

OKLAHOMA SCHOOL-BASED MENTAL HEALTH TOOL-KIT



OKLAHOMA

TABLE OF CONTENTS



Section:

01

SCHOOL CLIMATE

02

MULTI-TIERED SYSTEM OF
SUPPORTS

03

PROGRAM PLANNING AND
TEAMING

04

UNIVERSAL SCREENING

05

DATA DRIVEN DECISION
MAKING

06

COMMUNITY COLLABORATION

07

TOOL-KIT RESOURCES

INTRODUCTION

Research from The National Alliance on Mental Illness and the National Research Council indicates that effective comprehensive school mental health systems contribute to improved outcomes, such as reduced absenteeism, decreased behavioral concerns, improved school climate, and enhanced academic performance.

This document was developed to provide a toolkit for Local Education Agencies in the state of Oklahoma. This framework serves as a technical assistance guidance document designed to help agencies create a comprehensive school mental health program. Districts may utilize and replicate any item in this tool kit.

This document does not constitute legal advice.



Introduction To

School Climate

A favorable school climate supports each student's path to healthy development by setting a wide range of norms, goals, values, interpersonal relationships, leadership practices, and organizational structures within the school community.

Students learn best in an environment where they feel safe, supported, challenged, and accepted. When school communities focus on improving school climate, students are more likely to engage in the curriculum, develop healthy relationships, and demonstrate positive behaviors.

Universal interventions may include teaching school-wide positive behavior expectations and responding to behavior with clear and consistent expectations and consequences. School climate focuses on all students and has a strong emphasis on family involvement. Families possess extensive knowledge about their children and play a crucial role in offering substantial support to the educational community. Families should be involved in determining the academic support services their children receive. By establishing connections with families, schools can foster positive relationships, leading to a supportive and favorable learning environment for all students.

The Oklahoma school climate program utilizes Positive Behavioral Interventions and Supports (PBIS) through a Multi-Tiered System of Supports (MTSS).

More information on PBIS can be found [here](#).



INTEGRATION SUPPORT

Develop a district-wide wellness intervention model:

- Provide professional development on
- trauma-informed best practices,
- compassion fatigue, and collective care.
- Develop a staff wellness survey to
- identify the needs of your district's staff.
- Create systems for staff relief through
- written policies. Staff wellness reduces
- turnover.
- Create a wellness campaign for staff.
- If possible, build mental health days into
- staff leave



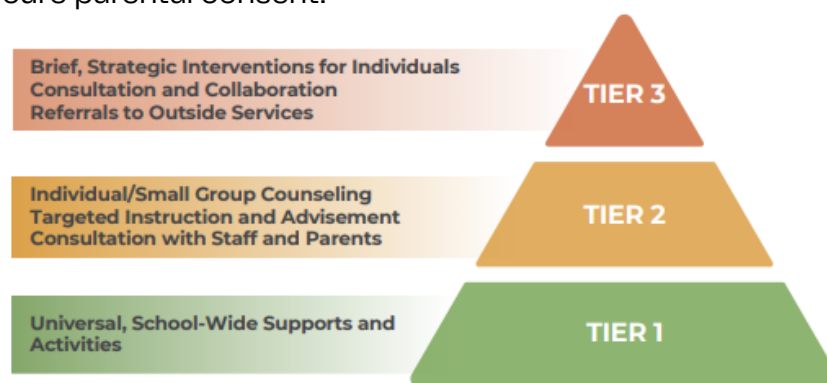
Develop a site-based interpersonal staff wellness model:

- Develop a relationship map across the building.
- Develop and support a tap-in, tap-out system for teachers to take a wellness break when tension gets too high.
- Staff connectedness and an atmosphere of respect and trust protect against burnout and increase job satisfaction.
- Teachers are the experts in their classroom. Give teachers autonomy to teach the curriculum according to their expertise. Utilize student progress data to inform targeted interventions by teachers, enabling them to observe the impact of their efforts and fostering a sense of efficacy. This, in turn, enhances their effectiveness in the classroom.
- Connect staff to Employee Assistance Programs. Post contact information in locations frequented by staff so that staff may reach out.
- Create internal wellness campaigns and competitions for staff and students.
- Utilize the Multi-Tiered System of Supports model to develop individual staff support.
- Provide instructional coaching and group support for new teachers, emergency certified teachers, and staff needing ongoing support. Ongoing support does not necessarily mean the staff person is underperforming. Top-down communication of this will lead to a more collaborative atmosphere.

MULTI-TIERED SYSTEMS OF SUPPORT

MTSS is a prevention-based framework structured to serve the needs of all students, and it is not a one-size-fits-all program. In universal access-based MTSS, tiers organize students' needs and allocate available resources. An MTSS framework should build upon the school community's strengths, align with the students' needs, and move the future of education forward (McCart & Miller, 2020).

