Attachment 8b: Screenshots from PERS For Attachments 5a, b, &c.

Local Education Agency (LEA) Screenshots

The data will be collected from funded agencies via the Program Evaluation and Reporting System (PERS). Screenshots for the Local Education Agency (LEA) questionnaires are provided below in the order presented in the Burden Table (Table A.12-1) in Supporting Statement A. The questionnaires for the State Education Agencies (SEA) and Non-governmental organizations (NGO) are included in Attachment 8a and 8c, respectively.

The questionnaires in PERS cover the following topics: exemplary sexual health education (ESHE); sexual health services (SHS); and safe and supportive environments (SSE). The burden statement and OMB form approval information are reflected on the initial page of each group of screenshots that correspond to the questionnaires. To view the measures and the list of questions in text format, see **Attachments 5a, b, &c**.

Contents

Local Education Agency (LEA) Screenshots
LEA ESHE IIems
LEA SHS Items
LEA SSE Items
Instruction Slides

Local Education Agency (LEA) Screenshots

Form Approved OMB No: 0920-XXXX Exp. Date: XX/XX/XXXX

"Promoting Adolescent Health through School-Based HIV/STD Prevention"

Att. 5c

LEA ESHE Items

Public reporting burden of this collection of information is estimated to average 6 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-New)

R.S.		Al Than Sprint
This system is for DASH funded agencies to report required evaluation measures. The Evaluation Measures Reporting tab is for the submission of required data and is divided into three surveys. (1) my agency's data; (2) priority side data; and (3) assistance provided. The Glossary tab includes forms that are used within the evaluation measures and surveys to help you better understand with an how to report your data. Report only activities funded in any amount through Funding Opportunity Amouncement DP 1308, activities that were performed staff whose time is funded through 1308; or in-kind time or resources provided specifically for 1308 activities.	Your Funded Agency Funded Agency: Shelty County Board of Education Organization Type: LEA	
Form Approved OMB No 0020-New Exp. Deter. MMDD/YYY Promoting Addressert Health through School-Based HV/STD Prevention		
		eng and maintaining the data needed, and consisting and reviewing the callection of information. An agency may not conduct or sponsor, and a perso callection of information, including suggestions for reducing this burden to CDCIATSOR Reports Clearance Officer, 1800 Cilliton Read HZ, MS D-74,
		ering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a perso collection of information, including suggestions for reducing the burden to CDCMTSDR Reports Clemance Officer. 1900 CDRR. Read FE, MS D-74,
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		athering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or spontor, and a et of this collection of information, including suggestions for reducing this burden to CDCIATSDR Reports Clearance Officer; 1800 Clifton Road NE, MS
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Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary			
Page 1 of 21 - My agency data		Reporting Period: 2/1/2014	7/31/2014
Currently, does your district have a written curriculum framework for sexual health education?	Yes	[◎] No	
Page 1 of 21 - My agency data		Save	Next
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National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health			ODE
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Page 2 of 21 - My agen	cy data				Reporting Perio	d: 2/1/2014 - 7/31/2014
Does your distric range of grades?	t require a course including H (Mark yes or no for each.)	IV, STD, or pregnancy prev	rention topics in each of the follo	wing grades or		
a. Grade	6		O Yes	© No		
b. Grade	7		○ Yes	⊙ No		
c. Grade	8		O Yes	© No		
d. Grade	9		⊖ Yes	○ No		
e. Grade	10		O Yes	O No		
f. Grade	11		○ Yes	○ No		
g. Grade	12		O Yes	O No		
h. Middle	school (No specific grade)		○ Yes	○ No		
i. High so	chool (No specific grade)		O Yes	O No		
Page 2 of 21 - My agen	cy data				Save Prev	rious Next

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	Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary	2				
Page 3	of 21 - My agency data			R	eporting Period: 2/1/2014 -	7/31/2014
	ently, does your district include each of the following topics in sexual health education for grad r each topic.)	les 6-8?	? (Mark yes or			
	a. How to create and sustain healthy and respectful relationships.	○ Yes	© No			
	b. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	○ Yes	○ No			
	c. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	© Yes	◎ No			
	d. The benefits of being sexually abstinent.	○ Yes	O No			
	e. The importance of limiting the number of sexual partners.	O Yes	© No			
	f. The importance of using condoms consistently and correctly.	○ Yes	○ No			
	g. The importance of using a condom at the same time as another form of contraception to prevent both sexually transmitted diseases (STD) and pregnancy.	© Yes	© №			
	h. How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.	○ Yes	⊖ No			
	 Preventive care such as screenings and immunizations that is necessary to maintain reproductive and sexual health. 	© Yes	© No			
	j. Influences of family, peers, culture, media, technology, and other factors on sexual risk behaviors.	○ Yes	© No			
	k. Influencing and supporting others to avoid or reduce sexual risk behaviors.	• Yes	© No			
Page 3	of 21 - My agency data			Save	Previous	Next

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Home	Evaluation Measures Reporting Upload Policy Documents Reports Glossary 🚬	
Page 4 of 21 - My ag	pency data Reporting Period	l: 2/1/2014 - 7/31/2014
Currently, does no for each top	s your district include each of the following topics in sexual health education for grades 9-12? (Mark yes or sic.)	
a. How	w to create and sustain healthy and respectful relationships. \odot Yes \odot No	
b. Con pregna	mmunication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and O Yes O No	
c. Goa pregna	al-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and ancy,	
d. The	benefits of being sexually abstinent.	
e. The	importance of limiting the number of sexual partners.	
f. The i	importance of using condoms consistently and correctly.	
	e importance of using a condom at the same time as another form of contraception to prevent both Illy transmitted diseases (STD) and pregnancy.	
pregna		
	ventive care such as screenings and immunizations that is necessary to maintain reproductive and I health.	
j. Influe	ences of family, peers, culture, media, technology, and other factors on sexual risk behaviors. O Yes O No	
k. Influ	uencing and supporting others to avoid or reduce sexual risk behaviors.	
Page 4 of 21 - My ag	pency data Save Previo	ous Next

