



## K-12 Prevention Education Initiative Self-Assessment

**\*Closing your browser prior to clicking on the "Save" or "Submit" buttons will delete your responses. Please use the "Save" button to email yourself a link to continue later.**

[Click Here](#) to return to the main page for viewing and printing information, definitions and other links.

### Background

Efforts to establish safe, supportive, and healthy schools are best created through a collective effort and partnership between the schools and the community. Understanding the importance of risk and protective factors and building resiliency in the school environment can make a huge difference in student academic and personal success. These programs and services are more effective when delivered within a best-practices framework. Such a framework should include the following components:

- school community partnerships
- needs assessment process
- policy change and development
- full continuum of prevention programs and services targeting specific risk and protective factors
- social emotional learning integrated within all academic instruction for K-12
- trauma-informed practices
- parent/guardian engagement and services
- peer to peer support
- early identification of trauma exposures and behavioral health needs
- access to clinical treatment
- staff support and professional development for teachers, administrators and other staff
- programs and supports provided outside the classroom or outside of the school day

This self-assessment tool will assist Ohio school districts with identifying their current strengths and capacities for integrating quality prevention strategies, including social, emotional and behavioral health programming within the school environment. The self-assessment tool will have the capacity to create summary reports for local districts, ADAMH Boards and other partners. These reports will provide information to assist local communities with their planning efforts and help to identify trends and needs for statewide investments. This statewide tool can provide a baseline picture of what school districts currently have in place. When repeated annually, it can provide a picture of growth and expansion efforts that occur in response to the additional resources that are available.

For the purposes of the K-12 Prevention dollars, districts are required to complete one self-assessment for their district needs in preparation for developing a local plan of action. In addition, the tool can be used by individual buildings within the district for building-level planning efforts.

*Best Practice Model Resources*

[Safe Schools Healthy Students](#)

[Social Emotional Learning](#)

[Positive Behavioral Interventions and Supports](#)

[Trauma-informed schools](#)

**Instructions**

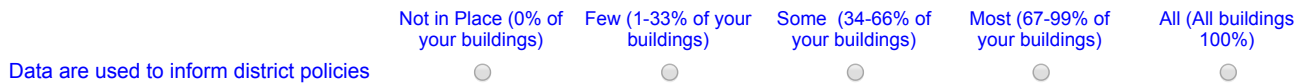
Each section includes an opportunity for you to rate your district/building on a number of different criteria. The rating for the district could be looked at from the perspective of how many of the buildings in the district have measures based on this criterion in place. Please remember that these are your best estimates to inform the development of priority needs for planning purposes.

**DISTRICT**

For example, a question asking for a response about the strengths your **district** exhibits regarding the use of data to inform policy would be responded to in the following way:

- Not in Place: select this option if none of your buildings use data to inform policy
- Few: select this option if less than one third of your buildings use data to inform policy
- Some: select this option if one third to two thirds of your buildings use data to inform policy
- Most: select this option if two thirds to nearly all your buildings use data to inform policy
- All: select this option if all your buildings use data to inform policy

Assessment tool [View of District](#) example interpretation:

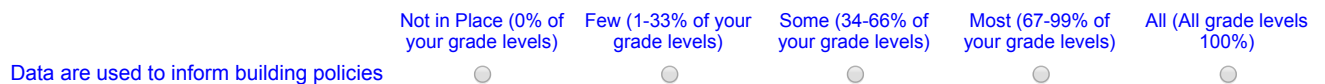


**BUILDING**

For example, a question asking for a response about the strengths your **building** exhibits regarding the use of data to inform policy would be responded to in the following way:

- Not in Place: select this option if your school does not use data to inform policy for any grade level
- Few: select this option if your school uses data to inform policy for less than one third of your grades
- Some: select this option if your school uses data to inform policy for one third to two thirds of your grades
- Most: select this option if your school uses data to inform policy for two thirds to nearly all your grades
- All: select this option if your school uses data to inform policy for all grade levels

Assessment tool [View of Building](#) example interpretation:



Q3 Are you completing this self-assessment on behalf of a

- District
- School Building

Q4 District IRN

Q5 District Name

Q8 Name of District Contact

Q9 Email address of District Contact

Q10 Email address for additional District contacts (please separate using a semi colon)

Q13 Primary County

### Section One: Collaborative Practices

#### A. Planning

Please respond to the following questions and/or statements associated with the current planning processes your district utilizes related to the social, emotional and behavioral health needs of students.

