

SUPPORTED PROGRAMS/SERVICES

Table of Contents

A. Homebound Services.....	1
1. Program Description.....	2
2. Role of the School Social Worker	2
B. Network for Students with Emotional Disabilities (SEDNET).....	2
1. Program Description.....	2
2. Target Population.....	3
3. Service Array.....	3
C. Expanded School-Based Mental Health Services	3
Contacts for Expanded School-Based Mental Health Services.....	4
Expanded School-Based Behavioral Health Services.....	5
D. Family Services Planning Team (FSPT)	6
1. Who Makes Up the Family Services Planning Team?	6
2. What is the Purpose of the FSPT? What Does the Team Do?.....	6
3. Where Does the FSPT Meet?	6
4. Why a FSPT?.....	6
5. How is a FSPT Created? How is a Referral Made?.....	7
E. Transitions from Psychiatric Facilities	7
F. Storefront School.....	10
G. “Our” Children First.....	11

A. Homebound Services

“Homebound” is the generic name for hospital/homebound, home instruction, and off-campus instruction programs. All of these programs are administered through the Exceptional Student Education (ESE) and Student Services department. Applications for homebound services are available in every public Volusia County School.

1. Program Description

- a) **Hospital/Homebound** is an ESE program for medically referred students whose severe or chronic illnesses are physical or emotional in nature and prevent them from attending school for three weeks or more. An [Application for Hospital/Homebound Instructional Services](#) (form 2008007 – English or Spanish) must be completed by the parent. Placement will be considered by the committee based on the physician’s statement. An annual review must be conducted for students who are continuously served by the Hospital/Homebound program. Students in Pre-Kindergarten through grade 12 or ESE students until the age of 22 are eligible.
- b) **Home Instruction** is a program for students previously staffed into the ESE program who have violated the Student Code of Conduct ([Elementary](#) or [Secondary](#)) and have been recommended at a formal staffing for temporary placement in the home instruction program. These students are generally instructed on a one-to-one basis for nine weeks and then a follow-up staffing is held to determine eligibility for re-entry to the referring school.
- c) **Off-Campus Instruction** is for non-ESE students who are involved with the court system. They may have been charged with a misdemeanor or felony. If the parent agrees to this placement, an [Application for Off-Campus Instruction](#) (form 2005166) will be completed by the school for the parent to sign. In most cases, the students qualify for teleclass instruction. (Teleclass is a program that provides instruction through teleconferencing.) Placement in Off-Campus Instruction is continued until court action determines the student’s status.

2. Role of the School Social Worker

School social workers provide assistance to the homebound program when requested. The role of the school social worker is as follows:

- acts as a liaison between the home and the Homebound office to contact parents/guardians regarding students needing hospital/homebound services, when efforts of the Homebound office fails
- makes home visits to obtain accurate addresses and telephone numbers of families

B. Network for Students with Emotional Disabilities (SEDNET)

1. Program Description

The Florida Department of Education Multiagency Network for students with Severe Emotional Disabilities is a nationally unique statewide project designed to promote improvement in education and mental health services for children with emotional challenges. School boards within regions of the Department of Children and Families (DCF) serve as fiscal agents for the multiagency projects. District 12 SED/Network provides services to the school districts of Volusia, Flagler, Putnam, and St. Johns counties, with Volusia serving as the fiscal agent for the grant.

The SED/Network is funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through Federal Assistance under the Individuals with Disabilities Education Act (IDEA), Part B, and General Revenue Funds.