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P·E·R·S· Program Evaluation Reporting System	lea-user1 Mason
Page 5 of 21 - My agency data	ossary 📜 Reporting Period: 2/1/2014 - 7/31/2014
Currently, does your district recommend or require priority schools to assess the ability of stud following in grades 6-8? (Mark yes or no for each topic.)	idents to do each of the
a. Comprehend concepts important to prevent HIV, other STD and pregnancy.	© Yes ◎ No
 Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors. 	© Yes ⊙ No
c. Access valid information, products, and services to prevent HIV, other STD and pregnancy.	Ves No
d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors.	⊙ Yes ⊙ No
e. Use decision-making skills to prevent HIV, other STD and pregnancy.	Ves No
f. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them.	© Yes © No
g. Influence and support others to avoid or reduce sexual risk behaviors.	Ves No
Page 5 of 21 - My agency data	Save Previous Next
National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health	

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Home Page 6 of 21 - My agend		ssary 🃜		Reporting Per	iod: 2/1/2014 - 7/31/2014
Currently, does vo	y usua pur district recommend or require priority schools to assess the ability of stud s 9-12? (Mark yes or no for each topic.)	lents to do e	ach of the	Reporting For	100. 2112014 - 11312014
a. Compre	ehend concepts important to prevent HIV, other STD and pregnancy.	O Yes	© No		
 b. Analyz behaviors 	e the influence of family, peers, culture, media, technology, and other factors on sexual risk	○ Yes	○ No		
c. Access	valid information, products, and services to prevent HIV, other STD and pregnancy.	• Yes	© No		
d. Use int	erpersonal communication skills to avoid or reduce sexual risk behaviors.	⊖ Yes	© No		
e. Use de	cision-making skills to prevent HIV, other STD and pregnancy.	O Yes	© No		
f. Set per achieving	sonal goals that enhance health, take steps to achieve these goals, and monitor progress in them.	O Yes	⊖ No		
g. Influence	ce and support others to avoid or reduce sexual risk behaviors.	O Yes	© No		
Page 6 of 21 - My agend	y data			Save	evious Next
National Center for HIV/AID Division of Adolescent and	S, Varal Hepatitis, STD and TB Prevention, School Health			August	

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Program Evaluation Reporting System Home Evaluation Measures Reporting Upload Policy Documents Reports Page 7 of 21 - My agency data Currently, does your district provide each of the following materials to those teachin	Glossary 🔀 Reporting Period: 2/1/2014 - 7/31/2014
a. Goals, objectives and expected outcomes for sexual health education.	Ves No
 a. Goals, objectives and expected outcomes for sexual nearin education. b. A written health education curriculum that includes objectives and content addressing se education. 	
c. Strategies that are age-appropriate, relevant, and actively engage students in learning.	O Yes O No
d. A chart describing the annual scope and sequence of instruction for sexual health education	on. O Yes O No
e. Methods to assess student knowledge and skills related to sexual health education.	🔍 Yes 🔍 No
Page 7 of 21 - My agency data	Save Previous Next
ional Center for HIV/ADS, Viral Hepatitis, STD and TB Prevention, sion of Adolescent and School Health	Ç 🖸

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Home Page 8 of 21 - My agence Currently, does yo 12? (Mark yes or n		ssary 🛃 nealth education in grades 9	Reporting Period: 2/1/2014 - 7/31/2014
	objectives and expected outcomes for sexual health education. n health education curriculum that includes objectives and content addressing sexual health	©Yes ©No ○Yes ○No	
d. A chart	ies that are age-appropriate, relevant, and actively engage students in learning. describing the annual scope and sequence of instruction for sexual health education.	YesNoYesNo	
e. Method Page 8 of 21 - My agency	s to assess student knowledge and skills related to sexual health education. y data	O Yes No	Save Previous Next
tional Center for HIV/AID ision of Adolescent and \$	S, Viral Hepatitis, STD and TB Prevention, School Health		Ç 🖸

Part A of screenshot.	This screen i	s scrolling	enabled.
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Page 2 of 7 - My priority sites data		Reporting Period: 2/1/2014 - 7/31/2014
In the past 6 months, did Boston	dult Tech Academy implement sexual health curricula in 6-8 grades?	● Yes ○ No
Boston Adult Tech Academy	If yes, what sexual health curricula did <u>Boston Adult Tech Academy</u> implement in 6-8 grades? (Mar students each curricula reached for those implemented.)	rk all that apply and enter how many
Boston Arts Academy	✓ Aban Aya Youth Project	
Boston Day and Evening	Adult Identity Mentoring (Project AIM)	
Boston Green Academy	All4You!	
Boston International and New Comers Academy	Be Proud! Be Responsible!	
Boston Latin Academy	Becoming a Responsible Team (BART)	
Boston Latin School	Cuídate!	
Brighton High	Draw the Line/Respect the Line	
Burke High	FOCUS	
Charlestown High	Focus on Youth + ImPACT	
Community Academy of Science & Health	Heritage Keepers Abstinence Education	
Dorchester Academy	Horizons	
East Boston High	It's Your Game: Keep it Real	
Excel High	Making a Difference!	

*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

******Note: As shown in the screenshot, if a respondent selects a curriculum, a box appears that allows them to enter the number of students reached for that curriculum. If the curriculum is not selected, no entry box appears.

