



Comprehensive Mental Health Allocation Plan

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Florida Atlantic University Lab Schools

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Section I: Overview

A. Introduction

In order for students to be academically successful and college and career ready, both their social-emotional and mental health needs must be addressed. Through building and sustaining a comprehensive school mental health framework, both early intervention/prevention and intervention can take place to reduce barriers to learning and encourage successful and safe schools.

Alexander D. Henderson University School (ADHUS) and Florida Atlantic High School (FAUHS) are part of the Florida Atlantic University Lab School District (FAUS), a public developmental research school district in Florida. Under the current administration, social-emotional learning (SEL) and mental health services for students have become a school priority. In the 2017 - 2018 school year, FAUS expanded a comprehensive SEL model for K-12 students, including professional development for teachers and staff and school-wide SEL initiatives. Additionally, to increase student access to services for the 2018-2019 school year, an additional school counselor and a mental health counselor were hired to support students' social-emotional and mental health needs. Furthermore, the school was awarded a \$2.24 million Javits Grant to enhance social-emotional supports and academic programs and services for all students and provide explicit SEL training for faculty. The grant project is designed to implement targeted interventions that meet the unique needs of the high-needs, at-risk student population in the district. In addition to increasing the number of school-based mental health professionals, FAUS has developed of a K-12 comprehensive school counseling program is aligned to the American School Counselor Association (ASCA) National Model.

FAUS is committed to enhancing mental health services and access for students. The following Mental Health Allocation Plan provides key elements to enhancing and effectively implementing comprehensive school mental health services within the Florida Atlantic University Lab School District. Included in this plan is a framework for a mental health service delivery model using a multi-tiered system of support and a plan for both implementation and assessment of services.

B. School Profile

FAUS is a public K-12 developmental research school district (F.S. 1002.32) on the campus of Florida Atlantic University in Boca Raton, Florida. ADHUS is an elementary and middle school (K-8) program that accepts students through a lottery selection process. In the 2017-2018, school year, ADHUS had a student enrollment of 599 students. FAUHS (9-12) offers a highly selective program and serves as a dual enrollment prototype in which students beginning in grade 9 earn high school and university credits simultaneously. By grade 10, students take full time college course schedules (minimum of 12 college credits per semester term) amongst the general undergraduate student population at FAU. In the 2017-2018 school year, FAUHS had a student enrollment of 567 students.

C. Current Legislation

The FAUS Mental Health Allocation Plan reporting is in accordance with the new state law passed on March 9, 2018, Senate Bill 7026 (Chapter 2018-3, Laws of Florida)¹, named the Marjory Stoneman Douglas High School Public Safety Act, aims to comprehensively address school safety. In an effort to do so, a Mental Health Assistance Allocation was created to provide funding to school districts to expand school-based mental health services. School districts are required to annually develop and submit an allocation plan that clearly outlines plans for providing and assessing school-based mental health services.

In accordance with Senate Bill 7026, Section 1011.62(16), the following plan outlines current school-based mental health services and details expenditures for expanding mental health care within the FAU public laboratory school district that meet statutory requirements for the Mental Health Assistance Allocation.

Section II: Prevalence of Mental Health Conditions and Need for Services

A. Prevalence of Mental Health Conditions

According to the National Institute of Mental Health, 1 in 5 children ages 13-18 have been or will be diagnosed with a serious mental illness, and 50% of all lifetime cases of mental illness begin at the age of 14.² Disturbingly, suicide is the 2nd leading cause of death in youth ages 10-24.³ Furthermore, the Baker Act Reporting Center reported that from 2001 to 2016, the number of involuntary examinations for individuals under the age of 18 increased 118.41%.⁴ Worldwide an average of 17 percent of youth experience an emotional, mental, or behavioral disorder.² Substance abuse or dependence disorders are the most commonly diagnosed disorders in youth, followed by anxiety disorders, depressive disorders, and attention deficit hyperactivity disorder (ADHD).² While the statistics clearly depict a need for early intervention, the average mental health intervention occurs 8-10 years after the onset of symptoms.²

B. Need for School-based Mental Health Services

The impact of mental illness on school success is significant⁵, with implications for students, families, schools, and communities. Furthermore, in the United States approximately 4 to 5 school-aged children in every classroom are struggling with serious mental illness that is known to negatively impact students' school attendance, academic performance, attention and concentration, behavior, and ultimately educational attainment.³ Approximately 50% of students (ages 14 - 21) with a mental health condition who receive exceptional student education (ESE) services dropout of school. This is the highest dropout rate of any disability group in schools.⁵

Encouragingly, when early intervention takes place, both school performance and the symptoms of mental illness are positively affected.^{6,7} Prevention and early intervention in the form of social-emotional learning, fostering positive classroom and school climate, and explicit mental health education and intervention within school systems can improve the mental health, well-being and educational attainment of students.⁸

Though a framework of support currently exists within the FAUS school system, this framework is a part of continuous school improvement through data-driven practices and decision-making.

To best ensure that the social-emotional, mental health, academic, and behavioral needs of all students are being met we must work towards continuous improvement and enhancement of programs and services.

