



Implementing Mental Health Initiatives in Schools

January 16, 2025

3 p.m. to 4 p.m. ET | 2 p.m. to 3 p.m. CT | 12 p.m. to 1 p.m. PT



CMS Financial Management Group (FMG)
7500 Security Boulevard
Baltimore, MD 21244



Econometrica, Inc.
7475 Wisconsin Avenue, Suite 1000
Bethesda, MD 20814



Today's Presenters



Jill Bohnenkamp, Ph.D.
Medicaid SBS TAC



Shawn Orenstein, M.P.H.
Medicaid SBS TAC



**Jean O'Connor, J.D.,
Dr.P.H., FACHE, PMP**
Medicaid SBS TAC



**Charlotte Steniger,
R.N., M.S.N.**
Medicaid SBS TAC



Learning Objectives

- ▶ Describe the components of Comprehensive School Mental Health Systems (CSMHS).
- ▶ Recognize how school behavioral and mental health services and supports are aligned with the Multi-Tiered System of Support (MTSS) framework.
- ▶ Identify specific examples of Tier 1 and Tier 2/3 MTSS implementation in two States and resulting student impact.
- ▶ Understand how to access action planning and implementation resources.

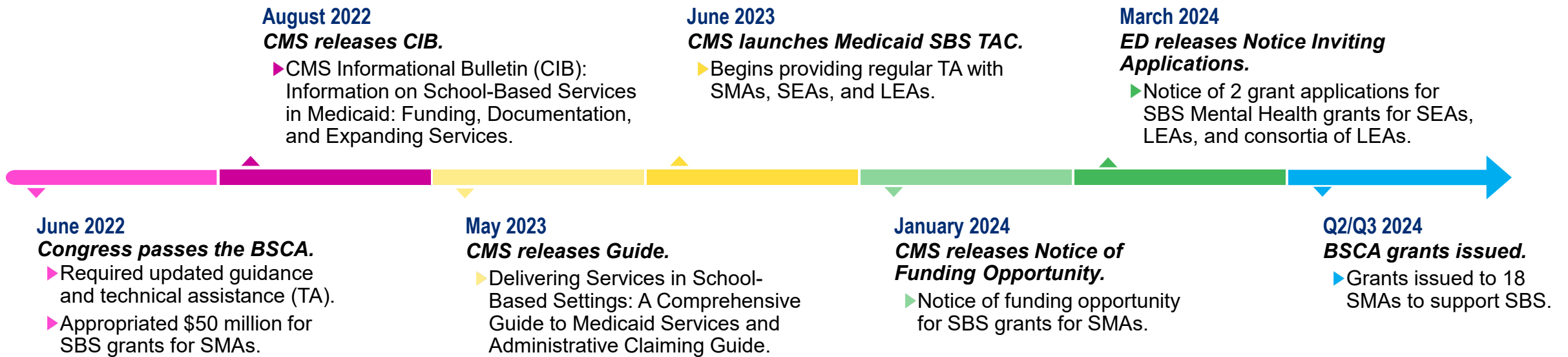


Agenda

- ▶ Review past TAC trainings and resources on school mental health.
- ▶ Understand the value of CSMHS and the relationship to MTSS for behavioral and mental health.
- ▶ Hear from States about approaches to school mental health implementation and student impact.
- ▶ Review resources related to comprehensive school mental health system action planning and implementation strategies.

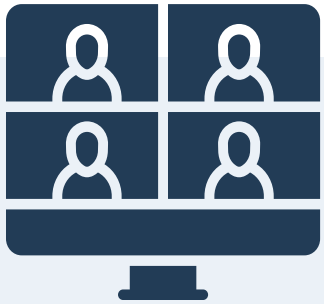
CMS and ED Support Children’s Health in Schools

CMS and ED work with the TAC to develop policy, answer questions, communicate with State and local stakeholders, and assist States in achieving compliance with the 2023 Guide by July 1, 2026.



BSCA – Bipartisan Safer Communities Act
 CMS – Centers for Medicare and Medicaid Services
 ED – Department of Education
 SMAs – State Medicaid Agencies
 SEAs – State Educational Agencies
 LEAs – Local Educational Agencies

Previous TAC Events on Mental Health



Virtual Meeting:

*Comprehensive School
Mental Health Systems*

November 2023



Webinar:

*Provider Billing for
Mental Health Services
Within Medicaid School-
Based Services*

April 2023



Webinar:

*Promoting Mental Health
and Well-Being in
Schools: An Action
Guide for School and
District Leaders*