Active involvement of families and students is vital for successful planning and provision of services. Collaborative partnerships between families and the Local Education Agency (LEA) are crucial for promoting mental health and well-being within the entire school community. The engagement of parents is pivotal for the effectiveness of school mental health services and support. Before delivering mental health services within the school setting or making referrals to outside agencies, it is imperative to secure parental consent.



School-based mental health programs focus on embedding trauma-informed principles and strategies that address the behavioral and learning needs of their students and community in these four core components:

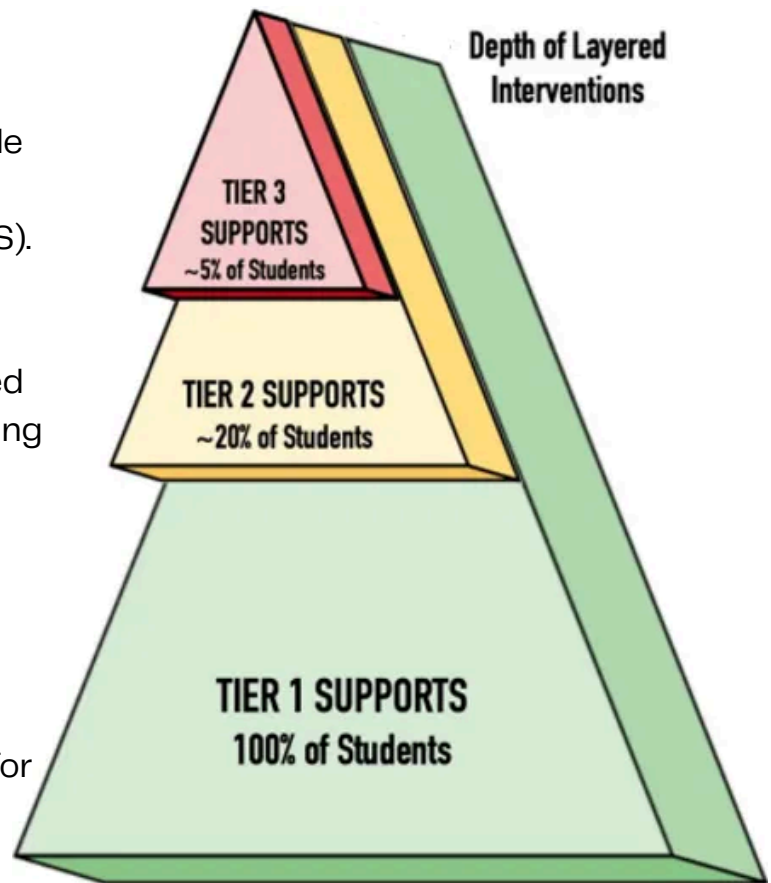
- Data-Based Decision
- Making a Sustainable Teaming System
- Evidence-Based Practices
- Continuous Improvement Cycle

MTSS is both a prevention and intervention framework. MTSS is used to address the biological, behavioral, and learning needs of all students and their school communities. The framework has been scientifically proven to be highly effective at improving all student outcomes, addressing resource constraints, and enhancing professional development in rural and suburban schools. The goals of trauma-informed and multi tiered behavioral support share a similar scientific basis. Both practices and interventions create a safe and predictable school climate, enhance the social environment, and reduce problematic behavior. (McIntosh, Ty, & Miller, 2014).

MENTAL HEALTH INTEGRATION

When school-based mental health providers work as a team, they provide a continuum of services through a multi-tiered system of support (MTSS). This enables schools to foster mental wellness for all students while also identifying those who require targeted or intensive intervention. Understanding the importance of a continuum of support is crucial to ensure that all students receive the appropriate assistance.

PBIS and Tier 1 Mental Health and Behavioral Health Curricula account for school mental health Tier 1 support.



Tier 1 educational and preventive services are evidence-based, focusing on universal support for all students and are offered through whole-school and classroom instruction and activities. These may include presentations on substance use education, self-care, and mental health awareness curriculum. Staff professional development topics may consist of suicide prevention, self-care, and mandatory reporting.

Tier 2 services are designed to provide targeted interventions for students who require additional support. These may include skills-based small groups, small group counseling, short-term treatment, collaboration and consultation, and referrals for community services.

Tier 3 services are provided to students who require intensive support. Intensive school-based or community services may include crisis intervention, collaboration and consultation, referral for long-term individual counseling, and referral to outside services.

