

Seminole County Public Schools

Mental Health Assistance Allocation Plan

2021-2022



Student Support Services Department

The Student Support Services Department builds relationships that foster the trust and confidence of all stakeholders.

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Introduction

Seminole County Public Schools (SCPS) is committed to promoting mental wellness for all students. Within our Strategic Plan, SCPS identified Conditions for Learning that will benefit student learning. Condition 2 addresses Student Wellness, which encompasses students' emotional and mental health and well-being. Mental and emotional health falls on a continuum from wellness to severe illness. This plan is developed to provide a multi-tiered approach to mental health services.

With the recent and ongoing global health crisis due to COVID-19, SCPS has identified an increased impact on student's mental health. According to the Centers for Disease Control and Prevention, children and adolescent's mental health related visits to the emergency room have increased 24-31% following the start of COVID-19 (November 2020). While national data is still being studied, we know from past research that loneliness and isolation, two by-products of COVID-19; have a huge impact on youth mental health resulting in an increased risk of depression for up to 9 years. (Loades et al. 2020).

Everfi, a company that creates digital lessons for K-12 students conducted a survey of over 11,000 students in 2020 and found that since the start of the pandemic, "38% of students were more concerned about their mental well-being, 47% more concerned about their academic preparation, 35% more concerned about the amount of time that they are spending online, and 33% more concerned with their social connectedness. Additionally, 54% of students reported that they feel more isolated, and 51% reported feeling more stressed." This data showcases the far-reaching impacts that COVID-19 has had and continues to have on student mental wellness.

Internally, SCPS has seen this same impact on student mental health with a 39% increase in referrals and students supported from semester 1 of the 2020-2021 school year compared to the 2019-2020 school year. In semester 1 of 2020-2021, an additional 483 students were identified as needing mental health supports with 208 of them being directly supported through school-based supports.

The goal of SCPS's mental health plan is to expand on the multi-tiered system of support currently in place for mental and social-emotional health and improve the quality and accessibility of mental health services through direct services and/or referral to outside providers. Senate Bill 7030 requires all school districts to submit board approved plans to the commissioner of education by August 1 of each fiscal year.

Within this plan, we will outline the following:

- SCPS' Tiered Continuum of Mental Health Supports
- Parental Support and Education
- Mental Health Professional Development
- Mental Health Procedures
- Community Partnerships
- Mental Health Assistance Allocation Plan

SEMINOLE COUNTY PUBLIC SCHOOLS MENTAL HEALTH FRAMEWORK

FEW

Individualized Professional Development
Re-entry Planning
Individual and Group Interventions
Behavior Intervention Plans
Community Based Mental Health Supports including CAT Team, Crisis Planning, and Wraparound
Intensified Family Partnership and Communication

SOME

Early identification and Referrals
Targeted Professional Development
Individual and Group Interventions
Community Based Mental Health Supports
Monitoring of Intervention Fidelity and Student Progress

ALL

Consistent Implementation of District Policies	Crisis Response Team
Positive School Climate	Universal Prevention
Social Emotional Learning	Mental Health Stigma Reduction
Positive Behavior Supports	Trauma Informed/Culturally Sensitive Practices
Fair and Positive Discipline	Promoting self-care of staff

FOUNDING PRINCIPLES

1. SCPS' strategic plan and commitment to "Conditions for Learning"
2. Importance of Staff Development to allow for strong universal implementation
3. Collaboration between families, schools, and community to foster genuine relationships with all stakeholders
4. A commitment to Evidenced Based Practices
5. A commitment to a safe and healthy learning environment throughout the district

Tiered Supports

SCPS follows a tiered system of mental health supports that focuses on mental wellness for all students as well as targeted interventions for students in need of additional support.

Tier 1: Universal Strategies-focus on promoting mental and social-emotional health and development of all students.

Tier 2: Selected, brief strategies to support students at risk of or with mild mental health challenges. Within tier 2, student support staff provide direct and indirect services to address emerging or mild mental and behavioral health problems and to prevent risky behaviors.

Tier 3: Intensive, ongoing strategies to support those with significant mental health needs.

SCPS Support Staff Roles

Social Emotional Learning (SEL) Student Support Specialists: SCPS employs two SEL Student Support Specialists funded through Title IV who support the implementation of SEL curriculum district-wide through staff training, education, direct student support, and providing updated resources. SCPS has identified preferred curriculum at the elementary, middle, and high school levels. These programs are available to all SCPS schools along with curriculum developed by SCPS employees including teachers, mental health counselors, school counselors, school psychologists, and school social workers.

Student Support Specialist, Wellness: Additionally, SCPS employees one district mental health professional funded through Title IV that focuses on overall wellness for students and staff, as well as social emotional trainings.

Student Support Specialist, Alternative Sites: Additionally, SCPS employees a second district mental health professional who focuses on the health, wellness, and care coordination for youth in alternative sites.

SCPS Crisis Response Team: This voluntary team is comprised of Student Support Services (SSS) staff and certified school counselors. The primary purpose of the SSS Crisis Response Team (CRT) is to offer support and assistance to students, families, and staff when a crisis occurs. The CRT provides both direct and indirect emotional first aide intervention services. The CRT coordinates additional follow up supports depending on the nature of the crisis.

Certified School Counselor: SCPS currently employees 137 certified school counselors that are assigned to schools based on student numbers and learning community need. The training school counselors receive in mental health cover topics such as suicide prevention, Youth Mental Health First Aid (YMHFA),

and Question Persuade Refer/Treat (QPR/QPRT). The school counselor provides tier one services working proactively with students through social emotional learning classroom lessons and hosting workshops for parents and students addressing topics such as but not limited to adjustment, stress, and help seeking attitudes. In addition, school counselors complete the enrollment residency form to determine family physical needs and make referrals to Families in Need (FIN) and the school social worker. At the tier 2 and 3 level, school counselors address student mental health concerns through a process of referral and identification generated by school administrators, faculty and staff, self/peer, parents, guardians, or a community-based care provider. When a referral is made, school counselors collect quantitative data (e.g., attendance, grades, and/or number of referrals) and qualitative data (e.g., student interview or teacher and counselor observations) and shares the information with a community provider when the parent has signed permission.

Coordinator for School Counseling Services: The Coordinator for School Counseling Services provides support to the Certified School Counselors in the implementation of Strategic Plan Initiative D: Conditions for Learning through the coordination of professional development in mental health and social-emotional well-being.

School Board Nurses: SCPS currently employs 22 school board nurses. Each school in the district is assigned school board nursing services based on need. They provide medication administration training and education on specific illnesses to staff and are responsible for creating Individual Healthcare Plans (IHCP). Services include acting as a liaison between home, school, and medical providers when mental health challenges may be emerging. They also work within the referral process to refer students who may have mental health concerns.

Social Workers: SCPS currently employs 27 district social workers, 8 full-time school-based social workers, and 2 social workers to provide extra support and training to high needs schools. Each school in the district is assigned social work services 1-5 days a week based on need. The department utilizes a direct service delivery model to promote a connection between schools, families, and the community. Services include classroom observations, collaborative intervention planning and implementation, skill-based group counseling, supportive case management and assessment of family needs. Services include individual counseling services, risk assessments, collaboration with outside mental health and substance abuse treatment providers, and consultation with parents.

School Psychologists: SCPS currently employs 40 school psychologists. These individuals are strategically positioned in schools and around the district to provide supports in mental health, learning, and behavior, to help children and adolescents succeed academically, socially, and behaviorally. They partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments for all students. Core job responsibilities encompass both direct and indirect services which include, but are not limited to psychoeducational assessment, student observations, data interpretation to monitor response to interventions, Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), skill-based group counseling, individual counseling, mentoring, and consultation with school-based teams and families.

