


BOZEMAN PUBLIC SCHOOLS

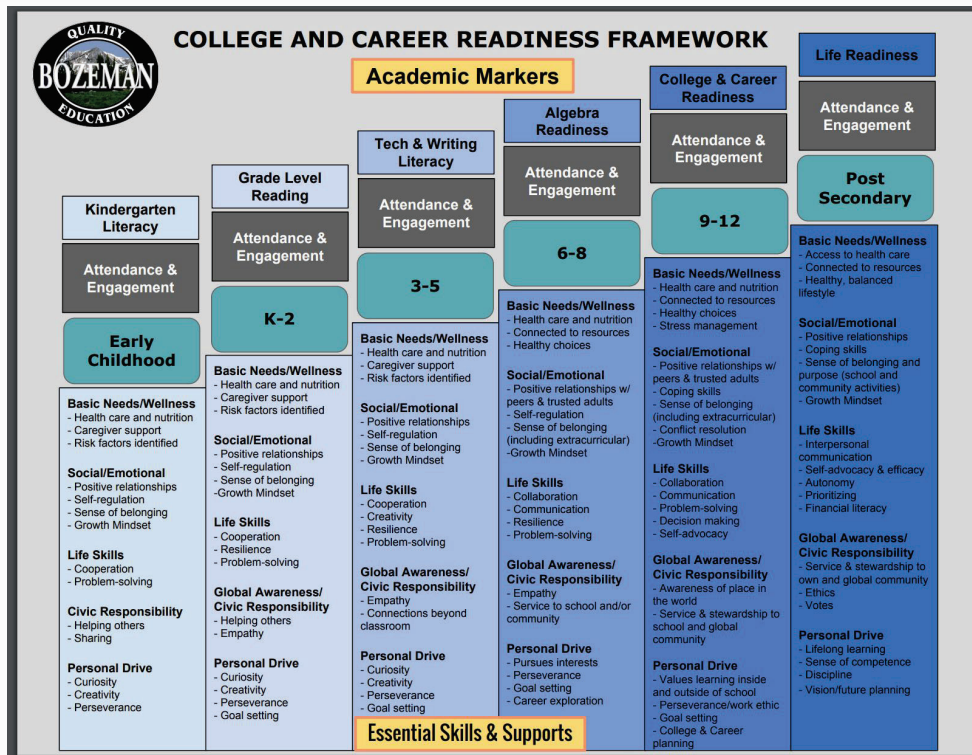
Social Emotional Learning
Through a Tiered system of School Based Mental Health Supports

