

Mental Health Response Plan

District and Community Mental Health Team Members:

Mrs. Rachel Hazel, Chief Academic Officer

Mr. Greg Akin, Chief Operations Officer

Mrs. Kim Gilliland, Director of ESE and Student Services

Dr. Amy Hall, Coordinator, Student and Government Relations

Ms. Dianne Martin-Morgan, Coordinator, School Social Services

Mr. Troy Radford, Coordinator, School Psychological Services

Ms. Sigrid Holland, Mental Health Specialist

Mr. Sean Richter, Mental Health Specialist

Mr. Craig Pender, Safety and Security Specialist

Ms. Julie Barrow, SEDNET Regional Project Manager

Ms. Jennifer Stephenson, SMA Healthcare

Ms. Felicia Walker, Halifax Behavioral

Ms. Katie Ostrander, Adapt Behavioral

School District of Volusia County



Good mental health is critical to a student’s success in school and life. Research suggests that students who receive social–emotional and mental health support achieve academically as well as emotionally. School climate, classroom behavior, on-task learning, and students’ sense of connectedness and well-being all improve as well. Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life’s challenges. Left unmet, mental health problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency.

Volusia County Schools has developed a comprehensive plan to address the mental health, social-emotional and behavioral needs of our students.

Volusia County Schools believes in the importance of an integrated student services approach to address the needs of our students. School-employed mental health professionals are trained to address mental health, social-emotional and behavioral needs. School counselors, school psychologists, school social-workers, behavioral specialists and social-emotional learning TOA’s provide the vast majority of school-based mental health services. They are specially trained in school system functioning and learning, as well as how students’ behavior and mental health impacts their ability to be successful in school.

Volusia County Schools currently employs the following school employed mental health providers:

Title	Description	Number of Mental Health Providers	Provider to Student Ratio (60,432 students)	Nationally Recognized Student Ratio
School Social Workers	24 school social workers and 1 Homeless Liaison	25	1:2,417	NASW 1:250
School Psychologists	29 school psychologists	29	1:2,083	NASP 1:1,000
School Counselors	112 school counselors at all three levels.	112	1:540	ASCA 1:250
Social Emotional Learning TOA’s	9 Social Emotional TOA’s	9	1:6,715	
School Nurses	12 RN ‘s 44 LPNs 30 Clinic Assistants [CNAs]	86	1:703	NASN 1:750
School-based Mental Health providers Funded through Mental Health allocation				

Mental Health	7 Mental Health Counselors 2 Substance Abuse Counselors 2 Care Coordinators	11	1:5,494	IACS 1:1,000-1,500
Total		279	1:216	

School Social Workers			19 school social workers and 1 Homeless Liaison	20 FLDOE certified
School Psychologists			27 school psychologists	27 FLDOE certified
School Counselors			112 school counselors at all three levels.	112 FLDOE certified
Social Emotional Learning TOA's			9 Social Emotional TOA's	9 FLDOE certified
School Nurses			12 RN 's 44 LPNs 30 Clinic Assistants [CNAs]	86 FLDOE certified

School-based Mental Health Providers Funded through Mental Health Allocation

Mental Health Team Members	5 Social Workers	Licensed	Registered	FLDOE Certification	18
	Social Worker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Social Worker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Social Worker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Social Worker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	Social Worker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
	2 School Psychologists	Licensed	Registered	FLDOE Certification	
	School Psychologist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	School Psychologist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

7 Mental Health Counselors	Licensed	Registered	FLDOE Certification
Mental Health Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Substance Abuse Counselors	Licensed	Registered	FLDOE Certification
Substance Abuse Counselor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Substance Abuse Counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Care Coordinators	Licensed	Registered	FLDOE Certification
Care Coordinator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Data Analyst	Licensed	Registered	FLDOE Certification
Data Analyst	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Mental Health Specialists	Licensed	Registered	FLDOE Certification
Mental Health Specialist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mental Health Specialist	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

AWARENESS/PREVENTION/INTERVENTION EFFORTS

It is our belief that school mental health services are essential to creating and sustaining safe schools. Increased access to mental health services and supports in schools is vital to improving the physical and psychological safety of our students and schools, as well as academic performance and problem-solving skills. School mental health supports that encompass social–emotional learning, mental wellness, resilience, and positive connections between students and adults are essential to creating a school culture in which students feel safe and empowered to report safety concerns, which is proven to be among the most effective school safety strategies. Additionally, in the aftermath of a crisis, school-employed mental health professionals provide supports that facilitate a return to normalcy, are sustainable, and can help to identify and work with students with more intense or ongoing needs.

Providing a continuum of school mental health services is critical to effectively addressing the breadth of students’ needs. Comprehensive mental health services are most effective when provided through a multitiered system of supports (MTSS). MTSS encompasses the continuum of need, enabling schools to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed.

Volusia County Schools employs universal strategies for all students, followed by interventions to assist selected students who face particular risks, and finally a tier with treatment interventions for those with the greatest needs. An advantage of this tiered approach is that schools and teachers can support students with varying needs and also creates classroom and whole-school environments that support the learning of all children. The ultimate aim is to promote student wellbeing, prevent the development or worsening of mental health problems, and improve the effectiveness of education.

Volusia County Schools has developed a comprehensive approach to addressing the mental health, social-emotional and behavioral needs of our students by employing school based mental health programs. The school based mental health programs that are employed by Volusia County Schools focus on all students with some targeting students at high risk of mental health problems. For most of the programs the content is provided to the students in specific daily or weekly sessions over a period of weeks or over the entire school year. For some of the programs the intervention is incorporated into the existing school curriculum and daily activities and support is ongoing. Classroom teachers, student services professionals, school social workers, school psychologists and SEL TOA’s are all trained to provide the school based mental health programs to our students. Below is a list of programs that are currently being implemented within Volusia County Schools:

CHAMPS - *CHAMPS* assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly.

Check & Connect - comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of *Check & Connect* is to foster school completion with academic and social competence.

Coping Cats - Used by School Psychologists and School Social Workers for Counseling as a Related Service with ESE students. It is a cognitive-behavioral therapy intervention that helps children recognize and analyze anxious feelings and develop strategies to cope with anxiety-provoking situations.

I Can Problem Solve - I Can Problem Solve (ICPS) is a universal school-based program designed to enhance the interpersonal cognitive processes and problem-solving skills of children in preschool through grade 6.

Positive Behavior Intervention & Supports - PBIS is based on understanding why problem behaviors occur. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.

Restorative Practices - A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

RULER Approach to Social-Emotional Learning - RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions. The program grounds teachers, staff, students, and families in the Anchors of Emotional Intelligence. The fundamental RULER tools enhance individuals' ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. The Anchors also foster the kind of healthy emotional climate essential to personal growth.

Sanford Harmony – A program with a series of innovative relationship-building teaching strategies designed to strengthen understanding and communication between children. The goal of Harmony is to create inclusive classroom communities, where teaching takes priority over resolving personality conflicts or issues among students.

Second Step - Research-based, sequenced curriculum focusing on essential life and learning skills, anger management, conflict resolution and self-regulation. Media-rich content engages students and reinforces positive behavior and fully scripted lessons are easy to integrate into the day.

Social Skills Improvement System (SSIS) - The Social Skills Improvement System addresses the need for an evidence-based, multi-tiered assessment and intervention system to help you help students develop, improve and maintain important social skills.

CHAMPS: SOS!- This training is recommended for general education and ESE teachers that have received previous CHAMPS classroom management training but would like additional strategies to address one or more specific student behavior challenges. This training addresses tier 2 and tier 3 behavior challenges. Participants will be guided through a process of identifying, clarifying, and narrowing the scope of one or more classroom management challenges. Participants will design an intervention plan using the following action steps; 1) discuss function of behavior 2) select a replacement behavior for an identified behavior challenge 3) design a teaching plan 4) arrange the environment to facilitate success 5) develop responses for desired and undesired behavior 6) write a behavior goal. Participants will obtain and improve professional knowledge and competencies related to facilitating a highly structured, individualized classroom environment with consistent approaches to student behavior management. Participants will; 1) know how to follow a step-by-step process for analyzing behavioral or motivational problems 2) understand that behaviors can serve a variety of functions 3) develop an intervention plan based on data collection.

Informal Circles: Circles can be done by teachers quickly as a way to have students check in, check out, or deal with classroom tension in a quick and informal manner. It also can be used in academic ways to evaluate understanding of concepts.

Formal Circles: This can be conducted after major offenses have been committed and the student(s) has had to miss school. Formal circles should include school-based stakeholders as well as the offender and his/her support group and the offended with his/her support group. Ideally, they will meet together but that may not always be prudent.

Signs of Suicide (SOS): The SOS program uses an educational curriculum to teach students to recognize the symptoms of depression and suicide and can be implemented by existing school personnel within one class period. The main teaching tool is a video that shows dramatizations and real-life stories of hope about the right and wrong ways to react when a friend exhibits certain behaviors. The program includes a mental health self-assessment that screens every student for depression and suicide. The program also includes training and educational materials for faculty, staff and parents.

Say Something: Say Something is an education and awareness program that provides tools and practices to:

- Recognize the signs & signals of a potential threat – especially in social media
- Teach and instill in participants how to take action
- Drive awareness and reinforce the need to Say Something

Volusia County Schools established a Mental Health Collaboration Team. Members of this team work to identify research-based programs that are proactive and responsive to meet the diverse needs of our district. The Mental Health Collaboration team works to support these initiatives through strategic implementation strategies.

Students that are in need of additional support through Tier 2 and Tier 3 Interventions are often referred to student services professionals and/or community mental health agencies for additional support. These referrals can be completed by a parent, teacher, administrator or student services professional. Students can also be referred to a Tier 2 or Tier 3 intervention based on attendance data, concern of harm data, SOS data, discipline data and other anecdotal data that supports the need for additional support.

Below is a chart that outlines the universal system of supports at the Tier 1, Tier 2 and Tier 3 level. Volusia County Schools is committed to ensuring that all students receive support through our integrated student services model.

