



**LEON COUNTY SCHOOLS
MENTAL HEALTH PLAN
2018-2019**



2018-2019 MENTAL HEALTH PLAN

Superintendent

Rocky Hanna

School Board

Georgia "Joy" Bowen

Maggie Lewis-Butler

Dee Dee Rasmussen

Alva Striplin

Rosanne Wood

**Leon County Schools
2757 W. Pensacola Street
Tallahassee, FL 32304-2998
(850) 487-7100**

Mental Health Assistance Allocation Plan
Leon County Schools 2018-2019 School Year

Focuses on delivering evidence-based mental health services

What awareness/prevention efforts are provided that address mental health substance abuse issues at Tier One?

Universal awareness and prevention efforts that support the social and emotional development of all students include:

- Adding a District-Level Coordinator to oversee and address mental health, social/emotional behavior and substance abuse initiatives and needs
- Direct employment of three additional social workers to provide mental health counseling support, resource referrals of services that may benefit students and families and to coordinate services with the student's primary care provider and with other mental health providers involved in the student's care
- Contracting services with Disc Village to add an additional ten mental health counselors focused on delivering evidence-based mental health care treatment to children.
- Implementing the Sanford Harmony Social and Emotional Learning (SEU) curriculum District-wide for grades PreK- 5. The Sanford Harmony SEL is a social-emotional teaching program that cultivates strong classroom relationships between all students; it has a focus on building communication and cooperation, embracing diversity, and resolving conflict.
- Implementing the Jason Foundation Suicide Prevention Curriculum district-wide (secondary level) for grades sixth through twelfth.
- Contract-based collaborative efforts or partnerships with community mental health programs, agencies. or providers to provide additional mental health, social/emotional behavior, and substance abuse support. Programs, agencies, and providers include:
 - o DISC Village,
 - o Capital City Youth Services,
 - o Turn-About,
 - o Leon County Health Department,
 - o Neighborhood Medical Center,
 - o Peace 4 the Big Bend, and
 - o Community Action Teams (CAT).
- Implementing universal screening for all students using the Internalizing Screening Scale (Cook) and Externalizing Screening Scale (Drummond) to identify at-risk students.

- Training district staff on using Positive Behavior Interventions & Supports (PBIS), using trauma informed care sensitivity, completing screeners, and understanding the Multi-Tiered Systems of Supports as the process relates to mental health and social-emotional, behavioral, and substance abuse needs.
- Implementing Train-the-Trainer for district staff to learn mental health first aid through the Advancing Wellness and Resiliency in Education (AWARE) Program.
- Implementing Sources of Strength for grades 6-8: This suicide prevention program uses peer leaders to enhance protective factors associated with reducing suicide at the school level.
- Implementing Too Good for Drugs and Violence for grades 9-12: this is a comprehensive drug and violence prevention program designed to mitigate risk factors and build protection within the child. In addition, it facilitates the development of social and emotional skills through goal-setting, decision-making, and effective communication skills; it also has a focus on peer pressure refusal, pro-social bonding, conflict resolution, and media literacy.
- Implementing Disc Village New Horizons Program: this is an evidence-based Substance Abuse Prevention program that addresses social issues among teens and young adults that have the potential to interfere with personal achievement.
- Appointing and training Positive Behavior Interventions and Supports (PBIS) champions at each school. The goal of the program is to expand the PBIS program district-wide to increase the social and behavioral supports for all students.
- Appointing and training Safe and Drug-Free champions at each school that will implement comprehensive drug and violence prevention programs. The goal of the program is to address health education, early intervention, pupil services, mentoring, rehabilitation referral, and related activities.

What evidence-based targeted mental health interventions are available to address mental health needs at Tier Two?

