



# **Comprehensive Mental Health Assistance Allocation Plan**

Florida Atlantic University Lab Schools

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# Section I: Overview

## A. Introduction

In order for students to be academically successful and college and career ready, both their social-emotional and mental health needs must be addressed. Through building and sustaining a comprehensive school mental health framework, both early intervention/prevention and intervention can take place to reduce barriers to learning and encourage successful and safe schools.

Alexander D. Henderson University School (ADHUS) and Florida Atlantic High School (FAUHS) is part of the Florida Atlantic University Lab School District (FAUS), a public developmental research school district. The district also encompasses Palm Pointe Educational Research School, a (K-8) charter school fiscally managed by FAUS and affiliated with St. Lucie Public Schools. Under the current administration, social-emotional learning (SEL) and mental health services for students have become a school priority. In the 2017 - 2018 school year, FAUS expanded a comprehensive SEL model for K-12 students, including professional development for teachers and staff and school-wide SEL initiatives. In the 2018-2019 school year, the mental health allocation was leveraged to add a school counselor and mental health counselor to support students' social-emotional and mental health needs. In the 2019-2020 school year, SEL initiatives and counseling services continued and will continue in the 2020-2021 school year. Furthermore, the school was awarded a \$2.24 million Jacob Javits Grant and Talented Education Grant to enhance social-emotional supports and academic programs and services for all students and provide explicit SEL training for faculty. The grant project is designed to implement targeted interventions that meet the unique needs of the high-needs, at-risk student population in the district. In addition to increasing the number of school-based mental health professionals, FAUS has developed a K-12 comprehensive school counseling program aligned to the American School Counselor Association (ASCA) National Model.

FAUS is committed to enhancing mental health services and access for students. The following Mental Health Allocation Plan provides key elements to enhancing and effectively implementing comprehensive school mental health services within the Florida Atlantic University Lab School District. Included in this plan is a framework for a mental health service delivery model using a multi-tiered system of support and a plan for both implementation and assessment of services.

## B. School Profile

A. D. Henderson University School and FAU High School, a public K-12 developmental research school district authorized by s.1002.32, F.S., on the campus of Florida Atlantic University in Boca Raton, Florida. ADHUS is an elementary and middle school (K-8) program that accepts students through a lottery selection process. FAUHS (9-12) offers a highly selective program and serves as a dual enrollment model in which students, beginning in grade 9, earn high school and university credits simultaneously. By grade 10, students take full-time college course schedules (minimum of 12 college credits per semester term) amongst the general undergraduate student population at FAU. In the 2019-2020, school year, ADHUS and FAUHS had a student enrollment of 1208 students. In the 2020-2021 school year, estimated enrollment will be approximately 1300 students.

## C. Current Legislation

In accordance with s.1011.62, F.S., the Marjory Stoneman Douglas High School Public Safety Act, the following plan outlines FAUS's school-based mental health services, and details mental health care expenditures within the FAU public laboratory school district that meet statutory requirements for the Mental Health Assistance Allocation.

# **Section II: Prevalence of Mental Health Conditions and Need for Services**

## A. Prevalence of Mental Health Conditions

According to the Centers for Disease Control and Prevention (CDC), 1 in 5 children ages 3-17 have been or will be diagnosed with a mental health disorder.<sup>4</sup> The most commonly diagnosed mental health disorders in children ages 3-17 are ADHD, behavior problems, anxiety and depression.<sup>4</sup> Worldwide, 10-20% of children and adolescents experience mental health disorders, and half of all mental illnesses begin by the age of 14.<sup>5</sup> To add, suicide is the 2nd leading cause of death in youth ages 10-24.<sup>2</sup> The Baker Act Reporting Center reported that there were 205,781 involuntary (Baker Act) examinations in to 2018/2019 Fiscal year. Disturbingly, involuntary examinations

increased 115.31% from 2002-2018. <sup>3</sup> Mental health statistics clearly depict a need for early intervention and mental health support for students.

### **Need for School-based Mental Health Services**

The impact of mental illness on school success is significant <sup>6</sup>, with implications for students, families, schools, and communities. Furthermore, in the United States approximately 4 to 5 school-aged children in every classroom are struggling with serious mental illness that is known to negatively impact students' school attendance, academic performance, attention and concentration, behavior, and ultimately educational attainment.<sup>2</sup> Approximately 50% of students (ages 14 - 21) with a mental health condition who receive exceptional student education (ESE) services dropout of school. This is the highest dropout rate of any disability group in schools.<sup>6</sup>

Encouragingly, when early intervention takes place, both school performance and the symptoms of mental illness are positively affected.<sup>7,8</sup> Prevention and early intervention in the form of social-emotional learning, fostering positive classroom and school climate, and explicit mental health education and intervention within school systems can improve the mental health, well-being and educational attainment of students.<sup>9</sup>

The counseling and mental health services framework within the FAUS school system over the course of the 2019-2020 school year has been enhanced to meet student and family needs. This framework continues to be part of a continuous school improvement through data-driven practices and decision-making. To best ensure that the social-emotional, mental health, academic, and behavioral needs of all students are being met we continue to gather and analyze data and processes to enhance programs and services.

