

Note: This version of the survey is provided to help organize data collection. The information will need to be submitted through the appropriate survey link on the TAA letter.

HB 906 Survey 2021-2022 - District

Background:

In Senate Bill 11 of the 86th Texas Legislature, ground-breaking state policies were adopted to advance safety, wellness and resiliency in education. The Texas Education Agency (TEA), Local Education Agencies (LEAs) and schools are charged to build multi-tiered systems of support (MTSS) that address mental and behavioral health as a pillar of safe and supportive schools program in Texas. See additional background information from Texas Education Code Section 37.115 [here](#).

Purpose:

House Bill 906, also in the 86th Texas Legislature, charged the Commissioner of Education to establish the Collaborative Task Force on Public School Mental Health to study and evaluate state-funded, school-based mental health services and training (Texas Education Code Section 38.301-38.312). The intent of this survey is to study our state's capacity towards establishing a MTSS that addresses mental and behavioral health in LEAs and schools. This is a baseline self-assessment only. The Task Force seeks a 100% response rate to this survey. The results of this survey will not be shared publicly, except in aggregate on the state and regional levels of reporting results. The results will not be used in any way to evaluate any school district. TEA will store all data in accordance with the agency's information security plan, Records Retention Schedule, Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), and any applicable state statutes. While it is a statutory requirement for an LEA to respond to the Task Force's request for information, the Task Force is grateful for your thoughtful and honest self-assessment in this study.

Survey Response Strategy:

It is recommended that multi-disciplinary team members will convene and engage to collaboratively respond in each LEA, consistent with MTSS teaming best practices. LEAs should also include campus administrators as part of this district-level MTSS team. Team members should self-assess baseline capacity on each question section by section on the paper version during the multi-disciplinary team meeting. Then, one team member should be assigned the responsibility to enter your LEA capacity self-assessment into the survey link.

Please review the survey by March 24th and submit any questions through [this form](#). The Task Force will collect questions received by **March 24th** and post responses to those questions by **April 3rd** at this link: <https://schoolmentalhealthtx.org/hb-906-task-force/>.

Survey responses must be submitted using the survey link by **April 24, 2022**. If you have any questions while working on the survey, please email or call the School Mental Health Task Force Co-Chair Tracy Spinner directly: ts@goodsidehealth.com or 512-848-7139. The Task Force appreciates your efforts to support student mental health and wellness. Thank you in advance for your attention to this survey.

Resources: For more information on the Task Force and MTSS-MH, please access these resources:

[TEA Statewide Plan for Student Mental Health](#)

[The Collaborative Task Force on Public School Mental Health Services- Year 1 Report](#)

[Texas School Mental Health Practice Guide and Toolkit](#)

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1. Please identify your educational region and district.

Education Service Center: _____

District Name: _____

2. Please identify the role or roles represented by the individual(s) contributing to the completion of the survey:

- Superintendent
- Assistant superintendent
- Director/representative for guidance and counseling
- Director/representative for special education
- Director/representative for mental health/social and emotional wellness
- Director/representative for nursing and health
- Director/representative for federal programs
- Director/representative for at-risk students
- Director/representative for alternative education
- Director/representative for curriculum and instruction
- Chief/representative of law enforcement personnel (SRO, security, local PD, etc.)
- Operational departments (e.g., business, food services, transportation)
- Other _____

COVID-19 has impacted schools in different ways. In the following questions, please indicate ways in which the pandemic has affected your district mental health services.

3. Select the student needs that have increased in frequency or intensity during the pandemic?

- Distress related to trauma or grief
- Anxiety or stress-related concerns
- Sadness or depressed mood
- Withdrawal or shyness
- Acting out / tantrums / outbursts
- Regression in behaviors
- Leaving school or elopement
- Health concerns, illness, hygiene
- Substance use, including vaping
- Suspected child abuse
- Non-suicidal self-injury (cutting, self-harm)
- Suicidal ideation or behaviors
- Attendance problems
- Student tardiness to classes
- Disengagement/lack of participation
- Underachievement
- Study skills
- Scholastic failure
- None of the above

4. Select the components of school mental health to which your district has made changes in response to the pandemic.
- Early mental health prevention and intervention practices
 - Grief-informed and trauma-informed practices
 - Positive behavior interventions and supports
 - Positive youth development practices
 - Safe, supportive, and positive school climate practices
 - Practices related to building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making
 - Substance use prevention and intervention practices
 - Suicide prevention, intervention, and postvention practices
 - Educator professional development activities
 - None of the above
5. Has your district implemented changes to any of the following in response to increased mental health needs among students, families, or staff? (Check all that apply)
- New policies
 - New Tier 1 supports (for all students)
 - New Tier 2/3 supports or services (for some students)
 - New educator or staff wellness supports
 - Hired new staff focused on social-emotional interventions
 - Hired new staff focused on academic interventions
 - Developed new partnerships with community-based providers focused on social, emotional, or mental health supports
 - None of the above