2. Target Population

- students with disabilities, especially those identified with or at risk of emotional/behavioral disabilities
- at-risk and dropout prevention students with mental health concerns
- families of students with or at risk of emotional/behavioral disabilities
- agency personnel, such as Child Welfare, Substance Abuse, Juvenile Justice, Children's Mental Health, and Health providers

3. Service Array

- resource and program development
- multiagency collaboration
- data collection
- coordination of school-based substance abuse and mental health services
- parent support
- training/staff development
- information and referral

C. Expanded School-Based Mental Health Services

The School District of Volusia has agreements with the mental health agencies listed below to provide expanded school-based mental health services. The purpose of the agreements is to ensure that mental health services are accessible to the child and coordinated with school personnel. As specified in the agreements, schools with programs for students with severe emotional disabilities receive priority for the assignment of agencies. **Parent/guardian permission and involvement is always required.** Additional priority students are those re-entering the school environment following psychiatric hospitalization or suicide attempt.

The school-based contact for processing these services is generally the school counselor in coordination with an ESE administrator. The SED/Network Project Manager (district level contact person) can be reached at the ESE and Student Services office.

Agencies provide the following types of services on school sites: individual, group, and family counseling parent education, and when appropriate, crisis screening and intervention.

Contacts for Expanded School-Based Mental Health Services

ACT Corporation	Supervisor of Case Managers in East Volusia (386) 947-4107
Children's Home Society	Director of Clinical Services (386) 304-7600, ext. 227
Devereux Foundation	Supervisor of Clinical Services (386) 738-5543
Halifax Medical Center	Supervisor of Outpatient Mental Health Services (386) 274-5333
The House Next Door	Executive Director (386) 734-7571
Medallion Health Care	Program Administrators (386) 341-0550
"Our" Children First	Supervisor of Clinical Services (386) 248-2771, ext. 321

The SEDNET office has a brochure entitled *When Your Child Needs Help... Children's Mental Health Services*

**Expanded School-Based Behavioral Health Services
Volusia County Schools 2010-2011**

SCHOOL	AGENCY	THERAPIST	DAYS	PHONE
Campbell Middle *	Halifax Behavioral	Tina Fowler	Tu	
Chisholm Elementary	Halifax Behavioral	Marilyn Deluera	M	386-426-7340
DeLand Middle ***	Halifax Behavioral	Angela Boudreaux	M – F	386-822-5678 ext. 23022
	Halifax Behavioral	Jesica Aznar-Rivette	M – F	386-822-5678 ext. 23023
Edgewater Public Elementary	Halifax Behavioral	Marilyn Deluera	W	386-426-7300
Indian River Elementary *	Halifax Behavioral	Marilyn Deluera	Th & F	386-426-7350
Mainland High **	Halifax Behavioral	TBA	Tu & Th	
New Smyrna Beach Middle ***	Halifax Behavioral	Ed Merkle	M – F	386-734-7190
New Smyrna Beach High *	Halifax Behavioral	Ed Merkle		
Palm Terrace Elementary	Halifax Behavioral	Tina Fowler	M & Th	
Pine Ridge High ***	Halifax Behavioral	Kathy Wilkes	M – F	386-575-4195 ext. 43618
Spruce Creek High **	Halifax Behavioral	Marilyn Marchese	M – F	386-322-6272 ext. 37775
Starke Elementary	Devereux Foundation	Erin Johnston		
Turie T. Small Elementary	Halifax Behavioral	Tina Fowler	W	
Westside Elementary ***	Halifax Behavioral	Beth Gage	M – F	386-258-4678 ext. 52435
Woodward Elementary *	Our Children First	Cashana Peterson		

* Separate Class EBD program on site

** Separate Class EBD and full-time therapist on site

*** Serves surrounding area

8/17/2010

D. Family Services Planning Team (FSPT)

1. Who Makes Up the Family Services Planning Team?

The FSPT consists of persons who are involved in a child's life... the child's "stakeholders." FSPT members may include the child, parent(s), other family members, guardians, targeted case manager, mental health professionals, agency workers or department heads involved with the child, school personnel, SED/Network Project Manager, a Substance Abuse and Mental Health (SAMH) Program Specialists, and/or any individual who plays a role in the child's life.

