

THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA

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Superintendent of Schools

Dr. Debra P. Pace

Mental Health Assistance Allocation Plan

The School Board and Superintendent for The School District of Osceola County has made mental health services a priority within the district's strategic plan. As part of the district Academic Success goal there is a specific strategy dedicated to the mental health wellness of our students. Goal 1F - "Develop and sustain a safe, healthy and caring environment" focuses on increasing the number of students identified in need of receiving mental health services, improving stakeholder's knowledge of risk factors for mental health concerns, reducing exclusionary practice and increasing the amount of time students are in class.

Planned Expenditures

Estimated allocation of funding	\$ 1,627,877.00
Hold Back for charter school proposals	\$ 296,178.00
Addition of 2 Licensed Mental Health Counselors	\$ 120,000.00
Addition of 11 School Social Workers	\$ 660,000.00
Addition of Clerical for data reporting and Medicaid Reimbursement	\$ 40,000.00
Addition of 2 School Psychologists	\$ 140,000.00
Community Partner funding for uninsured students	\$ 170,000.00
Literature and small group curriculum	\$ 50,000.00
Medical Records System	\$ 50,000.00
Professional Development/Travel/Program Development	\$ 76,699.00
Computer equipment	\$ 25,000.00

NOTE: Funding totals are approximate and may be adjusted as determined by the District Mental Health Threat Assessment Team.

Description of Plan

The addition of 11 School Social Workers will provide for 1 full time site-based School Social Worker at each of our comprehensive high school and alternative centers. The addition of the 11 School Social Workers will allow for additional services to be provided at all our middle and multi-level schools. The additional School Social Workers will provide mental health awareness professional development to school and district staff as well as providing community outreach to families and community partners. The addition of the two licensed mental health counselors will provide supervision of mental health service delivery by staff at schools and coordinate with community agencies to provide both in and out of school mental health services and interventions. The addition of

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two School Psychologists will allow for school-based psychologists to be a more integral member of the school mental health team. The addition of a Coordinator for Student Services will allow greater oversight of the delivery of direct mental health services, coordination and fidelity of outside mental health services as well as monitoring of outcomes. The Coordinator will also serve a lead member to coordinate the threat assessment teams at each school. The addition of a clerical staff member is needed to assist with data collection, analysis and coordination of all Medicaid reimbursement. Our district is researching the possible use of Accelify for Medicaid billing.

The staff above will assist in the management of the 14 outside mental health agencies of which we currently have cooperative agreements to provide services to our students. With the addition of these allocations, we anticipate the level of school based mental health services will improve as well as increasing the number of agencies providing services inside and outside of the school.

All of the above allocations are new requests and not currently being funded by any other source. Each of these requests have responsibilities not already being provided in our current model. The allocations above will be providing direct mental health services or providing support for these services.

Focuses on delivering evidence – based mental health services

- Second Step and Too Good for Violence offered for Small Groups
- Cognitive Behavioral Counseling
- Youth Mental Health First Aid and Mental Health First Aid training for all school staff
- Licensed School Social Workers and Licensed Mental Health Counselors to provide Cognitive Behavioral Counseling
- Outcomes – CFARS (Children’s Functional Assessment Rating Scale) scores required at the beginning and ending of treatment
- Sanford Harmony – Sanford Harmony is a social-emotional teaching program that promotes strong classroom relationships between all students. The curriculum is aligned to Common Core state standards and is designed to be delivered in the classroom preschool through sixth grade. The goal of the curriculum is to reduce bullying, develop students who are tolerant, compassionate and to become caring adults.
- Zones of regulations - The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Using a cognitive behavior approach, the curriculum’s learning activities are designed to help students recognize when they are in different states called “zones,” with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

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

- Threat Assessment Guidelines
- Referrals to mental health agencies utilizing the Single Point of Access (referrals are sent to one central receiving point where they are reviewed for insurance information and forwarded to the appropriate agency) who provide assessment, diagnosis, intervention, treatment and recovery
- Collaboration between mental health agencies and school personnel who made the referral to discuss needs, interventions, treatment and track recovery

