

Mental Health Response Plan

District Mental Health and Crisis Response Team Members:

Ms. Teresa Marcks, Chief Academic Officer
Mr. Greg Akin, Chief Operations Officer
Mrs. Kim Gilliland, Director of ESE and Student Services
Dr. Amy Hall, Coordinator, Student and Government Relations
Ms. Dianne Martin-Morgan, Coordinator, School Social Services
Mr. Troy Radford, Coordinator, School Psychological Services
Ms. Cindy Fisher, Coordinator of Educational Enhancements
Dr. Mary Alice Myers, Assistant Director of ESE and Student Services
Mr. Carl Coalson, SEDNET Regional Project Manager
Dr. Mandy Ellzey, Behavioral Specialist

School District of Volusia County



Good mental health is critical to a student’s success in school and life. Research suggests that students who receive social–emotional and mental health support achieve academically as well as emotionally. School climate, classroom behavior, on-task learning, and students’ sense of connectedness and well-being all improve as well. Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life’s challenges. Left unmet, mental health problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency.

Volusia County Schools has developed a comprehensive plan to address the mental health, social-emotional and behavioral needs of our students.

Volusia County Schools believes in the importance of an integrated student services approach to address the needs of our students. School-employed mental health professionals are trained to address mental health, social-emotional and behavioral needs. School counselors, school psychologists, school social-workers, behavioral specialists and social-emotional learning TOA’s provide the vast majority of school-based mental health services. They are specially trained in school system functioning and learning, as well as how students’ behavior and mental health impacts their ability to be successful in school.

Volusia County Schools currently employs the following school employed mental health providers:

School Social Workers	15 school social workers and 1 Homeless Liaison. 5 are LCSW.	16
School Psychologists	24 school psychologists. 1 clinical psychologist.	24
School Counselors	112 school counselors at all three levels. 28 licensed mental health providers.	112
Social Emotional Learning TOA’s	13 Social Emotional TOA’s. 2 are licensed	13
School Nurses	10 RN ‘s 42 LPNs 30 Clinic Assistants [CNAs]	82

AWARENESS/PREVENTION/INTERVENTION EFFORTS

It is our belief that 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.

Providing a continuum of school mental health services is critical to effectively addressing the breadth of students' needs. Comprehensive mental health services are most effective when provided through a multitiered system of supports (MTSS). MTSS encompasses the continuum of need, enabling schools to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed.

Volusia County Schools employs universal strategies for all students, followed by interventions to assist selected students who face particular risks, and finally a tier with treatment interventions for those with the greatest needs. An advantage of this tiered approach is that schools and teachers can support students with varying needs and also creates classroom and whole-school environments that support the learning of all children. The ultimate aim is to promote student wellbeing, prevent the development or worsening of mental health problems, and improve the effectiveness of education.

Volusia County Schools has developed a comprehensive approach to addressing the mental health, social-emotional and behavioral needs of our students by employing school based mental health programs. The school based mental health programs that are employed by Volusia County Schools focus on all students with some targeting students at high risk of mental health problems. For most of the programs the content is provided to the students in specific daily or weekly sessions over a period of weeks or over the entire school year. For some of the programs the intervention is incorporated into the existing school curriculum and daily activities and support is ongoing. Classroom teachers, student services professionals, school social workers, school psychologists and SEL TOA's are all trained to provide the school based mental health programs to our students. Below is a list of programs that are currently being implemented within Volusia County Schools:

CHAMPS - *CHAMPS* assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly.

Check & Connect - comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of *Check & Connect* is to foster school completion with academic and social competence.

Coping Cats - Used by School Psychologists and School Social Workers for Counseling as a Related Service with ESE students. It is a cognitive-behavioral therapy intervention that helps children recognize and analyze anxious feelings and develop strategies to cope with anxiety-provoking situations.

I Can Problem Solve - I Can Problem Solve (ICPS) is a universal school-based program designed to enhance the interpersonal cognitive processes and problem-solving skills of children in preschool through grade 6.

Positive Behavior Intervention & Supports - PBIS is based on understanding why problem behaviors occur. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.

Restorative Practices - A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

RULER Approach to Social-Emotional Learning - RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions. The program grounds teachers, staff, students, and families in the Anchors of Emotional Intelligence. The fundamental RULER tools enhance individuals' ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. The Anchors also foster the kind of healthy emotional climate essential to personal growth.

Sanford Harmony – A program with a series of innovative relationship-building teaching strategies designed to strengthen understanding and communication between children. The goal of Harmony is to create inclusive classroom communities, where teaching takes priority over resolving personality conflicts or issues among students.

Second Step - Research-based, sequenced curriculum focusing on essential life and learning skills, anger management, conflict resolution and self-regulation. Media-rich content engages students and reinforces positive behavior and fully scripted lessons are easy to integrate into the day.

Social Skills Improvement System (SSIS) - The Social Skills Improvement System addresses the need for an evidence-based, multi-tiered assessment and intervention system to help you help students develop, improve and maintain important social skills.

CHAMPS: SOS!- This training is recommended for general education and ESE teachers that have received previous CHAMPS classroom management training but would like additional strategies to address one or more specific student behavior challenges. This training addresses tier 2 and tier 3 behavior challenges. Participants will be guided through a process of identifying, clarifying, and narrowing the scope of one or more classroom management challenges. Participants will design an intervention plan using the following action steps; 1) discuss function of behavior 2) select a replacement behavior for an identified behavior challenge 3) design a teaching plan 4) arrange the environment to facilitate success 5) develop responses for desired and undesired behavior 6) write a behavior goal. Participants will obtain and improve professional knowledge and competencies related to facilitating a highly structured, individualized classroom environment with consistent approaches to student behavior management. Participants will; 1) know how to follow a step-by-step process for analyzing behavioral or motivational problems 2) understand that behaviors can serve a variety of functions 3) develop an intervention plan based on data collection.

Informal Circles: Circles can be done by teachers quickly as a way to have students check in, check out, or deal with classroom tension in a quick and informal manner. It also can be used in academic ways to evaluate understanding of concepts.

Formal Circles: This can be conducted after major offenses have been committed and the student(s) has had to miss school. Formal circles should include school-based stakeholders as well as the offender and his/her support group and the offended with his/her support group. Ideally, they will meet together but that may not always be prudent.

Signs of Suicide (SOS): The SOS program uses an educational curriculum to teach students to recognize the symptoms of depression and suicide and can be implemented by existing school personnel within one class period. The main teaching tool is a video that shows dramatizations and real-life stories of hope about the right and wrong ways to react when a friend exhibits certain behaviors. The program includes a mental health self-assessment that screens every student for depression and suicide. The program also includes training and educational materials for faculty, staff and parents.

Say Something: Say Something is an education and awareness program that provides tools and practices to:

- Recognize the signs & signals of a potential threat – especially in social media
- Teach and instill in participants how to take action
- Drive awareness and reinforce the need to Say Something

Volusia County Schools has established a committee entitled Culture for Learning (C4L). Members of this team work to identify research-based programs that are proactive and responsive to meet the diverse needs of our district. In addition, the C4L committee works to support these initiatives through strategic implementation strategies.

Students that are in need of additional support through Tier 2 and Tier 3 Interventions are often referred to a student services professional for additional support. This referral can be completed by a parent, teacher, administrator or student services professional. Students can also be referred to a Tier 2 or Tier 3 intervention based on attendance data, concern of harm data, SOS data, discipline data and other anecdotal data that supports the need for additional support.

Below is a chart that outlines the universal system of supports at the Tier 1, Tier 2 and Tier 3 level. Volusia County Schools is committed to ensuring that all students receive support through our integrated student services model.

Tier 3: Specialized Supports for a Few Students

Identify specific student needs and deliver individualized intervention:					
Elementary VCS District Supported Practices		Suggested Intervention Provider	Secondary VCS District Supported Practices		Suggested Intervention Provider
Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams
I Can Problem Solve	Contact: Amy Hall	Counselor	RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team
Coping Cats - ESE	Contact: Troy Radford/ Dianne Martin-Morgan	Counselor School Psychologist School Social Worker	Check & Connect Mentoring Program	Contact: Mandy Ellzey	School-based trained personnel
RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team/Teachers	Social Skills Improvement System (ESE)	Contact: Sheryl Sandvoss	ESE Teacher Behavior Specialist
Counseling (small group using evidence/research-based interventions)	Contact: Amy Hall/Dianne Martin-Morgan	Counselor Mental Health Provider (outside agency and SEL TOA)	Counseling (small group using evidence/research-based interventions)	Contact: Amy Hall/Dianne Martin-Morgan	Counselor Mental Health Provider (outside agency and SEL TOA)
<i>Evidence/Research-based interventions from the following sources:</i>			<i>Evidence/Research-based interventions from the following sources:</i>		
Tough Kids Toolbox Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	Tough Kids Toolbox (6-8) Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher
www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher
Mental Health Response and Intervention Teams	Contact: Mental Health Specialist-TBD	Counselor/School Based Administrator	Mental Health Response and Intervention Teams	Contact: Mental Health Specialist-TBD	Counselor/School Based Administrator

