

Children's Behavioral Health Task Force

Overview of K-12 Public Education Systems and Services

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- Overview of NDDPI's Strategic Plan
- Umbrella of behavioral health & safe and healthy behavior themes
- Title IV Funding for behavioral health activities/programs
- Snap shot: students/schools, homeless data, Youth Risk Behavior Survey, student engagement dashboard
- System Structure
- School based Mental Health
- State Initiatives
- Special Education: IEP's
- Counts of Students on IEPs by Disability Category
- Special Education State Initiatives
- Challenges



PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- **Increase students who enter kindergarten prepared to learn**
- **Increase students who demonstrate reading proficiency in 3rd grade**
- **Increase students who meet expected learning gains each year**
- **Increase students who engage in learning**
- **Increase students who graduate choice ready**
- **Reduce the disparity in achievement for students in poverty and for Native American students**

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

Support for safe and healthy behaviors

Career exploration

Quality education professionals

Quality instruction for personalized learning



DRAFT

PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

Support for safe and healthy behaviors

Strategic Initiatives

- 1a. Facilitate partner collaboration to initiate a cultural change within the student body and educational community
- 1b. Create a framework and provide resources for all students to succeed academically and behaviorally
- 1c. Collaborate with stakeholders to ensure full implementation of policies in the area of safe & healthy behavior