Section III: A Framework for School-Based Mental Health Service Delivery

A. A Multi-tiered System of Comprehensive Mental Health Support

FAUS utilizes a multi-tiered system of support (MTSS) framework⁹ to address the academic, social-emotional and mental health needs of students. This widely accepted, evidence-based model provides a range of interventions from universal school-wide prevention, targeted intervention, and intensive/indicated intervention. The three-tiered approach, or continuum of supports, works to ensure that all students are reached and receive the appropriate intensity and dosage of school-based social-emotional and mental health intervention and services. The tiered process is cyclical and utilizes data to monitor student progress throughout tiers. Each tier utilizes evidence-based approaches and programs that will be detailed in Section IV of this plan.

Tier 1

Tier 1 supports occur school-wide and are implemented as preventative, proactive services. The goal of Tier 1 interventions is to promote the development of healthy and socially and emotionally-competent students in a safe and encouraging learning environment. Through school-wide, direct instruction of social-emotional learning (SEL), mental health awareness, and violence prevention, it is anticipated that approximately 80% of students' needs will be met.⁹ The following are Tier 1 supports planned for 2018-2019 School Year which address the mental health needs of students and proactively promote protective factors for future mental health and substance abuse concerns:

Evidence-Based SEL Programs

- MindUp (Kindergarten - 3rd Grade)¹⁰
- Student Success Skills (4th - 8th Grade)¹¹
- College/Career Success Skills (9th - 10th Grade)¹²
- Sandy Hook Promise (2nd - 12th Grade)¹³

Evidence-Based Alcohol/Substance Abuse Prevention Programs

*FAUS will identify and select an evidence-based substance abuse prevention programs to enhance services for students and the scope of preventative practices. A potential program for use is the Refuse, Remove, Reasons High School Education Program (RRR)¹⁴. RRR is a substance abuse prevention program that is designed to reduce high school students' favorable attitudes toward the use of alcohol, tobacco, and other drugs (and increase their refusal skills for substances). This program consists of five-weekly lessons. FAUS will explore the cost and training associated with implementation of this program.

School Counseling Program Delivery (K-12)

- American School Counselor Association Standards and Competencies (Mindsets and Behaviors)^{14, 15}
- School Counseling Classroom Guidance
- Character Education (K-8)
- School Counseling School-Wide Programming
- Academic Support Planning

Peer Mediators (K-8)

Middle school students receive formal training in peer mediation through a course elective and provide peer mediation to middle school and elementary school students enrolled at FAUS.

Near-Peer Mentoring (10th-12th)

The FAUS Near Peer Mentoring Program is designed to provide academic and social-emotional support to 10th grade FAUS students transitioning to a full-time college course load on the FAU campus. The Near Peer Mentoring Program is focused on making a smooth transition to college, managing the stress of the coursework, and assimilating socially and emotionally to university.

Steps to Success Course - High School to University Transition (9th -10th)

*Beginning in August 2018, FAUS will provide all 9th grade students entering the early college high school model a “Steps to Success” that fully engages students in explicit SEL instruction and mental health and wellness education. A Steps to Success instructor will

be hired to instruct the 9th grade course, and a percentage of the instructor's salary for this course will be paid from the mental health allocation.

In the 2018 - 2019 school year, FAUS will begin the Steps to Success Program, a two-year program requirement for all 9th and 10th grade students. The program is specifically designed to meet the social-emotional needs associated with transition to high school and college. Every 9th grade student will receive classroom instruction of academic soft-skills such as effective study and organization skills, interpersonal/communication skills, and time and stress management techniques. In addition, students will receive explicit social-emotional learning instruction and mental health, substance abuse and wellness education.

As in previous years at FAUS, 10th grade students will enroll in the University course SLS 110: High School to University Transition at Florida Atlantic University as part of their early college model curriculum. This course serves as year two of the **Steps to Success** Program, and will provide students with continued SEL, , mental health and wellness, and substance abuse prevention education.

Family Engagement Activities

FAUS understands the strong relationship between positive parental involvement and positive student outcomes. Thus, family engagement activities remain a priority. To ensure that parent outreach informs parents and families on social-emotional learning and mental health illness and services, school counselors will hold parent education workshops focusing on mental health education and social-emotional learning.

Evidence-based interventions will be selected based on student needs assessment and other school level data (i.e. attendance, behavioral referrals, grades, etc.)

Universal School-Wide Norms, Behavioral Expectations and Supports

***FAUS aims to develop a Positive Behavioral Interventions and Support**

(PBIS) system in the 2018 - 2019 school year. In effort to develop a consistent and effective system for implementing the school's behavioral expectations, school's code of conduct, and to encourage and foster a positive school climate, a school-wide framework for promoting positive behavior will be implemented with fidelity. Input from the entire school community including students and parents will be sought in the

development of the PBIS plan. The framework will include clear, consistent behavioral expectations, methods for teaching, modeling and acknowledging expected behaviors, and a consistent, effective response to inappropriate behaviors.

