

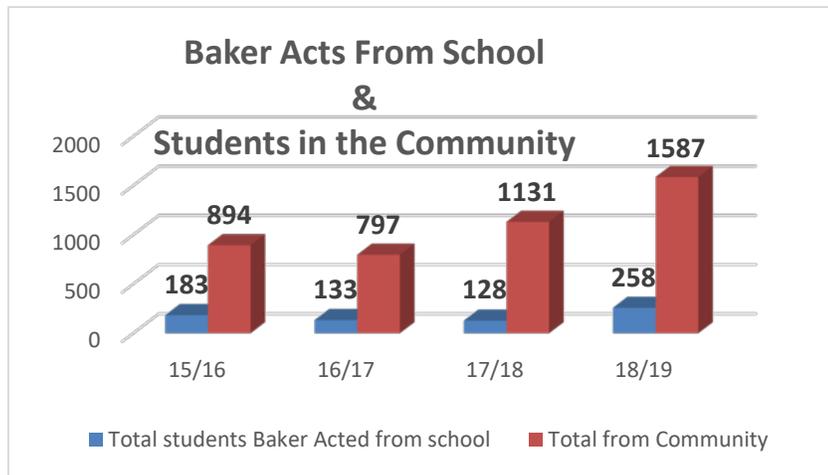
**Mental Health Assistance  
Allocation Plan  
Polk County Schools  
2019/2020**

**Executive summary:**

The purpose of Senate Bill 7026, the *Marjory Stoneman Douglas High School Public Safety Act*, is to comprehensively address school safety. The expectation is that each public school student in Florida has access to a mental health professional at school by the 2019-2020 school year. The legislation also requires the development of a variety of resources, a comprehensive continuum of supports from prevention to intensive intervention, and collaboration with community service providers. Mental health services are to be integrated with other social/behavioral/emotional supports in a multi-tiered structure. Funding for this initiative is provided through a Mental Health Assistance Allocation.

Charter schools have the option of accessing the services and structures enumerated in this plan, or of developing their own plan. All charter schools in Polk County have opted to participate in this plan with the exception of Lake Wales Charter and New Beginnings charter. As approved by their respective school boards, the Lake Wales and New Beginnings plans are included with this submission. The Mental Health Assistance Allocation for Polk County Public schools is approximately \$2.6 million. A proportionate share of approximately \$136,229 will be allocated to Lake Wales and New Beginnings. In Polk County, the funds will be dedicated to the delivery of evidence-based mental and behavioral health care (including assessment, diagnosis, intervention, treatment and recovery, prevention and intervention).

As evidenced by the data below, there is a growing need and interest in increasing access to mental health supports and to improving the social, emotional, and behavioral development of our students.



While many indicators of crime and violence in our society have declined, the incidence of behaviors driven by mental health and developmental issues have increased. For example, according to the *2011 Florida Vital Statistics Annual Report*, there were 85 suicides and 31 homicides in Polk County in 2011. The rate of Baker Acts, a final strategy to prevent harm to self or others, has rapidly increased in this district, the state and the nation. At the same time, community and school resources to provide services are scarce. Per capita, the state of Florida provides the least funding for mental health of all 50 states.



The current ratios of Mental Health Service providers in Polk County Schools are:

| DISTRICT NAME | Membershi<br>p | School<br>Counselors | School Conselor<br>Student Ratio | School<br>Psychologists | School Psychologist<br>Student Ratio | Social<br>Workers | Social Worker<br>Student Ratio | Student<br>Services | Total Student<br>Services Ratio |
|---------------|----------------|----------------------|----------------------------------|-------------------------|--------------------------------------|-------------------|--------------------------------|---------------------|---------------------------------|
| POLK          | 105,673        | 244                  | 1: 433                           | 47                      | 1: 2248                              | 43                | 1: 2,458                       | 334                 | 1: 316                          |

All of these personnel can provide mental health services. Our district level steering team is working with the appropriate departments to develop ways that more of our personnel’s time can be spent in direct service. In order to meet the increased need for mental health service, our plan will increase the number of mental health service providers by 21.

