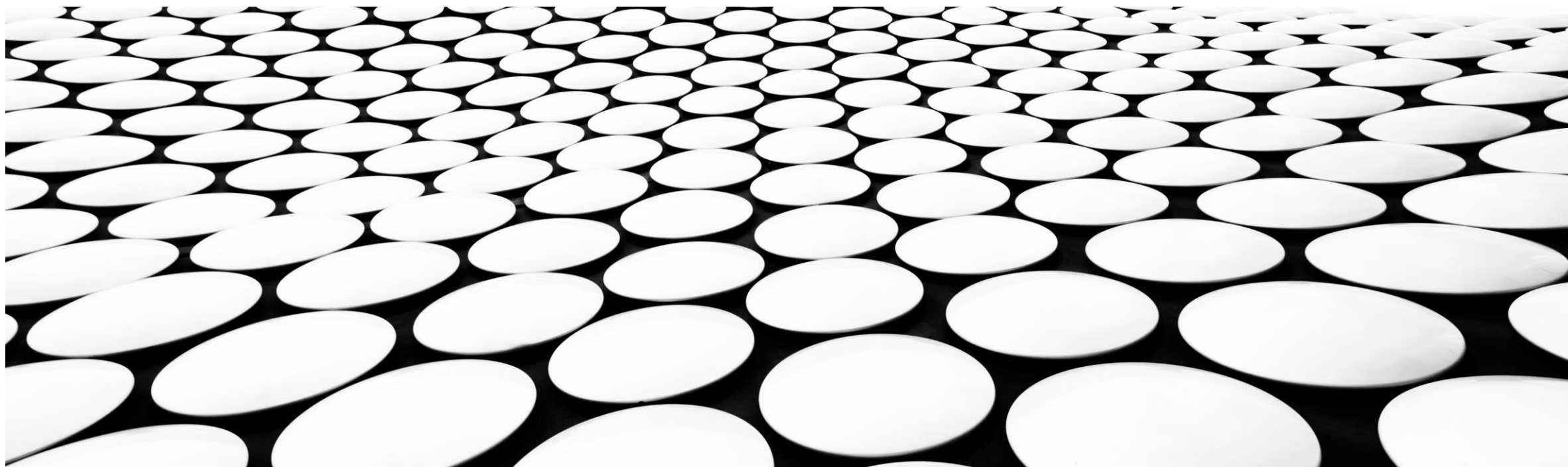

SIMLE MIDDLE SCHOOL

RUSS RIEHL - PRINCIPAL



PHILOSOPHY

Students should be in class to receive instruction to improve learning. The focus on student behavior should be teaching the appropriate behavior and rewarding/reinforcing the behavior we want to see by providing specific feedback to the student. When a student is behaving in a manner that is impacting the learning of others, it is important to intervene quickly and provide re-teaching.

Students will be re-directed and re-taught correct behaviors. If a student does not correct the behavior and it is impacting other students' learning, they may be issued an SIR or Student Incident Report. This is written by the classroom teacher and the student must take a copy home for his/her parent to sign. If teachers do not receive this copy back, they will be calling parents to make them aware of the incident.

Teams are dedicated to providing a productive and active learning environment for all students. Our goal is not only for students to find success at Simle, and eventually Legacy High School, but also beyond school. We want to give them the tools to succeed in our always-changing world.

Number of Discipline referrals	905				
		240	180	256	238
Year	2014-15	2015-16 Year 1 MTSS	2016-17 Year 2 MTSS	2017-18 Year 3 MTSS	2018-19 Year 4 MTSS
% of students receiving a discipline referral	24%	10%	3%	4%	9%

Decrease in behavior referrals

Since implementing MTSS, Simle continues to see a decrease in behavior referrals. There was an increase in 17-18 due to high risk students which prompted the need for more support, leading to Simle's mental health grant. Simle administration saw a need for outside resources to assist students and families with behavioral health. The percentage of students continues to increase as we are seeing more use of vapes at school, and students avoiding class due to anxiety or other mental health needs.



WHY THE DRASTIC DROP?

After one year of MTSS implementation, Simle declined their behavior referrals by over 600. They continued to see a decrease into year two and a rise in year three. This is the result of consistent tier 1 and tier 2 behavior responses. We believe students must be taught the behaviors we expect to see in our school. Teachers spend the first month of school continuously teaching our expectations for different areas of the building. They then recognize student positive behaviors by reinforcing the behavior with sparklers. The sparklers are part of our Positive Behavior Intervention Support (PBIS). All students are taught, expected to perform, and then positively reinforced when they show these behaviors.

If students struggle to perform behaviors, we identify the student quickly, target why they are not performing (they do not know how or they are choosing not to) and then assign an appropriate intervention to get a better result. Things a student may experience is a Check-In/Check-Out system in which an adult is providing extra positive reinforcement, Check and Connect, where a student meets with a counselor once a week to create goals and work to reach them, or a student may work more closely with a teacher mentor. Each intervention depends on the needs of the student. We consider all of these tier 2 interventions. If a student is still struggling even with this amount of support, they would then be a candidate for our Spartan Center.

The Spartan Center is run by one teacher with the assistance of building aides. Students may be assigned to the Spartan Center for one class or multiple classes. It is a more intense support as we consider it a tier 3 approach. With each tier having different options, we are able to serve students better than we have before implementing MTSS.

WHAT IS RESTORATIVE JUSTICE?