Identify specific student needs and deliver individualized intervention:					
Elementary VCS District Supported Practices		Suggested Intervention Provider	Secondary VCS District Supported Practices		Suggested Intervention Provider
Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams
I Can Problem Solve	Contact: Amy Hall	Counselor	RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team
Coping Cats - ESE	Contact: Troy Radford/Dianne Martin-Morgan	Counselor School Psychologist School Social Worker	Check & Connect Mentoring Program	Contact: Mandy Ellzey	School-based trained personnel
RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team/Teachers	Social Skills Improvement System (ESE)	Contact: Sheryl Sandvoss	ESE Teacher Behavior Specialist
Counseling (small group using evidence/research-based interventions)	Contact: Amy Hall/Sigrid Holland and Sean Richter	School Counselor MH Counselors SEL TOA	Counseling (small group using evidence/research-based interventions)	Contact: Amy Hall/Sigrid Holland and Sean Richter	School Counselor MH Counselor SEL TOA
<i>Evidence/Research-based interventions from the following sources:</i>			<i>Evidence/Research-based interventions from the following sources:</i>		
Tough Kids Toolbox Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	Tough Kids Toolbox (6-8) Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher
www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher
Mental Health Response and Intervention Teams	Contact: Sean Richter and Sigrid Holland	Counselor/School Based Administrator	Mental Health Response and Intervention Teams	Contact: Sean Richter and Sigrid Holland	Counselor/School Based Administrator

Tier 3: Specialized Supports for a Few Students

Volusia County Schools Mental Health Response

	Restorative Practice Formal Conference	Contact: Amy Hall and Nick Prince	School Based Administrators Deans of Student Rel School Counselors SEL TOA's	Restorative Practice Formal Conference	Contact: Amy Hall and Nick Prince	School Based Administrators Deans of Student Rel School Counselors SEL TOA's
Tier 2: Targeted Supports for <u>Some</u> Students	Identify students & implement structured interventions for SEL:					
	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children's Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children's Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams
	Second Step	Contact: Amy Hall	Counselor	Restorative Practices Circles	Contact: Amy Hall	DSR/SEL TOA/Admin/Teacher
	I Can Problem Solve	Contact: Amy Hall	Counselor	Student Success Skills	Contact: Dianne Martin-Morgan	Counselor
	Student Success Skills	Contact: Dianne Martin-Morgan	Counselor	SEL TOA Small Group	Contact: SEL Specialist	SEL TOA's
	Restorative Practices Circles	Contact: Amy Hall	Teacher			
	Evidence/Research-based interventions from the following sources:		Teacher	Evidence/Research-based interventions from the following sources:		Teacher
	Tough Kids Toolbox Teacher's Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	Tough Kids Toolbox Teacher's Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher
	CHAMPS: SOS!	Contact: Lyndi Goepfert	Teacher	CHAMPS: SOS!	Contact: Lyndi Goepfert	Teacher
	Mental Health Response and Intervention Teams	Contact: Sean Richter and Sigrid Holland	Counselor/School Based Administrator	Mental Health Response and Intervention Teams	Contact: Sean Richter and Sigrid Holland	Counselor/School Based Administrator
	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher
Tier 1: Core Universal Structure for <u>all</u> Students	Build school-wide systems and structures:					
	School-wide Positive Behavior Intervention and Supports (PBIS)	Contact: Mandy Ellzey	School-based Team	School-wide Positive Behavior Intervention and Supports (PBIS)	Contact: Mandy Ellzey	School-based Team
SOS- Signs of Suicide	Contact: Greg Akin	Sandy Hook Consultant Team	SOS- Signs of Suicide	Contact: Greg Akin	Sandy Hook Consultant Team	

Say Something	Contact: Greg Akin	Sandy Hook Consultant Team	Say Something	Contact: Greg Akin	Sandy Hook Consultant Team
Adopt proactive & classroom management strategies:					
CHAMPS	Contact: Lyndi Goepfert	Teacher	CHAMPS	Contact: Lyndi Goepfert	Teacher
Implement best practices for student engagement/SEL:					
RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team	Restorative Practices	Contact: Amy Hall	School-based Team
Sanford Harmony	Contact: Amy Hall and Justin Lipomi	Counselor/Teacher	Second Step	Contact: Amy Hall and Justin Lipomi	SEL TOA's
Restorative Practices	Contact: Amy Hall and Nick Prince	School Based Teams	Restorative Practices	Contact: Amy Hall and Nik Prince	School Based Teams

COMMUNITY PARTNERSHIPS

Community collaboration is critical to providing the full continuum of mental health services. Meeting the full continuum of student needs is also dependent on collaboration between schools and community mental health providers. Typically, community providers offer supplementary or intensive services that go beyond school capacities. An MTSS approach facilitates effective collaboration while ensuring that services provided in school are appropriate to the learning context and those that are provided after school hours are appropriately linked to and supported in the school setting. Partnerships are most effective when coordinated by school-employed mental professionals, are defined by clear memoranda of understanding, and reinforce an appreciation for the unique contribution each group makes to creating more seamless and comprehensive service delivery. This not only reduces gaps, redundancy, and conflict, it also reduces stress on families and supports their roles as primary caregivers and decision-makers regarding their child’s development.

Volusia County Schools has an agreement with 5 community agencies to provide school-based behavioral mental health services for students who are at risk of emotional and behavioral challenges. Currently, Volusia County Schools has an agreement with the following entities:

- **Halifax Behavioral Services (HBS)**
- **Devereux Services**
- **Chrysalis Health**
- **Adapt Behavioral Services**
- **Children’s Home Society of Florida**

In addition, Volusia County Schools has a partnership with SMA Healthcare to provide substance abuse service for students at risk.

Volusia County Schools has had a long-standing partnership with two of our community agencies, HBS and Devereux, since 2000. The school based mental health services that are provided by our community agencies include a broad spectrum of assessment, prevention, intervention, postvention, counseling, consultation, and referral activity services. These services are essential to the stability of our district's ability to ensure a safe and healthy learning environment for all students. They promote student's academic success and their social and emotional needs.

Services are currently in over 50 schools throughout our district. Students are referred by student services personnel, school-based administrators or parents and are seen by a registered intern or licensed mental health therapists weekly. In addition, our community mental health partnerships provide support to our separate class/EBD units, Title 1 schools, full-service and comprehensive schools, low performing schools, schools with high discipline referrals and schools with high concern of harm intervention.

Volusia County Schools Mental Health Response and Intervention Teams will work closely with community based mental health partners to link families to services and help support the individual needs of our students. Students that are identified as being "moderate to high risk" through mental health and behavioral assessments and evaluations will be referred to outside agencies and primary care providers for additional support. In addition, our Mental Health Response and Intervention Teams will work in conjunction with our providers to ensure that the strategies and resources recommended by our community providers are implemented in the school setting.

The Mental Health Response and Intervention Teams will serve as a bridge between community mental health and the education setting.

The referral process for our community agencies differs depending on the agency. Volusia County Schools has a district contact, Coordinator of School Social Work that assist in ensuring our students needs are addressed timely and adequately. In emergency situations, the Coordinator of School Social Work is able to swiftly navigate the system and ensure that the students' needs are addressed immediately. Below outlines the referral process for each of our community mental health agencies.

Volusia County School has met with all 6 mental health community providers to review the proposed plan an elicit input and recommendations. In reviewing the plan, 5 of our community agencies support the proposed plan.

Adapt:

Referral process is as follows:

- School personnel identifies a student in need of mental health services.
- School personnel completes a referral form with pertinent information- name, DOB, address, parent name, contact address/phone #, insurance information and description of problem behavior/ concerns.

- Completed referral form is sent to Adapt Behavioral Services- fax 386-675-6490 or email ormond@adapt-fl.com.
- The Referral Coordinator will send a confirmation email stating the referral was received within one business day.
- The individual referred will begin counseling services within 30 days of the initial referral.

Children's Home Society:

Referral process is as follows:

- Complete the CHS referral form (anyone can complete the referral; teacher, parent, counselor, student, etc.)
- Email the form to CHSCLINICAL_NCO@chsfl.org
- Once insurance is verified, CHS will assign a counselor.
- The counselor will contact the family and offer an appointment within 5 business days.
- Counseling services for the family will start within 2 weeks to 30 days from initial contact.
- Making the initial appointment can sometimes be challenging, if the counselor has trouble contacting the family they will reach out to the person that made the referral.
- Sometimes starting that initial appointment is scary for families, the person that made the referral is encouraged to reach out to CHS to help coordinate the first appointment.
- The counselor will make at least 3 attempts to schedule with the client or family as well as contact the referral source before ending their attempts to contact.
- If a referred individual is not quite ready for the services upon the initial referral, they are always welcome to start services at another time when they are more ready, just simply complete another referral and we will reach out to the client again!

Chrysalis Health Referral Process

Referral process is as follows:

- Complete the referral form and fax to 386-675-1609 or email to referrals-north@chrysalishealth.com
- Referrals can also be called in at 386-256-1333 and choose 4 at the prompts
- Once the referral is received the intake department will contact you within 48 hours to advise if the client is eligible for services. If they have reached the guardian and

set an appointment they will advise you of the date and time of the initial assessment of that time.

- The initial assessment and start of services will begin no more than 30 days from the initial contact. Generally, the services will begin in under 2 weeks from the initial referral.
- If they haven't been able to reach them they will make 3 calls over a 3-day period and on the 4th day they will advise you that they haven't heard from them and will send out a letter requesting that the guardian contact us.
- At this point the referral is considered not viable and closed. However, if the client or guardian contacts us from the letter we open them back up and set up an initial assessment and advise you that they will be assessed.

Devereux:

Referral process is as follows:

- The school counselor identifies a student for services
- They contact the parent/guardian to discuss services and ask permission to refer for counseling services
- School Counselor, parent or school-based administrator completes the referral form and either email/fax the referral to Devereux
- An office staff member verifies the insurance by running the Medicaid through the system. If emailed-they will respond to the email and notify the guidance counselor that the insurance is active or inactive. Either way, the referral is logged in our referral book.
- At least once per week, the Clinical Coordinator at Devereux reviews the referral book and assign referrals to counselors. Referrals are assigned based on caseloads, assigned areas and assigned schools.
- Once a referral is assigned, counselors are asked to call a family within 72 business hours to discuss setting up an intake for services. In the event a family is not reached on the first call, a counselor will call again within a day or two. After to failed attempts a letter is sent to the mailing address on the referral. Counselors are also encouraged to contact the guidance counselor to inform them of the barrier, as often times they can assist with the barrier. In the letter there is a timeframe provided to respond, if that timeframe expires, we close out the referral and move on.
- Once the family has been reached, services will begin as soon as possible, with a possible wait time of no longer than 30 days from initial referral.

Halifax Behavioral Services

Referral process is as follows:

- Referral is given to screening department.
- Screener confirms demographics and interest in services.
- Screener gives the referral to the department supervisor.
- Department supervisor assigns to a program therapist or if there is a wait list for that school, then they are placed on the wait list.
- If the program therapist is accepting referrals, the referral is given to the insurance department.
- Insurance department verifies benefits.
- Insurance department gives the completed referral to the assigned program therapist.
- Assigned program therapist contacts guardian to set-up an intake appointment.
- A referral must be assigned and services initiated within 30 days of the referral from school based provider.

SMA Healthcare

Referral process is as follows:

- The school counselor identifies a student for further substance use evaluation and/or services.
- School counselor completes a referral form with pertinent information.
- Completed referral form is sent to Jennifer Stephenson, Director of Outpatient Services at jstephenson@smbehavioral.org
- SMA will send referral to the appropriate outpatient SMA office (either Debarry or Daytona).
- SMA will contact the family to coordinate times for services. Services will be initiated within 2 weeks of the initial referral.
- SMA will follow up with the school counselor to provide feedback.
- Any questions about this process, please contact Jennifer Stephenson at 386-236-3296.

**ADDITIONAL CONTRACTS OF SERVICES WITH
COMMUNITY PARTNERS**

In addition to our community partners providing evaluations and counseling services for students identified as being “moderate to high risk,” we have contracted with 3 of our agencies to deliver other support services.

- **Adapt Behavioral-**

We have contracted with Adapt Behavioral to provide small groups within our Alternative Education sites, Riverview Learning Center and Highbanks Learning Center. The students attending school at these sites will be participating in a small group curriculum titled Sense of Self Model (SOS) that will be facilitated by a licensed clinician through Adapt Behavioral on a weekly basis throughout the school year.

- **SMA Healthcare-**

We have contracted with SMA Healthcare to utilize two identified Substance Abuse Counselors that our each based on one of our campuses on the East and West sides of our County. The Substance Abuse Counselors are able to provide substance use screenings and immediate referrals to counseling services as well as provide substance use counseling when appropriate.

- **Halifax Behavioral Services-**

We have contracted with Halifax Behavioral Services to utilize two Care Coordinators who are instrumental in identifying and tracking students. Once a student has been identified as high risk and has been admitted to our local receiving facility, Halifax Health- Child & Adolescent Behavioral Inpatient Services, the care coordinator will be able to follow up on the student to provide additional resources and provide follow up to identified school personal for student’s return to campus.

MENTAL HEALTH SCREENING AND TRACKING

Parents and school-based staff often identify students in distress through a natural screening soon after the onset of a problem identified through their daily interactions. This type of screening can be helpful in initiating supportive accommodations that can be incorporated into regular school and home practice. By assessing the response of these students to such interventions, it can be determined whether or not more specialized and intensive intervention is warranted to help overcome the issue. Our student services personnel work collaboratively to address the mental health, social emotional and behavioral needs of our students that are identified through natural screenings. Students are evaluated, and a personalized well-being plan is drafted to address the unique needs of the student.

