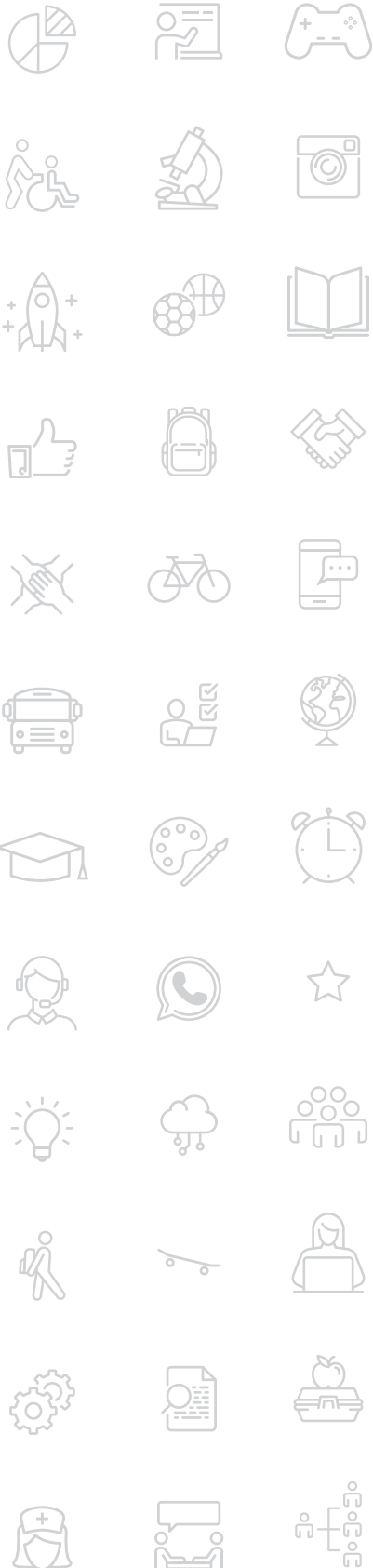




SAFE COMMUNITIES SAFE SCHOOLS School Climate Surveys



Safe Communities Safe Schools (SCSS) at the Center for the Study and Prevention of Violence (CSPV) offers low-cost, annual school climate surveys that support schools in collecting data about their unique strengths and challenges related to school safety, and using a data-driven approach to promote a positive school climate and decrease school violence.

School climate is an essential element of school safety that is created through every interaction and shaped by every member of a school community. It is made up of multiple dimensions, including physical and emotional safety, respectful and supportive relationships, risk and protective factors, and problem behaviors. SCSS provides several comprehensive survey options, including surveys for students grades 4 through 12 and supplemental surveys for staff and parents and guardians.

» **The foundation of school safety rests in creating “climates and cultures of safety, respect, trust, and social and emotional support in schools.”¹**

WHY MEASURE SCHOOL CLIMATE?

School safety and violence prevention research often points to the value of using school climate data as part of the safety planning process. Collecting school climate data provides:

- Critical insight into strengths and challenges, which can be used to set priorities for action
- An opportunity to identify and implement effective programs, practices, and policies that align with data-identified needs
- Measures to monitor and evaluate existing initiatives and programs to ensure they are achieving intended outcomes and best serving students

¹ National Threat Assessment Center. (2019). Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence. U.S. Secret Service, Department of Homeland Security.



SAFE COMMUNITIES SAFE SCHOOLS School Climate Surveys



BENEFITS OF USING THE SCSS SCHOOL CLIMATE SURVEYS

- **Customization:** Schools can customize their student survey by selecting from a variety of optional scales.
- **Reliable and Valid Measures:** SCSS surveys are comprised of tested measures of risk and protective factors, risk behaviors, and dimensions of school climate.
- **Online Administration:** Surveys are administered anonymously online using a secure website and server.
- **High-Quality Reports:** Within two weeks of completing the surveys, schools receive comprehensive reports that include tables, graphs, and an appendix of individual item data. Student reports also offer breakdowns of data by grade and gender.
- **Ability to Track Over Time:** If schools administer the surveys over multiple years, an analysis is provided to see statistical differences over time.
- **Spanish Translation:** All surveys are available in both English and Spanish, and respondents have the option of switching back and forth between languages during the survey, as needed.
- **Guided Report Review:** A one-hour session with CSPV staff during which schools receive guidance on how to review and interpret their data reports is provided upon report delivery.
- **Facilitated Strategic Planning:** For an additional fee, CSPV staff can assist schools in using the SCSS Model to better understand how to use their data to identify priority areas for action and to inform the selection of effective, appropriate, and relevant programs, strategies, and solutions.

WHAT SCHOOLS RECEIVE

- ✓ Scientifically reliable and valid measures: surveys for students, staff, and parents/guardians
- ✓ Customized student surveys
- ✓ Passive and active consent form templates for student surveys
- ✓ Guidance on coordinating and overseeing survey administration
- ✓ Comprehensive report(s)
- ✓ One virtual consultation session with CSPV staff to review report(s)

For more information about our surveys or to administer at your school, please visit cspv.colorado.edu/surveys or contact us at cspv@colorado.edu.



