



FLORIDA A&M UNIVERSITY
**DEVELOPMENTAL
RESEARCH
SCHOOL**

400 W. Orange Ave, Tallahassee, Florida 32307

School Number: 0351

Grades Served: K-12

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2020-2021

Mental Health Assistance Allocation Plan

School Mental Health Defined

Mental health is a dimension of overall health and includes a continuum from high level wellness to severe illness. School mental health includes practices to address this continuum from high level emotional wellbeing to significant student mental health challenges. School mental health addresses all aspects of social-emotional development of school-age children including wellness, mental illness, substance abuse, and effects of adverse childhood experiences. Stigma associated with mental illness needs to be directly addressed and eliminated. This is most effectively done through an inclusive approach and offering examples of people who are similar to students and who share positive results and recovery. School mental health may include but is much broader than a school-based or –linked mental health clinic. School mental health services refer to a continuum of supports for school age children that are integrated throughout the school community: universal strategies to promote the social and emotional well-being and development of all students; selected, brief strategies to support students at risk of or with mild mental health challenges; and intensive, ongoing strategies to support those with significant needs, including a streamlined referral process with community mental health providers to create a seamless service delivery model for children, adolescents, and their families. Various family, school, and community resources are coordinated to address barriers to learning as an essential aspect of school functioning (Baldwin Park, 2018).



The Need for School Mental Health

According to the American Psychological Association, less than half of children with mental health challenges get treatment, services, or support. Yet, research increasingly reveals the connection between social-emotional development, mental health, and academic achievement. Because students are much more likely to seek mental health support when services are accessible in schools (Slade, 2002), schools benefit from comprehensive mental health systems to create positive learning environments where all students can flourish. Addressing barriers to learning, including mental health challenges, through learning supports is an essential function of schools. Schools, families, and community mental health providers can work together to put in place comprehensive systems that integrate mental health supports into daily academic life, including the Positive Behavioral Interventions and Supports (PBIS) systems already established (Baldwin Park, 2018).

The Benefits of School Mental Health

Mental health services and supports are an effective means of addressing the mental health needs of children and improving the learning environment. Partnerships between schools, youth, families, and mental health providers can result in improved academic outcomes through:

- Social and emotional support through building positive relationships;
- School engagement with children being better prepared and able to concentrate on learning;
- Families participating in their children's education;
- Preparation of school staff to address students' mental health needs;
- Early identification of mental health challenges through appropriate screening, assessment, and follow-up;
- Emphasis on school attendance and reductions in dropouts;
- Prevention and response to crises;
- School climate that supports teaching and learning; and
- Efforts to reduce stigma associated with mental illness by offering examples of people similar to students



who share their personal stories of success and recovery. From the community mental health services' perspective, many benefits of partnership with school mental health service providers are apparent (Wisconsin, 2015).

Mental health supports and services in schools may:

- Help all youth enhance their mental health and emotional well-being;
- Provide better access to services, including mental health services by pupil service providers and/or community mental health clinical services for children with serious emotional or behavioral issues and their families;
- Improve efficiency and coordination of services among school professionals and community service providers;
- Ensure more students' and families' consistent participation in support and treatment through linkages with the school's wellness programs; and
- Reduce the stigma associated with mental health treatment by promoting resiliency in the school environment while having close relationships with clinics and mental health providers (Wisconsin, 2015).

1. Delivery of Evidence -Based Mental Health Services to Student Population

The Florida A&M University Developmental Research School (FAMU DRS) School Based Mental Health Team will continue to work to assure collaborative organizational infrastructure and accountability mechanisms to ensure the district's Mental Health Assistance plan and allocation is implemented across agencies, organizations, and communities. The FAMU DRS School-Based Mental Health Team and many private and public sector partners will encourage the school, the school district, families, and community mental health service providers to collaborate to develop comprehensive school mental health systems for the FAMU DRS student population. These agencies are working to establish a cohesive and compelling vision and school mental health agenda that provides a vision for the school, school district and communities to act upon the needs of students.



