SAFE COMMUNITIES
SAFE SCHOOLS

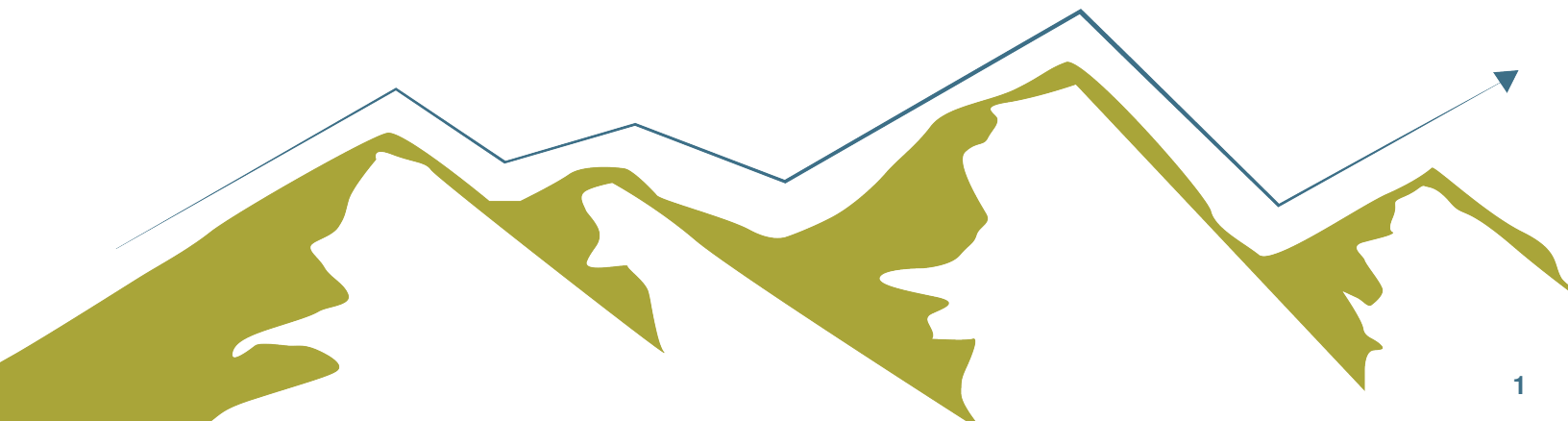# SAFE COMMUNITIES SAFE SCHOOLS
DATA PROFILE:
SCHOOL CLIMATE STAFF SURVEY

STAFF SURVEY RESULTS
STRASBURG HIGH SCHOOL
2022-2023

SCHOOL CLIMATE
Staff

University of Colorado **Boulder**

Contents

Introduction: Safe Communities Safe Schools (SCSS) is an ongoing effort provided by the Center for the Study and Prevention of Violence (CSPV) at the University of Colorado Boulder to work in partnership with school communities to promote school safety and a positive school climate through a comprehensive approach.[1] SCSS uses a data-driven approach to deliver the most effective programs and strategies known to impact school safety and promote a positive school climate in ways that are feasible and tailored to schools' unique needs.

This document is intended to be a companion report to the SCSS Student School Climate Survey report. In this report, we report on some of the strengths and challenges in the school climate, as well as other risk and protective factors for violence and other mental and behavioral health problems at Strasburg High School, from the perspective of administrators, teachers, and staff. The results of these two reports can be used to help your school create an action plan to maintain or improve school climate and reduce student problem behaviors and mental and behavioral health concerns. This information can also be used to help you set priorities for action in the school and community or to monitor current efforts.

Data Collected: The staff survey data that was collected includes information about:

- Staff Demographics
- School Climate
- Perceived Problem Behaviors
- School Safety Preparedness
- Protective Factors[2]

Comparison Information: Data presented in this report are accompanied by comparative data from other SCSS Colorado schools that took the survey. These data cannot be considered representative of what is occurring across the entire state.

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[1]Kingston, B., Arredondo-Mattson, S., Dymnicki, A., Spier, E., Shipman, K., Fitzgerald, M., Goodrum, S., Woodward, W., Witt, J., Hill, K.G., Elliott, D. (2018). Building Schools' Readiness to Implement a Comprehensive Approach to School Safety. *Clinical Child and Family Psychology Review.* doi: 10.1007/s10567-018-0264-7.

[2]Protective factors are factors that protect youth from the risks of engaging in problem behavior and increase the likelihood of engaging in prosocial behaviors.

II. SAFE COMMUNITIES SAFE SCHOOLS MODEL

The Safe Communities Safe Schools (SCSS) model is designed to promote a positive school climate and increase school safety using a comprehensive and coordinated approach driven by identified strengths, needs and priorities.

The goals of the SCSS model are to increase prosocial behavior, address mental and behavioral health needs using an evidence-based Multi-Tiered System of Supports (MTSS), reduce student problem behaviors, and support effective school/community partnerships. To achieve these goals, the SCSS model includes three core components and a five-phase Implementation Roadmap to guide an individualized and feasible approach for schools.

SCSS Core Components:

1. **Engaging School Teams**: At the core of the SCSS model is the commitment from a well-functioning multidisciplinary school team responsible for integrating the SCSS model into their school practices and to create, implement, evaluate and revise a safety-oriented school action plan that addresses the needs of the school/community. This team is encouraged to include community partners that can help support the needs of students at the school.
2. **Gathering Information**: The SCSS model is designed to assist school teams in making data-informed, evidence-based decisions using the following set of dynamic informational gathering tools:

    (a) School Climate Surveys (Students and Staff)
    (b) School Readiness and Capacity Survey
    (c) Action Plan Questionnaire
    (d) Resource/Priority Mapping

3. **Building an Evidence-Based Multi-Tiered System of Supports (MTSS)**: Using the data-identified needs and priorities, schools are encouraged to integrate evidence-based supports into their MTSS to address these needs at the universal - tier 1, targeted - tier 2, and intensive - tier 3 levels.

