

School Board Approved July 23, 2020



# MENTAL HEALTH ASSISTANCE ALLOCATION PLAN

2020-2021

**BOARD MEMBERS:** MARY FISCHER, CHAIR, DISTRICT 1 | DEBBIE JORDAN, VICE CHAIR, DISTRICT 4 | MELISA W. GIOVANNELLI, DISTRICT 2  
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## FOCUS ON A MULTI-TIERED SYSTEM OF SUPPORTS

The School District of Lee County works to improve the quality of mental health services for children by identifying evidence-based interventions and treatments and employing effective strategies for implementing and supporting their delivery. The District utilizes a tiered system of support to address the academic, behavioral, and social-emotional development of its students. This tiered system approach is the most effective method of addressing the variety of academic, behavioral, social-emotional, physical and mental health needs of all students. The goal of the district mental health plan is to expand the support currently in place and improve the quality and accessibility of mental health services through direct services and/or referral to outside providers.

The following multi-tiered system of support for mental health and social-emotional initiatives align with state statute are in place to support this effort.

### Tier 1: Universal Strategies—focus on promoting social and emotional well-being and development of all students.

- **School Counselors:** The school district employs 155 Florida Department of Education certified school counselors that serve in district K-12 schools based on student population and learning community need. The school counselor provides tier one services working proactively with students through social-emotional learning classroom lessons, individual and small-group counseling, consultation, and collaboration. School counselors recognize students' mental health needs and work collaboratively with students, parents, school staff and mental health agencies to address student needs before escalation to a crisis. Eleven of the 155 FDOE certified school counselors are also licensed through the Florida Department of Health.
- **School Nurses:** The school district employs 40 school nurses. Each district school is assigned school nursing services based on need. They provide medication administration training to staff and are responsible for creating Individual Healthcare Plans (IHCP). School nurses assess students' physical health while considering mental health and wellness.
- **School Social Workers:** The school district employs 55 Florida Department of Education certified school social workers. Each district school is assigned social work services 1-5 days per week based on need. The department utilizes a direct service delivery model to promote a connection between schools, families, and the community. Social workers provide consultation and coordinated interventions designed to help students access the supports they need for mental health and wellness in order to promote student success. Fourteen of the 55 FDOE certified school social workers are also licensed through the Florida Department of Health.
- **School Psychologists:** The school district employs 36 Florida Department of Education certified school psychologists that are assigned to schools according to need. School psychologists administer and interpret psychoeducational evaluation instruments and analyze complex student and school problems. One of the 36 FDOE certified school psychologists is also licensed through the Florida Department of Health.
- **Licensed Mental Health Professionals (LMHP):** The school district employs 6 licensed mental health professionals that hold active and clear licensure in mental health counseling (LMHC) or clinical social work (LCSW). They are trained in the diagnosis and treatment of mental health disorders, including methods of applying theories and practices and the

manner in which federal and state laws relate to mental health counseling. LMHP's apply this knowledge to assist school mental health teams to screen for, identify, and employ appropriate mental health prevention programs and interventions.

