

**MISSOULA COUNTY PUBLIC SCHOOLS (MCPS)**  
**Mental Health, Safety and Security Advisory Committee**

February 25, 2013    5:00 to 7:30 PM (*public comment 5:40 to 6:00*)  
MCPS Board of Trustees Room – South Avenue Administration Building

**MENTAL HEALTH, SAFETY AND SECURITY ADVISORY COMMITTEE “CHARTER”**

The Mental Health, Safety and Security Advisory Committee is asked to help inventory what's in place; identify “core elements” they collectively agree are important for mental health, safety and security; and deliver recommendations to the School Board that forward a consistent, District-wide approach to mental health, safety and security in our schools.

**SESSION OBJECTIVES**

1. Explain the purpose of the Mental Health, Safety and Security advisory process and the desired outcomes in terms of products from the Committee.
2. Review current school safety initiatives and what's in place related to mental health, safety and security.
3. Create a set of criteria within which members of the Advisory group will identify important “core items” they believe should be consistently applied across the District. Take a first cut at those “core items”.
4. Help the District prepare for a “gap analysis” related to mental health, safety and security.
5. Affirm the 2<sup>nd</sup> meeting date.

**AGENDA ITEMS**

- Getting started:
  - Welcome to Committee members; brief review of the advisory “charter” and process expectations
  - Introductions and roles; session objectives and agenda review; process outline
  - Discussion ground rules
  - How we can hear from the community – public comment; individual “mail boxes”
- Review of current MCPS mental health, safety and security procedures and practices (what is in place at this point in time?)
- Initial discussion and identification of “core elements” criteria that should be applied across the District related to mental health, safety and security
- Introduction to best practices at state and national levels
- Helping the District prepare for a “gap analysis” related to existing mental health, safety and security procedures and practices
- Affirming the 2<sup>nd</sup> meeting date

***An Interconnected Systems Framework  
for School  
Mental Health and PBIS***

*Center for School Mental Health\*  
and Positive Behavior Support In  
School (PBIS)*

**“Effective School Mental Health**

- Full continuum of effective mental health promotion and intervention for students in general and special education
- Reflecting a “shared agenda” involving school-family-community system partnerships
- Collaborating community professionals (not *outsiders*) **augment** the work of school-employed staff

## What it Takes for Effective School Mental Health

- 1) High status leadership and team with active administrator participation
- 2) School improvement priority on social/emotional/behavioral health for all students
- 3) Investment in prevention
- 4) Active data-based decision making
- 5) Commitment to SMH-PBIS integration
- 6) Stable staffing and appropriate resource allocation

## System Change

- Innovative practices do not fare well in old organizational structures and systems
- Organizational and system changes are essential to successful use of innovations
  - Expect it
  - Plan for it

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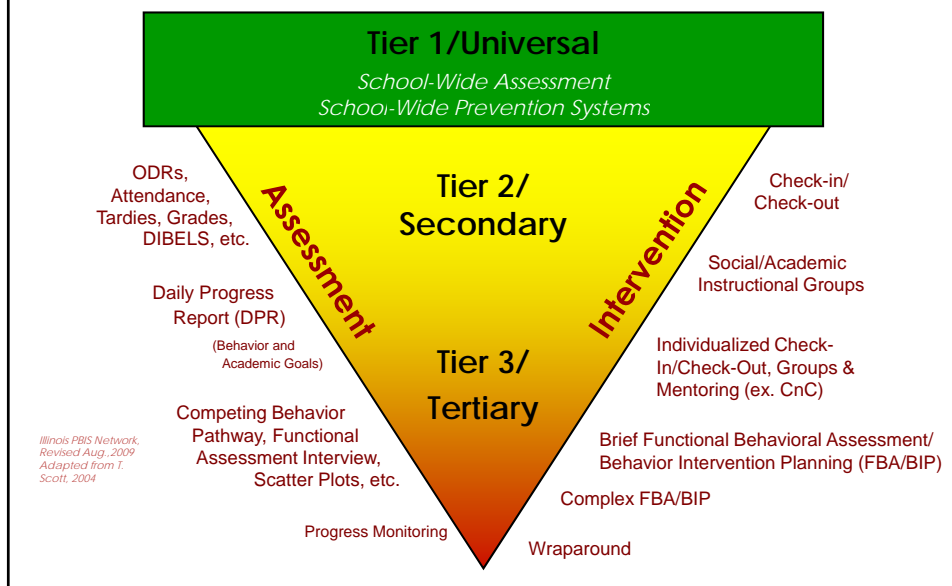
## Old Approach →

