

# Behavioral Mental Health

District Response Rate: 49%



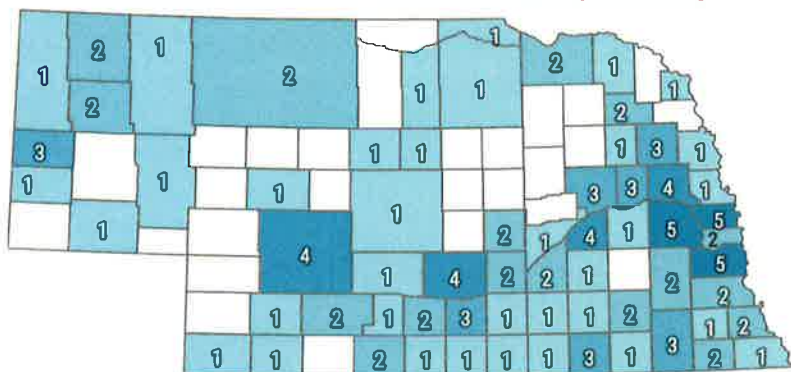
126 Responses

## Response Rate by ESU

(% of Districts Responding by ESU)

ESU 1- Wakefield	27%	ESU 10- Kearney	36%
ESU 2- Fremont	88%	ESU 11- Holdrege	85%
ESU 3- La Vista	67%	ESU 13- Scottsbluff	57%
ESU 4- Auburn	73%	ESU 15- Trenton	44%
ESU 5- Beatrice	70%	ESU 16- Ogallala	31%
ESU 6- Milford	25%	ESU 17- Valentine	60%
ESU 7- Columbus	63%	ESU 18- Lincoln	100%
ESU 8- Neligh	15%	ESU 19- Omaha	100%
ESU 9- Hastings	43%		

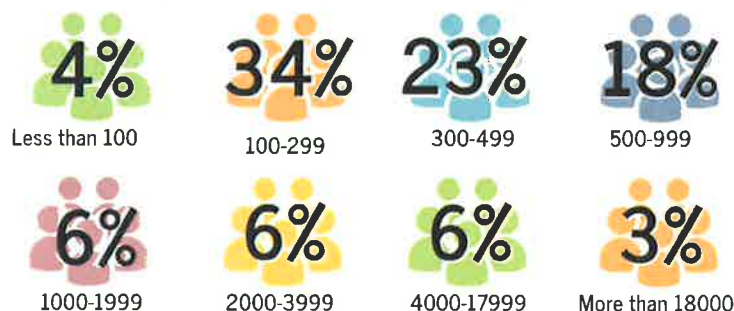
## Count of Districts Responding by County



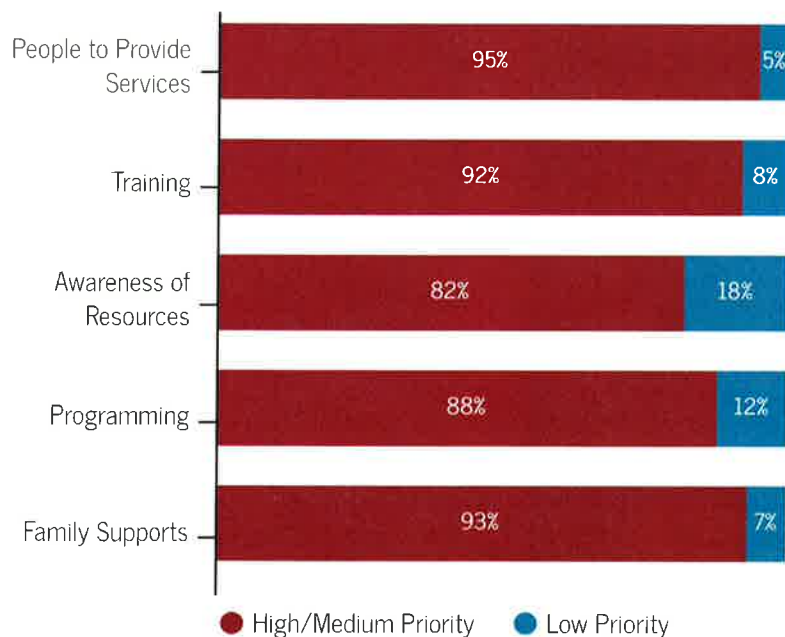
## Response % by Role in District

Superintendents/Associate Superintendents	67%
Student Services Personnel (Counselors, Guidance, etc.)	13%
Directors of Student Services	7%
Special Education Directors/Coordinators	8%
Principals	5%

## Response % by Student Population



In a previous statewide survey the need for additional support for intervening for existing student mental health and behavioral issues was made clear. In this follow-up survey respondents were asked to indicate **what level of priority** each support needed was for their district and then **rank the supports** in order of highest priority to lowest priority.



# Follow-up to Support #1- People to provide counseling and/or therapy to my students (in or outside school).

Which of the following **describes** your district's need for "People to provide counseling and/or therapy to my students (in or outside school)"?

Respondents could check all that apply.



More staff within your school or district. (School Psychologist, Counselor, Licensed Providers, etc.)



Access to more providers outside of the building or district.



Other

## Other Responses:

- "Besides being a school counselor, I am also a provisionally licensed counselor, but because of funding, I have to maintain many roles not related to mental health."
- "The combination of the above is needed."
- "Community Resources for students who are in crisis."
- "I think a combination of the two would be best."
- "I believe it is a mixture of both internal and external services."
- "Access to people clinically qualified to deal with mental health issues."
- "Lack of providers for higher levels of care"

What is the current **roadblock** for your district to filling this need?

## Other Responses



"We currently have 3 full-time social workers, in addition to two school psychologists and three guidance counselors."  
 "Parent's willing to take their students."  
 "Parental resistance and lack of follow-through."



"\$/time/location"  
 "All of the above"  
 "Both Financial and qualified personnel"  
 "Both location and finances"  
 "Knowledge of who is qualified."  
 "This is both a financial issue and a qualification issue."  
 "One answer doesn't cover it it varies depending on individuals needs of students, all of the above are roadblocks."



Financial Barrier    Qualified Personnel  
 Location    Access    Time    Other

## Additional Supporting Details:

"Our students need to travel over an hour to be able to meet with qualified counseling/therapy. Therefore we have to try to deal with this in-house but unfortunately we are not qualified to do this."

-ESU 17 Superintendent

"Qualified personnel is also an issue. We are seeing more younger students (PK-2) coming to school with mental health issues. We are not equipped to deal with their individual issues."

-ESU 7 Superintendent

"We are documenting younger children without resources. Students aged 12-18 have resources available but younger children do not have access to resources. The mental illness is appearing in younger children and their education is adversely affected as well as other students' education. Our teachers are experiencing higher burnout and compassion fatigue. It is difficult to manage a classroom, meet standards, and manage students who are in crisis. We define crisis with those who are putting themselves or others at risk for harm. This is severe harm."

