

Indiana Student Services Needs Assessment Report



Meeting the Requirements of HEA 1230 - ss (2018)

Produced By



The Status of Indiana’s Student Services Workforce

Indiana’s 289 school districts employ numerous student services personnel to meet the varied social-emotional, academic achievement, and college/career readiness needs of students.

Student services personnel consist primarily of school counselors, school social workers, school psychologists, and school nurses though many additional credentialed and non-credentialed individuals support student services programs.

Table A provides a summary of the number of individuals working in various capacities related to student services in Indiana’s schools from multiple data collections.

Table A. Numbers of Student Services Personnel by Title

Title	Count
School Counselors ¹	1,966
School Social Workers	246
School Nurses	70
School Psychologists	491
Registered Nurses ²	965
Other Certified Employee - Pupil Personnel	524
Assistant Superintendent - Pupil Personnel	23
Other - Health Services	531
Other – Not Captured by State Data Collections ³	251

In November 2018, the Indiana Department of Education released a comprehensive Student Services Needs Assessment and requested all Indiana school corporations complete it. Results were received from 262 districts for a return rate of 91%.

Just over a quarter (27%) of school corporations responding to the survey said they employ student services personnel who are not captured by state data collections. The majority of districts (73%) do not utilize non-certified student services individuals. Among the school corporations that do employ such personnel, the job position titles and qualifications vary greatly ranging from 57 different job titles and a scope of credentials ranging from a high school diploma to PhD candidates.

The most common position titles for these personnel include variations of the following:

- Behavior Coach/Behavior Specialist
- Home School Advisor/Liaison
- School Service Provider – BS or MSW
- School Service Provider – Not specified
- School Advisor – Various credentials
- Social-Emotional Learning (SEL) Specialist

¹ School counselor, school social worker, school nurse and school psychologist data from 2018 Indiana Department of Education certified staff collection reports

² Registered Nurses and Other Health Services from 218 Indiana Department of Education noncertified reporting collection

³ From 2018 Indiana Department of Education Student Services Needs Assessment

The titles and qualifications of student services personnel not captured by state data collections are summarized in Table B from responses given by Indiana school corporations.

Table B. Titles and Qualifications of Student Services Personnel Not Reported

Title	# of Individuals	Qualification(s)
At-Risk Counselors	4	BS (various)
Behavior Adjustment Facilitators	≥ 2	60 credit hours
Behavior Coach	18	Master’s degree, Bachelor’s degree, Social Worker and not specified
Behavior Consultant	1	Licensure: Gen Ed K-6, Learning Disabled, Seriously Emotionally Handicapped K-12, Applied Behavior Analysis Certification
Behavior Interventionist	8	no credentials required
Behavior Specialist	12	MSW, LCSW, Master’s, Bachelor’s, BCBA Certification, Registered Behavior Technician and non-specified
Behavior Therapist	1	BcaBA
Character Education Coaches for ES	2	(not specified)
College Admissions Coordinator	1	(not specified)
Community in Schools Liaison	1	Bachelor’s degree (not specified)
Community Mental Health Counselors	≥ 2	(not specified)
Counselor	8	(not specified)
Counselor, part time through community mental health	1	(not specified)
Dean of Student Services	1	BA + 18 month program through IYI
Director of College and Career Readiness	1	(not specified)
Doctoral Students (Spalding University)	3	PhD candidates
Family Engagement Administrator	1	BA (not specified)
Family Liaison	1	Bachelor’s degree (not specified)
Family Outreach Coordinator	1	Bachelor’s degree in Communications
Family Service Coordinator	3	Not specified
Family Support Specialist	1	(not specified)
Graduation Coach	1	Social Worker
Guidance	3	(not specified)
Home School Advisor	9	BSW, Social Worker and not specified
Home School Counselor	1	(not specified)
Home School Liaison	4	(not specified)
Homebound Instructor	1	(not specified)
Homeroom advisors/specialists	≥ 2	Various - MA, BA, Associates, HS diploma
Immigrant Support Staff	1	(not specified)
Intervention Specialist	1	BSW
JAG Instructor	1	Teaching license
Job Coach for JAG	1	(not specified)
Job Coach Transition Coordinator	1	(not specified)
LAP Parent Liaison	1	(not specified)
LMHC	2	LMHC (Licensed Mental Health Counselor)

Manager School Operations	1	Administrative assistant
Mental Health Advisor	1	MS school counseling, BS in Psych
Mental Health Specialist	1	Bachelor's degree (not specified)
Mental Health Therapist	3	MS Clinical Mental Health Counseling and MS counseling
Mental Health Therapists – full time	4	(not specified)
Parent Liaisons = 12	12	(not specified)
Restorative Coach/Parent & Community Liaison	1	(not specified)
School Advisors	11	Various credentials (BSW, Psych, etc.)
School Nurse	1	LPN
School Service Coordinators	12	Social Worker and not specified
School Service Providers	23	MSW, BS (Psych, Sociology, Criminal Justice) or not specified
School to Home Liaison	1	MA Social Work
SEL Interventionists	≥ 2	BS education-related field or field experience
Social-Emotional Learning (SEL) Specialists	10	BCBAs, BCBA candidates
Social-Emotional Learning Coaches	2	(not specified)
Social Service Coordinator	1	LMHC
Social Worker	12	MSW, non-certified and not specified
Social Worker through Youth First	1	(not specified)
Special Education Alternative Education Coordinator	1	(not specified)
Student Services Advisor	6	(not specified)
Student Services Coordinator	3	BS Psychology
Student Services Specialist	1	Teaching license (not specified)
Student Success Advocate	1	MS School Counseling
Student Support Specialist	3	Bachelor's, BSW, other
Other Not Specified	36	Staff is trained in Botvin, CPI, and restorative justice

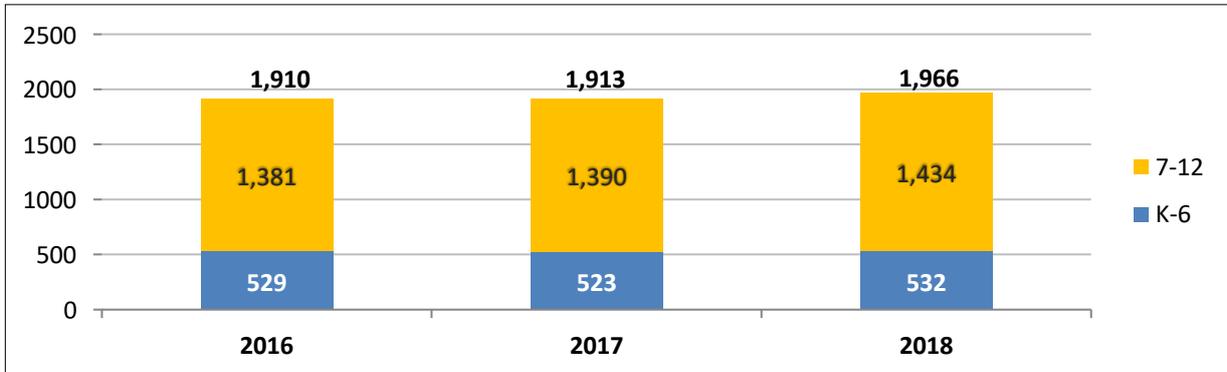
Relevant Roles and Functions Performed By Student Services Providers

Each of the following pages provides a summary of the relevant roles and functions performed by the four major categories of student services providers – school counselors, school social workers, school nurses, and school psychologists.

SCHOOL COUNSELORS

Indiana school corporations employ 1,966 licensed school counselors including 1,434 secondary school counselors in all 289 school corporations and 532 primary school counselors in 187 districts. Secondary counselors (grades 7-12) outnumber primary school counselors (grades K-6) by a margin of 3 to 1.