SAFE COMMUNITIES SAFE SCHOOLS School Climate Surveys



ELEMENTARY SCHOOL STUDENT

The Center for the Study and Prevention of Violence's (CSPV) Safe Communities Safe Schools (SCSS) Elementary School Climate Student Survey enables elementary schools to gain valuable information from students in grades 4 through 6. The survey uses reliable and valid measures to collect information directly from students, which provides schools insight into their challenges and strengths to enhance school climate and reduce student problem behaviors and mental and behavioral health concerns.

To protect student anonymity, students are not asked to provide their name when completing the survey and all data is aggregated when reported back to the school. Both survey administration and analysis are done through a secure website and server, further protecting your students' and school's data.

WHAT DO WE MEASURE?

The SCSS Elementary School Climate Student Survey collects data on:

- ✓ School Climate
- ✓ Risk and Protective Factors
- ✓ Problem Behaviors
- ✓ Prosocial Behaviors
- ✓ Behavioral Health

Schools are also given the option to customize the survey by adding optional scales that reflect specific needs of the school.

REQUIREMENTS FOR ADMINISTRATION

- Survey administration must take place after students have been in school for at least two months
- Access to the internet
- Computers/devices for students to take the survey
- Staff to coordinate and oversee administration
- At a minimum, 45-60 minutes for students to complete the entire survey. Administration time may vary based on grade level, optional scales, and reading ability

COST

The survey fee includes assistance with survey set-up and administration, a customized electronic report, and a one-hour virtual consultation with CSPV staff upon delivery of the report. Schools may also choose to administer the SCSS School Climate Staff Survey and/or the SCSS School Climate Parent/Guardian Survey for the additional fees listed.

SCSS School Climate Surveys	
Elementary School Student	\$400
Staff	\$100
Parent/Guardian	\$100
Additional Consultation	\$50/hour
<i>Note: Costs are subject to periodic increases, although multi-year contracts (i.e., for grant budgeting) will be honored at current rates.</i>	

For more information about the SCSS Elementary School Climate Student Survey or to administer at your school, please visit cspv.colorado.edu/surveys or contact us at cspv@colorado.edu.

SCHOOL CLIMATE

School climate is the environment in which a school community (students, parents/guardians, and school personnel) functions. It includes its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Scale Name	Description
Positive Feelings and Attitudes Toward School	Questions ask students about how they feel about their school and about being in school.
Perceptions of Feeling Safe at School	Questions ask students how safe they feel at school and about safety protocol/procedures within the school.
Good Condition of Campus	Questions ask students about how their school is kept up in terms of cleanliness, condition, and appearance.
Positive Feelings and Attitudes Towards Diversity	Questions ask students how they feel about peers from other ethnic groups or cultures, and how they feel these students are treated at school.
Teacher Support	Questions ask students about how their teachers treat students.
Knowledge and Perception of Fairness of Discipline Policies	Questions ask about the existence and enforcement of school rules.
Respect for Authority	Questions ask students how they view school authority figures.
Students' Positive Relationship with Peers (optional scale)	Questions ask students about relationships with their friends.

RISK AND PROTECTIVE FACTORS

Risk and protective factors are factors that put youth at risk of engaging in problem behavior (risk) and factors that protect them from the effects of risk and increase the likelihood of prosocial behaviors (protective).

Scale Name	Description
Peer Acceptability of Aggression	Questions ask students what their friends think about aggressive or violent behaviors.
Acceptability of Aggression	Questions ask students what they think about aggressive or violent behavior.
Bonding and Time with Family	Questions ask students about time spent with their family, including how they feel about this time.
Parental Control and Monitoring	Questions ask students about their parent or guardian's rules and supervision.
Parents Value and Encourage Prosocial Behavior	Questions ask students about ways in which their parents/guardians support them academically.
Trusting Relationships	Questions ask students if they feel like they can rely on adults in their lives and if they have adults they feel they can talk to.
Value on Health (optional scale)	Questions ask students how important it is to them to be healthy, in good shape, have energy, etc.
Academic Self-Efficacy (optional scale)	Questions ask students about whether they can ensure they complete their schoolwork successfully, including seeking out help, completing assignments, and passing.
Self-Regulatory Self-Efficacy (optional scale)	Questions ask students about whether they can resist peer pressure.

PROBLEM BEHAVIORS

Problem behaviors are defined as those behaviors that could result in significant negative personal, social, academic, or legal consequences for the youth.

Scale Name	Description
Perpetration of Aggression	Questions ask students what type of aggressive behavior – hitting, using a weapon, physically fighting, etc. – they have engaged in and how often they have participated in these activities over the past year.
Bullying Victimization and Perpetration	Questions ask students about their own experiences being bullied and how often it has occurred over the past couple of months, and about their role in bullying their peers over the past couple of months.
Bullying Victimization Hot Spots	Questions ask students where they have been bullied at or away from school over the past couple of months.
Smoking, Alcohol, & Marijuana Use	Questions ask students if they have smoked cigarettes, drank alcohol, and/or smoked marijuana.
Parents Value and Encourage Prosocial Behavior	Questions ask students about ways in which their parents/guardians support them academically.
Witness to Bullying (optional scale)	Questions ask students if they have witnessed the bullying of others at school or on a cellphone/on the internet over the past couple of months.
Truancy (optional scale)	Questions ask students how often they have skipped school or cut class over the past 30 days, and why.