Comprehensive School Mental Health Program

In order to provide a Comprehensive School Mental Health Program, FAMU DRS will:

- ❖ Provide a full array of services at three tiers:
 - Universal mental health promotion for all students.
 - Selective services for students identified as at risk for a mental health concern or problem (i.e. social, emotional or behavioral, etc.)
 - Indicated services for individual students who already display a mental health concern or problem.
- ❖ Build on planned, purposeful partnerships between schools and community systems; including a signed MOU with Florida Therapy Services, Inc.
- ❖ Use evidence-based practices to the extent possible and work to address quality improvement.

2. Evidence -Based Supports Provided

FAMU DRS will provide students with an evidence- based comprehensive and data rich Multi-Tiered System of Support (MTSS) as provided in Florida’s MTSS/PBIS (Positive Behavioral Interventions and Support <http://www.florida-rti.org/>) model to address the mental health concerns of all students. The FAMU DRS MTSSmodel will ensure successful outcomes for all students by implementing a data- based problem-solving process to evaluate the effectiveness of all interventions being provided within each tier. Interventions focus on academic performance, social and emotional instruction and support, behavioral issues, and mental health (Florida, 2011).

The FAMU DRS MTSS model is a three-tiered approach that moves through a progression of support to meet the unique academic, behavioral, and mental health concerns of all students.

➤ Tier 1 Services and Support Model



Tier 1 provides school-wide programming that addresses the universal social and emotional needs of all learners. In order to appropriately identify the goals, strategies, and necessary action steps the FAMU DRS leadership team, including designated faculty and staff, engages in a week-long leadership development program focused on school improvement. During this development, the leadership team disaggregates data within the areas of academic performance, teacher/student climate survey results, teacher/student attendance, percent of students with disciplinary referrals, and the percentage of students who have two or more early warning indicators (absent >10% of school year, one or more suspensions, failed ELA course, failed math course, ELA level 1, and math level 1).

Identified programs will foster several partnerships that focus on dealing with mental wellness within the FAMU DRS student body population. As such, all FAMU DRS students in grades K-12, Tier 1, will participate in the MBF Child and Teen Safety Matters program (www.preventioneducation.org) which is a comprehensive evidence-based program that provides strategies on identifying bullying, cyberbullying, abuse, sex trafficking and digital dangers. Supported curriculum will also incorporate interactive and grade-level appropriate lessons to support solutions aligned to these issues. Students in grades 6-12 who are identified at Tier 1, Tier 2 and Tier 3 will also participate in the Everfi Mental Wellness Program (www.everfi.com) which is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors specifically for student with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.

➤ **Tier 2 Services and Support Model**

Tier 2 provides targeted interventions for identified students that address specific academic performance, social/emotional development, behavioral issues, as well as mental health concerns. The FAMU DRS School -Based Mental Health Team will review student data to identify students who need Tier 2 services. Data reviewed by the FAMU DRS School -Based Mental Health Team includes attendance, early



warning indicators, academic performance, and percent of students with disciplinary referrals.

The services provided during Tier 2 include:

- academic advisement
- individual/group counseling
- restorative justice practices
- peer mentorship
- partnership services (e.g. Florida Therapy, Children’s Home Society, etc.)
- ongoing progress monitoring

Mental health professionals working with and for FAMU DRS will be provided ongoing training in order to provide students with comprehensive Tier 2 support that addresses mental wellness. These trainings include building skills in the areas of mental health assessment, intervention, and support for students, especially those who have been exposed to trauma or those who have acute mental health needs.