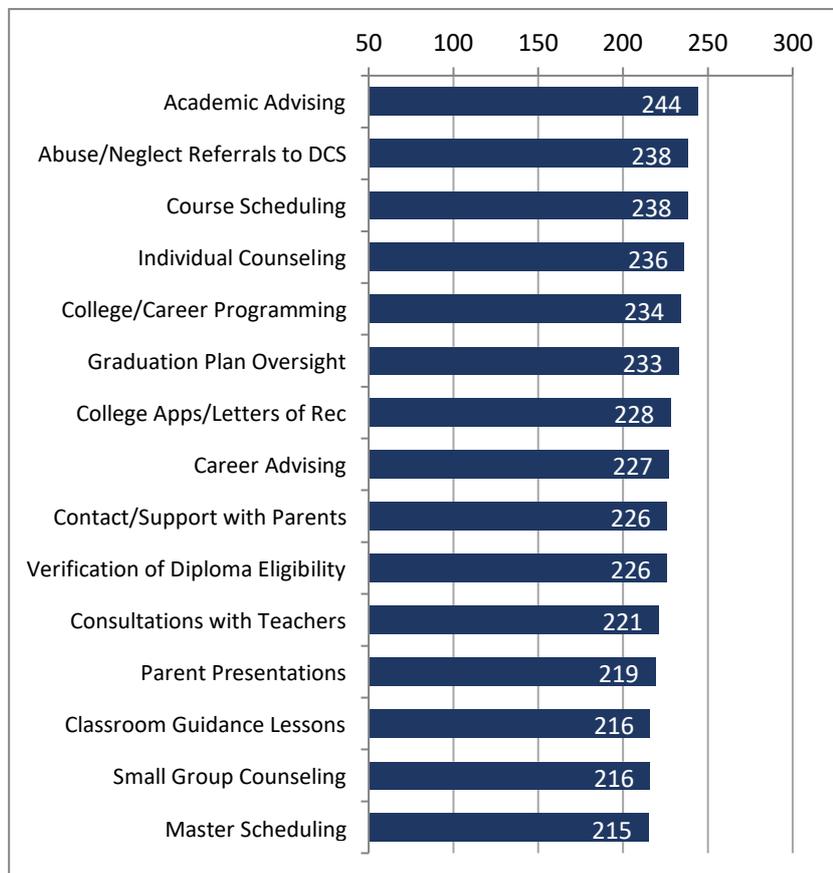
Graph C. Number of Indiana School Counselors and Trend



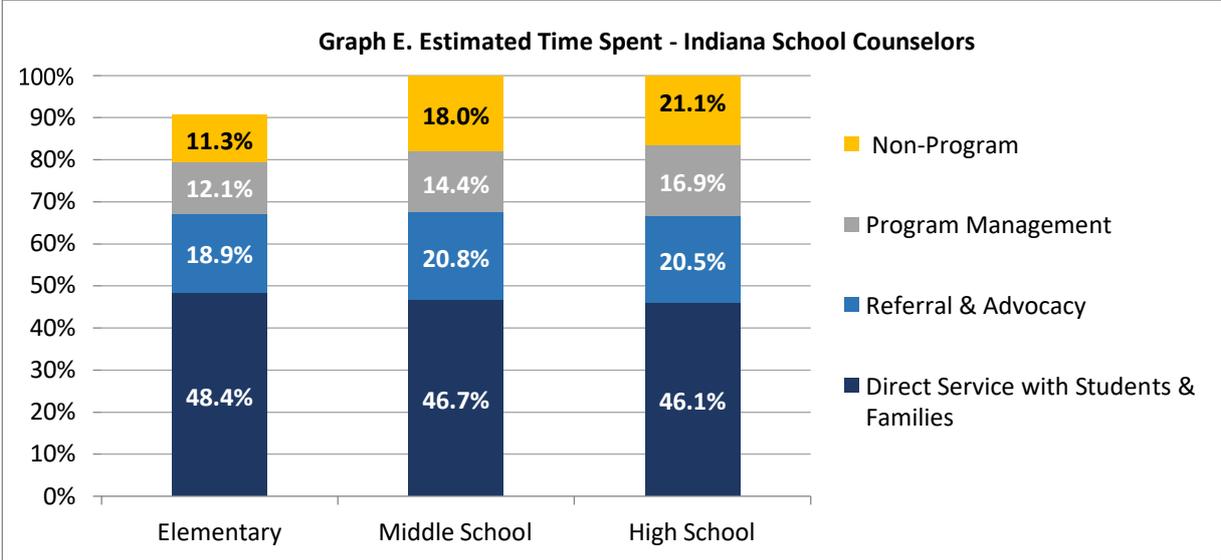
Employment of counselors has been fairly steady over the last three years with an uptick of approximately 50 secondary school counselors in 2018, possibly due to the roll out of the Lilly Endowment’s Comprehensive Counseling Initiative which awarded more than \$49 million to 97 Indiana school corporations with the intent of improving the impact of school counseling.

Counselors spend the majority of their time providing a combination of services ranging from academic advising to individual counseling and abuse/neglect referrals to the Division of Child Services (Graph E). This aligns to the American School Counselor Association (ASCA) National Model which divides direct school counseling services to students into three areas: responsive services (counseling), core curriculum delivery (instruction), and individual student planning (college/career readiness).

Graph D. Services Provided Most Often by School Counselors



Indiana school counselors spend a majority of their time (46-48% of their time) providing direct services to students, another 20% of time in referral and advocacy roles, and 14.5% in indirect program management activities. Counselors also spend as much as 21% of their time (at the high school level) in non-program responsibilities including standardized test coordination and monitoring plus other duties. The percentage of time spent in the non-program tasks at the high school level is nearly twice the percentage at the elementary school level.⁴



The recommended number of students per school counselor, established nationally by the American School Counselor Association (ASCA), is 250:1. Indiana’s average is more than double that amount at 533:1 while the national average is 464:1.

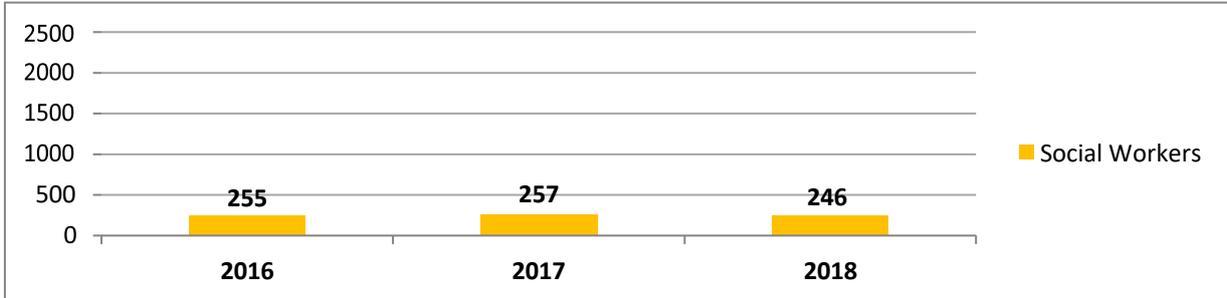
National Recommendation (ASCA)	250:1
National Average	464:1
Indiana Average	533:1

⁴ Because school corporations were asked to estimate percentages independently for each “time spent” variable on the Student Services Needs Assessments, percentage data do not always add up to 100%.

SCHOOL SOCIAL WORKERS

The number of licensed school social workers in Indiana’s schools is far lower than the number of school counselors with a total of 246 reported in 2018, employed in 59 school districts.

