

MENTAL HEALTH ASSISTANCE ALLOCATION PLAN – 2020-2021

The School Board and Superintendent for The School District of Osceola County, FL have made mental health services a priority within the district's strategic plan. As we enter Year Two of our Strategic Plan the creation of a separate strategy – **Goal 5 – Safety and Security** – “Ensure a safe and positive learning environment for all” has shown significant progress. Activities include training staff in mental health and suicide prevention awareness, increasing support for students identified in need of receiving mental health services, reducing chronic student absenteeism, compliance with district and state security requirements and the reduction of the percentage of exclusionary practice.

A. Mental Health Assistance Allocation Plan

- **Describe the delivery of evidence-based mental health assessment, diagnosis, intervention, treatment and recovery through a multi-tiered system of supports**

Tier 1

- Counseling and curriculum staff are working together to provide Social Emotional Learning (SEL) within our Curriculum Unit Plans (CUPS) for grades Kindergarten through 12th grade. Students will learn activities which will assist with the five SEL competencies (self-awareness, self-management, social awareness, responsible decision-making and relationship skills) through Math, English Language Arts, Science and Social Studies.
- Students in Grades 3 – 12 will be screened through a survey from Panorama, which will be designed to identify concerns with Social Emotional Learning (SEL). Counselors, School Social Workers, School Psychologists and Administrators will review the data on a regular basis to study and refer for trends or concerns. Panorama will work with the School District designees to assist in interpreting data and assisting with the application of the most appropriate Social Emotional Curriculum based on student replies.
- Non-instructional employees and teachers of all grades were recipients of a two-hour mental health training at the beginning of the 2018-2019 school year. In 2019-2020 we trained with the state approved Kognito training in Mental Health. For the 2020-2021 school year we will be offering Kognito training in Trauma Informed Processes. With the advent of COVID19 and the social justice movement, we are also offering a training by our mental health professionals to every school staff discussing mental health and trauma. In addition. Youth Mental Health First Aid (YMHFA) Training began in 2018-2019 and continues to be offered to all employees throughout the summer and the upcoming school year with the goal of having all employees trained by Summer 2022. Trainers are in the process of taking the courses in order to offer YMHFA virtually. The referral process has been explained and staff can refer students as needed.

Tier 2

- Assessment, diagnosis, intervention, treatment and recovery can be received through many channels, including school-based personnel and/or community partners. Students can be referred through established procedures which allow for parent referral, self-referral, friend referral, threat assessment referral or other areas of concern. Once referred, the student will be assessed by a staff member with mental health training, i.e. counselor, school social worker or school psychologist. Based on the assessment the professional can schedule regular meetings which include Brief Therapy, referral to an outside agency and/or conference with parents and/or mental health therapist.

Tier 3

- If the student requires services from an outside agency, referrals are screened for Medicaid funding and referred to the agency with the best match. If the student does not have funding or private insurance co-pay is too high for the parents, student is referred to a contracted agency for services which are paid for through the mental health allocation.
 - Therapists from fourteen outside agencies are invited to schools to set up times to meet with students or may meet with them at home. Services are ongoing.
 - Therapists and outside agencies are asked to meet monthly to discuss interventions, recommended treatment and how recovery can be assisted by the educational system
 - Therapists and outside agencies are included in the MTSS process and the IEP meetings as needed
 - Therapists provide monthly updates in written form to be included for students for which they are serving.
- **State how the plan will focus on 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.**
 - Second Step offered at all elementary and K-8 schools
 - Licensed School Social Workers and Licensed Mental Health Counselors provide Cognitive Behavioral Counseling
 - Sanford Harmony – Sanford Harmony is a socio-emotional teaching program that promotes strong classroom relationships between all students. The curriculum is aligned to Common Core state standards and is designed to be delivered in the classroom preschool through sixth grade. The goal of the curriculum is to reduce bullying, develop students who are tolerant, compassionate and to become caring adults.
 - Two trainers in Teen Mental Health First Aid
 - Lifelines Suicide Prevention Training for Middle School Counselors
 - Partnership with Community Mental Health Agency for substance abuse counseling
 - Zones of Regulations – The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to

increased control and problem-solving abilities using a cognitive behavior approach. We are currently using Zones in 4 elementary schools with plans to expand to 7 elementary schools next year.

