

Collier County Public Schools

Mental Health Assistance Allocation Plan 2020-2021

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Section I: Awareness and Prevention Efforts

The awareness/prevention efforts of Collier County Public Schools (CCPS) collaboration with community agencies and coordinated efforts focused on children and adolescents are described below. These efforts will continue as we move forward.

We Care video series

CCPS collaborated with the National Alliance on Mental Illness (NAMI) of Collier County, David Lawrence Mental Health Center, and the Collier County Sheriff's Office (CCSO) to launch a student mental health awareness campaign called "We Care". This video series on mental health was created to assist with prevention, early intervention, treatment, and improved care coordination for children with mental health concerns.

In Spring 2018, the District focused efforts on increasing access to, utilization of, and engagement and retention in prevention and referral support services. We are accomplishing the goal by continuing to:

- Develop and disseminate educational materials and messaging to educate students and parents about threats and vaping – Public Service Announcements (PSAs) in both areas were developed and released to secondary-level students and parents, and community
- Develop and disseminate communication materials and other resources to increase understanding of families and caregivers on facts around vaping

Anti-Vaping Messages at Secondary Level

E-cigarettes are causing spikes in tobacco and drug-related offenses in Collier County Public Schools. The District released a Vaping Public Service Announcement (PSA) to all secondary students and parents. Although this particular PSA focused on Vaping, the District also released this Spring a PSA focused on Threats. Tobacco and drug-related offenses began to increase following the 2016-17 school year. From the 2016-17 school year to the 2017-18 school year, tobacco-related offenses increased nearly 300%, from 76 to 333 offenses in Collier schools. In 2018-19, 443 tobacco-related offenses were reported. Drug offenses increased to 182 from 155 in 2017-18. The District will provide Vapors Beware / Vaping Prevention posters for each school, a school toolkit on anti-vaping that includes campaign posters, vaping fact clings for walls, handouts and resources targeting youths with messaging on harms of e-cigarettes. Additionally, each school toolkit will include parent resources and communiques. Students in grades 6-12 will receive information during grade-level orientation meetings at start of the 2020-21 school year.

Student-Family-School Connections

A symposium titled, "Building Grit and Strengthening Resilience in Children" composed of panelists from CCPS, David Lawrence Mental Health Center, Florida State University (FSU) College of Medicine, Immokalee Health Education Site and director of the FSU Center for Child Stress & Health, and the Collier County Sheriff's Office/Mental Health Bureau was held

on April 1, 2019. The Symposium was virtually connected with six school sites within the District, and recorded for on demand access. Topics centered on how parents could support and strengthen the social-emotional development of their children based on the five SEL competencies of Collaborative for Academic, Social, and Emotional Learning (CASEL). A parent resource guide and an activities book focused on building resilience in children was distributed at the Symposium. This was the District's second annual symposium for parents focused on Social Emotional Learning (SEL).

A symposium titled "Being SEL Life Ready" composed of panelists from CCPS, Collier County Sheriff's Office, Collier County Business Community, Florida Gulf Coast University and a CCPS graduate was held on January 29, 2020. The Symposium was held at the CCPS administrative center and was broadcasted and hosted by all schools sites. It was also recorded and made available on the District website. Topics focused on providing insights and strategies to help CCPS students be ready for life, foster personal skills, develop workplace and relationship skills in an increasingly complex world. Additionally, a resource and activities guide was developed and provided to help parents develop life ready SEL skills with their student. CCPS will continue these efforts in the 2020-21 school year.

Sanford Harmony: Social Emotional Learning

CCPS collaborated with Nova Southeastern University to bring Sanford Harmony, an evidence-based social emotional learning (SEL) program, to its elementary and middle schools. CCPS is just getting started with this Tier 1 SEL program; all school counselors K-8 participated in a Spring 2018 training and received a Sanford Harmony toolbox. Sanford Harmony SEL involves developing student competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Sanford Harmony compliments classroom instruction, as the everyday practices of "Meet Up" and "Buddy Up" easily fit into daily schedules and can be integrated throughout instruction. Sanford Harmony strategies also create a positive environment to help reduce personal conflicts, like peer pressure and bullying. These trainings will continue to be provided during School Counselor professional learning communities during SY21.

The 7 Mindsets

The 7 Mindsets are based on a 3-year study resulting in the writing of the 7 Mindsets book and the development of an online Social and Emotional solution for elementary, middle, and high school students. The 7 Mindsets have been designed to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making in students through a holistic SEL solution that includes web-based curriculum, coaching and professional development resources, and school transformation strategies. The District will look to consult with or pilot or implement the 7 Mindsets in school year 2020-21 to enhance principal led SEL videos in K-12 schools.

Can Do U

Can Do U provides engaging, relevant videos aligned to CASEL's Five Competencies of Social and Emotional Learning (SEL) for students. This program was designed by school counselors and educators for high school students. Each real-life video topic includes a _____

quiz, reflective questions, ready-made discussion and activity guides. Topics for example, include: Decision Making and Peer Pressure, Friends and Relationships, Prioritizing and Balancing Stress, and Avoiding Drama. This SEL curriculum will be implemented as a Tier 2 intervention in 2019-20 with the most vulnerable group of students assigned to Alternative Schools due to serious disciplinary infractions or threats to harm others.

Second Step

Second Step is a program rooted in Social and Emotional Learning (SEL). Second Step is a comprehensive program that will be used as a Tier 2 intervention to support improving student safety, readiness to learn, school culture, and academic success. Teachers will teach targeted lessons on relationship building, cooperation, and conflict resolution with the most vulnerable group of middle school students assigned to Alternative Schools due to serious disciplinary infractions or threats to harm others. Each grade level (3-5 and 6-8) kit includes lessons, integrated academic activities, and assessments.

Supporting Social Emotional Learning in Schools

Five Social Emotional Learning (SEL) priorities, Tier 1 interventions, will continue to be in place for the 2020-2021 school year. Two of these priorities will continue to be further enhanced* to support social emotional and mental health wellbeing.

1. Student Check-In*
2. Handle with Care
3. Buddy Bench (elementary level) or We Dine Together (secondary level)
4. SEL Videos (during morning announcements) and cooperative learning group Activities*
5. Panorama Student Voice survey (grades 3-12)

The development of social emotional skills has shown overall positive results in numerous research reports including better academic performance, improved attitudes, behaviors and relationships with peers, as well as a deeper connection to school, fewer delinquent acts and reduced emotional distress (student depression, anxiety, stress and social withdrawal). Research supports that combining SEL with academic development creates high-quality learning experiences and environments that empower students to be more effective contributors in their classrooms today and in their workplaces and communities tomorrow.

The Student Check-in priority focuses on a sense of belonging and building positive relationships. In 2019-2020, students with a pattern of chronic absences (10% or more) began having a weekly check-in with a Connection Coach. Individualized supports to students with chronic absences assist in ensuring a greater sense of belonging and build resilience to improve consistent school attendance. This strategy also reduces the likelihood of at-risk students developing social, emotional, or behavioral health problems.

The enhancement to Priority 4, SEL Videos and Activities focuses on the five CASEL SEL competencies. The District moved from principal-led introduction and conclusion of the video to a staff member or student leader who will lead an opening and SEL video component

and/or activity with closing comments on SEL. This school-wide approach fosters conversation around strategies to strengthen community and individual student resiliency.

The District and schools seek to understand the factors influencing positive behavior, such as school climate, students' mindsets, and teacher training. We continue to strengthen Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI) processes by measuring and better understanding the students' social emotional learning (SEL). CCPS uses PBIS, RtI strategies, and disciplinary data to prevent behavior issues by addressing root causes. Panorama Education helps students to find and use their voice to make change in both the promotion of students' social and emotional competence as well as promotion of a safe and caring learning environment where adults are listening to and valuing what students have to say. Student voice is our practice of intentionally, purposefully, and systematically eliciting student viewpoints on a specific topic for improvement purposes.

During the 2020-21 school year, the Panorama Student Survey will have an additional focus on student adjustment concerning the return to school campuses after school closures and be compared to data collected during eLearning in May, 2020. CCPS will use the data to provide targeted social emotional and mental health support to students as they transition back to campus.

David Lawrence Mental Health Center

In collaboration with CCPS, David Lawrence Mental Health Center offers prevention education programs that focus on a variety of mental health and substance abuse topics. Children's prevention programs are targeted towards children, adolescents, parents, and preschool educators. These programs provide alternatives, information dissemination and problem identification on substance abuse, suicide, life skills, conflict resolution, anger management, behavioral problems, and depression.

SEDNET

The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET8B) serves Collier County through technical assistance, and provision and dissemination of information of training, resources, and staff development which facilitate improvement in the lives of school age children with, or at-risk of, emotional disabilities or severe emotional disorders.

Healthcare Network of Southwest Florida

Healthcare Network (HCN) serves approximately 70% of the children living in Collier County. HCN includes board certified pediatricians and pediatric nurse practitioners providing comprehensive care through all stages of child and adolescent development. Annual screenings for depression are conducted by HCN pediatricians beginning at age 12. Psychologists are housed on-site with each pediatrician to provide behavioral health services.

Children in Foster Care

The coordination of services and supports across agencies is also critical to positive educational and meaningful life outcomes for children in foster care. The District entered into an interagency agreement on March 12, 2018 with the Department of Children and Families and the Children's Network of Southwest Florida to ensure the best interest of the student when addressing school stability and availability and quality of services in the school to meet the child's educational and social emotional needs. CCPS will continue the collaborative and coordinated partnership and the agreement in SY 21.