Intervention Services Support Team: SCPS has a support team consisting of school psychologists, behavior analysts/technicians, social workers, and teachers on assignment that provide in-depth training and clinical case consultation across all schools in the district. The team provides systematic training support in Trauma Informed Care, Emotional Self-Regulation, Classroom Management, Positive Reinforcement Strategies, Mindfulness, and Self-Care. In addition, they support in the creation of Social/Emotional Learning Curriculum and support school staff with students that are aggressive and/or violent. Services include classroom observations and coaching, specific training of research-based behavioral strategies, assessment and interpretation of behavioral data, modeling of instructional techniques, parent training on targeted behavior skills, and consulting with school-based teams. Services include the development of Functional Behavior Assessments (FBA) and individualized Behavior Intervention Plans (BIP), in-class support for high magnitude behavior, staff training for implementation of individual strategies related to the BIP, collaboration with outside mental health providers, and consultation with parents.

District Mental Health Counselors: Through the mental health allocation provided by the state, SCPS employs 17 district mental health counselors. These providers work with students presenting high tier-2 and tier-3 needs for mental health supports. Services include providing individual, group, and family counseling services for mental health and substance abuse, collaborating with outside mental health and substance abuse providers to ensure students engaged in necessary outside supports maintain these supports and school connection, supporting schools with re-entry planning process for students following an in-patient admission, administering risk assessments, and participating in school threat assessment teams.

Program Specialist, Mental Health: SCPS employees one specialist to coordinate the delivery of social emotional, mental health, and substance abuse services at all levels across the district. This individual supports mental health trainings for schools and provides clinical and administrative supervision for district licensed mental health professionals. The Program Specialist schedules bi-annual meetings with all approved mental health providers, coordinates mental health, and wrap around services as well as intervention, treatment, and recovery outcomes. This individual is responsible for tracking referrals, outcomes, and follow-up care. Additionally, this person coordinates services with primary care providers and evaluates policy and procedures that support the mental health services in the district. Data reporting related to SB 7030 will be reported by this individual to DOE beginning September of 2019. The data reported will include all SCPS charter schools.

Parental Support and Education

Since the start of SB 7030, SCPS has identified the importance of parent support and education when it comes to student mental health and reducing the stigma surrounding mental health. Student feedback obtained during the 2020-2021 school year indicates that students identify parent education, acceptance, and de-stigmatization as one of the most crucial areas for student's mental wellness.

Over the past 3 years, SCPS has hosted events for parents and guardians including a Mental Health Summit, information sessions on the mental health education curriculum, promoting body positivity

with your student, and stress recess for parents. These events were in conjunction with many of our local community mental health providers.

In addition, through Title IV initiatives, SCPS has provided ongoing opportunities for parents and guardians to participate in Youth Mental Health First Aid trainings both live and virtually. Our Title IV team has also partnered with the National Alliance on Mental Illness (NAMI) to provide parent information evenings with their Ending the Silence program, SEL information events, and bullying education.

This school year, SCPS was awarded a small grant from a local advocacy organization, Ali's Hope. With this grant, SCPS gathered parent feedback on topics and hosted 10 parent information sessions on topics such as communicating with your teen, social media and mental health, and parent self-care.

For the 2021-2022 school year, SCPS plans to continue hosting parent information events in conjunction with community partners, providing parent information on mental health and mental health education lessons, and creating opportunities for guardians to help support SCPS' students' mental wellness. SCPS will also continue utilizing Title IV funds and other grant opportunities to focus on parental support and education.

Mental Health Professional Development

SCPS will continue to focus on staff mental health professional development in the 2021-2022 school year. Below are the mental health and trauma informed training initiatives SCPS has elected to conduct on an on-going basis.

- **Acts on Facts: Suicide Prevention Training:** SCPS required staff at all cost centers to take the online course, Acts on Facts: Suicide Prevention Training over the course of the last three years. Moving forward, all new employees to the district are required to submit their training certificate by October 1. This training is to be completed one time with update training provided by the district mental health team when necessary.
- **Kognito: Youth Mental Health Awareness:** During the first quarter of the 2019- 2020 school year, all school staff completed the online module and an in-person guided discussion. New staff members to each school site will be encouraged to complete the Kognito training by October 1.
- **Youth Mental Health First Aid (YMHFA):** SCPS currently has 13 YMHA trainers and has trained over 2,000 staff in YMHFA. SCPS will continue to offer this training on staff professional development days, on Wednesday afternoons, and on weekends to best meet the needs of our staff.
- **Resiliency Series:** SCPS mental health counselors host a variety of mental health related trainings for staff at the school and district level. Trainings on topics related to trauma, resiliency, bullying, infant, and early childhood mental health, and supporting student wellness will continue to be provided on an ongoing basis.
- **Ukeru:** Starting in the 2020-2021 school year, SCPS began offering Ukeru training to targeted

staff, with the goal of having trained staff on every school campus by the end of the 2022-23 school year. This trauma-informed alternative to restraint and seclusion aims to create a learning environment where everyone feels safe both emotionally and physically.

Community Partnerships

SCPS will continue to collaborate with local community mental health agencies to provide school-based counseling services in SCPS schools, as well as office and home-based services. SCPS has cooperative agreements with local community providers serving a variety of age groups and special populations. SCPS has an established procedure for approving new agencies as needed. We currently have access agreements with over 12 other agencies allowing them to provide in-school supports.

SCPS will continue collaborations through monthly meetings with The Children's Cabinet of Seminole County; regular meetings with personnel from the Sheriff's office, participation in meeting hosted by Central Florida Cares, and bi-annual meetings with community and mental health partners.

School board counselors, nurses, social workers, psychologists, and District Mental Health Providers will coordinate the provision of mental health services with a student's other mental health providers to include case managers, psychiatrists, therapists, and other mental health professionals when appropriate. In order to facilitate this collaboration, the school will ensure that they offer the parent/guardian the opportunity to sign **Parental Permission for Release of Information or Request for Review of Student Information, Form 707 (APPENDIX B)**. Furthermore, community mental health partners will be encouraged to have a release signed for SCPS students as part of their intake process. This will allow for communication that meets Health Insurance Portability and Accountability Act (HIPPA) and Family Educational Rights and Privacy Act (FERPA) guidelines related to confidentiality. Coordination efforts will include case consultation, additional needs assessments, recommendations for school or home supports, and referral for additional services.

SCPS will set aside funds to **contract mental health services** from approved providers to cover additional mental health, substance abuse and co-occurring therapy services to SCPS students that providers cannot bill through Medicaid or other forms of insurance. These additional services would include supports for students during a crisis recovery event and treatment for intensive mental health issues, substance abuse, and eating disorders. Funds would be reimbursed to approved providers upon completion of a monthly service log being submitted with a request for payment. Furthermore, SCPS will contract with a local mental health agency to have a standing availability appointment to ensure students are able to be seen in timely manner.

The agencies listed below have a variety of funding sources including state funding through the managing entity, grant funding, insurance-based services, as well as select agreements with SCPS to fund counseling supports when other options are not available.

A Core Connection: This local community agency has partnered with SCPS to provide services in-home and in-schools for students in need of mental health supports.

Aspire Health Partners: Fernwood Outpatient: Aspire’s Fernwood Outpatient office provides in-office counseling supports for students that need mental health supports.

Aspire Health Partners’ New Horizons: The New Horizons Program is a middle and high school-based prevention program that gives students the skills and positive feedback they require to become productive members of their school and community.

Circle of Friends: This local community agency has partnered with SCPS to provide services in-home and in-schools for students in need of mental health supports.