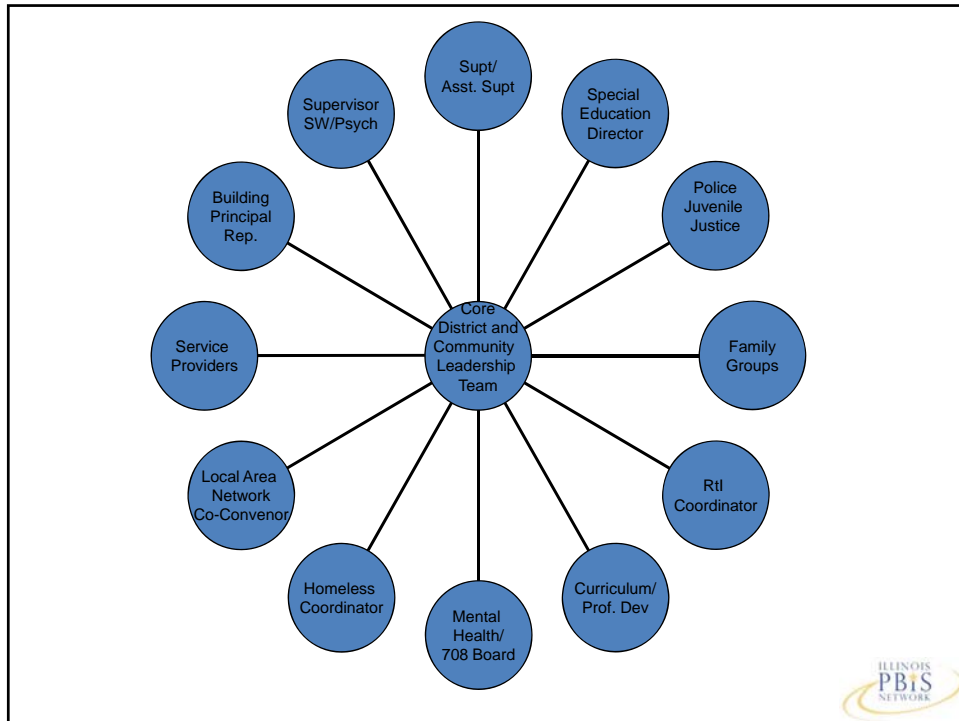
- Each school works out their own plan with MH agency
- A MH counselor is housed in a school building 1 day a week to “see” students
- No data to decide on or monitor interventions
- “Hoping” that interventions are working

## New Approach

- District has a plan for integrating MH at all buildings
- CSCT and other MH staff interventions linked to all 3 tiers
- Coordination between CSCT and school MH staff to provide interventions based on student need
- CSCT and other MH staff progress monitor students to make data based interventions

## Positive Behavior Interventions & Supports: A Response to Intervention (RtI) Model





### **Purpose of Core District/Community Leadership Team**

"In order to be effective and sustainable, school-community partnerships require an intentional commitment on behalf of all involved"

*(Quote from Safe Schools Healthy Students Grant Application)*

## Functions of Core Leadership Team

- Develop a three tiered support network that reflects a shared school-family-community system agenda
- Review data for community and school planning
- Develop a consistent mission for mental wellness and school success for all youth
- Address re-positioning, training, supporting staff for more integrated support systems
- Map and understand resources and how they can be used differently



## Key Themes Associated with Progress

- Commitment/Passion
- Immersion in all dimensions (training, practice, research and policy)
- Promoting connections across dimensions
- Building interdisciplinary, cross system, and multilevel relationships and partnerships

