



# SCHOOL COORDINATOR INSTRUCTIONS<sub>P</sub>

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The *California Healthy Kids Survey* (CHKS) is a comprehensive youth health risk and resilience behavior data collection service available to all California districts. Sponsored by the California Department of Education (CDE), it consists of a comprehensive survey instrument that assesses all major areas of health-related behavior, as well as a full-service survey support system to help districts collect and use CHKS data to improve prevention and health programs. These instructions are designed for use by a school-site coordinator who organizes the survey effort at each school in cooperation with the district coordinator.

## Why Conduct the Survey?

The CHKS was funded by CDE in response to widespread concerns expressed by school districts and county offices of education for help in complying with Title IV (Safe and Drug-free Schools and Communities) and TUPE (Tobacco Use Prevention Education) reporting, as well as monitoring health-risk behaviors in such areas as alcohol use, tobacco use, drug use, and violence. More generally, this survey grew out of CDE's commitment to promoting the safe, drug-free, and healthy development of the state's youth, a commitment central to improving student academic performance. In recognition of its importance, *CDE requires the CHKS for districts that receive Title IV funding or TUPE grants (or want to apply for them).*

## Your Support is Essential!

Your assistance with the administration of the CHKS at your school is important and greatly appreciated. Every effort has been made to minimize the burden that survey participation places upon your school. These instructions have been created to help you in this endeavor. It is particularly important that you maintain standard procedures and monitor parent refusals. Without your help, the results may not be useful and could hurt your district's efforts to meet its compliance requirements.

- The Importance of Standard Procedures. A primary purpose of these instructions is to ensure that administration of the survey instrument is standardized in every classroom to the fullest extent possible. Standards help protect the confidentiality and anonymity of students. Standards also improve the quality of data, ensure that parents are fully informed about the survey, and are essential for data comparability.
- The Importance of Recording Parent Refusals. Carefully track the consent process so that you can identify students whose parents have declined participation. This will help you avoid surveying a student whose parents have declined participation.

## ***STEP #1 — SELECT THE CLASSROOMS***

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The number of schools and classrooms surveyed will depend on the number of schools in your district and each school's enrollment. At a minimum, the survey will be administered to 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup>-graders in comprehensive schools, and to *all students* (grades 7-12) in continuation, alternative, or other non-traditional schools. In most schools all students in each of these grade levels will be

surveyed. In larger districts, a specific number of classrooms may be randomly selected from each school.

Your role in selecting the sample will be to work with the district coordinator to select the time period (for 5<sup>th</sup> grade) or required subject that will be used for testing, such as history, language arts, or health. In the cases where it is necessary to select a sample of classes for surveying, you will also be asked to submit class list information to your district coordinator.

## ***STEP #2 — NOTIFY TEACHERS***

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Once you know which classrooms will be participating in the CHKS, you will need to notify the teachers. Teachers may not be directly involved in the distribution of consent letters or collection of refusals; however, they may be asked to respond to questions by parents or students. You will also need to train them on what to do in case they do receive a refusal form or verbal refusal from a parent. Please take the time to speak with the teachers to emphasize the survey's value and their importance in making the survey a success. Provide each with a copy of the *Teacher Instructions*, *Proctor Instructions*, and the survey.

## ***STEP #3 — CONTACT PARENTS AND MONITOR REFUSALS***

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The passive consent letter should be sent out before or at the beginning of the school year. *Research and experience show that most parents do not object to student participation. The challenge is making sure that they are fully notified.* Send all consent letters and information using a method that guarantees receipt.

Your district coordinator will provide you with the proper consent form. It describes the survey and all parent and pupil rights. This letter can be modified to fit the needs of your school and should be altered to reflect any modules that are added to the required sections. It is available in Spanish and English.

Classroom distribution is *not recommended* for passive consent because of the risk that students will never give the forms to their parents and will thus be surveyed without permission. Home mailing, especially options that require a signature from the recipient, is strongly recommended for the distribution of passive consent letters.

It is also recommended that a single person or office, identified in district policies and communications, is responsible for monitoring and recording parent refusals. This will help avoid parent refusals from slipping through the cracks. You can use the *Parent Refusal Log*, included in these instructions, to keep track of which parents have declined participation. You should also make a copy of the survey available in the school office for parents to view.

## ***STEP #4 — PREPARE FOR CLASSROOM ADMINISTRATION***

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**Selecting Survey Administrators and/or Survey Proctors.** Please discuss with the district coordinator the selection and training of the survey proctors. Proctors can be school staff, administrators, counselors, nurses, teachers, or outside consultants. If teachers are used, we recommend that they administer the survey in a classroom other than their own. Students may feel more comfortable and be more likely to provide honest and complete responses if the proctor is not the regular class teacher.

**Training.** Training the proctors is very important. If proctors are not fully prepared before the class meets, the students may not be able to complete the survey within the period. Make sure the

proctors have instructions and materials well in advance, and hold a meeting to review and answer their questions.

**Maintain Confidentiality.** Both schools and students must feel confident that every reasonable effort has been made to protect their privacy. Ask all survey proctors to sign the Assurance of Confidentiality Agreement, found in the *Proctor Instructions*. This reinforces the proctor's obligation to protect student privacy, and can be shown to parents or administrators to demonstrate the commitment to confidentiality. They should also be trained to read the Introductory Script, also in the Proctor Instructions, to students before the survey. This assures that students know they will not be punished or rewarded for choosing to/not to participate.

### **Two or three days before the survey**

Distribute the following materials to each classroom:

- a list of students that cannot take the survey because their parents declined participation,
- surveys and answer sheets for each student,
- *Teacher Instructions*,
- *Proctor Instructions*, including the Introductory Script and the Assurance of Confidentiality agreement,
- transmittal envelopes for completed surveys, and
- #2 pencils.

## ***STEP #5 — SCHEDULE MAKE-UP DATES***

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**Make-up Dates.** Because some students will be absent on even the most carefully selected administration date, you may want to schedule an alternate or make-up session for those students who may have missed the first survey administration. Conduct the make-up session using the same survey administration procedures and in a setting that will protect student privacy. *Do not conduct the makeup session unless three or more students are present.* As with the typical classroom, have students place their answer sheets in a separate transmittal envelope. Indicate on the exterior of the envelope that this was a make-up session.

## ***STEP #6 — PREPARE AND RETURN MATERIALS***

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**Survey Administrator/Proctor.** After the survey is completed, the proctor should verify that all requested information for each classroom was provided on the transmittal envelope and turn the envelope(s) into the school coordinator along with all unused answer forms and other materials.

**School Coordinator.** After you have confirmed that all information on the transmittal envelopes has been provided, and that envelopes, answer sheets, and materials from all the sampled classes have been received, bundle the envelopes together and send them to the district coordinator, along with a copy of the consent form used in the school. Keep the parent refusal forms and confidentiality assurances at the school in case any parents have concerns and need verification.

## ***FOR MORE INFORMATION***

If you would like more detailed information, please contact your district coordinator. In addition, CHKS staff can support you in your efforts to administer the CHKS. Please call us toll-free at 888.841.7536, or visit us online at [www.wested.org/hks](http://www.wested.org/hks).

# PARENT REFUSAL LOG

School: \_\_\_\_\_

Student's Name	Teacher	Grade
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