Impower’s ALPHA: Based out of select Seminole County Public Elementary Title One Schools, ALPHA reaches students (ages 9-12) who present behavior such as disruptive classroom behavior, low self-esteem, anger issues, peer pressure or coping with grief. Students in the ALPHA Program experience academic and social gains through peer interaction, positive school experiences and preventive counseling.

UCF Counseling Practicum: UCF counseling practicum students work in conjunction with UCF supervisors and school-based personnel at targeted schools to provide SCPS students and families mental health services. These appointments are held on site during after school hours.

Mental Health Assistance Allocation

SCPS has created procedures for supporting students exhibiting mental health challenges, as well as students in crisis. Below you will find the SCPS procedures and guidelines for suicide prevention, referral of students, direct service delivery including treatment modalities commonly used, and screeners.

Suicide Prevention:

SCPS has created best practice guidelines for suicide prevention and suicide risk assessment procedures. School administrators, certified school counselors, social workers, and district mental health counselors receive comprehensive training on these guidelines on an on-going basis.

Referral Process:

SCPS has created an electronic referral dashboard for all mental health referrals. This electronic dashboard is a secure and HIPAA compliant. SCPS Created the **Health/Substance Abuse Services – Decision Tree for Services (APPENDIX A)** to be used by certified school counselors, district mental health counselors, social workers, school psychologists and/or school board nurses when determining next steps for a student. Each student support team member has been trained on this procedure when initially implemented. New staff is provided a comprehensive training on this procedure at the start of the school year. Returning staff receives a refresher training at the start of the school year. The decision tree assists school district personnel in determining the best level of support for the student.

SCPS will schedule quarterly multi-disciplinary meetings at each school to discuss mental health issues in the district and implementation processes and procedures. The multi-disciplinary team consists of certified school counselors, nurses, social workers, school psychologists, behavior support team staff and district licensed mental health providers.

Screeners:

SCPS has identified the benefit in screeners in guiding treatment planning for students. Students that are identified as part of the threat assessment process are screened for additional supports by their school counselor using the Strengths and Difficulties Questionnaire. Based on student’s cutoff scores on this screener, referrals are made for social work, behavioral intervention, or mental health supports.

In addition, SCPS social workers and district mental health counselors use the following screeners to guide treatment with students when appropriate:

Screen	Screening Area	Ages	Length to complete	Completed By
Patient Health Questionnaire- 9 (PHQ-9)	Depression/mood Suicide	Ages 11-17	5 minutes	Student
Child PTSD Symptom Checklist	Trauma	Ages 8-18	10-20 minutes	Student Clinician
Generalized Anxiety Disorder-7 (GAD-7)	Anxiety Trauma	Ages 11-17	5 minutes	Student
Strengths and Difficulties Questionnaire (SDQ)	Anxiety, Depression/Mood, Disruptive Behavior, Global Functioning, Hyperactivity, Social Skills	Ages 4-17	5-10 Minutes	Student Caregiver Educator

Treatment Guidelines:

For all school mental health supports and active cases provided by the district, a brief psychosocial assessment will be completed, if deemed appropriate, to identify treatment needs and appropriate interventions in order to ensure a recovery-based model of care. When a referral to an outside provider is more appropriate, the outside provider is responsible for a psychosocial assessment in order to diagnose, identify treatment needs and appropriate interventions in order to ensure a recovery-based model of care. Students that are referred to or are already engaged in outside services that require tier 3 support will have regular check-ins.

District Mental Health Counselors are employed to coordinate mental health supports and provide direct services. These services will include individual and group therapy for students, as well as family counseling services and substance abuse counseling as needed. Home visits with families will be

conducted for gathering information on a student's background. These district mental health professionals will be assigned to schools to coordinate high tier 2 and tier 3 services with mental health agencies when additional mental health or substance abuse support is needed, SCPS will pursue active consent for Medicaid school match billing from parents with students receiving Medicaid.

Evidenced Based Practices provided by district licensed mental health professionals may include:

Cognitive Behavior Therapy (CBT): CBT is a psychotherapy that is effective for a variety of diagnoses including depression, anxiety, substance abuse and co-occurring disorders. CBT focuses on feelings, thoughts, and behaviors by challenging negative thoughts or beliefs, changing destructive behavior patterns, and focusing on solutions. It is appropriate for children and adolescents.

Trauma-Focused Cognitive Behavior Therapy (TF-CBT): TF-CBT is a specialized treatment approach for working with children and adolescents that have experienced trauma. It assists children, adolescents, and their families in reducing the emotional effects of trauma.

Play Therapy: Play therapy is primarily used with children ages 3-12 but can also be appropriate for adolescents. The focus in play therapy is the use of play to help children express and communicate their feelings, resolve issues, and process trauma. It is based off the developmental needs and stages of the child.

Solution-Focused Brief Therapy (SFBT): SFBT is a short-term, solution-focused treatment appropriate for all ages. The focus is on creating goals and a vision for the future, then identifying the necessary skills, abilities, and resources to meet these goals.

Dialectical Behavior Therapy (DBT): DBT is a type of cognitive behavioral therapy that emphasizes individual psychotherapy and group skills training classes to help people learn and use new skills and strategies to develop a life that they experience as worth living. DBT skills include skills for mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness. It is highly effective for non-suicidal self-injury.

Motivational Interviewing (MI): MI is Motivational Interviewing is a technique that is based on a client-centered approach with the goal of increasing a person's motivation to change. It relies on four basic principles: express empathy; support self-efficacy; roll with resistance; and develop discrepancy. MI is beneficial for substance abuse and co-occurring disorders.

In addition, SCPS will employ additional social workers who will provide direct services to students referred by certified school counselors. These social workers will assist in meeting the 1011.62(16)(b)(4) requirement to reduce the likelihood of at-risk students, especially our unaccompanied homeless youth and homeless minors, to develop social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders due to the additional trauma of homelessness in their lives. SCPS will also employ additional school psychologists to assist in providing tier 2 interventions, especially for students that are aggressive and/or violent. The school psychologists will provide training in behavior de-escalation as well as alternatives to restraint.

Program Outcomes (s.1011.62(16)(d), F.S.)

The following process has been put into place to collect data regarding the number of students screened/assessed, number of students referred for internal mental health services with district mental health professionals, and number of students referred to an outside mental health provider:

SCPS has created an electronic Mental Health Dashboard for mental health referrals. School counselors, social workers, and district mental health professionals are all able to input a referral into the electronic dashboard which allows for data collection of all students identified as needing mental health supports, as well as internal and external outcomes. Initial referral information includes student name, demographic data, and reason for referral. SCPS staff are then able to update all contact attempts, the outcome of the referral, including if student begin services with SCPS staff, referrals to outside agencies and the outcome.

- Referrals are usually generated by the certified school counselor once a student is identified and initial contact with family has been made. Once inputted in the system, a notification is sent to the school-based student support team that a new referral is in the system.
- SCPS district mental health professionals will make the initial contact to a family after a referral is submitted. The district mental health professional makes contact with a parent to get a brief history of their concerns and observations. They provide a combination of direct service support and referrals to district and community mental health providers to meet the unique needs of each student based on the assessment outcomes and collaboration with parents. For students requiring a lower tier of on-campus support, the referral will move on to the school social worker for direct intervention either in group or individual formats. Both the district mental health professional and school social worker will communicate outcomes and progress with the school's student support team to include school counselors, district mental health professionals, school psychologists, and the program specialist. They support the reporting process as outlined in SB 7030.
- School-based personnel (school social workers and district mental health professionals) who complete tier 2 and tier 3 mental health screenings when applicable (examples of such screenings listed below) provide a log of these screenings to the Program Specialist for Mental Health Services for coordination of data entry.
- Students identified by the threat assessment team as at risk for a mental health disorders will be screened by certified school counselors using the Strength and Difficulties Questionnaire. Students meeting cut-off scores will be provided referrals including the opportunity for mental health services within 15 days (S.B. 7030), behavior intervention, and any other resources identified.
- The Program Specialist for Mental Health Services is responsible for maintaining records of the number and credentials of mental health providers employed by the district.
- S.B. 7030 three-day requirement for a school to transfer verified reports of a student with a serious or recurrent behavior patterns (includes threat assessments, intervention services, and psychological evaluations/treatment plans/progress notes) to a receiving school will be documented, tracked, and released by the District Mental Health Program Specialist and School Safety and Security Director.

