

**NUCS Board Meeting 3/20/2024 12:00pm**

**Agenda Item 1.**

**CALL TO ORDER/AGENDA**

**Subject:**

1.1 Pledge of Allegiance

1.2 Agenda: Items to be removed from the agenda or changes to the agenda will be made at this time.

**Action Requested:**

1.1 None

1.2 Approval

**Previous Staff/Board Action, Background Information and/or Statement of Need:**

1.2 A trustee, administrator or a member of the public may request that an item be removed from the agenda or the order of the agenda be changed at the pleasure of the Board.

Agenda items may be added to the agenda if an "emergency situation" exists or "immediate action" is needed.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett, Rosemary Kunkler

**Agenda Item 2.**

**PRESENTATIONS**

**Subject:**

2.1 Student Presentation

**Action Requested:**

None

**Previous Staff/Board Action, Background Information and/or Statement of Need:**

No presentation

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett

**Agenda Item 3.**

**CONSENT AGENDA**

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

**Subject:**

No items

**Action Requested:**

**Previous Staff/Board Action, Background Information and/or Statement of Need:**

**Fiscal Implications:**

**Contact Person/s:**

**Agenda Item 4.**

**PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA**

**Subject:**

4.1 Comments by the Public

**Action Requested:**

None

**Previous Staff/Board Action, Background Information and/or Statement of Need:**

Board members or staff may choose to respond briefly to Public Comments.

**Fiscal Implications:**

None

**Contact Person/s:** Shari Lovett, Rosemary Kunkler

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

5.1 Approval of Department of Health and Human Services – Behavioral Health Grant for NU-HCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

Northern United - Humboldt Charter School was awarded a grant from the Humboldt County Department of Health and Human Services - Behavioral Health. This grant award requires Board approval. See attached award letter.

Fiscal Implications:

\$11,800

Contact Person/s: Shari Lovett



Behavioral Health  
Emi Botzler-Rodgers, MFT, Director  
720 Wood Street, Eureka, CA 95501  
phone: (707) 268-2990 | fax: (707) 476-4049

March 18, 2024

Althea Jones,  
Northern United – Humboldt Charter School  
2120 Campton Road Suite H,  
Eureka, CA 95503

Dear Ms. Jones:

Congratulations, on behalf of the Department of Health and Human Services – Behavioral Health, I am pleased to inform you that your Local Implementation Agreement request has been approved for partial funding in the amount of \$11,800.00 to fund the supply costs, transportation costs, and training expenses associated with the Restorative Practices and Character Strong Training outlined in your proposed budget. Your project aligns with the goals of the Mental Health Services Act Three-Year Program and Expenditure Plan: Prevention and Early Intervention Program. As a reminder, the Prevention and Early Intervention Local Implementation Agreements are opportunities for short term funding to be used as seed money to create long term impacts. We appreciate the work of your project and expect that it will focus on the following: Early Intervention, Prevention, Outreach for Increasing Recognition of Early Signs of Mental Illness, Access and Linkage to Treatment, Stigma and Discrimination Reduction and Suicide Prevention.

The following items must be provided by 5:00pm on March 25, 2024, to me using the e-mail below, or at 720 Wood St, Eureka, CA 95501 or the approval will be withdrawn and the project will not be funded:

- Corrected Budget Form reflecting removal of item “Contract with IPA to provide Student Empowerment Mental Health Groups” under Section E Other Costs and recalculating of Total Budget not to exceed a total of \$11,800.00.
- Proof of insurance coverage listing the County as an additional insured. The organization that receives the award must be listed as the holder of the insurance.
  - General Liability: \$2,000,000 per occurrence
    - Include an endorsement to signify that the county, its officers, officials, employees and volunteers are covered as an additional insured for liability arising out of the operations performed by or on behalf of contractor.
  - Automobile/Motor: \$1,000,000 combined single limit, any auto (If applicable)
  - Workers Compensation and Employers Liability: \$1,000,000 per accident
    - Include “waiver of subrogation” against the county, its officers, agents and employees.
- Proof of board approval (if non-profit organization).
- W9 with your Federal Tax ID number.
- Copy of current business license.

