

2020-2021

Florida State University Schools

Mental Health Assistance Allocation Plan

Florida State University Schools (FSUS) continues to be committed to providing evidence-based mental health services through interventions in a multi-tiered system of supports that address the mental health needs of every student. The goal is that all students receive the highest level of emotional support in order to thrive in school and in the community. In order to fully implement the Mental Health Assistance Allocation Plan (MHAAP) outlined below, FSUS will establish a Mental Health Services Team to coordinate school and community resources in an effort to deliver evidence-based mental health care and treatment for FSUS students. Services coordinated by the Mental Health Services Team include provisions for mental health assessments, diagnosis, intervention, and treatment and recovery services. Despite the impact of COVID19, FSUS has and will continue to service students. All FSUS students began Distance Learning on 8.19..2020. On 8.31.2020, students returned to campus. Students were supported by being allowed to select Distance Learning or on campus learning for the first 9 weeks of the year.

In order to accomplish this, the Mental Health Service Team will continue to be responsible for the following:

- Coordinating services with primary care providers
- Working with FSU ASPIRE faculty, graduate assistants to provide tele-health counseling and diagnostic services
- Working with FSU ASPIRE faculty, graduate assistants to provide on campus counseling and diagnostic services
- Establishing other contract-based mental health services through the Florida State University
- Multidisciplinary Evaluation and Consulting Center (MDC)
- Coordinating the facilitation of assessment, diagnosis, intervention, and recovery services
- Coordinating with the FSUS MIS and Student Services Departments to accurately capture data on all mental health services provided to FSUS students
- Ensuring that all mental health service providers employed by FSUS are appropriately credentialed
- Ensuring that all outside mental health service providers contracted with FSUS hold the appropriate credentials
- Providing school-wide training on the following:
 - MTSS/PBIS
 - Progression of Mental Health Support
 - Mental Health Referral Procedures
 - Facilitating Mental Health Planning Meetings
 - Developing Mental Health Plans
 - Developing COVID19 related support services
 - Monitoring Intervention and Recovery Services

Delivery of mental health services will be primarily initiated by the FSUS Mental Health Service Team, which will include a school-level appropriate school administrator, school counselor, social worker and/or licensed school psychologist, ESE specialist, and classroom teacher(s). The intervention team will also coordinate with outside agencies to secure additional services.

Describe the delivery of evidence-based mental health assessment, diagnosis, intervention, treatment and recovery through a multi-tiered system of supports.

FSUS will provide students with a comprehensive and data rich Multi-Tiered System of Support (MTSS) to address the mental health concerns of all students. The FSUS MTSS 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. The FSUS MTSS 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. Each year FSUS, through our dedication to continuous improvement, establishes goals, opportunities for improvement within the areas of relationships, engaging learning environment, support, care, connections, physical and emotional safety, and clearly defined expectations. In order to appropriately identify the goals, strategies, and necessary action steps the FSUS leadership team 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).

FSUS faculty provide classroom instruction on social emotional growth/awareness topics for students and establish programs on anti-bullying and character education via the FSUS advisory program.

In addition, FSUS offers a variety of programs and fosters several partnerships that focus on dealing with mental wellness. These programs reflect the values of citizenship, cooperation, fairness, honesty, integrity, kindness, respect, and responsibility. The FSUS curriculum incorporates interactive and grade-level appropriate lessons to support the development of behaviors aligned to these values. Additionally, FSUS is pursuing a partnership with Sandy Hook Promise in order to implement their “Know the Signs” programs. These programs train youth and adults to identify, intervene, and provide help for individuals before they hurt themselves or others. FSUS students in grades 6-12 will participate in Sandy Hook Promise’s Say Something assembly program, which directly addresses the need for students to speak up and get assistance for classmates who may be showing signs of depression, suicide, or other mental health issues. FSUS students in grades K-8 will participate in Sandy Hook Promise’s Start with Hello assembly program, which teaches students the importance of eliminating social exclusion and creating a more connected school environment.

