

2025-2026 (Year 18) Annual Liaison Survey
Draft for Special Olympics U.S. Program Staff and SOUCS Liaisons (PreK-12)

Thank you for being the Liaison for Special Olympics Unified Champion Schools in your school! You play an integral part of promoting Unified Champion Schools within your school as well as helping your state Special Olympics Program and Special Olympics North America promote the social development of and positive social interactions between students with and without IDD within your school and across the United States.

This year, the Center for Social Development and Education at the University of Massachusetts Boston and Special Olympics North America are offering a draft version of the Annual Liaison Survey. This version will serve two goals:

1. Special Olympics U.S. Programs and school liaisons will be able to see all questions before they complete the survey, and
2. School liaisons will be able to prepare to answer this year's survey.

Here are a few relevant notes in reading this document:

1. This year's survey is substantially shorter. We focused on asking about the key information that Special Olympics North America and your state Special Olympics Program needs to know where Unified Champion Schools is today and where it can grow tomorrow.
2. Most of this year's survey focuses on things you already know about Unified Champion Schools in your school. This year, survey questions focus on the following key areas:
 - a. School and liaison demographics,
 - b. The implementation of Unified Champion Schools within your school,
 - c. Support from your state Special Olympics Program and Special Olympics North America, and
 - d. The makeup of your school's Unified Champion Schools program and the impact that Unified Champion Schools has for students, your school, and you.
3. This document includes all questions that Special Olympics Unified Champion Schools plan to ask in this year's Annual Liaison Survey.
 - a. Questions will be presented in a modified version to help you find information for the survey itself.
 - b. Additional text will be presented to help contextualize questions that may appear in the survey.
4. In places where embedded data is used in the survey, they will be referred to generally here. For example, instead of seeing "[your school]" for your school's name, you will see "[school name]" instead. Similarly, you will see "[state SO Program]" instead of seeing "[U.S. Program]" when referring to your state SO Program.

This survey should be considered confidential. Please do not share this survey with anyone not connected with the implementation of Special Olympics UCS.

Survey draft for Special Olympics U.S. Programs and SOUCS programs.
Only share with people directly involved with SOUCS activities and implementation.

This year's survey includes **53 total questions** for the PreK-12 branch. See below for the number of questions per survey section.

Topic Area	Number of questions in this year's survey	Notes
Liaison and School Demographics	3	Schools with missing information in the SOUCS Grant Portal will have 3 additional questions asking about their school.
Unified Sports	8	
Inclusive Youth Leadership	6	
Whole School Engagement	2	
SOUCS Additional Information	2	These questions will only be shown to schools that state that no SOUCS activities or events occurred within their school.
SONA Training and Resources	5	
Leadership Team	6	
Funding	3	
Support from U.S. Programs	3	
SOUCS Integration and Awareness	8	
Impact	7	
Total	53	

Survey draft for Special Olympics U.S. Programs and SOUCS programs.
Only share with people directly involved with SOUCS activities and implementation.

Year 18 Annual Liaison Survey: PreK-12 Version Draft 2

Thank you for participating in this school year's Unified Champion Schools Liaison Survey! Your responses will help Special Olympics and Special Olympics [U.S. Program] understand how Unified Champion Schools was implemented in your school as well as ways to maintain and improve Unified Champion Schools next school year. Once again, we appreciate the time you will take to complete this survey.

Liaison and School Demographics

This first set of questions helps us learn about you and your school.

QD1: Which of the following best describes your main position or primary role at [your school]?

- Adapted physical education teacher
- Administrator
- Athletic Director
- District coordinator
- General education teacher
- Physical education teacher
- School Psychologist/Counselor/Social Worker
- Special education aide/paraprofessional
- Special education services provider (e.g., SLP, OT)
- Special education teacher
- Something else (please describe your current position: _____)

QD2: What is your gender?

- Man
- Woman
- Prefer not to respond.

QD3: [display if "school year" is not available via the SOUCS grant portal] Is this school year the first year [your school] implemented Unified Champion Schools?