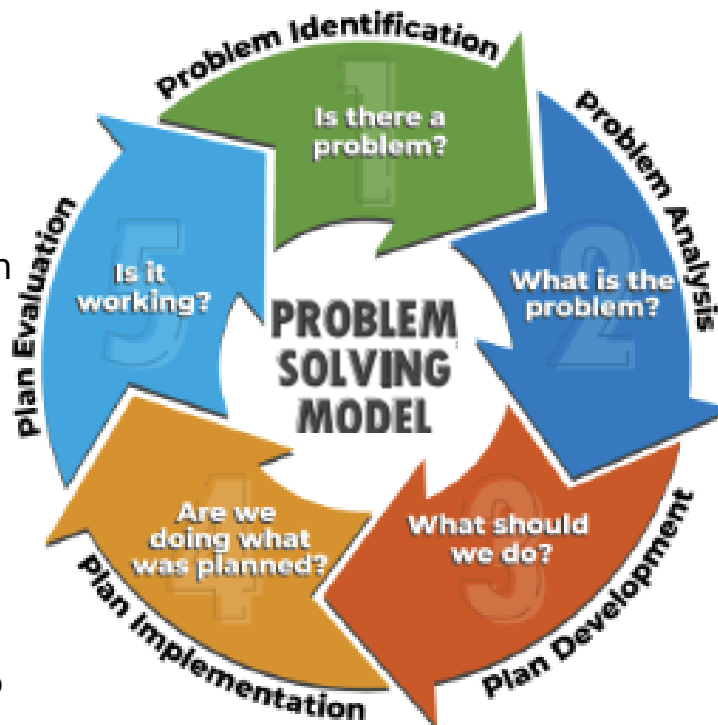
Resource Mapping

Conducting a Needs Assessment

A needs assessment is a collaborative process used by a school, district, or agency to identify strengths and gaps, clarify priorities, inform quality improvement, and advance action planning. A needs assessment should integrate available data and perspectives from a wide range of stakeholders. School mental health should be tailored to meet the unique needs of a school or district. A needs assessment can help teams develop and assess existing mental health services and supports, as well as identify the most pressing mental health concerns. Conducting a needs assessment can also help teams identify strengths; teams should determine how to use their strengths to help address gaps, inform action planning, and allocate resources appropriately.

Reviewing Needs Assessment Data

When analyzing the needs assessment, teams should take into account other data sources and build upon existing efforts. Data may be gathered from office referrals, expulsion and suspension rates, attendance and truancy records, nursing and counselor logs, crisis referrals, emergency petitions, school climate and behavioral surveys, minor incident reports, homework completion rates, homelessness rates, etc. Identify other data that might also be useful for your school. Links to needs assessment tools are located in the resources section.



IMPLEMENTATION PROCESS

Resource mapping is an ongoing process that involves identifying, visually representing, and sharing information about internal and external supports and services. This process is used to inform the effective use of resources. In school mental health, resources in schools and the surrounding community can be mapped across a multi-tiered system of supports.

A resource map (also referred to as an asset map or environmental scan) can be either a map showing the location and type of available services or a directory/guide listing available services and resources. Including information about eligibility and other details can help improve student follow-through and care coordination.

Because schools often collaborate with multiple agencies (e.g., health, juvenile services, social services, behavioral health) and programs, understanding the services each provides reduces duplication and inappropriate use of services. Strategically mapping a list of school-based and community supports is a helpful tool for teams to match identified needs for students and families to appropriate referrals.

Determine who will participate in the mapping process. Include a broad-ranging group that understands and represents the community. Collaborate with your Systems of Care agency and Community Coalition to map the resources available in your community.

Consider members from the following groups:

- Teachers and school administrators
- Families and students
- School and community health and behavioral health providers
- Child welfare
- Juvenile justice
- Community leaders



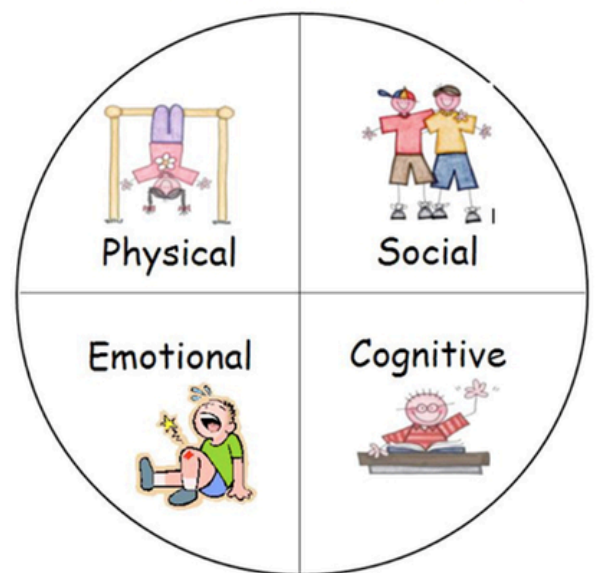
Introduction To PROGRAM PLANNING

Supporting the Whole Child

School-Based Mental Health Professionals, with their unique skills, assist and strengthen schools and districts by providing comprehensive support. Collaboration, consultation, and direct services are provided within a multi- tiered system of supports, which emphasizes evidence-based interventions, data-based problem-solving practices, student voice, and family resource connections.