2. What is the Purpose of the FSPT? What Does the Team Do?

The purpose of the FSPT is to ensure that each child within Volusia, Flagler, Putnam, or St. John's County, who is diagnosed as being Severely Emotionally Disturbed or is identified as "at risk," has a comprehensive plan for realistically addressing their services needs and that they achieve a successful outcome. The FSPT also helps to improve communication between families, schools, and social services agencies.

The team identifies needs, focuses on a child's strengths, and facilitates the utilization of all available resources to provide services to the child and family. Some members of the FSPT will be responsible for carrying out tasks as indicated on the service plan. The team will follow the child through the continuum of mental health services, including psychiatric residential treatment; if all community-based services have been exhausted (and it is financially plausible) residential placement will be recommended by the Treatment Review Team (TRT). **With few exceptions, residential placement will be considered only after ample evidence that community-based services have been explored, implemented, and exhausted, with little progress. A referral can be generated from the FSPT to the TRT.**

3. Where Does the FSPT Meet?

The FSPT meets at a place that is mutually **convenient** and **accessible** to the child and family. These meetings can take place in a variety of locations, such as a school (with principal's permission), agency, or other prearranged places with a private meeting room.

4. Why a FSPT?

It is essential that all individuals involved with a child with emotional or behavioral challenges communicate and work together with the family on behalf of the child.

The FSPT is a strength-based, child-centered, family focused group of stakeholders. As a team of individuals that cross disciplines and agencies, members come together to focus on the child, the family, and their strengths, and to creatively design a service plan which effectively utilizes ALL available resources to help the child meet the goals. A FSPT is appropriate for children who have not met with success at home, at school, or in the community when more traditional mental health or behavioral interventions have been attempted.

5. How is a FSPT Created? How is a Referral Made?

With parent permission, ANYONE can initiate a FSPT referral. Parent commitment to attend the FSPT meeting is required, and the meeting CANNOT be held without parent(s) involvement. A FSPT is a voluntary process.

If initiated by the targeted case manager, a referral FSPT packet is obtained from the FSPT Coordinator located at the SAMH Program Office, and is completed by the targeted case manager. The targeted case manager is responsible for identifying the key players in the child's life, scheduling/setting up the meeting, and inviting all the identified team members. Ideally, the completed FSPT referral packet is to be returned to the FSPT Coordinator two days prior to the scheduled meeting. Due to the fact that some FSPTs are scheduled on an emergency basis, the packets can be hand delivered to the FSPT Coordinator at the meeting.

If the child is already receiving services through FSPT and another meeting is needed, the FSPT Coordinator will collaborate with the targeted case manager to ensure the key players in the child's life are invited and available for the scheduled meeting.

If requested by school personnel, they should contact the child's parent, targeted case manager (if there is one), and the FSPT Coordinator prior to requesting a FSPT. It is recommended that the guidance counselor and school social worker be notified and included in the planning process to ensure that services are coordinated at the school level. The school social worker serves as the link between the school, community, and the home. Consequently, school social workers may be able to attend FSPT meetings held at an off campus site. **The FSPT Coordinator will facilitate the meeting if it is scheduled on school site.**

For additional information, the FSPT Coordinator may be reached by calling the Department of Children and Families at (386) 254-3744.

E. Transitions from Psychiatric Facilities

The purpose of the FSPT discharge planning meeting is to develop a comprehensive set of mental health and other supports to help the student transition back to the community, home, and school environment.

1. **Process for Students Transitioning from a Psychiatric Facility (outside of district) including *Ten Broeck Hospital, University Behavioral Center (UBC), Florida United Methodist Children's Home (FUMCH), Daniel Memorial, Devereux, or other long term treatment center:***

- a) The Regional Care Coordinator for First Health notifies the District 12 FSPT Coordinator of a student's release, prior to the release date, in order to allow enough time to schedule the FSPT meeting and notify participants. District 12 Community Partnership Care will notify Volusia County Schools of students returning from the Devereux Viera Campus.
- b) This meeting should occur approximately one month before the student's anticipated discharge date.
- c) At the Daniel Memorial facility, an Individual Educational Plan (IEP) is usually done prior to discharge.