Charter Schools

Charter Schools electing to be included in Seminole’s Mental Health Plan will be supported in the same manner as SCPS schools. These schools will be provided information on tier 1 supports such as social emotional learning. Each of the charter schools will be assigned a **mental health professional (district mental health counselor or social worker)**. This staff member will assist in meeting the 1011.62(16)(b)(4) requirement to reduce the likelihood of at-risk students and provide support to develop social, emotional, or behavioral health problems depression, anxiety disorders, suicidal tendencies, or substance use disorders. Additionally, all charters schools electing to be included in SCPS’s plan will have funds available for contract mental health services.

Staffing Ratios

Direct Employment of school-based mental health staff reduce staff-to-student ratios:

Position	Tier I and Tier II Services Staff/Student Ratio SCPS student population+ 68,121	Mental Health Allocation: Expenditures (s.1011.62(16)(a) and (b), F.S.) Tier II and III. Staff/Student Ratio SCPS student population = 68,121
Certified School Counselors	137 (1:497)	NA
District Mental Health Counselor	NA	19 (1:3,585)
School Board Nurses	22 (1:3,096)	NA
School Board Psychologists	36 (1:1,892)	40 (1:1,703)
School Social Workers	26 (2,620)	37 (1:1,841)

Expenditures

2021-2022 Estimated Mental Health Allocation for the entire School District (Traditional, Charter, Private, and undistributed FTE) Allocated Amount \$2,738,380.00

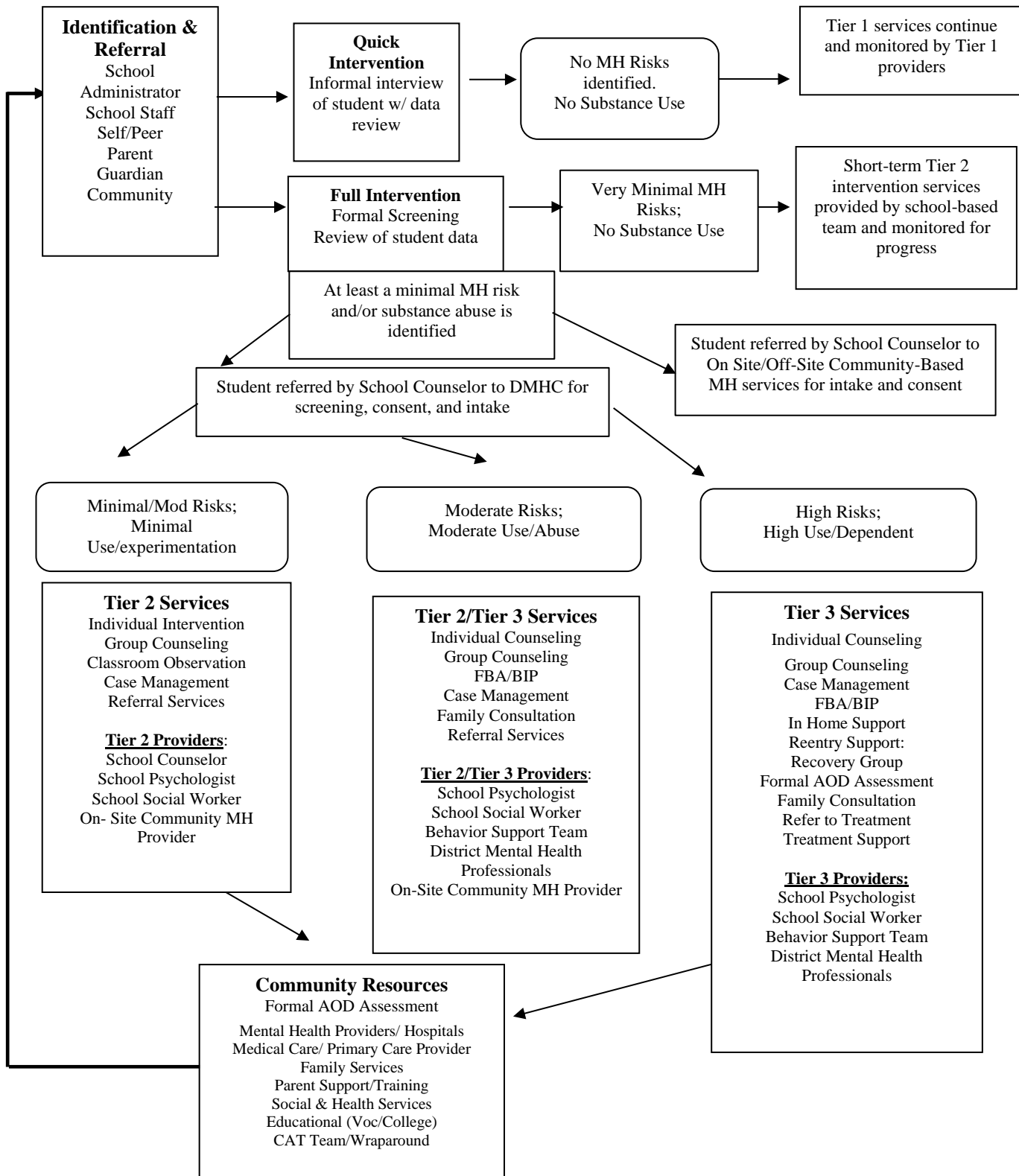
Position/Title	21-22 FTE	Funding
Program Specialist, Mental Health Services	1	\$99,600.00
District Mental Health Counselors	19	\$1,330,000
Social Workers	11	\$770,000
School Psychologist	4	\$300,000.00
*Lead DMHC supplement	1	\$1,474.00
Referrals to mental health community providers		\$50,000.00
Proportionate Share		\$107,306
Mental Health Training Materials		\$50,000
Curriculum Writing		\$5,000
Teacher to Teacher Mental Health Training		\$5,000
Extended Contract for Mental Health Services for students during the summer.		\$30,000
	36	\$2,738,380.00

*SCPS will also designate one of the 19 mental health professionals as a lead for the division. The lead will be assigned schools and will have additional responsibilities related to coordinating with community partners to attend division meetings to provide trainings.

Appendices

Appendix A

Mental Health/Substance Abuse Services – Decision Tree for Services



APPENDIX B



SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA
EXCEPTIONAL STUDENT SUPPORT SERVICES
PARENTAL PERMISSION FOR RELEASE OF INFORMATION OR REQUEST FOR
REVIEW OF STUDENT INFORMATION

NAME OF STUDENT: _____

DATE OF BIRTH: _____ SCHOOL: _____

DATE: _____

I hereby grant permission for communication both oral and written, regarding the above named student which includes:

- 1. Psychological/Educational Reports (intellectual processing, projectives, academic abilities)
- 2. Educational data which may include standardized tests, daily grades, and report cards.
- 3. Present levels of subject area performance, adaptive and behavior scales, social history, and individual educational plans.
- 4. Other _____

BETWEEN:

SEMINOLE COUNTY PUBLIC SCHOOLS - ATTENTION: _____

SCHOOL NAME: _____

ADDRESS: _____
(STREET) (CITY) (STATE) (ZIP CODE)

(AREA CODE) (TELEPHONE) (AREA CODE) (FAX)

AND:

NAME OF AGENCY/PERSON: _____

ADDRESS: _____
(STREET) (CITY) (STATE) (ZIP CODE)

(AREA CODE) (TELEPHONE) (AREA CODE) (FAX)

It is understood that the above information will be maintained in confidence and only accessed by authorized school board personnel.