School communities use tiered supports for educational and behavioral health outcomes for all students. The flexibility of this framework allows students to move fluidly within tiers of intervention as needed. This process is not linear nor on a timeline. Mental health is a critical component of MTSS.

Comprehensive school mental health systems rely on a robust foundational MTSS within the district and schools. A successful school based mental health program relies on collaboration between administrators, educators, school-based psychologists, social workers, school counselors, nurses, students, families, and community partners.



The National Center for Rural School Mental Health has put together an intervention hub and other resources for building out school mental health programming. Interventions can be filtered by tier. These resources are evidenced based. More information can be found by clicking on the link below.



IMPLEMENTATION PROCESS

Use the following criteria to select an evidence-based intervention or curriculum:

Does the curriculum or intervention appear in a national registry?

Check the What Works Clearing House, Best Evidence Encyclopedia, etc.

Does the curriculum or intervention include a review of scientifically published research that demonstrates replicated positive effects?

Is the curriculum or intervention evidence-based or evidence-informed? To determine this, check the evidence level determined by a national registry. Use the table below to select the most substantial evidence. Rule out any practice that does not fit evidence-based practice criteria.



Evidenced Based Program	Promising Program
<ul style="list-style-type: none"> • Shown to have a positive effect on student outcomes • The research design allows one to infer that the practice led to child or student improvement • Multiple high-quality studies have been conducted • Reviewed by a reputable organization (e.g., What Works Clearinghouse) 	<ul style="list-style-type: none"> • Shown to have positive effects on learner outcomes • The research design does not clearly demonstrate that the practice led to child or student improvement • Insufficient number of studies conducted to demonstrate its effectiveness

Introduction To Teaming

Sustainable Teaming within MTSS

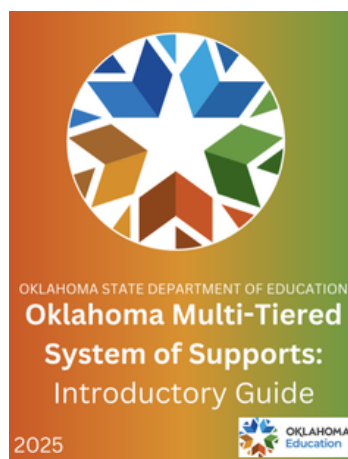
Sustainable teaming is a foundational component of effective Multi-Tiered System of Supports (MTSS) implementation. As defined in the Oklahoma State Department of Education OKMTSS Handbook, sustainable teaming “references a group of people working collaboratively to meet the needs of all students by building capacity and sustainability of practices. It is critical to have a team in place to support the alignment, knowledge, and implementation of MTSS.”

Establishing effective teams at both the district and site levels ensures alignment of vision, shared understanding, and coordinated implementation of MTSS. These teams provide the infrastructure necessary to support data-driven decision-making, continuous improvement, and equitable access to supports for all students.

The purpose of MTSS teams is to define and operationalize the processes, tools, and actions that guide implementation within the district or school context. Through a multidisciplinary approach, teams collaborate to analyze data, identify student needs, and match appropriate supports across tiers to improve outcomes at the system, site, and individual student levels.

MTSS Teams facilitate communication, collaboration, and mutual support among individual team members who might otherwise work in isolation. To best support the whole child, school multidisciplinary teams develop a vision and prioritize improvement efforts to ensure that the school mental health system meets the individual needs of all students and the larger school community. They work to maximize resources and to integrate mental health services to meet the needs of students and their families. The purpose of this team is to collaborate among professionals in the building to provide wraparound services, such as crisis response, threat assessment, and student referrals to outside services. Each person sees the student through a different lens and shares those insights with the team to make data-driven decisions about the student.

The OKMTSS Introductory Guide provides in-depth knowledge on building out your MTSS program.



Teaming

IMPLEMENTATION

District-Level MTSS Team (Example Composition)

District-level teams focus on systems, alignment, and infrastructure.

Recommended Members:

- District Administrator (Superintendent or Assistant Superintendent)
- Director of Student Services or Special Education
- School Psychologist(s)
- Counseling Coordinator or Lead Counselor
- MTSS Coordinator or Instructional Coach
- Data/Assessment Coordinator
- Behavior or Mental Health Specialist
- Representative Principal(s)



Primary Responsibilities:

- Establish district MTSS vision, goals, and expectations
- Develop policies, procedures, and implementation guidance
- Oversee data systems (screening, progress monitoring, outcomes)
- Allocate resources and staffing to support MTSS
- Provide professional learning and coaching structures
- Monitor fidelity and outcomes across schools

Site-Level MTSS Team (Example Composition)

Site-level teams focus on implementation and student-level problem-solving.