-ESU 16 Superintendent

"We have reduced our expenses the past three years. It resulted in fewer staff available to support our students. In the past three weeks, the district has experienced severe behavioral issues that require additional support that is not available in-house and will now add to our budget. We need help with this issue as it is exploding."

-ESU 3 Superintendent

"The district has adequate access to NDE certified psychology support through our service unit. Access to clinical mental health support for students that a mental health diagnoses does not exist"

-ESU 4 Superintendent

"We have one counselor K-12. Some students have behavior/emotional needs that go beyond what we can handle efficiently."

-ESU 16 Principal

"Hard to get data on exist of mental health needs and student follow through with care recommendations"

-ESU 18 Coordinator



## Follow-up to Support #2- Training

Which of the following areas **describe** your district's need(s) for training?

*Respondents could check all that apply.*



**Tier I** (For example, PBIS, Social Emotional Learning curriculum, universal screening, classroom management, relationship building, student goal setting)



**Tier II** (For example, interventions, de-escalation, crisis prevention, social skills instruction)



**Tier III** (For example, intensive interventions, Cognitive Behavioral Therapy or counseling, physical restraint)



**Other**

### Other Responses:

- "A mix of all tiers, depending on the building"
- "All"
- "Beginning assessment"
- "We are doing our best to bolster all three tiers. I believe what is taxing the system is requiring support staff (i.e. counselors, psychs, and social workers) to also provide regular therapy for students in need."
- "NPPSD is developing a MTSS model and all the needs above will be essential for implementation."

What is the current **roadblock** for your district to filling this need?

### Other Responses



"Training that meets high needs of students."

"Financial, Qualification, and Time"

"All of the above"

"\$ & time"



Financial Barrier    Qualified Personnel  
Location    Access    Time    Other

### Additional Supporting Details:

"PD at beginning of year focused on mental health and behavior. We just need more of it at all levels."

-ESU 5 Dir. of Special Education

"In tight budgetary times schools have to cut as far away from the classroom as possible and unfortunately this typically causes a cut in support staff. We are now experiencing the results of less support staff in many NE schools."

-ESU 3 Dir. of Student Services

"Being a very small district we do not have extra personnel to be trained in universal screening, crisis prevention, etc."

-ESU 17 Superintendent

"We need more than theory and consultation, we need daily interventions."

-ESU 13 Superintendent

"The major roadblock would be access to individuals to provide the training, as well as a financial need. In addition, staff should be trained to help fulfill this need for students, however, they do not have the educational background that only a couple of staff do have. Providing for a district with over 500 students takes more than two people."

-ESU 10 Guidance Counselor

"Our increase in number high-needs students moving into the district will necessitate our training, need for resources, need for interventions, and need for diverse curriculum to support the students in their various needs."

-ESU 11 School Counselor

"Universities are preparing student teachers to meet the academic demands of a classroom; however, they are not preparing student teachers to meet the social emotional needs of our students."

-ESU 2 Special Education Coordinator

"Many schools don't see that mental health supports fit into the MTSS structure."

-ESU Special Education Dir.

"This type of training is important, but our staff already have so many assignments that it is quite difficult to ask them to attend more training."

-ESU 13 Superintendent

"Tier III behavior is largely handled in a contracted setting, through the service unit, and does not involve our staff."

The school is in the process of implementing PBIS/MTSS, with support from ESU #4 staff. Tier I universal screening, for example, would be beneficial, but is another non-mandated cost in a time when our district is looking at ways to cut expenses. Tier I & II strategies presently being used by the district are being done with very little additional cost to the district."

-ESU 4 Superintendent

## Follow-up to Support #3- Awareness of available existing mental health resources & support in my area.

Do you have someone **identified** in your district to connect families with resources in your community? (regional behavioral health, private providers)



### Other Responses:

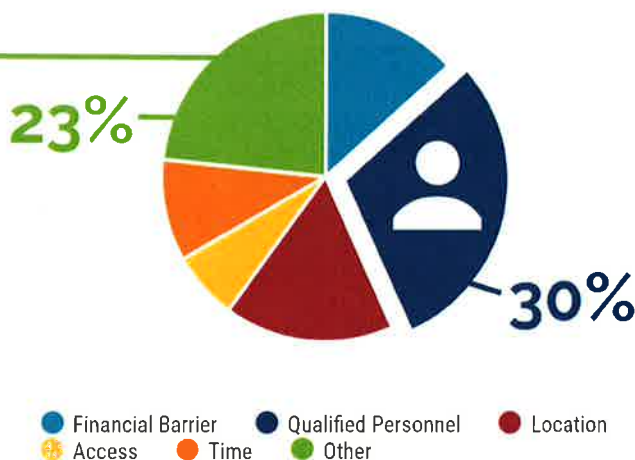
- "Most districts don't."
- "Our guidance counselors and administration do a good job, but we do not have a specific person identified"
- "Several staff members work together to try to get resource for families."
- "Sort of...I do, our school counselor does...but neither of us have the time to really do a good job."
- "We have a full time psychologist but lack a social worker and other health providers."
- "We rely on our ESU to help us with this problem."
- "Yes, but on a limited number of connections/ resources."

Respondents who answered "No" or "Other" above where also asked, "What is the current **roadblock** for your district to filling this need? "

### Other Responses



- "Knowledge of all resources"
- "Lack of a coordinated state system."
- "No mental health resources in our community"
- "We do not have a lot of resources available that we are aware of to help students and families who need it."
- "All of the above"
- "The answer would be all the above. But if the money and the personnel were here. We would find the time, location and make sure students had access to the mental health providers."
- "There are a combination of barriers, not just one."



- Financial Barrier
- Qualified Personnel
- Location
- Access
- Time
- Other

### Additional Supporting Details:

"The entire administration has searched for area services that may be available, they just do not exist."

-ESU 7 Superintendent

"These services do not exist in a reasonable proximity to our district, nor is it affordable to most our families. In 2016-17, 53% of our students were classified as living in poverty."

-ESU 4 Superintendent

"Our district is 30 minutes from Lincoln and 30 minutes from Omaha and still find it difficult to find appropriate support resources."

-ESU 3 Superintendent

"Again...it comes down to the use of our time. We know these things are important, but our school counselor focuses on scholarships, scheduling, and college visits. I do more social/emotional stuff, but I am booked every period, including my plan and lunch periods, so it doesn't leave me with a lot of time to be communicating with families."

-ESU 10 School Counselor

"As a district we utilize services offered in our community, we share information with parents as appropriate, but we always feel like we are missing something that may be available."

-ESU 5 Dir. of Special Education

"Challenging for staff to keep up on ever changing community resources."

-ESU 19 Supervisors

"Our social workers serves as our community liaisons and they do a great job of connecting families, but often families do not continue with services due to transportation or some other basic need issues. A case manager who can follow and consult with the families outside of the school arena would be helpful."