Upon receipt of these items, the contracting process can begin. If you have any questions, please feel free to contact me at (707) 572-0521 or e-mail me at [aolivera@co.humboldt.ca.us](mailto:aolivera@co.humboldt.ca.us).

Sincerely,

Alex Olivera, Administrative Analyst



DHHS Administration  
phone: (707) 441-5400  
fax: (707) 441-5412

Public Health  
phone: (707) 445-6200  
fax: (707) 445-6097

Social Services  
phone: (707) 476-4700  
fax: (707) 441-2096

Mental Health Services Act  
Prevention and Early Intervention  
Local Implementation Agreements  
Fiscal Year 2024-2025

Prevention and Early Intervention Program

**Northern United – Humboldt Charter School**

*February 1, 2024*

*"Building Bridges to Wellness: Comprehensive Mental Health Support for Student Success"*

Althea Jones, ASW, PPSC, Community School Coordinator

**Describe the activities and events that will be completed with PEI program funding:**

**Project Title:** *"Building Bridges to Wellness: Comprehensive Mental Health Support for Student Success"*

Founded in 2018, Northern United-Humboldt Charter School (NU-HCS) is Humboldt's exclusive countywide public charter School. NU-HCS has learning centers in Arcata, Willow Creek, Eureka, and Briceland, serving TK - GR. 12 students. Students come to our facilities for direct instruction and in-person support, receive instruction virtually, or use a hybrid model. We serve a population of families and students, many of whom have had unsuccessful experiences at their traditional district schools. Our student population is currently 309 students. We have a disproportionate number of low-income students (76.7%) and unduplicated students (76.7%). Receiving additional mental health funding will help us meet this diverse population's needs.

NU-HCS is applying for the MHSA Grant to strengthen and solidify its current model of student-centered supports and services. The grant will fund: (1) continued student empowerment groups through a contract with Humboldt Independent Practice Association (IPA); (2) training for staff in evidence-based student mental health supporting practices such as Character Strong; and (c) SEL classroom supplies.

NU-HCS envisions a school where parents, students, teachers, and administrators connect and align to provide students with top-tier, innovative, and inclusive education. In the Fall of 2022, NU-HCS received a CDE Community Schools Planning Grant, which helped support the development of our community schools plan for providing quality holistic education and wrap-around services to students. Over the two-year planning process, parents, staff, and community members exchanged ideas about causes and solutions to the identified needs. Input consistently revealed attendance, family engagement, academic performance, and students' socio-emotional state/behavior were areas of concern.

Through this process, we began contracting with Humboldt IPA to provide social-emotional/mental health groups at our school. We want to *expand* these services for the 2024-2025 school year. By contracting with Humboldt IPA, we can help promote students' social, emotional, and physical aspects so they can achieve their academic goals. Humboldt IPA staff will provide direct counseling services to students, teach lessons to promote social-emotional health in general education classrooms, and facilitate specialized student empowerment and therapeutic groups.

Since 2018, our school has been actively crafting and implementing our Multi-Tiered System of Support (MTSS). This comprehensive approach involves thoroughly examining student and school data to pinpoint strengths and areas requiring additional support and enhancement. With additional MHSA Grant funding, we can train additional/newly hired staff in Restorative Practices through IIRP and Character Strong to shift school culture effectively and provide access to safe, welcoming, positive learning environments.

*Target Audience:* Our primary focus is students facing high mental health needs, as identified through the needs assessment surveys. The survey responses highlighted concerns related to depression, anxiety, isolation, and behaviors impacting the learning environment.

*Projected Impact:* We anticipate serving all 309 students aged TK-12G, with a particular emphasis on addressing the unique challenges faced by vulnerable youth in our community.

*Geographic Focus:* Our project will concentrate on students living within Humboldt County, aiming to provide accessible mental health services to those who need them most.

