

School Level Survey

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You have been asked to complete this survey because according to the SS/HS project director at your site, you are the best representative to provide SS/HS related 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 for 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 used only in aggregate form for analytic and reporting purposes. This inventory should only take approximately 25 minutes to complete. If you have any questions, please email SSHS@manilaconsulting.net.

While completing the survey, please be sure to use the "Next" and "Back" buttons within the survey instead of using the browser navigation buttons to ensure that your responses are recorded if you decide to complete the survey at a later time. If you have any questions, please email SSHS@manilasurvey.net.

If you have questions regarding the national evaluation, the researcher conducting this evaluation is Dr. Gary Hill. Please ask any questions you have now. If you have questions later, you can reach Dr. Hill at ghill@manilaconsulting.net or 571-633-9797 ext 208. If you have any questions or concerns regarding your rights as a subject in this study, you may contact Lisa Lunghofer, chair of the MANILA Institutional Review Board (IRB), at llunghofer@manilaconsulting.net or at 240-271-4941.

General Information About Your School

Please tell us your school district name. If there are multiple school districts associated with your grant, please specify the lead education agency.

Please tell us the school for which you are completing the survey.

Please indicate which grade level school you represent (select all that apply).

Pre-K

Elementary (grades K to 5)

Middle (grades 6 to 8)

High (grades 9 to 12)

Alternative (please specify grades served):

Other, please specify:

Please tell us what grades are receiving SS/HS services at your school. (Select all that apply.)

Pre-K

6th

K

7th

1st

8th

2nd

9th

3rd

10th

4th

11th

5th

12th

Approximately how many students are enrolled in your school?

Approximately how many students are receiving SS/HS services in your school?

Please select the role that best describes you:

Coordinator/Director

Counselor

Principal

Program Specialist

School System Administrator

SS/HS Project Director/Coordinator

Teacher

Other, please specify:

Have SS/HS programs or activities been implemented in your school this school year?

Yes

No

**** If the response to the above question is No, there are no further questions since no SS/HS programs or activities are being implemented in your school this year.***

Organizational Structure, Characteristics, and Activities

Please indicate the degree to which you agree with each of the following statements on how decisions on implementation of SS/HS activities are made at your school.

Decisions on Implementation of SS/HS Activities	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
A single person in the school makes nearly all decisions pertaining to SS/HS activities.						
Decisions are made by a small group within the school.						
Many school staff members have effective input into how SS/HS is implemented.						
There is a formal process for making decisions (e.g., a voting system).						
Most decisions are made with little input from the school instructional staff.						
The implementation process for SS/HS activities within the school promotes cohesiveness and team spirit.						
The implementation process for SS/HS activities in the school fosters respect and trust between professions.						
The school administrative staff has effective input on the implementation of most SS/HS activities.						
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.						
Many members of the school staff probably feel "left out of the loop" on the SS/HS Initiative.						
The implementation process for SS/HS activities has improved relations between personnel at the district level and school staff.						

For each of the following items, please indicate whether decisions on SS/HS activities in your school are made primarily by the Grant Administration (GA) including 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.

Decisions on Implementation of SS/HS Activities	Not Applicable	GA Makes Major Decisions and School Facilitates	Major Decisions Made and Implemented at School Level	Decisions Made Jointly by GA Administration and School-Level Personnel	Don't Know
Selection of SS/HS-related programs and/or curricula to be implemented at your school					
Program implementation					
Ongoing, informal program monitoring and feedback					
SS/HS-related protocols, such as crisis response plans					
Collaboration with other agencies/partners					
Long-term plans for enhancement or continuation of SS/HS activities at your school					
Funding and/or resource allocations					
Regularly scheduled evaluation and data collection					
Technical assistance and training					
Procedures/operations (e.g., steps to refer students to outside help)					
Routine logistical matters (e.g., scheduling of SS/HS-related meetings)					

School Emphasis on and Student Participation in Activities and Programs

Safety and Violence Prevention - Implementation Status

In the following sections, we will ask you questions about activities and interventions, evidence-based programs and activities, improved coordination, and sustainability for each of the elements in your school. Please indicate the level of implementation for each activity using the scale:

- **Exploration:** matching between needs, resources, and program characteristics
- **Installation:** making structural and other changes necessary to implement the program within an organization
- **Initial Implementation:** putting into practice all that has been planned for during exploration and installation
- **Full Implementation:** integrating the program into the service, organization, and system settings
- **Sustainability:** maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

*Please select the highest level of implementation that you have achieved for each statement.

Safety and Violence Prevention	Not Part of SS/HS Grant In this School	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Assessing and correcting deficiencies in physical security of the school grounds and facilities (e.g., security devices, safety equipment, bike patrols, identification cards)						
School safety plan						
Training staff on the early warning signs of violence						
Training staff and identified students on conflict resolution						
Research-based violence prevention curriculum						
Policy for assessment and referral to parenting programs						
Case management and coordinated services for students reentering schools from juvenile justice or alternative school placements, and student courts						
Alternative programs						

Substance Use Prevention - Implementation Status

- **Exploration:** matching between needs, resources, and program characteristics
- **Installation:** making structural and other changes necessary to implement the program within an organization
- **Initial Implementation:** putting into practice all that has been planned for during exploration and installation
- **Full Implementation:** integrating the program into the service, organization, and system settings
- **Sustainability:** maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

*Please select the highest level of implementation that you have achieved for each activity.