Graph F. Number of Indiana School Social Workers and Trend

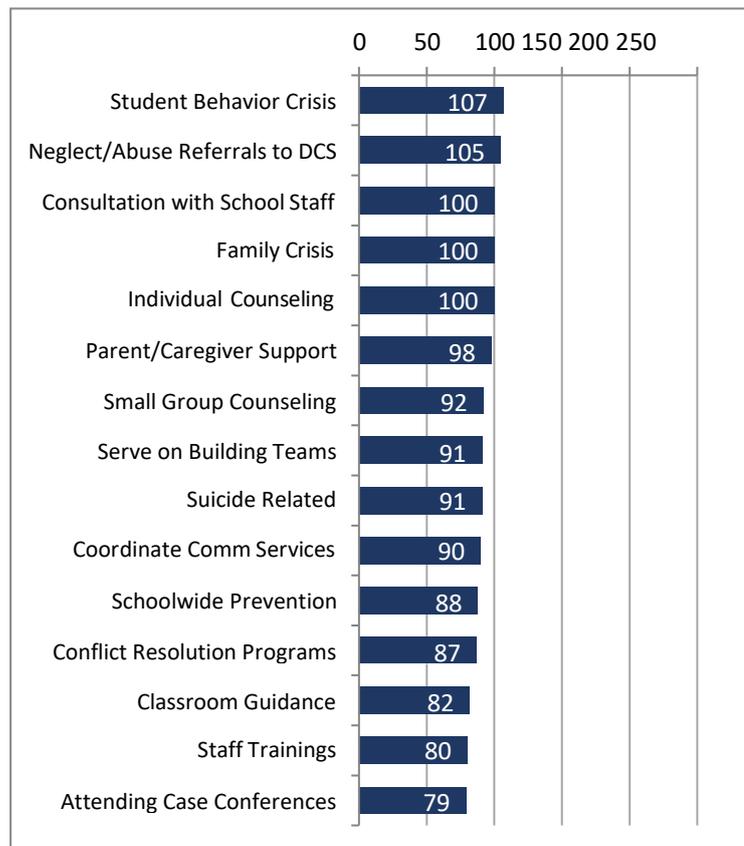


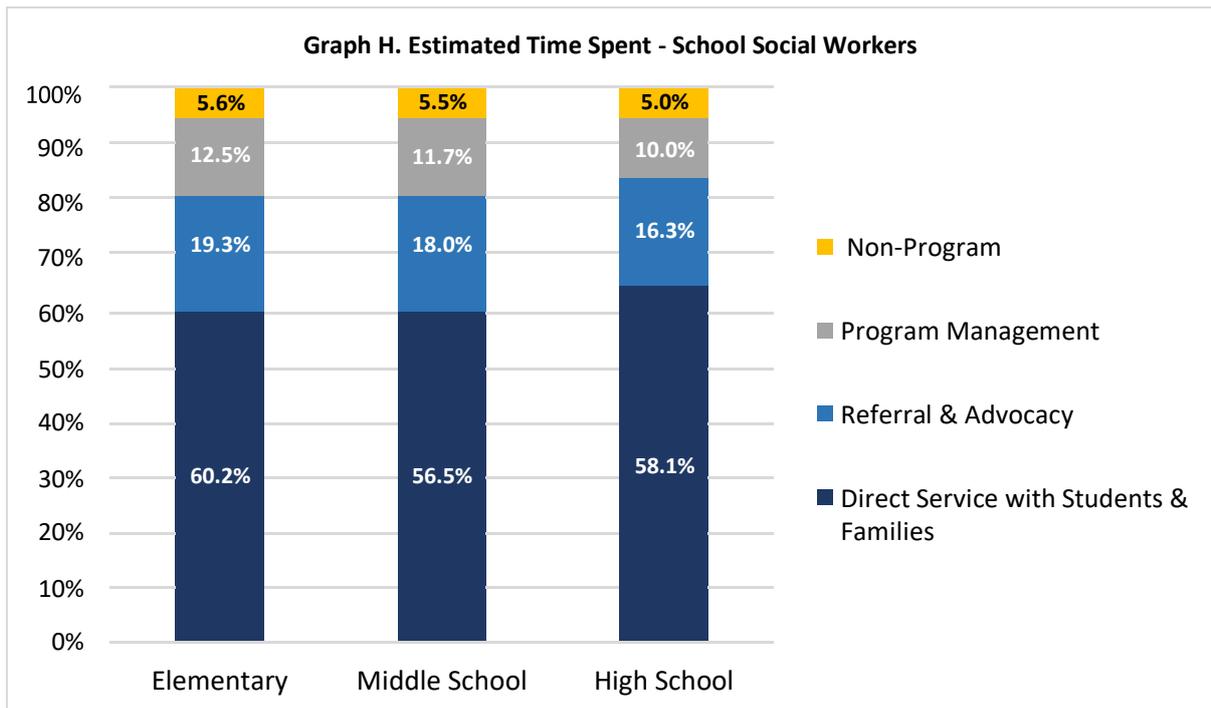
The total number of social workers employed by schools may be substantially higher, however, because the state’s data collection only captures social workers with the “school social worker” license. School corporations report that the top services of school social workers fall primarily in the realm of social-emotional support and include handling student behavior crises, providing neglect/abuse referrals, individual counseling, and consultation with school staff and families in crisis (Graph G) among other duties.

Social workers spend a majority of their time (58.2%) in direct service to students and families, 17.9% of time in providing referral and advocacy services, approximately 11.4% of time in program management, and just over 5% of their time in non-program activities.

Graph H on the next page shows how these time percentages break down across the elementary, middle school, and high school grade levels. Very little variation is noted in time spent at the different grade levels though high school social workers spend less time in referral and advocacy and a bit more time in direct service. The percentage of time spent in non-program areas is much lower than for school counselors.

Graph G. Services Provided Most Often by School Social Workers



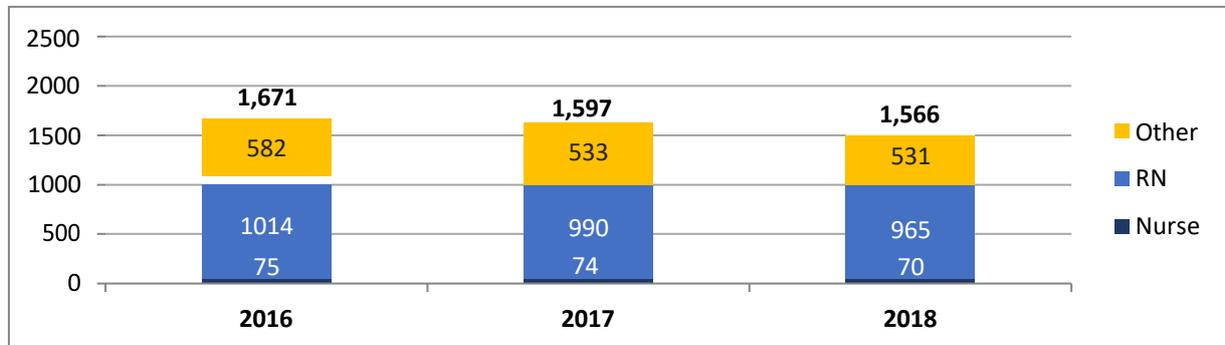


The National Association of Social Workers (NASW) recommends a student to social worker ratio of 250:1, similar to the school counselor recommended ratio. While Indiana does not keep figures on the average student to social worker ratio, the ratio of the total number of licensed school social workers in the state to all students currently enrolled in Indiana schools is 4,639:1.

SCHOOL NURSES

State data collections report 70 individuals in 30 school corporations holding the title of school nurse. But other Indiana Department of Education collections of noncertified personnel employed by school corporations indicate the number of registered nurses (RNs) and other personnel providing “health services” in addition to school nurses is much higher.