- Facilitate regular meetings with agencies who provide services to students to discuss barriers to care, standards and service delivery
- Require each agency to provide documentation paperwork on each student referred within 14 days detailing therapist assigned and when services began and when services end
- Outcomes – CFARS (Children’s Functional Assessment Rating Scale) scores required at the beginning and ending of treatment
- Close collaborative relationship with community mental health provider, discussions with regards to students and best practices, aggregate data sharing

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

- Referrals to mental health agencies utilizing Single Point of Access who provide assessment, diagnosis, intervention, treatment and recovery
- Regular meetings with agencies who provide services to students to discuss barriers to care, standards and service delivery
- Requirement that each agency to provide documentation paperwork on each student referred within 14 days detailing therapist assigned and when services began
- Designated mental health counselor who meets with students who are recommended for suspension or expulsion due to drug and/or alcohol violations
- Close collaborative relationship with community mental health provider, discussions with regards to students and best practices, aggregate data sharing

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

- Information with regards to primary care physician, contact information and permission to contact are included on referral for Counseling Services
- A member of the school-based threat assessment team will be the point of contact for conversations with primary care physician

Program Implementation and Outcomes

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)

- Utilize an early warning system to identify students in need of mental health services
- Threat assessment teams will screen students from early warning systems and appropriate referrals will be completed
- Clerical person to maintain data base and analyze and report data
- Each student who receives services through an outside agency or school mental health counselor will receive a Counseling Referral which will be sent to our Single Point of Access and recorded

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

- Database will be maintained in Social Services office

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

- This information will be maintained in the Social Services office through a memorandum of understandings (MOU) with the individual mental health providers

Best Practice Considerations (optional for Inclusion in Mental Health Assistance Allocation Plan)

Describe the awareness/prevention efforts that address mental health issues

- A two hour mental health and suicide awareness training will be developed. This training will be presented to all administrators, school counselors, school psychologists and school social workers. These trained individuals will present to all staff at their school sites. Transportation personnel will be trained prior to the beginning of school. This training will be presented each nine weeks to newly hired personnel.
- Evidenced based social emotional learning will be taught to all grade levels through school counselors, school social workers and school psychologists.
- Mental Health Threat Assessment Teams will be developed and trained at each school site. The Mental Health Threat Assessment Team will be comprised of an instructor, an administrator, a mental health person and someone from law enforcement.

Describe the mental health screening and assessment procedures for determining which students need mental health intervention and treatment

- Mental Health Threat Assessment teams will be utilizing the early warning system to identify students in need of mental health services.
- Referrals to agencies will be completed by school personnel, or parents
- Agencies will complete the screening and assessment to determine need for services and treat accordingly.
- Information is shared with school personnel with a 14 day turn around
- Referrals for counseling services can be completed by school personnel, parents or with secondary students by the student himself/herself. Licensed and trained mental health professionals will determine intervention and treatment

Describe process for identifying and delivering evidence-based mental health interventions

- Intensive services by school social workers working with school counselors and administration to identify, deliver or refer
- School psychologists and school social workers involved in MTSS process for determination of need for supports
- Counseling referrals completed for each student identified

Describe procedures for referring students to school based mental health interventions and community based mental health providers for treatment

- Formal referral process for counseling completed for each student who is assessed as being in need of services
- Formal referral process for counseling completed for each student who indicates a desire to hurt himself/herself, someone else or expresses a threat to the school
- Agencies provide to school personnel a monthly summary on student progress

Describe other outcome data 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)

- CFARS will be utilized for students who have received mental health services through the school year. Data will be used to determine effectiveness of services.
- An end of year survey will be developed for parents to determine their thoughts on the effectiveness of the mental services being provided.
- Early Warning System indicators – attendance, grades, discipline, referrals and suspension
- Outcomes – CFARS scores required at the beginning and ending of treatment

Describe how services will be delivered within a multi-tiered system of supports (universal/prevention, targeted and intensive)

- School Based interventions –Utilizing PBIS as a framework to address school specific mental health needs, Second Step, Sanford Harmony, Zones of Regulation.
- Targeted – Small Group – Second Step, Too Good for Violence, Mentoring, Check in
- Intensive – Cognitive Behavioral Therapy – in school or outside referral to community agencies