Q14 School improvement plan includes goals and strategies related to the behavioral health needs of students or preventing student substance use/misuse.

- Yes
- No

Q15 The continuous improvement process includes strategies about establishing community partnerships with the following entities: parents and caregivers, mental health and addiction service agencies, county health departments, ADAMHS Boards, community coalitions, Educational Service Centers.

- Yes
- No

Q16 Please rate the strengths of your planning process based on the number of school buildings in your district that have implemented the following:

	Not in Place	Few	Some	Most	All
Entities listed in Q15 are included in planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from partners is utilized to strengthen planning efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existing collaborative teams are leveraged to guide planning efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data are used to identify student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnerships are sustainable and inclusive of persons representing the cultural makeup of the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 Please list observations and priority needs identified in the Planning Section: maximum 250 characters, ? left

#### B. Partnerships

Q18 Our district has an established relationship with the following groups (check all that apply):

- Community Mental Health and Addiction service provider
- Educational Service Center
- ADAMHS Board
- County Board of Health or General Health District
- Public hospital agency
- A county Department of Job and Family Services
- A county board of Developmental Disabilities
- A non-profit organization with experience serving students
- Family Support Networks
- Family Children First Council
- Other

Q19 Members of district staff participate in community groups that address the social, emotional and behavioral needs of students. Examples may include: community coalitions, whole child advisory councils, community management teams.

- Yes
- No

Q20 Please rate the strengths of your existing partnerships:

	Not in Place	Few	Some	Most	All
Formal agreements or Memoranda of Understanding (MOU) are used with partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partners participate in Continuous Improvement Process planning and implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existing teams are utilized for multiple purposes to alleviate duplication of efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Please list observations and priority needs identified in the Partnership Section: maximum 250 characters, ? left

### C. Family Engagement

Q22 The district has engaged families to develop a common understanding of the social, emotional and behavioral health needs of students.

- Yes
- No

Q23 Please rate the strengths of your family engagement strategies

	Not in Place	Few	Some	Most	All
Create a welcoming school climate for parents and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide families information related to child development and creating supportive learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish effective school-to-home and home-to-school communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage families in school planning, leadership and meaningful volunteer opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect students and families to community resources that strengthen and support students' learning and well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Please list observations and priority needs identified in the Family Engagement Section: maximum 250 characters, ? left

*Family Engagement resources:*

[Ohio Department of Education-Best Practices for Parent Involvement in Schools](http://ohio.gov/education/best-practices-parent-involvement)

### D. Data Collection and Informed Decision Making

Q25 It is important to review all types of data related to the social, emotional and behavioral health needs of students to identify critical priorities for planning efforts. Please identify the sources of data your district utilizes to make data driven decisions:

- Student Wellness Surveys that may include youth alcohol and drug use, risky behaviors, mental health and/or physical health concerns, ex. OH YES!, PRIDE Survey, Search Institute, etc.
- Culture and Climate Surveys
- Existing student data

Once data sources have been analyzed and critical needs are identified, teams should complete an \*environmental scan. Through this process, teams can compare prioritized needs with the support services currently offered. This allows for the identification of any potential gaps, barriers or duplications in services that may need to be addressed.

\*([Environmental Scan \(Click here for more information\)](#) refers to the many methods and resources that educators use to assess their internal and external surroundings and the forces at work within the health, social, and political contexts to help them to identify current and potential learning needs).

