

Lake County Schools
Mental Health Services

**Mental Health Assistance
Allocation Plan
2020-2021**



Student Services Department

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Our mission is to provide comprehensive school-based mental health services and supports, which address barriers to learning that impact student engagement, achievement and behavior.

Table of Contents

Introduction	1
Role and Responsibilities of Mental Health Professionals	4
I. <u>Intervention</u>	7
<u>Identification and Referrals for Mental Health Services</u>	7
<u>Multi - Tiered System of Support(MTSS)-Mental Health</u>	10
<u>Tier One-Universal Supports</u>	10
<u>Tier Two/Three Small Group and Individualized Intervention</u>	14
<u>Distance Learning Plan for Mental Health</u>	16
<u>District Mental Health Plan for School Re-entry After Quarantine</u>	16
II. <u>Collaboration</u>	18
<u>Lifestream Behavioral Center Partnership</u>	18
<u>Community Agencies</u>	20
<u>Continuum of Care Monthly Meetings</u>	20
III. <u>Crisis Intervention</u>	22
<u>Crisis Response and Recovery</u>	22
<u>Suicide Ideation Process</u>	22
<u>Behavior/Threat Assessment Collaboration</u>	23
IV. <u>Parent/Community Awareness and Education</u>	25
V. <u>Professional Development</u>	26
VI. <u>Program Development</u>	28
<u>School-Based Mental Health Plans</u>	28
VII. <u>Charter Schools</u>	30
VIII. <u>Expenditures</u>	31
IX. <u>Program Implementation and Outcomes</u>	32
Appendix A - Crisis and Recovery Flowchart and Checklist	
Appendix B - Suicide Ideation Flowchart	
Appendix C - Distance Learning Plan for Mental Health	
Appendix D - Circuit 5 Local Review Team Resource Inventory	

Introduction

Lake County Schools is dedicated to meeting the mental health needs of all its students. Since the passing of the Marjory Stoneman Douglas High School Public Safety Act, the district has built a comprehensive program that has dramatically increased access to mental health services for students and their families. This 2020-2021 updated plan continues to build on the foundation that has been established, and seeks to continue to increase access and the quality of mental health services provided to students.

The foundational success of the Lake County Schools' mental health plan rests on a substantial increase in the number of mental health professionals that are now available in our schools. Mental Health professionals include Mental Health Specialists, Mental Health Liaisons, Certified School Counselors, School Psychologists, Social Workers, and School Nurses. This increase in personnel was made possible in 2019 when local residents voted and passed a four-year .75 millage rate increase to fund school safety and mental health (Reference: Program Implementation and Outcomes for current allocations, page 32.)

This district mental health plan is based on a framework that creates a system of mental health services based on collaboration between district and school-based mental health professionals, school administration and staff, and local mental health providers. Schools are now able to offer students and families a wide array of mental health services ranging from preventative to crisis response.

The mental health framework is based on six overarching areas:

- A multi-tiered system of mental health supports
- A system of collaboration with local mental health agencies
- Intervention for students in crisis
- Parent and community awareness and education activities
- Professional development opportunities for all Lake County employees
- Program development tools provided to school-based personnel to assist each school in building their own mental health plan based on the needs of their school.

This allocation plan meets state mental health mandates required by the Marjory Stoneman Douglas High School Public Safety Act, which include:

- Delivery of evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.
 - Reference:
Intervention: MTSS Multi-System of Support, Page, 7-17
Collaboration Page 18-21
- 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.
 - Reference:
Intervention: MTSS Multi-System of Support, Page, 7-17
Collaboration Page 18-21

- 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.
 - Reference:
Program Implementation and Outcomes Page 32
- 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).
 - Reference:
Program Implementation and Outcomes Page 32
Intervention: MTSS Multi-System of Support, Page 7-17
- 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).
 - Reference:
Collaboration Page 18-21
- School board policies and procedures that ensure the following for all schools, including charter schools:
 - 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 for students are initiated within 30 days of referral.
 - Reference:
State Mandated Timelines, Page 9
Identification and Referrals for Mental Health Services, Page 7
- A 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.
 - Reference:
Collaboration, Pages 18-21
Intervention: MTSS Multi-System of Support, Page 7-17
- 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.
 - Reference:
Intervention: MTSS Multi-System of Support, Page 7-17
Collaboration, Pages 18-21

- A process for coordinating mental health services for students at charter schools that are part of the school district's plan.
 - Reference:
Charter School, Page 30
- Strategies to:
 - Improve the early identification of social, emotional or behavioral problems or substance abuse disorders
 - Reference:
Identification and Referral for Mental Health Service, Page 7
Drug and Alcohol Prevention, Page 12
 - Improve the provision of early intervention services
 - Reference:
Intervention: MTSS Multi-System of Support, Page 7-17
 - Assist students dealing with trauma and violence.
 - Reference:
Intervention: MTSS Multi-System of Support, Page 7-17
Collaboration, Pages 18-21
- A plan to support students to return to brick and mortar schools by providing counseling and other supportive services affected by the pandemic
 - Reference:
District Mental Health Plan for School Re-entry after Quarantine Page 16

Role and Responsibilities of Mental Health Professionals

Lake County Schools has built a strong presence of mental health professionals, working in collaboration to bring high-quality, evidence-based supports and services to all students. Mental Health Specialists, Mental Health Liaisons, Certified School Counselors, School Psychologists, Social Workers, and School Nurses are essential to the success of this plan and positive school outcomes

Mental Health Specialists are district-level professionals with extensive credentials and experience in mental health and/or education. These professionals focus on school-level supports with each assigned to specific schools and duties. These positions were created and maintained with revenue provided by Mental Health Assistance Allocation funding.

Allocation: 4 Professionals

The primary roles and responsibilities of the Mental Health Specialists include:

- Coordinating with the Director of Student Services for the provision of comprehensive mental health and related services for all students
- Oversight, mentoring, and training for school-based Mental Health Liaisons
- Working with community partners to develop protocols and procedures that will result in increased information sharing, collaboration, and services to Lake County students
- Implementing and overseeing consistent district-wide processes for student referrals for mental health services
- Developing and administering school-based needs assessments and implementing follow-up training and support
- Collecting and analyzing outcome data; maintaining the Youth Mental First Aid (YMHFA), universal screening, and crisis databases
- Consulting with schools, families, and community mental health service providers to plan and coordinate services for at-risk students
- Coordinating with district Safety and Security Manager to train and provide support to schools regarding required Behavior/Threat Risk Assessment protocols
- Leading and coordinating the district-wide Crisis Intervention Teams
- Tracking and Monitoring high risk students across the district

Mental Health Liaisons are school-based professionals who will coordinate the individual school-based mental health programs, with oversight from the district Mental Health Specialists. Beginning in the 2019-2020 school year, as a result of funding from a local referendum, every school in Lake County now has a dedicated Mental Health Liaison. The Mental Health Liaison provides site-based support and assistance to school communities regarding best practices in mental wellness, identifying students at-risk for mental health challenges, and appropriately referring students with high/severe needs.

Allocation: 41 Professionals

Primary roles and responsibilities include:

- Collaborating regularly with the district Mental Health Specialists
- Providing direct services with students, such as individual and group counseling
- Participating in problem solving meetings for students at-risk for mental health challenges
- Providing school level professional development regarding mental wellness/ interventions
- Collaborating with district and school-based mental health professionals in the problem solving process in regards to mental health/wellness
- Coordinating school-based mental health services across all tiers of the MTSS framework
- Working with Lifestream and other agencies to provide wraparound services to students when a higher level of care is needed
- Building bridges with families and community agencies to build relationships and make connections to resources
- Developing, implementing and monitoring school procedures, in coordination with school-based leadership, to ensure compliance with district Mental Health Plan
- Coordinating crisis intervention and prevention for the school
- Providing outreach to parents and community members regarding mental wellness and protective factors

School Counselors are highly qualified professionals who provide a variety of direct and indirect services on school campuses that address academic, social-emotional and career needs. With regard to mental health, they are equipped to recognize warning signs such as changes in school performance (changes in behavior, attendance and grades), mood changes, complaints of illness before school, increased disciplinary problems at school, difficulties at home or with family situations (stress, trauma, divorce, substance abuse, exposure to poverty conditions domestic violence), and communication from teachers about problems at school. Lake County Schools is fortunate to have at least one full-time school counselor on every elementary school campus and more than one school counselor in all secondary schools; several schools have three or more counselors.

Allocation: 104 Professionals

School Psychologists provide a range of preventative, early intervention, and acute mental health assessments and treatments. They are uniquely qualified to perform psycho-educational assessments for learning, behavior and mental health problems; provide evidence-based mental health interventions, and group and individual counseling; consult with parents, students, and school personnel on issues related to student success; conduct risk assessments (threats of suicide/homicide); analyze and interpret data; provide in-service trainings for school personnel and parents; crisis counseling and intervention services, and recovery (postvention) services dedicated to restoring and maintaining a safe and healthy learning environment for students and staff after critical incidents on or near a school campus. Lake is fortunate enough to be allocated to have 25 School Psychologists, 1 for every 2 schools.

Allocation: 25 Professionals

Social Workers are exceptional at bridging the gaps among schools, families, and community resources. In Lake County Schools, they are champions for school attendance, providing trainings, program activities, and tiered interventions focusing on all students attending school every day. They are qualified to conduct psycho-educational evaluations with families, embarking on home visits, when needed, to provide support and resources to families. They also work as part of the mental health team to deliver evidence-based interventions, deliver crisis counseling and recovery services, as well as participate on the behavior/threat risk assessment teams. Lake is fortunate enough to be allocated to have 25 Social Workers, 1 for every 2 schools.

Allocation: 25 Professionals

School/District Nurses are important members of the school-based mental health team. Beginning in the 2019-2020 school year, as a result of funding from a local referendum, every school in Lake County has a dedicated school nurse allocation. In their primary responsibility of running the school clinic, they are uniquely positioned to interact with and regularly support students visiting the clinic. Their presence on campus provides daily opportunities for the early identification of emerging mental health needs of students. All nurses are involved in training to increase knowledge of wellness and resiliency strategies.

Allocation: 41 School-based Nurses and 3 District Health Educators

I. Intervention

Identification of and Referral for Mental Health Services

Lake County Schools has outlined the following methods of identifying students as having mental health or substance abuse needs/diagnoses and to reduce the likelihood of at-risk students developing social, emotional, or behavioral problems. District Mental Health Specialists work with each school based Mental Health Liaison to monitor referrals and ensure that state mandated timelines are being met. The Mental Health Liaison acts as a single point of access at each school to ensure that referrals are consistently monitored and that student needs are met. They will also work with school staff to understand the referral process for school and community mental health services, provide/assist with professional development and education for school staff in the signs and symptoms of mental health and trauma, and collaborate with community mental health agencies to remove barriers, provide services to students, and build relationships with community agencies. The various referral pathways include:

Student Enrollment Forms:

Student enrollment forms request parental disclosure of any previous mental health services provided by a previous school district. This information will also be included in transferred student records. After review of student enrollment forms or incoming records indicating student engagement with mental health services, school-based Mental Health Liaisons will make contact with parents within 15 days to ensure that services continue.

School Problem Solving Team:

Students can be referred for mental health services through the school-based Problem-Solving team. The school-based Mental Health Liaison will be involved in any cases involving mental health challenges or needs and ensure that school supports and/or referral for outside services are initiated within 15 days. Early warning signs data, evaluations completed outside the school system, and the results of behavior/threat risk assessment procedures can be used to determine the extent of need and what services are appropriate.

