

2020-21 MENTAL HEALTH ASSISTANCE ALLOCATION PLAN  
CERTIFICATION FORM

ATTENTION: Andrew Weatherill  
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Due: August 1, 2020

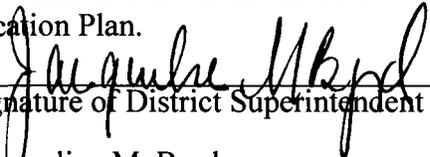
Richard Corcoran, Commissioner Florida  
Department of Education

Dear Commissioner Corcoran:

This letter certifies that the Polk School Board approved the district's Mental Health Assistance Allocation Plan on 7/28/20, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(16), Florida Statutes (see attached Mental Health Assistance Allocation Plan Checklist). This letter further certifies that legislative funding allocated to implement the district's plan does not supplant funds already allocated for school-based mental health services and the funds will not be used to increase salaries or provide bonuses. The district's approved plan with expenditures and Mental Health Assistance Allocation Plan Checklist are attached

School (MSID) Number	Charter School Name
1421	Dale R. Fair Babson Park Elementary
1361	Hillcrest Elementary
1401	Janie Howard Wilson Elementary
1351	Polk Avenue Elementary
1621	Bok Academy North
1601	Bok Academy
1721	Lake Wales High School
1671	McKeel Academy of Technology
1682	McKeel Academy Central
1692	South McKeel Academy
53-8004	New Beginnings High School

Note: Charter schools not listed above will be included in the school district Mental Health Assistance Allocation Plan.

  
\_\_\_\_\_  
Signature of District Superintendent

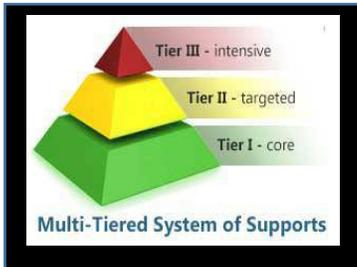
Jacqueline M. Byrd  
\_\_\_\_\_  
Printed Name of District Superintendent

Attachments: Mental Health Assistance Allocation Plan Checklist  
District Mental Health Assistance Allocation Plan  
Charter School Mental Health Assistance Allocation Plans

## MENTAL HEALTH ASSISTANCE ALLOCATION PLAN TEMPLATE

### 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.



Mental health services for students will be integrated with, and implemented through, a multi-tiered system of positive behavioral interventions and supports. The same framework and teams will be used to implement tiered supports for academics, behavior, attendance and mental health.

#### 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 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 resilience 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 through the school counseling program.
- 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
- Districtwide Professional Development will be available for school and district level personnel as appropriate for their roles.
  - Youth Mental Health and First Aid
  - Kognito/suicide Awareness
  - Promoting and supporting Suicide Prevention Schools
  - Trauma Informed Care
  - Contracting with a trauma expert to provide Professional Development and year long coaching
  - PREPaRE (School Safety and Crisis Preparedness)
  - Process for referrals to mental health
  - Alternatives to suspension/expulsions
  - PBIS Positive
- New teachers and teachers who require support in the areas of classroom management- (CHAMPS/STOIC) will be provided 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 who are determined to be at risk will be considered by the T2 Problem Solving Team and possibly 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
- Skill 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 be reviewed by the T3 problem Solving Team and possibly receive support 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 funds the employment of 27 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.

**T3 Services provided by Mental Health Facilitators will include:**

- Mental health counseling
- Case management of students referred to other agencies
- Mental health facilitators are the initial contact when students are Baker Acted outside the district, they assist and oversee the development of intervention plans and case monitoring by the threat assessment team.
- Mental Health Facilitators will consult with T3 problem solving teams and IEP teams

**Integrating Services at the T3 level:**

Several systems are in place to ensure that intensive services are coordinated between community service agencies and different departments in Polk County Schools.

- 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 need.