## **Section III: A Framework for School-Based Mental Health Service Delivery**

### **A. A Multi-tiered System of Comprehensive Mental Health Support**

FAUS utilizes a multi-tiered system of support (MTSS) framework<sup>10</sup> to address the academic, social-emotional and mental health needs of students. This widely

accepted, evidence-based model provides a range of interventions from universal school-wide prevention, targeted intervention, and intensive/indicated intervention. The three-tiered approach, or continuum of supports, works to ensure that all students are reached and receive the appropriate intensity and dosage of school-based social-emotional and mental health intervention and services. The tiered process is cyclical and utilizes data to monitor student progress throughout tiers. Each tier utilizes evidence-based approaches and programs that will be detailed in Section IV of this plan.

During the Spring of 2020, FAUS continued to utilize a multi-tiered system of support (MTSS) framework, during COVID-19, through virtual delivery of services (Zoom, Evefi, Nearpod, etc.). Tier 1, 2, and 3 supports were provided virtually to students. Virtual delivery of these tiered supports to address the academic, social-emotional and mental health needs of students will continue in the 2020-2021 school year, as needed.

### **Tier 1**

Tier 1 supports occur school-wide and are implemented as preventative, proactive services. The goal of Tier 1 interventions is to promote the development of healthy and socially and emotionally-competent students in a safe and encouraging learning environment. Through school-wide, direct instruction of social-emotional learning (SEL), mental health awareness, and violence prevention, it is anticipated that approximately 80% of students' needs will be met.<sup>10</sup> The following are Tier 1 supports being implemented in 2020-2021 which address the mental health needs of students and proactively promote protective factors for future mental health and substance abuse concerns:

#### Evidence-Based SEL Programs

- MindUp (Kindergarten – 12th Grade)<sup>11</sup>
- College and Career Success Skills (9th - 10th Grade)<sup>12</sup>
- Sandy Hook Promise (2nd - 12th Grade)<sup>13</sup>

#### Evidence-Based Alcohol/Substance Abuse Prevention Programs

Living Skills in the Schools aims to build students' resistance to substance abuse through age-appropriate education, reassurance, understanding, peer support, and access to help. The Recovery Speakers curriculum offers age-appropriate peer speakers to share personal stories and experiences with substance abuse, misuse and addiction. The organization also offers curricula to address vape education, drug trends presentations, and parent education.



### Human Trafficking Awareness Programs:

Monique Burr Foundation is an evidence-informed presentation education program that informs children and teens on all types of bullying, abuse, and victimization.

- MBF Child Safety Matters (K-5): Educates and empowers children with information and strategies to prevent, recognize, and respond to bullying, cyberbullying, all types of abuse, and digital abuse dangers.
- MBF Teen Safety Matters (6-8 and 9-12): Educates and empowers teens with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, relationship abuse, sex trafficking, and digital dangers.

### School Counseling Program Delivery (K-12)

- American School Counselor Association Standards and Competencies (Mindsets and Behaviors) <sup>14, 15</sup>
- School Counseling Classroom Guidance
- Character Education (K-8)
- School Counseling School-Wide Programming
- Academic Support Planning

### Near-Peer Mentoring (10th-12th)

The FAUS Near Peer Mentoring Program is designed to provide academic and social-emotional support to 10th grade FAUS students transitioning to a full-time college course load on the FAU campus. The Near Peer Mentoring Program is focused on making a smooth transition to college, managing the stress of the coursework, and assimilating socially and emotionally to university.

### Family Engagement Activities

FAUS understands the strong relationship between positive parental involvement and positive student outcomes. Thus, family engagement activities remain a priority. To ensure that parent outreach informs parents and families on social-emotional learning and mental health illness and services, school counselors hold parent education workshops focusing on mental health education and social-emotional learning. Evidence-based interventions are selected based on student needs assessment and other school level data (i.e. attendance, behavioral referrals, grades, etc.)

### Universal School-Wide Norms, Behavioral Expectations and Supports

FAUS implemented with fidelity a Positive Behavioral Interventions and Support (PBIS) system starting in the 2018 - 2019 school year and continued in the 2019-2020 school year. FAUS will implement with fidelity a Positive Behavioral Interventions and Support (PBIS) system in the 2020-2021 school year. This has proven to be a consistent and effective system for implementing the school's behavioral expectations, school's code of conduct, and to encourage and foster a positive school climate. This school-wide framework for promoting positive behavior continues to gather constructive input from the entire school community including students and parents for ongoing refinement of the PBIS plan. The framework includes clear, consistent behavioral expectations, methods for teaching, modeling and acknowledging expected behaviors, and a consistent, effective response to inappropriate behaviors.

