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National Evaluation of The Safe Schools/Healthy Students Initiative

School-Level Survey
March 11, 2009

Sponsored by:

U.S. Department of Health and Human Services
U.S. Department of Education
U.S. Department of Justice

Conducted by:

MANILA Consulting Group, Inc.
Battelle Centers for Public Health Research and Evaluation
RMC Research Corporation

Safe Schools/Healthy Students Initiative School-Level Survey

Welcome

The Safe Schools/Healthy Students (SS/HS) School-Level Survey is part of the National Evaluation of the SS/HS Initiative. The initiative is jointly supported by the U.S. Department of Health and Human Services, U.S. Department of Education, and U.S. Department of Justice. The information gathered through this survey will enable Federal agencies to evaluate and improve the initiative nationwide.

You have been asked to complete this survey with information pertinent to your school. The survey solicits information on your school's efforts relating to the SS/HS Initiative since grant award. The questions ask about your school's involvement in implementing and supporting a wide range of SS/HS programs and activities and the nature of your school's involvement. In answering these questions, it may be useful to consult with other people at your school.

The survey also asks your assessment of the local initiative's partners who have worked in your school, such as law enforcement, juvenile justice, and prevention and treatment professionals. Please be assured your responses will be kept strictly confidential and will be used only in aggregate form for analytic and reporting purposes.

Thank you for your participation!

School name:

We would like to begin with a couple general questions about your school.

1a. Please tell us what grades are served at your school. (Check all that apply.)

- Pre-K K 1st 2nd 3rd 4th 5th
 6th 7th 8th 9th 10th 11th 12th

1b. Approximately how many students are enrolled in your school?

Survey Tips:

- To navigate through this survey, use the **Next** button to proceed forward. Please use the **Previous** button to review your answers.
- Do not click your browser's back or forward button to navigate.
- If you cannot complete the survey all at one time, click on **Stop for Now**, and return at a later time. When you return, you may resume where you left off.

GENERAL INFORMATION ABOUT YOU

2. Please check the role that best describes you:

- Coordinator/Director
 Counselor
 Principal
 Program Specialist
 School System Administration
 SS/HS Project Director/Coordinator
 Teacher
 Other

3a. Have SS/HS programs or activities been implemented in your school?

- Yes
 No

If response is NO:

Since there are no SS/HS programs or activities in your school, there are no further questions. Please click the "Submit" button to complete the survey.

If response is YES:

See below.

| ORGANIZATIONAL STRUCTURE, CHARACTERISTICS, AND ACTIVITIES | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|
| 3b. Please indicate the degree to which each of the following statements describes how decisions on implementation of SS/HS activities are made at your school. | | | | | | | |
| THE LEADERSHIP.... | STRONGLY AGREE | MODERATELY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | MODERATELY DISAGREE | STRONGLY DISAGREE |
| a. A single person in the school makes nearly all decisions pertaining to SS/HS activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Decisions are made by a small group within the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Many school staff members have effective input into how SS/HS is implemented. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. There is a formal process for making decisions (e.g., a voting system). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Most decisions are made with little input from the school instructional staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The implementation process for SS/HS activities within the school promotes cohesiveness and team spirit. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. The implementation process for SS/HS activities in the school fosters respect and trust between professions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. The school administrative staff has effective input on the implementation of most SS/HS activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. The way that SS/HS is implemented within the school combines the perspectives, resources, and skills of a wide range of professionals in the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Many members of the school staff probably feel "left out of the loop" on the SS/HS initiative. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. The implementation process for SS/HS activities has improved relations between personnel at the District level and school staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. For each of the following items, please indicate whether decisions on SS/HS activities in your school are made primarily by the SS/HS Project Director/Coordinator (and his or her staff and representatives of local partner agencies), by personnel within your school, or by a combination of both.

