

Comprehensive Counseling, Mental and Behavioral Health Report






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Phase Progress Identified from last year's goals.

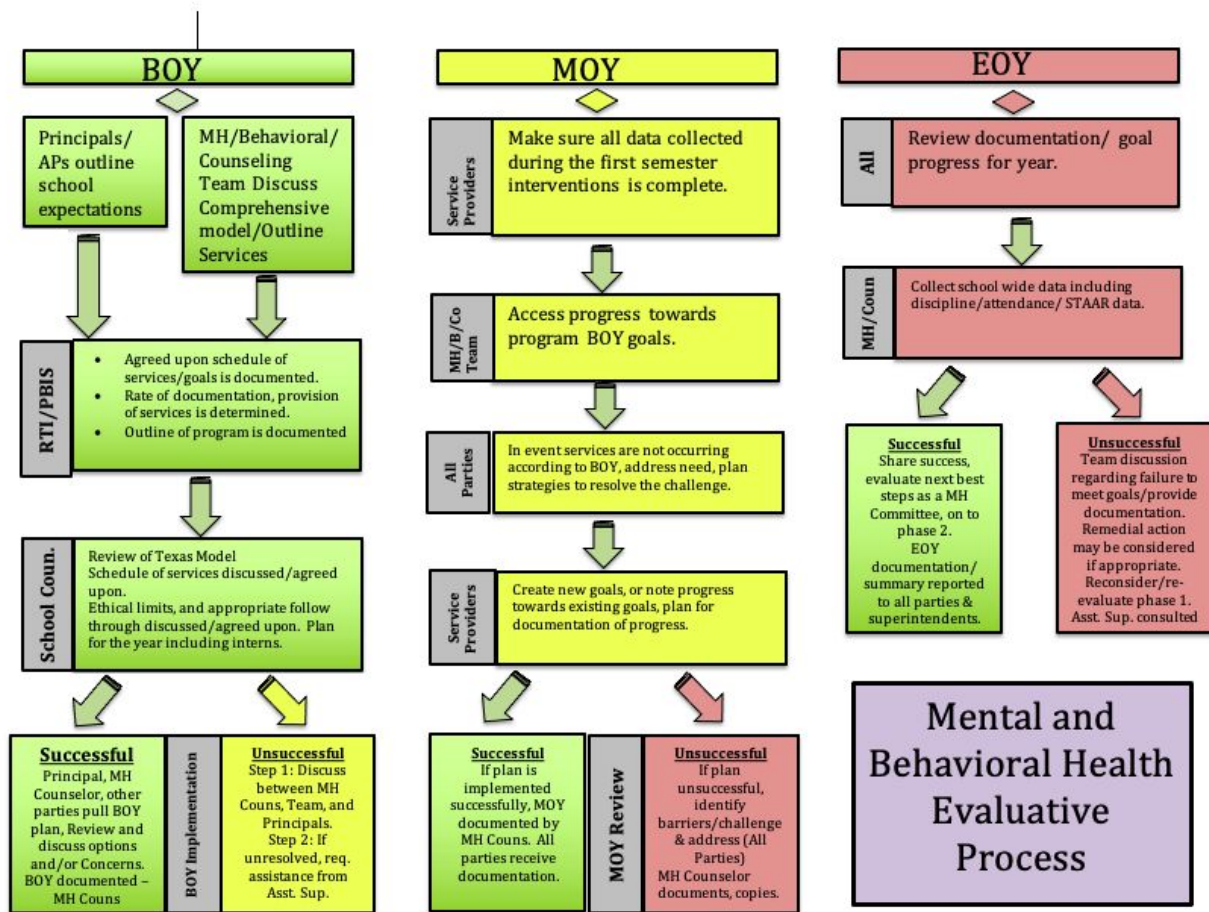
Set back due to Covid. Colleges largely online, and outside participants unable to come.