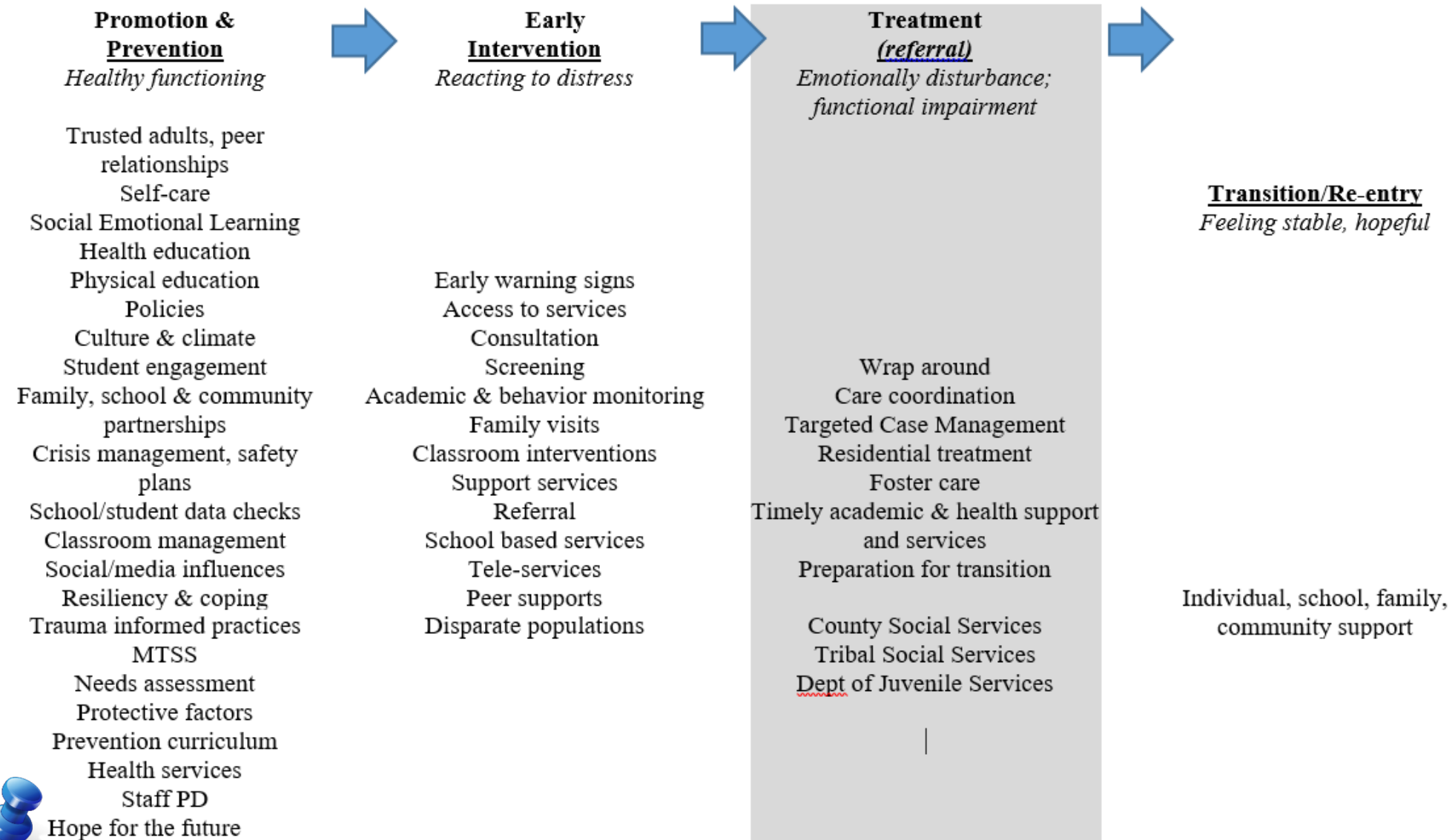


Behavioral health is an 'umbrella' term that covers the range of mental and emotional well-being – from coping with day-to-day life challenges, to the treatment of depression or personality disorder, as well as substance abuse and risk behaviors. Behavioral health is used to describe the connection between behaviors and the health and well-being of the body, mind, and spirit, such as eating habits, drinking, or exercising, that immediately or over time impact our ability to cope. It can also include broader areas such as family factors, relationships, and social situations. Behavioral health looks at how behaviors impact someone's health — physical and mental.

The terms behavioral health and mental health are often used interchangeably. Some behavioral health topics and issues do not fall into the category of mental health; on the other hand, people who have mental health issues can benefit from behavioral health principles; sometimes, changes in individual, family or even community behaviors and thinking patterns can help people better cope with their mental health.

As a term, behavioral health includes not only ways of promoting well-being but also preventing well-being which emphasizes inclusion. The term behavioral health is less stigmatized than mental health; as behavior can change, the term portrays a hopeful concept. On the contrary, the behavioral health term places onus on the individual to change rather than external, environmental factors (i.e., poverty, abuse) that influence an individual's well-being. Relatedly, behavioral health is the overall condition of your behavior; mental health is the overall function of the mind.

As illustrated below, the behavioral health continuum is broad and depends upon many variables, individual characteristics and situations; and includes the range from awareness, education/information, acceptance and understanding, to treatment and recovery. The lists, while incomplete, offer themes that should be in place within schools for optimal promotion/prevention, early intervention, treatment and reentry and recovery.



Title IV Funds- Allowable Activities

Safe & Healthy Students

- School-based mental health services- school counselor,
- Drug and violence prevention activities that are evidence-based
- Integrating health and safety practices into school or athletic programs
- Nutritional education and physical education activities
- Bullying and harassment prevention
- Activities that improve instructional practices for developing relationship-building skills
- Prevention of teen and dating violence, stalking, domestic abuse, and sexual violence and harassment
- Establishing or improving school dropout and reentry programs
- Training school personnel in effective practices related to the above.

Educational Technology

- Building technological capacity and infrastructure
- Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses through the use of technology
- Carrying out blended learning activities (must include ongoing professional development for teachers)
- Providing professional development on the use of technology to enable teachers to increase student achievement in STEAM areas
- Providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences
- Providing educators, school leaders, and administrators with the professional learning tools, devices, content and resources to:
 - Personalize learning
 - Discover, adapt, and share relevant high-quality educational resources
 - Use technology effectively in the classroom
- Implement and support school and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning

Well Rounded Opportunities

- STEAM programs
- Music and art programs
- Foreign language offerings
- The opportunity to earn credits from institutions of higher learning
- Reimbursing low-income students to cover the costs of accelerated learning examination fees
- Environmental education
- Programs and activities that promote volunteerism and community involvement

A Snapshot of Schools

NORTH DAKOTA EDUCATIONAL DIRECTORY 2017-2018

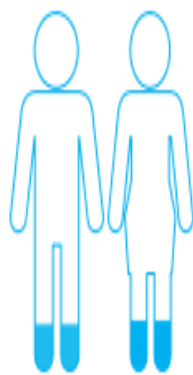
| | Public Districts | | | | | Non-public | State Institutions | Bureau of Indian Ed | Special Ed Units | Career & Tech Centers | Total All Local Education Agencies |
|--|------------------|-------------|-------------|-------|---------------|------------|--------------------|---------------------|------------------|-----------------------|------------------------------------|
| | Total Public | High School | Graded Elem | Rural | Non-operating | | | | | | |
| Number of Local Education Agencies | 178 | 147 | 24 | 5 | 2 | 45 | 4 | 5 | 32 | 12 | 276 |
| Total Number of Schools | 373 | 341 | 27 | 5 | 0 | 56 | 4 | 6 | 0 | 0 | 439 |
| Special Ed Program Site | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Elementary (Pk-8) | 174 | 150 | 24 | 0 | 0 | 38 | 1 | 5 | 0 | 0 | 218 |
| Middle/Jr High | 25 | 24 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 26 |
| Secondary (9-12) | 35 | 35 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 38 |
| Elementary, Middle/Jr, Secondary Combination | 129 | 129 | 0 | 0 | 0 | 13 | 2 | 0 | 0 | 0 | 144 |
| One-room/One-teacher | 10 | 3 | 2 | 5 | 0 | 2 | 0 | 0 | 0 | 0 | 12 |
| Total Enrollment (Pk-12) | 111,719 | 109,725 | 1,942 | 52 | 0 | 7,344 | 38 | 1,578 | 0 | 0 | 120,679 |