The urgent need for additional mental health support is evident in high rates of mental health issues, bullying, and related challenges identified through the needs assessment. This project seeks Prevention and Early Intervention program funding to create a sustainable and impactful mental health support system, fostering resilience and well-being among our student population.

**2. Describe the differences that the proposed activities and events will make for the population or community being served, including, without limitation, all expected outcomes and how such outcomes will be measured. (Maximum of one page)**

The proposed activities and events under the MHSA Grant are strategically designed to bring about meaningful differences for the NU-HCS community, mainly focusing on our students' mental health and well-being. These initiatives aim to address the identified areas of concern, such as attendance, family engagement, academic performance, and socio-emotional states, as revealed through our needs assessment and asset mapping processes.

Expected Outcomes:

- Enhanced Social-Emotional Well-being: By expanding our collaboration with Humboldt IPA, we anticipate a measurable improvement in our students' social and emotional well-being. Direct counseling services, classroom social-emotional health lessons, and specialized empowerment groups are expected to contribute to a positive and supportive school culture.
- Improved Academic Performance: Implementing restorative practices and additional mental health support will create a conducive learning environment, positively impacting academic performance. We aim to narrow learning gaps through targeted interventions, ensuring equitable educational opportunities for all students.
- Reduction in Behavioral Issues: The targeted social-emotional and behavioral support initiatives will reduce behavioral issues, fostering a positive school climate. Restorative practices will be crucial in addressing and preventing conflicts, contributing to a safer and more inclusive learning environment.

Measurement of Outcomes:

To assess the impact of the proposed activities, we will employ a comprehensive measurement framework:

- Quantitative Data: Utilizing pre- and post-intervention assessments, we will measure changes in key indicators, such as academic performance, attendance rates, and the frequency of behavioral issues.
- Qualitative Data: Surveys and interviews with students, parents, and staff will provide qualitative insights into the perceived impact on social-emotional well-being and family engagement.
- Monitoring Program Metrics: Monitoring program metrics, including the number of counseling sessions conducted, participation in social-emotional learning activities, and engagement in specialized groups, will provide real-time feedback on program effectiveness.
- Analysis of Restorative Practices Implementation: Evaluation of the successful implementation of restorative practices, tracked through training records and incident reports, will serve as a qualitative measure of the program's impact on school culture.

In summary, the proposed activities aim to bring about tangible and positive differences for the NU-HCS community by addressing identified needs and promoting holistic well-being. Our measurement strategies will ensure a thorough outcomes assessment, guiding ongoing improvements and adjustments to maximize the program's effectiveness.

**3. Describe how the proposed activities and events will fit into or relate to other programs in your organization and community. (Maximum of one page)**

The proposed activities detailed in our mental health services grant application are strategically positioned to expand and implement new initiatives, fostering seamless integration with existing programs and community initiatives. This focused effort aligns with our commitment to the community school model and addresses key concerns collaboratively identified by parents, staff, and community members.

**Expansion of MTSS Implementation:** NU-HCS is poised to expand its Multi-Tiered System of Support (MTSS), directly responding to identified needs by incorporating intensive individualized and targeted group interventions. Notably, the creation of Social-Emotional Learning (SEL)-focused MTSS Tier 2 Student Support Teams reflects our dedication to addressing the socio-emotional well-being of our students.

**Professional Development and Training:** The grant funds will provide advanced training opportunities for our teachers and staff, further enhancing their capacity in targeted SEL interventions. Building on previous workshops such as Character Strong, PBIS, Compassionate Systems, and Restorative Practices, the grant will enable NU-HCS to implement effective training programs that directly contribute to the holistic development of our students. The recent acquisition of the Character Strong Curriculum further strengthens our commitment to comprehensive social-emotional learning.

**Existing Support Systems:** NU-HCS has proactively established support systems, including transportation assistance, laptops, hotspots, free meals, food pantry access, school supplies, winter clothing partnerships, and more. The mental health services grant will complement and expand upon these existing resources. Integral to the seamless integration of proposed activities is the role of our Community School Coordinator, Althea Jones, ASW, PPSC, who plays a pivotal role in systematizing and streamlining services at NU-HCS. With a focus on timely and organized service delivery, the Coordinator ensures that the proposed activities seamlessly integrate with existing initiatives. Additionally, Ms. Jones will actively manage the grant, providing oversight to guarantee its effective implementation and sustainability.