| AREA | NOT APPLICABLE | PROJECT DIRECTOR/ COORDINATOR MAKES MAJOR DECISIONS AND SCHOOL FACILITATES | MAJOR DECISIONS MADE AND IMPLEMENTED AT SCHOOL LEVEL | DECISIONS MADE JOINTLY BY THE PROJECT DIRECTOR/ COORDINATOR AND SCHOOL LEVEL PERSONNEL | OTHER, SPECIFY |
|--|--------------------------|--|--|--|--------------------------|
| a. Selection of SS/HS-related programs and/or curricula to be implemented at your school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Program implementation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Ongoing, informal program monitoring and feedback | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. SS/HS-related protocols, such as crisis response plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Collaboration with other agencies/partners | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Long-term plans for enhancement or continuation of SS/HS activities at your school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Funding and/or resource allocations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Regularly-scheduled evaluation and data collection | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Technical assistance and training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Procedures/operations (e.g., steps to refer students to outside help) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Routine logistical matters (e.g., scheduling of SS/HS-related meetings, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 5. Identify the groups with whom your school had no collaboration prior to grant award. | |
|--|--|
| <input type="checkbox"/> | 1. Representatives from school district's central office |
| <input type="checkbox"/> | 2. Representatives from local law enforcement agencies |
| <input type="checkbox"/> | 3. Representatives from local juvenile justice entity |
| <input type="checkbox"/> | 4. Representatives from local public mental health authority |
| <input type="checkbox"/> | 5. Representatives from other health and social services, including both public sector (e.g., county substance abuse agency) and private sector (e.g., Big Brothers/Big Sisters, for-profit hospital, Boys & Girls Club, YMCA) |
| <input type="checkbox"/> | 6. School principal/administrator |
| <input type="checkbox"/> | 7. Teachers |
| <input type="checkbox"/> | 8. Family members/parents, guardians |
| <input type="checkbox"/> | 9. Local businesses |
| <input type="checkbox"/> | 10. Student services personnel (e.g., school resource officers, school counselor, school psychologist, nurse, social worker) |
| <input type="checkbox"/> | 11. Nonprofit community organization (e.g., civic, fraternal, faith-based) |
| <input type="checkbox"/> | 12. Students |

SCHOOL EMPHASIS ON AND STUDENT PARTICIPATION IN ACTIVITIES AND PROGRAMS

Please characterize the Priority for Implementation of each of the following SS/HS grant activities and programs. If your school has previously implemented the activity or program prior to the SS/HS Initiative, check "Not part of SS/HS initiative at this school." Similarly, if the activity or program is not planned for implementation at your school, select "Not part of SS/HS initiative at this school."

6. What is the Priority for Implementation of the activities and programs for the Safe School Environment?

| ACTIVITIES/PROGRAMS | PRIORITY FOR IMPLEMENTATION | | |
|---|---|--------------------------|--------------------------|
| | not part of SS/HS initiative at this school | high priority | low priority |
| a. Provide curricula or programs to students involving knowledge, skills, attitudes, or values intended to promote a safe school environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Use outside resources in classrooms such as parent or community volunteers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Set behavior goals for creating and maintaining a safe school environment for students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Provide recreational or enrichment activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Provide activities to establish and enforce classroom rules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Provide outreach or service to families to improve their child management and supervision practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Promote student participation in resolving disputes or responding to problem behavior (e.g., student court, peer mediation, or student conflict) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Communicate school's expectations on safe school environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Track students' behavior in achieving the goals on promoting safe school environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Organize supervised "safe places" on school grounds for before and/or after school time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Provide training to school staff on safe school environment issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Develop crisis preparedness plans, tools or guidelines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Conduct security assessment/search for security gaps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Test and/or perform maintenance on security devices and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. Install or replace safety equipment (e.g., fire extinguishers, security cameras) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. Provide for bike patrols on/near school grounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. Conduct random inspections of student lockers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r. Issue identification cards to students and staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 7a. What is the Priority for Implementation of the activities and programs to Prevent Alcohol and Other Drug Use? | | | |
|--|--|--------------------------|--------------------------|
| ACTIVITIES/PROGRAMS | PRIORITY FOR IMPLEMENTATION | | |
| | not part of SS/HS initiative at this school | high priority | low priority |
| 1. Provide curricula or programs to students involving knowledge, skills, attitudes, or values related to preventing use of alcohol or drugs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Track students' behavior in achieving the goals on alcohol and other drug use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provide feedback or consequences to reinforce prevention of the use of alcohol and other drugs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Use outside resources in classrooms such as parents or community volunteers to convey information on alcohol and other drug use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Set behavior goals for creating and maintaining alcohol- and drug-free students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Communicate school's expectations on zero tolerance of alcohol and other drug use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Provide families with information on alcohol and other drug use prevention activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Provide training to school staff on alcohol and other drug use issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Involve representatives of selected families and communities in the design and delivery of alcohol and other drug use prevention programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7b. What is the Priority for Implementation of the activities and programs on Violence Prevention? | | | |
| 1. Provide curricula or programs to students involving knowledge, skills, attitudes, or values intended to prevent violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Track students' behavior in achieving the goals on violence prevention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provide feedback or consequences to decrease undesired behavior or increase desired behavior related to prevention of violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Use outside resources in classrooms such as parent or community volunteers to convey information on preventing violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Set behavior goals for preventing violence for students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Communicate school's expectations on violence issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Provide families with information on violence prevention activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Provide training to school staff on violence prevention issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Involve representatives of selected families and communities in the design and delivery of violence prevention programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. What is the Priority for Implementation of the activities and programs for School and Community Mental Health Prevention and Treatment Services?