Behavior Threat Assessment Meetings

School-based Behavior Threat Assessment teams refer students for mental health services when the risk assessment data indicate that students may need mental health services. Data includes early warning signs, universal screenings, cumulative records, evaluations, behavioral observations and threat assessment results. The school-based Mental Health Liaison and/or district Mental Health Specialist will be involved in any cases involving mental health challenges or needs, and ensure that supports and/or referral for outside services are initiated within 15 days. The teams will intervene and monitor students at risk for harm to self or others. Each school-based Behavior Threat Assessment team will meet monthly to monitor the status and progress of students demonstrating the need for support at the Tier 3 level.

Teacher/School Staff Referrals:

School personnel who suspect that a student needs support for mental health concerns can refer the student to the school's Mental Health Liaison. The Mental Health Liaison will contact the parent and either provide direct counseling services, refer to a district mental health professional (i.e., School Psychologist, Social Worker), or refer to an appropriate community agency. If further support is needed, the Mental Health Liaison can request assistance from a district Mental Health Specialist.

Parent/Family Referrals:

Parents who have children that have or are suspected of having mental health concerns can request support. School personnel will refer the parent to the School's Mental Health Liaison. The Mental Health Liaison will work with the parent and either provide direct services to the student or refer to appropriate district personnel or community agency.

IEP Team and Manifestation Meetings

Educational decisions for students who receive services through Exceptional Student Education (ESE) are made through Individualized Education Plan (IEP) team meetings. If a student's behavior negatively impacts their education, the IEP Team meets to determine if further services are needed. If a disciplinary action involves a request for suspension or other actions involving removal from services for more than ten days, the IEP team must meet to determine whether the misconduct was a result of the disability. Students cannot be discriminated against if behaviors are a manifestation of the disability. In both cases, the team must consider providing a higher level of support which can include mental health intervention.

Alternative to Suspension Options

Students subject to disciplinary action can be referred for mental health services as part of an alternative to suspension plan. Common alternative to suspension options which involve mental health professionals include:

- Restorative practices
- Counseling
- Problem-solving/contracting
- Psychoeducation skills training
- Parent involvement
- Behavior monitoring
- Coordinated behavior plans
- Alternative programming

Court System Action

Students involved with judicial system can be referred for on-campus or agency mental health services. If appropriate, referrals for mental health services are encouraged at team meetings when a student returns to school after spending time in an alternative disciplinary setting.

Baker Acts

Two mental health professionals at each Lake County School are trained to conduct the Columbia – Suicide Severity Rating Scale (C-SSRS), a Florida Department of Education approved youth suicide risk assessment, with students who present suicidal ideation (Refer to Appendix B - Suicide Ideation Flowchart.) Return to School meetings are scheduled for students returning from Baker Act admissions that originate from the school or from the community with parent consent. At the meeting, students are often referred for school-based or agency mental health services.

Child Study Team for Attendance

Lake County Schools implement the national initiative, “Every Student, Every Day,” to address and eliminate chronic absenteeism. As part of the approach, parents participate on child study teams to address identified student needs. If the team determines that the student has mental health needs, a referral can be made for school-based or community services.

State Mandated Timelines:

1. Students referred for a mental health screening are assessed within 15 days of referral.

Mental Health Liaisons, or another LCS mental health professional, screen students who are referred for possible mental health concerns within 15 days of receiving the referral. When possible, screenings are completed on the same day the referral is made.

2. School-based mental health services are initiated within 15 days of identification and assessment.

Students who demonstrate a need for services are referred to the Mental Health Liaison, or another LCS mental health professional, on the day concerns are identified. Mental health professionals will meet with the student and contact the parent/guardian to establish a recommendation for care. Based on the recommendation, the student will receive services immediately. Possible recommendations include individual or group counseling services with the appropriate mental health personnel at the school, referral to the problem-solving team and psychoeducational skills training.

3. If schools are unable to meet the needs of student or his/her family, a referral will be made to a community-based mental health service which will be initiated within 30 days of referral.

Students who need more individualized and intensive mental health services than the school is able to offer are referred to either a Lifestream Behavioral Center program, or one of the other 14 community-based mental health agencies who we have a memorandum of understanding. Memorandums of Understanding include the requirement that information regarding services is shared with the School District within 15 days.

Multi-Tiered System of Support (MTSS)

Lake County Schools' mental health professionals have created a Multi-Tiered System of Supports (MTSS) for mental health in the 2020-2021 school year. MTSS is an evidence-based framework for school improvement that involves a systematic use of multiple sources of data to most efficiently allocate resources to improve learning for all students. Through MTSS, schools focus on high-quality core instruction and provide interventions that are appropriately matched to the needs of students. Through this MTSS framework, Lake County Schools offers comprehensive mental health supports that address the general well-being of every student in the school system.

Lake County Schools align with the Collaborative for Academic, Social and Emotional Learning (CASEL) resources to help students excel academically, build stronger relationships, and lead happier, healthier, and more fulfilling lives. CASEL is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL).



Mental Health - MTSS Tier One Universal Instruction

Tier 1 provides school-wide structures and supports to all students. Evidenced-based interventions were delivered to large groups of students based on the needs of the whole school or large number of students.

Positive Behavior Interventions and Supports (PBIS)

The explicit goal of PBIS is to increase positive behaviors school-wide. This is addressed in Lake County Schools through teaching and modeling, acknowledging school-wide expectations, regularly reviewing behavior data and systematically rewarding positive behavior. PBIS is a multi-tiered program that addresses the behavioral needs of all students.

Classroom Mental Health Lessons

One delivery model school-based Mental Health Liaisons will utilize is to present mental health social emotional instruction in the classroom setting. Most lessons will be provided in the student's homeroom, specials or during an elective course.

Sanford Harmony

Lake County Schools will continue to partner with Nova Southeastern University in 2020-2021 to bring Sanford Harmony, an evidence-based social emotional learning (SEL) program, to its elementary and middle schools. Through direct instruction and indirect teacher support, Lake County mental health professionals are able to incorporate Sanford Harmony resources into the general classroom and large student groups. Sanford Harmony resources will also be used as Tier 2 and Tier 3 SEL interventions for small groups and individual students.

The Sanford Harmony social-emotional learning program aligns to the CASEL standards aimed at developing student competencies in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Mental and Emotional Health Education

To meet the requirements of the Florida Board of Education mandate, Lake County Schools will continue to provide students in grades 6-12 with at least five hours of mental and emotional health education. The overall focus of the mandate is to promote the emotional well-being of students.

Per statute, the mental and emotional health instruction included:

1. Recognition of signs and symptoms of mental health disorders
2. Prevention of mental health disorders
3. Mental health awareness and assistance
4. How to reduce the stigma around mental health disorders
5. Awareness of resources, including local school and community resources
6. The process for accessing treatment
7. Strategies to develop healthy coping techniques
8. Strategies to support a peer, friend, or family member with a mental health disorder
9. Prevention of suicide
10. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

In 2020-2021 Lake County Schools will use the Edgenuity/Purpose Prep Youth Mental Health Education program to deliver instruction to students in Grades 6-12.

Purpose Prep's Youth Mental Health Education Program gives students the self-awareness, strategies, and resources they need to attain positive mental health. The courses contain unique lesson plans for each instructional activity, learner and facilitator discussion questions, and facilitation guide worksheets. Through 5-7 minute interactive videos, lessons feature a diverse group of leaders which include experienced counselors, therapists, social workers, educators and medical professionals who draw upon their experience and expertise to help students understand and overcome the mental health challenges they face every day.

Following the training, students will have an opportunity to meet with a school mental health professional, if they have further questions or mental health concerns about themselves or a friend.

Restorative Practices

Following the lead of the Academic Services and Interventions Department, the mental health professionals will continue to integrate Restorative Practices into the mental health framework. Most district and faculty meetings have incorporated restorative circles to enhance positive relationships. In addition, mental health liaisons integrated restorative circles into classroom lessons as well as small groups.

Restorative Practices in Lake County Schools are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people over and above the

need to assigning blame and dispensing punishment. The five elements of restorative practices include:

- Relationships: Developing caring connections and finding common ground
- Respect: Listening to others' opinions and valuing them,
- Responsibility: Being accountable for actions taken,
- Restoration: Repairing harm that has been caused
- Reintegration: Ensuring all remain included and involved.

Peer Mentoring Programs

In collaboration with Be Free Lake, a local community agency, three Lake County high schools have implemented a peer leadership and student ambassador program called *You're Not Alone*. South Lake High School, East Ridge High School and Lake Minneola High School each successfully trained 30 student ambassadors and 30 parent/guardians to recognize, respond and refer youth who may be experiencing psychological distress to adult help. This year, monies have been allocation for the five remaining high schools to implement the program. School-based Mental Health Liaison's will work with Be Free Lake to provide on-going activities and trainings for mentor's to ensure program continuity and effectiveness.

You're Not Alone consists of a five-hour student training and a six-hour parent/guardian training. The training involves teaching students how to recognize the signs and symptoms of anxiety, depression, and stress among their peers and how to direct them to a trusted adult for help. Parents and guardians are also trained in in Youth Mental Health First Aid (YMHFA). Once both student and parent/guardian trainings are complete, students receive a certificate to act as student ambassadors for mental health at their school.

Sandy Hook Promise Prevention Programs

In several Lake County schools, students participated in *Start with Hello Week* activities during the 2019-2020 school year. *Start with Hello*, a program initiated by the Sandy Hook Promise, teaches children, teens and young adults how to be more socially inclusive and connected to one another. The majority of schools that implemented this program did so through school-wide activities that stressed positive affirmation. At some schools, student leadership groups posted "Start with Hello" and kindness posters around the school to promote overall relationship and connectedness. Participation in the program will expand for the 2020-2021 school year with more school taking part in the *Start with Hello* program.

Drug and Alcohol Prevention

Lake County Schools will offer three forms of drug and alcohol prevention to students during the 2020-2021 school year:

1. *Too Good for Drugs* is a universal K-12 prevention education program designed to mitigate the risk factors and enhance protective factors related to alcohol, tobacco, and other drug use. The lessons teach five essential social and emotional learnings: setting reachable goals, making responsible decisions, bonding with pro-social others, identifying and managing emotions, and communicating effectively.

2. Students in grades 6-12 will be taught the Substance Abuse module of Purpose Prep's Youth Mental Health Education curriculum. This module addresses the following areas: Vaping and JUULing, Face Your Emotions, Believe in Yourself, Coping with Grief, Loss and Shame, and Transactional vs. Transformational Mentorship.
3. The Red Ribbon Week Campaign, the oldest and largest drug prevention program in the nation, was celebrated by 20 elementary schools and 7 middle schools across Lake County during the month of October. The purpose of Red Ribbon Week is to present a visible commitment to living a safe, healthy, and drug-free life. The campaign is designed to create awareness concerning the problems related to the use of tobacco, alcohol, and other drugs and to support the decision to live a drug-free lifestyle.

LEAPS & Zones of Regulation Tier 1, 2 or 3

The Mental Health Specialists/Liaisons will continue to collaborate with the Exceptional Student Education (ESE) Department to align efforts and offer staff trainings addressing how to help students manage emotional dysregulation through the *Zones of Regulation*. The Mental Health Specialists have expanded on this training to include the brain states model of *Conscious Discipline*, a comprehensive classroom management and social-emotional curriculum based on current brain research in child development. The expanded training is called "Get in the Green Zone" and was piloted to staff during a 2019 Professional Development Day and was offered to the Positive Alternative to School Suspension (PASS) teachers in February, 2020. This training proved to be informative, and will be offered during the upcoming school year through various avenues.

