

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.

HB906 Survey 2023-2024

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 in Texas. See additional background information [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. The Task Force seeks a 100% response rate to this survey. The results of this survey will not be shared publicly, to the extent permitted by law, 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 or campus. 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 and campus 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:

When the Task Force surveyed LEAs in 2021-2022, it is requested that district staff respond. In this survey, it is asking for school administrators to provide the responses. It is recommended that multi-disciplinary team members will convene and engage to collaboratively respond in each school, consistent with MTSS for school mental health teaming best practices. Input should be gathered from staff from different disciplines, such as those who collaborate on the Safe and Supportive Schools Program, who conduct behavioral threat assessments (BTA), who plan mental and behavioral health interventions, who provide mental and behavioral health services and supports, who coordinate or case manage services with students and families and community providers, and who monitor progress. Before the MTSS for school mental health team meeting to address this survey, administrators should assign at least one team member to gather any available data on the ten requested metrics in the final survey section. Team members should self-assess capacity on each question section by section on the paper version during a team meeting. Then, one team member should be assigned the responsibility to enter your school mental health MTSS capacity self-assessment into the survey link.

Please review the survey by **4-11-24** and submit any questions through [this form](#). The Task Force will collect questions received by **4-11-24** and post responses to those questions by **4-15-24** at this link: <https://schoolmentalhealthtx.org/hb-906-task-force/>.

Survey responses must be submitted using the [survey link](#) by 5-23-24. If you have any questions while working on the survey, please email or call the Collaborative School Mental Health Task Force Chair Tracy Spinner directly: tracyspinner@daybreakhealth.com or 512-848-7139.

Resources:

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

TAA Letter

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

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

[The Collaborative Task Force on Public School Mental Health Services- Year 3 Report](#)

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

1. What is the Education Service Center for your school district (per PEIMS)?

- Regions 1 - 5
- Regions 6 - 10
- Regions 11 - 15
- Regions 16 - 20

2. Please provide information on the campus you represent.

- a. Education Service Center:
- b. District name:
- c. Campus name:

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

- School administrator (principal/assistant principal)
- School counselor
- School social worker
- School psychologist, LSSP
- Licensed professional counselor
- Licensed clinical social worker
- Other licensed school mental health staff (e.g., licensed professional counselor associate, licensed marriage and family therapist)
- Nurse or other health staff
- Family specialist or liaison
- Teacher or instructional specialists
- Substance abuse professional (e.g. prevention specialist, licensed chemical dependency counselor)
- Peer specialist
- Family partner
- Attendance officer or liaison
- Other special programs coordinators
- School-based law enforcement officer (SBLE) or school resource officer (SRO)
- Community mental health agency representative or partner
- Other community services non-profit partner (i.e., Communities In Schools)
- Paraprofessional
- Other _____

4. Please indicate how much you agree or disagree with this statement: Our campus has sufficient staffing, telehealth, or campus-based community partners to meet the current mental health needs of our students.

- Strongly agree
- Agree
- Somewhat agree
- Somewhat disagree
- Disagree
- Strongly disagree

5. Please select the most significant barriers to having adequate capacity to meet 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 _____

Please consider the following stage of implementation scale to answer subsequent questions regarding implementation of a comprehensive school mental health system:

- Not Implemented: The school has not yet implemented this component of a multi-tiered system of support (MTSS).
- Planning for Implementation: The school is currently planning for implementation, but active implementation has not yet begun.
- 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.
- 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.
- 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.

6. To what extent does your school 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 referrals to school or community-based services
- Team or teams conducts regular, efficient meetings
- Team or teams uses data to determine student needs

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

7. Please check all roles represented on your school mental health team(s).

- Campus administrator
- School counselor
- School mental health staff
- School social worker
- Teacher
- School nurse
- Special education lead
- Family specialist or liaison
- Military family liaison
- School-based law enforcement officer (SBLE) or school resource officer (SRO)
- Family member
- Student
- Community mental health representative
- Community member (non-mental health)
- Other _____

8. To what extent does your school conduct and review data annually from a school climate survey of students, family members, and staff?

Best practices to consider:

- School assesses multiple dimensions of climate
- School uses an evidence-based assessment
- School assesses perspectives of staff, students, and families
- School aligns with other school improvement efforts
- School uses data to select priority areas

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

9. What climate survey is used (add term "LOCAL" if locally developed)?

10. If your school uses a curriculum-based approach to building skills to manage emotions, establish positive relationships, and make responsible decisions, please share the name of the program(s).