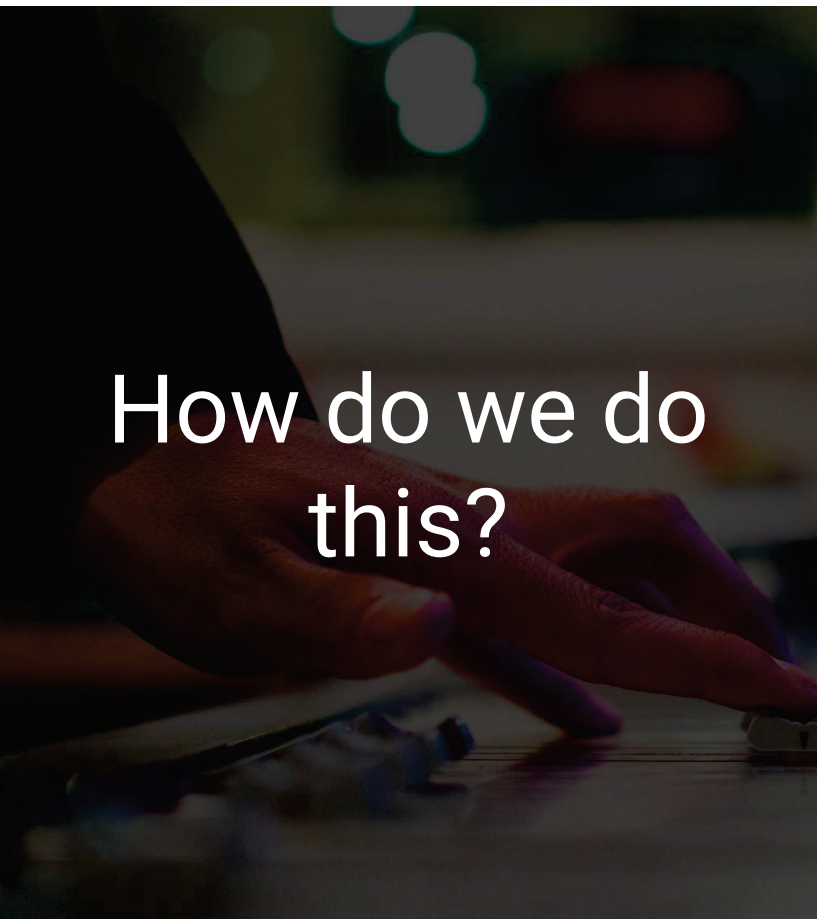


A laptop screen is shown in a dimly lit environment. The screen displays a line graph with a fluctuating line and a pie chart. Overlaid on the screen is a quote in blue text. The laptop keyboard is visible at the bottom right of the frame.

"Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community."

College and Career Readiness Framework





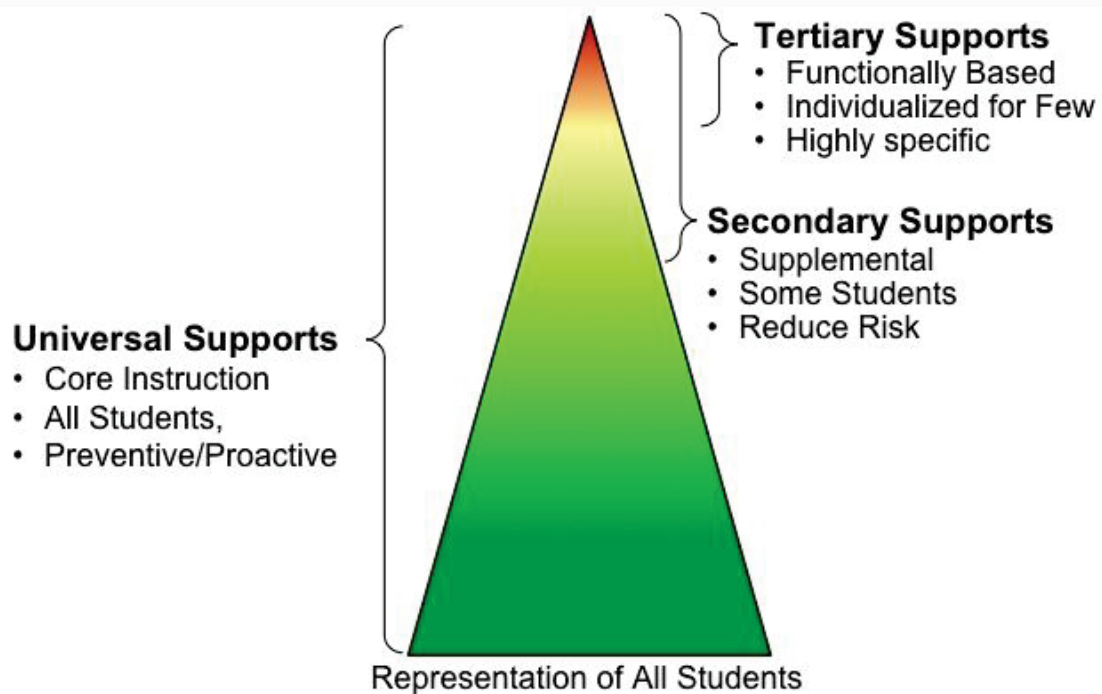
How do we do
this?

A tiered approach to
Social-Emotional Learning
and Supports

AND

Partnerships, Partnerships,
Partnerships!

Multi-Tiered Systems of Support (MTSS)



Tier 1 - Services for All Students: School Accreditation Standards

SCHOOL COUNSELING: PROGRAM

Students of all ages must make many choices that affect their lives, now and in the future. Comprehensive school counseling programs are a way to serve the divergent and changing needs of students.