SCSS Five-Phase Implementation Roadmap

1. **Build a Foundation**: Form and develop a healthy multidisciplinary school team to effectively identify vision/goals and strengthen community partnerships, as needed.
2. **Identify Gaps**: Collect and review data to identify needs and priorities using various sources, including the information gathering tools provided by the SCSS model.
3. **Create an Individualized School Action Plan**: Develop a school action plan based on data-identified needs that incorporates the SCSS model's three core components.
4. **Implement School Action Plan**: Implement selected evidence-based programs, practices, and policies with fidelity to address needs.
5. **Evaluate**: Examine the impact by using baseline and follow-up data to ensure that the SCSS model is being implemented well and achieving desired outcomes. These data can also be used to identify gaps, update the action plan as needed and monitor efforts over time.
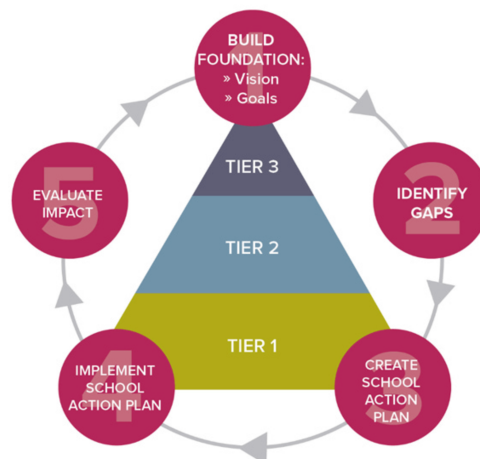
III. HOW TO USE THIS REPORT

The results of this report are intended to help stakeholders at Strasburg High School gain a better understanding of how staff perceive the challenges this school is facing and the strengths that the school has to work with to maintain or improve school climate, reduce student problem behaviors and mental and behavioral health concerns, and increase prosocial behaviors. Where possible, the staff and student surveys were aligned to measure similar aspects of school climate, student problem behaviors and mental and behavioral health concerns. This information can be used to set priorities for action in your school and community. After priorities have been determined, SCSS project staff can provide further technical assistance on the evidence-based programs and strategies that are available to meet your school's identified needs. The information can also be used to help confirm existing efforts that are going well, make modifications if needed, or to obtain more technical assistance in an area. The following steps and questions can help your school team use this report most effectively and guide your interpretation of the results:

1. Review school survey data
   - What strengths exist in your school (e.g., protective factors and prosocial behaviors)?
   - What challenges exist in your school (e.g., risk factors, problem behavior, mental and behavioral health concerns)?
2. Compare school climate survey data to other forms of data about your school
   - How do other forms of data that are available to your school (data from student survey, discipline data, attendance data, etc.) confirm or conflict with the survey results?
   - If different data sources say different things, how can you resolve the differences? What actions are called for to resolve differences?
3. Prioritize challenges listed above
   - Are your priorities consistent with the mission and vision of your school?
   - Which of your school's challenges are you most ready to make a priority?
4. Map existing resources
   - What programs or strategies do you currently have in place to address the prioritized challenges?
   - Are there programs or strategies at all levels (Tier 1 for all, Tier 2 some, Tier 3 few) to address your prioritized challenges?
   - What other prevention programs or initiatives are currently in place in the community or district that can be helpful to address these challenges?
5. Describe effectiveness of current or past efforts to address prioritized challenges
   - What is the effectiveness of the current programs or strategies to address your prioritized challenges? How do you know they are effective? Are there some programs or strategies that are not working? Are people in support of no longer doing these programs? Based on the SCSS data, are there any subgroups who should receive more attention or need less attention in your efforts to achieve your goals?
   - What other programs or strategies have you tried in the past? What has worked and hasn't worked and why?
   - Are the existing programs or strategies being implemented with fidelity? How do you know?
6. Identify evidence-based programs to address needs
   - What **model or effective**[3] evidence-based programs from the following lists can be used to address your challenge for your target population:
     - Blueprints for Healthy Youth Development (www.blueprintsprograms.org)
     - Crime Solutions (crimesolutions.ojp.gov)
     - National Registry of Evidence-based Programs and Practices (safesupportivelearning.ed.gov/resources/national-registry-evidence-based-programs-and-practices-nrepp-0)

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[3]We recommend using programs in these two categories, others listed may not meet the standard for being certified as evidence-based. Promising programs on the Blueprints for Healthy Youth Development list also meet the minimum standard of effectiveness.

IV. STAFF CHARACTERISTICS

How and When Were Staff Surveyed?

Staff completed the anonymous survey online after receiving the link to the survey from their school administrator or the survey coordinator. The original link was sent by the researchers at CSPV. Surveys were completed in Spring 2023.

Characteristics of Staff Surveyed

Strasburg High School serves grades 9 through 12. Of the 36 staff at Strasburg High School during Spring 2023, 29 staff participated in the survey resulting in a staff participation rate of 81%.

The following three charts provide demographic data about the staff who completed this survey.

Chart 1. Staff Participation

Number of Participants Compared to Number of Staff in School Eligible to Participate
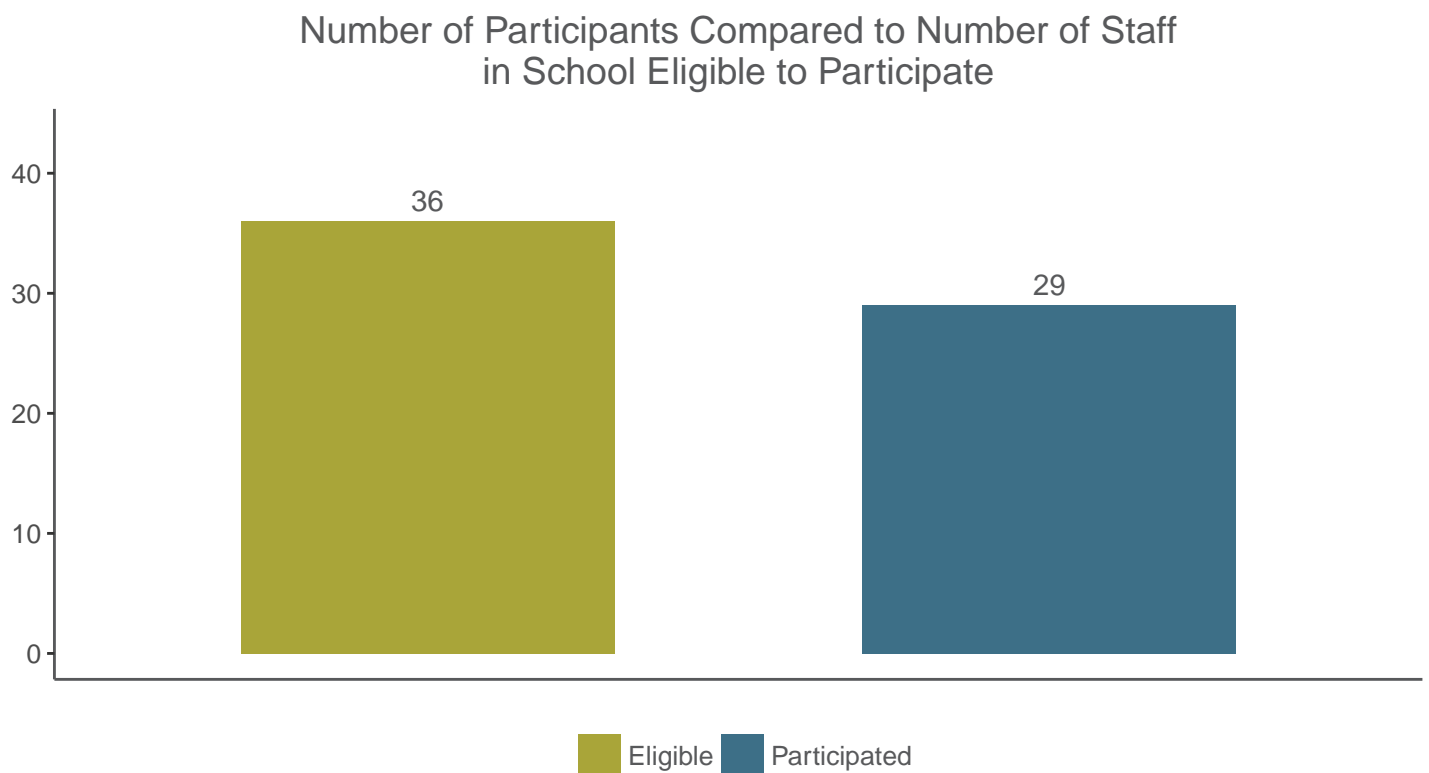
Chart 2. Participation by Gender

