



Your School: _____

WISCONSIN SCHOOL MENTAL HEALTH NEEDS ASSESSMENT

Instructions: Based on the *Wisconsin School Mental Health Framework*, this survey is designed to identify the strengths and areas of improvement for your school in managing the social-emotional and mental health needs of your students.

Instructions for Completion by one Individual: Please answer each question to the best of your knowledge, and select the response you feel most accurately represents your school.

If you are an individual not currently working in a school, please understand you are not expected to be able to answer all these questions about your school.

As an individual, you may wish to score the priority column. Check the final box in the row if this item is a very high priority for you.

Print this out and bring this needs assessment completed by you as an individual to any team discussion of the Needs Assessment. Be sure to save the document in a place you control (e.g. your computer/device, flashdrive etc.).

Instructions for Completion by a Team: As the school-level team guiding the school mental health services work, please answer each question to the best of your knowledge, and collaboratively select the response you feel most accurately represents your school. Be sure you include input from multiple people with varying roles in your school. Then, as the school-level planning team, analyze your results to select your priority areas for improvement and create your next steps. Star your top 3-5 priorities determined through consensus.

Refer to the accompanying *Framework* for definitions of words with which you may not be familiar. Save this document electronically and assure all team members can access it.

This needs assessment and format were adapted from Boston Public Schools and Boston Children's Hospital, the Colorado Framework for School Behavioral Health Services, Lesley University and Massachusetts Advocates for Children

This survey was completed by an individual or This survey represents a general consensus discussion of a team Date _____

Words or phrases in *italics* can be found in the glossary of the *Wisconsin School Mental Health Framework* (<http://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mhframework.pdf>)

	Not at all	Partially in Place	In Place	Not sure	What is the evidence for this?	Check Top Priority
Foundations						
1) A school-wide team uses a leadership model which includes parent(s) and community providers, and integrates the work of PBIS, social-emotional learning, mental health, suicide prevention, and alcohol or other drug abuse prevention and treatment to guide comprehensive school mental health. At least one member of the team has the authority to reallocate resources, change role and function of staff, and change policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2) Most staff support a focus on the positive social-emotional development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3) The school's mission, philosophy, and policies reflect an explicit focus on the social-emotional development and well-being of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4) Our school discipline practices are <i>culturally responsive</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5) Our school discipline practices are <i>trauma sensitive</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6) Educators are versed in and use strategies that promote relationships between educators and children, educators and families, and connections between children and families to schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	What & how many strategies?	
7) Systems ensure there are positive school climate strategies used frequently and consistently throughout the school and there are strategies which are alternatives to exclusionary discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8) New initiatives are based on implementation science (purpose building, infrastructure, initial implementation, full implementation) and are integrated into existing initiatives to minimize "initiative fatigue."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

9) Systemic implementation includes adequate resource mapping from community, district, school, to classroom, with implementation decisions tied to data and professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10) School practices focuses on building strong family and school-community partnerships that support students' social-emotional and mental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11) The school uses data to guide its social-emotional and mental health initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12) The school collects and disaggregates data (race/ethnicity, disability, social economic status)- regarding exclusionary discipline (e.g., seclusion/ restraint, suspensions, expulsions, partial days).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13) The school collects data to evaluate whether implemented disciplinary practices and school policies are consistent with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14) Professional development for all school staff includes a focus on hope & recovery to reduce mental illness stigma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15) Professional development for all school staff includes how to identify students in need of social-emotional and mental health supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16) Professional development for all educators includes how to create culturally-responsive classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17) Professional development for all educators includes how to create trauma-sensitive classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18) Families are part of regular information sharing and understand available school supports and services for student mental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
19) Staff members are encouraged to be proactive in their self-care, including the opportunity to develop personal health care plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20) Systems are in place to protect the privacy rights of students and their families in the creation, storing, sharing and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

