

## **Calhoun County School Board Mental Health Allocation Plan**

**2018-2019**

### **Delivery of Evidence-Based Mental Health Services:**

The awareness prevention efforts of Calhoun County School District that address mental health issues and substance abuse issues are listed below.

#### **TIER 1 - Universal**

Character Education/Social Emotional Learning programs are used to teach resistance skills, relationship building, goal setting, how to manage emotions, and prosocial behavior. Sanford Harmony Social Emotional Learning will be implemented in grades PK-3. The Too Good for Drugs program will be implemented in grades 4-6 through a continued partnership with CARE (Chemical Addictions Recovery Effort). Ongoing partnership with Gulf Coast Children's Advocacy Center will provide the Child Safety Matters and Teen Safety Matters Curriculum through the Monique Burr Foundation. Botvin Life Skills Curriculum will be implemented in grades 7-8 through a partnership with Big Bend Community Based Care (BBCBC). Students in grades 9-12 are required to take personal fitness course during high school to meet graduation criteria. This course embeds topics related to personal and family health, responsible behavior, and drug education. The Green Dot Program is also available on high school campuses to support students by teaching a comprehensive approach to violence prevention.

Teachers and Staff will receive training on the following topics: Restorative Discipline Practices, Trauma Informed Care, Youth Mental Health First Aid, Suicide Prevention, and Child Maltreatment Training.

All Calhoun County Schools have a minimum of one guidance counselor or student services support personnel on campus and accessible to all students.

Florida Positive Behavior Intervention and Supports (PBIS) is implemented at Blountstown Middle School.

Progress Monitoring of all students to include the following: Early Warning System (grades, discipline referrals, attendance, and assessment data), administrative walk throughs, and teacher observations.

More intensive progress monitoring of identified students through the MTSS framework is used to determine appropriate interventions and implement accommodations/supports to address students' social and emotional needs.

## **TIER 2 – Targeted**

The intensive evidenced based mental health interventions and services that are available to address mental health needs are listed below:

Mentoring Program/Take Stock in Children provides additional social/emotional support for targeted students.

Calhoun County will employ a full time Student Parent Support Liaison. The liaison will support targeted students and families with coordination of care in order to promote mental wellness and improve student achievement.

Calhoun County contracts with school psychologists who are available to provide consultations with school professionals and provide direct contact with students to support the academic, emotional, and behavioral well-being of targeted students.

teenage parenting program is established to provide assistance for eligible students to help them continue their education by offering support for day care, transportation, medical care assistance, parenting courses, and instruction on healthy lifestyle choices.

Calhoun County will employ a full time licensed mental health counselor to facilitate mental health services to students including, but not limited to, providing mental health consultation; designing treatment plans; providing direct counseling services to targeted students; providing education on mental health issues; and providing case management.

Calhoun County contracts with a board certified behavioral analyst to provide onsite behavioral supports and services for targeted students. These services are designed to improve the emotional well being and behavioral/social skills of students.

Progress monitoring of identified students through the MTSS framework is used to determine appropriate interventions and implement accommodations/supports to address students' social and emotional needs.

Identified teachers, administrators, and support personnel are trained each year using the Nonviolent Crisis Prevention Intervention (CPI) procedures. This training teaches school personnel how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation.

## **TIER 3 – Intensive**

The intensive evidenced based mental health interventions and services that are available to address mental health needs are listed below.

Individual counseling services are provided for students through contracted mental health providers and district employed licensed mental health counselor.

Licensed mental health counselors will conduct threat assessments and share information with school team to assist in the school's action to provide needed supports (mental health referral, change in placement, mentoring).

Community Action Team (CAT) services for students with the most severe emotional and behavioral needs that will include family and student counseling services, health care, psychiatric evaluations, medication management (if needed), case management services, and any other supports deemed necessary by the CAT team.

Referrals are made for wrap around services to provide intensive supports for students and their families to build constructive relationships and support networks. Wrap around plans are comprehensive and address multiple life domains across home, school, and the community.

### **Supports That Address Mental Health Needs (Assessment, Diagnosis, Intervention, Treatment, and Recovery):**

#### **Mental Health Screening/Assessment Procedures**

Identification of students with mental health needs has increased in Calhoun County over the past year. We have provided school based mental health counseling services for students at school sites through a contract provider for several years. Calhoun County does not use a specific universal mental health screening tool. However, we will begin identifying students who have a history of mental health needs through our enrollment process and place these students on our "watch list" for monitoring. Behavioral and emotional health needs are identified by school administrators, teachers, counselors, parents, and other school staff. school-based problem solving team supports the at-risk student by identifying and addressing the academic, behavioral, and/or social problem. Early warning system indicators (screening) including but not limited to, attendance, discipline, course performance, and state assessment data are considered in making decisions.