The goal of this plan is to meet legislative requirements in alignment with the *Marjory Stoneman Douglas High School Public Safety Act*. Our belief is that implementing our comprehensive program will increase students’ social, emotional and behavioral skills resulting in improved student engagement, relationships, academic achievement and success.

To accomplish this goal the District has developed a new infrastructure:

- A streamlined, district level, behavior and discipline leadership team
- Student Behavior Response Teams organized by region
- The development of a Behavior & Mental Health Support Department as a part of the Learning Support Division.

In addition, the district has developed a threat assessment model that serves to:

- Assess students thought to be at risk for self-harm or of harming others
- Identifying the level of risk presented by these students
- Taking immediate action if necessary (arrest, Baker Acts)
- Following up with all high risk students using a planning team
- Monitoring student progress with a multidisciplinary threat assessment team.
- A flow chart indicating critical factors (time lines, consultation with other service providers, including primary care) is attached

The behavior and mental health staff will work to assist schools to become trauma informed and implement school-wide social and emotional curriculum.

**Narrative:**

Polk County Schools already serves as a state model in many student service and support areas including:

- Integrating mental health services with Positive Behavior Interventions and Supports (PBIS) and developing a multi-tiered framework to provide comprehensive services to a diverse population with varied needs. Polk County Schools is one of the few districts in the country that has had the advantage of implementing both the federally funded School Climate Transformation and the AWARE grants.
- PCS has a threat and risk assessment model that ensures the assessment of students who pose a risk to themselves or others and requires supports and monitoring for those students at high risk.
- The PCS system of organizing and training and supporting these initiatives leads to a high level of implementation fidelity as evidenced by completed plan forms and progress monitoring.
- Accessing technical support provided by the PBIS discretionary units of the Florida Department of Education to increase the fidelity of PBIS and systematically reduce risk factors that lead to poor

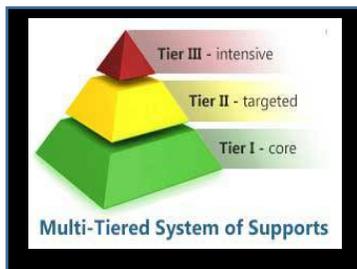
developmental outcomes and increase resiliency at three levels of intensity.

- In the 2019-2020 school year the outcomes of these efforts will be monitored by a district level Student Behavior Response Team.

## Topics:

The mental health allocation plan describes how Polk County Schools will:

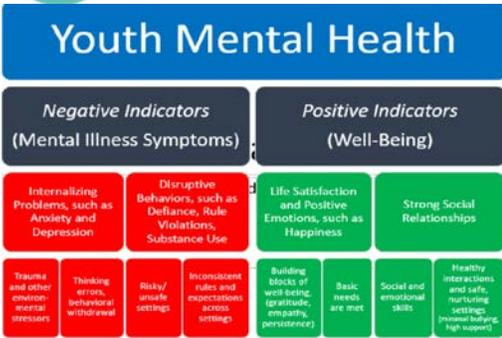
- Provide increased identification and access to mental health services in the schools through a multi-tiered system of supports
- Directly employ staff to provide mental health services and increase the efficacy of existing staff
- Develop collaborative relationships and contracts with community service providers to increase access of students and families to mental health services in the community
- Increase the awareness of mental health issues through Youth Mental Health First Aid Training for staff
- Establish Threat & Risk Assessment Teams at each school to effectively identify, support and monitor students in crisis, including students who might represent a threat to others students with significant behavior issues resulting from trauma
- Collect data to use at the individual, school and district level
- Gain legal clarification for informational sharing protocols
- Promote staff and student awareness for FortifyFL
- Dedicate 100% of the budget to providing a comprehensive continuum of district-wide, school based, classroom, and individual behavioral, and mental health supports
- Support the inclusion of charter schools in district training, technical support and the provision of direct mental health services



**Mental health services for students will be integrated with, and implemented through, a multi-tiered system of positive behavioral interventions and supports.** These supports are designed to be cumulative: a student who receives Tier 3 supports should also receive the Tier 2 supports that align with their needs as well as the Tier 1 supports provided to all students.