- Polk county requires that every student who has been Baker acted, will be considered high-risk. Each school will use their threat management team to develop a plan to reduce the need for subsequent involuntary commitment
- 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.
- Our goal for the 20/21 school year is to have 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.
- There will be 5 Contracted Board Certified Behavior Analysts (BCBAs) and 10 Registered Behavior Technicians (RBTs) who will provide direct support to students and families to develop more pro-social skills and reduce the use of disruptive, counterproductive behaviors.
- There will also be 5 BCBAs and 10 RBTs who are direct hires. They will be part of the behavior teams and will work collaboratively with them.
- 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
- 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)

**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.**

Mental Health Facilitators use several evidence-based therapeutic modalities including Trauma-Focused Cognitive Behavior Therapy (TF-CBT) as well as Solution-Focused Brief Therapy (SFBT). Both therapeutic models have proven success in a school-based setting. TF-CBT focuses on parent and child techniques that include psychoeducation, parenting skills, relaxation skills, and cognitive coping skills to prevent and treat psychological and behavior problems. SFBT is a strengths-based intervention that is brief and goal-directed, which makes it a well-suited approach in the school setting. SFBT has been shown to be effective with academic, behavioral and emotional issues.

Students with substance abuse issues are generally sent to our Phoenix Program, this program diverts first time offenders from a disciplinary consequence and requires parent and student attendance in an after-school program. During the intake, students and

parents meet with a mental health professional and discuss the history and attitudes toward drugs. Student with significant drug involvement are referred to Tri-County, a mental health agency that is contracted by Polk County Schools to provide these services, at no cost to the family.

**Describe the process for coordinating mental health services for students at charter schools that are part of the school district’s plan.**

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 except for Lake Wales Charter, McKeel Academies and New Beginnings charter. As approved by their respective school boards, the charter schools opting out are included with this submission. Charter schools that are covered under the Polk County Mental Health Allocation plan have access to the same services and training as non-charter schools. The senior coordinator of Mental Health collaborates with the Director of Charter Schools to schedule training and services to charter schools.

**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.**

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

DISTRICT NAME	Membership	School Counselors	School Counselor Student Ratio	School Psychologists	School Psychologist Student Ratio	Social Workers	Social Worker Student Ratio	Student Services	Total Student Services Ratio
POLK	105,673	244	1: 433	47	1: 2248	43	1: 2,458	334	1: 316

All these personnel can provide mental health services. Our plan includes an increase in Mental Health Facilitators from 21 to 27 for the 2020/2021 school year. The Mental Health facilitators are entirely funded by the Mental Health Allocation. As they provide technical support to schools and assist with plan development and monitoring as well as providing direct T2 and T3 services to students and families, they will have opportunity to work collaboratively with the other mental health personnel assigned to schools.

The district threat assessment model also requires the participation of student Services personnel

- School counselors, School Psychologists School Social workers all participate in the risk/threat assessment process to determine the level of risk of students thought to be at risk for self-harm or of harming others
- All, including the Mental Health Facilitator will assist the school-based personnel to follow up with all high-risk students using the threat assessment, planning and monitoring teams.
- A flow chart indicating critical factors (time lines, consultation with other service providers, including primary care) is attached
- The same 4 groups will be trained in the Columbia Suicide Screening tool to further improve their abilities to identify students at high risk.

**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).**

- Members of the school board regularly discuss the need for increased mental health services and request various cabinet members to provide information regarding the provision of mental health supports.
- 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.
- School Psychologists and Social Workers engaged in a 3-part PD series this year focused on mental health and the role of Student Services staff in mental health. This training will be continued in the 20/21 school year and will provide additional mental health skills for these two groups to increase their utility in this area.
- Last year an interdepartmental team developed a proposal to revise allocations based on school mental health assistance needs. That proposal is attached.

**Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus (plan must specify the type of services that are provided in the agreement).**

Polk county schools has developed MOUs and contracts with a variety of community agencies to increase our capacity to provide behavioral health services. Those include:

