Proposed Safe and Supportive Schools Program Survey Questions for Data Collection in November 2021[1]

1. Please enter the name of your school district or system.
2. Please enter your school district number
3. Please enter the name of your county.
4. Has your LEA established a Safe and Supportive School Program Team(s)?
5. If Yes to question no. 4, answer the following (if no, automatic skip over to no.6):

    a. Number of campuses in your LEA served by your SSSP team(s)?
    b. How many people from your LEA's SSSP team(s),have been trained in the Behavioral Threat Assessment prior to September 1, 2021
    c. Estimate the extent to which your team(s) are trained in behavioral threat assessment at the time of this survey (select one):

        i. All team members
        ii. More than half of the team members
        iii. Less than half of the team member
        iv. No team members are trained.

6. Provide the following data regarding threats in your LEA for the period of September 1, 2020 to August 31, 2021[2]:

    a. Number of threats reported
    b. Number of threats assessed as not posing a risk and not referred for interventions or help/supports
    c. Number of threats assessed as not posing a risk but referred for interventions or help/ supports.
    d. Number of threats assessed as posing a risk and referred for interventions or help/supports and monitoring.
    e. Number of threats assessed as posing an emergency/eminent risk and referred to the superintendent and law enforcement (as applicable) and referred for interventions, help/supports and monitoring.
        i. Number posing a serious risk for harm to others
        ii. Number posing a serious risk for harm to self
        iii. Number posing a serious risk of harm to both self and others

7. Provide the following data regarding the student special populations assessed by the team for the period of September 1, 2020 to August 31, 2021[3]:
    a. Number of students receiving special education services
    b. Number of students identified as at-risk of dropping out of school
    c. Number of students in foster care/in the conservatorship of the Department of Family and Protective Services
    d. Number of students identified as homeless
    e. Number of students who were dependents of military personnel

f. Number of students who were pregnant or parenting
g. Number of students identified as English learners
h. Number of students identified as a migratory child

8. Provide the following demographic data of students assessed by the team for the period of September 1, 2020 to August 31, 2021[4]:

a. Number of females
b. Number of males
c. Number of African American students
d. Number of White students
e. Number of Hispanic students
f. Number of Asian students
g. Number of Pacific Islander students
h. Number of American Indian students
i. Number of Multiracial students
j. Number of elementary school students
k. Number of middle school students
l. Number of high school students

9. Provide the following data regarding outcomes including team activities, interventions, help/support after the team's assessment, for which the LEA/school has information on outcomes, for the period of September 1, 2020 to August 31, 2021[5]:

a. Total number of students with actions taken by law enforcement
b. Number of students transported to detention
c. Number of students transported to a hospital or emergency room
d. Number of citations issued for Class C misdemeanor offenses
e. Number of arrests
f. Number of incidents of restraints
g. Total number of disciplinary actions taken after the assessment of the team
h. Total number of students with changes in school placement
i. Number of students with a change in school placement to a DAEP
j. Number of students with a change in school placement to a JJAEP
k. Number of students with placement change, other than a DAEP or JJAEP
l. Number of students placed in in-school suspension
m. Number of students placed in out-of-school suspension
n. Number of students expelled
o. Number of students with unexcused absences of 15 or more days during the school year
p. Number of students referred to juvenile court for truancy
q. Number of students **referred** for counseling, mental health, special education, or other related services/supports/help.
r. Number of students **referred and who received and/or had a change in** counseling, mental health, special education, or other related services/supports/help that was received.

10. Grief and Trauma informed Training

- Number of district or open-enrollment charter school personnel who regularly interact

with students.

- Number of district or open-enrollment charter school personnel with regular student interaction) who will need training in the 2021-2022 school year.
- Number already trained.

11. Suicide Prevention, Intervention and Postvention Training

- Number of district or open-enrollment charter school staff who regularly interact with students.
- Number of district or open-enrollment charter school personnel with regular student interaction who will need training in the 2021-2022 school year.
- Number already trained.
- Percent already trained.

12. Indicate whether the expertise categories listed below are represented by persons appointed to your SSSP team(s):

   a. Classroom instruction
   b. Special Education
   c. School administration
   d. School counseling/professional school counselor
   e. Behavior management
   f. Mental health and substance abuse
   g. Law Enforcement
   h. School Safety/Security
   i. Emergency Management
   j. Human Resources
   k. Other? Describe (text field) (i.e. Nurse/medical assistant, Parent/family member, other community member)

13. If you believe your SSSP team(s) as a whole **lacks expertise** in the categories listed in question 9, have you been able to share resources with other internal or external partners, **such as through a Memorandum of Understanding with a community organization**, to fill in this gap? (Yes, No, N/A)[6].
   a. If Yes, what expertise category you are lacking:
      - Dropdown List of expertise categories, check all apply…

14. What further training/ support do you believe your SSSP team members need to be more effective? Select all that apply:
   (Dropdown list)

- Promoting a positive school climate
- Building multi-tiered systems of support; including addressing the social and emotional domain of development, mental and behavioral health
- Conducting behavioral threat assessments
- suicide prevention, intervention and postvention policies and practices
- grief and trauma-informed policies and practices
- mental health or substance abuse or psychological first aid related training
- Multi-hazard emergency management planning that addresses prevention, mitigation, preparedness, response and recovery pursuant to TEC 38.108.
- SSSP team data collection pursuant to TEC § 37.115 reporting requirements
- Using SSSP team data collection for continuous quality improvement
- Other: (Text Field)

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[1] Subject to TEA Data Governance Board (DGB) review and approval. This survey may be revised in whole or in part depending on the outcome of the DGB review process.
[2] TEC §37.115(k)(2) and (3) require the reporting of types of threats and assessment outcomes.
[3] TEC §37.115(k)(4) requires identification of special population status.
[4] TEC §37.115(k)(4) requires identification of race/ethnicity.
[5] TEC §37.115(k) and (k)(3)requires a team to report to the agency in accordance with agency guidelines developed by the agency regarding the team's activities, and other information, for each school district campus a team serves; (3) and the outcome of each assessment made by the SSSP team. Guidelines for reporting team activities, other information, and outcomes options are included in the collection template.
[6] Ibid