

2020-21 MENTAL HEALTH ASSISTANCE ALLOCATION  
PLAN CERTIFICATION FORM

ATTENTION: Andrew Weatherill  
[Andrew.Weatherill@fldoe.org](mailto:Andrew.Weatherill@fldoe.org)

Due: August 1, 2020

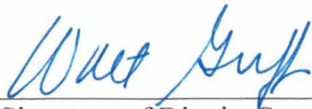
Richard Corcoran, Commissioner  
Florida Department of Education

Dear Commissioner Corcoran:

This letter certifies that the \_\_\_\_\_ Seminole County \_\_\_\_\_ School Board approved the district's Mental Health Assistance Allocation Plan on \_\_\_\_\_ 6/16/20 \_\_\_\_\_, 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
59-9233	Galileo School for Learning
59-9255	Galileo School for Learning-Skyway

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



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

Walt Griffin

\_\_\_\_\_  
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 CHECKLIST**  
**Due August 1, 2020**

**District:**

Mental Health Assistance Allocation Plan (s. 1011.62(16)(a) and (b), F.S.)	
Delivers evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.	
Focuses 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.	
Includes 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.	
Identifies 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 ).	
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).	
States how the plan will establish school board policies and procedures that ensure for all schools, including charter schools, to ensure: <ol style="list-style-type: none"> <li>Students referred for a mental health screening are assessed within 15 days of referral;</li> <li>School-based mental health services are initiated within 15 days of identification and assessment; and</li> <li>Community-based mental health services for students are initiated within 30 days of referral.</li> </ol>	
Describes 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.	
Identifies 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.	
Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.	
Identifies strategies to: <ol style="list-style-type: none"> <li>Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;</li> <li>Improve the provision of early intervention services; and</li> <li>Assist students dealing with trauma and violence.</li> </ol>	
Expenditures (s. 1011.62(16), F.S.)	
Number of school-based mental health providers funded by the allocation and licensure/certification for each.	
Number of community-based mental health providers funded by the allocation and licensure for each.	
School district expenditures for services provided by contract-based collaborative efforts or partnerships with community mental health program agencies or providers.	
Other expenditures (specify type and amount).	
Expenditure Assurances (s. 1011.62(16), F.S.)	
One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.	
Mental health assistance allocation funds do not supplant other funding sources OR increase salaries or provide staff bonuses.	
Describes how district will maximize use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).	
Program Implementation and Outcomes (s. 1011.62(16)(d), F.S.)	
Identifies the number and ratios of FDOE-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).	
Includes 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; number of students referred to school-based mental health services providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance.	
Plan Approval and Submission (s. 1011.62(16)(c), F.S.)	
Local school board approved the district plan.	Date of Approval:
Approved plan was submitted to the Commissioner of Education by August 1, 2019 (attached).	



WALT GRIFFIN  
*Superintendent*

**Educational Support Center**  
400 E. Lake Mary Boulevard  
Sanford, Florida 32773-7127  
Phone: (407) 320-0000  
Fax: (407) 320-0281

**SCHOOL BOARD**

TINA CALDERONE, Ed.D.  
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*Vice Chairman*

KRISTINE KRAUS  
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AMY PENNOCK  
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ABBY SANCHEZ  
*Board Member*



**"A" Rated  
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July 27, 2020

Michelle Nunez, Principal  
Galileo Charter School

Re: Mental Health Assistance Allocation

Dear Mrs. Nunez,

Charter schools must be given the opportunity to receive a proportionate share of the Mental Health Assistance Allocation in accordance with SB 7026. Charter schools that choose to accept a proportionate share are required to submit a detailed plan outlining the charter school's mental health assistance program, proposed expenditures consistent with the statutory requirements in accordance with section 1011.62(16) and evidence that the plan was approved by the charter school's governing body. Michelle Walsh, Executive Director of Student Support Services, must receive charter school plans no later than July 31, 2020. All district and charter plans are to be submitted to Commissioner of Education by August 1<sup>st</sup> of each fiscal year.

Charter schools have the option to participate in Seminole County's plan but must agree to implement a multi-tiered continuum of mental health supports to students at their schools and meet all reporting requirements set forth in SB 7026. The legislative funding allocated to implement the district's plan is not to supplant mental health support students should already receive through tier 1 support but are to assist with tier 2 and tier 3 mental health and/or substance abuse therapy, when appropriate. By choosing to follow Seminole County's plan, the charter school will be included in the district's referral process and will be included in district training and implementation of the mental health plan.

This letter serves as the district's invitation to receive a proportionate share of the Mental Health Assistance Allocation or to participate in the district's mental health plan for the 2020-2021 school year. Please indicate your decision and sign below.



It is the intent of our charter school to NOT be included in the Seminole County School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be approved and submitted to the district by July 31, 2020.

Charter School Administrator Signature: \_\_\_\_\_

Date Approved by the charter school governing board: 7/30/2020

Sincerely,

  
Michelle Walsh

Superintendent

cc Dr. Walt Griffin, Superintendent





May 22, 2020

Dr. Janet Kearney, Principal  
Choices in Learning Elementary Charter School

Re: Mental Health Assistance Allocation

WALT GRIFFIN  
*Superintendent*

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400 E. Lake Mary Boulevard  
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*Board Member*

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*Board Member*

Dear Dr. Kearney,

Charter schools must be given the opportunity to receive a proportionate share of the Mental Health Assistance Allocation in accordance with SB 7026. Charter schools that choose to accept a proportionate share are required to submit a detailed plan outlining the charter school's mental health assistance program, proposed expenditures consistent with the statutory requirements in accordance with section 1011.62(16) and evidence that the plan was approved by the charter school's governing body. Michelle Walsh, Executive Director of Student and Support Services, must receive charter school plans no later than June 5, 2020. All district and charter plans are to be submitted to Commissioner of Education by August 1<sup>st</sup> of each fiscal year.

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☒ It is the intent of our charter school to be included in the Seminole County School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature: \_\_\_\_\_

Date Approved by the charter school governing board: 5/21/2020

☐ It is the intention of our charter school to NOT be included in the Seminole School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be approved and submitted to the district by June 5, 2020.



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Respectfully,

Michelle Walsh  
Executive Director of Student Support Services

cc Dr. Walt Griffin, Superintendent  
Carrie Chambers and Todd Seis, Co-Chief Financial Officer





WALT GRIFFIN  
*Superintendent*

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[www.scps.us](http://www.scps.us)

May 22, 2020

Mr. Yunus Aksu, Principal  
Seminole Science Charter School

Re: Mental Health Assistance Allocation

Dear Mr. Aksu,

Charter schools must be given the opportunity to receive a proportionate share of the Mental Health Assistance Allocation in accordance with SB 7026. Charter schools that choose to accept a proportionate share are required to submit a detailed plan outlining the charter school's mental health assistance program, proposed expenditures consistent with the statutory requirements in accordance with section 1011.62(16) and evidence that the plan was approved by the charter school's governing body. Michelle Walsh, Executive Director of Student and Support Services, must receive charter school plans no later than June 5, 2020. All district and charter plans are to be submitted to Commissioner of Education by August 1<sup>st</sup> of each fiscal year.

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This letter serves as the district's invitation to receive a proportionate share of the Mental Health Assistance Allocation or to participate in the district's mental health plan for the 2020-2021 school year. Please indicate your decision and sign below.

☒ It is the intent of our charter school to be included in the Seminole County School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature: \_\_\_\_\_

Date Approved by the charter school governing board: 7/16/2020

☐ It is the intention of our charter school to NOT be included in the Seminole School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be approved and submitted to the district by June 5, 2020.

Respectfully,

Michelle Walsh  
Executive Director of Student Support Services

cc Dr. Walt Griffin, Superintendent  
Carrie Chambers and Todd Seis, Co-Chief Financial Officer



WALT GRIFFIN  
*Superintendent*

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May 22, 2020

Dr. Ilene Wilkins, CEP  
UCP of Central Florida Charter School

Re: Mental Health Assistance Allocation

Dear Dr. Wilkins,

Charter schools must be given the opportunity to receive a proportionate share of the Mental Health Assistance Allocation in accordance with SB 7026. Charter schools that choose to accept a proportionate share are required to submit a detailed plan outlining the charter school's mental health assistance program, proposed expenditures consistent with the statutory requirements in accordance with section 1011.62(16) and evidence that the plan was approved by the charter school's governing body. Michelle Walsh, Executive Director of Student and Support Services, must receive charter school plans no later than June 5, 2020. All district and charter plans are to be submitted to Commissioner of Education by August 1<sup>st</sup> of each fiscal year.

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This letter serves as the district's invitation to receive a proportionate share of the Mental Health Assistance Allocation or to participate in the district's mental health plan for the 2020-2021 school year. Please indicate your decision and sign below.

☒ It is the intent of our charter school to be included in the Seminole County School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature: Don E. Zulkowsky

Date Approved by the charter school governing board: 6.24.2020

☐ It is the intention of our charter school to NOT be included in the Seminole School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be approved and submitted to the district by June 5, 2020.

Respectfully,

Michelle Walsh  
Executive Director of Student Support Services

cc Dr. Walt Griffin, Superintendent  
Carrie Chambers and Todd Seis, Co-Chief Financial Officer



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# Community Centered Considerations for Re-Opening of Schools

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# Executive Summary

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## RE-OPENING OF SCHOOL

The re-opening of school buildings following school closure due to **COVID-19** presents an opportunity for effective, meaningful response to support the well-being and mental health of a school community. While each district must create plans that work best for their school district, we recommend the following core principles be reflected across the state in all district plans for re-opening:

## A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) FRAMEWORK

Consistent with Florida's model of MTSS and complete mental health, supporting students' well-being and mitigating or responding to negative reactions should be addressed within the context of a layered system of broadly effective core supports coupled with increasingly intensive, evidence-based strategies to intensify such supports when needed.

## A TRAUMA INFORMED/CRISIS RESPONSE LENS

Every school district should consider the building closures and the significant disruption of learning and daily life as a result of COVID-19, a shared trauma for everyone in the school, district and families we serve. In other words, it is a widespread regional/national crisis that the entire community has been a part of. While there are different approaches to trauma and crisis response, districts should have a clear vision for how these critical considerations are incorporated into their re-opening plans.

## RE-ESTABLISH CORE PRACTICES

Schools must plan to re-introduce students, families, and staff to the core practices in which their shared school identity, sense of community, effective routines, and emotional well-being are grounded. Examples include restorative practices, positive behavior interventions and supports, and social emotional learning programs. In planning to re-open buildings, school and district leaders should dedicate time and resources to cementing such foundational practices into the school day.

## **PLAN FOR INTERVENTION**

For some students, it will be enough to re-establish strong core practices, informed by our knowledge of effective responses to trauma and crisis. However, other students may have more persistent negative reactions. Any re-opening plan should specify additional supplemental and intensive mental health supports, including a plan for how to identify and refer students at-risk to appropriate school and/or community-based interventions.

## **INCLUDE THE ADULTS**

Staff must be a primary consideration in any re-opening plan, and the adults who work every day with students should be afforded information that facilitates their own well-being. While some may do well simply acknowledging the shared trauma and returning to core social supports, others may have more persistent negative reactions. School leaders should plan for and proactively identify such need and be prepared to offer support and appropriate community and employee assistance referrals as needed.

