

## **Mental Health Plan**

### **SB 7026: Marjory Stoneman Douglas High School Public Safety Act**

Senate Bill 7026, the Marjory Stoneman Douglas High School Public Safety Act, comprehensively addresses school safety, in part, through a Mental Health Assistance Allocation and district implementation plans. The expectation is that each student in Florida has access to a mental health professional at school by the 2018-19 school year.

The Mental Health Assistance Allocation for Polk County Public schools is approximately \$2.4 million. A proportionate share of approximately \$126,240 will be allocated to charter schools who are electing to develop their own plan.

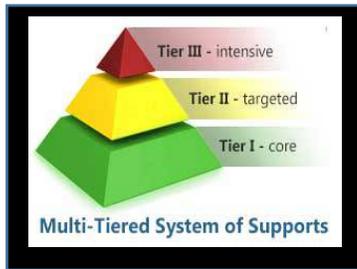
PCS already serves as a state model in many student service and support areas including integrating mental health services with Positive Behavior Interventions and Supports (PBIS), threat and risk assessment, and our system of organizing and training crisis response teams. The goal of this plan is to meet legislative requirements in alignment with the Senate Bill 7026 to include, but not limited to, the following areas:

- Provide increased identification and access to mental health services in the schools
- Develop collaborative relationships with community service providers to increase access of students and families to mental health services in the community
- Youth Mental Health Awareness and Assistance Training for all district staff
- Threat & Risk Assessment Teams at each school
- Mental health supports for active shooter drills
- Support for students with serious mental health and/or behavior issues
- Alternatives to suspension/expulsion (Code of Conduct)
- Data reporting
- Legal clarification for informational sharing protocols
- Staff and student awareness for FortifyFL (new mobile app that is being created by Department of Law Enforcement that allows students and community to anonymously report threats or suspicious activity)
- Dedication of funds to delivery of evidence-based mental health care (assessment, diagnosis, intervention, treatment and recovery)

SEDNET will serve as a lead district resource in the coordination of mental health services and will act to coordinate and facilitate services between community service providers, school personnel and other government agencies. This *Multiagency Network for Students with Emotional/Behavioral Disabilities* (SEDNET) creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral challenges. Community partnerships will include Winter Haven Hospital, Center for Behavioral Health; Peace River Center, Tri-County Human Services, Inc., Polk Vision, and Heartland for Children. District contracts and/or Memorandums of Understanding will be established with each partner dependent on agreed upon services.

Note: All charter schools in Polk County have elected to follow the district plan for support with the exception of:

- Lake Wales Charter District
- New Beginnings High School



Mental health services for students will be integrated with, and implemented through, a multi-tiered system of positive behavioral interventions and supports. These supports are designed to be cumulative: a student who receives Tier 3 supports should also receive the Tier 2 supports that align with their needs as well as the Tier 1 supports provided to all students.

## TIER I – Core

*With a focus on prevention, mental health and behavioral supports will be implemented and designed at the Tier I level to reach all students in a school, through delivery within the scope of the general education curriculum and setting. Schools will establish a systematic process that allows progress monitoring and evaluation at all three tier levels. Schools will be expected to develop annual implementation plans based on their needs.*

Tier I support will include programs designed to reduce mental health risk factors and strategies that will support student resiliency including:

- Teaching expectations, social, emotional and behavioral skills
- Reducing bullying
- Developing alternatives to exclusionary strategies
- Social/Emotional Learning curriculum (the Harmony Program) will be provided to all elementary schools for implementation through the school counseling program.
  - School counselors serve as the first line of defense in identifying and addressing student social/emotional needs within the school setting. The Harmony program will support students with social/emotional concerns that may become barriers to their academic success.

Existing Student Support Teams and Threat & Risk Assessment teams will be supported through dedicated facilitators for mental health services.

- Define parameters of each school level team including required personnel
- Outline roles & responsibilities
- Develop and provide professional development for teams including data reporting requirements
- Provide follow-up and monitoring for SST

Districtwide Active Shooter Drills will be completed in alignment with district protocols under the supervision of the Director of School Safety.

- Establish specific guidelines and procedures for students with disabilities who may require specialized physical or behavioral support during or after a drill and/or actual emergency incident
- Outline mental health supports for students/personnel who may require emotional support during or after a drill and/or actual emergency incident

Districtwide Professional Development will be available for school and district level personnel as appropriate for their roles.