A Snapshot of Homeless Youth

North Dakota State Homeless Data

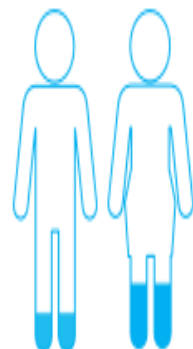
| School Year | Number of Students Identified as in Transition | Sheltered | Doubled Up | Hotel/Motel | Unsheltered | Unaccompanied |
|-------------|--|-----------|------------|-------------|-------------|---------------|
| 2012-2013 | 2,122 | 239 | 975 | 189 | 719 | |
| 2013-2014 | 2,395 | 236 | 1,096 | 256 | 807 | 171 |
| 2014-2015 | 2,715 | 196 | 1,397 | 246 | 876 | 150 |
| 2015-2016 | 2,230 | 151 | 1,440 | 151 | 371 | 193 |
| 2016-2017 | 2,166 | 228 | 1,186 | 107 | 179 | 223 |
| 2017-2018 | | | | | | |
| 2018-2019 | | | | | | |
| 2019-2020 | | | | | | |

A Snapshot Of YRBS



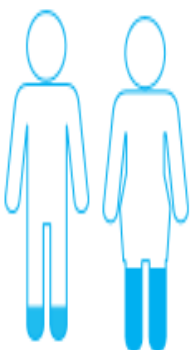
13% 14%

14% of the students reported that they attempted suicide in the past 12 months.



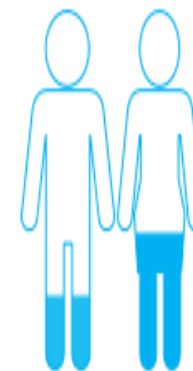
11% 19%

15% of students made a plan on how to attempt suicide.



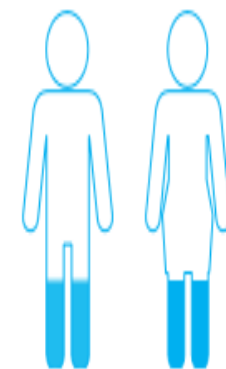
10% 24%

17% of students who seriously considered attempting suicide.



20% 38%

29% Students who felt sad or hopeless almost every day for more than two weeks.



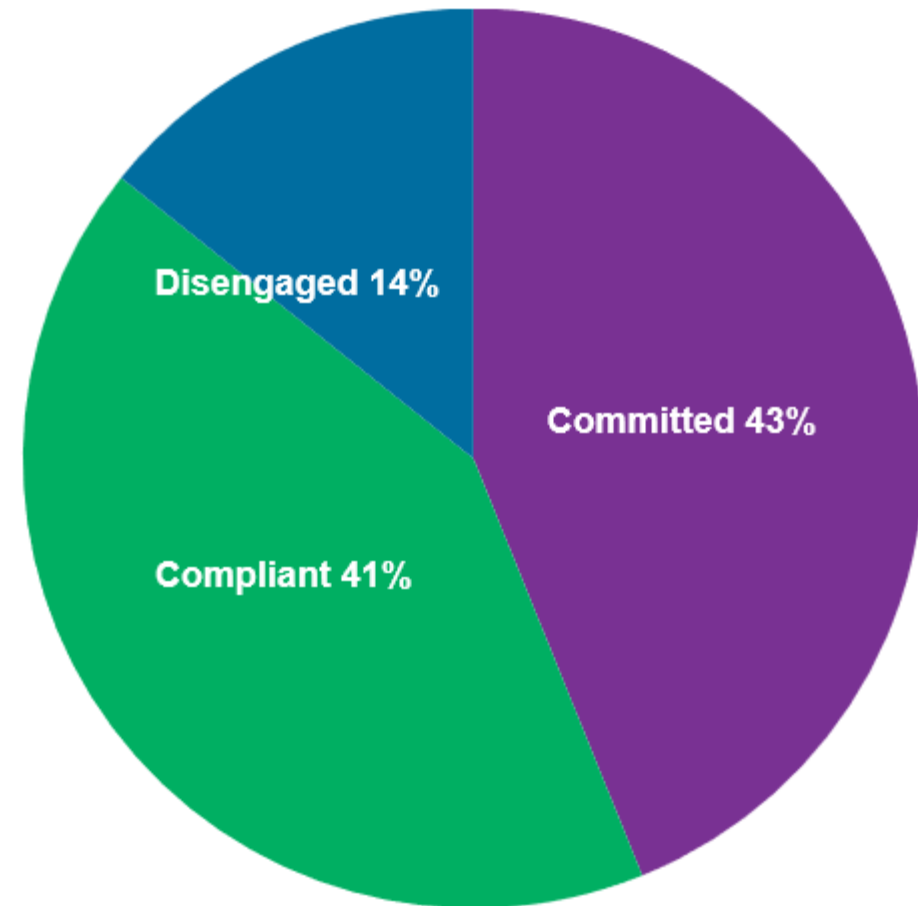
24% 25%

Students who would most likely talk with their parent or other adult family member about their feelings (among students who report having felt sad, empty, hopeless, angry, or anxious)