**On the next page, an outline is provided as an example for districts to consider when moving to operationalize the core principles previously mentioned.**





## School Re-Opening Plan: Topics for Districts to Consider during planning

### **Community Resources: Share a community resource guide with schools and families.**

- Include COVID-19 specific resources when available and appropriate.
- Include Mental Health specific resources when available and appropriate.
- Include academic supports and information when available and appropriate to alleviate uncertainty and anxiety/stress.
- Include financial supports and other resources when available and appropriate.
- Add to district and school websites for accessibility for staff and parents.

### **Student and Family Engagement: Identify ways to reconnect with students and families during the re-opening of schools.**

- Consider hosting a parent information night in small groups following social distancing guidelines or virtual information session prior to school beginning and on ongoing basis once school resumes. (topics: resources, orientation of processes put in place to ensure safe learning environment, risk factors, signs and symptoms, protective factors, coping skills, how to report a crisis concern, health hygiene, school exclusion, immunization awareness, academic stressors/uncertainty, and financial supports.)
- Identify communities with heaviest impact and prepare to offer more targeted support.
- Utilize the end-of-year homeless data to connect with families and complete all necessary enrollment documentation for coding and support.

### **Attendance: Create school plan to support students and families that are continuing social distancing due to medical or personal choice.**

- Establish teams (MTSS and/or SST) to monitor and support attendance through data-based problem solving.
- Work with district technology and information services department to create methods to define, report, and analyze attendance data.
- Enhance truancy processes to quickly identify barriers to student attendance and provide interventions.
- Work to identify clear expectations for attendance and response for families who continue to have concerns about sending their child to school.
- Identify students who did not engage in continuous distance learning resulting in course failure in the 4th quarter prior to school resuming. School teams should meet and discuss these students to promote engagement as school begins.



**Counseling Supports: Support Tier 1. Establish process to triage, identify, refer, and provide Tier 2 and Tier 3 supports for students in need of additional resources.**

- **Infographic:** Identifying students in need of support using proximity and risk/protective factors. (Share with school administration and counselors).
- Ensure your district has referral process for counseling supports for students.
- Identify early warning signs and data that will drive problem solving process.
- Identify staff that will provide group supports and appropriate curriculum.
- Identify staff that will provide individual supports.
- Identify community partners that will provide supports on and off campus.
- Explore curriculum to support interventions and books that can be used for psycho-social lessons.

**Re-establish Core Practices through Crisis Support/Coping with trauma: Prepare a plan for elementary, middle, and high schools to provide social emotional and crisis support to all students as Tier 1 intervention upon schools re-opening.**

- **Training:** Consider increasing number of staff trained in crisis response model.
  - » Suggested curriculums include PREPaRE, NOVA, and National Child Traumatic Stress Network (NTCSN): Psychological First Aid.
- **Trauma Informed Approach:** Ensure that staff are trained in creating a trauma informed classroom. Ensure all plans reflect a trauma informed approach.
- **Schedule:** Determine frequency, duration, and content for Tier 1 social emotional supports:
  - » Consider creating a workgroup of stakeholders to determine what is best for each level.
  - » Consider including ongoing healthy and safety trainings that are developmentally appropriate.
  - » Create both virtual and in-person offerings to account for students that may remain in distance learning.
- **Creating Connections:** Utilize district initiatives such as Restorative Practices, and PBIS to model healthy relationships and building support networks.
- **Re-establish core practices:** Consider district, school, and classroom practices that will help re-establish a student's connection to their teacher and school community. Ensure these practices take into consideration new health and safety guidelines, as well as the impact these may have on establishing these practices.
- **Staff Self-Care:** Create a plan for self-care education and opportunities for staff:
  - » Share Employee Assistance Program Flyer.
  - » Provide lunch and learns or info sessions for staff on self-care.
  - » Partner with district wellness coaches to encourage challenges and opportunities for staff to practice self-care in the work environment.
  - » Consider training for administrative staffing on importance of confidentiality when staff disclose medical or mental health concerns.

## Distance Learning: SSS

### ☐ Telecounseling

- Create Notice of Telecounseling (Telecounseling A)
- Create training document on use of preferred platform and telecounseling (Telecounseling B)
- Update admin and schools on process for supporting tier 2 and tier 2 supports for SSW and DMHCs (Telecounseling C)
- Connect with community partners providing mental health services to SCPS students for updates on continuation of services. Assign those in need to student support provider. Update SSS team on available resources. (Telecounseling D)

### ☐ Risk Assessment Support

- Create procedure for Certified School Counselors to have additional support from a licensed mental health provider for risk assessments (Risk Assessment Support A)
- Create procedure for DMHCs to respond to requests for risk assessment support. (Risk Assessment Support B)

### ☐ Professional Development- Mental and Social Emotional Health

- Identify training topics that would benefit staff and create pre-recorded trainings.
- Create catalog of SSS professional development and share with all parties. (Professional Development A)
- Input trainings into Frontline for both instructional and non-instructional staff
- Virtual YMHFA: Organize training of staff. Organize daily trainings for instructional and non-instructional staff. Provide guiding document to instructional and non-instructional staff.

### ☐ Virtual Supports

- Webpage: Create Covid-19 specific parent webpage with resources of social, emotional, and mental wellness for parents and students at both elementary and secondary level. (Link: <https://www.scps.k12.fl.us/covid19/parent-resources.html>)
- Virtual Mental Health Clubs: Create flyer for middle and high school virtual clubs. Host weekly club meetings for students throughout district. (Virtual Supports A, B)
- Staff Self-care: Host daily mindfulness and yoga sessions for staff in morning and afternoon. (Virtual Supports C)
- Social Emotional Learning Parent Event (Virtual Supports D, E, F)

### ☐ Community Resources

- UHY: Connect to all unaccompanied homeless youth and identify any resources they need. (Community Resources A)
- Connect with families that are truant and identify barriers to distance learning.

**Telecounseling A:**  
**SCPS Telecounseling Notice**

By participating in telecounseling services with Seminole County Public Schools (SCPS) staff, SCPS staff and the student will, through a live interactive video connection, meet for scheduled sessions under the conditions outlined in this document.

The potential risks of telecounseling, which may include the following: 1) the video connection may not work, or it may stop working during a session; 2) the video or audio transmission may not be clear.

The benefits of telecounseling include the continuation of services while SCPS schools are closed to students.

SCPS staff will use non-HIPAA-compliant technology to transmit and receive video and audio through an approved platform during the Covid-19 school closure. It is the responsibility of the parent/student to ensure that the student's physical location during videoconferencing is free of other people to ensure confidentiality. Recording of a telecounseling session is strictly prohibited.

The limitations to confidentiality include a reasonable belief by SCPS staff that the student is a danger to themselves or others. If SCPS Staff reasonably believes that the student plans to harm themselves or someone else, SCPS staff will contact local emergency services to come to the student's location and ensure their safety.



## **Telecounseling B:**

### **Telehealth Counseling**

We will be providing telehealth counseling services to our active caseload through

1. Phone calls using our cisco jabber number (if a family cannot access zoom for video)
2. Teletherapy using Webex (preferred)

Some notes about counseling services:

- You will be responsible for reaching out to families on your caseload to schedule meetings. Times can be flexible as everyone's normal schedules are impacted.
  - Students on caseload for skill building of a non-clinical nature should be directed to SEL and skill building resources as developed vs needing 1:1 counseling. Use your expertise to determine where this is appropriate.
  - SSWs will also still provide supportive CM services so their time will be split between both duties.
  - Each SSW and DMHC will need to host at least 30 minute "office hours" each day of the week during which students and families can reach out directly if needed. Please share these hours with me and your admin at each school.
- If you cannot reach a family, document multiple attempts including emailing at least twice and phone calls at least 3x. Include our resource flyer (attached to email) in all email communications. Let school counselor and admin know you are having difficulty. Try at least once a week after initial attempts. Document each attempt.
- Our goal is to serve all of our current students as we normally would. We may take on some new cases, but we will also have help from the school psychologist, community partners, etc.
- Teachers are providing 4 hours of instruction per day. We should expect to spend a similar amount of time in direct contact. If you feel you cannot do this, please contact me directly to troubleshoot.
- We will document everything we do. Please see second document with details on this.
- We will need a list of our caseload to share with each school, as well as status of services.
- I created a shared google drive that we can all use to share telecounseling resources.

Using Webex:

1. Log into Clever portal and search for Webex. Click on Webex meetings. (You can also download the app to your computer, phone or tablet.
2. Once set up, please test your sound, audio, and room. Please email me to troubleshoot.
3. Plan to schedule meetings and send these to students and families using steps below.
4. Special notes:
  - There are lots of helpful resources here:
  - <https://insider.scps.k12.fl.us/voip/apps/webex/index.html>
  - Do not record sessions. Ever. This would be breach of confidentiality and any recording would then be part of the student record.
  - When you are one on one in a session, there are rows of buttons at the bottom. Click the one with three dots and click "lock" so no one else can enter. This is crucial to confidentiality.

### Scheduling sessions/meetings:

- Once you are signed in and on the home screen, you can schedule a meeting by clicking the schedule button.
  - Complete the meeting topic and time.
  - Click advanced options and click scheduling options.
  - Make sure that the box requiring them to have an account is NOT checked.
  - Make sure that the box for automatic recording is NOT checked.
  - Click schedule.
  - Once it is finalized, you will come to screen showing meeting info.
    - To add to your calendar: Click on the calendar button (top, last on right) and click the download button once it appears on bottom left of your screen. Click accept.
    - To send to student: enter in the email address they would like to receive invitation at in the “who is invited” box.

## **Telecounseling C:**

### **Seminole County Public Schools' Mental Health Supports**

#### **What administrators need to know:**

- School social workers (SSWs) and District Mental Health Counselors (DMHCs) will continue to provide support to their current students through telecounseling.
  - They will notify the school if they are having difficulty reaching a family to schedule services. They will also share a google doc with their current caseload and student status.
  - They will need to have a consent form signed electronically consenting to teleservices before services officially begin.
- Referrals work the same.
  - School counselors will make a referral in the mental health referral dashboard. SSWs and DMHCs will coordinate for service delivery.
- Our community mental health partners are also continuing to provide mental health supports via telecounseling.
  - Many are still receiving referrals for services and providing remote intakes.
- We have some additional staff available to support students if we see a large increase in numbers.

#### **Other offerings:**

- We will have some pre-recorded and live offerings for social emotional learning and mindfulness for families and students.
- We will have pre-recorded and live offerings for mindfulness and self-care for teachers.
- More details to come!

#### **What can school administration do to help?**

- Require school counseling teams to meet with student support services at the scheduled time each week.
- Send out the survey below to staff. This will let us plan some supports for them.
  - [https://docs.google.com/forms/d/e/1FAIpQLSd2-owkWItoTykOxhPNRhgdSAevlzlWYOKuo2a2jFK6YXbug/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd2-owkWItoTykOxhPNRhgdSAevlzlWYOKuo2a2jFK6YXbug/viewform?usp=sf_link)
- Share the attached resource flyer on your social media.
- Share the below information on Devereux Mobile Response Team with staff so we can get the information to families in need.
  - Mobile Response Team is providing telehealth crisis de-escalation and crisis intervention during the COVID-19 social distancing precautions.
  - Still available 24/7 and we have opened a direct line so that individuals and families can bypass 211. They can **call or text 407-720-0281** to make a referral for Mobile Crisis Services.



## Telecounseling D:

### Community Referrals and Partners

#### New Horizons:

- Will continue to support all students actively on caseload via telehealth.
- May need assistance with alternate numbers to contact families. Please plan to assist as needed as they do not have skyward access.
- Will provide a list in about 2 weeks sharing what openings they have. I know many were full before spring break.