- Youth Mental Health and First Aid
- Trauma Informed Care
- PREPaRE (School Safety and Crisis Preparedness)
- Process for referrals to mental health
- Alternatives to suspension/expulsions

## TIER II – Targeted

*Intended for students with mild or emerging mental health needs (social, emotional, and/or behavioral), Tier II supports will be implemented through problem-solving approaches including the use of data to identify targeted students in need of support and data allowing the team to determine program effectiveness.*

Students demonstrating a higher level of need beyond Tier I will be Identified using a variety of data sources such as early warning system indicators and a universal screening system. Students who are determined to be at risk will be referred for small group and/or individual mental health services, including behavior support (as needed). Intervention programs may include, but are not limited to:

- Drum Beat
- Second Step
- Skills Streaming
- Check In - Check Out
- Check & Connect
- Small Group Counseling (grief, anger management, attention deficit, divorce, incarcerated parents, etc)

Additional support at the tier II level will be provided by community service providers and contracted services. Referrals to community agencies will be processed upon recommendation from Student Support Teams and/or coordinated efforts between families, school personnel, and agency representatives.

The district will contract for mental health services for outpatient therapies, case management, family therapy, psychiatry, medication management as recommended by the Tier II team. These services will provide assessment, diagnosis, intervention, treatment, and recovery.

These services will include:

- Licensed therapists serving in “on-call” capacity to respond to crises at schools
- Options for online telehealth services for increased access to immediate mental health services
- Maintain current district contract with Winter Haven Hospital, Center for Behavioral Health for mental health services for students with disabilities (\$1.4 million funded through IDEA)

## TIER III – Intensive

*Students demonstrating advanced mental health needs (social, emotional, and/or behavioral), will receive supports at an intensive level often requiring very small group, or one-on-one settings. Service delivery will be provided by trained mental health clinicians and specialists in behavior. The intensity and duration of services at the Tier III level will be more frequent, often on a daily/weekly basis depending on student need.*

Student Support Teams and Threat & Risk Assessment teams at each school will identify students with multiple mental health or substance abuse diagnosis through review of student enrollment forms, early warning system data, and the results of threat & risk assessment procedures. The teams will intervene and monitor students at risk for hurting themselves or others.

Student Support Teams and Threat & Risk Assessment teams at each school will meet weekly to monitor the status and progress of students demonstrating the need for support at the Tier III level.

- Information and data to be reviewed will include academics, behavior, attendance, and mental health/threat assessment services.



SEDNET will serve as a district liaison for the provision of mental health services through targeted student case management.

Professional Development will be provided for school teams in the process of completing Functional Behavior Assessments and Behavior Intervention Plans (FBAs/BIPs).

Intensive behavior classroom units will be developed at the elementary level in traditional school sites.

Unit description:

- Provide academic instruction and behavioral supports for students demonstrating the most severe and intensive levels of disruptive school behaviors
- Maximum student enrollment is 5-6 students
- Units will be staffed with a teacher, classroom paraprofessional, and a registered behavior tech
- Units will be supported by a licensed mental health counselor, school psychologist, school social worker, board certified behavior analyst, and an academic behavior support teacher
- Plans for each student must include outlined steps for re-entry back to their zoned school of enrollment

Community and contracted services at the Tier III level may include:

- Community Action Teams (CAT)
- Crisis Response Teams
- Psychiatric Crisis Hotline
- Family Intensive Treatment Team services (FITT)

Day Treatment Center – PACE at Winter Haven Hospital, Center for Behavioral Health

- Mental health day treatment for students in grades K-4
- PCS provides teachers and paraprofessionals for the provision of educational services
- Agency provides access to wrap-around mental health and other coordinated services for the student and family