-ESU 3 Dir. of Student Services

"It is difficult in this area to refer patrons to qualified counselors or therapists outside of school, particularly if a very specific need has been identified. Access to help within a reasonable distance is definitely a barrier."

-ESU 11 Superintendent

"Again, this is more than a one person's responsibility. If the school/community has a coordinated plan, than a person would be able ensure the needs of our students and families are met via a coordinated effort - coordination of services."

-ESU 16 Superintendent

"Many of our families in need are not able to afford these services and we only offer limited access to these services."

-ESU 3 Superintendent



# Follow-up to Support #4- Programming--development of placement options for students with significant mental health issues.

Do you currently have **access** to alternative placement options for students in your district?



Respondents who answered "No" or "Other" above where also asked, "What is the current **roadblock** for your district to filling this need? "



## Other Responses:

- "Not enough"
- "Pending on Behavior Needs"
- "Sometimes "yes" and sometimes "no.""
- "Somewhat depending on the case."
- "Very Limited."
- "Very, very minimal. All options are far away and/or out-of-state. Only the hospital accepts any placements and those are limited to short term 24-48 hour hospitalizations."
- "We are in a consortium with GIPS, but we often struggle getting students placed and this is rarely for mental health concerns. We do end up with a handful of kids at Richard Young in Kearney each year."
- "We have a smaller high school but we do not have many seats there and we do not have any alternative placement for grade 8 and below. We will be examining this in our next strategic planning cycle."
- "We mainly have a credit recovery program that can be used however, it isn't a placement for students with significant mental health issues."
- "Depending upon age of student"
- "For behavior, but not necessarily mental health treatment"
- "Limited options and not always the right "fit" for the student's needs."

## Other Responses



"All of the above."

"All of the above."

"Financial burden plus no access"

"Finance = Location, Staffing"

## Additional Supporting Details:

"I don't know whether a school should develop programming or whether a school ought to help students and families to access programming that exists outside the school but in the community."

-ESU 9 Superintendent

"Our biggest need is students with significant safety issues such as sexualized and violent tendencies."

-ESU 18 Dir. Student Services

"A small school district has limited options for alternative placement"

-ESU 10 School Counselor

"Access in regards to our geographic location is a huge barrier. That at the cost associated with the resident facilities which are available."

-ESU 13 Superintendent

"Not for mental health issues. If we are talking behavior yes, but it is normally full."

-ESU 5 Superintendent

"Depending on whether this is emergency or chronic mental health, there are options, however there are also barriers (described earlier) that prevent full utilization and access."

-ESU 3 School Principal

"Options are limited and payment for these services is a concern."

-ESU 19 Supervisors

"We have options for students verified with disabilities, but we need more assistance with the mental health aspects of it. We also have limited options for the mental health needs of students who are not verified with a disability... and that is often put onto the shoulders of special education."

-ESU 5 Dir. of Special Education

"We are dealing with a situation where we are transporting and transporting is a discipline issue. If we kept them local with enough resources and personnel, we could provide additional support to the other students."

-ESU 9 Superintendent

"Providing an alternate environment takes from our current staff for those students who need an alternative setting because of mental health issues."

-ESU 10 Guidance Counselor

"Only available for high schools to get caught up on credits, program does not address mental health issues."

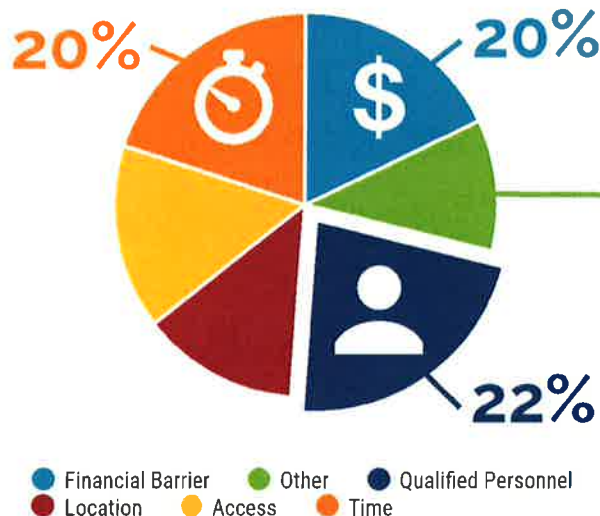
-ESU 10 School Counselor

## Follow-up to Support #5- Family Supports.

Does your district participate in meetings supporting families outside of school?



Respondents who answered "No" or "Other" above where also asked, "What is the current **roadblock** for your district to filling this need? "



### Other Responses:

- "Challenging given the staff to student ratio and other job duties."
- "I am not aware of any situations that we have done this lately but if asked, I believe we would."
- "If invited. Often, we do not know, parents leave us out"
- "It depends on the building."
- "MDT Team, SCIP?"
- "Not a fluid process."
- "Occasionally"
- "Representatives of the district will meet with families as requested or as part of an IEP."
- "Some but it is limited."
- "Yes, but they happen so very seldom that no families take the time."

### Other Responses



"All of the above."  
"All of the above."  
"All of the above."



"Families being willing to have us participate"  
"Families don't always accept referrals to outside support agencies."

### Additional Supporting Details:

"Again, this is a resource issue but we partner with Children's to offer some family meetings to support and encourage parents to help their children."  
-ESU 3 Superintendent

"Area group made up of mental health providers, school staff, etc. was created two years ago. It's a nice network, but we haven't meet for several months. We need more assistance to support families outside the school setting."  
-ESU 5 Dir. of Special Education

"LB 1184, however, we are seeing a large percentage of our students with families that are ill equipped to deal with mental health issues in their child."  
-ESU 7 Superintendent

"These meetings are usually held in communities 15-30 miles from our school. If invited we would provide support to these families when needed."  
-ESU 10 Guidance Counselor

"We are doing our best with the resources available and provide as much support as possible. Sad thing, it is not enough. We have a very supportive community. We lack the resources and qualified personnel and a coordinated plan. "  
-ESU 16 Superintendent

"Our district is very supportive when dealing with issues that affect learning and other school-related issues, but we do not have the resources to follow up with much more than that. However, we are in contact with and work well with facilities/social workers/groups that primarily handle family support issues when given the opportunity to do so."  
-ESU 11 Guidance Counselor

"Our school is a willing participant and eager to be a part of a team to help our students needs inside and outside of school."  
-ESU 2 Superintendent

"The school, the community hospital, and local churches are the primary supports that exist in our community. None have qualified mental health professionals on staff."  
-ESU 4 Superintendent

"I am not sure how to help families access these supports. It seems they have many barriers that are not easily overcome to access supports."  
-ESU 13 Dir. of Student Services



## Additional questions, concerns, or feedback about the need for support for student behavioral and mental health needs in Nebraska:

