

Comprehensive School Mental Health Systems Virtual Meeting

Wednesday, November 15, 2023

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




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



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

Agenda

- 
- › Welcome
 - › Overview of Comprehensive School Mental Health Systems
 - › Massachusetts Panel
 - › Questions, Conclusion, and Adjournment

Overview of Comprehensive School Mental Health Systems

National Center for School Mental Health (NCSMH)

- Established in 1995 with funding from the U.S. Department of Health & Human Services (HHS), Health Resources and Services Administration.
- The **NCSMH mission** is to strengthen policies and programs in school mental health to improve learning and promote success for America's youth.



UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE



Visit the NCSMH website at
www.schoolmentalhealth.org

Youth Mental Health Crisis

According to the most recent Youth Behavior Risk Survey...

- Youth experienced high and worsening levels of persistent sadness or hopelessness across all racial and ethnic groups.
 - Reported suicide attempts increased among Black youth and White youth.
- Nearly 3 in 5 teen girls experienced persistent feelings of sadness or hopelessness in 2021—double the rate among boys and the highest level reported in a decade.
- LGBTQ+ youth were substantially more likely to have experienced all forms of violence and had worse mental health outcomes than their heterosexual peers.

Why Mental Health Treatment in Schools?

***Schools provide more mental health treatment services for youth than any other system (e.g., outpatient settings, primary care, inpatient, child welfare, and juvenile justice).
(Duong et al., 2020)***

Why Mental Health Treatment in Schools?



Better academic outcomes

Access to care

Early identification and intervention

Positive school climate and safety

Youth, family, educator and peer engagement

A continuum of services

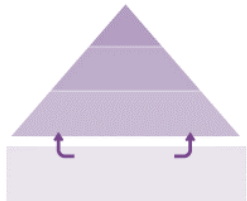
Better psychosocial outcomes

Core Features of Comprehensive School Mental Health Systems

1  Well-Trained Educators and Specialized Instructional Support Personnel

2  Family-School-Community Collaboration and Teaming

3  Needs Assessment and Resource Mapping

4  Multi-Tiered System of Support

5  Mental Health Screening

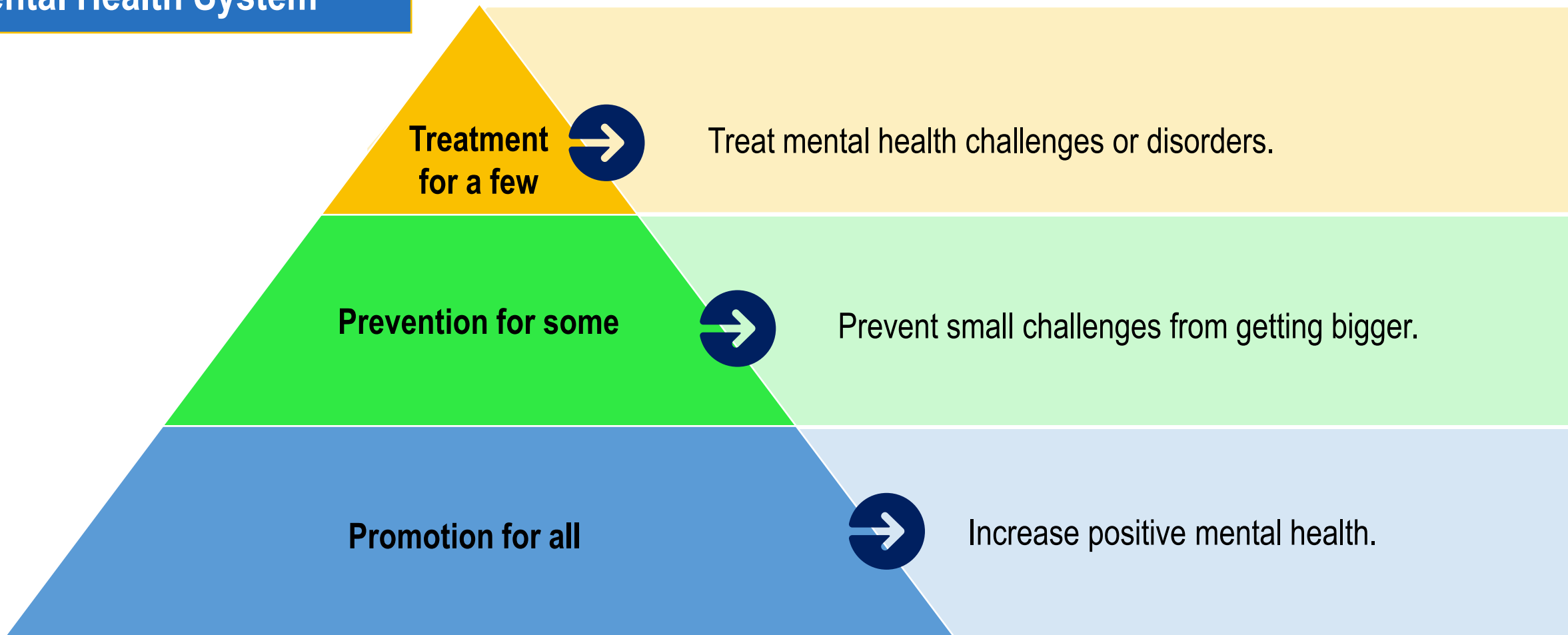
6  Evidence-Based and Emerging Best Practices