In contrast to natural screening, formal screenings, are used to identify students who are exhibiting mental health or behavioral problems or who may be “at risk”. These types of screening procedures provide a preliminary indication that something may be wrong and further action is warranted. Volusia County Schools screens all elementary students for behavioral and mental health concerns via the elementary report cards. This screening

enables the district to collect data by classroom, school, grade level and district for the following indicators:

1. Student possesses work/study skills needed to learn
2. Student demonstrates appropriate social interactions with peers and adults
3. Student demonstrates appropriate self-control and appropriate responses to classroom and school situations.

More importantly than collecting data, this system enables school based mental health professionals and district leaders to determine areas in which individual students, classrooms, grade levels or schools would benefit from targeted evidenced based interventions related to the areas measured. Early Warning Systems are also used as a screening measure.

Beginning with the 2019-2020 School year all students in grades 9-12 will participate in a formal screening process called the **SOS program**. This evidence-based program teaches students how to identify the signs of depression and suicide in themselves and their peers and encourages help-seeking behaviors through the ACT technique (Acknowledge, Care, Tell). This screener will help our student services staff members identify students that are in need of additional mental health, social emotional or behavioral supports.

To identify secondary students in need of interventions, the district utilizes an Early Warning System (EWS) which contains the state required indicators in addition to other indicators identified by the district and the Project 10 Graduation Report. The district's MTSS website contains evidenced-based interventions linked to the EWS indicators.

Volusia County Schools will continue with utilizing our Social Emotional Wellness platform inside FOCUS to track mental health concerns and link students to resources both within the school and community setting. The Social Emotional Wellness system also provides a layer of awareness at the school level of individual and district mental health trends.

In addition to the screening and Social Emotional Wellness platform, Volusia County Schools has undergone a restructuring of our Student Services Department to better align ourselves with the needs of our students and families. Within the transition, we evaluated the roles and responsibilities of our school-based student services personnel. Expectations and guidelines were set up to establish the appropriate use of our school-based personnel to not be utilized for coverage of special areas or testing and reiterating a need for their time to be designated for providing direct services to students. Counseling Specialists were identified for K-5 and 6-12 to help support the school-based student services personnel in maintaining their role in focusing on direct student services.

STAFF & STUDENT TRAINING

Volusia County Schools believes in the importance of training our students, faculty and staff in identifying mental health concerns, behavioral concerns and issues that need additional support and resources.

As of June 1, 2019, over 800 Volusia County School employees have been trained in **Youth Mental Health First Aid**. We will continue in the 2019-2020 school year training all remaining staff members in Volusia County Schools. Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders. Volusia County Schools will incorporate this requirement into our Security Audits to ensure compliance. The expectation is that all staff members will have completed the Youth Mental Health First Aid Training by August of 2022. In addition, training will be offered to all new staff members each year to ensure fidelity. Currently, all student services personnel have been trained in Youth Mental Health First Aid.

Volusia County Schools will utilize every opportunity to ensure that all staff are trained in Youth Mental Health First Aid. Currently, our student services staff members (School Social Workers, School Counselors, School Psychologists, Mental Health Counselors and SEL TOA's) have all been trained. Below is a tentative schedule for trainings for Youth Mental Health First Aid.

YMHFA Trainings for 2019-2020

August 8, 2019	8:30 am - 3:30 pm	ESE Paraprofessional
August 8, 2019	8:30 am - 3:30 pm	ESE Paraprofessional
August 8, 2019	8:30 am - 3:30 pm	ESE Paraprofessional
August 8, 2019	8:30 am - 3:30 pm	ESE Paraprofessional
August 8, 2019	8:30 am - 3:30 pm	Faculty/Staff
August 8, 2019	8:30 am - 3:30 pm	Faculty/Staff

September 10, 2019	8:30 am - 3:30 pm	Clerical
September 16, 2019	7:40 am - 2:40 pm	Longstreet Elementary Staff
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics
September 16, 2019	8:30 am - 3:30 pm	Transportation - bus operators, bus attendants, mechanics

September 17, 2019	8:30 am - 3:30 pm	Clerical
September 24, 2019	8:30 am - 3:30 pm	Clerical
October 1, 2019	8:30 am - 3:30 pm	Clerical
October 8, 2019	8:30 am - 3:30 pm	Clerical
October 14, 2019	8:30 am - 3:30 pm	ESE Paraprofessional
October 14, 2019	8:30 am - 3:30 pm	ESE Paraprofessional
October 14, 2019	8:30 am - 3:30 pm	ESE Paraprofessional
October 14, 2019	8:30 am - 3:30 pm	ESE Paraprofessional
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers

October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 14, 2019	8:30 am - 3:30 pm	SWC Assistants, SWC Dining Room Aide, SWC Managers
October 15, 2019	8:30 am - 3:30 pm	Clerical
October 17, 2019	8:30 am - 3:30 pm	Behavioral Specialists
October 22, 2019	8:30 am - 3:30 pm	Clerical
October 29, 2019	8:30 am - 3:30 pm	Clerical
November 5, 2019	8:30 am - 3:30 pm	Clerical
November 12, 2019	8:30 am - 3:30 pm	Clerical
November 19, 2019	8:30 am - 3:30 pm	Clerical

December 3, 2019	8:30 am - 3:30 pm	Clerical
December 10, 2019	8:30 am - 3:30 pm	Clerical
December 17, 2019	8:30 am - 3:30 pm	Clerical
January 7, 2020	8:30 am - 3:30 pm	Clerical
January 14, 2020	8:30 am - 3:30 pm	Clerical
January 21, 2020	8:30 am - 3:30 pm	Clerical
January 28, 2020	8:30 am - 3:30 pm	Clerical
February 4, 2020	8:30 am - 3:30 pm	Clerical
February 11, 2020	8:30 am - 3:30 pm	Clerical
February 18, 2020	8:30 am - 3:30 pm	Clerical
February 25, 2020	8:30 am - 3:30 pm	make-up training
March 3, 2020	8:30 am - 3:30 pm	make-up training
March 13, 2020	8:30 am - 3:30 pm	School Nursing Staff
March 13, 2020	8:30 am - 3:30 pm	School Nursing Staff
March 13, 2020	8:30 am - 3:30 pm	School Nursing Staff
March 24, 2020	8:30 am - 3:30 pm	make-up training
April 7, 2020	8:30 am - 3:30 pm	make-up training

April 14, 2020	8:30 am - 3:30 pm	make-up training
April 21, 2020	8:30 am - 3:30 pm	make-up training
June 1, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 1, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 1, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 1, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 1, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 1, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 1, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 2, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 2, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 2, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 2, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 2, 2020	8:30 am - 3:30 pm	ESE Paraprofessional
June 2, 2020	8:30 am - 3:30 pm	ESE Paraprofessional

In June of 2018, Volusia County Schools developed a partnership with the Sandy Hook Promise to provide training to our students and staff. Below is a list of trainings that have occurred thus far in conjunction with the Sandy Hook Promise.

Volusia County Schools has contracted with the Sandy Hook Promise to train all staff members and students in the “Say Something Program”. *Say Something* informs and educates staff members and students about observable warning signs (written, spoken,

photographed, in video) that are often present in behavior that could lead to someone hurting themselves or others as well as educates individuals on how to safely and anonymously report potential threats. Additionally, the program provides tools on how best to promote and reinforce Say Something. Students and staff members will complete the training by October 2019 and will be provided with a hotline number to report anonymous tips or concerns. Below is the proposed training schedule for the Say Something Training.

SAY SOMETHING Training (Proposed Training Schedule).

Say Something- Say Something teaches adults and youth how to recognize the signs and signals from individuals who may be a threat to themselves or to others. This is an evidenced based program developed in collaboration with leading violence prevention researchers and educators. (50

COMPLETED District Trainings

Admin Institute	July 31, 2018
School Way Cafe	August 6, 2018
Bus Drivers	August 8, 2018
After School Care	August 8, 2018
Student Services Staff	August 8, 2018

School Trainings for 2019-2020

Spruce Creek High School	August 26 th	4 sessions	Trainer 1
Atlantic High School	August 26 th	4 sessions	Trainer 2
New Smyrna Beach High School	August 27 th	4 sessions	Trainer 1
Seabreeze High School	August 27 th	4 sessions	Trainer 2
Deltona High School	August 28 th	4 sessions	Trainer 1
University High School	August 28 th	4 sessions	Trainer 2
Taylor MS and HS	August 29 th	4 sessions	Trainer 1
Deland High	August 29 th	4 sessions	Trainer 2
Mainland High School	August 30 th	4 sessions	Trainer 1
Pine Ridge High School	August 30 th	4 sessions	Trainer 2
Silver Sands and Creekside (PM)	Sept 3 rd	3 sessions	Trainer 1

Volusia County Schools Mental Health Response

Creekside	Sept 3rd	3 sessions	Trainer 2
Campbell	Sept 4th	2 sessions	Trainer 1
Holly Hill	Sept 4th	2 sessions	Trainer 2
NSBMS	Sept 5th	3 sessions	Trainer 1
Ormond	Sept 5th	3 sessions	Trainer 2
Henson	Sept 6th	3 sessions	Trainer 1
Galaxy	Sept 6th	3 sessions	Trainer 2
Heritage	Sept 9th	3 sessions	Trainer 1
River Springs	Sept 10th	3 sessions	Trainer 1
Deltona MS	Sept 11th	3 sessions	Trainer 1
Deland MS	Sept 12th	3 sessions (AM)	Trainer 1
Southwestern MS	Sept 12th	2 sessions (PM)	Trainer 1

In addition, the Sandy Hook Promise will be working with each individual school team and will provide a training entitled, *Safety and Intervention* (SAI). This workshop will teach adults in the schools how to identify, assess and respond to threats of violence or at-risk behavior BEFORE a tragedy takes place. SAI not only addresses the threat itself but also helps identify and treat the underlying problem in that youth’s life that led to him/her making the treat. Below is the proposed training schedule for the SAI workshops.

SAFETY ASSESSMENT AND INTERVENTION

October 14th.

Safety and Intervention teaches adults in schools and youth organization how to identify, assess and respond to threats of violence or at-risk behavior BEFORE a tragedy takes place. SAI not only addresses the threat itself but also helps identify and treat the underlying problem in that youth’s life that led to him/her making the treat. (6 hour training)

Schools will be asked to send a team of 5 individuals (Principal, AP, Counselor, SRO (if applicable) and an additional staff member- this team will also be considered the schools Threat Assessment Team)

<u>East Side Training (ERAU)</u>	<u>West Side Training (Stetson University)</u>
Mainland	Deltona High
Spruce Creek	Deltona MS
Silver Sands	Galaxy
Creekside	Heritage
Henson	Taylor
Ormond	Deland HS
Seabreeze	Deland MS
Holly Hill	University
Campbell	River Spring
NSBHS	Pine Ridge
NSBMS	Southwester
Atlantic	

**Elementary Schools will participate in the same activity on March 14th.

THREAT ASSESSMENT TEAMS

A threat assessment team shall include persons with expertise in counseling, instruction, school administration, and law enforcement. The threat assessment teams shall identify members of the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.

The goal of the threat assessment process is to keep schools safe and to help students in crisis overcome the underlying sources of their anger, hopelessness, or despair and to assess them to determine the most appropriate level of response. Effective threat assessment procedures provide school professionals with useful information about a student's risks and personal resources.

Upon a preliminary determination that a student poses a threat of violence or physical harm to himself or herself or others, a threat assessment team shall immediately report its determination to the superintendent or his or her designee. The school shall immediately attempt to notify the student's parent or legal guardian. Nothing shall preclude school district personnel from acting immediately to address an imminent threat.

