

Dixie District Schools

Mental Health Assistance Allocation Plan

Dixie District Schools believes that support of children's mental health is critical to their success in school. The district is committed to provide a comprehensive school mental health program that will provide mental health services to support the social and emotional well being of all students. This program will provide a continuum of services across a variety of school settings that will integrate schools, families and community resources; these services will range from school wide prevention efforts to individualized, intensive interventions.

Universal school practices are core practices that will be provided to all students in order to promote successful student outcomes. Prevention activities may include classroom guidance lessons, Second Steps, AVID, health education classes, and DARE program. Universal screeners will also be used to assist with identifying students who may be at risk for a mental health concern and may need monitoring or intervention. These screeners will include the review of Early Warning System indicators (absences, discipline referrals, and grades) at the end of each grading period, identification of mental health services on school registration form and teacher and/or administration referrals. After the universal screeners are completed, and/or teacher concerns are received, the data will be analyzed to determine which students who may be at risk for mental health concerns.

Students who are determined to be at moderate risk will be referred for more targeted supports, in addition to the universal supports available to all students. These supports can be

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provided through small group interventions in which students are grouped by similar need. These interventions include mentoring groups with the school guidance counselor or school psychologist or grief counseling with outside agencies (ex: Haven Hospice).

Students who do not show positive response to the targeted interventions and students who have one or more co-occurring mental health or substance abuse diagnosis would be referred for intensive supports that are highly individualized around a student's specific needs. These interventions differ from targeted supports, in their intensity and duration. These supports would include individualized therapy with the school guidance counselor, a licensed clinical social worker, licensed mental health counselor or another outside agency. Once a student is identified as needing targeted or intensive supports, school personnel will request parent permission for release of information from outside mental health providers and/or primary care providers. This release will allow for effective collaboration and ensure that services are appropriately supported in the school setting. These outside entities will need to agree to a Memorandum of Understanding (MOU) or Interagency Agreement with the school district to detail and clarify the roles and responsibilities and requirements for information sharing of each agency.

In order to meet the full continuum of student needs, Dixie District Schools will work collaboratively with other community providers and agencies to provide appropriate mental health to services to students. These partnerships will involve collaborations with the Dixie County Sheriff's Department, Dixie County Health Department, Dixie County Anti-Drug Coalition, SEDNET, Haven Hospice, Meridian Behavioral Services, and Village Counseling. These

agencies will offer supplementary or intensive services that go beyond the school district's capacities, services such as: professional development for school employees in the area of mental health, classroom lessons in abuse resistance, healthy choices, character education, diversity and anti-bullying, targeted group and intensive counseling as needed.

Program Implementation and Outcomes

A variety of screeners will be used with all students in the district. These screening tools include: B01 (PreK), Early Warning Systems (K-12), and teacher observations. These universal screeners will be used to determine which students may require targeted and intensive mental health supports. Evidence of students receiving the various services will be documented through guidance logs at the elementary schools, and the implementation of a Google check-in system at all schools. The individuals who will be providing mental health services to students include school personnel and contracted mental health providers. School personnel who will be working with students include: four (1 per each school) certified school guidance counselors and one school psychologist. The district will also be contracting with a clinical licensed social worker and two licensed mental health counselors to provide intensive mental health supports to students. The district will also be contracting services with a case manager, who will assist in coordinating and monitor the provision of services for students. This position will also be responsible for maintaining records of contact and services provided for all referred students and families.

Expenditures

Total Award Amount	\$150,000
Amount allowed to Kinder Cub Charter School (approx.)	\$6,600
Licensed Clinical Social Worker (\$140/week, 4 hours/week x 36 weeks)	\$20,160
2 Licensed Mental Health Counselors (\$50/hour, 45 hours/week x 39 weeks)	\$87,750
Case Manager (\$23/hour, 30 hours/week X 36 weeks)	\$24,840
TOTAL EXPENDITURES {93% of allocation}	\$139,350

The allocated award will be used to contract new positions to ensure the district is able to provide a continuum of mental health services to students. This funding will not be used to supplant other funding sources or increase salaries or provide bonuses to staff. The district will also maximize the use of other funding sources, Medicaid and federal grants (when applicable), to assist in providing mental health services when necessary.