Percentage of Survey Participants by Gender

Legend: Female, Male

Chart 3. Participation by Role

Percentage of Survey Participants by Primary Role

Legend: Administrators, Teachers, All Other Staff
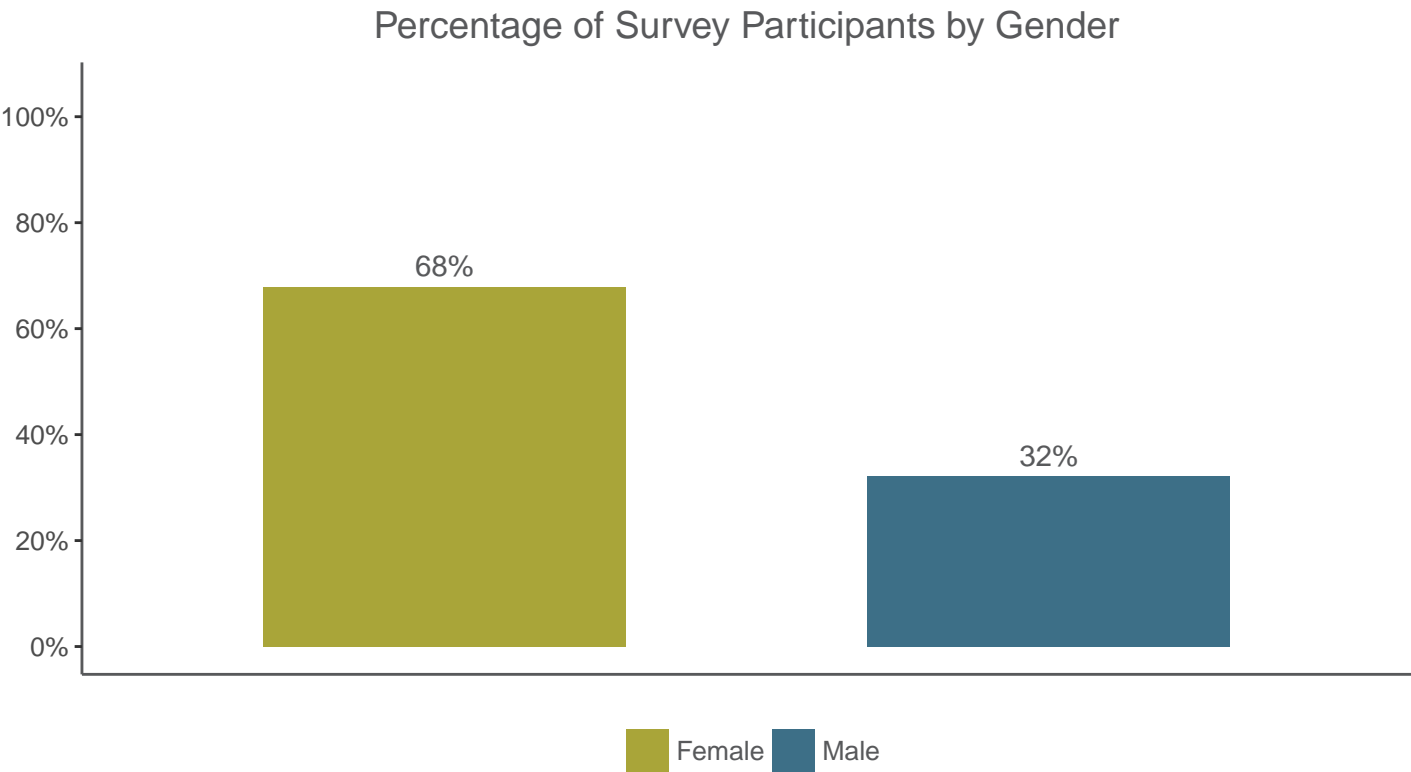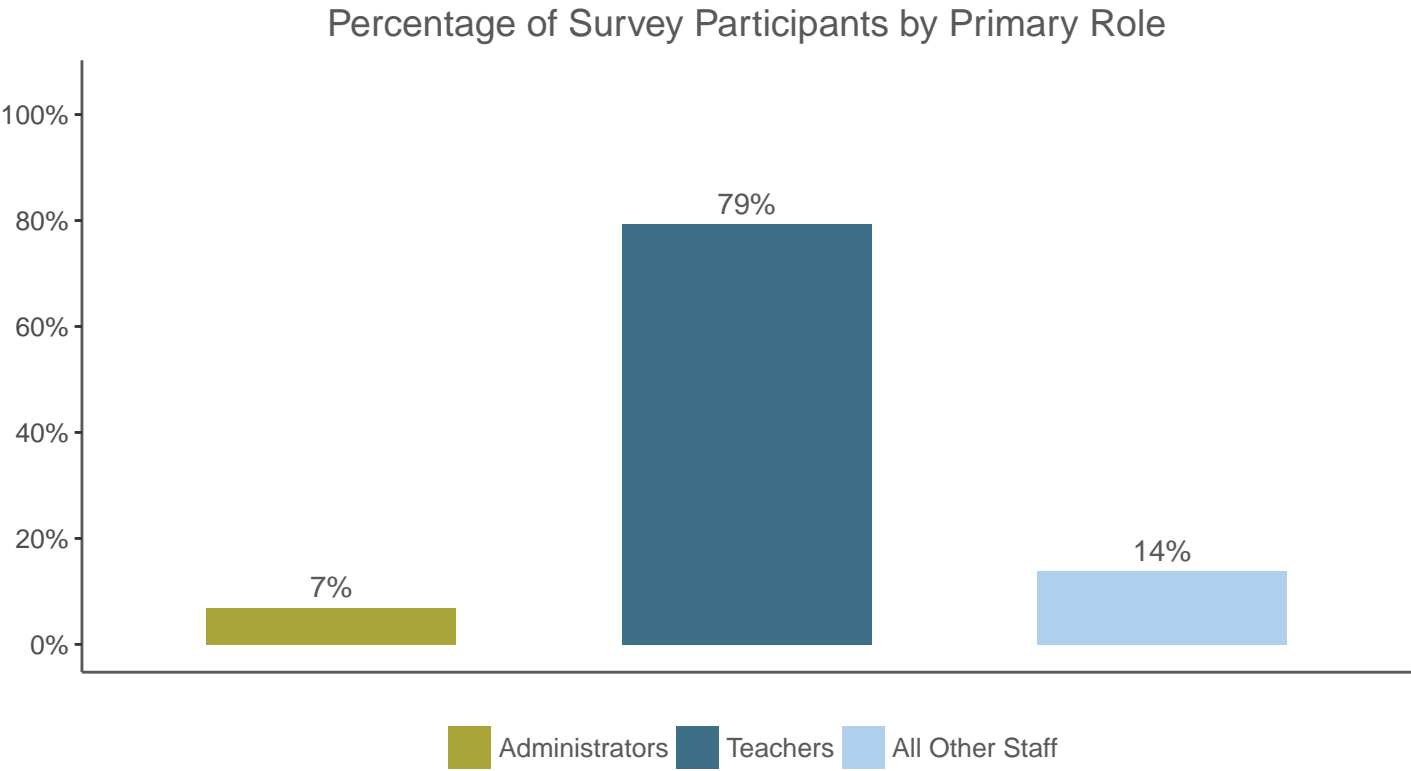
V. OVERALL FINDINGS