- "Definite need in our area for educational placement for students needing immediate, intensive mental health." -ESU 10 Superintendent
- "Grateful that is area is being explored. The focus on mental health needs to paralleled with an equal focus on positive youth development (strengths, developmental assets, nurturing caring adults, etc.)" -ESU 19 Supervisors
- "I could have given each of the 5 areas a #1 - high priority....if the question would have allowed me! Right now behavioral and mental health seem to be our greatest challenge!" -ESU 9 Superintendent
- "If you want to have a quality program of services, all five areas above need to be a high priority. Very difficult to have one without the other. Thank you for allowing us to provide input." -ESU 16 Superintendent
- "In Western Nebraska our ESU gets spread thin and our funding from the state is getting smaller. We need more options/ideas to help facilitate the needs of all our students. Mental Health is a growing concerns from suicidal thoughts, depression, and other issues that will need more financial support from the state as time goes on." -ESU 16 School Principal
- "It all goes back to Maslow--Kids can't be expected to go to school and learn, graduate, and become productive members of society unless they are getting their needs met. Should it be the job of the school? Maybe not, but whether it is or isn't, if we really want our students to be successful, there needs to be a licensed therapist in every district to help children cope with all of the many things that they face on a typical day." -ESU 10 School Counselor
- "Many Western Nebraska youth with mental illness and/or emotional-behavioral challenges display very dangerous behaviors. They deserve alternative placement options - none of which are available - for schools and caregivers to access as they seek to support these kids' pathway to recovery. Many of these children have and will end up dead, addicted to drugs and alcohol, in prison or killing somebody. This is a critically ignored emergency in this area and needs to be a high priority for our legislators. As someone who's child was a student at Columbine HS the day of the tragedy, I was one of the first on the scene and saw this violence first hand. As an administrator who has been directly involved in two other school shootings, I've been part of too many response and recovery teams. I've visited too many hospital rooms of shooting victims and far too many of their funerals. I want you to understand how real this issue is out here. It's negligent. Once something happens, the legislators will be climbing all over each other to put things in place and throw resources at the problem. Finger pointing, blaming and second guessing will dominate the aftermath. Taking care of this now is much more effective. To not do so is reprehensible. We need multiple day treatment centers (regionally located) that will provide accessible therapeutic, educational environments for impacted, mentally ill, dangerous youth in the western half of the State. Only then can we help them assimilate into society and become productive, safe and healthy." -ESU 13 Superintendent
- "Schools are being asked to make difficult decisions between safety, counseling and academic needs in their district." -ESU 3 Superintendent
- "Students, parents and schools are struggling. We really need to find solutions, and not just band-aids. Our students deserve it." -ESU 13 Director of Student Services
- "The easy answer is outside placements being priority. The answer that best serves students is to have a thorough tiered support system in place." -ESU Director of Special Education
- "The lack of parental support, poor home situations and the advancement of technology has created a stress filled world for our students. The need for direct or indirect access to mental health providers is a huge need and I don't know how schools can fill that void, but it is a major concern." -ESU 17 Superintendent
- "We are seeing more mental health issues with children, and the parents don't have the time to spend with them, and they don't have money or access. Meaning either they don't work and have no money to drive anywhere or they do work and can't get time off to tend to their children needs. Which is probably why their child has problems because the parent isn't home." -ESU 8 School Nurse
- "We feel fortunate that there are two of us at our rural school. But still have concerns for the long term plans for our students/families facing significant mental health issues." -ESU 5 School Counselor
- "When the mental health issues of the students are addressed the students will be more able to focus on school and be successful instead we expect the struggling students to proceed as normal and then there are huge problems, everyone is frustrated and the students regress and get worse." -ESU 10 School Counselor



# Appendix A

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Additional supporting details or information about the need for support with people to provide counseling and/or therapy to your students (in or outside school).





Superintendent	ESU 1- Wakefield	The (not so invisible state line) issue plays a major problem for many of our students. We are 26 miles from Yankton, SD and cannot access services due to the state line. Norfolk is 46 miles nearly doubling the expense for travel and time.
Superintendent	ESU 1- Wakefield	We are running into issues that are outside the scope of our staff and in-house resources.
Special Education Director	ESU 1- Wakefield	We currently have a partnership with a mental health organization from South Sioux City and have given them a spot and support in getting clients.
Superintendent	ESU 1- Wakefield	We have a full time school psychologist, but often time these students need counselors or other services that are often an hour or more away.
Superintendent	ESU 2- Fremont	A school our size and need would not necessarily need someone, such as a LMHP, on site on a daily basis. It is feasible that we could share a staff member with another school or schools. However, in addition to some scheduled site hours, this person would also be "on call" to report to the school on non-scheduled days. I would envision this person being a liaison between the school, the family, and community organizations/ agencies.
Superintendent	ESU 2- Fremont	connected network of professionals
Superintendent	ESU 2- Fremont	NA
Special Education Coordinator	ESU 2- Fremont	We have a part-time counselor and a school psychologist available to see students. However, many of our students need much more intensive services than what these individuals are able to provide within the school.
Principal	ESU 2- Fremont	We have few qualified staff also we have a need for bi-lingual counselors
Superintendent	ESU 2- Fremont	We have several students that have to find counseling and therapy services outside of school. Parents that cannot find or support these services have children that miss out.
Superintendent	ESU 3- La Vista	Financial barriers will be an issue as well.
Superintendent	ESU 3- La Vista	Outside
Director of Student Services	ESU 3- La Vista	There are quite a few external resources available to families within the Omaha area. However that is part of the problem. Schools need one referral point who can then case manage the families access and navigation of the maze of both public and private assistance. The Connections Program through Project Harmony provides this service to our district for K-8 only. We would love to have it K-12 but they do not have the resources. Additionally a better model would be to simply have school based mental health care but that is where the dollars would be required.
Superintendent	ESU 3- La Vista	We have reduced our expenses the past three years. It resulted in fewer staff available to support our students. In the past three weeks, the district has experienced severe behavioral issues that require additional support that is not available in-house and will now add to our budget. We need help with this issue as it is exploding.
Principal	ESU 3- La Vista	We refer and offer suggestions, but access or follow-through, cost, insurance coverage, and desire to complete those services (lack of belief it will make a difference).
Superintendent	ESU 3- La Vista	With our current growth, the district's priority has been directed towards the employment of certified staff in our K-3 grades. Limited funds along with teaching priorities have limited our ability to engage with mental health providers.
Superintendent	ESU 4- Auburn	All of the above roadblocks apply in some way or another in our district.
Superintendent	ESU 4- Auburn	Lack of funding and lack of available certified providers are huge barriers
Superintendent	ESU 4- Auburn	Qualified personnel in rural areas are hard to find