**New Activities to Enhance Services:** The grant will facilitate the expansion of new activities and services, including the development of counseling services, classroom behavioral interventions, therapeutic groups, and increased PD. These additions will expand support services and contribute to NU-HCS's ongoing growth as a comprehensive community school.

In summary, the proposed activities under the mental health services grant exemplify a strategic expansion and implementation of new initiatives at NU-HCS. Aligned with our community school vision, these efforts aim to create a comprehensive and interconnected system of support,



ensuring that our educational environment is nurturing, empowering, and responsive to the evolving needs of our students and families.

**4. Describe your organization's capacity to succeed with the proposed project and your plans for continuing the work after the proposed project is complete. (Maximum of one page)**

Sustaining Professional development/staff training: Northern United-Humboldt Charter School will continue to support professional development for the described initiatives (MTSS, Restorative Practices, PBIS) through funds secured through other grant opportunities and fundraising efforts. NU-HCS will look to add supporting this ongoing training to the existing language and commitment to support MTSS. This includes expanding the Community School-Mental Health initiative's inclusion in the yearly strategic plan and the LCAP.

Sustaining/expanding Empowerment Groups and other school-based mental health services: PEI funding will bridge the gap to 2025 when NU-HCS will be able to access two funding sources that will help sustain the services.

To sustain the Community Schools' wrap-around mental health programs/initiatives after MHSA funding has ended, NU-HCS will use Medi-Cal funding/billing. Our Community Schools program aligns with California's Statewide reform in School-based Medi-Cal, resulting in LEAs and community-based providers (such as Humboldt IPA, our contracted mental-health service provider) contracted by or affiliated with the LEA being eligible for reimbursement under the CYBHI, Medi-Cal, Fee-for-Service Schedule.

Under State law, starting in 2024, Medi-Cal Managed Care Plans (MCPs) and commercial plans like Blue Shield CA are obligated to reimburse local LEAs and eligible school-linked providers for providing school-linked mental health services. In many cases, it will require a PPS credential, which our Community School lead and School Counselor hold, will be required to receive reimbursement. These services will also include case management and family support services.

The school will begin participating in the Statewide CYBHI, Multi-payer, school-linked, Fee-for-Service (FFS) schedule in 2025. In 2024, NU-HCS will continue to work closely with the Humboldt County Office of Education to become trained in and learn how to use the FFS Schedule best. They will be ready and able to begin implementing our Medi-Cal Managed Care Plan in 2025. The FFS Schedule will allow the Community School Coordinator and Support Staff (Counselors) to increase school-linked mental health service delivery while bringing in revenue for the school. Through Medi-Cal billing and private insurance billing, these positions will be self-sustained. These positions can also be supplemented through additional grant funding streams, such as Humboldt Area Foundation, Humboldt Sponsors, and other State-funded grant opportunities.

**Mental Health Services Act  
Prevention and Early Intervention  
Local Implementation Agreements  
Fiscal Year 2024-2025**

**Prevention and Early Intervention Program – Local Implementation  
Agreement Request Cover Page**

**Organization Name:** Northern United – Humboldt Charter School

**Contact Name:** Althea Jones, ASW, PPSC, Community School Coordinator (NU-HCS)

**Address:** 2120 Campton Road Suite H, Eureka, CA 95503

**Phone:** 707-599-4333 (Althea Jones)/ 707-445-2660 (NU-HCS)

**Email:** ajones@nucharters.org

**Project Title:** *"Building Bridges to Wellness: Comprehensive Mental Health Support for Student Success"*

**Start Date:** (No earlier than July 1, 2024)

**End date:** (No later than June 30, 2025)

Please email your application to [mhsacomment@co.humboldt.ca.us](mailto:mhsacomment@co.humboldt.ca.us) in Microsoft Word format. Alternatively, paper versions may be submitted to:

Humboldt County Department of Health and Human Services  
Attention: Alex Olivera, Administrative Analyst II  
720 Wood Street  
Eureka, California 95501

A complete application includes:

- Completed Local Implementation Agreement Application (this form)
- Completed Project Description Narrative (four pages or less)
- Completed Local Implementation Agreement Goals Form
- Completed Local Implementation Agreement Budget Form

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## Prevention and Early Intervention Program – Local Implementation Agreement Budget Form

Use this form to submit a proposed project budget. For major expenses, please be specific. For personnel costs, include a description of salary calculation and a brief description of duties and/or tasks covered by this budget. Definitions of each budget category are provided on the next page.

<b>A. Personnel Costs</b>	
<b>Title:</b> Althea Jones ASW, PPSC <b>Salary Calculation:</b> None. Matching Contribution <b>Duties Description:</b> Lead implementation of the PEI project as part of her duties as NU-HCS Community School Coordinator, School Social Worker and Student Mental Health Lead	\$0
<b>Title:</b> <b>Salary Calculation:</b> <b>Duties Description:</b>	
<b>Item:</b> Taxes and Benefits: <b>Description:</b>	
<b>Total Personnel Costs:</b>	
<b>B. Equipment Costs (only items over \$5,000 with useful life over 1 year)</b>	
<b>Item:</b> None <b>Description:</b>	\$0
<b>Item:</b> <b>Description:</b>	
<b>Total Equipment Costs:</b>	
<b>C. Supply Costs</b>	
<b>Item:</b> Sensory Items: Sensory rooms and items can improve learning for people with sensory development disorders. <b>Description:</b> Therapy balls, various textures, and shapes. Body Sack. Sensory pea pod. Sensory swings, spinners, and bins. Weighted blankets/stuffed animals. Bean bags. Fabric lights.	\$2,840
<b>Item:</b> <b>Description:</b>	
<b>Total Supply Costs:</b>	
<b>D. Transportation/Travel Costs</b>	
<b>Item:</b> Travel to out of the area Character Strong training for 2x staff members <b>Description:</b> Flights to Los Angeles (\$500 per flight) + 3 nights lodging at \$250 per room x 6 total room nights, + \$100 Uber transfer to and from the airport + 4.days M & I Per Diem at \$60 per day x 8 total days = \$560 Total =	\$3,160
<b>Item:</b> <b>Description:</b>	
<b>Total Transportation/Travel Costs:</b>	
<b>E. Other Costs (including independent contractors)</b>	
<b>Item:</b> Contract with Humboldt Independent Practice Association to provide Student Empowerment Mental Health Groups. <b>Description:</b> \$10,000 for one year: 2x groups per week x 40 weeks @ \$125 per session	\$13,000

**Mental Health Services Act  
Prevention and Early Intervention  
Local Implementation Agreements  
Fiscal Year 2024-2025**



including travel and preparation time. \$3,000 for additional one-on-one counseling and supports on an as-needed basis. \$75 per hour x 40 hours	
<b>Item:</b> Restorative Practices and Character Strong Trainer qualification for two additional NU-HCS staff to work with Althea Jones (who is already trained in Character Strong). \$2,900 per person for both qualifications x 2 = \$4,800 <b>Description:</b>	\$5,800
<b>Item:</b> <b>Description:</b>	
<b>Total Other Costs:</b>	
<b>F. Indirect Costs</b>	
<b>Item:</b> Overhead and Administrative <b>Description:</b> Shall not exceed two percent (2%) of total direct costs	
<b>Total Indirect Costs:</b>	\$0
<b>Total Budget:</b>	\$24,800

**DEFINITIONS:**

**Personnel Costs:** Include all employee costs, but not independent contractors or consultants. List each employee type separately. List benefits for all positions totaled on one separate line. Examples of calculations include:

- 15% of \$2,000/mo. X 6 months
- 20 hrs X \$15/hr X 52 weeks

\*The proposal should detail if the hours being requested are an expansion of the position, a new position, or hours that would otherwise not currently be funded.

