

2020-21 MENTAL HEALTH ASSISTANCE ALLOCATION
PLAN CERTIFICATION FORM

ATTENTION: Andrew Weatherill
Andrew.Weatherill@fldoe.org

Due: August 1, 2020

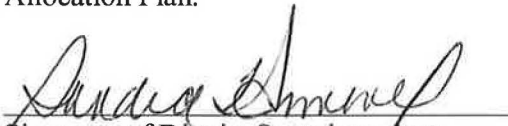
Richard Corcoran, Commissioner
Florida Department of Education

Dear Commissioner Corcoran:

This letter certifies that the Citrus County School Board approved the district's Mental Health Assistance Allocation Plan on 7/14/20, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), Florida Statutes (see attached Mental Health Assistance Allocation Plan Checklist). This letter further certifies that legislative funding allocated to implement the district's plan does not supplant funds already allocated for school-based mental health services and the funds will not be used to increase salaries or provide bonuses. The district's approved plan with expenditures and Mental Health Assistance Allocation Plan Checklist are attached

School (MSID) Number	Charter School Name

Note: Charter schools not listed above will be included in the school district Mental Health Assistance Allocation Plan.


Signature of District Superintendent

Sandra Himmel
Printed Name of District Superintendent

Attachments: Mental Health Assistance Allocation Plan Checklist
District Mental Health Assistance Allocation Plan
Charter School Mental Health Assistance Allocation Plans

MENTAL HEALTH ASSISTANCE ALLOCATION PLAN CHECKLIST
Due August 1, 2020

District: Citrus County Schools

Mental Health Assistance Allocation Plan (s. 1011.62(16)(a) and (b), F.S.)	
<input checked="" type="checkbox"/>	Delivers evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.
<input checked="" type="checkbox"/>	Focuses on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.
<input checked="" type="checkbox"/>	Includes direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.
<input checked="" type="checkbox"/>	Identifies strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).
<input checked="" type="checkbox"/>	Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus (plan must specify the type of services that are provided in the agreement).
<input checked="" type="checkbox"/>	States how the plan will establish school board policies and procedures that ensure the following for all schools, including charter schools:
<input checked="" type="checkbox"/>	1. Students referred for a mental health screening are assessed within 15 days of referral;
<input checked="" type="checkbox"/>	2. School-based mental health services are initiated within 15 days of identification and assessment; and
<input checked="" type="checkbox"/>	3. Community-based mental health services for students are initiated within 30 days of referral.
<input checked="" type="checkbox"/>	Describes process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.
<input checked="" type="checkbox"/>	Identifies strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.
<input checked="" type="checkbox"/>	Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.
<input checked="" type="checkbox"/>	Identifies strategies to:
<input checked="" type="checkbox"/>	1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;
<input checked="" type="checkbox"/>	2. Improve the provision of early intervention services; and
<input checked="" type="checkbox"/>	3. Assist students dealing with trauma and violence.
Expenditures (s. 1011.62(16), F.S.)	
<input checked="" type="checkbox"/>	Number of school-based mental health providers funded by the allocation and licensure/certification for each.
<input checked="" type="checkbox"/>	Number of community-based mental health providers (list individual not agency) funded by the allocation and licensure for each.
<input checked="" type="checkbox"/>	School district expenditures for services provided by contract-based collaborative efforts or partnerships with community mental health program agencies or providers.
<input checked="" type="checkbox"/>	Other expenditures (specify the expenditure type and amount).
Expenditure Assurances (s. 1011.62(16), F.S.)	
<input checked="" type="checkbox"/>	One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.
<input checked="" type="checkbox"/>	Mental health assistance allocation funds do not supplant other funding sources OR increase salaries or provide staff bonuses.
<input checked="" type="checkbox"/>	Describes how district will maximize use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).
Program Implementation and Outcomes (s. 1011.62(16)(d), F.S.)	
<input checked="" type="checkbox"/>	Identifies the number and ratios of FDOE-certified or licensed, school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors and other mental health services providers by licensure type).
<input checked="" type="checkbox"/>	Includes system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; number of students referred to school-based mental health services providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance.
Plan Approval and Submission (s. 1011.62(16)(c), F.S.)	
<input checked="" type="checkbox"/>	Local school board approved the district plan. Date of Approval: 7/14/20
<input checked="" type="checkbox"/>	Approved plan was submitted to the Commissioner of Education by August 1, 2020 (attached).