If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow the procedures outlined in this manual to engage mental health crisis resources. Mental health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention, shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services.

Upon the student's transfer to a different school, the threat assessment team shall verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

The threat of targeted school violence brings unique challenges to all members of the impacted school, as well as to the school district. Central among these challenges is the need to 1) assess the level of the threat; 2) ensure that steps are taken to address the safety of students and faculty; 3) effectively communicate and collaborate with parents, media and law enforcement and within school district departments; and 4) devise a plan for re-entry. Through the use of the threat assessment team, procedures are developed to ensure a seamless process when addressing threats towards self, others or school board employees.

Types of Threats

A threat is an expression of intent to do harm or act out violently against someone or something. It may be spoken, written, or symbolic. Threats can be expressed directly or indirectly to the victim or to others, and threats may be explicit or implied. Threats sometimes, but rarely, actually involve guns or explosive devices. Many students who make a threat will never carry it out. Conversely, others who pose a real danger may not make an explicit threat. Threats may be communicated to the intended victim or related to a third party. A threat to harm others can be transient (i.e., expression of anger or frustration that can be quickly or easily resolved) or substantive (i.e., serious intent to harm others that involves a detailed plan and means):

Examples of Transient Threats:

- Non-genuine expression
- Non-enduring intent to harm
- Temporary feelings of anger
- Tactic in argument
- Intended as joke or figure of speech
- Resolved on scene or in office (time-limited)
- Ends with apology, retraction, or clarification

Examples of Substantive Threats:

- Specific and plausible details such as a specific victim, time, place, and method
- Repeated over time or conveyed to differing individuals
- Involves planning, substantial thought, or preparatory steps
- Recruitment or involvement of accomplices
- Invitation for an audience to observe threat being carried out
- Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)

Substantive threats can be serious assault (e.g., beat up or hurt) or very serious (e.g., kill, rape, inflict severe injury, or involves the use of weapons).

Who is a member of a School Threat Assessment Team?

Florida Statute 1006.07(7), defines the members of the School Threat Assessment Team as:

- All school-based administrators
- School Counselors
- School Resource Deputy/Officer/Guardian
- An appointed teacher or TOA
- School Social Workers (when applicable)
- School Psychologists (when applicable)
- Mental Health Team Members (when applicable)
- District Support Staff (when applicable)

What are the roles of the Threat Assessment Team?

The Threat Assessment Team functions similarly to the school-based Crisis Response Team and contains many of the same mental health team members. The team should consist of the Principal, other school-based administrators, the School Counselor(s), the School Psychologist, the School Social Worker, and the School Resource Deputy/Officer/Guardian. In addition, a teacher serves as a member of the Threat Assessment Team. The Threat Assessment Team is involved in the initial assessment process and work collaboratively to determine the level of risk for each individual student and situation.

DETERMINATION OF RISK

In all incidents of reported or suspected threats to self or others, it is critical and mandated to perform a threat assessment. Threat assessment is a process to evaluate the level of risk to the school or to a specific individual. The Threat Assessment team will work in coordination to determine the level of risk. The “risk level” will determine how the Threat Assessment Team will respond to the threat and what interventions and course of action will ensue for the student.

Whether a threat is classified as low, moderate or high risk depends on several factors, including the type of threat that was made. Threats can be classified into one of four categories (i.e., direct, indirect, veiled or conditional).

- A ***direct threat*** identifies a specific act against a specific target and is delivered in a straightforward, clear and explicit manner. “*I am going to place a bomb in the school gym.*”
- An ***indirect threat*** tends to be vague, unclear and ambiguous. The plan, the intended victim, the motivation and other aspects of the threat are masked or equivocal: “*If I wanted to, I could kill everyone at this school!*” While violence is implied, the threat is phrased tentatively: “*If I wanted to*” and suggest that a violent act ***could*** occur, not that it ***will*** occur.

- A ***veiled threat*** is one that strongly implies but does not explicitly threaten violence. “*We would be better off without you around anymore*” clearly hints at a possible violent act but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.
- A ***conditional threat*** is the type often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met. “If you don’t pay me one million dollars, I will place a bomb in the school.”

Specific, plausible details are a critical factor in evaluating a threat. Details can include the identity of the victim or victims; the reason for making the threat; the means, weapon and method by which it is to be carried out; the date, time and place where the threatened act will occur; and concrete information about plans or preparations that have already been made. Based on the initial threat assessment, the school principal, in conjunction with the mental health professional at the school, classifies the situation as a Low, Moderate or High risk according to the following criteria:

Low Risk (Level 1):

There is little evidence of a potential for violence, but a pattern exists of veiled threats against others with the purpose of causing emotional distress. Conference with the student’s parents and implement classroom and mental health interventions as needed. Hopefully, the student can remain in school with support services and monitoring.

- a. Threat is vague and indirect.
- b. Information contained within the threat is inconsistent, implausible or lacks detail.
- c. Threat lacks realism.
- d. Content of the threat suggests person is unlikely to carry it out.

Moderate Risk (Level 2):

Substantial risk exists, but there is no evidence that violence is imminent or that the individual has the means to carry out the threat. Further assessment and close monitoring are essential and will probably include removal from the school setting with a re-entry process in place. Implementation of a restraining or administrative order (No Trespassing) to stay away from certain individuals or sites upon return to the school may also be necessary.

- a. Threat is more direct and more concrete than a low risk threat.
- b. Wording in the threat suggests that the individual has given thought to how the act will be carried out.
- c. There may be a general indication of a possible place and time (though these signs still fall well short of a detailed plan).
- d. There is no strong indication that the individual has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility – an allusion to a book or movie that shows the planning of a violent act or a vague general statement about the availability of weapons.
- e. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!” or “I really mean this!”

High Risk (Level 3):

Imminent danger to self or others with the means and focus to carry out violence has been substantiated. Take steps to isolate the individual(s). Involvement of local law enforcement and/or emergency behavioral health screening is needed.

- a. Threat is direct, specific and plausible.
- b. Threat suggests concrete steps have been taken towards carrying it out. *For example: statements indicating that the student has acquired or practiced with a weapon or has had a victim under surveillance.*

Example statement: *“At eight o’clock tomorrow morning, I intend to shoot the principal. That is when he is in the office by himself. I have a 9 mm gun. Believe me; I know what I am doing. I am sick and tired of the way he runs this school.”*

This threat is direct; specific as to the victim, motivation, weapon, time, and place; and indicated that the student knows his target’s schedule and has made preparations to act on the threat.

In some cases, the distinction between the levels of threat may not be as obvious and there will be overlap between the categories. Generally, obtaining additional information about the threat and student history helps clarify any confusion. What is important is that schools be able to recognize and act on the most serious threats and then address all other threats appropriately and in a standardized and timely fashion.

What is Volusia County Schools’ process for assessing threat?

When a targeted threat of violence occurs at a school site, the threat assessment process is to include the following components:

1. *Threat Assessment -Interview Guide*

This interview guide is completed by members of the Threat Assessment Team. This process must occur in collaboration. The team should utilize the “Threat Assessment” in the SSS Platform of FOCUS. The assessment serves to obtain information from the student regarding specifics of the situation, steps to carry out the threat, access to weapons, and problems in the student’s life that led to the threat/incident.

2. *Determine Level of Threat*

Through the Threat Assessment process, the Threat Assessment Team will work collaboratively to determine the level of threat:

- **Not a Threat**
- **Transient Threat**
- **Substantive Threat**

3. *Determine Level of Response*

Through the Threat Assessment process, the Threat Assessment Team will work collaboratively to determine the level of response and action steps needed. This information will be documented in the Threat Assessment.

4. *Mental Health Evaluation* (when applicable)

A member of the district Mental Health Team will provide an assessment if the Threat Assessment Team determines that the level of threat is severe. This may result in a Baker Act.

5. *Baker Act* (when applicable)

The District Mental Health Team will determine if the student meets the criteria for a Baker Act. If a determination to Baker Act is made, the licensed mental health provider will complete the Baker Act paperwork and will work with the school to contact law enforcement to initiate a transport.

Threat Response Procedures Specific to Suicidal Threats


School-based mental health professionals are increasingly faced with alarming numbers of students who are depressed, may engage in self-injurious behaviors (e.g., cutting), and who may be suicidal. It is critical to assess suicidal risk in order to increase the likelihood of matching the student with needed interventions and supports.

Like the goals of threat response when violence toward others is at stake, the goal of responding to students at risk of harming themselves include: ensure student safety, assess and respond to the level of risk, determine needed services and ensure appropriate care.

- ***Supervise the student:*** Under no circumstances should the student be allowed to leave the school or be alone (even in the restroom) until the assessment and plan has been generated.
- ***Link the Student with a Student Services Professional:*** Potentially suicidal students should be immediately brought to the attention of a student services professional. This is typically a school psychologist, school counselor or school social worker.
- ***Collaborate with administration, threat response team and/or the district mental health team:*** Many potentially difficult decisions must be made and consulting with other professionals is reassuring and prudent.
- ***Suicide-proof the environment:*** Ensure that the means to attempt suicide have been removed from the student or made inaccessible.
- ***Utilize law enforcement when appropriate:*** If a student resists, becomes combative, or attempts to flee or is in imminent danger, law enforcement should be contacted immediately.
- ***Prepare a re-entry plan:*** All students returning from Baker Act shall have a re-entry meeting where parents, school, and community mental health personnel.

The following procedure is to be followed in the event of a threat of suicide:

1. ***Threat Assessment Initial Statement/Interview Guide*** to be completed by the Threat Assessment Team. In addition, consult with the district mental health team when available and appropriate.
2. ***Assessing Level of Threat***
The Threat Assessment Team will work in collaboration to determine the appropriate level of risk. If the risk is found to be substantive, the district Mental Health Team will be deployed to provide a Mental Health Assessment and determine if the student meets the Baker Act criteria.
3. ***Mental Health Evaluation*** (when appropriate)
A member of the district Mental Health Team will provide an assessment if the Threat Assessment Team determines that the level of threat is substantive. This may result in a Baker Act.
4. ***Baker Act*** (when appropriate)
The District Mental Health Team will determine if the student meets the criteria for a Baker Act. If a determination to Baker Act is made, the licensed mental health provider will complete the Baker Act paperwork and will work with the school to contact law enforcement to initiate a transport.

	Student Name: DANIEL F WOODWARD	Student ID: 1884702	Gender: M
	Grade: 06	Campus: DEMONSTRATION SCHOOL - 0222	DOB: 02/28/2007
	Parent:	Primary Exceptionality: NA	Phone:
	Email: 1VIYP@vcs2go.net	Address: NA	

Threat Assessment

Student makes a threat to: Harm to Self Harm to Others Bullying Harassment

THREAT REPORT

Location Threat Occurred:

School Building or Grounds
 School Bus/Other Travel
 School-Sponsored Activity
 Digital communication such as text or post
 Other:

Date/Time Threat Made:

Summary of the incident or threat. What was reported? (include who said or did what to whom. Who else was present?)