- INVO/Progressus: This agency is contracted to provide 5 Board Certified Behavior Analysts (BCBAs) and 10 Registered Behavior Technicians (RBTs) They provide behavioral consultation and teacher and student support when working with students who have extreme behavioral difficulties due to a variety of conditions.
- We have an extensive contract with BayCare to provide 20 mental health therapists who facilitate individual and group mental health therapy, consult with teachers, parents, and the IEP teams to recommend strategies for students with significant behavioral issues often related to their disability
- Memorandums of Understanding (MOU) have been established with: Peace River Center; Tri-County Human Services; Polk Vision; the Polk County Sheriff's Department and Heartland for Children. The MOUs provide agreements on procedures and services including:
  - Peace River Center is the primary receiving facility for students who are Baker Acted, Our MOU identifies their role in risk/threat assessment and recommended strategies as part of our information sharing agreement
  - Tri-County Services provides extensive services for students and families of students who have many problems ensuing from drug involvement. Our agreement establishes the referral process and services
  - The Sheriff's Department is an essential part of the Baker Act Process. This agreement identifies their role.
  - Polk Vision is part of United Way. Our agreement with them involves promoting student attendance in school
  - Heartland for Children is the agency that oversees the placement and services

provided to children who have been removed from their primary caretakers. Our agreement with them is extensive and involves the district's role in enrolling and supporting these students. It also delineates a procedure for mutual information sharing.

- Our Senior Coordinator of SEDNET meets bi-monthly with our Managing Entity (Central Florida Behavioral Health) and a large group of Community Service Providers. Student case histories are reviewed; parents are encouraged to participate and the organization makes the needed referrals.

**State how the plan will establish school board policies and procedures for all schools, including charter schools, to ensure:**

1. Students referred for a mental health screening are assessed within 15 days of referral; The time between the request for Services and the initial service is always less than 15 days. The timeline is monitored by the Senior Coordinator of Mental Health using the referral database. Charter Schools are all advised during training of this requirement.
2. School-based mental health services are initiated within 15 days of identification and assessment; This timeline is monitored in the same way, and parents are engaged in a meeting to discuss the therapeutic plans and student progress within 30 days
3. Community-based mental health service providers who are under contract with Polk County Schools initiate services within 30 days of referral. Contracts have been amended to reflect this timeline.

**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**

- Coordinating services with other mental health providers is largely a function of case management. The case managers vary according to the agencies involved:
  - Families that are provided services through the Youth at Risk process are managed by a designated case manager who consults with the SEDNET Senior Coordinator to coordinate services
  - Students who are receiving services from a community service provider coordinate through the Mental Health Facilitator assigned to their school
  - Students who have significant behavioral issues as well as mental health services are assigned to a Behavior Specialist who is responsible for coordinating and monitoring services
  - Students in Foster Care have Case managers who are responsible for monitoring student progress and meeting with school-based teams

**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.**

A variety of proactive Social Emotional Learning (SEL) curriculums have been recently purchased, and the PBIS facilitators, the Behavior Specialists and Behavior Support teachers will all be trained as trainers to promote their use. The programs include Second Step, Skill Streaming, Sanford Harmony, and the required SEL trainings.

Each school has teams that meet regularly to identify students at-risk. The teams include all mental health professionals assigned to the school including school counselors, school psychologists, school social workers and mental health facilitators. The team utilizes data including but not limited to: early warning indicators, Baker acts, mental health screening, discipline incidents, risk and threat assessments and attendance to identify students in need of intervention. Referrals to school-based mental health services may also be initiated by parents, teachers, administrators or self-referral.

Each school is also required to develop a Crisis Response team of at least 5 personnel. This team is certified in CPI and the attendant prevention and de-escalation strategies. For the 20/21 school year each team will be responsible for meeting with the threat assessment team to develop a prevention and de-escalation plan for every student who has been restrained two times during the school year.

The mental health department works collaboratively with student services (including school nurses) to provide training on suicide prevention and mental health awareness to students and staff throughout the school year.

**Identify strategies to:**

**1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;**

Early identification is accomplished through:

- Increased awareness: This is promoted by YMHFA training and Trauma training
- Better screening: One of our Mental Health initiatives for the 20/21 school year is to develop Suicide Prevention Certified Schools. We have adopted and will train on a more structured screening instrument. (Columbia)
- Every school is required to study and develop plans for at risk students. This includes students who are at risk of hurting themselves or others, and students whose behavior requires physical restraint.