Graph I. Number of Indiana School Nurses and Trend

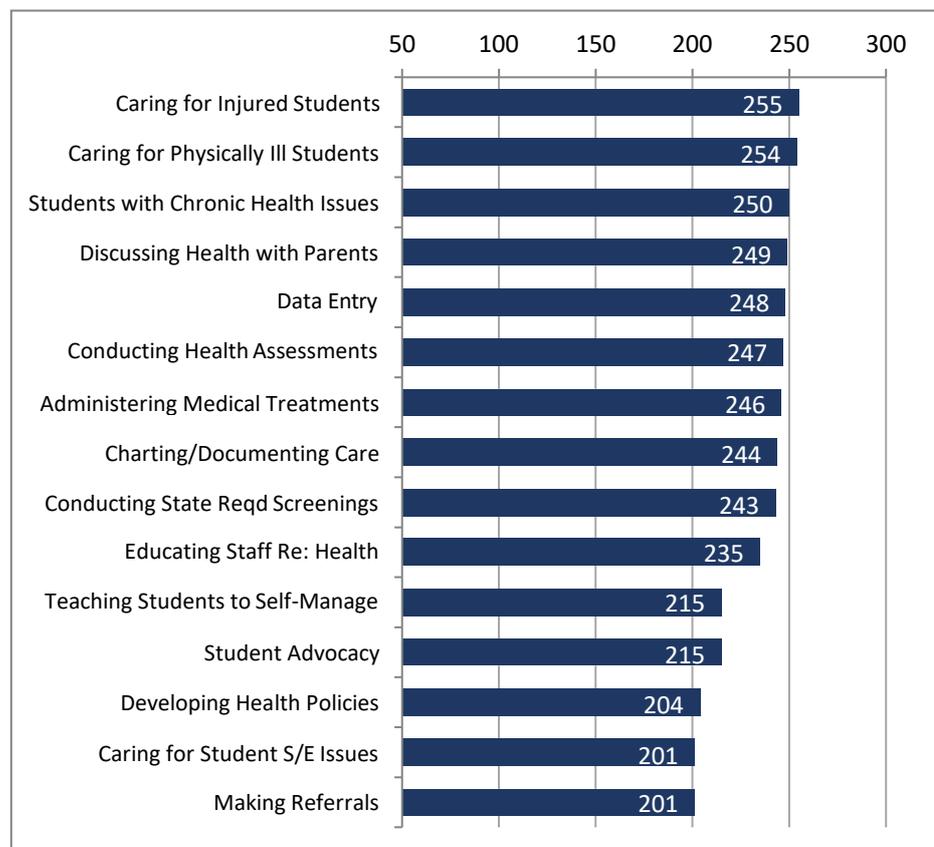


The total number of school nurses, RNs, and other health services employees has dropped from a total of 1,671 to 1,566 in the last two years.

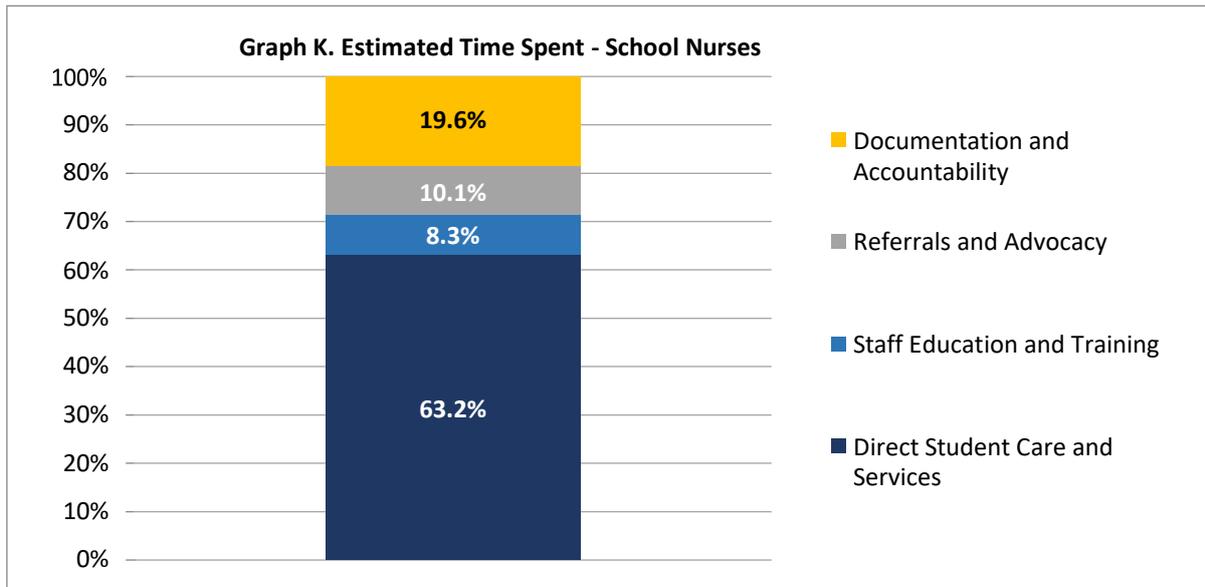
Multiple services are provided by school nurses ranging from caring for students with immediate and chronic health issues to data entry and consultations with parents.

Providing direct care and services to students is by far the area in which school nurses spend the majority of their time. Districts estimate school nurses spend approximately a fifth of their time

Graph J. Services Provided Most Often by School Nurses



(19.6%) in the area of documentation and accountability, about 10% in referrals and advocacy, and another 8.3% in staff education and training.



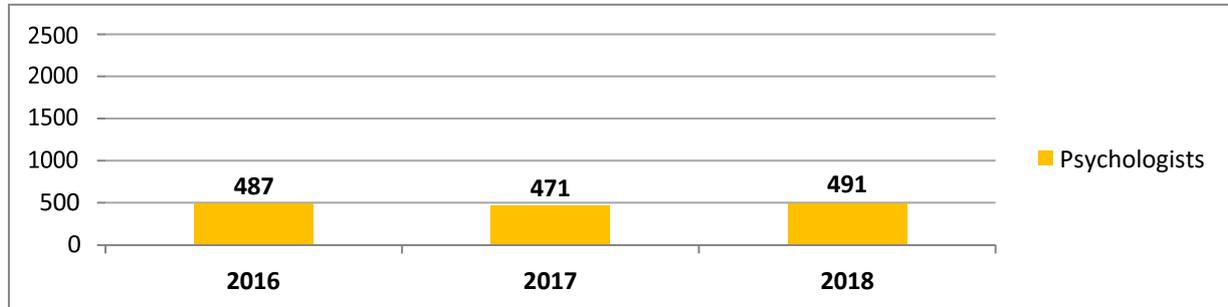
The National Association of School Nurses (NASN) recommends a ratio of no more than 750 “well students” per school nurse.⁵ The ratio of school nurses, non-certified registered nurses, and other personnel providing “health services” to all students currently enrolled in Indiana schools is 729:1.

⁵ Article 4, Indiana’s Student Services Rule, states that for Health Services there should be one (1) registered nurse for every seven hundred fifty (750) students enrolled in the school corporation.

SCHOOL PSYCHOLOGISTS

Indiana school districts employed 491 school psychologists in 2018, in 121 school corporations. Total numbers of school psychologists in schools have held fairly steady over the last three years.