**Equipment Costs:** Include all equipment necessary for the project. Equipment specifically includes any item purchased for more than \$5,000 with a useful life of more than one (1) year.

**Supply Costs:** Include items that will be used by participants or staff - meeting supplies, postage, paper, any item purchased for less than \$5,000.

**Transportation/Travel Costs:** Include employee per-mile reimbursements and other travel-related expenses.

**Other Costs:** Includes other expenses for execution of the project and would include independent contractors, *etc.* If an expense is an ongoing business expense being requested, a brief description of how the recurring expense would increase based on the proposed project is required.

**Indirect Costs:** May not exceed two percent (2%) of total direct costs.



## Prevention and Early Intervention Program – Local Implementation Agreement Goals Form

### Northern United - Humboldt Charter School Implementation Agreement

Using only the space provided include a short description of how your project will work towards the following goals and estimate the number of people who will participate in the proposed activities. **Choose only those goals that apply to your project.**

<b>Early Intervention:</b> To reduce prolonged suffering that may result from untreated mental illness by providing treatment and other services and interventions that address and promote recovery and related functional outcomes for a mental illness early in its emergence.	<b>Number of People who will Participate</b>
<p>Our project aims to reduce prolonged suffering associated with untreated mental illness by implementing early intervention strategies that provide timely treatment and support. By partnering with Humboldt IPA, we can establish a comprehensive system for identifying and addressing mental health issues, specifically focusing on students in grades TK-12. Through this partnership, we will be better able to offer targeted interventions, counseling services, and educational programs to identify and address mental health challenges at their early stages.</p> <p>Furthermore, the project will emphasize the importance of school climate and preventive measures by investing in staff training programs such as Character Strong and Multi-Tiered System of Support (MTSS). By equipping educators with the skills to create a positive and inclusive learning environment, we aim to foster open communication and encourage students to express their feelings freely. This proactive approach to school climate will act as a preventive measure, mitigating the risk of mental health issues and creating a supportive atmosphere where students feel comfortable discussing their emotions.</p> <p>Additionally, our project will facilitate on-campus mental health groups and support services. By providing accessible spaces for students to self-regulate and address mental health concerns, we aim to create a supportive climate within the school. This, in turn, will enhance students' overall well-being, making it easier for them to access a quality education.</p>	<p>We anticipate engaging all 309 students and families, primarily students aged TK-12G, in the proposed early intervention activities.</p>

<p><b>Prevention:</b> To reduce prolonged suffering that may result from untreated mental illness by reducing the risk factors for developing a serious mental illness and to build protective factors.</p>	<p><b>Number of People who will Participate</b></p>
<p>Our project is dedicated to preventing prolonged suffering resulting from untreated mental health issues by addressing both risk factors and building protective factors. In the context of our school community, characterized by diverse needs and challenges, we recognize the importance of early intervention and wraparound mental health supports.</p> <p>One key aspect of our prevention strategy is mitigating identified risk factors contributing to developing serious mental health issues among students. Academic stress, social isolation, and insufficient coping skills emerged as significant concerns during our needs assessment. We will implement evidence-based prevention programs to address these challenges, including mental health education initiatives, stress reduction workshops, and whole classroom guidance (Character Strong). By proactively targeting these risk factors, we aim to create an environment supporting students' mental health.</p> <p>Recognizing the interconnected nature of prevention and intervention, our project integrates prevention strategies with on-campus mental health support. The availability of mental health groups, support services, and staff trained in MTSS and Character Strong contributes to a supportive environment where students can recognize and address mental health challenges earlier. These resources empower students to identify feelings of depression, anxiety, or bullying, fostering early intervention and promoting self-advocacy. Additionally, teachers equipped with proactive strategies will create a positive and inclusive classroom environment that supports students' overall well-being.</p>	<p>We anticipate engaging all 309 students, primarily students in grades TK-12th, in the prevention activities outlined in this goal.</p>