 Phase 1	 Phase 2	 Phase 3
Build BOY/MOY/EOY System, Communicate models/Ethics as appropriate.	Evaluate BOY/MOY/EOY System, Update with new laws, goals, incorporate additional service individuals.	Incorporate all parties including community providers into BOY/MOY/EOY System. Continue to monitor, access, & change as needed.
ASU Interns: Establish contacts and supports within district, and build communication w/ Regional correspondants.	Build plan w/ ASU Interns & Schools for healthy training, integration, modeling with existing school counselors, supervising resource.	Back off supports as confidence training, and experience grow, include them in BOY/MOY/EOY model as appropriate.
Training: MH/Behavioral/School Counselors/Admin Personnel on Trauma Informed Schools, MH 1 st Aid, and Crisis Intervention. Est. Consistent dialogue among providers.	Train and Promote the Integration of Trauma Informed Practices, and Mental Health First Aid within Schools, and establish a consistent dialogue among all staff.	Integrate healthy practices, and continue to build and evaluate new skills, educate community and parent in mentally healthy practices.
Parent Outreach/Education: Build a social media presence promoting mental and behavioral health, library as a resource, referral as appropriate.	Parent Involvement, integration: Promote counseling programs/support by incorporating guidance curriculum in correlation with lessons. Continue to build support services.	Parent Resource, outreach, and integration. Provide regular resources, and connect wrap around services with our families.
Community Outreach and Involvement: Build a community connection/awareness through outreach and involvement, learn of resources available, build confidentiality, communication, and referral agreements.	Partner with service providers through grant writing or MOU system/contracts at a minimal basis, allowing clear communication of mutual goals, and support of each other.	Expand services as appropriate to integrate wrap around services to students/teachers in need.
Partner w/ local universities to provide interns from local colleges (HPU/Tarleton, etc.), create service guidelines.	Monitor Interns, evaluate service provision. Make modifications if necessary.	Establish District as a support resource through mutually beneficial internship opportunities.

BOY/MOY/EOY

Successfully completed on every campus. Goals established, completed, and evaluated successfully, district wide. Data and assessments collected district wide to drive ongoing development on progression of the program.



District Level Services:

MH Coordinator

- Tier 3/Intense counseling services provided with consent to 42 students throughout the year.
- Informal services provided to over 100 students throughout the year. (Not including DAEP).
- District wide communication/collaboration with school counselors.
- Program oversight/Development

Behavioral Specialist

- 139 students monitored
- 28 students Tier 3/ 37 Tier 2 students/74 monitor
- Teacher support as requested
- DAEP student transition form
- Bilingual family support
- FBA's/BIPS
- Supported SPED towards end of year.

Community Collaboration

- CRCG Leadership Team
- Crisis Team Participant (36 Suicide Evals, up from 9 last year.)
- Teen Anger Management Education with CCCT
- SHAPE Grant
- HELP Grant
- CFLR Collaboration

East Elementary

Guidance Lessons provided at a rate of 25% of counselors time. (Significant increase from previous years.)

Small groups provided throughout the year to focus on social skills, emotional self-regulation, and problem solving.

Responsive and redirective services provided at the rate of 40% of the school week.

Additional counselor 2 days per week w/ addition of intern, Marci Reagan.

Aug 19 to Mar 20 discipline referrals: 53

Aug 20 to Mar 21 Discipline referrals: 25

Discipline Down: 53%

Increased focus on restorative discipline practices in ISS

All Tier 3 and 2 kids identified at beginning have made steady progress with wrap around services, or identification of increased needs (such as medical or Special Education).

Northwest Elementary

Increased guidance lessons significantly, falling in line with Texas Model standards for the 1st time in Northwest history.

7 Small group sessions with 2-3 students each conducted.

Second Step Parent involvement: 73%
Additional counselor: LeeAnn Stork
5 days/week

Aug to March discipline data: 99 reports to 20 reports. Decreased by 80%.

Entire year: 99 to 28 reports:
Decreased by 71%

Significant wrap around services prevented students from requiring alternative class placement, and kept them in class!