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East Boston High	It's Your Game: Keep it Real		
Excel High	Making a Difference!		
Horace Mann School for the Deaf and Hard of Hearing	Making Proud Choices!		
Kennedy Academy of Health Careers	Project AIM		
Madison Park Voc High	Promoting Health Among Teens! Abstinence-Only Intervention (form	nerly known as 'Promoting Health Among Teens!')	
Mary Lyon High School	Promoting Health Among Teens! Comprehensive Abstinence and S Abstinence and Safer Sex Intervention!')	afer Sex Intervention (formerly known as 'Comprehensive	
New Mission High	Raising Healthy Children (formerly known as the Seattle Social De	velopment Project)	
West Roxbury High	Reducing the Risk		
	RESPECT		
	Safe in the City		
	Safer Choices		
	Safer Sex		
	SIHLE		
	Sisters Saving Sisters		
	Street Smart		
	Teen Health Project		
	Teen Outreach Program		

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Horace Mann School for the Deaf and Hard of Hearing		Making Proud Choices!	
Kennedy Academy of Health Careers		Project AIM	
Madison Park Voc High		Promoting Health Among Teens! Abstinence-Only Intervention (formerly known as 'Promoting Health Among Teens!')	
Mary Lyon High School		Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention (formerly known as 'Comprehensive Abstinence and Safer Sex Intervention!)	
New Mission High		Raising Healthy Children (formerly known as the Seattle Social Development Project)	
West Roxbury High		Reducing the Risk	
		RESPECT	
		Safe in the City	
		Safer Choices	
		Safer Sex	
		SIHLE	
		Sisters Saving Sisters	
		Street Smart	
		Teen Health Project	
		Teen Outreach Program	
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	For Boston Adult Tech Academy, did you implement other curricua for grades 6-8? (If Ye numbers of students reached for each other curriculum implemented)	s, provide the names of the	other curricula and	
	Name of curriculum #1			
	Number of students reached by curriculum #1			
	Name of curriculum #2			
	Number of students reached by curriculum #2			
	Name of curriculum #3			
	Number of students reached by curriculum #3			
	Name of curriculum #4			
	Number of students reached by curriculum #4			
	Name of curriculum #5			
	Number of students reached by curriculum #5			
	Page 2 of 7 - My priority sites data	Show checked Save	Previous	Vext
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Page 3 of 7 - My priority sites data		Reporting Period: 2/1/2014 - 7	7/31/2014
In the past 6 months, did Boston ,	dult Tech Academy implement sexual health curricula in 9-12 grades?	⊛ Yes ○ No	
Boston Adult Tech Academy	If yes, what sexual health curricula did Boston Adult Tech Academy implement in 9-12 grades? (Mark all students each curricula reached for those implemented.)	I that apply and enter how many	1
Boston Arts Academy	Aban Aya Youth Project		
Boston Day and Evening	Adult Identity Mentoring (Project AIM)		
Boston Green Academy	All4You!		
Boston International and New Comers Academy	Be Proud! Be Responsible!		
Boston Latin Academy	Becoming a Responsible Team (BART)		
Boston Latin School	iCuidate!		
Brighton High	Draw the Line/Respect the Line		
Burke High	FOCUS		
Charlestown High	Focus on Youth + ImPACT		
Community Academy of Science & Health	Heritage Keepers Abstinence Education		
Dorchester Academy	Horizons		
East Boston High	It's Your Game: Keep it Real		
Excel High	Making a Difference!		

*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

******Note: As shown in the screenshot, if a respondent selects a curriculum, a box appears that allows them to enter the number of students reached for that curriculum. If the curriculum is not selected, no entry box appears.

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Horace Mann School for the Deaf and Hard of Hearing		Making Proud Choices!		
Kennedy Academy of Health Careers		Project AIM		
Madison Park Voc High		Promoting Health Among Teens! Abstinence-Only Intervention (formerly known as 'Promoting Health Among Teens!)		
Mary Lyon High School		Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention (formerly known as 'Comprehensive Abstinence and Safer Sex Intervention!)		
New Mission High		Raising Healthy Children (formerly known as the Seattle Social Development Project)		
West Roxbury High		Reducing the Risk		
		RESPECT		
		Safe in the City		
		Safer Choices		
		Safer Sex		
		SIHLE		
		Sisters Saving Sisters		
		Street Smart		
		Teen Health Project		
		Teen Outreach Program		
		What Could You Do?		
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	For Boston Adult Tech Academy, did you implement other curricua for grades 9-12? (If Y numbers of students reached for each other curriculum implemented)	es, provide the names of the other curri	cula and
	Name of curriculum #1:		
	Number of students reached by curriculum #1:		
	Name of curriculum #2		
	Number of students reached by curriculum #2		
	Name of curriculum #3		
	Number of students reached by curriculum #3		
	Name of curriculum #4		
	Number of students reached by curriculum #4		
	Name of curriculum #5		
	Number of students reached by curriculum #5		
	Page 3 of 7 - My priority sites data	Show checked Save Previous	Next
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Page 1 of 7 - My priority sites da	ita			Reporting Period: 2/1/2014 -	7/31/2014
How many students are e Report?	nrolled in <mark>Boston Arts /</mark>	cademy according to your District's latest offic	ial Fall Enrollment Report, someti	mes known as the official Fall Members	hip
Boston Arts Academy		is enrolled at Boston Arts Academy according to the Dis nes called a Membership Report).	strict's latest official Fall		
Boston Adult Tech Academy	Page 1 of 7 - My priority sites	lata		Save	Next
Boston Day and Evening					
Boston Green Academy					
Boston International and New Comers Academy					
Boston Latin Academy					
Boston Latin School					
Brighton High					
Burke High					
Charlestown High					
Community Academy of Science & Health					
Dorchester Academy					

*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

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Burke High			
Charlestown High			
Community Academy of Science & Health			
Dorchester Academy			
East Boston High			
Excel High			
Horace Mann School for the Deaf and Hard of Hearing			
Kennedy Academy of Health Careers			
Madison Park Voc High			
Mary Lyon High School			
New Mission High			
West Roxbury High			
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Home Evaluation Measures Reporting Upload Policy Documents Reports Glossa age 9 of 21 - My agency data Glossa	y 📜		Repo	rting Period: 2/1/2014	- 7/31/2014
n the past six months, did you complete each of the following actions regarding sexual health and olicies (including laws, codes, or regulations)? (Mark yes or no for each item.)	l/or HIV e	ducation			
a. Identified policies that guide sexual health and/or HIV education related work.	○ Yes	○ No			
b. Determined whether sexual health and/or HIV education policies are aligned with state policies, codes, laws, and regulations.	O Yes	⊙ No			
c. Documented gaps in sexual health and/or HIV education policies as compared with the School Level Impact Measures (ESHE SLIM 1-4).	O Yes	◎ No			
d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in sexual health and/or HIV education policies.	○ Yes	© №			
age 9 of 21 - My agency data			Save	Previous	Next
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al Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, of Adolescent and School Health				- Ca	

