

Miami-Dade County Public Schools’ Mental Health Assistance Allocation Plan

2020-2021

A. Mental Health Assistance Allocation Plan

Section 1011.62 (16) Florida Statutes states that the mental health assistance allocation was created to provide funding to assist school districts in establishing or expanding school-based mental health care, train educators and other school staff in detecting and responding to mental health issues and connect children, youth and families who may experience behavioral health issues with appropriate services.

To fully implement Miami-Dade County Public Schools’ (M-DCPS) Mental Health Assistance Allocation Plan, the District established the Department of Mental Health Services in July 2018 to expand services and work in collaboration with other District offices.

The 2020-2021 M-DCPS Mental Health Assistance Allocation Plan fully supports the transition of students due to COVID-19 and pivots between school house, blended and virtual instructional models to ensure the mental health needs of all students and families are met regardless of the option selected.

The Department ensures the coordination of:

- School and community-based resources in an effort to deliver evidence-based mental health care for M-DCPS students including mental health screenings, assessments, intervention, treatment and recovery services through a multi-tiered system of support.
- Evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.
- School and community-based mental health providers
- Contract-based mental health services
- Threat Assessment and Mental Health Teams which are responsible for screening, assessment, diagnosis, intervention, and recovery services
- Data with the Office of Assessment, Research, and Data Analysis to accurately capture data on all mental health services provided to M-DCPS students (screenings/assessments; number of students that are referred for services; and how many receive services/assistance – school and community-based)
- Staff credentials with the Office of Human Capital Management to ensure all Mental Health Service providers employed by the District are appropriately credentialed
- Outside service providers holding the appropriate credentials
- Training on the following:

- Multi-Tiered System of Support (MTSS) for Mental Health
- District's Progression of Mental Health Support
- Trauma-Informed Practices/Classrooms
- Mental Health Referral Procedures
- Facilitating Mental Health Team Planning Meetings
- Developing Mental Health Plans
- Monitoring Intervention and Recovery Services
- Threat Assessment Teams
- Mental Health Awareness Programs
- Suicide Prevention, Intervention, Postvention

Research-Based Multi-Tiered System of Supports

M-DCPS provides leverages a comprehensive and data-rich Multi-Tiered System of Support (MTSS) to address the mental health concerns of all students within the District. M-DCPS' MTSS ensures successful educational outcomes for all students by using a data-based problem-solving process to evaluate the effectiveness of all interventions being provided within each tier. Interventions focus on academic performance, social-emotional instruction and support, behavioral issues, as well as mental health. The District's MTSS is a three-tiered approach that moves through a progression of support to meet the unique academic, behavioral and mental health concerns of all students.

Tier 1 Services and Support Model (Universal/Prevention)

Tier 1 provides school-wide programming that addresses the universal social/emotional needs of all learners. Each year, all schools, are required to examine data in both school culture and academic programs through the School Improvement Process (SIP) and identify which essential practices led to the data findings. Schools then develop outcome statements, priority actions, and the implementation steps required to facilitate school improvement. Using the framework of Effective School Culture, each school is required to identify opportunities for improvement within the areas of relationships; engaging learning environment; support, care, and connections; physical and emotional safety; and clearly defined expectations. In order to appropriately identify the outcome statements, priority actions, and the implementation steps within the SIP, each school's leadership team attends a 3-day Summer Institute. During this development, leadership teams disaggregate data within the areas of academic performance, teacher/student climate survey results, teacher/student attendance, percent of students with disciplinary referrals, and the percent of students who have met 2+ Early Warning System (EWS) Indicators (absent 10% of school year, 1+ suspensions, failed ELA course, failed math course, ELA level 1, and math level 1). Such strategies are designed to improve the early identification of social, emotional, and behavioral problems or substance abuse disorders and improve the provision of early identification services.

