

Hamilton County School District Mental Health Assistance Allocation Plan



2018-2019

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I. Mental Health Services Overview

In order to ensure a safe and healthy environment, the Hamilton County School District (HCSD) will continue to implement a Multi-Tiered System of Supports (MTSS) to provide academic and behavioral supports while expanding mental health services designed to prevent, assess, intervene, diagnose, and treat students with/or at risk of mental health concerns. Through the collaborative efforts of school personnel, contracted services, and community stakeholders, the three-tiered support system will provide the following:

I. Tier 1 – Universal Screening and Services

The goal of Tier 1 services for our schools is to increase resilience in our students and decrease risk factors. As data provided from Kids Count indicates district poverty rate for children under 18 is 16% higher than the state average as of the last calculation (2016). Research suggests Adverse Childhood Experiences (ACE) – developmental risks have a high correlation to free and reduced lunch eligibility. This is concerning as ACE are considered predictive of academic risk and chronic health problems, thus making the Early Warning System our primary universal screener.

Screening

- The Early Warning System (EWS), Performance Matters data, will be utilized as the district/school level screener. Data will be pulled quarterly to identify students in need of potential Tier 2 or Tier 3 supports.

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- The school based support team will formalize a referral source beyond EWS allowing for referrals from school faculty, parent or guardian, and self or a peer such as that modeled in the School Mental Health Referral Pathways Toolkit from the Substance Abuse and Mental Health Services Administration (SAMSHA).
- Additional measures for non-student specific screening will include ongoing analysis of data such as climate surveys, restraint-seclusion data, and the Florida Youth Risk Behavior Survey (YRBS).

Services (Prevention Efforts)

- CHAMPS Positive Behavior Support (PBS) program K-12 is currently in place and will continue to be supported and implemented. Thus providing a framework supporting students as orderly, responsive, engaged, and motivated.
- Counselors/Social Workers will formalize a way of work and provide services with a proactive social emotional curriculum such as that provided by *Safer, Smarter, Schools* as well as *Speak Up, Be Safe*. The *Safer, Smarter, Schools* PreK-12 curriculum is designed to empower children with tools that are protective from abuse as well as address esteem and safety issues such as bullying, internet safety, and empowerment. Depending on the developmental level of students and grade level, students will receive 5 to 8 lessons with the goal of increasing protective factors. The above mentioned curriculum is aligned with Florida Standards and resources provided free of charge due to legislative funding. *Speak Up, Be Safe* is a comprehensive, research-based, culturally, and developmentally

appropriate school-based safety and child abuse prevention education program developed by the Monique Burr Foundation for Children, Inc. and Childhelp. The curriculum is provided free of charge.

II. Tier II

Way of Work

- Students identified in need of potential Tier 2 or Tier 3 services via universal screening or a referral form process will participate in the Multi-tiered System of Support problem solving team. A meeting will take place on each student individually, with parent participation encouraged via invitation. The four-step problem solving process will be utilized by the team with a focus on problem identification; problem analysis; intervention development; and scheduling for and completing appropriate follow up meetings for intervention evaluation.
- As part of the problem solving process, interagency collaboration may take place with private providers. MOU's will be analyzed and expanded where needed to have a clear process for interagency sharing of records while being mindful of FERPA and HIPPA.
- Self-reports of internalizing and externalizing behavior may be utilized as part of the analysis phase such as the Youth Internalizing Problems Screener (YIPS) and the Youth Externalizing Problems Screener (YEPS). Observations, additional rating scales, direct behavior rating, and interviews will also be utilized in the problem solving process when determined needed.

Interventions/Follow Up

- Parent notification will be provided as interventions are designed and parent literature will be provided outlining the MTSS process during the problem solving meeting if the parent is present. Information will be provided in writing after the meeting if parents choose not to participate.
- An individualized positive behavior intervention plan (PBIP) may be developed as part of the tier 2 support.
- Short-term school based counseling services may be initiated in the form of individual or group support by school based counselors hired/contracted with additional funds.
- Follow up will be scheduled at the Tier 2 problem solving meeting to allow for analysis of response to intervention and determine appropriate next steps.

III. Tier III

Way of Work

- Problem Solving Meeting may take place and be considered Tier III for multiple reasons. Tier III may be as a follow up to the Tier II meeting where response to intervention was determined not sufficient and more intensive supports are determined necessary. It may

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also take place as the initial problem solving meeting if warranted, crisis concerns. Crisis concerns may be homicidal or suicidal in nature and formal threat assessment process will be utilized with appropriate agency supports. The parent will be encouraged to participate in the problem solving meeting. Literature will be provided to the parent explaining the tier 3 process if present and will be provided in writing along with a copy of adjusted intervention plan at a later date if not present.

- Tier 3 interventions may involve interagency and contracted supports such as those provided by Meridian Behavioral HealthCare, Corner Drug Store, contracted board certified behavior analyst, and contracted licensed school psychologist. Memorandums of Understanding and contracts are in place for the above mentioned services. The formal referral process for interagency referrals will be analyzed to assure not only parent permission but also tracking of services.
- In order to fund tier 3 services requiring support beyond that provided from district staff, multiple funding streams are likely to be utilized. For students determined eligible for exceptional student education and in need of mental health services as outlined by the Individualized Education Plan (IEP) team, IDEA funds may be utilized. In an attempt to support students with early intervention, funds may be accessed from Title I, Title IV, or general when needed. Title II funds may assist in providing professional development and support for implementation. The current contract with Meridian Behavior Healthcare includes Medicaid billing on behalf of Medicaid eligible students by Meridian staff, and Corner Drug Store supports are at no cost to the district.