	Restorative Practice Formal Conference	Contact: Amy Hall	School Based Administrators	Restorative Practice Formal Conference	Contact: Amy Hall	School Based Administrators
Tier 2: Targeted Supports for <u>Some</u> Students	Identify students & implement structured interventions for SEL:					
	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams
	Second Step	Contact: Amy Hall	Counselor	Restorative Practices Circles	Contact: Amy Hall	DSR/SEL TOA/Admin/Teacher
	I Can Problem Solve	Contact: Amy Hall	Counselor	Student Success Skills	Contact: Dianne Martin-Morgan	Counselor
	Student Success Skills	Contact: Dianne Martin-Morgan	Counselor	SEL TOA Small Group	Contact: SEL Specialist	SEL TOA’s
	Restorative Practices Circles	Contact: Amy Hall	Teacher			
	Evidence/Research-based interventions from the following sources:		Teacher	Evidence/Research-based interventions from the following sources:		Teacher
	Tough Kids Toolbox Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	Tough Kids Toolbox Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher
	CHAMPS: SOS!	Contact: Jenny McDonough	Teacher	CHAMPS: SOS!	Contact: Jenny McDonough	Teacher
	Mental Health Response and Intervention Teams	Contact: Mental Health Specialist-TBD	Counselor/School Based Administrator	Mental Health Response and Intervention Teams	Contact: Mental Health Specialist-TBD	Counselor/School Based Administrator
	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher
Tier 1: Core Universal Structure for <u>all</u> Students	Build school-wide systems and structures:					
	School-wide Positive Behavior Intervention and Supports (PBIS)	Contact: Mandy Ellzey	School-based Team	School-wide Positive Behavior Intervention and Supports (PBIS)	Contact: Mandy Ellzey	School-based Team
	SOS- Signs of Suicide	Contact: Greg Akin	Sandy Hook Consultant Team	SOS- Signs of Suicide	Contact: Greg Akin	Sandy Hook Consultant Team

Say Something	Contact: Greg Akin	Sandy Hook Consultant Team	Say Something	Contact: Greg Akin	Sandy Hook Consultant Team
Adopt proactive & classroom management strategies:					
CHAMPS	Contact: Jenny McDonou gh	Teacher	CHAMPS	Contact: Jenny McDonough	Teacher
Implement best practices for student engagement/SEL:					
RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team	Restorative Practices	Contact: Amy Hall	School-based Team
Sanford Harmony	Contact: Amy Hall	Counselor/Teacher	Second Step	Contact: Amy Hall	SEL TOA's
Restorative Practices	Contact: Amy Hall	School Based Teams	Restorative Practices	Contact: Amy Hall	School Based Teams

COMMUNITY PARTNERSHIPS

Community collaboration is critical to providing the full continuum of mental health services. Meeting the full continuum of student needs is also dependent on collaboration between schools and community mental health providers. Typically, community providers offer supplementary or intensive services that go beyond school capacities. An MTSS approach facilitates effective collaboration while ensuring that services provided in school are appropriate to the learning context and those that are provided after school hours are appropriately linked to and supported in the school setting. Partnerships are most effective when coordinated by school-employed mental professionals, are defined by clear memoranda of understanding, and reinforce an appreciation for the unique contribution each group makes to creating more seamless and comprehensive service delivery. This not only reduces gaps, redundancy, and conflict, it also reduces stress on families and supports their roles as primary caregivers and decision-makers regarding their child's development.

Volusia County Schools has an agreement with 5 community agencies to provide school-based behavioral mental health services for students who are at risk of emotional and behavioral challenges. Currently, Volusia County Schools has an agreement with the following entities:

- **Halifax Behavioral Services (HBS)**
- **Devereux Services**
- **Chrysalis Health**
- **ADAPT Behavioral Services**
- **Children's Home Society of Florida**

In addition, Volusia County Schools has a partnership with Stewart Marchman- ACT to provide substance abuse service for students at risk.

Volusia County Schools has had a long-standing partnership with two of our community agencies, HBS and Devereux, since 2000. The school based mental health services that are

provided by our community agencies include a broad spectrum of assessment, prevention, intervention, postvention, counseling, consultation, and referral activity services. These services are essential to the stability of our district's ability to ensure a safe and healthy learning environment for all students. They promote student's academic success and their social and emotional needs.

Services are currently in over 50 schools throughout our district. Students are referred by student services personnel, school-based administrators or parents and are seen by a registered intern or licensed mental health therapists weekly. In addition, our community mental health partnerships provide support to our separate class/EBD units, Title 1 schools, full-service and comprehensive schools, low performing schools, schools with high discipline referrals and schools with high concern of harm intervention.

Volusia County Schools Mental Health Response and Intervention Teams will work closely with community based mental health partners to link families to services and help support the individual needs of our students. Students that are identified as being "moderate to high risk" through mental health and behavioral assessments and evaluations will be referred to outside agencies and primary care providers for additional support. In addition, our Mental Health Response and Intervention Teams will work in conjunction with our providers to ensure that the strategies and resources recommended by our community providers are implemented in the school setting.

The Mental Health Response and Intervention Teams will serve as a bridge between community mental health and the education setting.

The referral process for our community agencies differs depending on the agency. Volusia County Schools has a district contact, Coordinator of School Social Work that assist in ensuring our students needs are addressed timely and adequately. In emergency situations, the Coordinator of School Social Work is able to swiftly navigate the system and ensure that the students' needs are addressed immediately. Below outlines the referral process for each of our community mental health agencies.

Volusia County School has met with all 6 mental health community providers to review the proposed plan an elicit input and recommendations. In reviewing the plan, 5 of our community agencies support the proposed plan.

ADAPT:

Referral process is as follows:

- School personnel identifies a student in need of mental health services.
- School personnel completes a referral form with pertinent information- name, DOB, address, parent name, contact address/phone #, insurance information and description of problem behavior/ concerns.
- Completed referral form is sent to Adapt Behavioral Services- fax 386-675-6490 or email ormond@adapt-fl.com.

- The Referral Coordinator will send a confirmation email stating the referral was received within one business day.

Children's Home Society:

Referral process is as follows:

- Complete the CHS referral form (anyone can complete the referral; teacher, parent, counselor, student, etc.)
- Email the form to CHSCLINICAL_NCO@chsfl.org
- Once insurance is verified, CHS will assign a counselor.
- The counselor will contact the family and offer an appointment within 5 business days.
- Making the initial appointment can sometimes be challenging, if the counselor has trouble contacting the family they will reach out to the person that made the referral.
- Sometimes starting that initial appointment is scary for families, the person that made the referral is encouraged to reach out to CHS to help coordinate the first appointment.
- The counselor will make at least 3 attempts to schedule with the client or family as well as contact the referral source before ending their attempts to contact.
- If a referred individual is not quite ready for the services upon the initial referral, they are always welcome to start services at another time when they are more ready, just simply complete another referral and we will reach out to the client again!

Chrysalis Health Referral Process

Referral process is as follows:

- Complete the referral form and fax to 386-675-1609 or email to referrals-north@chrysalishealth.com
- Referrals can also be called in at 386-256-1333 and choose 4 at the prompts
- Once the referral is received the intake department will contact you within 48 hours to advise if the client is eligible for services. If they have reached the guardian and set an appointment they will advise you of the date and time of the initial assessment of that time.

- If they haven't been able to reach them they will make 3 calls over a 3-day period and on the 4th day they will advise you that they haven't heard from them and will send out a letter requesting that the guardian contact us.
- At this point the referral is considered not viable and closed. However, if the client or guardian contacts us from the letter we open them back up and set up an initial assessment and advise you that they will be assessed.

Devereux:

Referral process is as follows:

- The school counselor identifies a student for services
- They contact the parent/guardian to discuss services and ask permission to refer for counseling services
- School Counselor, parent or school-based administrator completes the referral form and either email/fax the referral to Devereux
- An office staff member verifies the insurance by running the Medicaid through the system. If emailed-they will respond to the email and notify the guidance counselor that the insurance is active or inactive. Either way, the referral is logged in our referral book.
- At least once per week, the Clinical Coordinator at Devereux reviews the referral book and assign referrals to counselors. Referrals are assigned based on caseloads, assigned areas and assigned schools.
- Once a referral is assigned, counselors are asked to call a family within 72 business hours to discuss setting up an intake for services. In the event a family is not reached on the first call, a counselor will call again within a day or two. After to failed attempts a letter is sent to the mailing address on the referral. Counselors are also encouraged to contact the guidance counselor to inform them of the barrier, as often times they can assist with the barrier. In the letter there is a timeframe provided to respond, if that timeframe expires, we close out the referral and move on.

Halifax Behavioral Services

Referral process is as follows:

- Referral is given to screening department.
- Screener confirms demographics and interest in services.
- Screener gives the referral to the department supervisor.

- Department supervisor assigns to a program therapist or if there is a wait list for that school, then they are placed on the wait list.
- If the program therapist is accepting referrals, the referral is given to the insurance department.
- Insurance department verifies benefits.
- Insurance department gives the completed referral to the assigned program therapist.
- Assigned program therapist contacts guardian to set-up an intake appointment.

Stewart Marchman-ACT

Referral process is as follows:

- The school counselor identifies a student for further substance use evaluation and/or services.
- School counselor completes a referral form with pertinent information.
- Completed referral form is sent to Jennifer Stephenson, Director of Outpatient Services at jstephenson@smabehavioral.org
- SMA will send referral to the appropriate outpatient SMA office (either Debarry or Daytona).
- SMA will contact the family to coordinate times for services.
- SMA will follow up with the school counselor to provide feedback.
- Any questions about this process, please contact Jennifer Stephenson at 386-236-3296.

MENTAL HEALTH SCREENING AND TRACKING

Parents and school-based staff often identify students in distress through a natural screening soon after the onset of a problem identified through their daily interactions. This type of screening can be helpful in initiating supportive accommodations that can be incorporated into regular school and home practice. By assessing the response of these students to such interventions, it can be determined whether or not more specialized and intensive intervention is warranted to help overcome the issue. Our student services personnel work collaboratively to address the mental health, social emotional and behavioral needs of our students that are identified through natural screenings. Students are evaluated, and a personalized well-being plan is drafted to address the unique needs of the student.