May 2023

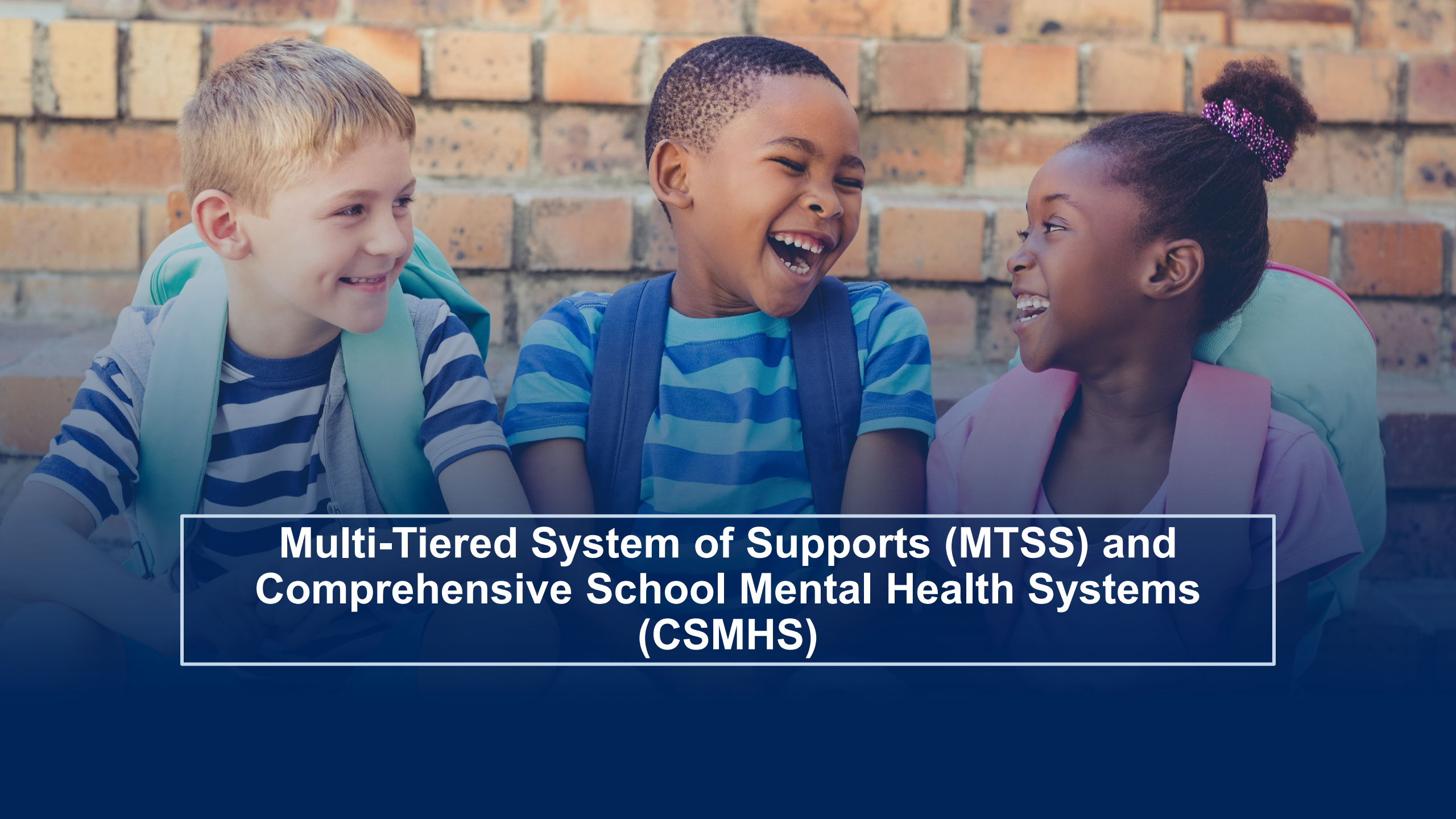


Webinar:

*Expanding Preventive
Behavioral Health
Services in Schools*

November 2024

Materials from previous events can be found on the [Medicaid & School-Based Services](#) page.



**Multi-Tiered System of Supports (MTSS) and
Comprehensive School Mental Health Systems
(CSMHS)**

Comprehensive School Mental Health Systems (CSMHS) Definition

Provide a full array of tiered supports and services that promote a positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness and substance use.



Are built on a strong foundation of district and school professionals, including administrators, educators, and specialized instructional support personnel (e.g., school psychologists, school social workers, school counselors, school nurses, and other school health professionals), in strategic collaboration with students, families, and community health and mental health partners.

Assess and address the social, political, and environmental structures, including public policies and social norms, that influence mental health outcomes.



IDEA, Section 504, and CSMHS



- Individuals with Disabilities Education Act (IDEA) protects the rights of students with disabilities by ensuring that everyone receives a free appropriate public education (FAPE).
- Section 504 is a Federal law that prohibits disability discrimination and guarantees that students with disabilities have equal access to educational opportunities, including FAPE in public elementary and secondary schools.
- Having CSMHS in place helps ensure that children with disabilities, including behavioral and mental health conditions, have access to the services and supports they need to learn.
- CSMHS also ensures that students enrolled in Medicaid, which may be some of the same population, have access to behavioral and mental health services and supports.