PROSOCIAL BEHAVIORS

Prosocial behaviors are behaviors that support a healthy course of development. They are related to the individual and social developmental achievements that prepare individuals to become productive, healthy, responsible, well-functioning adults.

Scale Name	Description
Involvement in Community Activities (optional scale)	Questions ask students if they are involved in community activities, such as sports teams, clubs, church groups, hobbies or volunteer work.
Physical Health Status and Exercise (optional scale)	Questions ask students to rate their overall health and describe how often they exercise.



SAFE COMMUNITIES SAFE SCHOOLS School Climate Surveys



MIDDLE AND HIGH SCHOOL STUDENT

The Center for the Study and Prevention of Violence's (CSPV) Safe Communities Safe Schools (SCSS) Middle and High School Climate Student Survey enables middle and high schools to gain valuable information from students in grades 6 through 12. The survey uses reliable and valid measures to collect information directly from students, which provides schools insight into their challenges and strengths to enhance school climate and reduce student problem behaviors and mental and behavioral health concerns.

To protect student anonymity, students are not asked to provide their name when completing the survey and all data is aggregated when reported back to the school. Both survey administration and analysis are done through a secure website and server, further protecting your students' and school's data.

WHAT DO WE MEASURE?

The SCSS Middle and High School Climate Student Survey collects data on:

- ✓ School Climate
- ✓ Risk and Protective Factors
- ✓ Problem Behaviors
- ✓ Prosocial Behaviors
- ✓ Mental and Behavioral Health

Schools are also given the option to customize the survey by adding optional scales that reflect specific needs of the school.

REQUIREMENTS FOR ADMINISTRATION

- Survey administration must take place after students have been in school for at least two months
- Access to the internet
- Computers/devices for students to take the survey
- Staff to coordinate and oversee administration
- At a minimum, 45-60 minutes for students to complete the entire survey. Administration time may vary based on grade level, optional scales, and reading ability

COST

The survey fee includes assistance with survey set-up and administration, a customized electronic report, and a one-hour virtual consultation with CSPV staff upon delivery of the report. Schools may also choose to administer the SCSS School Climate Staff Survey and/or the SCSS School Climate Parent/Guardian Survey for the additional fees listed.

SCSS School Climate Surveys	
Middle or High School Student	\$600
Staff	\$100
Parent/Guardian	\$100
Additional Consultation	\$50/hour
<i>Note: Costs are subject to periodic increases, although multi-year contracts (i.e., for grant budgeting) will be honored at current rates.</i>	

For more information about the SCSS Middle and High School Climate Student Survey or to administer at your school, please visit cspv.colorado.edu/surveys or contact us at cspv@colorado.edu.

SCHOOL CLIMATE

School climate is the environment in which a school community (students, parents/guardians, and school personnel) functions. It includes its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Scale Name	Description
Students' Positive Relationship with Peers	Questions ask students about relationships with their friends.
Positive Feelings and Attitudes Towards Diversity	Questions ask students how they feel about peers from other ethnic groups or cultures, and how they feel these students are treated at school.
Teacher Support	Questions ask students about how their teachers treat students.
Respect for Authority	Questions ask students how they view school authority figures.
Respectful Climate	Questions ask students about how people treat one another in the building respectfully.
Trusting Relationships	Questions ask students if they feel like they can rely on adults in their lives and if they have adults they feel they can talk to.
Positive Feelings and Attitudes Toward School	Questions ask students about how they feel about their school and about being in school.
Social Belonging	Questions ask students how they feel when they are at school, regarding feeling welcome and comfortable.
Perceptions of Safety and Supervision	Questions ask students how safe they feel at school and about safety protocol/procedures within the school.
School Opportunities for Prosocial Involvement	Questions ask students about classroom activities, projects, and clubs they can become involved with.
School Rewards for Prosocial Involvement	Questions ask students how they receive positive reinforcements at school.
Knowledge and Perception of Fairness of Discipline Policies	Questions ask about the existence and enforcement of school rules.
Perceptions of Safety and Supervision	Questions ask students how safe they feel at school and about safety protocol/procedures within the school.
Staff Capacity for Addressing Mental Health Concerns	Questions ask students how they feel staff can handle mental health problems, including how they recognize and help students who are struggling.
Good Condition of Campus (optional scale)	Questions ask students about how their school is kept up in terms of cleanliness, condition, and appearance.
Gender Identity/Sexual Orientation (optional scale)	Questions ask students if they identify as LGBTQ and their school culture around LGBTQ issues, including information sharing and support provided to students around these issues.

RISK AND PROTECTIVE FACTORS

Risk and protective factors are factors that put youth at risk of engaging in problem behavior (risk) and factors that protect them from the effects of risk and increase the likelihood of prosocial behaviors (protective).