In contrast to natural screening, formal screenings, are used to identify students who are exhibiting mental health or behavioral problems or who may be “at risk”. These types of screening procedures provide a preliminary indication that something may be wrong and further action is warranted. Volusia County Schools screens all elementary students for behavioral and mental health concerns via the elementary report cards. This screening enables the district to collect data by classroom, school, grade level and district for the following indicators:

1. Student possesses work/study skills needed to learn
2. Student demonstrates appropriate social interactions with peers and adults
3. Student demonstrates appropriate self-control and appropriate responses to classroom and school situations.

More importantly than collecting data, this system enables school based mental health professionals and district leaders to determine areas in which individual students, classrooms, grade levels or schools would benefit from targeted evidenced based interventions related to the areas measured. Early Warning Systems are also used as a screening measure.

Beginning with the 2018-2019 School year all students in grades 6-12 will participate in a formal screening process called the **SOS program**. This evidence-based program teaches students how to identify the signs of depression and suicide in themselves and their peers and encourages help-seeking behaviors through the ACT technique (Acknowledge, Care, Tell). This screener will help our student services staff members identify students that are in need of additional mental health, social emotional or behavioral supports.

To identify secondary students in need of interventions, the district utilizes an Early Warning System (EWS) which contains the state required indicators in addition to other indicators identified by the district and the Project 10 Graduation Report. The district’s MTSS website contains evidenced-based interventions linked to the EWS indicators.

In addition, Volusia County Schools will continue with utilizing our Concern of Harm evaluation system to track mental health concerns and link students to resources both within the school and community setting. The Concern of Harm system also provides a layer of awareness at the school level of individual and district mental health trends. A Concern of Harm is completed on a student if the student makes a threat or poses a threat to harm themselves or others. The Concern of Harm (COH) web is a simple online entry form that assists in tracking the mental health concerns of our students. In addition, this system will ensure that students are linked to resources and additional support and follow up are conducted. Students Services personnel, school based administrators and district personnel are notified when a Concern of Harm is completed. In addition, school based and student based reports can be run to identify areas of concern.

School administrators, school social workers, school psychologists and school counselors are able to complete a Concern of Harm for any student currently attending their school.

These staff members can see all COH records for a students regardless of where the student was attending at the time of the COH incident. This system is updated daily and provides “real time data”. Select district administrators have access to all students throughout the district to assist in monitoring COH data. Withdrawn students will be available for viewing for 2 years after the withdrawal date.

STAFF & STUDENT TRAINING

Volusia County Schools believes in the importance of training our students, faculty and staff in identifying mental health concerns, behavioral concerns and issues that need additional support and resources.

Beginning in the 2014-15 school year, over 200 Student Services professionals and 37 Physical Education coaches were trained in **Youth Mental Health First Aid**. We will continue in the 2018-2019 school year training all remaining staff members in Volusia County Schools. Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. Volusia County Schools will incorporate this requirement into our Security Audits to ensure compliance. The expectation is that all staff members will have completed the Youth Mental Health First Aid Training by August of 2019. In addition, training will be offered to all new staff members each year to ensure fidelity. Currently, all student services personnel have been trained in Youth Mental Health First Aid.

Volusia County Schools will utilize every opportunity to ensure that all staff are trained in Youth Mental Health First Aid. Currently, our student services staff members (School Social Workers, School Counselors, School Psychologists and Nurses) have all been trained. Below is a tentative schedule for trainings for Youth Mental Health First Aid.

Below is a proposed schedule for the Mental Health First Aid trainings.

The following job roles will be “trainers” and will provide assistance for the training sessions for the Mental Health First Aid: Mental Health Intervention and Response Team Members, SEL TOA’s, School Social Workers, School Psychologists, District Student Services Team Members.

In addition to the below trainings, Volusia County Schools will offer approximately 6-8 opportunities for the full day Mental Health First Aid Trainings that will take place throughout the year for staff members to register for in leu of the designated days below.

Volusia County Schools has partnered with One Voice for Volusia for additional funding for trainings beyond the money allocated by the state legislators.

Mental Health First Aid (Proposed Training Schedule). *

District Trainings

School Way Cafe	Abbreviated Course*	Online Training to be complete by 12/18
Bus Drivers	Abbreviated Course*	Online Training to be complete by 12/18
After School Care	Abbreviated Course*	Online Training to be complete by 12/18
Student Services Staff	Renewal Course#	July 2018

*These identified staff members are eligible for an abbreviated course that will be provided online.

#These identified staff members have received the initial training and are eligible for the renewal course.

School Trainings

(The 8 hour training will be divided into 2 sessions; 4 hours each session)

School Name	Session 1 Date	Session 2 Date
Spruce Creek High School	December 20	March 15
Atlantic High School	December 20	March 15
New Smyrna Beach High School	December 20	March 15
Seabreeze High School	December 20	March 15
Deltona High School	December 20	March 15
University High School	December 20	March 15
Taylor MS and HS	December 20	March 15
Deland High	December 20	March 15
Mainland High School	December 20	March 15
Pine Ridge High School	December 20	March 15
Silver Sands (AM) and Creekside (PM)	December 20	March 15
Campbell (AM) and Holly Hill (PM)	December 20	March 15
NSBMS	December 20	March 15
Ormond (AM) and Henson (PM)	December 20	March 15
Galaxy (AM) and Heritage (PM)	December 20	March 15
River Springs (AM) and Deltona MS (PM)	December 20	March 15
Deland MS (AM) and Southwestern (PM)	December 20	March 15
Blue Lake Elementary	June 3	August 8

Champion Elementary	June 3	August 8	
Chisholm Elementary	June 3	August 8	
Citrus Grove Elementary	June 3	August 8	
Coronado Beach Elementary	June 3	August 8	
Cypress Creek Elementary	June 3	August 8	
DeBary Elementary	June 3	August 8	
Deltona Lakes Elementary	June 3	August 8	
Discovery Elementary	June 3	August 8	
Edgewater Public School	June 3	August 8	
Enterprise Elementary	June 3	August 8	
Forest Lake Elementary	June 3	August 8	
Freedom Elementary	June 3	August 8	
Friendship Elementary	June 3	August 8	
Horizon Elementary	June 3	August 8	
Indian River Elementary	June 3	August 8	
Longstreet, R. J. Elementary	June 3	August 8	
Manatee Cove Elementary	June 3	August 8	
Marks, George W. Elementary	June 3	August 8	
McInnis, Louise S. Elementary	June 3	August 8	
Orange City Elementary	June 3	August 8	
Ormond Beach Elementary	June 4	August 8	

Ortona Elementary	June 4	August 9	
Osceola Elementary	June 4	August 9	
Osteen Elementary Palm Terrace Elementary	June 4	August 9	
Pathways Elementary	June 4	August 9	
Pierson Elementary	June 4	August 9	
Pine Trail Elementary	June 4	August 9	
Port Orange Elementary	June 4	August 9	
Pride Elementary	June 4	August 9	
Read-Pattillo Elementary	June 4	August 9	
South Daytona Elementary	June 4	August 9	
Spirit Elementary	June 4	August 9	
Spruce Creek Elementary	June 4	August 9	
Starke, Edith I. Elementary	June 4	August 9	
Sugar Mill Elementary	June 4	August 9	
Sunrise Elementary	June 4	August 9	
Sweetwater Elementary	June 4	August 9	
Timbercrest Elementary	June 4	August 9	
Tomoka Elementary	June 4	August 9	
Turie T. Small Elementary	June 4	August 9	
Volusia Pines Elementary	June 4	August 9	
Westside Elementary	June 4	August 9	

Woodward Avenue Elementary	June 4	August 9	
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*Pending Approval

In June of 2018, Volusia County Schools developed a partnership with the Sandy Hook Promise to provide training to our students and staff. Below is a list of scheduled training to be done in conjunction with the Sandy Hook Promise.

Volusia County Schools has contracted with the Sandy Hook Promise to train all staff members and students in the “Say Something Program”. *Say Something* informs and educates staff members and students about observable warning signs (written, spoken, photographed, in video) that are often present in behavior that could lead to someone hurting themselves or others as well as educates individuals on how to safely and anonymously report potential threats. Additionally, the program provides tools on how best to promote and reinforce Say Something. Students and staff members will complete the training by October 2018 and will be provided with a hotline number to report anonymous tips or concerns. Below is the proposed training schedule for the Say Something Training.

SAY SOMETHING Training (Proposed Training Schedule).

Say Something- Say Something teaches adults and youth how to recognize the signs and signals from individuals who may be a threat to themselves or to others. This is an evidenced based program developed in collaboration with leading violence prevision researchers and educators. (50 minute training)

District Trainings

Admin Institute	July 31st	<u>Spruce Creek High School</u>
School Way Cafe	August 6th	Deltona High School
Bus Drivers	August 8 th 8:00am	Brannon Center
After School Care	August 8 th 2:00pm	<u>Blue Lake Elementary School</u>
Student Services Staff	August 8 th 10:00am	<u>Advanced Technology Center</u>

School Trainings

Spruce Creek High School	August 23rd
Atlantic High School	August 24th

New Smyrna Beach High School	Sept 4th
Seabreeze High School	Sept 5th
Deltona High School	Sept 6th
University High School	Sept 7th
Taylor MS and HS	Sept 10th
Deland High	Sept 11th
Mainland High School	Sept 12th
Pine Ridge High School	Sept 13th
Silver Sands (AM) and Creekside (PM)	Sept 14th
Campbell (AM) and Holly Hill (PM)	Sept 18th
NSBMS	Sept 19th
Ormond (AM) and Henson (PM)	Sept 20th
Galaxy (AM) and Heritage (PM)	Sept 21st
River Springs (AM) and Deltona MS (PM)	Sept 24th
Deland MS (AM) and Southwestern (PM)	Sept 25th
All staff will be required to participate in the online training	To be concluded by 10/26

In addition, the Sandy Hook Promise will be working with each individual school team and will provide a training entitled, ***Safety and Intervention*** (SAI). This workshop will teach adults in the schools how to identify, assess and respond to threats of violence or at-risk behavior BEFORE a tragedy takes place. SAI not only addresses the threat itself but also helps identify and treat the underlying problem in that youth’s life that led to him/her making the treat. Below is the proposed training schedule for the SAI workshops.