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rogram Evaluation Reporting System				lea-user1 Maso	n
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossan	1				
Page 10 of 21 - My agency data In the past six months, did you complete each of the following actions regarding the monitoring of implementation of sexual health and/or HIV education policies (including laws, codes, or regulation each item.)	priority s s)? (Mar	chools' k yes or no for	Report	ing Period: 2/1/201	14 - 7/31/2014
a. Developed or maintained a list of current school-level sexual health and/or HIV education policy guidance for priority schools.	• Yes	○ No			
b. Reviewed priority schools' sexual health and/or HIV education policy guidance to ensure alignment with state law, state education agency policy, and district policy.	O Yes	© No			
c. Tracked priority schools' implementation of sexual health and/or HIV education related policies.	○ Yes	◎ No			
d. Prepared informational materials about current sexual health and/or HIV education policies or policy options for stakeholders.	○ Yes	○ No			
e. Maintained a tracking system of priority schools that have used CDC's School Health Index to evaluate sexual health and/or HIV education policy implementation.	O Yes	© No			
Page 10 of 21 - My agency data			Save	Previous	Next
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Home Evaluation Me	asures Reporting Upload Policy Documents Reports Glossary 🚬		
Page 1 of 3 - Assistance provided		Reporting Period: 2/1/2014 - 7	//31/2014
In the past six months, how ofter professional development even or organizations) on ESHE?	n did you interact with <mark>Boston Adult Tech Academy</mark> to provide assistance (e.g., ts, technical assistance, guidance or resource materials, and referrals to other agencies	Vever 1 time	
Boston Adult Tech Academy	On what ESHE topics did you provide assistance to Boston Adult Tech Academy? (check all that apply.)	2 times 3 - 5 times	
Boston Arts Academy	Assess curricula with the Health Education Curriculum Analysis Tool (HECAT).	6 - 10 times 11 - 15 times	
Boston Day and Evening	Select an appropriate curriculum (including evidence-based interventions, if appropriate).	16 – 20 times 21 or more times	
Boston Green Academy	Implement a specific curriculum with appropriate fidelity (including evidence-based interventions, if appropriate).		
Boston International and New Comers Academy	Make appropriate adaptations to curricula (including evidence-based interventions, if appropriate).		
Boston Latin Academy	Implement a viable scope-and-sequence for sexual health education.		
Boston Latin School	Assess sexual health and/or HIV education policies.		
Brighton High	Monitor the implementation of sexual health and/or HIV education policies.		
Burke High	Manage controversy around sexual health education.		
Charlestown High	Build instructional competencies and techniques for sexual health education.		
Community Academy of Science & Health	Assess school policies with School Health Index.		
Dorchester Academy	Page 1 of 3 - Assistance provided	Save	Next
East Boston High			

ogram Evaluation Reporting System		
Burke High	Manage controversy around sexual health education.	
Charlestown High	Build instructional competencies and techniques for sexual health education.	
Community Academy of Science & Health	Assess school policies with School Health Index.	
Dorchester Academy	Page 1 of 3 - Assistance provided	Save Next
East Boston High		
Excel High		
Horace Mann School for the Deaf and Hard of Hearing		
Kennedy Academy of Health Careers		
Madison Park Voc High		
Mary Lyon High School		
New Mission High		
West Roxbury High		

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P-E-R-S- Program Evaluation Reporting System	lea-user1 Mason
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary	Reporting Period: 2/1/2014 - 7/31/2014
Page 11 of 21 - My agency data In the past six months, how often did you interact with Healthy Teen Network to receive assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on ESHE?	Never 1 time
Page 11 of 21 - My agency data	2 times 3 - 5 times 6 - 10 times 11 - 15 times 16 - 20 times 21 or more times
National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health	

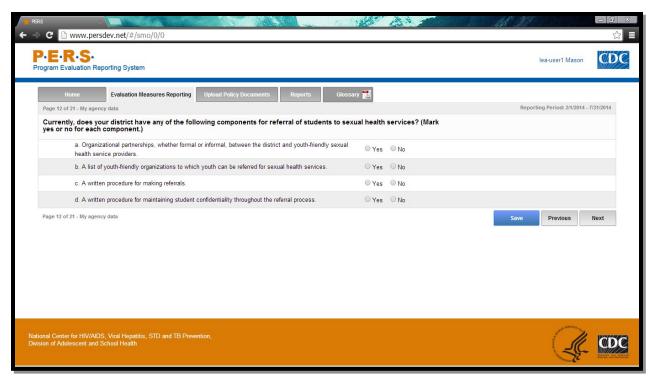
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"Promoting Adolescent Health through School-Based HIV/STD Prevention"

Att. 5b

LEA SHS Items

Public reporting burden of this collection of information is estimated to average 3 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-New)



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Page 4 of 7 - My priority sites of	ata	Reporting Period: 2/1/2014 - 7/31/2014
health services? Boston Adult Tech	w many instances of referrals were made within Boston Adult Tech Academy to youth-friendly o	iff-site providers or SBHCs for ANY of the key sexual
Academy		
Boston Arts Academy	Page 4 of 7 - My priority sites data	Save Previous Next
Boston Day and Evening		
Boston Green Academy		
Boston International and New		
Comers Academy		
Boston Latin Academy		
Boston Latin School		
Brighton High		
Burke High		
Charlestown High		
Community Academy of		
Science & Health		
Dorchester Academy		