## MCPS-Providing Mental Health Services through Multi-Tiered Systems of Support

February 25, 2013

### The Need for a Systemic Approach

#### **Old System**

- Address student problem behavior case by case
- Student problems sign of disability
- A LOT of testing to get student a little help
- “Siloed” service approaches with heavy reliance on segregation

#### **New System**

- Create systems that respond to student population need
- Problems are a sign of a poor match between child and environment
- Use FBA and screening tools that have treatment validity
- Team approach recognizing need to keep student in general education settings

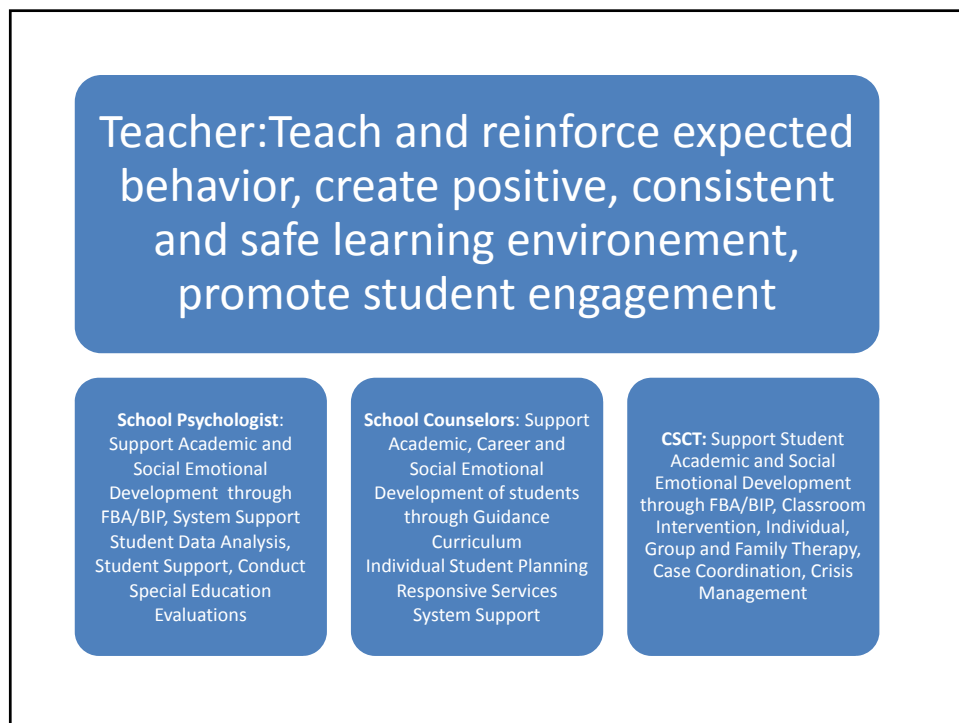
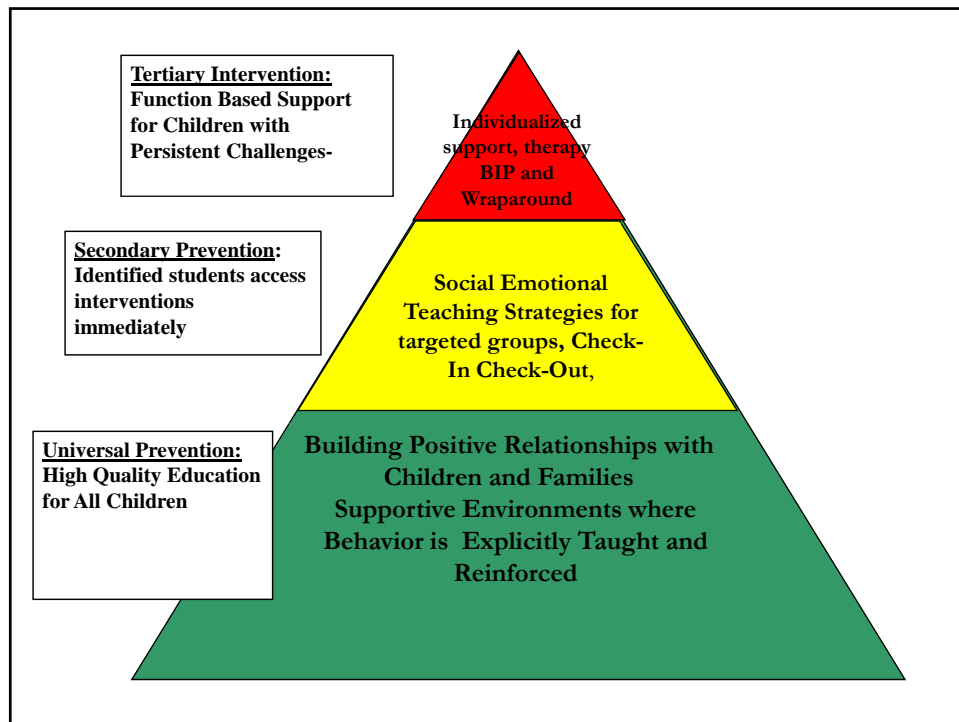
## What We Know