Graph L. Number of Indiana School Psychologists and Trend

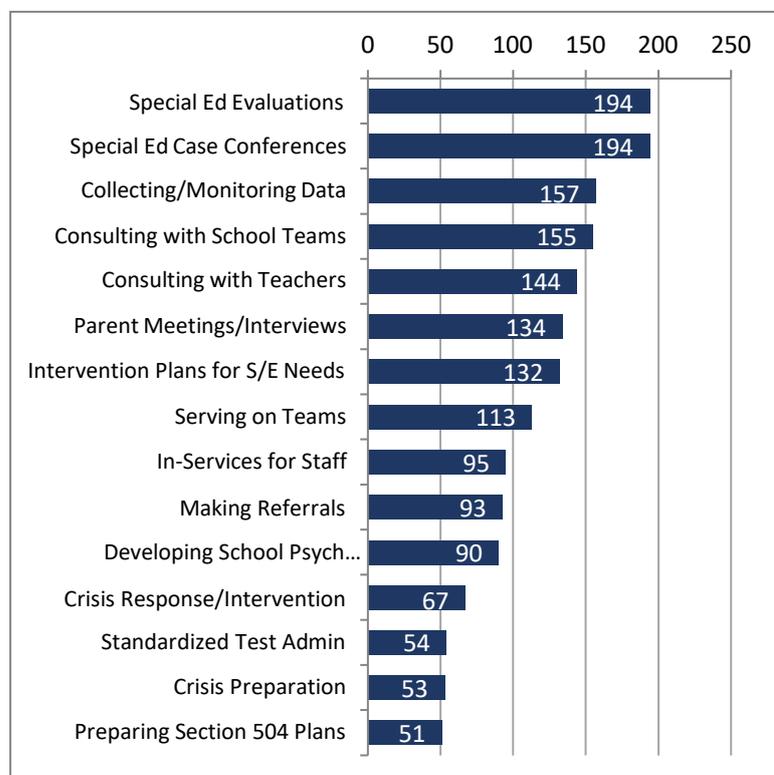


The recommended student to school psychologist ratio depends on the role of the school psychologist. The National Association of School Psychologists (NASP) recommends a ratio of 500 to 700 students for each school psychologist and no more than 1,000 students per school psychologist when the psychologist is providing comprehensive and preventive services (i.e., evaluations, consultation, individual/group counseling, crisis response, behavioral interventions, etc.).⁶ Currently, the ratio of employed school psychologists to all currently enrolled Indiana students is 2324:1.

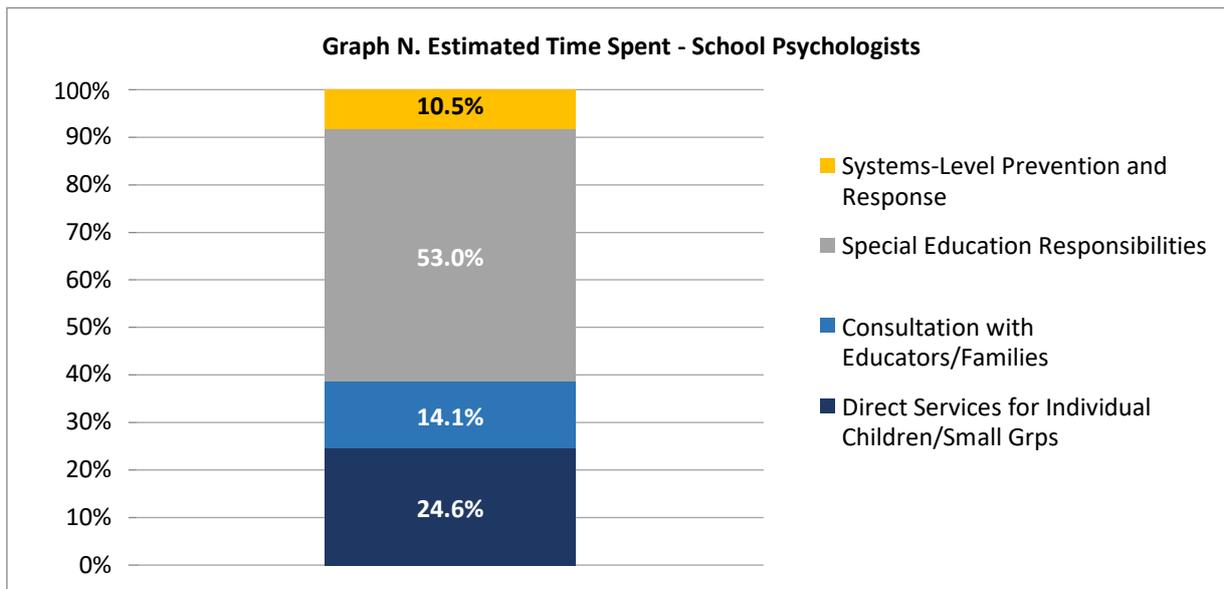
Special education evaluations and case conferences are the most frequent services provided by school psychologists, comprising 53% of their time, followed by data collection and monitoring, and consultations with school staff.

School corporations estimate that their school psychologists spend about 25% of their time in direct services for individual children and/or small groups, about 14% of their time in consultation with educators and families, and an additional 10-11% of time on systems-level prevention and response activities.

Graph M. Services Provided Most Often by School Psychologists



⁶ Article 4, Indiana's Student Services Rule, states that for Student Assistance Services there should be one (1) school counselor, school psychologist OR master's level school social worker for every 700 students enrolled in a school corporation.



How Schools are Addressing Trauma

Both direct and indirect services are provided within Indiana’s school corporations to address student trauma.

Identifying Students Who May Be Experiencing Trauma

A quarter of Indiana school corporations report that they systematically identify student needs through the use of a needs assessment.

Does your corporation administer a needs assessment specific to behavior and mental health to students to determine student needs?	
YES 25%	NO 75%

Of the 25% of school districts that do conduct a needs assessment, slightly more elementary schools (K-6) do so than secondary (7-12) schools, 86% versus 79%. However, the majority of schools administering a needs assessment do so at all grade levels (K-12).

“Screening and assessing for trauma symptoms, especially in regard to determining how trauma affects healthy functioning, are essential in determining a child’s overall social and emotional well-being.”

- The Child Welfare Information Gateway
(Children’s Bureau)

Who Is Providing Services Related to Trauma

School counselors and social workers are the primary providers of crisis response in schools and the key personnel who refer reports of abuse and/or neglect to the Department of Child Services (DCS). They place the initial calls to DCS and conduct follow up and team meetings. Their work is supported by a majority of school psychologists (63%) who develop and/or implement intervention plans to meet the emotional/mental health needs of students. School psychologists, to a lesser degree (32%), conduct crisis response or intervention. Most school nurses (78%) supplement schools’ crisis response and interventions by caring for students who are experiencing social-emotional symptoms, including anxiety, stress, bullying, panic attacks, cutting, and behavioral issues.

School nurses on average spend more than half of their time (63%) in direct services to students. Social workers spend just under half of their time (46%) in direct services to students and their families. School psychologists spend just a quarter of their time (25%) in direct services.

Supplemental Services Available for Students Experiencing Trauma

Only 22% of schools are associated with a school-based health center. Of those schools, the majority (74%) of their health centers offer mental health counseling and/or services. A greater number of schools (109 total, or 42% of all respondents) employ or contract with a community mental health center.

Is your school corporation associated with a school based health center?	
YES 22%	NO 78%
If yes, does the school based health center offer mental health counseling or services?	
YES 74%	NO 26%

Most of those community mental health centers provide ongoing, intensive services to address students’ social, emotional, behavioral, and mental health needs (68%) as well as crisis counseling services (66%).

Training in Trauma

A slight majority of school employees (59%) have received professional development in trauma-informed care within the last three years. Slightly fewer school personnel have received professional development related to adverse childhood experiences (ACEs) (40%) and on topics related to identifying and referring students with social-emotional/mental health/trauma-related needs (45%).