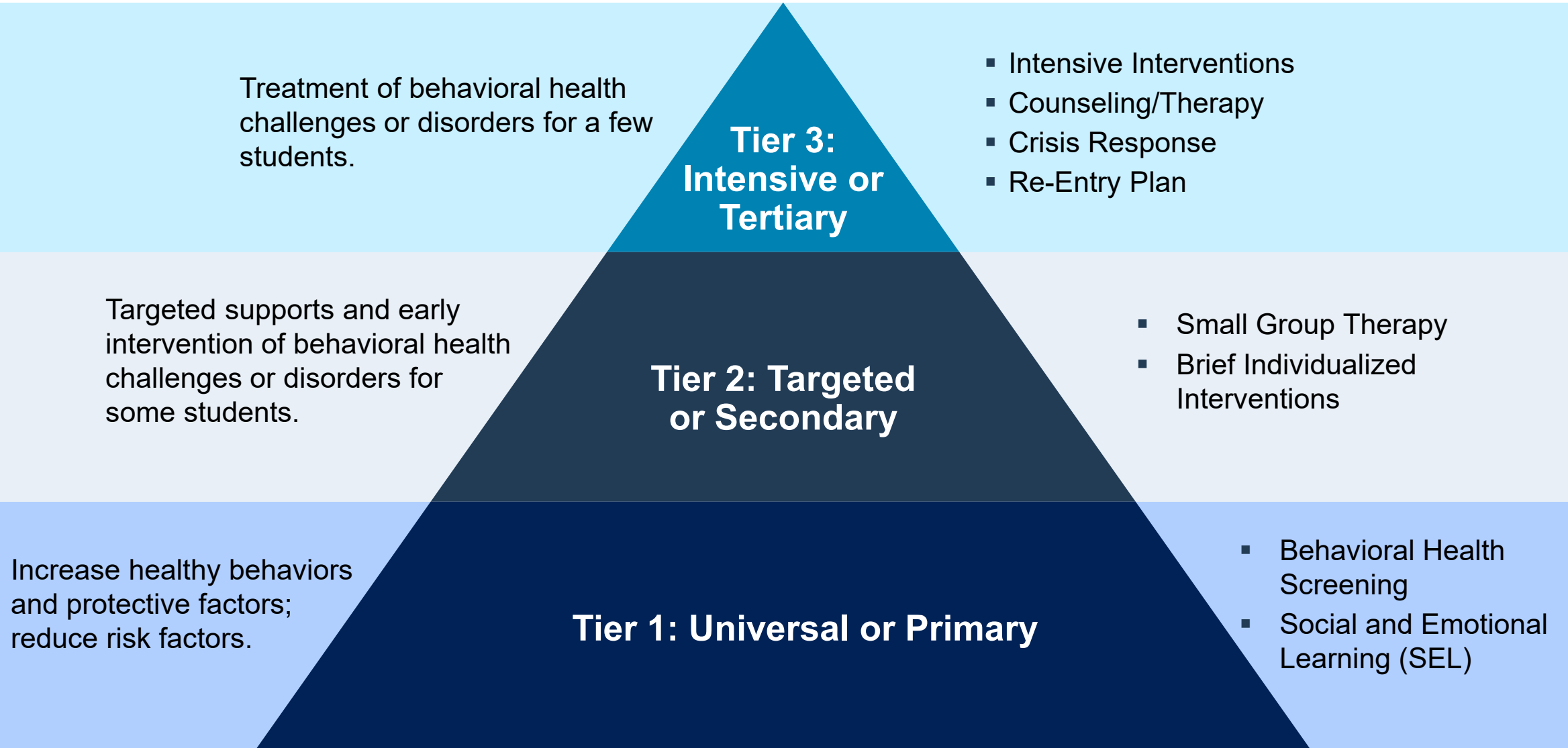
IDEA – Individuals with Disabilities Education Act
CSMHS – Comprehensive School Mental Health Systems
FAPE – Free Appropriate Public Education

MTSS Operationalizes Comprehensive School Health

- MTSS follows a public health model.
- Using data, it allows the school to apply evidence-based approaches to the continuing needs of some individuals and intensive strategies for a few individuals with the most significant needs.
- Through MTSS, we “tier” programs and activities to address schoolwide practices and the strategies to improve outcomes for specific groups.
- An MTSS approach enables schools to identify issues and identify the alternatives to address them.
- MTSS approaches improve home, school, and community collaboration.
- Using an MTSS framework has been shown to increase student engagement and improve achievement.



MTSS: Mental and Behavioral Health Services



Medicaid Benefits for Preventive Behavioral Health Services

Benefit	Description	Examples
Early and Periodic Screening, Diagnosis, and Treatment (EPSDT)	Specified in section <u>1905(r)(5)</u> of the Social Security Act, the EPSDT benefit entitles most eligible Medicaid-enrolled children and adolescents to medically necessary services and treatments coverable under section 1905(a) of the Social Security Act (the Act). All States are required to cover EPSDT services. A specific behavioral health diagnosis is not required for preventive services.	Any service below.
Preventive Services	Specified in section <u>1905(a)(13)</u> of the Act, this benefit category includes but is not limited to well-child care, clinical and behavioral interventions to manage chronic disease and reduce associated risks.	Screening for depression (e.g., PHQ-9) or anxiety (e.g., GAD-7).
Rehabilitative Services	Specified in section <u>1905(a)(13)</u> of the Act, this benefit category is often used to authorize mental health and substance use disorder services.	Individual or group mental health or substance use counseling; peer support services.
Other Licensed Practitioner Services	Section <u>1905(a)(6)</u> of the Act provides States with flexibility in covering services provided by licensed practitioners.	Counseling by a licensed clinical social worker; testing by a licensed psychologist.

A given service may be covered under more than one benefit category.

Medicaid Benefits for Behavioral Health Services

Benefit	Description
Early and Periodic Screening, Diagnosis, and Treatment (EPSDT)	Specified in section <u>1905(r)(5)</u> of the Social Security Act, the EPSDT benefit entitles most eligible Medicaid-enrolled children and adolescents to medically necessary services and treatments coverable under section 1905(a) of the Social Security Act (the Act). All States are required to cover EPSDT services. A specific behavioral health diagnosis is not required for preventive services.
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Other Licensed Practitioner Services	Section <u>1905(a)(6)</u> of the Act provides States with flexibility in covering services provided by licensed practitioners.

Prevention Examples From Prior Webinar

- Tier 1 and 2 – Screening, Brief Intervention, and Referral to Treatment (EPSDT): Maine
- Tier 2 – Behavioral Health Group Therapy (EPSDT): Methuen Public Schools, Massachusetts
- Tier 2 – Social Emotional Learning Skills Group Therapy (Rehabilitative): Idaho

Additional Examples of Evidence-Based Practices for Mental and Behavioral Health by Tier

- Cognitive Behavioral Therapy (CBT)
- Unified Protocols for Transdiagnostic Treatment of Emotional Disorders in Children and Adolescents (UP-C/UP-A)
- Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC)
- Safety Planning Intervention (Stanley and Brown)
- Counseling on Access to Lethal Means (CALM)
- Adolescent Community Reinforcement Approach (ACRA)

- Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
- Bounce Back
- The Student Check-Up (Motivational Interviewing)
- Therapeutic Mentoring
- SBIRT – Screening, Brief Intervention, and Referral to Treatment

- Youth Aware of Mental Health (YAM)
- Botvin Life Skills
- Chicago Parent Program
- Family Check-Up
- Strengthening Families Program
- Circle of Security