Superintendent	ESU 4- Auburn	Qualified personnel is also a concern in our area and funding that goes along with therapy so that proper care can be put in place.
Superintendent	ESU 4- Auburn	The district has adequate access to NDE certified psychology support through our service unit. Access to clinical mental health support for students that a mental health diagnoses does not exist.
Superintendent	ESU 4- Auburn	We are grateful for our partnership with Doane College in providing us interns each year.
Superintendent	ESU 5- Beatrice	Deshler Public Schools hired a social worker to help address student mental health needs.
School Counselor	ESU 5- Beatrice	ESU 5 area school schools and ESU 5 have pooled money to hire therapists for in school therapy for K-12 students. We have 1 therapist 1 day a week for our school. This has been great! But it is evident that we could use another one.
Director of Special Education	ESU 5- Beatrice	Expense to the district, growing need in all of our buildings, parents not utilizing services outside the school setting
School Counselor	ESU 5- Beatrice	Finding providers on sliding scale fees and preconceived notions about available providers. Location is somewhat of a concern because of being a rural school and travel of even 30 minutes is difficult for families.
Superintendent	ESU 5- Beatrice	I would have added qualified personnel too as a roadblock. We have students who do not have parents who have the finances or wherewithal to obtain services for their children. We have a counselor, but for these kinds of issues our young children have, she is not the best qualified to provide them.
School Counselor	ESU 5- Beatrice	It is difficult for our parents to travel to therapists due to jobs outside of our district and they don't have reliable vehicles and they struggle financially.
Superintendent	ESU 6- Milford	Location -- qualified personnel in the area
Superintendent	ESU 7- Columbus	Financial is also tied to qualified personnel. We also have a difficult time getting information from private therapists - need better communication.
Superintendent	ESU 7- Columbus	I believe it would be best if we could share personnel with other local districts because we do not need a full-time individual.
Superintendent	ESU 7- Columbus	Qualified personnel is also an issue. We are seeing more younger students (PK-2) coming to school with mental health issues. We are not equipped to deal with their individual issues.
Superintendent	ESU 7- Columbus	The need is higher then ever and with our society the need is not going to go away. Trying to find quality resources outside of our building is difficult.
Superintendent	ESU 7- Columbus	We don't have a school psych, other than contract for SPED services. We currently have 2 students at the Duncan Boys Town Day School in Duncan, NE. We have others we would like to send their because of their behavior, but they are full. We use to us Epworth Villiage in York, but they no longer serve that need. We would have to send students to Omaha or Lincoln daily which is not fiscally doable. These students disrupt our class daily and will end up being dropouts because the refuse to give any effort. It seems like we continue to get more of these types of students each year. Parenting is non existent.
Superintendent	ESU 8- Neligh	Just went through a student suicide. Grief counselors for students and staff are needed.
Superintendent	ESU 9- Hastings	Outside of school, parents report finances often times make these services unattainable.



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Superintendent	ESU 9- Hastings	Outside of school, parents report finances often times make these services unattainable.
Superintendent	ESU 9- Hastings	We do not do therapy in our school... we meet then refer to outside agencies.
Superintendent	ESU 9- Hastings	We need better access. Financial Barriers, Qualified Personnel and our location are all barriers for us. People are not willing to come to Superior. I tried to hire but was turned down because of our location. With the economy right now, I will have a tough time selling the position to my board.
School Counselor	ESU 10- Kearney	I am 1/2 time at the school. counseling is not a priority.
School Counselor	ESU 10- Kearney	It's important to know who is qualified regarding specific counseling needs.
Special Education Director	ESU 10- Kearney	Lack of providers in rural Nebraska
School Counselor	ESU 10- Kearney	Our issue isn't qualified personnel, but lack of. We don't have enough community counselors in our immediate area that can work with students / families on a regular basis (only 2).
Dean of Students, Guidance Counselor 7-12	ESU 10- Kearney	Qualified personnel to fulfill a position, even part-time is necessary to completely provide mental health services for ALL students. Many of our students have a financial need themselves, and because of location of our students from a town with services this need is not being met.
Director of Student Services	ESU 10- Kearney	Sometimes it's just the parents that need the counseling support
School Counselor	ESU 10- Kearney	<p>We use the BESS to identify students at risk and many students do show up. On top of this, we have approximately a 60% poverty rate which makes mental health services unaffordable for many of our students. We also have many students who don't have the ability to get into Grand Island or Kearney to get mental health services because parents can't take time off work. If those barriers didn't exist, there is still the issue that most providers don't have training or experience working with children and youth.</p> <p>Inside of the school, we know 1:5 people will experience mental health issues in their lifetimes. Some of those will onset as children/youth. Those issues manifest and present in the classroom and impede student learning...for that student and for the other students in the classroom. We also have students who don't necessarily have mental health disorders but are going through "Phase of life" issues such as divorce, bullying, self-esteem, relationship issues, etc. All of which can be addressed if the school has someone in the building who has the time to help, but can also be made worse if the child feels they don't have an ally.</p>
School Counselor	ESU 11- Holdrege	Eventually we will need to contract with local licensed mental health practitioners to best serve our students.
Superintendent	ESU 13- Scottsbluff	Finding qualified licensed mental health personnel is also an issue in the Panhandle. Particularly those who work with children and adolescents.

Superintendent	ESU 13- Scottsbluff	In a very sparse school, the access is limited to qualified professionals to help students with mental and/or behavioral challenges.
Director of Special Education	ESU 13- Scottsbluff	Need for professional development and training to help students and parents
Superintendent	ESU 13- Scottsbluff	not always a high priority, but when the need arises, it is typically immediate and dramatic need
Superintendent	ESU 13- Scottsbluff	Private and public agency providers should partner with school districts to place satellite offices in school buildings.
Director of Student Services	ESU 13- Scottsbluff	There are few therapists who have availability, and when they are, it is typically during the school day.
Superintendent	ESU 13- Scottsbluff	We need staff who will work directly with students and families to increase support.
Superintendent	ESU 15- Trenton	Not enough mental health providers outside of the school
Superintendent	ESU 16- Ogallala	NPPSD is working collectively with local providers to provide mental health assessments and potentially services for students and families. Funding and a lack of a coordinated plan are some barriers. One coordinated plan will impact many children within the North Platte Public Schools and schools within Lincoln County.
Associate Superintendent	ESU 16- Ogallala	We are documenting younger children without resources. Students aged 12-18 have resources available but younger children do not have access to resources. The mental illness is appearing in younger children and their education is adversely affected as well as other students' education. Our teachers are experiencing higher burnout and compassion fatigue. It is difficult to manage a classroom. meet standards, and manage students who are in crisis. We define crisis with those who are putting themselves or others at risk for harm. This is severe harm.
Principal	ESU 16- Ogallala	We have a number of students who receive private counseling. It seems that good counselors are hard to find, and they are over-booked.
Principal	ESU 16- Ogallala	We have one counselor K-12. Some students have behavior/emotional needs that go beyond what we can handle efficiently
Superintendent	ESU 17- Valentine	Access would be the biggest issue where our school is located. Students need someone to talk to and a school counselor is tough for some kids to open up to. If there was a qualified outside source that we could lead students to it would be very beneficial, but it can't be at the cost of the child or his or her parents.
Superintendent	ESU 17- Valentine	Our students need to travel over an hour to be able to meet with qualified counseling/therapy. Therefore we have to try to deal with this in-house but unfortunately we are not qualified to do this.
Superintendent	ESU 17- Valentine	We have qualified counselors within the district, but often need additional services due to severity of issues and family situations
Director of Student Services	ESU 18- Lincoln Public Schools	Recent changes in Medicaid has been a significant issue for our providers and their ability to provide needed services to families especially to low/middle income families. Working poor are especially impacted.
Health Services Coordinator	ESU 18- Lincoln Public Schools	Hard to get data on exist of mental health needs and student follow through with care recommendations
Supervisors	ESU 19- Omaha Public Schools	Qualified, internal district staff is the most efficient means of providing this additional support.