- Yes
- No

QD4: [display if QD3 = "No" in the same page] What year was the first year that [your school] started implemented Unified Champion Schools activities? (An estimate is okay if you do not remember the exact year)

[Page Break]

Thank you for describing a bit about yourself. Some questions throughout the rest of the survey ask about students with an intellectual or developmental disability. **Please review the following information before continuing.**

Intellectual and developmental disabilities (or IDD) is a term used when a person has certain limitations in intellectual functioning and/or everyday activities, including communication, social skills, and self-care skills. These limitations can cause a person to develop and learn more slowly or differently than others. IDDs can originate any time before a person turns 22 years old, even before birth, and last for the remainder of a person's life.

- People with certain conditions like Down syndrome, Fragile-X, Autism, and others will have IDD.
- Anyone eligible to be a Special Olympics athlete meets this description of a person with IDD.
- Dyslexia and mental illness are **not** IDDs.

When prompted throughout the following sections about activities and experiences, please think about students with intellectual and developmental disability (abbreviated as IDD).

QD5: Approximately how many students with IDD are enrolled at [your school]? Please only include students with IDD. Please do not count students receiving other special education services who do not have IDD.

None

1-5 students

6-10 students

11-15 students

16-20 students

21-30 students

31-50 students

More than 50 students

[end of block]

SOUCS Implementation

Thank you for telling us about yourself and [your school]. The next few sets of questions ask you about activities or experiences offered within Unified Champion Schools.

[The question QGrade will only be visible for schools that serve students from multiple grade spans and if a school's grade level is not provided to CSDE]

QGrade Does [your school] offer Unified Champion Schools programming for the following grade levels?

	Yes	No
Elementary (PreK-5)		
Middle (6-8)		
High (9-12)		
Transition Program		

[Page break]

Special Olympics Unified Sports® Programming

This set of questions is about **Special Olympics Unified Sports®** activities that happened at [your school] this school year. These questions help Special Olympics understand which sport-based activities are implemented in Unified Champion Schools.

Please Note: Special Olympics Unified Sports® activities are **socially inclusive activities**. In this survey, inclusive means that **students with and without IDD** participate in the activities together.

QUS1: Which of the following Unified Sports activities took place at [your school] **this school year?**

	Yes	No	Don't know
<p>Unified Sports Teams A school sports team where students with and without IDD practice and participate together. This can be recreational (just for fun) or competitive (including intramural, interscholastic, Special Olympics competition, or games against other teams). Sports may include team-based sports or individual sports (e.g., Bocce, Bowling, Track & Field) done in an inclusive format.</p>			
<p>Unified PE A school-approved physical education class, typically taught by a certified PE teacher, that includes students with and without IDD learning and participating together. All students participate as equals and receive physical education credit.</p>			
<p>Unified Fitness An organized school fitness activity where students with and without IDD focus on non-sport physical activity, nutrition, and hydration (e.g., High 5, Fit 5, Unified Fitness Club, Fit Families & Friends, SOFit, performance stations, fitness challenges, fitness awareness days).</p>			
<p>Unified eSports A school-approved video gaming team or program that combines an approximately equal number of students with and without IDD, and incorporates fitness elements.</p>			
<p>Young Athletes (Participants) [Display if grade level covers 5th grade OR QGrade= Elementary]A developmentally appropriate sports-play program for children with and without IDD. It is designed for children ages 2-7 years and can be delivered in school, community, or home settings.</p>			
<p>Young Athletes (Volunteers) An opportunity for older students (3rd-12th grade) to volunteer to help younger students (PreK-2nd grade) with physical activities offered as part of the Young Athletes Program in a school.</p>			
<p>Developmental Sports/Junior Athletes [Display if grade level covers 6th grade OR QGrade= Elementary or Middle] Activities that introduce sports and sport skills (e.g., tennis, basketball) to children (1st-6th grade) with and without IDD. Sometimes this serves as an introduction to sport before children are old enough for Unified Sports. It does not include official team practices, games, or competitions. This can also be called Unified Developmental Sports or Developmental Junior Athletes.</p>			

QUS2. Were there any other **Unified Sports** activities that occur at [your school] that were not covered by the above grid?