Substance Use Prevention	Not Part of the SS/HS Grant In this School	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Design and delivery of substance use programs						
Substance use programs aimed at key transition points (such as transition to middle school)						
Teacher training						
Community involvement						
Parental involvement						
Identifying alcohol and drug use problems						
Selective alcohol and drug use interventions (for youth who show signs of potential drug involvement)						

Mental Health Services Access - Implementation Status

- **Exploration:** matching between needs, resources, and program characteristics
- **Installation:** making structural and other changes necessary to implement the program within an organization
- **Initial Implementation:** putting into practice all that has been planned for during exploration and installation
- **Full Implementation:** integrating the program into the service, organization, and system settings
- **Sustainability:** maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

*Please select the highest level of implementation that you have achieved for each activity.

Mental Health Services Access	Not Part of the SS/HS Grant In this School	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
In-school screening and assessment for early identification						
School-based mental health services for at-risk children and adolescents and their families						
Referral and followup with local public mental health agencies						
Training and consultation of school personnel on mental health topics						
Child and family support services for mental health						
Policies and procedures to ensure enhanced communication and information-sharing (e.g., common referral or intake forms)						

Early Childhood Social and Emotional Development - Implementation Status

- **Exploration:** matching between needs, resources, and program characteristics
- **Installation:** making structural and other changes necessary to implement the program within an organization
- **Initial Implementation:** putting into practice all that has been planned for during exploration and installation
- **Full Implementation:** integrating the program into the service, organization, and system settings
- **Sustainability:** maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

*Please select the highest level of implementation that you have achieved for each activity.

Early Childhood Social and Emotional Development	Not Part of the SS/HS Grant In this School	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Early screening and assessment for pre-k children						
School readiness						
Parenting training						
Parent and caregiver support groups						
Pre- and postnatal nurse home visitation						
Training of professionals working in early child care centers						
Case management						
Crisis intervention						
Intensive therapy						

Connecting Family, Schools, and Communities - Implementation Status

- **Exploration:** matching between needs, resources, and program characteristics
- **Installation:** making structural and other changes necessary to implement the program within an organization
- **Initial Implementation:** putting into practice all that has been planned for during exploration and installation
- **Full Implementation:** integrating the program into the service, organization, and system settings
- **Sustainability:** maintaining and institutionalizing a quality assurance mechanism to evaluate use of data

*Please select the highest level of implementation that you have achieved for each activity.

Connecting Family, Schools, and Communities	Not Part of the SS/HS Grant In this School	Exploration	Installation	Initial Implementation	Full Implementation	Sustainability
Linking students and families with community resources						
School contact person for parents to work with						
Home visits to families of students						
Parent training on building young children's socioemotional skills						
Parent training on addressing aggressive or mental and emotional health issues						
Workshops for parents on school safety						
Volunteer opportunities for parents on school safety issues						
Mentoring programs						

To what extent has the SS/HS Initiative helped your school to accomplish the following?

Helped Your School to Accomplish...	Not at All	To a Small Extent	To Some Extent	To a Great Extent	To a Very Great Extent
Improve overall school safety					
Reduce violence on campus					
Reduce violence in community					
Prevent alcohol and other drug use					
Treat or intervene in current alcohol and other drug use					
Provide more services for prevention of students' mental health problems					
Provide more services for treatment of students' mental health problems					
Provide more training and resources for parents					
Improve early childhood development programs and activities					
Improve the connection between school and community					
Improve the connection between schools and families					
Help develop effective school policies					
Help enforce effective school policies					

Seclusion and Restraint

Does your school have an established policy regarding the use of seclusion and/or restraint?

These terms are defined as follows:

- **Seclusion:** *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.*
- **Restraint:** *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]).*

Yes

No

Don't Know

Have you used or have you witnessed the use of seclusion in your school?

Yes

No

Have you used or have you witnessed the use of restraints in your school?

Yes

No

Funding

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?

Very Important-SS/HS is essential

Important-SS/HS makes a big difference

Significant-SS/HS makes a difference

Unimportant-SS/HS makes a small difference

Not important at all-SS/HS makes no difference

Don't Know

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 the following areas?

How Important	Very Important: SS/HS is essential	Important: SS/HS makes a big difference	Significant: SS/HS makes a difference	Unimportant: SS/HS makes a small difference	Not Important at All: SS/HS makes no difference	Not Applicable: No resources applied to this area in this school	Don't Know
Safety and violence prevention							
Substance use prevention							
Access to mental health services							
Social, emotional, and behavioral supports/early childhood development							
Supporting and connecting schools and communities							

Thank you for completing the Safe Schools/Healthy Students School-Level Survey!