#### Aspire Medicaid Services:

- Will continue to support all students actively on caseload via telehealth.
- Will continue to accept referrals and see cases for virtual intake. Must call mainline at 407-875-3700 to schedule.
- Open to receiving referrals directly so if needed, please let me know and I can help arrange.

#### Impower's Alpha Program:

- Providing services via telehealth platform to all current students.
- They have connected with and confirmed continued participation for 95% of our students.
- Open to continuing to take referrals as needed.

#### Devereux Mobile Response Team

- Is providing telehealth crisis de-escalation and crisis intervention during the COVID-19 social distancing precautions.
- Still available 24/7 and we have opened a direct line so that individuals and families can bypass 211. They can **call or text 407-720-0281** to make a referral for Mobile Crisis Services.
- They can provide the services via phone, Zoom or Skype based on the individual/family's preference.

#### Circle of Friends:

- Will continue to support all students actively on caseload via telehealth and/or in home services.
- Will continue to process new referrals we have already submitted. Will submit names to MH Program Specialist if unable to reach so SCPS can reassess.

## Risk Assessment Support A:

### Virtual Risk Assessments: School Counselors

**TIP:** Make sure to confirm the student's physical address at the start of all calls.

**Question:** What should I do if I need to conduct a risk assessment over the phone?

**Answer:** When conducting a risk assessment over the phone, use the questions and guidelines from the SCPS Suicide Prevention Guidelines.

**Question:** What should I do if I determine a student is low risk?

**Answer:** Contact the student's guardians immediately to make them aware of your concerns. Assist with safety planning and schedule a follow-up.

**Question:** What should I do if I determine a student is moderate or high risk?

**Answer:** Between the hours of 9:00-3:00 PM, notify guardian of your concern. Let them know an SCPS' mental health counselor will be reaching out shortly. Call 407-320-5029 to connect with the DMHC clerical support. You will need to provide Student ID, name, number, and physical address. DMHC Clerical support will connect the family to a DMHC within 15 minutes to complete a risk assessment.

Outside of the hours of 9:00-3:00 PM, contact guardian to make them aware of your concerns. Offer them the option of Deveruex Mobile Crisis (information below) or a safety check from law enforcement.

**Question:** How should I document a virtual risk assessment?

**Answer:** Document your assessment on the Student Risk Assessment Documentation form in the SCPS Suicide Prevention Guidelines. Include what action was taken and follow-up plans. Save this form to your personal Microsoft One Drive. Share the form with your principal or designee. We will print and add these to the physical folder once school closure ends. Please remember these are all part of the student record under FERPA though we do not keep these in the Cumulative Folder.

**Question:** Who do I notify and within what timeframes?

**Answer:** Notify your administrator immediately. Notify your student support team during your weekly student support services meeting. Submit a referral when appropriate.

**Question:** How do I contact Deveruex 211 Mobile Response Team?

**Answer:** This community support is still available 24/7. Families can call 211 or call or text 407-720-0281 to make a referral for Mobile Crisis Services. They can provide the services via phone, Zoom or Skype based on the individual/family's preference.

Please contact Ashley Sanders at 407-320-2005 if you have any questions or concerns.

## Risk Assessment Support B

### Virtual Risk Assessments: DMHCs

As we have started distance learning and supports, a need was identified for increased risk assessment support for the certified school counselors. Please see below for the DMHC's role in this critical support.

**Who?** DMHCs. Each DMHC should expect to help out when available.

**What?** Providing risk assessments for certified school counselors that have identified a moderate to severe risk in a student.

**When?** Between the hours of 8:00-4:00

**Where?** Virtually via phone or Webex

**How?** Certified school counselors will call Leasha Nowell (DMHC Clerical Support) at 407-320-5029. She will then reach out to DMHC staff via text or phone during assigned office hours.

**Why?** We want to ensure only absolutely necessary Baker Acts occur at this time as inpatient admissions have their own set of concerns during a viral pandemic.

**Limits?** This service is for certified school counselors only. Teachers will still need to go through normal channels. New Horizons will still need to follow internal Aspire procedures.

**What do I do if I feel a Baker Act is necessary?** Allow the parents the option of law enforcement coming out for wellness check, transporting child themselves, or calling Devereux 211 Mobile Response team. Notify Ashley Sanders immediately during this process.

**What do I do if I feel a Baker Act is not necessary?** Update guardians and coordinate a safety plan with the student and family. Make appropriate referrals to outside providers if necessary. Schedule follow-up or connect with assigned DMHC for that school for follow-up. A follow-up should occur within 1-2 days and then ongoing support should continue.



## **Professional Development A**

### **Student Support Services**

#### **Virtual Mental Health Professional Development**

Seminole County Public Schools is committed to supporting the mental health of students, especially during these times. According to the World Health Organization, “Worldwide 10-20% of children and adolescents experience mental disorders. Half of all mental illnesses begin by the age of 14 and three-quarters by mid-20s.” In order to reduce the stigma and better support students living with these conditions, education of teachers and staff is key. Below are virtual PD opportunities related to mental health. Some you may have already attended as a school-wide required PD, but some are brand new offerings.

Please see the table below with basic training information. More detailed instructions on accessing these trainings is available on the subsequent pages.

More trainings will be added in the weeks to come on topics such as Trauma Informed Practices, Building Self-Compassion and Self-Esteem Within Your Students, Developing Empathy in the Classroom, Building Resilience, and more.

<b>Training Title</b>	<b>ESE PD Points</b>	<b>Frontline Activity Number</b>	<b>Requirements prior to obtaining points:</b>
Suicide Prevention	2	6414001 Session: 205	Certificate and learning log
Kognito Youth Mental Health Awareness Training	3	6414001 Session: 206	Certificate and learning log
Self-Care: Session 1	1	6414001 Session: 204	Learning log
Bullying Prevention and Intervention	1	6414001 Session: 207	Learning log
Social Emotional Learning 101	1	6414001 Session: 203	Learning log

#### **Professional Development: Self-Care, Bullying Prevention and Intervention, and Social Emotional Learning 101**

- These courses will be available as Webex webinars starting Wednesday, April 1, 2020.
- The links and passwords for the webinars will be made available in the Frontline Course Description by April 1<sup>st</sup>.
- Completion of the electronic learning log will act as employee verification of attendance.
- See below for summaries of each course:
  - Self- Care: Session 1: This course will be an introduction to taking care of yourself as a professional and individual.
  - Bullying Prevention and Intervention: This course is a research-based training to provide tools and strategies to prevent and intervene with bullying in the classroom and on school campus.
  - Social Emotional Learning 101: This course will cover the basics of social emotional learning and how you can bring this to your classroom.

#### **Professional Development: Suicide Prevention**

To access this training:

- Follow this link: <http://sptsuniversity.org/>

- Scroll down to current courses and select the “2019-2020 National Version- Making Educators Partners in Youth Suicide Prevention: Act on Facts.”
- Select “Create a new account” and answer the prompts
- An email will be sent to your account that allows you to access the course.
- Log-in to your account and select “enroll.” \*Make sure you are enrolling in correct course.

#### FAQs:

- You must complete the pre and post evaluations.
- To receive your certificate, you must complete modules 1 through 4. Modules 5 and 6 are optional, but recommended.
- Your progress is automatically saved if you close and return later.

#### Certificates:

- Certificates should be turned into your administration and Doris Guest at [doris\\_guest@scps.k12.fl.us](mailto:doris_guest@scps.k12.fl.us). Once she has received a certificate and you have completed the electronic learning log, you will be awarded your PD points.

### **Professional Development: Kognito Youth Mental Health Awareness Training**

Youth Mental Health Awareness (Kognito) Training involves two parts:

1. An 1-2 hour, online role-play simulation to help us learn and recognize the signs of distress, use conversations to approach a student and voice our concerns, and refer students/parents to the necessary resources.
  - a. To access the training go to: <https://florida.kognito.com/> and create an account. Users must use school email to receive credit.
  - b. Select the appropriate course (Elementary, Middle, or High).
  - c. Complete the pre-survey.
2. A short training on the SCPS process.

Both parts must be completed to receive credit. Certificates should be turned into your administration and Doris Guest at [doris\\_guest@scps.k12.fl.us](mailto:doris_guest@scps.k12.fl.us) Once she has received a certificate and you have completed the electronic learning log, you will be awarded your PD points.



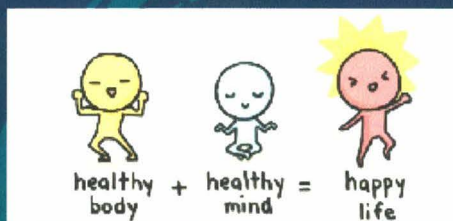
Virtual Supports A

Middle  
School

# HEALTHY MINDS CLUB

EVERY THURSDAY AT 2:30PM  
STARTS APRIL 16TH, 2020

CONNECTION, DISCUSSIONS, ADVOCACY,  
HEALTHY COPING STRATEGIES & MORE.



If interested, email:  
Ms. Moses at [moseskz@scps.k12.fl.us](mailto:moseskz@scps.k12.fl.us)

\*\*Once we receive your email, we will confirm your participation with your guardian and share the club link with you.\*



Virtual Supports B

High  
School

# HEALTHY MINDS CLUB

EVERY THURSDAY AT 1:30PM  
STARTS APRIL 16TH, 2020

CONNECTION, DISCUSSIONS, ADVOCACY,  
HEALTHY COPING STRATEGIES & MORE.



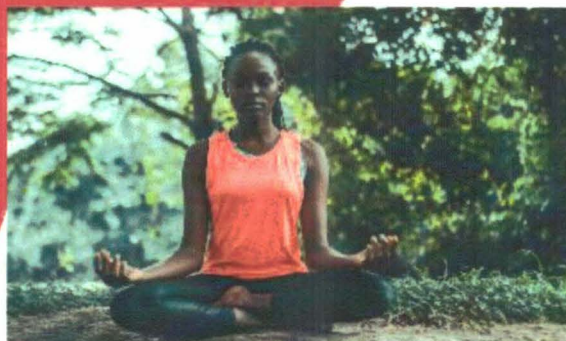
If interested, email:  
Ms. Moses at [moseskz@scps.k12.fl.us](mailto:moseskz@scps.k12.fl.us)

\*\*Once we receive your email, we will confirm your participation with your guardian and share the club link with you.\*



## Virtual Supports C

# Daily Staff Self-Care Sessions



### **SCPS Morning Meditation - 8:30am (Monday to Friday)**

Join your SCPS family for a free morning meditation. This will be a short (10-15 mins) meditation to help start your day off right. No prior mindfulness/meditation experience required.

Click on the link (or copy and paste)

<https://scps.webex.com/scps/j.phpMTID=m278b3cfeef58087dbc41dabc9ad37141>

Password: JRrBB4vGy49t

### **SCPS Daily Mindful Movement - 1pm (Monday to Friday)**

Stay connected and join your SCPS family for a 15 minute mindful movement session every day. What you need: comfortable clothes, a yoga mat or blanket to protect your knees & water.

Click on the link (or copy and paste)

<https://scps.webex.com/scps/j.php?>

MTID=mc313e0123ff5abe1cb233b6df689667c

Password: bzWiamdN554

Have questions?

Email Krissy Moses at

moseskz@scps.k12.fl.us

**STARTS WEDNESDAY  
APRIL 1ST, 2020**



More sessions may be added  
& times of sessions may  
change based on interest.