Tier 2

Tier 2 supports are intended for students whose needs are not met by Tier 1 interventions. Through small group, targeted, and at times individualized interventions, emerging or mild mental health needs and behavioral concerns can be addressed. Tier 2 interventions are data-driven and unique to each student. The goal of Tier 2 is to reduce or eliminate problematic behaviors or mental health concerns while building social-emotional competence for healthier functioning. Targeted interventions are usually short term (approximately 6-8 weeks). It is anticipated that 15% of the student population will need Tier 2 intervention.⁹ Below are examples of Tier 2 supports available to students at FAUS:

School-Based Team/RTI

A problem-solving team that includes school mental health professionals (i.e. School Counselors, Mental Health Counselor and School Psychologist), teachers, Exceptional Student Education (ESE) Coordinator, support staff, and administrators. The team works to address students' academic, social-emotional, mental health and behavioral needs in an organized, systematic and data-driven, process-oriented manner. The School Based Team (SBT) utilizes a four-step Response to Intervention (RTI)⁹ model that (1) identifies the problem, (2) analyzes the problem, (3) develops appropriate interventions, and (4) evaluates the intervention and outcomes. Following the Antecedent-Behavior-Consequence, or the ABC Theory, the SBT analyzes the problem in order to address students' mental health needs. For Tier 2 supports, the SBT utilizes data to determine appropriate evidence-based treatments that match the needs of targeted students.

Social-Emotional Small Groups (K-12th Grade)

Targeted SEL and psychoeducational small group counseling (school counselor led) for students with similar concerns, based on school-level data, needs assessments and referral. School counselor will utilize evidence-based counseling approaches (i.e. Brief Solution-Focused Therapy, Cognitive Behavioral Therapy, Mindfulness, Positive

Psychology) for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnose.

Mental Health Small Groups (9th-12th Grade)

Targeted mental health small group counseling (mental health counselor led) for students with similar mental health concerns, based on school-level data, needs assessments and referral. The mental health counselor will utilize evidence-based counseling approaches (Dialectical Behavior Therapy, Cognitive Behavioral Therapy, Mindfulness, Positive Psychology) for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnoses.

Student Support Plans

Targeted and individualized support plans that address the unique academic, behavioral, and social-emotional and mental health needs of students in needs of Tier 2 support. In development of the support plan, students and parents work with a multidisciplinary team to establish measurable goals and create an action plan for student success. The support plan is assigned to an appropriate “case manager” and continuous progress monitoring occurs.

Social-Skills Training

The Social Thinking¹⁶ curriculum aligns with SEL and PBIS and is utilized to assist students improve social skills and learn key skills and strategies necessary for improving relationship skills, self-regulation, and empathy. FAUS utilizes the Social Thinking curriculum for K-12 students at the Tier 2 level.

Re-teaching Universal School-Wide Norms & Behavioral Expectations

It can be expected that approximately 15% of the student population will need re-teaching of universal school-wide norms and positive behaviors. Re-teaching consists of immediately addressing the undesirable behavior, defining and modeling the appropriate or expected behavior, and having the student demonstrate. Positive reinforcement is utilized when the appropriate behavior is demonstrated.

Tier 3

Tier 3 supports are enacted for students with more severe or intensive mental health, social-emotional and behavior needs. Interventions are individualized and specific to the student's unique needs. Similar to Tier 2 interventions, Tier 3 utilizes a problem-solving approach but typically interventions are more intensive and often for longer durations. A multi-disciplinary team referral results in individual therapeutic intervention provided by the appropriate school-based mental health professional, or if necessary, a referral is made to an outside community mental health provider. Below are examples of Tier 3 supports available to students at FAUS:

School-Based Team/RTI

The aforementioned SBT utilizes the four-step RTI problem solving model to determine individualized treatment interventions for students who do not respond to less intensive interventions (i.e. Tier 1 and Tier 2). At the Tier 3 level students may receive increased intensity of school-based services or may be connected to the appropriate off campus services through effective partnerships (detailed in Section III.C).

Individual Treatment Utilizing Evidence-Based Therapeutic Approaches

The appropriate school-based mental health professional (i.e. School Counselor or Mental Health Counselor) provides individualized counseling utilizing the evidence-based therapeutic approach that matches the student's needs. Counselors utilize their expertise in the process of identifying student problems and work to resolve such problems using established counseling methods. Examples include Brief-Solution Focused Counseling, Cognitive-Behavioral Therapy, Psychoeducational Therapy, Dialectical Behavior Therapy. The school-based mental health provider will utilize evidence-based counseling interventions for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnoses.

Referral to Community-Based Mental Health Services and Treatment Centers

***In the 2018 - 2019 school year FAUS is committed to deepening collaborative partnerships with qualified mental health providers and organizations to enhance Tier 3 interventions. Furthermore, the school aims to establish a seamless mental health/substance abuse referral and follow-up process that prioritizes collaboration and co-planning with families and providers.**

B. School-Based Mental Health Professionals

Certified School Counselors

The FAUS comprehensive school counseling program is an integral component of the district's mental health plan. School counselors often serve as the first access point for school-based mental health services through prevention, assessment, intervention, and referral processes.¹⁵

The mission of the FAUS School Counseling Program is to provide a comprehensive, developmentally appropriate counseling program that addresses the academic, social-emotional and college/career development of all students. The school counselor, in partnership with other educators, parents/guardians, and the community seeks to provide support to maximize student potential, well-being and academic achievement. Furthermore, the school counselor works to ensure that all students have access to the tools and knowledge necessary to contribute as productive members of society. The school counselor helps create a safe and healthy learning environment for all students.

