

## PART THREE: SCHOOL CAPACITY QUESTIONS

*The next set of questions refer specifically to the school you are currently assessing to determine their capacity to implement an ATOD program. Please select only one answer for each question. If you don't know the response to a question, mark "Don't know."*

1. Has a plan been developed for making the ATOD prevention program work?

- Three-year plan has been written
- Two-year plan has been written
- One-year plan has been written
- Plan exists, but is not written
- No plan exists
- Don't know

2. Which of the following kinds of training will be provided for the program?

- Multiple sessions with booster sessions
- Multiple sessions without booster
- One session with booster
- One session without booster
- No training planned
- Don't know

3. How much technical assistance and coaching for the ATOD prevention program is available at your school?

- On-going coaching and assistance for all
- On-going coaching and assistance for some
- Occasional assistance for those needing help
- Assistance rarely available for those needing help
- No coaching or technical assistance planned
- Don't know

4. How much monitoring and feedback will be provided by colleagues or administrators?

- Planned regular monitoring and feedback
- Frequent periodic monitoring
- Occasional monitoring and feedback
- Monitoring and feedback one time only
- No monitoring and feedback
- Don't know

5. How many kinds of channels (e.g., meetings, computer networks, and newsletters) have been developed for regular two-way communication among all involved in the implementation process?

- Numerous
- Several
- A few
- One
- None
- Don't know

6. How readily available are the materials and supplies that are needed for the ATOD prevention program?

- Always readily available
- Usually readily available
- Mixed: some supplies are materials are available, others are not
- Rarely available and/or takes a lot of time to gather them
- Not available
- Don't know

7. Is your school adequately staffed to implement the ATOD prevention program?

- The “right” number of the “right” people
- Adequately staffed
- Some of the “right” people
- A few of the “right” people
- Inadequately staffed
- Don’t know

8. How adequate is the level of funding for the ATOD prevention program?

- More than enough funding
- Adequate funding
- Barely enough funding
- Inadequate funding
- No funding
- Don’t know

9. Has adequate time been allocated during the day for planning and follow-through that is needed to implement the ATOD prevention program?

- Ample
- Adequate
- Minimally adequate
- Problematic
- Inadequate
- Don’t know

10. How much time has been allowed for planning and trying out the ATOD prevention program?

- Three years
- Two years
- One year
- New priority each year
- Have not thought about it
- Don’t know

11. How adequate are the facilities at your school available for the ATOD prevention program?

- Ample
- Adequate
- Minimally adequate
- Problematic
- Inadequate
- Don’t know

12. How actively engaged is the principal with the ATOD prevention program?

- Actively engaged
- Moderately engaged
- Somewhat engaged
- Little involvement
- Not interested
- Don’t know

13. Has a person been identified to provide leadership in the school to facilitate implementation and been given time to do this?

- Named and time assigned
- Named, but inadequate time
- Named, but no time assigned
- Suggested with no time assigned
- No one named
- Don’t know

14. How do the principal and the assigned leader work together?

- As colleagues
- As colleagues, but the principal makes most of the decisions
- Principal supervises program leader
- Principal and program leader work independently
- Principal and program leader are in conflict
- Not applicable
- Don’t know

15. How important is the ATOD prevention program to the principal?

- Top priority for the year
- One of the top 3 priorities
- One of the top 5 priorities
- Low on the list of priorities
- Not a priority
- Don't know

16. Is there a person at district/ board level who will facilitate, coordinate, support, and advocate for the ATOD prevention program?

- Yes, actively engaged
- Yes, some activity
- Yes, but not active
- No program leader/champion at district level
- Don't know

17. What is the level of professional preparation of staff for their role in implementing the ATOD prevention program?

- All are professionally prepared and experienced
- Most are professionally prepared and experienced
- A mix of professional preparation and experience
- Few are professionally prepared and experienced
- Most lack professional preparation or experience for their role
- Don't know

18. How committed are the implementers to this type of innovation?

- Most are passionate and active
- Many are actively involved
- Most are aware but not involved
- Only a few are concerned
- The staff are indifferent
- Don't know

19. How many of the involved staff are skilled and experienced in the specific techniques used in ATOD prevention?

- All
- Most
- Some
- Few
- None
- Don't know

20. Are the staff willing to try the ATOD prevention programs?

- All or most are enthusiastic
- Many are willing
- Mixed: some are willing, others are not
- Few to none are willing to try
- There is active opposition to the program
- Don't know

21. To what extent is the ATOD prevention program compatible with the other job expectations and requirements of those who are involved with its implementation?

- Highly compatible for most
- Compatible for most
- Mixed: a few have conflicts, many do not
- More than a few have conflicts
- Conflicts with other job requirements/expectations for many
- Don't know

22. To what extent does staff believe their role in implementing the ATOD prevention program is compatible with their professional identity?

- Highly compatible for most
- Compatible for most
- Mixed or indifferent
- More than a few perceive conflict
- Many perceive conflicts
- Don't know

23. Do staff believe the ATOD program is better than what they were doing before it was adopted?

- Most believe it is an improvement
- Many believe it is an improvement
- Mixed: some enthusiastic and some indifferent
- Some have reservations
- Most believe the innovation has problems
- Don't know

24. How much disruption or turmoil is there outside the school (e.g., at the district/ board level or in the community)?

- No turmoil
- Very little turmoil
- Some turmoil
- A lot of turmoil
- Major turmoil
- Don't know

25. What is the level of support for the ATOD prevention program from parents and the community?

- Extremely supportive
- Strong support
- Moderate support
- Very little support
- Indifference
- Don't know

26. What is the level of opposition to the ATOD prevention program from the community?

- No opposition
- Almost no opposition
- Some opposition, not well organized
- Some opposition, well organized
- Extreme opposition, well organized
- Don't know

27. To what extent is the ATOD prevention program consistent with federal, provincial, and district / board policies and guidelines?

- Policies strongly support/mandate this kind of program or system
- Policies can be interpreted as supporting/mandating this kind of program or system
- Policies recommend but do not require this kind of program or system
- Policies are vague regarding this kind of program or system
- No relevant policies exist
- Don't know

28. How difficult is it to negotiate bureaucratic hurdles to get your program implemented?

- No difficulty/smooth sailing
- Some difficulty
- Many difficulties
- Unlikely to get through the system
- Will not work under current administration
- Don't know

29-32. How compatible are the ATOD prevention program to the following at your school?

	<b>Very</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Slightly</b>	<b>Not At All</b>	<b>Don't Know</b>
Priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. In the past, how successful has your school been in implementing other innovations?

- Very
- Moderately
- Somewhat
- Slightly
- Not at all
- Don't know

34. How complex is the ATOD prevention program?

- Few components and few people involved
- Few components but more than a few people involved OR many components but only a few people to be involved
- Medium number of components and people required
- Medium number of components but many people who must be involved OR many components but relatively few people who must be involved
- Many components and many people who must be involved in implementing the innovation

Don't know

35. How easy will it be to use?

- Extremely easy to use
- Fairly easy to use
- Mixed: some parts are easy and some are hard
- Most parts are hard to use and/or unclear
- All parts are hard to use and/or unclear
- Don't know

36. How much of an improvement will the ATOD prevention program be over what is currently being done?

- Quantum leap
- Better
- About the same
- Not as good as current program
- Will lose ground
- Don't know

*Thanks. Have a great day!*

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