Q27 Please rate the strengths of your process for making data driven decisions related to the social, emotional and behavioral needs of students based on how many school buildings each statement describes within your district:

	Not in Place	Few	Some	Most	All
A student wellness survey is administered for all grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary buildings utilize student wellness surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle school buildings utilize student wellness surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school buildings utilize student wellness surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary teams are utilized to review data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data review and analysis occurs annually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data findings are shared with stakeholders and partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<a href="#">Multidisciplinary teams</a> use data from student wellness surveys and school data in review of policies, procedures and program selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 Please list observations and priority needs identified in the Data Collection Section: maximum 250 characters, ? left

### E. School Planning Teams

Districts and or school buildings may have teams in place to plan and implement strategies related to student social, emotional and behavioral health needs.

Q29 Please rate the strengths of the development and implementation practices of the teams

	Not in Place	Few	Some	Most	All
<a href="#">Multidisciplinary teams</a> contain staff, students, community members and parents/caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary team meetings follow a <a href="#">best practice protocol</a> (i.e. <i>Roberts Rules of Order, etc.</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary teams provide training for members related to cultural competency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary teams address the social, emotional and behavioral health needs of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary teams have adopted practices that increase efficiency and decrease duplicative efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary teams have clearly defined roles and responsibilities for the members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 Please list observations and priority needs identified in the School Planning Teams Section: maximum 250 characters, ? left

**F. Policies**

Districts and schools have policies in place to address the needs related to the social, emotional and behavioral health needs of students.

Q31 Please rate the strengths of the policy development and implementation based on how many school buildings each statement describes within your district.

	Not in Place	Few	Some	Most	All
Policy development processes and reviews ensure that policies are culturally competent, supportive and inclusive of all members of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data are used to inform the process of developing, reviewing and updating policies related to mental health and substance use/misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies related to mental health and substance use/misuse are reviewed on an annual basis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary teams are used to review and revise policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary teams have clearly defined roles and responsibilities for members related to policy improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies and procedures are in place to ensure students and staff have support following a crisis event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 Please list observations and priority needs identified in the Policies Section: maximum 250 characters, ? left

*Policy Development resources:*

[Ohio Compilation of School Discipline Laws and Regulations](#)

**G. Program Identification and Selection**

Once the team has identified critical needs, it can begin to research and select evidence-based strategies or promising practices to address the prioritized needs. Evidence-based strategies are practices, programs or activities that have been proven to improve student outcomes. Promising practices are programs and strategies that show some level of evidence of effectiveness or change, but still require additional evaluation.

Schools may have practices in place to select and implement programs related to student social, emotional and behavioral health needs.

Q33 Please rate the strengths of the implementation and review of programs based on how many school buildings each statement describes within your district.

	Not in Place	Few	Some	Most	All
Programs selected are vetted for cultural competence prior to implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence-based strategies and promising practices are chosen based upon the identified needs of the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multidisciplinary teams review programs before they are implemented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 Multidisciplinary teams consider the following when selecting evidence-based strategies and promising practices:

	Yes	No
Does this match our priority of needs?	<input type="radio"/>	<input type="radio"/>
What training may be needed for staff?	<input type="radio"/>	<input type="radio"/>
What outcomes will be impacted?	<input type="radio"/>	<input type="radio"/>
Do we have the capacity to implement with fidelity?	<input type="radio"/>	<input type="radio"/>
How much class time is necessary; is there time in the existing schedule; do schedule accommodations need to be made?	<input type="radio"/>	<input type="radio"/>
What is the cost? How will it be funded?	<input type="radio"/>	<input type="radio"/>

Q35 Please list observations and priority needs identified in the Program Identification and Selection Section: maximum 250 characters, ? left

*EBP Resources:*

[Ohio Department of Education-Research, Evaluation and Analytics-Empowered by Evidence](#)

[Substance Abuse and Mental Health Administration Evidence Based Practices Resource Center](#)

[Office of Juvenile Justice and Delinquency Prevention-Model Programs Guide](#)

**Section Two: Student Services**

**Tier I interventions** create a safe, supportive learning environment for all students and includes practices impacting everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier I emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior.

**Tier II interventions** typically occur after an identified concern generates a referral from the parent(s), teacher(s), or counselor(s) or when a universal screening measure identifies a student or group of students at potential risk.