A Snapshot Of Student Engagement Dashboard

Student Engagement

Student Engagement Survey Results for 2016-2017



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School Foundation

Communities and schools work together to create, grow, and deliver practices that create and sustain safe and effective learning environments.

- **Policies;** bullying, harassment, attendance, activities, health,
- **School Community partnerships;** Social Service, School Resource Officers, School Nurses/County Health, Police Youth Bureau,
- **Positive School Climate and Culture Practices**
- **General screening;** homelessness, free and reduced lunch, medical
- **Professional Development**
- **Engagement, Communication, and Outreach to Families**
- **Dropout Prevention program**
- **Structures and models for service delivery-** PLC, NDMTSS, Daily Five

TIER 1
Universal

85%-90%

Social and emotional supports for all students. Includes core programs and strategies provided to all students to promote successful student outcomes.

- **Universal expectations that are measurable, identified, taught, and reinforced (matrix)**
- **Core social skills curriculum**
- **Prevention is systematically taught;** Suicide awareness, violence prevention, general health education, drug and alcohol , conflict resolution, self-awareness,
- **Instructional practices that support social emotional learning;** project based, service learning,
- **Screeners (SRSS), ODR's, checklists, rating scales, gifted/talented**
- **School Counseling curriculum**
- **Identified counseling referral process**

TIER 2
Select

15%-10%

Social and emotional supports for students who are identified at risk. Interventions and strategies based on the student's needs. Increased access to behavioral supports.

- **Progress monitoring**
- **Peer Mentoring**
- **Adult Mentoring**
- **Individual Behavior Plans**
- **Check In-Check –Out**
- **Short term individual counseling**
- **Group Counseling**
- **Skill based targeted prevention**
- **Selected Screeners; BASC, ACTORS, FBA's**
- **These children have social/emotional challenges, behavioral symptoms and/or mental health needs that may not be severe enough to meet diagnostic criteria or eligibility for special education services or maybe in process.**

TIER 3
Targeted

1% -5%

Social and emotional supports for students who are identified at risk. Interventions and strategies based on the student's needs and are more intensive.

- **Case Management with individualized instruction in targeted behaviors**
- **Prevent, Teach Reinforce Model**
- **FBA's**
- **ABC observations**
- **Emergency/crisis treatment**
- **Probation/incarceration**
- **Hospitalization**

School based mental health providers; school counselors, school social workers, school psychologists, school resource officers, and school nurses.

Bismarck Public Schools Multi-Tiered System of Supports (MTSS) - a framework for the School Improvement Process

Vision: All students' academic, social, emotional, and behavioral needs are supported holistically to be choice-ready for college, career, and community (within a positive, safe, and productive learning environment). We accomplish this through a continuum of services, an integrated framework of high quality instruction, data-driven decision-making, collaboration, and shared leadership.

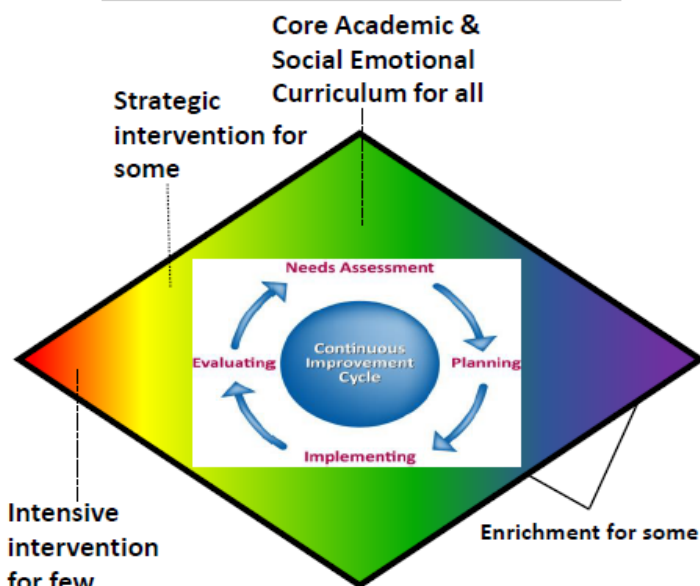
NDMTSS 6 Key Components

Assessments, Data-Driven Decision Making, Multi-Tiered Instruction, Infrastructure and Support, Fidelity and Evaluation, and School, Family & Community Partnerships

Defining MTSS

- Multi-Tiered System of Supports (MTSS) is an umbrella term that encompasses Response to Intervention (RTI), positive behavioral interventions and supports (PBIS) and other tiered frameworks.
- MTSS integrates assessment and intervention within a school-wide, multi-tiered prevention system to maximize student achievement and reduce behavior problems.
- With MTSS, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity based on a student's responsiveness.