- **Intervention Support Specialists:** Each school within the school district has at minimum, a part-time intervention support specialist. They are responsible for facilitating the implementation of the Multi-Tiered Systems of Support (MTSS), Early Warning System (EWS), and Positive Behavior Intervention Support (PBIS) within the school setting. They coordinate and support targeted student interventions to implement and sustain MTSS/EWS and PBIS processes at the individual student, classroom, and school-based levels.
- **Prevention Specialists:** The school district employs prevention specialists that implement and coordinate school prevention programs including anti-bullying, alcohol, tobacco, and other drug use. In addition, they establish school and community partnerships, train and assist in implementing peer mediation, mentoring, restorative practices, and support social emotional learning (SEL) through the implementation of evidence-based curriculum.
- **Parent/Family Education:** Parent education is provided on the topics of bullying (physical, verbal, and cyber), social media, sexting, human trafficking, and other issues negatively affecting student physical, emotional and mental health.
- **Training for Staff:** Student services personnel offer training to school staff on a variety of topics that support the social/emotional development and well-being of students as well as enhance the staff's ability to identify concerning behaviors. Training topics include, but are not limited to, Youth Mental Health First Aid, PREPaRE Crisis Prevention and Response Training, Trauma Informed Care, Trauma Sensitive Schools, Trust-Based Relational Intervention (TBRI), CHAMPS, suicide prevention, LGBTQ, PBIS, SEL, peer mediation, peer mentoring, and Check and Connect.
- **Evidence-Based Prevention Programs:** The District supports and uses programs that have demonstrated the highest level of evidence of effectiveness. These programs, when implemented following the fidelity model, are likely to produce positive youth outcomes. District schools teach social-emotional learning (SEL) through evidence-based programs such as Second Step and Sanford Harmony. Schools are trained in and implementing Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices.
- **Required Health Instruction:** Students enrolled in grades 6 through 12 receive annual instruction in mental and emotional health education and students in kindergarten through grade 12 receive annual instruction on child trafficking prevention and substance use and abuse health education. Each lesson is developmentally appropriate by grade level and progresses from year to year as students move to the next grade level. All instruction is in alignment with Florida State Statute 1003.42 (2)(n) and State Board of Education Rules. The District expands this required instruction into additional topics related to wellness and healthy development for all K-12 students.
- **Response to COVID-19:** As a specific response to supporting students in their return to school under COVID-19 circumstances, the District convened an interdisciplinary cadre of leaders and mental health professionals (school counselors, social workers, psychologists, nurses and licensed mental health professionals) who completed a resource mapping activity to evaluate current services within the school district and local community. From that activity, the cadre developed a transition toolkit that provides school administrators with resources, strategies, and tools to ensure students feel emotionally and physically safe upon return to brick-and-mortar classrooms. Using research-based strategies published by numerous national organizations in response to the pandemic, the cadre focused on resource development in

the areas of mental health, attendance, positive behavior supports, social emotional learning, and health services. The transition toolkit includes activities teachers may use when conducting morning meetings that focus on building relationships and acknowledging feelings, resources for addressing attendance, and tools to employ for health concerns of students and families. The school district is utilizing the COVID-19 SEL modules from Edgenuity Purpose Prep to further support students' social/emotional needs as a result of this pandemic.

## Tier 2: Selected, brief strategies to support students at risk of or with mild mental health challenges.

The staff below provide direct and indirect services to address emerging or mild mental and behavioral health problems and prevent risky behaviors.

- **School Counselors:** School counselors address student mental health concerns through a process of referral and identification generated by school administrators, faculty and staff, self/peer, parents, guardians, or a community-based care provider. When a referral is made, school counselors collect quantitative data (e.g. attendance, grades, and/or number of referrals), qualitative data (e.g. student interview or observation), and administration of screeners to determine student satisfaction with life and sense of belonging to the school community. Services include classroom observations, collaborative intervention planning and implementation, individual and group counseling and consultation with administration and staff.
- **School Nurses:** Services include acting as a liaison between home, school, and medical providers when mental health challenges may be emerging.
- **School Social Workers:** Services include classroom observations, collaborative intervention planning and implementation, group counseling services, and assessment of family needs.
- **School Psychologists:** Services include classroom observations, assessment and interpretation of behavioral data to monitor response to interventions, consulting with school-based teams, identifying and implementing evidence-based interventions.
- **Licensed Mental Health Professionals:** Collaborate with school mental health professionals to support the use of formal/informal screening methods and assist school mental health teams in identification and delivery of targeted mental health interventions.
- **Intervention Support Specialists:** Continued coordination and support of targeted academic and behavioral student interventions to implement and sustain problem-solving processes at the individual student level.
- **Community Mental Health Supports:** The school district has collaborative agreements with local community mental health agencies to provide school-based counseling services as well as office and home-based services. Some of these agencies also provide substance abuse services.
- **Substance Use/Abuse Programs:** Teen Intervene is an early intervention program provided by the Hanley Foundation for 12 to 19-year-olds who display early stages of alcohol or other drug involvement. The Teen Intervene Program is outpatient and contains three sessions by a Hanley counselor, offered ten days apart. For more intensive intervention, Project Success small groups are led by Hanley Foundation group counselors using the social learning model. These groups focus on substance use/abuse for adolescents and offer seven different groups based on individual need: Alcohol and Other Drug Use; Sibling Group for students living with

alcohol or drug-abusing siblings; Non-Users Group for students that are not using but are facing peer pressure to use; Children of Substance Abusing Parents (COSAP) Group for students that live with an alcoholic or drug abusing parent/guardian; Abusers Group for students who are abusing alcohol, tobacco, and other drugs (ATOD) and are motivated to stop; Abuser/COSAP Group for students who are abusing ATOD and are living with a substance abusing parent/guardian; and Recovery Group for students who have already been in treatment or have stopped using on their own.