Significant reduction in need for Tier 3 services./ 0 students in DAEP

Woodland Heights Elementary

Individual counseling sessions	574
Classroom Guidance sessions	561
Parent Contacts	250
Small groups	21
Teacher Consults	422
Check In/Check outs	1,151

Additional Counselor Marci Reagan 3 days/week

This campus has been consistent in following the proactive model for counseling and guidance for many years.

Lowest discipline rates

Last years discipline data Aug- Mar: 1

This year's: :3

Site supervisor for HELP grant

Instrumental in assistance with horizontal and vertical alignment.

Coggin Intermediate School

Successfully spent 40% of counseling focus with guidance counseling

Successfully spent 40% of counseling focus with responsive services

Rachel and Kerri, identified and remodelled format for use for data collection & shared and trained district wide

Created with Ms. Cenicerros excellent check in check out system which demonstrates consistent progress.

Teacher/School Counselor Sierra Bennett assisted

Discipline data: Aug 19-Mar 20: 210

Discipline data: Aug 20-Aug 21: 99

Reduction of 53% in discipline data.

Worked with School Counseling Intern, Sierra Bennett, growing and training staff.

Check in/Check out data for Tier 2 and 3 students:

https://docs.google.com/spreadsheets/d/1DE0cQ_-iedQrDOQmFAx6NgounqRm-2BuCYSxACGYi_k/edit?usp=sharing

Brownwood Middle School

2 counselors (w/Addition of Angie Bertrand) this year has resulted in a 100% increase in services provided.

Both counselors report 40% of time spent in responsive services.

Second step curriculum has been implemented school wide.

Small groups have been provided to students for the first time Brownwood ISD history.

Teacher support including: morale building activities, communication, and collaboration has been provided consistently throughout the year.

Choosing the Best curriculum was piloted, shared with SHAC, and is being built upon by the BMS counselors.

With a 10% increase in students:

Discipline data for Aug 19-Mar 20: 211

Discipline data for Aug 20-Mar 21: 124

Discipline decreased by 41%

BMS Teacher evaluations report 93% know how to access mental health support

100% had students supported by BMS School Counselors!

Brownwood High School

658 hours of individual planning, one on one with each student.

972 hours of responsive services at a Tier 1 level.

Parent presentations provided on a regular basis.

The strongest internet participation and outreach in the district.

Incoming Freshman support as transitions occur.

Continued outstanding CCMR data collection and reporting to support our district.

Each student is met with minimally once per semester for planning.

High School Counselors have an incredibly interactive internet presence, with 800-1000 logins per month during the school year.

In addition, 658 facebook participants communicate and collaborate with their social media presence.

There was a 26% reduction in school discipline.

Ongoing transition services were provided to students from DAEP to High School.

Looking forward, plans are being made to incorporate restorative practices in ISS discipline structure.

DAEP

Students provided with Teen Anger Management Classes (Over 150 lessons offered.)

30 min daily check ins provided every morning.

Behavioral consults provided on regular basis by Behavior Specialist.

Transition services to campus.

Counseling services as referred.

Aug- March Data 108 placements to 39 placements, down 64%

Year long data: only 67 placements.

Last year: 19 students returned after initial placement.

This year: 4 (and not until April)

Of those 4, 2 didn't receive the TAME classes the 1st time.

Next focus: Healthy sexual choices, and drug/vape use.

School Population as of End of Year 2021

East: 295

Northwest (including Headstart): 515

Woodland Heights: 407

Coggin: 731

BMS: 578

BHS: 922

Total: 3,448

Table 1. Texas school mental health professional staff to student ratio

Position	Recommended ratio of students, position ¹	Actual ratio of students/position			Total number in Texas schools		
		2017-2018	2018-2019	2019-2020	2017-2018	2018-2019	2019-2020
Counselor	250/1	431/1	422/1	413/1	12,536	12,835	13,306
School	1,000/1	2,792/1	2,769/1	2,751/1	1,934	1,956	1,997
Psychologist							
Social Worker	400/1	7,200/1	6,882/1	6,626/1	750	787	830