Authorized Signature/Date

Relationship

(Street)

Home Telephone

(City) (State) (Zip Code)

If no telephone, please give a telephone number where you can be contacted.

THESE RECORDS MAY NOT BE RELEASED TO ANOTHER PARTY AND/OR AGENCY WITHOUT PRIOR APPROVAL OF THE PARENT/GUARDIAN AND/OR ADULT STUDENT.

SCPS Form 707(e) (Rev. 06/29/11) FED DISTRIBUTION: Agency Parent Guidance



WALT GRIFFIN
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

SCHOOL BOARD

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KAREN ALMOND
Vice Chairman

KRISTINE KRAJIS
Board Member

AMY PENNOCK
Board Member

ABBEY SANCHEZ
Board Member



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January 11, 2021

Re: Mental Health Assistance Allocation

Dear Charter School Principal,

Charter schools must be given the opportunity to receive a proportionate share of the Mental Health Assistance Allocation in accordance with SB 7026. Charter schools that choose to accept a proportionate share are required to submit a detailed plan outlining the charter school's mental health assistance program, proposed expenditures consistent with the statutory requirements in accordance with section 1011.62(16) and evidence that the plan was approved by the charter school's governing body. Michelle Walsh, Executive Director of Student and Support Services, must receive charter school plans no later than June 1, 2021. All district and charter plans are to be submitted to Commissioner of Education by August 1st of each fiscal year.

Charter schools have the option to participate in Seminole County's plan but must agree to implement a multi-tiered continuum of mental health supports to students at their schools and meet all reporting requirements set forth in SB 7026. The legislative funding allocated to implement the district's plan is not to supplant mental health support students should already receive through tier 1 support but are to assist with tier 2 and tier 3 mental health and/or substance abuse therapy, when appropriate. By choosing to follow Seminole County's plan, the charter school will be included in the district's referral process and will be included in district training and implementation of the mental health plan.

This letter serves as the district's invitation to receive a proportionate share of the Mental Health Assistance Allocation or to participate in the district's mental health plan for the 2021-2022 school year. Please indicate your decision and sign below.

- It is the intent of our charter school to be included in the Seminole County School District Mental Health Assistance Allocation Plan.
- It is the intention of our charter school to NOT be included in the Seminole School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be charter school board approved and submitted to the district by June 1, 2021.

Charter School: Choices in Learning

Administrator Signature: [Signature]

Date Approved by the charter school governing board: 5.19.21

Respectfully,

Michelle M. Walsh

Michelle Walsh
Executive Director of Student Support Services

cc Dr. Walt Griffin, Superintendent
Carrie Chambers and Todd Sais, Co-Chief Financial Officer

January 11, 2021

Re: Mental Health Assistance Allocation

Seminole County
Public Schools

WALL GRIFFIN
Superintendent

Edison Support Center
650 E. Lake Mary Boulevard
Orlando, Florida 32773-7127
Phone: (407) 329-0000
Fax: (407) 329-0081

SCHOOL BOARD

TINA CALLEBRONE, Ed.D.
Chairman

KAREN ALMOND
Vice Chairman

KRISTINE KRAYS
Board Member

AMY PENNICK
Board Member

ABBY SANCHEZ
Board Member

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www.scps.us

Dear Charter School Principal,

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It is the intention of our charter school to NOT be included in the Seminole School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be charter school board approved and submitted to the district by June 1, 2021.

Charter School: UCF CHARTER SCHOOL

Administrator Signature: [Signature]

Date Approved by the charter school governing board: _____

Respectfully,

Michelle Walsh

Michelle Walsh
Executive Director of Student Support Services

cc: Dr. Wall Griffin, Superintendent
Carie Chambers and Todd Gels, Co-Chief Financial Officer



WALT GRIFFIN
Superintendent

Educational Support Center
400 E. Lake Mary Boulevard
Sanford, Florida 32773-7127
Phone: (407) 320-0000
Fax: (407) 320-0281

SCHOOL BOARD

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Chairman

KAREN ALMOND
Vice Chairman

KRISTINE KRAUS
Board Member

AMY PENNOCK
Board Member

ABBY SANCHEZ
Board Member



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January 11, 2021

Re: Mental Health Assistance Allocation

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It is the intention of our charter school to NOT be included in the Seminole School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be charter school board approved and submitted to the district by June 1, 2021.

Charter School: Seminole Science Charter School

Administrator Signature: [Signature]

Date Approved by the charter school governing board: 4/8/2021

Respectfully,

[Signature]

Michelle Walsh
Executive Director of Student Support Services

cc Dr. Walt Griffin, Superintendent
Carrie Chambers and Todd Seis, Co-Chief Financial Officer



WALT GRIFFIN
Superintendent

Educational Support Center
430 N. Lake Mary Boulevard
Sanford, Florida 32773-7137
Phone: (407) 320-0000
Fax: (407) 320-0281

SCHOOL BOARD

TINA CALDERONE, Ed.D.
Chairman

KAREN ALMOND
Vice Chairman

KRISTINE KRAUS
Board Member

ANN PENNYK
Board Member

ABBY SANCHEZ
Board Member



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School District

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January 11, 2021

Re: Mental Health Assistance Allocation

Dear Charter School Principal,

Charter schools must be given the opportunity to receive a proportionate share of the Mental Health Assistance Allocation in accordance with SB 7026. Charter schools that choose to accept a proportionate share are required to submit a detailed plan outlining the charter school's mental health assistance program, proposed expenditures consistent with the statutory requirements in accordance with section 1011.62(16) and evidence that the plan was approved by the charter school's governing body. Michelle Walsh, Executive Director of Student and Support Services, must receive charter school plans no later than June 1, 2021. All district and charter plans are to be submitted to Commissioner of Education by August 1st of each fiscal year.

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It is the intention of our charter school to NOT be included in the Seminole School District Mental Health Assistance Allocation Plan. The school will develop their own plan to be charter school board approved and submitted to the district by June 1, 2021.

Charter School: Coaliteo School for Gifted Learning - Skyway #9255
Coaliteo School for Gifted Learning # 9238

Administrator Signature: Michelle Walsh

Date Approved by the charter school governing board: April 21, 2021

Respectfully,

Michelle M. Walsh

Michelle Walsh
Executive Director of Student Support Services

cc: Dr. Walt Griffin, Superintendent
Carrie Chambers and Todd Seis, Co-Chief Financial Officer

Galileo School for Gifted Learning
Riverbend & Skyway Campus
Mental Health Plan
2021-2022

At Galileo, each child is valued and his or her uniqueness is cherished. The learning environment is designed for maximum engagement and maximum achievement. There is a whole-child focus to learning, creating an environment that focuses on all of the critical pieces of a strong educational foundation. Galileo Riverbend campus currently employs a full-time School Psychologist, Instructional Coach, Gifted Instructional Coach, Behavior Specialist, and Dean to work with teachers and students to create a solid blueprint for meeting the social, emotional and academic development of each child. Galileo Skyway campus employs a full-time School psychologist, Instructional Coach, Behavior Specialist, and two Assistant Principals who holds a license in mental health counseling to achieve these goals as well. All of our teachers are either gifted endorsed or working on their endorsement, which includes training in the social/emotional needs of gifted and talented students.