Recommended Members:

- Building Principal or Assistant Principal
- School Psychologist
- School Counselor
- General Education Teacher(s)
- Special Education Teacher
- Instructional Coach or Interventionist
- Behavior or Mental Health Support Staff (if available)



Primary Responsibilities:

- Implement MTSS processes with fidelity at the school level
- Review screening and progress monitoring data
- Identify students in need of Tier II and Tier III supports
- Develop and monitor intervention plans
- Coordinate academic, behavioral, and mental health supports.
- Schedule and hold regular meetings
- Create and use an evidence-based agenda
- Focus on making actionable decisions
- Follow up on the status of action items
- Provide clear self-referral information for students and families
- Promote direct contact with the school-based provider

Teaming ROLES

SCHOOL COUNSELORS

Teach school-wide school counseling classroom lessons based on the Student Standards. Facilitate small group counseling. Provide individual student support, academic planning, and goal setting. Provide short-term counseling for students. Make referrals for long-term support. Collaborate and consult with families, teachers, administrators, and the community. Advocate for students at student-focused meetings. Analyze data to identify student issues, needs, and challenges. Act as a systems change agent to improve access, achievement, and opportunities for all students. Serve on the school crisis team and help conduct suicide assessments. School counselors are prevention focused. They deliver life skills and wellness instruction and Tier 1 support to the whole school. They also work one-on-one and in small groups to provide Tier 2 psychoeducational groups to students. Recommended individual-to-provider ratio: 250 to 1.

SCHOOL SOCIAL WORKERS

Facilitate and link engagement between students, families, schools, and communities. Advocate for the promotion of equal access to services and support. Guide home and family situations to support student success. Provide a multi-tiered system of support in behavior and mental health services. Assist students with developing wellness and life skills. Assist in crisis intervention. Help students cope with family, grief, medical, substance use, and sexuality issues. Provide behavioral health assessments, assess school climate, and develop safety plans. Obtain and coordinate community resources and systems of care that provide external and wrap-around services for students and families. Provide training and communication policies and procedures for reporting child abuse and neglect. Recommended individual-to-provider ratio: 250 to 1.

SCHOOL PSYCHOLOGISTS

Utilize data-based decision making. Engage in consultation and collaboration. Facilitate implementation of a multi-tiered system of support to provide academic, behavioral, and mental health services and interventions. Develop school-wide practices to promote learning. Provide services to promote safe and supportive schools. Collaborate with family, school, and community. Ensure accessible opportunities for all student populations. Research and conduct program evaluations of evidence-based practices. Support district- and school-wide crisis preparedness, response, and recovery. Conduct psychological and academic assessments. Recommended individual-to-provider ratio: 500 to 1.

RECREATIONAL THERAPISTS

Teach and develop skills through the APIED (Assessment, Planning, Implementing Interventions, Evaluating treatment, and Documentation) process. Through structured recreational activities, assist students in mastering and generalizing skills related to school and the community. Provide expertise in leisure, recreation, inclusion, and goal-oriented activities, and plan for student transitions. Help close gaps and ensure the education and life success of students with disabilities. Consider that each provider will be serving students with intensive needs and could have caseloads of up to approximately 50 students actively receiving services at any one time. These professionals function primarily at Tier 2 and Tier 3.

LICENSED MENTAL HEALTH PROFESSIONALS

Conduct individual psychotherapeutic interventions. Conduct small group psychotherapy interventions. Help develop and implement universal support for Tier 1, as well as streamlined support for Tier 2 and Tier 3. Provide professional development centered around prevention, mental health, and wellness. Collaborate with students, teachers, parents, administrators, and community members to enhance student mental health support. Consider that each provider will be serving students with intensive needs and could have caseloads of up to approximately 50 students actively receiving services at any one time. These professionals function primarily at Tier 2 and Tier 3.

Introduction To

UNIVERSAL SCREENING

School mental health screening is defined as the use of a systematic tool or process to identify the strengths and needs of all students.

The purpose of screening (NCSMH, 2019):

- Enhances a Multi-tiered System of Supports, informing prevention and early intervention strategies
- Evaluates the effectiveness of a universal practices
- Provides information for decisions about necessary services within each tier
- Identifies personal strengths and wellness, in addition to recognizing risk factors and emotional distress
- Identifies students requiring monitoring or intervention (such as targeted assistance for emerging adjustment issues or intensive support for chronic behavioral challenges)
- Improves access to mental health supports

Screening and Early Identification: Identification is not Diagnosis

A universal screener is not a diagnostic tool. Both universal screening (applied to all students in a school) and targeted screening (implemented for students with identified needs) are essential. This involves the careful selection of screening tools, the establishment of an implementation process, the provision of a referral process, and assessment of capacity to address identified needs. In this process, active engagement of families and students is crucial, and there should be a structured approach for notifying and obtaining active consent from parents/guardians.