Scale Name	Description
Peer Acceptability of Aggression	Questions ask students what their friends think about aggressive or violent behaviors.
Perceptions of Peer Use of Alcohol, Tobacco, Drugs	Questions ask students how they think their peers feel about drinking, smoking cigarettes and using drugs.
Moral Disengagement	Questions ask students for their opinions on various negative behaviors, such as making fun of other students, selling marijuana/alcohol, and stealing.
Interaction with Antisocial Peers	Questions ask students to report on their best friends' negative behaviors.
Violence Injury, Protection and Risk Screen (VIPRS)	Questions ask students about their grades in school and whether they have engaged in violent/risky behaviors, such as fighting, suspensions, suicidal thoughts, etc.
Peers Encourage Prosocial Behavior	Questions ask students if their friends would intervene or speak up if they were planning to misbehave.
Peer Social Emotional Learning Attitudes and Skills	Questions ask students about how their peers behave and self-regulate.
Interactions with Prosocial Peers	Questions ask students about the prosocial behaviors and activities of their friends.
Inner Drives and Deepest Interests	Questions ask students about their talents and interests, how much time they spend on these activities, and if they talk about their interests with the people in their lives.
Value on Health (optional scale)	Questions ask students how important it is to them to be healthy, in good shape, have energy, etc.
Bonding and Time with Family (optional scale)	Questions ask students about time spent with their family, including how they feel about this time.
Parental Control and Monitoring (optional scale)	Questions ask students about their parent or guardian's rules and supervision.
Parental Support of Academic Achievement (optional scale)	Questions ask students about their parent or guardian's involvement in their education/school life.
Academic Self-Efficacy (optional scale)	Questions ask students about whether they can ensure they complete their schoolwork successfully, including seeking out help, completing assignments, and passing.
Self-Regulatory Self-Efficacy (optional scale)	Questions ask students about whether they can resist peer pressure.
Acceptability of Aggression (optional scale)	Questions ask students what they think about aggressive or violent behavior.
Attitudes Favorable Toward Gun Violence (optional scale)	Questions ask students how they feel about guns and gun violence.
Access to Firearms (optional scale)	Questions ask students about how and/or where they could access a gun and what types of guns they have access to.

PROBLEM BEHAVIORS

Problem behaviors are defined as those behaviors that could result in significant negative personal, social, academic, or legal consequences for the youth.	
Scale Name	Description
Delinquency – Last 12 Months	Questions ask students what delinquent behavior – purposely destroying others' property, stealing, suspensions, etc. - they have engaged in and how often they have participated in these activities over the past year.
Perpetration of Aggression	Questions ask students what type of aggressive behavior – hitting, using a weapon, physically fighting, etc. – they have engaged in and how often they have participated in these activities over the past year.
Victim of Aggression – Last 12 Months	Questions ask students what type of aggressive behavior has been directed towards them and how often it has occurred over the past year.
Bullying Victimization	Questions ask students about their own experiences being bullied and how often it has occurred over the past couple of months.
Bullying Victimization Hot Spots	Questions ask students where they have been bullied at or away from school over the past couple of months.
Bullying Victimization – Talked to Someone About Being Bullied	Question ask students if they told anyone they were being bullied and the response to sharing this information.
Bullying Perpetration	Questions ask students about their role in bullying their peers over the past couple of months.
Cigarette Use	Questions ask students if/how they have smoked cigarettes, and for perceptions of how much their peers smoke.
Electronic Vapor Product Use	Questions ask students if/how often they have used an electronic vapor product (e-cigarette, etc.), and how many of their peers use these products.
Alcohol Use	Questions ask students if/how often they drink alcohol, how often they binge drink, and their perceptions of drinking among peers.
Drug Use	Questions ask students if they have ever used/how often they have used drugs, including marijuana, prescription drugs without a doctor's prescription, and other illegal drugs.
Truancy	Questions ask students how often they have skipped school or cut class over the past 30 days, and why.
Witness to Bullying (optional scale)	Questions ask students if they have witnessed the bullying of others at school or on a cellphone/on the internet over the past couple of months.
Teen Dating Violence – Last 12 Months (optional scale)	Questions ask students about any violence in their romantic relationships over the past year and how often it has occurred.
Weapon Carrying – Last 30 Days (optional scale)	Question ask students about carrying weapons.
Gang Participation and Presence of Gangs (optional scale)	Questions ask students about gang activity in their school, including presence of gangs, gang fights, pressure to join, and involvement of self/friends.

PROBLEM BEHAVIORS (CONTINUED)

Problem behaviors are defined as those behaviors that could result in significant negative personal, social, academic, or legal consequences for the youth.

Scale Name	Description
Eating Disorders (optional scale)	Questions ask students about their weight, how they feel about their weight, and any history they have had with dieting.
Steroid Use (optional scale)	Question ask students if they have ever taken performance enhancement drugs.
Risky Behaviors (optional scale)	Question ask students if they have ever put themselves in a dangerous situation.

PROSOCIAL BEHAVIORS

Prosocial behaviors are behaviors that support a healthy course of development. They are related to the individual and social developmental achievements that prepare individuals to become productive, healthy, responsible, well-functioning adults.

Scale Name	Description
Involvement in School Activities (optional scale)	Questions ask students if they are involved in school activities, clubs, sports teams or other opportunities.
Involvement in Community Activities (optional scale)	Questions ask students if they are involved in community activities, such as sports teams, clubs, church groups, hobbies or volunteer work.
Physical Health Status and Exercise (optional scale)	Questions ask students to rate their overall health and describe how often they exercise.
Uses Injury Prevention Strategies (optional scale)	Questions ask students about safety practices, including use of seatbelts, helmets and avoiding drinking and driving.