7  Data

8  Funding

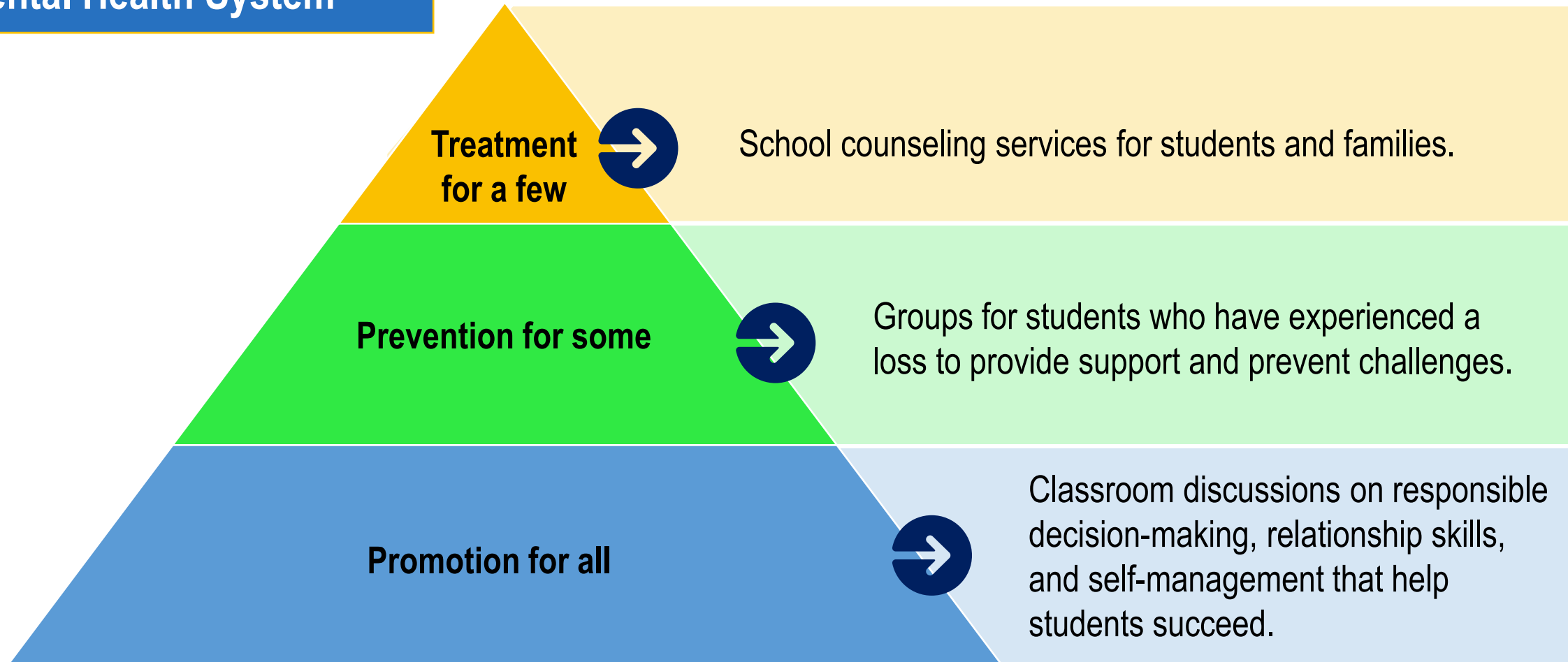
Multi-Tiered System of Support

Comprehensive School Mental Health System

