

Franklin County School District  
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## **Franklin County Mental Health Allocation Plan 2020-21**

### **I. Mental Health Services**

Franklin County will provide a tiered system of mental health services through district personnel, contract personnel, and interagency agreements with local and state agencies. The district will utilize the following tools to identify students that may need additional supports; the self-report questions from the registration form, Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS) screener, and the early warning system.

#### **Tier I supports will include:**

The continued implementation of the **Sanford Harmony Program** in grades PK-6. Sanford Harmony Program (SHP) is a social emotional learning (SEL) approach being used in more than 2,500 schools across the United States. In a recent book chapter (Martin et al., 2017) the initial ASU development team described the program as follows: "The Sanford Harmony Program is a universal (meaning one that involves all children rather than targeting specific types of children), teacher-facilitated program designed to promote positive peer relations among boys and girls in preschool through sixth grade." (Martin et al., 2017). The program is designed around two primary components. First is a set of teacher facilitated relationship building activities. Second, are everyday activities structured to put prosocial skills into practice through interactions with diverse peers. Three rigorous evaluations of SHP components have been conducted since the program's inception in 2008. These initial findings suggest that students participating in both the relationship building activities and everyday activities of the Sanford Harmony program benefit both socially and academically. While each of these types of activities were evaluated separately, in different grades, other researchers have suggested that the combination of skill building (relationship building activities) and changing the classroom contexts and opportunities (everyday activities) will lead to even greater social and academic benefits (Meyer et al. 2014). This has yet to be tested with the Sanford Harmony program.

All students in grades PK-5 will receive social/emotional education, instruction, and modeling using Conscious Discipline. This will be implemented in classroom routines and instruction, as well as through character development lessons.

For grades 4-12 the district will implement the **You're Not Alone Program**. You're Not Alone is a universal approach to the prevention of mental health conditions. Rather than targeting specifically on a specific teen who is exhibiting signs of depression and anxiety, the program works to reach all youth in the target area by increasing the likelihood that youth who are

experiencing feelings of sadness, stress, and/or anxiety are comfortable reaching out for help and talking about their feelings before a mental health crisis occurs or negative coping mechanisms, such as substance use, occur. At the same time, the program includes individual components that teach teen skills that can help reduce stress, encourage confidence, and help to focus on the present.

In addition to the implementation of the Tier I programs above for all students, teachers will be trained in Youth Mental Health First Aid (YMHFA) USA. Participants in YMHFA are introduced to the unique risk factors and warning signs of mental health problems in adolescents. YMHFA emphasizes the importance of early intervention and teaches individuals how to help an adolescent who is in crisis or experiencing a mental health challenge.

## **Tier II**

Students that exhibit higher risk factors and/or do not respond to the Tier I interventions will be referred to the MTSS team for Tier II interventions. The Multidimensional Students' Life Satisfaction Scale (MSLSS) and/or the CDI (Children's Depression Inventory) will be administered to the students to identify areas of focus for more intensive interventions. These interventions will be developed during an MTSS meeting, that includes parents in the decision making process. Parental consent for additional assessments and to share information with the student's medical provider will be acquired at this meeting. Interventions for consideration may include but not be limited to small group counseling, individual counseling, or referral to community based organizations for counseling or other services that may be identified through the MTSS meeting or additional assessments. If a review of the student data does not indicate that the intervention(s), having been implemented with fidelity, are having the desired effect, the student, with parent input, will be referred to Tier III.

## **Tier III**

These interventions may include more intensive/frequent individual counseling, a Functional Behavior Assessment, development and implementation of a Positive Behavior Improvement Plan, and/or referral for Exceptional Student Education services or other community based agency that can provide mental health and/or substance abuse assistance, family intervention, case management, crisis stabilization, medication management, assessment and prevention.

## **II. Supports That Address Mental Health Needs**

The implementation of purposeful social emotional learning and comprehensive, multi-target positive psychology intervention at all grade levels, use of an early warning system to identify at risk students, use of the MTSS process to provide appropriate interventions, engaging the community based mental health services, increasing the communication and sharing of information and tracking and collecting data on student receiving mental health services will assist Franklin County in building a mental health system to address the needs of all of our students, including students with multiple mental health or substance abuse issues. The initial screener will be the self-reporting questions on the student registration form that all student complete annually. If a student/parent self-reports on this form the student will be monitored by the classroom teacher and guidance personnel. As the teacher and guidance counselor monitor,

through the early warning system, the student's behavior and progress the teacher or guidance counselor may refer the student to the MTSS team for additional interventions. An additional screener will be administered. If there are no indicators to warrant further referral the student will continue to participate in the Tier I interventions.

