

## **#7 MENTAL HEALTH**

Supports efforts to establish comprehensive community mental health systems to offer preventative and treatment services and comprehensive school mental health programs that include:

- In-school and telehealth access for students to mental health professionals;
- Creation of a categorical funding stream designated for mental health professionals;
- Reimbursement by Medicaid and private insurers for in-school services;
- Ongoing teacher, administrator, and support staff training to improve the awareness and understanding of child emotional and mental health needs;
- Integration of suicide prevention and coping skills into existing curriculum;
- Expanding state-funded loan forgiveness programs to include mental health professionals who agree to provide services to schools; and
- An ongoing mental health resources clearinghouse for schools and community providers.

## **19. SUPPLEMENTAL STATE AID**

Supports setting supplemental state aid:

- At a rate that sufficiently supports local districts' efforts to plan, create and sustain world-class schools;
- For FY 2021, by January 31, 2020; and
- For FY 2022 and future budget years, at least 14 months prior to the certification of the school's district budgets.

Setting supplemental state aid within the statutory requirements allows districts to make sound financial decisions on programs, staffing levels, and providing the best possible education to all students, which includes pre-school and expansion of 4-year old programming.

IASB supports a formula driven method for establishing the supplemental state aid growth rate if it is not set within the statutory requirements.

## **26. LOCAL ACCOUNTABILITY AND DECISION-MAKING**

Supports providing local school boards with decision-making authority regarding methods to accomplish desired educational outcomes. IASB opposes overly restrictive or inefficient limitations which inhibit innovation, efficiency, and the ability of school boards to meet local needs. Local accountability and decision-making includes:

- **Student Achievement:** As locally elected officials, school boards should have the ability to set priorities, customize programming, and maximize community strengths to improve outcomes for all students;
- **Accountability & Reporting:** Data collection for state accountability should enhance the ability of school boards to focus on student learning and school improvement. IASB supports streamlining state-level reporting on management operations and eliminating duplicative or inefficient reporting processes;
- **Funding flexibility:** School boards should have the ability to maximize existing resources to meet local needs;
- **Transparency:** School boards should have flexibility to provide public access to records in ways that promote transparency for citizens while balancing the cost to taxpayers.
- **Flexibility on Health and Safety:** School boards should have the ability to make decisions regarding local health and safety needs of the community, parents, staff and students. Local control must not be stripped for purposes of politics, statewide expectations or based upon metrics that do not adhere to public health guidelines or take into account local challenges.