#### **Tier 2**

Tier 2 supports are intended for students whose needs are not met by Tier 1 interventions. Through small-group, targeted, and at times individualized interventions, emerging or mild mental health needs and behavioral concerns can be addressed. Tier 2 interventions are data-driven and unique to each student. The goal of Tier 2 is to reduce or eliminate problematic behaviors or mental health concerns while building social-emotional competence for healthier functioning. Targeted interventions are usually short term (approximately 6-8 weeks). It is anticipated that 15% of the student population will need Tier 2 intervention.<sup>10</sup> Below are examples of Tier 2 supports available to students at FAUS:

#### School-Based Team/RTI

A problem-solving team includes school mental health professionals (i.e. School Counselors, Mental Health Counselor and School Psychologist), teachers, Exceptional Student Education (ESE) Coordinator, support staff, and administrators. The team works to address students' academic, social-emotional, mental health and behavioral needs in an organized, systematic and data-driven, process-oriented manner. The School Based Team (SBT) utilizes a four-step Response to Intervention (RTI)<sup>10</sup> model that (1) identifies the problem, (2) analyzes the problem, (3) develops appropriate interventions, and (4) evaluates the intervention and outcomes. Following the Antecedent-Behavior-Consequence, or the ABC Theory, the SBT analyzes the problem to address students' mental health needs. For Tier 2 supports, the SBT utilizes data to

determine appropriate evidence-based treatments that match the needs of targeted students.

#### Social-Emotional Small Groups (K-12th Grade)

Targeted SEL and psychoeducational small group counseling (school counselor led) for students with similar concerns, based on school-level data, needs assessments and referral. School counselors utilize evidence-based counseling approaches (i.e. Brief Solution-Focused Therapy, Cognitive Behavioral Therapy, Mindfulness, Positive Psychology) for students with one or more co-occurring mental health or substance abuse diagnoses.

#### Mental Health Small Groups (9th-12th Grade)

Targeted mental health small group counseling (mental health counselor led) for students with similar mental health concerns, based on school-level data, needs assessments and referral. The mental health counselor utilizes evidence-based counseling approaches (Dialectical Behavior Therapy, Cognitive Behavioral Therapy, Mindfulness, Positive Psychology) for students with one or more co-occurring mental health or substance abuse diagnoses.

#### Student Support Plans

Targeted and individualized support plans address the unique academic, behavioral, and social-emotional, and mental health needs of students in Tier 2 support. In development of the support plan, students and parents work with a multidisciplinary team to establish measurable goals and create an action plan for student success. The support plan is assigned to an appropriate “case manager” and continuous progress monitoring occurs.

#### Re-teaching Universal School-Wide Norms & Behavioral Expectations

It can be expected that approximately 15% of the student population will need re-teaching of universal school-wide norms and positive behaviors. Re-teaching consists of immediately addressing the undesirable behavior, defining and modeling the appropriate or expected behavior, and having the student demonstrate understanding. Positive reinforcement is utilized when the appropriate behavior is demonstrated.

#### **Tier 3**

Tier 3 supports are enacted for students with more severe or intensive mental health, social-emotional and behavior needs. Interventions are individualized and

specific to the student's unique needs. Similar to Tier 2 interventions, Tier 3 utilizes a problem-solving approach but typically interventions are more intensive and often for longer durations. A multi-disciplinary team referral results in individual therapeutic intervention provided by the appropriate school-based mental health professional, or if necessary, a referral is made to an outside community mental health provider. Below are examples of Tier 3 supports available to students at FAUS:

#### School-Based Team/RTI

The aforementioned SBT utilizes the four-step RTI problem solving model to determine individualized treatment interventions for students who do not respond to less intensive interventions (i.e. Tier 1 and Tier 2). At the Tier 3 level students may receive increased intensity of school-based services or may be connected to the appropriate off campus services through effective partnerships (detailed in Section III.C).

#### Individual Treatment Utilizing Evidence-Based Therapeutic Approaches

The appropriate school-based mental health professional (i.e. School Counselor or Mental Health Counselor) provides individualized counseling utilizing the evidence-based therapeutic approach that matches the student's needs. Counselors utilize their expertise in the process of identifying student problems and work to resolve such problems using established counseling methods. Examples include Brief-Solution Focused Counseling, Cognitive-Behavioral Therapy, Psychoeducational Therapy, and Dialectical Behavior Therapy. The school-based mental health counselor utilizes evidence-based counseling interventions for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnoses.