- **SEDNET:** Hendry County hosts the regional SEDNET, which facilitates and coordinates mental health services for youth with/or at-risk of emotional behavioral disabilities.
- **Response to COVID-19:** During this time of a global pandemic, as a specific response to students whose district-approved screeners indicate mild to moderate support needs, the District will work closely with school mental health teams to provide the appropriate level of support at the school level. These supports include, but are not limited to, utilizing Trust Based Relational Interventions (TBRI), Cognitive Behavioral Intervention for Trauma in Schools (CBITS), and small groups focusing on anxiety and depression.

### Tier 3: Intensive, ongoing strategies to support those with significant mental health needs.

The staff below provide direct and indirect services to address significant mental and behavioral health problems.

- **School Counselors and School Social Workers:** Services include collaboration with outside mental health and substance abuse treatment providers, consultation and collaboration with parents, follow-up with students and families regarding access to services, classroom observations, and individual and group counseling services.
- **School Nurses:** Services include acting as a liaison between home, school, and medical/community mental health providers as needed for students in treatment.
- **School Psychologists:** Services include working collaboratively with families and physicians providing direct and indirect mental health services to children with mental health and psychiatric diagnoses.
- **Licensed Mental Health Professionals:** Services include providing individual counseling services for mental health and substance abuse for the most intensive students, collaboration with outside mental health and substance abuse providers to ensure students engaged in necessary outside supports maintain these supports and school connection, support schools with re-entry planning process for students following an in-patient admission, and participation on school threat assessment teams.
- **Intervention Support Specialists:** Continued coordination and support of targeted academic and behavioral student interventions to implement and sustain problem-solving processes at the individual student level. Collaborate with student services staff regarding potential evaluation for exceptional student education services.
- **Community Mental Health Supports:** The school district has collaborative agreements with local community mental health agencies to provide school-based counseling services as well as office and home-based services. Some of these agencies also provide substance abuse services.

- **Substance Use/Abuse Programs:** The small groups provided by the Hanley Foundation as described in Tier 2 are also available as Tier 3 interventions.
- **District Crisis Counseling Response Team:** The primary purpose of the District Crisis Counseling Response Team (CCRT) is to offer support and assistance to students, families, and staff when a crisis occurs. The CCRT provides both direct and indirect psychological first aid intervention services. The CCRT coordinates additional follow-up supports depending on the nature of the crisis.
- **Response to COVID-19:** During this time of a global pandemic, as a specific response to students whose district-approved screeners indicate significant support needs, the District will continue to work closely with community-based mental health providers to provide referral pathways for students with significant needs. School mental health professionals will collaborate with the community providers to ensure mental health services and school-based supports are coordinated between agencies involved in the student's care.

## MULTIDISCIPLINARY SCHOOL MENTAL HEALTH TEAMS

The School District of Lee County developed, implemented, and trained multidisciplinary school mental health teams. These teams are comprised of the school counselor(s), school social worker, school psychologist, licensed mental health professional, and school nurse at each school (see Appendix A). The District developed a District School Mental Health Team Implementation Guide, based on an evidence-based problem-solving model to be used within a tiered system of supports by the school mental health teams. This implementation guide also contains a decision tree, district-approved mental health screeners, parental consent, referral and other related forms for services.

The multidisciplinary school mental health team reviews each student's presenting factors, screening results, and other relevant data to determine appropriate evidence-based tier 2 and 3 interventions to be implemented by school-based mental health professionals within 15 days from date of referral. Evidence-based mental health services include but are not limited to, Solution Focused Counseling; Cognitive Behavioral Therapy (CBT); Cognitive Behavioral Intervention for Trauma in Schools (CBITS); Holistic, Complementary and Integrated Therapies; Psycho-educational groups (e.g. coping strategies); Zones of Regulation; and Trust-Based Relational Intervention. When deemed appropriate for school-based mental health professionals to refer to an outside provider, the outside provider is responsible for a psychosocial assessment to diagnose, identify treatment needs and appropriate interventions to ensure a recovery-based model of care. Services must be initiated within 30 days after the school or district makes a referral,