➤ **Tier 3 Services and Support Model**

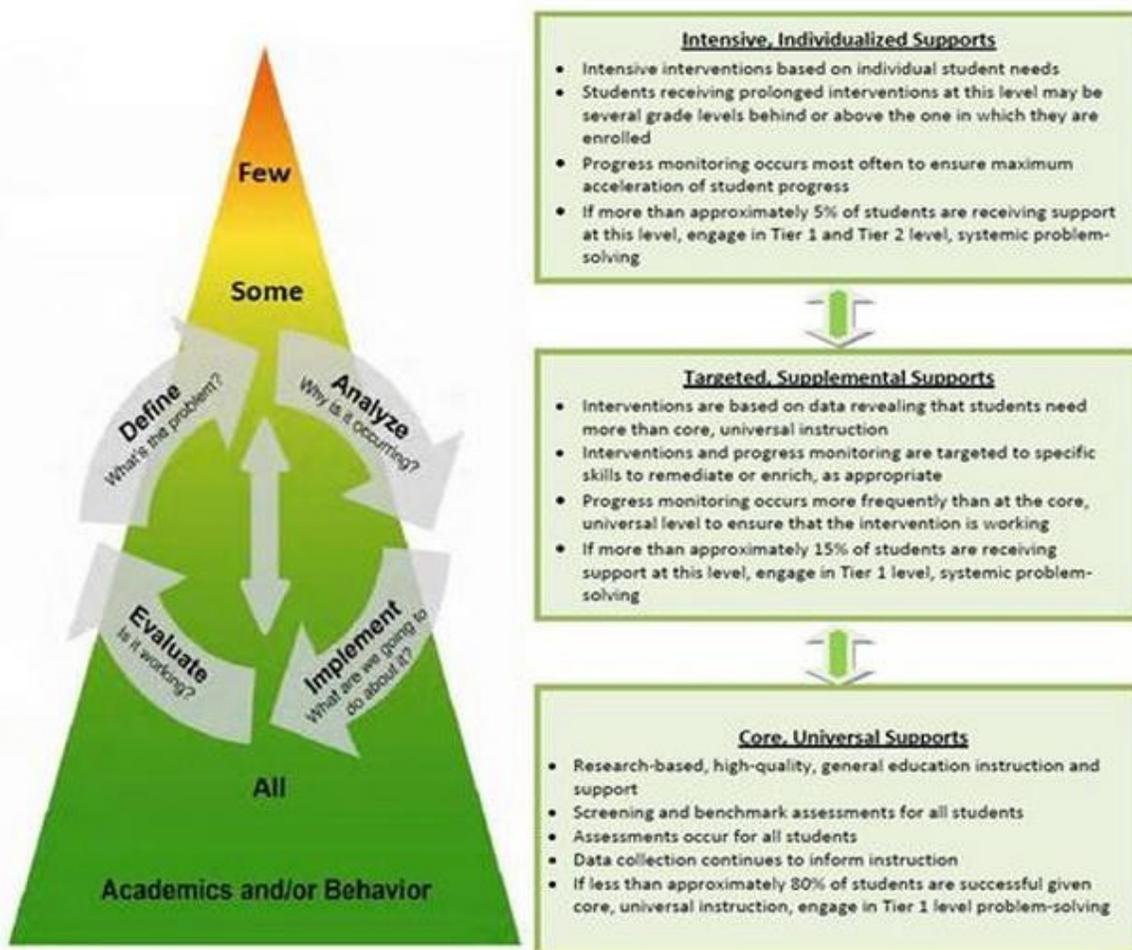
Tier 3 provides intensive support that is individually designed to address the specific needs of student's academic performance, social/emotional development, behavioral issues, as well as mental health concerns. In order to address the needs of students requiring Tier 3 support, the FAMU DRS School -Based Mental Health Team will convene Student Support Team (SST) meetings. Participants of these SST meetings include: principal, school counselor, teacher(s), ESE Staff, licensed social worker and/or licensed psychologist, as well as parent/guardian, and student. The intent of each meeting is to assess the most appropriate intervention(s) for the impacted student.

The services provided during Tier 3 include:

- referral for mental health evaluation*
- referral to treatment center and services

*If it is determined that a mental health evaluation is required, a follow up to the School Based Mental Health Team meeting will be scheduled. During this meeting, the diagnosis will be reviewed, and a mental health support plan will be developed, implemented, and monitored on behalf of the student.

FAMU DRS Multi-Tiered System of Supports Model





3. Mental Health Support

For students with one or more co-occurring mental health/substance abuse diagnoses, the FAMU DRS School Based Mental Health Team will coordinate with the designated or assigned clinical social worker, licensed school psychologist and/or school counselor to secure the appropriate services. These services include, but are not limited to:

- Engaging in appropriate assessment activities that result in the identification of the special needs of individual students.
- Facilitating the monitoring of services, referrals, resources and other activities while maintaining appropriate reports and record -keeping procedures.

