



## School Board of Levy County Mental Health Assistance Allocation SB 7026

*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. School mental health supports that encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults are essential to creating a school culture in which students feel safe and empowered to report safety concerns, which is proven to be among the most effective school safety strategies. Additionally, in the aftermath of a crisis, school-employed mental health professionals provide supports that facilitate a 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 (NASP).*

### **This plan establishes School-Based Mental Health Services in Levy County**

**District Team:** Jeffrey Edison, Superintendent; John Lott, Assistant Superintendent; Candy Dean, Assistant Superintendent; Dr. Rosalind Hall, Director of ESE/Student Services; School Safety Specialist, Dennis Webber; Gemma Fleming, School Counselor; Gale Kom, School Social Worker; Elizabeth Kennelly-Smith, SEDNET Coordinator; New School Psychologist (s); New License Mental Health Counselor (s).

**The School Board of Levy County will align the principles of our State Multi-Tiered System of Supports and develop a level of services in addressing the social and emotional mental health needs of our students.**

**Describe process for identifying and delivering evidence-based mental health interventions:**

Refer to Flowchart on page 9

**Screening:**

**Early Warning Systems:** The Early Warning Indicators will be used as the district's Universal Screener. School Psychologist and/ or Licensed Mental Health Counselor (LMHC) employed by district will maintain a list of students identified that will need further screening or assessment based on crossed reference data such as but not limited to: Office Discipline Referrals (ODRs), Baker Act, parent/guardian, school personnel, court system and agencies.

**Mental Health Screening:** District will provide mental health screening of Internalizing and Externalizing Behaviors for the following groups of students: mid- year kindergarteners, rising 6th graders, rising 9th graders, students returning from a known Baker Act, students who have made threats as part of their threat assessment, or school based "mental health concerns" referral. Parental Consent will be required. School Counselors, School Psychologist, LMHC employed by the district and/or contracted will be responsible for administering these screenings.

**Tier 1 Support**

All schools have been trained in the implementation of Positive Behavior Intervention Supports. Seven (7) of our eight (8) schools are Positive Behavior Support Schools and participates in ongoing training supported by the PBIS Project. Character Education, suicide awareness, Trauma Informed Care, bullying awareness training is conducted annually and will continue to be provided with the hiring of new staff. In addition, our district will receive training in Restorative Practices which will be a new initiative for the 2018-19 School Year.

## **Tier 2 Support**

Once a student exhibit behaviors that rises to a level of concern, schools will assess if a student is at risk of harm to oneself and/or others. The School Counselor, Licensed Mental Health Counselor, School Psychologist and/or contracted services will use evidence based assessments to assess the social and emotional state of the student and make such determination if further assessment is needed. As a result of the data collected, it will be determined which practitioner will provide such intervention (s). Subsequently, data will be collected to determine if the intervention(s) provided in the area (s) of concern was effective or if additional intensive support is needed. If the intervention was successful, the student will continue to be monitored. If the intervention is not successful the team will reconvene, review the data and determine next steps.

## **Tier 3 Support**

This level of support is intense and individualized for the student. The School Psychologist, Licensed Mental Health Counselor or Contracted Services will review the data in collaboration with the school and district administration, Community Action Teams, local agencies and develop a treatment plan to be implemented by the Licensed Mental Health Counselor, School Psychologist or Contracted Services.