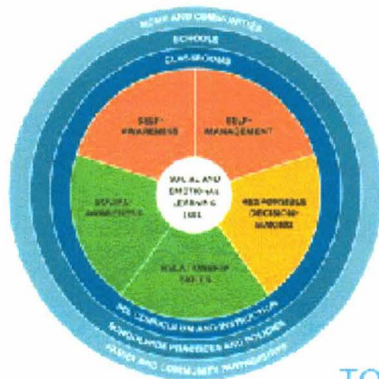


## Virtual Supports D



# Virtual Social Emotional Learning Resources

Please visit the following eCampus pages for more information:



Elementary: <https://scps.instructure.com/enroll/BPN83D>

Middle: <https://scps.instructure.com/enroll/WC86PA>

High: <https://scps.instructure.com/enroll/KG4REB>

### TOPICS INCLUDE:

- ◊ Self-Awareness
- ◊ Self-Management
- ◊ Social Awareness
- ◊ Relationship Skills
- ◊ Responsible Decision Making
- ◊ Digital Citizenship
- ◊ Empathy
- ◊ Compassion

New resources will be added almost daily so check back frequently! If there is something you would like to see or would like more information on please email: [lochnejz@scps.k12.fl.us](mailto:lochnejz@scps.k12.fl.us)

In production: A webpage of SEL resources for families too!

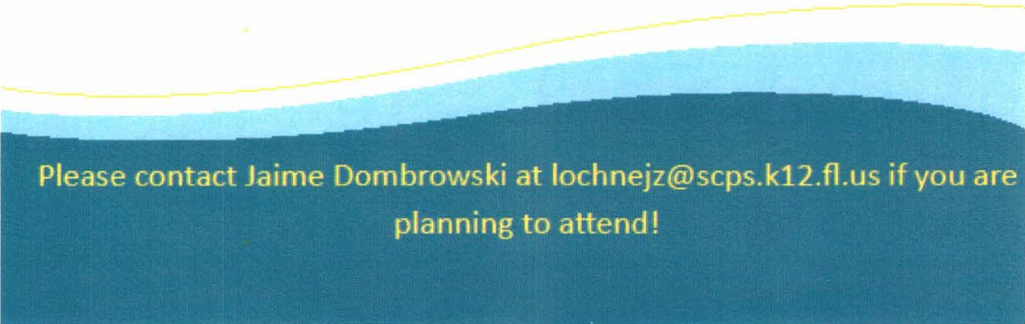
Thank you for all your hard work and dedication!



The diagram is a circular model for SEL. At the center is a white circle with the text "SOCIAL AND EMOTIONAL LEARNING". Surrounding this center are five colored segments, each representing a core competency: "SELF-AWARENESS" (orange), "SELF-MANAGEMENT" (orange), "RELATIONSHIP SKILLS" (yellow), "SOCIAL AWARENESS" (green), and "SOCIAL SKILLS" (green). The outermost ring of the diagram is divided into four sections, each representing a context for learning: "SCHOOL AND COMMUNITY" (top), "CLASSROOM" (right), "HOME" (bottom), and "PEER GROUPS" (left).

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Self-Awareness	Relationship Skills
Self-Management	Responsible Decision Making
Social Awareness	



Please contact Jaime Dombrowski at [lochnejz@scps.k12.fl.us](mailto:lochnejz@scps.k12.fl.us) if you are planning to attend!

When: April 7th from 3:00 PM-4:00 PM

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- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

Please contact Jaime Dombrowski at [lochnejz@scps.k12.fl.us](mailto:lochnejz@scps.k12.fl.us) if you are planning to attend!



# SEMINOLE COUNTY PUBLIC SCHOOLS MENTAL HEALTH FRAMEWORK

## FEW

Individualized Professional Development  
Re-entry Planning  
Individual and Group Interventions  
Behavior Intervention Plans  
Community Based Mental Health Supports including CAT Team, Crisis Planning, and Wraparound  
Intensified Family Partnership and Communication

## SOME

Early identification and Referrals  
Targeted Professional Development  
Individual and Group Interventions  
Community Based Mental Health Supports  
Monitoring of Intervention Fidelity and Student Progress

## ALL

Consistent Implementation of District Policies  
Positive School Climate  
Social Emotional Learning  
Positive Behavior Supports  
Fair and Positive Discipline

Crisis Response Team  
Universal Prevention  
Mental Health Stigma Reduction  
Trauma Informed/Culturally Sensitive Practices  
Promoting self-care of staff

## FOUNDING PRINCIPLES

1. SCPS' strategic plan and commitment to "Conditions for Learning"
2. Importance of Staff Development to allow for strong universal implementation
3. Collaboration between families, schools, and community to foster genuine relationships with all stakeholders
4. A commitment to Evidenced Based Practices
5. A commitment to a safe and healthy learning environment throughout the district





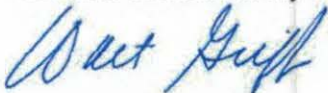
## MESSAGE FROM THE SUPERINTENDENT

Seminole County Public Schools (SCPS) is committed to working with families in addressing mental health and emotional wellbeing. Over the course of the last few months and into the foreseeable future, our schools and family life have been and will continue to be, disrupted by the coronavirus. How the adults respond will be the keep component in keeping our students and staff safe and healthy, both physically and mentally.

Included in Seminole's District Mental Health Plan is a document Seminole and Pinellas teams created in preparation of the re-opening of schools, *Community Centered Considerations for Re-Opening of Schools*. Acknowledging the trauma caused by the coronavirus and the disruptive nature it had in our school communities as well as addressing it head on through dedicated social and emotional learning time built into the school day, will assist our students and staff in their return to school. It is important that we set aside this time in order to assist in optimizing the conditions for learning for our students.

Our plan also includes a checklist of items that in the event of another disruption by the coronavirus or a natural disaster, SCPS is prepared to initiate the items on the checklist so that there is no interruption in the mental health and emotional wellbeing supports that are addressed in the District Mental Health Plan.

I look forward to the 2020-2021 school year and want to assure you that the health and safety of our students and staff is my number one priority.



Walt Griffin, Ed.D.

## **Seminole County Public School's Mental Health Plan 2020-2021**

Seminole County Public Schools (SCPS) System Initiative D: Conditions for Learning in the Strategic Plan outlines all the conditions, when optimal, that will benefit student learning. Condition 2 addresses Student Wellness, which encompasses students' emotional and mental health well-being. Mental and emotional health falls on a continuum from wellness to severe illness; this plan is developed in order to provide a multi-tiered approach to mental health services.

The goal of SCPS's mental health plan is to expand on the multi-tiered system of support currently in place for mental and social-emotional health and improve the quality and accessibility of mental health services through direct services and/or referral to outside providers. Senate Bill 7030 requires all school districts to submit board approved plans to the commissioner of education by August 1 of each fiscal year.

SCPS will continue ensuring student voice, while enhancing our mental health plan. During the 2019-2020 school year, SCPS' Mental Health team coordinated with the Seminole County Youth Commission for their annual student summit which hosts students from student government and Young Men and Women of Excellence from each SCPS high school as well as Seminole County private schools. During this summit, students participated in training workshops on mental health topics including mental health 101, suicide prevention, resiliency and trauma, social media's impact on mental health, substance abuse, and self-care. Students then worked collaboratively with their school and a mental health counselor to create a plan of action for their school. Some common themes from SCPS' schools included:

- Importance of educating students on available resources on and off campus.
- Reducing the stigma associated with getting help.
- Make opportunities on campus and during classes to talk about mental illness.
- Self-care for students.
- Fostering student connections to campus through clubs and teachers.

The following multi-tiered system of support initiatives for mental health and social-emotional initiatives aligned with SB 7030 and are currently in place to support this effort.

Tier I: Universal Strategies-focus on promoting mental and social-emotional health and development of all students.

- **Coordinator for School Counseling Services:** The Coordinator for School Counseling Services provides support to the Certified School Counselors in the implementation of Strategic Plan Initiative D: Conditions for Learning through the coordination of professional development in the area of mental health and social-emotional well-being.
- **Certified School Counselor:** One hundred and thirty-one school-based certified school counselors are assigned to schools based on student numbers and learning community need. The training school counselors receive in the area of mental health cover topics such as suicide prevention, Youth Mental Health First Aid (YMHFA), and Question Persuade Refer/Treat (QPR/QPRT). The school counselor provides tier one services working proactively with students through social emotional learning classroom lessons and hosting workshops for parents

and students addressing topics such as but not limited to adjustment, stress, and help seeking attitudes. In addition, school counselors complete the enrollment residency form to determine family physical needs and make referrals to Families In Need (FIN) and the school social worker.

- **School Board Nurses:** SCPS currently employs twenty school board nurses. Each school in the district is assigned school board nursing services based on need. They provide medication administration training to staff and are responsible for creating Individual Healthcare Plans (IHCP).
- **Social Workers:** SCPS. Currently employs seventeen school-based social workers. Each school in the district is assigned social work services 1-5 days a week based on need. The department utilizes a direct service delivery model to promote a connection between schools, families, and the community.
- **School Psychologists:** SCPS employs thirty-three school psychologists. They are strategically positioned in schools to promote mental and behavioral wellness and prevention of mental and behavioral health problems by consulting with school members and working directly with students. An additional school psychologist supports the Pre-K clinic.
- **Behavior Support Team:** SCPS utilizes a Behavior Support Team consisting of three School Psychologists, five Behavior Analysts, six behavior technicians and four Teachers on Assignment that provides in depth training and clinical case consultation across all schools in the district. The team provides systematic training support in Trauma Informed Care, Emotional Self- Regulation, Classroom Management, Positive Reinforcement Strategies, Mindfulness, and Self-Care. In addition, they support in the creation of Social/Emotional Learning Curriculum and support school staff with students that are aggressive and/or violent.
- **SCPS Crisis Response Team** The primary purpose of the SSS Crisis Response Team (CRT) is to offer support and assistance to students, families, and staff when a crisis occurs. The CRT provides both direct and indirect emotional first aid intervention services. The CRT coordinates additional follow up supports depending on the nature of the crisis.
- **Parent/Family Education Nights:** The primary purposes of parent nights are to educate parents about bullying (physical, verbal and cyber), social media, sexting, sex trafficking and other issues negatively affecting student physical, emotional and mental health.
- **Social Emotional Learning:** SCPS has a Social Emotional Learning (SEL) Teacher on Assignment (TOA) who supports the implementation of SEL curriculum district-wide through staff training and education. SCPS has identified preferred curriculum at the elementary, middle, and high school levels. These programs are available to all SCPS schools.
- **Training:** SCPS focus for the 2020-2021 school year is to continue mental health training for all staff:
  - **Acts on Facts: Suicide Prevention Training:** SCPS required staff at all cost centers to take the online course, Acts on Facts: Suicide Prevention Training over the course of the last two years. Moving forward, all new employees to the district are required to submit their training certificate by October 1. This training is to be completed one time with update training provided by the district mental health team when necessary.
  - **Youth Mental Health First Aid (YMHFA):** SCPS currently has YMHFA trainers as well as two additional trainers employed by SCPS charter schools providing training for all staff in the district.



- **Youth Mental Health Awareness training through Kognito:** During the first quarter of the 2019- 2020 school year, all school staff completed the online module and an in-person guided discussion. New staff members to each school site will be encouraged to complete the Kognito training by October 1.

Tier 2: Selected, brief strategies to support students at risk of or with mild mental health challenges. The below staff provide direct and indirect services to address emerging or mild mental and behavioral health problems and to prevent risky behaviors.