Crisis Intervention Team

In addition to school administrators, school counselors, and Youth Relations Bureau Deputies, school psychologists comprise the District Crisis Intervention Team. The psychologists' primary purpose is to offer assistance to schools and students when a crisis occurs. The team provides both direct and indirect intervention services, and offers factual information, explains normal reactions, enhances students' mental health, and offers advice that is not value laden. The purpose of the crisis team is to assist schools to return to normal routines as quickly and calmly as possible following a major disruption of the educational process.

Crisis Prevention Institute Training

Multiple trainings are offered to CCPS staff each school year using the Nonviolent Crisis Intervention training through the Crisis Prevention Institute (CPI). This training is part of a comprehensive crisis prevention and intervention plan and teaches participants how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation.

Health Under Guided Systems (H.U.G.S.)

Health Under Guided Systems (H.U.G.S.), a free community-based children's behavioral health program supported by the Naples Children Education Foundation, offers an [*Ending the Silence*](#) educational program that helps members learn about the warning signs of mental health conditions and what steps to take if you or a loved one are showing symptoms of a mental illness. This 50-minute presentation is specifically customized for students, families, and teachers to help fight the misconceptions, fear and discrimination that too often keeps children and adolescents from seeking the early identification and treatment they need to recover. H.U.G.S. also provides universal screenings to all preschoolers, and system navigation support to facilitate access to mental health care to mitigate the effects of untreated problems later in life. A collaborative and cooperative agreement exists between the District Early Learning Program and H.U.G.S. with NAMI.

Lee Memorial Health Systems – Golisano Children's Hospital - Kids Minds Matter – CCPS entered into an MOU with Lee Memorial for the 2020-2021 school year to provide a Mental Health Peer Navigator position that will be housed at the CCPS administrative center. This Navigator will work in collaboration with CCPS mental health teams to assist students and families to link with mental health services. The position will also focus on students with significant needs and families involved in multi-system and interdisciplinary/interagency

services. It is believed that this service will help families overcome barriers and create greater awareness of access to needed behavioral and mental health treatment.

Youth Mental Health First Aid

The Youth Mental Health First Aid course, a readiness training to professionals, introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. The course is offered free of cost through collaborative and coordinated efforts with community partners, and introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. All school principals, assistant principals, school nursing staff, school psychologists, school counselors, licensed mental health professionals, behavior analysts/management specialists, and school intervention therapists earned YMHFA certificates in school year 2018-2019. Additionally, select District administrators participated and are also now “first aiders”.

CCPS now has 19 YMHFA Trainers in place. Seven (7) YMHFA trainings were able to be completed during the 2019-2020 school prior to the mandated school closures due to COVID-19. Collier County currently has 1196 personnel identified as “first aiders”. All 19 trainers are currently in the process of completing the training to allow for virtual presentation of the curriculum. Virtual trainings will begin in the summer of 2020 and continue into the 2020-2021 school year. The District plans to provide YMHFA training to all instructional staff but realizes this is a multiyear endeavor. In the interim, all instructional staff completed the 60-minute Kognito At-Risk (for elementary, middle, and high) online simulation course during the 2019-2020 school year, followed by a 50-minute facilitated discussion at each school.

Youth Suicide: Awareness, Prevention and Postvention

The SafeSchools Youth Suicide: Awareness, Prevention and Postvention training module authored by Dr. Scott Poland and approved by the Florida Department of Education was implemented in school year 2018-2019. All school administrators and instructional staff participated individually in the 2-hour online learning module, a review of related articles, and a 30-minute facilitated discussion led by a school psychologist. This course, completed one time while employed with the District, was completed by all required members between September – December 2020. This training continues to be required and is aligned to the “Suicide Prevention Certified School” requirements pursuant to s.1012.583, F.A.C. and School Board Policy 5350. Relevant articles were disseminated, and school psychologists facilitated discussions (at each school) on issues surrounding youth suicide, district policy, and procedures regarding the articles and training module.

Suicide Prevention Certified Schools

The “Suicide Prevention Certified School” designation requires all of the following:

- All instructional personnel are required to complete two (2) hours of a department approved youth suicide awareness and prevention training every three (3) years;
- The youth suicide awareness and prevention training must be included in the district's continuing education or master in-service plan
- The school has at least two school-based mental health services providers that are qualified to conduct a suicide risk assessment using a department-approved screening instrument; and,
- The school or district has a policy requiring the use of an approved suicide risk assessment instrument administered by a school-based mental health services provider prior to requesting or initiating an involuntary examination due to concerns about a student's suicide risk.

All CCPS schools have completed the requirements for the "Suicide Prevention Certified School" designation and all materials will be submitted to the Department of Education during the summer of 2020.

Trauma Informed Care and School Closure

Trauma Informed Care training was provided in February 2018 to all school psychologists and school intervention therapists. This training resource was designed for school staff and provides educators with steps in creating a trauma-informed school. Trauma informed practices are emphasized at schools when a student has been identified as Handle with Care. Trauma Informed Care continued to be a focus for the District in school year 2019-20. Trauma informed practices are shared at District administrative trainings, are part of professional development for school psychologist, school counselors and mental health professionals employed by the District. Additionally, Trauma Informed Care trainings have been conducted at school sites for teachers, when requested by the school administrator and in high need schools.

To further address the impact of school closures during the pandemic, support students returning to campuses and those that will continue virtual learning during SY21 to mental health team members, instructional staff, instructional support staff and school administrators will receive targeted training concerning the impact of trauma on students and staff, during school closure.

During the teachers first day on contract, a debriefing session for teachers and non-instructional staff with school leaders and mental health team members will be conducted in PLCs, either in person or virtually over two days. During this debrief and processing session participants will be encourage to share their:

- Quarantine experience and its impact on their family;
- Concerns about school re-entry and,
- Suggestions or ideas to support students, families and each other.

During the District in-service day all instructional staff, instructional support staff and school administrators will be required to participate in the Kognito Online Trauma-Informed Practices for K12 Schools Module. This training consists of an interactive role-play simulation for educators to build skills, confidence, and empathy to better support students whose behavior might be related to sources of trauma or distress. It prepares users to spot warning signs of trauma, lead real-life conversations with students, improve their experience in class, and explore making a referral to a mental health professional.

Also during the District in-service day all instructional staff, instructional support staff and school administrators will receive training on the importance of self-care, signs of student anxiety and supports, classroom management strategies for a healthy classroom, and how to work collaboratively keep one another healthy.

Finally, during the District in-service day, the same staff will receive training in a five-day SEL initiative for all students in PK-12 that will take place at the start of the school year (first five school days). This additional SEL District initiative will occur during social studies and English language arts courses and consist of 30 minute District created scripted content. Lessons will be formatted into a slide deck presentation with videos, information, discussion questions, and teacher whole-group discussions guides (social-distancing). Topics will include, health and wellness protocols, challenges and positive outcomes during school closures, creating a culture of kindness, helping others, empathy and self-care, time-management, stress reduction, goal setting and mental health mental wellness tools. Parents will receive a District-produced guide explaining SEL and Health Education efforts at schools and how they may support at home.

Multi-Tiered System of Supports/Positive Behavioral Intervention and Supports (PBIS) PBIS is the framework for implementation of the District's continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students. PBIS is implemented district-wide in all schools and in our Transportation Department. This framework integrates PBIS and school mental health implementation for all students including for students with, or at-risk, of mental health challenges.

The Multi-Tiered System of Supports (MTSS) is a tiered prevention system of supports. MTSS/PBIS provides a cross-system problem-solving team that utilizes data to select evidence-based practices to implement. This multi-level system of supports (PBIS and school mental health) provides for active involvement by youth, families, school staff, and community mental health providers. This interconnected team includes a school mental health professional (school counselor, school psychologist, school licensed mental health professional) on the MTSS team at all tiers, contributing to an integrated plan and to fidelity and data.

Specific training on the use of MTSS will be provided during SY21 to mental health team members, instructional staff, instructional support staff and school administrators on identifying signs of trauma, stress and mental health problem in students returning from school closure during the pandemic response and expediting the mental health referral

process.

The school Behavioral Threat Assessment Team (BTAT) is an integrated team with identified membership (pursuant to statute) with similar members of the MTSS/PBIS problem solving team.

Section II: Mental Health Assistance Allocation Plan

Evidence-Based Mental Health Services

Collier County Public Schools works to improve the quality of mental health care for children by identifying evidence-based treatments and providing effective strategies for implementing and supporting their delivery. School-based mental health services will be delivered within a multi-tiered system of supports – universal/prevention, targeted intervention, and intensive intervention. Each tier of support represents a mental and behavioral health service which may be provided for students in both general and special education. Universal preventions (Tier I) are provided for all students and address the needs of 80-90% of the student population. Secondary or targeted (Tier II) interventions are provided for students at-risk of developing mental health challenges. These efforts address the needs of 5-15% of the students. Tertiary or intensive interventions (Tier III) address the needs of 1-5% of the student population, reducing the effects of symptoms that may already be problematic.

Tier II and Tier III interventions are anchored in Tier I interventions and are natural extensions or intensified extensions of Tier I. For example, students who do not sufficiently respond to school-wide positive behavior interventions and supports (Tier I), receive targeted interventions at Tier II, and students whose problem behavior persists despite Tier I and Tier II intervention, receive intensive intervention at Tier III. Interventions include, but are not limited to, prevention programs, social skills training, a functional behavioral assessment and positive behavior intervention plan, group and individual counseling, traumatic stress intervention, special education services, and referral to mental health treatment.