Emotional health is a critical element in a learning environment. At Galileo, there are services in place to provide Tier 1 supports for all students to promote prosocial behavior and support social emotional needs. With an increase in students needing more than Tier 1 supports, Galileo will expand on the Multi-Tiered System of Support currently provided and improve the extent of services and support in place for mental and social-emotional health by providing direct services for mental health support.

Senate Bill 7026 requires all school districts and charters to submit board approved plans to the Commissioner by August 1st of each fiscal year. Please note the plan below that details the current Galileo initiatives that support mental health and positive social emotional outcomes on our campus:

Galileo Multi-Tiered System of Support- Mental Health

Tier 1 Supports :

Conscious Discipline Curriculum - This proactive social emotional curriculum provides children with the practical skills needed to manage their thoughts, feelings, and actions. Used correctly, it provides children the ability to self-regulate and use problem-solving skills to solve social and internal conflicts. All teachers and staff are trained in facilitating this curriculum and use the program premises as a part of their class meetings when discussing conflicts and issues. Annual training with teachers and staff occurs to ensure successful schoolwide implementation.

Youth Mental Health First Aid- This training is designed to teach trainees how to offer help to a young person experiencing a mental health challenge, mental disorder or a mental health crisis. Certified staff are taught how to assist a youth in need until appropriate help is received or until the crisis resolves. Each school year Galileo will provide training to new teachers and staff. Annual refresher training with teachers and staff occurs to ensure successful schoolwide implementation.

School Psychologist- Galileo employs one full time School Psychologist at each campus who supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning outcomes for all students by utilizing skills in problem solving, on-going progress monitoring, data collection and data analysis, curriculum-based evaluation, academic/social/emotional/behavioral intervention, psycho-educational assessment, consultation and collaboration, program evaluation, staff training and crisis management.

Registered Nurse – Galileo employs a full time Registered Nurse at each campus. The Registered Nurses are responsible for the coordination of all health services. The Registered Nurse is an active member of all applicable SST meetings, participates in the eligibility/updating of 504 accommodation plans, manages student healthcare plans, trains staff in working with students with healthcare needs, and serves as a resource for parents when needed, in addition to monitoring student health clinic/medications. The Registered Nurse manages the school clinic as students report with illness, minor injuries, and/or for medication distribution.

Behavior Specialist- The Behavior Specialist supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning and affective outcomes for all students by utilizing skills in problem solving, engaging in ongoing progress monitoring, data collection and data analysis, curriculum-based intervention and evaluation, academic/social/emotional/behavioral

intervention, consultation and collaboration, program evaluation, staff training and crisis management.

Parent Empowerment Workshops – Galileo will provide Parent Empowerment Workshops designed to teach parents strategies for supporting their students academically and emotionally at home. Topics may include Using Conscious Discipline at Home, Talking with Your Child About School Violence, Taking Challenges Head On, Stress Management Techniques, etc.

Staffing Specialist - The Staffing Resource Specialist is responsible for the coordination and placement process of all exceptional students, maintaining an efficient system in monitoring all exceptional student meetings, managing MTSS interventions, analyzing and tracking MTSS intervention data, and supporting instructional, non-instructional, and administrative personnel in regards to exceptional students.

Middle School Dean- The Riverbend campus will employ a middle school dean who supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning and affective outcomes or all students by utilizing skills in problem solving, engaging in ongoing progress monitoring, data collection and data analysis, curriculum-based intervention and evaluation, academic/social/emotional/behavioral intervention, consultation and collaboration, program evaluation, staff training and crisis management.

Dean of Students- The Skyway campus will employ a school dean who supports instructional, non-instructional, and administrative personnel in the acquisition and maintenance of optimal learning and affective outcomes or all students by utilizing skills in problem solving, engaging in ongoing progress monitoring, data collection and data analysis, curriculum-based intervention and evaluation, academic/social/emotional/behavioral intervention, consultation and collaboration, program evaluation, staff training and crisis management.

Tier 2 Supports:

When Tier 1 resources do not provide enough support for our struggling students, there are additional resources in place to provide further interventions and strategies to assist students struggling with mild mental health challenges or perceived to be at-risk of mental health struggles.

The staff and resources below are utilized to prevent further issues and provide more intensive supports:

Registered Nurse – services include acting as a liaison between school, home, and outside providers when mental health challenges are surfacing.

Behavior Specialist- The Behavior Specialist supports struggling students with academic interventions to meet specific instructional needs, monitors performance data, and works with teachers to facilitate continuous academic improvement. The Behavior Specialist may draft a general education Behavior Intervention Plan in coordination with the MTSS Team-Mental Health Team in response to behavioral concerns not met by Tier 1 services. Services include, academic/social/emotional/behavioral intervention, consultation and collaboration, program evaluation, staff training and crisis management.

School Psychologist: Services include facilitating small groups based on school-based counseling needs (anger-management, grief and loss, social skills, etc.), performing classroom observations in coordination with MTSS Team-Mental Health Team, mentoring students, consulting with school-based staff, and making recommendations as requested based on identified concerns. The school psychologists will also assist in supporting the needs of students through individual wellness checks. These wellness checks are coordinated based on student need for those displaying at-risk behaviors.

Assistant Principal: Galileo Riverbend’s Senior Assistant Principal is a certified school counselor. She has been an integral member of the MTSS Team in her efforts to identify and support students who need services beyond the Tier 1 supports. She has served as a partner to the School Psychologist to ensure that services are coordinated for students in need, and served as a parent liaison for at-risk students.

Assistant Principal: Galileo Skyway’s Assistant Principal has an active license in mental health counseling and is a state qualified mental health counselor intern supervisor. This individual is also a certified Youth Mental Health First Aid instructor and Professional Crisis Management Instructor and will assist in supporting the social/emotional needs of the students.

Adult Mentor Program: Galileo has several staff members who have weekly time allocated in their schedules to serve as mentors for at-risk youth. This mentorship is coordinated based on student need for those displaying at-risk behaviors.

Tier 3 Supports:

When intervention services provided at Tier 2 are not enough of a support for our struggling students, Tier 3 supports are implemented to address significant mental and behavioral issues.

The staff/services identified below are used to address intensive needs to support those students struggling with significant mental and behavioral issues:

School Psychologist: Services include offering individual services as part of the social/emotional accommodations of the student and in coordination of services with MTSS- Mental Health Team, follow up support for teachers of affected students, and partnering with outside contractors providing student services privately.

MTSS- Mental Health Team: This collaborative team works in partnership with parent, teacher, Mental Health Counselor, Psychologist, Behavior Specialist, and outside contractors providing services to develop a plan that supports at risk students.

Behavioral Specialist/Dean Partnership: Services include coordinated efforts with MTSS- Mental Health Team to develop Functional Behavioral Assessments, Behavior Intervention Plans, provide staff training, coordinate with parents to create partnerships for supporting struggling students, meet with identified students for wellness checks, and partner with outside contractors providing student services privately.

Licensed Mental Health Counselor- Responsible for screening students referred for mental health services in a timely manner to assess for needs and provide recommendations on appropriate level of support. Counselor provides Tier 3 services to include individual and group counseling, psychoeducation to parents/families, wellness checks, and outpatient coordination.

Assistant Principal/(a certified Mental Health Counselor). Responsible for providing coverage in mental health support services in the absence of the mental health counselor. Assists with co-facilitating support groups. Responsible for conducting weekly meetings with the mental health counselor to discuss students who may be at high risk for harm to self or others in an effort to strategize the most effective course of treatment. Complete suicide/threat assessments for students presenting in crisis, refer to school resource officer for baker act screening when appropriate. Responsible for conducting chart audits to ensure compliance with best practices and assists in the development and implementation of school wide mental health prevention initiatives such as staff training and student events. Responsible for monitoring referral log and managing tracking log spreadsheet.