Mental Health - MTSS Tier Two/Three Small Group and Individualized Intervention

Tier 2 mental health interventions target students who have mild and emerging needs. Tier 3 offers intensive interventions/services for students demonstrating needs that are more advanced. Delivery of these interventions occur in small group settings or individually.

Group Counseling

Psychoeducational groups are beneficial to students who share similar needs. Group counseling enables students to come together, learn strategies and share successes and struggles. Like individual counseling, psychoeducational sessions are designed to be supportive, short-term, and skill-based. Eligibility and appropriateness for participation in-group sessions is evaluated before sessions begin and throughout the duration of sessions.

Targeted, Psychoeducational Small Groups may focus on the following skills:

- Conflict Resolution Skills
- Coping Skills
- Relationship Skills
- Social Skills
- Impulse Control Skills
- Anger Management Skills
- Communication Skills
- Problem-Solving Skills

When providing group counseling Lake County schools mental health professionals will use best practices that include:

- Conducting a school needs assessment with staff to determine group topics based on survey results
- Emphasizing with group members the importance of confidentiality
- Creating mental health or behavioral goals for the group
- Establishing pre and post measures to determine group effectiveness
- Obtaining parental or guardian consent
- Determining the appropriate size of the group and duration of the sessions
- Grouping appropriate students together with presenting needs and personalities considered
- Determining if group will be ongoing or a set number of sessions and if it is open to new members
- Using appropriate forms to document the goals and progress of the group
- Providing parents with information on progress and when the sessions have ended

Individual Counseling

Individual counseling by a trained mental health professional is now available to all Lake County students. This unique service is incredibly beneficial to students who experience various or high-risk mental health needs. These counseling services are designed to be supportive, short-term, and skill-based.

Students are typically referred for individual counseling through their teachers, school counselor, parent or a peer. Due the accessibility and awareness of mental health services, students are starting to self-refer as well.

Individual Psychoeducational Counseling may include:

- Brief Solution Focused Counseling
- Brief Grief & Loss Counseling
- Dialectical Behavioral Informed-Therapeutic Interventions (DBT) with a focus on skills training in the areas of mindfulness, interpersonal effectiveness, emotional regulation and distress tolerance.
- Cognitive Behavioral Informed -Therapeutic Interventions (CBT) with a focus on cognitive distortions, reframing and behavioral experiments.
- Zones of Regulation - a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones frames.

When providing individual counseling Lake County schools mental health professionals will use best practices that include:

- Consider individual counseling for any student who self-refers, referred by school personnel or parent/guardian
- Contact the parent or guardian by phone to request permission to offer services, and obtain parent input
- Obtain written permission and place in the student's yellow folder
- Establish and document counseling goals, student's strengths and pre/post-assessment measures
- Provide short-term, solution-focused individual counseling for 4-8 sessions
- Review counseling goals after 8 sessions and complete a post-assessment based on the pre-assessment measure
- Evaluate progress and write a short student outcome summary
- Consider more intensive mental health services such as a community agency referral if needed
- Check in with the student for a short time to monitor progress after closing services
- Inform parents/guardians through verbal and written documentation when sessions end

Student Monitoring

Student monitoring occurs when a mental health professional provides ongoing temporary support to a student who has ended direct individual or group counseling. All communication will be documented on the Contact Log

Behavior Education Program (Check In/Check Out)

Mental health professionals and other instructional personnel at various schools will continue to be trained in the Behavior Education Program. Using a check in/check out process, the Behavior Education Program is a Tier 2 intervention that increases positive interactions between students and teachers, and also includes a monitoring component connecting schools and home.

Edgenuity/Purpose Prep Intervention and Prevention Instruction

This year, Lake County Schools purchased the Purpose Prep Intervention and Prevention Instruction program delivered on the Edgenuity platform to offer SEL to students who receive In-School Suspension as part of the disciplinary process.

Purpose Prep's Intervention Library helps students develop a life purpose, learn strategies for redirection, and establish responsible decision making skills. Students will learn to take responsibility for their actions, make positive changes, and turn their pain and problems into a constructive force for their life. Each module is aligned to core SEL competencies outlines by CASEL and designed to provide students with a deeper understanding of their own personal development.

Functional Behavior Assessment and Behavior Intervention Plan (FUBA/BIP)

For some students needing Tier 3 intensive support, Functional Behavior Assessments will be conducted, with parent consent, by school teams in order to develop an individualized behavior plan addressing the specific function of the student's behavior. Mental health professionals are often members of the team, especially when the student has social/emotional needs. Mental health professionals will consult with the school-based MTSS Coordinator if a student is not in the ESE Program. If a student is in the ESE Program, they will consult with the ESE School Specialist.

Distance Learning Plan for Mental Health Services (Appendix C)

If student chooses virtual instruction due to COVID 190 or if mandatory quarantine conditions are required during the 2020-2021 school year, mental health professionals will follow procedures outlined in the Mental Health Distance Learning Plan. By creating the distance learning plan, Lake County Schools' mental health professionals will continue to provide mental health services to schools, students and families during the time of mandatory quarantine. The goal of the plan is to use virtual learning tools to provide comprehensive school-based mental health services and supports that address barriers to learning that impact student engagement, achievement and behavior. This plan is a collaboration of various district mental health professionals including: Mental Health Specialists, School-Based Mental Health Liaisons, Certified School Counselors, School Psychologists, School Social Workers and School Nurses working together with the School Administrators, ESE personnel, Teachers, and other personnel as needed.

District Mental Health Plan for School Re-entry after Quarantine

To assist students in transitioning back to schools from periods of quarantine or from a distance learning experience, Lake County mental health professionals will offer a multi-tiered system of mental health supports. A mental health presentation will be provided by teachers for students transitioning back to a "brick and mortar" educational setting at the beginning of the year. Students will be provided information on coping skills, resilience and to how to access mental health support if needed. Teachers will be provided training by the school's Mental Health Liaison on how to conduct the student presentation as well as how to be aware of changes in student behavior and performance, relative to past level of functioning, same age peers or demographically similar students.

Other mental health services provided to students, families and school staff will include:

- Individual and group psychoeducational counseling
- Referrals the school's problem solving team if student needs academic or behavioral intervention
- Referrals to Lifestream Behavioral Center and other contracted counseling agencies
- Providing educational materials that address:
 - Grief and loss
 - Stress
 - Anxiety
 - Executive function skills (i.e., planning, organizing, regulating emotion)
 - Trauma-Informed Care
 - Suicide Prevention
 - Child Abuse & Neglect.
- Self-care strategies for school personnel and information on Employee Assistance Program (EAP) services

Trained mental health professionals will administer an in-person suicide risk assessment and follow established protocols (Appendices A, B) if needed. Mandatory child abuse reporting procedures and information on recognizing signs of distress will be blended into the beginning of the year presentation to teachers.

District Level Administrative Coordinator

In response to a need for a higher level of behavioral support for students, the Lake County Schools Student Services and Exceptional Student Education departments have collaborated in the hiring of an Administrative Coordinator. This administrator, who is DOE certified, will coordinate the efforts of school and district-based personnel who provide behavioral supports to students, including those with co-occurring mental health needs. The District Coordinator will also share supervisory responsibilities with the Director of Student Service in the evaluation of school-based Mental Health Liaisons.

II. Collaboration

Lake County Schools has developed the following processes for coordinating mental health services with student's primary mental health and other mental health providers involved in the student's care. District and school-based mental health personnel will determine if community services are being provided or if further support is needed. If a community mental health provider is treating the student, we will work with the parents or guardians to obtain information about the diagnosis and treatment of the child and request from them to sign consents for the release of medical information. The release will then be sent to all known providers of that student. The district will utilize this information to assist in the treatment of the child and to determine what services are needed at the school. If the student is not receiving community based services, School-based mental health professionals will work with parents and a referral will be sent to an appropriate agency.

Lifestream Behavioral Center Partnership

Lake County Schools is continuing its interagency agreement with Lifestream Behavioral Center. Lifestream is LCS' primary behavioral health provider that provides high-quality treatment, education, care management, rehabilitation, child welfare, primary care and homeless services to children, adolescents, and adults. The center's clinical staff is comprised of behavioral health care professionals who provide a multi-specialty team approach to quality care. This team is made up of psychiatrists, advanced registered nurse practitioners, psychologists, social workers, nurses, case managers, psychiatric technicians, therapists, and counselors. In 2020-2021 we will build on the relationships formed and continue to increase access by linking students and families and advocating for their needs through Lifestream programs and awareness of their services.

Lifestream provides on-campus individual/family therapy, group therapy, TBOS (Therapeutic Behavioral On-Site), and psychoeducation group sessions. Lifestream also provides professional development trainings for Lake County Schools employees, such as *Child Teacher Relationship Training*, *Trauma Informed Care*, *Teaching Empathy to Students and Adverse Childhood Experiences and the Classroom*.

Children's Clinical On-Site Services (CCOS)

Through the interagency agreement with Lifestream, a CCOS therapist is assigned to all Lake County Schools. CCOS consists of a team of 24 Clinical Therapists who travel throughout the district to provide on-campus sessions at all schools. CCOS therapists also assist with on-campus mental health assessments, diagnosis, intervention, and treatment. CCOS provides therapeutic services to children and adolescents that meet the state requirements for these services. These include evidence-based therapeutic services such as cognitive-behavioral therapy, play therapy, and solution-focused therapy at school, in the home, or in the community. Lake County mental health professionals will continue to refer students and families to the CCOS program when needs are determined to be more serious than could be addressed by educational professionals.

As part of the district's efforts to support Lifestream and the increasing need of children for CCOS services, \$250,000 of the state allocation funding was set aside to be used for families who need CCOS services but are either uninsured or underinsured.

Clinical Coordinator

The Clinical Coordinator plays a substantial role in collaboration between Lake County Schools and Lifestream Behavioral Center. This coordinator, who is a Licensed Mental Health Counselor (LMHC,) works closely with the district's Mental Health Specialists and the school-based Mental Health Liaisons. The Clinical Coordinator functions as the central point of contact for Lake County Schools when mental health crises arise in schools. An important function of the position is to complete mental health evaluations on school campuses for students experiencing suicide ideations and who are determined to be high risk of harming themselves. Conducting on-campus mental health evaluations has reduced the need for law enforcement involvement, involuntary mental health examinations (Baker Act) and family visits to inpatient crisis stabilization units. Importantly, the Clinical Coordinator often takes part in the creation of a follow up plan for the student. These plans ensure a safe and effective transition back to school. The Clinical Coordinator partnership will continue to enhance the level of care for students and families.

Children's Community Action Team (CAT)

The Children's Community Action Team (CAT) is the most intensive community therapeutic service provided by Lifestream Behavioral Center. This team offers parents and caregivers of youth ages 11-21 with serious behavioral health issues a safe and effective alternative to out-of-home placement. The CAT model utilizes a team approach provides "wrap around" services for the family that addresses their unique challenges with community-based treatment. Lake County Schools mental health professionals work closely with the CAT to coordinate services for students in need of a higher level of therapeutic care, including students with one or more co-occurring mental health or substance abuse diagnosis.