**2. Improve the provision of early intervention services;**

- Early intervention will be improved through increased training for the MTSS teams

- And from the increased services

**3. Assist students dealing with trauma and violence.**

- A part of the mental health allocation will be used to contract with a trauma expert who will provide a yearlong program of trauma training and coaching.
- We are also contracting with Kognito to provide trauma awareness training for teachers.
- This program will also be supported by other student Service Personnel.
- For the 20/21 school year will have schools that are developing awareness of trauma, schools that are piloting school wide trauma procedures, individual classrooms that will employ trauma informed strategies and students who will receive individual training in self regulation strategies.

**Plans to support mental health during the pandemic:**

- The mental health department has been on call and working all summer providing support for students and families
- The trauma trainings will provide direct support to schools and increase school capacity to identify and support students at risk
- The mental health department will develop a scripted plan for classrooms directed at understanding the mental health needs of our students and families

**B. Expenditures**

**Number and licensure/certification of school-based mental health providers funded by the allocation.**

<b>Number</b>	<b>Type of Licensure or Certification</b>
5	LMHC
1	Registered Intern MHC and Certified School Counselor
3	Registered Intern MHC
4	Certified School Counselor
5	LCSW
1	Registered Intern CSW and Certified School Social Worker
2	Registered Intern CSW
5	Certified School Social Worker
1	Masters in MH Related Field & In Process Registered Intern
27	4 Mental Health Facilitator Positions are not filled

- Polk County will employ 26 school-based mental health facilitators and 1 school-based mental health counselor. List of personnel and certifications is attached.

**Number and licensure of community-based mental health providers funded by the allocation.**

- Polk County Public Schools does not use the mental health allocation to fund any community-based mental health providers.

**School district expenditures for services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers.**

- The mental health allocation will not be used to fund contract-based partnerships with community agencies or providers during 2020-21.

**All expenditures.**

A	B	C	D
COMMITMENT ITEM DESCRIPTION	SALARY BREAKDOWN	ALLOCATION	PLANNED EXPENSES
BEGINNING BALANCE-FLA EDU FINANCE PRG		\$ 2,630,368.26	
Amount of Mental Health Alloc. Increase		\$ 1,024,563.74	
FY20 ROLLOVER		\$ 268,985.46	
DISTRIB CHARTER SCH			\$ 301,373.00
Salaries & Benefits for 31 MH Svcs. Employees			
• 27 Facilitators	\$ 1,842,250.51		
• 1 Senior Coordinator	\$ 79,834.11		
• 2 Coordinators	\$ 158,102.03		
• 1 Secretary	\$ 28,260.17		\$ 2,108,446.82
In-County Travel for all MH Personnel			\$ 59,940.00
Supplies Including SEL Library			\$ 50,000.00
Training (DRUMBEAT, other training for MH Facilitators)			\$ 15,000.00
Training for School-Based Employees (cover sub or special activity payroll)			15,000.00
Computer 5 Year Replacement Plan			\$ 16,000.00
Conference Registration and Travel Expenses for Mental Health Related Conferences			\$ 50,000.00
Jules Alvarado Train the Trainer Professional Development Creating Trauma Sensitive Schools			\$ 25,000.00
SEDNET support			10,252.00
Kognito Trauma Informed Module for Districtwide Access			\$ 35,000.00
<b>TOTAL</b>		<b>\$ 3,923,917.46</b>	<b>\$ 2,686,011.82</b>
<b>Remaining Funds</b>			<b>\$ 1,237,905.64</b>

**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.

- Polk County Public Schools will use 100 percent of the state allocated funds are to supplement support for direct mental health services for students. These funds do not supplant other funding sources, increase salaries or provide staff bonuses.
- PCPS will hire nationally recognized speakers in the mental health community to lead multiple district-wide events focusing on mental health awareness and suicide prevention for students. Our mental health facilitators will participate in a yearlong Trauma Informed Schools Training led by Julie Alvarado. This Train the Trainer consulting package includes 12 monthly follow up consulting/training teleconferences and materials for on-going training. The mental health facilitators will begin offering this training at the school level beginning Winter of 2021. Threat assessments trainings will be provided for school-based staff.

**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).**

- Polk County Public Schools will maximize the use of other the other sources of funding listed below to provide mental health services to students.
  - Medicaid Reimbursement (EMACS)
  - SEDNET
  - YMHAT
  - School Climate Transformation Grant
  - BayCare
  - STOP Violence Grant

**C. 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).**

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

Student Services Ratios (2018-2019): Comparisons with size-alike or neighboring districts.