## TIER I – Core

*With a focus on prevention, mental health and behavioral supports will be implemented and designed at the Tier I level to reach all students in a school, through delivery within the scope of the general education curriculum and setting. Schools will establish a systematic process that allows progress monitoring and evaluation at all three tier levels. Schools will be expected to develop annual implementation plans based on their needs.*



**Tier I Support** will include programs designed to reduce mental health risk factors and increase strategies that will support student resiliency including:

- Establishing clear consistent expectations across all settings
- Teaching expectations, social, emotional and behavioral skills
- Reducing bullying
- Developing alternatives to exclusionary strategies
- Social/Emotional Learning curriculum (the Harmony Program) will be provided for all elementary schools for implementation through the school counseling program.
  - School counselors serve as the first line of defense in identifying and addressing student social/emotional needs within the school setting. The Harmony program will support students with social/emotional concerns that may become barriers to their academic success.
  - Time will be added to the master schedule to allow for meet up/buddy up activities
- Promoting the Awareness of Mental Health issues, through Kognito and Youth Mental Health First Aid
- Promoting the awareness of trauma and supporting schools to develop and implement trauma informed practices
- School Counselors will assume a greater role in implementing services at all three Tiers. There is a district level team tasked with identifying ways to increase the amount of time school-based counselors can spend on implementing mental health supports.
- Districtwide Professional Development will be available for school and district level personnel as appropriate for their roles.
  - Youth Mental Health and First Aid
  - Trauma Informed Care
  - PREPaRE (School Safety and Crisis Preparedness)
  - Process for referrals to mental health
  - Alternatives to suspension/expulsions
  - PBIS
- New teachers and teachers who require support in the areas of classroom management-(CHAMPS/STOIC) will be provided on request through job embedded coaching through PBIS facilitators and the Professional Development Department

**TIER II – Targeted**

*Intended for students with mild or emerging mental health needs (social, emotional, and/or behavioral); Tier II supports will be implemented through problem-solving approaches including the use of data to identify targeted students in need of support and data allowing the team to determine program effectiveness.*

Students demonstrating a higher level of need beyond Tier I will be identified using a variety of data sources such as early warning system indicators and a universal screening system. Students who are determined to

be at risk will be referred for small group and/or individual mental health services, including behavior support (as needed). Intervention programs may include, but are not limited to:

- Drum Beat
- Second Step
- Skills Streaming
- Check In - Check Out
- Check & Connect
- Small Group Counseling (grief, anger management, attention deficit, divorce, incarcerated parents, etc.)

### **TIER III – Intensive**

*Students demonstrating advanced mental health needs (social, emotional, and/or behavioral), will receive supports at an intensive level often requiring very small group, or one-on-one settings. Trained mental health clinicians and specialists in behavior will provide Service delivery. The intensity and duration of services at the Tier III level will be more frequent, often on a daily/weekly basis depending on student need.*