Engaging Families in Establishing a Screening Process:

When schools prioritize the behavioral health of students and incorporate screening into their multi-tiered system of supports, it is crucial to include families and students in the early planning stages. Obtaining informed consent is required before screening or identifying students that may benefit from mental health services.

Parents hold primary responsibility for their child's health and well-being, serve as strong advocates within the community, and can support programs of this nature effectively. Similar to decisions about physical health, parents/guardians are the ultimate decision-makers regarding their child's care for any identified mental health concerns as they possess valuable insights into their child's typical emotions and behavior. Educating parents/guardians in the screening process before seeking consent is an advantageous approach (SAMHSA, 2017). More information on universal screeners can be found in the resources section.

Introduction To DATA-DRIVEN DECISION MAKING

Analyze the results of your universal screener to identify any possible issues and to provide the team with baseline data.

Category	Definition	Solution Strategies and Guiding Questions
Prevent	Strategies are designed to maximize structure and increase engagement, thereby preventing problematic behaviors from occurring.	<p>Active Supervision Increase the amount of active supervision in specific locations by having more personnel present who are moving, scanning, and interacting with the students.</p> <p>Clear Routines and Procedures Ensure procedures are explicitly taught practices and consistently implemented so students know the routines.</p> <p>Transition Warnings Warn students of a transition at least one minute in advance and provide a clear indication of the transition.</p> <p>Activity Choice Incorporate choices across and within activities.</p> <p>Instructional Match If behaviors are linked to deficits in academic performance, modify the student's work to ensure it matches the class instructional level.</p>
Teach	Strategies are designed to formally and informally teach appropriate behaviors, as well as improve the quality of instruction in academic skills.	<p>Corrective Feedback Provide corrective feedback by demonstrating the appropriate behavior and then having the student practice.</p> <p>Extinction Remove the reinforcement that is maintaining the problem behavior.</p> <p>Safety Use safety precautions if behavior is harmful and ensure that staff are trained in de-escalation techniques.</p>
Reinforce	Strategies are designed to acknowledge when students exhibit socially appropriate behavior, thereby increasing the likelihood of these behaviors occurring again.	<p>Ensure that students receive recognition for engaging in appropriate behaviors immediately after exhibiting the behavior, using behavior-specific praise.</p> <p>Conduct a reinforcement preference assessment to ensure the reinforcement is strong enough for behavior change.</p>
Respond	Strategies are designed to effectively respond to problematic behaviors, thereby decreasing the likelihood that they will recur.	<p>Corrective Feedback Provide corrective feedback by demonstrating the appropriate behavior and then having the student practice.</p> <p>Extinction Remove the reinforcement that is maintaining the problem behavior.</p> <p>Safety Use safety precautions if behavior is harmful and ensure that staff are trained in de-escalation techniques.</p>

Ongoing Continuous Quality Improvement

The School Health Assessment and Performance Evaluation (SHAPE) tool is accessible for evaluating mental health programs and sustainability efforts within schools. These complementary services enable schools to develop a plan, assess program effectiveness, and receive ongoing district support.

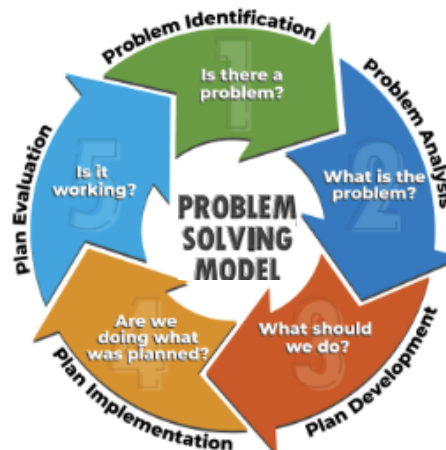
To use the SHAPE system, schools can create a district account, which grants access to the necessary tools and instruments for assessing program efficacy.

The SHAPE system offers the following capabilities:

- Mapping school mental health services and supports.
- Assessing system quality based on national performance standards. Receiving customized reports, along with strategic
- planning guidance and resources. Exploring additional SHAPE features, including the Screening and Assessment Library and
- Trauma-Responsive Schools Assessment and Resources. Collaborating with schools and districts in the region through district and state/territory dashboards, reviewing OPNA and
- other district data.

Implement the Problem-solving Model and improvement cycles.