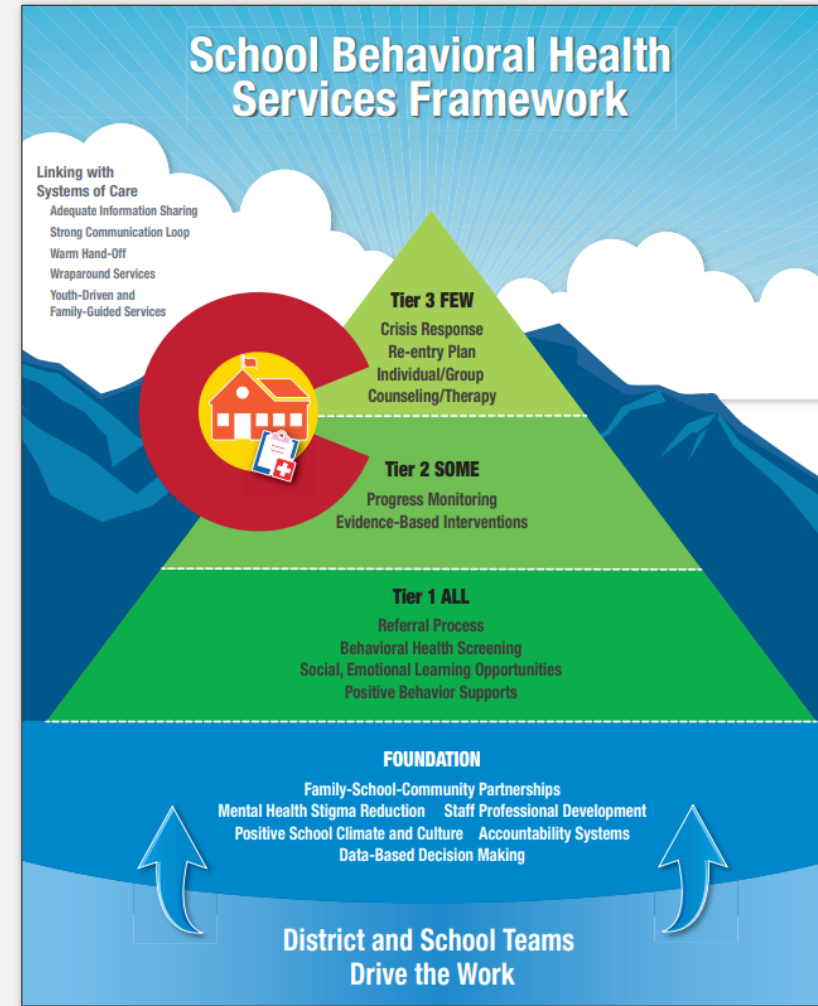


Multi-Tiered System of Support

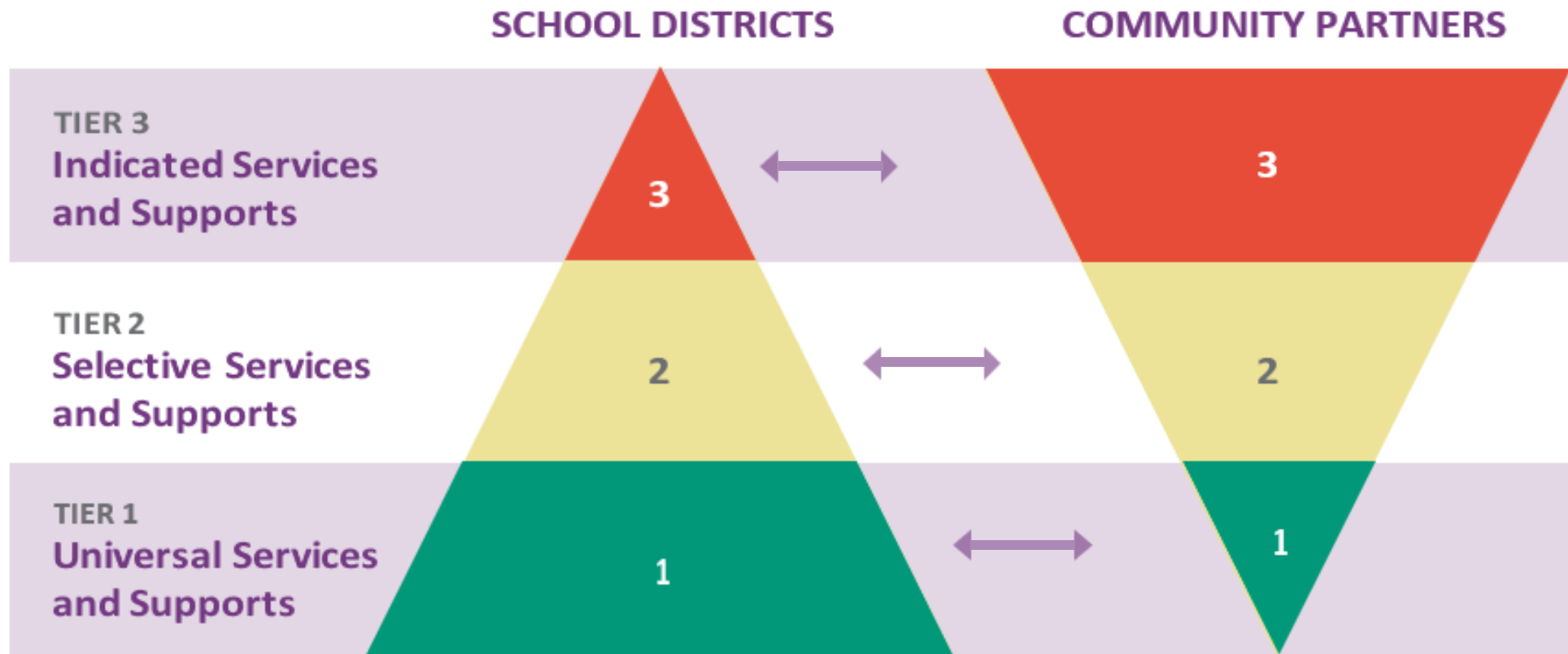
Comprehensive School Mental Health System



