



SANDRA “SAM” HIMMEL – SUPERINTENDENT OF SCHOOLS

*“Where Learning is the Expectation
And Caring is a Commitment”*

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DISTRICT 1

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Mental Health Assistance Allocation Plan 2019-2020

Citrus County’s school-based mental health services include a broad spectrum of prevention, assessment, intervention, counseling, and consultation services, along with referrals to community agencies for services. All these services are fundamental in a school’s ability to ensure a safe and healthy learning environment for all students. Mental health school supports target students’ social, emotional, and behavioral needs, respond to serious mental health concerns, promote partnerships with families and community agencies, and supports positive classroom behavior and academic success.

A. Mental Health Assistance Allocation Plan

Multi-tiered System of Supports for Mental Health Services

The delivery of evidence-based mental health assessment, diagnosis, intervention, treatment and recovery is provided through a multi-tiered system of supports. The types of services will depend on the student’s level of need, mental health concerns, and EWS indicators. To increase early identification of students with social, emotional, or behavioral problems or substance abuse, school based Problem-Solving Teams (PST) will review Early Warning System (EWS) data including but not limited to retentions, grades, attendance, office discipline referrals, and in or out of school suspensions. School-based PST members consist of an administrator, school counselor, psychologist, social worker, and other school staff members, as appropriate. The school-based PST will identify those students who may be at-risk and determine if screeners or assessments are warranted. If screeners or assessments are recommended by the PST, a designated member of the school PST will contact the parent/guardian for input and to obtain consent for a behavioral health screener. The behavioral health screener will be conducted within 15 days of the referral.

Once the behavioral health screener is completed, the school-based PST will conduct a meeting including the parent and classroom teachers to review individual student screener results and other EWS data. The PST will develop an intervention plan to include specific intervention, frequency and duration of intervention, goal, intervention provider, and timeframe to review intervention progress. School-based services/interventions will be initiated within 15 days of the identification of need. Interventions should be implemented for a predetermined amount of time as determined by members of the school-based PST during the collaborative discussion. The intervention/services will be documented on the student management database (Skyward) and the student specific Behavioral Health Tracking form. If the student is

receiving mental health services from a community agency or primary care provider, the PST will also request a release of information from the parent/guardian. The Program Specialist for Behavioral Health will coordinate the delivery of services between the school and the community agency or primary care provider. Information regarding outside services will be shared with the school-based service providers.

Tier 1 Supports will be provided by classroom teachers, school counselors, school/district teachers on special assignment, and/or appropriate community agencies. Most Tier 2 Supports will be provided by school counselors, psychologists, social worker, school/district teachers on special assignment, and/or appropriate community agencies. Most Tier 3 Supports will be provided by school psychologists, social workers, and appropriate community agencies.

After the intervention has been implemented for a predetermined amount of time as determined by the school-based PST, the PST including the parent and classroom teacher(s) will reconvene to review intervention progress. Depending on the progress, the PST may determine to end the intervention/service, continue the intervention/service, assign a new intervention/service, and/or add another intervention/service. In addition, a referral to a community agency for mental health services may be warranted.

Students, parents/guardians, teachers, and other school staff may refer a student to the school-based PST for mental health concerns using a district created Student of Concern Referral Form (available in paper and electronic version). The referrals will be reviewed and processed by a school counselor. A school-based PST meeting will be scheduled, as appropriate.

Students with a confirmed threat that warrants a complete threat assessment will be referred to the school-based PST. The school-based PST will determine if appropriate interventions including obtaining consent for a behavioral health screening or assessment. Students entering the school from in or out of county with documented school-based or community-based mental health services will be referred to the school-based PST. The PST will aide in implementation of the mental health services according to the existing plan until a new plan is created, as appropriate. Students with a confirmed self-injury report will be monitored by a member of the school-based PST. The school-based Baker Act contact will be notified of students with a Baker Act from school or known off campus Baker Act. In addition, the Program Specialist for Behavioral Health will also monitor Baker Acts that occur on or off campus in order to initiate communication with primary care and mental health providers, as appropriate.