| ACTIVITIES/PROGRAMS | PRIORITY FOR IMPLEMENTATION | | |
|--|---|--------------------------|--------------------------|
| | not part of SS/HS initiative at this school | high priority | low priority |
| a. Provide school-based mental health prevention and early intervention services for at-risk students and their families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Provide mental health screening and assessment in the school setting (e.g., screening for depression or other mental health disorders) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Provide supportive services to families so that they may participate fully in the educational, social, and healthy development of their children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Provide referral and follow-up with local public mental health agencies when needed services are not available at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Change students' attitudes and beliefs on mental health (e.g., reduce stigma of seeking help for mental health problems) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Involve representatives of selected families and communities in the design and delivery of mental health prevention programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Develop a formal arrangement between schools and public or nonprofit mental health entities concerning the delivery of mental health services for children and adolescents with more serious mental health problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Provide training and consultation to school personnel to improve their knowledge and skills on mental health promotion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Support enhanced integration, coordination, and resource sharing among mental health and social service providers in schools and other community-based programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 9. What is the Priority for Implementation of the activities and programs for Early Childhood Psychosocial and Emotional Development? | | | |
|--|--|--------------------------|--------------------------|
| ACTIVITIES/PROGRAMS | PRIORITY FOR IMPLEMENTATION | | |
| | not part of SS/HS initiative at this school | high priority | low priority |
| a. Provide activities or opportunities to preschool children to be ready for school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Provide mental health services and parenting programs for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Provide family support services to families with preschool children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Provide case consultation, crisis intervention, or therapies to parents of preschool children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Train teachers or caregivers to work collaboratively with families to address the social and emotional needs of children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Overcome barriers to identifying and serving families in need | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 10. What is the Priority for Implementation of the activities and programs for Supporting and Connecting Schools and Communities? | | | |
|--|--|--------------------------|--------------------------|
| ACTIVITIES/PROGRAMS | PRIORITY FOR IMPLEMENTATION | | |
| | not part of SS/HS initiative at this school | high priority | low priority |
| a. Provide staff training on knowledge and skills needed to maintain order and discipline | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Provide staff training on knowledge and skills needed to prevent bullying and other harassing behaviors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Involve families in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Involve communities in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Involve families in mentoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Involve communities in mentoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Involve families in academic enrichment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Involve communities in academic enrichment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Involve families in alternative education (e.g., internships and apprenticeships) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Involve communities in alternative education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Involve families in after-school programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Involve communities in after-school programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| 11. What is the Priority for Implementation of the activities and programs for Safe School Policies? | | | |
|--|--|--------------------------|--------------------------|
| ACTIVITIES/PROGRAMS | PRIORITY OF IMPLEMENTATION | | |
| | not part of SS/HS initiative at this school | high priority | low priority |
| a. Develop safe school policies and/or procedures based on needs assessment or outcome evaluation data | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Develop safe school policies and/or procedures based on research literature and identified best practices | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Develop safe school policies and/or procedures based on marketing information (e.g., brochures) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Develop safe school policies and/or procedures based on conferences in school district or outside school district | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Establish clear standards of student behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Enforce standards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Disseminate information on disciplinary code to ensure it is widely understood by teachers, students, administrative staff, and parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Monitor the application of disciplinary practices to see if actual practice conforms to the discipline policy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Impose penalties fairly and equitably and commensurate with the severity of the infraction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Provide alternative interventions to penalties that teach positive behaviors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Zero tolerance for firearms on school grounds and at school-sponsored events | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Reintegrate students from the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Establish a management information system for reporting and analyzing violent and noncriminal incidents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Ensure that parents and community members have opportunities for meaningful participation in planning and carrying out the school's safety policies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**12. Please identify your school's collaboration activities with potential partners in the SS/HS Initiative.
(Check all that apply.)**