#### Referral to Community-Based Mental Health Services and Treatment Centers

FAUS continues to deepen collaborative partnerships with qualified mental health providers and organizations to enhance Tier 3 interventions. Furthermore, the school established a seamless mental health/substance abuse referral and follow-up process in 2018-19, which was refined in 2019-2020 school year. FAUS will continue in the 2020-2021 school year with the established process that prioritizes collaboration and co-planning with families and providers.

In the 2020 – 2021 school year FAUS will follow an established formal procedure for referrals for mental health screening. The policies and procedures will ensure that students referred for a mental health screening are assessed within 15 days of the initial

referral. School-based mental health services are initiated within 15 days of identification and assessment, and community-based mental health services for students are initiated within 30 days of referral.

## B. School-Based Mental Health Professionals

### **Certified School Counselors**

The FAUS comprehensive school counseling program is an integral component of the district's mental health plan. School counselors often serve as the first access point for school-based mental health services through prevention, assessment, intervention, and referral processes.<sup>15</sup> The mission of the FAUS School Counseling Program is to provide a comprehensive, developmentally appropriate counseling program that addresses the academic, social-emotional and college and career development of all students. The school counselor, in partnership with other educators, parents/guardians, and the community seeks to provide support to maximize student potential, well-being and academic achievement. Furthermore, the school counselor works to ensure that all students have access to the tools and knowledge necessary to contribute as productive members of society. The school counselor helps create a safe and healthy learning environment for all students.

The American School Counselor Association (ASCA) National Model provides a framework for comprehensive school counseling that is preventative in design, data-driven and developmental in nature.<sup>15</sup> The framework asserts that school counseling effectiveness is maximized with school counselor to student ratio of 1:250, and 80% or more of school counselor time spent delivering direct (i.e. individual counseling, small group counseling and school counseling core curriculum) and indirect (i.e. referrals for additional services, consultation and collaboration) services to students. FAUS prioritizes school-based mental health professionals (i.e. school counselors and the mental health counselor) spending 80% of time delivering direct and indirect services to students.

In the 2020-2021 school year, FAUS will continue to employ two certified school counselors to serve the 9th - 12th grade population, averaging a school counselor to student ratio of 1:336. Both school counselors are certified in Guidance and Counseling (Grades PK-12) in the state of Florida. One school counselor holds a Master of Education degree in School Counseling and the other holds a Doctor of Philosophy degree in Counseling. As a result of the Mental Health Allocation, FAUS continues to employ one certified school counselor to serve the 6th-8th grade population with a ratio of 1:239. The K-5 school counselor serves the elementary-aged students with a ratio of

1:385. The school counselors at FAUS have designed a data-driven, comprehensive K-12 school counseling program that aligns with the ASCA National Model. The comprehensive program has a vision for increased social-emotional and mental health support, and will continue to utilize data-driven practices to meet the academic, social-emotional and college and career development of all students.

All students receive Tier 1 school counseling interventions including school counseling core curriculum, including evidence-based SEL. Students in need of Tier 2 or Tier 3 services can be referred by parent, teacher, administration, support staff or self. As previously mentioned, students can be referred for school counseling services. FAUS school counselors provide Tier 2 (i.e. small group counseling and intervention) and Tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, and referral for diagnosis, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

### **Mental Health Counselor**

With support from the Mental Health Allocation, FAUS employs one full-time mental health counselor to provide therapeutic services to targeted/identified and referred students grades 9-12. The mental health counselor holds a master's degree in Marriage and Family Counseling and is a Licensed Marriage and Family Therapist in the state of Florida. The school-based mental health counselor provides ongoing, therapeutic services and is able to diagnose and treat mental and emotional disorders. In addition, the mental health counselor provides psychoeducational therapy aimed at the prevention of mental and emotional disorders. Using a developmental perspective to apply cognitive, affective, social, behavioral, and systemic strategies to help students facilitate change, the mental health counselor is a vital Tier 3 intervention for students in need of intensive services.

All currently enrolled FAU High School students are eligible for initial counseling services at the FAU Counseling Center. Students are eligible for ongoing clinical services if their issues/concerns fall within the scope of practice of the center. Proof of current enrollment is required, and all students must present a photo ID before receiving services.

Students in need of Tier 2 or Tier 3 services can be referred by school counselors, parents, or administrators. Additionally, students can be referred for mental health counseling services by the SBT and SMHCRT. Eligible FAU High School students under the age of 18 years must obtain consent for treatment from a parent or legal guardian.

The mental health counselor provides Tier 2 (i.e. small group counseling and intervention) and Tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, diagnosis, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

During the spring of 2020, the mental health counselor continued to provide services virtually via Webex.com, due to the school closure during COVID-19. Virtual mental health services will be offered to students during the 2020-2021 school year via face to face and/or virtually.