This section of the report provides a summary of your school's data divided into the following attitudinal and behavioral topic areas:

- School Climate
- School Safety Preparedness
- Risk Factors
- Perceived Problem Behaviors
- Protective Factors

Interpreting Your Data

Many of the scales include subscales. The overall scale score is in bold and the subscales are listed below it. Compare the subscales within a topic area to determine priorities within that topic area. The individual responses are included in the appendix to help provide more detail about what is included in each scale. This detail can be used after school safety and violence prevention priorities have been determined and more information is needed to identify strategies and programs to meet those needs.

Each of the tables in this section provide the average scale scores for each risk and protective factor for violence and safety for staff from Strasburg High School who participated in this survey. Item responses for questions in each scale are averaged to create a scale score (mean) for each of the risk and protective factors. **Attitudinal scales tend to have a range of 1-4, where staff reported that they "strongly disagree"=1, "disagree"=2, "agree"=3 or "strongly agree"=4 to a question in that scale.** Higher numbers indicate stronger agreements from the participants on scale items. For example, a scale score of 2.86 (rounds up to 3) on the positive school climate scale indicates that, on average, staff tend to "agree" that Strasburg High School has a positive school climate.

Two scales, "Respect From Teachers" and "Parental Involvement - Students' School Achievement" were only asked of teachers and the valid number for these scales is the number of teachers who answered the survey.

CONSIDER THIS:

Once you have determined your school's priorities based on the scale (or subscale) averages, refer to individual items in the appendix to see the variability in how staff responded. Create goals by setting benchmarks for the programs and strategies you select to implement. For example, we aim to have 80% of staff indicating "agree" on 3 of the 6 items in the Clear Discipline Policies Fairly Enforced scale over the next 2 years. This may mean implementing strategies that move staff who disagree on the item to agree, in order to improve your mean score.

School Climate

School climate is the environment in which a school community (students, parents, and school personnel) functions. It includes its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A positive school climate is a multi-faceted concept that involves a complex interplay between people, their behavior, and the education and services around creating environments that are safe and healthy for learning. In the Safe Communities Safe Schools model, a positive school climate is a key factor in the prevention model that impacts violence and school safety. Positive school climates create an atmosphere for learning that is safe and supportive of student success and healthy develop-ment.

Critical to creating a safe and positive school climate is ensuring that school staff are attuned and responsive to students' mental and behavioral health needs and are able to identify and provide support for those who are struggling. In addition to being attuned to the students' needs, it is also important to make sure that staff feel safe and have the skills and capacity to address their students' needs. The measures designed to ask about systems to address mental/behavioral health and safety concerns provide a snapshot of the staff's perceptions of their capacity to address mental/behavioral health concerns.

School climate measures included in this survey were:

1. Respectful and Supportive Relationships
2. School Bonding
3. Clear Discipline Policies Fairly Enforced
4. Systems to Address Mental/Behavioral Health and Safety Concerns.

Table 1. Positive School Climate

SCALE Interpretation			
1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Attitudes	Range 1-4	
	School	**SCSS CO**
Positive School Climate	**2.74**	**-**
Respectful and Supportive Relationships	**2.93**	**-**
Respect from Teachers	3.18	-
Staff Morale	2.64	-
Teacher Support	3.14	-
Respect for Authority	2.74	-
School Bonding	**2.72**	**-**
Positive Feelings and Attitudes Toward this School	2.84	-
Strong Academic Orientation	2.56	-
Clear Discipline Policies Fairly Enforced	**2.23**	**-**
Systems to Address Mental/Behavioral Health	**2.99**	**-**
Perceptions of Safety and Supervision	3.20	-
Strong, Caring Stance Against the Student Code of Silence	3.15	-
Importance of Listening in Schools	2.89	-
School Systems for Mental Health	2.50	-
Staff Capacity to Address Mental Health Concerns: Part of My Role	3.31	-
Staff Capacity to Address Mental Health Concerns: Level of Comfort	3.28	-
Threat Assessment and Information Sharing	2.64	-

School Safety Preparedness

Schools that can respond effectively during emergencies are those that have prepared for them. Preparedness includes planning, training, and completing drills. Engaged and healthy school teams are an essential aspect to creating school safety preparedness. Here we report on staff's perception of your school's crisis response planning and preparedness efforts and practices. In some cases, the percentages of staff participating in drills in the last five years may be lower than expected if there are a lot of staff who have not been at the school for more than five years.