Comprehensive School Mental Health System Framework



Role of Community Partners



School-Community Partnerships to Support School Mental Health

School



Specialized instructional support personnel

- School psychologists, school social workers, school counselors, school nurses, and other school health professionals

Clinical social workers, psychologists, or counselors

Educators/administrators

- Principals, deans, attendance officers, teachers



Community



Licensed mental health professional

- Clinical social worker, psychologist, or counselor

Primary Care Provider

- Pediatrician, nurse practitioner, or physician assistant

Parental Consent and Support for School-Based Mental Health Services

- Variability by State in minor consent laws for adolescents (<https://publications.aap.org/pediatrics/article/149/6/e2021053458/187003/State-by-State-Variability-in-Adolescent-Privacy?autologincheck=redirected>).
- Process for parental consent can vary by local education agency/community provider organization.
- Best practice to include caregivers in youth mental health treatment in most cases.

Consent Definition (American Medical Association)

- Consent exists when communication between a patient and provider results in the patient's agreement to undergo a specific medical service.
- Once a minor has consented to treatment, the provider can only share the related mental health records with parents or guardians when the provider has a written authorization from the minor.

Key Resources

The SHAPE System

www.theSHAPEsystem.com



The screenshot shows the homepage of the SHAPE system. At the top left is the logo 'SHAPE' with a house icon over the 'A', followed by the text 'School Health Assessment and Performance Evaluation System'. To the right are navigation links for 'Home', 'About Us', and a green 'Take a Tour' button. The main content area features a large blue diagonal graphic on the left and a photograph of three women in a meeting on the right. The text 'What is SHAPE?' is prominently displayed, with 'SHAPE?' in a yellow box. Below this is a description: 'Your FREE, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.' A green 'Learn More' button is positioned at the bottom left of the main content area. White arrow icons are visible on the left and right sides of the main content area, indicating a carousel or scrollable content.

SHAPE School Health Assessment and Performance Evaluation System

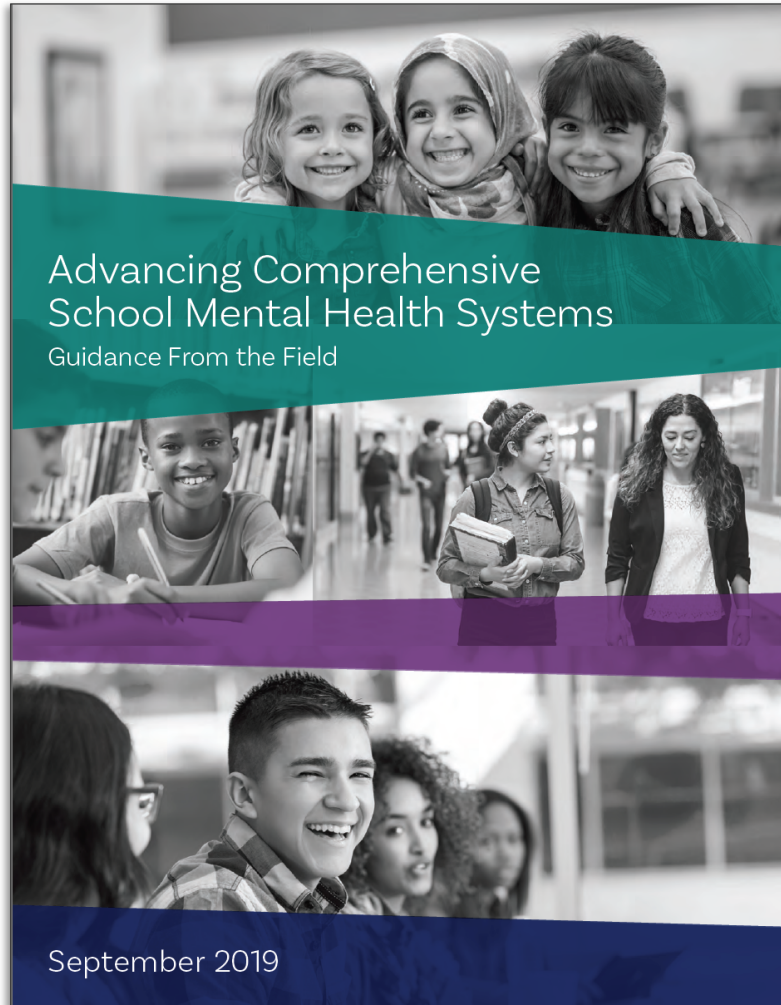
Home About Us [Take a Tour](#)