The American School Counselor Association (ASCA) National Model provides a framework for comprehensive school counseling that is preventative in design, data-driven and developmental in nature.¹⁵ The framework asserts that school counseling effectiveness is maximized with school counselor to student ratio of 1:250, and 80% or more of school counselor time spent delivering direct (i.e. individual counseling, small group counseling and school counseling core curriculum) and indirect (i.e. referrals for additional services, consultation and collaboration) services to students.

In the 2017 - 2018 school year FAUS hired two new certified school counselors to serve the 9th - 12th grade population. The school counselor to student ratio was 1:283. Both school counselors are certified in Guidance and Counseling (Grades PK-12) in the state of Florida. One school counselor holds a Master of Education degree in School Counseling and the other holds a Doctor of Philosophy degree in Counseling.

In the 2017 - 2018 school year FAUS employed one school counselor to serve the K-8 student population. The school counselor to student ratio was 1:599. The K-8 school counselor is certified in Guidance and Counseling (Grades PK-12) in the state of Florida and holds a Master of Education in School Counseling.

The school counselors at FAUS have designed a data-driven, comprehensive K-12 school counseling program that aligns with the ASCA National Model to be implemented in the 2018 - 2019 school year. The comprehensive program has a vision for increased social-emotional and mental health support, and will utilize data-driven practices to meet the academic, social-emotional and college/career development of all students.

All students will receive Tier 1 school counseling interventions including school counseling core curriculum, including evidence-based SEL. Students in need of Tier 2 or Tier 3 services can be referred by parent, teacher, administration, support staff or self. As previously mentioned, students can be referred for school counseling services.

***As a result of the Mental Health Allocation, FAUS will expand their school-based mental health services to students by hiring an additional school counselor to serve the 4th - 8th grade population. This will lower the school counselor to student ratio to 1:237 for K - 3rd grade students and 1:362 for the 4th - 8th grade students, closing in on the ASCA recommended ratio.**

In the 2018 - 2019 school year a collaborative, comprehensive K-12 school counseling program with increased time spent providing direct services to students will be a district priority. School counselors will provide tier 2 (i.e. small group counseling and intervention) and tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, and referral for diagnosis, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Mental Health Counselor

As of the 2018 - 2019 school year, FAUS employs one full-time mental health counselor to provide therapeutic services to targeted/identified and referred students grades 9-12. The mental health counselor holds a master's degree in Marriage and Family Counseling and is currently working towards licensure. The school-based mental health counselor provides ongoing, therapeutic services and is able to diagnose and treat mental and emotional disorders. In addition, the mental health counselor provides psychoeducational therapy aimed at the prevention of mental and emotional disorders. Using a developmental perspective to apply cognitive, affective, social, behavioral, and systemic strategies to help students facilitate change, the mental health counselor is a vital Tier 3 intervention for students in need of intensive services.

All currently enrolled FAU High School students are eligible for initial counseling services at the FAU Counseling Center. Students are eligible for ongoing clinical services if their issues/concerns fall within the scope of practice of the center. Proof of current enrollment is required, and all students must present a photo ID before receiving services.

Students in need of Tier 2 or Tier 3 services can be referred by school counselors, parents, or administrators. Additionally, students can be referred for mental health counseling services by the SBT and SMHCRT. Eligible FAU High School students under the age of 18 years must obtain consent for treatment from parent or legal guardian.

The mental health counselor will provide tier 2 (i.e. small group counseling and intervention) and tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, diagnosis, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

C. Mental Health Crisis Intervention

School Safety Committee

The school safety committee, facilitated by the site administrator, assists in developing the school safety program and monitors the process. Representatives on the school safety committee include personnel from instruction, food service, custodial, support services, faculty, administration and the school resource officer. The School Safety Plan is the foundation the school uses to maintain a safe and secure educational environment. Students and parents are trained how to use the plan. Exercises and drills are conducted to test the plans effectiveness. The school safety plan consists of vital components: Mitigation, Prevention, Response and Recovery. Each component is vital to the effectiveness of the plan.

School Mental Health Crisis Response Team

*In the 2018 - 2019 school year FAUS school district is committed to establishing a school mental health crisis response team (SMHCRT) consisting of school counselors, school-based mental health counselor, school resource officer, school nurse, teachers, ESE coordinator, support staff and administration. As a sub-group of the school safety committee, the SMHCRT

will work to prevent and respond to school crisis in relation to trauma and mental health considerations and implications. A school counselor will assume the role of the team manager.

Baker Act Decision Tree Protocol

*The Florida Mental Health Act of 1971, also known as the Baker Act⁴, allows for involuntary examination initiated by judges, law enforcement officials, physicians, or licensed mental health professionals for individuals who present as a danger to self or others and appears to have a mental illness. In the 2018 - 2019 school year FAUS is committed to creating a formalized Baker Act Decision Tree Protocol. The protocol will be developed by the SMHCRT and be approved at the District level to ensure the safety of all students.