As members of the school-based multi-disciplinary mental health team, school counselors, social workers, school nurses, school psychologists, and licensed mental health professionals meet weekly to discuss students' needs, services, and effectiveness of interventions. Additional team members may include parents, teachers, administrators, behavior specialist, ELL specialist, ESE specialist, and others as determined appropriate for each student. School social workers coordinate the provision of mental health services with a student's primary care provider and with other mental health providers to include case manager, psychiatrist, therapist, and other mental health professionals when appropriate. To facilitate this collaboration, the school will ensure that they offer the parent/guardian the opportunity to sign the parental permission for release of information form. Furthermore, community mental health partners will be encouraged to have a release signed for SDLC students as part of their intake process. This allows for communication that meets HIPAA and FERPA guidelines

related to confidentiality. Coordination efforts include case consultation, additional needs assessments, recommendations for school or home supports, and referral for additional services.

## **SCHOOL-BASED MENTAL HEALTH SERVICES THROUGH THE MENTAL HEALTH ALLOCATION**

The SDLC utilizes one hundred percent of the Mental Health Assistance Allocation funds to expand school-based mental health services for students and to train teachers and staff in detecting and responding to mental health issues. This is accomplished through direct employment of school mental health professionals and contracted services. These funds do not supplant other funding sources, increase salaries, or provide staff bonuses. As appropriate, the SDLC maximizes third-party health insurance benefits and pursues active consent for Medicaid School Match billing from parents with students receiving Medicaid. The District has also maximized other sources of funding such as federal grants, university partnerships, and community partners that serve the mental health needs of students on a gratis basis. Charter schools within the District's jurisdiction submit their plans independently from the school district and are provided a proportionate share of the Mental Health Assistance Allocation.

Using the Mental Health Assistance Allocation, the District hired Licensed Mental Health Professionals (6 FTE) that work in collaboration with school mental health team members and community agencies to provide consultation and services related to the delivery of tiered mental health supports to students enrolled in district K-12 schools. The full-time district-employed licensed mental health professionals staffed under the mental health allocation have a master's degree in a mental health area and clear and active licensure as a licensed mental health professional with the State of Florida. (Three are LMHC's and three are LCSW's.) The 2020-2021 funds will increase these positions by 15 FTE to ensure each school has a licensed mental health professional on its school mental health team in addition to the school counselor, school social worker, school psychologist, and school nurse roles that already serve on the team.

The District expanded its staff of school social workers by 10 FTE to ensure adequate staff for the provision of school-based mental health services to students as part of the school mental health team. These services include individual and small group counseling for students, referrals to outside providers, consultation/collaboration, and wraparound services with families and other agencies that may be involved in the student's continuum of care. Home visits with families are conducted for gathering information on a student's background. School social workers were assigned full-time at every high school and three to four days per week at each middle and elementary school to participate in tier 2 and tier 3 services within the multidisciplinary school-based mental health teams or with primary care providers and mental health agencies when additional mental health or substance abuse support is needed. Each school social worker staffed under the mental health allocation has a master's degree in social work and has met the Florida Department of Education certification requirements. In addition, five are also licensed (LCSW) and two are licensed interns. These 10 FTE will continue to be funded by allocation funds in 2020-2021.

The District expanded its staff of school psychologist positions by 4 FTE to ensure all school psychologists are formally assigned to designated schools rather than serving on a rotational

basis. The intent of these extra positions was to provide school psychologists the opportunity to serve regularly on the school mental health team at each of their assigned schools. One school psychologist is assigned full-time to the Success Academy, which is an alternative program for students with serious behavior challenges that resulted in reassignment to this intensive program. Each of the four school psychologists staffed under the mental health allocation has a specialist degree in school psychology and has met the Florida Department of Education certification requirements. These 4 FTE will continue to be funded by allocation funds in 2020-2021.

Collaborative partnerships with community mental health professionals are supported through *monthly* meetings of The School District of Lee County Interagency Council, *monthly* meetings of the Healthy Lee Behavioral Health Task Force; and *bi-annual* meetings with community and mental health partners.

Through contracted services with SalusCare, the largest local community behavioral health care agency, a full-time licensed mental health counselor (LMHC) is staffed at the Success Academy, including vacations and summer break, for students determined in need of therapeutic mental health and/or substance abuse intervention and services. The full-time licensed mental health counselor staffed under the mental health allocation has a master's degree in mental health counseling and clear and active licensure as a licensed mental health counselor with the State of Florida.