11. To what extent does your school review local data on mental and behavioral health strengths and needs and develop a needs assessment for your campus?

Best practices to consider:

- School convenes a mental health needs assessment team
- School assesses student mental health strengths
- School assesses student mental health needs
- School uses needs assessment to inform decisions on services/supports

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

12. Are the mental health needs assessment results incorporated into the district needs assessment?

- Yes
- No
- Unsure

13. To what extent has your school documented the available school-based mental health resources?

Best practices to consider:

- School uses multiple sources to identify existing resources
- School includes who the resource is intended for, how to access it.
- School includes target outcomes and evidence of impact
- School makes resource list available to all
- School has process for regularly updating the resource list

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

14. To what extent has your school documented the available community-based mental health resources?

Best practices to consider:

- School fosters school-community partnerships with community providers
- School uses multiple sources to identify existing resources
- School includes who the resource is intended for, how to access it
- School includes target outcomes and evidence of impact
- School makes resource list available to all
- School has process for regularly updating the resources list

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

15. Is the school- and community-based mental health resource map or guide available on the school website?

- Yes
- No
- Unsure

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

Best practices to consider:

- School uses a current resource directory or map
- School conducts family meeting to review needs, options, and release of information
- School provides clear information for families and students to self-refer
- School provides clear referral instructions and confirms service availability
- School discusses potential barriers and how to overcome
- School uses referral meetings or feedback forms for ongoing communication

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

17. Has your school communicated procedures for families to self-refer a student to receive school-based mental or behavioral health supports?

- Yes
- No
- Unsure

18. To what extent does your school conduct mental health screenings of all students (in accordance with local consent procedures) to identify students needing potential mental or behavioral health supports?

Best practices to consider:

- School involves students and families in planning the screening process
- School identifies a culturally relevant screening tool or process
- School selects a tool that assesses social and emotional strengths, as well as risk for mental health concerns
- School engages students and families in a consent process and offers opportunity to consent or opt out
- School has a defined and timely process to assess results and triage students to further assess the need for Tier 2 or 3 supports

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

19. What mental/behavioral health screening tool(s) is used? (Indicate "LOCAL" if locally developed.)

20. To what extent does your school have formal partnerships (MOUs, agreements) with mental or behavioral health providers to serve students and/or families?

Best practices to consider:

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

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

21. 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
- Texas Child Health Access Through Telehealth (TCHAT)
- 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 provider

22. To what extent does your school use multiple funding sources to financially support, including staff training and coaching, the services and supports within the MTSS for school mental health?

Best practices to consider:

- School uses multiple and diverse funding sources
 - School ensures funding and resources align to support a full continuum of services and supports
 - School establishes and uses a process to regularly evaluate and update your financing plan
 - School regularly seeks diverse partners who may have funding or non-financial resources
 - School has strategies in place to retain staff and minimize turnover
-
- No implementation
 - Planning for implementation
 - Early partial implementation
 - Late partial implementation
 - Full implementation

23. What funding sources are currently used to fund one or more components of your MTSS for school mental health?

- 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
- Stronger Connections grant
- Victims of Crime Act (VOCA) grants (through Office of the Governor)
- Medicaid / SHARS
- Private pay or insurance
- Philanthropy (e.g., foundations, donations)
- Local funds
- Other grant funding (to school or partner agency)
- Non-financial agreements with partner agencies
- Other _____

24. In what ways have you used ESSER funding to support your MTSS for school mental health (check all applicable responses)?

- Hire school-based counseling staff
- Hire school-based mental health staff
- Contract with external mental health provider(s) (virtual)
- Contract with external mental health provider(s) (campus-based)
- Implement a Tier 1 program for all students
- Implement a Tier 2 program for at-risk students
- Implement a Tier 3 program for students with higher needs
- Provide training on mental health to educators
- Provide training on mental health to counselors and/or mental health staff
- Conduct a school climate survey or other school assessment
- Other _____

25. How likely is it that your school will be able to retain any new counseling, mental and behavioral health staff funded through ESSER funds or sustain any new services or programs when ESSER funds are no longer available?

- Likely to sustain 100% of staffing/programs
- Likely to sustain 75% of staffing/programs
- Likely to sustain 50% of staffing/programs
- Likely to sustain 25% of staffing/programs
- Unlikely to sustain any staffing/programs

26. To what extent does your school use data to monitor the progress of individual students receiving supports through the school mental health component of the MTSS?