# Appendix B

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Additional supporting details or information  
about the need for support with training.



Superintendent	ESU 1- Wakefield	Time and money are always an issue also.
Principal	ESU 2- Fremont	Bi-lingual
Superintendent	ESU 2- Fremont	Staff are not experienced in individual student problem solving and writing behavior plans.
Special Education Coordinator	ESU 2- Fremont	Universities are preparing student teachers to meet the academic demands of a classroom; however, they are not preparing student teachers to meet the social emotional needs of our students.
Superintendent	ESU 3- La Vista	Financial issues will be a barrier as well.
Director of Student Services	ESU 3- La Vista	In tight budgetary times schools have to cut as far away from the classroom as possible and unfortunately this typically causes a cut in support staff. We are now experiencing the results of less support staff in many NE schools.
Principal	ESU 3- La Vista	The stigma of mental health is a barrier.
Director of Student Services	ESU 3- La Vista	The term social/emotional and how that fits into public school system
Superintendent	ESU 3- La Vista	We need to train more people in Mandt training to understand how to deal with students with behavior issues.
Superintendent	ESU 4- Auburn	Again, all of the roadblocks apply in some way in our district.
Superintendent	ESU 4- Auburn	Tier III behavior is largely handled in a contracted setting, through the service unit, and does not involve our staff. The school is in the process of implementing PBIS/MTSS, with support from ESU #4 staff. Tier I universal screening, for example, would be beneficial, but is another non-mandated cost in a time when our district is looking at ways to cut expenses. Tier I & II strategies presently being used by the district are being done with very little additional cost to the district.
Superintendent	ESU 5- Beatrice	Again, I would have added the additional issue of location. It is difficult to obtain help in this area given our location. (rural)
School Counselor	ESU 5- Beatrice	Our current school calendar has very little inservice time built in for training and substitutes are hard to find for taking teachers out of classrooms during school time.
School Counselor	ESU 5- Beatrice	Our staff is already fulfilling other training obligations and the time to do more is difficult. We do have to stay at school to do our jobs sometimes:)
Director of Special Education	ESU 5- Beatrice	PD at beginning of year focused on mental health and behavior. We just need more of it at all levels.



School Counselor	ESU 5- Beatrice	We are getting some much needed services but we need more support in the upper two tiers. Time and money do become factors as well.
Superintendent	ESU 6- Milford	Implementation of new program/plan = resources and training
Superintendent	ESU 7- Columbus	Costly to have staff out of the building in a small district. Not enough staff to address all of these needs.
Superintendent	ESU 7- Columbus	Our staff handles most problems very well because we have trained them and they are experienced. The problems that we are having with some students is beyond what a teacher can deal with.
Superintendent	ESU 9- Hastings	Again, roadblocks are numerous. I clicked time the first go around, but money becomes a factor. We are a PBIS school. We are at tier II in the training process. But the amount of time that it takes is overwhelming when we are also trying to put Effective Teacher practice items in place. Being a smaller district, meeting all of Rule 10 becomes a challenge. If we lowered the Rule 10 English requirement to 50 units for smaller districts, it allows us to build more time into our calendar for full day training's. Or provide dollars to pay teachers for more contract time.
Special Education Director	ESU 10- Kearney	Many schools don't see that mental health supports fit into the MTSS structure
School Counselor	ESU 10- Kearney	The focus is on academics.
Guidance Counselor	ESU 10- Kearney	The major roadblock would be access to individuals to provide the training, as well as a financial need. In addition, staff should be trained to help fulfill this need for students, however, they do not have the educational background that only a couple of staff do have. Providing for a district with over 500 students takes more than two people.
School Counselor	ESU 10- Kearney	There is a lack of connectivity between area agencies and school personnel.
Director of Student Services	ESU 10- Kearney	time is also an issue.
School Counselor	ESU 10- Kearney	We're a small district--we have people but they are stretched in so many other directions, no one is specifically set up to do these tasks because they also teach a full load of classes.
School Counselor	ESU 11- Holdrege	Our increase in number high-needs students moving into the district will necessitate our training, need for resources, need for interventions, and need for diverse curriculum to support the students in their various needs.
Director of Special Education	ESU 13- Scottsbluff	Financial and time are a barrier
Director of Student Services	ESU 13- Scottsbluff	The barrier is time with general education teachers and time with special education teachers. Also, with the necessary curriculum to be taught, when does this occur, and how? Childhood trauma and its affects would be something that might be helpful as well.
Superintendent	ESU 13- Scottsbluff	This type of training is important, but our staff already have so many assignments that it is quite difficult to ask them to attend more training.

Superintendent	ESU 13- Scottsbluff	We need more than theory and consultation, we need daily interventions.
Superintendent	ESU 16- Ogallala	It is a combination of the following, lack of qualified personnel, access to quality care, lack of training for staff, and a lack of a coordinated plan where we are utilizing resources collectively.
Principal	ESU 16- Ogallala	We often need more ideas about how to handle the needs of certain students so they can be productive in the classroom.
Superintendent	ESU 17- Valentine	Being a very small district we do not have extra personnel to be trained in universal screening, crisis prevention, etc.
Superintendent	ESU 17- Valentine	I am in a unique situation where I play the role of Superintendent and principal for the entire district. Having someone (ESU) there to help me get the proper trainings for my staff would help as I juggle many hats.
Director of Student Services	ESU 18- Lincoln Public Schools	Integrating community providers with PBIS training and facilitation. Integrated Systems Framework
Health Services Coordinator	ESU 18- Lincoln Public Schools	Staff development time is limited due to demands of work
Supervisors	ESU 19- Omaha Public Schools	Additional supervision staff/resources would assist with meeting training needs.



# Appendix C

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Additional supporting details or information about the need for support with awareness of available existing mental health resources & support in your area.