- Plan
- Do
- Study
- Act



COMMUNITY COLLABORATION

Partnering with Mental Health Agency Providers

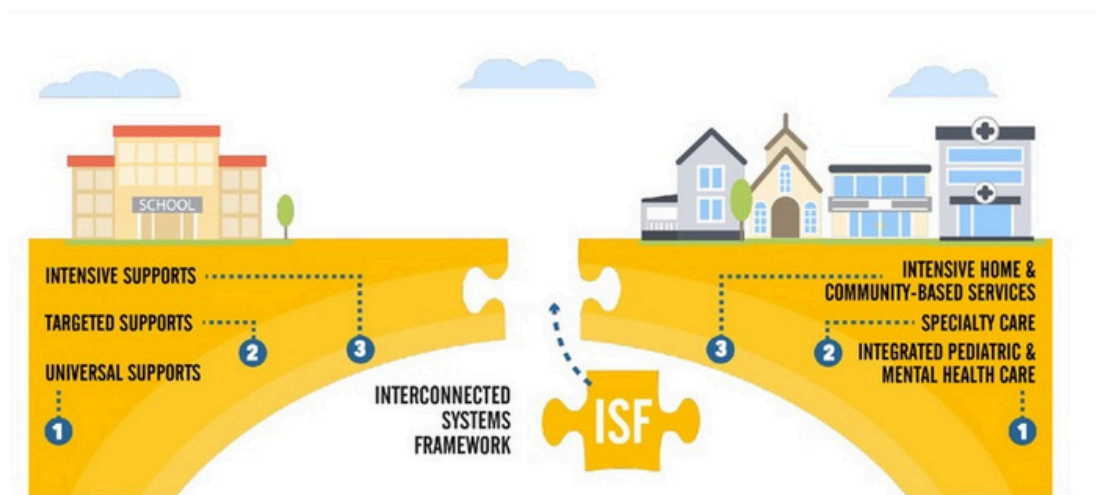
House Bill 4106 requires schools to have a Memorandum of Understanding (MOU) with a Certified Community Behavioral Health Center. Schools may have additional MOU's with any additional mental health agency Provider they deem fit to fill in gaps in the provision of services. This section provides guidance on partnering with mental health providers.

It takes a village to meet the needs of all our students. Partnerships and fostering those relationships in creative ways is essential to student wellness and mental health.

Suggestions Prior to Annual Approval

- Secure a Memorandum of Understanding for each partnering agency.
- Require the partnering agency to submit a state and national background check completed for each staff member who wishes to come into district building/buildings.
- Require the agency to submit updated staff credentials. Licenses and certifications are updated each year. This requirement allows your district to ensure the credentials of the professionals in your buildings are up to date.
- Require the agency and each staff member to sign a release of liability statement. LEA's may require a liability form for each agency partner staff member and a separate form from the agency as an entity if they wish.
- Require the agency to provide a picture badge for each staff member who wishes to come into district building/buildings.
- Keep a record of sign in/out sheets for agency partners. This will also help your district track data about when and by whom students are being seen for services.

The Oklahoma Department of Mental Health and Substance Abuse Services has a school based mental health division and has many resources your district may be able to access. More information can be found by clicking the image below.



COMMUNITY COLLABORATION

School-Based Case Management and Wrap-Around Services

The Interconnected Systems Framework (ISF) expands upon MTSS by integrating School Mental Health programs with community services. A comprehensive school-based mental health framework utilizes prevention and intervention within MTSS. The Interconnected Systems Framework ensures that mental health is integrated into all aspects of the learning environment, connecting schools and communities.

The Purpose of Wraparound Case Management:

Wraparound services actively involve students and families in intervention services and ensures a comprehensive approach. The aim is to identify and connect pertinent services both within and outside the school environment. Wraparound case management is a collaborative, family-driven process that involves a team comprising professionals and existing supports. These services utilize a strengths and needs approach to increase family engagement and link the student and family to needed supports and services beyond the school environment.

Case Management Objectives:

- Ensure the student's active participation in recommended services and prevent dropout.
- Advocate for the needs of both students and families, emphasizing student-centered planning.
- Overcome obstacles to active engagement and foster motivation.
- Identify needed referrals, such as necessary services and treatment needs. Establish connections to essential services, both within the school and in the community.
- Monitor student and family crisis prevention and intervention, such as providing resources to keep utilities from being shut off or for food banks, etc.
- Monitor student progress and access referred services.
- Promote involvement in other community-based support groups and services.

As obstacles to services or intervention goals emerge, the MDT devises alternative and creative strategies to attain desired outcomes.



Community Coalitions

- These coalitions function as an extended multidisciplinary team for the community.
- These consist of local members from child/family serving agencies, ministerial alliances, CCBHC's, and providers who come together to provide resource mapping, crisis stabilization planning for the community, and provide technical assistance on community systems.
- These coalitions help schools reach out to each other in times of crisis.
- These coalitions are a valuable resource for schools to help multiple local districts and the community with professional development, resource allocation, and crisis stabilization plans for school or community-wide crises.
- Districts could benefit from designating a staff member to attend.

More information on your community coalition can be found by clicking the image below.



Introducing RESOURCES



Funding: Options to braid funding through multiple funding streams and partnerships.