M-DCPS offers a variety of districtwide prevention programs and fosters partnerships that focus on mental wellness. Through the District's Values Matter Miami initiative, schools are provided a comprehensive, value-based program aligned to specific core values: Citizenship,

Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. Schools are provided with interactive, grade-appropriate lessons to support the development of behaviors aligned to these values. Additionally, M-DCPS was the first school district in the nation to enter into a formal partnership with Sandy Hook Promise in order to implement their *Know the Signs* programs. These programs train youth and adults to identify, intervene, and provide help for individuals before they cause harm to themselves or others. All M-DCPS high schools and middle schools have participated in Sandy Hook Promise's *Say Something* assembly program. This program directly addresses the need for students to speak up and get assistance for classmates who may be showing signs of depression, suicide, or other mental health issues. All secondary schools and K-8 Centers have also participated in Sandy Hook Promise's *Start with Hello* assembly program, which teaches students the importance of eliminating social exclusion and creating a more connected school environment.

Tier 2 Services and Support Model (Targeted – Supplemental/At-Risk)

Tier 2 provides targeted interventions for identified students that address specific academic performance, social-emotional development, behavioral issues, as well as mental health concerns. Principals are provided with live data dashboards that allow them to identify students who need Tier 2 services. Data elements include: attendance, Early Warning Signs (EWS), academic performance, and percent of students with disciplinary referrals. The services provided in Tier 2 include: academic advisement, individual/group counseling, Restorative Justice Practices, peer mentorship, partnerships with community-based agencies, as well as ongoing progress monitoring. Mental health professionals within schools are provided ongoing training from the Department of Mental Health Services, the Division of Student Services, and the Department of Exceptional Student Education (ESE) in order to provide students with comprehensive Tier 2 support that addresses mental wellness. These trainings include building skills in the areas of mental health assessment, intervention, and support for students, especially those who have been exposed to trauma or those who have acute mental health needs.

School support staff/mental health professionals will continue to collaborate to provide targeted support services. Students will be referred to school-based mental health professionals for screening and identification of mental health concerns.

Tier 3 Services and Support Model (Individualized/Intensive)

Tier 3 provides intensive support that is individually designed to address the specific needs of students' academic performance, social-emotional development, behavioral issues, as well as mental health concerns. Student's with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses are provided intensive Tier 3 support. In order to address the needs of students requiring Tier 3 support, the school will convene a Student Support Team (SST) meeting. Participants of these SST meetings include: the principal, school counselor, teacher(s), ESE staff, licensed social worker and/or licensed psychologist, as well as the parent/guardian, and student. The intent of this meeting is to assess the most appropriate intervention(s) for the impacted student. Services include referral to an alternative location, referral for a mental health evaluation, the

initiation of a Functional Behavior Assessment (FBA) and a Social-Emotional Behavior Intervention Plan. If it is determined that a mental health evaluation is required, a follow-up Mental Health Team meeting will be scheduled. During this meeting, the diagnosis will be reviewed, and a mental health support plan will be developed, implemented, and monitored.

School-Based Mental Health Providers

Every student in M-DCPS has access to a certified and/or licensed mental health professional at their school site. Currently, M-DCPS employs school counselors, school social workers, school psychologists, and Trust Counselors that are assigned to schools to directly support student mental health services. In addition, 65 mental health coordinators have been hired since July 2018 and an additional six will be hired this year to further expand and enhance the school-based student services and further reduce the ratio of students to staff to better align with nationally recommended ratio models. Partnering with The Children's Trust has also allowed M-DCPS to reduce the ratio of students to staff as the agencies working under this agreement are stationed in some schools. These entities employ nurses, mental health professionals, and social workers within schools across the District to provide additional school-based mental health services and support to students.

Participation in ongoing professional development and training has allowed student services personnel and school-based mental health providers within our schools to ensure an increased amount of time is spent providing direct mental health services. The emphasis encompasses evaluating and developing students while monitoring their wellness. Additionally, school-site administrators are directed to refrain from assigning teaching and other non-counseling duties to student services personnel and school-based mental health providers. District staff from the Department of Mental Health Services, the Division of Student Services, and the Department of Exceptional Student Education also provide direct oversight in order to ensure the amount of time spent providing direct services to students is maximized. The needs of students, individually and by school are reviewed regularly and aligned with allocated resources and placement of staff based on school or student mental health assistance needs.