- **Certified School Counselor:** School counselors address student mental health concerns through a process of referral and identification generated by school administrators, faculty and staff, self/peer, parents, guardians, or a community-based care provider. When a referral is made, school counselors collect quantitative data (e.g. attendance, grades, and/or number of referrals) and qualitative data (e.g. student interview or teacher and counselor observations) and shares the information with a community provider when the parent has signed permission.
- **School Board Nurses:** Services include acting as a liaison between home, school, and medical providers when mental health challenges may be emerging.
- **Social Workers:** Services include classroom observations, collaborative intervention planning and implementation, psychoeducation skills groups, services, tier 2 counseling services, and assessment of family needs.
- **School Psychologists:** Services include facilitating skills group counseling (social skills, anger management, stress reduction, etc.), classroom observations, assessment and interpretation of behavioral data to monitor response to interventions, consulting with school-based teams, mentoring of students.
- **Behavior Support Team:** Services include classroom observations, specific training of research-based behavioral strategies, assessment and interpretation of behavioral data, modeling of instructional techniques, parent training on targeted behavior skills, and consulting with school-based teams.
- **Community Mental Health Supports:** SCPS will continue to collaborate with local collaborative agreements with local community mental health agencies to provide school- based counseling services in SCPS schools, as well as office and home-based services. The agencies listed below have a variety of funding sources including state funding through the managing entity, grant funding, insurance-based services, as well as select agreements with SCPS to fund counseling supports when other options are not available.

### **Programs:**

**Aspire's New Horizons:** The New Horizons Program is a middle and high school-based prevention program that helps to diminish and correct the antisocial behaviors. New Horizons gives students the skills and positive feedback they require to become productive members of their school and community.

**ALPHA:** Based out of select Seminole County Public Elementary Title One Schools, ALPHA reaches students (ages 9-12) who present behavior such as disruptive classroom behavior, low

self-esteem, anger issues, peer pressure or coping with grief. Students in the ALPHA Program experience academic and social gains through peer interaction, positive school experiences and preventive counseling.

**UCF Counseling Practicum:** UCF counseling practicum students work in conjunction with UCF supervisors and school-based personnel at targeted schools to provide SCPS students and families mental health services. These appointments are held on site during after school hours.

SCPS has cooperative agreements with local community providers serving a variety of age groups and special populations. SCPS has an established procedure for approving new agencies as needed. Select agencies have agreements with SCPS to provide funding for counseling services with Medicaid-based pay rates for individual and family counseling services. Furthermore, SCPS has an agreement with Aspire Health Partners to hold a standing bi-weekly appointment for intakes for SCPS students at their Seminole County Fernwood office which enables SCPS to have student's seen quickly when the need arises.

- **SEDNET:** Brevard and Seminole Counties facilitate and coordinate mental health services for youth with or at-risk of emotional behavioral disabilities.

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

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

- **District Mental Health Counselors:** Services include providing individual counseling services for mental health and substance abuse for the most intensive students, collaboration with outside mental health and substance abuse providers to ensure students engaged in necessary outside supports maintain these supports and school connection, support schools with re-entry planning process for students following an in-patient admission, risk assessments, and participation in school threat assessment teams.
  - **Social Workers:** Services include individual counseling services, risk assessments, collaboration with outside mental health and substance abuse treatment providers, and consultation with parents.
  - **School Psychologists:** Services include individual counseling services, development of Functional Behavior Assessments (FBA) and individualized Behavior Intervention Plans (BIP), and psychological assessment.
  - **Behavior Support Team:** Services include development of Functional Behavior Assessments (FBA) and individualized Behavior Intervention Plans (BIP), in-class support for high magnitude behavior, staff training for implementation of individual strategies related to the BIP, collaboration with outside mental health providers, and consultation with parents.

### **Mental Health Assistance Plan (s.1011.62(16)(a) and (b), F.S.)**

All SCPS school personnel continue to be trained in relevant mental health topics and continues efforts to train all staff in Youth Mental Health First Aid (YMHFA). SCPS has revised the **Mental Health/Substance Abuse Services – Decision Tree for Services (APPENDIX A)** to be used by certified school counselors, district mental health counselors, social workers, school psychologists and/or school board nurses when determining next steps for a student. The decision tree will assist school district personnel in determining the best level of support for the student.

For all school mental health supports and active cases provided by the district, a brief psychosocial assessment will be completed, if deemed appropriate, to identify treatment needs and appropriate interventions in order to ensure a recovery-based model of care. When a referral to an outside provider is more appropriate, the outside provider is responsible for a psychosocial assessment in order to diagnose, identify treatment needs and appropriate interventions in order to ensure a recovery-based model of care. Students that are referred to or are already engaged in outside services that require tier 3 support will have regular check-ins.

Collaborative partnerships with community mental health professionals will be achieved through *monthly* meetings with The Children's Cabinet of Seminole County; regular meetings with personnel from the Sheriff's office, participation in meeting hosted by Central Florida Cares, and *bi-annual* meetings with community and mental health partners.

School board counselors, nurses, social workers, psychologists, and District Mental Health Providers will coordinate the provision of mental health services with a student's other mental health providers to include case manager, psychiatrist, therapist, and other mental health professionals when appropriate. In order to facilitate this collaboration, the school will ensure that they offer the parent/guardian the opportunity to sign **Parental Permission for Release of Information or Request for Review of Student Information, Form 707 (APPENDIX B)**. Furthermore, community mental health partners will be encouraged to have a release signed for SCPS students as part of their intake process. This will allow for communication that meets HIPPA AND FERPA guidelines related to confidentiality. Coordination efforts will include case consultation, additional needs assessments, recommendations for school or home supports, and referral for additional services.

### **Program Implementation and Outcomes (s.1011.62(16)(d), F.S.)**

The following process has been put into place in order to collect data regarding the number of students screened/assessed, number of students referred for internal mental health services with the District Mental Health Professional, and number of students referred to an outside mental health provider:

- SCPS has created an electronic dashboard for mental health referrals. School counselors, social workers, and district mental health professionals are all able to input a referral into the electronic Mental Health Dashboard which allows for data collection of all students identified as needing mental health supports, as well as internal and external outcomes. Initial referral information includes student name, demographic data, and reason for referral. SCPS staff are then able to update all contact attempts, the outcome of the referral including if student begin services with SCPS staff, referrals to outside agencies and the outcome.



- Referrals are usually generated by the certified school counselor once a student is identified and initial contact with family has been made. Once input in the system, a notification is sent to the school-based student support team that a new referral is in the system.
- SCPS district mental health professionals will make the initial contact to a family after a referral is submitted. The district mental health professional makes contact with a parent to get a brief history of their concerns and observations. They provide a combination of direct service support and referrals to district and community mental health providers to meet the unique needs of each student based on the assessment outcomes and collaboration with parents. For students requiring a lower tier of on-campus support, the referral will move on to the school social worker for direct intervention either in group or individual formats. Both the district mental health professional and school social worker will communicate outcomes and progress with the school's student support team to include school counselors, district mental health professionals, school psychologists, and the program specialist. They support the reporting process as outlined in SB 7030.
- School-based personnel (school social workers and district mental health professionals) who complete tier 2 and tier 3 mental health screenings when applicable (examples of such screenings listed below) provide a log of these screenings to the Program Specialist for Mental Health Services for coordination of data entry.
- Students identified by the threat assessment team as at risk for a mental health disorders will be screened by certified school counselors using the Strength and Difficulties Questionnaire. Students meeting cut-off scores will be provided referrals including the opportunity for mental health services within 15 days (S.B. 7030), behavior intervention, and any other resources identified.
- The Program Specialist for Mental Health Services is responsible for maintaining records of the number and credentials of mental health providers employed by the district.
- S.B. 7030 three-day requirement for a school to transfer verified reports of a student with a serious or recurrent behavior patterns (includes threat assessments, intervention services, and psychological evaluations/treatment plans/progress notes) to a receiving school will be documented, tracked, and released by the District Mental Health Program Specialist and School Safety and Security Director.

### **Tier 2 and Tier 3 Mental Health Screeners**

**SCPS social workers and district mental health counselors will use the following screeners to guide treatment with students when appropriate:**

<b>Screen</b>	<b>Screening Area</b>	<b>Ages</b>	<b>Length to complete</b>	<b>Completed By</b>
Patient Health Questionnaire- 9 (PHQ-9)	Depression/mood Suicide	Ages 11-17	5 minutes	Student
Child PTSD Symptom Checklist	Trauma	Ages 8-18	10-20 minutes	Student Clinician
Generalized Anxiety Disorder-7 (GAD-7)	Anxiety Trauma	Ages 11-17	5 minutes	Student
Strengths and Difficulties Questionnaire (SDQ)	Anxiety, Depression/Mood, Disruptive Behavior, Global Functioning, Hyperactivity, Social Skills	Ages 4-17	5-10 Minutes	Student Caregiver Educator

## **Expenditures (s.1011.62(16), F.S.)**

**Twenty-one district mental health professionals** [*Licensed Mental Health Counselor (LMHC), Licensed Clinical Social Worker (LCSW), and Licensed Marriage and Family Therapist (LMFT)*] will provide direct mental health, substance abuse, and co-occurring therapy to students at high tier 2 and tier 3 when appropriate. These therapies will include individual and group therapy for students, as well as family counseling services and substance abuse counseling as needed. Home visits with families will be conducted for gathering information on a student's background. These district mental health professionals will be assigned to schools to coordinate high tier 2 and tier 3 services with mental health agencies when additional mental health or substance abuse support is needed, SCPS will pursue active consent for Medicaid school match billing from parents with students receiving Medicaid. **SCPS will also designate one of the twenty-one district mental health professionals as a lead for the division. The lead will be assigned schools and will have additional responsibilities related to coordinating with community partners to attend division meetings to provide trainings.** Additionally, SCPS employs one district mental health professional paid out of another funding source whose focus is on wellness for students and staff, as well as social emotional trainings. Additionally, SCPS employs a second district mental health professional who focuses on the health, wellness, and care coordination for youth in alternative sites.

SCPS will employ **twelve social workers** who will provide direct services to students referred by certified school counselors. These twelve social workers are in addition to the seventeen employed by the district to assist with tier 1 and tier 2 services. The twelve social workers will assist in meeting the 1011.62(16)(b)(4) requirement to reduce the likelihood of at-risk students, especially our unaccompanied homeless youth and homeless minors, to develop social, emotional, or behavioral health problems depression, anxiety disorders, suicidal tendencies, or substance use disorders due to the additional trauma of homelessness in their lives. SCPS will also employ **four school psychologists to assist in providing tier 2 interventions, especially for students that are aggressive and/or violent**; this is in addition to the thirty-three school psychologists already employed. The school psychologists hold a specialist's or higher degree with a major in school psychology at the specialist's or higher degree level which includes six (6) semester hours of graduate credit in a year-long supervised school psychology internship in an elementary or secondary school. The school psychologists will provide training in restraint as well as de-escalation techniques using Ukeru.

**Evidenced Based Practices provided by district licensed mental health professionals may include:**

**Cognitive Behavior Therapy (CBT):** Cognitive behavior therapy is a psychotherapy that is effective for a variety of diagnoses including depression, anxiety, substance abuse and co-occurring disorders. CBT focuses on feelings, thoughts, and behaviors by challenging negative thoughts or beliefs, changing destructive behavior patterns, and focusing on solutions. It is appropriate for children and adolescents.

**Trauma-Focused Cognitive Behavior Therapy (TF-CBT):** is a specialized treatment approach for working with children and adolescents that have experienced trauma. It assists



children, adolescents, and their families in reducing the emotional effects of trauma.

**Play Therapy:** Play therapy is primarily used with children ages 3-12 but can also be appropriate for adolescents. The focus in play therapy is the use of play to help children express and communicate their feelings, resolve issues, and process trauma. It is based off the developmental needs and stages of the child.