Best practices to consider:

- School identifies existing and potential educational outcome data (e.g., grades, attendance, discipline referrals)
- School identifies existing and potential social, emotional, and behavioral outcome data (e.g., mental health screenings, behavioral observations, crisis incidents)
- School establishes data infrastructure that allows for easy collection, analysis, and reporting
- School examines educational data to understand student progress and service impact
- School examines social, emotional, and behavioral data to understand student progress and service impact

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

27. For whom is data used to monitor individual student progress? (check all that apply)

- Students receiving a behavioral threat assessment
- Students receiving early intervention (Tier 2) mental health supports
- Students receiving intensive intervention (Tier 3) mental health supports
- Students receiving services/supports by external providers
- Students involved in select, limited programs (e.g., grant program)
- None
- Unsure

28. To what extent does your school use aggregate/group data to understand the quality and outcomes of the services and supports?

Best practices to consider:

- School develops a theory of change about how specific services impact educational or mental health outcomes
- School identifies existing and potential outcome data
- School establishes data tools and processes that allow for easy collection, analysis, and reporting
- School examines student outcome data based on demographic characteristics (e.g., age, disability, ethnicity, race, gender, language, socioeconomic status)
- School reports the impact of services and supports to a broad and diverse group of stakeholders

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

29. 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, 86R, and codified in TEC Section 38.301-38.312. To better understand the data that is collected in schools, we want to ask about data that the campus tracks on student mental and behavioral health and the ways in which the school is able to report this data.

30. For the following data elements, please indicate whether the school analyzes or creates reports on the data (school uses 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). Select all that apply.

	School team uses data	Data is disaggregated	Unsure
Student out-of-school suspensions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student expulsions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student referral to disciplinary alternative education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. For each of the following data elements, please indicate whether the campus collects the data on individual students (school collects data), whether the school analyzes or creates reports on the data (school uses 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).

	School collects data	School 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 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 race-or 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"/>

	School collects data	School team uses data	Data is disaggregated	Unsure
Number of students known to have died by suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of student referred to child welfare for investigation and reason for referral (excluding anonymous reports)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of students experiencing a mental health crisis transported for an emergency detention by medical or law enforcement personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Does your school have access to a district 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

While the Task Force recognizes that the information may not be available on all data elements, the members prioritized data that is most important to achieving the Task Force's charge for collection in the current year. Please provide the following data elements, if possible, for your school campus, for the time period of August 2023 - December 2023.

33. Identification of Mental or Behavioral Health Needs (ALL needs):

1. Number of students identified with warning signs and possible need for early mental health, mental health, or substance abuse intervention (warning signs may include declining academic performance, depression, anxiety, isolation, anger outbursts, hyperactivity, unexplained changes in sleep or eating habits, destructive behavior toward to self or others):

Enter -9 if data not available

2. Number of students whose parents/guardians were notified of a recommendation for mental health or substance abuse intervention after warning signs were identified in #1

Enter -9 if data not available

3. # served at school: Of those referred in #2, number of students who received mental health services and supports at school after notification of early warning signs were identified

Enter -9 if data not available

4. # served in the community: Of those referred in #2, number of students known to have received mental health services and supports in the community after early warning signs were identified

Enter -9 if data not available

34. Identification of Suicide-Focused Needs:

5. Number of known student outcries/expressions of suicidal thoughts, plans, or behaviors (either on or off campus)

Enter -9 if data not available

6. Number of students whose parents/guardians were notified of a student identified as potentially at risk for suicide after identification of early warning signs in #5

Enter -9 if data not available

7. Number of known (confirmed with reasonable certainty) student suicide attempts (either on or off campus)

Enter -9 if data not available

8. Number of known (confirmed with reasonable certainty) student deaths by suicide (either on or off campus)

Enter -9 if data not available

35. School Transitions following Mental Health Services:

9. Number of students returning to the campus following intensive mental health treatment, such as in a psychiatric hospital or residential treatment program

Enter -9 if data not available

10. Number of students provided transition supports by the school following intensive mental health treatment, such as a coordinated student support plan that outlines strategies to address academic, behavioral, emotional, and social needs upon return to the home campus

Enter -9 if data not available

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

36. Please select the mental health-related topic areas that staff within your school have received through professional development 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 prevention 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"/>

37. 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

38. (Optional) Please share any information that would help the Task Force better understand the school's needs and barriers related to implementing an effective MTSS for school mental health.

Thank you!