SAFETY ASSESSMENT AND INTERVENTION

Proposed Date- October 15th.

Safety and Intervention teaches adults in schools and youth organization how to identify, assess and respond to threats of violence or at-risk behavior BEFORE a tragedy takes place. SAI not only addresses the threat itself but also helps identify and treat the underlying problem in that youth's life that led to him/her making the treat. (6 hour training)

Schools will be asked to send a team of 5 individuals (Principal, AP, Counselor, SRO (if applicable) and an additional staff member- this team will also be considered the schools Threat Assessment Team)

East Side Training (ERAU)	West Side Training (Stetson University)
Mainland	Deltona High
Spruce Creek	Deltona MS
Silver Sands	Galaxy
Creekside	Heritage
Henson	Taylor
Ormond	Deland HS
Seabreeze	Deland MS
Holly Hill	University
Campbell	River Spring
NSBHS	Pine Ridge
NSBMS	Southwester
Atlantic	

**Elementary Schools will participate in the same activity on March 15th.

MENTAL HEALTH RESPONSE & INTERVENTION TEAMS

Senate Bill 7026 comprehensively addresses school safety in part through a Mental Health Assistance Allocation and district implementation plan. This legislation provides funding to school districts to help establish or expand school based mental health care. The funds allocated to Volusia County Schools will be utilized to create **Mental Health Response and Intervention Teams**.

Mental Health Response and Intervention Teams

Each school will have a school **Mental Health Response and Intervention Team** ready to respond in the event a student is in need of a mental health assessment or is in crisis. These team members will be trained in crisis triage and mental health interventions. The entire incident response process is considered important for mental health intervention and can be broken down into three stages:

1. **Triage:** The main objectives during triage are to reaffirm physical health and ensure mental health and physical safety. Team members will provide a low level *mental health assessment* for students to determine the level of support needed.
2. **Evaluation:** The main objective during the evaluation stage is evaluate a student's levels of psychological risk (low, moderate, high) and provide appropriate interventions and mental health responses.
3. **Response:** The main objective during the response stage is to ensure that appropriate and timely interventions are implemented for each level of psychological risk. *Team members will determine interventions, treatment and recovery services to address the individual needs of the student based on their "risk factors"*.
 - a. Interventions for **low risk** are used to reestablish social support which includes psychoeducation, small group counseling, individual counseling assistance in connecting families and students to mental health services both in and outside of the school setting. A student would be categorized as being low risk if there is not an immediate
 - b. Interventions for **moderate risk** reestablish social support, include training and psychoeducation groups, small groups counseling, immediate Psychological First Aid or other mental health intervention such as therapy or referral to an outside mental health agency. Volusia County Schools currently has 5 MOU's with mental health agencies throughout the county. For students in need of additional mental health support beyond what can be provided by the team a referral to one of these agencies will be articulated.
 - c. Interventions for **high risk** reestablish social support, include training and psychoeducation groups, immediate Psychological First Aid, Law Enforcement Involvement, Threat Assessment, Baker Act or referral for

immediate mental health evaluation. Currently, Volusia County School has a partnership with Halifax Behavioral Services as our baker act receiving facility. Students that are in need of immediate mental health stabilization will be referred to HBS for further evaluation and assistance. The role of our outside agencies will be to provide crisis stabilization including dispensing medication and perform assessment for voluntary and involuntary hospitalizations and linkages to other services, such as crisis beds and substance abuse detoxification and treatment. We believe that a collaborative effort between the school district, community mental health partners and student's families will be the best way to meet the unique and individual needs of our students.

4. Coordination: The main objective during this stage is to assist in the coordination of services with a student's primary care provider and other mental health agents. For students that are not admitted to Halifax Behavioral for crisis stabilization but need additional, intensive mental health services, our Mental Health Response and Intervention teams will work to coordinate referrals to our outside mental health agencies.

The currently used Concern of Harm (COH) and/or Threat Assessment process will provide a series of questions that will indicate the need for further evaluation and action. The mental health response and intervention teams will have the ability to initiate Baker Acts, coordinate mental health services with the student's primary care provider and other mental health providers, and facilitate the use of information sharing between providers and schools. The Mental Health Response and Intervention Teams provide immediate on-site crisis management through assessment, de-escalation, consultation and referral with post crisis follow up to assure linkage with recommended services.

Students that are identified through the Concern of Harm process as being moderate or high risk will follow the same guidelines as addressed above.

Mental Health Response and Intervention Teams

Volusia County Schools four Mental Health Response and Intervention Teams will consist of Mental Health Providers, Certified Addictions Professional and a Service Analyst.

The primary goal of these teams will be to provide low risk students with direct mental health assistance to identified students in need of mental health and substance abuse services. The goal is to develop a personalized plan of care by identifying areas of support needed and the appropriate mental health research-based interventions. Interventions that will be utilized are:

- **Coping Cats**
- **Second Step**
- **I Can Problem Solve**

- **Sanford Harmony**
- **RULER**
- **Small Group Counseling**
- **Individual Counseling**
- **Cognitive Behavioral Therapy (CBT)**
- **Solution Focused Therapy**
- **Brief Solution Focused Interventions (BSFI)**
- **Check and Connect**
- **Social Skills Improvement Skills (SSIS)**
- **Brief Strategic Family Therapy (BSFT)**
- **Creating Lasting Family Connections**
- **Life Skills Training (LST)**

Students will be identified through several formats: Family Referral, Self-Referral, Behavioral and Mental Health Screenings, Concern of Harm Assessments, Threat Assessment Team referrals, Teacher Referrals and outside agencies.

Students that are considered moderate or high risk may be referred for additional screenings and interventions to our community mental health agencies in which we currently have MOU's with or in which families identify as being their chosen vendor for services.

In addition, the Mental Health Response and Intervention Teams will provide care coordination plans and treatment team meeting to coordinate services with primary care providers and other mental health agencies and professionals. The care coordination plans will ensure that the needs of our students are being addressed both in the school and within the community. Teams will work collaboratively to address issues of medication management, appointment follow up's, individual care plans and recovery and transition plans.

The Mental Health Response and Intervention Teams will also provide support for families in need of services by conducting family therapy sessions, strengthening family connections and linking families to services within the community.

Mental Health Intervention Teams will allow Volusia County Schools to add an additional layer of support for students that are exhibiting "unacceptable behavior". These teams will provide appropriate interventions, strategies and resources to help deescalate a situation and assist the student into moving back into behaviors that are more positive.

Mental Health Response and Intervention Teams are intended to:

- Relieve the immediate distress of individuals experiencing a crisis situation

- Reduce the risk of individuals in a crisis situation doing harm to themselves or others
- Promote timely access to appropriate services for those who require ongoing mental health or co-occurring mental health and substance abuse services
- Conduct threat assessments when the initial threat assessment at the school indicated high lethality
- Connect students and families to mental health services
- Coordinate Plans of Care (POC)
- Provide routine interventions to eliminate unacceptable behavior; and
- Provide mental health assessments, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnosis and student at high risk.
- Provide Youth Mental Health Training to all staff as outlined in statute.
- Provide crisis counseling in the event of a death or tragic situation.
- Conduct evening workshops for parents and students.
- Provide small group and individual counseling sessions using evidenced based interventions.
- Monitor Concern of Harms and work in conjunction with student services staff members.
- Assist with reintegration and transition for students going to or coming from an outside agency.
- Team members will carry a caseload of students needing intensive mental health counseling and/or substance abuse evidenced based interventions on a consistent basis.
- Coordinate reentry and transition plans for students returning to a traditional school setting from an outside mental health facility/program.

How can Mental Health Response and Intervention Teams assist?

A Mental Health Response and Intervention Teams can provide an assessment by a licensed mental health professional to determine the most appropriate level of care. While some individuals may require an evaluation at an emergency receiving facility, others may be able to have their needs met through outpatient appointments with a community behavioral health provider in their area. Mental Health Response and Intervention engagement may be less traumatic for the individual. It often results in linkage to community services that provide the most appropriate level of care.

Mental Health Response and Intervention Teams will be able to provide direct, targeted and effective mental health services to meet the individual and unique needs of an identified student. In addition, their role will be to ensure that families are linked with community mental health providers to secure the necessary interventions to meet the mental health needs of each individual situation.

Mental Health Response and Intervention Teams will provide Tier 2 evidenced based interventions for students that are exhibiting mental health concerns, substance abuse concern or have been identified as being “at risk”.

Students that are at moderate and/or high risk needing Tier 3 interventions will be referred to and linked with community mental health agencies and providers to help meet the individual mental health needs of these students.

How will Mental Health Response and Intervention Teams collaborate with Multiagency Networks?