Details of the Behavioral Health Procedures for school and district staff will be developed, and training provided to appropriate staff members. The procedures will include but are not limited to:

- Delivery of evidence-based mental health assessment, diagnosis, intervention, treatment and recovery through a multi-tiered system of supports;
- Evidence-based mental health services within Citrus County Schools;
- Referral process to school and community mental health service providers; and
- Coordination of services with primary care providers or other community mental health service providers

Evidence and/or Research Based Mental Health Services

Citrus County Schools focuses on evidence-based mental health services for students with mental health or substance abuse diagnoses, as well as students with a high risk of such diagnoses, by using a tiered approach.

The Tier 1 strategies and programs are implemented to reduce the likelihood of at-risk students developing social, emotional or behavioral problems such as depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. In addition, the strategies and programs assist with developing an overall positive school climate.

- Sanford Harmony – This Social and Emotional program is being implemented in all elementary schools. The strategies focus on improving relationships, teaching empathy, increasing student confidence, and reducing bullying.
- School Connect – This program will be implemented in middle schools (Tier 1) and high schools (Tier 2/3) in the 2019-20 school year. This social and emotional program is designed to strengthen relationships among students and between teachers and students. The program is based on CASEL’s Social and Emotional Learning Competencies.
- Hi-Five – This program is implemented in connection with Eckerd Connects in Citrus County middle schools. Instruction provides education in character education strategies and exercises, substance abuse prevention strategies, and violence prevention strategies.
- Teen Safety Matters – This program will be implemented in middle schools in the 2019-20 school year. The program educated students on strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, relationship abuse, and digital dangers.
- Aspire – The River Project – This project is implemented in high schools. The program empowers teens to make informed decisions regarding relationships, goals, media influence, communication, dating and sexual health. The project utilizes research-based curriculum from the Center for Relationship Education.
- Character Education Development – Character Education Development instruction is being implemented at the high school level through morning shows and homeroom. Topics include but are not limited to kindness, honesty, respect, substance use and abuse, etc.

Students who need more intensive interventions/services based on referrals and PST recommendations will be provided Tier 2 and Tier 3 level services. Interventions may be provided by school-based or community-based service providers. Interventions include, but are not limited to, prevention programs, social skills instruction, self-regulation skills instruction, group and/or individual counseling, and a functional behavioral assessment and behavior intervention plan. Some examples of interventions/services in Citrus County Schools are included in the following chart.

Program	MTSS Tier	Focus	Focus Grade Level
Sanford Harmony	1	Social, emotional skills and relationship building	Elementary
Second Step	1	Social, emotional skills	Elementary/Middle
Mind-Up	1	Positive school climate	Elementary/Middle
SSIS Social-Emotional Learning (SSIS SEL)	1	Self-awareness/management, relationship skills	Elementary
PBIS school-wide systems	1	Social, emotional, and behavior school wide system	All Levels
Positive School Climate morning show messages	1	Positive school climate	All Levels
Behavioral Health Awareness (Morning Shows)	1	Self-regulation, anxiety, depression, kindness, etc.	All Levels
AI-A-Teen	1	Support and prevention for family substance abuse	High School
Anti-Drug Coalition of Citrus County	1	Prevention and education for substance use/abuse	All Levels

Program	MTSS Tier	Focus	Focus Grade Level
Citrus County Community Alliance	1	Substance abuse, foster care resource	All Levels
Small group/individual counseling	2	Varies based on student need	All Levels
Superflex	2	Social skills and self-regulation	Elementary
Zones of Regulation	2	Self-regulation	Elementary/Middle
Totally Chill	2	Social, emotional, and sensory sensitivities	Elementary
Substance Abuse Counseling	2	Substance use and abuse counseling	Secondary
Too Good for Violence – The Mendez Foundation	2	Character education development	All Levels
Mentors (Big Brother, Big Sister)	2	Mentoring to build positive relationships	All Levels
Cognitive Behavior Therapy (CBT)-Based Lessons	3	Understanding thoughts/feelings, self-regulation	All Levels
MATCH – ATDC	3	Anxiety, depression, conduct problems	Elementary/Middle
Coping Cat	3	Anxiety	Elementary/Middle
Think Good, Feel Good	3	Social, emotional, conduct skills	Elementary
Substance Abuse Counseling (The Centers)	3	Substance use and abuse	Secondary
Mentor, Motivate, Modify (Filter Youth Development)	3	Mentoring and building family relationships	Secondary
Mobile Response Team (MRT – Lifestream)	3	Crisis response in the school and community	All Levels
Community Action Team (CAT – Lifestream)	3	Wrap around behavioral health services	Middle/High

School-Based Mental Health Service Providers

With the Mental Health Assistance Allocation funds in 2018-19, the school district employed the below additional credentialed staff to provide mental health services to students.