- **Describe the process for coordinating mental health services for students at charter schools that are part of the school district's plan.**
 - Training on the district mental health referral system will be offered to all mental health staff at charter schools that are part of the school district's plan.
 - The Coordinator of Student Services is available with the mental health team to answer all questions and provide guidance.
- **Include 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**
 - Addition of 12 School Social Workers, 2 Mental Health Counselors, 2.5 School School Psychologists
 - Ratio of School Psychologists 1:2094 (18-19) decreased to 1:1673 (20-21)
 - Ratio of School Social Workers 1:5038 (18-19) decreased to 1:2231 (20-21)
 - School Social Workers (12 Licensed School Social Workers)
 - High Schools 4 days a week (Previous 1 day a week)
 - Middle Schools 2 days a week (Previous 1 day a week)
 - Elementary 1 – 2 days a week (Previous ½ to 1 day a week)
 - Licensed Mental Health – Oversee mental health referral system. Provide consultation with parents, School counselors, School Social Workers, School Psychologists. Coordinate services with fourteen contracted community agencies
- **Identify 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).**
 - Based on a matrix including free and reduced priced meals, ELL and ESE populations, mental health referrals, threat assessments and number of students, Student Services allocations were redistributed
 - School Social Workers
 - High Schools 4 days a week (Previous 1 day a week)
 - Middle Schools 2 days a week (Previous 1 day a week)
 - Elementary 1 – 2 days a week (Previous ½ to 1 day a week)
 - School Psychologists – 2.5 days (Previously 2 days) at each school which allow for a combination of assessment, meetings and counseling
- **State how the plan will establish school board policies and procedures for all schools, including charter schools, to ensure:**
 - Students referred for a mental health screening are assessed within 15 days of referral
 - Students receive screening for mental health services through a Threat Assessment process, mental health referral or referral to mental health professional at the school

- Threat Assessment process for Threat to self will include the Columbia Assessment which is a screener completed by the mental health person
- These assessments / screenings are completed the same day and a referral is made on that day
- School-based mental health services are initiated within 15 days of identification and assessment; and
 - Students who show a need for services will be referred same day to a mental health professional at the school who will conference with legal guardians to establish a recommendation for care
 - Based on the recommendation the student will receive services at a crisis unit, mental health agency or begin meeting on a regular basis with the appropriate professional mental health personnel at the school
- Community-based mental health services are initiated within 30 days of referral
 - Memorandums of Understanding include the requirement that information regarding services is shared with the School District within 15 days
 - Agencies return an "Assignment" Form which provides the school counselor information and the date first seen
 - This information is communicated with the referring mental health professional

Once approved by the School Board, the plan will become part of School Board Adopted Plans, School Board Rule 2.25. Charter schools have access to all plans as part of the School Board Rule. Our current procedures have been in place for several years and already provide immediate assistance to students in the public schools. In addition, we share training and support to charter schools including copies of processes.

- **Describe the 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.**
 - All parents are requested to complete a Health Information Sheet which provides information on and permission to speak with the Primary Care Physician and other health care providers
 - Should the school become aware of a student who is receiving services or refer a student for services and find out he/she are receiving services, contact is made with the mental health professionals or if necessary the primary care physician to collaborate in the student's care
- **Identify 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.**
 - Understanding of all staff with regards to mental health signs and symptoms AND understanding of the importance of the referral process
 - 2 Hour Mental Health Training in 2018-2019
 - 2 Hour Mental Health Training including Kognito Mental Health in 2019-2020
 - 2 Hour Mental Health Training including Kognito Trauma Informed Processes in 2020-2021

