

# Collaboration for High Quality School Mental Health Services: Effective Partnering with External Service Providers

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# Presenter Introductions



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# Orienting Questions



- In the chat:
  - What is your role?
  - Where are you?
  - What does school-community collaboration look like in your setting?

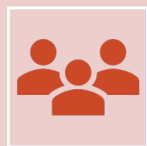


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# Learning Objectives



Identify the roles and functions of a variety of mental health providers, including within and outside of school systems



Prepare to implement effective engagement strategies for interprofessional care



Understand the legal and ethical requirements associated with school collaboration with external mental health providers



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# School-Based Mental Health Services



# Services and Supports in Schools



Internalizing concerns

Depression, anxiety, withdrawal



Externalizing concerns

Attention, focus, aggression



Learning concerns

Cognitive impairment, learning disabilities



Educational impact

Academic achievement  
Functioning in school environment



Educational classification

Often required for intensive or individualized services  
Non-diagnostic



Multi-tiered systems of support

Prevention, early intervention, and monitoring  
Not universally implemented



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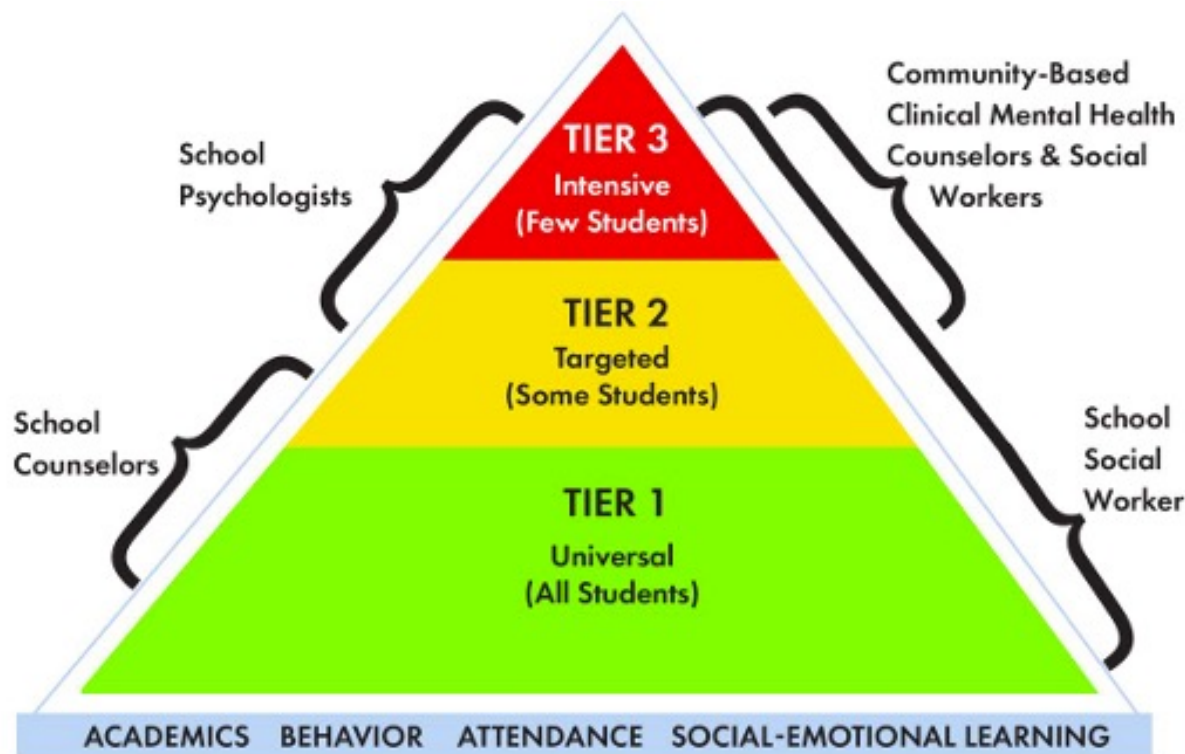
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# School-based Providers