EXAMPLE

Name of person REPORTING threat: Date/Time Threat Reported:

Affiliation of person reporting threat: Student Parent Staff Other:

Name/Title of person receiving the report:

INCIDENT or BEHAVIOR OF CONCERN

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

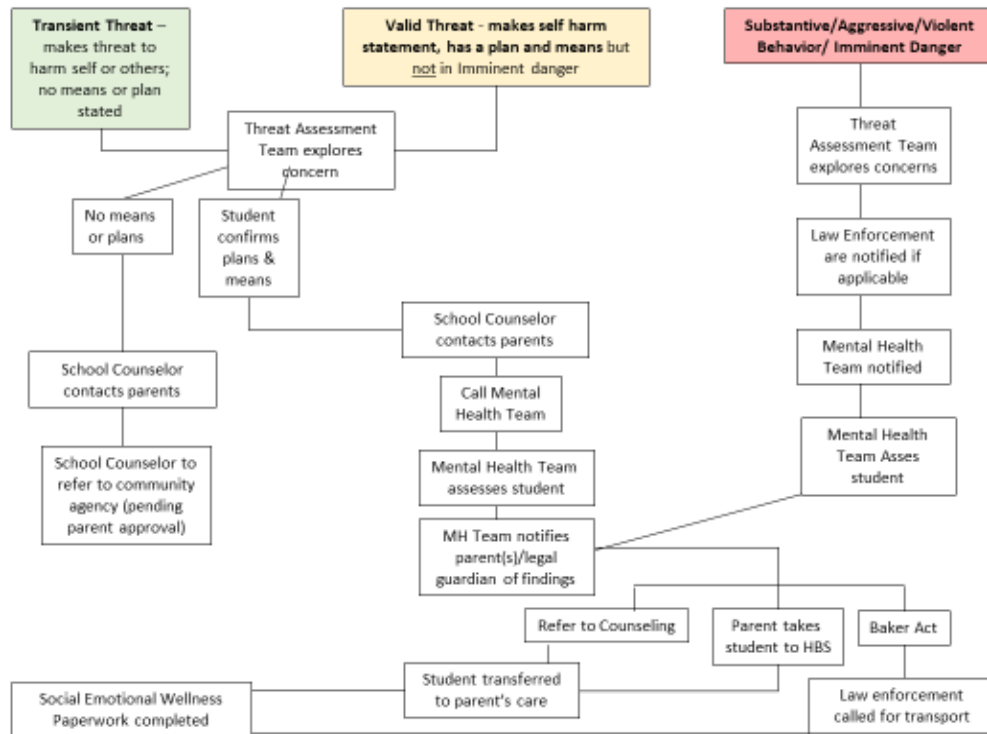
Sources of Information	What information was reviewed?	Relevant Findings
Prior threats	<input type="radio"/> Reviewed <input type="radio"/> Not applicable <input type="radio"/> Not available	<input style="width: 100%; height: 30px;" type="text"/>

Throughout the steps of the assessment process, the principal is responsible for ensuring that all of the aforementioned steps have been completed.

In summary, central to the assessment of the threat level is the consideration of the following factors:

1. To what degree is the threat information credible?
2. To what degree is the threat information corroborated?
3. To what degree is the threat specific and/or imminent?
4. How grave are the potential consequences of the threat?
5. What do we know about the student's past or present circumstances that may contribute to this situation?

Student Makes Threat to Harm Self or Others



In the 2019-2020 school year, the Volusia County Schools will be implanting a new Threat Assessment process through our FOCUS system. The Threat Assessment System will provide a series of questions that will indicate the need for further evaluation and action. Based on the response of the Threat Assessment, the Mental Health team may be initiated for an immediate evaluation. The mental health response and intervention teams will have the ability to initiate Baker Acts, coordinate mental health services with the student’s primary care provider and other mental health providers, and facilitate the use of information sharing between providers and schools. The Mental Health Response and Intervention Teams will provide immediate on-site crisis management through assessment, de-escalation, consultation and referral with post crisis follow up to assure linkage with recommended services.

Students that are identified through the Threat Assessment process as a substantive threat will follow the same guidelines as addressed above.

Mental Health Response and Intervention Teams

Volusia County Schools five Mental Health Response and Intervention Teams will consist of a combination of Licensed Mental Health Counselors, Licensed Clinical Social Workers, Certified Addition Professionals and School Psychologists.

The primary goal of these teams will be to provide at risk students with direct mental health assistance to identified students in need of mental health and substance abuse services. The goal is to develop a personalized plan of care by identifying areas of support needed and the appropriate mental health research-based interventions.

Interventions that will be utilized are:

- **Coping Cats**
- **Second Step**
- **I Can Problem Solve**
- **Sanford Harmony**
- **RULER**
- **Small Group Counseling**
- **Individual Counseling**
- **Cognitive Behavioral Therapy (CBT)**
- **Solution Focused Therapy**
- **Brief Solution Focused Interventions (BSFI)**
- **Check and Connect**
- **Social Skills Improvement Skills (SSIS)**
- **Brief Strategic Family Therapy (BSFT)**
- **Creating Lasting Family Connections**
- **Life Skills Training (LST)**
- **Connecting to Community Resources**

Students will be identified through several formats: Family Referral, Self-Referral, Behavioral and Mental Health Screenings, Threat Assessment Team referrals, Counselor Referrals and outside agencies.

Students that are considered a high risk may be referred for additional screenings and interventions to our community mental health agencies in which we currently have MOU's with or in which families identify as being their chosen vendor for services.

In addition, the Mental Health Response and Intervention Teams will provide care coordination plans and treatment team meeting to coordinate services with primary care providers and other mental health agencies and professionals. The care coordination plans will ensure that the needs of our students are being addressed both in the school and within

the community. Teams will work collaboratively to address issues of medication management, appointment follow up's, individual care plans and recovery and transition plans.

The Mental Health Response and Intervention Teams will also provide support for families in need of services by conducting family therapy sessions, strengthening family connections and linking families to services within the community.

Mental Health Intervention Teams will allow Volusia County Schools to add an additional layer of support for students that are exhibiting "mental health distress." These teams will provide appropriate interventions, strategies and resources to help deescalate a situation and assist the student into moving back into behaviors that are more positive.

Mental Health Response and Intervention Teams are intended to:

- Relieve the immediate distress of individuals experiencing a crisis situation
- Reduce the risk of individuals in a crisis situation doing harm to themselves or others
- Promote timely access to appropriate services for those who require ongoing mental health or co-occurring mental health and substance abuse services
- Conduct threat assessments when the initial threat assessment at the school indicated high lethality
- Connect students and families to mental health services
- Coordinate Plans of Care (POC)
- Provide routine interventions to eliminate unacceptable behavior; and
- Provide mental health assessments, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnosis and student at high risk.
- Provide Youth Mental Health Training to all staff as outlined in statute.
- Provide crisis counseling in the event of a death or tragic situation.
- Conduct evening workshops for parents and students.
- Provide small group and individual counseling sessions using evidenced based interventions.
- Monitor Concern of Harms and work in conjunction with student services staff members.
- Assist with reintegration and transition for students going to or coming from an outside agency.
- Team members will carry a caseload of students needing intensive mental health counseling and/or substance abuse evidenced based interventions on a consistent basis.
- Coordinate reentry and transition plans for students returning to a traditional school setting from an outside mental health facility/program.

How can Mental Health Response and Intervention Teams assist?

A Mental Health Response and Intervention Teams can provide an assessment by a licensed mental health professional to determine the most appropriate level of care. While some individuals may require an evaluation at an emergency receiving facility, others may be able to have their needs met through outpatient appointments with a community behavioral health provider in their area. Mental Health Response and Intervention engagement may be less traumatic for the individual. It often results in linkage to community services that provide the most appropriate level of care.

Mental Health Response and Intervention Teams will be able to provide direct, targeted and effective mental health services to meet the individual and unique needs of an identified student. In addition, their role will be to ensure that families are linked with community mental health providers to secure the necessary interventions to meet the mental health needs of each individual situation.

Mental Health Response and Intervention Teams will provide Tier 2 evidenced based interventions for students that are exhibiting mental health concerns, substance abuse concern or have been identified as being “at risk”.

Students that are identified as high-risk needing Tier 3 interventions will be referred to and linked with community mental health agencies and providers to help meet the individual mental health needs of these students.

How will Mental Health Response and Intervention Teams collaborate with Multiagency Networks?

The Multiagency network for students with emotional and behavioral disabilities (SEDNET) works with education, mental health, child welfare, juvenile justice professionals, along with other agencies and families to provide children with mental illness or emotional and behavioral problems and their families with access to the services and supports they need to succeed. Volusia County School in partnership with SEDNET will work collaboratively to strengthen the support of mental health resources needed to address the specific and individual needs of our students.

Mental Health Response and Intervention Teams in partnership with SEDNET will support students in Volusia County by expanding school-based mental health services. SEDNET and the Mental Health Response and Intervention Teams will work to improve coordination of services, develop local response systems and increase parent and youth involvement in local systems of care. The goal of this collaborative partnership will be to facilitate student and family access to effective services and programs that meet the mental, behavioral and social emotional needs of our school system.

Mental Health Response and Intervention Teams

Five geographically specific Mental Health Response and Intervention Teams will be in placed throughout the district. Teams will be deployed based on the location of the school. All schools will be covered for 12 months, although a smaller team will be available during the summer months. The following team members will be employed for 12 months: two

Substance Abuse Professionals, two HBS Services Coordinator, two Mental Health Specialists and a Licensed Mental Health Counselor will be available during the summer months. Additional licensed mental health staff members can be activated in the event of a crisis.

<p><u>Blue Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist 	<p><u>Pink Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist
<p><u>Green Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • Mental Health Provider (licensed) 	<p><u>Yellow Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • Mental Health Provider (licensed)
<p><u>Red Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred) • Mental Health Provider (licensed) 	
*Substance Abuse Professional	*Substance Abuse Professional
*HBS Services Coordinator	*HBS Services Coordinator
Service Analyst (TOA)	*Indicates Contracted Employee

Palm Terrace Elementary	Indian River Elementary	Blue Lake Elementary	Galaxy Middle	Silver Sands Middle
-Mainland High -Seabreeze High -Hinson Middle -Holly Hill Elem/Middle -Ormond Beach Middle -Champion Elem -Ormond Beach Elem -Osceola Elem -Palm Terrace Elem -Pathways Elem -Pine Trail Elem -Tomoka Elem -Westside Elem	-New Smyrna Beach High -New Smyrna Beach Middle -Chisholm Elem -Coronado Elem -Edgewater Public Elem -Indian River Elem -Read-Pattillo Elem Alternative Ed: Highbanks Riverview Charter Schools: Burns Science and Technology Charter	-DeLand High -Taylor Middle-High -DeLand Middle -Southwestern Middle -Blue Lake Elem -Citrus Grove Elem -Freedom Elem -Manatee Cove Elem -George Marks Elem -McInnis Elem -Orange City Elem -Pierson Elem -Starke Elem -Volusia Pines Elem	-Deltona High -Pine Ridge High -University High -Deltona Middle -Galaxy Middle -Heritage Middle -River Springs Middle -DeBary Elem -Deltona Lakes Elem -Discovery Elem -Enterprise Elem -Forest Lake Elem -Friendship Elem -Osteen Elem -Pride Elem -Spirit Elem -Sunrise Elem	-Atlantic High -Spruce Creek High -Campbell Middle -Creekside Middle -Silver Sands Middle -Cypress Creek Elem -Horizon Elem -Longstreet Elem -Ortona Elem -Port Orange Elem -South Daytona Elem -Spruce Creek Elem -Sugar Mill Elem

	Easter Seals Charter RMA East RMA West Samsula Academy The Chiles Academy The Reading Edge Academy	-Woodward Elem	-Timbercrest Elem	-Sweetwater Elem -Turie T. Elem
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Charter School Independent Submission

Ivy Hawn Charter School has elected to submit a plan independent from the Volusia County School District’s Mental Health Assistance Allocation plan. Ivy Hawn has provided their own plan for submission and signed documentation indicating their desire to outline their plan independently.

Substance Abuse Professional

Volusia County Schools will contract with SMA Healthcare to provide two Substance Abuse Professionals to support all five teams and provide screenings and interventions for students that identify as having a substance abuse problem. For students identified as being a moderate or high risk of substance abuse a referral to SMA Healthcare may be solicited. The Substance Abuse Professionals will be an employee of SMA Healthcare but will work in conjunction with the Mental Health Teams and will be housed within Volusia County Schools. This employee will be a 12-month employee and will continue to provide services throughout the summer.