Mobile Response Team (MRT)

The Lifestream Mobile Response Team (MRT) in collaboration with Lake County Sheriff's office and local Police Departments provide crisis response services to student's families. The MRT offers an immediate clinical evaluation, on scene, by a mental health professional and assists Crisis Intervention Trained (CIT) officers to help determine the type of intervention or treatment needed. The MRT is available to provide service 247 days a year, 24-hours a day.

The MRT is one of the options schools have when an evaluation is needed for a student who is experiencing suicidal ideations at school and is identified as high risk for self-harm. The mental health evaluation is completed by the team on campus which limits the need for families to take their child to the crisis unit. This can lessen the level of anxiety and stress for students and families which can help in the building of a more therapeutic relationship.

Baker Act Staffing Calls

Multiple times a week one of the district Mental Health Specialist acts as a representative for Lake County Schools when participating in multi-disciplinary Baker Act staffing calls. The purpose of these meetings is to develop a continuum of mental health supports and continuity of care for students who have been admitted to Lifestream's crisis stabilization unit. Plans include follow-up counseling, case management and psychiatric services. The Mental Health Specialist then communicates the plan to district and school-based mental health personnel when appropriate and parent permission has been obtained.

Community Agencies

Community Agencies Providing Therapeutic Services

In 2020-2021, Lake County has contractual agreements with 14 community agencies that provide mental health, substance addiction, individual and family therapeutic services to students and families in schools, home settings, telehealth, and in their offices. The community agencies adhere to Lake County School Board guidelines as outlined in their individual contract or agreement. Agencies are required to provide qualified clinical providers who utilize evidence based treatment practices.

The agencies with contracts are as follows:

- Adapt Behavioral Services
- Advanced Psychiatric Services
- Alive & Well
- Arnette House
- A Path to Change
- Big Bear
- Cornerstone Hospice Children's
- Families First of Florida
- Family Life Counseling
- KinderKonsulting
- Lake Sumter Child Advocacy Center
- Lifestream
- Milestones Counseling
- NeuMind Counseling

Continuum of Care Monthly Meetings

(Refer to Appendix D)

Lake County schools will continue to actively participate on the Continuum of School Mental Health Services Workgroup that was created in the 2018-2019 school year. This group meets monthly to ensure continuity across agencies that coincide with the Marjorie Stoneman Douglas High School Public Safety Act. This Act requires the school system to coordinate with other key entities providing services and supports to adolescents and their families, including, but not limited to local SEDNET, the child welfare system, and the juvenile justice, law enforcement system, managing entity and community mental health providers.

Important work has continued around issues of information sharing across agencies, decreasing Baker Acts, the implementation of a local multi-disciplinary team process that mirrors the Circuit 5 Local Review Team process, development of coordinated threat-risk assessment teams in the schools, and coordination of services with insurance providers.

This dynamic workgroup includes professionals from the following agencies:

- Lake County Schools
- Department of Children and Families
- Kids Central, Inc.
- Lifestream Behavioral Center
- Department of Juvenile Justice
- SEDNET
- Lake-Sumter Child Advocacy Center
- Be Free Lake
- Arnette House
- Lake County Sheriff's Office
- Camelot Community Care
- E3 Family Solutions, Inc
- Lutheran Services Florida
- Agency for Persons with Disabilities
- IMPOWER FL
- Mid-Florida Children's Home Society
- Staywell/Wellcare

Local Review Team Calls

House Bill 945 requires the Department of Children and Families (DCF) and the Agency for Health Care Administration to collaboratively take action to meet the behavioral health needs of certain children and adolescents who utilize crisis stabilization services. To collaboratively meet these needs for students in Lake County, District Mental Health Specialists will participate in Local Review Team (LRT) conference calls facilitated by the DCF as necessary. The LRT serves to ensure that high-risk and/or difficult cases involving multiple agencies collaborate to develop a coordinated and individualized mental/behavioral services plan for the student. As follow up, district mental health personnel will communicate with the school-based Mental Health Liaisons to obtain and provide any pertinent information to the team for the purposes of developing a continuing care plan for student.

Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET)

Lake County Schools will continue its ongoing collaboration with SEDNET. The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) serves Lake County through technical assistance, and provision and dissemination of information of training, resources, and staff development. These efforts facilitate improvement in the lives of school age children with, or at-risk of, emotional disabilities or severe emotional disorders.

LGBTQ Liaison

The LGBTQ Liaison provides tools and resources received from Equality Florida's Safe Schools Director to Gay Straight Alliance representatives at the school level for students and staff to address lesbian, gay, bisexual, transgender and questioning (LGBTQ) topics in a school setting. The sharing of information and resources creates a safer learning environment for all students, including LGBTQ youth and their families.

Community Health Improvement Plan (CHIP)

Lake County Schools continues to participate in the Florida Department of Health in Lake County, Community Health Improvement Plan Meetings to collaborate with various community organization leaders to develop the new Community Health Assessment (CHA). Beginning in February, two representatives from the Student Services Department attended the monthly meetings for the 2020-2023 CHA which will be used to improve health concerns identified by the community.

Shared Services Liaison

District Mental Health Specialists will continue to play an active role in the Shared Service committee meetings. The Shared Services Network is a multi-disciplinary group of leaders and human services personnel throughout the community. This group of professionals provide coordinated service delivery through interagency agreements, shared funding, and policies. The Lake County Shared Services Network project was established in 2003 and is funded through community partners.

III. Crisis Intervention

District and school-based mental health professionals will continue to provide direct and consultative services to students, families and school-based staff when a crisis occurs or there are signs that a student could be a threat to themselves or others.

Crisis Response and Recovery

(Refer to Appendix A)

District personnel from the Student Services department including Mental Health Specialists, School Psychologists and Social Workers collaborate with school based Mental Health Liaisons, School Counselors, and administrators to provide counseling and activities that help students and staff cope with grief, loss and trauma concerns. Crisis Response Teams address events such as death of a student or staff member, natural disasters or violent and traumatic events.

Suicide Ideation Process

Responding to Students Experiencing Suicidal Ideations

(Refer to Appendix B)

District Mental Health Specialists have developed and implemented procedures for responding to students who express suicide ideations. The Mental Health Specialists will continue to train Mental Health Liaisons and School Counselors to use the Columbia-Suicide Severity Rating Scale (C-SSR) embedded in the “Suicide Ideation Case Record” (Appendix B). The C-SSR assesses the student for risk of suicide.

Evaluation Options for Students Identified as High Risk

Students who are identified as “High Risk” according to the C-SSR are provided a comprehensive suicide risk assessment. Five different evaluation options have been developed this year and are now available for students and families. Those options are a:

- Full risk assessment completed on-campus by student’s CCOS Counselor if student is currently assigned a CCOS counselor.
- Full risk assessment completed on-campus by Lifestream’s Clinical Coordinator
- Full risk assessment completed on-campus by Lifestream’s crisis Mobile Response Team (MRT)
- Release to the parent with the agreement that a voluntary mental health examination be completed at a local crisis unit (Parent signs “Release to Parent” form)
- Referral to law enforcement for an involuntary mental health examination (Baker Act)

Follow-up Activities for Students Identified as High Risk

Return to School Meeting

Providing support to students as they return to school after a mental health crisis is critical for their engagement and success. A multidisciplinary team meeting is scheduled upon the student's return to school. The team gathers information, creates an action plan that includes interventions and strategies, and initiates a supervision plan if needed. Possible outcomes of the team meeting include:

- A referral to an appropriate agency
- A referral to the school's problem solving team where multi-tiered interventions will be implemented based on student need
- Obtaining permission from parent to communicate with existing mental health providers who are treating the student
- Obtaining permission for a Section 504 evaluation
- Obtaining permission for a psycho-educational evaluation

Self-Advocacy Plan

When a potential mental health concern arises for a student, an appropriate school-based mental health professional will meet with the student to complete a *Student Self Advocacy Plan*. This plan will outline who the student can access for support, how to identify warning signs and what coping strategies can be used by the student. Students are monitored until the student is no longer at risk. A self-advocacy plan is required when a student is identified as high risk after receiving a suicide risk assessment.

PREPaRE Crisis Response Training

The PREPaRE Curriculum is part of the National Association of School Psychologists (NASP) evidence-based resources and consultation related to school crisis prevention and response. PREPaRE training will take place in 2020 for 140 school-based and district mental health professionals. Each school campus will have a trained multi-disciplinary team to engage in crisis prevention, preparedness, response, and recovery. A one-day training that focuses on the broader security/crisis preparedness and response will be provided to school-based mental health liaisons and school counselors. A separate two-day training focusing on "psychological first aid" will be provided to school psychologists, social workers, and district mental health specialists. Our objective is to improve and strengthen knowledge and understanding of school safety, crisis management and emergency response.

Behavior/Threat Assessment Collaboration

When a student is suspected by school personnel of being a threat to others, Florida statute mandates that procedures must be followed that include a Behavior Threat Assessment and monthly follow-up by a team of professionals. District and school-based mental health professionals provide consultative, evaluation and direct services throughout the process.

Behavior/Threat Risk Assessment

Behavior/Threat Risk Assessments are completed when it was determined that a student may be a risk to others. Procedures are in place for an initial screening to be completed by a school administrator to determine if a full Behavior/Threat Risk Assessment needs to be completed. The school-based Mental Health Liaison and/or district Mental Health Specialist are involved in cases when it was suspected that students might have a mental health challenge or need. The mental health professional participated in Behavior/Threat Risk Assessment meetings, provided consultation and helped provide support and/or referral for outside service.

Monthly Behavior/Threat Meetings

Pursuant to state statutes, schools were required to hold state-mandated Behavior/Threat Meetings. Using district criteria, schools identify students who were a threat either to others or to self, and schedule a team meeting to discuss concerns. The team consists of several school-based and district professionals. The team gathers information and make plans to ensure individual and communal safety. While many of our school-based Mental Health Liaisons facilitated these monthly meetings, some schedule the meeting and assist with information gathering. If situations arise that required a greater level of support, schools can refer the student's case to the District Behavior/Threat meetings.

District Behavior/Threat Meetings

Regional behavior threat assessment teams are established in an effort to provide support to school-based threat assessment teams within the district for students which present heightened concern. The district level team meets on an as needed basis as determined by the identified referral process to discuss new and ongoing cases. The district level team coordinates with other multidisciplinary teams available in the school or district to ensure that all available resources are provided to students in need of support. As a result of the regional behavior threat assessment team meeting(s), a referral will be made to the Local Review Team (LRT) to take appropriate actions to collaborate with available resources to meet the behavioral health needs of the student.

IV. Parent/Community Awareness and Education

Mental Health Newsletter

District Mental Health Specialists will continue to produce the electronic newsletter “*Mental Health Matters*.” This online publication is created for Lake County School’s parents and caregivers. This newsletter is scheduled to go out twice per year, and is disseminated through the Lake County Schools social media platforms.

The newsletter serves multiple purposes. It provides important mental health content to parents and caregivers, it offers a great opportunity for Lake County School mental health professionals to build rapport and it demonstrates the collaborative and cooperative nature of the group. It is also a wonderful way for schools to showcase the great work they are doing to build mentally and emotionally competent students.

Lake County Schools Mental Health Portal

District mental health personnel will continue to maintain an online mental health portal to provide families and community members’ easy access to mental health information and resources. During periods of quarantine, the mental health portal is used to distribute specific information on how to understand and cope with the effects of Covid-19 in addition to the existing mental health information and resources.