#### **The mental health allocation supports:**

- The employment of 21 Licensed or certified Mental Health Facilitators who will expand and enhance school based student services. This team is supported by 1 Senior Coordinator and by 2 Coordinators.
- Student Support Teams and Threat & Risk Assessment teams at each school: These teams will identify students with multiple mental health or substance abuse diagnoses through review of student enrollment forms, early warning system data, and the results of threat & risk assessment procedures. The teams will intervene, develop plans for, and monitor students with multiple diagnoses and those at risk for hurting themselves or others. Student Support Teams and Threat & Risk Assessment teams at each school will meet regularly to monitor the status and progress of students demonstrating the need for support at the Tier III level.
- SEDNET discretionary project (FLDOE): SEDNET personnel will serve as a district liaison for the provision of mental health services by community providers for students with multiple diagnoses. SEDNET will also provide targeted student case management in collaboration with the regional Youth at Risk Counsel.
- A collaborative effort between school personnel, Board Certified Behavior Analysts (BCBAs), Academic Behavior Support Teachers (ABSTs), and Behavior Specialists: This initiative will improve training and the assistance provided to school teams to complete, implement and monitor Functional Behavior Assessments and Behavior Intervention Plans (FBAs/BIPs).
- A Crisis Prevention Institute (CPI) trained team at each school: A team of 5 school-based personnel at each school will be trained with an emphasis on the use of verbal and physical de-escalation strategies for use with students in need of crisis intervention.
- 10 Contracted BCBAs and 20 Registered Behavior Technicians (RBTs) will provide direct support to students and families to develop more pro-social skills and reduce the use of disruptive, counterproductive behaviors.
- Extensive teacher and environmental support for self-contained classrooms: The intent is to employ strategies and progress monitoring that will maximize student acquisition of the skills necessary to function effectively in less restrictive settings

T3 Services provided by Mental Health Facilitators will include:

- Mental health counseling
- Case management of students referred to other agencies
- Assisting with the development, implementation and monitoring of intensive behavior plans

Intensive behavior classroom units will be developed at the elementary and secondary level, housed in traditional and alternative school sites. These units will be staffed through contracted services provided by INVO/Progressus.

Unit description:

- Provide academic instruction and behavioral and emotional supports for students demonstrating the most severe and intensive levels of disruptive school behaviors. These supports will be positive, and trauma informed.
- Maximum student enrollment is 5-6 students at the elementary level and 10-12 at the secondary level
- Units will be staffed with a teacher, classroom paraprofessional, and a registered behavior tech
- Units will be supported by a licensed mental health counselor, school psychologist, school social worker, board certified behavior analyst, and an academic behavior support teacher
- Plans for each student must include outlined steps for re-entry back to their zoned school of enrollment

Community agencies and contracted services:

- Contracted agencies funded by the Mental Health Allocation are INVO/Progressus
- Winter Haven Behavioral Health and Tri-County Human Services are funded separately, but provide mental health support for students with disabilities, and for students who have significant drug involvement.
- Community and contracted services at the Tier III level may also include the following services:
  - Outpatient therapies, case management, family therapy, psychiatry, medication management
  - Community Action Teams (CAT Crisis Response Teams Psychiatric Crisis Hotline Family Intensive Treatment Team services (FITT))
- District contracts and/or Memorandums of Understanding (MOU) will be established with each partner dependent on agreed upon services, including but not limited to Winter Haven Hospital Center for Behavioral Health (Bay Care); Peace River Center; Tri-County Human Services; Polk Vision; the Polk County Sheriff's Department and Heartland for Children.

Negotiation is ongoing to develop a Day Treatment Center with the Winter Haven Hospital, Center for Behavioral Health or with another contracted agency or company.