Galileo School for Gifted Learning's Plan for Mental Health Assistance

As set forth in Senate Bill 7026, Galileo School for Gifted Learning will receive a proportionate share of our school district's mental health assistance allocation in the amount of \$15,000 to expand school-based mental health care and access to mental health services for Galileo students. We understand that 90% of this allocation must be spent on:

- Provisions for mental health assessment, diagnosis, intervention, treatment, and recovery services to students with a mental health diagnosis or at-risk for such diagnosis.**
- Coordination of services with primary care and mental health providers.**
- Direct employment of mental health service providers and/or contract based collaborative efforts with mental health providers to provide school-based mental health services.**

Beginning September 30, 2019 and annually thereafter, Galileo will submit a report on its program outcomes and expenditures for the previous fiscal year: The following information represents the total number of students served in each of the following areas during the 2020-2021 school year.

- Students who received screenings or assessments. - 137**
- Students who were referred for services or assistance. - 107**
- Students who received services or assistance. - 93 (*Includes Drop in Groups minus duplicates)**
- Direct employment providers employed by each school district.- 0**
- Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers. - 14**

Galileo Staff will be provided with refresher opportunities on how to complete referrals for needy students and referrals will be sent to the school-based MTSS- Mental Health Team for evaluation. After evaluation by the school-based MTSS- Mental Health Team, services will be coordinated as appropriate based on the multi-tiered system of supports.

Students who show a need for direct services due to significant mental and behavioral health problems will be referred to the Mental Health Counselor for evaluation. The Mental Health Counselor will conduct psychosocial assessments to diagnose, identify treatment needs, develop treatment goals and support recovery. When deemed appropriate by the school-based Mental Health Counselor, direct services for the student will be provided. In addition to the direct services model, the Mental Health Counselor will establish communication with the student's primary care provider or other mental health providers in order to share information, join efforts, and share outcomes when appropriate.

Collaboration with other mental health providers providing services to students will be accomplished through monthly communication (when a release of information has been provided), and will be documented in client case management documentation.

Galileo Psychologists, Mental Health Counselors, Staffing Resource Specialists, Behavior Specialists, Mental Health Supervisor and Nurses will coordinate mental health services with a student's primary care provider and with other mental health providers to include case manager, psychiatrist, therapist, and other mental health professionals when appropriate. In order to facilitate this collaboration, the school will ensure that they offer the parent/guardian the opportunity to sign Parental Permission for Release of Information or Request for Review of Student Information, Form 707 (APPENDIX A). Furthermore, community mental health partners will be encouraged to have a release signed for Galileo students as part of their intake process. This will allow for communication that meets HIPPA AND FERPA guidelines related to confidentiality. Coordination efforts will include case consultation, additional needs assessments, recommendations for school or home supports, and referral for additional services.

Program Implementation and Outcomes

The following processes will be put into place to document the number of students served by the Galileo Mental Health Program. Specifically, the numbers of students who are screened and assessed, referred for services, and the number who ultimately receive services/assistance will be tracked and recorded.

MTSS- Mental Health Team will expand their role to include receiving referrals from Galileo Staff for screening and intake of students. The team will consult with parents to include student history, parent concerns, current treatment, and observations. As a team, the SST will make recommendations regarding interventions, resources, and direct services to be provided by the Galileo School Psychologist or Mental Health Counselor.

The Mental Health Team will track and record the number of students who are referred, screened, assessed, and receive services/assistance through Galileo Mental Health Services. The tracking form for Galileo School will include the following information:

- **Student Name**
- **Grade**
- **Gender**
- **Referral Reason**
- **Referral Date**

- **Screening Conducted**
- **Start Date of Services**
- **Therapy Modality (small group, individual)/frequency**
- **Parent Contact Information**
- **End Date of Services**

The Galileo MTSS Team- Mental Health Services will be able to access the form in order to keep updated information regarding the services being provided at Galileo School. The Galileo Office Manager will be responsible for maintaining records on the number of mental health providers employed by Galileo, and contracted by Galileo.

The following screening tools may be utilized to diagnose, identify treatment needs, develop treatment goals and support recovery:

Tier 2 and Tier 3 Mental Health Screeners

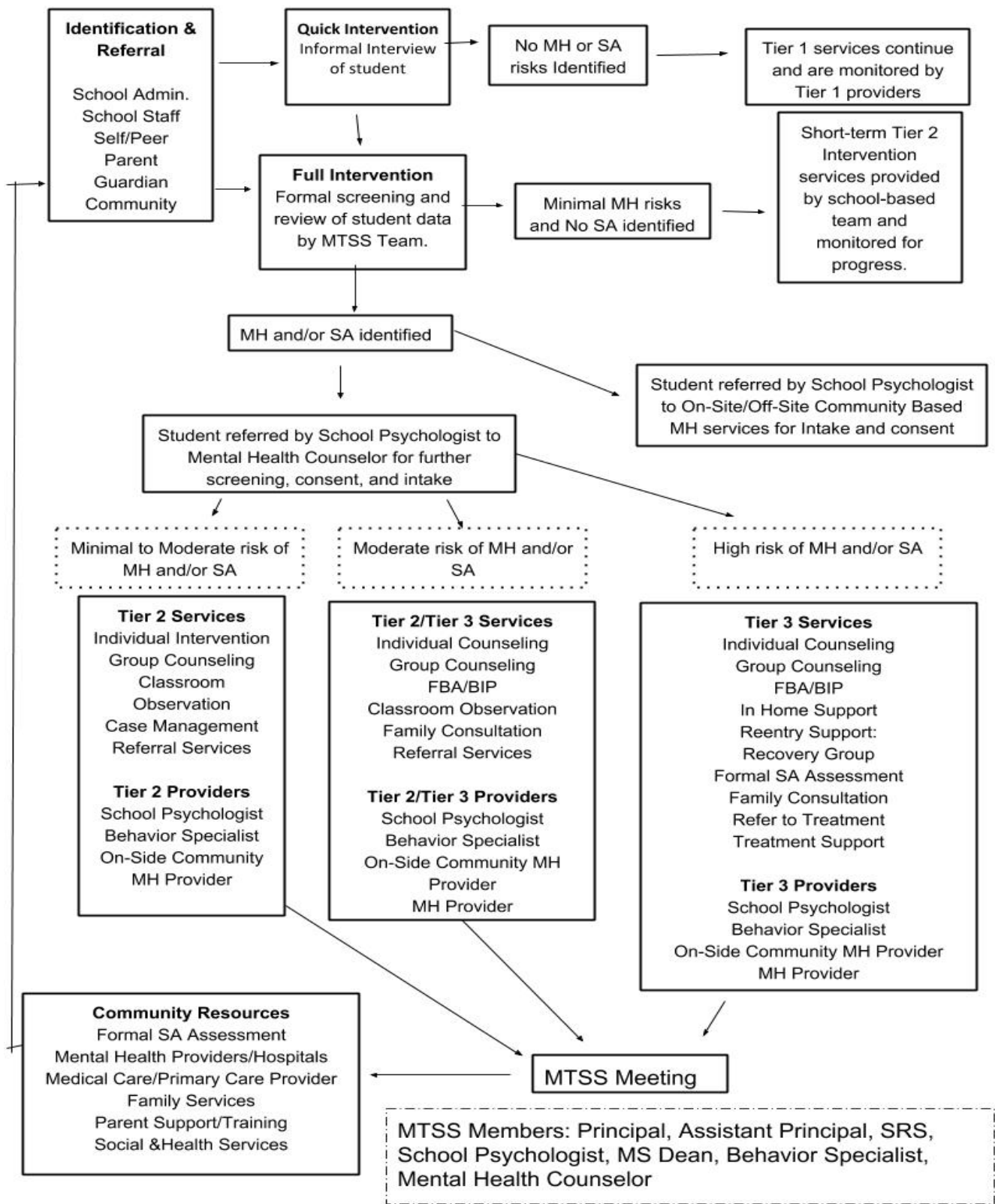
Screen	Screening Area	Ages	Length to complete	Completed By
Revised Child Anxiety and Depression Scale (RCADS)	Anxiety Depression/mood	Grades 3-12	5-10 minutes	Student Caregiver
Penn State Worry Questionnaire for Children	Anxiety	Ages 7- 17	5 minutes	Student
Patient Health Questionnaire - 9 (PHQ-9)	Depression/mood Suicide	Ages 11-17	5 minutes	Student
Child PTSD Symptom Checklist	Trauma	Ages 8- 18	10-20 minutes	Student Clinician