An effective school counseling program involves the whole school community to integrate academic, career, and personal/social development of students into the academic program. School counseling programs are essential to prepare students for a wide range of postsecondary options, including college.

10.55.1901 School Counseling Program Delivery Standards

(1) In general, school counseling shall:

(a) meet the following conditions:

(i) provide a comprehensive developmentally planned program;

(ii) advocate for all students and encourage students to develop to their full potential;

(iii) respect the worth and dignity of all individuals by building trust and respecting confidentiality; and

(iv) contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.

(b) include the following practices:

(i) maximize students' potential in the areas of academics, career, and personal/social development;

(ii) develop a guidance curriculum presented through structured groups and classroom presentations;

(iii) conduct individual planning using assessment, advisement, placement, and follow-up;

(iv) deliver responsive services through individual and group counseling, consultation, and referral; and

(v) provide system support through management, consultation with staff, community outreach, and public relations. (History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2001 MAR p. 953, Eff. 6/8/01.)

School Accreditation Standards

10.55.710 Assignment of School Counseling Staff

(1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated.

(2) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.

(3) Districts with fewer than 126 students may employ or contract with a licensed, endorsed school counselor or Class 6 specialist or utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services. (History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2012 MAR p. 2042, Eff. 7/1/13.)

The Tier I Team

Purpose:



Classroom Teacher

Co-delivery of School Counseling Core Curriculum; Teach and reinforce school-wide behavior expectations



School Counselor

Co-delivery of School Counseling Core Curriculum, Individual Student Planning, Responsive Services, Indirect Student Services



School Psychologist

Facilitation of school-wide practices/systems for social emotional learning, including prevention and responsive services



Leadership (includes building level and central office)

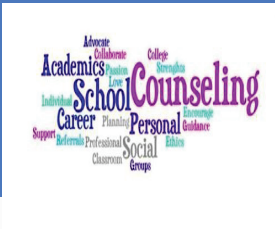
Organization, supervision and evaluation of staff and systems and Board support

Universal Program Structures (all Tiers)

- School Counselors (1:400 ratio is required per accreditation, 1:250 is ASCA recommended)
- School Psychologists (No accreditation ratio; 1:500 is NASP professional recommendation)
- Student Assistance/Prevention Coordinator
 - Student Assistance Specialists and Behavior Specialists -

Tier II & III Support Staff

Purpose:



School Counselor

Delivery of **Individual Student Planning, Responsive Services - Intensive group/individual, Indirect Student Services**

School Psychologist

- Individualized function-based behavior planning (FBA/PBSP)
- individual counseling designed to address educational barriers.
- DBT Skills Training

Behavior Support Specialist

Implement classroom and individual interventions to assist teachers to deal effectively with student behavior

Student Assistance Specialist

- Deliver trauma responsive supports through individual or group services
- Bounce Back/CBITS

Contracted School Based Mental Health

Delivery of direct, ongoing therapeutic services, within school setting, including SBOT (T2) and CSCT (T3)

Tier II+ School Based Outpatient Therapist (SBOT)

Partnership with BSD7, Community Health Partners (CHP), and Intermountain.

- Access to highly trained therapist, on-site, in a school based behavioral health clinic.
- Individualized mental health support, initially intended for students and families that do not require the daily/intensive support of CSCT
- Integrated care between Intermountain and CHP.
- Funded through insurance, Medicaid, or sliding-scale. Enhanced reimbursement rates of a Federally Qualified Health Center
- District provides space, supplies, utilities. No match requirements

Tier II+ School Based Outpatient Therapist (SBOT)



**INTEGRATION.
HOPE AND HEALING.
HELPING STUDENTS THRIVE.**

We are excited to announce Bozeman High School's partnership with Community Health Partners and Intermountain!

This partnership allows us to better support our student population needing greater access to behavioral health services through the addition of an on-site school-based outpatient therapist. This therapist will work directly with these students and their families as they work to find the healing and hope that will allow them to thrive.

What is the approach?