Funding Source	What are funds allowed to be spent on?
LEA local budget	Local/state funds for IDEA services cannot supplement or supplant federal funds.
Title 1 funds	The purpose of this program is to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Assists students (or all students in SWP schools) at risk of failing to meet challenging academic state standards; the cause of risk may be MH issues, as may services/supports provided. These funds cannot be used for IEP services for individual students.
Title 2 funds	Professional Development (PD) for school staff that will lead to improved instruction and student outcomes; may include PD in addressing MH.
Title 3 funds	Supports/services for English Learner (EL) students to enable them to attain English proficiency and meet state academic standards; may include MH supports specific to these students.
Title 4 funds	The purpose is to improve students' academic achievement by increasing the capacity of States, SU/SDs, schools, and local communities to: provide all students with a well-rounded education; improve school conditions for student learning; and improve the use of technology. MH fits squarely within the second purpose. Like Title I, can't be used to provide IEP services to individual students.
Title 5 funds	Program for the highest need rural schools. Can be used for any of the purposes of the other titles.
IDEA-B 611 and 619 (Federal)	Administrative and IDEA Part B funds may be used only to pay the excess costs of activities that directly relate to providing and ensuring the continuity of special education and related services to children with disabilities.
Medicaid Claiming	To claim Medicaid reimbursement for mental health and behavioral health services, a school district must be enrolled as a Medicaid provider. Medicaid funding for School-based Spec Ed services for Medicaid-enrolled students (requires parent sign-off). Medicaid is a federal program and cannot be used to leverage other federal funding. Reimbursement funds are not for IEP/Medicaid services; they are used for other activities (nursing, behavior services, PBIS wellness) for any student to access.
McKinney-Vento	Funds can support on-site mental health providers, mobile services to reach rural students, virtual options to remove barriers to access, and training staff to understand the potential impact of trauma experienced by homeless students.

Guidance Steps

Step 1- Needs Assessment, Resource Mapping, and Gap Analysis

What services do we have, and what do we need?

[The SHAPE System](#)

[SHAPE System Explanation Video for Schools](#)

[The Mental Health Planning and Evaluation Template \(MHPET\)](#)

[SHAPE Needs Assessment and Resource Mapping Resource](#)

[Rural School Mental Health Resource Hub](#)

[School Mental Health Quality Assessment](#)

[Center on PBIS | Resource: TIPS Fidelity Checklist Tiered Services Template](#)

Step 2-Build Our Team Mental Health Intervention Team

[Team Roster](#)

[Meeting Agenda](#)

Step 3-Screening, Follow Up, And Referral

[EIS Manual](#)

[SRSSS-IE](#)

[Universal Screener Information Referral Form](#)

Step 4-Progress Monitoring and Data-Driven Decision Rules

[AIR Progress Monitoring Guidance](#)

Step 5-Continuous Program Improvement

[Problem-Solving Model](#)

[Fishbone Diagram](#)

[Oklahoma Prevention Needs Assessment](#)

[Youth Behavior Risk Survey \(Under Child and Adolescent Health\)](#)

Step 6-Build Your Interconnected Systems Framework-Partnerships

[Sample MOU](#)

[Model Crisis Protocol](#)

[Community Coalition Observation Form](#)

Step 7- Build Your Formalized Processes: Policy, Privacy, and Compliance

[HIPAA Fact Sheet](#)

[HIPAA Covered Entity Decision Tool](#)

Step 8-Sustainability

[How to Apply to Become an NHSC Site](#)

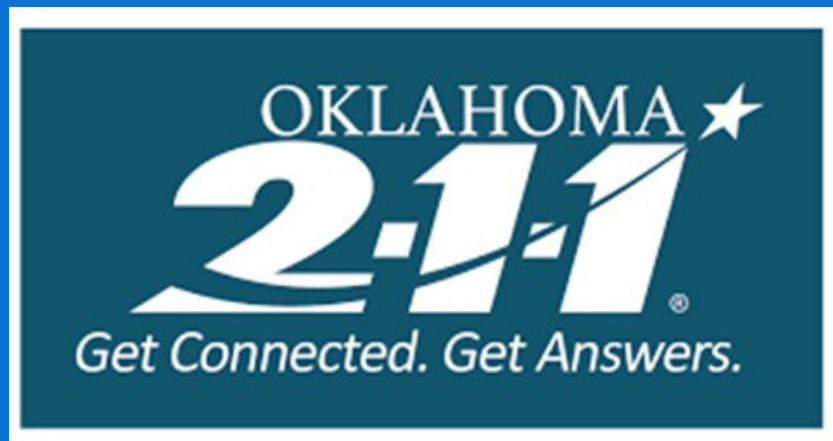
[NHSC Site Requirements](#)

[NHSC Site Agreement](#)

[Medicaid Manual](#)

988

MENTAL
HEALTH
LIFELINE



CONTACT US

Office of School Based Mental Health
www.sde.ok.gov/school-based-mental-health
405-522-0031



OKLAHOMA