MENTAL AND BEHAVIORAL HEALTH

Behaviors and cognitions that contribute to a student's overall physical and mental well-being.

Scale Name	Description
Feelings of Depression (optional scale)	Questions ask students how they have been feeling lately regarding depression.
Suicide Risk (optional scale)	Questions ask students if they have had thoughts of suicide over the past year.
Self-Injury (optional scale)	Questions ask students if they have ever hurt themselves on purpose, and if so, how.



SAFE COMMUNITIES SAFE SCHOOLS School Climate Surveys



SCHOOL STAFF

The Center for the Study and Prevention of Violence's (CSPV) Safe Communities Safe Schools (SCSS) School Climate Staff Survey is designed to assess a school's climate from the perspective of school staff and administrators. While this survey can be used as a stand-alone assessment, it is recommended it be administered in conjunction with a SCSS School Climate Student Survey so schools can get a holistic view of climate and safety at their school. The survey can be administered to staff at all school levels.

To protect staff anonymity, respondents are not asked to provide their name when completing the survey and all data is aggregated when reported back to the school. Both survey administration and analysis are done through a secure website and server, further protecting your staffs' and school's data.

WHAT DO WE MEASURE?

The SCSS Staff School Climate Survey collects data on:

- ✓ School Climate
- ✓ Perceived Problem Behaviors
- ✓ School Safety Preparedness
- ✓ Protective Fabrics

SURVEY ADMINISTRATION

- Survey administration is recommended to take place after staff and students have been in school for at least two months
- All school staff will receive the survey link, including teachers, administrators, support staff, front office staff, and anyone else who frequently has contact with students
- Schools may decide if administration is best completed during a school event (e.g. staff meeting) or if staff will complete it on their own time during a specified two-week range
- Participants need access to the internet and a computer or mobile device to complete the survey
- The survey, on average, can be completed by staff in 15-20 minutes

COST

The survey fee includes assistance with survey set-up and administration, a customized electronic report, and a one-hour virtual consultation with CSPV staff upon report deliver. Schools are encouraged to administer the SCSS School Climate Staff Survey alongside the appropriate student climate survey. The SCSS School Climate Parent/Guardian Survey is also available.

SCSS School Climate Surveys	
Staff	\$100
Elementary School Student	\$400
Middle or High School Student	\$600
Parent/Guardian	\$100
Additional Consultation	\$50/hour

Note: Costs are subject to periodic increases, although multi-year contracts (i.e., for grant budgeting) will be honored at current rates.

For more information about the SCSS School Climate Staff Survey or to administer at your school, please visit cspv.colorado.edu/surveys or contact us at cspv@colorado.edu.

SCHOOL CLIMATE

School climate is the environment in which a school community (students, parents/guardians, and school personnel) functions. It includes its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Scale Name	Description
Respect from Teachers	Questions ask staff if teachers feel respected and show one another respect.
Staff Morale	Questions ask staff how they feel about their role within the school, including feeling valued, respected and appreciated.
Teacher Support	Questions ask staff about how teachers treat students and find ways to help them succeed.
Respect for Authority	Questions ask staff if they respect the leadership at their school and if they feel respected by others in the building.
Positive Feelings and Attitudes Toward School	Questions ask staff about how they feel about their school and about working in school.
Strong Academic Orientation	Questions ask staff about the academic standards, expectations, performance and supports provided within their school.
Clear Discipline Policies Fairly Enforced	Questions ask staff about the rules at their school, in terms of fairness in enforcement and punishment.
Perceptions of Safety and Supervision	Questions ask staff how safe they feel at school and about safety protocol/procedures within the school.
Strong, Caring Stance Against the Code of Silence	Questions ask staff about how your school deals with student problems.
Importance of Listening in Schools	Questions ask staff how they, and other staff within the building, are available to talk with students who are having problems.
School Systems for Mental Health	Questions ask staff about mental health supports and systems in place for students.
Staff Capacity for Addressing Mental Health Concerns	Questions ask staff about their role and ability to help students with mental health challenges.
Threat Assessment and Information Sharing	Questions ask staff about threat assessment processes in place and how sensitive information regarding potentially threatening behavior is shared within the building.

SCHOOL SAFETY PREPAREDNESS

Schools that can respond effectively during emergencies are those that have prepared for them. Preparedness includes planning, training, and completing drills.

Scale Name	Description
Adequate School Safety Planning/Crisis Response	Questions ask staff about their school's readiness to deal with a crisis.
School safety Teams	Questions ask staff about the existence of a school safety team.
Drills	Questions ask staff what emergency drills they have been a part of in the last five years and the past year.

RISK AND PROTECTIVE FACTORS

Risk and protective factors are factors that put youth at risk of engaging in problem behavior (risk) and factors that protect them from the effects of risk and increase the likelihood of prosocial behaviors (protective).

Scale Name	Description
Clean and Orderly Campus	Questions ask staff about how their school is kept up in terms of cleanliness, condition, and appearance.
Social-Emotional Learning Skills: Mindfulness Acting with Awareness	Questions ask staff about how they are able to focus in the moment without being distracted.
Social-Emotional Learning Skills: Mindfulness Non-Reactivity to Inner Experience	Questions ask staff how they avoid over-reacting in challenging situations.
Social-Emotional Learning Skills: Emotion Regulation	Questions ask staff how they manage their feelings.
Effective Community Partnerships	Questions ask staff about the community's involvement in your school.
Parental Involvement in School Operations and Events	Questions ask staff about parents'/guardians' involvement in your school.
Parental Involvement in Students' School Achievement	Questions ask staff about parents'/guardians' involvement in their student's academic success.