*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

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Charlestown High					
Community Acade Science & Health					
Dorchester Acade	my				
East Boston High					
Excel High					
Horace Mann Sch Deaf and Hard of H					
Kennedy Academy Careers	y of Health				
Madison Park Voc	: High				
Mary Lyon High S	chool				
New Mission High					
West Roxbury Hig	h				
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Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary Page 13 of 21 - My agency data Second Sec	2		Repor	rting Period: 2/1/201	14 - 7/31/2014
In the past six months, did you complete each of the following actions regarding SHS- related polici codes, or regulations)? (Mark yes or no for each item.)	es (incl	uding, laws,			
a. Identified policies that guide SHS related work.	• Yes	© No			
b. Determined whether SHS policies are aligned with state policies, codes, laws, and regulations.	O Yes	⊙ No			
c. Documented gaps in SHS policies as compared with the School Level Impact Measures (SHS SLIM 1).	○ Yes	○ No			
d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SHS policies.	O Yes	© No			
Page 13 of 21 - My agency data			Save	Previous	Next
onal Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,				and the second of	
sion of Adolescent and School Health				- L	~ 82
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Home Page 14 of 21 - My ag	Evaluation Measures Reporting Upload Policy Documents Reports Glossa	ny 📜	Reporting Period: 2/1/2014 - 7/31/2014
In the past six m	nonths, did you complete each of the following actions regarding monitoring of pri of SHS-related policies (including, laws, codes, or regulations)? (Mark yes or no f	ority schools' or each item.)	reporting renound incorr menter
a. Deve	sloped or maintained a list of current school-level SHS policy guidance for priority schools.	O Yes O No	
	ewed priority schools' SHS policy guidance to ensure alignment with state law, state education policy, and district policy.	○Yes ○No	
c. Tracl	ked priority schools' implementation of SHS related policies.	⊙Yes ⊙No	
d. Prep	vared informational materials about current SHS policies or policy options for stakeholders.	⊖Yes ○No	
	tained a tracking system of priority schools that have used CDC's School Health Index to evaluate olicy implementation.	⊙Yes ⊙No	
Page 14 of 21 - My ag	ency data		Save Previous Next

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P-E-R-S- Program Evaluation Reporting Syste	m lea-user1 Mason
Home Evaluation	Measures Reporting Upload Policy Documents Reports Glossary 🔀
Page 2 of 3 - Assistance provided	Reporting Period: 2/1/2014 - 7/31/2014
In the past six months, how of professional development eve or organizations) on SHS?	en did you interact with Boston Adult Tech Academy to provide assistance (e.g., nts, technical assistance, guidance or resource materials, and referrals to other agencies Never 1 time
Boston Adult Tech Academy	On what SHS topics did you provide assistance to Boston Adult Tech Academy? (check all that apply.) 2 times 3 - 5 times
Boston Arts Academy	Organizational Partnerships - Establish new or strengthen existing organizational partnerships, whether formal or informa 6 - 10 times between districts or schools and youth-friendly sexual health service providers.
Boston Day and Evening	Assessment of Clinical Services/Youth Friendly - Assess sexual health service providers for youth-friendliness of clinical services.
Boston Green Academy	Develop Referral Protocol - Develop or revise a written sexual health service referral procedure.
Boston International and New Comer Academy	s Implement Referral Protocol - Implement a written sexual health service referral procedure.
Boston Latin Academy	Identify student SHS needs – Provide guidance for school health services staff to appropriately identify student SHS needs
Boston Latin School	Referral Guide - Create a list of youth-friendly sexual health service providers.
Brighton High	Develop/Revise Confidentiality Procedures - Develop or revise a procedure for maintaining student confidentiality throughout the referral process.
Burke High	Implement Confidentiality Procedures - Implement a procedure for maintaining student confidentiality throughout the referral
Charlestown High	process. Expand onsite health services - Expand onsite youth-friendly school health services.
Community Academy of Science & Health	Reimbursement for Services - Obtain third-party reimbursement for the provision of school-based health services.
Dorchester Academy	Market SHS to students - Implement strategies to ensure awareness among students of sexual health service providers and
East Boston High	referral services. Encace Youth - Implement strategies to encace youth in the design, delivery and evaluation of sexual health services.

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	rogram Evaluation Reporting System	10/2	lea-user1 Mason
<form></form>	Burke High		
In the state is a data with a tricks - Quan data yudh handy, kudo hada handres.			
		Expand onsite health services - Expand onsite youth-friendly school health services.	
	Health	Reimbursement for Services - Obtain third-party reimbursement for the provision of school-based health services.	
Heat Ray	Dorchester Academy		
	East Boston High		
Academy of Hash Careford in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices in SPS defeasy - Built and Competencies and techniques to impose the defeasy of sexual hash is access prices and techniques to impose the defeasy of sexual hash is access prices and techniques to its			
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	Madison Park Voc High	Staff Competencies in SHS delivery - Build staff competencies and techniques to improve the delivery of sexual health	
Important Total Total Total Total Important Important <td>Mary Lyon High School</td> <td>services.</td> <td></td>	Mary Lyon High School	services.	
ter and		Page 2 of 3 - Assistance provided Save	Previous Next
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Pege 15 of 21 - My agency data Page 15 of 21 - My agency data Page 15 of 21 - My agency data			lea-user1 Mason
In the past six months, how often did you interact with CAI to receive assistance (e.g., professional development events, curve deta assistance, guidance or resource materials, and referrals to other agencies or organizations) on SHS?			Reporting Period: 2/1/2014 - 7/31/2014
Page 15 of 21 - My agency data Page 15 of 21 - My agency data Periods Period	In the past six months, how often	did you interact with CAI to receive assistance (e.g., professional development events,	
2 times 3 times 6 - 10 times 16 - 20 times 2 times 16 - 20 times 2 times 17 or more times	technical assistance, guidance of	Never	
ional Center for HIV/ADS. Viral Hepatitis, STD and TB Prevention.			
ional Center for HTV/ADS. Viral Hepatitis, STD and TB Prevention,	Page 15 of 21 - My agency data	2 2 10005 3 - 5 101 6 - 10 11 11 - 15 16 - 20	mes imes times) times
ional Center for HIV/ADS. Viral Hepatitis, STD and TB Prevention.	Page 15 of 21 - My agency data	2 2 10005 3 - 5 101 6 - 10 11 11 - 15 16 - 20	mes imes times) times
tional Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,	Page 15 of 21 - My agency data	2 2 10005 3 - 5 101 6 - 10 11 11 - 15 16 - 20	mes imes times) times
ision of Adolescent and School Health	Page 15 of 21 - My agency data	2 2 10005 3 - 5 101 6 - 10 11 11 - 15 16 - 20	mes imes times) times