Appendix A includes a comprehensive list of evidence-based mental health interventions provided in Collier County Public Schools.

Supports that Addresses Mental Health Needs (Assessment, Diagnosis, Intervention, Treatment, Recovery)

Early identification has increased in Collier County, and screening and assessment goals have been involving more partners and providing additional outreach. For example, the mental health initiative, called Beautiful Minds, involving David Lawrence Mental Health Center, Healthcare Network (HCN) of SW Florida, NAMI of Collier County, Lee Memorial Health Care, and Florida State University's College of Medicine in Immokalee involves mental health screening of children at risk for behavioral health problems and getting children referred to mental health services. What's key is the integrated approach where licensed clinical psychologists are available in HCN's primary care clinics.

While CCPS does not conduct universal mental health screening with school-age students K12, early identification and intervention are addressed through teacher recommendations to the school's problem-solving team. CCPS educators and school administrators identify problems early and provide students intervention and support through the problem-solving team. CCPS' Student Success Platform ("early warning system") considers several at-risk indicators (e.g., attendance, grades, office discipline referrals, suspensions). Mental health awareness training will continue to be a focus in 2020-2021.

CCPS does conduct universal mental health screening with children ages 3-5 enrolled in a District operated prekindergarten program. Screening outcomes are shared with parents and referrals to school mental health professionals and/or community mental health providers are made.

Multi-tiered System of Supports Problem Solving Team

For school-age students, behavioral and emotional health needs are identified by school administrators, teachers, school nurses, school counselors, school psychologists, and other school staff. A school-based problem solving team supports the at-risk student by identifying and resolving 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. In collaboration with the parent, a Student Success Plan is developed, implemented, and progress monitored. Adjustments to the interventions are data driven decisions. Individual student assessments are conducted when written parental consent is obtained.

Various levels of intervention (universal, targeted, intensive) are available in the schools for all students. Individual and/or group intervention is provided to address the student's mental health needs identified through assessment procedures with interventions sensitive to the student and family culture. 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, referral to early intervention/prevention group). 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. Appendix A includes a comprehensive list of evidence-based mental health interventions provided in Collier County Public Schools.

School procedures ensure that students who are referred to a school-based mental health service provider for mental health screening occurs within 15 days of referral. School-based mental health services are initiated within 15 days after identification and assessment after a referral is made.

Threat Assessment

CCPS has established district-wide procedures for dealing with student threats in place and all threats of violence are taken seriously and investigated. An interdisciplinary Behavioral Threat Assessment Team includes representatives from administration, school employed mental health professionals, instructional, and law enforcement. In unusually complex cases, the team might draw upon professionals in the local community. An individualized assessment of each threat is conducted. An assessment of suicide risk is included in all threat assessments. Additionally, the team determines what tiered level of behavioral mental health supports are needed and mental health community referrals are made as appropriate. A threat assessment provides school professionals with useful information about a student's risks and personal resources. Among the other potential student risks that can be identified and prevented are suicide, alcohol and drug use, physical abuse, drop out risk, and criminal activity. The assessment process incorporates referrals to appropriate mental health and social services, as well as a system for following up on the effectiveness of the intervention. Threat assessments rely upon the District's ongoing collaboration and partnerships with Collier County Sheriff's Office and David Lawrence Mental Health Center.

School procedures ensure that students who are referred to a school-based mental health service provider for mental health screening occurs within 15 days of referral. School-based mental health services are initiated within 15 days after identification and assessment after a referral is made.

Assessment of Social-Emotional Functioning

School psychologists are part of the school-based problem-solving team. Part of their role is to complete assessments of a student's social-emotional functioning and how it affects educational performance. This assessment administered individually requires informed parent consent. The school psychologist does not give a medical/psychiatric diagnosis within the school system. Based on data, the school-based team determines the level of student support/intervention needed, and monitors their progress. If necessary, the team at each school determines if a student meets eligibility criteria for an exceptionality under the Individuals with Disabilities Education Act (IDEA).

Handle with Care

Children do not learn at their optimum when experiencing mental illness or when overwhelmed by life's stressful events. Research demonstrates that trauma affects a child's ability to learn and is associated with long-term physical and emotional difficulties. In response to this, CCPS created a safety net for a child who was present during a traumatizing incident (e.g. death, murder, arrest, assault, violence, removal, eviction, mental health crisis).

Participating agencies identify what school the child attends and files a "Handle with Care" alert with the school. The notice does not provide extensive details about what happened, however, informs the school principal that the student may need extra attention. School personnel do not need to know exactly what occurred, just to be aware that something happened that can potentially impact the child's ability to learn. In some cases, a student may disclose what happened but not always, or a parent/caregiver might alert the school that something traumatic occurred. After being alerted, the school-based support team convenes

and determines what extra support the child may need at school. This could range from a space to change clothes to reduced homework to recurring trauma-focused sessions with a school-based mental health professional. This priority focuses on decreasing both the short-term and long-term effects of trauma, especially its impact on children's ability to learn. Law enforcement personnel and key school personnel (e.g. student's teachers, service providers) are notified when a student requires special care and trauma informed practices are reviewed during a brief stand-up meeting with staff supporting the student.

David Lawrence Mental Health Center Release, Referral, and Re-Entry

The center's access-to-services model allows children and youth (ages 3 and older) to be evaluated by a highly skilled behavioral health professionals on the same day services are requested. This initial screening with a non-prescribing clinician is available on a walk-in basis and evening assessments are available upon request. Staff carefully explain treatment options and schedule any necessary follow up appointments. David Lawrence Mental Health Center provides clinical assessment, psychotherapy or counseling, psychiatric evaluation, medication management, and case management. David Lawrence Mental Health Center provides prevention, intervention, diagnoses, and treatment for a variety of problems, including substance abuse and recovery.

The school system, in collaboration with David Lawrence Mental Health Center, is using a universal release and consistent forms to more efficiently process referrals to mental health care, and to assist a student with re-entry into public school from the crisis stabilization unit or partial hospitalization program. Through these protocols, David Lawrence Mental Health Center is able to confer with teachers and parents, and provide therapeutic services, case management, and recovery services to children and adolescents.

A school liaisons employed by David Lawrence Mental Health Center collaborates with CCPS to support a student's access to the mental health center's triage, assessment and treatment services. Liaison services ensure coordination of care with a student's treating providers in order to promote mental wellness and improve student achievement. The school liaison assists with informing and educating school staff about its programs and services; provide seamless coordination of care to link individuals with services between programs; communicating the psychiatrist's recommendations for care coordination, discharge, and after care planning; and supporting access and communication of an individual's progress and concerns with treating providers. This communication is made possible through its universal release when signed by the parent. based mental health services providers for students who are referred for community based mental health services are initiated within 30 days after the school or District makes a referral.

Integrated Health Care Network of SW Florida

In the integrated health care network setting, screening measures for depression have been selected and are in place and patients are screened at well-child visits to increase prevention and early identification. Pediatricians make referrals for mental health care to their on-site licensed mental health professionals for assessment and intervention.

NAMI of Collier County H.U.G.S. Program

Universal prevention strategies (approaches designed to address risk factors in the early learning program population) are utilized through the NAMI of Collier County [H.U.G.S.](#) Program. The H.U.G.S. team provides universal screenings and system navigation to facilitate early identification with District-enrolled prekindergarten children and access to care, in order to mitigate the effects of untreated social, emotional, behavioral, and mental health challenges later in life. Community-based mental health services providers for students who are referred for community-based mental health services are initiated within 30 days after the school or District makes a referral.

Valerie's House Opioid Family Grief Support Group

The opioid crisis is having a significant impact on families in Southwest Florida. To better help children who have lost someone because of opioids, Valerie's House conducts a support group with focus on helping children cope with the death of a loved one. The group aims to help grieving children impacted by drug abuse.

Evidence-Based Mental Health Services for Students with Co-Occurring Mental Health, Substance Abuse Diagnoses, and Students At-Risk of Such Diagnoses

While commonly used to refer to the combination of substance-use and mental disorders, the term co-occurring disorder also refers to other combinations such as mental disorders and intellectual disability. Individuals with co-occurring disorders are best served through integrated treatment. This treatment requires collaboration across disciplines (e.g. psychiatrist, pediatrician, clinical therapist, and educator). The treatment planning addresses both mental health and substance abuse, each in the context of the other disorder.

School District

In the school district, students with serious emotional disorders and at-risk of co-occurring substance abuse are provided a specialized Individual Educational Plan (IEP) and related services. Related services may include intervention by a school mental health therapist and a behavior analyst who provides highly structured, individualized behavioral intervention during the school day. The therapist provides intensive intervention (individual and/or group counseling) and case management. David Lawrence Mental Health Center is involved with the majority of these students also providing additional therapeutic counseling and psychiatric services (e.g. crisis intervention) during after-school hours.

At the secondary-level, students with serious emotional disorders (mental health diagnoses) and at-risk of or diagnosed with co-occurring substance abuse may be considered for placement by the IEP team in the Educational Day Treatment program, where therapeutic treatment and behavioral services are infused throughout the educational program. David Lawrence Mental Health Center is involved with the majority of these students also providing therapeutic treatment, case management, and access to telepsychiatry, along with wrap-around services.