Generalized Anxiety Disorder-7 (GAD-7)	Anxiety Trauma	Ages 11-17	5 minutes	Student
CRAFFT 2.0	Substance Use	Ages 12-18	5 minutes	Student Clinician
Brief Problem Checklist (BFP)	Anxiety Depression Disruptive Behavior	Ages 7-18	2 minutes	Student Caregiver
Strengths and Difficulties Questionnaire (SDQ)	Anxiety, Depression/Mood, Disruptive Behavior, Global Functioning, Hyperactivity, Social Skills	Ages 4-17	5-10 Minutes	Student Caregiver Educator
Beck Depression Inventory (BDI-II)	Depression/Mood	Ages 13+	5 minutes	Student Clinician
Depression Self-Rating Scale for Children	Depression/Mood	Ages 7-13	10-15 minutes	Student Clinician

Galileo Staff will receive training on how to identify and support students with mental health needs within the Galileo Mental Health Assistance Program. School staff will be trained to recognize early warning signs and connect students with mental health resources.

A variety of factors will indicate which students need mental health interventions and treatment. Following a referral, the Galileo MTSS-Mental Health Team will conduct a formal screening to determine if mental health risk or substance abuse is identified. Once identified, the Galileo's Mental Health Counselor will identify problems causing impairment, assess the student's receptiveness to mental health treatment and explore initial goals the student has for treatment.

The following diagram will be used in order to determine the need of services and establish a plan on how those services will be provided using the Multi-Tiered System of Support (MTSS). See chart below:



When a need for mental health services has been established, the treatment may include the following Evidence-Based Practices delivered by the Galileo Mental Health Counselor:

Cognitive Behavior Therapy- Cognitive-behavioral therapy (CBT) is a form of psychotherapy that treats problems by modifying dysfunctional emotions, behaviors, and thoughts. CBT is evidence based and has been widely adopted as a primary treatment approach for depression, anxiety, ADHD, compulsive disorders, and bulimia nervosa.

Play Therapy- Child-centered play therapy (CCPT) is a developmentally responsive, play-based mental health intervention for children ages 3–10 who are experiencing social, emotional, behavioral, or relational disorders. CCPT uses play and the therapeutic relationship to provide a safe, consistent therapeutic environment in which a child can experience full acceptance, empathy, and understanding from the counselor and process inner experiences and feelings through play and symbols.

Motivational Interviewing- MI is an evidence-based treatment that addresses ambivalence to change. MI is designed to help clients examine their ambivalence about change, express in their own words their desire for change, strengthen their commitment to change and plan or begin the process of change.

Multi-dimensional Family Therapy- Multidimensional Family Therapy (MDFT) is an integrated, comprehensive, family-centered treatment for youth problems and disorders. MDFT is an evidence-based treatment that focuses on key areas of the adolescent's life. MDFT addresses a range of youth problem behaviors – substance abuse, delinquency, antisocial and aggressive behaviors, school and family problems, and emotional difficulties. MDFT has high satisfaction ratings from teens and young adults, parents, therapists, and community collaborators.

Covid-19 Mental Health Support- The Galileo Mental Health Team will provide support to students, families, and the community to help address the impact Covid-19 may have on mental health.

Galileo has created a resource portal on the school website in order to provide information and resources to students and families.

- **Parent Resources include: social emotional websites, webinars, groups, FAQ's, book recommendations and more.**
- **Student Resources include: Age appropriate short stories specific to understanding what is the coronavirus, coping strategies, and how to develop healthy habits during a pandemic, just to name a few.**

Galileo's mental health team provided virtual drop-in support groups that were available to all students during the last nine weeks of the 2019-2020

school year to help address student concerns related to Covid-19. At the start of the 2020-2021 school year, Galileo continued to support students who have been impacted by Covid-19. In addition, drop-in support groups were offered for students struggling with testing anxiety related to state standardized exams. For the 2021-2022 school year, Galileo will assess for needs relating to Covid-19 and provide support to those impacted. Teachers will identify students showing a need for further support and refer them to mental health services. Students will be assessed by a mental health provider within 72 hours. Based on a clinical assessment, students will be recommended for Tier 1, Tier 2, or Tier 3 services. Descriptions of Tier Support Services can be found at the beginning of this document.

Expenditures

Galileo will use 100% of the Mental Health Assistance Allocation to support mental health direct services for our own students, without supplanting other funding sources, increasing salaries, or providing staff bonuses.

Using the allocation, Galileo will hire one part-time Mental Health Counselor to provide therapy for students as deemed appropriate by the Galileo MTSS- Mental Health Team (SST). These therapies will include both group and individual therapy, family counseling services, and substance abuse counseling as needed. Services will be delivered using the Galileo Multi-Tiered System of Support. The part-time Mental Health Counselor will work in coordination with the MTSS- Mental Health Team to ensure that outside providers of services are part of the planning and implementation of Galileo services. Galileo will also coordinate with families to maximize other funding sources (Medicaid, and private insurance) in order to ensure students' services are efficient and optimized.

Budget:

Position/Title	FT E	Funding-Source Services 100% Mental Health Allocation	Funding- Source Galileo General Budget
Part-time Mental Health Counselor Salary	.5	\$15,000	\$15,000

Total	.5	15,000	
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***In order to fully fund a part-time Mental Health Counselor position, Galileo will absorb the expected remainder of the salary using our general budget.**

Appendix A

**SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA
EXCEPTIONAL STUDENT SUPPORT SERVICES
PARENTAL PERMISSION FOR RELEASE OF INFORMATION
OR REQUEST FOR REVIEW OF STUDENT INFORMATION**

Name of student: _____
Date of Birth _____ School _____
Date: _____

I hereby grant permission for communication both oral and written, regarding the above named student which includes:

- Psychological/Educational Reports (intellectual processing, projectives, academic abilities)
- Educational data which may include standardized tests, daily grades, and report cards.
- Present levels of subject area performance, adaptive and behavior scales, social history, and individual educational plans.
- Other _____

BETWEEN:

SEMINOLE COUNTY PUBLIC SCHOOLS - ATTENTION _____

SCHOOL NAME _____

ADDRESS _____

STREET CITY STATE ZIP CODE

AND: _____ Phone Number _____ Fax Number _____

NAME OF AGENCY/PERSON: _____

ADDRESS: _____

IT IS UNDERSTOOD THAT THE ABOVE INFORMATION WILL BE MAINTAINED IN CONFIDENCE AND ONLY ACCESSED BY AUTHORIZED SCHOOL BOARD PERSONNEL.

_____ Relationship _____
Authorized Signature/Date

_____ Phone Number _____
Street

_____ City State Zip Code

**THESE RECORDS MAY NOT BE RELEASED TO ANOTHER PARTY AND/OR AGENCY WITHOUT
OR APPROVAL OF THE PARENT/GUARDIAN AND/OR ADULT STUDENT.**

Agency Parent Guidance