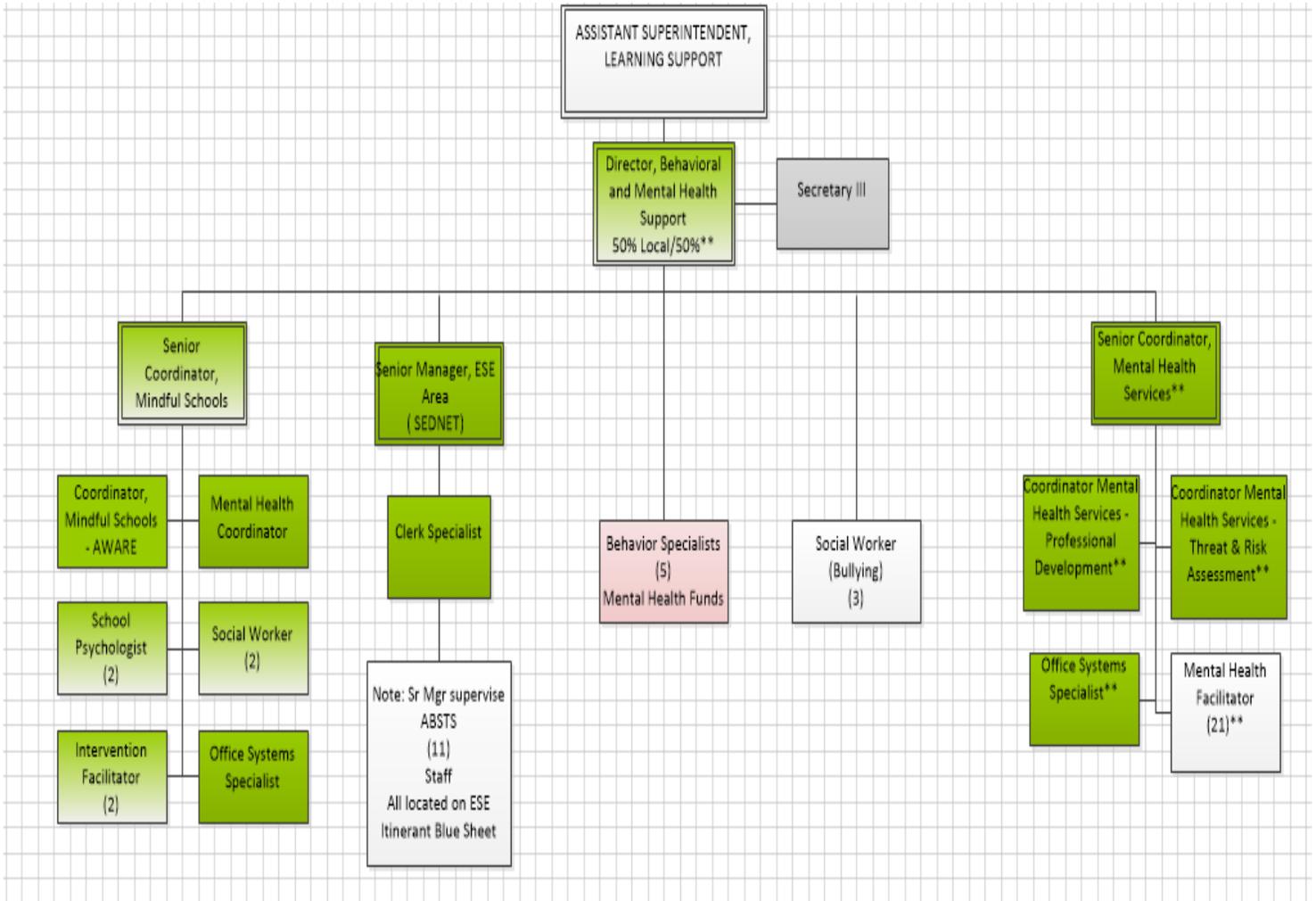
- Mental health day treatment for students in grades K-4
- PCS provides teachers and paraprofessionals for the provision of educational services
- Agency provides access to wrap-around mental health and other coordinated services for the student and family

Consideration of contracting with a Florida based, residential treatment center is also underway.

Policy Development:

- Policy development requiring the following timeline is in place. Contracts with service providers will be amended to reflect the following timeline.
  - All students referred for mental health services, either community or school will be assessed within 15 days.
  - School based mental health services will be initiated within 15 days of identification.
  - Community based services will be initiated within 30 days.