- 4 School Social Workers
- 1 Program Specialist for Behavioral Health

In the 2019-20 school year, Citrus County Schools will use the Mental Health Assistance Allocation funds to provide an additional two directly employed School Social Workers to support the elementary level students. The increase of directly employed staff has helped to reduce the overall ratio of Florida Department of Education-certified or licensed school-based mental health services providers employed by the district. Currently, Citrus County Schools has five elementary staff members working toward Florida Department of Education certification for school counselor.

When additional staff members are hired and all staff have received Florida Department of Education certification, this will result in an increase of services being provided to students with mental health concerns or students at-risk of mental health concerns. All staff qualified to provide mental health services (school counselors, psychologists, social workers) will be providing direct services to individual students or groups of students.

Charter School

Citrus County Schools has one charter school – Academy of Environmental Sciences (AES). It is the intention of AES Board and school administrator to be included in the Citrus County Schools Mental Health Assistance Allocation Plan. All services, training, and support provided to Citrus County Schools will also be provided to the staff at AES.

B. Expenditures

Citrus County Schools will be allocated \$464,066.00 for the Mental Health Assistance Allocation during 2019-2020 school year.

Position	Licensure/Certification	Quantity	Total Estimated Expenditure
School-based School Social Worker	FL-DOE Certified School Social Workers	1	\$53,400.00
School-based School Social Worker	FL-DOE Temporary Certificate – School Social Worker	3	\$160,200.00
School-based School Social Worker	Licensed Clinical Social Worker	2	\$106,800.00
Total			\$320,400.00

Other Expenditures	Total Estimated Expenditure	
District-based Student Services Specialist	\$52,800.00	
Youth Mental Health First Aid Training – Stipends, Substitutes, Materials	\$41,866.00	
Social, emotional, and behavioral health learning curriculum (elementary school)	\$10,000.00	
Social, emotional, and behavioral health learning curriculum (middle school)	\$19,000.00	
Social, emotional, and behavioral health learning curriculum (high school)	\$20,000.00	
Total		\$143,666.00

C. Expenditure Assurances

Citrus County Schools has allocated 100% of expenditures to expand school-based mental health care, train educators in responding to mental health issues, and connect students and families with appropriate behavioral health services. The district will be hiring an additional two school social workers, in addition to the four hired in 2018-19 to increase the total number of social workers to 13. Citrus County Schools will also be providing numerous training opportunities to school district staff during the year in Youth Mental Health First Aid (YMHFA). YMHFA provides school district staff knowledge on ways to recognize signs of mental health issues and methods to respond to youth in crisis and non-crisis situations. The Mental Health Assistance Allocation funds will be used to fund trainers and provide staff with stipends or substitutes in order to attend the training. Citrus County Schools uses a portion of the funds for a Program Specialist for Behavioral Health. The Specialist is responsible for the coordination of services between the student's primary care provider and school-based services. In addition, the Specialist serves a liaison between families and community agency mental health service providers.

The services provided with the allocation do not supplant other funding sources, increase existing staff salaries, nor provide staff with bonuses. The funding totals are approximate amounts and may be adjusted between categories as determined by Citrus County district administration.

Citrus County Schools will continue use the current Medicaid reimbursement service provider (Sivic Solutions) to expand funding reimbursement to include mental health services. Training will be provided to mental health service providers (school counselors, school social workers, and school psychologists) on procedures for submitting services provided to student for reimbursement.