The Multiagency network for students with emotional and behavioral disabilities (SEDNET) works with education, mental health, child welfare, juvenile justice professionals, along with other agencies and families to provide children with mental illness or emotional and behavioral problems and their families with access to the services and supports they need to succeed. Volusia County School in partnership with SEDNET will work collaboratively to strengthen the support of mental health resources needed to address the specific and individual needs of our students.

Mental Health Response and Intervention Teams in partnership with SEDNET will support students in Volusia County by expanding school-based mental health services. SEDNET and the Mental Health Response and Intervention Teams will work to improve coordination of services, develop local response systems and increase parent and youth involvement in local systems of care. The goal of this collaborative partnership will be to facilitate student and family access to effective services and programs that meet the mental, behavioral and social emotional needs of our school system.

Mental Health Response and Intervention Teams

Five geographically specific Mental Health Response and Intervention Teams will be in placed throughout the district. Teams will be deployed based on the location of the school. Teams will have a staggered 10 month start, which will provide for services throughout the summer. Team One, Team Four and Team Five will work from August-May, Team Two will work from Sept-June, Team Three from July-April. This will allow for students to continue receiving services throughout the summer. All schools will be covered for 12 months regardless of what teams are active. The following team members will be employed for 12 months: Substance Abuse Professionals, HBS Services Coordinator, Mental Health Specialist and Services Analyst.

<p><u>Team One:</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist 	<p><u>Team Two:</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist
<p><u>Team Three</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist 	<p><u>Team Four</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist
<p><u>Team Five:</u></p> <ul style="list-style-type: none"> • Mental Health Provider (Licensed) • School Social Worker (licensed preferred) • School Psychologist 	
<p>*Substance Abuse Professional</p>	<p>*Substance Abuse Professional</p>
<p>*HBS Services Coordinator</p>	<p>*HBS Services Coordinator</p>
<p>Service Analyst</p>	<p>*Indicates Contracted Employee</p>

Substance Abuse Professional

Volusia County Schools will contract with Stewart Marchman ACT to provide two Substance Abuse Professionals to support all five teams and provide screenings and interventions for students that identify as having a substance abuse problem. For students identified as being a moderate or high risk of substance abuse a referral to Stewart Marchman ACT may be solicited. The Substance Abuse Professionals will be an employee of Stewart Marchman ACT but will work in conjunction with the Mental Health Teams and will be housed within Volusia County Schools. This employee will be a 12-month employee and will continue to provide services throughout the summer.

District Mental Health Specialist

The MH Specialist will oversee all four teams. This person will oversee the process of the Mental Health Response and Intervention Teams and provide district support and direction. In addition, this specialist will manage the Concern of Harm process, Crisis Intervention and Threat Assessment Procedures. He or she will work in conjunction with the district Security Specialists. This is a 12-month employee who will continue to coordinate services throughout the school year and summer.

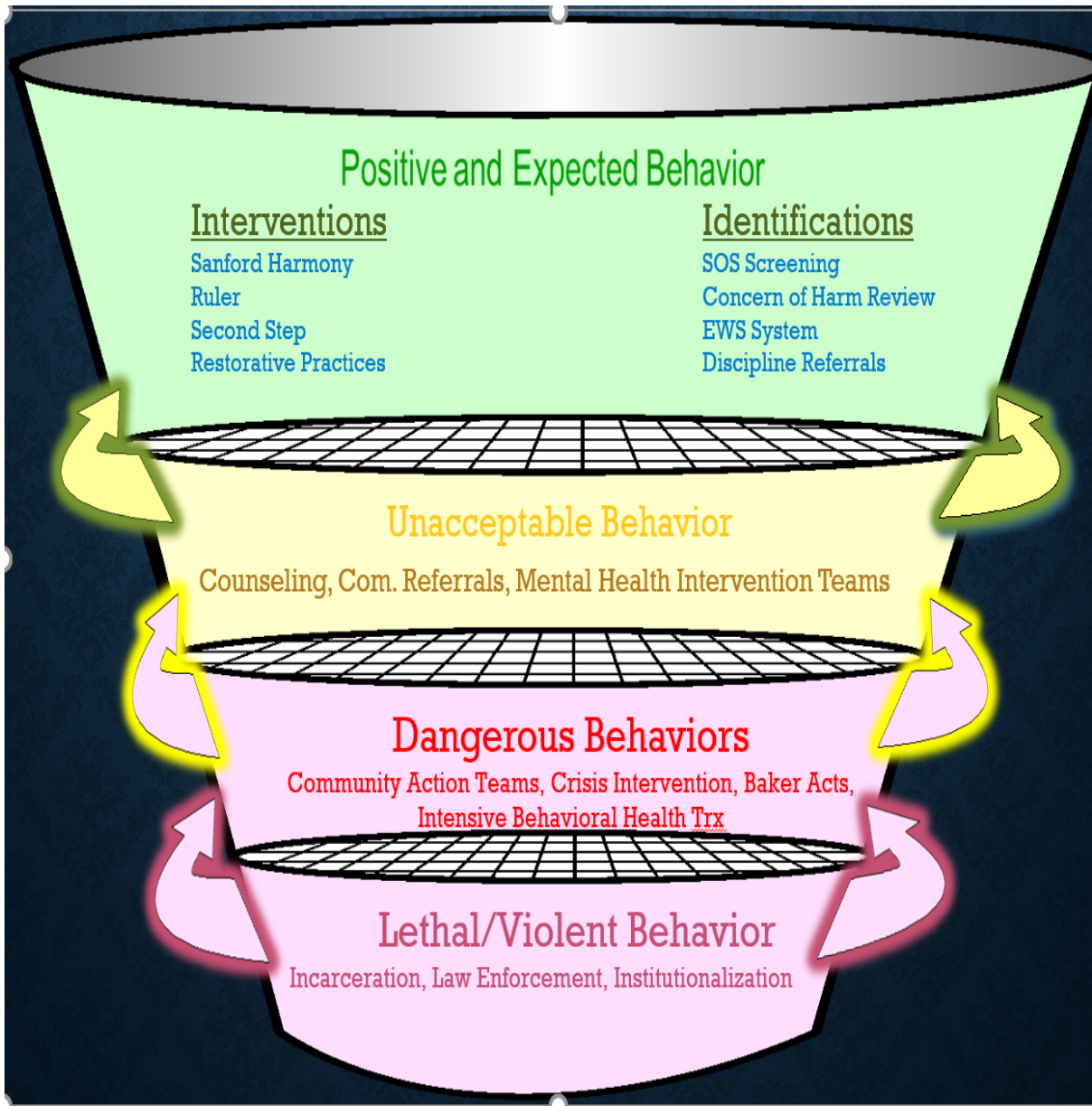
Services Analyst

The role of the Services Analyst is to ensure that students and families are accessing mental health services within the community. This coordinator will ensure that families are following up with appointments, treatment plans and services other than Halifax Behavioral Services.

HBS Services Coordinator

Volusia County Schools will contract for services with Halifax Behavior Services for a Services Coordinator. Halifax Health in coordination with Volusia County School will hire and provide training for a Service Coordinator to identify and screen potential program participants and develop and facilitate a service delivery plan. The Service Coordinator will monitor the implementation of the individualized service delivery plan for a minimum of 4 months after identified services commence with Halifax Behavioral Health. This individual will assist in providing a valuable link between the school district and Halifax Behavioral Services. The Services Coordinator will be an employee of Halifax Health but will work in conjunction with the Mental Health Teams and will be housed within Volusia County Schools. This individual will be a 12-month employee and continue to offer services throughout the summer.

VOLUSIA COUNTY SCHOOLS MENTAL HEALTH INTERVENTION FUNNEL

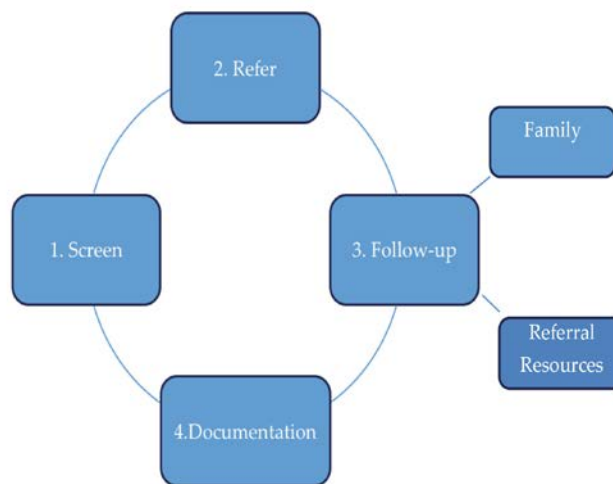


COORDINATION OF SERVICES

Volusia County Schools knows that students and families can benefit from access to a broad range of developmentally appropriate and family supportive community-based services. As such, it is critical that there be an effective and sustainable process to ensure families are appropriately referred and can access such needed resources.

A primary goal of the Mental Health Response and Intervention Team is to ensure that mental health services are provided in coordination with the student’s primary physician or other mental health provider. The Mental Health Response and Intervention Team will ensure the seamless coordination of these services by following the Care Coordination Process. The Care Coordinator Plan is a part of a tool kit that will be developed to assist in the coordination of services between the school system and medical providers.

Care Coordination Process



Volusia County Schools in coordination with Mental Health Agencies, SEDNET and Community Partnerships will develop strategies to promote inter-systemic collaboration.