Yes (please list them here)

No

[If a SOUCS liaison indicates that Unified Sports occurred in their school, they will see the questions below. If not, they will go to the inclusive youth leadership section of the survey]

QUS3:[only for middle and high schools] Were Unified Sports activities at [your school] offered in **at least 2 sport seasons or school terms** this school year? This includes Unified Sports teams, Unified PE, Unified Fitness or any other Unified Sports activity.

Yes

No

Don't know

QUS4. [only for elementary schools] Did Unified Sports and/or Young Athletes activities have students from multiple grade levels participating this school year?

Yes

No

Don't know

QUS5: Did Unified Sports activities occur regularly over the course of the school year? For instance, weekly training or practices, Unified PE throughout the year, or quarterly Developmental Sports/Junior Athletes offerings.

Yes

No

Don't know

QUS6: Was there a culminating event, game, or competition for any Unified Sports activity at [your school]?

Yes

No

Don't know

QUS7. Have any coaches of the Unified Sports activities received state and/or national training on Special Olympics Unified Sports or Young Athletes? Coaches are the adults that lead the Unified Sports activities.

Yes

No

Don't know

QUS8: Were Unified Sports activities officially recognized at [your school] in a similar style as other sports or athletics activities? For instance, appears in activity listing for students, transportation provided for events, information and recognition shared over school announcements, recognition during assemblies/school events/yearbook, and/or a stipend is offered to coaches.

Yes

No

Don't know

[end of block]

Inclusive Youth Leadership Programming

This next set of questions asks you about the inclusive youth leadership activities and events that happened at [your school] this school year. These questions help Special Olympics understand which non-sport activities are implemented in Unified Champion Schools.

Please Note: Special Olympics inclusive youth leadership activities are **socially inclusive activities**. This means that both students **with and without** IDD participate in the activities together.

QIYL1. Which of the following inclusive youth leadership activities took place at your school **this school year**?

	Yes	No	Don't know
<p>Unified Club A school-based club/student group where an equitable number of students with and without IDD meet regularly to plan and implement Special Olympics Unified Champion Schools activities (sometimes called a Partner's Club).</p>			
<p>Inclusive Leadership Training/Class Lessons or activities in an inclusive group setting aimed at increasing knowledge and skills in leadership for students with and without IDD within your school (sometimes called a Unified Leadership Class)</p>			
<p>Unified Young Readers An opportunity for students with and without IDD to learn and talk about leadership, kindness, empathy, and inclusion through picture books and teacher-lead discussion questions and activities.</p>			
<p>Youth Summit A state-, regional-, or national-level event/conference of students with and without IDD from different schools who come together to learn leadership skills or discuss issues and identify action relating to social justice, acceptance, and inclusion (Sometimes this is called a Youth Forum).</p>			
<p>Youth Activation Committee State- or regional-level groups of youth leaders with and without IDD who communicate regularly (whether by phone, video, or in-person meetings) to plan state or regional activation and engagement events such as social media campaigns, Young Athletes festivals, youth leadership trainings, etc. sometimes this group is called a Student Board of Directors, District Leadership Group, or Unified Leadership Group).</p>			

QIYL2. Were there any other inclusive youth leadership activities that occurred at [your school] that were not covered by the above grid?

Survey draft for Special Olympics U.S. Programs and SOUCS programs.
Only share with people directly involved with SOUCS activities and implementation.

- Yes (please list them here)
 No

[If a SOUCS liaison indicates that inclusive youth leadership occurred in their school, they will see the questions below. If not, they will go to the whole school engagement section of the survey]

[Page Break]

[Banner: Elem, MS/HS; Display logic: Shown when IYL ≥ 1 activity] QIYL3. Most school clubs/student groups have an adult advisor(s) that helps facilitate the club/group with students. The advisor could be a school staff member or a volunteer. Did the Unified Club or other inclusive student group at [your school] have an adult advisor this school year?