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Interventions/Follow Up

- Intervention plan will be developed using the problem solving process.
- If referrals are made to other agencies, appropriate releases will be signed in order to maximize collaboration.
- Additional agencies other than those currently contracted may also provide support at the tier 2 or more specifically tier 3 level. These agencies are state provided and are inclusive of the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET), and the Center for Autism and Related Disabilities (CARD).
- Follow up meeting will be scheduled after each problem solving meeting unless needs are determined met and Tier 2 or Tier 3 supports no longer needed.
- Potential referral to look at exceptional student education eligibility.
- In regards to substance abuse diagnoses, students referred to Meridian Behavioral Healthcare will have access to an initial evaluation, which includes a mental health and substance abuse assessment, and if it is deemed that there may be a substance abuse issue, a drug screening will be requested. The necessary tier 2 or tier 3 intervention and treatment will be determined and monitored by Meridian Behavioral Healthcare.

Evidence-Based Outcomes:

- Data will be reviewed at least annually for the purpose of school and district outcome assessment utilizing the Early Warning System. Baseline data for EWS was pulled for the 2017-2018 school year.
- District will track referrals provided to all outside agencies and contracted staff.
- Schools and district will continue to review and problem solve based on outcome data as provided from climate surveys, Youth Risk Behavior Survey (YRBS), etc.

II. Collaborative Partnerships

Collaborative partnerships are necessary for comprehensive services with the purpose of increasing preventive factors, building resiliency, and providing research based interventions. Partnerships exist with a systems framework and are inclusive of school staff; student and family; contracted individuals; and other agencies. Collaborating agencies/groups are dependent upon the individual needs of each student (i.e. Department of Juvenile Justice, Partnership for Strong Families, Department of Family and Children Services, primary care physicians, etc.)

I. District/School Problem Solving Team may include:

- Administrator
- School Resource Officer
- School Psychologist – Contracted
- Guidance Counselor
- School Social Worker
- Board Certified Behavior Analyst (BCBA)
- Teachers (General Education & Exceptional Student Education)
- School Nurse
- Family Members
- Other community agency representatives as needed

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II. Contracted Supports currently include:

- Meridian Behavioral Healthcare – See Contract for specifics (counseling services)
- Board Certified Behavior Analyst – See Contract for specifics (PBIP supports)
- Licensed School Psychologist – See Contract for specifics (assessment & intervention design)

III. State/Grant Funded Agency Supports include:

- SEDNET
- University of Florida Multidisciplinary Diagnostic and Training Program (UFMDTP)
- Center for Autism and Related Disabilities (CARD)
- Florida Diagnostics & Learning Resources System (FDLRS)
- Florida Department of Health: Hamilton County (School Health Services)

Evidence-Based Outcomes:

Previously identified data will be the overall outcome measure. Additional data will be tracked as related to guidance prevention lessons, PBIP's developed by school staff, counseling sessions completed by school staff, screenings completed, screenings resulting in tier 2 or tier 3 intervention services, and referrals to each specific contracted entity.

III. Coordination of Plan & Use of Fiscal Resources

Allocation of state funding for mental health assistance will be utilized for the following items:

- Continuation of grant funded K-6 school social worker/counseling position for the purpose of facilitation of the MTSS process as it relates to mental health and the administration of the mental health plan K-6. *(Current funding provided by the UniSIG Grant ends on October 31, 2018.)*
- Continuation of grant funded 7-12 school social worker/counseling position for the purpose of facilitation of the MTSS process as it relates to mental health and the administration of the mental health plan 7-12. *(Current funding provided by the UniSIG Grant ends on October 31, 2018.)*
- Contracted services for intervention supports and mental health counseling services.
- Trainings focused on the mental health assessment, diagnosis, intervention, treatment, and/or recovery services of students.
- Monitoring and implementation of mental health services and interventions.

Evidence-Based Outcomes:

The Hamilton County School District received a Mental Health Assistance Allocation of \$136, 230 to be disbursed as follows: Our budget allocation documentation will verify that a minimum of 90% of funds (\$122, 607) will be spent on coordination of mental health services or direct mental health services. The remaining 10% of funds (\$13, 623) can be used to assist with the allocation of our school safety specialist position in order to guarantee that mental health services and interventions are properly monitored and implemented within our district. An itemized list of projected expenditures is as follows:

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Projected Expenditures:

- | | |
|------------------------------------------------------------------------------------|-----------|
| • 2 Social Workers/Counselors (November 1 st to June 7 th): | \$68,209 |
| • Contracted Services/Trainings: | \$54,398 |
| • School Safety Specialist (10% of funds): | \$13,623 |
| • Total Allocation: | \$136,230 |

IV. Capacity Building

In an effort to increase the knowledge of school based staff in order to accurately make referrals for helping students access mental health assessment, diagnosis, intervention, treatment, and recovery, professional development activities such as those listed below will be provided:

- Trauma Informed Care
- Crisis de-escalation
- CHAMPS
- Suicide Prevention
- Bullying Prevention
- Behavior Management
- Youth Mental Health First Aid

Evidence-Based Outcomes:

Professional Developmental Agendas, Sign-in logs, etc.