District	TOTAL STUDENTS	School Counselors	School Psychologists	Schools Social Workers
<b>FLORIDA</b>	<b>2,846,857</b>	<b>1:461</b>	<b>1:1961</b>	<b>1:2013</b>
<b>POLK</b>	<b>105,673</b>	<b>1:433</b>	<b>1:2248</b>	<b>1:3387</b>
Brevard	73,734	1:412	1:2169	1:2379
Broward	270,978	1:417	1:1922	1:1856
Duval	130,245	1:509	1:2246	1:2285
Hillsborough	220,257	1:484	1:1147	1:1054
Lake	43,947	1:453	1:2930	1:2930
Lee	94,417	1:598	1:3631	1:2009
Marion	42,941	1:438	1:2386	1:2684
Orange	209,114	1:549	1:1884	1:2752
Osceola	68,561	1:445	1:1904	1:2364
Pasco	75,059	1:412	1:1787	1:1137
Pinellas	100,987	1:441	1:1262	1:849

**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.**

- Mental Health Facilitators: Referrals to mental health facilitators for services including individual counseling and group counseling are tracked using a weekly survey through Microsoft forms.
- School Social Work Program: Referrals for services are tracked using a social work referral database that includes the number and type of intervention provided per student.
- Psychological Services: psychoeducation evaluations are created and tracked using a student management database, FOCUS. The referrals are assigned to a school psychologist and includes the type of referral, consent dates and evaluation completion dates. When a student is referred for mental health services from a school psychologist, the services are documented in Enrich through a 504 plan.
- Exceptional Student Education Counseling: When a student is determined to need mental health services by the IEP team, the service is documented in Enrich as a related service.
- School Counseling (Guidance): Referrals can be made for services by parents, teachers and student self-referral through school-based systems depending on the service delivery model and American School Counseling Association (ASCA) standards.

- Community Providers: Referrals from mental health facilitators to community-based providers are tracked through a weekly survey to identify the number of referrals and the status of the referral.
- Students referred by the SEDNET Sr. Coordinator to the Youth At Risk group of Community Service providers are maintained in two data bases, one, our own is maintained by SEDNET, the other by our managing entity.
- The Community and School Mental Health Liaison will provide case management for all the students who are Baker Acted at school or in the community. Responsibilities include ensuring the school based Threat Management teams and process are followed and that the plans are properly documented, that parent involvement is supported. This person will also have the responsibility of providing quarterly data reviews and making program recommendations.

# Polk County Public Schools Suicide Risk Assessment Procedures

\*Required Team Member



## Assessment Team (Initial Assessment)

## School-Based Problem Solving Team

## Threat Management Monitoring Team

WHICH STUDENTS

All students who threaten to hurt themselves, directly or indirectly

All students at moderate and high-risk

All students at high-risk (i.e. students with multiple assessments and/or Baker Acts)

WHO ATTENDS

Mental Health Professional\* (SC, SP, SW, MHF), Student

Mental Health Professional\* (SP, SW, SC, MHF), Teacher(s), Administration, Student, Others as needed, Parent invited

Mental Health Professional\* (MHF, SP, SW, SC), Administration\*, Law enforcement\*, Teacher(s)\*

WHAT

Complete Crisis Intervention Case Record Form and SAFE-T Protocol with C-SSRS. If recommending Baker Act, contact law enforcement to transport. Parent must be notified.

Complete School-Based Team Follow Up Plan (Interviews, records check and triage Summary)

Review and modify School-Based Team Follow Up Plan.