<p><b>Increasing Recognition of Early Signs of Mental Illness:</b> To reduce prolonged suffering that may result from untreated mental illness by engaging, encouraging, educating, and learning from participants about ways to recognize and respond effectively to early signs of mental illness.</p>	<p><b>Number of People who will Participate</b></p>
<p>Character Strong training empowers teachers to navigate and respond effectively to behaviors in the classroom that may signal underlying mental health challenges. The goal is to create a learning environment sensitive to students' social-emotional needs, thus reducing barriers to education. Teachers can</p>	<p>We anticipate the active engagement of 309 students aged TK-12 in the activities outlined in this goal.</p>

promptly address challenges by employing proactive behavior strategies, contributing to a positive and inclusive classroom culture.

In conjunction with staff training, our project introduces therapeutic groups aimed at helping students recognize and respond to their early signs of mental health challenges. These groups provide a safe space for students to explore and discuss their feelings, fostering emotional literacy. Additionally, students acquire valuable coping skills to navigate mental health issues and address challenges related to friendships and social interactions.

The overarching goal is to empower students and educators with the tools and knowledge needed to navigate the complexities of mental health. By increasing awareness and recognition of early signs, our project strives to create a school environment that promotes open communication, reduces stigma, and ensures every student feels seen, heard, and supported.

<p><b>Access and Linkage to Treatment:</b> To reduce prolonged suffering that may result from untreated mental illness by connecting children, adults, and seniors with severe mental illness, as early in the onset of the conditions as practicable, to medically necessary care and treatment.</p>	<p><b>Number of People who will Participate</b></p>
<p>Humboldt IPA's involvement ensures that individuals identified with severe social/emotional and mental health issues receive timely and appropriate referrals to address their unique needs. This includes connecting them with community resources that complement traditional mental health interventions and fostering a comprehensive and holistic approach to care. Additionally, Humboldt IPA's capacity for case management services ensures that individuals have ongoing support, helping them navigate the complexities of their mental health journey.</p> <p><b>Character Strong Training for Early Recognition:</b> To facilitate early intervention and linkage to treatment, our project incorporates Character Strong training for teachers and staff. This training not only enhances their ability to recognize early signs of mental health issues in students but also promotes a culture of openness and communication. By creating a supportive environment through emotional resources in the classroom, we encourage students to reach out for help when needed, preventing the prolonged suffering that can result from untreated mental health issues.</p>	<p>We anticipate that all 309 of our students, spanning different age groups, will benefit from the enhanced access and linkage to treatment facilitated by this goal.</p>

<p><b>Stigma and Discrimination Reduction:</b> To promote changes in attitudes, knowledge, and or behavior related to mental illness and mental health treatment services by reducing negative feelings, attitudes, beliefs, perceptions, stereotypes, and/or discrimination related to being diagnosed with mental illness or seeking mental health treatment services.</p>	<p><b>Number of People who will Participate</b></p>
<p>On-Campus Mental Health and Friendship Groups: One of our primary strategies for stigma reduction involves establishing on-campus mental health and friendship groups. Having these groups readily available within the school setting is crucial for normalizing discussions around mental health issues and emotions. By providing a space where students can openly talk about their experiences, share their feelings, and engage in supportive conversations, we contribute to breaking down the barriers that often give rise to stigma.</p> <p>Reducing stigma requires a cultural shift, and our project recognizes the importance of normalizing discussions about mental health. Integrating mental health and friendship groups into the school environment provides students with opportunities to engage in open dialogues, share their stories, and develop a greater understanding of mental health challenges. This normalization contributes to breaking down preconceived notions and fostering empathy and support within the school community.</p>	<p>We anticipate that implementing these stigma reduction strategies will positively impact the attitudes, knowledge, and behaviors of all students and members of the school community.</p>
<p><b>Suicide Prevention:</b> To facilitate changes in attitudes, knowledge, and/or behavior regarding suicide resulting from mental illness by conducting organized suicide prevention activities.</p>	<p><b>Number of People who will Participate</b></p>
<p>Proactive suicide prevention activities is integral to our approach. By establishing a foundation of trust, understanding, and support through trained staff in MTSS and Character Strong, we aim to create an environment where students feel comfortable seeking help. The emphasis on early recognition of mental health needs, facilitated by staff training and accessible support groups, contributes to addressing challenges as they arise, preventing the escalation of mental health issues, and reducing the risk of suicidal ideation.</p>	<p>We anticipate all our 309 students will benefit from suicide prevention services.</p>