Continuous Improvement Cycle



Multi-Level Tiered Instruction System

Tier One- Core Instruction

- Focus:** All students
- Instruction:** District curriculum and instructional practices that are evidence-based; **Standards-Based Education (SBE)**; incorporate differentiated instruction.
- Examples: Project Based Learning (PBL)**, instructional strategies (e.g. AVID), Resilience Breakthrough, Second Step, SW-PBIS
- Assessments:** Screening, continuous progress monitoring, outcome measures, and SBE linked Formative Assessments

Tier Two – Intervention/Enrichment

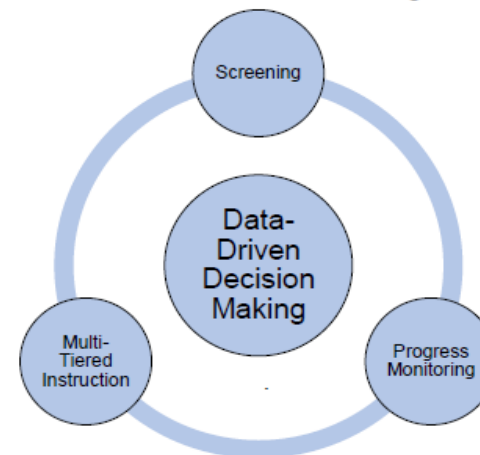
- Focus:** Students identified through screening as at risk for poor academic or behavior outcomes
- Instruction:** Targeted, supplemental instruction delivered to small groups
- Examples:** Why Try, Reading Strategies class, Math Strategies class, Reading Services, Check-in/Check-out, behavior skills groups
- Assessments:** Progress monitoring, diagnostic

Tier Three – Intensive Intervention/Enrichment

- Focus:** Students who have not responded to Tier 1 and 2 instruction or who present with very low achievement
- Instruction:** Intensive intervention adapted to address individual student needs through the systematic use of assessment data, validated interventions, and research-based instruction or behavior support strategies
- Examples:** Replacement programs, Data-based individualization, Why Try, Dual Credit, as well as leadership opportunities
- Assessments:** Functional Behavior Assessment (FBA), Positive Behavior Reinforce (PTR)

Data-Driven Decision Making

- Data analysis occurs at all levels of MTSS implementation (e.g., district, school, grade level) as well as all tiers of instruction.
- Establish routines and procedures for sharing data and making decisions.
- Use explicit decision rules and tools (e.g. proficiency scales and/or rubrics) to assess student progress
- Data are used to compare adequacy of core curriculum and the effectiveness of different instructional and behavioral strategies.



Screening

- Purpose:** Identify students who are at risk of poor learning outcomes
- Focus:** All students
- Tools:** MAP, AIMSweb, Aspire, SBE Triggers, Early Warning System (EWS)
- Timeframe:** Administered three times per year (e.g. fall, winter, spring)
- Formative Assessments, Proficiency Scales**

Progress Monitoring

- Purpose:** Monitor student's response to instruction in all tiers to estimate rates of improvement, identify students not demonstrating adequate progress, and compare efficacy of different forms of instruction
- Focus:** Students identified through screening as at risk for poor learning outcomes
- Tools:** Formative Assessments, Curriculum Based Measures (AIMSweb), Mastery Measures
- Timeframe:** Students are assessed at regular intervals

Professional Learning Communities

MTSS is our continuous improvement process. **Professional Learning Communities (PLCs)** drive the work of MTSS implementation at the building, team, and individual student level, by asking the following questions:

1. What do we expect students to learn?
2. How are students going to learn it?
3. How will we know when they have learned it?
4. How will we respond when they don't learn?
5. How will we respond when they already know it?