Form Approved OMB No: 0920-XXXX Exp. Date: XX/XX/XXXX

"Promoting Adolescent Health through School-Based HIV/STD Prevention"

Att. 5a

LEA SSE Items

Public reporting burden of this collection of information is estimated to average 6 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-New)

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Home Evaluation Measur Page 16 of 21 - My agency data	es Reporting Upload Policy Documents Reports Gloss	ary 📜		Re	porting Period: 2/1/2014	- 7/31/2014
	end or require schools do each of the following? (Mark yes whom students can confidentially report student bullying and sexual aggression.		each item.)			
 b. Use electronic (e.g., e-mails, parent seminars) communicatio sexual harassment, including el 	school website), paper (e.g., flyers, postcards), or oral (e.g., phone calls n to publicize and disseminate policies, rules, or regulations on bullying a ectronic aggression.		© No			
 c. Provide information and resound including electronic aggression. 	rces to parents on preventing student bullying and sexual harassment,	○ Yes	No			
Page 16 of 21 - My agency data				Save	Previous	Next
ional Center for HIV/AIDS, Viral Hepatitis, STI sion of Adolescent and School Health) and TB Prevention,					CDC

Home	Evaluation Measures Reporting Upload Policy Documents Reports Glossary	1				
	My agency data			Rep	orting Period: 2/1/2014 - 7/31/	2014
	loes your district recommend or require schools do each of the following? (Mark yes or	no for e	ach item.)			
	Provide a program in which family or community members serve as role models to students or mentor udents, such as the Big Brothers Big Sisters program.	○ Yes	○ No			
b.	Provide service-learning opportunities for students.	○ Yes	○ No			
C.	Provide peer tutoring opportunities for students.	O Yes	© No			
	Have clubs and other activities that give students opportunities to learn about people different from them, uch as students with disabilities, homeless youth, or people from different cultures.	○ Yes	○ No			
yo	Have a student-led club that aims to create a safe, welcoming, and accepting school environment for all both, regardless of sexual orientation or gender identity. (These clubs sometimes are called gay/straight liances.)	O Yes	© No			
	Provide school staff with materials on classroom management techniques (e.g., social skills training, wironmental modification, conflict resolution and mediation, and behavior management.)	O Yes	© No			
Page 17 of 21 -	My agency data			Save	Previous Nex	ct

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Page 18 of 21 - My ag				Reporting F	Period: 2/1/2014 - 7	/31/2014
Currently, does	your district recommend or require schools do each of the following? (Mark yes o	or no for e	each item.)			
	students homework assignments or health education activities to do at home with their parents.	O Yes	© No			
	electronic (e.g., e-mails, school website), paper (e.g., flyers, postcards), or oral (e.g., phone calls, seminars.) communication to inform parents about school health services and programs.	○ Yes	[⊙] No			
c. Have	students' families help develop or implement policies and programs related to school health.	O Yes	© No			
d. Prov	de parents with information about how to communicate with their child about sex.	○ Yes	© No			
	de parents with information about how to monitor their child (e.g., setting parental expectations, track of their child, responding when their child breaks the rules.)	O Yes	© No			
f. Involv	e parents as school volunteers in the delivery of health education activities and services.	O Yes	⊖ No			
g. Link	parents and families to health services and programs in the community.	O Yes	© No			
Page 18 of 21 - My ag	ency data			Save	Previous	Next

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Home Ev	aluation Measures Reporting Upload Policy Documents Reports Glossary 🛃		
Page 5 of 7 - My priority sites	data		Reporting Period: 2/1/2014 - 7/31/2014
Currently, does Boston	Adult Tech Academy do the following? (Mark yes or no for each item.)		
Boston Adult Tech Academy	a. Designate a staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression.	⊖Yes ⊖No	
Boston Arts Academy	b. Use electronic (e.g., e-mails, school website), paper (e.g., flyers, postcards), or oral (e.g., phone cal parent seminars) communication to publicize and disseminate policies, rules, or regulations on bullying the seminary of the seminary communication of the seminary of the semi		
Boston Day and Evening	sexual harassment, including electronic aggression. — c. Provide information and resources to parents on preventing student bullying and sexual harassment,		
Boston Green Academy	including electronic aggression.	○Yes ○No	
Boston International and Nev Comers Academy	y Page 5 of 7 - My priority sites data		Save Previous Next
Boston Latin Academy			
Boston Latin School			
Brighton High			
Burke High			
Charlestown High			
Community Academy of Science & Health			
Dorchester Academy			

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Kennedy Academy of Health Careers	
Madison Park Voc High	
Mary Lyon High School	
New Mission High	
West Roxbury High	
National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health	