**Solution-Focused Brief Therapy (SFBT):** SFBT is a short-term, solution-focused treatment appropriate for all ages. The focus is on creating goals and a vision for the future, then identifying the necessary skills, abilities, and resources to meet these goals.

**Dialectical Behavior Therapy (DBT):** DBT is a type of cognitive behavioral therapy that emphasizes individual psychotherapy and group skills training classes to help people learn and use new skills and strategies to develop a life that they experience as worth living. DBT skills include skills for mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness. It is highly effective for non-suicidal self-injury.

**Motivational Interviewing (MI):** MI is Motivational Interviewing is a technique that is based on a client-centered approach with the goal of increasing a person's motivation to change. It relies on four basic principles: express empathy; support self-efficacy; roll with resistance; and develop discrepancy. MI is beneficial for substance abuse and co-occurring disorders.

SCPS will set aside funds to **contract mental health services** from approved providers to cover additional mental health, substance abuse and co-occurring therapy services to SCPS students that providers cannot bill through Medicaid or other forms of insurance. These additional services would include supports for students during a crisis recovery event and treatment for intensive mental health issues, substance abuse, and eating disorders. Funds would be reimbursed to approved providers upon completion of a monthly service log being submitted with a request for payment. Furthermore, SCPS will contract with a local mental health agency to have a standing availability appointment to ensure students are able to be seen in timely manner.

**Charter schools** electing to be included in Seminole's Mental Health Plan will be supported in the same manner as SCPS schools. Each of the charter schools will be assigned a **District Mental Health Counselor (DMHC) as well as a social worker**. The DMHC and social worker will assist in meeting the 1011.62(16)(b)(4) requirement to reduce the likelihood of at-risk students and provide support to develop social, emotional, or behavioral health problems depression, anxiety disorders, suicidal tendencies, or substance use disorders. A **school psychologist** will work with a charter school when an aggressive or violent student is in attendance and will assist with training staff in physical restraint and Ukeru de-escalation techniques. Additionally, all charters schools electing to be included in SCPS's plan will have funds available for contract mental health services.

SCPS employs one **Program Specialist for Mental Health Services** to coordinate the delivery of social emotional, mental health, and substance abuse services at all levels across the district. This individual supports mental health trainings for schools and provide clinical and administrative supervision for district licensed mental health professionals. The Program Specialist schedules bi-annual meetings with all approved mental health providers, coordinate mental health, and wrap

around services as well as intervention, treatment, and recovery outcomes. This individual is responsible for tracking referrals, outcomes, and follow-up care. Additionally, this person coordinates services with primary care providers and evaluates policy and procedures that support the mental health services in the district. Data reporting related to SB 7030 will be reported by this individual to DOE beginning September of 2019. (The data reported will include all SCPS charter schools.)

SCPS will schedule quarterly multi-disciplinary meetings at each school to discuss mental health issues in the district and implementation processes and procedures. The multi-disciplinary team consists of certified school counselors, nurses, social workers, school psychologists, behavior support team staff and district licensed mental health providers.

Direct Employment of school-based mental health staff reduce staff-to-student ratios:

Position	Tier I and Tier II Services Staff/Student Ratio	Mental Health Allocation: Expenditures (s.1011.62(16)(a) and (b), F.S.) Tier II and III. Staff/Student Ratio	Mental Health Allocation: Expenditures (s.1011.62(16)(a) and (b), F.S.) Tier II and III. Staff/Student Ratio (Rollover funds)
	SCPS student population w/o charter school students= 63,026	SCPS student population (including charters participating in our plan) = 64,167	SCPS student population (including charters participating in our plan) = 64,167
Certified School Counselors	131 (1:481)		
District Mental Health Counselor		18 (1:3,565)	21 (1:3,056)
School Board Nurses	20 (1:3,151)		
School Board Psychologists	33 (1:1,110)	37 (1:1,734)	
School Social Workers	17 (3,707)	26 (1:2,468)	29 (1:2,213)

2020-2021 Estimated Mental Health Allocation for the entire School District (Traditional, Charter, Private, and undistributed FTE) is \$2,299,719.00

2019-2020 Allocated Amount \$1,728,659.00

Roll forward: \$500,000.00

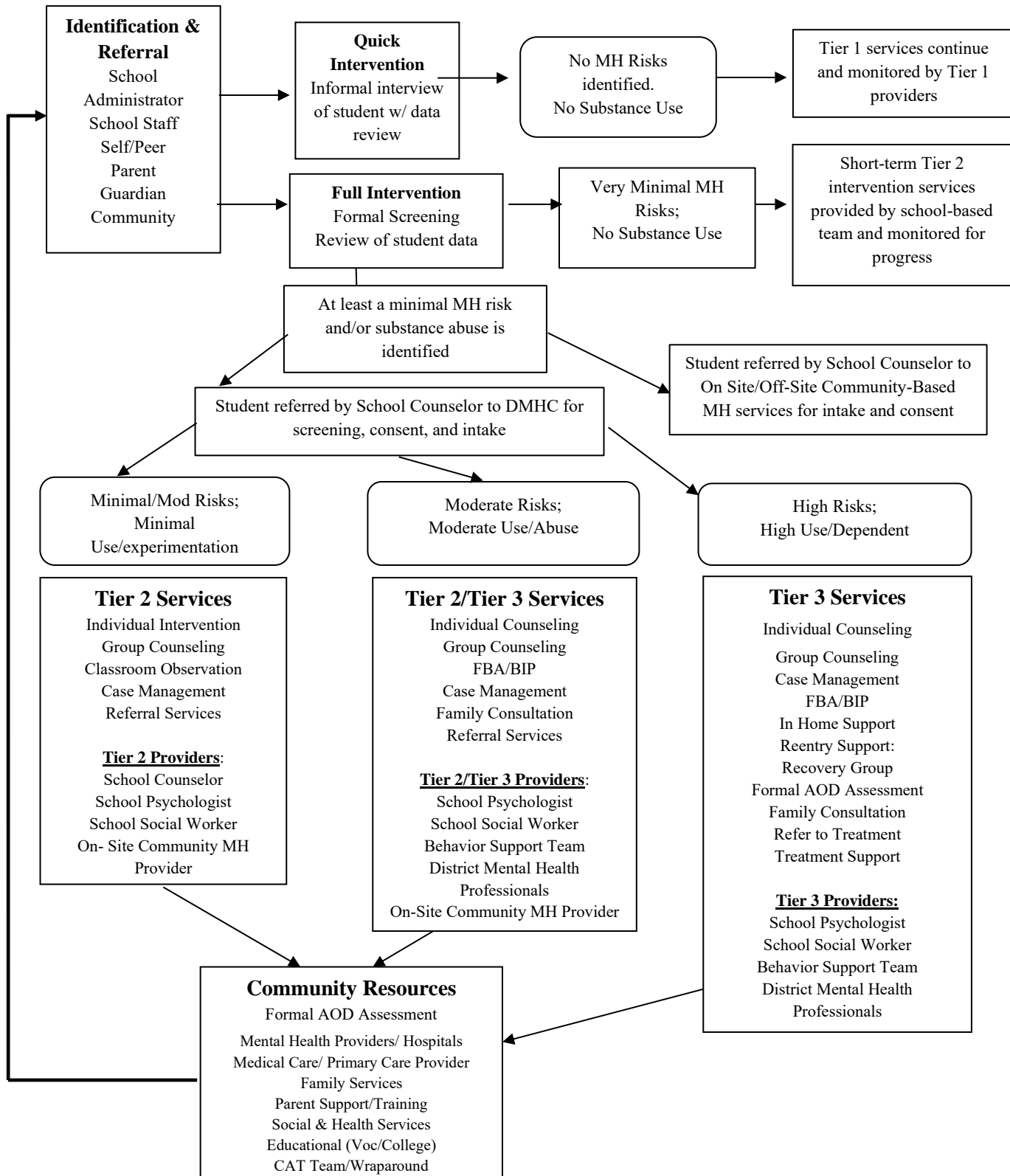
Position/Title					
	2019-20 FTE	20-21 FTE	Funding	Roll forward	Adjusted 20-21 FTE
Program Specialist, Mental Health Services	1	1	\$97,600.00		1
District Mental Health Counselors	15	18	\$1,125,000.00	\$192,000.00	21
Social Workers	4	9	\$565,224.00	\$192,000.00	12
School Psychologist	2	4	\$340,000.00		4
*Lead DMHC supplement	1	1	\$1,474.00		1
Referrals to mental health community providers			\$50,000.00		
Proportionate Share			\$45,364.48		
Mental Health Training Materials			\$75,056.52		
Curriculum Writing				\$10,000.00	
Teacher to Teacher Mental Health Training				\$10,000.00	
Media Specialist to create video lessons for students. (Temporary OPS)				\$50,000.00	
Purchase SEL Books for classroom lessons.				\$48,000.00	
	23	33	\$2,299,719.00	\$500,000.00	39

\*SCPS will also designate one of the twenty-one district mental health professionals as a lead for the division. The lead will be assigned schools and will have additional responsibilities related to coordinating with community partners to attend division meetings to provide trainings.



## APPENDIX A

### Mental Health/Substance Abuse Services – Decision Tree for Services



APPENDIX B



SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA  
EXCEPTIONAL STUDENT SUPPORT SERVICES  
PARENTAL PERMISSION FOR RELEASE OF INFORMATION OR REQUEST FOR  
REVIEW OF STUDENT INFORMATION

NAME OF STUDENT: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

DATE: \_\_\_\_\_

I hereby grant permission for communication both oral and written, regarding the above named student which includes:

- ☐ 1. Psychological/Educational Reports (intellectual processing, projectives, academic abilities)  
☐ 2. Educational data which may include standardized tests, daily grades, and report cards.  
☐ 3. Present levels of subject area performance, adaptive and behavior scales, social history, and individual educational plans.  
☐ 4. Other \_\_\_\_\_

**BETWEEN:**

SEMINOLE COUNTY PUBLIC SCHOOLS - ATTENTION: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
(STREET) (CITY) (STATE) (ZIP CODE)

\_\_\_\_\_  
(AREA CODE) (TELEPHONE)

\_\_\_\_\_  
(AREA CODE) (FAX)

**AND:**

NAME OF AGENCY/PERSON: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
(STREET) (CITY) (STATE) (ZIP CODE)

\_\_\_\_\_  
(AREA CODE) (TELEPHONE)

\_\_\_\_\_  
(AREA CODE) (FAX)

It is understood that the above information will be maintained in confidence and only accessed by authorized school board personnel.

\_\_\_\_\_  
Authorized Signature/Date

\_\_\_\_\_  
Relationship

\_\_\_\_\_  
(Street)

\_\_\_\_\_  
Home Telephone

\_\_\_\_\_  
(City) (State) (Zip Code)

\_\_\_\_\_  
If no telephone, please give a telephone number where you can be contacted.