| PARTNERS | COLLABORATION ACTIVITIES (CHECK ALL THAT APPLY) | | | |
|---|--|--------------------------------|--------------------------|--------------------------|
| | no collaboration with this partner | plan/conduct joint programs | share resources | provide feedback |
| a. Representatives from School District's Central Office | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Local law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Local juvenile justice authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Local public mental health authority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Other local health and social service organizations (public and private) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. School principal/administrator | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Community organizations (e.g., fraternal, civic, faith-based) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Family members/parents, guardians | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Local businesses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Student services personnel (e.g., school resource officers, school counselor, school psychologist, nurse, social worker) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. Nonprofit community organizations (e.g., civic, faith-based) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please provide your assessment of the outcomes of the SS/HS Initiative in your school since grant award.

| 13. To what extent has the SS/HS Initiative helped your school to accomplish the following? | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | NOT AT ALL | TO A SMALL EXTENT | TO SOME EXTENT | TO A GREAT EXTENT | TO A VERY GREAT EXTENT |
| a. Improve overall school safety | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Reduce alcohol and other drug use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Reduce violence on campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Reduce violence in community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Provide early detection of students' mental health problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Provide more effective treatment of students' mental health problems | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Improve the connection between school and community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Improve the connections between schools and families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Improve early childhood development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Help develop effective school policies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Help enforce effective school policies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|---|------------|
| <p>14. Does your school have an established policy regarding the use of <i>seclusion</i> and/or <i>restraint</i>? These terms are defined as follows:</p> <p><i>Seclusion:</i> the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. This room may be supervised or unsupervised. It may be called a seclusion room or a time out room.</p> <p><i>Restraint:</i> any manual method or physical or mechanical device, material, or equipment attached to or adjacent to a student's body that s/he cannot easily remove or that restricts freedom of movement or normal access to one's body (e.g., holding hands behind student's back, tying hands or feet, holding student in a seated or standing position with student's arms crossed against his/her chest [sometimes referred to as a basket hold]).</p> | |
| <input type="checkbox"/> | Yes |
| <input type="checkbox"/> | No |
| <input type="checkbox"/> | Don't know |

| | |
|---|---|
| 15. Considering all the sources of financial and other support for your school's program, how important are the resources your school receives from the SS/HS grant in improving and maintaining the safety and orderliness of your school and in preventing problem behavior? | |
| <input type="checkbox"/> | a. Very important—SS/HS is essential |
| <input type="checkbox"/> | b. Important—SS/HS makes a big difference |
| <input type="checkbox"/> | c. Significant—SS/HS makes a difference |
| <input type="checkbox"/> | d. Unimportant—SS/HS makes a small difference |
| <input type="checkbox"/> | e. Not important at all—SS/HS makes no difference |
| <input type="checkbox"/> | f. Don't know |

Thank you for completing the Safe Schools/Healthy Students evaluation survey. If you would like to review your responses or make any changes, you may use the “Previous” button to go back to the previous pages. Please use the “Submit” button to indicate that you have completed the survey. Your survey will not be recorded as complete until you do so.