## C. Mental Health Crisis Intervention

### **School Safety Committee**

The school safety committee, facilitated by the site administrator, assists in developing the school safety program and monitors the process. Representatives on the school safety committee include personnel from instruction, food service, custodial, support services, faculty, administration and the school resource officer. The School Safety Plan is the foundation the school uses to maintain a safe and secure educational environment. Students and parents are trained how to use the plan. Exercises and drills are conducted to test the plan's effectiveness. The school safety plan consists of vital components: Mitigation, Prevention, Response and Recovery. Each component is vital to the effectiveness of the plan.

### **School Mental Health Crisis Response Team**

The school mental health crisis response team (SMHCRT) consisting of school counselors, school-based mental health counselor, school resource officer, school nurse, teachers, ESE coordinator, support staff and administration serves as a subgroup of the school safety committee, the SMHCRT works to prevent and respond to school crisis in relation to trauma and mental health considerations and implications. A school counselor serves the role of the team manager.

### **Baker Act Decision Tree Protocol**

The Florida Mental Health Act of 1971, also known as the Baker Act<sup>3</sup>, allows for involuntary examination initiated by judges, law enforcement officials, physicians, or licensed mental health professionals for individuals who present as a danger to self or others and appears to have a mental illness. In the 2019 - 2020 school year FAUS formalized a Baker Act Decision Tree Protocol and provided training for all K-9 teachers

in mental health crisis response protocols and procedures. This protocol will be followed in the 2020 – 2021 school year and yearly training will be provided to school personnel.

### **Response to School Tragedy and Trauma**

The SMHRCT, along with the School Safety Committee, work collaboratively to restore social and emotional equilibrium after the occurrence of a school tragedy or trauma, and to address the immediate mental health needs of students, faculty and families. In the event of school tragedy or trauma, the SMHRCT will work collaboratively with school and community professionals to assist in response efforts.

### **Student Re-Entry Plans**

In the 2018 - 2019 school year FAUS established a formalized process for student re-entry following hospitalization or residential treatment, which continued in the 2019-2020 school year. A re-entry plan entails establishing an appropriate case manager to support the student and family in returning to school, wraparound supports and the development of clear action steps for successful re-entry (i.e. addressing long-term absences, missed work, allowing for accommodations as necessary, and scheduling daily/regular check-ins). This protocol will continue to be followed in the 2020 – 2021 school year.

## **D. Consultation & Collaboration with Parents and Community Partners**

### **Contracted Employees of FAUS**

#### School Psychologists

FAUS contracts two private school psychologists from the Center for Precious Minds. The school psychologists evaluate students suspected of having a disability and reevaluate students who have a disability. Their services include participation in all evaluation and reevaluation meetings and serve as school-based team members. Both school psychologists hold Doctor of Psychology degrees in School Psychology. The school psychologists play a very important role in the initial identification of a student's disability and need for specially designed instruction (ESE and related services) and accommodations. They are an active member of ESE and 504 meetings at the student level. The amount of time contracted is dependent upon student need.



## **Collaboration with Medical Providers/Medicaid**

### Medical Providers

When medical providers and school officials work together they are able to maximize their impact on students' health, well-being and success. However, law such as HIPAA and FERPA that protect student privacy can present challenges in establishing an effective collaboration. Engaging parents in the collaboration is essential for successful partnership. FAUS works closely with parents/families to ensure that all medical release forms, a release or transfer of student information form, and all necessary consent forms are completed. Before the collaboration begins, FAUS staff members make sure that parents have completed all appropriate release forms and understand the nature of the collaboration. It is a parent's right and discretion whether information is shared between the school and medical providers.

## **Collaboration with Community Partners & Mental Health Professionals**

### Florida Atlantic University, Center for Counseling & Psychological Services

The Center for Counseling & Psychological Services at FAU provides ongoing, therapeutic services to FAUS 9th-12th grade students, through the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology of mental illness and dysfunctional behavior to individuals, for the purpose of promoting optimal mental health, dealing with normal problems of living and treating psychopathology. Services include individual and group therapy.

### Florida Atlantic University, Department of Counselor Education

The Department of Counselor Education at FAU has served as a partner in the Social-Emotional Learning framework at FAUS. Faculty of the Department collaborated with school counselors to develop relevant and experiential training for school teachers and faculty on evidence-based SEL in classrooms and schools. In addition, FAUS partnered with the Department of Counselor Education in the development and implementation of the FAUS Near-Peer Mentoring Program.

### Faulk Center for Counseling

Provides free and low-cost counseling services to people of all ages, from children to the elderly. Group, individual, and family therapy is provided using a variety of treatment modalities. FAUS counselors work collaboratively with the

Faulk Center for Counseling to connect students in need of mental health support to the appropriate services.