Through contracted services with SalusCare, the school district funds two intake and assessment specialists dedicated to serving the needs of SDLC students in a timely manner that are referred for services, including assessments required as a result of the school-based threat assessment teams and designated student code of conduct infractions that require referrals for assessment. Both of the specialists funded under the mental health allocation have a master's degree in mental health.

Formal communication pathways between local law enforcement agencies and the school district have been established regarding out-of-school involuntary hospitalization via Baker Act to ensure a re-entry plan is developed by the school mental health team upon return to school.

The District established, via memorandum of understanding, a partnership with the Center for Progress and Excellence for utilization of the Circuit 20 Mobile Crisis Response Team by district schools.

The District continues to expand partnerships via cooperative agreements with several mental health agencies. These agencies provide mental health, substance abuse, behavior analysis, and case management services to students with parental consent.

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Partnerships via Contracts or Interagency Agreements							
Provider	Mental Health Screening & Assessment	Counseling (Individual, group, family)	Psychiatric Services	Trauma Informed Care	Mobile Crisis Unit	Behavior Modification	Mental Health Navigator*
SalusCare	X	X	X	X			
Center for Progress and Excellence	X	X			X		
FGCU Counseling Center	X	X		X			
Lee Health/Kids' Minds Matter	X	X	X	X		X	X
Valerie's House		X					

\*The mental health navigator has a minimum of a bachelor's degree and is an experienced family member of an individual with serious emotional disturbance. The mental health navigator provides peer mentoring and support to families as they learn to navigate the health care system. Navigators reduce barriers that keeps patients from getting timely treatment by identifying patient needs and directing them to sources of emotional, financial, administrative or cultural support. The Mental Health Navigator will help families gain the skills, tools, and supports needed to be independent and confident.

The School District of Lee County currently employs 252 mental health professionals providing supports and services to 93,650 students in grades K-12. These professionals include 155 Florida Department of Education certified school counselors (11 are also LMHC's), 55 Florida Department of Education certified school social workers (14 are also LCSW's), 36 Florida Department of Education certified school psychologists (1 is also licensed), and 6 licensed mental health professionals (3 LMHC's and 3 LCSW's). When combining all of the school mental health professionals, the District has a staff to student ratio of 1:372. The disaggregated ratio of the District's school mental health professionals by group (school counselors—1:604, school social workers—1:1,702; school psychologists—1:2,601) exceeds the recommended ratios of the American School Counselor Association (1:250), National Association of School Social Workers (1:250) and the National Association of School Psychologists (1:500-700). The District strives to improve staffing ratios for school counselors, school social workers, and school psychologists through an annual review of current staffing allocations to better align with nationally recommended models and the additional assignment of school district funding to support this effort. The District expanded funding of school mental health professionals in the 2019-2020 school year by 12 FTE from district operational funds.

## DISTRICT MENTAL HEALTH TRAINING INITIATIVES

- PREPaRE Crisis Intervention and Recovery Training:** To be better prepared for supporting students, parents, and staff in the event of a crisis, multidisciplinary school-based mental health teams are trained in PREPaRE, an evidence-based school crisis prevention and response model. To build capacity of staff and perpetuate this training in upcoming years, the SDLC deployed a train-the-trainer model for Workshop Two, *Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals* and has nine trainers on staff. This approach allows the District to continue training its multidisciplinary school mental health teams while also ensuring all members of the School District Crisis Counseling Response Team are trained in the PREPaRE prevention and intervention model as they serve schools through a district response when required.
- Youth Mental Health Training:** Beginning in 2018-19, all school personnel began receiving youth mental health awareness and assistance training to help them understand the signs and symptoms of mental health challenges and how to assist a student who may be in distress or crisis. The SDLC continues providing *Youth Mental Health First Aid Training* for teachers and other school staff through the 34 certified trainers employed by the District.
- Question, Persuade, and Refer (QPR) Gatekeeper Training for Suicide Prevention:** This training teaches lay and professional “gatekeepers” the warning signs of a suicide crisis and how to respond.
- Trauma Informed Care Training for School Mental Health Teams:** This four-part training will teach the role of trauma in schools; the role of safety (trauma and attachment theory); the role of mindfulness (neuro-biology); and the role of compassion in cognitive disorders. This training is based on *“The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma”* by Bessel van der Kolk, M.D.
- Trauma Sensitive Schools Training:** This on-site school-wide training is offered to interested schools. The training leads schools through identifying strategies to create trauma-sensitive, safe and supportive schools. Three levels of progressive training are available.
- Trust-Based Relational Intervention Training:** Trust-Based Relational Intervention (TBRI) is a trauma-informed, evidence-based, attachment centered intervention that is designed to meet the complex needs of vulnerable children. Trust-Based Relational Intervention is comprised of three principles, Connection, Empowerment, and Correction principles. Trainees gain insights & strategies regarding how trauma impacts the brain, biology, body beliefs, and behaviors of children and families. The school district offers TBRI training in the following formats: Overview of TBRI for school leaders, which lays the foundational understanding for trauma-informed classrooms; TBRI Practitioner Lead training for school mental health professionals, which trains these professionals to coach and support TBRI implementation in the classrooms; and TBRI training for teachers.
- Trauma Informed Practices for K-12 Schools (Kognito):** This training, offered to *all* district staff, is an interactive role-play simulation for educators to build skills, confidence, and empathy to better support students whose behavior might be related to sources of trauma or distress.
- At-Risk for K-12 Educators: Youth Mental Health Awareness (Kognito):** This training, offered to *all* district staff, is an interactive role-play simulation for educators that builds awareness, knowledge, and skills about mental health and suicide prevention. This training teaches educators to identify warning signs of psychological distress, including verbal, behavioral, and situational clues; lead conversations with students to discuss concerns, build resilience, and