Social Media (Twitter) – “Lake County Mental Health”

Social networking has become an increasingly widespread and essential part of daily communication. In an effort to increase engagement and promote mental wellness through social media, the Lake County Mental Health twitter page was created as a platform to connect, communicate, and share information with students, parents, teachers and the community. District Mental Health personnel have posted information and photos, and will continue to utilize the platform as a means of connecting and supporting mental wellness.

Community Activity Involvement

School-based Mental Health Liaisons will continue to attend and participate in community and school-based activities where they shared information about their services and other mental health information and services. These activities include PTO and SAC meetings, open houses, book fairs and community events.

V. Professional Development Provided

Pursuant to section 1012.584 Florida Statutes, all Lake County School employees who interacted with students are mandated to receive continuing education and inservice training for youth mental health awareness and assistance. All personnel are required to take Youth Mental Health First Aid (YMHFA) by the end of the 2021-2022 school year. If they are unable to take YMHFA in the near future, it will be compulsory for them to take part in Kognito's At-Risk Youth Mental Health Training as soon as possible.

Kognito's At-Risk Youth Mental Health Training

The Kognito's At-Risk Youth Mental Health Training program is an online, interactive simulation for school personnel to learn how to:

1. Recognize warning signs that a student may be suffering from psychological stress
2. Initiate a conversation to build student resiliency and help the student identify sources of support
3. Connect the student to appropriate resources
4. Learn techniques to avoid common pitfalls in the conversation.

School-based Mental Health Liaisons will continue to facilitate this two-hour (one-hour face-to-face, one-hour online interactive simulations) training at their school.

Youth Mental Health First Aid (YMHFA)

Ten district mental health professionals will provide Youth Mental Health First aid to teachers and staff throughout the 2020-2021 school year.

The state mandated course introduces adult participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge.

The 6-hour, face-to-face course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. The mental health disorders covered in YMHFA include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD), and eating disorders. School-based and district trainings have been offered to Lake County Schools personnel throughout the 2019-2020 school year using a regularly scheduled training model as well as mass trainings during teacher work days and professional development conferences.

Trauma-Informed Care

In the 2020-2021 school year, Trauma Informed Care training will continue to be offered school employees. These presentations will be offered at faculty meetings and Professional Development days. In addition, Trauma Informed Care practices weave into other mental health trainings such as “Get in the Green Zone Emotional Regulation Training”, “Leaps and Zones of Regulation Training” and “Child Abuse Reporting and Suicide Prevention Training.” Some school administrators enjoy the information so much that they requested additional training for their staff. Trauma Informed Care training defines trauma, who is affected by trauma, how the stress response system works, the impact of trauma, and how to create trauma-sensitive classrooms.

VI. Program Development

School Based Mental Health Plan

Based on the “Lake County Schools Mental Health Assistance Allocation Plan”, school Mental Health Liaisons are required to develop school-based mental health plans. Each plan created at the beginning of the 2020-2021 school year will include goals and strategies that address a mental health multi-level system of support, professional development to be delivered to faculty and staff, professional development activities they would attend and how they will consult with the school’s Problem Solving Team. District Mental Health Specialists will meet with each school’s Mental Health Liaison at least once a month to evaluate progress and offer support. At the beginning of the year, the plans will be reviewed by other school and district mental health professionals assigned to their school and “signed off” by the school’s Principal.

Universal Screening

Lake County Schools is committed to building a framework within the school system that will increase mental health awareness, assist in providing evidence-based social/emotional practices in the school setting, and improve access to mental health services. One aspect of our efforts includes the administration of a universal screener. The screener is designed to quickly and efficiently assess behavioral and emotional risk and overall mental health status of children. Lake County Schools developed a Universal Screener Committee Workgroup, including School Administrators, Social Workers, an ESE Administrator, community partners, Nurses, School Psychologists, Technology Supervisor, Accountability and Assessment Manager, Mental Health Specialist, and Student Service Director, to review screening processes and make recommendations.

The workgroup will discuss expanding the screening process to all grades and offer a number of administrations per year. Results of the survey will be used by school problem-solving teams to determine the social/emotional needs of the student population. This information will assist school teams in identifying skill building strategies to help students engage positively in learning. School district procedures will be followed if the results indicate that a student needs further support. Parents will be informed of survey participation, participation is voluntary, and all information will be kept confidential.

Program Evaluation/Annual Report

Program evaluation tools will continue to be used to gather data from school-based Mental Health Liaisons. An annual report will again be created that presents the data collected on all six domains of the mental health program. This report and all data collected will be used to determine program effectiveness, program advocacy and mental health presentations.

Required Outcome Measures

Mental Health Specialists will continue to collaborate with the IT department to build infrastructures for consistently tracking outcome data across the district. The following outcome data will be shared with DOE in September of each year:

- Number of students who receive screening or assessments
- Number of students who are referred for services or assistance
- Number of Students who receive services or assistance
- Number of mental health services providers employed by district
- Number of contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers.

Resources and Communications

Internal Website-Google Site

A district mental health resource webpage will continue to be maintained using Google Site technology. Lake County School personnel are able to access mental health information and resources in areas such as; crisis and recovery, grief and loss, MTSS for mental health, and trauma informed care. A resource page has also been created for school-based Mental Health Liaisons.

Google Classroom

Using Google Classroom technology, school and district personnel have created virtual classrooms that include mental health lessons, videos and other resources. Students and families are invited to participate in classroom activities that can be accessed in any location. This tool can be used at school or during home instruction due to COVID-19.

Mental Health Brochure

The Lake County mental health brochure will continue to be distributed. The brochure outlines Lake County mental health services, referral pathways, warning signs and emergency contact information. Brochures are distributed to family and community at school and public events.

Google Drive

A data and information management system has been created to disseminate information to Lake County School mental health professionals using Google technology. District Mental Health professionals are able to create documents, store them in a folder system and share out to appropriate school-based personnel.

Mental Health Liaison Professional Development

Mental Health Liaison Trainings

On a monthly basis, school-based Mental Health Liaisons will meet with the District Mental Health team to engage in professional development opportunities on various topics of information. The topics included:

- District and program policies and procedures
- Crisis and response to suicide ideations

- Technology tools such as Performance Matters and Skyward
- Medicaid billing
- Cultural Sensitivity and Awareness
- Program information such as Sanford Harmony, LEAPS, DBT Informed Small Group Skills
- District Department Information (i.e., Exceptional Student Education, Student Services, MTSS)
- District procedures (i.e., Behavior Threat Assessment, Functional Behavior Assessment, Behavior Plans)
- Mental health services task/program management strategies
- Kognito's At-Risk Youth Mental Health Training
- Community Agency Resources (i.e., CAT Team, CCOS, Lake County Continuum of Care)

Mental Health Specialist Meetings

District Mental Health Specialists met weekly and worked together in the creation and implementation of the district mental health plan. At meetings, plans were made to develop:

- Policies and procedures
- A multi-tiered system of support for mental health
- Professional development opportunities for Lake County School's personnel
- Opportunities to collaborate with community mental health agencies
- Practices to share mental health information with parents and community.

VII. Charter Schools

In 2020-2021, all Lake County Charter schools will create an independent Mental Health Assistance Allocation Plan and use state funds to deliver services identified on their plan.

VII. Expenditures

2020-2021 MH Allocation Total	\$1,580,445
Charter Schools	\$266,908
4 Mental Health Specialists (FLDOE Certified or Licensed Mental Health Counselors)	\$333,883
New Hire: 2 FLDOE Certified School Psychologists (at 58%)	\$88,000
New Hire: 2 FLDOE Certified Social Workers (at 38%)	\$51,000
New Hire: .5 Administrative Coordinator	\$49,953
Professional Development	\$5,000
Travel	\$10,000
Purpose Prep for Student MH Instruction	\$84,000
Purpose Prep Professional Dev for Teachers	\$3,550.50
Shared costs with LifeStream for counseling services for uninsured or underinsured students	\$250,000
Insurance copays = \$50 per session	
No insurance = \$73.73 per session	
LifeStream Group counseling/Telehealth	\$50,000
LifeStream Clinical Coordinator-Licensed Mental Health Counselor(LMHC)	\$60,000
Universal Screener/PREPaRE Training	\$15,000
Professional Development Substitute Teacher Coverage/Off -Contract Stipends	\$250,000
Supplies/ Mental Health Materials	\$20,000

TOTAL	\$1,537,294
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The Lake County Schools expenditure plan does not supplant other funding sources or increase salaries or provide staff bonuses.

VIII. Program Implementation and Outcomes

Indicator:

Number and ratios of FLDOE-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).

	Allocation s		Ratio	
	Prior to SB 7026	2020-21	Prior to SB 7026	2020-21
Mental Health Specialists – Funded Through State Mental Health Allocation Assistance Funds (FLDOE Certified or Licensed Mental Health Counselors)	0.0	4.0	NA	1:10249
Mental Health Liaisons (Funded through Local Referendum)	0.0	41.0	NA	1:1000
FLDOE Certified School Counselors	100.0	100.0	1:410	1:410
FLDOE Certified School Psychologists (Two Psychologists-Funded Through State Mental Health Allocation Assistance Funds)	19.0	25.0	1:2158	1:1640
FLDOE Certified Social Workers (Two Social Workers-Funded Through State Mental Health Allocation Assistance Funds)	15.0	25.0	1:2733	1:1640
School Nurses	30.0	43.0	1:1367	1:954
Total Mental Health Professionals	164.0	240.0	1:250	1:171

Indicator:

Lake County Schools will use three data collection tools, completed by the Mental Health Liaisons, 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 the number of students who received community-based interventions, services or assistance.

Data Collection Tracking Tools

- A database will be maintained to track referrals for school-based services, referrals to outside agencies, students who have expressed suicide ideations and students who have received individual and group counseling.
- A monthly survey will be conducted that collects data on the number of mental health class lessons being taught and how many individual and group counseling sessions are being provided during the month. It also collects data on programs that provided that a few times a year.
- An annual survey is conducted to gather data on the five-hour mandated mental health instruction provided to students and information on programs that would only occur once or twice a year.

Recovery Response for a Crisis Event

Types of Events

- * Significant Weather Event/Natural Disaster
- * Death of Terminally Ill Student or Staff Member
- * Intruder Enters Bus
- * Bus Accident
- * Death of Student or Staff Member On or Off Campus
- * A Violent Event on School Campus
- * Students Witnessing Traumatic Event

Contact

Student Services
(352) 742-6920
Will Dispatch Support Services

Communications Office
(352) 253-6522
To Assist with Media

Regional Executive Director/
Superintendent's Office

Preliminary Considerations

Communication

How should I get information quickly to:
Staff
Students
Parents

Possible Actions

- Dedicated staff member to answer the phone-provide script with appropriate Information
- Schedule faculty meeting to inform and support staff
- Make announcement to students
- Send letter home to all students with information that family allows to share

Staff and Student Support

- What students are most likely to be impacted?
- Which staff members are most likely to be impacted?
- What additional supports are needed?

Possible Actions

- Provide grief counseling to students, teachers and staff
- Meet with the student's teacher(s) before student's arrive to provide support
- Follow student's schedule and meet with students who attended same class(es)
- Consult with Student Services department concerning memorial activities
- Share funeral arrangements if families of deceased approve

School Safety/Environment

- Are there any circumstances that could lead to further safety issues?
- Do I need extra coverage during transition times and lunch?
- How should I prepare the school for responding to the crisis?


