

Secondary School Mental Health Team (SMHT)

School Mental Health Team (SMHT) = School Counselors, School Clinical Support (Social Workers), School Psychologists, Administrators, and others as needed (including contracted mental health providers)



JORDAN
Student
Services

The purpose of this team is to:

- Support the immediate and ongoing academic, social, and mental health needs of all students through a collaborative team-centered Restorative MTSS approach.
- Ensure that all students have access to available mental health supports by providing ongoing academic, social, and mental health support to students at school even when outside services or referrals are being provided.
- Collaborate using problem-solving and case-management to increase accountability and decrease liability through frequent (at least weekly) meetings that ensure:
 - Concerns are documented, recommendations are made, and ongoing follow-up occurs regarding students discussed.
 - FERPA guidelines and ethical standards of confidentiality are maintained.
 - A culture of “our kids” is created and meetings are a safe place to discuss student needs.
 - Students who have expressed or been referred for crisis intervention (i.e., suicidal ideation, violence risk, Non-Suicidal Self-Injury (NSSI), bullying, trauma, etc.) are staffed with the team.

A SMHTeam meets and collaborates at least weekly to:

<p>Intervene to meet the needs of students</p> <p>Including (but not limited to): Individual & group counseling, academic counseling & interventions (i.e., credit recovery, mentoring, etc.), recommendations for other services/accommodations, Functional Behavior Assessments (FBA) & Behavior Intervention Plans (BIP), Restorative Practices (i.e., restorative circles, etc.), Tiered social and emotional learning, check-in check-out, Case management, etc.</p>	<p>Identify risks and ongoing school-based supports</p> <p>Including (but not limited to): Attendance issues, academic decline/failure, suicide ideation, bullying, substance use, violence & threats, safety, credit deficiency, self-harm, behavior, homelessness, SafeUT, etc.</p>	<p>Plan school-wide prevention programming</p> <p>Including (but not limited to): Social and Emotional Learning (SEL), prevention training and programs including (bullying, suicide, etc.), restorative practices & culture, providing and supporting interventions</p>
<p>Supports restorative transition of students returning to school</p> <p>Including (but not limited to): Suspensions, day and residential treatment programs, home and hospital, etc.</p>	<p>Communicate with and provide consultation to others including school personnel, parents, and outside providers</p>	<p>Train and support other educators in meeting student’s mental health needs</p> <p>Including (but not limited to): QPR, classroom interventions, etc.</p>



School Mental Health Team

School Counselors, School Psychologists, School Clinical Support [Social Workers]

What They All Do

- Support student academic, behavioral, social, and mental health needs
- Provide individual and group counseling services
- Provide, coordinate, and participate in crisis intervention(s) including (but not limited to): intervening with any individual at risk of suicide, postvention with critical incidents (i.e. student or teacher death), etc.
- Plan school-wide prevention programming (bullying, suicide, etc.) including training for faculty/staff/parents/students
- Identify risks and ongoing school-based supports including individual suicide risk assessments, school-wide needs assessments, etc.
- Intervene to meet the needs of students across Tiers (i.e. check-in, check-out)
- Support restorative transition of students returning to school, (e.g., suspensions, day and residential treatment programs, etc.)
- Provide consultation to teachers, staff, students, and parents in meeting student mental health needs including (but not limited to): SEL competencies, restorative practices, interventions, behavioral issues, and classroom management.
- Collaborate with feeder systems to provide supportive transitions for at-risk, diverse, and special education students
- Make recommendations & referrals for other services and accommodations (i.e., JFEC, MHAP, MCOT)
- Participate in and support Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), 504s, & IEPs
- Other duties and services as determined by school needs

School Counselors Also

- Provide additional mental health services at school by addressing mental health issues for all students of assigned alphabetical caseload
- Conduct yearly Preparing for College and Career Meetings to provide 4-year academic planning and support
- Coordinate SEL curriculum implementation based on Curriculum Delivery Survey results
- Identify gaps for access, attainment and achievement to implement goals and interventions
- Educate and inform about college applications, scholarships, and financial aid
- Meet Student Learning Outcomes for individually assigned caseload every year

School Psychologists Also

- Provide additional mental health services at school for general education and special education students
- Provide additional evidence-based, clinical mental health and psychological assessments and recommendations
- 504 and Special Education eligibility assistance
- Write social/emotional/behavioral PLAAFP's and goals for IEP's
- Write psychological reports and interpret results of evaluations for parents and staff
- Required to provide service at the Jordan Family Education Center—either facilitating a parent or youth class, providing short-term child-centered family counseling, or conducting clinical intake assessments

School Clinical Support (Social Workers) Also

- Provide additional mental health services at school or in-home for students with extensive, ongoing, or severe mental health needs
- Provide additional evidence-based, clinical mental health assessments and recommendations for students and families
- Establish expertise of community resources and maintain relationships with community mental health providers
- Facilitate Mental Health Access Program referrals and ensure follow up
- Provide referrals and/or recommendations to a higher level of care (i.e. KIDS or AIMS)
- Provide additional transition planning and support for students coming out of a higher level of care (inpatient mental health, etc.)