- Yes
 No
 Don't know

[Banner: Elem, MS/HS; Display logic: Shown when IYL ≥ 1 activity] QIYL4: Did the Unified Club or inclusive student group at [your school] meet **at least once a month** this school year?

- Yes
 No
 Don't know

[Banner: Elem, MS/HS; Display logic: Shown when IYL ≥ 1 activity] QIYL5. Which of the following best describes youth leadership within the Unified Club or other inclusive student group at [your school]?

- Only students without IDD took on leadership roles
 Only students with IDD took on leadership roles
 Both students with and without IDD took on leadership roles
 Neither students with or without IDD took on leadership roles
 Don't know

[Banner: Elem, MS/HS; Display logic: Shown when IYL ≥ 1 activity] QIYL6: Was the Unified Club or other inclusive student group officially recognized by [your school] in a similar style as other clubs/activities? For instance, appears in activity listing for students, transportation provided for events, information and recognition shared over school announcements, recognition during assemblies/school events/yearbook, and/or a stipend is offered to the advisor.

- Yes
 No
 Don't know

[end of block]

Whole School Engagement Programming

This next set of questions is about **whole school engagement** activities and events that happened at [your school] this school year. These questions help Special Olympics understand which large scale activities are implemented in Unified Champion Schools.

Please Note: Special Olympics whole school engagement activities are **socially inclusive activities**. This means that both students **with and without** IDD participate in the activities together.

QWSE1. Which of the following whole school engagement activities took place at your school **this school year?**

	Yes	No	Don't know
<p>Spread the Word/Inclusion/Respect/Disability Awareness Campaign A day- or week-long event to spread the word about inclusion, acceptance, and respect for students of all abilities. Themes may cover disability awareness, anti-bullying, kindness, or eliminating the use of the r-word (“retard(ed)”). Event activities may include “Unified Spirit Week,” awareness assemblies/rallies, poster competitions, selling T-shirts, etc.</p>			
<p>Fans in the Stands/Unified Sports Pep Rally A competition or culminating event for Unified Sports teams or Young Athletes that includes fans/spectators from the general student population (e.g., a sports pep rally or similar assembly where Unified Sports teams are recognized).</p>			
<p>Unified Sports Day/Festival A day of inclusive sports activities for the student body that helps to raise awareness about how athletes with and without IDD can train and compete together.</p>			
<p>Fundraising events and activities Events or projects to help raise money for Special Olympics events, or the Unified Champion Schools program specifically, at your school (e.g., Polar Plunge, Minute that Matters, a walkathon to raise money, Law Enforcement Torch Run (LETR)).</p>			
<p>Unified Fitness challenge A school-wide virtual or in-person fitness challenge, often led by a Unified PE class or Unified Club, to promote healthy behavior through physical activity, nutrition, and hydration (e.g., walkathon or step count challenge).</p>			
<p>Special Olympics play/performance A play/performance written for a cast of students with and without IDD designed to raise awareness of the school experiences of students with IDD and promote empathy and respect (e.g., “It’s Our School, Too!” or “Looking for Leaders”).</p>			

[Page break]

[Banner: Elem, MS/HS. Put this after WSE grid] QSTU1: [Display question if activity grid count > 1 overall] **QWSE2.** During this school year, did students with and without IDD work together to plan or lead Unified Champion Schools in any of the following areas?

	Yes	No
<i>[Display option if Unified Sports was offered in the SOUCS liaison's school]</i> Unified Sports activities (e.g., team or individual sports, Unified PE, Young Athletes)		
<i>[Display option if IYL was offered in the SOUCS liaison's school]</i> inclusive youth leadership activities (e.g., Unified club, Youth Summits, Activation Committees)		
<i>[Display option if WSE was offered in the SOUCS liaison's school]</i> whole school engagement activities (e.g., Spread the Word, Fans in the Stands, fundraising activities)		
Other activities involved in SOUCS planning or implementation [please describe]		

[If a SOUCS liaison indicates that whole school engagement occurred in their school, they will go to the end of the survey block. If they indicated that no SOUCS activities or events occurred in their school, they will see the questions below]

QAWARE1 Which best describes where your school is at with Unified Champion Schools this school year?