## Personnel Support Structure



### POSITIONS and ROLES/RESPONSIBILITIES:

- **Senior Coordinator – Mental Health Services (1)**

- Serve as direct liaison between the School Safety Department; the Office of Safe Schools; and school based, contracted and community based Mental Health Services
- Coordinate with the Director of Student Services through districtwide activities for the provision of mental health and related services for students in need
- Supervise, manage and oversee all aspects of Coordinators and Mental Health Facilitators
- Works with community partners/agencies to develop protocols that will result in increased information sharing, collaboration, and mental health services to Polk County Schools
- Establish and implement districtwide processes for student referrals for mental health services
- Collect, analyze, and report data per state requirements of the Marjory Stoneman Douglas Act
- Facilitate collaboration with community agencies and service providers including the development of contracts and MOUs
- Provide oversight of all mental health professional development districtwide



- Ensure protocols are adhered to for Threat & Risk Assessments of students
- Assist the Director of School Safety in the development of procedures during emergency response drills including those for active shooters
- Assist the Director of Discipline to meet requirements for access to mental health services for students demonstrating a need as a result of disciplinary incidents
  
- **Coordinator - Mental Health, Threat & Risk Assessment (1)**
  - Responsible for the implementation of district protocols for students in need of serious threat & risk assessments
  - Provide training, coaching, and support to relevant key personnel regarding protocols for threat & risk assessments and student intervention plans
  - Maintain data and monitor the progress of students determined to be a threat to themselves or others through the threat & risk assessment process
  - Ensure access to the provision of mental health services for students determined in need through the threat & risk assessment process
  - Collaborate with the Office of Safe Schools through individual student case management as needed
  
- **Coordinator – Mental Health, Professional Development (1)**
  - Develop, coordinate, and administer all districtwide professional development related to mental health services
  - Ensure districtwide alignment of professional development activities as required in the Marjory Stoneman Douglas Act (Youth Mental Health First Aid)
  - Collaborate with the Exceptional Student Education department for the provision of professional development regarding Functional Behavior Assessments and Behavior Intervention Plans (FBAs/BIPs)
  
- **Mental Health Facilitators (21)**

*\*Personnel must meet requirements as certified mental health services providers, licensure preferred (ex. School Psychologists, Professional School Counselors, Licensed Mental Health Counselors, Licensed Clinical Social Workers, Social Workers.)*

  - Serve as the primary contact for mental health services between the school and district level
  - Coordinate the referral process for students demonstrating a need for mental health services beyond the school level
  - Provide individual student case management oversight for those in need of Tier III services
  - Provide all tiers of mental health and behavior supports, coaching and training to schools in the region
  - Participate in the implementation and monitoring of intervention plans for students determined in need through the threat & risk assessment process
  - Direct training/coaching in classroom management for new teachers and others as requested or recommended by principal
  - Provide direct service mental health counseling/therapy on an as needed basis
  - Maintain and report data as required in the Marjory Stoneman Douglas Act
  
- **Office Systems Specialist (1)**
  - Assist in the data collection and reporting process as required in the Marjory Stoneman Douglas Act



- Maintain records of all personnel participating in districtwide professional development related to mental health services
- Support the Sr. Coordinator, Mental Health Services and department staff in the coordination of contracts and MOUs with community agencies and service provided

- **Behavior Specialists (5)**

The Behavioral Specialist is responsible for coordinating an interdisciplinary team to develop comprehensive support for students, families and schools. In this role, they will:

- Serve as the primary contact for behavioral services in their assigned schools.
- Coordinate the development, implementation and monitoring of comprehensive behavioral plans.
- Collect and maintain monitoring and fidelity data.
- Provide job-embedded leadership coaching and training in the skills of intervention implementation and classroom management to schools in their assigned region.

- **PBIS Facilitators (5)**

The PBIS Facilitator will assist with developing and implementing behavior supports at all levels, including:

- Assisting the leadership team to review school wide data, and plan, implement and monitor strategies to teach school wide rules and expectations
- Helping teachers identify obstacles to effective classroom management and providing and monitoring the effectiveness of alternative management strategies,
- Developing, implementing and monitoring behavior intervention plans and assist with Functional Behavioral Analysis for individual students.