School and community partners will convene as needed to form a student collaboration team that includes the following:

- ❖ The team meets regularly to discuss and plan interventions for students that have been referred for school mental health services.
- ❖ Together the team may assist in developing an intervention plan for the student.
- ❖ The team will assist the designated or assigned clinical social worker, licensed school psychologist, licensed mental health counselor and/or school counselor in ensuring individual tasks are designated to ensure care coordination, treatment and follow -up care is provided for the student and his or her family.
- ❖ The team will also assist in providing oversight for the full intervention process of the student and their family.



Partners for The Collaboration Team

School Partners	Community Providers
Administrators Nurses Psychologists Licensed Mental Health Counselor School Counselors Social Workers Behavioral Interventionists School Resource Officers IEP Team Members Referring Teacher	Psychiatrists/Doctors Clinical Supervisors Clinical Counselors Clinical Psychologists Social Workers Hospital inpatient/ outpatient programs Case Managers Juvenile Probation Court system

The Intake Process

The Student Collaboration Team will:

- ❖ Assist in the review of the needs of students referred for mental health services as needed;



- ❖ Assist in the determination of appropriate services and supports for each student; and
- ❖ Assist in the referral of students and their parents or guardians to an appropriate staff member or to the community mental health agency.

Benefits of a School-Community Collaboration Team

- ❖ Bringing different strengths and skills together.
- ❖ Avoiding overlap and duplication of services.
- ❖ Having open communication and various viewpoints.
- ❖ Accessing more resources for the student and family as we partner across team members and school staff.

Student Screening

Purposes of Screening:

- Identify students at-risk for poor outcomes.
- Identify students who may need monitoring and/or intervention (i.e., secondary or tertiary).
- Inform decisions about needed services based on identified needs.

Screening tools or processes in the school may include:

- Office discipline referrals (ODRs)
- Teacher/Peer nominations
- Informal/"Homegrown" screening measures
- Formalized, validated screening measures (including district Threat Assessment Tool)



4. Collaborative Partnerships with Community-Based Providers/Agencies

The FAMU DRS School -Based Mental Health Team will coordinate mental health services and seek to establish partnerships with community-based agencies and mental health providers. Partnerships will include, but are not limited to the following:

- Florida A&M University Office of Counseling Services
- Florida A&M University College of Education Department of Educational Leadership and Counseling
- Florida A&M University Police Department
- Florida Department of Children and Families
- Florida Department of Education, Bureau of Exceptional Education and Student Services
- Florida Department of Health
- Florida Therapy Services (Substance Abuse Diagnosis, Intervention, Treatment & Recovery Services) -Signed MOU
- Children’s Home Society

The focus of these partnerships will be to support education, early intervention, evaluation, peer support, counseling, crisis intervention, treatment, rehabilitation, and follow-up services.

5. Coordinating Mental Health Services with Primary Care Providers/Mental Health Providers

The FAMU DRS School-Based Mental Health Team will also be responsible for coordinating mental health services with primary care providers and mental health providers. A universal system of record keeping will be maintained by a



designated member of the FAMU DRS School-Based Mental Health Team. The member will track services for every student while strongly adhering to the Family Educational Rights and Privacy Act (FERPA). Parents will be encouraged to complete an authorization for release and/or request for information form to facilitate the consultation and collaboration between school-based personnel and primary care/mental health providers.

6. Program Implementation and Outcomes: Screening, Assessment, Referrals for Service

The FAMU DRS School-Based Mental Health Team will coordinate the collection and analysis of relevant student data to identify individual student needs and prescribe targeted services on our multi-tiered system of support. These data include, but are not limited to:

- academic performance
- student needs assessment
- teacher/student climate survey results
- disciplinary records
- early warning indicators (truancy, attendance/absences, academic failure, referrals and pupil progression)

Within the multi-tiered system of supports, student progress will be monitored, and data will be collected on an ongoing basis to ensure that each student is receiving the appropriate services. A member of the FAMU DRS School Based Mental Health Team will be designated as the primary contact for the data collection and will coordinate with contracted mental health providers.