PERCEIVED PROBLEM BEHAVIORS

Problem behaviors are defined as those behaviors that put young people's health and development in jeopardy and can also disrupt the learning environment.

Scale Name	Description
Perceived Problem Behaviors	Questions ask staff about problem behaviors in the school including fights, bullying, alcohol and drug use, depression, truancy, gangs, and student possession of weapons at school.



SAFE COMMUNITIES SAFE SCHOOLS School Climate Surveys



PARENT/GUARDIAN

The Center for the Study and Prevention of Violence's (CSPV) Safe Communities Safe Schools (SCSS) School Climate Parent/Guardian Survey is designed to assess a school's climate from the perspective of parents and guardians and can be administered at all school levels. While this survey can be used as a stand-alone assessment, it is recommended it be administered in conjunction with a SCSS School Climate Student Survey and/or the SCSS School Climate Staff Survey so schools can get a holistic view of climate and safety throughout their building.

To protect parent/guardian anonymity, respondents are not asked to provide their name when completing the survey and all data is aggregated when reported back to the school. Both survey administration and analysis are done through a secure website and server, further protecting respondents' and your school's data.

WHAT DO WE MEASURE?

The SCSS School Climate Parent/Guardian Survey collects data on:

- School Climate
- Perceived Problem Behaviors
- School Safety Preparedness
- Risk and Protective Fabrics

SURVEY ADMINISTRATION

- Survey administration is recommended to take place after students have been in school for at least two months
- All parents or guardians at a school are eligible to complete the survey (one per household)
- Participants need access to the internet and a computer or mobile device to complete the survey
- Schools may decide if administration is best completed during a school event (e.g. student-teacher conferences) or if families will be asked to complete it on their own time during a specified two-week range
- If home access is an issue, schools should make arrangements for survey access at the school (e.g. during parent conferences)
- The survey, on average, can be completed by parents/guardians in 15-20 minutes

COST

The survey fee includes assistance with survey set-up and administration, a customized electronic report, and a one-hour virtual consultation with CSPV staff upon report deliver. Schools are encouraged to administer the SCSS School Climate Parent/Guardian Survey alongside the appropriate student climate survey. The SCSS School Climate Staff Survey is also available.

SCSS School Climate Surveys	
Parent/Guardian	\$100
Elementary School Student	\$400
Middle or High School Student	\$600
Staff	\$100
Additional Consultation	\$50/hour
Note: Costs are subject to periodic increases, although multi-year contracts (i.e., for grant budgeting) will be honored at current rates.	

For more information about the SCSS School Climate Parent/Guardian Survey or to administer at your school, please visit cspv.colorado.edu/surveys or contact us at cspv@colorado.edu.

SCHOOL CLIMATE

School climate is the environment in which a school community (students, parents/guardians, and school personnel) functions. It includes its norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Scale Name	Description
Positive Feelings and Attitudes Toward School	Questions ask parents/guardians about how they feel about their students' school and their perception of their student's feelings about their school.
Positive School Relationships	Questions ask parent/guardians about the relationships between school staff, their students, and themselves.
Perceptions of Safety and Supervision	Questions ask parents/guardians how safe they feel their students' school is and about safety protocol/procedures in place.
Knowledge and Perception of Fairness of Discipline Policies	Questions ask parents/guardians about the rules at their students' school, in terms of fairness in enforcement and punishment.
Positive School Attributes	Questions ask parents/guardians about the presence of various elements at their students' school
Good Relationships with Teachers	Questions ask parents/guardians if they feel they can communicate with and work alongside their students' teachers.
Teachers Support Students	Questions ask parents/guardians if the teachers at the school adequately support their students.

SCHOOL SAFETY PREPAREDNESS

Schools that can respond effectively during emergencies are those that have prepared for them. Preparedness includes planning, training, and completing drills.

Scale Name	Description
Parent School Safety Preparedness	Questions ask parents/guardians about the readiness of their students' school to deal with a crisis.

RISK AND PROTECTIVE FACTORS

Risk and protective factors are factors that put youth at risk of engaging in problem behavior (risk) and factors that protect them from the effects of risk and increase the likelihood of prosocial behaviors (protective).

Scale Name	Description
Moral Disengagement	Questions ask parents/guardians for their opinions on various risky behaviors.
Community Disorganization	Questions ask parents/guardians about their feelings of safety in their community.
Neighborhood Crime Problem	Questions ask parents/guardians about the presence and regularity of crime in their community.
Family Attachment	Questions ask parents/guardians about the time spent with their students.
Parental Control and Monitoring	Questions ask parents/guardians about the rules and supervision they employ with their students.
Parents Value and Encourage Prosocial Behavior	Questions ask parents/guardians if they promote their students' involvement in behaviors that support a healthy course of development.
Community Attachment	Questions ask parents/guardians about their feelings about their community and their involvement in community activities.