Community-Based Mental Health Providers

The Department of Mental Health Services coordinates services and establishes partnerships, contracts and interagency agreements with nationally accredited local community behavioral health providers and providers of Community Action Teams. M-DCPS staff maintains regular communications and attends meetings with local agencies, including the Department of Juvenile Justice, the Department of Children and Families, Thriving Minds South Florida and Florida International University's Center for Children and Families, to discuss community needs for children and families. Services may include, but are not limited to, mental health screenings, assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma-informed care, mobile crisis services, and behavior modification. These services are provided on or off school campus.

The Department ensures that District and community service providers are collaborating and sharing information to best address the needs of students. The sharing of information does require parent consent and release of information consent amongst agencies. Coordination

of services includes a student's primary mental health care provider and other mental health providers involved in the student's care. Services provide direct mental health services, including assessment, diagnosis intervention, treatment, and recovery services, to students with one or more mental health or co-occurring substance abuse diagnoses and students at risk of such diagnoses.

In collaboration with The Children's Trust of Miami, current partnerships include:

- Community Health of South Florida
- Nicklaus Children's Hospital
- Citrus Health Network
- Borinquen Medical Center
- Jessie Trice Community Health Center
- University of Miami

The Children's Trust, in collaboration with M-DCPS and the Miami-Dade County Health Department, developed a Health Connect initiative to bring comprehensive health services to schools in Miami-Dade to improve access to high-quality health care. Social workers and other mental health professionals provide services such as screening; assessment for developmental, social, emotional, and behavioral well-being; or early identification, and primary prevention of challenges. Also, services are provided for a timely, responsive assessment of intervention services needs for at-risk students. They also provide follow-up referral or assessment services based upon screening results.

Schools are staffed with a team of professionals including a nurse or nurse practitioner and a licensed clinical social worker. Schools with high enrollment have the option to augment staffing coverage with additional support from a licensed practical nurse. In addition to traditional services provided by such entities, services are being incorporated to further support the comprehensive health needs of students.

In addition, M-DCPS has contracted with and works in partnership with the following providers/agencies as a referral option for students in need of mental health assistance:

- Citrus Health Network, Inc.
- Ayuda, Inc.
- Chrysalis Health, Inc.
- DTT Coaching Services, LLC
- Empowering Youth, Inc.
- Board of Trustees (Florida International University)
- The Village South
- Healthy Connections CMHC, Inc.
- Jewish Community Services of South Florida
- Prosperity Social and Community Development Group, Inc.
- Neurohealth Professional of Florida, Inc.
- Invo Healthcare Associates, LLC

Providers are required to include descriptions of their evidence-based practices. Any new providers that are selected to work with M-DCPS through the Mental Health Assistance Allocation Plan will be required to describe, in detail, their evidence-based practices. Additionally, M-DCPS and the provider ensure the parent/guardian has signed the consent form before services take place. To ensure greater access to these services, agencies will provide such services at the agency or at the student's school or home.

These contracted providers serve as vehicles to further support the coordination of mental health services to further meet the needs of students. Services include screenings and assessments, individual counseling, family counseling, substance abuse intervention, teacher/parent consultation, and case management. M-DCPS will work to ensure that third-party health insurance benefits and Medicaid claiming for services are maximized where appropriate. All mental health providers are required to bill Medicaid when applicable.

Assessment Timeframe

M-DCPS' Threat Assessment/Mental Health Services Guide for School Administrators aligns with School Board policies and procedures to ensure timely services for students who are referred to a school-based or community-based mental health service provider. Such procedures focus on a mental health screening for the identification of mental health concerns and ensure that the assessment of students at risk for mental health disorders occurs within 15 days of referral. Policies further ensure that school-based mental health services are initiated within 15 days after identification and assessment. Furthermore, policies dictate that support from community-based mental health service providers for students who are referred for these services must be initiated within 30 days after the school or District makes a referral. Ongoing training with school administrators and mental health providers will detail these policies for school-site compliance. Contracts and regular meetings with community-based agencies and providers will ensure these timeframes are met. Additionally, District staff from the Department of Mental Health Services, the Division of Student Services, and the Department of Exceptional Student Education provide direct oversight in order to ensure compliance. All charter schools that elect to follow the M-DCPS plan will adhere to the same timeline, policies and procedures.