- d) In terms of school placement, the discharge FSPT reviews the student's previous school information and placement records.
- e) An assigned district placement specialist contacts the psychiatric facility directly for any ESE or educational information. The district placement specialist checks to determine what level of support was in place for the student while at the facility.
- f) An assigned school social worker serves as the School Social Services department representative at these meetings. The worker brings all electronic educational records available (definition of codes), school names, principal names, and phone numbers to the discharge FSPT meeting.
- g) The parents and/or guardians are given pertinent information about the zoned school to assist them with school enrollment and registration. They are also given information about key school personnel and how to access resources at school.
- h) After the discharge FSPT, the assigned school social worker communicates with the assigned district placement specialist to share pertinent information, as well as notifying the appropriate zoned school social worker of the pending student entry, and will make referrals to them, as needed. Once the school social worker at the student's zoned school has been notified, he/she is expected to provide follow-up support to the student and the family.
- i) The assigned district placement specialist schedules the staffings and notifies the participants.
- j) The assigned school social worker or the zoned school social worker is responsible for monitoring and facilitating recommendations on behalf of the student until the student is enrolled in the correct school.
- k) The assigned school social worker tracks the transitioning student with the use of a [FSPT Log](#), which documents the date of the FSPT, date communicated with assigned district placement specialist, date communicated with the assigned school social worker (as appropriate), date communicated with the Coordinator of School Social Services, IEP staffing date, anticipated start date, date student actually started, issues/problems, other referrals, outcomes, etc.
- l) SED/Network Coordinator plays a key role in facilitating any communication with the outside agencies. The SED/Network Coordinator is available to meet with the assigned school social worker regarding resources that are available and appropriate for these students and their families.

2. Procedures for Students Transitioning from a Psychiatric Facility (within the district)

There are two types of services provided to students at Halifax Behavioral Services (HBS): Inpatient Unit hospitalized for crisis stabilization (few days) and Partial Hospital Program (several weeks).

- a) VCSB Program Specialist or designee sends an e-mail notification to the assigned school social worker, school counselor, registrar, and principal or principal's designee notifying them of the student's name, last school attended, actual or anticipated date of discharge, and any recommended actions. At the middle school level, it is imperative that school guidance contact is designated. Elementary schools usually only have one school counselor to contact. The guidance director will be the designee for the high school level.

- b) Upon release from HBS, the parents and/or guardians will be given pertinent information to assist them with school enrollment and registration.
- c) Management Information Services (MIS) generates a report alerting HBS when a child does not re-enroll in a school. The secretary at HBS edits the report and makes follow-up calls, if necessary.
- d) An IEP meeting should be held at the zoned school for ESE students returning to school from the Partial Hospital Program. If the student will be receiving ongoing case management and/or counseling services, that information should be shared during the IEP meeting.
- e) The school counselor and school social worker should be invited to those meetings. These individuals gather information about the follow-up plan for the student to assist in ensuring continuity of care and follow-through by the family.
- f) For general education students returning to school from the Partial Hospital Program, HBS staff contacts school personnel (usually the guidance counselor) at the student's assigned school and shares information about the student, including if the student will be receiving ongoing case management and/or counseling services.
- g) Once the student is enrolled, usually the guidance counselor meets with the student and/or parents to acclimate them back into the school environment and routine. This meeting allows for a mutual exchange of information and provides the parents an opportunity to share important information with school personnel and ask any questions about their child's transition, i.e., student's follow-up plan. As a member of the student services team, the social worker may take the lead in initiating a meeting with the parent/student. If the school counselor was not available at the time of enrollment, he/she should review the information obtained by the registrar and contact the student's parents to schedule a meeting at the school as soon as possible. **If a parent cannot be contacted for a meeting within a reasonable amount of time (one week), then the school social worker can be given a referral to facilitate communication.**
- h) Specific information relevant to the student's success in school should be shared with the classroom teacher(s). At the secondary level, an e-mail should be sent to all the teachers with recommendations to utilize if concerns or problems arise with the student, including notifying the school counselor.
- i) Parents are an integral part of this process. Every effort should be made by HBS and the school district to communicate and coordinate appropriate service provisions throughout the transition.