School safety preparedness measures included in this survey were:

1. School Safety Planning/Crisis Response
2. School Safety Teams and Drills

Table 2. School Safety Planning/Crisis Response

SCALE Interpretation			
1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Attitudes	Range 1-4	
	School	SCSS CO
School Safety Planning/Crisis Response	3.15	-

Table 3. School Safety Teams and Drills

Self-Report	Average % Yes	
	School	SCSS CO
School Safety Teams		
My school has an emergency crisis response team.	100.0%	-
My school has a recovery team.	66.7%	-
My School Has Practiced These Drills in the Last 5 Years:		
Reverse Evacuation	0.0%	-
Lockdown	100.0%	-
Chemical/Industrial Spill	0.0%	-
Intruder/Active Shooter	84.2%	-
Reunification	0.0%	-
My School Has Practiced These Drills in the Last Year:		
Reverse Evacuation	0.0%	-
Lockdown	100.0%	-
Chemical/Industrial Spill	0.0%	-
Intruder/Active Shooter	78.9%	-
Reunification	0.0%	-

Risk and Protective Factors

The Safe Communities Safe Schools model takes a public health approach to address the root causes of problem behavior and support healthy youth development. This approach requires us to consider risk and protective factors that are related to violence, problem behaviors, and mental/behavioral health concerns. Research has identified a number of factors that put youth at risk of engaging in problem behavior and some factors that protect them from the effects of risk and increase the likelihood of prosocial behaviors. For example, extensive research shows that the strongest malleable risk factors for violence include: [4]

- Early and persistent problem behavior (age 6-11)
- Weak prosocial bonds (school, family, community, peer) (age 12-14)
- Association with friends who engage in problem behavior (negative/delinquent peers) (age 12-14)

Risk factors are defined as characteristics that increase the likelihood of students engaging in problem behaviors. Risk factor measures included in this survey are:

1. Clean and Orderly Campus

Table 4. Clean and Orderly Campus

SCALE Interpretation			
1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Attitudes	Range 1-4	
	School	**SCSS CO**
Clean and Orderly Campus	2.90	-

Protective factors are defined as characteristics that are associated with a lower likelihood of problem outcomes or something that reduces the negative impact of a risk factor on problem outcomes. For example, research suggests that having high self-esteem or interacting with peers who engage in prosocial activities protects students from engaging in aggressive behaviors or other problem behaviors. There are different types of protective factors including individual, school, and family factors.

Protective factors measures included in the staff survey are:

1. Staff Social Emotional Learning Skills
2. Staff Mindfulness Skills
3. Community and Parent Engagement

Table 5. Staff Social-Emotional Learning Skills

SCALE Interpretation			
1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Attitudes	Range 1-4	
	School	**SCSS CO**
Social-Emotional Learning Skills: Emotion Regulation	3.00	-

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[4]Office of the Surgeon General. (2001). *Youth Violence: A Report of the Surgeon General.* Washington, DC: United States Department of Health and Human Services.

Table 6. Staff Mindfulness Skills

SCALE Interpretation				
1	2	3	4	5
Never or very rarely true	Rarely true	Sometimes true	Often true	Very often or always true

Attitudes	Range 1-5	
	School	SCSS CO
Staff Mindfulness Skills	**4.00**	**-**
Social-Emotional Learning Skills: Mindfulness Acting with Awareness	4.25	-
Social-Emotional Learning Skills: Mindfulness Non-Reactivity to Inner Experience	3.70	-

CONSIDER THIS:

Social and emotional competencies in students are critical in enhancing their ability to effectively manage their emotions, behaviors, and relationships with others. It is also important for school staff to be emotionally resilient when creating and maintaining positive learning environments. Schools that support the development of social emotional learning and mindfulness skills in their staff may see improvements in the classroom learning environment as well as student outcomes.[5]

Table 7. Community and Parent Engagement

SCALE Interpretation			
1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Attitudes	Range 1-4	
	School	SCSS CO
Community and Parent Engagement	**2.53**	**-**
Effective Community Partnerships	2.71	-
Parental Involvement in School Operations and Events	2.71	-
Parental Involvement in Students' School Achievement	2.30	-

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[5]Jennings, P.A., Greenberg, M.T. (2009). The Prosocial Classroom: Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research 79:* 491-525.

Student Problem Behavior

Problem behaviors are defined as those behaviors that put young people's health and development in jeopardy and can also disrupt the learning environment. Some examples of problem behavior include violence, aggression, bullying, gang involvement, truancy and substance use. To effectively prevent problem behavior and support positive youth development, it is critical to understand and address the risk and protective factors that predict these behaviors. Risk and protective factor profiles with your school's data are presented in the SCSS School Climate Student Survey.

Perceived student problem behavior measures included in this survey were:

1. Fights
2. Bullying
3. Alcohol and drug use
4. Depression
5. Truancy
6. Gangs
7. Students in possession of weapons at school.

Table 8. Perceived Problem Behaviors

SCALE Interpretation			
1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Attitudes	Range 1-4	
	School	**SCSS CO**
Perceived Problem Behaviors	**2.89**	**-**
Fights	2.39	-
Bullying	3.26	-
Alcohol and drug use	3.57	-
Depression	3.30	-
Truancy	3.70	-
Gangs	1.95	-
Students in possession of weapons at school	2.04	-

VI. CONCLUSIONS AND CONSIDERATIONS

The results of this survey are intended to provide a profile of school climate and safety strengths and challenges for your school. We suggest sharing these results with your school and district leadership (e.g., school/district safety planning team, Positive Behavioral Interventions and Supports team) to help guide your priorities to improve or maintain a positive school climate and safe learning environment.

It is important to establish priorities based on your school's vision and mission so that school staff, students and parents understand the rationale behind your identified priorities (e.g., violence prevention programming, substance abuse prevention, mental/behavioral health supports). Once your priorities are established, the Safe Communities Safe Schools project staff are available to assist your school planning team in identifying evidence-based programs and strategies to address those priorities. We recommend using programs that are scientifically proven to be effective. Information on programs that target the underlying causes of violence, other problem behaviors and mental/behavioral health needs can be found at:

- Blueprints for Healthy Youth Development (www.blueprintsprograms.org)
- Crime Solutions (crimesolutions.ojp.gov)
- National Registry of Evidence-based Programs and Practices (safesupportivelearning.ed.gov/resources/national-registry-evidence-based-programs-and-practices-nrepp-0)
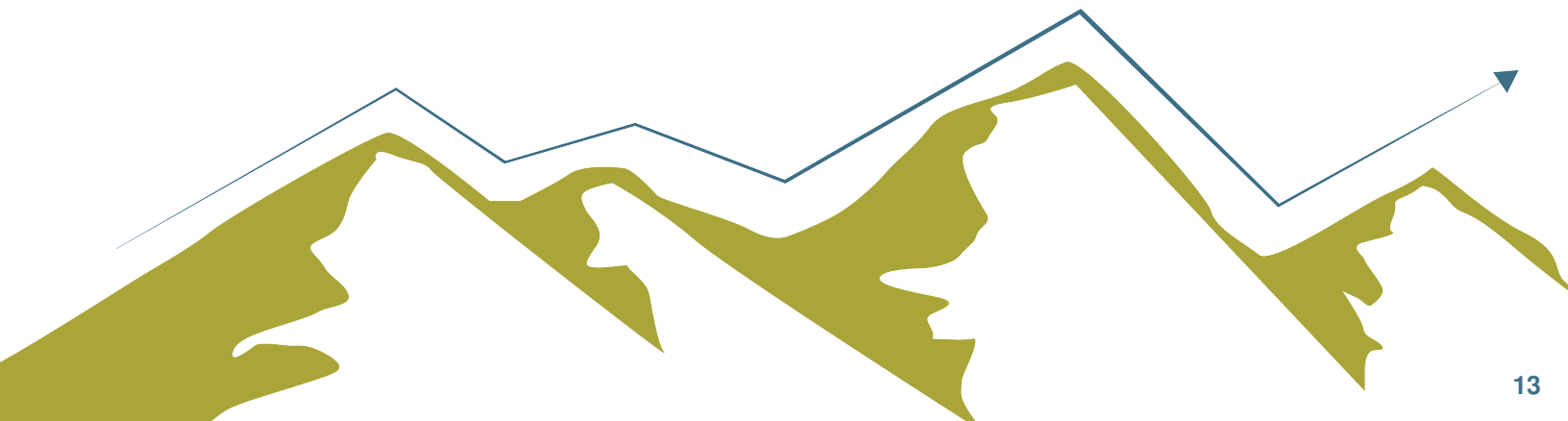
VII. APPENDIX: RESPONSES TO INDIVIDUAL SURVEY QUESTIONS

Demographics

What is your primary role at this school?

	Percent	N
School administrator	6.9%	
Teacher	79.3%	
Nurse or health aide	0.0%	
Counselor or psychologist	3.4%	29
Paraprofessional, teacher assistant, or instructional aide	3.4%	
Law enforcement, school resource officer, security, or safety personnel	0.0%	
Certified or classified staff (e.g., librarian, clerical, janitor, food service)	6.9%	

	Less than 1 year	1 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	21 - 25 years	25+ years	N
How many years have you been working at this school?	51.7%	27.6%	3.4%	10.3%	0.0%	0.0%	6.9%	29
How many total years have you been working for a school/district?	27.6%	13.8%	20.7%	24.1%	3.4%	0.0%	10.3%	29

What grade do you teach?

	Checked	N
PK	0.0%	29
K	0.0%	29
1	0.0%	29
2	0.0%	29
3	0.0%	29
4	0.0%	29
5	0.0%	29
6	0.0%	29
7	0.0%	29
8	0.0%	29
9	58.6%	29
10	51.7%	29
11	58.6%	29
12	69.0%	29

	25 or under	26 - 35	36 - 45	46 - 55	56 or older	N
How old are you?	17.2%	17.2%	37.9%	20.7%	6.9%	29

	Female	Male	N
Are you female or male?	67.9%	32.1%	28

Positive Feelings and Attitudes Toward this School

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
I like working at this school.	0.0%	13.8%	51.7%	34.5%	29
Other staff like working at this school.	0.0%	17.2%	69.0%	13.8%	29
Staff turnover at this school is high.	0.0%	25.9%	40.7%	33.3%	27
This school is a great place for students to come to get an education.	0.0%	17.2%	75.9%	6.9%	29
I am committed to the vision and mission of this school.	0.0%	6.9%	72.4%	20.7%	29

Clean and Orderly Campus

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
There is graffiti at my school.	37.0%	29.6%	25.9%	7.4%	27
My school building is clean.	0.0%	3.7%	77.8%	18.5%	27
Many things are broken or damaged (e.g., windows, computers, outdoor equipment) at my school.	11.1%	51.9%	29.6%	7.4%	27
Areas in or around the school could use better lighting for safety reasons.	7.4%	48.1%	37.0%	7.4%	27
My school is maintained well (e.g., repairs to equipment/facility are made when needed, lawns cut regularly).	7.4%	3.7%	70.4%	18.5%	27
Areas for instruction and activities (e.g., classrooms, gymnasium) are appropriate for how they are being used.	0.0%	11.1%	74.1%	14.8%	27

Perceptions of Safety and Supervision

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
I feel safe when I am at school.	0.0%	3.7%	63.0%	33.3%	27
I feel safe when entering or leaving the school campus.	0.0%	3.7%	55.6%	40.7%	27
I sometimes worry about being a victim of crime because of the school I work in.	37.0%	37.0%	25.9%	0.0%	27
Violence or threat of violence makes me less eager to challenge or discipline students.	22.2%	59.3%	18.5%	0.0%	27

Strong Academic Orientation

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
This school places a lot of emphasis on academic standards.	7.7%	15.4%	69.2%	7.7%	26
The standardized test scores at this school are high.	8.3%	54.2%	37.5%	0.0%	24
There are not many resources available to underachieving students.	0.0%	50.0%	50.0%	0.0%	26
The curriculum offered to students at this school is challenging and creative.	15.4%	23.1%	61.5%	0.0%	26
Adults in this school have high expectations for students' success.	7.7%	19.2%	65.4%	7.7%	26

Respect From Teachers

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
Teachers at this school respect each other's opinions.	0.0%	4.5%	72.7%	22.7%	22
I respect/value other teachers' input when it comes to school matters.	0.0%	0.0%	68.2%	31.8%	22
I believe I am respected by other teachers at this school.	0.0%	13.6%	68.2%	18.2%	22
Teachers show respect for students at this school.	0.0%	0.0%	81.8%	18.2%	22

Staff Morale

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
I have the opportunity to do what I do best every day.	3.7%	11.1%	81.5%	3.7%	27
I receive recognition or praise when I do good work.	14.8%	40.7%	40.7%	3.7%	27
My supervisor, or someone at work, seems to care about me as a person.	11.1%	18.5%	48.1%	22.2%	27
Someone at work encourages my development.	7.4%	29.6%	44.4%	18.5%	27
At work, my opinions count.	3.7%	40.7%	51.9%	3.7%	27
The principal and other supervisors make me feel my job is important.	14.8%	22.2%	55.6%	7.4%	27

Teacher Support

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
Most teachers want their students to be successful.	0.0%	0.0%	70.4%	29.6%	27
Most teachers show interest in their students as people.	0.0%	7.4%	74.1%	18.5%	27
Most teachers try to help students when they are having problems.	0.0%	7.4%	74.1%	18.5%	27
Most teachers try to make this school a place students like to be.	0.0%	11.1%	74.1%	14.8%	27