District Mental Health Specialists

The two Mental Health Specialists will oversee all five teams. These individuals will oversee the process of the Mental Health Response and Intervention Teams and provide district support and direction. In addition, these specialists will manage the Crisis Intervention and Threat Assessment Procedures. The two Mental Health Specialists will work in conjunction with the district Security Specialists. This is a 12-month employee who will continue to coordinate services throughout the school year and summer.

Services Analyst (TOA)

The role of the Services Analyst is to ensure that students and families are accessing mental health services within the community. This coordinator will ensure that families are following up with appointments, treatment plans and services other than Halifax Behavioral Services. In addition, this individual will serve as the Re-Entry contact for the Mental Health team and provide support to school for students going through the Re-Entry process.

HBS Services Coordinator

Volusia County Schools will contract for services with Halifax Behavior Services for two Services Coordinator. Halifax Health in coordination with Volusia County School will hire and provide training for two Service Coordinator to identify and screen potential program participants and develop and facilitate a service delivery plan. The Service Coordinators will monitor the implementation of the individualized service delivery plan for a minimum of 4 months after identified services commence with Halifax Behavioral Health. These individuals will assist in providing a valuable link between the school district and Halifax Behavioral Services. The Services Coordinator will be an employee of Halifax Health but will work in conjunction with the Mental Health Teams and will be housed within Volusia County Schools. This individual will be a 12-month employee and continue to offer services throughout the summer.

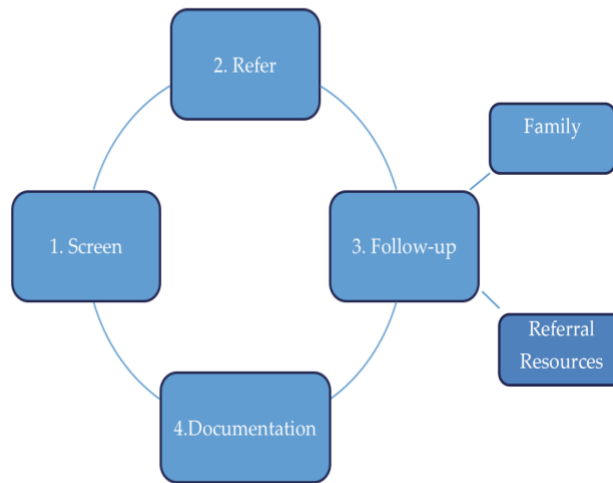
COORDINATION OF SERVICES

Volusia County Schools knows that students and families can benefit from access to a broad range of developmentally appropriate and family supportive community-based services. As such, it is critical that there be an effective and sustainable process to ensure families are appropriately referred and can access such needed resources.

A primary goal of the Mental Health Response and Intervention Team is to ensure that mental health services are provided in coordination with the student’s primary physician or other mental health provider. The Mental Health Response and Intervention Team will ensure the seamless coordination of these services by following the Care Coordination Process. The Care Coordinator Plan is a part of a tool kit that will be developed to assist in the coordination of services between the school system and medical providers.

The Mental Health Response and Intervention Team ensures that immediate access to mental health evaluations are available if students present with a concern. School-based mental health services are initiated in under 15 days after initial contact and assessment. Those needing higher level supports from community-based providers have referrals completed within 24 hours and are followed up on by a member of the Mental Health Response and Intervention Team to guarantee the student is receiving services within 30 days.

Care Coordination Process



Volusia County Schools in coordination with Mental Health Agencies, SEDNET and Community Partnerships will develop strategies to promote inter-systemic collaboration.

In an effort to coordinate services for youth and families involved in multiple system of care within Volusia County, Volusia County Schools will contract with an outside agency to secure a centralized web-based software to manage client information among different community service providers. The goal of the software will be to provide real-time detailed information about appropriate and available community resources in order to connect youth and families to community service providers. Participating service providers shall have the ability to enter client information into the database and establish an individualized care plan based on client needs. The software shall identify effective evidence-based interventions based on an individual's age, gender, risk factors and other relevant criteria as identified by the service provider. The software shall have the ability to securely link multiple agencies such as but not limited to child and family service agencies, courts, Department of Children and Family, Department of Juvenile Justice and other community partners in order to share valuable information about clients and reduce current barriers youth and families must overcome to receive services. The software shall have to ability to record, track and report outcomes in order to better assess community resources.

The overall intent is to utilize a centralized Community Resource/Case Management Database software to increase the connectivity between community providers and youth and families in need, increasing the effectiveness and proper use of community resources.

The Mental Health Specialist for the district will ensure that the collaboration and sharing of information for students in need of additional support is accomplished. A mutual exchange of information will be completed between both parties with monthly “treatment team” meetings with various mental health providers, community agencies and Primary Care Physician’s to discuss individual cases. The Mental Health Specialists will serve as

the point of contact for students that are transitioning back to Volusia County Schools from various treatment facilities.

In addition, Volusia County Schools will contract with Halifax Behavioral Services (HBS) to secure two Service Coordinators. With Halifax Behavioral being one of our primary referral sites and the Baker Act Receiving facility for adolescents, we believe having two Services Coordinators will allow for a more effective transition care plan. This professional will also work to assist with the coordination of services between HBS and Volusia County Schools.

For the first year, on a quarterly basis, Volusia County Schools will meet with our community providers to discuss issues, concerns and the overall process of the Mental Health Plan. Revisions to the plan may be made based on input from community providers and team members and Superintendents approval.

In subsequent years, Volusia County schools will meet yearly to review the plan and address any issues or concerns. Revisions to the plan may be made based on input from community providers and team members and Superintendents approval.

RE-ENTRY MEETINGS

The goal of the re-entry process is to support the student's ability to be successful in school when he/she returns to school following a period of exclusionary discipline (suspension and/or DJJ issues) or returning from a Baker Act.

Through the process, the administrator, school counselor and other meeting attendees work collaboratively to complete a re-entry plan. The re-entry plan should be reasonable and achievable. The school is responsible for initiating a re-entry meeting. School are encouraged to reach out to district staff for additional support (e.g. the district Mental Health team, district ESE teams and or the district Safety and Security team)

When should a Re-Entry Meeting Occur?

- When a student has been Baker Acted
- When the student is returning from DJJ or an Alternative site
- When the student has been suspended for 10 or more days
- When the student makes a threat to harm others

Who should participate in the Re-Entry Meetings?

- Administrator(s)
- School Counselor(s)
- Parent(s)/Student
- ESE Representation (when appropriate)
- School Social Worker (when appropriate)

- School Psychologist (when appropriate)
- Mental Health Team Members (when appropriate)
- Safety and Security Specialist (when appropriate)
- Area Superintendents (when appropriate)

The purpose of the re-entry meeting is to develop a plan to re-engage the student in a school program tailored to the student's individual circumstances.

School staff should initiate the re-entry conference and make every effort to invite the parents/guardians to participate. If the student is an ESE student, a member of the ESE department should attend the meeting. A re-entry meeting should occur no later than **two days** before the student's reentry or enrollment.

Re-entry meeting participants should take into account:

- The circumstances related to the student's suspension or expulsion,
- The student's prior academic and discipline history,
- If the student has an IEP or 504 plan, the re-entry team should review the IEP, 504, and/or if applicable the Behavior Intervention Plan (*Note: Only an IEP Team/504 Team, through an IEP/504 Meeting, can make changes to a student's goals, services, accommodations and/or placement*),
- The severity of the disciplinary incident that led to the student's exclusion, and
- Mental Health concerns related to the individual student.


The goals of the re-entry meeting are to:

- Address the individual academic, behavioral and mental health needs of the individual student,
- Identify point-person to support student,
- Develop a specific crisis and safety plan,
- Set a clear plan for addressing long-term absence and missed work, and allow for adjustments in classwork/homework upon return,
- Implement daily/weekly check-ins with the student,
- Establish a procedure for communication to provide regular feedback to parents/guardian on student's adjustment back to school. A follow-up meeting should always be scheduled to address additional supports needed and progress, and
- Provide family with information regarding outside services.

The purpose of the re-entry plan is to:

- Discuss the services available to the student to support their re-entry process,
- Define what the student is required to do before returning to school, and
- Identify supportive interventions that will be in place when the student returns to school.

Re-entry plans are completed on the SSS Platform of FOCUS.

	Student Name:	DANIEL F WOODWARD	Student ID:	1884702	Gender:	M
	Grade:	08	Campus:	DEMONSTRATION SCHOOL SECONDARY - 0444	DOB:	02/28/2007
	Parent:		Primary Exceptionality:	NA	Phone:	
	Email:	1V1YP@vcs2go.net	Address:	NA		

**Threat Response to Suicide and/or Harm to Self or Others
Re-Entry Meeting**

Date of School Re-Entry Meeting: IEP or 504 Plan Reviewed:

Safety or Mental Health Concern Overview:

Discharge Plan if Hospitalized

Medications Prescribed:

Plan Recommendations:

Outside Agency Services in place:

Agency (A) Name: Agency (A) Phone:

Agency (A) Service:

Agency (B) Name: Agency (B) Phone:

Agency (B) Service:

Referrals Made at the Meeting:

A recent national survey of the incidence and prevalence of children’s exposure to violence and trauma revealed that 60% of American children have been exposed to violence, crime or abuse. Forty percent were direct victims of two or more violent acts. Prolonged exposure to violence and trauma can seriously undermine children’s ability to focus, behave appropriately, and learn in school. It often leads to school failure, truancy, suspension or expulsion, dropping out, or involvement in the juvenile justice system.

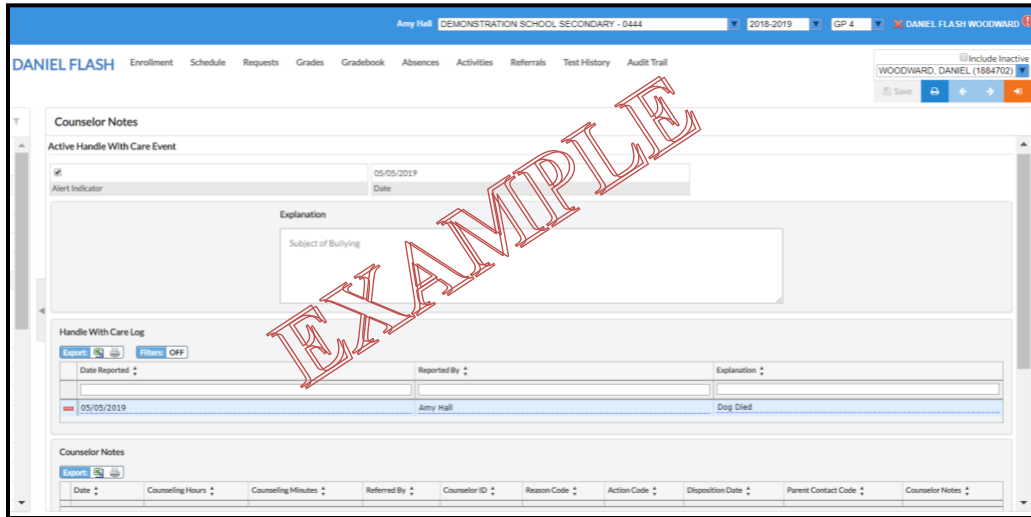
A “Handle with Care” (HWC) alert is tailored to reflect the needs and issues affecting students throughout Volusia County Schools. The below reasons may trigger a HWC alert:

- Exposed to a traumatic event
- Involved in an incident of bullying and/or harassment
- Have a Re-Entry Plan
- Have had a mental health assessment
- Need additional support for various reasons

This symbol will allow for teachers and staff to understand and respond to trauma in a positive manner. HWC promotes school-community partnerships aimed at ensuring that students who are exposed to trauma in their home, school or community receive appropriate interventions to help them achieve academically at their highest levels despite whatever

traumatic circumstances they may have endured. The goal of HWC is to help students to succeed in school. Regardless of the source of trauma, the common thread for effective intervention is the school. Research now shows that trauma can undermine children's ability to learn, form relationships, and function appropriately in the classroom.