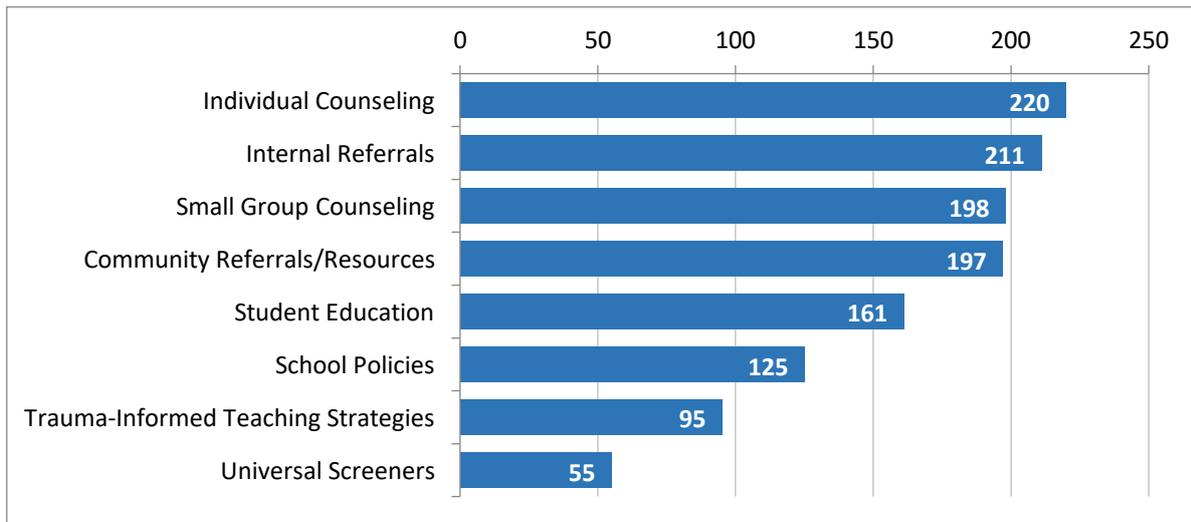
How Schools are Addressing the Basic Social-Emotional Needs of Students

Indiana school corporations attend to the fundamental social and emotional needs of students in various ways. 147 of the 257 responding school districts (57%) employ a corporation-level coordinator for social-emotional learning (SEL) and mental health. A total of 46 different job titles were reported for this position. The most frequently listed job titles were school counselor, director of special education/special education coordinator/director, director of counseling/guidance, and superintendent.

The credentials held most frequently by the coordinators in this position are administrator or principal licenses (19), counseling licenses (19), social worker credentials (11), or a superintendent’s license (10).

Of the many services provided in corporations to address the social-emotional needs of students, the supports most often mentioned included individual counseling, internal referrals (to a student assistance team, Response to Intervention/Instruction (RTI) team, or special education assessment), and small group counseling.

Graph O. Most Frequently Mentioned Strategies to Address Student S/E Needs (n=247)



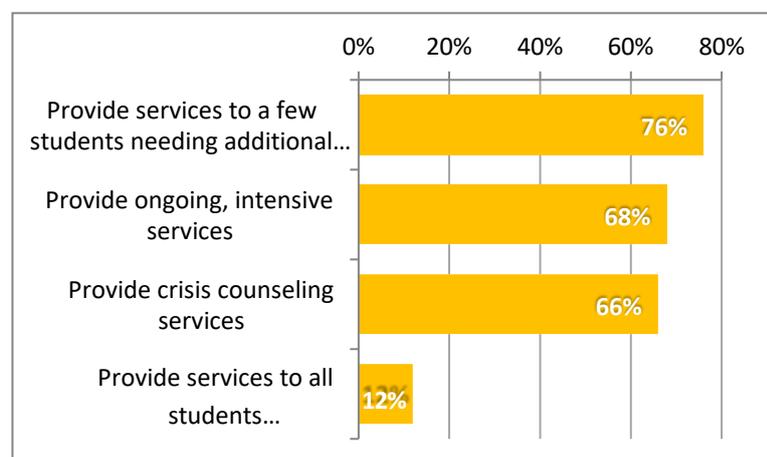
The majority of Indiana’s school districts provide individual and small group counseling to students in need of social-emotional supports (89% and 80%, respectively). Most schools also refer students to their own, internal support systems or to outside resources including local mental health providers, systems of care or community partners (80%).

Both individual and small group counseling services, when offered, are typically conducted by school counselors (93%), while social workers (39%) and community providers outside of school (35%) provide these services to a lesser extent. For more intense social-emotional needs, schools tend to rely on outside providers (67%) for these services; however, school counselors still provide these more in-depth services in at least half of the schools reporting (53%). Interestingly, fewer schools (37%) report having a community health provider contracted or employed by the school to conduct these intensive interventions.

While less than a quarter of schools (22%) have a school-based health center and only 74% of those schools offer mental health or counseling services, more schools (42%) employ or contract with a community mental health center (CMHC). On average, schools which contract with a CMHC employ and/or contract with approximately four full time (FTE) individuals.

Slightly more of the CMHC employees are Bachelor’s level case managers (3.19 avg) versus Master’s level therapists (2.93 avg). These professionals primarily provide services to a few students identified as needing additional, sometimes brief, support (76%), with slightly fewer providing ongoing, intensive

Graph P. Most Frequently Listed Services Provided by CMHC's

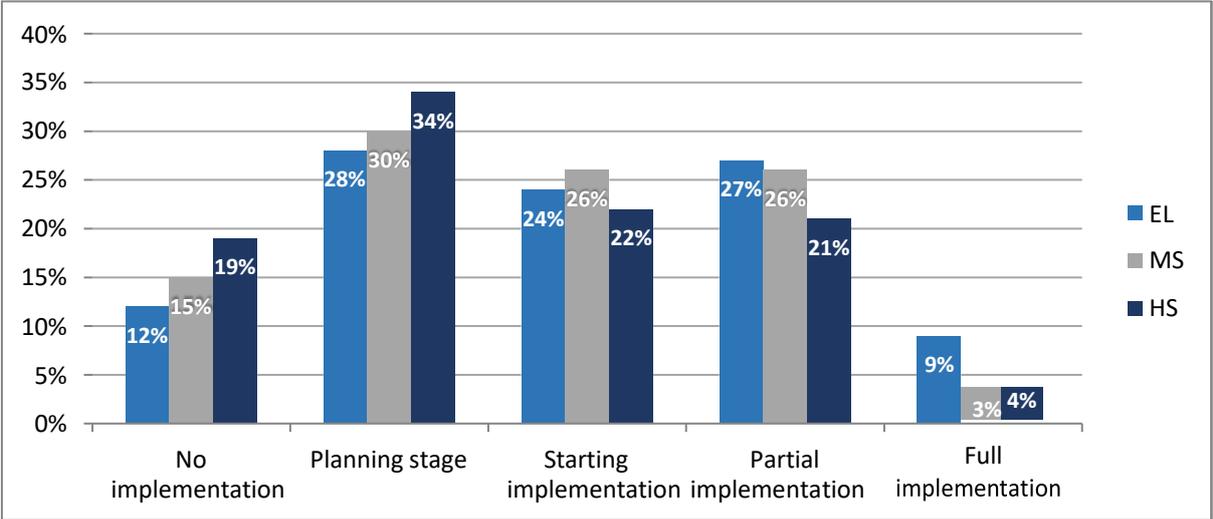


services (68%), and/or crisis counseling services (66%). Most accept Medicaid reimbursement for mental health services provided to students (88%), while slightly more than half (69%) accept private insurance; only 50% of providers accept sliding scale payments.

Social-Emotional Learning

For the majority of Indiana school districts, intervention outnumbers prevention efforts. The implementation level of social-emotional learning standards – a form of prevention as well as information sharing – is at the planning stage for the majority of schools. Elementary schools are the most likely to have fully implemented the SEL standards/competencies (9%) when compared with middle and high schools (3% and 4% respectively), while high schools are the least likely to implement social-emotional learning standards with 19% having no implementation at all.

