

# School Policy, Program Development, & Evaluation

Spring 2026 SOWK 587 Week 14

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# Plan for Week 14

## In-Class Agenda

Students' view of school policy

Needs assessment process

School intervention assessment and plan

Course evaluation

## In-Class Learning Objectives

Identify students' understanding and engagement with the school policy over the semester.

Describe the basic steps needed to complete a needs assessment.

Understand the content of the final paper

Provide meaningful feedback on this course.

# School Policies and Program Development

- Alcohol and Drug Awareness and Occurrence
- Suicide Prevention
- Truancy and School Failure Prevention
- Violence Prevention Approaches
- Bullying
- Child and Sexual Abuse
- Peer Mediation and Conflict Resolution
- Domestic and Partner Violence Prevention
- Adolescents Pregnancy
- Assertiveness
- Special Education Program Development

(Jarolmen & Bautista, 2023)

## **Small Group Discussion**

What policies or practices related to these issues have you observed at your practicum?

Where do you see gaps or opportunities for improvement in how your placement addresses this issue?

# School-Related Problem Fact Sheets & Social Policy Macro Issue

**Policy Landscape:** What existing policy(ies) did you analyze?

**Equity & Access:** Did you find any unintentional harm or gaps in protection?

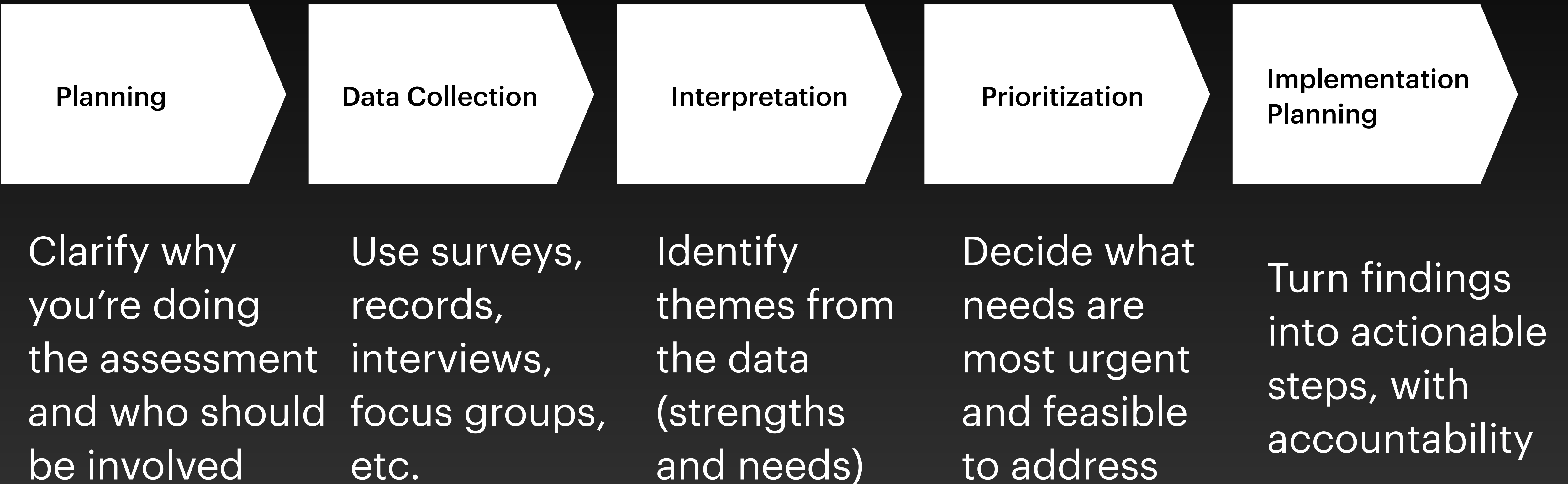
**Theory in Practice:** Which social policy theory did you apply and did it change how you think about policy and advocacy?

**Needs assessments can be very helpful in eliciting the support of the administration for many of these policies and programs ... to use this information to reinforce your case for the need in your school.**

(Jarolmen & Bautista, 2023 p. 259)

# School-Based Planning Policy Planning

## Steps in a Need Assessment



# SPRC 2021

## Tribal Suicide Prevention Needs Assessment: Aggregate Technical Report



[http://www.sprc.org/library\\_resources/sprc](http://www.sprc.org/library_resources/sprc)

Review the results, and discuss how you interpret the information.