Behavior

Academic

Tier 3

- Behavior assessment and individual behavior plan
- Collaboration with:
 - Your child's physician or mental health professional
 - Classroom Teacher
 - Additional Staff
 - You
- Intensive* behavior/social support

Tier 3

- More specific academic plan (intensive* intervention*) to meet your child's need(s)
- Tier 2 academic support plus additional help :
 - Classroom Teacher
 - Additional Staff
 - You

FEW

Tier 2

- Specific social skills instruction or simple behavior plans to meet your child's need(s)
- Increased behavior support from:
 - Classroom Teacher
 - Additional Staff
 - You

Tier 2

- Specific academic plan (targeted* intervention*) to meet your child's need(s)
- More academic help, more often with:
 - Classroom Teacher
 - Additional Staff
 - You

SOME

Tier 1

- All students receive instruction on school-wide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective instruction and supervision in all areas

Tier 1

- All students receive Core Curriculum Instruction*
 - Some students may need different grade-level instruction
- Your child works with the classroom teacher and you

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School Counselors

State Requirements for Licensure: valid teaching license and a Master's Degree in School Counseling from a state approved program or have a Master's degree in a related field and the following additional coursework from an approved school counseling program:

- Elementary school counseling,
- Secondary school counseling,
- Counseling program management,
- Counseling theories,
- Assessment techniques
- Supervised school counseling internship consisting of a minimum of 450 contact hours of which at least 150 contact hours are at both the elementary and secondary level
- Assessment techniques
- Group counseling
- Career counseling and assessment
- Social and multicultural counseling
- Ethics and law
- Counseling techniques

TIER 1
Universal

85%-90%

Social and emotional supports for all students. Includes core programs and strategies provided to all students to promote successful student outcomes.

- Guide schools in developing universal expectations that are measurable, identified, taught, and reinforced (matrix)
- core behavior curriculum
- Teach or coordinate prevention that is systematically taught; Suicide awareness, violence prevention, general health education, drug and alcohol, conflict resolution, self-awareness,
- Instructional practices that support social emotional learning; project based, service learning,
- Screeners (SRSS), ODR's, checklists, rating scales,
- Identified counseling referral process
- Parent communication/relationship

TIER 2
Select

15%-10%

Social and emotional supports for students who are identified at risk. Interventions and strategies based on the student's needs. Increased access to behavioral supports.

- Progress monitoring
- Structure, train and supervise
 - Peer Mentoring
 - Adult Mentoring
 - Individual Behavior Plans
 - Check In-Check -Out
- Conduct Short term individual counseling
- Conduct Group Counseling
- Conduct Skill based targeted prevention
- Prevent Teach, Reinforce
- Complete, score, interpret selected Screeners; BASC, ACTORS, FBA's
- 504 Coordinator
- Foster parent communication/relationship

TIER 3
Targeted

1% -5%

Social and emotional supports for students who are identified at risk. Interventions and strategies based on the student's needs and are more intensive.

- Case Management with individualized instruction in targeted behaviors
- Prevent, Teach Reinforce Model
- FBA's
- Participate in ABC observations
- Emergency/crisis treatment
- Probation/incarceration
- Hospitalization Liaison

Provide a comprehensive school counseling program addressing education, prevention and intervention activities which serve as a foundation for future success. Counselors help identify barriers that limit a student from receiving full benefit from their educational experience. They also respond to referrals from school administration, parents, teachers, the Student Support Team, the Special Education Committee and others by providing direct services and by assisting families in accessing appropriate community resources.

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School Social Workers

Provide comprehensive school social work services to parents, students and school staff, addressing barriers that limit a student from receiving full benefit from their educational experience. Respond to referrals from school administration, parents, teachers, the Student Support Team, the Special Education Committee and others by providing direct services and by assisting families in accessing appropriate community resources.

TIER 1
Universal

85%-90%

Social and emotional supports for all students. Includes core programs and strategies provided to all students to promote successful student outcomes.

- Universal expectations that are measurable, identified, taught, and reinforced (matrix)
- Arrange for Prevention activities systematically taught; Suicide awareness, violence prevention, general health education, drug and alcohol, conflict resolution, self-awareness
- Meeting with parents/students for outside referrals (intake)
- Liaison with other community agencies
- Serve on student support teams

TIER 2
Select

15%-10%

Social and emotional supports for students who are identified at risk. Interventions and strategies based on the student's needs. Increased access to behavioral supports.

- Home visits
- Progress monitoring
- Peer Mentoring
- Adult Mentoring
- Individual Behavior Plans
- Check In-Check –Out
- Short term individual counseling
- Group Counseling
- Skill based targeted prevention
- Prevent Teach, Reinforce
- Selected Screeners; BASC, ACTORS, FBA's

TIER 3
Targeted

1% -5%

Social and emotional supports for students who are identified at risk. Interventions and strategies based on the student's needs and are more intensive.

- Service provider In IEP's to work with students for individualized instruction in targeted behaviors
- Prevent, Teach Reinforce Model
- Conduct FBA's
- Conduct ABC observations
- Refer and support families in emergency/crisis treatment
- Support court interventions Probation/incarceration

State Licensing Requirements: none

School Psychologists

School psychologists have specialized training in both psychology and education. They use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy and supportive environment. School psychologists understand school systems, effective teaching and successful learning. Today's children face more challenges than ever before. School psychologists can provide solutions for tomorrow's problems through thoughtful and positive actions today.

