

Sumter County  
Mental Health Plan  
School Year 2018-2019

1. Focus on delivery of evidence-based mental health services:

The Sumter County School District implements evidence-based Multi-Tiered System of Supports. This approach allows us to meet the mental health needs and provide proactive, timely and evidence-based interventions to all students. We utilize a three-tier Problem/Solving Response to Intervention (PS/RtI) approach under the umbrella of the Multi-Tiered System of Supports (MTSS) framework with varying levels of support beyond what is used as the core curriculum. Sumter County will also employ a Multiagency Network (MAN) to coordinate and schedule meetings with stakeholders required by statute. The MAN will include school based personnel, Community Action Team (CAT) members, and other agencies, as appropriate based on student needs.

In Tier 1 school-wide and classroom-based strategies are used. Tier 1 includes core instruction in substance abuse, social-emotional learning and overall mental health programs. If a child continues to exhibit mental health needs beyond the scope of the core curriculum, he or she will receive additional assistance, which can be provided with Tier 2 supports. All staff will be trained to support the mental health needs of our students using the state approved mental health first aid training program, which will help staff to recognize and respond appropriately to students in distress.

In Tier 2, we employ a standard protocol intervention approach. We utilize our Early Warning Systems data, along with universal screeners, and other student data to identify students who require additional mental health support. Targeted evidence-based mental health supports and interventions are provided. Interventions may include mental health counseling, substance-abuse counseling, anger management groups, social skills groups, check-in/check out, mentoring, peer advisory, as well as other evidence-based interventions. The mental health supports and interventions are implemented based on individual student need, to allow the child to achieve the social emotional standards necessary for success as a student.

If the combination of core and supplemental interventions is not sufficient for the student to meet expectations, Tier 3 interventions and supports will be added. Tier 3 interventions may include mental health counseling, substance-abuse counseling, functional behavior assessments to guide positive behavior intervention plans, as well as other evidence-based interventions. The Threat Assessment Team (TAT) will review pertinent data to assess, diagnose, and develop an action plan for the student, as outlined below. If the interventions are not successful and/or require outside agency involvement, the TAT will refer the student to the MAN, and share information regarding the student. The MAN will use the assessment/diagnosis/intervention/treatment and recovery protocol and may seek the services

of outside community mental health providers for the student. Therapy may include trauma-based therapy, substance abuse therapy, or therapy for co-occurring diagnoses.

The TAT's duties are the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or student consistent with the model policies developed by the Office of Safe Schools. The TAT will include persons with expertise in counseling, instruction, school administration, and law enforcement. The team will meet monthly to review students of concern, based on criteria set by the district using indicators from SB 7026 as well as other factors of mental health. However, if at any time a student is in immediate, acute distress with potential to harm him/herself or others, the TAT will convene and intervene immediately. Sumter County will employ outside community agencies, parents, primary care providers and others in this process to develop the treatment plan needed for the student. If a student must be out of school for any length of time due to treatment, a plan for re-entry will be developed by the TAT when the student returns. Procedures for all aspects of the TAT have been developed to include referring at-risk students, gathering input from staff, peers, and family, information sharing with agencies and staff, follow through of services, monitoring of student success, and documentation of steps taken.

2. Includes supports that address mental health needs (assessment, diagnosis, intervention, treatment and recovery):

#### Tier I: (Universal)

- Preventions: school wide PBIS systems, school wide research-based Character Education programs, attendance recognition, school based mentoring program, anti-bullying trainings for staff and students, Mental Health training for all staff (new)
- Assessment: Early Warning System (EWS), universal screener, (Behavioral/Emotional Screening Instrument), surveys, or staff, parent, peer referral
- Diagnosis: data from EWS, screener or referral
- Intervention: increased parent contact, academic interventions, Child Study Teams for poor attendance, district discipline policies, social-emotional curriculum for Pre-K-12, school based counseling, school based group counseling, Help Box (anti-bullying), Character Recognition program

#### Tier II: (Supplemental/At-Risk)

- Assessment: EWS, universal screener, surveys, or referral from staff, school nurse/health professional, parent, or peer, TAT meetings to assess current mental health functioning of the student, feedback forms completed by mental health providers, teachers/staff, and parents
- Diagnosis: data from EWS, universal screener data, survey data or referral, TAT review of data, referral for CAT assessment, input from primary care, mental health, or other involved in multiagency network
- Intervention: increased communication with parents, small group counseling, check-in/check-out system, referral for outside agency counseling at school and/or home,

supplemental social-emotional program for counselor, substance abuse counseling, anger management counseling, peer advisory, mentor program

- Treatment and Recovery: TAT Team meetings to develop plan and timeline for implementation, monitor plan, and gather data

Tier III or Immediate/Acute Distress:

- Assessment: TAT assessment, referral or immediate/acute need, Tier II services data, mental health provider risk assessment, law enforcement officer assessment
- Diagnosis: school or contract based mental health referral, or referral to CAT, law enforcement evaluation for potential Baker Act, assessments given by outside agency. Evidence based evaluation instruments will include the UCLA Trauma Assessment, Columbia Suicide Severity Scale, Clinician Administered PTSD Scale 5
- Intervention: Employ services through outside agencies, school based individual counseling, school based group counseling, functional behavior assessment to guide development of a positive behavior intervention plan, possible Baker Act, primary care appointments, as appropriate.
- Treatment and Recovery: Employ outside agency, group or individual counseling, plan for re-entry into school if treatment and recovery require time outside of school

3. Identifies evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnosis and students at risk for diagnosis:

Sumter District Schools uses the research-based MTSS tiered approach, as detailed in number 2 above, to problem solve for students with academic, behavioral, and mental health concerns. In addition to the interventions already listed, Trauma-Focused Cognitive Behavioral Therapy will be an option for students who have experienced trauma as the basis of their mental health issues, which may include co-occurring mental health or substance abuse diagnoses. Students will be given a self-evaluation screening questionnaire which addresses mental wellbeing in grades K-5, and additionally addresses substance abuse questions for students in grades 6-12.

4. Describes collaborative partnerships with community partners and agencies:

Sumter District Schools has partnered with through MOU or MOA:

- Life Stream of Lake and Sumter County - Community Action Team, Baker Acts, TBOS, CCOS, Potentials therapy
- Lake and Sumter Children's Advocacy Center - contracted services for trauma based therapy
- Kids Central - ESSA services
- Department of Children and Families - child welfare interventions
- Youth and Family Alternatives - attendance (CNS/FINS)

- Sumter County Health Department - health education and screenings, health services
- SEDNET
- Division of Juvenile Justice - students with criminal activity
- Agency for Persons with Disabilities
- The Centers - services for person with developmental disabilities

5. Describes the process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing:

Sumter County will seek parent permission for release of records from primary care providers and from other mental health providers. Through MOUs with agencies and partners, and seeking parent permission, we will share information for students at risk, as provided by the guidelines of SB 7026. Information gathered and housed by the TAT will be shared with the CAT and/or MAN, and other agencies, as appropriate. Social workers will work with parents and all agencies, care providers, or groups involved with the assessment, diagnosis, intervention, treatment and/or recovery of a student by requesting permission for records and to follow up to ensure communication is viable and effective. The social worker will work with all groups to ensure that records are released, gathered, stored in a confidential manner, and shared, when needed.

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

School TAT will maintain a spreadsheet throughout the year of names and steps taken for students who are at risk, as indicated through the EWS, referral from staff, parents, students or agencies, or student registration information. The spreadsheet will document assessment, diagnosis, intervention, treatment and recovery dates with recommended services. The social worker/support coordinator will monitor and report back to the TAT the status of service referred for and received by students through the CAT, MAN or outside agencies. Students who show success over time, as indicated by the EWS and staff, parent, mental health worker, student input, will continue to be monitored but moved from the active spreadsheet of students at risk to a monitoring spreadsheet, which will be periodically reviewed by the TAT.

7. Identifies number and credentials of mental health services providers employed by the district:

One certified school psychologist specifically assigned to oversee mental health

One social worker

Two additional certified school psychologists on staff

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

Two licensed mental health counselors

One social worker (named support coordinator in the contract)

9. 90% of expenditures are allocated to direct mental health services or coordination of such services with primary care and mental health providers.

At least 96% of the allocation for Sumter County will be used for mental health services or coordination of such services with primary care and mental health providers.

10. Assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses.

The Sumter School District has tasked one school based psychologist to focus on assessment, diagnosis, intervention, treatment, and recovery of students with mental health issues. She will help to monitor the fidelity of the Tier 1, 2, and 3 programs and processes, and provide training for Youth Mental Health First Aid. She was the school based psychologist for the Villages Charter School, but since the VCS began funding their own psychologist, her position has been an overage since this spring. In lieu of releasing the unit, the district is going to assign her as the psychologist overseeing mental health as prescribed in SB 7026. Her new job duties on her job description as well as the county allocation changes document her new responsibilities.

11. Describes how district will maximize use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement, 3rd party payments, grants).

A majority of the 2018-19 Sumter County Title IV, Part A Grant has been budgeted for increasing mental health services. Medicaid reimbursement, and other 3<sup>rd</sup> party payments will be sought and pursued by the new social worker (mental health), working with data entry the school and district level.

## Sumter County School Board Mental Health Budget (Non-Charter Portion)

Expense	<u>Mental Health Funds</u>		
	<i>factor</i>	\$ 177,800.30	
Lake Sumter Children's Advocacy Center	0.70%	\$ (113,312.50)	30% to be funding by Title IV Grant
Psychologist(mental health)	0.25%	\$ (24,984.48)	25% to be funding by Title IV Grant, 50% by Sumter County School Board
Social Worker (mental health)	0.70%	\$ (39,503.32)	30% to be funding by Title IV Grant
		\$ -	