

Superintendent
Stacey Shuford Creighton



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Vivian Chappell
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SB7026 District Mental Health Plan

"School mental health services are essential to creating and sustaining safe schools. Increased access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. Additionally, in the aftermath of a crisis, school-employed mental health professionals provide supports that facilitate the return to normalcy, are sustainable, and can help to identify and work with students with more intense or ongoing needs" (National Association of School Psychologists).

Planned Expenditures:

Estimated Total allocation of funds:	\$171,526.00
Addition of one Mental Health Facilitator:	\$55,000.00
Contract with Meridian Behavioral Healthcare, Inc. for 4 mental health counselors:	\$ 100,000.00
Contract with Meridian Behavioral Healthcare, Inc. for psychiatric evaluations:	\$ 15,526.00
Professional development & implementation costs:	\$ 1,000.00

NOTE: Funding totals are approximate and funds may be adjusted between the above earmarked categories as determined by the district Threat Assessment Team.

- ★ Mental Health Assistance Allocation does not supplant other funding sources (general fund, IDEA) OR increase salaries or provide staff bonuses.
- ★ District will utilize Medicaid reimbursement, seek grants, and partner with community-based partners (e.g. Meridian Behavioral Healthcare, Village Counseling Services, CDS, SEDNET) to maximize resources to provide school based mental health supports to students of Bradford County School District.

Description of Mental Health Services:

The addition of a Mental Health Facilitator and a contract for four Mental Health Counselors will allow for a counselor to be in every school and the Alternative Education Center for 4 or 5 days per week to provide a greater flexibility to address serious concerns on a daily basis.

- Mental Health Counselors will provide the following evidenced based practices:
- Complete risk assessments and threat assessments as needed
- Identify and assess the need for a baker act and diagnose accordingly
- Provide training and leadership for threat assessment teams,
- Provide training in mental health awareness for students and school staff
- Coordinate services with primary care and mental health providers involved in a student's care
- Communicate with other agencies and staff as needed and appropriate
- Communicate and collaborate with parents and guardians
- Document all threat assessment team services provided
- Provide individual and/or group counseling treatment for targeted individuals
- Provision of mental health assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or

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co-occurring substance abuse diagnoses and students at high risk of such diagnoses.

- Provide or refer to existing researched or evidenced based programs
- Develop or collaborate on the development of treatment plans and safety plans
- Provide appropriate follow ups for recovery services
- Maintain a list of resources available for threat assessment teams

The contract with Meridian Behavioral Healthcare for four mental health counselors will allow for a counselor to serve students within Bradford County Schools to include the Alternative Education Program. The counselors will spend 4 to 5 days per week at the schools. Priority for services will be for students identified by the school's threat assessment teams, by Suspension Expulsion Review Teams (SERT) or the District Threat Assessment Team.

The contract with Meridian Behavioral Healthcare for psychiatric consultations will provide psychiatric consultations to serve students identified through the SERT or District Threat Assessment Teams. This contract will allow for the coordination of mental health treatment services for students identified through the district's threat assessment team.

Professional Development Costs include substitutes and PD stipends as needed; travel expenses and registration costs for related workshops, trainings and technical assistance; hourly wages for planning the development of training programs; training manuals and other associated costs. There are several requirements for professional development including:

- ◆ Emergency procedures including active shooter training and school safety and security (for students and district staff)
- ◆ Threat assessment, risk assessment and crisis response training (for school based mental health staff and SROs)
- ◆ Threat assessment team training (for all school based threat assessment team members) Mental health awareness and assistance (for students and district staff)
- ◆ Training on the use and implementation of evidenced based programs

Threat Assessment Teams

School Based teams: Mental Health Counselor, School Administrator, Instructional staff (which could include a school counselor or Lead teacher), ESE Liaison/staffing specialists, School Resource Officer, school psychologist, and School Based Registered Nurses.

Duties: threat assessment teams meet on a monthly basis for the coordination of resources, assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students. Interventions may include but are not limited to: a referral to SERT or the District Threat Assessment Team, referral for mental health services, and/or referrals to existing evidenced based programs and services. After providing emergency intervention and assessment, a Mental Health Counselor and/or a School Resource Officer trained in crisis intervention may determine the need for a baker act if there is imminent threat to self or others. The team will contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow up actions.

Teams will identify who to report threats to in the school community and provide guidance to students, faculty, and staff regarding recognition of possible threats to the community, school or self. Teams may obtain criminal history record information if necessary for assessment but this information must remain confidential.

Upon determination of a threat, the team immediately reports its determination to the Superintendent's designee, the Mental Health Facilitator, who will immediately attempt to notify the student's parent or legal guardian.