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

*"Where Learning is the Expectation
And Caring is a Commitment"*

THOMAS KENNEDY
DISTRICT 1

VIRGINIA BRYANT
DISTRICT 2

DOUGLAS A. DODD
DISTRICT 3

SANDRA COUNTS
DISTRICT 4

LINDA B. POWERS
DISTRICT 5

Mental Health Assistance Allocation Plan 2020-2021

Citrus County's school-based mental health services include a broad spectrum of prevention, assessment, intervention, counseling, and consultation services, along with referrals to community agencies for services. All these services are fundamental in a school's ability to ensure a safe and healthy learning environment for all students. Mental health school supports target students' social, emotional, and behavioral needs, respond to serious mental health concerns, promote partnerships with families and community agencies, and supports positive classroom behavior and academic success.

A. Mental Health Assistance Allocation Plan

Multi-tiered System of Supports for Mental Health Services

The delivery of evidence-based mental health assessment, diagnosis, intervention, treatment and recovery is provided through a multi-tiered system of supports. The types of services will depend on the student's level of need, mental health concerns, and Early Warning System (EWS) indicators. To increase early identification of students with social, emotional, or behavioral problems or substance abuse, school based Problem-Solving Teams (PST) will review EWS data including but not limited to retentions, grades, attendance, office discipline referrals, and in or out of school suspensions. Citrus County Schools will also offer an individual student well-check tool to help in determining social, emotional, and behavioral needs. The well-check tool can be completed by a parent, teacher, or student. The method of completion will be based on the student's grade. The school-based PST members may consist of an administrator, school counselor, psychologist, social worker, and other school staff members, as appropriate. The school-based PST will identify those students who may be at-risk and determine if interventions should be provided or if additional screeners or assessments are warranted. If screeners or assessments are recommended by the PST, a designated member of the school PST will contact the parent/guardian for input and/or to obtain consent, as appropriate. Once consent is obtained, the behavioral health screener or assessment will be conducted within 15 days of the referral.

Once the behavioral health screener or assessment is completed, the school-based PST will conduct a meeting including the parent and classroom teacher(s) to review individual student results and other EWS data. The PST will develop an intervention plan to include a specific intervention, frequency and duration of

intervention, goal, intervention provider, and timeframe to review intervention progress. The school-based service/intervention will be initiated within 15 days of the identification of need. The intervention will be implemented for a predetermined amount of time as identified by members of the school-based PST during the collaborative discussion. The intervention/service being provided will be documented in the student management database (Skyward). If the student is receiving mental health services from a community agency or primary care provider, the PST will also request a release of information from the parent/guardian. The Program Specialist for Behavioral Health will coordinate the delivery of services between the school and the community agency or primary care provider. Information regarding community services will be shared with the school-based service providers.

Tier 1 supports will be provided by classroom teachers, school counselors, school/district teachers on special assignment, and/or appropriate community agencies. Most Tier 2 supports will be provided by school counselors, psychologists, social worker, school/district teachers on special assignment, and/or appropriate community agencies. Most Tier 3 supports will be provided by school psychologists, social workers, and/or appropriate community agencies.

After the intervention has been implemented for a predetermined amount of time as identified by the school-based PST, the PST including the parent and classroom teacher(s) will reconvene to review intervention progress. Depending on the progress, the PST may determine to end the intervention/service, continue the intervention/service, assign a new intervention/service, and/or add another intervention/service. In addition, a referral to a community agency for mental health services may be warranted.

Students, parents/guardians, teachers, and other school staff may refer a student to the school-based PST for behavioral health concerns using a district created Student of Concern Referral Form (available in paper and electronic version). The referrals will be reviewed and processed by a school counselor to determine the appropriate next steps. A school-based PST meeting will be scheduled, as appropriate.

Students making a threat determined to be a very serious substantive threat will be referred to the school Threat Assessment Team. The school Threat Assessment Team will determine appropriate interventions including obtaining consent for a behavioral health screening or assessment. The Threat Assessment Team will also make a referral for mental health services. Students entering the school from in or out of county with documented school-based or community-based mental health services will be referred to the school-based PST. The PST will aide in the implementation of the mental health services according to the existing plan until a new plan is created, as appropriate. Students with a confirmed self-injury report will be monitored by a member of the school-based PST. The school-based Baker Act contact will be notified of students with a Baker Act from school or known off campus Baker Act by the District Student Services Department. In addition, the Program Specialist for Behavioral Health will also monitor Baker Acts that occur on or off campus in order to initiate communication with primary care and mental health providers, as appropriate.