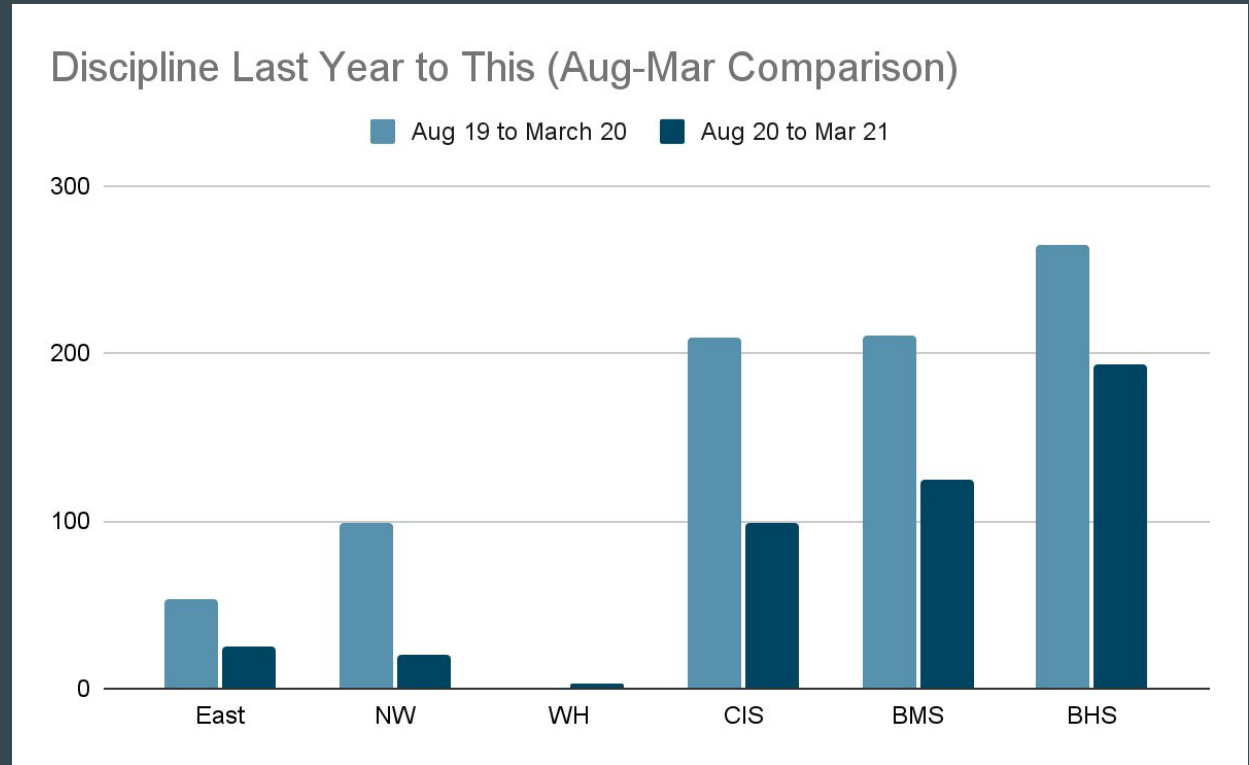
¹ House Committee on Public Education. (December 2018). House committee on public education Texas house of representatives interim report 2018. Available at: https://house.texas.gov/_media/pdf/committees/reports/85interim/Public-Education-Committee-Interim-Report-2018.pdf.

Recommended School Counselor to Student Ratio: 250:1 Per TX Model & TEA's Statewide plan released December 2020

Current ratios district wide: 265:1

Just to Reiterate....

- Discipline went down district wide by 44% (Aug-March Data)
- DAEP referrals went down by 64% (Aug-Mar) or 38% if you include the ENTIRE year.
- DAEP recidivism went down 79% for the entire year.



Next Best Steps:

Collect Data

- Build data efficacy
- Use survey data to drive program

Create Self Evaluative System

- Use system to evaluate progress towards goals
- Establish next Best Steps

Effectively utilize system

- Provide stakeholders with evidence of efficacy
- Promote program

Develop internal structure/referral process

- Develop Community referrals and outreach
- Improve underserved w/ restorative practices

What's Next