- We do not have plans to implement Unified Champion Schools activities this school year (2025-2026)
- We are planning to implement Unified Champion Schools activities before the end of this school year (in spring 2026)
- Unified Champion Schools activities may have happened, but I'm not involved enough to know
- Something else (please briefly describe)

QAWARE2 Which of the following would help your school start implementing SOUCS activities? (select all that apply).

- Clear examples of activities that count for each of the 3 Unified Champion Schools components
- A playbook or "get started" guide
- Clarifying the role of the Unified Champion Schools liaison or school leader
- Help identifying who at my school is involved in implementing Unified Champion Schools activities
- Communicating with Special Olympics [U.S. Program] staff

[end of block]

**Survey draft for Special Olympics U.S. Programs and SOUCS programs.
Only share with people directly involved with SOUCS activities and implementation.**

Indicators of SOUCS Quality

Thank you for telling us about the Unified Champion Schools activities and events that occurred at your school.

This section of the Annual Liaison Survey will ask you about how your Unified Champions Schools program is structured, supports that your school may have in helping promote Unified Champion Schools activities and events.

Training and Resources

This first set of questions asks about your awareness and use of various Special Olympics implementation resources. These questions help Special Olympics ensure that schools have appropriate resources to provide knowledge and support for Unified Champion Schools implementation.

[Display logic: School level=Elementary or QGrade= Elementary] **QRES1:** Did you use the **online version** of the Elementary School Playbook this year?

- Yes
- No, but I was aware of this resource
- No, and I was not aware of this resource

[Display logic: School level=Middle or QGrade= Middle] **QRES2:** Did you use the **online version** of the Middle School Playbook this year?

- Yes
- No, but I was aware of this resource
- No, and I was not aware of this resource

[Display logic: School level= High or QGrade= High] **QRES3:** Did you use the **online version** of the High School Playbook this year?

- Yes
- No, but I was aware of this resource
- No, and I was not aware of this resource

QRES4: Did you complete any courses on the Special Olympics online learning portal this school year?

- Yes
- No, but I was aware of this resource
- No, and I was not aware of this resource

QRes5: Did you or anyone at your school complete any additional trainings or used any resources related to Unified Champion Schools this school year provided by Special Olympics [U.S. Program]?

Type of training or resource	Yes, our school used this training or resource	No
In-person meetings hosted by [U.S. Program]		
In-person meetings where someone from [U.S. Program] comes to your school		
Virtual trainings hosted or provided by [U.S. Program]		
Printed or PDF materials provided by [U.S. Program]		

[end of block]

School Leadership Teams and School Support

This next set of questions asks about Unified Champion Schools Leadership Teams.

A Unified Champion Schools Leadership Team is a group of individuals who collaborate on a regular basis to guide, coordinate, and support Unified Champion Schools at [your school]. The team helps establish goals, plan and oversee activities, monitor progress, and sustain implementation. Leadership Teams typically include multiple groups within a school (e.g., teachers, students with and without IDD, administrators, school staff, or parents).

These questions help Special Olympics understand how structured leadership and coordination support the implementation and sustainability of Unified Champion Schools at [your school].

[Banner: Elem, MS/HS] QLT1: Did [your school] have a Unified Champion Schools Leadership Team this school year?

- Yes
- No [Skip to **QLT6A**]

[Banner: Elem, MS/HS] QLT2: Were any of the following people part of the Unified Champion Schools Leadership Team?

	Yes	No
Special education teachers		
General education teachers		
Physical education (PE) teachers		
Adapted PE teachers		
Students with IDD		
Students without IDD		
Athletic directors		
School administrators		
Family members of students with IDD		
Family members of students without IDD		
Professional school staff (e.g., school psychologists, counselors, social workers, nurses, or others)		

[Banner: Elem, MS/HS] QLT3: Were there any other groups of people on your school’s Unified Champion Schools Leadership Team that were not listed in the previous table?