Social-Emotional Learning Skills: Mindfulness Acting with Awareness

	Never or very rarely true	Rarely true	Sometimes true	Often true	Very often or always true	N
When I do things, my mind wanders off and I'm easily distracted.	34.6%	38.5%	23.1%	0.0%	3.8%	26
I don't pay attention to what I'm doing because I'm daydreaming, worrying, or otherwise distracted.	46.2%	42.3%	11.5%	0.0%	0.0%	26
I am easily distracted.	46.2%	23.1%	23.1%	7.7%	0.0%	26
I find it difficult to stay focused on what's happening in the present.	50.0%	30.8%	11.5%	7.7%	0.0%	26
It seems I am "running on automatic" without much awareness of what I'm doing.	50.0%	30.8%	19.2%	0.0%	0.0%	26
I rush through activities without being really attentive to them.	42.3%	50.0%	7.7%	0.0%	0.0%	26
I do jobs or tasks automatically without being aware of what I'm doing.	46.2%	30.8%	23.1%	0.0%	0.0%	26
I find myself doing things without paying attention.	53.8%	42.3%	3.8%	0.0%	0.0%	26

Social-Emotional Learning Skills: Mindfulness Non-Reactivity to Inner Experience

	Never or very rarely true	Rarely true	Sometimes true	Often true	Very often or always true	N
I perceive my feelings and emotions without having to react to them.	0.0%	8.0%	24.0%	52.0%	16.0%	25
I watch my feelings without getting lost in them.	0.0%	16.0%	16.0%	44.0%	24.0%	25
When I have distressing thoughts or images, I "step back" and am aware of the thought or image without getting taken over by it.	0.0%	4.0%	20.0%	56.0%	20.0%	25
In difficult situations, I can pause without immediately reacting.	0.0%	4.0%	24.0%	48.0%	24.0%	25
When I have distressing thoughts or images, I feel calm soon after.	0.0%	20.0%	28.0%	36.0%	16.0%	25
When I have distressing thoughts or images, I am able just to notice them without reacting.	4.0%	12.0%	24.0%	36.0%	24.0%	25
When I have distressing thoughts or images, I just notice them and let them go.	0.0%	16.0%	32.0%	44.0%	8.0%	25

Social-Emotional Learning Skills: Emotion Regulation

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.	0.0%	19.2%	69.2%	11.5%	26
When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.	0.0%	23.1%	65.4%	11.5%	26
When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.	0.0%	7.7%	76.9%	15.4%	26
When I want to feel more positive emotion, I change the way I'm thinking about the situation.	0.0%	15.4%	69.2%	15.4%	26
I control my emotions by changing the way I think about the situation I'm in.	0.0%	11.5%	69.2%	19.2%	26
When I want to feel less negative emotion, I change the way I'm thinking about the situation.	0.0%	15.4%	65.4%	19.2%	26

Clear Discipline Policies Fairly Enforced

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
The school rules are fair.	4.3%	21.7%	60.9%	13.0%	23
The punishment for breaking school rules is the same for all students.	20.8%	50.0%	25.0%	4.2%	24
The school rules are consistently enforced.	29.2%	45.8%	25.0%	0.0%	24
Students understand the school rules and the punishment for breaking those rules.	8.3%	58.3%	33.3%	0.0%	24
Rules and standards of behavior for all students are enforced equally by all teachers in this school.	25.0%	66.7%	8.3%	0.0%	24
I know what I am supposed to do when a student misbehaves.	12.5%	37.5%	45.8%	4.2%	24

Respect for Authority

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
I respect the principal (or equivalent) at this school.	8.7%	17.4%	52.2%	21.7%	23
I respect other administrators at this school.	0.0%	0.0%	70.8%	29.2%	24
Students respect the authority of administrators at this school.	4.2%	54.2%	37.5%	4.2%	24
Students respect the authority of teachers at this school.	8.3%	45.8%	45.8%	0.0%	24
I feel respected by the students at this school.	8.3%	25.0%	50.0%	16.7%	24

Strong, Caring Stance Against the Student Code of Silence

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
There are resources (e.g., counselors or social workers) at this school to provide students with opportunities to communicate their feelings and discuss concerns about their friends or other students.	4.2%	0.0%	62.5%	33.3%	24
This school encourages students to communicate with teachers or other adults when they are feeling hurt or angry.	4.2%	12.5%	62.5%	20.8%	24
Students know they can come to me with problems they are having personally or with other students.	4.2%	8.3%	54.2%	33.3%	24
There is an anonymous tip line or hotline for reporting dangerous or unsafe behavior.	4.2%	12.5%	50.0%	33.3%	24
There is an adult at this school with whom students would feel comfortable talking about a problem that was bothering them.	4.2%	0.0%	66.7%	29.2%	24

Importance of Listening in Schools

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
There are teachers/staff at this school who students feel they can talk to when they have problems.	0.0%	4.2%	62.5%	33.3%	24
Students often come to me when they want to talk about problems they are having.	4.2%	25.0%	45.8%	25.0%	24
I know how to respond to a student when their behavior indicates they may be hurting or angry about something.	4.2%	8.3%	62.5%	25.0%	24
When students seek help from school staff about a problem they are having, that problem is resolved as soon as possible to the best of the school's ability.	0.0%	29.2%	66.7%	4.2%	24
When students are reported for violating school rules, they receive guidance/assistance along with any consequences.	4.3%	56.5%	39.1%	0.0%	23

School Systems for Mental Health

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
I am knowledgeable about the supports my school has in place to help children with mental health concerns.	0.0%	25.0%	62.5%	12.5%	24
I have the knowledge I need about the way our school support system works to be able to utilize it effectively.	4.2%	29.2%	58.3%	8.3%	24
These supports are effective in helping students with mental health concerns.	0.0%	25.0%	66.7%	8.3%	24
The system we have in place uses data to help me decide if our supports are working.	8.3%	75.0%	16.7%	0.0%	24
I worry that sometimes students don't get what they need at my school when they have mental health concerns.	4.2%	25.0%	58.3%	12.5%	24
Our school has a strong partnership with the local mental health agency.	4.5%	63.6%	31.8%	0.0%	22
Our school has enough support for addressing mental health concerns (counselors, social workers, etc.).	4.2%	54.2%	41.7%	0.0%	24
I am not sure how most kids who have mental health needs get support from our school.	4.2%	45.8%	37.5%	12.5%	24
My school has a shared vocabulary we use to talk about mental health problems.	17.4%	56.5%	26.1%	0.0%	23
My school has a shared vocabulary we use when I need assistance in dealing with a mental health problem.	12.5%	58.3%	29.2%	0.0%	24
I know what to do when there is a mental health problem at my school.	0.0%	45.8%	45.8%	8.3%	24
I am aware of my own emotional reactions.	0.0%	0.0%	66.7%	33.3%	24

Staff Capacity to Address Mental Health Concerns

Talking with the mental health professionals at my school regarding students I am worried about.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
This is part of my role:	4.3%	4.3%	65.2%	26.1%	23
	Not at all Comfortable	A Little Comfortable	Somewhat Comfortable	Very Comfortable	N
My level of comfort in doing this:	8.7%	13.0%	21.7%	56.5%	23