increase connectedness; and assess the need for referral, motivate the student to seek help, and make a warm hand-off to support.

## PROCESSES FOR DOCUMENTING OUTCOMES

The following processes are currently in place to collect data regarding the number of students screened/assessed, number of students referred for internal mental health services, and number of students referred to an outside mental health provider:

- For any student being referred to the multidisciplinary school mental health team for a mental health or substance use concern, a school-based referral form is completed. The school mental health team reviews the concerns detailed on the referral using the problem-solving model as a guide to determine next steps for the student. Based on the paths taken via the problem-solving model, appropriate student and parental consent is obtained. School-based mental health services must be initiated within 15 days after identification and assessment, as specified in s. 1011.62, F.S. Required timelines from referral to assessment and from assessment to commencement of school-based services are documented and monitored by the school mental health team and district mental health leadership team.
- When referring to an outside mental health agency, school counselors, social workers, school psychologists, or licensed mental health professionals complete the SDLC referral consent form. Required data is entered into the confidential student information system for tracking and reporting. Support by community-based mental health service providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral, as specified in s. 1011.62, F.S. The school social worker is responsible for reporting the outcome of the referral and working with the family and agency to remove barriers that may impede access to services.
- SDLC social workers provide wraparound services to families of students. They provide a combination of direct service support and referrals to district and community mental health providers to meet the unique needs of each student based on the assessment outcomes and collaboration with parents. They communicate outcomes and progress with the school mental health team and support the reporting process as outlined in state statute.
- The SDLC uses a secure electronic record system for tracking documentation of mental health services provided by district personnel, including referrals to outside agencies. The system tracks mental health assessments, screening results and progress notes. The SDLC ensures confidentiality of student information, as required by FERPA.

### Program Oversight and Training for Schools

The School District Mental Health Leadership Team provides ongoing and progressive mental health trainings for school mental health professionals and supports each school mental health team. The district team schedules bi-annual meetings with each approved mental health provider. Additionally, this team evaluates district policy and procedures that support the mental health services in the district. Data reporting related to state statutory requirements is reported by the School District Mental Health Leadership Team to the Florida Department of Education annually each September 30<sup>th</sup>.

