**District Behavioral Health Needs Assessment**

Instructions: Based on the *Colorado Framework for School Behavioral Health Services*, this survey is designed to identify the strengths and areas of improvement for your district and school in managing the social, emotional, and behavioral health needs of your students. **This needs assessment will be piloted with our school behavioral health grantee districts beginning in January of 2014. Because the survey is in its pilot phase, if your team uses the needs assessment, we would like your feedback about the survey. Please send feedback to eelder@coloradoedinitiative.org.**

As the district team guiding school behavioral health services, please answer each question to the best of your knowledge, and select the response you feel most accurately represents your district and school. Be sure you include input from multiple people with varying roles in your district. Then, as the district-level planning team, analyze your results to select your priority areas for improvement and create your next steps.

Refer to the accompanying *Framework* for definitions of words you may not be familiar with.

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**This survey format was adapted from Boston Public Schools and Boston Children’s Hospital.**

**Your District:**

**Including this school year, how many years have you been at this district and/or school?**

[ ] 0-2 [ ]  3-5 [ ] 6-9 [ ] 10+

**Which best describes your role?**

[ ]  Administrator

[ ]  Teacher

[ ]  School Behavioral Health Professional, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Paraprofessional

[ ]  Nurse

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not at all** | **A little bit** | **To some degree** | **To a great degree** | **Not** **sure** |
| 1.) A district-level team is in place that guides the district’s comprehensive behavioral health work. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| FOUNDATION |  |  |  |  |  |
| 2.) District-level support exists to focus on the positive social and emotional development of students. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 3.) Our district’s mission, philosophy, and policies reflect an explicit focus on the social and emotional development of students. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 4.) Our district culture focuses on building strong family-school-community partnerships that support students’ social, emotional, and behavioral health needs. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 5.) Our district uses data to guide its social, emotional, and behavioral health initiatives.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 6.) Our district ensures schools offer professional development for all school staff that includes how to reduce mental health stigma.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 7.) Our district ensures schools offer professional development for all school staff that includes how to identify students in need of social, emotional, and behavioral health supports.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 8.) Our district ensures schools offer professional development for all educators that includes how to create culturally responsive and trauma-sensitive classrooms. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 9.) Our district encourages staff to be proactive in their self-care. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 10.) Our district helps schools acquire positive school climate strategies. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| TIER 1 – UNIVERSAL SUPPORTS FOR ALL STUDENTS |  |  |  |  |  |
| 11.) Consistent and clear positive behavioral supports are the norm throughout the district. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 12.) Our district leaders ensure that universal social and emotional learning opportunities exist across grade levels and curriculum throughout the district.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 13.) Our district ensures that all staff has the resources and training to effectively communicate with families about a student’s behavioral health concerns. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 14.) The schools in the district use universal screening to identify students, especially internalizing students, who need extra behavioral health support. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 15.) School staff has been trained in a universal screening system throughout the district. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 16.) Throughout the district, a clear and consistent referral process is in place for students with behavioral health needs.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 17.) Staff has the knowledge, training, and resources about how to refer students for Tier 2 and Tier 3 services. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| TIER 2 – TARGETED SUPPORTS FOR SOME STUDENTS |  |  |  |  |  |
| 18.) Our district helps schools develop a system to take action on referrals for students with behavioral health concerns. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 19.) Our district ensures professionals are available to perform an assessment for students who have been referred for behavioral health concerns. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 20.) Our district has clear policies about information sharing between educators and school behavioral health professionals. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 21.) Our district has identified a designated person, both at the district and school levels, for families to contact when they have a concern about their child’s behavioral health. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 22.) District-wide behavioral health services available to students are culturally appropriate. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 23.) District-wide behavioral health services available to students are linguistically relevant.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| TIER 3 – INTENSIVE SUPPORTS FOR SOME STUDENTS |  |  |  |  |  |
| 24.) Our district ensures there are school-level resources or services available for students who may be experiencing the negative consequences of specific problems, such as depression or loss. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 25.) All students in the district know where to go for resources when they may experience the negative consequences of specific problems, such as depression or loss. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 26.) A clear and consistent understanding exists at the district level about a crisis response plan.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 27.) Our district ensures staff has been trained in ways to appropriately respond to students who experience urgent behavioral health problems. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 28.) The district personnel responsible for specific tasks or duties in a behavioral health emergency are clearly defined. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 29.) Channels of communication exist at the district level to share information about behavioral health emergencies with staff. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 30.) Information about behavioral health emergencies is shared with families. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 31.) Follow-up services are available for students who experience behavioral health emergencies. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 32.) When a behavioral health emergency arises, it causes minimal interruption to overall operations of the district. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 33.) District-level plans exist for students transitioning from residential or hospitalization treatment back into the district.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| SYSTEMS OF CARE |  |  |  |  |  |
| 34.) A behavioral health provider has contracted with the district for service delivery. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 35.) Our district has a protocol in place for care coordination and wraparound services for students with high behavioral health needs. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 36.) The district team guiding this work frequently communicates with the behavioral health professionals in the district.  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| 37.) Our district ensures that HIPAA and FERPA policies are followed between schools and behavioral health professionals. | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

38.) How satisfied are you with

a. the amount of resources available to address students’ behavioral health in your district?

|  |  |  |  |
| --- | --- | --- | --- |
| [ ] Not at all satisfied | [ ] Somewhat satisfied | [ ] Satisfied | [ ] Very satisfied |

b. the quality of behavioral health services in your district?

|  |  |  |  |
| --- | --- | --- | --- |
| [ ] Not at all satisfied | [ ] Somewhat satisfied | [ ] Satisfied | [ ] Very satisfied |

39.) How confident do you feel in your own ability to address behavioral health issues in your work?

|  |  |  |  |
| --- | --- | --- | --- |
| [ ] Not at all confident | [ ] Somewhat confident | [ ] Confident | [ ] Very confident |

40.) How familiar are you with the behavioral health services in your district?

|  |  |  |  |
| --- | --- | --- | --- |
| [ ] Not at all familiar | [ ] Somewhat familiar | [ ] Familiar | [ ] Very familiar |

**Planning Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goals  | Objectives | Method(s)How will you measure this objective? | Timeline | Responsible Person(s)Who will be involved in carrying out this assessment? | Resources NeededWhat resources will you need to implement the plan? (stipend, reassigned time, training support) |
| Goal #1 | Objective #1 |  |  |  |  |
|   | Objective #2 |  |  |  |  |
| Goal #2 | Objective #1 |  |  |  |  |
|   | Objective #2 |  |  |  |  |
| Goal #3 | Objective #1 |  |  |  |  |
|   | Objective #2 |  |  |  |  |

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