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Page 6 of 7 - My priority sites d	jata	Reporting Period: 2/1/2014 - 7/31/2014
Currently, does Boston	Adult Tech Academy do each of the following? (Mark yes or no for each item.)	
Boston Adult Tech Academy	a. Provide a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program.	
Boston Arts Academy	b. Provide service-learning opportunities for students.	1
Boston Day and Evening	c. Provide peer tutoring opportunities for students.	
Boston Green Academy	d. Have clubs and other activities that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures.	
Boston International and New Comers Academy	I e Have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity? These clubs sometimes are called gay/straight O Yes No	,
Boston Latin Academy	alliances.	
Boston Latin School	f. Provide school staff with materials on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management).	
Brighton High	Page 6 of 7 - My priority sites data	Save Previous Next
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Charlestown High		

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Page 7 of 7 - My priority sites da	ita		Reporting Period: 2/1/2014 - 7/31/2014
Currently, does Boston A	dult Tech Academy do each the following? (Mark yes or no for each item.)		
Boston Adult Tech Academy	a. Give students homework assignments or health education activities to do at home with their parents.	′es ○No	
Boston Arts Academy	b. Use electronic (e.g., e-mails, school website), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars) communication to inform parents about school health services and programs.	'es 🔍 No	
Boston Day and Evening	c. Have students' families help develop or implement policies and programs related to school health. \bigcirc Y	′es ONo	
Boston Green Academy	d. Provide parents with information about how to communicate with their child about sex.	′es 🔍 No	
Boston International and New Comers Academy	e. Provide parents with information about how to monitor their child (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules.) \bigcirc Y	′es ○No	
Boston Latin Academy	f. Involve parents as school volunteers in the delivery of health education activities and services. $\hfill \bigcirc$ Y	′es 🔍 No	
Boston Latin School	g. Link parents and families to health services and programs in the community.	′es ONo	
Brighton High	Page 7 of 7 - My priority sites data	s	Save Previous Go to Next Priority Site
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Kennedy Academy of Health Careers			
Madison Park Voc High			
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West Roxbury High			
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Program Evaluation Reporting System Wome Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policy codes, or regulations)? (Mark yes or no for each item.)	ies (including, laws,		is i cDC
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related police codes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work.	ies (including, laws, ○Yes ○No		is i cDC
Program Evaluation Reporting System Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policicodes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations.	ies (including, laws, Ves No Ves No		is i cDC
Program Evaluation Reporting System Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related polic codes, or regulations]? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies as compared with the School Level Impact Measures (SSE SLIM 1-3)	Yes No Yes No Yes No		£ ∎
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related police codes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies are aligned with the School Level Impact Measures (SSE SLIM 1-3) d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies.	ies (including, laws, Ves No Ves No		£ ∎
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Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policic codes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies as compared with the School Level Impact Measures (SSE SLIM 1-3) d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies.	Yes No Yes No Yes No	Reporting Period: 2/1/2014	-7/31/2014
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policic codes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies as compared with the School Level Impact Measures (SSE SLIM 1-3) d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies.	Yes No Yes No Yes No	Reporting Period: 2/1/2014	-7/31/2014
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policic codes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies as compared with the School Level Impact Measures (SSE SLIM 1-3) d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies.	Yes No Yes No Yes No	Reporting Period: 2/1/2014	-7/31/2014
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policicodes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies as compared with the School Level Impact Measures (SSE SLIM 1-3) d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies.	Yes No Yes No Yes No	Reporting Period: 2/1/2014	-7/31/2014
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policic codes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies as compared with the School Level Impact Measures (SSE SLIM 1-3) d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies.	Yes No Yes No Yes No	Reporting Period: 2/1/2014	-7/31/2014
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policic codes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies as compared with the School Level Impact Measures (SSE SLIM 1-3) d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies.	Yes No Yes No Yes No	Reporting Period: 2/1/2014	-7/31/2014
Protection Reporting System Yours Reports Control Reporting Reporting Reports Reporting Reports Reporting Reports Reporting Reports Reporting Reports Reporting Reports Reports Reporting Reports	Yes No Yes No Yes No	Reporting Period: 2/1/2014	-7/31/2014
Home Evaluation Measures Reporting Upload Policy Documents Reports Glossar Page 19 of 21 - My agency data In the past six months, did you complete each of the following actions regarding SSE-related policic codes, or regulations)? (Mark yes or no for each item.) a. Identified policies that guide SSE related work. b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. c. Documented gaps in SSE policies as compared with the School Level Impact Measures (SSE SLIM 1-3) d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies.	Yes No Yes No Yes No	Reporting Period: 2/1/2014	-7/31/2014

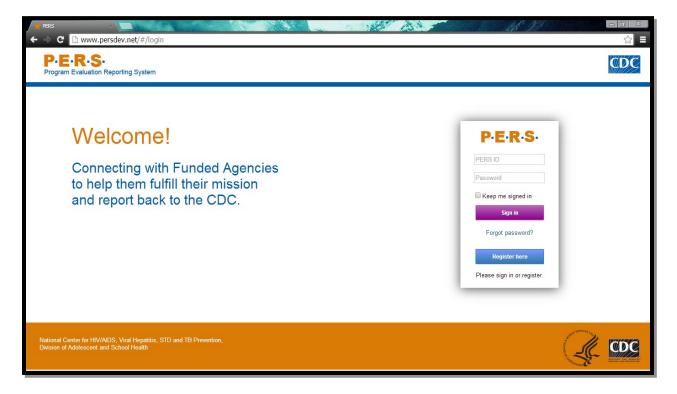
Home Page 20 of 21 - My ag	Evaluation Measures Reporting Upload Policy Documents Reports Glossar	v 📜	Penorting P	Period: 2/1/2014 - 7/31/2014
	ency oaas onths, did you complete each of the following actions regarding the monitoring ol of policies (including, laws, codes, or regulations)? (Mark yes or no for each item.	' priority schools')	Reporting P	61100.2112014 - 113112014
a. Deve	loped or maintained a list of current school-level SSE policy guidance for priority schools.	○ Yes ○ No		
	wed priority schools' SSE policy guidance to ensure alignment with state law, state education policy, and district policy.	○Yes ○No		
c. Track	ked priority schools' implementation of SSE related policies.	⊖Yes ⊙No		
d. Prepa	ared informational materials about current SSE policies or policy options for stakeholders.	⊖Yes ⊖No		
	tained a tracking system of priority schools that have used CDC's School Health Index to evaluate licy implementation.	⊖Yes ⊙No		
Page 20 of 21 - My age	ency data		Save	Previous Next