Provider	Role in Supporting Youth Social, Emotional, and Behavioral Needs
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>• Classroom school counseling and social-emotional lessons for all students</li> <li>• Academic and career planning support</li> <li>• Short-term individual counseling</li> </ul>
<b>School Psychologist</b>	<ul style="list-style-type: none"> <li>• Comprehensive evaluation for IEP or 504 eligibility</li> <li>• Data-based decision making, consultation and collaboration</li> <li>• Mental and behavioral health services and interventions</li> </ul>
<b>School Social Worker</b>	<ul style="list-style-type: none"> <li>• Schoolwide, small group, individual, and crisis interventions</li> <li>• Implement prevention and early intervention and behavioral supports</li> <li>• Collaboration with community and family supports</li> </ul>
<b>School Nurse</b>	<ul style="list-style-type: none"> <li>• Care coordination and health education</li> <li>• Health and medical services in school setting</li> </ul>



# Continuum of Services: Multi-tiered Systems of Support (MTSS)



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# Mechanisms for Support: IDEIA and Section 504

## **IDEIA**

Individuals with Disabilities Education Act

## **Section 504**

Section 504 of the Rehabilitation Act of 1973



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# IDEIA and Section 504 Eligibility

Medical diagnosis does not guarantee eligibility for services under IDEA or Section 504

## Eligibility Criteria:

the presence of a disability



educational impact of the disability



need for specially designed instruction, related services, and/or accommodations to access FAPE



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# IDEIA and Section 504 Details

	IDEIA		Section 504 of the Rehabilitation Act of 1972
	Birth to 3 years	3 to 21 years	
Disability Definition	<ul style="list-style-type: none"> <li>Developmental delay in one or more defined areas or has a diagnosed physical or mental condition with a high probability of developmental delay</li> </ul>	<ul style="list-style-type: none"> <li>Meets criteria for one of 13 defined disability categories or developmental delay</li> <li>Adverse impact on education</li> <li>Requires specially designed instruction and/or related services</li> </ul>	<ul style="list-style-type: none"> <li>Physical or mental impairment that limits major life activities</li> <li>Record of impairment or regarded as having impairment</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Focus on family resources and needs</li> <li>Evaluate within 45 days from date of consent</li> </ul>	<ul style="list-style-type: none"> <li>Multi-method, multi-disciplinary evaluation by qualified school personnel.</li> <li>Can consider information from outside sources (e.g., medical records)</li> <li>Evaluate within 60 days from date of consent</li> <li>Re-evaluate every 3 years or on parent request</li> </ul>	<ul style="list-style-type: none"> <li>Multi-method, multi-disciplinary evaluation by qualified school personnel.</li> <li>Can consider information from outside sources (e.g., medical records)</li> </ul>
Services	<ul style="list-style-type: none"> <li>IFSP</li> <li>Includes direct services and family capacity building</li> <li>Review every 6 months</li> </ul>	<ul style="list-style-type: none"> <li>IEP</li> <li>Includes specially designed instruction and/or related services</li> <li>Review annually</li> </ul>	<ul style="list-style-type: none"> <li>504 Plan</li> <li>Accommodations to access education similarly to non-disabled peers</li> </ul>
Compliance	Monitored by states		Monitored by Office of Civil Rights



# Community Mental Health Services



# Services and Supports Beyond Schools

Same as those in schools and...



## Trauma

Acute  
Chronic  
Complex



## Family Functioning

Behavioral management  
Communication challenges  
Response to substance use, elopement



## Severe mental illness

Early psychosis  
Eating disorders  
Personality disorder  
Obsessive-compulsive disorder



## Co-occurring medical issues

Neurological disorders  
Seizure disorders  
Tic disorders  
Feeding concerns



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# What does community mental health look like?