Response to School Tragedy and Trauma

*The SMHRCT, along with the School Safety Committee, work collaboratively to restore social and emotional equilibrium after the occurrence of a school tragedy or trauma, and to address the immediate mental health needs of students, faculty and families. In the event of school tragedy or trauma, the SMHRCT will work collaboratively with school and community professionals to assist in response efforts.

Student Re-Entry Plans

*In the 2018 - 2019 school year FAUS is committed to establishing a formalized process for student re-entry following hospitalization or residential treatment. A re-entry plan will entail establishing an appropriate case manager to support the student and family in returning to school, wraparound supports and the development of clear action steps for successful re-entry (i.e. addressing long-term absences, missed work, allowing for accommodations as necessary, and scheduling daily/regular check-ins).

D. Consultation & Collaboration with Parents and Community Partners

Contracted Employees of FAUS

School Psychologists

FAUS contracts two private school psychologists from the Center for Precious Minds. The school psychologists evaluate students suspected of having a disability and reevaluate students who have a disability. Their services include participation in all

evaluation and reevaluation meetings and serve as school-based team members. Both school psychologists hold Doctor of Psychology degrees in School Psychology. The school psychologists play a very important role in the initial identification of a student's disability and need for specially designed instruction (ESE and related services) and accommodations. They are an active member of ESE and 504 meetings at the student level. The amount of time contracted is dependent upon student need. In the 2017 - 2018 school year, FAUS completed 13 psychoeducational evaluations.

Collaboration with Medical Providers/Medicaid

Medical Providers

When medical providers and school officials work together they are able maximize their impact on students' health, well-being and success. However, law such as HIPAA and FERPA that protect student privacy can present challenges in establishing an effective collaboration. Engaging parents in the collaboration is essential for successful partnership. FAUS works closely with parents/families to ensure that all medical release forms, a release or transfer of student information form, and all necessary consent forms are completed. Before the collaboration begins, FAUS staff members make sure that parents have completed all appropriate release forms and understand the nature of the collaboration. It is a parent's right and discretion whether information is shared between the school and medical providers.

Medicaid

***FAUS will explore reimbursement from Medicaid, which insures over 30 million children in the United States.¹⁷ Medicaid works with schools to provide outreach and enrollments and connect students to health services outside of the school system. Included in this outreach is the facilitation and coordination of mental health services.**

Collaboration with Community Partners & Mental Health Professionals

Florida Atlantic University, Center for Counseling & Psychological Services

The Center for Counseling & Psychological Services at FAU provides ongoing, therapeutic services to FAUS 9th-12th grade students, through the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology of mental illness and dysfunctional behavior to individuals, for the purpose

of promoting optimal mental health, dealing with normal problems of living and treating psychopathology. Services include individual and group therapy.

Florida Atlantic University, Department of Counselor Education

The Department of Counselor Education at FAU has served as a partner in the Social-Emotional Learning framework at FAUS. Faculty of the Department has collaborated with school counselors to develop relevant and experiential training for school teachers and faculty on evidence-based SEL in classrooms and schools. The trainings will be delivered in the beginning of the 2018 - 2019 school year and will provide teachers and faculty with the tools to effectively support deep learning and positive social-emotional development among students. In addition, FAUS has partnered with the Department of Counselor Education in the development and implementation of the FAUS Near-Peer Mentoring Program.

Faulk Center for Counseling

Provides free and low-cost counseling services to people of all ages, from children to the elderly. Group, individual, and family therapy is provided using a variety of treatment modalities. FAUS counselors work collaboratively with the Faulk Center for Counseling to connect students to in need of mental health support to the appropriate services.

South County Mental Health Center

Provides a network of services and programs for children and adolescents. The center is staffed by a full-treatment team of doctors, therapists, and case managers. Services include crisis and emergency services, case management and an on-site therapeutic program that serves children aged 3 through 18 years who have been victims of abuse or neglect or are otherwise in need of in-home support services.

Mobile Crisis Services: Mobile crisis team is available for youth in crisis and includes an intake and evaluation unit. Children in acute emotional distress may be seen 24 hours a day at the South County Mental Health Center in Delray Beach, Florida.

Sandy Hook Promise

FAUS works collaboratively with the Sandy Hook Promise organization and trainers to deliver mental health and wellness programs that identify, intervene and assist with

students experience mental health concerns. The Sandy Hook Promise organization offers evidence-based programs for K-12 students that promote prosocial behaviors, brings awareness to mental health illness and suicide, and aims to reduce school violence.

*In the 2018 - 2019 school year FAUS will deepen the collaborative partnership with the Sandy Hook Promise organization by coordinating continued evidence-based intervention for students, and also by providing no-cost training for appropriate faculty and staff on Signs of Suicide (SOS).

National Alliance on Mental Illness (NAMI)

*NAMI Ending the Silence is an in-school presentation designed to teach middle and high school students about the signs and symptoms of mental illness, how to recognize the early warning signs and the importance of acknowledging those warning signs. In the 2018 - 2019 school year, middle school and 9th grade students at FAUS will receive the free 40-minute presentation in effort to bring awareness, change attitudes, assumptions and stereotypes about people with mental health conditions.

Hospice - Trustbridge

Grief services for students which includes Individual counseling and support groups for children and teens. FAUS counselors work collaboratively to connect students who have experienced grief to Trustbridge services.