Please rate the following statement:

6. Our district has sufficient staffing or campus-based community partners to provide mental health services to meet the current mental health needs of our students.
- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree

7. Please select the most significant barriers to having adequate capacity to provide mental health services based on the current mental health needs of students (select up to three).
- Insufficient sustainable funding for professional school counselors
 - Insufficient number of professional school counselors available in area
 - Insufficient sustainable funding for school-based mental health staff
 - Insufficient number of school-based mental health staff available in area
 - Insufficient sustainable funding to support community-based mental health partner providers
 - Insufficient number of community-based mental health partners in area
 - Insufficient capacity of current staff to plan for or oversee school-based mental health staff/partnerships
 - Other priority areas need to come before a focus on student mental health
 - Community stakeholder feedback that student mental health should not be a priority
 - Other _____

8. To what extent has your district conducted a time analysis of professional school counselors in response to recently enacted legislation (SB 179 of 87R)?
- No time analysis has been conducted
 - Planning is under way for a time analysis
 - Time analysis is in progress
 - Time analysis is completed
 - Unsure

9. Please identify the percentage of time that school counselors in your district spend on the following activities. If the time analysis is not complete, please include an estimate. (Should total 100)

Tier 1 student mental health services: _____

Tier 2 student mental health services: _____

Tier 3 student mental health services: _____

Academic / secondary counseling: _____

Community outreach: _____

Administrative tasks: _____

Non-counselor duties: _____

Total: _____

10. Does your district needs assessment include the results of a mental health needs assessment to identify the mental health services to provide?

Yes

No

Unsure

11. The following lists components of the school mental and behavioral health system outlined in TEC § 38.351. Please check all of the ways your district has implemented the component.

	Provide professional development	Provide student services or supports	Have established policy and procedures	None	Unsure
Early mental health promotion or prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance use prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance use intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicide prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicide intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicide postvention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grief-informed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trauma-informed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive behavior interventions and supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive youth development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Approaches for safe, supportive, positive school climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building skills to manage emotions, establish and maintain positive relationships, and make responsible decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What funding sources are currently used to fund one or more components of the school and behavioral health systems outlined in TEC § 38.351? (Check all that apply)

- Foundation School Program
- State Compensatory Education (to reduce disparities in achievement or completion)
- Title I (supporting education of economically disadvantaged students)
- Title III (supporting education of English learners)
- Title IVA (Student Support and Academic Enrichment)
- Title IVB (21st Century Community Learning Centers)
- ESSER grants (COVID-19 federal funding)
- McKinney Vento (supporting education of students experiencing homelessness)
- School Safety Allotment
- Victims of Crime Act (VOCA) grants (through Office of the Governor)
- Medicaid / SHARS
- Private pay or insurance
- Philanthropy (e.g., foundations, donations)
- Local funds
- Non-financial agreements with partner agencies
- Other _____

13. Does your district have a data system or platform that is used by schools to monitor student progress across mental and behavioral health outcomes?

- Yes
- No
- Unsure

14. What data system or platform does your school use to monitor student progress (indicate "LOCAL" if locally developed)?

The Task Force is charged with collecting data on mental health service delivery and outcomes of services. The data elements below were included in the charge to the Task Force through HB 906 and codified in TEC Section 38.301-38.312. To better understand the data that is collected at LEAs, we want to ask about data that the district tracks on student mental and behavioral health and the ways in which the district is able to report this data.

15. For each of the following data elements, please indicate whether the district collects the data on individual students (school/district collects data), whether the district analyzes or creates reports on the data (district

and schools use data), and whether the data can be reported separately by race, ethnicity, gender, special education status, and economically disadvantaged status (data is broken down or disaggregated).

For the three items marked with an asterisk (available in PEIMS), please complete only the "District team uses data" box to reflect if the available data is used.

	District collects data	District team uses data	Data is disaggregated	Unsure
Number of violent incidents that occur at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student out-of-school suspensions*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student expulsions*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student referral to disciplinary alternative education programs*	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student referral to law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement of SRO in disciplinary event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Length of time (days) of disciplinary actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of bullying allegations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of students reporting discrimination-related concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of students receiving mental health services on campus (by school or non-school providers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of students referred to off-campus outpatient mental health provider or counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of students referred to an inpatient mental health provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of students identified with risk of suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of students known to have died by suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Number of students referred to child welfare for investigation and reason for referral (excluding anonymous reports)

Number of students experiencing a mental health crisis transported for an emergency detention by medical or law enforcement personnel

16. Does your district have a research or accountability department or access to an evaluation partner, such as a local university, to support data collection, analysis, and use?

- Yes
- No
- Unsure

Next, we would like to ask some questions about staff professional development, as it relates to mental and behavioral health.

