

HCR006S01 compared with HCR006

~~text~~ shows text that was in HCR006 but was deleted in HCR006S01.

text shows text that was not in HCR006 but was inserted into HCR006S01.

DISCLAIMER: This document is provided to assist you in your comparison of the two bills. Sometimes this automated comparison will NOT be completely accurate. Therefore, you need to read the actual bills. This automatically generated document could contain inaccuracies caused by: limitations of the compare program; bad input data; or other causes.

Representative Steve Eliason proposes the following substitute bill:

CONCURRENT RESOLUTION REGARDING MENTAL HEALTH

SUPPORT IN SCHOOLS

2023 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Steve Eliason

Senate Sponsor: _____

LONG TITLE

General Description:

This resolution recognizes the crucial contributions of school nurses, psychologists, social workers, and counselors in Utah schools.

Highlighted Provisions:

This resolution:

- ▶ highlights the critical role of school nurses, psychologists, social workers, and counselors in education;
- ▶ recognizes the inadequacy of current funding streams to meet demand for school-based mental health professionals;
- ▶ ~~text~~ supports the creation and adoption of school formulas for staffing school-based

HCR006S01 compared with HCR006

mental health professionals at appropriate levels; and

- ▶ commits to exploring legislative options for increased funding allocations for school-based mental health positions.

Special Clauses:

None

Be it resolved by the Legislature of the state of Utah, the Governor concurring therein:

WHEREAS, the Legislature recognizes that school nurses, school social workers, school psychologists, and school counselors are uniquely qualified to provide essential supports that address the physical, social, and emotional needs of students;

WHEREAS, all children and youth learn best when they are healthy, supported, and receive an education that meets their individual needs ~~{; — WHEREAS}~~, schools can more effectively ensure that all students are ready and able to learn if schools meet all the needs of each student ~~{; — WHEREAS}~~, and learning and development are directly linked to the physical and mental health of children and a supportive learning environment is an optimal place to promote physical and mental health;

WHEREAS, the school-based mental health professionals create a strong support for students by directly working with parents and families and connecting parents, families, and students with community resources outside the school system;

WHEREAS, the State of Utah has a shortage of all of the professionals listed in this resolution, and as of the 2021-2022 school year:

the ratio of school psychologists to students in Utah was 1:2,114 students, while the national recommendation is 1:500-700;

the ratio of school social workers to students in Utah was 1:2,443, while the national recommendation is 1:250;

the ratio of school nurses to students in Utah was 1:2,445, while the national recommendation is one for each school, and the Utah recommendation is 1:2,000; and

the ratio of school counselors to students in Utah was 1:503, while the national recommendation is 1:250, and the Utah recommendation is 1:350;

WHEREAS, school psychologists are specially trained to deliver mental health services and academic support that lower barriers to learning and allow teachers to teach more

HCR006S01 compared with HCR006

effectively; ~~{ WHEREAS, }~~ school psychologists use sound psychological principles which are critical to proper instruction and learning, social and emotional development, prevention and early intervention, and support for a culturally diverse student population; ~~{~~
~~WHEREAS, }~~ school psychologists facilitate collaboration that helps parents and educators to identify and reduce risk factors, promote protective factors, create safe schools, and access community resources; ~~{~~ and school psychologists are trained to assess barriers to learning, utilize data-based decision making, implement research-driven prevention and intervention strategies, evaluate outcomes, and improve accountability;

WHEREAS, school social workers are trained mental health professionals especially skilled in providing services to students who face serious challenges to school success, including disability, poverty, discrimination, abuse, neglect, mental illness, homelessness, bullying, familial stressors, and other barriers to learning; ~~{ WHEREAS, }~~ school social workers, ~~{ as }~~ being licensed mental health professionals in schools in the United States ~~{ schools }~~, ~~{ provide }~~ are a vital link between the home, school, and community ~~{ through }~~ by providing necessary assessments, interventions, counseling, family outreach, and community referrals; ~~{~~ and school social workers maintain knowledge of school culture and school climate, which are necessary for responsible school safety planning;

WHEREAS, school nurses are registered professional school nurses that advance the well-being, academic success, and life-long achievements of all students by serving the school community and providing a critical safety net for our state's children; ~~{~~ ~~WHEREAS, school nurses are often the first to identify behavioral health concerns and families in crisis;~~
~~WHEREAS, }~~ school nurses provide support and direct care to students with acute injuries and chronic health conditions through care management, advocacy, and coordination; ~~{~~
~~WHEREAS, }~~ school nurses are often the first to identify behavioral health concerns and families in crisis; school nurses act as a liaison ~~{ between }~~ to the school community, parents, and health care providers on behalf of children's health by promoting wellness and improving health outcomes for our community's children; ~~{~~ and school nurses ~~{ are }~~, as members of school-based mental health teams, understand the link between health and learning ~~{, }~~ and are in a position to make a positive difference for children every day;

WHEREAS, school counselors recognize and respond to the need for mental health services that promote social/emotional wellness and development for all students; school