HWC alerts can be triggered automatically through an initiated event in the Social/Emotional Wellness platform or may be activated by identified staff members. Schools are encouraged to review their HWC alerts on a monthly basis to determine students that need additional support.



OUTCOME DATA REVIEWS

On a quarterly basis the Mental Health Collaboration committee will review outcome data to evaluate the effectiveness of services. In addition to quarterly reviews and end of year review will be conducted and compared to the previous school year. This will assist the team in planning and program evaluation. The below data will be analyzed for trends, areas of concern and evidence of effectiveness.

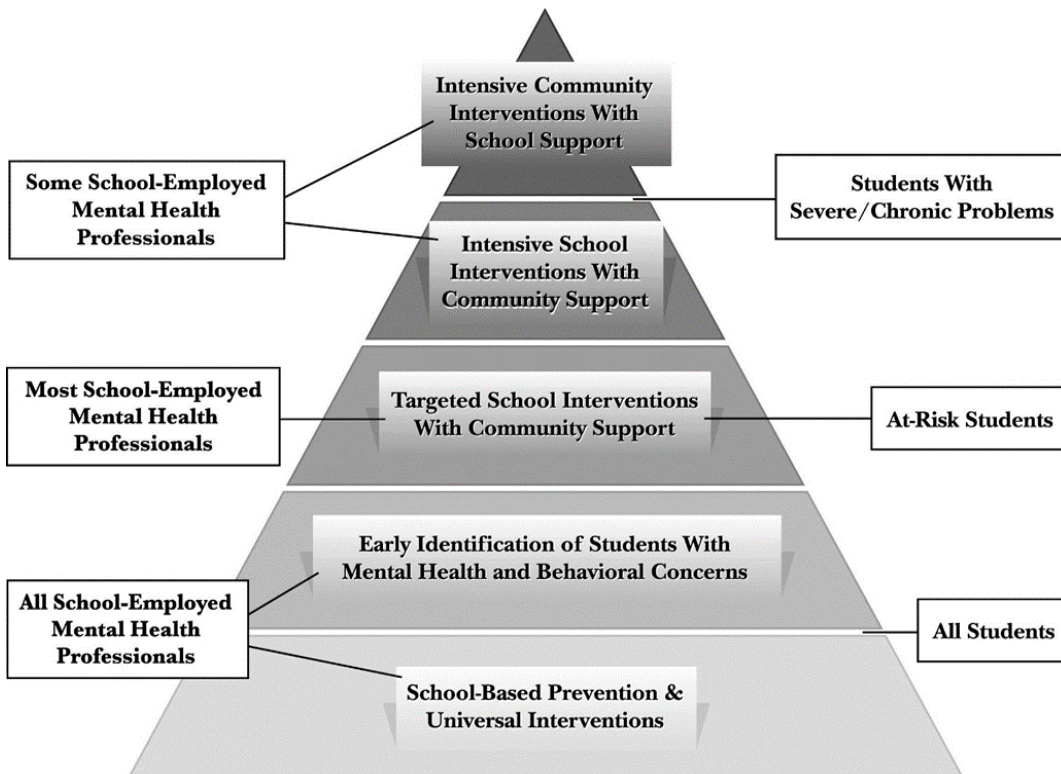
- Threat Assessment Data
- Baker Act Data
- Discipline Referrals
- Bullying Incidents
- Attendance Data
- School Climate Data
- Youth Risk Behavioral Survey Data
- Early Warning System Indicators
- Graduation Assurance Data
- Referral Data to Community Agencies and outcome data
- SEL Referral Data
- The Mental Health Response and Intervention Teams Data Referral Reviews

- Screening/Assessment Data
- Number of Students Screened, Assessed and Referred and Outcome Data

Volusia County Schools will utilize our new Social Emotional Wellness platform inside of FOUCS to track referrals, assessment data and outcome data in addition to anecdotal notes. By using the Social Emotional Wellness platform we will be able to accurately track and monitor student referrals and progress.

CONCLUSION

Through this model Volusia County Schools will be able to address the varying needs of our students by implementing a continuum of school mental health services. By building a partnership with our community mental health agencies and specialists, utilizing our school based mental health providers and implementing a proactive, evidenced based mental health prevention, awareness and intervention program, Volusia County Schools believes that it will be able to efficiently and effectively help our students be successful not only academically but social and emotionally as well.



The Continuum of School Mental Health Services

The Mental Health Assistance Allocation does not supplant other funding sources or increase salaries or provide staff bonuses. The money allocated will be used to expand

direct mental health services to our students and provide for the coordinator of such services with primary care and mental health providers.

GUIDING QUESTIONS

Mental Health Assistance Allocation Plan Template Focuses on delivering evidence-based mental health services

Volusia County Schools offers a myriad of services, evidenced/research-based interventions and programs that meet the social emotional needs of our students within a multitiered systems of support. The below chart outlines the evidence based mental health services that will be offered in VCS which will now include the implementation of Mental Health Response and Intervention Teams as a condition of the Mental Health Assistance Allocation.

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

Volusia County Schools plans to implement five Mental Health Response and Intervention Teams that will consist of Mental Health Providers, a Certified Addictions Professional and a Service Analyst (TOA).

The primary goal of these teams is to provide direct mental health assistance and link identified students in need of mental health and substance abuse services to community resources and services.

Students will be identified through several formats: Family Referral, Self-Referral, Behavioral and Mental Health Screenings, Threat Assessment Team referrals, Teacher Referrals and outside agencies.

Identify specific student needs and deliver individualized intervention:					
Elementary VCS District Supported Practices		Suggested Intervention Provider	Secondary VCS District Supported Practices		Suggested Intervention Provider
Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children’s Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams
I Can Problem Solve	Contact: Amy Hall	Counselor	RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team
Coping Cats - ESE	Contact: Troy Radford/Dianne Martin-Morgan	Counselor School Psychologist School Social Worker	Check & Connect Mentoring Program	Contact: Mandy Ellzey	School-based trained personnel
RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team/Teachers	Social Skills Improvement System (ESE)	Contact: Sheryl Sandvoss	ESE Teacher Behavior Specialist
Counseling (small group using evidence/research-based interventions)	Contact: Amy Hall/Sigrid Holland and Sean Richter	School Counselor MH Counselors SEL TOA	Counseling (small group using evidence/research-based interventions)	Contact: Amy Hall/Sigrid Holland and Sean Richter	School Counselor MH Counselor SEL TOA
<i>Evidence/Research-based interventions from the following sources:</i>			<i>Evidence/Research-based interventions from the following sources:</i>		
Tough Kids Toolbox Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	Tough Kids Toolbox (6-8) Teacher’s Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher
www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher
Mental Health Response and Intervention Teams	Contact: Sean Richter and Sigrid Holland	Counselor/School Based Administrator	Mental Health Response and Intervention Teams	Contact: Sean Richter and Sigrid Holland	Counselor/School Based Administrator

Tier 3: Specialized Supports for a Few Students

Volusia County Schools Mental Health Response

	Restorative Practice Formal Conference	Contact: Amy Hall and Nick Prince	School Based Administrators Deans of Student Rel School Counselors SEL TOA's	Restorative Practice Formal Conference	Contact: Amy Hall and Nick Prince	School Based Administrators Deans of Student Rel School Counselors SEL TOA's
Tier 2: Targeted Supports for <u>Some</u> Students	Identify students & implement structured interventions for SEL:					
	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children's Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams	Referral to Outside Mental Health Agencies (Devereux, Adapt, HBS, Chrysalis and Children's Home Society)	Contact: Dianne Martin-Morgan	Referrals made by School Based Teams and Mental Health Intervention Teams
	Second Step	Contact: Amy Hall	Counselor	Restorative Practices Circles	Contact: Amy Hall	DSR/SEL TOA/Admin/Teacher
	I Can Problem Solve	Contact: Amy Hall	Counselor	Student Success Skills	Contact: Dianne Martin-Morgan	Counselor
	Student Success Skills	Contact: Dianne Martin-Morgan	Counselor	SEL TOA Small Group	Contact: SEL Specialist	SEL TOA's
	Restorative Practices Circles	Contact: Amy Hall	Teacher			
	Evidence/Research-based interventions from the following sources:		Teacher	Evidence/Research-based interventions from the following sources:		Teacher
	Tough Kids Toolbox Teacher's Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher	Tough Kids Toolbox Teacher's Encyclopedia of Behavior Management	Contact: Melissa Bisesi	Teacher
	CHAMPS: SOS!	Contact: Lyndi Goepfert	Teacher	CHAMPS: SOS!	Contact: Lyndi Goepfert	Teacher
	Mental Health Response and Intervention Teams	Contact: Sean Richter and Sigrid Holland	Counselor/School Based Administrator	Mental Health Response and Intervention Teams	Contact: Sean Richter and Sigrid Holland	Counselor/School Based Administrator
www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	www.pbisworld.com www.interventioncentral.com	Self-accessible	Teacher	
Tier 1: Core Universal Structure for <u>all</u> Students	Build school-wide systems and structures:					
	School-wide Positive Behavior Intervention and Supports (PBIS)	Contact: Mandy Ellzey	School-based Team	School-wide Positive Behavior Intervention and Supports (PBIS)	Contact: Mandy Ellzey	School-based Team
SOS- Signs of Suicide	Contact: Greg Akin	Sandy Hook Consultant Team	SOS- Signs of Suicide	Contact: Greg Akin	Sandy Hook Consultant Team	

Say Something	Contact: Greg Akin	Sandy Hook Consultant Team	Say Something	Contact: Greg Akin	Sandy Hook Consultant Team
Adopt proactive & classroom management strategies:					
CHAMPS	Contact: Lyndi Goepfert	Teacher	CHAMPS	Contact: Lyndi Goepfert	Teacher
Implement best practices for student engagement/SEL:					
RULER Approach to SEL	Contact: Mandy Ellzey	School-based Team	Restorative Practices	Contact: Amy Hall	School-based Team
Sanford Harmony	Contact: Amy Hall and Justin Lipomi	Counselor/Teacher	Second Step	Contact: Amy Hall and Justin Lipomi	SEL TOA's
Restorative Practices	Contact: Amy Hall and Nick Prince	School Based Teams	Restorative Practices	Contact: Amy Hall and Nik Prince	School Based Teams

<p><u>Blue Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist 	<p><u>Pink Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • School Psychologist
<p><u>Green Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • Mental Health Provider (licensed) 	<p><u>Yellow Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred but not required) • Mental Health Provider (licensed)
<p><u>Red Team</u></p> <ul style="list-style-type: none"> • Mental Health Provider (licensed) • School Social Worker (licensed preferred) • Mental Health Provider (licensed) 	
<p>*Substance Abuse Professional</p>	<p>*Substance Abuse Professional</p>
<p>*HBS Services Coordinator</p>	<p>*HBS Services Coordinator</p>
<p>Service Analyst (TOA)</p>	<p>*Indicates Contracted Employee</p>

In addition, the Mental Health Response and Intervention Teams will provide care coordination plans and treatment team meetings to coordinate services with primary care providers and other mental health agencies and professionals. The care coordination plans will ensure that the needs of our students are being addressed both in the school and within the community. Teams will work collaboratively to address issues of medication management, appointment follow up's, individual care plans and recovery and transition plans.