Despite the challenges of COVID19, FSUS is committed to providing continuation of services regardless of the current impact of the pandemic on our schedules. To support comprehensive

mental health services, FSUS has partnered with ChatterHigh Inc. to provide required mental health education for all students.

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 FSUS Mental Health Services Team will review student data to identify students who are in need of tier 2 services. Data reviewed by the FSUS Mental Health Services 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. DISC Village, FSU-MDC, etc.)
- Animal therapy services
- Ongoing progress monitoring

Mental health professionals working for/with FSUS 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 FSUS Mental Health Services Team will convene a Student Support Team (SST) meeting. 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 this meeting is to assess the most appropriate intervention(s) for the impacted student.

The services provided during Tier 3 include:

- Referral to an alternative location
- Referral to mental health evaluation
- Development of a Behavior Intervention Plan (BIP)
- Initiating a Functional Assessment of Behavior (FAB).

If it is determined that a mental health evaluation is required, a follow up Mental Health Service 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.

State how the plan will focus on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.

For students with one or more co-occurring mental health/substance abuse diagnoses, the FSUS Mental Health Services Team will coordinate with a clinical social worker and/or licensed school psychologist 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.
- Planning and conducting appropriate mental health interventions to include short-term, solution-focused individual, group and family counseling services.
- Facilitating monitoring of services, referrals, resources and other activities while maintaining appropriate reports and record keeping procedures.

Describe the process for coordinating mental health services for students at charter schools that are part of the school district's plan. (N/A)

Include direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff to-student ratios and meet student mental health assistance needs.

To optimize our staff-to-students ratios to meet the mental health needs of our students, FSUS employs:

- (1) School Counselor (K-8) Master's Degree, State Certified
- (1) School Counselor (9-12) Master's Degree, State Certified
- (1) School Social Worker (6-12) Master's Degree, State Certified

In addition, FSUS also contracts with the following mental health service providers:

- (1) School Social Worker – DISC Village
- (1) School Psychologist – FSU-MDC

Identify strategies to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

To increase the amount of time student services personnel spend providing direct mental health services to students, FSUS has an academic dean at the elementary school, middle school, and high school to support students' academic needs and to give our school counselors more time to engage students in direct mental health services. FSUS has a new school counselor to better serve middle school students

Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus (plan must specify the type of services that are provided in the agreement)

FSUS has created a unique partnership that serves through an interagency agreement. Led by Dr. Lyndsey Jenkins, there are three primary goals associated with the SEMINOLES ASPIRE partnership:

- Increase the mental health of students attending FSUS.
- Create practicum experiences for the graduate students in Counseling and School Psychology
- Conduct research on mental health and bullying prevention

Seminole ASPIRE Framework

The mental health partnership is built on a multi-tiered service delivery model framework. The three-tiered triangle will be used to represent this framework. Tier 1 consists of universal screening and preventative programming for ALL students attending FSUS. Tier 2 consists of assessments and interventions that are specific to students with elevated risk for mental health difficulties. Tier 3 will consist of individuals with significant risk of or known mental health difficulties.

<https://education.fsu.edu/research/seminoles-aspire>

State how the plan will establish school board policies and procedures for all schools, including charter schools, to ensure:

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

The FSUS Superintendent will work with the school board to establish policies and procedures to ensure that 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; and community-based mental health services are initiated within 30 days of referral.

Describe the process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.

The FSUS Mental Health Services Team will 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 FSUS Mental Health Services Team member, tracking services for every student while strongly adhering to FERPA law. 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.

Identify strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.