Consultation

give healthy and effective alternatives to teachers, parents, and administrators about problems in learning and behavior help others understand child development and how it affects learning and behavior strengthen working relationships between educators, parents and community services

Assessment — use a wide variety of techniques at an individual, group, and systems level to evaluate: academic skills

learning aptitudes

personality and emotional development

social skills

learning environments and school climate

eligibility for special education

Intervention

work face-to-face with children and families help solve conflicts and problems in learning and adjustment provide psychological counseling for children and families

provide social skills training, behavior management, and other strategies help families and schools deal with crises, such as separation and loss

Prevention

identify potential learning difficulties design programs for children at risk of failure provide parents and teachers with the skills to cope with disruptive behavior help

foster tolerance, understanding, and appreciation of diversity in the school community develop school-wide initiatives to make schools safer and more effective

Education

develop programs on topics such as: teaching and learning strategies

classroom management techniques

working with students who have disabilities or unusual talents

substance abuse

crisis management

Research and Planning

evaluate the effectiveness of academic programs, behavior management systems, and other services generate new knowledge about learning and behavior

contribute to planning and evaluating school-wide reform and restructuring

Health Care Provision

collaborate with school and community-based personnel to provide a comprehensive model of school-linked health services work with children and families to

provide integrated community services focusing on psychosocial wellness and health-related issues developing partnerships with parents and teachers to create

healthy school environments.

School Resource Officers

Their goal is to provide safe learning environments in our nation's schools, provide valuable resources to school staff, foster a positive relationship with our nation's youth, and develop strategies to resolve problems affecting our youth with the objective of protecting every child so they can reach their fullest potential.

- Enforcing criminal and traffic laws at school campuses and neighborhoods
- Conducting classroom and community presentations on a variety of police subjects
- Building police-to-student rapport through informal, non-enforcement contacts and activities
- Acting as an informal youth counselor for many problems students encounter
- Using police experience and training to improve school safety and security
- Attending after-school events and activities, such as dances and sporting events
- Serving as a school liaison for residents in campus neighborhoods, addressing safety and crime concerns
- Acting as a law enforcement liaison with the schools, assisting with communication, crime prevention and criminal investigations on issues that may happen outside normal school hours

School Nurses

A school nurse provides many benefits, including helping to increase attendance, enhance academic growth, improve school climate and support the **establishment of lifelong health behaviors**. A school nurse is vital to ensuring students are healthy, safe, and ready to learn.

1. Promote and protect the optimal health status of school age children.
2. Attend to day-to-day illness or injury.
3. Participate in health education and physical education curriculum development.
4. Develop and assess staff worksite wellness programs.
5. Provide parent trainings on health-related topics.
6. Initiate referral to parents, school personnel or community health resources for diagnosis, treatment and follow through.
7. Plan and implement school health management protocols.



Supports for Safe and Healthy Behaviors

Strategic Initiatives

- 1a. Facilitate partner collaboration to initiate a cultural change within the student body and educational community
- 1b. Create a framework and provide resources for all students to succeed academically and behaviorally
- 1c. Collaborate with stakeholders to ensure full implementation of policies in the area of safe & healthy behavior