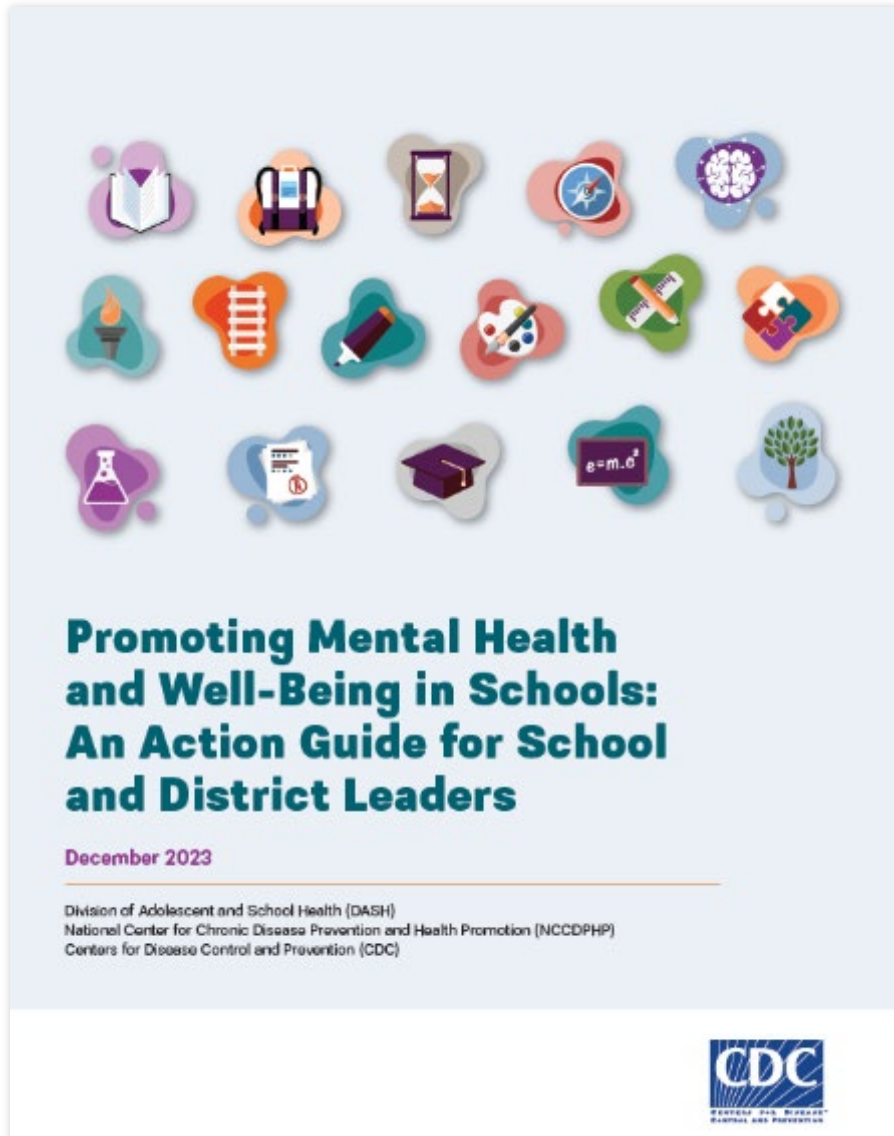
**Tier 3:
Intensive or
Tertiary**

**Tier 2: Targeted
or Secondary**

Tier 1: Universal or Primary

CDC Mental Health Action Guide for School and District Leaders

- Offers six school-based strategies and supporting approaches for promoting students' mental health.
 - For each strategy, the Guide includes:
 - Implementation tips.
 - Principles for focusing on equity.
 - Links to resources.
 - For each approach, the Guide includes:
 - Evidence of impact on mental health related outcomes.
 - Example programs to demonstrate approaches.



How CDC Action Steps Are Aligned With MTSS Framework

Tier 1 Strategies

- Increase Students' MH Literacy
- Promote Mindfulness
- Promote Social, Emotional, and Behavioral Learning
- Enhance Connectedness Among Students, Staff, and Families
- Support Staff Well-Being

Tiers 2/3 Strategies

- Provide Psychosocial Training and Cognitive Behavioral Interventions



How comprehensive are your State's school mental health benefits and services that are covered under Medicaid?

- A. Extremely comprehensive
- B. Comprehensive
- C. Developing
- D. Not comprehensive
- E. In the planning stage
- F. Not sure



Building your MTSS for Comprehensive School Mental Health

▶ Team and Approaches

- ▶ Best practices for school mental health teams include:
 - ▶ Multidisciplinary and diverse teams
 - ▶ Student and family partnerships
 - ▶ Delineate staff roles and responsibilities
 - ▶ Data-based decisions to determine supports and services for students and data sharing between team members

▶ Resources

- ▶ School Mental Health Quality Guide: Teaming
- ▶ Comprehensive School Mental Health Roles and Responsibilities Template
- ▶ Template Memorandum of Understanding (MOU) between school and community partners for school mental health services and support



In our State, we are actively supporting LEAs in developing and sustaining CSMHS.

- A. Agree
- B. Somewhat agree
- C. Neutral
- D. Somewhat disagree
- E. Disagree
- F. Unsure



