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S87026 District Mental Health Plan

"School mental health services are essential to creating and sustaining safe schools. Increased access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. Additionally, in the aftermath of a crisis, school-employed mental health professionals provide supports that facilitate the return to normalcy, are sustainable, and can help to identify and work with students with more intense or ongoing needs" (National Association of School Psychologists).

The following mental health allocation plan outlines the school districts approach "to establishing or expanding school-based mental health care" for all of our students. It is the belief of the school district that all students should have access to quality mental health care professionals and services (school-based employees or contracted with our mental health community partners) throughout the school district regardless of the school or program where they are currently enrolled.

Planned Expenditures:

Estimated Total allocation of funds:	\$418,500.00
Addition of 4 school social workers:	\$264,000.00
Addition of 1 school psychologist:	\$ 72,000.00
Contract with CBHC for a mental health therapist:	\$ 50,000.00
Contract with CBHC for psychiatric consultations:	\$ 15,000.00
Professional development & implementation costs:	\$ 17,500.00

NOTE: Funding totals are approximate and funds may be adjusted between the above earmarked categories as determined by the district Threat Assessment Team. Funding levels will always adhere to the state mandate of at least 90% of spending allocated to provide direct mental health services to students.

Description of Mental Health Services:

Access to mental health services will be available to all students within the Charlotte County Public School District. The coordination of additional school-based social workers and school psychologists will work in conjunction with Charlotte Behavioral Health Care (community based mental health partner) to identify students who have one or more mental health or co-occurring substance abuse diagnoses

including students at high risk of such diagnoses. This partnership will include working to provide mental health assessment, diagnosis, intervention, treatment and recovery services.

Evidence based mental health treatment will include but not be limited to the following programs and services:

Signs of Suicide Program- researched based program implemented by Charlotte Behavioral Health Care (CBHC). School based mental health personnel, LCSW, will follow-up with students who need additional on-going counseling services which includes coordination of additional mental health services with CBHC

Student Outreach Services- Substance abuse assessment and treatment program tailored to the individual student by a licensed mental health counselor. Program services are provided at the individual school site.

Psychiatric Consultations- school based certified mental health professionals (LCSW) and school psychologists will work to identify students with mental health diagnoses including those who are exhibiting warning signs of mental health issues, and coordinate with Charlotte Behavioral Health Care to diagnose and provide "health care plans" to provide ongoing mental health support and counseling for these students. This includes possible medication management if so determined by the medical professionals at CBHC.

Onsite Mental Health Care/Treatment will be provided to identified students by a licensed/contracted CBHC Mental Health Therapist. The therapist will provide individual and group counseling to students who have mental health or co-occurring substance abuse diagnoses. The Mental Health Therapist will coordinate treatment and safety plans with the school social worker to assure continuity of care.

The addition of 4 school social workers will allow for a social worker to be in every secondary school and Charlotte Harbor Center School for 4 or 5 days per week. Additional social workers will allow for expanded mental health services in the elementary schools and provide greater flexibility to address serious concerns as they arise. Expanded social worker services will allow greater access to mental health services for all Charlotte County Public School Students.

Licensed clinical social workers (LCSW) will provide the following evidenced based practices:

- Complete risk assessments and threat assessments as needed

- Identify and assess the need for a baker act and diagnose accordingly

- Provide training and leadership for threat assessment teams,

- Provide training in mental health awareness for students and school staff

- Coordinate services with primary care and mental health providers involved in a student's care

- Communicate with other agencies and staff as needed and appropriate

- Communicate and collaborate with parents and guardians

- Document all threat assessment team services provided

Provide individual and/or group counseling treatment for targeted individuals

Provide or refer to existing researched or evidenced based programs

Develop or collaborate on the development of treatment plans and safety plans

Provide appropriate follow ups for recovery services

Maintain a list of resources available for threat assessment teams

The addition of 1 school psychologist will allow for a quicker identification of students in need of mental health and psychiatric evaluations. All students will have access to a school psychologist with priority given to evaluate students referred by threat assessment teams and the Superintendent's office Suspension Expulsion Review Team (SERT).

The contract with CBHC for a mental health therapist will allow for a therapist to serve all students in Alternative Programs and ESE Center School. The therapist will spend 4 to 5 days per week at The Academy and the Charlotte Harbor Center School. Priority for services will be for students identified by the alternative school's threat assessment team, by Suspension Expulsion Review Team (SERT) or the District Threat Assessment Team.