Additional staff will be encompassed into targeted mental health interventions for students identified as at-risk for mental health, social/emotional behavior and substance abuse needs. The additional staff will support small-group counseling and instruction using evidence-based curriculum. The following programs are cognitive-behavioral curriculums that focus on areas such as social skill development, self-regulation, problem solving, and conflict resolution. The programs include:

- Disc Village New Horizons curriculum
- Coping Cats (grades 4-8)
- Skillstreaming (grades PreK-12)
- C-BITS (Cognitive-Behavioral Interventions for Trauma in Schools) (grades 6-12)
- Zones of Regulation (grades PreK-8)
- Social Thinking curriculum (grades PreK-12)

- Capital City Youth Services (CCYS) - Stop Now and Plan (SNAP) program
- The Jason Foundation Suicide Prevention Curriculum

What intensive evidence-based mental health interventions and services are available to address mental health needs at Tier Three?

Additional staff will provide individualized counseling and instruction for students identified with mental health, social/emotional and substance abuse needs using evidence-based curriculum such as:

- School Crisis Team
- New Horizons curriculum
- Coping Cats (grades 4-8)
- Skillstreaming (grades PreK-12)
- C-BITS (Cognitive-Behavioral Interventions for Trauma in Schools) (grades 6-12)
- Zones of Regulation (grades PreK-8)
- Social Thinking curriculum (grades PreK-12)
- Outside Community Mental Health Agency Referrals (Disc Village, Turn-About, CCYS, LCHD, Neighborhood Medical Center, and DCF).

Includes description of supports that addresses mental health needs (assessment, diagnosis, intervention, treatment and recovery)

Does your plan include mental health screening or assessment procedures for determining which students need mental health interventions and treatment?

Yes. The District will use a Suicide Risk Assessment Plan and a Threat Assessment plan to determine if a student requires more intensive services beyond the school system. The assessment procedure is as follows:

- *Diagnosis*
Initial referral to school level multidisciplinary team to determine the level of student need within the Multi-tiered System of Support framework (MTSS). Parents will be provided with contacts of trained and licensed mental health professionals when it is determined that a student may have needs for support beyond the school's expertise.
- *Intervention*
The use of the MTSS framework by teachers, support staff, and parents to promote social and emotional development of all students; to identify strategies and services to support at-risk students; and to identify strategies that support students with significant needs (including referrals to contracted community mental health

providers). Intervention also includes coordination with external community health partners to work collaboratively with the school's internal support professionals such as school counselors, school social workers, school psychologists, school nurses, and teachers to develop school level plans for working with referred students.

- *Treatment*
Implementation of universal and selected mental health services will be at the school level. The multidisciplinary team and mental health professionals will identify intensive interventions appropriate for school-level implementation.
- *Recovery (Conducting a Re-entry Plan conference and initial coordination of support when deemed necessary)*
School board policy indicates the procedure for re-entry is to convene a re-entry conference with the school support staff, mental health professional, parent and, if appropriate, the student. During this conference, members will engage in a systematic decision-making process to plan for the appropriate transitional services, support, and goals based on the needs of the student and family.

Does your plan include coordination and supports for students who received intensive community mental health services?

The coordination and supports for students who receive intense community mental health services will be founded on appropriate information sharing between mental health professionals, families, and necessary school staff through tiered parental/guardian consent forms.

Identifies evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnosis

Does your plan include a process for identifying and delivering evidence-based mental health interventions?

Yes. Processes used to identify and deliver evidence-based mental health interventions include:

- MTSS Referral Process
- Early Warning System Data, including referrals, attendance & grades
- Behavioral Screeners
- Suicide Risk Assessment
- Threat Assessment
- Outside Community Mental Health Agency Referrals (Disc Village, Turn-About, CCYS, LCHD, Neighborhood Medical Center, and DCF).

Does your plan include a process for identifying and delivering evidence-based substance abuse interventions?

Yes. Processes used to identify and deliver evidence-based substance abuse interventions include:

- Too Good for Drugs and Violence
- DISC Village

Describes the collaborative partnerships with community providers and agencies

Does your plan include detailed procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment and/or community-based substance abuse treatment?