### Data Bases

Two interconnected databases are being developed:

- One will be used primarily to track and document actions taken with students in the threat assessment process. This database has:
  - The forms used to guide the teams at all three steps. These forms will be completed online
  - A time stamp to ensure that:
    - The initial risk/threat assessment is completed the same day,
    - The problem solving team meets within one week
    - The threat management team meets at least every month
- The other database will be used to track and document actions taken with all other social, emotional and behavioral support schools receive.
  - This data base will included all mental health supports and behavioral supports provided directly to students
  - It will also include supports provided at the classroom and school wide level
  - It will maintain a time line to ensure that all students are assessed within 15 days of referral, and that services are initiated within 15 days of service recommendation
  - This data base will also track referrals to community service providers and track the time line between referral and initiation of services

### Billing

Medicaid will be billed, when applicable, for services provided by the Mental Health Facilitators.



| 2021 BUDGET FOR MENTAL HEALTH ALLOCATION                                    | 2019-20                     |                        |                    |
|---|-----------------------------|------------------------|--------------------|
|   | COMMITMENT ITEM DESCRIPTION | REVENUE                | Projected EXPENSES |
| BEGINNING BALANCE-FLA EDU FINANCE PRG                                       | \$ 2,630,368.26             |                        | \$ 2,600,000.00    |
| FY19 ROLLOVER   | \$ 1,500,000.00             |                        | \$ 4,100,000.00    |
| INVO Contract - IMPACT/IBU  |                             | \$1,340,848.60         | \$ 2,759,151.40    |
| DISTRIB CHARTER SCH   |                             | \$ 136,229.00          | \$ 2,622,922.40    |
| Salaries & Benefits for 25 MH Svcs. Employees                               |                             | \$1,693,372.46         | \$ 929,549.94      |
| Salaries & Benefits for 5 Behavior Specialists                              |                             | \$ 409,965.00          | \$ 519,584.94      |
| Salaries & Benefits for 5 PBIS Facilitators                                 |                             | \$ 323,680.45          | \$ 195,904.49      |
| Travel (\$4050 per month for in county mileage)                             |                             | \$ 48,600.00           | \$ 147,304.49      |
| Supplies including YMHFA Manuals for district training                      |                             | \$ 90,304.49           | \$ 57,000.00       |
| Training (DRUMBEAT, other training for MHFs)                                |                             | \$ 15,000.00           | \$ 42,000.00       |
| Training for School-Based Employees (cover sub or special activity payroll) |                             | \$ 30,000.00           | \$ 12,000.00       |
| Computers for 10 new hires  |                             | \$ 12,000.00           | \$ (0.00)          |
|   |                             | <b>\$ 4,100,000.00</b> |                    |

