

2018-19 Baker County School District – Mental Health Allocation Plan

The Mental Health Assistance Allocation Plan (s.1011.62 (16)(a) and (b), F.S.) allows funding for a maximum of two additional Mental Health Counselors, one Case Manager, and a contracted Board Certified Behavior Analyst. This is an addition to the two current Mental Health Counselor positions that have been in place for a number of years in the Baker County School District. BCSD has also funded one Behavior Analyst for several years. BCSD has been proactive for many years in understanding the complex mental health needs of the students that we serve. This allocation provides the opportunity to enhance the supports provided to schools in previous years.

According to best practices provided by the Florida Department of Education's Office of Safe Schools (<http://fldoe.org/safe-schools/best-practices.shtml>), this plan addresses the following supports to provide long-term mental health access to the stakeholders of BCSD.

1. Improving staffing ratios to allow for the delivery of a full range of services and effective school-community partnerships.
2. Employing effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors.
3. Integrating learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
4. Implementing multi-tiered systems of support (MTSS) that encompass prevention, wellness promotion, and interventions that increase with intensity based on student need, and that promote close school-community collaboration.
5. Improving access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school-community partnerships into existing school initiatives.

In light of these practices, the following is offered for your consideration:

Supports provided by mental health personnel:

Mental Health Counselors

- Assist in the design, implementation, and follow-up of behavioral management programs for students to remediate behavioral and social problems.
- Provide individual and group counseling to students on a regular basis to include socialization activities.
- Assist other professionals with student crisis intervention.
- Plan and confer with classroom teachers concerning any behavioral, social or personal problems affecting the students.
- Assist in the development and delivery of in-service activities regarding techniques for remediating behavioral, social or personal problems of students.
- Participation in School and District Threat Assessment Team.

Case Manager

- Participate on other Child Study Teams where high-risk students are typically reviewed and staffed (e.g., Truancy teams, MTSS teams focusing on behavior, DJJ articulation meetings, etc.).
- Participate with SEDNET on governing boards coordinating services for children who have or are at risk for emotional or behavioral disabilities.
- For students who are referred to the Case Manager, in collaboration with the student, his or her family, his or her primary care provider, and any other agency working with the family (DCF worker, Community Based Care Agency, Parole Officer, etc.) identify gaps in services, identify barriers to receiving needed services, remove barriers, and facilitate the efficient and timely provision of all needed services.
- Facilitate the maximization of the Mental Health Assistance Allocation by ensuring all students have health insurance coverage, including assisting parents with enrolling their children in Florida Medicaid or a subsidized health insurance policy.
- For all students and families who received support through the Case Manager, regularly and closely monitor those services to ensure there are no interruptions or changes in care and, if so, to minimize the time that the student or family is without care.
- Develop and maintain records of contact and services provided for all referred students and families. Provide regular reports to the School Safety Specialist and Threat Assessment Team. Facilitate the development of an annual report to the Florida Department of Education on the expenditures of the mental health allocation and the services that were provided to students.
- Communicate and collaborate among schools, districts, communities and state agencies, colleges/universities and the Federal Children's Medical Services representatives to provide maximum services related to health and safety programs.
- Maintain a close working relationship with District and community personnel relative to the assigned area to ensure information exchange, coordination and support for the decision-making process and to gather feedback concerning service to foster continuous quality improvement.

Board Certified Behavior Analyst

- Collect information from parents and teachers through interviews and consultations as it relates to student learning and behavior difficulties.
- Conduct behavior assessments that include functional analysis, assessment of functional skills and assessment of potential reinforcers.
- Analyze evaluation data and formulate hypotheses and conclusions relating to learning and behavioral issues.
- Conduct informal and formal observations of students as part of the evaluation process.
- Participate in the development of appropriate interventions and strategies to assist individual students in academic growth and school adjustment.
- Utilize knowledge of behavioral principles to develop and assist in the implementation of specific behavioral management plans for individual students, classrooms and schools.
- Support School and District Threat Assessment Team.
- Monitor the implementation of behavior plans.
- Provide consultation on an ongoing basis to teachers, parents and other school personnel to resolve students' learning and behavioral problems.
- Act as a liaison with public and private agents who work with students, e.g., doctors and counselors, as needed.
- Provide training and assistance in intervention techniques and strategies designed to improve student success in the school setting.

A Job description for each of these positions is attached for your reference. This includes qualifications, job goals, performance responsibilities, and physical requirements.

Program Implementation and Outcomes (s. 1011.62(16) (d), F.S.)