In an effort to coordinate services for youth and families involved in multiple system of care within Volusia County, Volusia County Schools will contract with an outside agency to secure a centralized web-based software to manage client information among different community service providers. The goal of the software will be to provide real-time detailed information about appropriate and available community resources in order to connect youth and families to community service providers. Participating service providers shall have the ability to enter client information into the database and establish an individualized care plan based on client needs. The software shall identify effective evidence-based interventions based on an individual's age, gender, risk factors and other relevant criteria as identified by

the service provider. The software shall have the ability to securely link multiple agencies such as but not limited to child and family service agencies, courts, Department of Children and Family, Department of Juvenile Justice and other community partners in order to share valuable information about clients and reduce current barriers youth and families must overcome to receive services. The software shall have to ability to record, track and report outcomes in order to better assess community resources.

The overall intent is to utilize a centralized Community Resource/Case Management Database software to increase the connectivity between community providers and youth and families in need, increasing the effectiveness and proper use of community resources.

The Mental Health Specialist for the district will ensure that the collaboration and sharing of information for students in need of additional support is accomplished. A mutual exchange of information will be completed between both parties with monthly “treatment team” meetings with various mental health providers, community agencies and Primary Care Physician’s to discuss individual cases. The Mental Health Specialist will serve as the point of contact for students that are transitioning back to Volusia County Schools from various treatment facilities.

In addition, Volusia County Schools will contract with Halifax Behavioral Services (HBS) to secure two Service Coordinators. With Halifax Behavioral being one of our primary referral sites and the Baker Act Receiving facility for adolescents, we believe having two Services Coordinators will allow for a more effective transition care plan. This professional will also work to assist with the coordination of services between HBS and Volusia County Schools.

For the first year, on a quarterly basis, Volusia County Schools will meet with our community providers to discuss issues, concerns and the overall process of the Mental Health Plan. Revisions to the plan may be made based on input from community providers and team members and Superintendents approval.

In subsequent years, Volusia County schools will meet yearly to review the plan and address any issues or concerns. Revisions to the plan may be made based on input from community providers and team members and Superintendents approval.

OUTCOME DATA REVIEWS

On a quarterly basis the Culture for Learning (C4L) committee will review outcome data to evaluate the effectiveness of services. In addition to quarterly reviews and end of year review will be conducted and compared to the previous school year. This will assist the C4L committee in planning and program evaluation. The below data will be analyzed for trends, areas of concern and evidence of effectiveness.

- Concern of Harm Data
- Baker Act Data
- Discipline Referrals
- Bullying Incidents
- Attendance Data
- School Climate Data
- Youth Risk Behavioral Survey Data
- Early Warning System Indicators
- Graduation Assurance Data
- Referral Data to Community Agencies and outcome data
- SEL Referral Data
- The Mental Health Response and Intervention Teams Data Referral Reviews
- Screening/Assessment Data
- Number of Students Screened, Assessed and Referred and Outcome Data

Volusia County Schools will utilize our current electronic Concern of Harm (eCOH) System and Student Information System to track referrals, assessment data and outcome data in addition to anecdotal notes. By using the eCOH system we will be able to accurately track and monitor student referrals and progress.

EXPENDITURES

Volusia County Schools will maximize the use of other source funding to provide school based mental health services. For example, the recent distribution of Title IV funds to continue cultivating a Culture for Learning by emphasizing the importance of Social Emotional Learning. In October of 2017 Volusia County Schools was awarded monies under the Title IV Federal Grant. This grant allowed for Volusia County Schools to hire master's Level Social Emotional Learning Facilitators (SEL- TOA's) who possess mental health background knowledge to address the social emotional needs of our students. Beginning in August of 2018, Volusia County Schools will employ 13 SEL- TOA's.

General Responsibilities

The Social and Emotional Learning (SEL) Teacher on Assignment (TOA) will work to implement systemic SEL practices in Volusia County Schools (VCS) and support scalability across the district. The SEL TOA is responsible for the integration of SEL programming including standards, curriculum, resources, professional development and continuous improvement. The SEL TOA will work directly with school leaders, teachers, support staff, families, community members and teachers to ensure SEL programming is integrated into instruction, through common language that aligns with the schools' educational goals and vision. This SEL TOA will also facilitate the access of additional SEL resources pertaining to district policies, initiatives and promotions to schools.

Specific Duties and Responsibilities

The SEL TOA will be an integral member of the Office of Social and Emotional Learning working collaboratively with the SEL Specialist, the Coordinator of Student and Government Relations, Minority Achievement Specialists, as well as grant consultants, school personnel, other VCS employees and departments, families, community members and students. Under the direction of the SEL Specialist, the SEL TOA will provide SEL instructional coaching, and professional learning opportunities to educators. The SEL TOA will also support school level implementation of SEL programming and practices by teaming with school leadership team, teachers and staff.

Program Implementation

- With the Office of Student Services, plan and coordinate school implementation of Social and Emotional Learning programming, teaming, coaching cycles, continuous improvement and professional learning opportunities.
- Consult with school principals and school staff concerning SEL programming and delivery of standards, curriculum and professional development.
- Collaborate in the roll out of SEL curriculum, coordinate training, dissemination of SEL materials, and collect ongoing data.
- Perform other related duties as directed by the SEL Specialist or the Coordinator of Student and Government Relations.

SEL Coaching

- Support school leadership teams and partners in integrating SEL practices in school meeting structures, scheduling and day to day activities.
- Provide coaching cycles and attend planning and learning time to reinforce integrating social emotional practice into the design of instruction and content, disaggregate SEL data in order to create a 6-8-week plan to increase SEL practices using the Multi-Tiered System of Supports (MTSS) delivery model.
- Promote the integration and alignment of social and emotional learning standards and skills with the Florida academic standards and frameworks.

- Model and coach the delivery of social and emotional learning lessons to whole classes and small groups in accordance with curriculum identified by the district using various coaching models (one-on-one settings, peer coaching, observe and model lessons; co-plan and co-teach lessons) and provide debrief and feedback sessions.
- Provide individualized materials and coaching to school-based staff to support social emotional learning across different school settings during the school day into out of school programming time.

Professional Development & Continuous Improvement

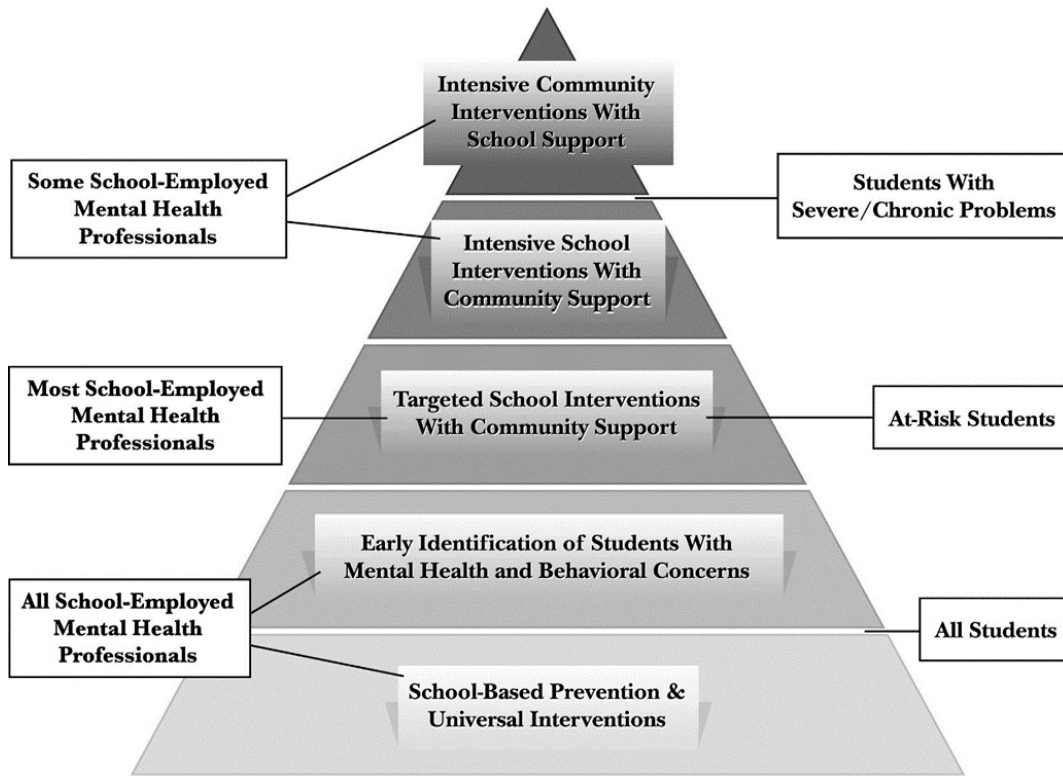
- With the SEL Specialist or the Coordinator of Student and Government Relations monitor and evaluate SEL programming and provide timely reports and updates as needed.
- Attend bi-weekly SEL Departmental meetings as determined.
- Design and deliver high quality, engaging SEL professional learning opportunities that are designed to apply SEL principles, instruction and standards through hands on learning experiences.
- Encourage and motivate staff to use SEL skills through applied practices with opportunities to reflect and respond in partners and small group.
- Review school SEL data from multiple sources to inform and guide SEL programming and adjust coaching practices and priorities as needed.

Engagement and Communication

- Participate in District Advisory meetings, Community Partnership Meetings, collaborate and attend meetings with stakeholder groups including teachers, parents, students, partners, and district staff.
- Support school-based teams in messaging what SEL is, how it is integrated during the school day and in afterschool programs.
- Communicate and assist in the publishing of documents related to impact of SEL practices on student learning.