- An agreement with Crisis Centers to supply Discharge Summaries when students have been discharged for follow up at school
- A 48-hour turnaround from the time a mental health referral is signed by a parent through the time the referral is processed and referred to a community agency
- Immediate access to a mental health professional through school and district mental health persons
- Second Step offered at all elementary and K-8 schools
- Licensed School Social Workers and Licensed Mental Health Counselors to provide Cognitive Behavioral Counseling and Brief Counseling
- Sanford Harmony – Sanford Harmony is a socio-emotional teaching program that promotes strong classroom relationships between all students.
- Two Instructors in Youth Mental Health First Aid Teen for high school
- Lifelines Suicide Prevention Training for Middle School Counselors
- Partnership with Community Mental Health Agency for substance abuse counseling
- Zones of Regulations – The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities using a cognitive behavior approach
- Inclusion of SEL Curriculum in our Curriculum Unit Plans for all grades
- Mandated 5-hour training through Edgenuity and Purpose Prep for training in Social Media Awareness, Suicide Prevention, Signs and Symptoms, Human Trafficking and Substance Abuse for Grades 6 through 12
- Mandated training for K- 5 in Human Trafficking and Substance Abuse through Safer, Smarter Kids for all students
- Teaching for K-5 is provided by school counselors and School Social Workers
- Established, Research based communication with families whose students show signs of chronic absenteeism
- Collaboration with National Alliance on Mental Illness (NAMI) to present *Ending the Silence for Youth* to be presented in Middle and High Schools
- **Describe the process for coordinating mental health services for students at charter schools that are part of the school district's plan**
 - Charter Schools that elect to participate in the School District's Plan are included as part of the mental health referral process
 - Included in all professional development
 - Participants in the new Student Database Module which includes access to online forms and automatic alerts to appropriate personnel for Threat Assessments, MTSS
 - Consultation with Mental Health Team, appropriate school personnel and administrators if needed
 - Crisis Team Intervention

• **Identify strategies to:**

- Improve the early identification of social, emotional or behavioral problems or substance abuse disorders:
 - Panorama surveys will provide SEL information for students which will allow for Targeted Tier 1 interventions
 - Continued Professional Development for staff and increased education for students in the signs and symptoms of mental health and trauma processes
 - Cross training with community mental health agencies and school districts with emphasis on early identification
 - Teacher Education
- Improve the provision of early intervention services; and
 - Two Trainers for National Council for Youth Mental Health First Aid Teen
 - Panorama surveys will provide SEL information for administrators which will allow for Targeted Tier 1 interventions
 - District School Counseling Department is working with schools to identify and improve the needs
 - Collaboration with National Alliance on Mental Illness (NAMI) to present *Ending the Silence for Youth* to be presented in Middle and High School
 - Collaboration with Valencia Community College Peace and Justice for high school relationship building and social emotional skills
- Assist students dealing with trauma and violence
 - Formulation of District Mental Health Team, comprised of School Counselors, School Social Workers and School Psychologists
 - Develop Professional Development in Trauma and Social Justice
 - Meet regularly with school Professional Learning Communities to ensure understanding of student issues and concerns
 - Provide a monthly newsletter for both parents and professionals dealing with mental health, trauma and social justice issues
 - Parenting classes in English and Spanish dealing with mental health issues including Adverse Childhood Experiences (ACES) and trauma
 - Collaboration with Department of Children and Families (DCF) and Child Welfare in identification of and access to services for students in care due to trauma
 - Trauma informed persons available to assist mental health persons assisting students
 - Continued training in mental health and trauma processes for employees
 - Mental Health Minutes, provided by School Social Workers through Social Media and School Announcements
 - Social Marketing of the “Check-In” Project which provides mass media coverage on a variety of mental health topics and provides short videos by community partners and school mental health professionals

B. Expenditures

- **Number and licensure/certification of school-based mental health providers funded by the allocation**
 - Two licensed Mental Health Therapists – Certified in School Social Work, and Licensed Clinical School I Social Workers
 - Supervisor of Social Services – Licensed Clinical School social worker
 - Twelve School Social Workers –
 - Required Degree: Master’s in social work (MSW)
 - Required: Certification in Social Work or Licensure
 - Three School Social Workers are certified in School Social Work and Licensed Clinical Social Work
 - Two are Licensed Clinical School Social Workers
 - Two are Certified and Registered Interns
 - Three are Registered Interns
 - Two have temporary certificates
 - Two- and One-Half School Psychologists –
 - Certified in School Psychology

- **Number and licensure of community-based mental health providers funded by the allocation**
 - Four agencies provide licensed and registered mental health personnel and bill for services for students who need mental health services and are unfunded