School-based outpatient therapy is designed to be as unique as the individual students it will serve. While each treatment plan will be different, here are some key components treatment will include:

- INDIVIDUALIZED MENTAL & EMOTIONAL HEALTH SUPPORT
- CLINICAL GUIDANCE FOR STUDENTS & THEIR FAMILIES
- ACCESS TO OUR HIGHLY TRAINED ON-SITE THERAPIST
- CRISIS INTERVENTION BASED ON NEED

*Admission Criteria available upon request

- Initiated partnership/planning in the spring of 2019
- Developed a Memorandum of Understanding between BSD7, CHP, and Intermountain
 - Involved “risk share” language and operating details
- CHP applied for start up funding through the Montana Health Care Foundation
- CHP and Intermountain engaged in IT and patient systems infrastructure work during the summer of 2019
- CHP applied for Bozeman High School to be an FQHC site
- CHP, Intermountain, and BHS worked collaboratively on where the SBOT program fit within the Tiered structure of school counseling, student assistance, and CSCT services.
- Messaging for staff and families went “live” in September 2019
- Ongoing SBOT operations meetings have focused on coordinated services

Tier II+ School Personnel addressing School Safety (2019)

SB 92 Daniel R. Salomon

Generally revise laws related to school safety

Chapter: Effective Date: Upon Passage

SB 92 amends sections 20-9-236, 20-9-502, and 20-9-525, MCA and clarifies permissible expenditures for school and student safety and security within the school safety sub-fund of the building reserve fund to include staffing for or services provided by architects, engineers, school resource officers, counselors, and other staff or consultants assisting the district with improvements to school and student safety and security to include, programs to support school and student safety and security, including but not limited to active shooter training, threat assessments, and restorative justice. SB 92 authorizes the trustees of a school district to seek voter approval of a levy for school and student safety and security within the district's school safety sub-fund of the building reserve fund. The bill also expands permissible expenditures of state school major maintenance aid and major maintenance levies to include school and student safety and security within the district's permissively levied sub-fund of the building reserve fund.

Tier III - Intensive Program Structures

- School Counselors, Psychologists and Student Assistance supports
- Comprehensive School and Community Treatment (CSCT)
 - Traditionally, two-person team (therapist and specialist) placed in schools to provide intensive daily supports for students with identified mental health needs.
 - Has been as robust as 15 licensed therapists and 15 mental health associates
 - BSD7 has held contracts with YBGR, Altacare, WMMHC, Aware. Inc., and Intermountain for the delivery of services.
 - Program uncertainty and constraints has caused us to look at SBOT as an alternative.
- Collaboration agreements - Applied Behavior Analysis services (ABA)
 - Coordination with with agency Board Certified Behavior Analysts (BCBA)
 - Non-supplanting direct services by Registered Behavior Technicians (RBT)

Tier III+

Intermountain Day Treatment

- Partnership between BSD7 and Intermountain.
- Housed at the Willson administrative building
- Gap-filler between intensive school based special education supports and out-of-community residential placements
- Serves 4-8 students, grades K-5
- Elementary classroom
 - 1 district teacher
 - 1 Intermountain therapist
 - 2 district paraprofessionals
 - 1 Intermountain mental health aide
 - Program coordination



Tier III+

Youth Dynamics Transitional School

- Partnership between BSD7 and Youth Dynamics, Inc.
- Formerly billed under day treatment model, currently outpatient
- Housed in the YDI facility
- Gap-filler between intensive school based special education supports and out-of-community residential placements
- Serves up to 15 students, grades 6-12
 - 1 teachers
 - 2 paraprofessionals
 - 1 YDI therapists
 - 2-3 YDI mental health aides
 - Program coordination



Challenges:

- A school cannot “Tier 3” its way out of a Tier 1 issue.
- High turn-over and hard to fill positions
 - Common to both public and private entities
 - School Psychologists
 - Therapists
 - Paraprofessionals
- Gaps in insurance/funding
 - High deductible plans, sliding scale fees
 - Expectation of school-based “free” care
 - Levy fatigue and the idea that “We can do anything we want. We just can’t do everything we want.”
- Complicated systems require ongoing coordination
 - Right support for the right child, at the right time
 - Non-duplication of services
 - CSCT with ABA/BCBA/RBT
 - Proposed rule: CSCT with Home Support Services