## Letter of Commitment

# Humboldt IPA

### Between Humboldt Del Norte Independent Practice Association (Humboldt IPA) and Northern United-Humboldt Charter School

#### I. Purpose and Background

Humboldt Del Norte Independent Practice Association ("IPA") and Northern United-Humboldt Charter School ("NU-HCS") (hereafter, the "Parties") desire to enter into this Letter of Commitment ("LOC") for the purpose of working together to provide services and supports to the students at NU-HCS.

**Northern United-Humboldt Charter School** is applying for the Mental Health Services Act Prevention and Early Intervention Funding through the Humboldt County Department of Health and Human Services (DHHS) to strengthen and solidify its current model of student-centered services and supports. This LOC sets out the responsibilities and outlines the nature of the relationship between the Parties, should NU-HCS be successful in securing the funding.

#### II. Responsibilities of the Parties

IPA will provide the following for the NU-HCS project:

##### 1. Empowerment Groups

A. Weekly Empowerment Groups while school is in session for the four (4) sessions listed below.

a. **Young Men's Council:** A strengths-based group utilizing mentors with lived experience in the community to help promote boys' and young men's safe and healthy passage through pre-teen and adolescent years.

- 3-5<sup>th</sup> Grade
- 6-8<sup>th</sup> Grade
- 9-12<sup>th</sup> Grade

b. **Girls Groups:** A structured support group for girls and gender non-conforming youth, we integrate resiliency practices designed to increase positive connection, strengths, and competence in girls.

- 6th- 8th Grade

B. Case Management Support for Students within each group for up to 5 students at any one time.

a. This includes community referrals for the student and family.

b. Strategic efforts to minimize chronic absenteeism.

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C. Student Support Service Meetings

**Humboldt IPA**

a. Participate in meetings as needed for service providers, as well as working with the students participating in the Empowerment Groups.

**III. Termination of LOC**

A. Either Party may terminate this LOC at any time and for any reason upon thirty (30) days' written notice from the date of receipt to the individual listed as the other Party's contact person under Section IV below.

**IV. Signatures**

A. This LOC is effective as of the date written below.

\_\_\_\_\_  
**Signature Signature**

1/30/2024

\_\_\_\_\_  
**Date**

**Date**

**Althea Jones Rosemary Den Ouden**

Community Schools Coordinator Chief Executive Officer

Humboldt Senior Resource Center Humboldt Del Norte Independent Practice  
Association

Humboldt Del Norte Independent Practice Association

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**Agenda Item 6.**  
**DISCUSSION ITEMS**

**Subject:**

No items

**Action Requested:**

**Previous Staff/Board Action, Background Information and/or Statement of Need:**

**Fiscal Implications:**

None

**Contact Person/s:**



Agenda Item 7.  
REPORTS

Subject:

No items

Action Requested:

Previous Staff/Board Action, Background Information and/or Statement of Need:

Fiscal Implications:

Contact Person/s:

Agenda Item 8.  
NEXT BOARD MEETING

Subject:

8.1 Possible Agenda Items

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Discussion of topics to cover at the next meeting:

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Rosemary Kunkler

**Agenda Item 8.**  
**NEXT BOARD MEETING**

**Subject:**

8.2 Next Board Meeting Date: April 17th

**Action Requested:**

Approval

**Previous Staff/Board Action, Background Information and/or Statement of Need:**

The next board meeting is based on the board adopted meeting schedule.

**Fiscal Implications:**

None

**Contact Person/s:**

Shari Lovett, Rosemary Kunkler

**Agenda Item 9.**

**ADJOURN**