Students who have received services in a hospital/rehabilitation facility and return to the district will be provided services at Tier 3. Communication and collaboration with the facility staff will occur to allow for a smooth transition and to determine the intensive services to be provided. Data will be collected to determine if the intervention provided is successful and recovery has occurred. If the intervention is successful a maintenance plan will be developed and monitored. If the intervention is not successful, the team will collaborate with Department of Children and Families (DCF) and seek a community action treatment team for behavioral health and support to children from services from 11 to 13 years of age, adolescents, and young adults from 18 to 21 years of age with serious behavioral health conditions who are at risk of out-of-home placement as demonstrated by: 1. Repeated failures at less intensive levels of care; 2. Two or more behavioral health hospitalizations; 3. Involvement with the Department of Juvenile Justice; 4. A history of multiple episodes involving law enforcement; or 5. A record of poor academic performance or suspensions. Children younger than 11 years of age who otherwise meet the criteria may be candidates for such services if they demonstrate two or more of the characteristics. A community action treatment team shall address the therapeutic needs of the child, adolescent, or young adult receiving services and assist parents and caregivers in obtaining services and support. The community action treatment team shall make referrals to specialized treatment providers if necessary, with follow up by the community action treatment team to ensure services are received and focus on engaging the child, adolescent, or young adult and his or her family as active participants in every phase of the treatment process. Community action treatment teams shall be available to the child, adolescent, or young adult and his or her family at all times.

## **Referral Processes:**

- **School based referrals: Teacher Referral to School Counselor**  
School Based Mental Health Referral Form
- **Community referrals:**  
Specific Referral procedures for each outside agency
- **Coordinating Holistic Care:**  
SEDNET shall identify district wide service providers
- Local physicians, District Personnel and SEDNET will partner to discuss strategies to support the student
- Mutual Exchange of Information--HIPPA AND FERPA compliant

### **Description of supports that addresses mental health needs (assessment, diagnosis, intervention, treatment, and recovery).**

- Screening, Brief Intervention, and Referral to Treatment (**SBIRT**) is an evidence-based practice used to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.
- Student Risk Screening Scale is an evidence-based tool that detect elementary students with externalizing (e.g., aggressive, noncompliant) behavior patterns and internalizing (e.g., anxious, socially withdrawn) behavior patterns.
- Behavior Assessment System for Children 3rd Edition: Behavioral and Emotional Screening System (BASC-3: BESS) Behavioral areas assessed include Internalizing and Externalizing problems and Adaptive skills for Pre K to 12.
- Social, Academic, & Emotional Behavior Risk Screener (SAEBRS) screening tool for behavioral and emotional risk designed for students K-12 grade that assessed social, academic and emotional behavior.

**Process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing:**

- Modify our mutual exchange form for parents including Baker Act documentation
- Coordinating with the Community Action Team (CAT)
- Mental Health Screenings will be shared with the primary care physician (s) with parent written consent.
- Invite physician (s) to meetings that involves a student that is under their care with parent written consent.
- Re-entry school team meeting following a Baker Act, followed by a plan for additional treatment if applicable

**Collaborative partnerships with community providers and agencies:**

School, FDOE Discretionary Projects and Community Stakeholders:

Florida Diagnostic and Learning Resources Systems (FDLRS)  
Multidisciplinary Diagnostic and Training Program (MDTP)  
Center for Autism and Related Disabilities (CARD)  
Student with Emotional Behavioral Disabilities Network (SEDNET)  
School Counselors  
School Psychologists  
School Social Workers  
Mental Health Counselor (s)  
Community Action Team (CAT)  
Meridian Behavioral Healthcare  
Lutheran Services Florida  
Department of Children and Families  
Levy County Prevention Coalition  
Physicians

**Best Practice: Describe awareness/prevention efforts that address mental health issues.**

**Mental Health Tier 1:**

- Youth Mental Health First Aid (YMHFA) Training- School and District Administrators, School Counselors, Dean of Students, Social Workers, Psychologist and Instructional Staff
- Train the Trainer YMHFA- District Safety Specialist
- Support Staff and SROs will participate in the 2 hour online Mental Health First Aid Professional Development created by FDOE upon availability
- Early Warning Systems- All Instructional and Administrators
- Positive Behavior Intervention Supports- Instructional and Administrators
- Restorative Practices that emphasizes the Circle Affirmation Relationship Emotional (C.A.R.E) Plan that will emphasize the value of collecting the facts, consider the feelings of the student, take the corrective steps to fix the issue and create a continuing phase that develops the future for the student- District, School Leadership Team and School Counselors