Students with autism spectrum disorders and co-occurring mental health disorders requiring intensive educational intervention receive specialized support services from a

school-based speech-language pathologist, behavior analyst, and school psychologist. Wraparound services are accessed by families through community mental health programs and medical/psychiatric physicians. An autism navigator employed by the Golisano Children's Hospital assists families with following the doctor's care plan for their child. This may include applied behavior analysis to help reduce or replace problem behaviors, increase communication skills and develop socially acceptable behaviors.

Health instruction by classroom teacher includes direct instruction, resources and supports from District created materials and presentation through in-person and video instruction which includes grade-level appropriate presentations with Substance Use/Misuse/Abuse prevention topics such as medicine safety, OTC drug use/abuse, alcohol, tobacco/vaping, illicit drug use, addiction, and short/long-term consequences. Resources to support instruction include: Harcourt Health & Fitness, Kidshealth.org, Center for Disease Control, A&M Resources Game Plan, Quest, Navigator and Aspire supplemental workbooks, District Created Materials, Too Good For Drugs, Florida Department of Health, David Lawrence Center and Drug Free Collier Resources.

David Lawrence Mental Health Center

Some of the evidence-based prevention, treatment, and recovery services provided by Collier's community mental health program include: behavioral therapy, counseling, crisis intervention, evaluation, cognitive behavioral therapy, applied behavior analysis (ABA), medication-assisted treatment, psychotherapy, outpatient therapy, stabilization, partial hospitalization, recovery support, treatment, home-community based services, drug testing, and anger management. Community-based mental health services providers for students who are referred for community-based mental health services are initiated within 30 days after the school or District makes a referral.

The Collier County Sheriff's Office (CCSO) works in collaboration with David Lawrence Mental Health Center to provide coordinated services, e.g. Diversion. A licensed mental health professional employed by David Lawrence Mental Health Center works within CCSO's Mental Health Unit.

Collaborative Partnerships with Community Providers and Agencies

CCPS collaborates with a wide range of stakeholders invested in integrated approaches to reduce mental health care barriers to student learning. This diverse District and community leadership group of providers are committed to advancing mental health services to children and adolescents, promoting awareness/prevention, assessing current behavioral mental health resources, identifying gaps, making workflow improvements, and coordinating referrals and transition processes.

A collaborative Mental Health and Substance Abuse Workgroup which started in September 2014 expanded its organizational representation in SY20 and as of June, 2020 has over 80 members. Members include:

- Collier County Public Schools – leaders are represented from the departments of Student Relations, Psychological Services, School Counseling, Exceptional Student

Education, School Health, Homeless, and School Safety

- Collier County Sheriff's Office – Mental Health Unit and Youth Relations Division
- David Lawrence Mental Health Center (local mental health provider)
- NAMI of Collier County (local mental health provider)
- Children's Advocacy Center (local mental health provider)
- Catholic Charities (local mental health provider)
- Department of Children and Families
- Healthcare Network of SW Florida - children's care, behavioral health
- Department of Juvenile Justice (DJJ)
- Child Welfare Agencies - system of care foster care case management
- Central Florida Behavioral Health Network – management entity
- Center for Progress and Excellence – mobile crisis intervention team for Circuit 20
- SEDNET
- Lee Memorial Health System, Golisano Children's Hospital, Kids Minds Matter
- Project Help
- Shelter for Abused Women and Children
- Project Help
- Naples Community Hospital (Safe and Healthy Children's Coalition and Pediatric Emergency Room)
- National Youth advocate Program

The Workgroup expanded in 2020 to ensure that agencies included in the Governor's Executive Order participate in Collier's collaborative Mental Health Workgroup meetings.

The Mental Health Workgroup focuses on problem solving organizational barriers and efficiency of processes needed to interconnect educational, behavioral and mental health supports. The Workgroup is taking an inventory of evidence-based therapeutic interventions and examining effectiveness before investing in new interventions or programs. Activities include but are not limited to streamlining processes, networking, aligning practices, use of universal release(s) of information, defining points of contacts and ensuring resources are shared and communicated with the community.

Collier County Sheriff's Office (CCSO) Mental Health Unit

The CCSO's Mental Health Unit recently expanded its Mental Health Intervention Team (MHIT). The MHIT includes CCSO deputies along with a licensed clinician contracted through the David Lawrence Center. The team focuses on responses to persons considered 'high risk, high utilizers' of services, often conducting wellness checks in the community to ensure the person has the resources and supports they need so adults (many of whom are parents or relatives of CCPS students) do not re-enter jail or hospitals.

Collier County Commissioners' Mental Health Committee

After a series of workshops during the last two years, Collier County Commissioners established a Mental Health and Addiction Ad Hoc Advisory Committee that meets twice monthly. The county strives to better serve residents who are relying on the jail, hospital emergency rooms and the David Lawrence Center, a nonprofit mental health center, as they struggle with mental health and substance abuse issues.

The committee, which includes mental health professionals, advocates and key stakeholders, held its first full-scale meeting on February 19, 2019 to discuss the challenges the county faces and steps to alleviate the burgeoning crisis. Among the group's top priorities is developing the scope and design of the new treatment center, which is intended to serve as a single-point access for residents battling mental health or addiction-related issues. The center would increase Collier's capacity to deal with Baker Act or Marchman Act referrals, which would relieve pressure on Collier's jail and provide those residents with an environment better equipped to handle their behavioral mental health and substance abuse needs.

CCPS has been a part of the workshops and conversations from the beginning. In January 2019, the Ad Hoc Advisory Committee nominated CCPS' Supervisor of Mental Health Supports and Social Emotional Learning to be a member. In school year 2020-2021 this position will continue to serve on the task force to oversee and plan for the implementation of the Collier County Mental Health Strategic Plan.

Coordinating Mental Health Services for Students with a Primary Care Provider and Other Mental Health Providers

The collaborative Mental Health Workgroup continues to advance evidence-based mental health care for children and adolescents. We collaborate at the local level to review evidence based interventions, training, policy, and practice in school mental health. Local providers include:

NCH Healthcare Systems

School nurses serve a vital role in promoting positive behavioral health (mental/emotional well-being and/or actions that affect wellness) outcomes in students through evidence based programs in schools, critical to academic success as physical well-being. CCPS contracts with NCH Healthcare Systems to provide school nurses. These nurses collaborate with school personnel, community healthcare professionals, students, and families in the assessment, identification, intervention, referral, and follow-up of children in need of behavioral health services. School nurses because of their regular access to students are uniquely qualified to identify early warning signs and provide support to students with potential behavioral health concerns. In response to the growing need for youth mental health services, in 2020-2021, NCH will hire a Licensed Mental Health Professional to coordinate services through the pediatric emergency room in collaboration with CCPS mental health professionals and other community mental health providers.

Healthcare Network (HCN) of SW Florida

HCN includes board certified pediatricians and pediatric nurse practitioners providing comprehensive care through all stages of child and adolescent development. Primary care is often the default entry point for many in need of mental health care, but generally does not provide the specialty care (e.g. case management, long-term mental health services). Psychologists are housed in each pediatrician's office to provide behavioral health services. Annual screenings for depression are conducted by pediatricians beginning at age 12. HCN of SW Florida focuses on strengthening health practitioner training and education on behavioral mental health including Adverse Childhood Experiences (ACEs).

Florida State University (FSU) College of Medicine, Center for Child Stress and Health

Free behavioral health services are available through the Immokalee FSU/Healthcare Network of SW Florida partnership. Services are provided by a mental health professional in training who is supervised by a licensed provider. Additionally, services provided take place within an integrated care model, meaning that the mental health provider works together with the primary care provider (pediatrician). HCN Immokalee patients needing mental health services may discuss their concerns with a pediatrician who would then make a referral to Behavioral Health frequently on the same day of the office visit. FSU also has a Promotora (community health worker) that focuses on children's mental health.

Dr. Javier Rosado, Clinical Director of the Center for Child Stress and Health, provided professional development in assessment of signs and symptoms of mental illness, Adverse Childhood Experiences (ACES), to school nurses, principals, and assistant principals. As a result, professionals now have a deeper awareness of types of trauma and its triggers, how to prevent secondary traumas, received tips to prevent a crisis, and better understand how to help students feel safe and be safe.

David Lawrence Mental Health Center

The center's access-to-services model allows children and youth (ages 3 and older) to be evaluated by a highly skilled behavioral health professionals on the same day services are requested. This initial screening with a non-prescribing clinician is available on a walk-in basis and evening assessments are available upon request. Staff carefully explain treatment options and schedule any necessary follow up appointments. David Lawrence Mental Health Center provides clinical assessment, psychotherapy or counseling, psychiatric evaluation, medication management, and case management. David Lawrence Mental Health Center provides prevention, intervention, diagnoses, and treatment for a variety of problems, including substance abuse and recovery.

Lee Memorial Health System, Kids Minds Matter

The health center provides a mental health navigator to work in collaboration with CCPS mental health teams to provide peer mentoring and support. Navigators build working relationships, solve problems, and support students and families while they learn to self-navigate the healthcare system. Navigators reduce barriers that keep students from getting timely treatment by identifying needs and directing them to sources of emotional, financial, administrative, or cultural support and help families gain the skills, tools, and supports needed to be independent and confident.

Procedures for Information Sharing

The school system, in collaboration with David Lawrence Metal Health Center, is utilizing a universal release and consistent forms to more efficiently process referrals to mental health care, and to assist a student with re-entry into public school from the crisis stabilization unit or partial hospitalization program. Through these protocols, David Lawrence Mental Health Center is able to confer with teachers and parents, and provide therapeutic services, case management, and recovery services to children and adolescents. HCN and FSU obtain a signed parent consent for their agency to receive and share information with the school district.