Connecting students with mental health help at school if I believe it is needed.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
This is part of my role:	0.0%	8.7%	47.8%	43.5%	23
	Not at all Comfortable	A Little Comfortable	Somewhat Comfortable	Very Comfortable	N
My level of comfort in doing this:	4.3%	17.4%	26.1%	52.2%	23

Being aware of my own reactions when I am triggered by a student exhibiting mental health problems and behaviors.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
This is part of my role:	0.0%	4.5%	50.0%	45.5%	22
	Not at all Comfortable	A Little Comfortable	Somewhat Comfortable	Very Comfortable	N
My level of comfort in doing this:	4.3%	8.7%	43.5%	43.5%	23

Regulating my own emotions when a student is experiencing mental health problems in my presence.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
This is part of my role:	0.0%	9.5%	42.9%	47.6%	21
	Not at all Comfortable	A Little Comfortable	Somewhat Comfortable	Very Comfortable	N
My level of comfort in doing this:	0.0%	8.7%	39.1%	52.2%	23

Responding effectively to students experiencing mental health problems in a way that strengthens our relationship.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
This is part of my role:	0.0%	4.5%	63.6%	31.8%	22
	Not at all Comfortable	A Little Comfortable	Somewhat Comfortable	Very Comfortable	N
My level of comfort in doing this:	4.5%	13.6%	45.5%	36.4%	22

Threat Assessment and Information Sharing

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
Our school has a threat assessment team.	4.5%	9.1%	68.2%	18.2%	22
I can easily access or obtain information on students' concerning behavior (e.g., from Infinite Campus technology).	21.7%	47.8%	26.1%	4.3%	23
I feel reluctant to share information about a student's concerning behavior due to FERPA.	19.0%	38.1%	28.6%	14.3%	21
I feel comfortable reporting students' concerning behavior to administrators.	8.7%	8.7%	65.2%	17.4%	23
My viewpoints on students' concerning behavior are respected by administrators.	4.3%	21.7%	65.2%	8.7%	23
It can be difficult to have students' concerning behavior "heard" by administrators at times.	8.7%	34.8%	47.8%	8.7%	23
I feel overwhelmed by the need to watch for students' concerning behaviors.	8.7%	56.5%	21.7%	13.0%	23

Perceived Problem Behaviors

There are problems among students at this school with the following behaviors:

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
Fights	8.7%	52.2%	30.4%	8.7%	23
Bullying	0.0%	8.7%	56.5%	34.8%	23
Alcohol and drug use	0.0%	4.3%	34.8%	60.9%	23
Depression	0.0%	0.0%	69.6%	30.4%	23
Truancy	0.0%	4.3%	21.7%	73.9%	23
Gangs	22.7%	59.1%	18.2%	0.0%	22
Students in possession of weapons at school	8.7%	78.3%	13.0%	0.0%	23

School Safety Planning/Crisis Response

	Strongly Disagree	Disagree	Agree	Strongly Agree	N
I have received and reviewed my school's safety plan.	4.3%	13.0%	56.5%	26.1%	23
I feel I have been adequately trained to function during an emergency at this school.	4.3%	17.4%	56.5%	21.7%	23
My school is prepared to deal with an emergency.	0.0%	21.7%	69.6%	8.7%	23
My school has a **simple** vocabulary about what to do in the event of an emergency (e.g., lockout, lockdown, evacuate, shelter).	0.0%	0.0%	60.9%	39.1%	23
My school has a **shared** vocabulary among first responders, staff and students about what to do in the event of an emergency (e.g., lockout, lockdown, evacuate, shelter).	0.0%	0.0%	65.2%	34.8%	23
I know what to do in an emergency when instructed (e.g., lockout, lockdown, evacuate, shelter).	0.0%	0.0%	72.7%	27.3%	22

	No	Yes	Don't Know	N
My school has an emergency crisis response team.	0.0%	60.9%	39.1%	23
My school has a recovery team.	8.7%	17.4%	73.9%	23

Drills

Thinking about the **last 5 years**...

	No	Yes	Don't Know	N
My school has practiced reverse evacuation drills.	30.4%	0.0%	69.6%	23
My school has practiced lockdown drills.	0.0%	87.0%	13.0%	23
My school has practiced chemical/industrial spill drills.	52.2%	0.0%	47.8%	23
My school has practiced intruder/active shooter drills.	13.0%	69.6%	17.4%	23
My school has practiced reunification drills.	47.8%	0.0%	52.2%	23

Thinking about just the **last year**...

	No	Yes	Don't Know	N
My school has practiced reverse evacuation drills.	47.8%	0.0%	52.2%	23
My school has practiced lockdown drills.	0.0%	87.0%	13.0%	23
My school has practiced chemical/industrial spill drills.	65.2%	0.0%	34.8%	23
My school has practiced intruder/active shooter drills.	17.4%	65.2%	17.4%	23
My school has practiced reunification drills.	56.5%	0.0%	43.5%	23

Effective Community Partnerships

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	N
This school has active participation from community stakeholders (people or organizations with an interest in the school) in the planning and development of a safe and connected school climate.	8.7%	4.3%	47.8%	8.7%	30.4%	23
Community leaders support effective programs to reduce school violence.	4.5%	22.7%	31.8%	4.5%	36.4%	22
Community leaders and stakeholders (people or organizations with an interest in the school) are involved in the decision-making process in determining what prevention programs to implement in this school.	4.3%	21.7%	26.1%	4.3%	43.5%	23
This school collaborates with community organizations that are dedicated to providing opportunities for young people to participate in organized, prosocial activities.	4.3%	17.4%	43.5%	4.3%	30.4%	23

Parental Involvement in School Operations and Events

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	N
Our school has an active PTA/PTO.	13.0%	21.7%	26.1%	4.3%	34.8%	23
Parents are important stakeholders in the decision-making process for our school.	8.7%	13.0%	30.4%	13.0%	34.8%	23
Parents are eager to volunteer for school related functions.	8.7%	34.8%	34.8%	0.0%	21.7%	23
School functions (e.g., athletic events, school plays, fundraisers, etc.) are well attended by parents.	0.0%	8.7%	47.8%	30.4%	13.0%	23

Parental Involvement in Students' School Achievement

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	N
It is easy to work with parents to improve students' behavior.	5.3%	42.1%	52.6%	0.0%	0.0%	19
It is easy to work with parents to improve students' grades.	10.5%	42.1%	47.4%	0.0%	0.0%	19
Our school has a high turnout during parent conference nights.	21.1%	52.6%	21.1%	0.0%	5.3%	19