Details of the Behavioral Health Procedures for school and district staff include but are not limited to:

- Delivery of evidence-based mental health assessment, diagnosis, intervention, treatment and recovery through a multi-tiered system of supports;
- Evidence-based mental health services within Citrus County Schools;
- Referral process to school and community mental health service providers; and
- Coordination of services with primary care providers or other community mental health service providers

Collaborative Partnerships with Community Providers and Agencies

In the 2018-2019 school year, Citrus County Schools worked with various community agencies to develop the Citrus County Continuum of School Mental Health Services workgroup. The goal of this workgroup is to support Citrus County Schools with the implementation of the Mental Health Assistance Allocation Plan by identifying and accessing community services. In addition, members of the workgroup promote mental health awareness and prevention, identify gaps in needed services, and coordinate referrals for services.

The workgroup agencies represented include:

- Citrus County Schools – school based and district-based staff
- Agency for Health Care Administration
- Agency for Persons with Disabilities
- Camelot Community Care
- Chrysalis Health
- Citrus County Community Alliance and Anti-Drug Coalition
- Citrus County Sheriff's Office
- Department of Children and Families
- Department of Juvenile Justice
- Family Service Planning Team
- Guardian ad Litem
- IMPOWERFL
- Jessie's Place
- Kids Central Inc.
- LifeStream Behavioral Center
- Lutheran Services Florida Health Systems
- New Beginnings Youth Shelter
- Staywell/Wellcare
- The Centers
- The Hanley Foundation
- The Multiagency Network for Students with Emotional/Behavioral Disabilities
- Youth and Family Alternatives

Citrus County Schools currently has agreements with numerous community agencies to provide counseling and support to students on school campus. The community agencies with agreements include:

- Jessie's Place
- LifeStream Behavior Center
- PACE Reach Counseling
- The Centers
- Youth and Family Alternatives

Evidence and/or Research Based Mental Health Services

Citrus County Schools focuses on evidence-based mental health services for students with mental health or substance abuse diagnoses, as well as students with a high risk of such diagnoses, by using a tiered approach.

The Tier 1 strategies and programs are implemented to reduce the likelihood of at-risk students developing

social, emotional or behavioral problems such as depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. In addition, the strategies and programs assist with developing an overall positive school climate.

- Sanford Harmony – This Social and Emotional program is being implemented in all elementary schools. The strategies focus on improving relationships, teaching empathy, increasing student confidence, and reducing bullying.
- School Connect – This social and emotional program is implemented in all middle schools (Tier 1) and is designed to strengthen relationships among students and between teachers and students. The program is based on CASEL's Social and Emotional Learning Competencies and includes instruction on mental and emotional health education.
- Hi-Five – This program is implemented in connection with Eckerd Connects in Citrus County middle schools. Instruction provides education in character education strategies and exercises, substance abuse prevention strategies, and violence prevention strategies.
- Teen Safety Matters – This program is implemented in middle school and educates students on strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all forms of abuse, relationship abuse, and digital dangers.
- Aspire – The River Project – This project is implemented in middle and high schools. The program empowers teens to make informed decisions regarding relationships, goals, media influence, communication, dating and sexual health. The project utilizes research-based curriculum from the Center for Relationship Education.
- Character Education Development – Character Education Development instruction is being implemented at the high school level. Topics include but are not limited to kindness, honesty, respect, substance use and abuse, mental and emotional health education, and human trafficking.

Students who need more intensive interventions/services based on referrals and PST recommendations will be provided Tier 2 and Tier 3 level services. Interventions may be provided by school-based or community-based service providers. Interventions may include, but are not limited to, prevention programs, social skills instruction, self-regulation skills instruction, group and/or individual counseling, and a functional behavioral assessment and behavior intervention plan. Some examples of interventions/services in Citrus County Schools are included in the following chart.