School mental health professionals, acting on behalf of the District and with signed parent consent authorizing the sharing of information, regularly collaborate and coordinate mental health services with a student's private mental health provider or other providers involved in student's care.

Contracts or Interagency Agreements

Provider	Mental Health Screening and Assessment	Counseling: individual, group, family	Psychiatric Services	Psychological Services	Trauma Informed Care	Crisis Mobile Unit	Behavior Modifications
David Lawrence Center	X	X	X		X		X
Catholic Charities	X	X			X		
NAMI of Collier	X	X					
Child Advocacy Center	X	X			X		
Healing Educational Alternatives for Deserving Students (HEADS)	X	X			X		X
Lee Memorial Health System, Kids Minds Matter		X	X	X			X
Center for Progress and Excellence*	X	X				X	

****in process***

Mental Health Referral Procedures

Mental Health referrals may be initiated by individuals (teachers, school administrators, school mental health professionals, parents, students, and healthcare professionals), or multi-disciplinary problem-solving teams (e.g. MTSS/PBIS, Behavioral Threat Assessment Team, Individual Educational Plan/Educational Plan/504 Team). School procedures ensure that students who are referred to a school-based mental health service provider (school counselor, school psychologist, or school licensed mental health provider) for mental health screening occurs within 15 days of referral. School-based mental health services are initiated within 15 days after identification and assessment after a referral is made.

School-Based Mental Health Interventions

The referral process is user friendly and quick. Referrals can be initiated by a school administrator, school mental health professional, or instructional staff member to the MultiTiered System of Supports Problem-Solving Team. Additionally, referrals can be made through the Crisis Intervention or Behavioral Threat Assessment Team. CCPS staff work with parents through the Student Success Plan process.

School and Community-Based Mental Health Providers for Treatment

A broad spectrum of mental health services, including: mental health promotion; prevention; early identification of mental health problems; and referrals for treatment of children and families will be expanded upon or strengthened as a result of receiving approval for this Mental Health Assistance Plan.

Strategies/Programs

Evidence-based practices are defined as treatments that have been researched academically or scientifically, been proven effective, and been replicated by more than one investigation or study. Evidence-based treatment practices are meant to make treatment more effective for more people by using scientifically proven methods and research. The following evidence-based therapies are utilized in the District:

- Short-term Solution Focused Therapy
- Task Centered Therapy (TCP)
- Eye Movement Desensitization and Reprocessing (EMDR)
- Cognitive Behavioral Therapy (CBT)
- Trauma Informed Cognitive Behavioral Therapy (TF-CBT)
- Holistic, Complementary and Integrated Therapies
- Psycho-educational groups (e.g. coping strategies)
- Dialectal Behavioral Therapy (DBT)
- Zones of Regulation
- Conflict Resolution Therapy

One of the many responsibilities of the licensed mental health school professional is to make referrals for outside services in partnership with families. The referral process includes strategies to help address economic, logistic, and cultural barriers to accessing mental health care.

In the school district's Head Start program, a mental health professional facilitates mental health services to children and families including, but not limited to, providing mental health consultation; designing program practices to promote social emotional development and effectively address challenging behavior; and providing education on mental health issues.

In the school district's school-age educational program, a mental health professional (school counselor, school psychologist, school intervention therapist, or licensed mental health school professional), facilitates mental health services to students including, but limited to, providing mental health consultation; designing treatment plans; providing evidence-based intervention, providing case management; providing education on mental health issues; and making referrals to community-based mental health providers for treatment and recovery services.

Community-based mental health referral agencies for accessing treatment and recovery services include, David Lawrence Mental Health Center; FSU Center for Child Stress and Health; NAMI of Collier County; Catholic Charities; Lutheran Services; Valerie's House; Youth Haven; and Healthcare Network of Southwest Florida. In an effort to improve the social emotional and mental health of children, parents may also access information on prevention and intervention from the Children's Advocacy Center; Mental Health Association of Southwest Florida; and Collier Resource Center.

Mental Health Education Grades 6-12

In order to meet the requirements of Rule 6A-1.094121 and to provide annually, a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance. Lessons were developed using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards, to provide instruction for youth mental and emotional health that advances each year through developmentally appropriate instruction and skill-building and included but was not was not limited to:

- Recognition of signs and symptoms of mental health disorders
- Prevention of mental health disorders
- Mental health awareness and assistance
- How to reduce the stigma around mental health disorders
- Awareness of resources (school, local and community)
- The process of accessing treatment
- Strategies to develop healthy coping strategies
- Strategies for supporting friends, family or peers with mental health disorders
- Prevention of suicide
- Prevention of abuse and addiction to alcohol, nicotine, and drugs

All lessons were District developed pre-recorded video presentations produced by the CCPS Communications Department using a television show format to increase engagement. The videos were presented through a modified bell schedule in which students remained in or transitioned to a credit earning course on their schedule to participate in school-wide 30 modules.

- Use of live actors (staff, interns, students) from diverse backgrounds who are relatable to students and who use student friendly language
- Online anonymous pre and post survey of mental and emotional health knowledge
- Combination of direct instruction, timed discussions, engaging short videos, and individual and group activities
- First year implementation will consist of discussion questions, activities or embedded video content differentiated for 6-8 and 9-12 grade bands
- Additional lessons will be developed for years two, three, and four

The Introductory lesson included a pre-recorded video message from the Superintendent focused on mental and emotional health education, followed by the introduction of each member of school-specific mental health teams.

Section III: Program Implementation and Outcomes

Students Screened/Assessed, Referred, Services Received

An assessment is provided to students and families who are beginning treatment with a school-based or community mental health provider. Parent consent is required. Typically, the assessment entails understanding the formative aspects of a student's life (e.g., social, emotional, mental, and physical histories; substance abuse; school performance; relationships with peers and family; values and beliefs; coping strategies). The student and school mental health provider (school psychologist, licensed mental health school professional, and school intervention therapist) determine goals and objectives for a treatment plan. A diagnosis is neither required, nor assigned by a mental health professional employed by the school district in order for a student to access school mental health services.

A mental health diagnosis may, however, be assigned by a clinical therapist or psychiatrist within community mental health care through the referral process. The treatment team discusses the diagnosis with the student and parents and proposes a plan of services and supports to be provided at school and in the community.

Number of Students Screened/Assessed

A Mental Health Assistance Plan Outcomes Report will be submitted to the Department of Education, annually, by September 30th each year, pursuant to requirements of the District's receipt of funds for the expansion of school mental health services. Systems are in place to report only the number of students who received screening/assessments, services/assistance, and referrals to community mental health agencies. These numbers will be disaggregated by whether services were provided by a district-employed or contracted mental health service provider.

The numbers of students to be reported will be accessed through a variety of District systems, including:

- Number of Teacher and Peer Nominations
- Number of students who participated in Student Voice survey, grades 3-12, asking our students how school staff can best support them socially and emotionally (a measure of pro-social skills promoting mental wellness)
- Number of students identified through the early warning system, academic and behavioral indicators including attendance, office discipline referrals, suspensions, grades resulting in a school problem solving team assessment and development of a Student Success Plan
- Number of students assessed, referred, and provided treatment as documented in the District-purchased 504/IEP system

Exceptional Education and Student Support Services and MIS have worked together to develop an automated mental health referral, services, and monitoring system in the District's student information system.

School-Based Mental Health Services Providers

School mental health services within Collier County Public Schools are described in greater detail in the plan below. School counselors, school psychologists, licensed mental health school professionals, and school intervention therapists are essential to positive school outcomes.

School Counselors

School Counselors support all students' academic, career and social/emotional development. School Counselors are critical to recognizing warning signs: changes in school performance (changes in grades, attendance), mood changes, complaining of illness before school, increased disciplinary problems at school, experiencing problems at home or family situation (stress, trauma, divorce, substance abuse, exposure to poverty conditions domestic violence), communication from teachers about problems at school, and dealing with existing mental health concerns.

Collier is fortunate to have a full-time school counselor employed in every elementary school and more than one in all secondary schools. School Counselors will continue to deliver the

school counseling core curriculum that proactively enhances awareness of mental health; promotes positive, healthy behaviors; provide responsive services including internal and external referral procedures, short-term counseling or crisis intervention focused on mental health or situational (e.g. grief, difficult transitions) concerns with the intent of helping the student return to the classroom and removing barriers to learning; provide school-based prevention and universal and targeted interventions for students with mental health and behavioral health concerns; and direct students and parents to school and/or community resources for additional assistance. Credentials of these mental health services providers will meet Florida School Counselor Certification requirements. In SY21, the District will add

a 1.0 District School Counselor to provide tiered support to school counselors in primary grades to support best practices in trauma informed care, social emotional learning and counseling.

School Psychologists

School psychologists provide a range of preventative, early intervention, and acute mental health assessments and treatments. They are uniquely qualified to perform psychoeducational assessments for learning, behavior and mental health problems; provide evidence-based mental health interventions, and group and individual counseling; risk assessments (threats of suicide/homicide); crisis counseling and intervention services, and recovery (postvention) services dedicated to restoring and maintaining a safe and healthy learning environment for students and staff after critical incidents on or near a school campus. During the 2019-2020 school year, 31 school psychologists were allocated by the District. In addition to these 31 current positions, one additional position has been allocated for the 2020-2021 school year. A total of six (6) school psychologists were employed or contracted and funded through Mental Health Assistance categorical funds. In SY21 seven (7) school psychologists will be funded through categorical funds.