We acknowledge that sustainable and effective change takes time, and that schools sites will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time. We submit the following proposal for screening/assessing students for mental health assistance/support:

- TIER 1
 - Teachers and staff will receive training in Mental Health First Aid and Trauma Informed Practices via Mental Health Counselors and outside agencies. This will enable them to identify students/adults/families in distress and refer for assistance/support.
 - Teachers/Staff will refer to school-based guidance counselors for initial contact.
 - ANY POTENTIAL THREATS WILL BE IMMEDIATELY REFERRED TO SCHOOL PRINCIPAL AND ADDRESSED VIA THE SCHOOL THREAT ASSESSMENT TEAM (potential TIER 2 & 3 supports).
 - o Guidance counselor or school principal/designee will contact assigned mental health counselor identification and/or access questions.
- TIER 2
 - Mental Health Counselors will assist with identification and access to appropriate mental health supports.
 - Evidence-based group social, emotional, and behavioral interventions based on need.
 - Monitoring of intervention fidelity and student progress.
 - Behavior Analyst will conduct behavior assessments that include functional analysis, assessment of functional skills and assessment of potential reinforcers.
 - Evidence-based group social, emotional, and behavioral interventions based on need.
 - Case Managers will facilitate communication with parents/guardians, Mental Health Counselors, Behavior Analysts, and community agencies.
 - Parents/guardians will receive assistance with accessing appropriate health care and community-based supports as needed.
- TIER 3
 - Mental Health Counselors will provide individualized counseling and interventions as needed.
 - Supports will be provided to school and district staff when intensive services warranted
 - Behavior Analysts will provide individualized behavior support plans as needed.
 - Supports will be provided to school and district staff when intensive services warranted
 - Case Manager will coordinate intensified family partnerships and communications.
 - Parent/school communications
 - Parent/outside agency communications

- Develop and maintain records of contact and services provided for all referred students and families. Provide regular reports to the School Safety Specialist and Threat Assessment Team.

Expenditures (s.1011.62 (16)(d), F.S.)

2018-19 Mental Health Allocation Numbers

Mental Health Counselors (est. \$50,000 each for salary, benefits, & mileage) (2)	\$100,000
Case Manager (est. \$50,000 for salary, benefits & mileage) (1)	50,000
Contracted Services from Board Certified Behavior Analyst (1)	57,000
Supplies, Professional Development Materials, etc.	1,000
Total Allocation	\$208,000

- Amount of allocation that provides direct mental health coordination/services – \$207,000 (99.5 %)
- Mental Health Assistance Allocation does not supplant other funding sources (general fund, IDEA) OR increase salaries or provide staff bonuses.
- District will utilize Medicaid reimbursement, seek grants, and partner with community-based partners (e.g. Baker County Prevention Coalition, Meridian Behavioral Health) to maximize resources to provide school-based mental health supports to students of Baker County School District.

Staff Numbers, Credentials, and Support

In 2017-18, Baker County School District employed the following staff that provide direct mental health supports:

- 1 Licensed Mental Health Counselor
- 1 Licensed Mental Health Intern

The 2018-19 Mental Health Allocation provides funding for additional staff as follows:

- 2 Licensed Mental Health Interns
- 1 Case Manager
- 1 Board Certified Behavior Analyst Support (contracted)

During the 2017-18 school year mental health staff managed a caseload of approximately 35 students each. In addition to regular student meetings, they also assisted with assessing student threats (approximately 30) and conducted social skills groups at Macclenny Elementary, Westside Elementary, and Keller Intermediate Schools (approximately 30 students).

It is anticipated that the additional mental health counselors will carry similar caseloads and expand social skills groups to Baker County Middle School, Baker County High School, and Baker County Alternative School. The total projected numbers of students supported are as follows:

Students Served Individually by Mental Health Counselors	140
Students Served in Social Skills Groups	70

The Case Manager will support students identified as needing mental health support or community supports. They will coordinate with school-based staff and appropriate community supports to assist with meeting family needs. The case manager will connect families with outside resources related to insurance and health care. They will also address needs highlighted via district Early Warning Systems (EWS). This includes, but is not limited to chronically absent students and students with 5 or more referrals. It is anticipated that the case manager will serve the following amount of families/students in the Baker County School District:

Students and Families receiving Case Manager Support	200
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All mental health staff will serve on and support school and district threat assessment teams as needed throughout the school year. This is an estimate of supports that will be provided. Once data is collected, the total number of students and families supported will likely be higher than anticipated.

Screening Process

1. In 2018-19 students will be screened for additional mental health supports via the district's Early Warning System. Those identified as potentially at-risk students will be screened by school based MTSS/PB/S teams. These teams will refer individuals that need additional mental health to supports to school-based guidance counselors.
2. Students will also be recommended by other school staff if they suspect that a student is in distress/crisis. These individuals will contact school-based guidance counselors if they have concerns
3. School based guidance counselors and MTSS/PBIS teams will assess the effectiveness of Tier 1 mental health interventions and refer student to district mental health counselors and/or case manager for additional supports (Tier $\frac{1}{2}$) as needed (possible group or individual support).
4. If a Threat Assessment Team is convened, mental health personnel will serve as needed to determine the validity of level of threat and provide appropriate supports.
5. District Mental Health Team will meet at least once per month to review caseloads and evaluate effectiveness of interventions.