Possible Actions

- Withdraw student so family does not receive automated phone messages
- Designate multiple locations for counselors to meet students in small groups
- Designate location where teachers can receive support
- Designate personnel to be in halls and at lunch to identify students in need of support and ensure safety
- Secure law enforcement presence if needed

Preparation Checklist on Other Side

Suicide Prevention Process for Students Experiencing Suicidal Ideations

Complete Columbia-Suicide Severity Rating Scale (Screener) to Determine Suicidal Risk

High Risk		Moderate Risk	Low Risk
<i>Student has a specific suicide plan, behavior(s), attempts, threats, method/weapon identified</i>		<i>Student might have thoughts about how they may attempt suicide but no plan; or have done things in the past to prepare to end their life, but not in the last three months</i>	<i>Student has passing thoughts of death with no immediate plan. They have "reasons" to live and support from friends/family</i>
DO	DON'T	DO	DO
<ul style="list-style-type: none"> Notify appropriate administrator Parent or guardian is notified as soon as possible after student has been identified as being at risk for suicide If parent/guardian is not available, call person(s) on emergency contact list in Skyward 	<ul style="list-style-type: none"> Leave student alone Allow student to go to the bathroom/locker room alone Allow student to leave school by themselves on bus/driving 	<ul style="list-style-type: none"> Notify parent/guardian of student's concerns BEFORE the end of the school day Maintain close home/school communication Provide support/follow-up resources Encourage parents to consult with doctor/therapist School Counselor or other identified school personnel will follow-up with student on a regular basis 	<ul style="list-style-type: none"> Notify parent/guardian of student's concerns BEFORE the end of the school day Maintain close home/school communication Provide support/follow-up resources Encourage parents to consult with doctor/therapist School Counselor or other identified school personnel will follow-up with student on a regular basis
Conduct Mental Health Evaluation Options:			
1. On-campus mental health evaluation - Contact the following in order: <ul style="list-style-type: none"> The student's CCOS Counselor if one has been assigned Lindsey Pollen, Lifestream Clinical Coordinator at 352-255-1668 if: <ul style="list-style-type: none"> CCOS counselor is unavailable Student does not have CCOS Counselor The Mobile Response Team (MRT) at 408-6625 (if Clinical Coordinator is unavailable or situation is an immediate crisis) 		<ul style="list-style-type: none"> Consider scheduling meeting using "Return to School Meeting" form. Team will create action plan and determine if a Supervision Plan is needed 	<ul style="list-style-type: none"> Optional: Meet with student and complete Student Advocacy Plan
2. Parent/guardian agrees to pick student up for Voluntary Mental Health Evaluation at LifeStream outpatient office or crisis center : <ul style="list-style-type: none"> Provide parent with resources and a copy of the completed Suicidal Ideation Case Record form (61 D 024) 			
3. If LifeStream personnel, including the Mobile Response Team, are unavailable and the parent/guardian is unavailable or declines to pick up student, refer to law enforcement for possible Involuntary Mental Health Examination (Baker Act)		<ul style="list-style-type: none"> Mandatory: Meet with student and complete Student Advocacy Plan if plan is not already in place 	
Note: If student is released to a parent, a "Release to Parent" form (61 D 021) must be completed and signed by parent		Call 911 first, if there are medical needs that need to be addressed	
Next Steps			
Complete Request for Mental Health Specialist Support (61 C 002) and Fax to 352-742-6999			
Conduct Return to School Meeting and Complete "Return to School Meeting" form Gather Supporting Documentation > Complete School Action Plan > Complete Supervision Plan (if needed)			
Counselor Meets One-on-One with Student to Complete Student Self-Advocacy Plan (61 D 024)		1/6/2019	
			 <p>LAKE COUNTY SCHOOLS</p>
			Fax all forms to Student Services upon completion (352) 742- 6999



LCS Distance Learning Plan for Mental Health Services

One of Lake County Schools' priorities is to provide comprehensive school-based mental health services and supports which address barriers to learning that impact student engagement, achievement and behavior.

LCS Mental Health professionals will continue to provide mental health services to our schools, students and families. During this time of mandatory social distancing, we are transitioning to a distance learning platform to provide these services.

Collaboration is Key! The **mental health professionals (District Mental Health Specialists, School-Based Mental Health Liaisons, School Counselors, School Psychologists, School Social Workers and School Nurses)** will continue to work together and in collaboration with the School Administrators, ESE personnel, Teachers, CCOS Therapists, and other personnel as needed.

Please remember that as employees of Lake County Schools, mental health professionals adhere to FERPA compliance. Please see the following link for more information: [FERPA and Virtual Learning](#).

Communication with Students and Parent(s)/Guardian(s)

[Communicating Virtually: Best Practices Academic Services/Information and Instructional Technology](#)

1. Best Practice for communication with parent(s)/guardian(s)
 - Always try to contact parent(s)/guardian(s) before reaching out to students.
 - Communicating with parents is important. Please review the district's protocol for communicating virtually with parent(s)/guardian(s) at the above link. For authentication purposes, parent(s)/guardian(s) will need to provide photo identification through Google Meet. If you are getting initial consent or are unsure of the identity of the parent(s)/guardian(s), then ask for identification.
 - Parent(s)/Guardian(s) Contact Information can be found in Skyward under Student Profile. The most current phone number and email address for parent(s)/guardian(s) is found on the family tab in Skyward. .
 - If you are provided with updated contact information, please share with your school Data Clerk.



- Remember that any communication containing **Personally Identifiable Information (PII)** and being maintained by the District, such as emails/chats, can become an educational record.
- When communicating in email only include the student initials. **DO NOT** send confidential documents via email without encrypting them. (See: [Communicating Virtually: Best Practices Academic Services/Information and Instructional Technology](#))
- Do not bring cumulative records home as they are part of the student's educational record (this includes the yellow folder).
- For educational records that are being created, be mindful to keep them **secure and private** while working from home.

2. Methods of Communication

- Parent Email or Phone
 - Email can be used when communicating with parent(s)/guardian(s); however, PII should not be included.
 - If you must use your personal phone, you may want to conceal your personal number by pressing *67 before entering their number.
- Google Platform (Google Meet)
 - Google Meet Virtual Session or Phone Session. [How to Make a Phone Call Using Google Meet](#)
 - Do not use other virtual platforms at this time. They may not be secure and the district may not approve the associated costs.
- Remember that video conferencing is a new world for most. Please review these [Best Practices for Video Conferencing](#) , from our district IT Leadership.

3. Document all of your communication with for/with individual students and parent(s)/guardian(s) as you would have done at your school.

Continuing Mental Health Services

If a student already receives school-based counseling services and parent(s)/guardian(s) have already signed written consent, the parent(s)/guardian(s) will need to give verbal consent to receive virtual counseling. Document date and time of parent(s)/guardian(s) verbal consent and store in the students yellow folder upon returning to school.

[MHL Contact Log](#)

If you are not able to get in touch with with the parent(s)/guardian(s) by phone, you may use this [Template Letter to Parent for Continuing Services](#)



Counseling as a Related Service

If the student is in the ESE program and receives counseling as a related service as part of their IEP, ask the parents/guardians if they would like the student to continue receiving services through the virtual setting. If they do not want to continue services, then contact the ESE Specialist to be documented on the Individualized Distance Learning Plan. If continuing to provide services, document the date and time of the verbal consent and continue to provide virtual counseling. Remember to continue to document the services in Max Capture.

Initiating Mental Health Supports and Services

Parents and students can request mental health support through a variety of methods such as Google surveys, or by reaching out via phone or email. Please utilize a practice that works for your school and students.

If students reach out for help, the mental health professional will contact the parent(s)/guardian(s) of students under the age of 13. For students over the age of 13, initial contact may be made with the student prior to contacting the parent/guardian. Parent(s)/guardian(s) consent is required for ongoing mental health services.

If it is determined that the student would benefit from ongoing school-based mental health services, then contact the parent by phone and follow up with an email that includes the LCS Parent Permission for Student Counseling form (for internal use only).

If the parent(s)/guardian(s) consents to services, they will need to send the signed consent through postal mail addressed to school. Services can be initiated with verbal consent and authentication of parent(s)/guardian(s) identification.

If you are not able to get in touch with the parent(s)/guardian(s) by phone, you may use this [template letter in email](#)

Virtual Office Hours

School-based Mental Health Liaisons will need to host at least 3 hours each day of the week during which students and parents can reach out directly if needed. Please coordinate your times with the other mental health professionals at your school. Also, share this time with your School Administrator.

Office hours reflect open availability for students and families to connect with you.

Please have students and families email or call to request a time to meet during office hours.



Professionalism & Privacy

- Present yourself professionally when on video.
- Private area - pay attention to your physical background when on video.
- Keep distractions to a minimum (eg. children, animals, music).
- May want to use headphones with a microphone.
- Use chat/text to schedule meetings, not to hold counseling sessions. Remember that everything in writing could be an educational record.
- Remind students about student code of conduct (ex: do not take pics of others and put up for electronic sharing).
- Avoid social networking with students (no facebook, snapchat, instagram).
- Click here to access [10 Tips for an awesome video session](#)

Mental Health Multi-Tiered System of Support

TIER ONE

Continue to provide resources and supports to staff, students, and families. This can be done through various online learning resources such as Google Classrooms, Google Sites, District and School Websites, School Facebook Pages and Student Hubs.

Tier One ideas could include providing resources such as the Mental Health Portal through the Lake County Schools website, linking parents to district resources, posting office hours on school website, sending positive emails, sharing encouraging posts on the school Facebook page, collaborating with teachers, and adding resources such as videos on coping skills/mindfulness to a google classroom and/or a google site.

Click here to access the [Distance Online Resources Overview](#)

Mental Health Google Classrooms have been created for mental health professionals to access and share resources. Access codes are listed below.

Elementary: fxaayg5

Middle: zagvgx4

High: tagfi32

[Everything you need to know about Google Classrooms](#)



TIER TWO/THREE

Individual Counseling Using Google Meet

- Please have two technology devices (e.g., phone and computer) available during virtual sessions in case an emergency arises and you have to reach out for help.
- Ask students for their current physical location (address) and write it down.
- Ask students to identify other people with them at their location.
- Specifically ask if their parent(s)/guardian(s) are present.
- Confirm an emergency contact call back number in case the call gets dropped.
- Try to keep counseling sessions to a maximum of 30 minutes.
- Best practice is to use [Solution-Focused Counseling Techniques](#)

Group Counseling

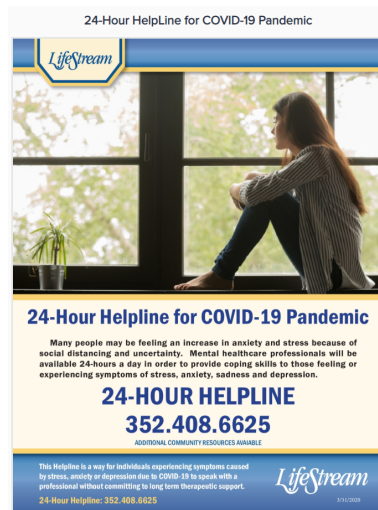
- Due to the temporary nature of our current circumstances, the creation of new groups is not recommended.
- For those students who were members of a group prior to our distance learning plan, please continue to meet with them individually.

Referrals can be provided for students and families to contracted agencies as needed. Parent(s)/Guardian(s) may complete the referral and send it to the provider.

- [CCOS Fillable Referral Form](#) (Click)
- [LCS Approved Mental Health Agencies](#) (Click)



Crisis Intervention



Follow the [LCS Suicidal Ideation Protocol](#) and use the [Columbia Suicide Severity Rating Scale \(CSSR\)](#) if a student expresses suicidal ideation or is referred for suicidal ideation.