A school psychologist was assigned full-time at each comprehensive high school and selected middle schools to support school mental health services. Credentials of these mental health service providers meet one or more of the following requirements: Florida Department of Education Certificate in School Psychology, and/or Florida's Department of Health license. Licensure is not a requirement for an individual who is hired by the school district, although the district finds it advantageous for individuals to meet the definition in s. 490.003(7).

Licensed Mental Health School Professional

The school district employed a licensed mental health school professional to provide counseling services (Tier 2 and Tier 3) to students who were considered at risk of threat to harm others and alternatively placed in an Alternative School, New Beginnings or Phoenix. A second licensed mental health professional was allocated in Fall 2019. Credentials of these mental health service providers meet Florida's Department of Health licensure under chapter 491.

A total of nine (9) Licensed Mental Health Professionals were employed or contracted by the District and funded through Mental Health Assistance categorical funds. One additional allocation will be added (10 total) in the 2020-2021 school year to provide support for the increasing need for school based mental health support, especially in light of the COVID-19 pandemic and trauma and mental and behavioral health needs as student's transition back to school.

These positions provide a range of preventive, early intervention, and acute mental health assessments and treatments in group, individual, or family modalities. They mobilize family, school, and community resources to enable a child to learn as effectively as possible in his or

her educational program; provide staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior; obtain and coordinate community resources to meet students' mental health needs and provide counseling and case management for students and families requiring multiple resources; and provide school mental health services by: developing intervention strategies to increase academic success; assisting with conflict resolution and anger management; helping the student develop appropriate social interaction skills; and assisting the student in understanding and accepting self and others.

Credentials of these mental health service providers meet one or more of the following requirements: Florida Department of Education Certificate in School Social Work, and/or Florida's Department of Health license. Licensure is not a requirement for an individual who hired by the school district although the district prefers and finds it advantageous for individuals to be licensed under chapter 491.

Special Education Counseling

School mental health renders special education services to identified students utilizing a tiered service approach. Tier 1 includes counseling as a related service designated by an Individualized Education Program (IEP) for a student whose behavioral and emotional needs affect his/her ability to benefit and progress from his/her educational program. This counseling service is provided by the school counselor or school psychologist, or a combination of the both. Tier 2 includes educationally related targeted counseling services as a related service designated by an IEP for a student with behavioral and emotional needs manifested in the school, home, and/or community settings. This therapeutic counseling is provided by an Exceptional Student Education (ESE) School Intervention Therapist (social worker). Tier 3 includes intensive counseling services designated by an IEP for a student with behavioral and emotional needs and provided individually by the therapist. Case management for these students is continuously provided at Tier 2 and Tier 3.

Seven (7) School Intervention Therapists were employed in 2017-2018. This allocation increased by a 1.0 full time position in 2018-19 and by 2.0 full time positions for 2019-20 (9 total) and an additional 1.0 allocation for 2020-2021 (10 total). Credentials of these mental health services providers meet one or more of the following requirements: Florida Department of Education Certificate in School Social Work, and/or Florida's Department of Health license. Licensure is not a requirement for an individual who is hired by the school district although the district finds it advantageous for individuals to be licensed.

Other Services and Programs

In addition to the four main school mental health provider programs mentioned above, District-employed behavior analysts/management specialists (24) provide behavior management services, functional behavioral assessments, positive behavior intervention plan development, staff training, monitoring, and intervention with students with

emotional/behavioral disabilities and within the autism spectrum, including students with co-occurring mental health diagnoses.

Moreover, the school district works in collaboration and coordination with several community-based mental health services providers. Procedures ensure students who are referred to a community-based mental health service provider for mental health screening for the identification of mental health concerns and ensure that the assessment of students at-risk for mental health disorders occurs within 15 days of referral. Community-based mental health services must be initiated within 30 days after the school or District makes a referral. These timelines have been discussed with community mental health providers and will be included in all agreements.

Number Contracted	Agency	Agreement
.4 FTE	David Lawrence Mental Health Center	Assessment, treatment, individual therapy, and case management services are provided within the context of their local mental health system, providing wraparound mental health, to students within the District's Educational Day Treatment program.
1.6 FTE	Licensed Mental Health Professionals	Case management services (including sharing confidential information given a signed parent release) to students returning to school after a Baker Act, admission into the crisis stabilization unit, or partial hospitalization program.
1.0 FTE		Mental health services– assessment, intervention, counseling, case management
1.0 FTE	Mental Health Navigator	Case management, navigation of community mental health and social service systems for students with high risk complex multisystem mental health involvement to assist in the removal of barriers and collaboration and coordination of service providers to meet students mental health needs.
1.0 FTE	Catholic Charity Services	Individual and group counseling are provided for students at-risk of or identified as having a mental health diagnoses and provided educational services in a school's regular education classroom.
.4 FTE	H.U.G.S. of NAMI Collier	Individual counseling is provided within the context of their H.U.G.S. program for Pre-K students enrolled in District Prekindergarten Programs.

Section IV: Expenditures

Allocated to Direct Mental Health Services

In 2019-2020, 97% of the Mental Health Assistance Allocation funds were allocated to employ or contract licensed mental health professionals – school psychologists and licensed mental health professionals and 100% of funds were spent to provide evidence based mental health services and programs for students in Collier County Public Schools.

The District employs or contracts for seven (7) school psychologists and eleven (11) licensed mental health professionals. A school psychologist is assigned full-time to five comprehensive high schools and select middle schools.

Seven (7) licensed mental health professionals are assigned to high school feeder patterns, and two (2) are assigned at the Immokalee and Naples alternative school sites (one of which was funded through these funds). (1) provides support to high needs schools in Immokalee (PCR and VOE), (2) will provide support to the feeder patterns and alternative schools in the 2020-2021 school year. Additionally, one (1) serves as the Supervisor of Mental Health Supports and Social Emotional Health and is funded through Mental Health Assistance dollars.

The Mental Health Assistance Allocation will sustain the licensed mental health professionals and school psychologists hired in 2019-2020. Additionally, funds will support the employment of an additional licensed mental health professional to support students and families in Immokalee and two new positions to support the feeder patterns and alternative schools.

In 2019-20, the District purchased CanDoU and Second Step, programs that includes Social Emotional Learning (SEL) videos for high school students. This program was implemented in Alternative Schools during SEL Advisory Homeroom (new), and purchased with funds from the Mental Health Assistance Allocation. Each CanDoU and Second Step video/activity focuses on real life topics for students, e.g. Creating a Vision, and Decision Making and Peer Pressure. Each video is 100% aligned with CASEL's 5 Social and Emotional Learning Competencies, and includes self-grading quizzes, discussion guides, questions, and collaborative student activities. Additional activities during SEL Advisory homeroom time include career planning, free choice reading of selected SEL themed literature, and discussion with staff facilitator and peers. All Alternative School staff were trained in both programs in August 2019 and CanDoU did a live, interactive, on-campus event and SEL lesson with each alternative school classroom in January, 2020.

Mental Health Assistance Allocation Funds

The allocated funds provide personnel for tiered level school mental health supports in all traditional public schools. Additionally, funds were used in 2019-20 to purchase two evidence-based social emotional learning (SEL) programs for students alternatively placed at Phoenix and New Beginnings. Funds will support the costs associated with, including professional development, Second Step (grades 3-8) and Can Do U (grades 9-12). Both of these programs will continue to be funded and provided during the 2020-2021 school year.

Charter schools within Collier's jurisdiction submitted a plan independently from the school district. The District provided a proportionate share of the Mental Health Assistance Allocation funds were given to each charter school. The District will continue this practice in 2020-21.

Nationally Recommended Ratio Models

Collier County Public Schools (CCPS) strives to improve staffing ratios for school counselors and school psychologists. Direct employment of school-based mental health service providers is utilized to expand and enhance school-based student services and to reduce the ratio of students to staff. In addition, our partnerships with community mental health providers helps expand our school-based mental health service providers for students in need of care.

Florida defines a mental health professional to include a school counselor, school psychologist, social worker, or licensed mental health professional. CCPS has 161 mental health professionals providing supports and services to 44,595 students in grades Pre-K – 12. These professionals include 108 school counselors, 32 school psychologists, and 21 school social workers or licensed mental health professionals providing indirect and direct services to students in Collier County Public Schools. When combining all of the school mental health professionals the District has a student to staff ratio of 277:1.

The disaggregated ratio of the District's student-to- school psychologist, school counselor, and social worker ratios exceed the recommended ratios of the National Association of School Psychologists (500 to 700:1), American School Counselor Association (250:1), and the National Association of Social Workers (250:1). A CCPS Differentiated Staffing Workgroup (comprised of both district and school administrators) meets four (4) times per school year to review and revise, as needed, current staffing formulae to ensure staff allocations are allocated in a fair, equitable, differentiated and fiscally responsible manner. This workgroup supports the overarching consolidated planning process to leverage the District's general and special revenue funds and human capital to support student achievement and development.

The Differentiated Staffing Committee recommended an additional .5 school counselor allocation to four of the largest elementary schools in CCPS. This recommendation was approved for school year 2019-2020; operational funds supported this need. The District exceeds the Mental Health Assistance Allocation funds to provide additional staff and training in this area. An additional TSA Counselor (DISTRICT) will be allocated for the 2020-2021 school year to support K-5 school counselors and social emotional learning at every school.