If the student is referred for Tier II interventions the MTSS team will develop the intervention plan with intervention strategy, time, duration, frequency of the intervention, and the frequency of data collection. Within two weeks the MTSS team will meet again to review the data collected and continue the intervention or suggest a different intervention. The student's primary care physician will be notified of the intervention plan. The MTSS team, after reviewing the data, may immediately refer the student to a community agency or additional assessments. If the MTSS team determines that the student needs more intensive intervention, school or community based agencies may be called in to provide Tier III interventions. The MTSS team will invite the community based agency to the next MTSS meeting to develop the intervention plan the agency will provide.

The Franklin County Schools will utilize evidence-based programs such as conscious discipline, You're not Alone, Sanford Harmony, and Child Safety Matters/ Teen Safety Matters to help build skills in students for emotional and behavioral regulation, and the development of social skills. You're not Alone will also assist in educating students on mental health disorders, such as anxiety, depression, suicide, etc. and teach students about self-care techniques. DARE is offered to students through the Sheriff's Department and the focus of the program is drug abuse, awareness, and community safety. All staff will be trained in Youth Mental Health and First Aid to assist in identifying social, emotional, and behavioral problems as well as substance abuse disorders. This training will allow teachers and school mental health staff to provide early interventions and assist students with trauma and violence they may be experiencing or have been exposed to in the past.

### **Collaborative Partnerships with Community Providers**

Currently Franklin County has agreements with; Big Bend Community Care, Morning Light Wellness, BEMS (behavior, emotional, and mental health support) LLC. and Kevin Haeusser, School Psychologist, to provide mental health services to students. The district will support these agencies and individuals by providing space and access to students, with parent permission, to see the counselors during the school day. We will be developing agreements with Big Bend Community Care the foster care agency for Franklin County and Apalachee Mental Health a regional provider of mental health services. It is the responsibility of the Director of Special Programs to develop the agreements, get School Board approval and monitor the implementation of the agreement. The agreement will require that all agencies provide the credentials of their staff working in the Franklin County School District. Data Collection - Franklin County, along with our PAEC partners will request that data elements be added to FOCUS (MIS) system to collect the following data: number of student's referred/assessed, number of students referred for services, and how many students received mental health services.

#### **IV. Expenditures**

The district will contract with a community based behavioral counselor, Kelley Mosley, BEMS, LLC. to provide services at the alternative school. (\$47,000.00).

The district will contract with a licensed mental health counselor, Morning Light Wellness Center, to provide services at Franklin County School. (\$52,000.00).

Materials and supplies to implement mental health programs \$2,231.00.

District allocation \$140,599.00

Allocation to Franklin County PK-12 School = \$101,231.00

Allocation to Charter School = \$39,368.00

None of the funds will be used for administrative cost.

90% of the funds will be use to provide mental health services to students.

Franklin County School District will ensure all teachers will have Youth Mental Health First Aid training. All teachers and paraprofessionals in grades PK-5 will be trained in Conscious Discipline. Materials to support the training and student social, emotional, and behavioral well-being may be provided (books/manuals), implementation materials (materials for a safe space in the classroom). The mental health assistance allocation will not be used to supplant, to increase salaries, or to provide bonuses. Franklin County Schools and community agencies will bill the student's insurance or Medicaid prior to billing the school. Money from Title II and Title IV will be used to provide professional development to the teachers and staff. The mental health allocation will be used to provide materials.

#### **V. Program Implementation and Outcomes**

Franklin County Schools has one school psychologist (1:853), one certified school counselor(1:853), two licensed mental health counselors(2:427), one behavioral counselor, one registered mental health intern, a CAT team/Apalachee Mental Health, and telehealth mental health services to provide services for our total student population of 853 students.

A secure central data base has been created to track the number of intake, referrals, and ongoing mental health support services.