Program	MTSS Tier	Focus	Focus Grade Level
Sanford Harmony	1	Social, emotional skills and relationship building	Elementary
Second Step	1	Social, emotional skills	Elementary/Middle
Mind-Up	1	Positive school climate	Elementary/Middle
SSIS Social-Emotional Learning (SSIS SEL)	1	Self-awareness/management, relationship skills	Elementary
PBIS school-wide systems	1	Social, emotional, and behavior school wide system	All Levels
Positive School Climate morning show messages	1	Positive school climate	All Levels
Behavioral Health Awareness (Morning Shows)	1	Self-regulation, anxiety, depression, kindness, etc.	All Levels
Al-A-Teen	1	Support and prevention for family substance abuse	High School
Anti-Drug Coalition of Citrus County	1	Prevention and education for substance use/abuse	All Levels
Citrus County Community Alliance	1	Substance abuse, foster care resource	All Levels
Small group/individual counseling	2	Varies based on student need	All Levels
Superflex	2	Social skills and self-regulation	Elementary
Zones of Regulation	2	Self-regulation	Elementary/Middle
Totally Chill	2	Social, emotional, and sensory sensitivities	Elementary
Substance Abuse Counseling	2	Substance use and abuse counseling	Secondary
Too Good for Violence – The Mendez Foundation	2	Character education development	All Levels
Mentors (Big Brother, Big Sister)	2	Mentoring to build positive relationships	All Levels
Cognitive Behavior Therapy (CBT)-Based Lessons	3	Understanding thoughts/feelings, self-regulation	All Levels
MATCH – ATDC	3	Anxiety, depression, conduct problems	Elementary/Middle
Coping Cat	3	Anxiety	Elementary/Middle
Think Good, Feel Good	3	Social, emotional, conduct skills	Elementary
Substance Abuse Counseling (The Centers)	3	Substance use and abuse	Secondary
Mentor, Motivate, Modify (Filter Youth Development)	3	Mentoring and building family relationships	Secondary
Mobile Response Team (MRT – Lifestream)	3	Crisis response in the school and community	All Levels
Community Action Team (CAT – Lifestream)	3	Wrap around behavioral health services	Middle/High

School-Based Mental Health Service Providers

With the Mental Health Assistance Allocation funds in 2019-2020, the school district employed the below additional credentialed staff to provide mental health services to students.

- 6 School Social Workers
- 1 Program Specialist for Behavioral Health

In the 2020-2021 school year, Citrus County Schools will use the Mental Health Assistance Allocation funds to provide additional directly employed School Social Workers to support students. The increase of directly employed staff has helped to reduce the overall ratio of Florida Department of Education-certified or licensed school-based mental health services providers employed by the district. All staff qualified to provide mental health services (school counselors, psychologists, social workers) will be providing direct services to individual students or groups of students.

Charter School

Citrus County Schools has one charter school – Academy of Environmental Sciences (AES). It is the intention of AES Board and school administrator to be included in the Citrus County Schools Mental Health Assistance Allocation Plan. All services, training, and support provided to Citrus County Schools will also be provided to the staff at AES.

B. Expenditures

Citrus County Schools will be allocated \$601,205.00 for the Mental Health Assistance Allocation during 2020-2021 school year.

Position	Licensure/Certification	Quantity	Total Estimated Expenditure
School-based School Social Worker	FL-DOE Certified School Social Workers	1	\$58,600.00
School-based School Social Worker	FL-DOE Temporary Certificate – School Social Worker	5	\$293,000.00
School-based School Social Worker	Licensed Clinical Social Worker	2	\$117,200.00
			Total \$468,800.00

Other Expenditures	Total Estimated Expenditure
District-based Student Services Specialist	\$58,200.00
Professional Development	\$41,866.00
LifeStream Behavioral Center Counselors (Agency Contract)	\$32,339.00
Total \$152,915.00	

C. Expenditure Assurances

Citrus County Schools has allocated 100% of expenditures to expand school-based mental health care, train educators in responding to mental health issues, and connect students and families with appropriate behavioral health services. The Mental Health Assistance Allocation will fund an additional two school social workers, in addition to the six funded in 2019-2020. Citrus County Schools will also be providing numerous training opportunities to school district staff during the year in Youth Mental Health First Aid (YMHFA). YMHFA provides school district staff knowledge on ways to recognize signs of mental health issues and methods to respond to youth in crisis and non-crisis situations. The Mental Health Assistance Allocation funds will be used to provide training materials, fund trainers, and provide staff with stipends or substitutes in order to attend the training. Citrus County Schools uses a portion of the funds for a Program Specialist for Behavioral Health. The Specialist is responsible for the coordination of services between the student's primary care provider and school-based services. In addition, the Specialist serves as a liaison between families and community agency mental health service providers. The Mental Health Assistance Allocation funds will also be used to fund LifeStream Behavioral Center counselors. Citrus County Schools has an agreement with LifeStream Behavioral Center.