Yes. Referrals will be made to the school level multidisciplinary problem-solving teams to determine the best course-of-action (COA) for the student's needs. The best COA may be promotion and prevention services, early intervention services, or more intensive interventions provided by mental health and/or substance abuse treatment professionals.

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

Does your plan include a process to coordinate mental health services with a student's primary care provider or other mental health providers? Does your plan include procedures for information sharing?

The coordination and supports for students who receive intense community mental health services will be founded on appropriate information sharing between mental health professionals or primary care providers, families, and necessary school staff through tiered parental/guardian consent forms.

Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community)

Describe how you will document how many students are referred for services and how many students receive school-based and community services?

The district will assign school-level referral coordinators with this task and provide training on documentation procedures.

Describe other outcome stat that will be used to evaluate effectiveness of services (e.g., Early Warning System indicators, Youth Risk Behavior Survey data, school climate/student engagement data)

The following indicators will be used to evaluate the effectiveness of the services:

- Academic Performance
- Attendance Data
- Behavior Data
- Mental Health Service Results
- Parent Survey

District Employed Mental Health Service Providers and credentials

The following are the identified district employed mental health service providers and credentials:

- Psychologists (16)
 - o Master's (5)
 - 3 out of the 5 Master's also hold a license from NCSP
 - o Certifications (5)
 - 3 hold School Psychologist (Preschool - Secondary (PK-12))
 - 1 holds School Psychologist (Elem and Secondary (K-12))
 - 1 is Expert in the Field
 - o Ed Spec (11)
 - 4 out of the 11 Ed Specialists also hold a license from NCSP
 - o Certifications (11)
 - 4 hold School Psychologist (Elem and Secondary (K-12))
 - 7 hold School Psychologist (Preschool-Secondary (PK-12))
- Social Workers (12)
 - o Master's (12)
 - o Certifications
 - 3 hold School Social Worker (Elem and Secondary (K-12))
 - 9 hold School Social Worker (Preschool - Secondary (PK-12))

Identifies number and credentials of mental health service providers contracted by the district

Ten mental health counselors (contracted with Disc Village); all Bachelors and Masters level social work and psychology degreed and licensed mental health professionals.

Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers

Includes assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses

MENTAL HEALTH PLAN BUDGET

| Expenditures | Allocation Amount |
|--|-------------------|
| 90%: coordination and delivery of evidence-based mental health care treatment to children and includes provisions for mental health assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses. | 768003.30 |
| <ul style="list-style-type: none"> • Coordinator | |
| <ul style="list-style-type: none"> • Internalizing Screening Scale (Cook) and Externalizing Screening Scale (Drummond) | |
| <ul style="list-style-type: none"> • LCS Suicide Assessment | |
| <ul style="list-style-type: none"> • LCS Threat Assessment | |
| <ul style="list-style-type: none"> • Disc Village Mental Health and Wellness Specialists (contracted services) | |
| <ul style="list-style-type: none"> • Social Workers (LCS Employed) | |
| 10%: Curriculum and Professional Development | 85333.70 |
| <ul style="list-style-type: none"> • Sanford Harmony Social and Emotional Curriculum | |
| <ul style="list-style-type: none"> • The Jason Foundation Suicide Prevention Curriculum | |
| <ul style="list-style-type: none"> • School Level Safe and Drug Free Champions | |
| <ul style="list-style-type: none"> • School Level PBIS Champions | |
| <ul style="list-style-type: none"> • Sources of Strength Curriculum | |
| <ul style="list-style-type: none"> • Professional Development | |
| <ul style="list-style-type: none"> • Too Good for Drugs and Violence | |
| TOTAL | 853337.00 |

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)

Medicaid reimbursements: Expansion of Medicaid reimbursement upon the final approval of the rule changes to the Medicaid handbook by AHCA.

Grants - 14 grant funded mental health counselors supervised by Disc Village for a combined 24 (10 additional counselors contracted by LCS).

Mini-Grants: YMHAT Training

Memorandum of Understandings: Capital City Youth Services, Turn-About

Neighborhood Medical Services: Third party grant funded