3. Contact Information for Transition Services

Missy Gibson, Regional Care Coordinator First Health Services
 e-mail: gibsonme@fhsc.com
 Phone: (386) 248-3099

Christy Gillis, District 12 Family Services Planning Team Coordinator
 e-mail: Christy_gillis@dcf.state.fl.us
 Phone: (386) 254-3744

Carl Coalson, District 12 SED/Network Project Manager
e-mail: cycoalso@volusia.k12.fl.us
Phone: (386) 255-6475 ext. 60229

Dianne Martin-Morgan, School Social Services Coordinator
e-mail: dmartin@volusia.k12.fl.us
Phone: (386) 322-6201 ext. 34256/34280

Lisette Fernandez, School Social Worker
e-mail: lsfernan@volusia.k12.fl.us
Phone: (386) 322-6201 ext. 34215

Debbie Canevaro, ESE Programs and Placement Specialist
e-mail: dhcaneva@volusia.k12.fl.us
Phone: (386) 255-6475 ext. 60139

Cassie Chandler, Program Specialist (Halifax Behavioral Services)
e-mail: cchandle@volusia.k12.fl.us
Phone: (386) 274-5333

Nancy Kisseloff, Family Support Coordinator
e-mail: nancy-kisseloff@thehousenextdoor.org
Phone: (386) 734-6691 ext. 162

Edith Lamb, District 12 SPOA
e-mail: edith.lamb@cbcvf.org
Phone: (386) 254-3782

F. Storefront School

Storefront School is a performance-based, individualized high school with special emphasis on career assessment, job skills training, and academic success. Storefront is a Volusia County Schools' alternative for individuals who have not succeeded in the traditional setting or have dropped out and want to return to earn their high school diploma. Storefront's performance-based curriculum is set in a virtual lab format utilizing Apex curriculum software.

The goal of Storefront is to provide high school students with another option to earn a standard high school diploma. Students are required to show mastery of the Sunshine State Standards while earning the 24 credits necessary for graduation.

A referral can be made by completing the [Storefront School Referral](#) form for consideration of enrollment. Students who apply to Storefront must meet the following eligibility criteria:

- attempted two years traditional high school
- passed 10th grade FCAT
- counselor recommendation – must meet at-risk/dropout criteria

- minimum of five credits at the end of two years of traditional high school (10-12 recommended)
- be employed for a minimum of 15 hours per week in a job that meets the requirements of Florida Cooperative Education Program or be eligible and participate in dual enrollment

Students are required to attend classes at assigned times (8 a.m. – 12 p.m. or 12 p.m. – 4 p.m.), Monday through Friday, 20 hours per week. They must be employed at the same job for a minimum of 15 hours per week for the entire time they are at Storefront or be dual enrolled. Graduation requirements include a GPA 2.0, passing FCAT scores in required areas, 24 total credits, and completion of a placement plan.

Other Schools of Choice options can be found on the Volusia County Schools website.

G. “Our” Children First

“Our” Children First is a non-profit, behavioral/mental health care provider that was created in 1993 to serve children and families in Volusia and Flagler counties. Services include in-home community mental health counseling to children and caregivers, targeted case management for children at home or at school, domestic violence counseling for aggressive youth (Solutions! To Family Conflict, a 12-14 week program), and dream granting to children who are diagnosed with life limiting illnesses (A Child’s Dream). All services are provided at times that are convenient to the children/families.

Referrals are accepted from various sources: family members, schools, social service agencies, medical facilities, juvenile programs, police departments, and the community at large. For further information on how to qualify for services, call (386) 248-2771.

For the name and number of other mental health agencies in the community, refer to [Expanded School-Based Mental Health Services](#) (section C, page 4) and the United Way’s First Call for Help.