**State Panel:
Approaches to Comprehensive School Mental
Health Implementation and Student Impact**



Today's Presenters

Michelle Malvey

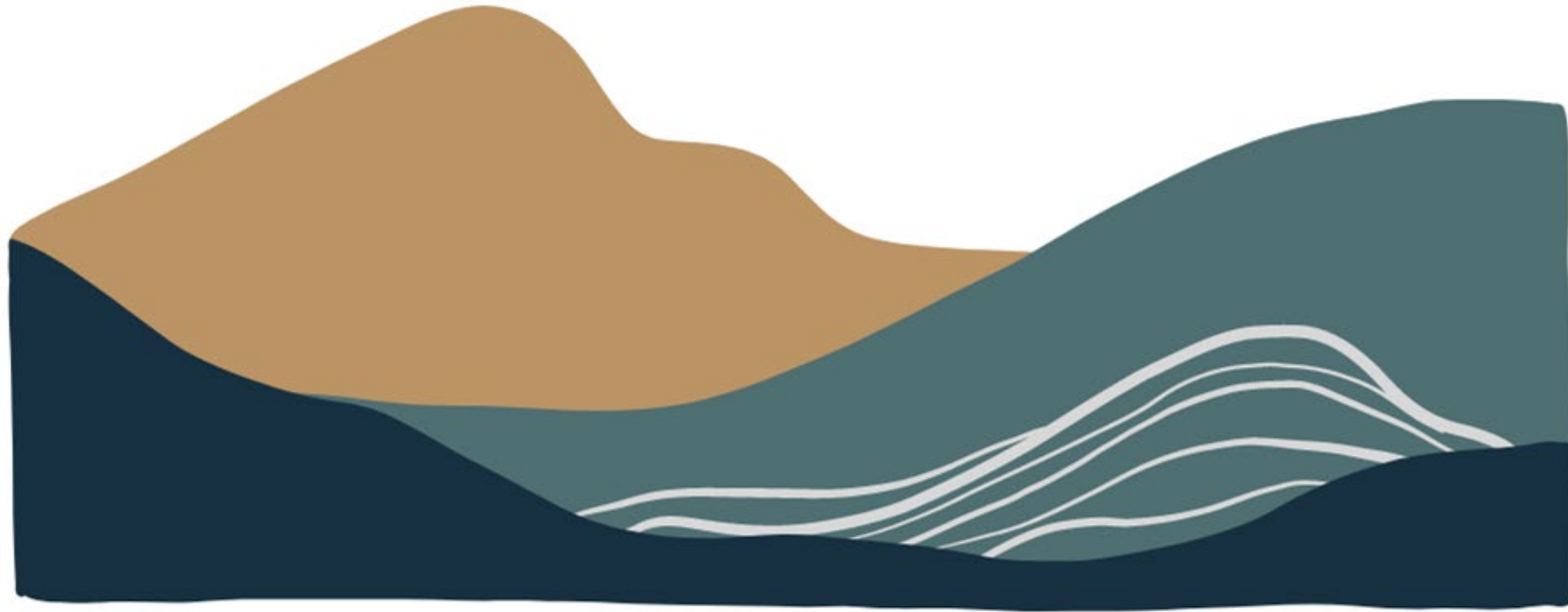
Colorado Department of Education

Jamie Montoya-De Smidt

District Two Harrison School District, Colorado

Nancy Turner

Rock Hill School District, South Carolina



THE LANDSCAPE

Of Wellbeing and Belonging Within
Colorado's Multi-Tiered System of
Supports

Colorado's Vision for Wellbeing and Belonging

VISION for Wellbeing and Belonging: The Colorado Department of Education, in partnership with school communities, optimizes wellbeing and belonging and ensures positive experiences for all students, staff, and families empowering them to thrive in school and life.

MISSION for Wellbeing and Belonging: The Colorado Department of Education's mission is to support learning communities by nurturing wellbeing and fostering a sense of belonging. We achieve this by authentically collaborating with school communities and key partners, ensuring clear and direct communication, and building an inclusive and equitable environment for all staff, families, and students. CDE continually utilizes data for decision-making to enhance resources, support, and guidance, ultimately improving the education experience and social and emotional needs of all students and educators in Colorado.

Bringing It All Together

Mental Health, Social Emotional Learning,
Comprehensive Health Standards

Indicators of Wellbeing and Belonging across the Student, Educator, and School Levels

Data from the following statewide sources show a need for aligned and integrated efforts in schools to promote positive health and safety.





Assessing Mental Health at the State, District and School Level

What is SHAPE?

School Health Assessment and Performance Evaluation System

- Public access web-based platform
- Two Systems-Level Assessments (takes ~2 hours to complete)
 - School Mental Health Profile
 - Quality Assessment
- Results Ladder-Up to District, and State Level

Quality Domains

- Teaming
- Needs Assessment and Resource Mapping
- Mental Health Promotion for All (Tier 1)
- Early Intervention and Treatment Services and Supports (Tiers 2/3)
- Screening
- Impact
- Funding and Sustainability



School Mental Health Quality Assessment Domains and Indicators

SHOPE
School Health Assessment and Performance Evaluation System

- Teaming**
 - Create a multidisciplinary and diverse team
 - Meaningfully involve students and families
 - Use effective school-community partnerships
 - Address each tier of the multi-tiered system of supports
 - Avoid duplication and promote efficiency
 - Delineate staff roles and responsibilities
 - Refer to school- and community-based services
 - Determine which services are needed
 - Collect and share data
- Needs Assessment / Resource Mapping**
 - Assess student mental health needs and strengths
 - Use needs assessment to determine appropriate services and supports
 - Conduct or access current resource mapping
 - Use current resource map to determine appropriate services and supports
 - Align existing services and supports
- Mental Health Promotion Services & Supports (Tier 1)**
 - Assess and improve school climate and staff well-being
 - Set positive behavior expectations
 - Implement positive reinforcement systems
 - Build healthy relationships and community
 - Reduce exclusionary responses
 - Increase mental health literacy and social emotional learning
 - Select evidence-informed Tier 1 services and supports
 - Match Tier 1 services and supports to needs and strengths
 - Ensure adequate resource capacity
 - Support training and professional development
 - Monitor fidelity
- Early Intervention & Treatment Services & Supports (Tiers 2 & 3)**
 - Count of students who received evidence-informed Tier 2/3 services and supports
 - Determine whether Tier 2/3 services and supports are evidence-informed
 - Match Tier 2/3 services and supports to needs and strengths
 - Ensure adequate resource capacity
 - Support training and professional development
 - Monitor fidelity
 - Create SMART intervention goals
 - Monitor individual student progress across tiers
 - Implement systematic crisis response protocol
- Screening**
 - Screen for student distress and well-being to identify and refer students for additional supports
- Funding & Sustainability**
 - Fund from multiple and diverse sources
 - Leverage funding and resources to attract potential contributors
 - Strategize to retain staff
 - Maximize partner expertise and resources
 - Evaluate funding for Tiers 1/2
 - Maximize reimbursement opportunities
- Impact**
 - Document and report comprehensive school mental health system impact on educational, social, emotional, and behavioral outcomes
 - Disaggregate outcome data

UNIVERSITY of MARYLAND SCHOOL OF MEDICINE NCSMH NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

The National Center for School Mental Health (NCSMH) at the University of Maryland School of Medicine is funded in part by the US Department of Health and Human Services, Maternal and Child Health Bureau. The NCSMH mission is to advance school mental health programs and policies to promote success for America's youth.