- Two mental health professionals from each school have been trained to administer the CSSR. Typically, the two individuals are the Mental Health Liaison and the School Counselor. **ONLY individuals trained** may administer the assessment.
- If a student is at high risk of suicidality, **maintain video/voice contact with the student AT ALL TIMES** until a more intensive assessment as outlined in the suicide ideation protocol can occur.

[Suicide Prevention Process for Students Experiencing Suicidal Ideations Flowchart](#)

Processes for contacting external partners in intervening with students who are experiencing suicidal ideation are **the same as prior to distance learning plan**. Below is a **brief reminder**:

- For students who are at high-risk of suicidality, provide the **Release to Parent Form** which includes the 24-hour crisis facilities in the area.
- Contact CCOS Therapist - [CCOS Staff Contact List \(for internal use only\)](#)
- Contact Lindsey Pollen: 352-255-1668
- Mobile Response Team Number: 352-408-6625
- Contact 911 if necessary

Students who are taken to LifeStream for crisis stabilization under an involuntary (baker act) or voluntary admission, will continue to be tracked at the district level. Participation in weekly baker acts calls will continue at the district level as notified by LifeStream Behavioral Center.



School-based Mental Health Liaisons will be notified of information regarding the admission to follow up with the parent and student **ONLY** if the parent has signed a consent for release of information during the time of admission.

If you are a school-based mental health professional and are unsure of the processes for intervening in crisis situations with students, please immediately reach out to your district Mental Health Specialist.

Additional Resources

- Mental Health Liaison Google Site (for internal use only)
- Mental Health Liaison Resource Library (for internal use only)
- [LCS Mental Health Portal](#)
- [Distance Online Resources Overview](#)
- [Google Videos and Handouts](#)
- Mobile Response Team Number/Lifestream 24 Hour Helpline: 352-408-6625
- National Suicide Hotline: 1-800-273-TALK (8255)
- Crisis Text Line. Text HOME to 741741 to connect with a Crisis Counselor. Free 24/7 support.
- Substance Abuse and Mental Health Services Administration (SAMHSA) Hotline: 1-800-662-4357 (HELP) Deaf & Hard of Hearing Number: 1-800-487-4889

Service/ Agency	Description 1	Description 2	Description 3	Funding Source	Circuit 5 Counties Served	Emergency/ Crisis Service	Prerequisite	Point of Contact	Miscellaneous
Attain	APD Group Home	Residential Placement		Med Waiver/ Self-Pay	All	No	APD	2710 Staten Avenue, Orlando, FL 32804 407-965-3018	May accept youth with sex offend behaviors; The CBC daily rate is \$290 per day.
Boystown	Behavioral Health Overlay Services (BHOS)	Residential Placement		Insurance	All	Yes	No	kenneth.bender@boystown.org	Sexually reactive males
FL United Methodist Children's Home	Behavioral Health Overlay Services (BHOS)	Residential Placement		Insurance	All	Yes	No	Kaylee.Vance@fumch.org Barbara.Defazio@fumch.org	Sexually reactive males
Florida Sheriff's Youth Ranch	Behavioral Health Overlay Services (BHOS)	Residential Placement		Insurance	All	Yes	No	bfrye@youthranches.org	
CAC Jessie's Place	Crisis Counseling			OJJDP	Citrus	Yes	Trauma History	Melissa Bowermaster melissa@jessiesplacecitrus.org	
CAC Kimberly's Center	Crisis Counseling			OJJDP	Marion	Yes	Trauma History	Dawn Westgate dawn@kimberlycenter.org	
CAC Lake-Sumter	Crisis Counseling			OJJDP	Lake/ Sumter	Yes	Trauma History	Brenda Crellen brenda@cac4kids.org	
CAC Mid Florida	Crisis Counseling			OJJDP	Hernando	Yes	Trauma History	Janine Hammett jhammett@MFCS.US.com	
Suicide Prevention Hotline	Crisis Counseling			SAMSHA	All	Yes	No	1-800-273-8255	
Mobile Response Team - Baycare	Crisis Intervention Services			DCF/ Legislature Approp	Hernando	Yes	No	(352) 467-6529 (OKAY)	24/7 crisis assessment, development of crisis safety plans and linkage to appropriate services
Mobile Response Team - Lifestream	Crisis Intervention Services			DCF/ Legislature Approp	Lake/ Sumter/ Citrus	Yes	No	(352) 408-6625	24/7 crisis assessment, development of crisis safety plans and linkage to appropriate services
Mobile Response Team - The Centers	Crisis Intervention Services			DCF/ Legislature Approp	Marion	Yes	No	(352) 402-2890	24/7 crisis assessment, development of crisis safety plans and linkage to appropriate services
Arnette House - Residential	Emergency Residential Placement			Florida Network	Marion/ Lake	Yes	No	Mark Shearon mshearon@arnettehouse.org	Community & DJJ Respite
Daniel Memorial - MH Respite	Emergency Residential Placement			LSF	All	Yes	LSF Involved	Lutheran Services Florida Childrensservices@lsfnet.org	Not likely to take youth from other circuits unless plan for schooling
Interface	Emergency Residential Placement			Florida Network	Marion	Yes	No	(352) 244-0628	located in Gainesville but sometimes will take youth from other counties
Meridian - MH Respite	Emergency Residential Placement			LSF	All	Yes	LSF Involved or Private Pay	Lutheran Services Florida Childrensservices@lsfnet.org	Age 13 years or older/ males or females, admissions are M - F
Mount Dora Children's Home	Emergency Residential Placement			Sliding Scale	All	Yes	No	(352) 383-2155	Chuck Shepherd, director of social services, at 352-383-2155, Ext. 264, chuck.shepherd@mdchome.org
New Beginning Youth Shelter - Residential	Emergency Residential Placement			Florida Network	Sumter/ Citrus / Hernando	Yes	No	Tammie Holcombe tholcombe@yfaic.org 813-310-2354	Community & DJJ Respite
Partners In Care: Together For Kids (PIC:TFK)	Emergency Residential Placement			Insurance	All	Yes	CMS Insurance	CMS Insurance Plan	medically needy and depends on local availability
Pediatric Pavilion, Inc.	Emergency Residential Placement			Insurance	All	Yes	Medically Complex	407-513-3000	community based residential group homes for children with special needs and developmental needs servicing medically complex clients
RAP House	Emergency Residential Placement			Florida Network	Hernando/ Pasco	Yes	No	727-835-1777	youth crisis shelter ages 10-17

Circuit 5 Local Review Team Resource Inventory
RESOURCES CATEGORIZED BY LEVELS OF SERVICE

Service/ Agency	Description 1	Description 2	Description 3	Funding Source	Circuit 5 Counties Served	Emergency/ Crisis Service	Prerequisite	Point of Contact	Miscellaneous
The Centers - MH Respite	Emergency Residential Placement			LSF	All	Yes	LSF Involved	Lutheran Services Florida Childrensservices@lsfnet.org	
Baker Act - Lifestream	Emergency Short-Term Treatment	Emergency Psychiatry		Insurance/ LSF	All	Yes	No	Rick Hankey rhankey@lsbc.net	Samantha Strasser, Clinical Services sstrasser@lsbc.net
Baker Act - The Centers	Emergency Short-Term Treatment	Emergency Psychiatry		Insurance/ LSF	All	Yes	No	Bobbie Wines bwines@thecenters.us	
Marchman Act - Lifestream	Emergency Short-Term Treatment	Emergency Psychiatry		Insurance/ LSF	All	Yes	No	Rick Hankey rhankey@lsbc.net	Substance use - Samantha Strasser, Clinical Services sstrasser@lsbc.net
Marchman Act - The Centers	Emergency Short-Term Treatment	Emergency Psychiatry		Insurance/ LSF	All	Yes	NO	Bobbie Wines bwines@thecenters.us	Substance use
Coastal Mental Health	Evaluation	Intensive Outpatient Services	Medication Management	Insurance	Lake	No	No	(800) 614-4124	
FDLRS	Evaluation	Linkage & Coordination	Psychoeducation	IDEA	All	No	No	http://www.fdlrs.org/departments/child-find	Child Find's target age group is birth through 21 years, but primary emphasis is placed on children birth to 5 years of age.
Ocala Consulting & Prevention	Evaluation	Outpatient Counseling	Linkage & Coordination	Insurance/ Self - pay	All	No	No	ph. (352) 622-4488 Fax. (352) 622-4485	DJJ has a contract; Typically assessments are \$175-\$225; they can do psycho-sexuals and psychiatric evals
Advanced Behavioral Health Center	Evaluation	Outpatient Counseling	Medication Management	Insurance	Lake	No	No	(352) 742-8300	Accepts Medicaid Diagnostic Eval Psychiatric
Supportive Connections	Evaluation	Outpatient Counseling	Yoga/ Meditation	Insurance	Marion/ Citrus	Yes	No	Tasha Browning frontdesk@supportiveconnection.com	Accepts Medicaid Diagnostic Eval Personality Assessment Traumatic Brain Injuries
Psycho-Sexual Eval - Dr. Lewis	Evaluation	Outpatient Counseling		Insurance / Self - pay	All	No	No	(301) 769-4180	2501 2nd Ave. N St. Petersburg, FL 33713 Fed. Tax ID is 52-1176361 (301) 769-4180 docjimlewis@gmail.com
CAT Team - Lifestream	In-home Wrap-around	Intensive Outpatient Services	Mentoring	DCF/ Legislature Approp	Lake / Sumter / Citrus / Hernando	No	No	Marc Crandall mcrandall@lsbc.net	
CAT Team - The Centers	In-home Wrap-around	Intensive Outpatient Services	Mentoring	DCF/ Legislature Approp	Marion	No	No	Renee Nilson rnilson@thecenters.us	
Kids Central MIECHV (Maternal, Infant, Early Childhood, Home Visiting Program)	In-home Wrap-around		MIECHV program equips parents and caregivers with the knowledge, skills and tools they need to help their children be healthy, safe and ready to succeed in school.	Federal Grant	Marion	No	Must have a child under the age of one and parents willing to commit to program as it's voluntary	Yisel Romero, Yisel.Romero@kidscentralinc.org 352-547-3730	Able to work with Spanish Speaking clients. Free in-home parenting program that utilizes evidenced-based program Parents as Teachers
Devereux Viera	Inpatient Residential			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	(800) 338-3738 x 77130 referral@devereux.org	Males ages 6-17, Females ages 12-17, Strong Behavioral component, Expertise with co-occurring developmental disabilities (Autism Spectrum and Pervasive Developmental Disorder), Accepts children with sex beh problems or sex reactive behaviors, Psychosexual Evals and Juvenile Sex Offend Groups.