What is **SHAPE?**

Your **FREE**, interactive tool designed to improve school, district, and state mental health accountability, excellence, and sustainability.

[Learn More](#)

Advancing Comprehensive School Mental Health Systems

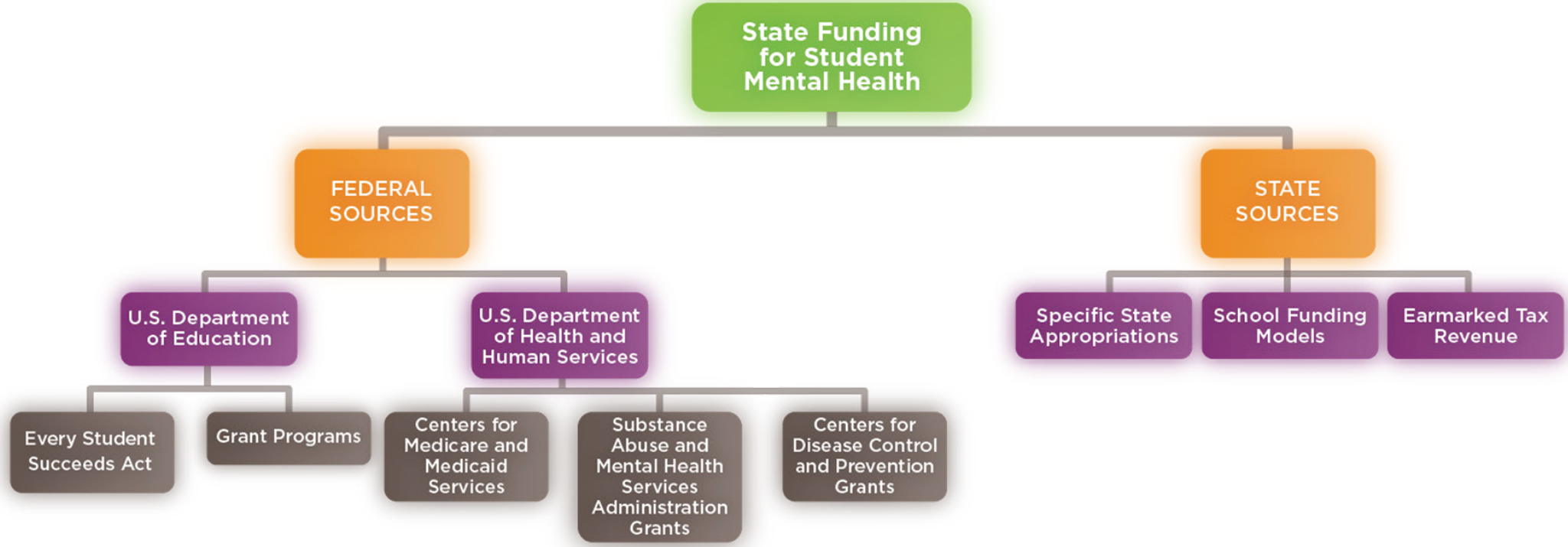


Guidance From the Field

- Why Address Mental Health in Schools
- A Public Health Approach to School Mental Health
- The Value of School Mental health
- Core Features of a Comprehensive School Mental Health System
- Opportunities, Challenges, and Recommended Strategies
- Local Spotlights
- State Spotlights
- Moving Forward

www.schoolmentalhealth.org/AdvancingCSMHS

Advancing Comprehensive School Mental Health Systems



State Funding for Student Mental Health

<https://www.ecs.org/wp-content/uploads/State-Funding-for-Student-Mental-Health.pdf>

Hopeful Futures Campaign




AMERICA'S SCHOOL MENTAL HEALTH REPORT CARD
February 2022



AT A GLANCE: STATE SCHOOL MENTAL HEALTH POLICIES			
 School Mental Health Professionals	 School-Family-Community Partnerships	 Teacher and Staff Training	 Funding Supports
 Well-Being Checks	 Healthy School Climate	 Skills for Life Success	 Mental Health Education