CDE COMPREHENSIVE HEALTH STANDARDS FOR SOCIAL AND EMOTIONAL WELLNESS

Students will utilize knowledge and skills to enhance their mental, emotional, and social well-being.



Students develop healthy relationships and interactions with adults and peers



Students explain the body's physical and psychological responses to stressful situations



Students develop self-concept and self-efficacy skills



Students develop self-regulation skills



Students develop a healthy range of emotional expressions and learn positive alternatives to aggressive or isolating behaviors



Students recognize the relationship between emotions and actions



Students demonstrate how to effectively communicate and cooperate with others



Students demonstrate how to express emotions in healthy ways



Students utilize knowledge and skills to develop a positive self-concept

What is included in the Landscape
of Wellbeing and Belonging?

Initiatives that are Integrated into the Landscape of Wellbeing and Belonging

The varied, yet interconnected initiatives that are integrated as part of the Landscape of Wellbeing and Belonging in Colorado include but are not limited to:

- School Safety/School Climate
- Positive Behavioral Interventions and Supports (PBIS)
- Mental Health Literacy and Trauma-Informed Practices
- Social and Emotional Learning
- Bullying Prevention and Intervention Efforts
- Relationship-Centered Discipline and Restorative Practices
- Physical Health Promotion Efforts
- Dropout Prevention Efforts
- Centering Equity



The Five Features of Wellbeing and Belonging

These five features represent the foundational and INTERCONNECTED components of all efforts that seek to improve health, safety, and engagement in Colorado schools.

School Environment



The **physical, emotional, psychological, and social** context of a school.

Relationships



All interpersonal connections in the school community that when strong, creates trust, buffers stress, & elevates the potential of each individual to thrive in the school environment.

Health + Wellbeing



The physical, social, emotional, and mental health of the **whole person**, that when optimized through **education and access to care**, leads to improved quality of life and outcomes.

Social Emotional +
Behavioral Competencies



The **knowledge, skills, attitudes and actions** that **promote positive human development** and interaction.

Engaging Learning
Practices



The beliefs, expectations, and actions that **encourage and equitably support all individuals** in their life-long learning journeys.

Navigating the Five Features

In each feature, you will find the following to serve as your map, routes and fuel for navigating the landscape.



Essential
Elements

The key 5-6 components that make up each feature. The Essential Elements also provide further definition of each feature.



Mindsets +
Skills

The key mindsets and skills that individuals in a school community must possess to effectively improve wellbeing and belonging.



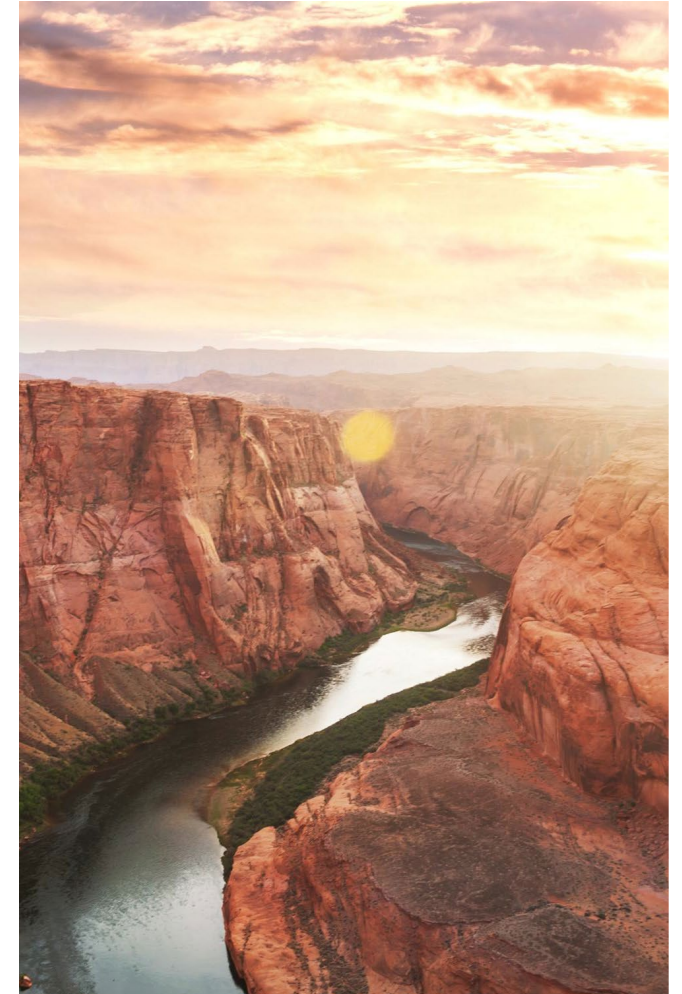
Guiding
Questions

The key questions individuals and teams should consider in assessing where they are on their journey through each of the five features.



Resources

The key resources that support implementation of the Essential Elements within the Landscape of Wellbeing and Belonging.