## Appendix A

School Mental Health Team Members				
School Counselor	School Social Worker	School Psychologist	School Nurses	Licensed Mental Health Professional
<p>Deliver the school counseling core curriculum that proactively enhances awareness of mental health; promotes positive, healthy behaviors; and seeks to remove the stigma associated with mental health issues</p> <p>Provide students with individual planning addressing their academic, career and social-emotional (including mental health) needs</p> <p>Advocate, collaborate, consult, and coordinate with parents, school staff and mental health agencies to ensure students and their families have access to mental health services</p> <p>Design and implement comprehensive programs that promote academic, career and social-emotional success for all students</p> <p>Provide staff development related to removing barriers to learning, mental</p>	<p>Promote a connection between schools, families, and the community</p> <p>Meet with families at school, home, or in the community to identify and reduce barriers to school attendance and participation in education</p> <p>Connect families with necessary resources to support student educational participation and progression</p> <p>Provide staff development related to removing barriers to learning, mental health, wellness, and other topics</p> <p>Data collection and evaluation of school-wide social and emotional programs</p> <p>Provide wrap around services to students and families to overcome barriers that limit access to services</p> <p>Participate on crisis prevention and intervention teams</p>	<p>Consult with teachers to promote infusion of SEL into classroom/ curriculum and resiliency building</p> <p>Support the development and implementation of school-wide positive behavior interventions and supports with a focus on creating a positive school climate</p> <p>Demonstrate expertise in universal screening for academic, behavioral, and emotional barriers to learning</p> <p>Analyze data collection and evaluation of school-wide social and emotional programs</p> <p>Consult on effective discipline policies and practices, especially to ensure culturally responsive practices and avoid disproportionate applications to specific populations</p>	<p>Provide medication administration and health care to students, as well as training to staff as appropriate</p> <p>Develop individual Healthcare Plans and participate in the development of 504 and IEP plans</p> <p>Share information relative to diagnosis, treatment, medication and side effects with school mental health team</p> <p>Responsible for creating Individual Healthcare Plans (IHCP).</p> <p>School nurses conduct screenings for behavioral and mental health care concerns that arise when meeting with students</p> <p>Participate on crisis prevention and intervention teams</p>	<p>Communicate with parents, guardians and school staff about student case details</p> <p>Collaborate with school-based student services staff to support use of formal/informal universal screening methods</p> <p>Assist with suicide and threat assessment as necessary</p> <p>Serve as a liaison among partners, agencies, and staff</p> <p>Train stakeholders in areas of mental health, crisis response, and evidence-based programs</p> <p>Monitor compliance to statutory and district mental health requirements and data entry among schools and providers</p> <p>Carry a caseload of students needing intensive mental health counseling and/or substance abuse evidenced based interventions on a consistent basis.</p> <p>Coordinate reentry and transition plans</p>

<p>health, wellness, and other topics</p> <p>Participate on crisis prevention and intervention teams</p>		<p>Participate on crisis prevention and intervention teams</p> <p>Provide staff development related to mental health problems</p>		<p>for students returning to a traditional school setting</p> <p>Provide Tier 2 and Tier 3 brief small group and individual counseling sessions using evidenced based interventions</p> <p>Facilitate and provide consultation to school-based mental health teams</p> <p>Complete appropriate referrals to outside agencies for additional community based mental health services</p> <p>Participate on crisis prevention and intervention teams</p>
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## Appendix B

School District of Lee County			
Mental Health Assistance Allocation (MHAA) FY21			
<b>Total Allocation</b>			<b>3,222,374.00</b>
<b>Charter Proportionate Share</b>			<b>378,819.00</b>
<b>District Allocation</b>			<b>2,843,555.00</b>
	<b>FTE</b>	<b>Average Cost</b>	<b>Line Item Total</b>
<b>Staff</b>			
Director, School Counseling and Mental Health Services	0.2	28,347.00	28,347.00
Coordinator, Mental Health Services	1	114,326.00	114,326.00
School Psychologist	4	85,537.00	342,148.00
School Social Worker	3	69,828.00	209,484.00
Licensed Mental Health Professional (LMHC, LCSW, LMFT)	21	80,022.00	1,680,462.00
Mileage and Associated Costs for MHAA Staff, including Coordinator, LMHPs, social workers, and psychologists funded from the MHAA		35,000.00	35,000.00
Extended School Year for Some School-Based Mental Health Professionals to Continue Support for Students in Need		50,000.00	50,000.00
<b>Contracts</b>			
Mental Health Counselor for Success Academy	1		
Mental Health Services (Clinicians) for Referred Students	2		283,788.00
<b>Mental Health Training and Implementation Support</b>			
Training for Mental Health Professionals, School Staff, and Administrators; Supplies; Counseling Materials		100,000.00	100,000.00
<b>Total Expenses</b>			<b>2,843,555.00</b>
<p><i>This proposed budget contains approximate amounts based on current information and technical assistance from the Florida Department of Education. Proposed amounts and categorical funding assignments subject to change.</i></p>			
<p><i>Note: Mileage and associated costs line item pays for the mileage, required equipment, training, and supplies for the district mental health coordinator, school social workers, school psychologists, and licensed mental health professionals staffed using the mental health allocation.</i></p>			