Graph Q. Level of Implementation of Social-Emotional Learning Standards



Effectiveness of Social-Emotional Learning Strategies

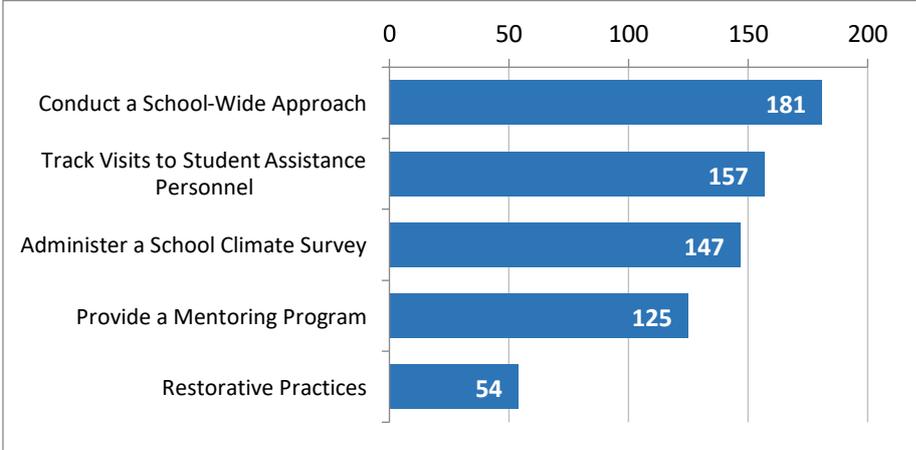
Few schools (13%) evaluate their strategies to promote social-emotional learning. For those that do evaluate, the most commonly used formal assessment is the School Health Assessment and Performance Evaluation (SHAPE). Listed below is a sampling of various assessments listed by school corporations for evaluating social-emotional learning services.

- Dessa in grades K, 2, 4, 6, 8
- EVO social-emotional
- Guiding All Kids (GAK) survey and/or Redesigning School Counseling (RSC) survey
- Panorama
- NIH Toolbox assessment of executive functions, EVSC Adapted CR-PBIS
- Pre and Post Assessments around SEL
- School Health Advisory Board evaluates types of formal assessments
- Second Step
- SHAPE School Mental Health Quality Progress Report and SHAPE School Mental Health Sustainability Report
- Two student assemblies to educate and promote social-emotional health each year
- We use a month long time assessment to determine counselor time use
- Use consultant/outside evaluator

Steps Taken to Promote a Positive and Safe School Environment

When Indiana school districts were asked how they promote a positive and supportive environment, the top answer was by using a school-wide approach to student behavior and school climate

Graph R. How Schools Promote a Positive School Environment



(such as through the Positive Behavioral Interventions and Supports (PBIS) program).

Graph R lists the other frequent responses to the same question. In addition to the five ways shown on the

graph, school corporations also listed other programs that promote a positive and supportive environment including:

- A Corporation-wide Comprehensive SEL Framework
- OLWEUS
- Culturally Responsive Clubs and School Family Nights
- A Full-year Required Class on ‘Building Positive Relationships and Advocacy’
- Trauma-Responsive Practices and Positive Discipline
- The PALS program
- Professional Learning Teams

To promote a safe school environment, 209 school corporations (82% of the 255 respondents) employ a school resource officer (SRO) with 40 hour SRO training during the school day, but few corporations have their own corporation-level police department.

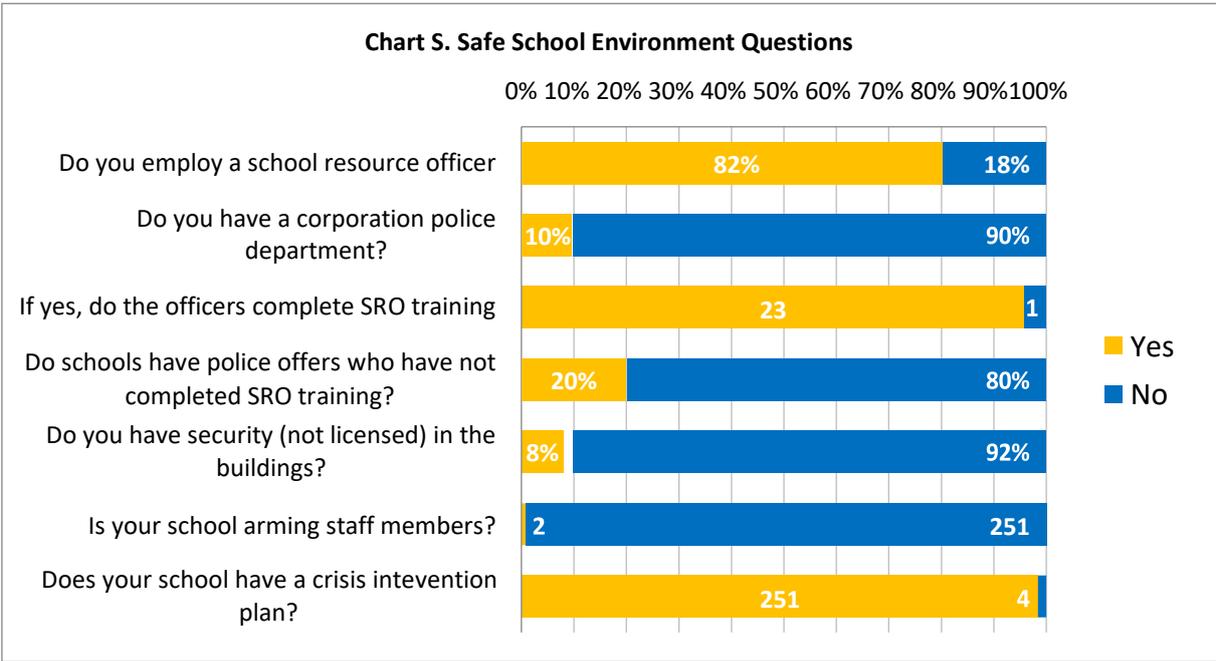


Chart S summarizes other ways Indiana school corporations are approaching a safe school environment.

The Level of Unmet Student Needs

Current State

The level of unmet social-emotional needs of students in Indiana’s K-12 schools is inferred throughout the answers provided by school corporations in the state’s Student Services Needs Assessment. While schools realize that standards-based instruction in social-emotional learning areas is vital, most districts are working hard to meet the most pressing, immediate social-emotional needs of students.

In the area of urgency, school corporations say they lack processes and procedures for identifying students who have or may currently be experiencing trauma. District leaders report that student needs assessments and universal screeners specific to student behavior and mental health issues are not fully in place in most schools with only 35% and 30% of school counselors and social workers respectively, conducting such assessments.

What schools say they need most are more student services professionals with time allotted to proactively provide prevention, intervention, and referral services to students who are hurting. Many comments from school districts were similar to the one below:

My district is a small rural school corporation. Although we partner with outside agencies, and have one embedded in our schools, we struggle to find the intensive therapy needed for more and more students. Schools are the front line, but they can't be expected to do it all. Outside counseling is difficult to find that is affordable for many in my community. So, it leaves that most needy with minimal to ineffective levels of mental health support. Financially, we do not have the money to hire enough professionals, but also, we don't have enough time to address many of the issues our students bring with them to school.

The barriers to more effectively addressing students’ social-emotional needs are no surprise. School corporations consistently reported a lack of sufficient funding (96%) and access to a qualified workforce such as trained mental health professionals (71%) as the most significant challenges to providing expanded student service supports for mental health and trauma-related issues.

What is Needed

When asked what would help alleviate the barriers, schools consistently cited more funding, especially for hiring more qualified staff (79%).

School districts indicated an equal need for additional school counselors (30%), social workers (27%), and mental health providers (26%). Sufficient and sustained funding were the two requests reflected in many of the additional comments, similar to the comment below, provided by school corporations.

We need adequate, sustainable funding for counselors and school social workers so that we have enough staff to provide reasonable staff to student ratios. We are rural and geographically isolated--our school is the only place to gather in our district so if our students and community are going to get services, it will have to happen at [our schools]. We have worked really hard to get grant funding for the past several years to provide additional social work and counseling services, but grant funding alone is not a good sustainability plan.

A copy of the Indiana Department of Education's 2018 Student Services Needs Assessment may be found in the Appendix.

Appendix A

Indiana House Enrolled Act (HEA) 1230

(c) The department shall conduct a statewide needs assessment survey that collects data concerning:

- (1) the status of the student services provider workforce;
- (2) the relevant roles and functions being performed by student services providers;
- (3) the percentages of time spent by student services providers in addressing various student needs;
- (4) the level of unmet student needs;
- (5) how schools are addressing trauma occurring in the student population;
- (6) how the social and emotional needs of students are being addressed;
- (7) the steps that schools take to promote a positive school environment; and
- (8) the recommended ratios of student services providers within school workforces as determined by national student services professional associations; in public elementary, middle, and high schools in Indiana, including charter schools.