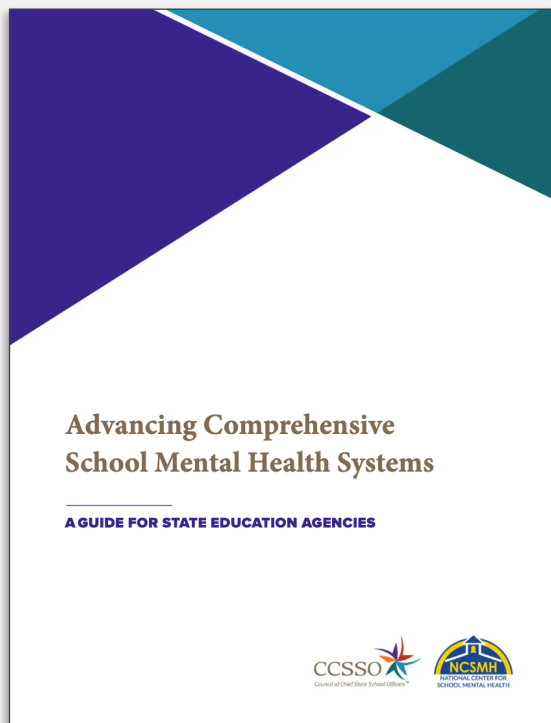
Funding Supports

State policies support funding of school mental health services for all Medicaid-eligible students.

Policies that fall in this area:

- State Medicaid program covers school-based mental health services for all Medicaid-eligible students
- State Medicaid program covers school-based mental health services via telehealth for all Medicaid-eligible students
- Note: Coverage of students who have Individualized Education Plans (IEPs) or other special education plans is insufficient to meet criteria

Guidance for State Education Agencies



STATE EDUCATION LEADERS CAN TAKE THE LEAD IN ESTABLISHING CSMHS BY TAKING FIVE KEY STEPS:



Establish a statewide strategy and framework that focuses on supporting students' academic development and student and staff wellbeing and connection, including mental health.



Form strong, diverse partnerships to develop and implement the strategy.



Take an asset-based approach that focuses on strengths and values diversity in race, culture, language, ability and thought.



Align efforts with existing efforts and COVID recovery.



Prioritize capacity-building at the local level to advance CSMHS.

Panel Discussion

Today's Panelists



John Crocker

Director of School Mental Health
& Behavioral Health Services,
Methuen Public Schools (MPS)



Margot Tracy

Manager, MassHealth School-Based
Medicaid Program

Challenges to School-Based Medicaid Claiming in MA

- **Licensure barriers:** Historically, only a fraction of the available school-based mental health staff have been recognized as having the requisite licensure to engage in Medicaid claiming for schools.
- **The “wrong pocket problem”:** Funding secured through Medicaid claiming is not automatically allocated to the schools responsible for securing the funding; instead, the municipality receives the funding and has discretion over disbursement.
- **Documentation of services and collection of data:** Clinical documentation and progress monitoring remain areas of growth for many districts.
- **Administrative oversight and support:** Nearly 70 percent of school districts in MA do not employ an administrator with counseling experience to provide clinical supervision and leadership regarding mental health/social–emotional learning initiatives (MASMHC, 2022).

Methuen Public Schools: A Case Study in the Potential of School-Based Medicaid

- **Existing documentation requirements:** MPS already requires all school-based mental health staff (school counselors, adjustment counselors, school social workers, and school psychologists) to provide evidence-based therapeutic care to students in group and individual formats and to engage in psychosocial progress monitoring to gauge student growth.
- **Untapped claiming:** Approximately 1,250 students are unclaimed annually for Medicaid reimbursement despite meeting the documentation and data requirements.

Methuen Public Schools: A Case Study in the Potential of School-Based Medicaid

- **Opportunity to leverage municipal partnerships:** Districts that have not received any disbursement for Medicaid claimed funding have an opportunity to leverage an agreement with their municipality. Districts can promise greater attention to and investment in Medicaid claiming in exchange for a portion of the funding received by the municipality. Even half of the funding constitutes an investment worth leveraging.
- **Clinical supervision and leadership:** MPS has already invested in the clinical supervision and leadership requisite to oversee the functioning of a Medicaid claiming process and ensure that the appropriate services, documentation, and procedures are conducted to realize the potential of Medicaid claiming.

Legislative Advocacy to Access Medicaid Claiming

[MA Senate Bill S.2473](#) has received a hearing, underwent committee review, and has been redrafted for further review. This bill would:

- Support school mental health staff in pursuing **dual licensure**, which would unlock the opportunity to engage in school-based Medicaid claiming;
- Allow **supervision hours to be conducted in a school** setting, further enhancing the pipeline of school-based staff who could engage in Medicaid claiming; and
- Increase **access to services** for out-of-school services regionally.