The contract with CBHC for psychiatric consultations will include an increase in the current contract for psychiatric consultations to serve all students identified through the SERT or District Threat Assessment Teams. This expanded contract **will** allow for the coordination of mental health treatment services that are part of a stipulated agreement in lieu of expulsion, a stipulated order of expulsion or included in the district's threat assessment team recommendations.

Professional Development Costs include substitutes and PD stipends as needed; travel expenses and registration costs for related workshops, trainings and technical assistance; hourly wages for planning the development of training programs; training manuals and other associated costs. There are several requirements for professional development including:

Emergency procedures including active shooter training and school safety and security (for students and district staff)

Threat assessment, risk assessment and crisis response training (for school based mental health staff and SROs)

Threat assessment team training (for all school based threat assessment team members)

Mental health awareness and assistance (for students and district staff)

Training on the use and implementation of evidenced based programs

Threat Assessment Teams

School Based teams: School Social Worker, School Administrator, Instructional staff (which could include a school counselor or Lead teacher), ESE Liaison/staffing specialists, School Resource Officer, and school psychologist.

Duties: threat assessment teams meet on a monthly basis for the coordination of resources, assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students. Interventions may include but are not limited to: a referral to SERT or the District Threat Assessment Team, referral for mental health services, and/or referrals to existing evidenced based programs and services. After providing emergency intervention and assessment, a Licensed Clinical Social Worker and/or a School Resource Officer trained in crisis intervention may determine the need for a baker act if there is imminent threat to self or others. The team will contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow up actions.

Teams will identify who to report threats to in the school community and provide guidance to students, faculty, and staff regarding recognition of possible threats to the community, school or self. Teams may obtain criminal history record information if necessary for assessment but this information must remain confidential.

Upon determination of a threat, the team immediately reports its determination to the Superintendent's designee, the Executive Director for School Support, who will immediately attempt to notify the student's parent or legal guardian.

Threat assessment teams are required to report quantitative data on its activities to the Office of Safe Schools.

District Team: Executive Director for School Support, Director of Interventions and Dropout Prevention Services, Coordinator of School Psychologists, District School Safety Specialist, and Director of Exceptional Student Education.

Duties: Meets as needed to review school based threat assessment protocols and provide resources and guidance as needed. The team will review school based assessments and assign a social worker and school psychologist to conduct a comprehensive threat assessment with the student and parent/guardian. Team members will contact other agencies involved with the student including but not limited to law enforcement, and any known service providers to share information and coordinate any necessary follow up actions. The team will make referrals for psychiatric consultations and/or mental health assessments and treatment as appropriate. Team members may make referrals for alternative programs in lieu of expulsion through the SERT process. The district team will also provide district training in threat assessment, risk assessment and crisis response protocols.

Collaboration:

School-community-agency collaboration is critical to providing the full continuum of mental health services to all students. Threat assessment teams (school based and/or district) will communicate, collaborate and coordinate efforts to serve students with the agencies and programs that provide services to students experiencing or at risk of an emotional disturbance or mental illness. Including:

- State and local law enforcement agencies
- The Dept of Juvenile Justice
- The Dept. of Children and Families
- The Dept. of Health and other health care providers
- The Agency for Health Care Administration
- Agency for Persons with Disabilities
- The Statewide Guardian Ad Litem Office
- Charlotte Behavioral Health Care, including but not limited to CSU staff, CAT teams, TBOSS therapists etc _
- Multiagency network for students with emotional and behavioral disabilities, (SEDNET)

Researched and evidenced based Programs and Services:

These programs are currently being implemented and will be available to all Charlotte County Public School students.

Signs of Suicide - Tier I for middle and high school, provided by CBHC

School wide PBIS programs - Tier I

Life Skills Training- Tier I or Tier 2 program provided by Drug Free Charlotte

Strengthening Families - Tier 3 program provided by Drug Free Charlotte

Check and Connect - Tier 2 or 3 program Coordinated by school social workers

Check In Check Out - Tier 2 program Coordinated by TST teams

Restorative justice strategies, including Circles and Peer Mediation - Tier 2 programs Coordinated by trained staff at selected school sites

Behavior contracts - Tier 2 intervention Coordinated by school staff

CINS-FINS - Tier 3 interventions Coordinated by Lutheran Services Fl. And School Social Workers

SOS (Student Outreach Services)- Tier 3 Substance Abuse Services in Schools Provided by Charlotte Behavioral Health Care

Evidenced based programs addressing the following areas will be researched for possible implementation:

Anger Management, Decision making, Coping Skills, and Bullying.