

Mental Health Board Report 2024

Last year Leah Parker served:

52 students in Mental Health Support, grades 6-12

51 in DAEP transition support

169 in teaching Choosing the Best Way Curriculum to the 6th grade.

Danielle Howard served:

37 Students in Tier 3 Mental Health/Behavioral Support

5 in DAEP Transition support.

Supervision of AU team/Coordination of MH Services with Community, including MOU's/CRCG.

Also, training Why Try? Curriculum to DAEP.

Additionally, Leah and Danielle Started every morning welcoming DAEP students and ensuring safe start to the day.

Teen Anger Management Education was provided to any student referred for violence to DAEP, and any other student throughout the district on a referral bases through Center for Life Resources.

Unfortunately, this service has been discontinued this year by CFLR due to budgetary concerns.

CRCG continues to assist with our students and we maintained 5 referrals last year.

Additionally, we made 42 documented crisis calls to Center for Life Resources last year, though much less staff support required with 0 crisis calls made and only 6 direct resource sharing.

Interns:

We were able to host 1 intern from Angelo State University, pursuing her Master's Degree, who finished the remainder of the year as the behavior specialist for Woodland Heights, and continues to work for Woodland Heights as the behavioral specialist, and currently has her Licensed Professional Counselor Associates license.

2 additional interns from Howard Payne University Social Work Program completed 400 hours each throughout the year on out Coggin PK-5 and Northwest Campuses.

We have not been able to obtain interns for this year, though we still maintain an excellent relationship with both colleges and are hopeful that we will have the opportunity in the future as interns become available.

CREST: All of our Elementary Campuses and Middle School Campus won the CREST (Counselors Reinforcing Excellence for Students in Texas) award for the 3rd year in a row. This year, we have the opportunity to apply for the CREST Leadership Level award, recognizing school districts with exemplary counseling programs that demonstrate leadership and commitment to improving student outcomes.

Autism Grant:

We wrapped up a 2-year grant to support students with autism, and are grateful to report we were able to serve the following:

Students with Autism (whether or not receiving special education services) Directly Served: 120

Students with any IEP directly served: 546
Total students impacted (directly or indirectly): 2,211

Educators trained to work with autism and/or behavior: 464 educators
We have provided a total of 151 in-person hours in working with students with autism. Additionally, teachers provided proof of a combined total of 756 online hours through TSLAT and Texas SPED support. Teachers reported a growth in understanding of working with autism a rate of 95%, and of Tier 3 students, pre and post test data displayed positive behavioral changes at the following rates: 33% fewer class disruptions, 36% improvement in frequency, 30% improvement in work completion, 26% improvement in interaction with peers, 23% improvement in following demands, and class schedule. There was a 23% decrease in behavioral intensity, with a 16% improvement in physical behavior.

We were asked to present 2 sessions a poster and a 2-hour informational session at the Texas State Autism Conference due to the success of our programming.
Unfortunately, we did not receive the second Autism related grant we applied for. When inquired, we were told the funding went from 70 million to 20 million after the additional 50 million was attached to the passage of vouchers. We did make it past the first round of competition, but in the end, larger districts were chosen to maximize impact and sustainability.

This year, we have been able to utilize the last of the grant funding to secure 20 Google Chromebooks for 2 of our life academics classrooms, 10 ipads equipped with Assistive Speech technology to assist our students with speech delays, and about \$50,000 in behavioral support items such as headphones, wiggle seats, chewlry, fidget items, and calming strategy visual supports, leading to an unmatched level of physical behavioral support items.

Additionally, we have been able to purchase 100 licenses to teach the classroom management strategies of Conscious Discipline, and 75 licenses to address how to manage extreme anger outbursts. Both sets licenses are good for 3 years.

We did have one school counselor move to Region 15, but we have maintained a contract with Region 15 that we may still request her services on a referral basis. Denise Fletcher, our middle school counselor has moved to Northwest Elementary, which is a great fit due to her pre-K experience, with that campus having ECSE on site.

Leah Parker has taken over the role of part-time BMS counselor, to assist Angie Bertrand, while maintaining her load of BMS and BHS Mental Health students.

Danielle Howard has picked up the full direct services of the DAEP, including teaching "Why Try?", as well as Coggin 6th campus, including teaching Choosing the Best Way.

It's important to acknowledge the hard work everyone is putting in during this busy time. With the dramatic change in available staff, resulting in increased workloads for our team, we all appreciate the dedication and teamwork as we navigate towards this together.

Our focus has been on finding constructive solutions, and as part of those solutions, we have been intentional in adopting the Behavioral TA's to part of the team with a clear voice in the process, empowering them with education and resources to assist in proactive measures.

Additionally, it is a huge blessing to acknowledge the advanced level of training our counselors have with the following staff trained on a Licensed Professional Counselor (LPC) level, several currently Licensed as LPC-Associates, receiving direct supervision while they pursue their 3,000 hours. Including:

BHS – Jessica Morgan, LPC; Kim Ellis, LPC; and LeeAnn Stork in Process

BMS – Leah Parker, LPC-A

East – Dawna Fulton, LPC-A

Woodland Heights- Kimber Bennett-LPC, Laura Scantling, LPC-A

DAEP- Dr. Stacy Loftin, LPC

Additionally, we are of course staffed with Jimmy Ward, LPC, Danielle Howard, LPC-Supervisor, and Nerieda Cenicerros, LSSP.

(Jenny Waldrop has resigned at this point, but was both LPC, and LSSP last year.)

We have also started a Foster Care Consortium to build our positive relationships with the various Foster Care providers and supports. Fun fact: Brownwood ISD supports 10 times the state average foster care population (not counting kinship placement or students adopted from foster care settings.)

Fishers of Men is a new referral source we are collaborating with fostering positive male role models for 4th-6th grades. This is a new program.

SBMH Grant:

Finally, as of the writing of this report, we have submitted for a federal grant last May, and we continue to wait to hear from (anticipated date: September 30, 2024). This is a School Based Mental Health Grant, in which \$330,000 per year for 5 years was requested. This is a ratio-based grant that would restore our numbers to that of the previous year.

BHS Counselor Highlights:

We had senior parent night 9/16, and our calendars are open for senior students/parents to book their senior one on one meetings. These will be ongoing through October. We are also doing intentional check ins with freshman and sophomore students providing checklists for success, monitoring grades, and assessing general needs and overall well-being of these students as the first six weeks of school has passed (making connections).

In September, we took the juniors to the NACAC College Day at TSTC to make connections with college admissions recruiters and gather information about potential 2 and 4 year colleges and trade schools.

We are preparing for PSAT/NMSQT for sophomores and juniors as well as fall senior SAT school day and the opening of FAFSA on December 1st.

There are some of the highlights we have going on in addition to our daily tasks and ongoing credit checks, student intervention and so on.

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