Positioning Well to Engage in School-Based Medicaid Claiming: Recommendations for Readiness

- 1 Invest in best practices for clinical documentation for all students receiving school-based mental health services**, including measurement-based care practices (e.g., psychosocial progress monitoring) to ensure that capacity is built for the documentation requirements for Medicaid claiming.
- 2 Invest in the development of evidence-based therapeutic programming** that will align with the requirements for the types of services allowable under Medicaid claiming.
- 3 Invest in clinical supervision and leadership** to support the oversight and sustainability of Medicaid claiming processes.
- 4 Build awareness with stakeholders** relative to the funding lost by not investing in Medicaid claiming and what services and supports could be gained through an investment in these processes.

Our **a-ha!** moment...

**Medical
Documentation
Requirement**

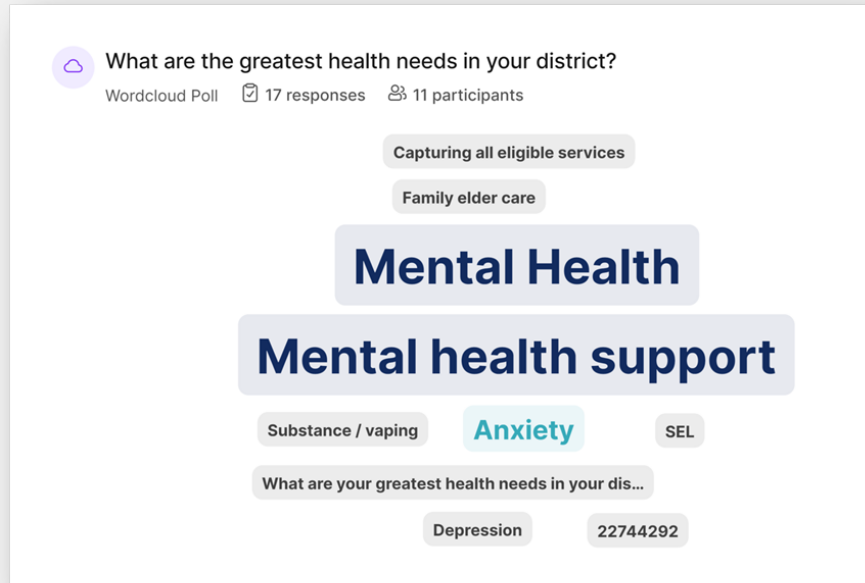


**Standard
of Practice**



Engaging School District Leadership

Leadership



Participants will be able to:

1. Describe (at a high level) how MassHealth School Based Medicaid Program (SBMP) reimbursement works
2. Explain why Medicaid matters to schools
3. Assess their district's infrastructures to support school health services and Medicaid reimbursement*
4. Identify gaps & opportunities to increase Medicaid revenue that could help address student health needs*

Staff from the School Based Claiming Center will be available **Thursday, 11/9 from 7:00-2:30 for 1:1 consultations.**
Sign up here:



**We will give you tools to help you do this*

Why does Medicaid Matter to Schools?

Everyday school-based health staff provide important **direct health care (physical and behavioral) services** every day to students enrolled in Medicaid.



They also engage in **indirect services (i.e., Medicaid administrative activities)** that support the Medicaid program and provision of direct services.

In other words, much of staff time is spent on activities **eligible for Medicaid reimbursement.**



Your leadership and support are critical to accessing this funding.

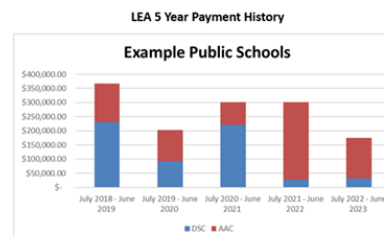


For SBMP participating districts, this reimbursement is **stable, federal funding** that can support health staffing, programming and infrastructure that **benefit all your students, regardless of their Medicaid status.**



Educating and Motivating School Leaders

Individual SBMP District Profiles



FY22 Snapshot

Covered Services	RMTS Participants	Claiming IEP?	Claiming Non-IEP?
ABA Therapy	3	Yes	No
Audiology		No	No
Behavioral Health	11	Yes	No
Nursing	15	Yes	No
Nutrition		No	No
Occupational Therapy	10	Yes	No
Personal Care	6	Yes	No
Physical Therapy	3	No	No
Speech Therapy	12	Yes	Yes
Admin Only	18		
Claiming OOO?	Yes		

	Total Students	Total Medicaid	MER
Medicaid Eligibility	5210	1860	35.7%

SBMP can help your district meet student health needs.....

But first you need to where you are.