Identify strategies to:

- 1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;**
- 2. Improve the provision of early intervention services; and**
- 3. Assist students dealing with trauma and violence.**

To improve the early identification of social, emotional, or behavioral problems or substance abuse disorders; improve the provision or early intervention services; and better assist students dealing with trauma and violence,

- FSUS staff will receive youth mental health and awareness and assistance training per Section 1012.584, F.S., which includes an overview, risk factors and warning signs of mental illnesses and substance use disorders, and information on how to engage, support and encourage at-risk students;
- In accordance with State Board Rule 6A-1.094121, FSUS students in grades 6-12 will receive a minimum of 5 hours of instruction related to youth mental health awareness and assistance, including the recognition of signs and symptoms of mental health disorders, the impacts of substance abuse, strategies to support a peer, friend, or family member with a mental health disorder, and prevention of the abuse of and addiction to alcohol, nicotine, and drugs. To assure in continuity in services and delivery of curriculum, FSUS
- FSUS parents will be offered training and resources about mental illnesses and substance use disorders, as well as information on how to engage, support and encourage students at risk.
- FSUS has created a dashboard in our student information system that notifies the Mental Health Support Team when a student shows early warning signs.
- The FSUS Mental Health Support Team will meet quarterly to review our 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).

Expenditures

Number and licensure/certification of school-based mental health providers funded by the allocation.

To optimize our staff-to-students ratios to meet the mental health needs of our students, FSUS employs:

- (1) School Counselor (K-5) Master's Degree, State Certified
- (1) School Counselor (6-12) Master's Degree, State Certified
- (1) School Social Worker (6-12) Master's Degree, State Certified

Number and licensure of community-based mental health providers funded by the allocation.

FSUS contracts with the following mental health service providers:

- (1) School Social Worker – DISC Village
- (2) School Psychologist – FSU-MDC
- (3) FSU Seminole ASPIRE-

In addition, the FSUS Mental Health Services Team will coordinate mental health services and seek to establish partnerships with community based agencies and mental health providers. These partnerships will include:

- Florida State University Multidisciplinary Evaluation and Consulting Center (MDC)
- Florida State University Police Department
- Florida Department of Education, Bureau of Exceptional Education and Student Services
- Florida Department of Children and Families
- Sandy Hook Promise – Know the Signs Programs
- Tallahassee Memorial Healthcare

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

School district expenditures for services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers.

Other expenditures.

Function	Object	Account Title and Narrative	Estimated Amount	% Allocated
		Personnel costs for additional onsite healthcare professional.	\$35,000	25.74
		Additional mental health training/service hours for internal mental health service providers.	\$20,000	14.71
		MTSS/mental health services training for FSUS faculty and staff.	\$7,400	5.44
		Personnel costs for increased service hours from external mental health professionals (for services and interventions).	\$25,000	18.38
		Offsite screening and diagnostic services/support (MDC-FSU).	\$8,000	5.88
		Individual/Group Therapy Services (e.g. FSUS sponsored mental health treatment, targeted animal therapy, etc.).	\$13,825	5.15
		Contracted services with Mental Health professionals	\$20,000	14.71
		Curriculum Materials for teachers/students (e.g. social-emotional learning, anti-bullying, etc.).	\$10,600	7.79
		Schoolwide Awareness Programs (e.g. Sandy Hook Promise).	\$3,000	2.21

		TOTAL	\$136,000	100
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Expenditure Assurances

State how 100 percent of funds are used to expand school-based mental health care; train educators in responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

100 percent of funds FSUS receives through the Mental Health Assistance Allocation are used to expand school-based mental health care; train educators in responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Provide a statement that ensures the Mental Health Assistance Allocation does not supplant other funding sources, increase salaries or provide staff bonuses.

The mental Health Assistance Allocation provided to FSUS will not be used to supplant other funding sources, increase salaries or provide staff bonuses.

Describe how the district will maximize the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

FSUS will continue to make referrals to our community mental health agencies as well as maximize our sources of funding to support students and families.

Program Implementation and Programs

Identify the number and ratios of Florida Department of Education-certified or licensed school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors and other mental health services providers by licensure type).

	Number	Ratio (provider to student)
FLDOE Certified school-based mental health services providers	~6	~1 provider for every 280 students
Licensed school-based mental health services providers	~6	~1 provider for every 280 students

Describe a 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; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Our mental health team meets throughout the school year to review this data and make adjustments to the strategies we employ to serve these students.