17. Does the district have a system to track staff professional development?

- Yes, at the district level
- Yes, at the campus level
- No
- Unsure

18. Which mental health-related topic areas has your district offered professional development for in the last 12 months?

	Offered to counselors or mental health staff	Offered to educators	Offered to other staff	None	Unsure
Youth Mental Health First Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychological First Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizing warning signs of suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom positive behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restorative practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioral threat assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact of trauma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trauma-informed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impact of grief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grief-informed practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific universal program for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific mental health program for selected students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence-based therapies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Which two sources of professional development do you use most frequently for training on mental health topics (select only two)?

- Internal district or school staff
- Education service centers
- Online training system
- Texas School Safety Center
- Community partner agency(ies)
- Contracted external trainers
- Other _____
- None

Please indicate the extent to which the following elements of a comprehensive school mental health system have been implemented in your LEA, using the following stage of implementation scale:

<p>Not Implemented: The school has not yet implemented this component of a multi-tiered system of support (MTSS).</p>	<p>Planning for Implementation: The school is currently planning for implementation, but active implementation has not yet begun.</p>	<p>Early Partial Implementation: The school has begun implementation of this component of an MTSS, but it is not yet at the desired level of implementation. The activity may not be happening as frequently as desired, is inadequate to meet the full need, or currently lacks the quality that is expected at full implementation.</p>	<p>Late Partial Implementation: The school has made substantial progress to implement the component of an MTSS but is continuing to work towards expanding or strengthening the practice.</p>	<p>Full Implementation: This mental health component of the MTSS has been implemented at the desired level and is being maintained over time. The focus is on ensuring the component is sustained and ongoing quality is monitored for opportunities for improvement.</p>
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20. To what extent do schools in your district have a multi-disciplinary team or teams (e.g., student support team, school mental health team) tasked with planning and overseeing implementation of the school mental health component of a multi-tiered system of support (MTSS)?

Some best practices to consider:

- Team is multidisciplinary
- Team meaningfully involves parents and students
- Team or teams address each tier of MTSS
- Team or teams makes referral linkages to school or community-based services
- Team or teams conducts regular, efficient meetings
- Team or teams uses data to determine student needs

Check LEA self-assessment rating:

- No implementation
- Planning for implementation
- Early partial implementation
- Late partial implementation
- Full implementation

21. To what extent has your LEA developed and documented a referral pathway (e.g., decision points and processes) for school or community-based mental or behavioral health services?

Best practices to consider:

- Schools use a current resource directory or map
- Schools conduct family meetings to review needs, options, and release of information for care coordination
- Schools provide clear information for families and students to self-refer to services
- Schools provide clear referral instructions and confirm service availability
- Schools discuss potential barriers to accessing mental or behavioral health services and plan for how to overcome them
- Schools use referral meetings with service providers or feedback forms or a process for ongoing communication

Check LEA self-assessment rating:

- No implementation
- Planning for implementation
- Early partial implementation
- Late partial implementation
- Full implementation

22. Part A: To what extent does your LEA have formal partnerships (MOUs, agreements) with mental or behavioral health providers to serve students and/or families?

Best practices to consider:

- Schools establish ongoing communication mechanisms with community-based providers
- Schools establish data-sharing agreements
- Schools understand the populations served by the provider and any limitations
- Schools understand the targeted outcomes of services and impact

Check LEA self-assessment rating:

- No implementation
- Planning for implementation
- Early partial implementation
- Late partial implementation
- Full implementation

23. What types of providers do you have formal partnerships with (check all that apply)?

- School-based health/mental health center
- Communities In Schools
- Community mental health center or Local Mental Health Authority (LMHA)
- Texas Child Health Access Through Telehealth (TCHATT)
- Family resource center
- Community health centers or Federally Qualified Health Center
- Youth substance use prevention provider or program
- Substance use treatment provider
- Other mental health provider
- Other health provider
- Other social service organization
- Other telemental health service provider

24. To what extent do schools in your LEA conduct and review data annually from a school climate survey of students, family members, and staff?

Best practices to consider:

- Schools assess multiple dimensions of climate
- Schools use an evidence-based assessment
- Schools assess perspectives of staff, students, and families
- Schools align with other school improvement efforts
- Schools use data to select priority areas

Check LEA self-assessment rating:

- No implementation
- Planning for implementation
- Early partial implementation
- Late partial implementation
- Full implementation

25. To what extent have schools in your LEA documented the available community-based mental health resources?

Best practices to consider:

- Schools foster school-community partnerships with community providers
- Schools use multiple sources to identify existing resources
- Schools include who the resource is intended for, how to access it
- Schools include target outcomes and evidence of impact
- Schools make resource list available to all
- Schools has process for regularly updating the resources list

Check LEA self-assessment rating:

- No implementation
- Planning for implementation
- Early partial implementation
- Late partial implementation
- Full implementation