Various levels of intervention (universal, targeted, intensive) are available in the schools for all students. Individual and/or group intervention will be provided to address the student's mental health needs identified through assessment/referral procedures. Interventions will be implemented for students at different levels of risk (e.g. immediate, crisis referral, referral to a school based or community mental health provider). Services are available for students with an emerging need and students experiencing a serious mental health problem. Any students endorsing risk of harm to self or others will receive immediate intervention.

Individual screening services will be provided by a district employed licensed mental health counselor, school administrators, teachers, school nurses, school counselors and other staff to include mental health professionals from a local collaborating counseling agency. The screening will be used to assess the student's mental health status and overall level of stability. If the assessment/screening indicates a child is in need of services beyond the scope of school-based counseling, a referral will be made to a

local collaborating mental health agency in an effort to address those more intensive mental health needs of the student.

### **Coordination and Support Procedures for Intensive Community Mental Health Services**

Meeting the full continuum of student needs is also dependent on collaboration between schools and community mental health providers. The community providers in our area offer supplementary or intensive services that go beyond school capacities. Our MTSS process facilitates effective collaboration while ensuring that services provided in school are appropriate to the learning context and those that are provided outside of the school day are appropriately linked to and supported in the school setting. Calhoun County's Student & Parent Support Liaison works to ensure communication remains fluid between agency providers and the school district. The district has a release of information form that is signed by the parent or adult student which allows the district and agency to share information. We also plan to have memorandum of understanding (MOU) between the Calhoun County School District and Big Bend Community Based Care which is the managing entity to support coordination efforts for students.

### **Evidence-Based Mental Health Services for Students With One or More Co-occurring Mental Health or Substance Abuse Diagnoses and Students at Risk of Such Diagnoses:**

Calhoun County uses a collaborative team approach to address students' mental health concerns. We use internal support services such as counselors, student/parent support liaison, contract providers (psychologist/behavioral analysts), teachers, and administrators to help at-risk students. Once the initial referral has been received, the problem-solving team will gather additional information in order to better understand the scope of the problem. Early warning system indicators (attendance, discipline, grades, assessment data) are considered in making decisions. In collaboration with the parent, an intervention is developed, implemented, and progress monitored. Adjustments to the interventions are data driven decisions based on how the student responds to the intervention. Various levels of intervention (universal, targeted, intensive) are available in the schools for all students.

### **Process for Identifying and Delivering Evidence-Based Mental Health Interventions**

Individuals with co-occurring disorders are best served through integrated treatment. This requires collaboration across disciplines (psychiatric, pediatric, psychological and educational). Treatment planning addresses both mental health and substance abuse, each in the context of the co-occurring disorder.

At-risk students are provided interventions to include mental health therapies such as Cognitive Behavior Therapy (CBT), Contingency Management Training, Applied Behavior Analysis, Anger Management, Social Skills and Problem Solving Training.

Students with serious emotional disorders may also receive a combination of therapy and behavioral services infused throughout the educational program. The Calhoun County School District collaborates with a Board Certified Behavior Analyst (BCBA).

### **Process for Identifying and Delivering Evidence-Based Substance Abuse Interventions**

Students with substance abuse disorders are referred to C.A.R.E. (Chemical Addictions Recovery Effort) for intervention and treatment. Students referred to the district alternative school, CARE, receive substance abuse counseling twice monthly through a contracted mental health provider.

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

Community of Care team will be established with representatives from all local community mental health providers and agencies. This team will meet quarterly to collaborate and review processes for students and families access to local mental health services.

### **The following are procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment:**

- Referrals will be initiated by school administrators, school counselors, teachers and other mental health professionals that may be on-site.
- Referrals will be sent to a single point of access (district employed Licensed Mental Health Counselor) who will then review the referral and assign to the most –appropriate provider based on presenting symptoms.
- The referral process will include strategies to help address economic, logistic and cultural barriers to accessing mental health care.
- The assigned mental health provider will then facilitate mental health services including but not limited to, mental health consultation, designing program practices to promote social emotional development and effectively address challenging behavior; providing education in mental health issues; designing treatment plans, providing evidence based intervention and providing case management as needed.