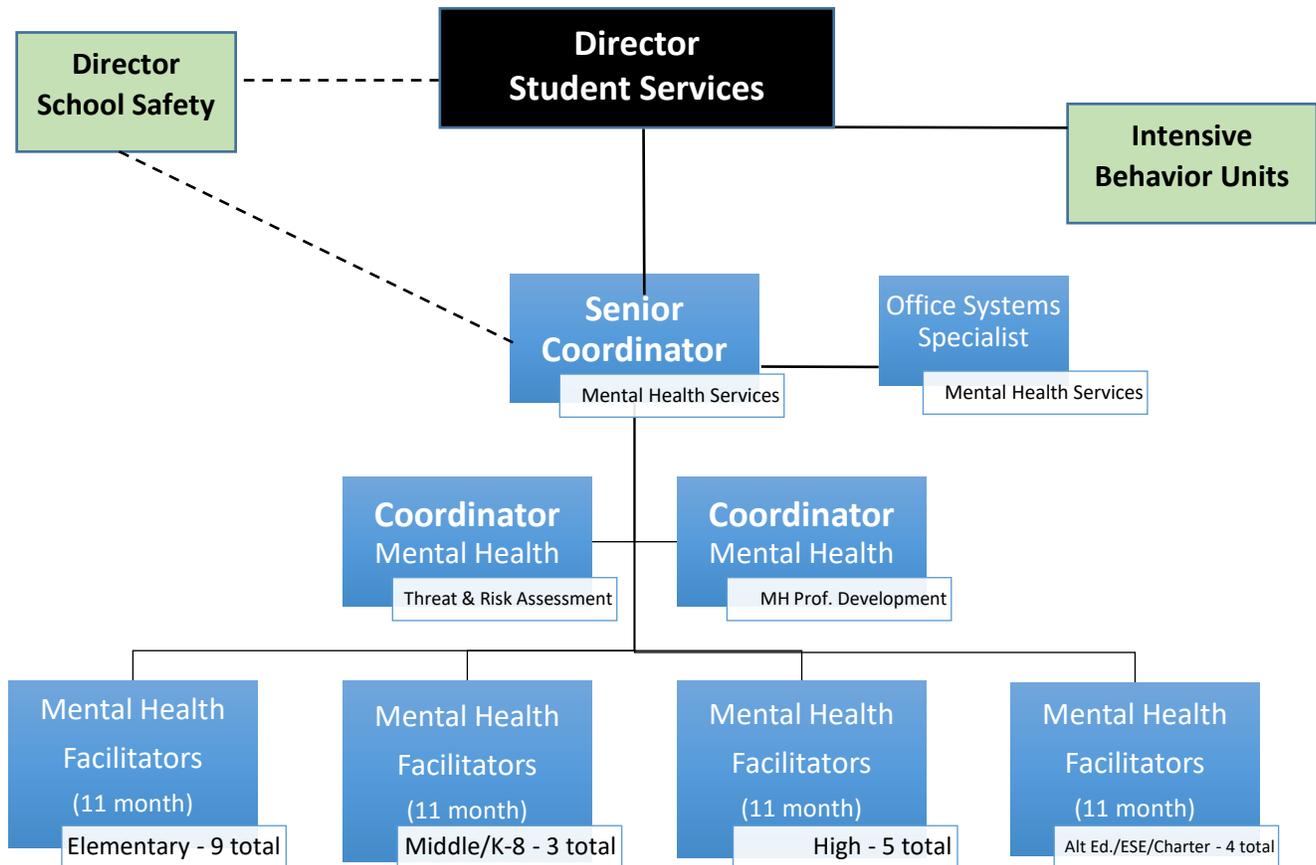
Community Counseling Services

- Trauma Informed Care
- Individual Counseling
- Small Group Counseling

T3 Services provided by Mental Health Facilitators will include:

- Mental health counseling
- Case management of students referred to other agencies
- Assisting with the development, implementation and monitoring of intensive behavior plans

## Personnel Support Structure



### NEW POSITIONS and ROLES/RESPONSIBILITIES:

- **Senior Coordinator – Mental Health Services (1)**
  - Serve as direct liaison between the School Safety Department; the Office of Safe Schools; and school based, contracted and community based Mental Health Services
  - Coordinate with the Director of Student Services through districtwide activities for the provision of mental health and related services for students in need
  - Supervise, manage and oversee all aspects of Coordinators and Mental Health Facilitators
  - Works with community partners/agencies to develop protocols that will result in increased information sharing, collaboration, and mental health services to Polk County Schools
  - Establish and implement districtwide processes for student referrals for mental health services
  - Collect, analyze, and report data per state requirements of the Marjory Stoneman Douglas Act
  - Facilitate collaboration with community agencies and service providers including the development of contracts and MOUs
  - Provide oversight of all mental health professional development districtwide
  - Ensure protocols are adhered too for Threat & Risk Assessments of students
  - Assist the Director of School Safety in the development of procedures during emergency response drills including those for active shooters
  - Assist the Director of Discipline to meet requirements for access to mental health services for students demonstrating a need as a result of disciplinary incidents