Service/ Agency	Description 1	Description 2	Description 3	Funding Source	Circuit 5 Counties Served	Emergency/ Crisis Service	Prerequisite	Point of Contact	Miscellaneous
Florida Palms Academy	Inpatient Residential			Insurance	All	No	No	Yadavi Singh, MSW, RCSI, MHA Admissions/Utilization Coordinator Florida Palms Academy, Inc. - SIPP 5925 McKinley Street Hollywood, FL 33021 954-963-0991 ext 247 954-963-3956 - Fax visit us at www.floridapalmsacademy.com	May accept children ages 7
Palm Shores Behavioral Health Center	Inpatient Residential			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	Albert DiStefano, LCSW Director of Admissions and UM Palm Shores Behavioral Health Center 1-941-782-1752 (cell) 941-962-9952 (fax) 941-782-1748 Albert.DiStefano@uhsinc.com	takes low IQ; accepts children as young as 5 years old
Sandy Pines	Inpatient Residential			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	561-744-0211	sexually reactive youth
The Academy - IMPOWER	Inpatient Residential			Insurance	All	No	No	407-215-0095	Substance use; child welfare is priority population; Child Welfare referrals the point of contact = Ernest Jones at ejones@impowerfl.org or 407-312-9650
The Vines	Inpatient Residential			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	PENDING	PENDING RECONSTRUCTION
Benchmark Behavioral Health Systems	Inpatient Residential - Out of State			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	801-299-5300 https://www.bbhsnet.com/	psychiatric and behavioral disorders including conduct disorder, sexual disorders/sexual misconduct issues, fetal alcohol spectrum disorders, Asperger's disorder, developmental disorders, mood disorders, anxiety disorders, personality disorders and substance abuse issues for young adult males, ages 13 – 20.
Cumberland Hospital	Inpatient Residential - Out of State			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	804-966-2242 https://www.cumberlandhospital.com/treatment/residential-treatment/	Program is designed for adolescents who have a chronic illness, brain injury or neurological impairment, providing them with a specialized medical atmosphere when hospitalization is not needed. The program can accommodate 16 residents and accepts young people with IQs of 55 or greater.
Kingston Academy	Inpatient Residential - Out of State			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	Dawn Kozlowski Director of Admissions Phone: 865-376-2296 ext. 115 Fax: 865-376-0369 Referral Email: referrals.kingston@sequelyouthservices.com	Psychiatric residential care for boys ages 5 to 17 years old Psychiatric residential care for girls ages 5 to 17 years old includes low IQ http://www.sequelyouthservices.com/html/autism-kingston.html
New Hope Treatment Center	Inpatient Residential - Out of State			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	866-687-4886	Has male & female programs and assessment center; Works with children with aggression/ violence Takes FL Medicaid http://www.newhopetreatment.com/services/new-hope-carolinas/

Service/ Agency	Description 1	Description 2	Description 3	Funding Source	Circuit 5 Counties Served	Emergency/ Crisis Service	Prerequisite	Point of Contact	Miscellaneous
Provo Canyon	Inpatient Residential - Out of State			Insurance	All	No	Psychiatric Recommendation/ Suitability Assessment	800-848-9819	https://provocanyon.com/
Redirections	Intensive Outpatient Services	Mentoring		DJJ	All	No	DJJ Involved	Ryan Dorenbush ryan.dorenbush@djj.state.fl.us 813-290-8560	
TCM - Families First	Linkage & Coordination	Outpatient Counseling	Evaluation	Insurance	Marion / Citrus / Hernando	No	No	http://www.familiesfirstfl.com/outpatient-referral/	Director of Clinical Services ttelfer@familiesfirstfl.com
Family Connections - Kids Central Inc.	Linkage & Coordination			KCI	Lake/ Sumter/ Citrus/ Hernando/ Marion	No	DCF Involved	Mike Ransaw mike.ransaw@kidscentralinc.org	There is intake criteria that must be met. The core components of FC include: (1) intake/screening; (2) emergency/concrete assistance; (3) comprehensive family assessment; (4) outcome and SMART goal driven service plans; (5) change focused intervention including advocacy and coordination of services targeted toward risk and protective factors; (6) service plan development / progress assessment
Family Group Decision Making	Linkage & Coordination			KCI	All	No	DCF Involved	Mike Ransaw mike.ransaw@kidscentralinc.org	needs CPI referral - cases with domestic violence; Purpose of engaging the family and supports in preparing a course of action plan to enhance at least 2 of the protective factors; create a system of support that will sustain over time
Family Service Planning Team (Camelot Community Care)	Linkage & Coordination			LSF	All	No	No	Kelly McQueen kmcqueen@camelotcommunitycare.org	
Family Team Conference	Linkage & Coordination			KCI	All	No	DCF Involved	Mike Ransaw mike.ransaw@kidscentralinc.org	needs Cpi referral
FL Linc Program - Lifestream	Linkage & Coordination			Lifestream	Lake/ Sumter	No	High Score on Suicide Risk Assessmt	Elizabeth Madison emadison@sbc.net	
KCI Kinship Care Program	Linkage & Coordination			KCI	All	No	Relative Kin	Tawyna Drent tawyna.drent@kidscentralinc.org	support for relative caregivers
KCI Post-Adoptions Coordinator	Linkage & Coordination			KCI	All	No	No	Vilma Caban vilma.caban@kidscentralinc.org	
Kids Central Resource Center	Linkage & Coordination			Donations to Kids Central	ALL	Yes	Be a client of Kids Central, DCF, GAL, or Contracted Case Management Agencies	ResourceCenter@kidscentralinc.org or 352-387-3526	The Resource Center is not open to the public; all requests must be made by staff. Resource Center was created to assist clients served by Kids Central or partnering agencies. Families receive assistance after a request is made by a staff member from Kids Central or one of its contracted case management agencies. The center is filled with new and gently-used donated items, including housewares, furniture, linens, clothing and food pantry. All of the items are passed on to clients at no charge
MMA Behavioral Health Coordination	Linkage & Coordination			Insurance	All		Medicaid Eligible	See Each Plan Contact #	
Safety Management	Linkage & Coordination			KCI	All	Yes	DCF Involved - High Risk	Mike Ransaw mike.ransaw@kidscentralinc.org	needs cpi referral
TCM - Baycare	Linkage & Coordination			Insurance	Hernando	No	No	Gina Gonzalez gina.gonzalez@baycare.org Outpatient services Wendy Caldwell wendy.caldwell@baycare.org	

Circuit 5 Local Review Team Resource Inventory
RESOURCES CATEGORIZED BY LEVELS OF SERVICE

Service/ Agency	Description 1	Description 2	Description 3	Funding Source	Circuit 5 Counties Served	Emergency/ Crisis Service	Prerequisite	Point of Contact	Miscellaneous
Big Bear Behavioral Health	Linkage & Coordination	Outpatient Counseling		Insurance	All	No	No	800-840-2528 Ext 1 https://psychamerica.org/referral-form	Marion point of contact = Christina Taylor christinat@bigbearcounseling.org TCM Services may not be available in all counties
TCM - Chrysalis	Linkage & Coordination			Insurance		No	No	http://www.chrysalishealth.com/about-us/make-a-referral.html	
TCM - Lifestream	Linkage & Coordination			Insurance	Lake/ Sumter/ Citrus	No	No	Shelby Chavis schavis@lsbc.net	
TCM - The Centers	Linkage & Coordination			Insurance	Marion	No	No	Michelle Babb mbabb@thecenters.us	
IMPOWER Telehealth	Medication Management	Outpatient Counseling		Insurance	All	No	No	www.impowerfl.org	credentialed with all of the Medicaid plans; individual therapy, family therapy, behavioral assessments, psychiatric evals, med mgmt. They are also working on a 24/7 crisis counsel piece. Services are available on evenings and weekends .
TBOS - Baycare	Outpatient Counseling	Intensive Outpatient Services		Insurance	Hernando	No	No	Wendy Caldwell Wendy.Caldwell@baycare.org	Provides Individual, Family, and Group therapy in schools, community, and in office.
TBOS - Florida Mentor Ocala	Outpatient Counseling	Intensive Outpatient Services		Insurance	Marion	No	No	352-624-2137	TBOS
TBOS - Lifestream - CCOS	Outpatient Counseling	Intensive Outpatient Services		Insurance	Lake/ Sumter	No	No	Amanda Cypret acypret@lsbc.net	Provides Individual, Family, and Group therapy in schools, community, and in office.
Project Connect	Outpatient Counseling	Mentoring		DJJ	All	No	DJJ Involved	Ryan Dorenbush ryan.dorenbush@dj.state.fl.us	
Arnette House - Non-residential	Outpatient Counseling			Florida Network	Marion/ Lake	No	No	Mark Shearon mshearon@arnettehouse.org	
Child Parent Relationship Therapy (CPRT) - Lifestream	Outpatient Counseling			Lifestream	Lake/ Sumter	No	No	Amanda Cypret acypret@lsbc.net	Ages 2-12 and can be adapted to Adolescent model
CHS Mid-Florida Community Counseling	Outpatient Counseling			Insurance	All	No	No	Melissa Alton melissa.alton@chsf.org (352) 5526463	Accepts Medicaid Individual/ Couple/ Family Counseling
Intensive Treatment Modalities (ITM)	Outpatient Counseling			Insurance	All	No	Sexually Reactive	(352) 261-5771	Pam Miller/ not a Medicaid provider; contracts with DJJ and self-pay
Kinder Konsulting & Parents Too, Inc.	Outpatient Counseling			Insurance	All	No	No	Uschi C. Schueller www.kinderkonsulting.com	Accepts Medicaid Trauma Therapy
Life & Hope Counseling	Outpatient Counseling			Insurance	Lake/ Sumter	No	No	Brandi Lefler (352) 357-1955	Adoption Competent
Milestone	Outpatient Counseling			Insurance	Lake/ Sumter	No	No	Geron Rogers (352) 348-8858	Accepts Medicaid Trauma Therapy
New Beginning Youth Shelter - Non-residential	Outpatient Counseling			Florida Network	Sumter/ Citrus / Hernando	No	No	Kelley Scott kscott@yfainc.org 352-634-2764	Non-residential counseling / CINS-FINS
Ocala Consulting & Prevention Group	Outpatient Counseling			Insurance	Marion	No	No	(352) 622-4488	Substance abuse; PTSD; Substance Abuse Assessments
PotentialsYouth School-Based Intervention Services	Outpatient Counseling			Insurance	Sumter	No	No	(352) 516-7983	school-based for students at-risk of substance abuse, delinquency, suspensions or expulsions from school at selected Sumter Co. schools
Kids Central Baby Sleep Basics	Parent Education			State Funds	All	No	Child must be under the age of one	Kimberly Glancy safesleep@kidscentralinc.org 352-387-3549	Provides Education on Safe Sleep in-home or in a classroom settingParents or caregivers may receive a free pack-n-play if their income qualifies, they have no other safe sleeping for infant, and child is under the age of one.

Service/ Agency	Description 1	Description 2	Description 3	Funding Source	Circuit 5 Counties Served	Emergency/ Crisis Service	Prerequisite	Point of Contact	Miscellaneous
Kids Central - Nurturing Parent	Psychoeducation			KCI	All	No	DCF Involved	courtney.barnett@kidscentralinc.org	To teach age-appropriate expectations and neurological development of children; 2) to develop empathy and self-worth in parents and children; 3) to utilize nurturing, non-violent strategies and techniques in establishing family discipline; 4) to empower parents and children to utilize their personal power to make healthy choices; 5) to increase awareness of self and others in developing positive patterns of communication while establishing healthy, caring relationships.
Turnabout Program	Psychoeducation			Insurance	Lake/ Sumter	No	No	(352) 483-1652 X 1250	adolescents that have substance use issues
Youth & Family Recovery - Lifestream	Psychoeducation			Insurance	Lake/ Sumter	No	No	Laura Schwades lschwades@lsbc.net	Substance use
Our Turning Point Ranch	Therapeutic Group Home			Lifestream	All	No	Psychiatric Recommendation/ Suitability Assessment	Michelle Walsh mwash@lsbc.net	residential placement for adolescent girls
National Parent Helpline	Warmline			Parents Anonymous® Inc.	All	No	No	1-855-427-2736	