The Chrysalis Center

Provides free and low-cost counseling services to people of all ages, from children to the elderly. Group, individual, and family therapy is provided using a variety of treatment modalities. FAUS counselors work collaboratively with the Chrysalis Center to connect students in need of mental health support to the appropriate services.

2-1-1 United Way of Broward and Palm Beach Counties

A local 24-hour hotline that assists in suicide prevention as well as information and referrals to health, social, and human services. FAUS refers students and families to the free services offered by 2-1-1.

SEDNET (The Network for Severely Emotionally Disabled Students)

*In the 2018 - 2019 school year FAUS aims to build a collaborative partnership with the SEDNET, the Multiagency Network for Students with Emotional/Behavioral Disabilities. SEDNET works to ensure that children with mental, emotional and behavioral problems, and their families, have access to the services and supports they need to succeed.

*FAUS has the goal of increasing collaborative partnerships and improving the referral-based system that consists of ongoing communication with the provider, family, and student. All referrals to community partners will include informing parents of the collaborative approach to addressing students' needs and will be asked to complete a signed release form for two-way communication between the school and care-provider (with respect to all FERPA and HIPPA regulations).

Grant Funding and Partnerships

Javits Gifted and Talented Students Education Program Grant

A \$2.24 million Javits Gifted and Talented Students Education Program Grant was awarded to FAUS to promote the success of gifted and talented students from all backgrounds. The US Department of Education's Javits Gifted and Talented Students Education Program supports programs that help gifted and talented K-12 students from underrepresented groups, including those from economically disadvantaged families, limited English language proficiency, and students with disabilities, succeed. The grant funding is being utilized over a five-year period to improve services for students in two core areas. First, in the preparation of middle school students from underrepresented groups at ADHUS (K-8). Second, FAUHS (9-12) will focus on improving services and increasing access to social-emotional support to better meet the social and emotional needs of students. The Javits Grant funding resulted in the hiring of an additional school counselor with expertise in SEL and comprehensive school counseling. In addition, the grant supported the development of a near peer mentoring program and proactive advising services for FAUHS students. Furthermore, the grant has created opportunities for professional development for teachers and faculty in the area of SEL. The grant will

total \$2.24 million over five years and will serve to enhance and replicate the model at FAU High School and A.D. Henderson University School.

Optimizing the Workings of Loving Schools (O.W.L.S.) Grant

FAUS has submitted a letter of cooperation to the Corporation for National and Community Service, Community Conversations Research Competition (CFDA: 94.026) Grant for the application titled, “Optimizing the Workings of Loving Schools” (O.W.L.S.) submitted by the faculty of Florida Atlantic University’s (FAU), Department of Counselor Education. The O.W.L.S. project is an opportunity to deepen our partnership with the Department of Counselor Education faculty by working collaboratively to address the mental health and safety needs of the youth and families attending these schools. Using a multi-tiered system of support approach, this grant collaboration with university partners will: (a) Provide prevention and intervention training to assist teachers, school counselors, and parents to identify early warning signs of mental health needs (aggression, anxiety, depression, nonsuicidal self-injury, relationship violence, suicidal ideation, and violence); (b) Conduct parent and family workshops to address students’ at-risk behaviors and how to intervene; and (c) Deliver individual, small group, and family counseling services to identified youth by counseling graduate-level interns to support the school and community needs. This valuable partnership aims to prevent future incidents of violence and promote lasting social and systemic change to benefit the school community. If successful, with the school’s support, direct mental health services could potentially remain as a service offered to students and serve as a collaborative partnership model for other schools and school districts.

***Should the O.W.L.S. project receive grant funding, the period of performance for the 2018 Community Conversations research grant starts on October 1, 2018.**

***To promote continued improvement to the school-wide SEL and mental health framework, FAUS will continue to maximize other sources of funding, such as grant funding, to provide effective and sustainable school-based mental health services to students.**

Section IV: Implementation of School-based Mental Health Services

A. Mental Health Screening and Assessment Procedures

School Counseling Needs Assessments

As part of the K-12 comprehensive school counseling program, a bi-annual needs assessment will be administered to determine the needs of students, examine the nature and causes of the specific needs, and to set priorities for the program and future interventions. The needs assessment is a vital way to establish baseline data, identify areas of greatest need, prioritize time and resources, and evaluate change over time. The school counseling needs assessment will be administered after the first 4-weeks of the school year and at the end of the school year to all teachers/faculty/staff, students, and parents.

Social-Emotional Health Survey

The Social Emotional Health Survey (SEHS) will be administered to all 8th - 12th grade students at the beginning of each school year to measure their social, emotional, and psychological well-being.¹⁸ The SEHS, developed at the International Center for School-Based Youth Development at UC Santa Barbara, is a 36-item self-report measure that assesses youth strengths as related to 12 subscales loaded into the following four second-order traits: belief-in-self (self-awareness, persistence, and self-efficacy); belief-in-others (school support, family coherence, peer support); emotional competence (empathy, self-control, and behavioral self-control); and engaged living (gratitude, zest, and optimism). These second-order traits load into a high-order latent trait called covitality with an overall internal consistency of 0.88.