PERCEIVED PROBLEM BEHAVIORS

Problem behaviors are defined as those behaviors that put young people's health and development in jeopardy and can also disrupt the learning environment.

Scale Name	Description
Parent Perceived Problem Behaviors	Questions ask parents/guardians about problem behaviors among their students, including fights, bullying, alcohol and drug use, depression, truancy, gangs, and student possession of weapons at school.



FREQUENTLY ASKED QUESTIONS

GENERAL SURVEY QUESTIONS

Are the survey scales valid and reliable?

Reliability analyses have been conducted on all surveys for several years, most recently on 2019 data. Over 90% of the survey scales (student and staff) are reliable, meaning the scales consistently reflect the construct it is measuring. The survey includes valid scales from previous research studies, where applicable. Additional validity analysis of the current survey is underway.

Is respondent (students, staff, parent/guardians) anonymity protected?

Yes, we protect respondent data in several ways: 1) no names are collected on any survey, so responses are completely anonymous, 2) data is sent back to the school in aggregate form, so no individual data is ever seen by the school, 3) if aggregate data falls below 20 responses, the data is suppressed (not shown on the report), to avoid the possibility of identifying responses (i.e. by grade or gender).

Do the surveys come in languages other than English?

All our surveys are currently also available in Spanish. The respondent can select which language they would like to take the survey in and have the option of switching back and forth throughout the survey, as needed.

When is the best time of year to administer the surveys?

The surveys can be administered in either the fall or spring semesters. It is best to begin administering the survey at least two months after school has returned from an extended break, like summer or winter vacation, so that

the respondent is answering questions in the context of their current experience at the school. The two-month window is a requirement for the student surveys, which ask students about their bullying experiences specifically over the past two months. The semester that is best will depend on your school's ability to arrange for a testing window, which may be affected by school size and state mandated testing schedules. You should also consider how soon you will be able to act on priorities that come out of your data review, and if budgeting resources might be necessary (and when those budgeting decisions need to be made). If administering the survey(s) annually, it is important to survey at the same time of year each year. Spring to spring comparison of school climate data is better than trying to compare spring to fall data.

STUDENT SURVEY QUESTIONS

Why is it important to collect information directly from students?

To gain a proper understanding of your school climate, it is essential to collect data directly from those responsible for creating and occupying that environment. Students bring their individual experiences to school every day, and their interactions with each other and staff collectively contribute to the school environment in both positive and negative ways. Gauging how students influence and are influenced by these factors, by asking students about their firsthand experiences, is how a school can determine what it needs to address to improve the conditions within the school. Self-reported data provides information that cannot be gleaned from official records. That is, students provide self-reported data about delinquency, violence and substance use that would otherwise not be understood unless they were caught for these behaviors at school. This data provides the texture to secondary sources of information and completes your school's story.



SAFE COMMUNITIES SAFE SCHOOLS School Climate Surveys



FREQUENTLY ASKED QUESTIONS

STUDENT SURVEY QUESTIONS

Is parental consent required?

You should follow your school or district policy on obtaining parental consent for student surveys. We strongly encourage schools to collect parental consent before students take this survey because there are scales on our surveys that address sensitive topic areas (like substance use) that parents/guardians may not want their child(ren) participating in. You can inform parents/guardians about the survey with a passive (opt out) or active (opt in) consent. SCSS has templates for both types of consent.

How many students at my school need to take the survey?

The SCSS School Climate Surveys are “population surveys,” meaning all the individuals in the population are included in the survey, and we encourage all students to take the survey. It is important that all students have the opportunity to share their perspective on how they view their school, as well as insights on their family, peers, and own behavior. We know that there will be some parents/guardians and students who will not be comfortable sharing that information, and some voices will opt not to participate. We ask schools to aim for at least 80% participation from their students. At that level, the data collected are more likely to “represent” your school’s population.

How long does the student survey take? Can it be administered in multiple sessions?

We recommend schools reserve an hour to administer the survey from start to finish. Students need to complete the survey in one sitting. Because the surveys are anonymous, we currently do not have the technical ability to create a placeholder so that the respondent can pick up in a survey where they have left off. There are introductory instructions

to be read by the survey administrator, and it may take a few minutes for all students to properly access the survey and understand how to navigate through it. The survey itself takes an average reader approximately 30 minutes to complete, so schools should make arrangements when timing the survey to accommodate those students that may need more time to complete it.

How do we know students will take the survey seriously and answer honestly?

It is well documented that students largely do take the survey seriously and answer honestly. Because of the reliance on self-reported data in social sciences research, extensive examination of the validity of this method of data collection has been conducted, particularly in adolescent self-report surveys of health related behaviors.² This research shows that well-designed surveys (surveys that address a respondents’ ability to answer the questions accurately and honestly) do result in students providing truthful responses about their perceptions and behaviors. We have taken special care in our surveys to create conditions for students to be able to take the survey in a way that supports the validity of the results. This includes: 1) using age-appropriate language so that students understand the questions being asked, 2) asking students to report on behaviors (like alcohol use or bullying victimization) within a reasonable timeframe to increase the accuracy of their recall, 3) having students complete the survey in a school setting so that we know who is taking the survey, and 4) providing anonymity in the responses so that students feel safe in answering honestly without fear of being discovered and punished for their behavior.

