



Mental Health Assistance Allocation Plan Monroe County School District

Focus on Delivering Evidence-based Mental Health Services

- Classroom teachers deliver evidence-based mental and substance abuse prevention curriculum as part of Tier 1 at least weekly. Lesson plans are provided in each program used and effectiveness is determined through analysis of discipline data. The following evidenced-based programs are used: *Positive Behavior Intervention Supports, Safer Smarter Schools, Second Step, Overcoming Obstacles, and Project Wisdom*. Teachers participate in standardized professional development which provides evidenced-based strategies for Trauma Informed Care.
- School Counselors deliver standard, evidence-based treatment protocols of small group counseling or Check-in Check-out for support of targeted students at the Tier 2 level. Support at this level occurs at least weekly and may be as often as daily. These services are documented through school counselor schedules with data collected in the form of Likert scales, data chat logs, and reductions in office discipline referrals. This data is analyzed to assess intervention effectiveness and necessary next steps.
- School Counselors, School Social Workers, and School Psychologists deliver evidence-based interventions and services based on individual needs. These services occur one-on-one at the Tier 3 level and often incorporate cognitive behavioral strategies. In addition, the following evidence-based programs are used: *Zones of Regulation, Why Try, and Mind Up*. These services are documented in detailed Functional Behavior Assessments which include a Behavioral Intervention Plan specifically tailored to each individual student's need. Data is collected in the form of Likert scales, time-based interval recordings with peer comparisons, reports of frequency and duration, scatter plots, and office discipline reports. Plans are written holistically to include a school, home and community agency component. These services also include development of student behavioral contracts, consultative services with teachers focused on communication and restorative practices, and referrals to outside agencies.

Supports that addresses mental health needs assessment, diagnosis, intervention, treatment, and recovery

- Multiple data points are used to identify students with potential mental health needs. A behavioral referral checklist is used to screen students. Problem-behavior questionnaires, parent-teacher-student motivation interviews, and motivational assessment scales are also used. Outside agencies provide screening assessments for some intensive students. Diagnosis is reached through a collaborative effort of school-based and external community specialists. This may include outside mental health and family support personnel. Treatment includes services provided on an individual level and involve multi-agency entities through authorized releases of information. Recovery includes transitional plans from Tier 3 to Tier 2 with consultation and data monitoring between tiers.

BE THE ONE is our commitment to providing a safe and nurturing educative environment which allows students to reach their social-emotional and academic potential.



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Evidence-based Mental Health Services for students with one or more co-occurring mental health or substance abuse diagnosis and students at risk of diagnosis.

- Mental Health Services and interventions are delivered at least weekly for students at Tier 2 and daily for our most intensive students at Tier 3. These evidenced-based interventions are described in the first section and include coordination with outside agencies.

Collaborative Partnerships with Community Providers and Agencies

- The Monroe County School District maintains valuable partnerships with Community Providers and agencies. These include: Keybridge Counseling, the Guidance Care Center, Wesley House Family Services, the Domestic Abuse Shelter, Children in Need of Services/Families in Need of Services, Department of Juvenile Justice, Monroe County Sheriff's Department, Key West Police Department, Florida Keys Outreach Coalition, Rural Health Network, private therapists/psychologists/psychiatrists, local pediatricians/physicians, Samuel's House/Christina's Courage, Center for Autism and Related Disabilities, Florida Diagnostic Learning and Resources System, Sednet, University of South Florida's Positive Behavioral Support and Multi-tiered Systems of Supports projects, and Pinnacle Group. Collaboration includes information and resource sharing, coordinated treatment planning and delivery, and consultative services.
- As described above, outside agencies provide screening assessments for some intensive students. Diagnosis is reached through a collaborative effort of school-based and external community specialists. Treatment includes services provided on an individual level and involve multi-agency entities through authorized releases of information. Recovery includes transitional plans from Tier 3 to Tier 2 with the use of consultation and data monitoring between tiers.

Process for Coordinating Mental Health Services with a student's primary care provider and other mental health providers, including procedures for information sharing

- Services are provided on an individual level and involve multi-agency entities through authorized releases of information. This form clearly articulates the nature of information to be shared including exchange of information related to mental health treatment plans, diagnoses, medication, treatment progress notes, grades, office discipline referrals, Individual Educational Plans and other information deemed to be educationally relevant. All information is shared on a need-to-know basis and used for the purposes of coordination and consistency of care between agencies.

Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community).

Number of students referred and served by School Social Workers in 2017-2018.

Students Screened	Referred for Services	Receive Services
318	89	85

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Identifies number and credentials of mental health services providers employed

Title and Number of Positions		Credentials
School Psychologists	4	Master's plus Specialist Degree
Behavioral Specialist	.5	Master's Degree
Behavioral Specialist	1	Master's plus BCaBA
School Counselors	20	Master's Degree
School Social Workers	2	Master's Degree
Total	27.5	Master's Degree Plus

Identifies number and credentials of mental health services providers contracted by the district.

Title and Number of Positions	Credentials
Behavior Analyst and Consultant for ESE (1)	Ph.D.

The Monroe County School District partners with 14 additional mental health professionals and intervention therapists from the Guidance Care Center paid through state and federal funds.

Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.

- 100% of this allocation will be used to increase the number of School Social Workers and expound the number of students served through an interagency agreement with Guidance Care Center. *This allocation does not supplant other funding sources or increase salaries or provides bonuses.*

Describes how district will maximize use of other sources of funding to provide school-based mental health services:

- The Monroe County School District will maximize the use of other sources to provide school-based mental services through capitalizing on the ability to bill for Medicaid Reimbursement for services administered through all qualified staff, including school psychologists, school social workers, and school counselors for administrators. A Medicaid specialist will be reinstated to provide oversight with these processes.

All assurances are located on the Superintendent's Cover Sheet.

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A) **Monroe County School District**
 Name of Eligible Recipient _____

B) _____
 Project Number (DOE Use Only)

TAPS Number

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6130	130	Salaries - Provides for supervision of all project activities; specific areas for supervision/ coordination are listed by position below. School Social Worker – School/home/community liaison, provides intensive individualized behavioral assessments/ interventions/outcome measures, crisis response	2	\$ 129,600.00
6130	210	Retirement		\$ 10,704.96
6130	220	Social Security		\$ 9,914.40
6130	230	Group Insurance		\$ 21,338.80
6130	240	Worker's Compensation		\$ 3,110.40
5200	310	Professional, Technical Service: Contracted Services - Expand current contract with Guidance Care Center. This expanded contract will provide for at least 3 additional mental health counselors to be assigned to schools on a rotating basis.		\$ 68,192.44
C) TOTAL				\$ 242,861.00

Instructions

Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or

A. Enter Name of Eligible Recipient

B. (DOE Use Only)

Column 1 (Function) School Districts Only:

Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools

Column 2 (Object) School Districts:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools

Community Colleges:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

Universities & State Agencies:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

Other Agencies:

Use the object codes as required in the agency's expenditure chart of accounts.

Column 3 All Applicants:

Account Title:

Use the account title that applies to the object code listed in accordance with the agency's accounting system.

Narrative: Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position listed.
- Other Personal Services - describe the type(s) of services and an estimated number of hours for each type of position. OPS is defined
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide spe
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- Travel - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional

Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:

Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded

Column 5 (Amount) Provide the budget amount requested for each object code.

C. Total - Provide the total for Column (5) on the last page. Amount must be the same as requested on the DOE 100A- or B.