(d) The survey described in subsection (c) may be in an electronic format.

(e) Before January 1, 2019, the department shall report the department's findings to the general assembly in an electronic format under IC 5-14-6. The department shall post the report on its Internet web site.

Appendix B

Indiana Department of Education Student Needs Assessment Survey Questions

2. Do you have a coordinator at the corporation level who is designated as the point of contact for social-emotional learning (SEL) and mental health?

2b. If yes, what is their job title:

2c. License Type:

3. # of RN FTE's for your school corporation

4. Is your school corporation associated with a school based health center? A health center open to the community, where students can be referred; staffed by either a nurse practitioner, a physician's assistant or a licensed health care provider with prescriptive authority.

4b. If yes, does the school based health center offer mental health counseling or services?

5. Does your school corporation employ or contract with community mental health centers (CMHC) to provide mental health counseling and support?

5b.1. If yes to the question above, how many individuals are.....>> Employed and/or contracted? FTE? >> number employed

5b.2. If yes to the question above, how many individuals are.....>> Bachelor's Level Case Managers >> number employed

5b.3. If yes to the question above, how many individuals are.....>> Master's level Therapists >> number employed

5b.4. If yes to the question above, how many individuals are.....>> Other (insert credentials, number employed) >> number employed

5c. If you answered yes to #5, what level of service do they provide? Check all that apply.

6. Community mental health providers in our school corporation accept the following payment methods for mental health services provided to students (check all that apply):

7. Does your corporation employ individuals who provide student services but would not be captured on state reporting due to their licensure, title, or non-certified status? (For example, do you employ a Home School Advisor or Behavioral Coach who doesn't have specific licensure requirements nor is required to be reported on the Certified Positions (CP) report?)

7b. If yes, how many individuals and what are their titles and credentials

8. Select the services your School Counselors provide below (check all that apply):

9. Estimate the percentage of time your School Counselors spend... >> Direct Service with Students - E.g., classroom guidance/curr... >> Elementary

9. Estimate the percentage of time your School Counselors spend... >> Direct Service with Students - E.g., classroom guidance/curr... >> Middle

9. Estimate the percentage of time your School Counselors spend... >> Direct Service with Students - E.g., classroom guidance/curr... >> High

9. Estimate the percentage of time your School Counselors spend... >> Referral & Advocacy - E.g., development and assistance with ... >> Elementary

9. Estimate the percentage of time your School Counselors spend... >> Referral & Advocacy - E.g., development and assistance with ... >> Middle

9. Estimate the percentage of time your School Counselors spend... >> Referral & Advocacy - E.g., development and assistance with ... >> High

9. Estimate the percentage of time your School Counselors spend... >> Program Management - E.g., professional development, paperwo... >> Elementary

9. Estimate the percentage of time your School Counselors spend... >> Program Management - E.g., professional development, paperwo... >> Middle

9. Estimate the percentage of time your School Counselors spend... >> Program Management - E.g., professional development, paperwo... >> High

9. Estimate the percentage of time your School Counselors spend... >> Non-Program - Test coordination and administration, other du... >> Elementary

9. Estimate the percentage of time your School Counselors spend... >> Non-Program - Test coordination and administration, other du... >> Middle

9. Estimate the percentage of time your School Counselors spend... >> Non-Program - Test coordination and administration, other du... >> High

10. Select the services your School Nurse(s) provide below (check all that apply):

11. Estimate the percentage of time your School Nurses spend... >> Direct Student Care and Services - Assessing students sympto... >> %=

11. Estimate the percentage of time your School Nurses spend... >> Staff Education and Training - Training and educating staff ... >> %=

11. Estimate the percentage of time your School Nurses spend... >> Referrals and Advocacy - Discussing student health issues wi... >> %=

11. Estimate the percentage of time your School Nurses spend... >> Documentation and Accountability - Writing student Individua... >> %=

12. Indicate the services your School Psychologists provide below (check all that apply):

13. Estimate the percentage of time your School Psychologist... >> Direct Services for Individual Children and/or Small Groups ... >> %=

13. Estimate the percentage of time your School Psychologist... >> Consultation with Educators and Families - Collaborating wit... >> %=

13. Estimate the percentage of time your School Psychologist... >> Special Education Responsibilities - Completing paperwork an... >> %=

13. Estimate the percentage of time your School Psychologist... >> Systems-Level Prevention and Response - Developing, implemen... >> %=

14. Select the services your School Social Workers provide below (check all that apply):

15. Estimate the percentage of time your School Social Worke... >> Direct Service with Students & Families - E.g., classroom gu... >> Elementary

15. Estimate the percentage of time your School Social Worke... >> Direct Service with Students & Families - E.g., classroom gu... >> Middle

15. Estimate the percentage of time your School Social Worke... >> Direct Service with Students & Families - E.g., classroom gu... >> High

15. Estimate the percentage of time your School Social Worke... >> Referral & Advocacy - E.g., development and assistance with ... >> Elementary

15. Estimate the percentage of time your School Social Worke... >> Referral & Advocacy - E.g., development and assistance with ... >> Middle

15. Estimate the percentage of time your School Social Worke... >> Referral & Advocacy - E.g., development and assistance with ... >> High

15. Estimate the percentage of time your School Social Worke... >> Program Management - E.g., professional development, paperwo... >> Elementary

15. Estimate the percentage of time your School Social Worke... >> Program Management - E.g., professional development, paperwo... >> Middle

15. Estimate the percentage of time your School Social Worker... >> Program Management - E.g., professional development, paperwo... >> High

15. Estimate the percentage of time your School Social Worker... >> Non-Program - Test coordination and administration, other du... >> Elementary

15. Estimate the percentage of time your School Social Worker... >> Non-Program - Test coordination and administration, other du... >> Middle

15. Estimate the percentage of time your School Social Worker... >> Non-Program - Test coordination and administration, other du... >> High

16. Have your school employees (teachers, administrators, student service professionals, etc.) received professional development in any of the following in the last 3 years?

17. Does your corporation administer a needs assessment specific to behavior and mental health to students to determine student needs?

17b. If yes, select applicable grade levels:

18. What is your level of the implementation of social-emotional learning standards or com... >> Elementary

18. What is your level of the implementation of social-emotional learning standards or com... >> Middle

18. What is your level of the implementation of social-emotional learning standards or com... >> High

19. Which of the following do you provide in your corporation to address the social and emotional needs of your student population (check all that apply):

20. Who typically provides individual and small group (brief) counseling to students identified as needing additional support?

21. Who typically provides individual and small group counseling to students who need ongoing (long-term), more intensive support?

22. Does your corporation evaluate strategies to promote social-emotional learning (SEL) in your school settings? An example of a formal assessment approach includes the School Health Assessment and Performance Evaluation (SHAPE)?

22b. If yes, briefly describe the formal assessment used to evaluate SEL services in your school settings:

23. How does your corporation currently seek to promote a positive and supportive environment (select all that apply):

24. What are the perceived barriers to providing student service supports for mental health issues and trauma? (check all that apply)

25. In an ideal situation, what would your school need to meet the needs of students and families presenting with mental health and trauma needs?

26. Does your school have a School Resource Officer (licensed law enforcement with 40 hour SRO training) during the school day 7am-4pm?

27. Does your school have a corporation police department?

27b. If Yes, has the officer(s) completed SRO training?

28. Does your school have police officers in the building who have not completed SRO training?

29. Does your school have security (not licensed law enforcement) in the building?

30a. Is your school arming staff members?

30b. If yes, what is the title of the armed staff member(s)? (teacher, principal, custodian, counselor).

31. Does your school have a crisis intervention plan?