D. Program Implementation and Programs

As part of the Mental Health Assistance Allocation Plan, Citrus County Schools continues to increase the number of directly employed school-based mental health service providers in order to meet the needs of students. The increase of directly employed staff has helped to reduce the overall ratio of Florida Department of Education-certified or licensed school-based mental health services providers employed by the district.

For the 2019-20 school year, Citrus County Schools has five elementary staff members seeking Florida Department of Education certification for Guidance and Counseling. These staff are currently serving as school counselors out of field. Once certification is obtained, the overall number of school counselors at the elementary level will increase from six to 11. In addition, with the approval for the Mental Health Assistance Allocation Plan two additional school social workers will be hired to support elementary schools. The ratios below include the increase of the two school social workers to support elementary schools and the five elementary school counselors obtaining their Florida Department of Education certification for Guidance and Counseling.

	Total Projected Student Population 2019-2020	Total School Counselors	School Counselor Ratio	Total School Psychologists	School Psychologist Ratio	Total Social Workers	Social Worker Ratio
All Schools Total	15439	34	1:454	9	1:1715	13	1:1188
Elementary Schools	7102	11	1:646	5	1:1420	7.5	1:947
Middle Schools	3592	6	1:599	2	1:1796	2.5	1:1437
High Schools	4633	16	1:290	1.5	1:3089	2.5	1:1853
Combined Levels (K-12)	112	1	1:112	0.5	1:224	0.5	1:224

Below are the ratios of directly employed mental health service providers based on the 2019-2020 projected student population without the increase of the two school social workers and the five elementary school staff serving as out of field school counselors.

	Total Projected Student Population 2019-2020	Total School Counselors	School Counselor Ratio	Total School Psychologists	School Psychologist Ratio	Total Social Workers	Social Worker Ratio
All Schools Total	15439	29	1:532	9	1:1715	11	1:1404
Elementary Schools	7102	6	1:1184	5	1:1420	5.5	1:1291
Middle Schools	3592	6	1:599	2	1:1796	2.5	1:1437
High Schools	4633	16	1:290	1.5	1:3089	2.5	1:1853
Combined Levels (K-12)	112	1	1:112	0.5	1:224	0.5	1:224

Process for Documenting Number of Students Screened or Assessed

Once a student is referred for a mental health screening or assessment by a staff member, parent, or student, the school counselor will complete the referral information on the student management database (Skyward) and the student specific Behavioral Health Tracking form. These tracking forms will include student information along with the dates of referral, problem-solving team meeting, and contact with parent/guardian. The student specific Behavioral Health Tracking form will be stored in the student's cumulative file. At the end of each school year, the number of students receiving screenings or assessments will be collected by the Program Specialist for Behavioral Health.

Process for Documenting Number of Students Referred for School-Based Services

Once determined that a student should be referred for school-based mental health services, the school counselor will complete the referral information on the student management database (Skyward) and

include the information on the Behavioral Health Tracking form. The information will be shared with the appropriate school-based service provider. The parent will be contacted for consent to participate in school-based services. At the end of each school year, the number of students receiving screenings or assessments will be collected by the Program Specialist for Behavioral Health.

Process for Documenting Number of Students Receiving School-Based Services/Interventions

Once consent is obtained for school-based staff to provide services/interventions, the school counselor will include the intervention specific information on the student management database (Skyward) and on the Behavioral Health Tracking form. These tracking forms will include student information along with intervention details such the specific intervention being provided and the service provider. The student specific Behavioral Health Tracking form will be stored in the student's cumulative file. At the end of each school year, the number of students receiving services/interventions will be collected by the Program Specialist for Behavioral Health.

Process for Documenting Number of Students Referred to and Receiving Community-Based Services

Students referred for mental health services to outside agencies will be documented on the student management database (Skyward) and on the Behavioral Health Tracking form. In addition, all referral forms to community agencies will be sent to the Program Specialist for Behavioral Health.

Students receiving mental health services from outside agencies will be documented through a district developed tracking spreadsheet and on the Behavioral Health Tracking form. The Program Specialist for Behavioral Health will assist with coordination of services between the school district and community agencies.

At the end of each school year, the number of students referred and receiving services/interventions from community providers will be collected by the Program Specialist for Behavioral Health.