HCR006S01 compared with HCR006

counselors advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health, appraisal, and advisement addressing academic, career, and social/emotional development, short-term counseling interventions, and referrals to community resources for long-term support; school counselors perform a wide range of duties to help students excel academically, develop resiliency, adjust socially, and cope with school-related and personal concerns or problems both in and out of school; ~~{ — WHEREAS,~~ ~~} school counselors help develop well-rounded students by guiding students through academic learning, social and emotional development, and career exploration; ~~{ — WHEREAS,~~ ~~} school counselors play a vital role in ensuring that students are ready for both college and careers; ~~{ — WHEREAS,~~ ~~} and~~ school counselors ~~{ assist with and }~~ coordinate efforts to foster a positive school climate, resulting in a safe learning environment for all students;~~~~

WHEREAS, the Legislature recognizes that school nurses, school social workers, school psychologists, and school counselors are uniquely qualified to provide essential supports that address the physical, social, and emotional needs of students;

WHEREAS, the need for comprehensive student support has grown beyond what is currently funded in the prototypical school model ~~{ and }~~, and the need for these professionals in schools has grown beyond what is currently available for staffing and hiring availability;

WHEREAS, the Legislature recognizes that solving a shortage problem in these multiple fields will require a multifaceted response; action and problem solving will need to address training program funding, training program increased capacity, payment structures that incentivize and honor professionals to work and stay working in school systems, models of school-based mental health services to best utilize all professionals, ensuring professionals are able to work within their appropriate domains, creative funding solutions, and taking advantage of all funding opportunities to support intentional efforts to solve this issue; more than one solution will be necessary, and solutions will need to be collaboratively created with all stakeholders; and we cannot wait for one solution before working towards another, otherwise we continue to be stuck in a loop of inaction;

WHEREAS, current funding streams do not support appropriate hiring of school-based mental health professionals ~~{; — WHEREAS, }~~ and the opening of other funding streams, such as ~~{ }~~ general education funds, would more accurately represent student needs and support hiring of school-based mental health professionals; and

HCR006S01 compared with HCR006

WHEREAS, while certain school-based mental health professionals have codified ratios in place, others do not; ~~{~~ ~~WHEREAS, the staffing decisions of local education agencies (LEAs) would benefit from }~~ having a codified ~~{ratios established for}~~ ratio is a step in the right direction, and each school-based mental health profession ~~{, and~~ ~~WHEREAS, LEAs are presently unable to choose among or use multiple funding streams}~~ should have a codified ratio; however, ratios are of little practical use if local education agencies (LEAs) are not able to or choose not to use multiple streams of funding to pay for professionals ~~{, undermining}~~; ongoing funding is needed to meet the ratio rules that ~~{currently}~~ already exist ~~{and those that}~~ or should be created: and codified ratios help to guide LEAs in appropriate staffing decisions:

NOW, THEREFORE, BE IT RESOLVED that the Legislature of the state of Utah, the Governor concurring therein, supports the creation and adoption of school formulas for staffing physical, social, and emotional support in schools to meet staffing ratio recommendations for school nurses, school counselors, school social workers, and school psychologists.

BE IT FURTHER RESOLVED that the Legislature and the Governor honor and recognize the contributions of school nurses, school counselors, school social workers, and school psychologists in providing social and emotional support and health services to K-12 students across the state of Utah.

BE IT FURTHER RESOLVED that the Legislature and the Governor commit to exploring legislation to provide increased allocations to LEAs that demonstrate they have hired staff for these roles or have a need for hiring to meet appropriate ratios ~~{and anticipate}~~ in anticipation that enhanced state funding will allow school districts to hire additional school nurses, school social workers, school psychologists, and school counselors.

BE IT FURTHER RESOLVED that the Legislature and the Governor commit to exploring increased funding to ~~{expand}~~ increase the number of school nurses, school counselors, school social workers, and school psychologists providing social and emotional support and health services to K-12 students across the state by adopting a formula for the distribution of a basic education instructional allocation for each LEA.

BE IT FURTHER RESOLVED that the Legislature and the Governor support exploring the codification of appropriate ratios for all professions if they are not already in ~~{rule.}~~ statute.

BE IT FURTHER RESOLVED that the Legislature and the Governor commit to

HCR006S01 compared with HCR006

funding for training programs to increase student capacity and explore ways that training programs can access necessary supports, funding, and personnel to increase training of future professionals.

BE IT FURTHER RESOLVED that the Legislature and the Governor commit to furthering retention and attraction of professionals to the school system and finding related retention and attraction solutions.

BE IT FURTHER RESOLVED that the Legislature and the Governor commit to exploring salary and payment of professionals compared to other educators and professionals working in the private sector and to generating ideas to make payment equitable and attractive.

BE IT FURTHER RESOLVED that the Legislature and the Governor commit to exploring professionals' scope of practice and structures of school-based mental health services to ensure that professionals are being used in the appropriate capacity and are able to function in their specific domains that support their retention in school systems and best services delivered to students.