#### South County Mental Health Center

Provides a network of services and programs for children and adolescents. The center is staffed by a full-treatment team of doctors, therapists, and case managers. Services include crisis and emergency services, case management and an on-site therapeutic program that serves children aged 3 through 18 years who have been victims of abuse or neglect or are otherwise in need of in-home support services.

**Mobile Crisis Services:** Mobile crisis team is available for youth in crisis and includes an intake and evaluation unit. Children in acute emotional distress may be seen 24 hours a day at the South County Mental Health Center in Delray Beach, Florida.

#### Sandy Hook Promise

FAUS works collaboratively with the Sandy Hook Promise organization and trainers to deliver mental health and wellness programs that identify, intervene and assist with students who experience mental health concerns. The Sandy Hook Promise organization offers evidence-based programs for K-12 students that promote prosocial behaviors, brings awareness to mental health illness and suicide, and aims to reduce school violence. In the 2020 - 2021 school year FAUS will continue the collaborative partnership with the Sandy Hook Promise organization by coordinating continued evidence-based intervention for students, and also by providing no-cost training for appropriate faculty and staff on Signs of Suicide (SOS).

#### Living Skills in the Schools

The Living Skills in the Schools organization aims to build students' resistance to substance abuse through age-appropriate education, reassurance, understanding, peer support, and access to help. The Recovery Speakers presentation offers age-appropriate peer speakers to share personal stories and experiences with substance abuse, misuse and addiction. The organization also offers vape education, drug trends presentations, and parent education.

#### Hospice - Trustbridge

Grief services for students which includes Individual counseling and support groups for children and teens. FAUS counselors work collaboratively to connect students who have experienced grief to Trustbridge services.

### The Chrysalis Center

Provides free and low-cost counseling services to people of all ages, from children to the elderly. Group, individual, and family therapy is provided using a variety of treatment modalities. FAUS counselors work collaboratively with the Chrysalis Center to connect students in need of mental health support to the appropriate services.

### 2-1-1 United Way of Broward and Palm Beach Counties

A local 24-hour hotline that assists in suicide prevention as well as information and referrals to health, social, and human services. FAUS refers students and families to the free services offered by 2-1-1.

FAUS continues to focus on increasing collaborative partnerships and improving the referral-based system that consists of ongoing communication with the provider, family, and student. All referrals to community partners include informing parents of the collaborative approach to addressing students' needs and parents are asked to complete a signed release form for two-way communication between the school and care-provider (with respect to all FERPA and HIPPA regulations).

## **Grant Funding and Partnerships**

### Javits Gifted and Talented Students Education Program Grant

A \$2.24 million Javits Gifted and Talented Students Education Program Grant was awarded to FAUS by the U.S. Department of Education to promote the success of gifted and talented K-12 students from underrepresented groups, including those from economically disadvantaged families, limited English language proficiency, and students with disabilities, succeed. The grant funding is being utilized over a five-year period to improve services for students in two core areas. First, in the preparation of middle school students from underrepresented groups at ADHUS (K-8). Second, FAUHS (9-12) in enhancing services and increasing access to social-emotional support to better meet the social and emotional needs of students. The Javits Grant funding resulted in the hiring of an additional school counselor with expertise in SEL and comprehensive school counseling. In addition, the grant supports a near peer mentoring program and proactive advising services for FAUHS students. Furthermore, the grant has created opportunities for professional development for teachers and faculty in the area of SEL.

### Schmidt Family Foundation MindUP Grant

In 2019-2020, the Schmidt Family Foundation awarded FAUS a \$10,000 grant for an initial school-wide training and support in the evidence-based social-emotional learning curriculum MindUp. The grant funded professional learning for teachers and counselors, curriculum manuals for all trainees, school visits and support, parent workshop, and follow-up support. The MindUp curriculum and resources will continue to be utilized during the 2020-2021 school year.

To promote continued improvement to the school-wide SEL and mental health framework, FAUS will continue to maximize other sources of funding to provide effective and sustainable school-based mental health services to students.

## **Section IV: Implementation of School-based Mental Health Services**

### **A. Mental Health Screening and Assessment Procedures**

#### **School Counseling Needs Assessments**

As part of the K-12 comprehensive school counseling program, a bi-annual needs assessment will be administered to determine the needs of students, examine the nature and causes of the specific needs, and to set priorities for the program and future interventions. The needs assessment is a vital way to establish baseline data, identify areas of greatest need, prioritize time and resources, and evaluate change over time. The school counseling needs assessment will be administered after the first 4-weeks of the school year and at the end of the school year to all teachers/faculty/staff, students, and parents.