CONCLUSION

Through this model Volusia County Schools will be able to address the varying needs of our students by implementing a continuum of school mental health services. By building a partnership with our community mental health agencies and specialists, utilizing our school based mental health providers and implementing a proactive, evidenced based mental health prevention, awareness and intervention program, Volusia County Schools believes that it will be able to efficiently and effectively help our students be successful not only academically but social and emotionally as well.



The Continuum of School Mental Health Services

The Mental Health Assistance Allocation does not supplant other funding sources or increase salaries or provide staff bonuses. The money allocated will be used to expand direct mental health services to our students and provide for the coordinator of such services with primary care and mental health providers. Approximately 90% or more of the expenditures will be used to provide direct mental health services to students of Volusia County.

GUIDING QUESTIONS

Mental Health Assistance Allocation Plan Template Focuses on delivering evidence-based mental health services

Volusia County Schools offers a myriad of services, evidenced/research-based interventions and programs that meet the social emotional needs of our students within a multitiered systems of support. The below chart outlines the evidence based mental health services that will be offered in VCS which will now include the implementation of Mental Health Response and Intervention Teams as a condition of the Mental Health Assistance Allocation.

Identify specific student needs and deliver individualized intervention:						
Elementary VCS District Supported Practices		Suggested Intervention Provider	Secondary VCS District Supported Practices		Suggested Intervention Provider	
Referral to Outside Mental Health Agencies (Devererux, Adapt, HBS, Chrysalis, Stewart Marchman ACT and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Stewart Marchman ACT Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	
I Can Problem Solve	Contact: Amy Hall	Counselor	RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team	
Coping Cats - ESE	Contact: Troy Radford/ Dianne Martin-Morgan	Counselor School Psychologist School Social Worker	Check & Connect Mentoring Program	Contact: Mandy Ellzey	School-based trained personnel	
RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team/Teachers	Social Skills Improvement System (ESE)	Contact: Sheryl Sandvoss	ESE Teacher Behavior Specialist	
Counseling (small group using evidence/research-based interventions)	Contact: Amy Hall/Dianne Martin-Morgan	Counselor Mental Health Provider (outside agency and SEL TOA)	Counseling (small group using evidence/research-based interventions)	Contact: Amy Hall/Dianne Martin-Morgan	Counselor Mental Health Provider (outside agency and SEL TOA)	
<i>Evidence/Research-based interventions from the following sources:</i>			<i>Evidence/Research-based interventions from the following sources:</i>			
Tough Kids Toolbox Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	Tough Kids Toolbox (6-8) Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	
www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	
Mental Health Response and Intervention Teams	Contact: Mental Health Specialist-TBD	Counselor/School Based Administrator	Mental Health Response and Intervention Teams	Contact: Mental Health Specialist-TBD	Counselor/School Based Administrator	
Restorative Practice Formal Conference	Contact: Amy Hall	School Based Administrators	Restorative Practice Formal Conference	Contact: Amy Hall	School Based Administrators	
Identify students & implement structured interventions for SEL:						
Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis, Stewart Marchman ACT and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis Stewart Marchman ACT, and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	
Second Step	Contact: Amy Hall	Counselor	Restorative Practices Circles	Contact: Amy Hall	DSR/SEL TOA/Admin/Teacher	
I Can Problem Solve	Contact: Amy Hall	Counselor	Student Success Skills	Contact: Dianne Martin-Morgan	Counselor	

Tier 3: Specialized Supports for a Few Students

Tier 2: Targeted Supports for Some Students

Volusia County Schools Mental Health Response

	Student Success Skills	Contact: Dianne Martin-Morgan	Counselor	SEL TOA Small Group	Contact: SEL Specialist	SEL TOA's	
	Restorative Practices Circles	Contact: Amy Hall	Teacher				
	Evidence/Research-based interventions from the following sources:		Teacher	Evidence/Research-based interventions from the following sources:		Teacher	
	Tough Kids Toolbox Teacher's Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	Tough Kids Toolbox Teacher's Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	
	CHAMPS: SOS!	Contact: Jenny McDonough	Teacher	CHAMPS: SOS!	Contact: Jenny McDonough	Teacher	
	<u>Contact: Mental Health Specialist- TBD</u>	<u>Counselor/School Based Administrator</u>	<u>Mental Health Response and Intervention Teams</u>	<u>Contact: Mental Health Specialist- TBD</u>	<u>Counselor/School Based Administrator</u>	<u>Mental Health Response and Intervention Teams</u>	
	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	
Build school-wide systems and structures:							
Tier 1: Core Universal Structure for all Students	School-wide Positive Behavior Intervention and Supports (PBIS)	Contact: Mandy Ellzey	School-based Team	School-wide Positive Behavior Intervention and Supports (PBIS)	Contact: Mandy Ellzey	School-based Team	
	SOS- Signs of Suicide	Contact: Greg Akin	Sandy Hook Consultant Team	SOS- Signs of Suicide	Contact: Greg Akin	Sandy Hook Consultant Team	
	Say Something	Contact: Greg Akin	Sandy Hook Consultant Team	Say Something	Contact: Greg Akin	Sandy Hook Consultant Team	
	Adopt proactive & classroom management strategies:						
	CHAMPS	Contact: Jenny McDonough	Teacher	CHAMPS	Contact: Jenny McDonough	Teacher	
	Implement best practices for student engagement/SEL:						
	RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team	Restorative Practices	Contact: Amy Hall	School-based Team	
	Sanford Harmony	Contact: Amy Hall	Counselor/Teacher	Second Step	Contact: Amy Hall	SEL TOA's	
	Restorative Practices	Contact: Amy Hall	School Based Teams	Restorative Practices	Contact: Amy Hall	School Based Teams	

Includes description of supports that addresses mental health needs (assessment, diagnosis, intervention, treatment, and recovery).

Volusia County Schools plans to implement five Mental Health Response and Intervention Teams that will consist of Mental Health Providers, a Certified Addictions Professional and a Service Analyst.

The primary goal of these teams is to provide direct mental health assistance and link identified students in need of mental health and substance abuse services to community resources and services.

Students will be identified through several formats: Family Referral, Self-Referral, Behavioral and Mental Health Screenings, Concern of Harm Assessments, Threat Assessment Team referrals, Teacher Referrals and outside agencies.

<p>Team One:</p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist 	<p>Team Two:</p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist
<p>Team Three</p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist 	<p>Team Four</p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist
<p>Team Five:</p> <ul style="list-style-type: none"> • <u>Mental Health Provider (Licensed)</u> • <u>School Social Worker (licensed preferred)</u> • <u>School Psychologist</u> 	
<p>*Substance Abuse Professional</p>	<p>*Substance Abuse Professional</p>
<p>*HBS Services Coordinator</p>	<p>*HBS Services Coordinator</p>
<p>Service Analyst</p>	<p>*Indicates Contracted Employee</p>

In addition, the Mental Health Response and Intervention Teams will provide care coordination plans and treatment team meetings to coordinate services with primary care providers and other mental health agencies and professionals. The care coordination plans will ensure that the needs of our students are being addressed both in the school and within the community. Teams will work collaboratively to address issues of medication management, appointment follow up’s, individual care plans and recovery and transition plans.

The Mental Health Response and Intervention Teams will also provide support for families in need of services by strengthening family connections and linking families to services within the community.

For students at moderate or high risk the team will link students and families to services within the community to include private providers, community mental health agencies and primary care physicians.

For students at low risk but in need of additional support, evidence-based mental health services will be provided to students. Volusia County Schools will utilize the following process when identifying evidenced mental health and substance abuse interventions:

1. Review Data and Student Individual Needs
2. Access EBI via National Center for Intensive Interventions
3. Tier Interventions based on need and accessible resources
4. Ensure team is trained in evidenced based services and monitored for fidelity.

Interventions that will Volusia County School may utilize are (but are not limited to)

- Coping Cats

- Second Step
- I Can Problem Solve
- Sanford Harmony
- RULER
- Small Group Counseling
- Individual Counseling
- Cognitive Behavioral Therapy (CBT)
- Solution Focused Therapy
- Brief Solution Focused Interventions (BSFI)
- Check and Connect
- Social Skills Improvement Skills (SSIS)
- Brief Strategic Family Therapy (BSFT)
- Creating Lasting Family Connections
- Life Skills Training (LST)

Describes the collaborative partnerships with community providers and agencies.

Volusia County Schools has an agreement with 6 community agencies to provide school-based behavioral mental health services for students who are at risk of emotional and behavioral challenges. Currently, Volusia County Schools has an agreement with the following entities:

- **Halifax Behavioral Services (HBS)**
- **Devereux Services**
- **Chrysalis Health**
- **ADAPT Behavioral Services**
- **Children’s Home Society of Florida**
- **Stewart Marchman ACT**

Volusia County Schools has had a long-standing partnership with two of our community agencies, HBS and Devereux, since 2000. The school based mental health services that are provided by our community agencies include a broad spectrum of assessment, prevention, intervention, postvention, counseling, consultation, and referral activity services. These services are essential to the stability of our district’s ability to ensure a safe and healthy learning environment for all students. They promote student’s academic success and their social and emotional needs.

Services are currently in over 50 schools throughout our district. Students are referred by student services personnel, school-based administrators or parents and are seen by a registered intern or licensed mental health therapists weekly. In addition, our community mental health partnerships provide support to our

separate class/EBD units, Title 1 schools, full-service and comprehensive schools, low performing schools, schools with high discipline referrals and schools with high concern of harm intervention.