**THESE RECORDS MAY NOT BE RELEASED TO ANOTHER PARTY AND/OR AGENCY WITHOUT PRIOR APPROVAL OF THE PARENT/GUARDIAN AND/OR ADULT STUDENT.**

SCPS Form 707(e) (Rev. 06/29/11) FED DISTRIBUTION: ☐ Agency ☐ Parent ☐ Guidance

# APPENDIX C



## SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA EXCEPTIONAL STUDENT SUPPORT SERVICES

### REFERRAL FORM

☐ Nurses ☐ Social Workers ☐ Vision ☐ OT ☐ PT ☐ Deaf/Hard-of-Hearing  
*check one* (for Pre-K Disabilities use only)

Student: \_\_\_\_\_  
Referral Date: \_\_\_\_\_  
School: \_\_\_\_\_  
Referred to: \_\_\_\_\_  
Referred by: \_\_\_\_\_  
Counselor: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_  
Address: \_\_\_\_\_  
Street Apt.#  
City Zip Code

Student #: \_\_\_\_\_  
510B/543 Date of Parent Signature: \_\_\_\_\_  
DOB: \_\_\_\_\_ Grade: \_\_\_\_\_  
Title: \_\_\_\_\_  
Title: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Relationship: \_\_\_\_\_  
Home Phone: \_\_\_\_\_  
Work/Other Phone: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Principal/Designee

Exceptionality: \_\_\_\_\_

All other active referrals: \_\_\_\_\_

Referral Information: \_\_\_\_\_

Date	Action Taken and Results

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Further Action Needed? ☐ Yes (If yes, attach new referral.) ☐ No

#### DISTRIBUTION:

- ☐ Referral Source (for file when completed)
- ☐ Nurse/Social Worker/Vision/OT/PT/Deaf - Hard-of-Hearing (for Pre-K Disabilities use only)
- ☐ Referral Source





Galileo School for Gifted Learning  
Riverbend & Skyway Campus  
Mental Health Plan  
2020-2021

At Galileo, each child is valued and his or her uniqueness is cherished. The learning environment is designed for maximum engagement and maximum achievement. There is a whole-child focus to learning, creating an environment that focuses on all of the critical pieces of a strong educational foundation. Galileo Riverbend campus currently employs a full-time School Psychologist, Instructional Coach, Gifted Instructional Coach, Behavior Specialist, and Dean to work with teachers and students to create a solid blueprint for meeting the social, emotional and academic development of each child. Galileo Skyway campus will employ a full-time School psychologist, Instructional Coach, Behavior Specialist, and an Assistant Principal who holds a license in mental health counseling to achieve these goals as well. All of our teachers are either gifted endorsed or working on their endorsement, which includes training in the social/emotional needs of gifted and talented students.

Emotional health is a critical element in a learning environment. At Galileo, there are services in place to provide Tier 1 supports for all students to promote prosocial behavior and support social emotional needs. With an increase in students needing more than Tier 1 supports, Galileo will expand on the Multi-Tiered System of Support currently provided and improve the extent of services and support in place for mental and social-emotional health by providing direct services for mental health support.

Senate Bill 7026 requires all school districts and charters to submit board approved plans to the Commissioner by August 1<sup>st</sup> of each fiscal year.

Please note the plan below that details the current Galileo initiatives that support mental health and positive social emotional outcomes on our campus:

## Galileo Multi-Tiered System of Support- Mental Health

### Tier 1 Supports :

**Conscious Discipline Curriculum** - This proactive social emotional curriculum provides children with the practical skills needed to manage their thoughts, feelings, and actions. Used correctly, it provides children the ability to self-regulate and use problem-solving skills to solve social and internal conflicts. All teachers and staff are trained in facilitating this curriculum and use the program premises as a part of their class meetings when discussing conflicts and issues. Annual training with teachers and staff occurs to ensure successful schoolwide implementation.

**Youth Mental Health First Aid**- This training is designed to teach trainees how to offer help to a young person experiencing a mental health challenge, mental disorder or a mental health crisis. Certified staff are taught how to assist a youth in need until appropriate help is received or until the crisis resolves. Each school year Galileo will provide training to new teachers and staff. Annual refresher training with teachers and staff occurs to ensure successful schoolwide implementation.

**School Psychologist**- Galileo employs one full time School Psychologist at each campus who supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning outcomes for all students by utilizing skills in problem solving, on-going progress monitoring, data collection and data analysis, curriculum-based evaluation, academic/social/emotional/behavioral intervention, psycho-educational assessment, consultation and collaboration, program evaluation, staff training and crisis management.

**Registered Nurse** – Galileo employs a full time Registered Nurse to oversee both campuses. Both the Register Nurse and Clinic Assistant are responsible for the coordination of all health services. The Registered Nurse is an active member of all applicable SST meetings, participates in the eligibility/updating of 504 accommodation plans, manages student healthcare plans, trains staff in working with students with healthcare needs, and serves as a resource for parents when needed, in addition to monitoring student health clinic/medications. The Registered Nurse manages the school clinic as students report with illness, minor injuries, and/or for medication distribution.

**Behavior Specialist**- The Behavior Specialist supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning and affective outcomes for all students by utilizing skills in problem solving, engaging in ongoing progress monitoring, data collection and data analysis, curriculum-based



intervention and evaluation, academic/social/emotional/behavioral intervention, consultation and collaboration, program evaluation, staff training and crisis management.

Parent Empowerment Workshops – Galileo will provide Parent Empowerment Workshops designed to teach parents strategies for supporting their students academically and emotionally at home. Topics may include Using Conscious Discipline at Home, Talking with Your Child About School Violence, Taking Challenges Head On, Stress Management Techniques, etc.

Staffing Specialist - The Staffing Resource Specialist is responsible for the coordination and placement process of all exceptional students, maintaining an efficient system in monitoring all exceptional student meetings, managing MTSS interventions, analyzing and tracking MTSS intervention data, and supporting instructional, non-instructional, and administrative personnel in regards to exceptional students.

Middle School Dean- The Riverbend campus will employ a middle school dean who supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning and affective outcomes for all students by utilizing skills in problem solving, engaging in ongoing progress monitoring, data collection and data analysis, curriculum-based intervention and evaluation, academic/social/emotional/behavioral intervention, consultation and collaboration, program evaluation, staff training and crisis management.

## Tier 2 Supports:

When Tier 1 resources do not provide enough support for our struggling students, there are additional resources in place to provide further interventions and strategies to assist students struggling with mild mental health challenges or perceived to be at-risk of mental health struggles.

The staff and resources below are utilized to prevent further issues and provide more intensive supports:

Registered Nurse – services include acting as a liaison between school, home, and outside providers when mental health challenges are surfacing.

Behavior Specialist- The Behavior Specialist supports struggling students with academic interventions to meet specific instructional needs, monitors performance data, and



works with teachers to facilitate continuous academic improvement. The Behavior Specialist may draft a general education Behavior Intervention Plan in coordination with the MTSS Team- Mental Health Team in response to behavioral concerns not met by Tier 1 services. Services include, academic/social/emotional/behavioral intervention, consultation and collaboration, program evaluation, staff training and crisis management.

School Psychologist: Services include facilitating small groups based on school-based counseling needs (anger-management, grief and loss, social skills, etc.), performing classroom observations in coordination with MTSS Team-Mental Health Team, mentoring students, consulting with school-based staff, and making recommendations as requested based on identified concerns. The school psychologists will also assist in supporting the needs of students through individual wellness checks. These wellness checks are coordinated based on student need for those displaying at-risk behaviors.

Assistant Principal: Galileo Riverbend's Senior Assistant Principal is a certified school counselor. She has been an integral member of the MTSS Team in her efforts to identify and support students who need services beyond the Tier 1 supports. She has served as a partner to the School Psychologist to ensure that services are coordinated for students in need, and served as a parent liaison for at-risk students.

Assistant Principal: The Skyway Campus will employ an Assistant Principal who has a license in mental health counseling and is a state qualified mental health counselor intern supervisor. This individual is also a certified Youth Mental Health First Aid instructor and Professional Crisis Management Instructor and will assist in supporting the social/emotional needs of the students.

Adult Mentor Program: Galileo has several staff members who have weekly time allocated in their schedules to serve as mentors for at-risk youth. This mentorship is coordinated based on student need for those displaying at-risk behaviors.

### Tier 3 Supports:

When intervention services provided at Tier 2 are not enough of a support for our struggling students, Tier 3 supports are implemented to address significant mental and behavioral issues.

The staff/services identified below are used to address intensive needs to support those students struggling with significant mental and behavioral issues:

**School Psychologist:** Services include offering individual services as part of the social/emotional accommodations of the student and in coordination of services with MTSS- Mental Health Team, follow up support for teachers of affected students, and partnering with outside contractors providing student services privately.

**MTSS- Mental Health Team:** This collaborative team works in partnership with parent, teacher, Mental Health Counselor, Psychologist, Behavior Specialist, and outside contractors providing services to develop a plan that supports at risk students.

**Behavioral Specialist/Dean Partnership:** Services include coordinated efforts with MTSS- Mental Health Team to develop Functional Behavioral Assessments, Behavior Intervention Plans, provide staff training, coordinate with parents to create partnerships for supporting struggling students, meet with identified students for wellness checks, and partner with outside contractors providing student services privately.

**Licensed Mental Health Counselor-** Responsible for screening students referred for mental health services in a timely manner to assess for needs and provide recommendations on appropriate level of support. Counselor provides Tier 3 services to include individual and group counseling, psychoeducation to parents/families, wellness checks, and outpatient coordination.

**Assistant Principal/(a certified Mental Health Counselor).** Responsible for providing coverage in mental health support services in the absence of the mental health counselor. Assists with co-facilitating support groups. Responsible for conducting weekly meetings with the mental health counselor to discuss students who may be at high risk for harm to self or others in an effort to strategize the most effective course of treatment. Complete suicide/threat assessments for students presenting in crisis, refer to school resource officer for baker act screening when appropriate. Responsible for conducting chart audits to ensure compliance with best practices and assists in the development and implementation of school wide mental health prevention initiatives such as staff training and student events. Responsible for monitoring referral log and managing tracking log spreadsheet.

### Galileo School for Gifted Learning's Plan for Mental Health Assistance

As set forth in Senate Bill 7026, Galileo School for Gifted Learning will receive a proportionate share of our school district's mental health assistance allocation in the amount of \$15,000 to expand school-based mental health care and access to mental



health services for Galileo students. We understand that 90% of this allocation must be spent on:

- Provisions for mental health assessment, diagnosis, intervention, treatment, and recovery services to students with a mental health diagnosis or at-risk for such diagnosis.
- Coordination of services with primary care and mental health providers.
- Direct employment of mental health service providers and/or contract based collaborative efforts with mental health providers to provide school-based mental health services.

Beginning September 30, 2019 and annually thereafter, Galileo will submit a report on its program outcomes and expenditures for the previous fiscal year: The following information represents the total number of students served in each of the following areas during the 2019-2020 school year.

- Students who received screenings or assessments. - 94
- Students who were referred for services or assistance. - 70
- Students who received services or assistance. - 95 (\*Includes Drop in Groups)
- Direct employment providers employed by each school district.- 0
- Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers. - 14

During the 2019-2020 school year, all returning Galileo Staff received training on how to identify and support students with mental health needs through the youth mental health first aid training. Galileo Staff will be provided with refresher opportunities on how to complete referrals for needy students and referrals will be sent to the school-based MTSS- Mental Health Team for evaluation. After evaluation by the school-based MTSS- Mental Health Team, services will be coordinated as appropriate based on the multi-tiered system of supports.

Students who show a need for direct services due to significant mental and behavioral health problems will be referred to the Mental Health Counselor for evaluation. The Mental Health Counselor will conduct psychosocial assessments to diagnose, identify treatment needs, develop treatment goals and support recovery. When deemed appropriate by the school-based Mental Health Counselor, direct services for the student will be provided. In addition to the direct services model, the Mental Health Counselor will establish communication with the student's primary care provider or other mental health providers in order to share information, join efforts, and share outcomes when appropriate.