#### **Social-Emotional Health Survey**

The Social Emotional Health Survey (SEHS) will be administered to all 8th - 12th grade students at the beginning and end of each school year to measure their social, emotional, and psychological well-being.<sup>17</sup> The SEHS, developed at the International Center for School-Based Youth Development at UC Santa Barbara, is a 36-item self-report measure that assesses youth strengths as related to 12 subscales loaded into the following four second-order traits: belief-in-self (self-awareness, persistence, and self-efficacy); belief-in-others (school support, family coherence, peer support); emotional competence (empathy, self-control, and behavioral self-control); and engaged living (gratitude, zest, and optimism). These second-order traits load into a high-order latent trait called covitality with an overall internal consistency of 0.88.

## **Strengths and Difficulties Questionnaire**

The Strengths and Difficulties Questionnaire (SDQ)<sup>18</sup> is a free mental health screening tool for use with children and adolescents ages 2-17 years old. The SDQ is a brief screening questionnaire that takes approximately 5-minutes to complete. The tool measures 25 attributes, some of which are considered strengths and some difficulties. These 25 items are divided between 5 scales: emotional symptoms (5 items), conduct problems (5 items), hyperactivity/inattention (5 items), peer relationship problems (5 items), prosocial behavior (5 items). The SDQ has a parent and teacher measure for ages 2-10 and a self-report measure for students ages 11-17. The measure will be used as a universal screening tool and baseline measure of students' behavior at the beginning of each school year. Furthermore, data from the SDQ will be used to alert school-based mental health professionals of students who may be in need of counseling services. FAUS aims to assess all students but will seek parental consent prior to administration.

## **Counseling Referral System**

FAUS utilizes an electronic universal counseling referral system for school counseling services. The electronic referral system will allow for faculty/staff, administration, parents and students to make referrals for school counseling services. The referral system is password protected and will not hold sensitive, confidential information. The referral form will collect student name, grade level, broad reason for referral (i.e. academic counseling, social-emotional counseling or college and career counseling) and individual making referral (i.e. teacher, administrator, parent, the SBT and/or SMHCRT, or self). Additionally, school counselors utilize a secure system to log all referrals made to the school-based mental health counselor, community mental health provider, the Florida Department of Children and Families, and law enforcement.

The school counselors utilize this system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; number of students referred to school-based mental health services providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance.

School based-mental health counseling referrals for 9th - 12th grade students are made utilizing a standard referral form. Referrals can be made by the school counselor

or administrator. Parent and self-referrals can be made by contacting FAU's Counseling and Psychological Services (CAPS) Department or walk-ins. Additionally, students can be referred for mental health counseling services by the SBT and/or SMHCT. Eligible FAU High School students under the age of 18 years must obtain consent for treatment from a parent or legal guardian.

## B. Utilizing Evidence-based Programs for Mental Health Awareness, Prevention and Intervention

FAUS understands the importance of utilizing evidence-based, efficacious programs in the three-tiered framework. In this section, the evidenced-based programs utilized within the mental health framework are detailed.

### **MindUp (K – 9<sup>th</sup> Grade)<sup>11</sup>**

MindUP is grounded in four core pillars: Neuroscience, Positive Psychology, Mindful Awareness and SEL. MindUP drives positive behavior, improves learning and scholastic performance, and increases empathy, optimism and compassion. MindUP is an evidence-based program, with over 10 years of research conducted on the program's efficacy. The 15-lesson mindfulness SEL program is delivered by school counselors as a part of the school counseling core curriculum and reinforced by classroom teachers.

### **College and Career Success Skills (9<sup>th</sup> - 10<sup>th</sup> Grade)<sup>12</sup>**

The College and Career Success Skills program is an extension of the SSS K-12 school counseling curricula and prepares students to develop the academic, social-emotional, and self-management skills necessary to meet the 21st century college and career readiness demands. The CCSS lessons are delivered by 9<sup>th</sup> - 12<sup>th</sup> grade school counselors at the high school level and early college/dual enrollment level as part of the school counseling core curriculum.

### **Sandy Hook Promise<sup>13</sup>**

#### Say Something (6<sup>th</sup> - 12<sup>th</sup> Grade)

The Say Something is an education and awareness program developed by the Sandy Hook Promise organization is training for children and teens on how to recognize signs, especially in social media, of an individual who may be a threat to themselves or others and say something to a trusted adult to get them help. Say Something provides tools and practices to: (1) recognize the signs & signals of a potential threat, (2) teach and instill in participants how to take action, and (3) drive awareness and reinforce the need to Say Something.

### Start with Hello (2nd - 5th Grade)

Start with Hello (SWH) is a program designed to promote prosocial behaviors, social inclusion and positive interpersonal relationships among students. Students learn skills to break the ice, break down barriers and get to know one another, and teachers and school professionals work to create and sustain an inclusive culture within the school community. SWH program is available at no cost and all of the resources are available online.