² Brener, N. D., Billy, J. O., & Grady, W. R. (2003). Assessment of factors affecting the validity of self-reported health-risk behavior among adolescents: evidence from the scientific literature. *The Journal of adolescent health: official publication of the Society for Adolescent Medicine*, 33(6), 436–457. [https://doi.org/10.1016/s1054-139x\(03\)00052-1](https://doi.org/10.1016/s1054-139x(03)00052-1)

For more information about our surveys or to administer at your school, please visit cspv.colorado.edu/surveys or contact us at cspv@colorado.edu.



FREQUENTLY ASKED QUESTIONS

STUDENT SURVEY QUESTIONS

Will asking students about certain behaviors influence them to engage in those behaviors?

No. The phenomenon related to individuals changing their behaviors based on participation in a survey related to those behaviors is called the “mere-measurement effect.” This phenomenon occurs when respondents are asked about their intentions to participate in a particular behavior (i.e., asking respondents “how likely are you to...?”), and that merely asking questions in that way increases the likelihood of acting on those intentions.³ Our surveys do not include any questions that ask about a student’s intention to participate in delinquent or criminal behavior, which will greatly minimize the potential for influenced behavior to occur.

Who should administer the student survey?

Survey administrators can be any staff at the school with the capacity to provide this support. The survey administrator needs to be able to read the survey instructions in the language in which the survey will be administered (English or Spanish), provide some technical support as students log-in to access the survey, and potentially manage student behavior before, during, and after the survey. Survey administrators are instructed explicitly to not assist students in answering questions on the survey and should not be monitor how students respond.

STAFF SURVEY QUESTIONS

Why is it important to collect information directly from staff?

To gain a proper understanding of your school climate, it is essential to collect data directly from the population(s)

responsible for creating and inhabiting that environment. Staff bring their individual experiences to school every day, and they see and feel the experiences of the students in their school. Their interactions with each other and students collectively contribute to the school environment in both positive and negative ways. Collecting firsthand data from staff and aligning it to the experiences shared by students adds a richness to what is happening in the school, particularly if these perspectives do not agree. This data provides the texture to secondary sources of information and completes your school’s story. Additionally, staff can provide their perspective on student behaviors such as delinquency, violence and bullying that can be used to corroborate the perspective and self-report behaviors of the students.

How long does the staff survey take?

The staff survey takes approximately 20 minutes to complete. Staff need to complete the survey in one sitting. Because the surveys are anonymous, we do not have the technical ability to allow the respondent to log back into the survey and pick up where they left off if they are disconnected from the survey.

How is the staff survey administered?

A link with instructions is distributed via email from either the school’s principal or an administrative designee (survey coordinator). Ideally, staff have been informed prior to receiving the link that the survey is happening, so that they know to expect it. Staff in the school who may not have access to a computer, like cafeteria staff, bus drivers, and custodial staff, should have arrangements made to accommodate their needs (e.g., providing a laptop in the office or other designated area where they can take the survey). School administrators should provide staff the time they will need to complete the survey.

³ Morwitz, V. G., Johnson, E., Schmittlein, D. (1993). Does Measuring Intent Change Behavior? *Journal of Consumer Research*, 20(1), 46. doi:10.1086/209332. ISSN 0093-5301.



SAFE COMMUNITIES SAFE SCHOOLS School Climate Surveys



FREQUENTLY ASKED QUESTIONS

PARENT/GUARDIAN SURVEY QUESTIONS

Why is it important to collect information directly from parents/guardians?

Parents and guardians are an integral part of the school community. Students bring their lived experiences from home into school every day. Parents and guardians shape those experiences and can provide additional insight into the support system available in a student's home environment. Schools can also use this information to be strategic when engaging with families.

How long does the parent/guardian survey take?

The parent/guardian survey takes approximately 20 minutes to complete and needs to be completed in one sitting. Because the surveys are anonymous, we do not have the technical ability to allow respondents to pick up a survey where they left off if they are disconnected.

How is the parent/student caregiver survey administered?

A link with instructions is distributed via email from the school principal. Ideally, parents and guardians have been informed prior to receiving the link that the school is participating in a climate survey, so that they know to expect it. For parents or guardians that do not have access to a computer, arrangement should be made to accommodate their needs. This can include providing a laptop in the office or other designated area where they can take the survey, and timing the survey to coincide with events when parents and guardians may already be at the school (e.g., parent conferences or school nights).

RESULTS AND DATA QUESTIONS

How will my school receive our results?

The reports for the climate surveys present the data in aggregate form. The body of the report contains scale-level data. Scale definitions and how to interpret your data are included. The student reports also stratify the data into the categories of gender and grade level. There is also an appendix of all the individual survey items and the percent breakdowns of how participants responded.

My school received our data, now what?

Having a set of comprehensive school climate data provides your school with the opportunity to make strategic data-informed decisions, through program, strategy, or policy changes, to improve the conditions at your school. We encourage you to reach out to CSPV at cspv@colorado.edu to explore the ways in which your data can be used to create a comprehensive school safety plan, as well as to learn more about the services CSPV can offer your school.

For more information about our surveys or to administer at your school, please visit cspv.colorado.edu/surveys or contact us at cspv@colorado.edu.