- Yes (Please list here)
- No

[Banner: Elem, MS/HS] QLT4: This school year, did the Unified Champion Schools leadership team monitor or report on social inclusion to guide Unified Champion Schools-related planning or improvement (e.g., completing Special Olympics [U.S. Program] surveys/reporting or national surveys like this one)?

- Yes
- No
- Don't know

[If QLT1="No"] QLT5: This school year, which of the following members of the school community were involved in leading, planning, executing, or hosting activities/events for Unified Champion Schools?

	Yes	No	Don't know
General education teachers			
Special education teachers			
Physical education (PE) teachers			
Adapted PE teachers			
Students without IDD			
Students with IDD			
Athletic directors			
School administrators			
District administrators			
Professional school staff (e.g., school psychologists, counselors, social workers, nurses, or others)			
Families of students with IDD			
Families of students without IDD			

[If QLT1= "No"] QLT6: How likely is it that there will be a Unified Champion Schools Leadership Team at [your school] next school year (2026-2027)?

- Very likely
- Somewhat likely
- Not very likely
- Not likely at all

[end of block]

Funding

The next set of questions asks about funding for Unified Champion Schools in 2025-2026. These questions help Special Olympics understand the financial resources available to schools across the country.

[Banner: Elem, MS/HS] QF1: Please indicate all sources of funding for Unified Champion Schools at [your school] this school year.

	[your school] had funding from this source	[your school] did not have funding from this source
Special Olympics [U.S. Program]		
District budget		
Donations from local businesses or community organizations		
Fundraising activities or events (e.g., student-led fundraising, Polar Plunge, or a booster club)		
Grants or donations from businesses, regional, or national organizations		
Personal donations (made outside of fundraising)		
PTA donations		
School budget		

QF2: Do you feel that the amount of funding available for Unified Champion Schools at [your school] met the needs of the program this school year?

- Yes
- No

[Banner: Elem, MS/HS] QF3: How confident do you feel that your amount of funding will be consistent over the next three years (through the 2028-2029 school year)? (1 = Not confident at all, 6 = Very confident)

[end of block]

Support from SO US Program

The next two questions ask about your interactions with Special Olympics [U.S. Program] this school year.

QSUP1: How often were you in contact with Special Olympics [U.S. Program] this school year?
(Once a week or more/2-3 times a month/Once a month/2-3 times a year/Once a year/Never)

QSUP2: Did you receive any support provided by Special Olympics [U.S. Program] related to Unified Champion Schools implementation this year? (Yes/No)

QSUP3: [display if QSUP2 = "Yes"] Overall, how satisfied are you with the support provided by Special Olympics [U.S. Program] related to Unified Champion Schools implementation in your school? (1=Not satisfied at all, 6=Very satisfied, 7=Did not receive support this year)

[end of block]

Program Quality and Impact

Thank you for telling us about the leadership structure and support that [your school] has in implementing Unified Champion Schools!

These last set of questions will focus on your perceptions of Unified Champion Schools at [your school], thoughts about the future of Unified Champion Schools implementation in 2026-2027 and beyond, and the impact that Unified Champion Schools has at [your school].

Program Integration & Awareness

This section asks about how you see Unified Champion Schools at [your school] and thoughts about the future of Unified Champion Schools next year. This set of questions ask about where Unified Champion Schools is as of the 2025-2026 school year.

QPQ1: To what extent is...

		Not at all	A little	A lot
A.	Unified Champion Schools integrated into new school or district initiatives?			
B.	Unified Champion Schools described by administrators as a top priority for the school?			
C.	Unified Champion Schools embedded into school and/or district policy (such as school improvement plans, mission/vision statements, etc.)?			
D.	Unified Champion Schools considered a typical operating procedure of the school (it has become “what we do here/what we have always done”)?			

QPQ2: To what extent are...