**Mental Health Services - Certificates and Licenses**

|    | A                     | B                                   | C                                  | D                                   | E   | F  |
|----|-----------------------|-------------------------------------|------------------------------------|-------------------------------------|---|--|
| 1  | Name                  | Pending Certification or Licensure? | FL Teaching Certificate Expiration | Certificate Subject(s)              | Florida Dept. Of Health License(s)                  | License Expiration Date                                |
| 2  | Alexandre, Ketsia     | Pending                             |                                    | Statement of Status of Eligibility  | None  | N/A  |
| 3  | Almonte, Amy          | No                                  | NA                                 | NA                                  | License # ISW 12472<br>CSW Intern                   | Registered<br>4/15/2023                                |
| 4  | Bores, Gabriella      | No                                  | 6/30/2021                          | School SW PK-12                     | ISW13242  | 1/3/2024   |
| 5  | Brown, Alicia         | No                                  | NA                                 | NA                                  | License #IMT2476<br>Marriage and Family Therapist I | Registered<br>3/31/2022                                |
| 6  | Bryant, Brenda        | No                                  | NA                                 | NA                                  | MH16187   | 3/31/2021  |
| 7  | Catrett, Michelle     | No                                  |                                    |                                     |   |  |
| 8  | Chinlund, Heidi       | No                                  | NA                                 | NA                                  | License # SW13348<br>CDBT, C.HT                     | LCSW,<br>3/31/2021                                     |
| 9  | Dart, Jessica         | No                                  | NA                                 | NA                                  | NA  |  |
| 10 | Giffin, Melissa       | No                                  | 6/30/2023                          | Ed. Lead., Elem Ed,<br>ESOL         | None  | N/A  |
| 11 | Hall, Amanda          | No                                  | 6/30/2023                          | SSW, ESE                            | None  | N/A  |
| 12 | Ianuzzi, Candace      | No                                  | NA                                 | NA                                  | License #MH16120                                    | LMHC<br>3/3/2021                                       |
| 13 | Kizis, Kellie         | No                                  | NA                                 | NA                                  | LCSW  | 3/31/2019  |
| 14 | McCalip, Trinetta     | No                                  | 6/30/2022                          | SSW                                 |   |  |
| 15 | Morrison, Colleen     | No                                  | 6/30/2020                          | SSW                                 |   |  |
| 16 | Olson, Christy        | No                                  | 6/30/2020                          | Guid & Middle Gr.                   | LMHC MH14753  | 3/31/2021  |
| 17 | Ross, Kim             | No                                  | NA                                 | NA                                  | SW4580  | LCSW<br>3/31/2021                                      |
| 18 | Scheidt-Alfano, Susan | No                                  | 6/30/2022                          | SSW                                 |   |  |
| 19 | Tidwell, Tracy        | No                                  | 6/30/2021                          | Guidance & Couns PK-12              | None  |  |
| 20 | Velazquez, Erin       | No                                  | 11/15/2021                         | School SW PK-12                     |   |  |
| 21 | Volker, Matthew       | No                                  | NA                                 | NA                                  | IMT2333, IMH13804                                   | Reg. Marriage & Family, Reg. MH Counselor<br>3/31/2022 |
| 22 | Ward, Qasim           | YES                                 |                                    |                                     | None  | N/A  |
| 23 | Wiggins, Joan         | No                                  | NA                                 | NA                                  | LMHC #MH14846                                       | 3/31/2021  |
| 24 | Wright, Carolyn       | YES                                 |                                    |                                     | None  | N/A  |
| 25 | Wunderlich, Kathy     | No                                  | 6/30/2024                          | El Ed, Middle, ESE                  | None  | N/A  |
| 26 | Yarber, Melodie       | No                                  | 6/30/2024                          | Guid & Couns PK-12,<br>Biology 6-12 | Reg. MHC Intern #IMH16190                           | 7/6/2022   |

# Polk County Public Schools Threat Management Procedures



**WHICH STUDENTS**

**WHO ATTENDS**

**WHAT**

**WHEN**

**WHY**

**Next Steps**

## Risk/Threat Assessment Team (Initial Assessment)

All students who threaten to hurt self or others

Student Services\*  
Student  
(Parent must be notified)

Complete Crisis Intervention Case Record Form

**SAME DAY**

Determine Level of Risk, Address Immediate Safety Concerns, Stabilize & Supervise Student

If low risk, continue to monitor.  
If moderate or high risk, refer to School-based team.



## School-Based Team (Problem Solving)

All high-risk students & some moderate risk students referred by Risk/Threat Asst. Team

Student Services\*  
Teacher  
Administration  
Others as Needed  
Parent invited

Complete School-Based Team Summary Form (Interviews, Records Check and Triage Summary)

**Within 1 to 5 Days**

Begin intervention, conduct safety planning, refer to community partners, complete follow up

If moderate risk, continue to monitor. If high risk, refer to Threat Management Team



## Threat Management Team (Monitoring)

All high-risk students based on initial assessment

Mental Health\*  
Community Partners  
Administration\*  
Law Enforcement\*  
Others As Needed

Review and Modify School Based Team Summary Form. Complete the Inquiry Form or Team Monitoring Form

**Monthly/As Needed**

Information sharing, case management, updates & ongoing monitoring

Continue to monitor monthly or as needed until student is no longer a risk