Collaboration with other mental health providers providing services to students will be accomplished through monthly communication (when a release of information has been provided), and will be documented in client case management documentation.

Galileo Psychologists, Mental Health Counselors, Staffing Resource Specialists, Behavior Specialists, Mental Health Supervisor and Nurses will coordinate mental health services with a student's primary care provider and with other mental health providers to include case manager, psychiatrist, therapist, and other mental health professionals when appropriate. In order to facilitate this collaboration, the school will ensure that they offer the parent/guardian the opportunity to sign Parental Permission for Release of Information or Request for Review of Student Information, Form 707 (APPENDIX A). Furthermore, community mental health partners will be encouraged to have a release signed for Galileo students as part of their intake process. This will allow for communication that meets HIPPA AND FERPA guidelines related to confidentiality. Coordination efforts will include case consultation, additional needs assessments, recommendations for school or home supports, and referral for additional services.

### Program Implementation and Outcomes

The following processes will be put into place to document the number of students served by the Galileo Mental Health Program. Specifically, the numbers of students who are screened and assessed, referred for services, and the number who ultimately receive services/assistance will be tracked and recorded.

MTSS- Mental Health Team will expand their role to include receiving referrals from Galileo Staff for screening and intake of students. The team will consult with parents to include student history, parent concerns, current treatment, and observations. As a team, the SST will make recommendations regarding interventions, resources, and direct services to be provided by the Galileo School Psychologist or Mental Health Counselor.

The Galileo Staffing Specialist will track and record the number of students who are referred, screened, assessed, and receive services/assistance through Galileo Mental Health Services. The tracking form for Galileo School will include the following information:

- Student Name
- Grade
- Gender
- Referral Reason
- Referral Date

- Screening Conducted
- Start Date of Services
- Therapy Modality (small group, individual)/frequency
- Services re-evaluation (6-weeks after start of services)
- Parent Contact Information
- End Date of Services

The Galileo MTSS Team- Mental Health Services will be able to access the form in order to keep updated information regarding the services being provided at Galileo School. The Galileo Office Manager will be responsible for maintaining records on the number of mental health providers employed by Galileo, and contracted by Galileo.

The following screening tools may be utilized to diagnose, identify treatment needs, develop treatment goals and support recovery:

#### Tier 2 and Tier 3 Mental Health Screeners

Screen	Screening Area	Ages	Length to complete	Completed By
Revised Child Anxiety and Depression Scale (RCADS)	Anxiety Depression/mood	Grades 3-12	5-10 minutes	Student Caregiver
Penn State Worry Questionnaire for Children	Anxiety	Ages 7-17	5 minutes	Student
Patient Health Questionnaire- 9 (PHQ-9)	Depression/mood Suicide	Ages 11-17	5 minutes	Student
Child PTSD Symptom Checklist	Trauma	Ages 8-18	10-20 minutes	Student Clinician

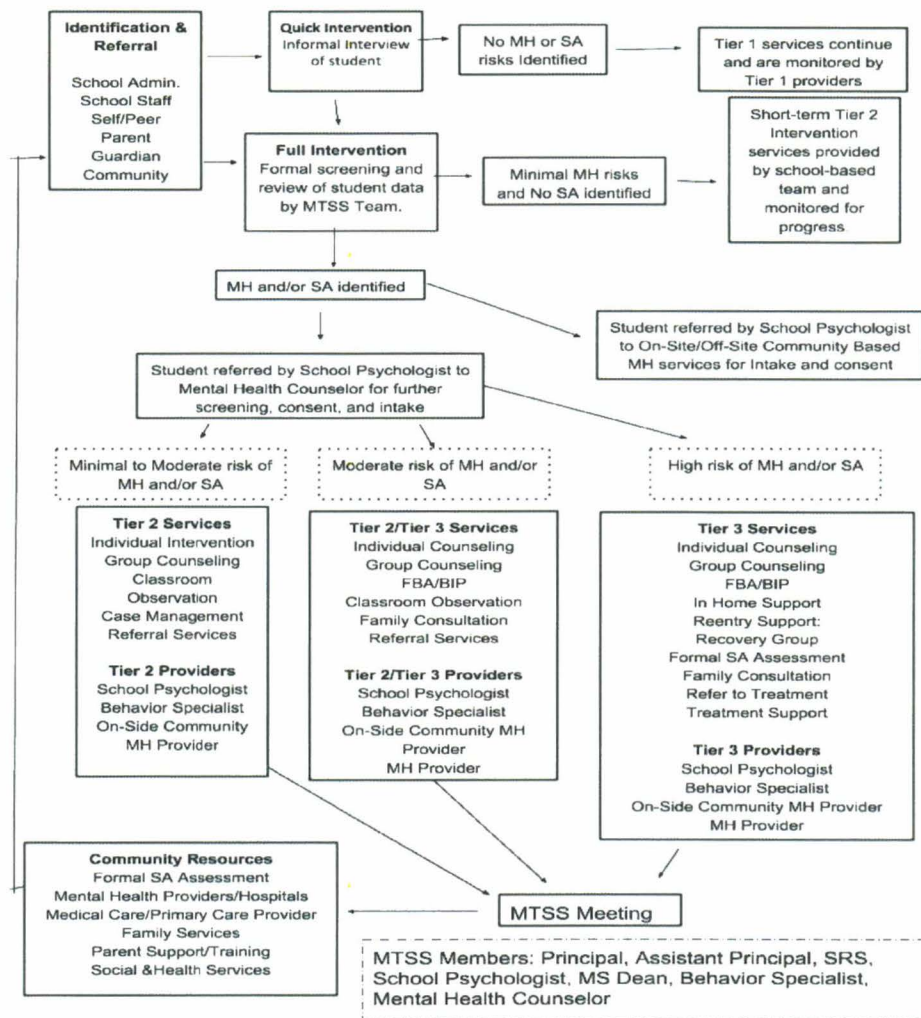
Generalized Anxiety Disorder-7 (GAD-7)	Anxiety Trauma	Ages 11-17	5 minutes	Student
CRAFT 2.0	Substance Use	Ages 12-18	5 minutes	Student Clinician
Brief Problem Checklist (BFP)	Anxiety Depression Disruptive Behavior	Ages 7-18	2 minutes	Student Caregiver
Strengths and Difficulties Questionnaire (SDQ)	Anxiety, Depression/Mood, Disruptive Behavior, Global Functioning, Hyperactivity, Social Skills	Ages 4-17	5-10 Minutes	Student Caregiver Educator
Beck Depression Inventory (BDI-II)	Depression/Mood	Ages 13+	5 minutes	Student Clinician
Depression Self-Rating Scale for Children	Depression/Mood	Ages 7-13	10-15 minutes	Student Clinician

Galileo Staff will receive training on how to identify and support students with mental health needs within the Galileo Mental Health Assistance Program. School staff will be trained to recognize early warning signs and connect students with mental health resources.



A variety of factors will indicate which students need mental health interventions and treatment. Following a referral, the Galileo MTSS- Mental Health Team will conduct a formal screening to determine if mental health risk or substance abuse is identified. Once identified, the Galileo's Mental Health Counselor will identify problems causing impairment, assess the student's receptiveness to mental health treatment and explore initial goals the student has for treatment.

The following diagram will be used in order to determine the need of services and establish a plan on how those services will be provided using the Multi-Tiered System of Support (MTSS). See chart below:



When a need for mental health services has been established, the treatment may include the following Evidence-Based Practices delivered by the Galileo Mental Health Counselor:

**Cognitive Behavior Therapy-** Cognitive-behavioral therapy (CBT) is a form of psychotherapy that treats problems by modifying dysfunctional emotions, behaviors, and thoughts. CBT is evidence based and has been widely adopted as a primary treatment approach for depression, anxiety, ADHD, compulsive disorders, and bulimia nervosa.

**Play Therapy-** Child-centered play therapy (CCPT) is a developmentally responsive, play-based mental health intervention for children ages 3–10 who are experiencing social, emotional, behavioral, or relational disorders. CCPT uses play and the therapeutic relationship to provide a safe, consistent therapeutic environment in which

a child can experience full acceptance, empathy, and understanding from the counselor and process inner experiences and feelings through play and symbols.

Motivational Interviewing- MI is an evidence-based treatment that addresses ambivalence to change. MI is designed to help clients examine their ambivalence about change, express in their own words their desire for change, strengthen their commitment to change and plan or begin the process of change.

Multi-dimensional Family Therapy- Multidimensional Family Therapy (MDFT) is an integrated, comprehensive, family-centered treatment for youth problems and disorders. MDFT is an evidence-based treatment that focuses on key areas of the adolescent's life. MDFT addresses a range of youth problem behaviors – substance abuse, delinquency, antisocial and aggressive behaviors, school and family problems, and emotional difficulties. MDFT has high satisfaction ratings from teens and young adults, parents, therapists, and community collaborators.

### Expenditures

Galileo will use 100% of the Mental Health Assistance Allocation to support mental health direct services for our own students, without supplanting other funding sources, increasing salaries, or providing staff bonuses.

Using the allocation, Galileo will hire one part-time Mental Health Counselor to provide therapy for students as deemed appropriate by the Galileo MTSS- Mental Health Team (SST). These therapies will include both group and individual therapy, family counseling services, and substance abuse counseling as needed. Services will be delivered using the Galileo Multi-Tiered System of Support. The part-time Mental Health Counselor will work in coordination with the MTSS- Mental Health Team to ensure that outside providers of services are part of the planning and implementation of Galileo services. Galileo will also coordinate with families to maximize other funding sources (Medicaid, and private insurance) in order to ensure students' services are efficient and optimized.

Budget:

Position/Title	FTE	<u>Funding-Source</u> Services 100% Mental Health Allocation	<u>Funding- Source</u> Galileo General Budget



Part-time Mental Health Counselor Salary	.5	\$15,000	\$15,000
Total	.5	15,000	

\*In order to fully fund a part-time Mental Health Counselor position, Galileo will absorb the expected remainder of the salary using our general budget.

## Appendix A

**SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA  
EXCEPTIONAL STUDENT SUPPORT SERVICES  
PARENTAL PERMISSION FOR RELEASE OF INFORMATION  
OR REQUEST FOR REVIEW OF STUDENT INFORMATION**

Name of student: \_\_\_\_\_  
Date of Birth \_\_\_\_\_ School \_\_\_\_\_  
Date: \_\_\_\_\_

I hereby grant permission for communication both oral and written, regarding the above named student which includes:

- ☐ Psychological/Educational Reports (intellectual processing, projectives, academic abilities)
- ☐ Educational data which may include standardized tests, daily grades, and report cards.
- ☐ Present levels of subject area performance, adaptive and behavior scales, social history, and individual educational plans.
- ☐ Other \_\_\_\_\_

**BETWEEN:**

SEMINOLE COUNTY PUBLIC SCHOOLS - ATTENTION \_\_\_\_\_

SCHOOL NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

STREET

CITY

STATE

ZIP CODE

AND: \_\_\_\_\_ Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

NAME OF AGENCY/PERSON: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

IT IS UNDERSTOOD THAT THE ABOVE INFORMATION WILL BE MAINTAINED IN CONFIDENCE AND ONLY ACCESSED BY AUTHORIZED SCHOOL BOARD PERSONNEL.

Authorized Signature/Date

Relationship

Street

Phone Number

City

State

Zip Code

**THESE RECORDS MAY NOT BE RELEASED TO ANOTHER PARTY AND/OR AGENCY WITHOUT  
OR APPROVAL OF THE PARENT/GUARDIAN AND/OR ADULT STUDENT.**

☐ Agency

☐ Parent

☐ Guidance