Tele Health- physical and behavioral

Trauma Sensitive Schools

Social Emotional Learning

Health Education Standards

Community Schools

Student Engagement

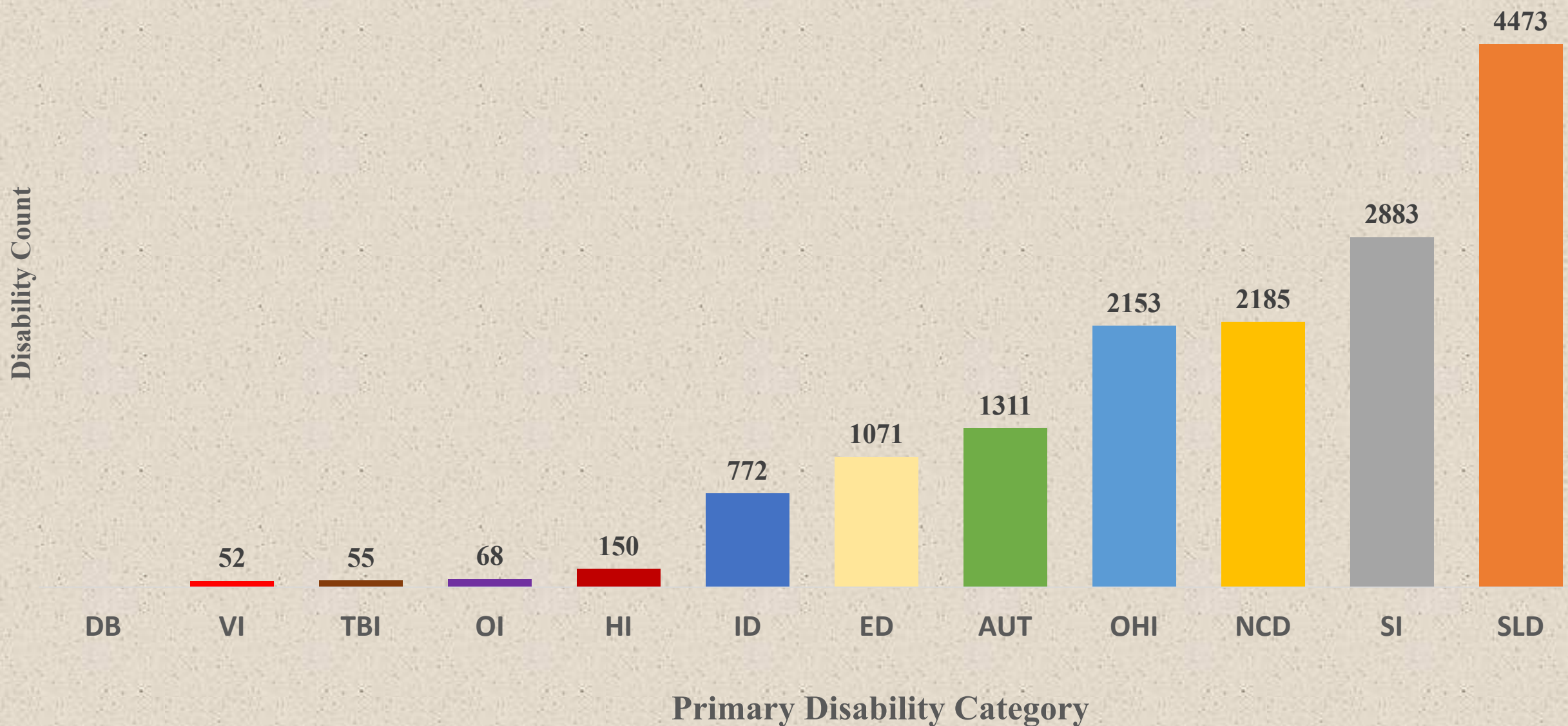
School Safety

Bullying

Counts of students on IEPs by Disability Category (Overtime)

| Primary Disability Count (ages 3-21) | Dec. 2013 | Dec. 2014 | Dec. 2015 | Dec. 2016 | Dec. 2017 |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Autism | 837 | 942 | 1030 | 1174 | 1311 |
| Deaf/Blindness | N/A | N/A | N/A | N/A | N/A |
| Emotional Disturbance | 853 | 861 | 882 | 913 | 1071 |
| Hearing Impairment | 147 | 148 | 137 | 144 | 150 |
| Intellectual Disability | 780 | 766 | 741 | 756 | 772 |
| Non-Categorical Delay (age 3-9) | 1641 | 1712 | 1930 | 1977 | 2185 |
| Other Health Impairment | 1796 | 1883 | 1913 | 2018 | 2153 |
| Orthopedic Impairment | 93 | 84 | 77 | 74 | 68 |
| Speech Impairment | 2979 | 2923 | 2930 | 2934 | 2883 |
| Specific Learning Disability | 4158 | 4256 | 4248 | 4335 | 4473 |
| Traumatic Brain Injury | 58 | 52 | 53 | 51 | 55 |
| Visual Impairment | 53 | 45 | 44 | 50 | 52 |
| Total | 13398 | 13675 | 13988 | 14429 | 15175 |

Counts of Students on IEPs by Disability Category as of Dec. 1, 2017.



State Initiatives: Special Education Highlights

- STATE SYSTEMIC IMPROVEMENT PLAN: Improve graduation outcomes for students with emotional disturbance
- PROFESSIONAL DEVELOPMENT: Multi-Tiered System of Supports, Prevent-Teach-Reinforce, Positive Behavioral Supports, Self-Regulation & Executive Function, Youth Exposed to Polysubstances
- CROSS SYSTEM COLLABORATION: focusing on increased access to behavioral health in schools and reducing out of state placements for youth needing residential treatment

Challenges

- Universal definition and understanding of all behavioral health encompasses
- Health standards requirements – 1 credit of PE or ½ credit health/ ½ credit PE
- Availability of home and community based services statewide; especially in rural areas
- Coordination of services across systems: individual and family
- Significant increase in students with complex and intense behavioral health issues
- Influx of Population with significant unmet needs, including transient issues
- Early identification and intervention efforts statewide
- Projected increase in kindergarten population
 - enrollment of 2000 new students each of the next five years.