Additionally, school board policies and procedures will include the following:



- Students referred for a mental health screening are assessed within 15 days of referral
- School-based mental health services are initiated within 15 days of identification and assessment
- Community-based mental health services are initiated within 30 days of referral

The FAMU-DRS School-Based Mental Health Team will provide individual sessions, small groups and classroom instruction (i.e. depression, anxiety, suicidal ideations, trauma and violence). Emphasis will be placed on students deemed at-risk of developing social, emotional or behavior health problems, depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. The purpose of these individual sessions, groups and classroom instruction are to reduce at-risk behaviors and improve the social and emotional development of all students through psycho-education. Psycho-education can be defined as education used to address emotional and behavioral change.

FAMU DRS Employed Mental Health Service Providers

- School Counselor (K-5) , FDOE Certified-1: 300 Student Ratio
- School Counselor (6-12) FDOE Certified- 1: 300 Student Ratio
- School Social Worker (K-12) FDOE Certified- 1: 600 Student Ratio

Mental Health Service Providers Credentialed and Serving FAMU DRS

- School Social Worker- Florida A&M University Department of Social Work
- School Psychologist- Florida State Multi-Disciplinary Center
- Certified Psychologist- Florida A&M University Office of Counseling Services
- Licensed Mental Health Counselor - Florida A&M University College of Education Department of Educational Leadership and Counseling
- Licensed Psychologist- Florida State University Multi-Disciplinary Center
- Licensed Mental Health Counselor



FAMU DRS will also secure additional hours of service from these providers and/or hire additional mental health personnel to provide services to students in need with the added Mental Health Assistance Allocation. Direct employment and contracted services of each mental health provider allows a reduction of staff-to-student ratio (5 to 1) and employed and contracted mental health providers (2 to 1) and assist in meeting student mental health needs.

The FAMU DRS School-Based Mental Health Team will provide direct mental health services through small groups, classroom instruction and individual sessions with students using psycho-education and other appropriate interventions based on student needs.

FAMU DRS will also continue to implement a system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screening or assessments; number of students referred to school-based mental health services providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, service or assistance. Tracking will include:

- Community Counseling Programs: Student demographic information is entered into a local database and the total number of referrals is reported annually.
- School Social Work Program: Student referrals are documented in the FOCUS for Behavior and Academic Support Intervention Services. The database also includes the number and types of interventions provided per student.
- Psychological Services: For a psychoeducational evaluation, the database includes types of referrals, consent received dates, and evaluation completion dates.
- Exceptional Student Education Counseling: When it is determined through data collection (i.e. observations, prior interventions) that a student who has an IEP may benefit from counseling, then the IEP team convenes to



determine if the service is needed. The counseling is then added as a related service to the IEP and documented in FOCUS as it occurs.

- School Counseling (Guidance): Formal and informal referrals for school counseling services are made by staff, students, or stakeholders via school-based systems. Interventions are documented in the student information system.
- Nursing (Student Health): Students with chronic health conditions requiring counseling services are referred to the school social worker. Services will be documented in the student information system.

7. Budget Expenditures

Function	Code	Account Title and Narrative	Estimated Amount	Percent (%) Allocated
0	0	Personnel cost for additional school onsite healthcare professionals (Hire a Full—time FDOE Certified School Social Worker and a Part-time Licensed School Psychologist)	63,000.00	52.809%
0	0	Additional mental health training for internal mental health providers (Guidance Counselors, School Social Worker and School Psychologist) - Targeting Tier III Students	3,148.50	2.639%
0	0	Mental health training for faculty and staff members (including MTSS)	3,148.50	2.639%
0	0	Additional student screening and diagnostic	10,000.00	8.384%



Function	Code	Account Title and Narrative	Estimated Amount	Percent (%) Allocated
		services (MDC-FSU) - Targeting Tier III Students		
0	0	Contracted Services with Mental Health Professionals: Kaylor Miles, LMHC #MH10343 Targeting Tier II/III Students	40,000.00	33.529%
		Total	119,297.00	100%

8. Assurance Statement

FAMU DRS will not use the Mental Health Assistance Allocation to supplant other funding sources, increase salaries or provide staff bonuses. One hundred (100%) percent of the district’s allocation will be expended on the elements specified in F. S. 1011.62 (b) 1 and 2.

9. Maximizing Resources

FAMU DRS will continue to make referrals to local community mental health and behavior management agencies, as well as maximize resources and sources of funding to support DRS students and families for overall mental health needs.



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