Wellbeing and Belonging at CDE

Focus Area 1: Build Foundational Support and a Plan Wellbeing and Belonging

Focus Area 2: Adult Wellbeing and Belonging

Focus Area 3: Student Wellbeing and Belonging

Focus Area 4: Continuous Improvement





Harrison School District Two

D2's Mission and Beliefs

The mission of D2 is to graduate **college- and career-ready students** with the **knowledge, skills, attitudes, and behaviors** to personally succeed and contribute to the common good.

We believe:

- **All students** are capable of excellence
- Our purpose is to **maximize student success**
- The **well-being** of our students, staff, families, and community is **worthy of our investment**





Harrison High School

- Colorado Springs, CO
- Celebrating 150 Years
- Over 13,000 Students
- 23 Schools
- 51 Languages
- 75% FRL



- Whole School, Whole Child, Whole Community (WSCC)
- District Wellness Council & Building Wellness Teams
- Data:
 - Healthy Kids Colorado Survey
 - HCKS SmartSource
 - District Climate & Culture Survey
- Comprehensive Health Standards
- Grant Funding Dependent
- 2022 - District-Wide SEL Curriculum

D2's Foundation



Fall 2023... Changes

Structural

- **Wrap Around Services Dept**
 - MTSS
 - Mental Health Services
 - Adult and Student Wellness
 - Student Success Centers
 - Career Connected Learning
 - Universal Pre-K
 - Alternative Middle School

Resources & Priorities

- **Grants**
 - Stronger Connections
 - School Health Professionals
 - EARRS (Expulsion Prevention)
- **Priorities**
 - Social and Emotional Learning
 - Restorative Practices
 - Trauma Responsive Practices
 - Career Connected Learning

Understanding Our Needs & Collaboration

More Data - 2023- 2024

- All 6 - 12 Schools Administered HKCS
- Analysis of D2 Climate & Culture
- High School Student Focus Groups
- SHAPE Assessment
- Use of NIRN Active Implementation Framework

Teaming

- Restorative Leadership
- CCL Steering Committee
- NME School Pilot
- MH Referral Workgroup
- Care Team Leadership
- Prevention Workgroup
- School Counseling Leadership Team

Research Into Practice

3 Examples

- Restorative Practices
- Collaborative Problem Solving
- NME (Neurosequential Model in Education)

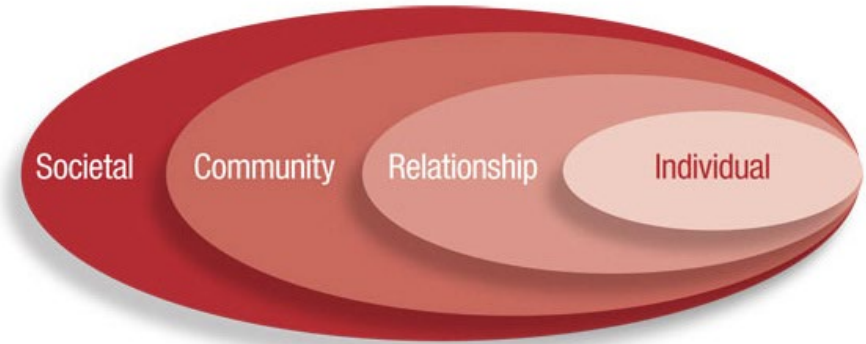
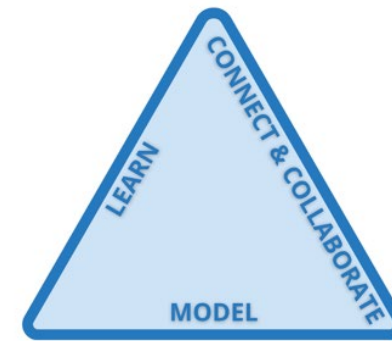


Figure 1.2. The Social-Ecological Model: A Framework for Prevention



D2's Next Steps

School Environment



Relationships



Health + Wellbeing



Social Emotional +
Behavioral Competencies



Engaging Learning
Practices



- Student-Led MH & Prevention Steering Committee
- Alignment with CDE's Landscape
- School-Level SHAPE Assessment

Youth Video from Colorado on services and impact

Student Perspectives on school-based mental health services



Pre-recorded video from student WSCC Emotional Well-Being Youth Leader in Harrison, CO, School District describing the Tier 1 supports in their LEA and the impact on students.

Mental Health Services, Medicaid (RBHS), & District Logistics

**Dr. Nancy Turner, Director of Behavioral & Mental Health
Rock Hill Schools, South Carolina**

Rock Hill School District – York 3

3rd Largest School District in York County

- 16,300 students, 24 schools, 2,400 Employees, 1,340 teachers
- District covers 1,200 acres of land with facilities

Student characteristics

- 38% Caucasian, 40% African American, 11% Hispanic, 1% Asian, 1% American Indian, 9% Other
- 16% students with disabilities
- 70% poverty level

Focused Learning Campuses

- Center for Accelerated Studies, ASPIRE, Raven, Parentsmart, Virtual Academy, Adult Education, Day Treatment Center, Applied Technology Center, Preschool Center



Mental Health Services – Rock Hill Schools

- 11 full time, employed Mental health therapists
 - Site-based
- Contracted Services – 2 Agencies
- Stepping Stones Group
 - 14 licensed Stepping Stone Group Clinicians – site-based
- Atrium Health
 - 1 Virtual licensed therapist (secondary only)
 - 1 licensed psychiatrist (virtual only)

Types of Therapeutic Methods Used for Site-Based Therapy



3rd Party Billing, Reimbursement \$

Rock Hill Schools contracts with PCG for 3rd party platform billing

- Notes
 - IPOC
 - Medicaid Billing
 - Medicaid Billing Audits
 - Customer Service – Q & A
- Rock Hill Schools contracts with private consultant
 - To act as a liaison between 3rd party (PCG) Concerns
 - Work with SC State if there are Medicaid/MCO's concerns
 - Compliance/audit support
 - Supports MH Therapists as they bill (reads notes, reviews IPOC, etc)

How do we use reimbursement \$



- Licensure payments for all RHS Mental Health Therapists
- Training, Conferences (on-line & face to face)
- Materials needed throughout the school year
- Mileage/traveling to schools
- Pays for consultant fees
- Pays for PCG -3rd party annual cost

Youth Video from South Carolina on services and impact

Student Perspectives on school-based mental health services

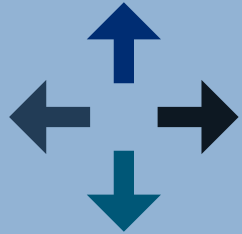


Pre-recorded video from student WSCC Emotional Well-Being Youth Leader from Rock Hill School District, SC, describing Tier 2/3 counseling services at their school and the impact of the services for students.