Strengths and Difficulties Questionnaire

The Strengths and Difficulties Questionnaire (SDQ)¹⁹ is a free mental health screening tool for use with children and adolescents ages 2-17 years old. The SDQ is a brief screening questionnaire that takes approximately 5-minutes to complete. The tool measures 25 attributes, some of which are considered strengths and some difficulties. These 25 items are divided between 5 scales: emotional symptoms (5 items), conduct problems (5 items), hyperactivity/inattention (5 items), peer relationship problems (5 items), prosocial behaviour (5 items). The SDQ has a parent and teacher measure for ages 2-10 and a self-report measure for students ages 11-17. The measure will be used as a universal screening tool and baseline

measure of students' behavior at the beginning of each school year. Furthermore, data from the SDQ will be used to alert school-based mental health professional of students who may be in need of counseling services. **Approximately 1,147 K-12 students will be screened/assessed utilizing this measure.**

B. Counseling Referral System

FAUS will utilize an electronic universal counseling referral system for school counseling services. The electronic referral system will allow for faculty/staff, administration, parents and students to make referrals for school counseling services. The referral system is password protected and will not hold sensitive, confidential information. The referral form will collect student name, grade level, broad reason for referral (i.e. academic counseling, social-emotional counseling or college/career counseling) and person making referral (i.e. teacher, administrator, parent, the SBT and/or SMHCRT, or self).

This referral system, in addition to a school counseling sign-in, will serve as a data collection and monitoring tool for students being referred to and receiving counseling services, as well as a component of school counseling program evaluation. This will allow for the district to identify how many students are referred for school-based services.

School based-mental health counseling referrals for 9th - 12th grade students are made utilizing a standard referral form. Referrals can be made by the school counselor or administrator. Parent and self-referrals can be made by contacting CAPS or walk-ins. Additionally, students can be referred for mental health counseling services by the SBT and/or SMHCT. Eligible FAU High School students under the age of 18 years must obtain consent for treatment from parent or legal guardian.

***The SMHCRT will work to develop a standard referral form for outside mental health agencies and provider. This form will be utilized to track K-12 student referrals to outside agencies and also assign a case manager to follow-up on outside services.**

C. Utilizing Evidence-based Programs for Mental Health Awareness, Prevention and Intervention

FAUS understands the importance of utilizing evidence-based, efficacious programs in the three-tiered framework. In this section, the evidenced-based programs utilized within the mental health framework are detailed.

MindUp (K - 3rd Grade)¹⁰

MindUP is grounded four core pillars: Neuroscience, Positive Psychology, Mindful Awareness and SEL. MindUP drives positive behavior, improves learning and scholastic performance, and increases empathy, optimism and compassion. MindUP is an evidence-based program, with over 10 years of research conducted on the program's efficacy. The 15-lesson mindfulness SEL program is delivered by the K-3 school counselor as a part of the school counseling core curriculum.

Student Success Skills (4th - 8th Grade)¹¹

The Student Success Skills (SSS) Classroom and Group Counseling programs are grounded in the latest SEL research. The SSS Classroom program is one of only nine evidence-based programs listed in the SElect category in the CASEL Guide to Evidence-based SEL programs. The SSS programs have extensive research showing improvement parallel to the large SEL reviews of research in student achievement and behavior. The SSS programs focus on developing key cognitive, social and self-management skills as well as healthy optimism/self-efficacy, and a caring, supportive, and encouraging classroom and school climate. Students who participate in the SSS programs show strong positive impact in achievement, pro-social skills, self-regulation, executive functioning, classroom climate, wellness, self-efficacy, and reduced bullying and anxiety.

The SSS Classroom program is a Tier I universal program for all students. It is taught in five classroom lessons spaced one week apart with follow-up coaching and cueing to reinforce the use of the taught skills throughout the school year. The SSS Group Counseling program is a Tier II intervention, for students who need additional support after receiving the SSS classroom

program. The SSS Group Counseling program is delivered once per week over eight weeks with three booster sessions spaced one month apart.

The SSS program is delivered by the 4th - 8th grade school counselor as part of the school counseling core curriculum.

College and Career Success Skills (9th - 10th Grade)¹²

The College/Career Success Skills program is an extension of the SSS K-12 school counseling curriculums and prepares student to develop the academic, social-emotional, and self-management skills necessary to meet the 21st century college and career readiness demands. The CCSS lessons is delivered by 9th - 12th grade school counselors at the high school level and early college/dual enrollment level as part of the school counseling core curriculum.

Sandy Hook Promise¹³

Say Something (6th - 12th Grade)

The Say Something is an education and awareness program developed by the Sandy Hook Promise organization is training for children and teens on how to recognize signs, especially in social media, of an individual who may be a threat to them self or others and say something to a trusted adult to get them help. Say Something provides tools and practices to: (1) recognize the signs & signals of a potential threat, (2) teach and instill in participants how to take action, and (3) drive awareness and reinforce the need to Say Something.