- **School district expenditures for services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers.**
 - As of May 2020, billing, over \$75,000.00 has been expended on mental health services with local agencies. With the advent of Covid19, the trauma with Covid19 and social justice and the number of families who are unemployed we anticipate a substantial increase in this area

• **Detailed Expenditures**

Estimated allocation of funding	\$ 2,418,018.00
Hold Back for charter school proposals	\$ 472,225.00
Continuation of 2 Licensed Mental Health Counselors	\$ 120,000.00
Continuation of Supervisor of Social Services	\$ 90,000.00
Continuation of 12 School Social Workers	\$ 720,000.00
Continuation of Clerical for Data Reporting and Medicaid Reimbursement	\$ 40,000.00
Continuation of 2 School Psychologists	\$ 140,000.00
Addition of .5 School Psychologist	\$ 25,000.00
Community Partner Funding for uninsured students	\$ 275,000.00
Medical Records System	\$ 55,000.00
Student Records System for MTSS / Threat Assessment	\$ 100,000.00
Professional Development (Threat Assessment / YMHFA/Suicide Prevention/Trauma Informed Process)	\$ 150,000.00
Peace and Justice Training for High School Students	\$ 25,000.00
Software Programs for Mental Health Education of Students	\$ 160,000.00
Computer Equipment (Please see Attachment 1)	\$ 26,806.00
Reserves for undistributed FTE (to be used for Prof. Development if available)	\$ 18,987.00

C. Expenditure Assurances

- **State how 100 percent of funds are used to expand school-based mental health care; train educators in responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.**
 - *“One hundred percent of funds are used expressly for the expansion of school based mental health care, professional development of educators including Youth Mental Health First Aid and the connection of children, youth and families with appropriate behavioral health services. In addition, the funds are assigned a specific program number and all items listed under the expenditures are assigned to that program number and audited by Finance, the Superintendent’s office and Student Services.”*

- **Provide a statement that ensures the Mental Health Assistance Allocation does not supplant other funding sources, increase salaries or provide staff bonuses.**
 - *“The Mental Health Assistance Allocation does not supplant other funding sources, increase salaries or provide staff bonuses.”*

- **Describe how the district will maximize the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).**
 - The district currently uses the following to maximize the use of other sources of funding:
 - Title IV
 - Medicaid Reimbursement
 - Systems of Care Expansion Grant (3 Million dollars over four years - through 2021)
 - Contracted services from 14 agencies who bill Medicaid for School Based services
 - Pro-bono from 14 mental health agencies (Pro-bono services are written into the Memorandums of Understanding)

D. Program Implementation and Programs

- **Identify the number and ratios of Florida Department of Education-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).**
 - 26 School Social Workers 1:2231
 - Eight – Certified in School Social Work, and Licensed Clinical School Social Workers
 - Four- Licensed Clinical School Social Workers
 - Seven – Certified in School Social Work
 - Six - Registered Interns
 - **Attachment 2**
 - Three – Master’s Social Work, Temporary Certificate
 - 34 School Psychologists 1:1970
 - Eight state certified in School Psychology and Licensed School psychologist
 - Thirty state certified in School Psychology
 - 121 School Counselors 1:442
 - **DOE Certified**
 - **Attachment 3**

- **Describe a system 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; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.**
 - Students who are screened and determined to be in need of mental health services receive a pinwheel on their electronic student record. These pinwheels are assigned by the school counselor and notes are written to track the reason for the pinwheel. Pinwheels are assigned colors based on “active”, “completed”, “parents refused” and “notify administrator when student enrolls”
 - All referrals for students go through a single point of access. A database is kept that tracks all the data including the assignment, the therapist, the agency, when services began and when they were successfully concluded
 - Student Service Summaries are received monthly on all students assigned to an agency, outlining how often the students is seen and the goals
 - Counselor Notes, Social Work Notes and Student Documentation in the Student Records information
 - Threat Assessment folders maintained in the administrator’s office
 - 2020-2021 – The acquisition of a module within our Students Records Database which uploads forms for MTSS, Section 504, Threat Assessment, Mental Health Referrals
 - Forms stay with the student
 - Alerts are sent to applicable personnel

- Tracking stays with the student
- Forms provided are fillable with student records information and are DOE approved