Resources and Next Steps

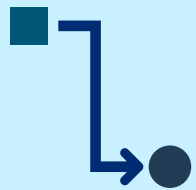
Action Planning and Implementation Strategies and Considerations



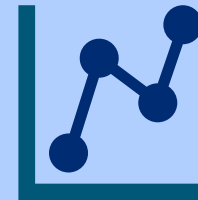
Recognize the challenge of making larger system changes all at once.



Set long-term, big-picture goals.



Break down improvement goals into small, attainable steps.



Use data to inform your small step improvement process.



Resources

- SHAPE
 - School Mental Health Profile – School Version
 - School Mental Health Profile – District Version
 - School Mental Health Quality Assessment – School Version
 - School Mental Health Quality Assessment – District Version
 - State School Mental Health Profile
 - School Mental Health Quality Guides

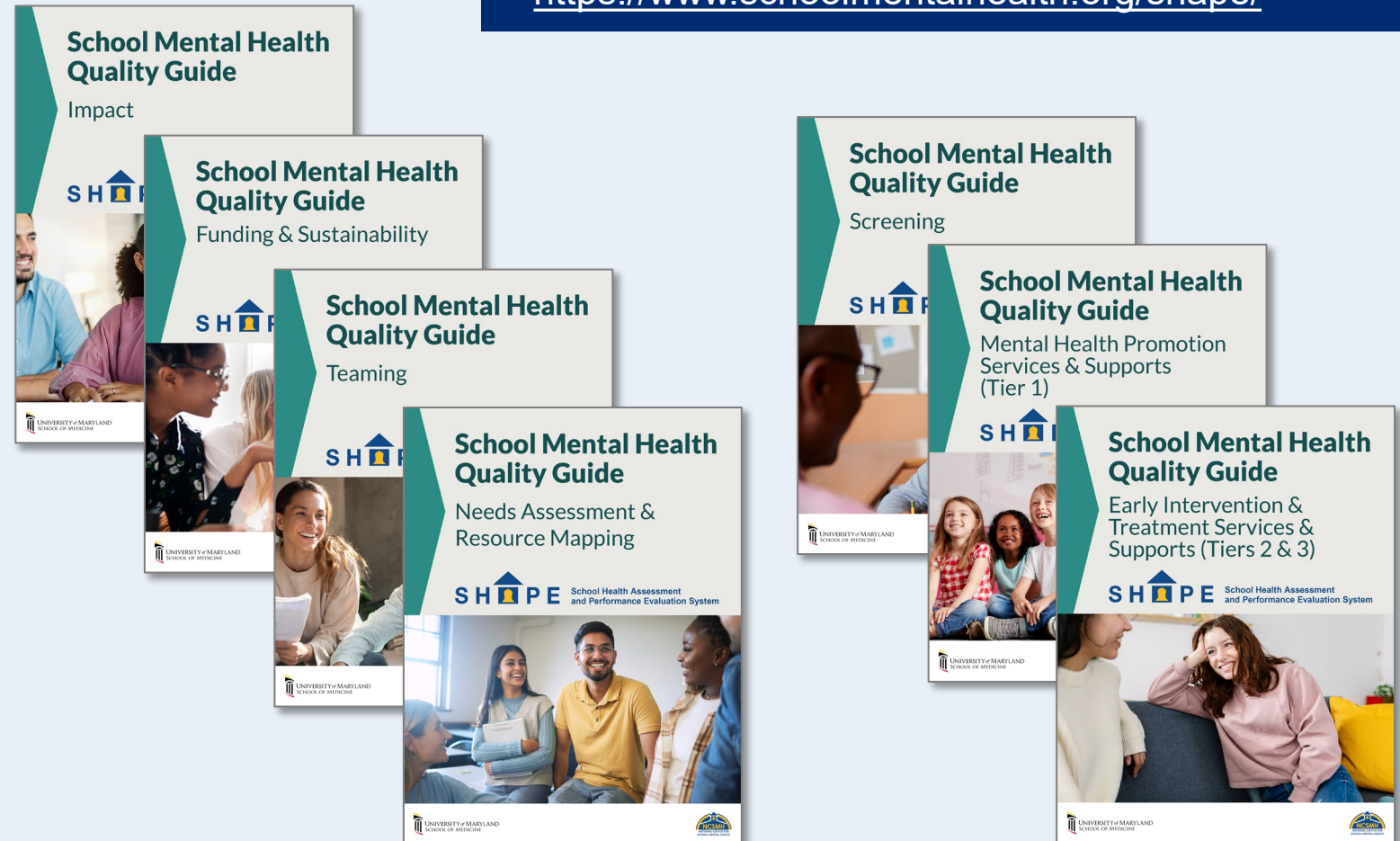
SHAPE School Mental Health Quality Guides

Provides guidance to advance school mental health quality and sustainability.

Includes:

- Background
- Best practices
- Action steps
- Examples from the field
- Resources

<https://www.schoolmentalhealth.org/shape/>





Questions?

Email: SchoolBasedServices@cms.hhs.gov