

## HB 1381 Student Services Personnel Needs Assessment: Briefing Paper

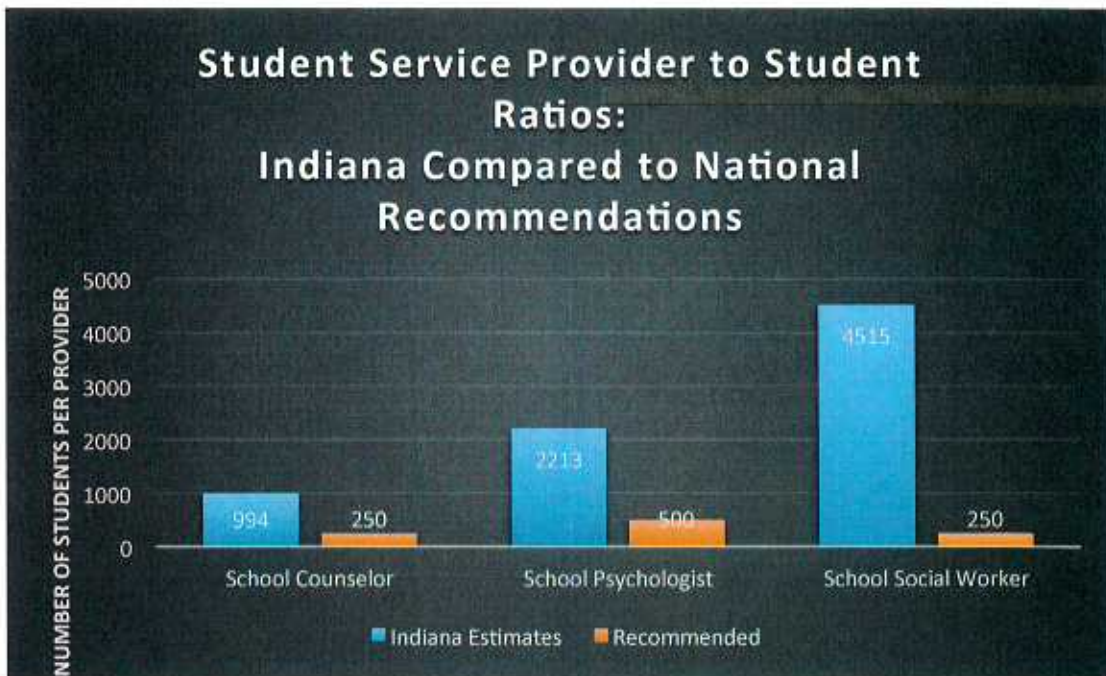
### The Purpose of HB 1381 is to:

- ~Conduct a comprehensive, independent statewide needs assessment of student services personnel in elementary, middle, and high school public, including charter, school settings.
- ~Elucidate existing gaps in numbers of school counselors, school psychologists, and school social workers in Indiana.
- ~Guide policymakers and school administrators on how to appropriate resources and plan for the development of the student services work force in order to meet the mental health, social-emotional, and college and career preparedness needs of our student population.

### What are the Student Services' Gaps in Indiana Schools?

- Schools have varying interpretations of 511 IAC 4-1.5-1-6 (Article 4), which provides guidelines for providing student services in Indiana public schools.
- Role confusion persists as to the expertise and skills these professionals bring to school settings.
- Concerns about potential underutilization of professional expertise in the delivery of student support services, including behavioral and mental health services (IASP, ISCA, & IUSSW, 2015).
- Represented in the graph below, the three student services professions have significantly higher student to service provider ratios than recommended by the national professional organizations.

Student Service Profession	Indiana Student Service Provider to Student Ratios	Recommended Student Service Provider to Student Ratios
School Counselors	1/994	1/250
School Psychologists	1/2,213	1/500-700
School Social Workers	1/4515	1/250



(Sources: ISCA, IASP, IUSSW, NSCA, NASP, NASW)

## Student Services Personnel Staffing and Centrality in Indiana Schools

Article 4 requires that K-12 public schools hire certified student services personnel, which includes certified school counselors, school psychologists, and school social workers.

- Professionals who are prepared at the graduate level and earn master's, specialist, and doctoral degrees.
- Assist students in acquiring the skills needed to cope with life's challenges, overcome barriers to learning, and prepare for the future.
- Provide culturally-responsive, multi-tiered supports that are central to promoting student success, positive behavior, and school safety.
- Promote positive school climate by fostering culturally-responsive parent and community engagement
- Uniquely trained to offer support for traumatic life experiences that significantly impede a youth's ability to learn, including poverty, child abuse and neglect, homelessness, and bullying.

## Preventative and Supportive Services in Schools is a Cost Saving Proposition

- 1 in 5 youth have a mental health disorder (Center for Disease Control & Prevention).
- Trauma interferes with youth's ability to learn and maintain positive behavior. Children who experience trauma are 3x more likely to encounter exclusionary discipline (Justice Policy Institute, 2010).
- Nationally, between 75-93% of youth entering the juvenile justice system are estimated to have experienced trauma (Justice Policy Institute, 2010).
- Keeping youth engaged and supported in school saves money. Compounding costs of juvenile detention costs the US approximately \$8-21 billion each year (Justice Policy Initiative, 2014)
- In Indiana it costs approximately \$10,485/year to educate a child but \$56,130 to detain a child (Justice Policy Initiative, 2014).

## Passing HB 1381 is a Critical Next Step

- Provides a compass for appropriating resources in the most strategic and cost-effective way possible.
- Provides statewide data needed to better understand how budgetary constraints, cultural and community norms, personnel shortages in certain geographical areas, and role confusion may impact local school district staffing configurations for student services personnel.
- Findings will promote consensus among educators, policy makers, and community stakeholders about the infrastructure needed to ensure sufficient student services staffing levels in all of Indiana schools.

Sources:

American School Counselor Association: <http://www.schoolcounselor.org/asca/media/asca/home/rolestatement.pdf>

Center for Disease Control and Prevention: (<http://www.cdc.gov/Features/ChildrensMentalHealth/>)

Indiana Association of School Psychologists: <http://www.iasponline.org/>

<http://www.indianaschoolcounselor.org/>

Indiana School Social Work Association: [www.insswa.org](http://www.insswa.org)

Justice Policy Institute (2014): <http://www.justicepolicy.org/research/8477>

Justice Policy Institute (2010): [http://www.justicepolicy.org/images/upload/10-07\\_REP\\_HealingInvisibleWounds\\_JI-PS.pdf](http://www.justicepolicy.org/images/upload/10-07_REP_HealingInvisibleWounds_JI-PS.pdf)

National Association of School Psychologists:

[https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/V41N3\\_AframeworkforthePersonnelEvaluation.pdf](https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/V41N3_AframeworkforthePersonnelEvaluation.pdf)

School Social Work Association of America: <http://www.sswaa.org/?page=459>