		Not at all	A little	A lot
A	Students aware of Unified Champion Schools activities at your school?			
B	Administrators at your school aware of Unified Champion Schools activities at your school?			
C	Teachers aware of Unified Champion Schools activities at your school?			
D	District staff/administrators aware of Unified Champion Schools activities at your school?			

[Page break]

[Display if PQ2-D="A lot/A little"] QPQ3: How often does your school district share information about Unified Champion Schools with [your school]?

- At least once a week
- 2-3 times per month
- Once a month
- 2-3 times per school year
- Once per school year
- Never

[Display if PQ2-D="A lot/A little"] QPQ4: This school year, did your school district organize or host any Unified Champion Schools activities or events that your school was invited to join?

- Yes
- No

[Page Break]

This set of questions ask about Unified Champion Schools at [your school] **beyond this school year.**

QPQ5: Overall, how likely is it that Unified Champion Schools will continue at [your school] next school year (2026-2027)? (1: *Very unlikely*, 6: *Very likely*)

QPQ6: Will you be the Unified Champion Schools liaison at [your school] again next school year (2026-2027)?

- Definitely yes
- Probably yes
- Probably not
- Definitely not

QPQ7: How likely is it that Unified Champion Schools would continue at [your school] without your direct involvement? (1: *Very unlikely*, 6: *Very likely*)

QPQ8: How self-sustainable do you consider Unified Champion Schools at [your school]? (1: *Not self-sustainable at all*, 6: *Completely self-sustainable*)

[end of block]

Impact

This final set of questions is about what impact you think Unified Champion Schools has had on you, your school, and the students.

QIMP1: How much of a difference do you think Unified Champion Schools activities have made at [your school] to...

Question (shown to Liaisons)	1 Unified Champion Schools did not make a difference	2	3	4	5	6 Unified Champion Schools made a big difference
Increase opportunities for students with and without IDD to work together?						
Increase participation of students with IDD in school activities?						
Increase participation of students without IDD in school activities?						
Raise awareness about students with IDD?						
Increase the confidence of students with IDD?						
Increase the confidence of students without IDD						
Increase students' school pride or sense of belonging with their school?						

QIMP2: How much of a difference do you think Unified Champion Schools activities have made at [your school] in...

Question (shown to Liaisons)	1 Unified Champion Schools did not make a difference	2	3	4	5	6 Unified Champion Schools made a big difference
Increasing attendance of students with IDD in school?						
Increasing attendance of students without IDD?						
Reducing disciplinary referrals for students with IDD?						
Reducing disciplinary referrals for students without IDD?						

Survey draft for Special Olympics U.S. Programs and SOUCS programs.
Only share with people directly involved with SOUCS activities and implementation.

QIMP3: How much of a difference do you think Unified Champion Schools activities have made to...

Question (shown to Liaisons)	1 Unified Champion Schools did not make a difference	2	3	4	5	6 Unified Champion Schools made a big difference
Increase the visibility of students with IDD within the overall student body at [your school]						
Reduce bullying, teasing, or use of offensive language?						
Increase students' and teachers' understanding of appropriate language surrounding disability						
Create a more positive school culture or environment?						

QIMP4: How much of a difference do you think Unified Champion Schools activities have made at [your school] to expand inclusion to the following areas?

Question	1 Unified Champion Schools activities did not make a difference	2	3	4	5	6 Unified Champion Schools activities made a big difference
Classrooms and academic settings						
Extracurricular activities and afterschool settings						
School buses						
The cafeteria						
Other common areas in the school						

QIMP5_NSCC: How effective is Unified Champion Schools programming in strengthening positive relationships among students, staff, and the broader school community?

(1 = not effective at all; 6 = very effective)

QIMP6: How valuable do you believe Unified Champion Schools activities are for...

Question	1 Unified Champion Schools activities was not valuable at all	2	3	4	5	6 Unified Champion Schools activities was very valuable
Students with IDD						
Students without IDD						
The school as a whole						

QIMP7: Is there a moment, story, or shoutout you would like to share from this year that reflects the impact of Unified Champion Schools at your school? If so, please share a brief description.
[Essay Text Box]

End of Survey