- **Coordinator - Mental Health, Threat & Risk Assessment (1)**
  - Responsible for the implementation of district protocols for students in need of serious threat & risk assessments
  - Provide training, coaching, and support to relevant key personnel regarding protocols for threat & risk assessments and student intervention plans
  - Maintain data and monitor the progress of students determined a threat to themselves or others through the threat & risk assessment process
  - Ensure access to the provision of mental health services for students determined in need through the threat & risk assessment process
  - Collaborate with the Office of Safe Schools through individual student case management as needed
  
- **Coordinator – Mental Health, Professional Development (1)**
  - Develop, coordinate, and administer all districtwide professional development related to mental health services
  - Ensure districtwide alignment of professional development activities as required in the Marjory Stoneman Douglas Act (Youth Mental Health First Aid)
  - Collaborate with the Exceptional Student Education department for the provision of professional development regarding Functional Behavior Assessments and Behavior Intervention Plans (FBAs/BIPs)
  
- **Mental Health Facilitators (21)**

*\*Personnel must meet requirements as certified mental health services providers, licensure preferred (ex. School Psychologists, Professional School Counselors, Licensed Mental Health Counselors, Licensed Clinical Social Workers, Social Workers.)*

  - Serve as the primary contact for mental health services between the school and district level
  - Coordinate the referral process for students demonstrating a need for mental health services beyond the school level
  - Provide individual student case management oversight for those in need of Tier III services
  - Provide all tiers of mental health and behavior supports, coaching and training to schools in the region
  - Participate in the implementation and monitoring of intervention plans for students determined in need through the threat & risk assessment process
  - Direct training/coaching in classroom management for new teachers and others as requested or recommended by principal
  - Provide direct service mental health counseling/therapy on an as needed basis
  - Maintain and report data as required in the Marjory Stoneman Douglas Act
  
- **Office Systems Specialist (1)**
  - Assist in the data collection and reporting process as required in the Marjory Stoneman Douglas Act
  - Maintain records of all personnel participating in districtwide professional development related to mental health services
  - Support the Sr. Coordinator, Mental Health Services and department staff in the coordination of contracts and MOUs with community agencies and service providers

## Proposed Budget

CATEGORY	DESCRIPTION	TOTAL NUMBER	COST	BUDGETED AMOUNT
<b>MENTAL HEALTH ALLOCATION BEGINNING BALANCE</b>				<b>\$ 2,406,074.00</b>
<b>STARTER SERVICES</b>	Proportionate share (approximately 15%)	1	\$ 126,240.00	\$ 126,240.00
<b>PROFESSIONAL DEVELOPMENT and DATA COLLECTION ACTIVITIES</b>	Materials, supplies, room rental, and miscellaneous fees <i>•Does not include funding from SEDNET (\$223,200) for YMHFA training</i>	1	\$ 100,000.00	\$ 100,000.00
<b>CONTRACTED AGENCIES</b>	ABC, Inc (Intensive Behavior Units)	1	\$ 225,000.00	\$ 225,000.00
	TBD - outpatient counseling, therapy, crisis response, day treatment program(s)	1	\$ 300,000.00	\$ 300,000.00
<b>POSITIONS</b> <i>(contingent on annual funding)</i>	Senior Coordinator, Mental Health Services	1	\$ 78,420.00	\$ 78,420.00
	coordinator, MH Threat & Risk Assessment	1	\$ 55,000.00	\$ 55,000.00
	coordinator, MH Professional Development	1	\$ 55,000.00	\$ 55,000.00
	Mental Health Facilitators (21 Total)	21	\$ 62,000.00	\$ 1,302,000.00
	Office Systems Specialist	1	\$ 30,000.00	\$ 30,000.00
	Paraprofessional - Day Treatment Center(s)	2	\$ 30,000.00	\$ 60,000.00
			Total Costs	\$ 2,331,660.00
			<b>BALANCE</b>	<b>\$ 74,414.00</b>