- Different formats
  - Outpatient • Inpatient • Residential
  - Individual • Groups • Family
- Provided by
  - Private organizations (nonprofit or for profit)
  - Governmental agencies
  - Hospitals/clinics
  - Individual licensed professionals
- Often involves care coordination



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# Treatment Teams & Care Coordination

- Collaborative efforts that brings together supports for the client such as:
  - School
  - CWS
  - Probation
  - Providers (mental health, medical)
  - Parent or youth partners
- Care coordinator (or case manager)
  - Organizes meetings
  - Regular check ins



# Access Considerations

- Referral requirements vary place to place
  - Insurance requirements also vary
  - Sources: physicians, family, school
- Eligibility criteria
  - Likely specifies particular diagnoses
  - May require certain level of impairment
- Other factors
  - Types of sessions (groups, family, telehealth)
  - Length of service provision
  - Specialty areas of care





# Interprofessional Collaboration



# Why should school and community mental health professionals collaborate?



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How do school and community  
mental health professionals  
collaborate in your setting?



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# Collaboration via Expanded School Mental Health

Accessibility



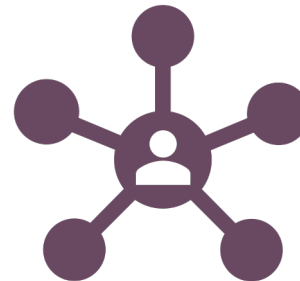
Sustainability



Continuity of  
care



Systems  
coordination



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# Best Practices for Collaboration: Consider Alignment and Clarify Roles



Conduct needs assessment and resource mapping



Avoid duplication of services by identifying synergistic opportunities



Delegate and coordinate based on unique skills and strengths



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# Best Practices for Collaboration: Communication Planning

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Leadership team with diverse invested parties



Designate liaison for partnering organization



Make plans about communicating identifying, sensitive, or private information

# Relevant Federal Law

## **FERPA**

Family Educational Rights & Privacy  
Act

## **HIPAA**

Health Insurance Portability &  
Accountability Act



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# FERPA vs HIPAA: Basics

	Defined	Who complies?
<b>FERPA</b>	<p>federal law – 1974; protects the privacy of student education records</p> <ol style="list-style-type: none"><li>1. Gives parents or eligible students more control of their educational records</li><li>2. Prohibits educational institutions from disclosing “personally identifiable information in education records” without written consent</li></ol>	<p>Any public or private school:</p> <ul style="list-style-type: none"><li>• Elementary</li><li>• Secondary</li><li>• Post-secondary</li></ul> <p>Any state or local education agency</p> <p>Must receive funds under an applicable program of the US Department of Education</p>
<b>HIPAA</b>	<p>national standard; protects sensitive patient health information from being disclosed without the patient’s consent or knowledge</p> <p>Main goal: ensure that individuals’ health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public’s health and well-being.</p>	<ul style="list-style-type: none"><li>• Every healthcare provider who electronically transmits health information in connection with certain transactions</li><li>• Health plans</li><li>• Healthcare clearinghouses</li><li>• Business associates that act on behalf of a covered entity</li></ul>



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source: [CDC](#) Public Health Law



# FERPA vs HIPAA: Information

	Protected information	Permitted Disclosures
<b>FERPA</b>	<b>Student Education Record:</b> Records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution	<ul style="list-style-type: none"><li>• School officials</li><li>• Schools to which a student is transferring</li><li>• Specified officials for audit or evaluation purposes</li><li>• Appropriate parties in connection with financial aid</li><li>• Organizations conducting certain studies for or on behalf of the school</li><li>• Accrediting organizations</li><li>• Officials during health &amp; safety emergencies</li><li>• State &amp; local authorities, within a juvenile justice system, pursuant to specific state law</li><li>• To comply with a judicial order or lawful subpoena</li></ul>
<b>HIPAA</b>	<b>Protected Health Information:</b> Individually identifiable health information that is transmitted or maintained in any form or medium (electronic, oral, or paper) by a covered entity or its business associates, excluding certain educational and employment records	<ul style="list-style-type: none"><li>• To the individual</li><li>• Treatment, payment, &amp; healthcare operations</li><li>• Uses &amp; disclosures with opportunity to agree or object by asking the individual</li><li>• Incident to an otherwise permitted use &amp; disclosure</li><li>• Public interest and benefit activities (e.g., public health activities, victims of abuse or neglect, decedents, research, law enforcement purposes, serious threat to health &amp; safety)</li><li>• Limited dataset for the purposes of research, public health, or healthcare operations</li></ul>



# Thank you!

## Q&A

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