Strategies to Increase Direct Mental Health Services

The District engaged school mental health professionals in conversation in which they communicated their concerns openly. District administrators provided guidance to school administrators in identifying strategies to increase the amount of time student services personnel spend providing mental health services emphasizing our commitment to

delivering evidence-based interventions. In addition to a comprehensive review of the tiered system of supports specified in Appendix A, strategies emphasized included:

- limiting program management and school support activities (e.g. scheduling vision screenings, student duty time) to account for 20 percent of time to increase indirect and direct service time
- training a team of professionals on the administration of the Woodcock Johnson Test of Achievement (previously, the sole responsibility of the school psychologist)

Assurances

Collier County Public Schools assures the State that it will use the Mental Health Assistance Allocation to supplement, and not supplant other funding sources, or increase salaries, or provide staff bonuses.

Other Funding Sources

The school district will continue to identify systems to establish funding streams for its expansion of school mental health services. The District will continue to utilize operating funds to offset the salary and benefits of the mental health professionals allocated to schools to support school mental health.

Medicaid Claiming

In addition to the Mental Health Assistance Allocation, the school district will continue to maximize its Medicaid claiming (reimbursements), specific to assessment, diagnosis, and intervention provided by school psychologists, school intervention therapists, and its new licensed mental health professionals. We work with an outside vendor to ensure our system's focus on ensuring a fully IDEA compliant special education program allows us to maximize reimbursement for our eligible students.

Additionally, to maximize funding, it is our intent to bill for services rendered to all Medicaid eligible students the following district-employees:

- Licensed school psychologist under Chapter 490
- FDOE certified school psychologist
- Licensed clinical social worker under Chapter 491
- Licensed mental health counselor under Chapter 491
- Licensed family and marriage therapist under Chapter 491
- FDOE certified social worker
- FDOE certified school counselor
- Certified Behavior Analyst

School District Facilitates Access to Quality Care Through Services Outreach

To facilitate access to quality care through services expansion and outreach, the District:

- Focused on increasing professional learning by expanding the quality of the school mental health workforce through outreach and partnerships with community agencies/organizations; university programs; provider training and technical assistance.
- Increased the mental health literacy of the District by training school administrators and other school personnel, and law enforcement, and members of school Behavioral Threat Assessment Teams to understand and be able to detect the signs and symptoms of mental illness and engage and connect individuals to care.

Effectiveness of Services

According to a research review in the September/October 2017 issue of the *Harvard Review of Psychiatry* published by Wolters Kluwer, there is evidence that large-scale, school-based programs can be implemented in a variety of diverse cultures and educational models as well as preliminary evidence that such programs have significant, measurable positive effects on students' emotional, behavioral, and academic outcomes.

CCPS will show the effectiveness of school mental health services through outcome data evidenced by students having earlier access to evidence-based mental health practices implemented within its tiered framework. Outcome data that will be used to evaluate effectiveness of service will include, but not be limited to:

- Positive Behavior Interventions and Supports (PBIS) model school status
- Reduced inappropriate referrals into special education
- Improved learning and behavioral outcomes
- Number of students accessing tiered social, emotional, and behavioral supports
- Students who participate in SEL will demonstrate through Student Voice (surveys administered in September and again in April) that they show better teacher-student relationships and sense of belonging
- School climate data

Appendix A

Multi-tiered Prevention and Intervention Improving Student Social Emotional and Behavioral Wellbeing

Tier 1 Universal (promotion of mental and behavioral wellness and prevention of mental and behavioral health problems)	School Counselor	School Psychologist	Licensed Mental Health Professional
Consults to create orderly and nurturing school environment	X	X	
Engaging School Climate	X	X	
Positive relationships with students and families	X	X	
Chronic absence mentor and data monitoring	X	X	
Positive and improved attendance recognized	X	X	
Participates in multidisciplinary, data-based decision making team for regular review of student data (both behavioral and academic)	X	X	
Assists school-wide social emotional learning (SEL) priority through principal-led weekly video presentations and existing school curriculum and daily activities to decrease impulsive and aggressive behavior and increase social competence	X		

Collaborates with administrators and teachers on Tier 1 universal strategies to promote social emotional well-being of all students, e.g. bullying, school connectedness, structured SEL curricula in general education, parent education	X		
Promotes positive/secure relationships (e.g. Sanford Harmony K-6, Buddy Bench K-5, We Dine Together 6-12, Connection Coach)	X	Supportive role	
Promotes student voice activities (grades 3-12 annual student survey in September and April) to measure student perceptions about the school's teaching and learning giving feedback on what SEL area needs strengthening (e.g. school teacher-student relationships, sense of belonging)	X	X	
Assists with implementing school-wide positive behavior interventions and supports with a focus on creating a positive school climate	X	Supportive role	
Provides school-wide mental wellness training to increase awareness and reduce stigma (e.g. suicide and mental health awareness and prevention, and trauma-informed practices)		X	X
Collaborates with educators, parents, and students in provision of mental health supports: SEL, mental health wellbeing, resilience, and positive student connections with peers, family, school, and community	X	X	
Integrates SEL with comprehensive school counseling program (e.g. promote general social skills, self-management, self-regulation, cooperation)	X		
Consults on evidence-based decision making and intervention planning (academic, and social emotional, behavioral issues)	X	Supportive role	
Conducts New Student 30/60 Day Check-Ins	X		
Consults with teachers, staff, and families about strategies to facilitate social and emotional development and behavioral health wellbeing	X	Supportive role	
Consults with staff regarding classroom and/or school-wide approaches to behavior and develop positive behavior supports and interventions	X	Supportive role	

Assists with identification of students with mental health and/or social emotional behavioral issues	X	X	X
Mentoring programs	X	Supportive role	
Provides trauma informed training for school staff		X	X
Provides mental health first aid training for school threat assessment/crisis intervention teams		X	Supportive role
Participates in the school-based initial response behavioral threat assessment team	X	X (if school counselor not available)	

Tier 2 Supplemental/At-Risk (direct and indirect services to address emerging mental and behavioral health problems and prevent risky behaviors):	School Counselor	School Psychologist	Licensed Mental Health Professional
Consults with administrators, school counselors, school psychologists, and teachers on decision rules for early identification and access to Tier 2 interventions for some students exposed to trauma and at-risk for further impact, and to support students at-risk of or with mild mental health challenges	Supportive role	X	Supportive role
Student Success Plan addresses barriers and interventions needed to support emotional, behavioral and academic needs	X	X	Supportive Role
Connection Coaches for students at-risk (e.g. students who are, or at-risk of chronic absences)	X	X	X
Facilitates Handle with Care support to students for the purpose of creating smooth transitions to and from school after a traumatic or stressful event (including evaluating the degree to which individual suffered psychological trauma, providing crisis intervention, and making mental health referrals when appropriate)	Supportive role	X (responsibility of AP when not on school campus)	
Conducts behavioral threat assessments/screenings and shares information with team to assist in the school's action (e.g. discipline, mental health referral)	Supportive role	X	

Provides evidence-based group social, emotional, and behavioral interventions based on need	X	X	
Monitors intervention fidelity and student progress	X	X	
Conducts skills group counseling (e.g., social skills, anger management)	X	Supportive role	Supportive role
Helps to assess and interpret behavioral data to monitor response to interventions	X	X	
Develops and monitors individual student behavior intervention plans	X	X	
Mentors individual students at-risk or identified having social emotional and behavioral problems	X	X	

Facilitates collaboration among family, school, and community to address behavioral mental health problems and impact of cultural issues	X	X	X
Facilitates school–family collaboration to address mental and behavioral health problems	X	X	X
Conducts brief short-term solution-focused group and individual counseling to help deal with various behavioral, learning, social-emotional concerns	X	X	
Collaborates and coordinates services with MTSS staff and parents	X	X	
Maintains contact with and acts as a liaison between home, school, community mental health agencies to enhance social emotional wellness	Supportive role	X	X
Follows protocols for responding to bullying and makes appropriate referrals to ESE Program Specialist for 504/IEP consideration	X	X	X
Conducts functional behavior assessments, and develops and monitors behavior intervention plans		X	
Collaborates with community agencies to connect school and community resources to address barriers to learning and mental wellness	X	X	X

Provides counseling as a related service designated by an IEP for a student whose behavioral and emotional needs affect his/her ability to benefit and progress		X	X
Tier 3 Individualized Intensive (direct and indirect services to address identified mental and behavioral health problems)	School Counselor	School Psychologist	Licensed Mental Health Professional
Provides Tier 3 intensive, evidence-based individualized interventions to address trauma and mental health factors and support students with mental health challenges and progress monitoring		X	X
Coordinate school and interagency response	Supportive role	X	X
Conducts threat assessments and shares information with team to assist in the school's action (e.g. discipline, mental health referral)	Supportive role	X	
Conducts suicide risk assessments and shares information with relevant individuals to ensure safety of students	X	X	X
Provides brief solution-focused therapy to students in need, including individual and group counseling, even in the absence of a clinical diagnosis or identified educational disability		X	X
Conducts psychological assessments of social, emotional, and behavioral problems with students		X	
Provides school-based crisis intervention/crisis response services	Supportive role	X	Supportive role
Facilitates collaboration among school providers with community agencies and other outside mental and behavioral health providers	Supportive role	X	X
Develops treatment plans and provides care based on clinical experience, knowledge, and information obtained about student through interviews, assessments, observations, and private or community mental health reports		X	X
Collaborates with community agencies connecting school and community resources to improve communication and processes including mental health referral and follow-up procedures			X