The services provided with the allocation do not supplant other funding sources, increase existing staff salaries, nor provide staff with bonuses. The funding totals are approximate amounts and may be adjusted between categories as determined by Citrus County Schools district administration.

Citrus County Schools will continue use the current Medicaid reimbursement service provider (Sivic Solutions) to expand funding reimbursement to include mental health services. Training will be provided to mental health service providers (school counselors, school social workers, and school psychologists) on procedures for submitting services provided to student for reimbursement.

D. Program Implementation and Programs

As part of the Mental Health Assistance Allocation Plan, Citrus County Schools continues to increase the number of directly employed school-based mental health service providers in order to meet the needs of students. The increase of directly employed staff has helped to reduce the overall ratio of Florida Department of Education-certified or licensed school-based mental health services providers employed by the district.

The ratios below include directly employed mental health service providers based on the student enrollment from May 18, 2020 **with** the increase of a school social worker.

	Total Enrolled as of 05/18/2020	Total School Counselors	School Counselor Ratio	Total School Psychologists	School Psychologist Ratio	Total Social Workers	Social Worker Ratio
All Schools Total	15108	36	1:420	9	1:1679	14	1:1079
Elementary Schools	7303	11	1:664	5	1:1461	6.5	1:1124
Middle Schools	3461	8	1:433	2	1:1731	4	1:865
High Schools	4228	16	1:264	1.5	1:2819	3	1:1409
Combined Levels (K-12)	116	1	1:116	0.5	1:232	0.5	1:232

The ratios below include directly employed mental health service providers based on the student enrollment from May 18, 2020 **without** the increase of a school social worker.

	Total Enrolled as of 05/18/2020	Total School Counselors	School Counselor Ratio	Total School Psychologists	School Psychologist Ratio	Total Social Workers	Social Worker Ratio
All Schools Total	15108	36	1:420	9	1:1679	13	1:1162
Elementary Schools	7303	11	1:664	5	1:1461	6.5	1:1124
Middle Schools	3461	8	1:433	2	1:1731	3.5	1:989
High Schools	4228	16	1:264	1.5	1:2819	2.5	1:1691
Combined Levels (K-12)	116	1	1:116	0.5	1:232	0.5	1:232

Process for Documenting Number of Students Screened or Assessed

Once a student is referred for a mental health screening or assessment by a staff member, parent, or student, the school counselor will document the screening or assessment by completing the appropriate forms and including the information on a district created spreadsheet. This information is also provided to the District Student Services Department. At the end of each school year, the number of students receiving screenings or assessments will be collected by the Program Specialist for Behavioral Health.

Process for Documenting Number of Students Referred for School-Based Services

Once it is determined that a student should be referred for school-based mental health services, the school-based service provider receiving the referral will document the student information on a district created spreadsheet. The parent will be contacted for consent for the student to participate in school-based services. At the end of each school year, the number of students referred for school-based services will be collected by the Program Specialist for Behavioral Health.

Process for Documenting Number of Students Receiving School-Based Services/Interventions

Once consent is obtained for school-based staff to provide services/interventions, the school counselor will

include the specific intervention information in the student management database (Skyward). The information will include student information along with intervention details such as the specific intervention being provided and the service provider. At the end of each school year, the number of students receiving services/interventions will be collected by the Program Specialist for Behavioral Health.

Process for Documenting Number of Students Referred to and Receiving Community-Based Services
A copy of the referral form for students being referred to outside agencies for mental health services will be sent to the Program Specialist for Behavioral Health. In addition, staff members making the referral will document the referral information on a district created spreadsheet. The Program Specialist for Behavioral Health will assist with coordination of services between the school district and community agencies.

At the end of each school year, the number of students referred and receiving services/interventions from community providers will be collected by the Program Specialist for Behavioral Health.