destruction of confidential records and information. In common spaces, confidential information is not discussed.						
	Not at all	Partially In Place	In Place	Not sure	What is the evidence for this?	Check Top Priority
<i>Universal Supports for All Students</i>						
21) School leadership sets an example of respect and acceptance toward students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
22) Consistent and clear positive behavior supports are the norm throughout the school, leading to clear school-wide expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
23) Mental health and wellness learning opportunities are included across grade levels and curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
24) Universal social-emotional learning opportunities are included across grade levels and curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
25) Social-emotional learning is integrated through the school day and is taught and reinforced by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
26) Opportunities exist for students to learn and practice regulation of emotions and modulation of behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
27) School staff understand and integrate resilience-building into all activities, programs and interactions with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
28) School contains predictable and safe environments (classrooms, hallways, playgrounds, and school bus) that are attentive to transitions and sensory needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
29) Conversations among staff about children and families are strength-based, solution focused, and oriented toward factors that school can impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
30) Staff members have a clear and consistent understanding about a crisis response plan for a critical incident. School staff have the knowledge and training to respond to the needs of students who are already responding normally (within a typical range) to a critical incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

	Not at all	Partially In Place	In Place	Not sure	What is the evidence for this?	Check Top Priority
<i>Selected Supports for Some Students</i>						
31) Staff have the resources and training to effectively communicate with families about a student's social-emotional development or mental health concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
32) When there is a concern about a student's mental health, communicating with the family is a priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
33) A clear and consistent school-wide referral process is in place for students with mental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
34) School staff have the knowledge, training, and resources about how to refer students for selected and intensive services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
35) School staff have been trained in a screening or nomination system for identifying students who need extra social-emotional, or mental health support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
36) School staff have the knowledge of the signs of a student needing more intervention following a critical incident. Staff have the knowledge of the mental health referral systems following a critical incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
37) Follow-up information is provided to staff with an educational need to know about the status or outcome of <i>student mental health</i> referrals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
38) School mental health professionals use evidence-based interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
39) School mental health professionals monitor students' progress in school setting and adjust interventions accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
40) To ensure students' progress continues across the school setting, adequate information is shared between educators,						

school leaders, families, staff or nonteaching coach, school and community mental health professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
41) Families are central to efforts to prevent future mental health problems through co-planning with students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
42) Student wellness plans are used as a vehicle for improving academic and social-emotional development outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
43) Mental health services are culturally appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
44) Mental health services are linguistically relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
45) School staff are knowledgeable about how to support a family in navigating through community services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Not at all	Partially In Place	In Place	Not sure	What is the evidence for this?	Check Top Priority
<i>INTENSIVE SUPPORTS FOR FEW STUDENTS</i>						
46) School staff understands the array of services available in the community for youth and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
47) Resources or services are available for students who may be experiencing the negative consequences of specific problems, such as depression, loss or prior trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
48) All students know where to go for resources when they, or a friend, may experience negative consequences of specific problems, such as depression, loss or prior trauma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
49) When a mental health emergency arises, a professional is available to perform an assessment for students who have been referred for exigent mental health concerns. The people responsible for specific tasks or duties in a mental health emergency are clearly defined and they work as a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
50) Staff have been trained in ways to appropriately respond to students who experience urgent mental health problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

51) Information about mental health emergencies is appropriately shared with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
52) Information about mental health emergencies is appropriately shared with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
53) Follow-up services are available for students who experience mental health emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
54) The school has proactive plans in place for students transitioning back to school from residential or hospitalization treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Not at all	Partially In Place	In Place	Not sure	What is the evidence for this?	Check Top Priority
<i>SYSTEMS OF CARE</i>						
55) To include multiple perspectives, schools solicit input from a variety of youth-serving agencies and providers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
56) School mental health professionals have a protocol in place for care coordination and wraparound services for students with high mental health needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
57) School leaders ensure that state and federal laws governing student records and confidentiality are followed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
58) The school-level team guiding this work frequently communicates with students, families, any community mental health professionals and pupil services staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		