**Tier III interventions** are intensive, individualized interventions for students exhibiting severe or persistent behavioral challenges who have not responded to prior supports at the Tier I or Tier II levels.

A. Tier I

Q36 Please rate the strengths of the services provided to meet the social, emotional and behavioral health needs of all students based on how many school buildings each statement describes within your district:

	Not in Place	Few	Some	Most	All
Physical, emotional, academic, and social school climate is safe, friendly, and student-centered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs implemented are evidence-based strategies or promising practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A range of opportunities are available for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age appropriate <a href="#">mental health literacy</a> (signs and symptoms, risk factors, decreasing stigma) for students and staff is provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services in all three (3) PBIS tiers of support are available to meet the needs of each student <a href="http://education.ohio.gov/Topics/Student-Supports/PBIS-Resources">http://education.ohio.gov/Topics/Student-Supports/PBIS-Resources</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 Please rate the implementation of the following \*social emotional learning components in each school buildings within your district.:

\*([Social and emotional learning \(SEL\)](#)),([Click here for more information](#)) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

	Not in Place	Few	Some	Most	All
Explicit <a href="#">Social Emotional Learning (SEL)</a> Instruction for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<a href="#">SEL</a> is integrated within academic instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive school and classroom climates (as evidenced by school climate survey data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<a href="#">Supportive/restorative practices</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continuum of <a href="#">integrated supports</a> are available to serve each child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structures, routines and school-wide expectations for students are in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have opportunity to practice mindful movement and breathing activities in all classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff and students have positive relationships and students feel physically safe (as evidenced by school climate survey data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff and students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students feel emotionally safe (as evidenced by school climate survey data)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student assistance for physiological needs are available (basic needs: food, shelter, sleep, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have access to safe, calming sensory spaces in the classroom and at the campus level (continuum of self-regulation supports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<a href="#">Postvention</a> supports are available for students following a crisis event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please identify all the screenings that are provided and the frequency of each throughout the school year:

Behavioral health screenings in schools allow staff to identify mental health and substance use conditions early and connect students with help. School staff need regular training on recognizing early warning signs, how to work with the community behavioral health systems, and to discuss these concerns with families.

Q38 Please **select all that apply** to identify how these screenings are applied in your District

	Not in Place	Universal	Tier 2	Tier 3
Depression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance Use/Misuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trauma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Emotional Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tobacco/Vaping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicidality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please identify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other screenings (please list here)

Q40 Please list observations and priority needs identified in the Tier I Section: maximum 250 characters, ? left

B. Tier II Tier III Services



Q41 Please rate the strengths of the services provided in school buildings in your district to meet the social, emotional and behavioral health needs of students demonstrating academic and/or behavioral deficits that will require more intensive supports:

	Not in Place	Few	Some	Most	All
Plans and protocols for students experiencing a mental health crisis are in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referrals are conducted for youth who score high for risk behaviors on screenings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support groups targeted to the social, emotional and behavioral health needs of students are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education and or supports for students currently engaging in risky behaviors (vaping, smoking, drinking, gambling, using drugs, etc.) or exhibiting signs and symptoms of a mental health concern is provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small group or one-on-one support for students impacted by trauma is provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trauma informed services for students and staff impacted by trauma are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education in small groups or one-on-one for students who need to build social emotional skills (decision making skills, relationship skills or self-awareness) is provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referrals are made to treatment services for students when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Handle with Care program and referral process with local law enforcement (a local trauma informed response to child maltreatment and children's exposure to violence) is being implemented <a href="http://www.handlewithcarewv.org/">http://www.handlewithcarewv.org/</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 Please list observations and priority needs identified in the Tier II and Tier III Section: maximum 250 characters, ? left

### Section Three: Peer to Peer Opportunities

Schools may have opportunities for student peer groups to engage around the ideas of promoting mental well-being and preventing the onset of substance use/misuse. Student peer to peer groups promote positive mental health and focus on preventing substance use/misuse. They can help create a healthy school climate, decrease stigma, and increase help seeking behaviors in students.