Superintendent	ESU 1- Wakefield	There are no local providers.
Superintendent	ESU 1- Wakefield	We are situated between to communities that provide service to our township.
School Counselor	ESU 2- Fremont	The issues comes in reaching the families in our district as they are spread out in multiple counties.
Principal	ESU 2- Fremont	Typically administration makes connections with parents
Special Education Coordinator	ESU 2- Fremont	We are very unsure as a district how we are to help students outside of the school.
Superintendent	ESU 2- Fremont	We try to provide assistance, but the coordination of services needs to be improved.
Associate Superintendent	ESU 3- La Vista	Availability of community resources is an issue
Superintendent	ESU 3- La Vista	Many of our families in need are not able to afford these services and we only offer limited access to these services.
Superintendent	ESU 3- La Vista	Our district is 30 minutes from Lincoln and 30 minutes from Omaha and still find it difficult to find appropriate support resources.
Director of Student Services	ESU 3- La Vista	Our social workers serves as our community liaisons and they do a great job of connecting families, but often families do not continue with services due to transportation or some other basic need issues. A case manager who can follow and consult with the families outside of the school arena would be helpful.
Superintendent	ESU 4- Auburn	These services do not exist in a reasonable proximity to our district, nor is it affordable to most our families. In 2016-17, 53% of our students were classified as living in poverty.
Director of Special Education	ESU 5- Beatrice	As a district we utilize services offered in our community, we share information with parents as appropriate, but we always feel like we are missing something that may be available.
School Counselor	ESU 5- Beatrice	The staff members don't always know where to locate all the resources so it takes additional time and effort to search them out.
Superintendent	ESU 7- Columbus	The entire administration has searched for area services that may be available, they just do not exist.
Superintendent	ESU 7- Columbus	We do not have resources available in our district.
Superintendent	ESU 9- Hastings	School Community Liasions
Superintendent	ESU 9- Hastings	We have a one provider in town.
School Counselor	ESU 10- Kearney	Again...it comes down to the use of our time. We know these things are important, but our school counselor focuses on scholarships, scheduling, and college visits. I do more social/emotional stuff, but I am booked every period, including my plan and lunch periods, so it doesn't leave me with a lot of time to be communicating with families.
Special Education Director	ESU 10- Kearney	There is a definite lack of connectedness between outside resources and schools
School Counselor	ESU 10- Kearney	There is a lack of connectivity / awareness of mental health resources and their qualifications / training.

Guidance Counselor	ESU 10- Kearney	What we really need is a social worker to help work with the families. The counselor and school psychologist are busy with day to day happenings and need more time and staff to provide what we are lacking as a district. We need someone to be able to work with families to connect them to resources for services, medical help for psychological problems, etc.
School Counselor	ESU 11- Holdrege	I have a "school counselor resource list" that includes local LMP's, regional behavioral health programs, as well as therapy centers.
School Counselor	ESU 11- Holdrege	It is difficult in this area to refer patrons to qualified counselors or therapists outside of school, particularly if a very specific need has been identified. Access to help within a reasonable distance is definitely a barrier.
Superintendent	ESU 13- Scottsbluff	A comprehensive list of services available would be nice
Principal	ESU 13- Scottsbluff	Counselor for PreK-12 system
Director of Special Education	ESU 13- Scottsbluff	Training of counselors. Being able to suggest counseling as a need without committing district finances to support.
Superintendent	ESU 13- Scottsbluff	Unless a student is able to stay in a psych ward, they have no ongoing treatment opportunities.
Superintendent	ESU 13- Scottsbluff	We do not have these resources in our community.
Superintendent	ESU 16- Ogallala	Again, this is more than a one person's responsibility. If the school/community has a coordinated plan, than a person would be able ensure the needs of our students and families are met via a coordinated effort - coordination of services.
Associate Superintendent	ESU 16- Ogallala	Community Coordination is an issue we need to work on. . .
Superintendent	ESU 17- Valentine	Severity of issues has increased and more families in need of assistance
Superintendent	ESU 17- Valentine	The distance factor prevents our families from connecting with the resources in the other communities that are about an hour away.
Superintendent	ESU 17- Valentine	We really don't have anyone that I am aware of to send our students. It is difficult to get those types of professionals to move up here.
Health Services Coordinator	ESU 18- Lincoln Public Schools	Needs are greater than resources available especially in area of step down services or mid-level, none acute services.
Supervisors	ESU 19- Omaha Public Schools	Challenging for staff to keep up on ever changing community resources.



# Appendix D

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Additional supporting details or information about the need for support with programming--development of placement options for students with significant mental health issues.





Superintendent	ESU 1- Wakefield	Tower school in Wayne is the closest alternative school setting. This provider is 1 hour away and often has a waiting list to get in.
Superintendent	ESU 1- Wakefield	Would like to have something locally that is more cost-effective.
Superintendent	ESU 2- Fremont	We need more options.
Principal	ESU 3- La Vista	Depending on whether this is emergency or chronic mental health, there are options, however there are also barriers (described earlier) that prevent full utilization and access.
Director of Student Services	ESU 3- La Vista	Options are very limited.
Associate Superintendent	ESU 3- La Vista	There is access, but options are limited. In many cases space is an issue for alternative placements.
Superintendent	ESU 3- La Vista	We use outside placements because it is in the best interests of the student and the family. We always start with the least restrictive environment and then move to a more restrictive setting.
Superintendent	ESU 4- Auburn	ESU #4 operates a Tier III "B-FIT" program for students with high-need. This program is located 15 mile from our school and we transport students who qualify to this program. The result of this program are very valuable, but the high cost of student placement is very challenging to the district.
School Counselor	ESU 5- Beatrice	For elementary students we have no local alternative placement options.
Superintendent	ESU 5- Beatrice	Not for mental health issues. If we are talking behavior yes, but it is normally full.
School Counselor	ESU 5- Beatrice	We can send to Chance in Fairbury or BEST in Lincoln but we have only used it once in 5 years. We have had students in and out of CAPS and wish there was a better long term plan to help them.
School Counselor	ESU 5- Beatrice	We have an alternative school but there is no mental health support. The alternative school is for student age 16 up. They focus only on academics. We don't have an alternative option for students younger than 16 in our district.
Director of Special Education	ESU 5- Beatrice	We have options for students verified with disabilities, but we need more assistance with the mental health aspects of it. We also have limited options for the mental health needs of students who are not verified with a disability... and that is often put onto the shoulders of special education.
Superintendent	ESU 6- Milford	Distance is an issue to transport.
Superintendent	ESU 7- Columbus	The few options available are full or the distance is unrealistic for day services.
Superintendent	ESU 7- Columbus	The options are outside our district.
Superintendent	ESU 7- Columbus	We drive a student an hour one way to get alternative placement.
Superintendent	ESU 7- Columbus	While we have one option, it is usually full. Leaving all schools in the ESU 7 area without enough services.