### Signs of Suicide (SOS) Program

The SOS program is a SAMHSA's National Registry of Evidence-based Programs and Practice recognized educational curriculum that teaches students to recognize the signs of depression and suicide. Additionally, the program includes a mental health self-assessment that screens every student for depression and suicide. School faculty and staff and parents are eligible to receive training and educational materials as trusted adults and program implementers. The program can be delivered in one 90-minute class period and encourages students to recognize others in crisis and how to seek the help of a trusted adult. The Sandy Hook Promise Organization offsets the cost of the SOS program, by offering the program for free to participating schools/districts.

### **Youth Mental Health First Aid<sup>19</sup>**

As required by s. 1012.584, F.S., each district school safety specialist shall earn, or designate one or more individuals to earn, certification as a youth mental health awareness and assistance trainer. FAUS, has met the requirement outlined by FLDOE, by selecting and appropriate staff members to be trained in the evidenced-based Youth Mental Health First Aid (YMHFA) program. The training consists of an eight-hour face-to-face course that facilitates mental health literacy and gives the staff member the necessary skills to interact with youth who are developing a mental health problem or experiencing a mental health crisis, including helping adults working with youth identify, understand and respond to signs of mental illness. Utilizing a trainer certification model, the school staff member will assist in the identification of students experiencing mental illness, substance abuse disorders, or emotional disturbance.

### **Kognito Gold Standard Modules**

Pursuant to s. 1012.584, Florida Statutes, Continuing education and inservice training for youth mental health awareness and assistance, in the 2019 – 2020 school year FAUS provided supplementary online training to all K-12 school staff utilizing the

Kognito Gold Standard Modules. Staff will continue to receive updates and/or training in the 2020-2021 school year. The Gold Standard level of implementation will be delivered in a three-step format:

- A faculty meeting will be held by the designated site-based facilitator to introduce the training (10-15 minutes)
- Teachers and staff are given a two-week period to train online individually (60 minutes)
- The designated site-based facilitator will bring staff back together for a face-to-face meeting to reflect on experiences, school-wide mental health crisis response policies and procedures, and review how to make appropriate referrals to school-based mental health professionals (50 minutes)



## **Section V: Assessing Outcomes**

### **Evaluation of Service Effectiveness**

A critical element of the school-based mental health plan is a results evaluation plan that focuses on the specific counseling services and outcomes. Several types of data are used to evaluate program effects and student outcomes, including process data, perception data, and outcome data. These three forms of data are useful in understanding the impact of a comprehensive school-based mental health program.

Process data are collected utilizing data from the electronic counseling referral system and the electronic student counseling sign-in. These data describe what counseling services were provided, when, and for whom. Process data provide evidence that services were provided as intended.

Perception data in the form of student completed school counseling effectiveness rating scales (Likert-type scale completed after each counseling session), school counseling needs assessments, small group and classroom guidance pre/post tests, and the pre/post data from the Social-Emotional Health Survey and Strengths and Difficulties Questionnaire, inform on the perceptions of impact of the services and the work of school counselors.

Outcome data are examined on the impact of counseling services on student behaviors and outcomes (i.e. attendance rates, discipline referral rates, grade point averages, and achievement test scores, substance abuse rates, reduction of remediation rates, etc.). Data is disaggregated by gender, race/ethnicity, socioeconomic status (free and reduced lunch), ESOL, ESE, grade level and teacher(s).

## **Section VI: Expenditures**

### **A. Allocation of Funds**

The Mental Health Allocation will be expended directly for mental health services. One hundred percent (100%) of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services. Using these funds, FAUS will maintain the number of school-based mental health professionals for the 2020-2021 school year. School counselors will continue to provide universal Tier 1 services, targeted Tier 2 (i.e. small group counseling and intervention) and individualized Tier 3 (i.e. individual counseling and intervention)

services including mental health assessment, intervention, and referral for diagnosis, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses. The mental health counselor will provide Tier 2 (i.e. small group counseling and intervention) and Tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, diagnosis, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

Additionally, FAUS will continue to provide all 9th grade students entering the early college high school model a “Steps to Success” program that fully engages students in explicit social-emotional learning instruction and mental health and wellness education. A percentage of the instructor’s salary for this course will be paid from the mental health assistance allocation.

These additional staff will further the work in serving students across grade levels by providing additional support for evidence-based social emotional learning and interventions. This Mental Health Assistance Allocation does not supplant other funding sources, nor does it increase salaries or provide staff bonuses. FAUS will leverage use of other sources of funding, including competitive grants, where appropriate.

**2020-2021 Mental Health Assistance Allocation**

<b>Positions</b>	<b>Expenditures</b>
Middle School Counselor	100% of salary and benefits
Mental Health Counselor	75% of salary and benefits
Elementary School Counselor	26% of salary and benefits
<b>Total Allocation:</b>	<b>\$141,510</b>

The school and mental health counselors funded by the mental health assistance allocation hold a valid Florida educator certification in school counseling or a Florida mental health counselor license, respectively.

## Section VII: References

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