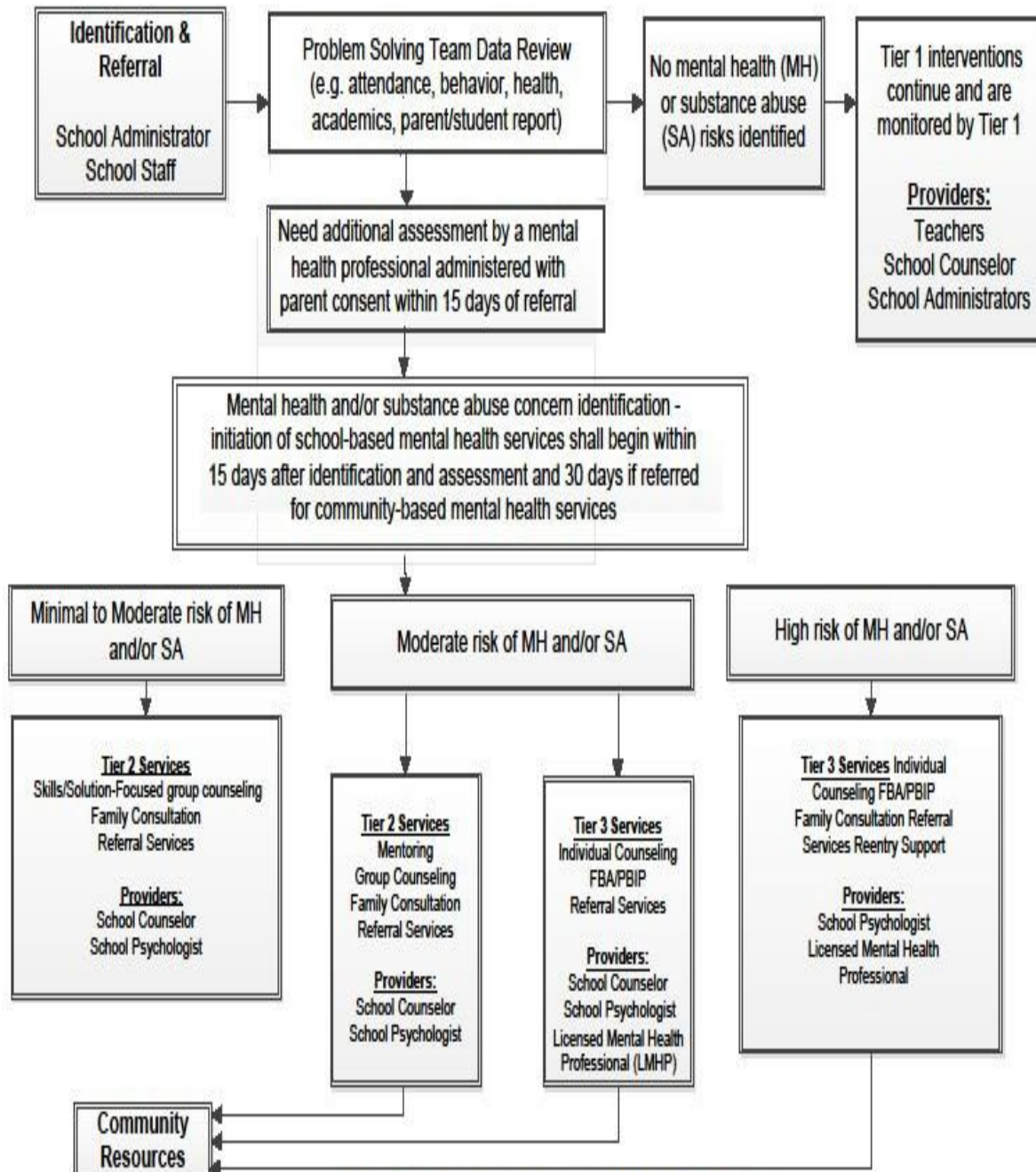
Conducts functional behavior assessments, and develops and monitors behavior intervention plans		X	
Provides supports that facilitate a return to normalcy in an aftermath of a disaster or traumatic event, and assists to identify and work with students with more intense or ongoing needs	Supportive Role	X	X
Intervenes with problems in a child's living situation that impact adjustment in school/home/community and facilitates family partnership and communication			X
Maintains an ongoing positive communications with community agencies and other resources to meet student needs; refers parents and student to agencies when appropriate	X	X	X

Meets with families, law enforcement, child advocacy, mental health counselors, and other relevant parties to exchange information during the treatment process (<i>information sharing with provider permissible only with signed release</i>)	X	X	X
Collaborates with administrators and other school personnel in crisis prevention and intervention response in the advent of a student or staff member's sudden illness, injury or death (including engaging in activities to reaffirm physical health & student perceptions of safety and security, evaluating the degree to which individuals have suffered psychological trauma, providing crisis intervention and response to the needs of students, and examining effectiveness of crisis intervention and recovery efforts)		X	
Refers students for intensive mental health care / interventions (<i>information sharing with provider permissible only with signed release</i>)		X	X
Provides resources and information to school staff and/or parents regarding characteristics, intervention, and treatment of mental disorders	X	X	X
Identifies resources and connects families with other mental health professionals and/or agencies to address students' behavioral and social emotional needs interfering with students' ability to learn and adjust in school		X	X
Provides case management for students and families requiring multiple social and/or mental health care resources			X
Provides counseling as a related service designated by an IEP for a student whose behavioral and emotional needs affect his/her ability to benefit and progress from his/her educational program (<i>services are part of the student's emotional behavioral disability placement in an Intensive Behavioral Intervention (IBI) special class</i>)			X (provided by the ESE School Intervention Therapist)
Data and strategy sharing between school and agency staff		X	X

Resources: www.nasponline.org; www.schoolcounselor.org; www.socialworkers.org

Appendix B

School Mental Health/Substance Abuse Services Decision Tree

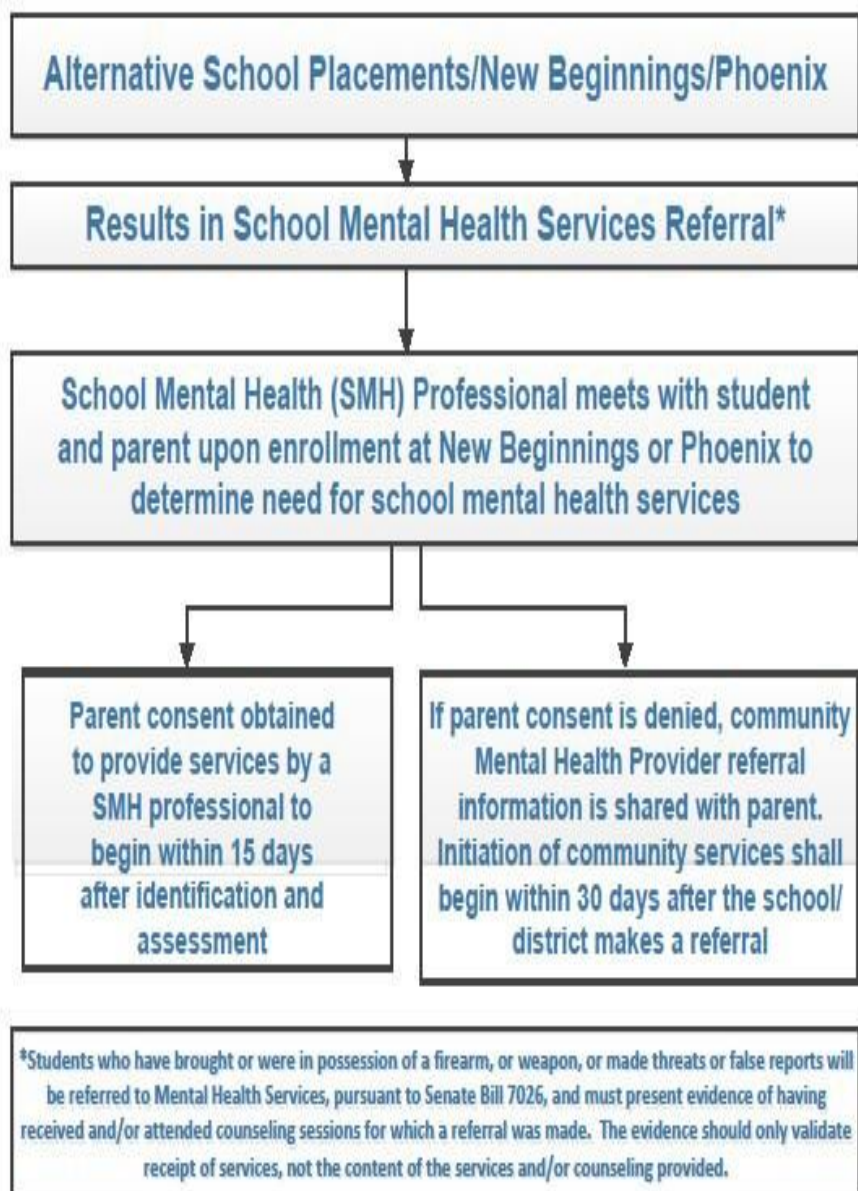


* Mental Health Professionals: School Counselor, School Psychologist, LMHP

**LMHP referral initialized by school psychologist



School Mental Health Services Referral for Alternative School Placement



School Licensed Mental Health Professional (LMHP) Response to Referrals