WHEN

Same day

Within 1 to 5 days from incident

Monthly/as needed

WHY

Determine level of risk, address immediate safety concerns, stabilize & supervise student

Begin intervention, conduct safety planning, refer to community partners if indicated

Information sharing, case management, updates & ongoing monitoring

Next Steps

If moderate risk, continue to monitor. If

Continue to monitor monthly or until student is no longer high risk

## Proposed Staffing Plan to Increase Sustainable Social Emotional Learning and Supports in Polk County Public Schools

### Findings:

- Student Services Ratios
  - Although our overall ratio of students to **school counselors** is below the state average, we are understaffed at the elementary level. While most middle and high schools have multiple school counselors, this is rarely seen at the elementary level regardless of the size of the school. In 2018-2019 we had approximately 47,600 students enrolled in grades K-5. To be consistent with the state average in our elementary schools we would need to hire 103 elementary school counselors. We currently have 72 elementary school counselors.
  - Our ratio of students to **school psychologists** is above the state average. For districts our size or larger, we have the smallest number of school psychologists in the state. To fully close the gap with the state average, we would need to hire 54 school psychologists. We currently have 47.
  - Our ratio of students to **school social workers** is well above the state average. For districts our size or larger, we have the smallest number of school social workers in the state. To fully close the gap with the state average, we would need to hire 52 social workers. We currently have 31.
- Student population continues to increase resulting in very large elementary schools.
  - 19 elementary schools in the district had 700+ students enrolled in grades K-5 for 2018-2019.
  - 11 of these 19 schools had 800+ students enrolled in grades K-5.
- Mental health needs are increasing among all students, including elementary students.
  - The Polk County Crisis Team responded to 6 student deaths by suicide during the 2018-2019 school year; 2 of these students were in elementary school.
  - Suicide is the second leading cause of death nationally for youth ages 10-24 (CDC, 2017).
  - Suicide rates in Florida have increased by 17% for youth ages 5 to 19 since 2014 (Florida Department of Health, 2017).
  - Student Services personnel and school counselors completed 1223 suicide and self-harm assessments during the 2018-2019 school year. In the 2017-2018 school year, they completed 732 of these assessments. This is a 67% increase in just 1 year.
  - Students are much more likely to hurt themselves than they are to hurt or threaten others. In Polk County Public Schools, for every threat assessment completed, there are 3 to 4 suicide assessments completed.
- Many elementary schools in the district do not have LEA support. As a result, elementary school counselors are asked to fill this role, taking time from social emotional learning and mental health supports.
  - 30 elementary schools do not have a dedicated LEA
  - 10 elementary schools have a part time LEA assigned

## **Staffing Plan Proposal:**

Staffing Plan Proposal for public, non-academy, non-charter elementary schools:

This plan will begin to close the gap with state averages for Student Services positions in 3 years:

	Elementary LEA Positions	School Counselor Positions	School Psychologist Positions	School Social Worker Positions
Year 1 (elementary schools with 800+ students)	* 24 full time 10 half time	10	2	3
Year 2 (elementary schools with 700+ students)		8	2	3
Year 3 (elementary schools with 600+ students)		11 schools will obtain .5 positions	2	3

\* Indicates LEA positions that are needed in schools regardless of the student count.

- We would also respectfully propose that the staffing planning committee consider the following staffing ratios when opening new schools. We would request these staffing ratios be built into the staffing plan for new schools:
  - 1 LEA per school
  - 1 school counselor per school minimum
    - 1 school counselor per 460 students (twice recommended (1:250); consistent w/state average for 2018-2019)
  - 1 psychologist per 2000 students (4xs recommended (1:500); consistent w/state average for 2018-2019)
  - 1 social worker per 2000 students (8xs recommended (1:250); consistent w/state average 2018-2019)

## **Gains for Polk County Public Schools:**

Implementing this staffing plan would result in several gains for the district, including:

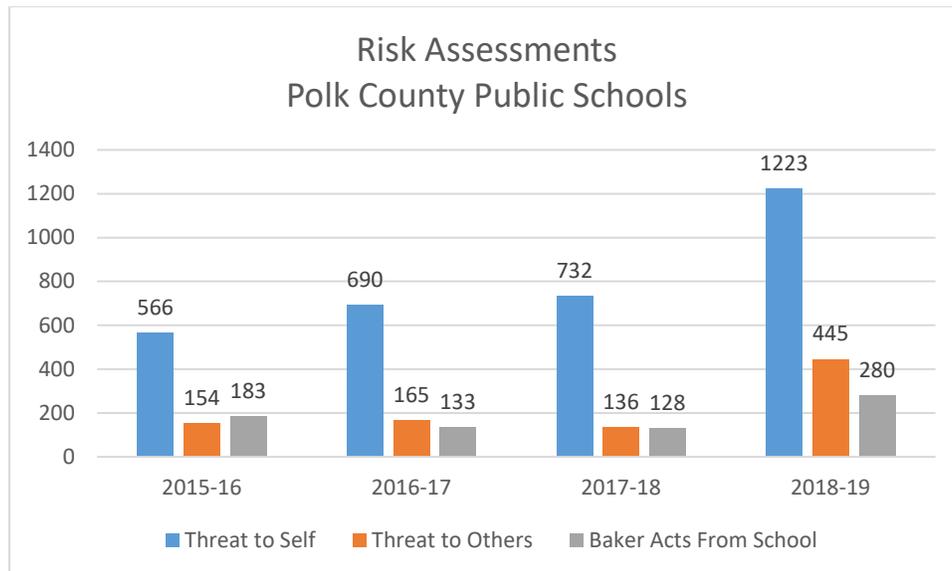
- Increased social emotional learning for all students, beginning in elementary school with regular classroom lessons and small group interventions by school counselors.
- Increased direct mental health supports in Tiers 1, 2 and 3 for all students from school counselors, school psychologists and school social workers.
- Faster responses to struggling and at-risk students which should improve attendance, behavior and academic performance, leading to increases in graduation rates and decreases in dropout rates district-wide.

## Data for Consideration

Student Services Ratios (2018-2019): Comparisons with size-alike or neighboring districts.

District	TOTAL STUDENTS	School Counselors	School Psychologists	Schools Social Workers
<b>FLORIDA</b>	<b>2,846,857</b>	<b>1:461</b>	<b>1:1961</b>	<b>1:2013</b>
<b>POLK</b>	<b>105,673</b>	<b>1:433</b>	<b>1:2248</b>	<b>1:3387</b>
Brevard	73,734	1:412	1:2169	1:2379
Broward	270,978	1:417	1:1922	1:1856
Duval	130,245	1:509	1:2246	1:2285
Hillsborough	220,257	1:484	1:1147	1:1054
Lake	43,947	1:453	1:2930	1:2930
Lee	94,417	1:598	1:3631	1:2009
Marion	42,941	1:438	1:2386	1:2684
Orange	209,114	1:549	1:1884	1:2752
Osceola	68,561	1:445	1:1904	1:2364
Pasco	75,059	1:412	1:1787	1:1137
Pinellas	100,987	1:441	1:1262	1:849

Polk County Risk Assessment Data: Table shows the number of assessments completed in Polk County Public Schools on students who were threatening to hurt themselves v. threatening to hurt others. The number of Baker Acts from school is also included.



Student Enrollment Data: 19 schools had 700+ students enrolled in grades K-5 for 2018-2019 school year. (Highlighted schools had 800+ students enrolled in grades K-5 for 2018-2019)

Alta Vista Elem.	Citrus Ridge Academy	Chain of Lakes
Dr. N.E. Roberts Elem.	Elbert Elem.	Highlands Grove Elem.
Horizons Elem.	James W. Sikes Elem.	Laurel Elem.
Lena Vista Elem.	Loughman Oaks Elem.	North Lakeland School of Choice
Philip O'Brien Elem.	R. Bruce Wagner Elem.	Sandhill Elem.
Scott Lake Elem.	Sleepy Hill Elem.	Valleyview Elem.
Wendell Watson Elem.		

Elementary LEA Data: 40 elementary schools do not have a full-time, dedicated LEA. (Highlighted schools will have a part-time LEA for 2019-2020)

Alturas Elem.	Auburndale Central Elem.	Bartow Elem. Academy
Bethune Academy	Carlton Palmore Elem.	R. Clem Churchwell Elem.
Cleveland Court Elem.	Crystal Lake Elem.	Davenport School of the Arts
Dixieland Elem.	Dundee Elem.	Eagle Lake Elem.
Eastside Elem.	Frank E. Brigham Academy	Frostproof Elem.
Garden Grove Elem.	Griffin Elem.	Highland City Elem.
Inwood Elem.	Jesse Keen Elem.	Jewett School of the Arts
Kathleen Elem.	Kingsford Elem.	Lake Alfred Elem.
Lake Shipp Elem.	Lewis Anna Woodbury Elem.	Lincoln Academy
Palmetto Elem.	Pinewood Elem.	Polk City Elem.
Rochelle School of the Arts	Rosabelle W. Blake Academy	Snively Elem.
Socrum Elem.	Southwest Elem.	Valleyview Elem.
Wahneta Elem.	Walter C. Caldwell Elem.	Wendell Watson Elem.
Winston Academy		

School Environmental Safety Incident Report (SESIR) Data (2017-2018): Top 3 behavioral categories.