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District Health Needs and Infrastructure Assessment

District Health Needs and Infrastructure Assessment

Use this tool to assess your current infrastructures (i.e., staffing, policies, tech, etc.) to support school health services and your district's reimbursement through the **MassHealth School Based Medicaid Program Medicaid (SBMP)**. Alignment between these can facilitate increased access to Medicaid funding, which in turn can help your district build capacity to meet student health needs. Adapt this tool to fit your district.

Student needs

What are the greatest student health needs in your district?

Record any available data that can help deepen your understanding of the physical and mental health needs of your students.

For example:

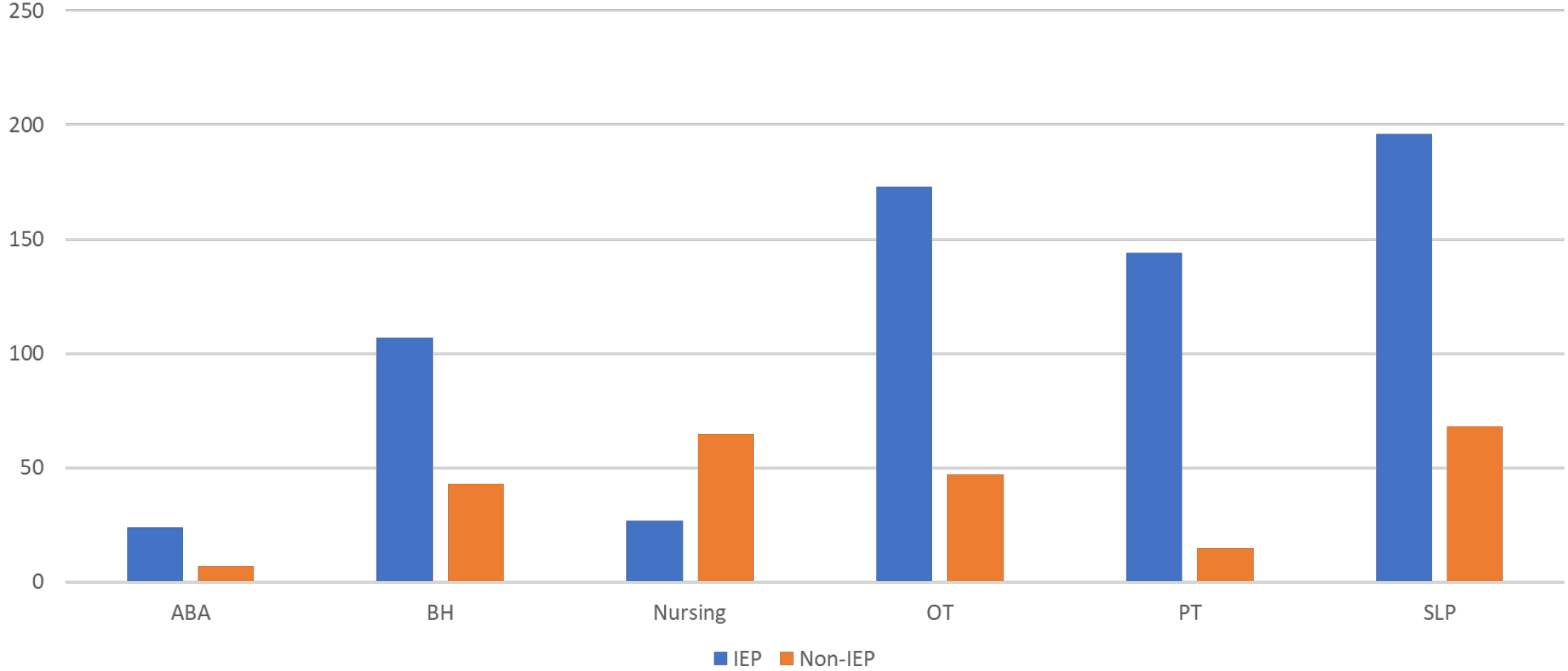
What percentage of students have health services included in their IEP?	
What percentage of students require health services outside of an IEP?	
What are the most common physical and mental health conditions in the district?	
What conditions require the most time for staff to manage?	
What conditions cause the most missed class time each year based on the longest amount of absence?	

- ✓ Start with your district's greatest health needs
- ✓ Take stock of your school health infrastructure
- ✓ Take stock of your infrastructure to support Medicaid reimbursement
- ✓ How could Medicaid funding help you address your students' needs?



Fiscal Year 2023 In-District Services – Individualized Education Program (IEP) & Non-IEP

FY23 Count of LEAs Participating by Service Type



Questions for the Panelists



How has your State been successful in billing/receiving reimbursement for services and supports within comprehensive school mental health systems?



What are opportunities in your State to leverage Medicaid to expand comprehensive school mental health systems?



Questions?

Email: SchoolBasedServices@cms.hhs.gov