### **The following are procedures for referring students to community-based substance abuse treatment:**

- Referrals will be sent to a single point of access (district employed License Mental Health Counselor) who will then review the referral and assign to the most appropriate provider based on presenting symptoms.
- The referral process will include strategies to help address economic, logistic and cultural barriers to accessing mental health care.
- Determine best course of action needed to address presenting symptoms included but not limited to crisis intervention and involuntary admission as needed. (Baker Act, Marchman Act)

## **Process for coordinating mental health services with a student's primary care provider and other mental health providers to include procedures for information sharing**

### **The following process to coordinate mental health services with a student's primary care provider or other mental health providers will be implemented:**

- Development of a universal referral form to access community mental health services.
- Creating a process for obtaining parent/guardian consent to share information between the school and the student's primary care provider and other mental health providers.
- Establish MOU's with local mental health community providers and agencies that allows for the efficient exchange of electronic student data across systems, in full compliance with FERPA.
- Designate a mental health point of contact at each school and each partnering community agency.

### **Procedures for information sharing:**

- School district will begin using a universal referral form to more efficiently process referrals to mental health care.
- School district will obtain parental consent to collaborating agencies to receive and share information.

## **Identification procedures as to how many students are screened and/or assessed; how many students are referred for services; and how many students receive services and/or assistance (to include both school-based and community)**

### **The following process for documenting number of students referred and number of students that actually receive school based and community will be implemented:**

- The screening process will involve identification of at-risk indicators (attendance, grades, office discipline referrals, suspensions and self-referral) in students. If a child is screened for possible referral to mental health services, all documentation will be recorded by the appropriate school counselor and a copy sent to student services.
- All referrals initiated will be sent to a single point of contact at each school. These referrals will then be sent to the Special Programs Office to be logged and documented as to which provider the student is assigned to for intake procedures.
- Follow up procedures will involve documentation of students actually receiving services (both school-based and community) and/or assistance as well as those who do not and any barriers to treatment.

- Progress monitoring of students who are screened, referred and receive treatment will occur on 3 day interval schedule.

**Other outcome data that will be used to evaluate effectiveness of services:**

- EWS Indicators
- Youth Risk Behavior Surveys
- Reduced referrals into special education services
- Improved learning and behavioral outcomes
- School climate data
- Number of students accessing tiered social, emotional and behavioral supports

**Number and credentials of mental health service providers employed by the district identification process**

All district employed mental health service providers must complete the application, interview and hiring process. All district employed mental health providers, prior to providing any services are obligated to file a complete set of fingerprints with the school district and receive clearance from the criminal background check. All district employed mental health providers are also required to submit to and complete drug screening. All district employed mental health service providers are required to be licensed under Chapter 491 Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling. Calhoun County School Board currently employs (1) one Licensed Mental Health Counselor (LMHC) and (4) four School Counselors.

**Number and credentials of mental health providers contracted by the district identification process**

All Agency contracted mental health providers, prior to providing any services are obligated to file a complete set of fingerprints with the school district and receive clearance from the criminal background check. All Agency contracted mental health service providers will be licensed under Chapter 491 Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling. These staff will be hired and supervised by the mental health agency employing them as well as the ES Director. Currently, Calhoun County School District contracts with Larry M. Kirkland, Inc. The agency employs (2) two Licensed Mental Health Professionals (LMHC) and (2) two Master's Level Clinicians (Registered Mental Health Interns). Calhoun County contracts with agencies for psychological services which include Children's Psychological Services, Inc. (one (1) Master's Level Psychologist) and Psychological & Educational Consultants, PLLC (one (1) Doctorate Level Psychologist).

**Documentation that 90% of expenditures allocated were allocated to direct mental health services and/or coordination of such services with primary care and mental health providers:**

Calhoun County has dedicated 100% of the Mental Health Allocation funding to direct mental health services or coordination of such services with primary care and mental health providers. The total allocation that Calhoun County is scheduled to receive is \$147,980. We do not have charter schools in Calhoun County. The allocated funds will be spent as follows:

|  |                 |
|--|-----------------|
| Licensed Mental Health Counselor Salary/Benefits - | 68,831          |
| Student & Family Support Liaison Salary/Benefits - | 74,980          |
| Substitute Costs for Teacher Training (YMHFA) -    | <u>\$ 4,169</u> |
|  | \$147,980       |

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

In a collaborative effort, Calhoun County staff verified that the proposed Mental Health Allocation Plan does not supplant other funding sources, nor have these funds been used to increase salaries or provide staff bonuses.

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

Calhoun County maximizes use of local, state, and federal funding sources to provide school-based mental health services. These funding sources include but are not limited to the general fund, IDEA, and Medicaid reimbursement.