Threat assessment teams are required to report quantitative data on its activities to the Office of Safe Schools.

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District Team: District School Safety Specialist, Alternative Education Coordinator, School Psychologist, Mental Health Facilitator, School Health Coordinator, and Director of Exceptional Student Education.

Duties: Meets as needed to review school based threat assessment protocols and provide resources and guidance as needed. The team will review school based assessments and assign a Mental Health Counselor and school psychologist to conduct a comprehensive threat assessment with the student and parent/guardian. Team members will contact other agencies involved with the student including but not limited to law enforcement, and any known service providers to share information and coordinate any necessary follow up actions. The team will make referrals for psychiatric consultations and/or mental health assessments and treatment as appropriate. Team members may make referrals for alternative programs in lieu of expulsion through the SERT process. The district team will also provide district training in threat assessment, risk assessment, and crisis response protocols.

Collaboration: School-community-agency collaboration is critical to providing the full continuum of mental health services to students. Threat assessment teams (school based and/or district) will communicate, collaborate and coordinate efforts to serve students with the agencies and programs that provide services to students experiencing or at risk of an emotional disturbance or mental illness. Including:

<ul style="list-style-type: none">→ State and local law enforcement agencies→ The Department of Juvenile Justice→ The Department of Children and Families→ The Department of Health and other health care providers→ The Agency for Healthcare Administration	<ul style="list-style-type: none">→ Agency for Persons with Disabilities→ The Statewide Guardian Ad Litem Office→ Meridian Behavioral Health Care→ Multi-agency network for students with emotional and behavioral disabilities, (SEDNET)
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Program Implementation and Outcomes (s. 1011.62(16)(d), F.S.)

We acknowledge that sustainable and effective change takes time, and that schools sites will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time. We submit the following proposal for screening/assessing students for mental health assistance/support:

- **TIER 1**
 - ◆ Teachers and staff will receive training in Mental Health First Aid and Trauma Informed Practices via Mental Health Counselors and outside agencies. This will enable them to identify students/adults/families in distress and refer for assistance/support.
 - ◆ Teachers/Staff will refer to school-based guidance counselors for initial contact.
 - **ANY POTENTIAL THREATS WILL BE IMMEDIATELY REFERRED TO SCHOOL PRINCIPAL AND ADDRESSED VIA THE SCHOOL THREAT ASSESSMENT TEAM** (potential TIER 2 & 3 supports).
 - Guidance counselor or school principal/designee will contact assigned mental health counselor identification and/or access questions.
 - ◆ Schoolwide PBIS programs
- **TIER 2**
 - ◆ Mental Health Counselors will assist with identification and access to appropriate mental health supports.
 - Evidence-based group social, emotional, and behavioral interventions based on need.
 - Monitoring of intervention fidelity and student progress.
 - ◆ Check and Connect Tier 2 or 3 program: Coordinated by school based staff
 - ◆ Behavior Analyst will Conduct behavior assessments that include functional analysis, assessment of functional skills and assessment of potential reinforcers.
 - Evidence-based group social, emotional, and behavioral interventions based on need.
 - ◆ Mental Health Facilitator will facilitate communication with parents/guardians, Mental Health Counselors, Behavior Analysts, and community agencies.
 - Parents/guardians will receive assistance with accessing appropriate health care and community-based supports as needed.
- **TIER 3**
 - ◆ Mental Health Counselors will provide individualized counseling and interventions as needed.
 - Supports will be provided to school and district staff when intensive services warranted
 - ◆ Behavior Analysts will provide individualized behavior support plans as needed.
 - Supports will be provided to school and district staff when intensive services warranted

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- Mental Health facilitator will coordinate intensified family partnerships and communications.
 - Parent/school communications
 - Parent/outside agency communications
 - Develop and maintain records of contact and services provided for all referred students and families. Provide regular reports to the School Safety Specialist and Threat Assessment Team.

Researched and evidenced based Programs and Services:

- Evidenced based programs addressing the following areas will be researched for possible implementation:
 - ◆ *Anger Management*
 - ◆ *Decision making*
 - ◆ *Coping Skills*
 - ◆ *Bullying*
 - ◆ *Social Skills*
 - ◆ *Behavior Management*
 - ◆ *Classroom Management*

*The 2018-19 Annual Mental Health Allocation Plan is hereby **approved** by the Bradford County School Board of Bradford, County Florida 32091.*

DATED THIS: _____ DAY OF _____, 2018

Superintendent/Designee of Bradford County Schools: _____

Exceptional Student Education Director of Bradford County Schools _____