SIMLE'S RESTORATIVE FEEDBACK

- **88.50% of the 261 surveyed reported that they felt the process created a safer school environment**
- **82.38% of the 261 surveyed reported that they felt they had a greater commitment to the school as a result of participating in the conferencing process.**
- **88.50% of the 261 surveyed felt the process helps to hold people accountable for their actions**
- **76.81% of the 69 (new students) surveyed reported that they felt more comfortable in their school from participating in a restorative process (New Student Circles).**
- **39 out of 47 students (82.98%) with citable offenses were alternately held accountable by participating in a restorative process and did not receive citations.**



TIER 3 STUDENTS

- Students who had significant behavioral health needs
- Families in crisis
- Data on students who needed more intensive interventions than a public school could provide

WHY SANFORD?

- Simle was awarded a grant by the state of North Dakota Behavioral Health Division to pilot behavioral health delivery in schools and build systems/capacity in this area.
- We knew we needed a partner with a presence in Bismarck and throughout North Dakota as rural schools have the same needs as urban schools.
- We did not want to get into the behavioral health business in terms of billing, licensing, liability, etc. We knew we could be a quality partner based on the work we had done up to this point as a school.
- Sanford gave us the expertise in both behavioral health and the business side of bringing behavioral health services to our school.

WHAT DOES SANFORD PROVIDE AND WHAT DOES SIMLE PROVIDE?

Sanford

- Clinician two days per week
- Forty-five minutes per week of problem-solving time with Simle staff and Sanford Clinician
- Medicaid processing and private insurance processing
- Tele-Health services when appropriate
- Signed MOU






Simle

- Quality space for students and families
- Scheduling
- Parent Family Liaison/Social Worker to gather appropriate signatures, information, transportation, etc.
- Signed MOU

Behavioral Health Gating System

Parent referral or emergent situation



- 1 Teacher and Team Notification**
All students will be considered for the behavioral health screener; however, not all students will be screened. Teachers observe, interact, and build relationships with students, knowing students best. Teacher will nominate students based on a set of criteria: internal and external behavior factors. If students rise to the level of concern, teachers will nominate them to be considered for the behavioral health screener. This process of nomination will be done three times a year as to cross-reference the nominations with our EWS screener (Early Warning Signs). 
- 2 Tier 2 Screening**
Teachers will come together in grade-level teams to see if they are noticing the same behaviors or patterns in students. If they are, students would then be nominated to move to the tier 2 team. This team will determine if the student should be recommended for screening or if he or she is in need of a different intervention. The tier 2 team is made up of administration, social worker, counselors, and a school psychologist. 
- 3 DESSA**
The tier 2 team will discuss which students should move forward to receive the behavioral health screener. DESSA is a strengths-based screener that Simle will be utilizing. It is a 10 question screener that will be administered by the school psychologist. Families will be notified before a screening would be given to any child. The results will determine if a student will move to work with Sanford. 
- 4 Referral to Sanford**
A referral to Sanford Health professionals will come through step three, a parent referral, or an emergent situation in which a student should be seen by a medical professional right away. Sanford Health will decide the best route to take with each individual. They will have multiple options available depending on student needs. 
- 5 Sanford Feedback**
Sanford Health professionals will work with the school to create whole-child plans. They will be able to work with teachers to help students and support all of their needs. Sanford will provide teacher training and information to Simle staff to provide the best environment possible. 

QUESTIONS AND COMMENTS

russ_riehl@bismarckschools.org

701-323-4600 (W)

701-391-0364 (C)

@ruriehl

North Dakota Medicaid's Role

- North Dakota Medicaid covers behavioral health services delivered in schools.
- Behavioral health services that are part of an Individualized Education Program (IEP) must be delivered according to the IEP Medicaid Services Billed by Schools Policy located in the General Provider's Manual:
<http://www.nd.gov/dhs/services/medicalserv/medicaid/docs/general-information-medicaid-provider-manual.pdf>

School Options for Non-IEP Service Delivery

For behavioral health services delivered in schools that are not part of an IEP, schools have a few options to consider:

1. Adopt a model similar to Simle Middle School where behavioral health providers from an outside entity that are enrolled with North Dakota Medicaid come into the school to deliver the services.
2. The school could enroll with North Dakota Medicaid to have their own providers or contracted staff provide the services.

North Dakota Medicaid

Requirements for Non-IEP Service Delivery

1. The student is eligible for Medicaid on the date of service;
2. The rendering provider is an enrolled Medicaid provider and operating within their scope of practice;
3. The service is covered under the North Dakota Medicaid State Plan;
4. The provider maintains documentation to support the service rendered; and
5. Third Party Liability requirements are met.

Covered Non-IEP Services

- Include services otherwise covered by North Dakota Medicaid.
- Services are subject to the same service authorization requirements and limits as (non-IEP) services rendered outside of the school.

North Dakota Medicaid

Third Party Liability Requirements for Non-IEP Services

- Non-IEP services billed to North Dakota Medicaid are subject to Medicaid third party liability (TPL) requirements; therefore, providers must bill all non-IEP services rendered in schools to liable third parties including primary health care insurance that students may have. Medicaid is the payer of last resort.

Provider Enrollment Requirements for Non-IEP Services

- Schools must complete a separate provider enrollment process with North Dakota Medicaid before delivering non-IEP services.
- It is the school's responsibility to bill IEP and non-IEP services under the correct provider number.

Questions?

Krista Fremming
Assistant Director, Medical Services
701-328-2342
krfremming@nd.gov

North Dakota Medicaid