



OMB No. 0930-0297  
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Close

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 30 to 40 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 select your school district name. If there are multiple school districts associated with your grant, please select the lead education agency. Then, please select the school for which you are completing the survey.

School District Name   
School Name

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. (Check all that apply.)

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



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.

	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ongoing, informal program monitoring and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SS/HS-related protocols, such as crisis response plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other agencies/partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long-term plans for enhancement or continuation of SS/HS activities at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding and/or resource allocations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly scheduled evaluation and data collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical assistance and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procedures/operations (e.g., steps to refer students to outside help)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Routine logistical matters (e.g., scheduling of SS/HS-related meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### **School Emphasis on and Student Participation in Activities and Programs**

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





## 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

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

## 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

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

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
Improve overall school safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce violence on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce violence in community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prevent alcohol and other drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treat or intervene in current alcohol and other drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide more services for prevention of students' mental health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide more services for treatment of students' mental health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide more training and resources for parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve early childhood development programs and activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the connection between school and community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the connection between schools and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help develop effective school policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help enforce effective school policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## **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?

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

Thank you for completing the Safe Schools/Healthy Students School-Level Survey. If you would like to review your responses or make any changes, you may use the "Back" 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.