Superintendent	ESU 8- Neligh	Alternative placement options needs to be closer to district
Superintendent	ESU 9- Hastings	I don't know whether a school should develop programming or whether a school ought to help students and families to access programming that exists outside the school but in the community.
Superintendent	ESU 9- Hastings	We are dealing with a situation where we are transporting and transporting is a discipline issue. If we kept him local with enough resources and personnel, we could provide additional support to the other students.
School Counselor	ESU 10- Kearney	A small school district has limited options for alternative placement.
School Counselor	ESU 10- Kearney	Are there other placements available in this area? How do we access them? How are they funded?
Director of Student Services	ESU 10- Kearney	only at the high school level. Need more k-8.
School Counselor	ESU 10- Kearney	only available for high schools to get caught up on credits, program does not address mental health issues.
Guidance Counselor	ESU 10- Kearney	Providing an alternate environment takes from our current staff for those students who need an alternative setting because of mental health issues.
School Counselor	ESU 10- Kearney	There are not enough juvenile in-patient programs within the state.
School Counselor	ESU 11- Holdrege	We currently support a high school student with significant behavioral/emotional needs and verifications. He is placed as a home-schooled student in our district. We proctor exams for his online UNHS high school courses, have meetings with the student and parents, and we are incommunication with the student's LMHP. We do not have an on-site or off-site alternative education placement program that other district's have and that may be a need someday.
Superintendent	ESU 13- Scottsbluff	Access in regards to our geographic location is a huge barrier. That at the cost associated with the resident facilities which are available.
Superintendent	ESU 13- Scottsbluff	Alternative placement options are needed.
Superintendent	ESU 13- Scottsbluff	needs to be flexible
Director of Special Education	ESU 13- Scottsbluff	No level 3 placements exist in the panhandle
Superintendent	ESU 13- Scottsbluff	Unless a child is a serious threat to self or others (which gives them only a short term placement), we have no ongoing daily assistance.
Principal	ESU 13- Scottsbluff	We created an Alternative Ed program with support from a computerized program: Acellus, monitored by a para educator. Counselor oversees. For grades 7-12.
Director of Student Services	ESU 13- Scottsbluff	We have access for students within our school district, but those are limited. We need something for students with significant mental health issues, not just behavior problems.
Superintendent	ESU 13- Scottsbluff	We need a Day Treatment program that partners with the school to provide a therapeutic environment that can accommodate schooling during placement.
Superintendent	ESU 15- Trenton	Very limited alternative placement options and then transportation is an obstacle

Principal	ESU 16- Ogallala	Understanding our options in doing what is best for the student as well as other students in the classroom.
Superintendent	ESU 16- Ogallala	Western Nebraska, Lincoln County lack access to alternative placement options. There is a high need for alternative placement options.
Superintendent	ESU 17- Valentine	We have no options for alternative placement and we cannot develop our own alternative placement due to costs.
Director of Student Services	ESU 18- Lincoln Public Schools	Our biggest need is students with significant safety issues such as sexualized and violent tendencies.
Health Services Coordinator	ESU 18- Lincoln Public Schools	Needs outweigh the resources available
Supervisors	ESU 19- Omaha Public Schools	Options are limited and payment for these services is a concern.





# Appendix E

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Additional supporting details or information  
about the need for support with family  
supports.



Superintendent	ESU 1- Wakefield	There are more and more families with high needs moving into our area.
Superintendent	ESU 1- Wakefield	We have nothing locally.
Superintendent	ESU 2- Fremont	Our school is a willing participant and eager to be a part of a team to help our students needs inside and outside of school.
School Counselor	ESU 2- Fremont	We meet with the ones who are willing.
Superintendent	ESU 3- La Vista	Again, this is a resource issue but we partner with Children's to offer some family meetings to support and encourage parents to help their children.
Principal	ESU 3- La Vista	Communication between school and provides is not seamless. Often there is not consistent sharing...HEPA and FERPA as well as families desire to minimize keep us from being part of the discussion.
Superintendent	ESU 4- Auburn	The school, the community hospital, and local churches are the primary supports that exist in our community. None have qualified mental health professionals on staff.
Director of Special Education	ESU 5- Beatrice	Area group made up of mental health providers, school staff, etc. was created two years ago. It's a nice network, but we haven't meet for several months. We need more assistance to support families outside the school setting.
School Counselor	ESU 5- Beatrice	These are communicating teams, but some families need more support so they don't end up with legal recourse saying they need support.
School Counselor	ESU 5- Beatrice	We attend County Treatment Team meetings, SCIP Team meetings, various providers meetings.
Superintendent	ESU 7- Columbus	LB 1184, however, we are seeing a large percentage of our students with families that are ill equipped to deal with mental health issues in their child.
Superintendent	ESU 7- Columbus	We need to educate and support our parents.
Superintendent	ESU 7- Columbus	We regularly attend 1184 meetings about families and children with issues, but state service are over whelmed as bad as we are.
Superintendent	ESU 9- Hastings	Our ESU represents us and then shares information.
School Counselor	ESU 10- Kearney	I know it's a need and that it could be a great thing...but how do you even begin this? Where do you start? How do you get parents to "buy in"?
Director of Student Services	ESU 10- Kearney	mostly happens just at preschool
ESU Special Education Director	ESU 10- Kearney	The wraparound program of old was the most effective model we've had to date to supports students and their families.
Dean of Students, Guidance Counselor 7-12	ESU 10- Kearney	These meetings are usually held in communities 15-30 miles from our school. If invited we would provide support to these families when needed.
School Counselor	ESU 10- Kearney	We participate in programs / meetings provided by Region III and Buffalo County Community Partners.

School Counselor	ESU 11- Holdrege	Our district is very supportive when dealing with issues that affect learning and other school-related issues, but we do not have the resources to follow up with much more than that. However, we are in contact with and work well with facilities/social workers/groups that primarily handle family support issues when given the opportunity to do so.
School Counselor	ESU 11- Holdrege	We attend team meetings (for families and support systems) for students who have been placed at Richard Young, students who are state wards, and for students who are in the judicial system and receiving therapy or other emotional/behavioral services.
Superintendent	ESU 13- Scottsbluff	A continuing care program with qualified counselors and support workers.
Principal	ESU 13- Scottsbluff	Counselor and High school principal attend county behavior health meetings.
Director of Student Services	ESU 13- Scottsbluff	I am not sure how to help families access these supports. It seems they have many barriers that are not easily overcome to access supports.
Superintendent	ESU 13- Scottsbluff	This is a need but it is difficult because of a lack of appropriated programs and also the distance barriers.
Principal	ESU 16- Ogallala	Families often struggle as they try to meet the needs of both the child and the classroom , and how best to build both up in the process.
Superintendent	ESU 16- Ogallala	We are doing our best with the resources available and provide as much support as possible. Sad thing, it is not enough. We have a very supportive community. We lack the resources and qualified personnel and a coordinated plan.
Principal	ESU 16- Ogallala	We need continued communication, ideas for referral to outside agencies
Superintendent	ESU 17- Valentine	School personnel meet with law enforcement, but HHS type services are generally at least 2 -3 hours away
Health Services Coordinator	ESU 18- Lincoln Public Schools	Need is great and there are often barriers such as language or transportation and even times lack of family engagement.