- There is documented connection between low academic concerns and problem behavior beginning in Kindergarten
- Students facing challenges in reading and social competence are at an exponentially high risk for negative life outcomes.
- Students with early reading problems are at increased risk for depression in later grades
- Behavior and academic success are intimately connected and need to be intelligently addressed—Together

## **MCPS School Mental Health Philosophy**

- 1. Focus on prevention and interventions to promote student mental health**
  - Create positive environment through Montana Behavior Initiative (MBI) to prevent problem behavior
  - Screen all students every year for emerging mental health issues
  - Create continuum of evidence based interventions for students experiencing mental health difficulties
- 2. Focus on delivering evidence based interventions and provide appropriate professional development and support to mental health staff working in schools**
  - Train and support mental health staff to provide evidence based interventions
  - Progress monitor students in interventions and make data based intervention decisions
  - Increase parental and family engagement at all levels of support
- 3. Increase Collaboration and Community Involvement**
  - Collaborate with community partners and share resources to improve professional development and services to students and families
  - Partner with University of Montana to increase services, provide training and coaching and provide mental health program evaluation





MCPS Schools	Level of MBI Implementation		
	Universal	Tier 2	Tier 3
Chief Charlo	In place	Emerging	Emerging
Cold Springs			
Franklin	In Place	In Place	Emerging
Hawthorne	In Place	In Place	Emerging
Lewis and Clark	In Place	In Place	Emerging
Lowell	In Place	In Place	Emerging
Rattlesnake	In Place	In Place	Emerging
Russell	In Place		
Paxson	In Place	In Place	Emerging
Meadow Hill	In Place		
C.S. Porter	In Place	In Place	Emerging
Washington	Emerging		
Big Sky			
Hellgate	Emerging		
Sentinel			
Willard			

February 6, 2013

Dear MCPS Mental Health Committee,  
Public Safety Committee and Facilities Safety Committee:

On behalf of the faculty at Paxson School, we, the Paxson Crisis Team, would like to express our sincere gratitude to all of you who have agreed to serve on this committee. The safety of our staff and students is paramount. We work diligently each day to ensure the safety and wellbeing of our community. It is our intention to share with you our specific concerns about the safety in our building, Paxson. We hope this information will help you as you move forward in your effort to improve safety across our community.

- **Intercom**

Several years ago, when our building was rebuilt, it was wired for an intercom system. The final steps to put the actual intercom in were never completed. We now feel the intercom would provide us the opportunity to speak to the entire community at one time. Currently, we use our All Call phone system and it is ineffective. The All Call system cannot be heard over the natural busy hum of students working. When we practice our lockdown drills, many teachers cannot hear the announcement over the All Call system. When we announce that the drill is over, the children and teachers hiding in the fire escape exit cannot hear the announcement to come out of hiding. We hope you will support us as we work to finalize the installation.