# Data Collection

<b>Data Category</b>	<b>Examples to Review</b>
<b>Demographics</b>	Student ethnicity, gender, special programs, staff diversity
<b>Student Achievement</b>	Academic growth, disaggregated by subgroups
<b>Climate &amp; Culture</b>	Vision/mission alignment, feelings of safety, respect, belonging
<b>Family/Community Engagement</b>	Involvement in activities, communication responsiveness, partnership networks
<b>Staff Quality/Retention</b>	Qualifications, diversity, support systems, PD effectiveness
<b>Curriculum &amp; Instruction</b>	Equity audits, cultural relevance of materials, alignment with best practices

# How would a needs assessment look at your school?

Working as a small group, make a plan if you were going to do a needs assessment at your school, what would it look like, and the planning stage of the process.

- \* What areas would you think could be helpful to assess, and why?
- \* Who should be involved, and how would you get buy-in?
- \* What data would you collect, and how would you get it?

# A-05: School Intervention Assessment and Plan

The School Intervention Assessment and Plan builds on students' work, identifying school-based challenges and applying systems-based assessment and planning strategies. This assignment allows students to synthesize content across the course and demonstrate their ability to design interventions responsive to student needs, school culture, and systemic barriers. Students will engage in self-reflection, ethical decision-making, and demonstrate cultural humility while developing plans grounded in scientifically based practices.

- \* **Student Profile and Needs:** Describe the student, their presenting challenges, and relevant background. Connect school culture and systemic issues to the student's needs, using insights from your previous assignments.
- \* **Assessment Framing:** Define the problem using a systems and person-in-environment perspective. Use assessment data to explore how school or community conditions, including systemic inequities, shape the issue.
- \* **Intervention Plan:** Create a plan with strategies at the micro, mezzo, and macro levels. Include evidence-based practices and clearly show how each step addresses the student's needs.
- \* **Resource Identification and Brokering:** Identify relevant resources and explain how you will help the student access them. Describe how you'll collaborate with others and ensure cultural relevance and equitable access.
- \* **Cultural Competency and Anti-Racism:** Reflect on your own biases and how they influence your work. Include a plan component aimed at dismantling systemic racism or reducing barriers for underserved students.

# School Intervention Assessment and Plan Rubric

Competency 3  
Practice Behaviors

Description	Highly Developed
<b>Self-Reflection on Internalized Racial Bias</b>	Provides a clear, insightful reflection on personal identity, privilege, and positionality. Thoughtfully examines internalized bias and identifies intentional strategies for growth and change.
<b>Dismantling Structurally Racist Practices and Policies</b>	Applies scientifically based approaches to identify and address structural racism. Proposes specific, actionable steps grounded in ADEI principles and systems-level understanding.
<b>Assessment and Problem Framing</b>	Provides a well-articulated and comprehensive assessment of the student's needs. The problem is clearly defined and situated within school culture and broader
<b>Intervention Plan and Implementation</b>	Presents a clear, feasible, and multilayered intervention plan with specific actions at all three levels. Integrates scientifically supported practices with strong justification for selected strategies
<b>Resource Integration and Collaboration</b>	Demonstrates thoughtful integration of relevant school, community, and technological resources. Collaboration is clearly planned.
<b>Organization, Clarity, and APA Formatting</b>	The paper is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted
<b>Following assignment requirements</b>	Closely follows the assignment description and requirements.

Please your final  
course evaluaitons

**To improve is to change,  
so to be perfect is to  
have changed often.**

(Churchill, 1975/1925, p. 3706 as  
cited in Winston Churchill, 2024)



**Sir Winston Churchill**

(United States Farm Security  
Administration, 1942)

## EDUCATIONAL STAFF ASSOCIATE (ESA) CERTIFICATE

with an Endorsement  
in Social Work

- ▶ Master's degree in social work (official transcripts)
- ▶ Complete an **ESA course** approved by the Professional Educational Standards Board (PESB).
- ▶ Submit fingerprints for a background check if a valid certificate is not already on record
- ▶ Pay Fee and Apply at OSPI