P-E-R-S- ogram Evaluation Reporting System		lea-user1 Mason
Home Evaluation Me	upload Policy Documents Reports Glossary 🔀	Reporting Period: 2/1/2014 - 7/31/2014
	i did you interact with <mark>Boston Adult Tech Academy</mark> to provide assistance (e.g., s, technical assistance, guidance or resource materials, and referrals to other agencies	▼ Never
Boston Adult Tech Academy	On what SSE topics did you provide assistance to Boston Adult Tech Academy? (check all that apply.)	1 time 2 times 3 - 5 times
Boston Arts Academy	Select strategies to prevent bullying, sexual harassment, and electronic aggression.	6 - 10 times 11 - 15 times
Boston Day and Evening	Implement strategies to prevent bullying, sexual harassment, and electronic aggression.	16 – 20 times 21 or more times
Boston Green Academy	Select parent engagement strategies.	
Boston International and New Comers Academy	Implement parent engagement strategies.	
Boston Latin Academy	Select school connectedness strategies.	
Boston Latin School	Implement school connectedness strategies.	
Brighton High	Assess safe and supportive environment policies.	
Burke High	Monitor the implementation of safe and supportive environment policies.	
Charlestown High	Manage controversy around safe and supportive environments.	
	Build staff and student competencies and techniques to promote a safe and supportive environment for all students.	
Community Academy of Science & Health		

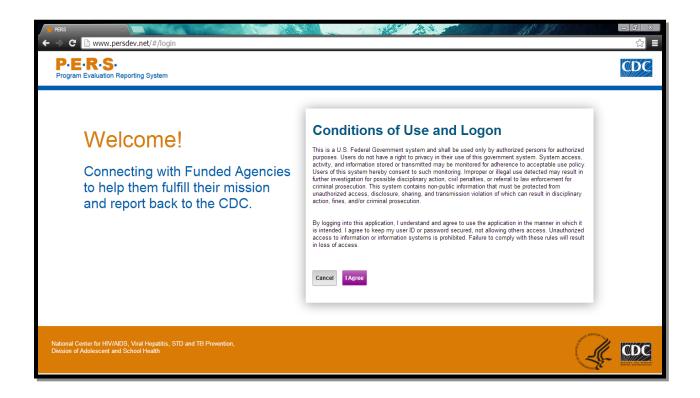
	/0/2	
DERS ogram Evaluation Reporting System		lea-user1 Mason
Burke High	Monitor the implementation of safe and supportive environment policies.	
Charlestown High	Manage controversy around safe and supportive environments.	
Community Academy of Science &	Build staff and student competencies and techniques to promote a safe and supportive environment for all students.	
Health	Page 3 of 3 - Assistance provided	
Dorchester Academy	Sav	e Previous Go to Next Priority Site
East Boston High		
Excel High		
Horace Mann School for the Deaf and Hard of Hearing		
Kennedy Academy of Health Careers		
Madison Park Voc High		
Mary Lyon High School		
New Mission High		
West Roxbury High		
ion of Adolescent and School Health		36
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s C www.persdev.net/#/smo C.E.R.S. ogram Evaluation Reporting System		lea-user1 Mason
Goram Evaluation Mede Home Evaluation Mede		lea-user1 Mason
Home Evaluation Med Page 21 of 21 - My agency data	5/0/0 Disures Reporting Upload Policy Documents Reports Glossary	lea-user1 Mason
Home Evaluation Mee Page 21 of 21 - My agency data	5/0/0	lea-user1 Mason
Pee-R-S- ogram Evaluation Reporting System Home Evaluation Mee Page 21 of 21 - My agency data In the past six months, how often professional development event organizations on SSE)?	o/0/0 asures Reporting Upload Policy Documents Reports Glossary 🛃	lea-user1 Mason

Instruction Slides

Log-in screen



Screen that appears after logging in with username and password



Main page. Questionnaires located in "Evaluation Measures Reporting" tab.

FERS × ► ★ → C www.persdev.net/#/welcome		MB MA	_ ∂ × ★ □
P·E·R·S· Program Evaluation Reporting System		lea-user1 Mason	CDC
Home Evaluation Measures Reporting Upload Policy Documents	Reports Glossary 🛃		
Data for Reporting Period (2/1/2014-7/31/2014) is due no This system is for DASH funded agencies to report required evaluation	o later than August 31, 2014.		
measures. The Evaluation Measures Reporting tab is for the submission of required data and is divided into three surveys: (1) my agency's data; (2) priority site data; and (3) assistance provided. The Glossary tab includes terms that are used within the evaluation measures and surveys to help you	Your Funded Agency		
better understand what and how to report your data. Report only activities funded in any amount through Funding Opportunity Announcement DP 1308; activities that were performed staff whose time is funded through 1308; or in-kind time or resources provided specifically for	Funded Agency: Boston Public Schools Organization Type: LEA		
1306 activities.			
		and and the second s	
National Center for HW/MDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health			CDC

Main screen with links to questionnaires. ESHA, SHS, SSE questions are organized in the three categories for ease of data entry.

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P-E-R-S- Program Evaluation Rep					lea-user1 Mason	CDC
Home	Evaluation Measures Reporting	Upload Policy Documents Reports	Glossary 📜			
Report	Measures					
Current Period						
Target				Status		
Enter my ag	ency's data			Not Started		
Enter priority	/ site data			In-progress	Submit	
Enter assist	ance provided			Not Started		
View my prior s	ubmissions					
National Center for HIV/AIDS Division of Adolescent and S	, Viral Hepatitis, STD and TB Preve chool Health	ntion,				