- **Emergency Alarm**

Please consider installing an emergency alarm button at the secretary's front desk. It is not likely that the secretary will be able to run to the bell system and activate the alarms if there is an intruder in the front entry. She is situated down the hall, away from the alarm system. It is also not likely that the secretary will be able to make an announcement or an all call in the presence of an intruder.

- **Support training for Noon Duties and Crossing Guards**

Each day, three times a day, 380 children utilize the playground. While the classroom teachers are trained in first aid, the noon duties are not. We would like to suggest that all noon duties and crossing guards across the district receive First Aid training, CPR training and MANDT training. The noon duties are on the playground for approximately one and a half hours each day, during that time they deal with a variety of behavior and safety issues; it would be extremely helpful if they had MANDT training so that they could improve their skills in working with students who may have mental health challenges.

Sincerely,

The Paxson Crisis Team:

Carole Monlux, Wendy Lofthouse, Glenn Moffatt, Gene Oliver, and Kelly Chumrau

I would like the Committee members to read the following document:  
<http://harroldisd.net/vimages/shared/vnews/stories/4c080dfbee1f9/CKC%20%28LOCAL%29.pdf>

Thank you for your time, cooperation, and concern for the safety of our future.  
Sincerely,

Gene Mealey

Harrold ISD  
244901

**SAFETY PROGRAM/RISK MANAGEMENT  
EMERGENCY PLANS**

**CKC  
(LOCAL)**

EMERGENCY OPERATIONS PLAN	The Superintendent shall ensure updating of the District's Emergency Operations Plan and ongoing staff training.
FIREARMS PURPOSE	Recognizing that District schools are located in a somewhat isolated area and that response from emergency first responders, including law enforcement personnel, takes a minimum of approximately 30 minutes, the Board adopts the following policy to address concerns about effective and timely response to emergency situations at schools, including invasion of the schools by an armed outsider, hostage situations, students who are armed and posing a direct threat of physical harm to themselves or others, and similar circumstances.
AUTHORIZATION	Pursuant to its authority under Texas Penal Code 46.03(a)(1), the Board may, from time to time, authorize specific school employees to possess certain firearms on school property, at school-sponsored or school-sanctioned events, and at Board meetings. Specifically authorized individuals shall be approved by separate action of the Board. The Board shall issue written authorization to approved employees.
CONCEALED HANDGUN LICENSEES	Only those school employees who have obtained and maintain a current license, in accordance with state law, to carry a concealed handgun are eligible to be authorized to possess a firearm on school property.
TRAINING	Any school employee authorized to possess a firearm on school property shall be provided additional training in crisis intervention, management of hostage situations, and other training as the Board or designee may determine necessary or appropriate.
PERMITTED AMMUNITION	Only frangible ammunition, i.e., ammunition designed to have reduced ricochet hazard, will be permitted in firearms authorized to be on school property.

DATE ISSUED: 10/31/2007  
LDU 2007.04  
CKC(LOCAL)-X

ADOPTED:

1 of 1

## Carol L White

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**From:** Mary Donnelly <Mary.Donnelly@prumt.com>  
**Sent:** Thursday, February 21, 2013 2:36 PM  
**To:** Carol L White  
**Subject:** Sub teacher, school security

Hello - Just a follow up to our conversation earlier today. I would like to make a suggestion for the upper schools. Lara Deshazer is a biology teacher at Sentinel HS. She made a terrific Photo/ name seating chart which I found extremely helpful the day I substituted for her class. This step is not only a helpful tool for identifying and calling on students in class, but for attendance purposes. Attendance is taken at the beginning of the class and then the attendance sheet is taken to the office. The sub teacher does not have a copy or any other available record, unless something has been supplied by the teacher. Should there be an emergency and the class had to exit the building, the sub would need to rely on the students to identify who is not in the group. This step is important for the upper schools, not necessarily the elementary schools. The elementary grades have name plates on their desks, so a chart may not be an issue....unless the teacher thinks it would be good tool for the playground, cafeteria etc.

I hope this is a helpful suggestion.

Best,

Mary Donnelly  
High School Substitute