The Mental Health Response and Intervention Teams will also provide support for families in need of services by strengthening family connections and linking families to services within the community.

For students at moderate or high risk the team will link students and families to services within the community to include private providers, community mental health agencies and primary care physicians.

For students at low risk but in need of additional support, evidence-based mental health services will be provided to students. Volusia County Schools will utilize the following process when identifying evidenced mental health and substance abuse interventions:

1. Review Data and Student Individual Needs
2. Access EBI via National Center for Intensive Interventions
3. Tier Interventions based on need and accessible resources
4. Ensure team is trained in evidenced based services and monitored for fidelity.

Interventions that will Volusia County School may utilize are (but are not limited to)

- Coping Cats
- Second Step
- I Can Problem Solve
- Sanford Harmony
- RULER
- Small Group Counseling
- Individual Counseling
- Cognitive Behavioral Therapy (CBT)
- Solution Focused Therapy
- Brief Solution Focused Interventions (BSFI)
- Check and Connect
- Social Skills Improvement Skills (SSIS)
- Brief Strategic Family Therapy (BSFT)
- Creating Lasting Family Connections
- Life Skills Training (LST)

Describes the collaborative partnerships with community providers and agencies.

Volusia County Schools has an agreement with 6 community agencies to provide school-based behavioral mental health services for students who are at risk of emotional and behavioral challenges. Currently, Volusia County Schools has an agreement with the following entities:

- **Halifax Behavioral Services (HBS)**
- **Devereux Services**
- **Chrysalis Health**
- **Adapt Behavioral Services**
- **Children’s Home Society of Florida**
- **SMA Healthcare**

Volusia County Schools has had a long-standing partnership with two of our community agencies, HBS and Devereux, since 2000. The school based mental health services that are provided by our community agencies include a broad spectrum of assessment, prevention, intervention, postvention, counseling, consultation, and referral activity services. These services are essential to the stability of our district's ability to ensure a safe and healthy learning environment for all students. They promote student's academic success and their social and emotional needs.

Services are currently in over 50 schools throughout our district. Students are referred by student services personnel, school-based administrators or parents and are seen by a registered intern or licensed mental health therapists weekly. In addition, our community mental health partnerships provide support to our separate class/EBD units, Title 1 schools, full-service and comprehensive schools, low performing schools, schools with high discipline referrals and schools with high concern of harm intervention.

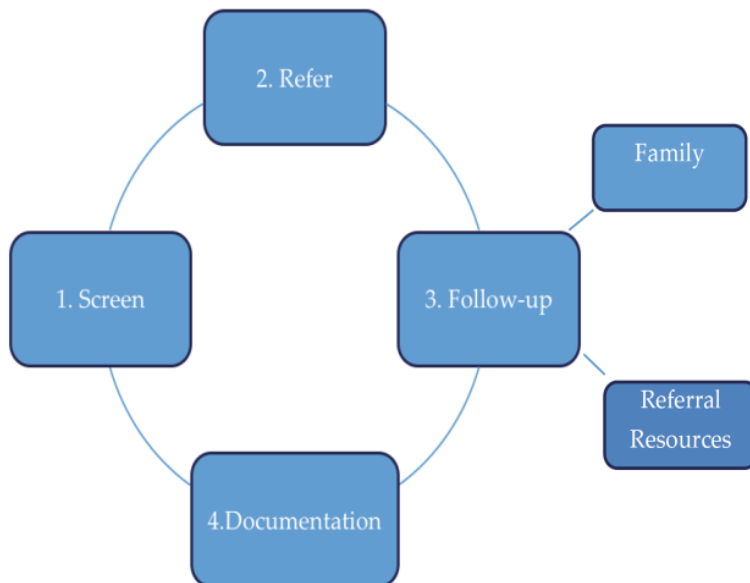
The Mental Health Response and Intervention Teams will work closely with our community mental health partners to link families to services and help support the individual needs of our students. Students that are identified as being moderate to high risk will be referred to outside agencies and primary care providers for additional support. In addition, our Mental Health Providers will work in conjunction with our providers to ensure that the strategies and resources recommended by our community providers are implemented in the school setting.

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

Volusia County Schools knows that students and families can benefit from access to a broad range of developmentally appropriate and family supportive community-based services. As such, it is critical that there be an effective and sustainable process to ensure families are appropriately referred and can access such needed resources.

A primary goal of the Mental Health Response and Intervention Team is to ensure that mental health services are provided in coordination with the student's primary physician or other mental health provider. The Mental Health Response and Intervention Team will ensure the seamless coordination of these services by following the Care Coordination Process. The Care Coordinator Plan is a part of a tool kit that will be developed to assist in the coordination of services between the school system and medical providers.

Care Coordination Process



Volusia County Schools in coordination with Mental Health Agencies, SEDNET and Community Partnerships will develop strategies to promote inter-systemic collaboration.

In an effort to coordinate services for youth and families involved in multiple system of care within Volusia County, Volusia County Schools will contract with an outside agency to secure a centralized web-based software to manage client information among different community service providers. The goal of the software will be to provide real-time detailed information about appropriate and available community resources in order to connect youth and families to community service providers. Participating service providers shall have the ability to enter client information into the database and establish an individualized care plan based on client needs. The software shall identify effective evidence-based interventions based on an individual's age, gender, risk factors and other relevant criteria as identified by the service provider. The software shall have the ability to securely link multiple agencies such as but not limited to child and family service agencies, courts, Department of Children and Family, Department of Juvenile Justice and other community partners in order to share valuable information about clients and reduce current barriers youth and families must overcome to receive services. The software shall have to ability to record, track and report outcomes in order to better assess community resources.

The overall intent is to utilize a centralized Community Resource/Case Management Database software to increase the connectivity between community providers and youth and families in need, increasing the effectiveness and proper use of community resources.

The Mental Health Specialist for the district will ensure that the collaboration and sharing of information for students in need of additional support is accomplished. A mutual exchange of information will be completed between both parties with monthly “treatment team” meetings with various mental health providers, community agencies and Primary Care Physician’s to discuss individual cases. The Mental Health Specialist will serve as the point of contact for students that are transitioning back to Volusia County Schools from various treatment facilities.

Volusia County Schools will contract with Stewart Marchman ACT to provide two Certified Addiction Substance Abuse Professionals to support all four teams and provide screenings and interventions for students that identify

as having a substance abuse problem. For students identified as being a moderate or high risk of substance abuse a referral to SMA Healthcare may be solicited. The Substance Abuse Professionals will be an employee of SMA Healthcare but will work in conjunction with the Mental Health Teams and will be housed within Volusia County Schools. This employee will be a 12-month employee and will continue to provide services throughout the summer.

In addition, Volusia County Schools will contract with Halifax Behavioral Services (HBS) to secure two Service Coordinators. With Halifax Behavioral being one of our primary referral sites and the Baker Act Receiving facility for adolescents, we believe having two Services Coordinators will allow for a more effective transition care plan. This professional will also work to assist with the coordination of services between HBS and Volusia County Schools.

For the first year, on a quarterly basis, Volusia County Schools will meet with our community providers to discuss issues, concerns and the overall process of the Mental Health Plan. Revisions to the plan may be made based on input from community providers and team members and Superintendents approval.

In subsequent years, Volusia County schools will meet yearly to review the plan and address any issues or concerns. Revisions to the plan may be made based on input from community providers and team members and Superintendents approval.

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).

On a quarterly basis the Mental Health Collaboration committee will review outcome data to evaluate the effectiveness of services. In addition to quarterly reviews and end of year review will be conducted and compared to the previous school year. This will assist the C4L committee in planning and program evaluation. The below data will be analyzed for trends, areas of concern and evidence of effectiveness.

- Threat Assessment Data
- Baker Act Data
- Discipline Referrals
- Bullying Incidents
- Attendance Data
- School Climate Data
- Youth Risk Behavioral Survey Data
- Early Warning System Indicators
- Graduation Assurance Data
- Referral Data to Community Agencies
- SEL Referral Data
- The Mental Health Response and Intervention Teams Data Referral Reviews
- Screening/Assessment Data

- Number of Students Screened, Assessed and Referred and Outcome Data

Volusia County Schools will utilize the new Social Emotional Wellness Platform to track referrals, assessment data and outcome data in addition to anecdotal notes. By using the SEW platform in FOCUS, we will be able to accurately track and monitor student referrals and progress.

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

Current Staff Members

Title	Description	Number of Mental Health Providers
School Social Workers	24 school social workers and 1 Homeless Liaison	25
School Psychologists	29 school psychologists	29
School Counselors	112 school counselors at all three levels.	112
Social Emotional Learning TOA's	9 Social Emotional TOA's	9
School Nurses	12 RN 's 44 LPNs 30 Clinic Assistants [CNAs]	86
Mental Health	7 Mental Health Counselors 5 Social Workers 2 School Psychologists 2 Substance Abuse Counselors 2 Care Coordinators	18
Total		279

Proposed additions through the establishment of Mental Health Response and Intervention Teams

If additional funds exist after hiring the above mental health providers and contracting services with SMA Healthcare and Halifax Behavioral Services, Volusia County Schools will utilize the remaining funds to employ up Social Emotional Learning TOA's to focus specifically on Tier 1 and Tier 2 interventions for students. In addition, Volusia County Schools will enter into a contract with Adapt behavioral services to provide weekly counseling in a small group setting to students at our alternative schools.

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

Volusia will be entering into a contract with Adapt Behavioral Services to provide a licensed mental health counselor on a weekly basis to work with students at our alternative schools. Volusia County Schools has entered

into an agreement with several outside agencies to provides school based mental health services. Volusia County Schools believes in the importance of the relationships with our mental health agencies and will work to establish an effective and efficient referral system for students that are in need of intensive mental health and behavioral services. Volusia County Schools will continue our relationship with SMA Healthcare for two substance abuse providers and with Halifax Behavioral for two Service Coordinators. These individuals work exclusively with Volusia County Schools to provide services to our students and are an intricate members for the team.

Volusia County Schools plans to implement five Mental Health Response and Intervention Teams that will consist of Mental Health Providers, a Certified Addictions Professional and a Service Analyst (TOA). The job duties of these individuals will be to work specifically and exclusively with our students that are in need of mental health and substance abuse support. The addition of these 15 job roles will aid our mental health specialists in the district by allowing targeted intervention for our students in need (Tier 2).

Travel expenses are indicated in the budget to allow our Mental Health Clinicians to provide identified students with access to more mental health resources and support when they may not otherwise be able to seek out the necessary resources. This could be due to limitations related to transportation and/or medial insurance.

Budget

Mental Health Teams	\$1,128,830
Certified Substance Abuse Counselors (2)	\$120,000
SMA-Healthcare Contract	
HBS Care Coordinator (2)	\$130,000
Halifax Behavioral Health Contract	
Data Analyst	\$41,000
Adapt Behavioral Contract	\$50,000
Travel/Office Expenses	\$20,000
6-12 Counseling Specialist	\$70,000
<i>Allocation for 2019-2020 School Year</i>	\$1,592,735
Total Budget	\$1,559,830.00

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

The Mental Health Assistance Allocation will be used to fund new mental health provider positions that will work specifically and exclusively with identified students in need of mental health and substance abuse interventions. The Mental Health Intervention Teams will address the Plan of Care established for each specific student. This allocation will not supplant or provide funding to increase salaries or provide staff bonuses.

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).

Volusia County School District will continue to gain funding from Administrative Claiming and Medicaid reimbursement. Medicaid reimbursement amounts should see an increase with the expansion of allowable, billable services and the expansion of students who will be eligible for billable services. Title IV Grant Funds are also awarded to our district which provides supplemental Social Emotional Learning supports. Title II funds have been and can continue to be used to support training for District and School level staff that is related to Mental Health and Social Emotional Learning awareness, strategies and programs.

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