Q43 Please rate the strengths of the following characteristics of student peer to peer groups based on school buildings within your district:

	Not in Place	Few	Some	Most	All
A student peer to peer group is available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are engaged as leaders, problem solvers and decision makers in processes related to student <a href="#">mental health and substance use/misuse prevention</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student peer to peer groups have helped improve the mental health outcomes and /or decrease substance use/misuse with the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student peer to peer groups have been trained in prevention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student peer to peer groups are also involved with community groups that promote positive <a href="#">mental health and substance use/misuse prevention</a> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student peer to peer groups are involved with community service projects that help to build <a href="#">protective factors</a> and connect students to positive adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 Please list observations and priority needs identified in the Peer to Peer Section: maximum 250 characters, ? left

### Section Four: Staff Support and Professional Development

Q45 Please rate the strengths of the following services in place for staff based in school buildings within your district:

	Not in Place	Few	Some	Most	All
Opportunities for staff to participate in self-care or wellness activities throughout the year are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have opportunities to cultivate their own social, emotional and cultural competence through collaboration, relationship building and professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are trauma informed and understand their role in creating safe, trusting and low-anxiety environments for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional development for staff regarding integrating SEL instruction into all aspects of the school and classroom are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for staff to receive incentives through wellness programs are available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug free workplace policies are reviewed regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug free workplace policies are reviewed to include the new medical marijuana laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff wellness policies are regularly reviewed and revised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are trained in the effects of compassion fatigue and secondary trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are trained on the importance of recognizing signs and symptoms of mental health and substance use/misuse concerns in youth and are equipped with strategies to assist students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information is provided regularly to staff on what mental health and substance use/misuse prevention services are available to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff are engaged and receptive to learning about practices to support the mental well being and prevention substance use/misuse by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership are engaged and receptive to learning about practices to support the mental well being and prevention of substance use/misuse by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports are in place to support staff after a crisis event.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46 Please list the observations and priority needs identified in the Staff Support and Professional Development Section: maximum 250 characters, ? left

*Staff Support and Development Resources:*

[Project Aware](#)

[Drug Free Workplace](#)

[Behavioral Health and Wellness Toolkit](#)

**Section Five: Parent/Caregiver Services**

Q47 Please rate the strengths of the following services in place for parent/caregivers in school buildings within your district:

	Not in Place	Few	Some	Most	All
Information on self-care and taking care of personal health and wellness are provided to parents/caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for parents to participate in programs that promote self-care are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for parents to participate in programs that enhance parenting skills and <a href="#">supportive/restorative practices</a> in the home are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for parents to participate in programs that enhance <a href="#">restorative practices</a> in the home are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for parents to participate in programs about promoting mental health and how to prevent substance use/misuse are provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student mental health and prevention literacy (signs and symptoms, risk and protective factors, etc.) information is provided to parents/caregivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
KNOW! Tips to parents/caregivers is promoted (Know! gives parents and caregivers of middle and high school-age kids the education, tools, and strategies they need to raise children who are alcohol, tobacco, and drug-free.) <a href="https://preventionactionalliance.org/about/programs/know/">https://preventionactionalliance.org/about/programs/know/</a>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Please list observations priority needs identified in the the Parent/Caregiver Section: maximum 250 characters, ? left

Q49 Additional Information: maximum 250 characters, ? left

**Please feel free to print this page separately so you can review and maintain your open ended responses regarding your observations and priority needs by topic area.**

**Planning:** [\[No Reply\]](#)

**Partnerships:** [\[No Reply\]](#)

**Family Engagement:** [\[No Reply\]](#)

**Data Collection and Informed Decision Making:** [\[No Reply\]](#)

**School Planning Teams:** [\[No Reply\]](#)

**Policies:** [\[No Reply\]](#)

**Program Identification:**[\[No Reply\]](#)

**Tier I:** [\[No Reply\]](#)

**Tier II and Tier III:** [\[No Reply\]](#)

**Peer to Peer:** [\[No Reply\]](#)

**Staff Support and Professional Services:** [\[No Reply\]](#)

**Parent/Caregiver Services:** [\[No Reply\]](#)