***This program will be delivered to 6th - 12th grade students a part of the school counseling program school-wide initiatives.**

Start with Hello (2nd - 5th Grade)

Start with Hello (SWH) is a program designed to promote prosocial behaviors, social inclusion and positive interpersonal relationships among students. Students learn skills to break the ice, break down barriers and get to know one another, and teachers and school professionals work to create and sustain an inclusive culture within the school

community. SWH program is available at no cost and all of the resources are available online.

***The SWH program will be school counselor delivered to 2nd - 5th grade students as part of the school counseling core curriculum.**

Signs of Suicide (SOS) Program

The SOS program is a SAMHSA's National Registry of Evidence-based Programs and Practice recognized educational curriculum that teaches students to recognize the signs of depression and suicide. Additionally, the program includes a mental health self-assessment that screens every student for depression and suicide. School faculty and staff and parents are eligible to receive training and educational materials as trusted adults and program implementers. The program can be delivered in one 90-minute class period and encourages students to recognize others in crisis and how to seek the help of a trusted adult. The Sandy Hook Promise Organization offsets the cost of the SOS program, by offering the program for free to participating schools/districts.

***This no-cost program will be delivered to 9th grade students during the 2018 - 2019 school year and will be delivered by a school counselor.**

Youth Mental Health First Aid ²⁰

As required by s. 1012.584, F.S., each district school safety specialist shall earn, or designate one or more individuals to earn, certification as a youth mental health awareness and assistance trainer. FAUS, will meet the requirement outlined by FLDOE, by selecting the appropriate staff members to be trained in the evidenced-based Youth Mental Health First Aid (YMHFA) program. The training consists of an eight-hour face-to-face course that facilitates mental health literacy and gives the staff member the necessary skills to interact with youth who are developing a mental health problem or experiencing a mental health crisis, including helping adults working with youth identify, understand and respond to signs of mental illness. Utilizing a trainer certification model,

the school staff member will assist in the identification of students experiencing mental illness, substance abuse disorders, or emotional disturbance.

*FAUS will select appropriate staff members to receive the evidence-based training held in South Florida August 6th - August 10th, 2018.

Section V: Assessing Outcomes

Evaluation of Service Effectiveness

A critical element of the school-based mental health plan is a results evaluation plan that focuses on the specific counseling services and outcomes. Several types of data will be used to evaluate program effects and student outcomes, including process data, perception data, and outcome data. These three forms of data are useful in understanding the impact of a comprehensive school-based mental health program.

Process data will be collected utilizing data from the electronic counseling referral system and the electronic student counseling sign-in. This data will describe what counseling services were provided, when, and for whom. Process data provide evidence that services were provided as intended.

Perception data in the form of student completed school counseling effectiveness rating scales (likert-type scale completed after each counseling session), school counseling needs assessments, small group and classroom guidance pre/posttests, and the pre/post data from the Social-Emotional Health Survey and Strengths and Difficulties Questionnaire, will inform on the perceptions of impact of the services and the work of school counselors.

Outcome data will examine the impact of counseling services on student behaviors and outcomes (i.e. attendance rates, discipline referral rates, grade point averages, and achievement test scores, substance abuse rates, reduction of remediation rates, etc.). Data will be disaggregated by gender, race/ethnicity, socioeconomic status (free and reduced lunch), ESOL, ESE, grade level and teacher(s).

Section VI: Expenditures

A. Allocation of Funds

The Mental Health Allocation will be expended directly for mental health services. Using these funds, FAUS will increase the number of professional certified school counselors from three to four and provide for a full-time mental health counselor for the 2018-19 school year. School counselors will provide universal tier 1 services, targeted tier 2 (i.e. small group counseling and intervention) and individualized tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, and referral for diagnosis, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses. In addition, as a direct result of the Mental Health Allocation, the additional school counselor will serve grades 4-8 thereby, allowing FAUS to lower the school counselor-to-student ratio to 1:237 for grades K-3 and 1:362 for grades 4-8, and an average school district ratio of 1:286, closing in on the ASCA recommended ratios. The mental health counselor will provide tier 2 (i.e. small group counseling and intervention) and tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, diagnosis, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Additionally, beginning in August 2018, FAUS will provide all 9th grade students entering the early college high school model a “Steps to Success” program that fully engages students in explicit social-emotional learning instruction and mental health and wellness education. A percentage of the instructor’s salary for this course will be paid from the mental health allocation. This Steps to Success course is a non-FTE generating course however, FAUS leadership is fully committed to providing the necessary social emotional and mental well-being supports and interventions to meet the unique social and emotional needs of our increasingly diverse student population and to ensure these students experience a smooth transition into this early college model.

These additional staff will further the work in serving students across grade levels by providing additional support for evidence-based social emotional learning and interventions. This Mental

Health Assistance Allocation does not supplant other funding sources, nor does it increase salaries or provide staff bonuses. FAUS will maximize and leverage use of other sources of funding, including competitive grants, where appropriate, as stated on pages 20-21 of this Mental Health Allocation Plan.

B. Cost Analysis

Total Mental Health Services Allocation

\$125,224.00

Requested Positions	Number of Positions	Salary and Benefits
School Counselor	1	\$57,600.00 (100%)
Mental Health Counselor	1	\$55,102 (83%)
Steps to Success Instructor	1	\$12,522 (22%)
Total		\$125,224.00

Section VII: References

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