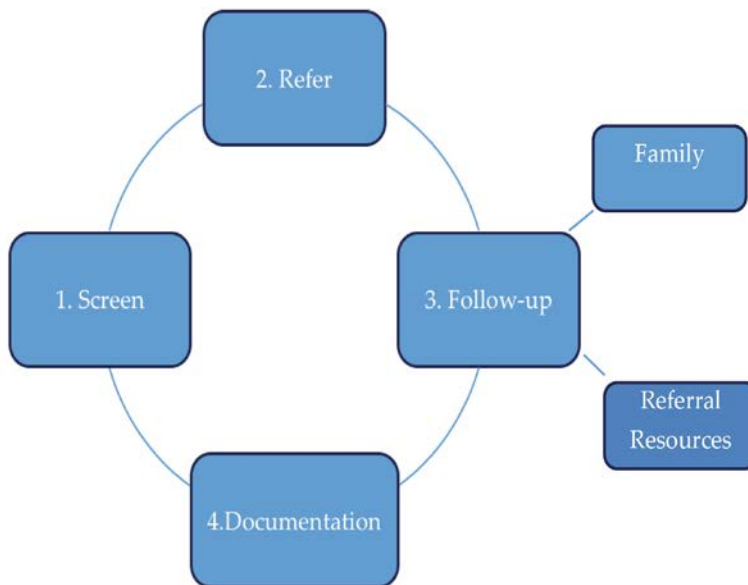
The Mental Health Response and Intervention Teams will work closely with our community mental health partners to link families to services and help support the individual needs of our students. Students that are identified as being moderate to high risk will be referred to outside agencies and primary care providers for additional support. In addition, our Mental Health Providers will work in conjunction with our providers to ensure that the strategies and resources recommended by our community providers are implemented in the school setting.

Describes process for coordinating mental health services with a student’s primary care provider and other mental health providers, including procedures for information sharing.

Volusia County Schools knows that students and families can benefit from access to a broad range of developmentally appropriate and family supportive community-based services. As such, it is critical that there be an effective and sustainable process to ensure families are appropriately referred and can access such needed resources.

A primary goal of the Mental Health Response and Intervention Team is to ensure that mental health services are provided in coordination with the student’s primary physician or other mental health provider. The Mental Health Response and Intervention Team will ensure the seamless coordination of these services by following the Care Coordination Process. The Care Coordinator Plan is a part of a tool kit that will be developed to assist in the coordination of services between the school system and medical providers.

Care Coordination Process



Volusia County Schools in coordination with Mental Health Agencies, SEDNET and Community Partnerships will develop strategies to promote inter-systemic collaboration.

In an effort to coordinate services for youth and families involved in multiple system of care within Volusia County, Volusia County Schools will contract with an outside agency to secure a centralized web-based software to manage client information among different community service providers. The goal of the software will be to provide real-time detailed information about appropriate and available community resources in order to connect youth and families to community service providers. Participating service providers shall have the ability to enter client information into the database and establish an individualized care plan based on client needs. The software shall identify effective evidence-based interventions based on an individual's age, gender, risk factors and other relevant criteria as identified by the service provider. The software shall have the ability to securely link multiple agencies such as but not limited to child and family service agencies, courts, Department of Children and Family, Department of Juvenile Justice and other community partners in order to share valuable information about clients and reduce current barriers youth and families must overcome to receive services. The software shall have to ability to record, track and report outcomes in order to better assess community resources.

The overall intent is to utilize a centralized Community Resource/Case Management Database software to increase the connectivity between community providers and youth and families in need, increasing the effectiveness and proper use of community resources.

The Mental Health Specialist for the district will ensure that the collaboration and sharing of information for students in need of additional support is accomplished. A mutual exchange of information will be completed between both parties with monthly “treatment team” meetings with various mental health providers, community agencies and Primary Care Physician’s to discuss individual cases. The Mental Health Specialist will serve as the point of contact for students that are transitioning back to Volusia County Schools from various treatment facilities.

Volusia County Schools will contract with Stewart Marchman ACT to provide two Certified Addiction Substance Abuse Professionals to support all four teams and provide screenings and interventions for students that identify as having a substance abuse problem. For students identified as being a moderate or high risk of substance abuse a referral to Stewart Marchman ACT may be solicited. The Substance Abuse Professionals will be an employee of Stewart Marchman ACT but will work in conjunction with the Mental Health Teams and will be housed within Volusia County Schools. This employee will be a 12-month employee and will continue to provide services throughout the summer.

In addition, Volusia County Schools will contract with Halifax Behavioral Services (HBS) to secure two Service Coordinators. With Halifax Behavioral being one of our primary referral sites and the Baker Act Receiving facility for adolescents, we believe having two Services Coordinators will allow for a more effective transition care plan. This professional will also work to assist with the coordination of services between HBS and Volusia County Schools.

For the first year, on a quarterly basis, Volusia County Schools will meet with our community providers to discuss issues, concerns and the overall process of the Mental Health Plan. Revisions to the plan may be made based on input from community providers and team members and Superintendents approval.

In subsequent years, Volusia County schools will meet yearly to review the plan and address any issues or concerns. Revisions to the plan may be made based on input from community providers and team members and Superintendents approval.

Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community).

On a quarterly basis the Culture for Learning (C4L) committee will review outcome data to evaluate the effectiveness of services. In addition to quarterly reviews and end of year review will be conducted and compared

to the previous school year. This will assist the C4L committee in planning and program evaluation. The below data will be analyzed for trends, areas of concern and evidence of effectiveness.

- Concern of Harm Data
- Baker Act Data
- Discipline Referrals
- Bullying Incidents
- Attendance Data
- School Climate Data
- Youth Risk Behavioral Survey Data
- Early Warning System Indicators
- Graduation Assurance Data
- Referral Data to Community Agencies
- SEL Referral Data
- The Mental Health Response and Intervention Teams Data Referral Reviews
- Screening/Assessment Data
- Number of Students Screened, Assessed and Referred and Outcome Data

Volusia County Schools will utilize our current electronic Concern of Harm (eCOH) System and Student Information System to track referrals, assessment data and outcome data in addition to anecdotal notes. By using the eCOH system we will be able to accurately track and monitor student referrals and progress.

Identifies number and credentials of mental health services providers employed by the district.

Current Staff Members

School Social Workers	15 school social workers and 1 Homeless Liaison. 5 are LCSW.	16
School Psychologists	24 school psychologists. 1 clinical psychologist.	24
School Counselors	112 school counselors at all three levels. 28 licensed mental health providers.	112
Social Emotional Learning TOA's	13 Social Emotional TOA's. 2 are licensed	13
School Nurses	10 RN 's 42 LPNs 30 Clinic Assistants [CNAs]	82

Proposed additions through the establishment of Mental Health Response and Intervention Teams

If additional funds exist after hiring the above mental health providers and contracting services with Stewart Marchman ACT and Halifax Behavioral Services, Volusia County Schools will utilize the remaining funds to employ up to four additional school counselors to work at schools that have the highest Concern of Harms, Baker Acts and referrals for Mental Health Screenings. This would be in addition to their currently staffing allocation of school counselors.

Identifies number and credentials of mental health services providers contracted by the district.

Volusia does not currently have mental health services provided by contract. Volusia County Schools has entered into an agreement with several outside agencies to provide mental health services. Volusia County Schools believes in the importance of the relationships with our mental health agencies and will work to establish an effective and efficient referral system for students that are in need of intensive mental health and behavioral services. However, through this proposal, Volusia County Schools will contract with Stewart Marchman ACT for two substance abuse providers and with Halifax Behavioral for two Service Coordinators. These individuals will work exclusively with Volusia County Schools to provide services to our students and will be intricate members for the team. All four contracted employees will be housed within Volusia County Schools.

Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.

Volusia County Schools plans to implement five Mental Health Response and Intervention Teams that will consist of Mental Health Providers, a Certified Addictions Professional and a Service Analyst. The job duties of these individuals will be to work specifically and exclusively with our students that are in need of mental health and substance abuse support. The addition of these 15 job roles will aid our mental health specialists in the district by allowing targeted intervention for our students in need (Tier 2). 90% of the expenditure allocated will be directed to direct mental health services for students.

Direct Mental Health Services

Mental Health Response Teams			
	5 School Psychologists		
	5 School Social Workers		
	6 Licensed Mental Health Providers		
		\$991,598.00 (total team cost)	
	2 Mental Health Services Coordinator	\$130,000.00	
	Mental Health Services Analyst	\$41,041.00	
	2 Substance Abuse Providers	\$100,000.00	
	2 School Counselors	\$100,000.00	
	TOTAL DIRECT SERVICES COSTS		\$1,362,639.00

Indirect Mental Health Services

	Community Referral and Data Management Database	\$80,000.00
	Travel Costs, Materials, Assessments and Professional Development	\$55,000.00
	TOTAL INDIRECT SERVICES COSTS	\$135,000.00

Include assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses?

The Mental Health Assistance Allocation will be used to fund new mental health provider positions that will work specifically and exclusively with identified students in need of mental health and substance abuse interventions. The Mental Health Intervention Teams will address the Plan of Care established for each specific student. This allocation will not supplant or provide funding to increase salaries or provide staff bonuses.

Describes how district will maximize use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement, 3rd party payments, grants).

Volusia County School District will continue to gain funding from Administrative Claiming and Medicaid reimbursement. Medicaid reimbursement amounts should see an increase with the expansion of allowable, billable services and the expansion of students who will be eligible for billable services. Title IV Grant Funds are also awarded to our district which provides supplemental Social Emotional Learning supports. Title II funds have been and can continue to be used to support training for District and School level staff that is related to Mental Health and Social Emotional Learning awareness, strategies and programs.

DRAFT