District	Battery	Disruption	Fighting
<b>POLK</b>	<b>319</b>	<b>678</b>	<b>514</b>
Brevard	12	49	48
Broward	228	366	2695
Duval	49	233	3834
Hillsborough	113	333	2234
Lake	5	35	106
Lee	66	273	529
Marion	101	132	207
Orange	38	53	1905
Osceola	7	13	53
Pasco	116	90	118

## Statement of Mental Health Personnel and Certifications

Personnel Funded by Mental Health Allocation	Position	LMHC	LCSW	Educator Certificate	Expiration Date	Notes
Almonte, Amy	Mental Health Facilitator		ISW12472		4/15/2023	
Barrios, Marcyne	Mental Health Facilitator			878956	6/30/2023	
Bores, Gabriella	Mental Health Facilitator			1377004	6/30/2021	
Brown, Alicia	Mental Health Facilitator	IMT2476			3/31/2022	
Bryant, Brenda	Mental Health Facilitator	MH16187			3/31/2021	
Catrett, Michelle	Mental Health Facilitator			754260	6/30/2024	
Chinlund, Heidi	Mental Health Facilitator		SW13348		3/31/2021	
Cornish, Kimberly	Mental Health Facilitator	MH5200			3/31/2021	
Frye, Amanda	Mental Health Facilitator		SW13048		3/31/2021	
Grooms, Rochelle	Mental Health Facilitator			911989	6/30/2023	
Hall, Amanda	Mental Health Facilitator			907914	6/30/2023	
Iannuzzi, Candace	Mental Health Facilitator	MH16120			3/31/2021	
Kizis, Kellie	Mental Health Facilitator		SW14696		3/31/2021	
Lightburn, Aimee Wilson	Mental Health Facilitator	MH16300			3/31/2021	
McCalip, Trinetta	Mental Health Facilitator			1135404	6/30/2022	
Morrison, Colleen	Mental Health Facilitator			1342567	6/30/2020	
Ross, Kim	Mental Health Facilitator		SW4580		3/31/2021	
Schedidt-Alfano, Susan	Mental Health Facilitator		ISW2209	830011	6/30/2022	
Tidwell, Tracy	Mental Health Facilitator			1197463	6/30/2021	
Velazquez, Erin	Mental Health Facilitator			1380354	11/15/2021	
Volker, Matthew	Mental Health Facilitator	IMH13804			3/31/2022	
Ward, Qasim	Mental Health Facilitator	PENDING				Registered to take MH exam October 2020. Test date was delayed due to COVID-19
Wiggins, Joan	Mental Health Facilitator	MH14846			3/31/2021	
Wright, Carolyn	Mental Health Facilitator		ISW14691		5/27/2025	
Yarber, Melodie	Mental Health Facilitator	IMH16190		1023967	6/30/2024	
Youngstrom, Baillie	Mental Health Facilitator		SW17399		3/31/2021	
Copeland, Winnifred	District ESE Counselor	IMH6846			3/31/2022	
Giffin, Melissa	Coordinator, Threat and Risk Assessment			697939	6/30/2023	
Wunderlich, Kathy	Coordinator, Professional Development			585645	6/30/2024	
Olson, Christy	Senior Coordinator, Mental Health Services	MH14753		974182	6/30/2025	

Number	Type of Licensure or Certification
5	LMHC
1	Registered Intern MHC and Certified School Counselor
3	Registered Intern MHC
4	Certified School Counselor
5	LCSW
1	Registered Intern CSW and Certified School Social Worker
2	Registered Intern CSW
5	Certified School Social Worker
1	Masters in MH Related Field & In Process Registered Intern
27	