to sites that have been blocked by the filter, including sites where they can communicate with other students or post information online?
2. How effective is the district's Internet use policy:
 - a. Does the district's Internet use policy adequately address concerns of cyberbullying using the district Internet system?
 - b. Is the Internet use policy clearly linked to the disciplinary code?

From *Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Aggression, Threats, and Distress*, by N.E. Willard, © 2007, Champaign, IL: Research Press (800-519-2707; www.researchpress.com).

- c. Are students aware that bypassing the filter is unacceptable?
 - d. Are students aware that the district's search and seizure standards apply to Internet use?
 - e. Is the policy readable?
 - f. Are issues related to appropriate Internet use addressed in other educational ways?
3. How effective is the district's cell phone and personal digital devices policy:
- a. Does the district's cell phone policy adequately address concerns of cyberbullying by students using cell phones or other devices on campus?
 - b. Does the policy also cover personal digital devices that may be used by students in class?
 - c. Does the cell phone policy limit use of the cell phone during school hours?
 - d. Is the policy clearly linked to the disciplinary code?
 - e. Are students aware that the district's search and seizure standards apply to cell phones or other digital devices, including the ability to review messages if there is a reasonable suspicion of inappropriate activity?
 - f. Is the policy readable?
 - g. Are issues related to the appropriate use of cell phones and other digital devices addressed in other educational ways?
4. How effectively does the district's current Internet use management approach promote the effective educational use of the Internet?
- a. Are teachers prepared to use Internet technologies for effective instructional activities?
 - b. Are teachers supervising student Internet use effectively?
 - c. Do current technical protection measures limit noneducational use?
 - d. Can current practices and technical protection measures detect instances of inappropriate use?
 - e. Can individual student use be tracked effectively?

- f. Can teachers and librarians rapidly override the filter to access inappropriately blocked sites? (If they can't, this will be an argument used by students for why they have to bypass the filter.)
 - g. Is the district's filter blocking online material in a manner that is discriminatory and therefore could provide additional basis for cyberbullying or bullying?
5. How effective is district response to online concerns:
- a. How inclined do students appear to be to report online concerns?
 - b. What factors might be encouraging or discouraging student reporting?
 - c. How well prepared are school leaders to respond to student reports of online concerns?
 - d. What factors might be reducing or enhancing the effectiveness of a school response (for example, legal, technical, parents)?