**Mental Health Tier 2 and 3:**

- 2 hour online Mental Health First Aid- Bus Drivers, Bus Attendants, nurses and other appropriate staff upon availability
- Crisis Prevention Intervention (CPI)- School Crisis Teams, psychologist, School Social Worker and other appropriate staff
- Prevent Reaffirm Evaluate Provide and Respond Exam (PREPaRE)- District Safety Specialist, Licensed Mental Health Counselor and School Psychologist.
- Train the Trainer YMHFA - Dean of Students, Assistant Principals, and other appropriate staff
- Threat Assessment- Assess whether student poses a threat to him/herself or others- Threat Assessment School Teams

## Reporting

Each school will provide monthly data to the District Safety Specialist that will include the following:

- Number of students who received mental screenings or assessments.
- Number of students referred to district-employed school-based mental health services providers.
- Number of students who received services or assistance.
- Services provided by contracted or collaborative mental health service providers
- Number of students who received mental screenings or assessments.
- Number of students referred to contracted school-based services providers. Number of students referred to community mental health programs, agencies, or providers.

## Outcome data that will be used to evaluate effectiveness of services

- Early Warning System (EWS)
- Youth Risk Behavior Survey
- Screening before and screening after tier 2 and 3 services
- School Climate Survey

## **Number and credentials of mental health services providers employed by the district/Number and credentials of mental health services providers contracted by the district:**

There are no Mental Health service providers employed or contracted by the district. As a result, the following service providers will be hired and/or contracted utilizing 90% of expenditures allocated for direct mental health services or coordination of such services with primary care and mental health providers:

- The school district will hire school psychologists and/or Licensed Mental Health Counselor and contracted services as warranted.

## **Assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses:**

- Levy County provides assurances that the Mental Health Assistance Allocation does not supplant other funding sources or increase salaries or staff bonuses.

**Describes how district will maximize use of other sources of funding to provide school-based mental health services, where appropriate**

- Medicaid Reimbursement will also be used to support mental health services to students.

**Local school board approved the district Plan**

**Date of Approval:**

**School Board Chairman Signature**

**Charter school governing body(ies) approved plan(s), when applicable.**

**Nature Coast Middle School**

**\*Whispering Winds Charter School will adhere to the District Plan\***

**Approved plan(s) was submitted to the Commissioner of Education by August 1, 2018 (attached).**



## Levy County System of Care Screening and Intervention Procedures

### TIER I

The new School Psychologist will lead school teams, school counselors, and social workers in a Screening Process for mid-year kindergarteners, rising 6th graders, rising 9<sup>th</sup> graders students returning from a known Baker Act, students who have made threats as part of their threat assessment, or school based "mental health concerns to identify internalizing and externalizing behaviors. The Early Warning Indicators will be use as the district's Universal Screener. School Psychologist and/ or Licensed Mental Health Counselor (LMHC) employed by district will maintain a list of students identified that will need further screening or assessment based on crossed reference data such as but not limited to: Office Discipline Referrals (ODRs), Baker Act, parent/guardian, school personnel, court system and agencies.

# 1

### TIER II

Students needing further screening, assessment, and intervention: School Teams will complete:



AND/OR



School Based Mental Health Referral Form  
In school counseling  
MTSS  
PBIS Tier II

Community Based Mental Health Referral Form  
In school counseling  
Family counseling

### TIER III

# 1

#### **Referral to Interagency Intervention Team:**

COMMUNITY ACTION TEAM, FAMILY SERVICE PLANNING TEAM, LOCAL REVIEW TEAM  
1. Repeated failures at less intensive levels of care; 2. Two or more behavioral health hospitalizations; 3. Involvement with the Department of Juvenile Justice; 4. A history of multiple episodes involving law enforcement; or 5. A record of poor academic performance or suspensions. Children younger than 11 years of age who otherwise meet the criteria in this paragraph may be candidates for such services if they demonstrate two or more of the characteristics listed in 1.-5.