Charter Schools

Charter schools that choose the M-DCPS (Non-Charter) plan will receive the services of the mental health coordinators on an itinerant basis as well as the referral option to contracted mental health service providers and mental health awareness professional development. School administrators and staff will receive the same training and must follow the same guidelines with oversight from the Office of Charter School Compliance and Support as well as the Department of Mental Health Services.

Coordination of Services with Primary Mental Health Care Provider Care and Other Mental Health Providers

Following a referral for a Mental Health Screening Assessment or Threat Assessment Team meeting, a Mental Health Team meeting takes place to review outcomes/diagnoses and develop the Mental Health Plan. The purpose of this meeting is to coordinate mental health

support services as well as progress monitoring procedures. Participants of this meeting will include administration, a school counselor, mental health coordinator, ESE staff (if applicable), teacher(s), a parent/guardian, the student, school psychologist, the school social worker, the primary mental health care provider (if applicable), and/or the outside mental health provider. This collaboration will allow all parties to be informed to assist with the appropriate treatment and follow-up for students.

The student's primary mental health care provider works closely with the student by providing mental health counseling services based on student needs. To further enhance mental health services/support for students, student services personnel, who are considered the primary mental health care provider, refer students to mental health contracted agencies based on demonstrated need of intensive mental health services. The primary mental health care provider is responsible for follow-up communication between the parent/guardian and the agency.

Telehealth Counseling

M-DCPS has expanded mental health services through their partnership with the contracted agencies to include telehealth counseling services. Such services were set forth at the onset of the closing of schools due to COVID-19. Such services will continue to be available to students in the 2020-2021 school year to ensure another method for students to receive needed support on a continuous basis.

Cigna Pilot Program

Through MDCPS' Risk Benefits contract with Cigna Health Care, the two entities have planned a Mental Health Support Pilot Program for students and families in one high school and one middle school. This pilot program, which will have a support line available 24 hours, 7 days a week, will provide another layer of mental health support to further meet the needs of students and families.

Strategies and Programs

In addition to the Multi-Tiered System of Supports (MTSS), M-DCPS identifies and incorporates strategies and programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. Strategies are also in place to improve the early identification of social, emotional, or behavioral problems or substance abuse disorder, and to provide early intervention to assist students in dealing with trauma, and/or violence as well as those who feel they may have been a victim of discrimination and/or cultural intolerance. M-DCPS is incorporating a series of trainings geared towards recalibrating ways to view destructive student behavior to support the fostering of resilient learners. Strategies focus on creating trauma-sensitive and culturally-sensitive classrooms to ensure school-based mental health providers and teachers are best equipped to assist students. Specific programs and strategies are delineated within each tier. Students in need of another layer of support will be referred to the school's mental health professionals to ensure they meet the specific needs of the student.

M-DCPS has long prioritized the social and emotional wellbeing of its students and the importance of building a culture of shared ownership regarding the integration of Social-Emotional Learning (SEL) programs and supporting the whole child. M-DCPS incorporates various program that align with the CASEL framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making. This process supports students in understanding and managing of their emotions, helps them achieve positive goals, feel and show empathy for others, establish meaningful positive relationships and make responsible decisions.

Furthermore, with the infusion of FDOE's required five-hours of instruction related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse, for students in grades 6-12, M-DCPS has further expanded its supports to students.

The following evidence-based strategies/resources/programs are being utilized to further support students:

- Edgenuity/Purpose Prep
- Quaver SEL
- Nearpod
- Rethink Ed
- Mindfulness
- MAWI Learning – a social-emotional learning program
- Cloud 9 – a social-emotional learning program
- “Ending the Silence Program” – student program in partnership with the National Alliance of Mental Illness (NAMI)
- Teen Mental Health First Aid – in 18 high schools in partnership with the National Council for Behavioral Health
- “Mindful Peer Exchange” – in partnership with Florida International University’s Counseling and Psychology Department
- Mental Wellness Clubs (middle and senior high schools)
- Student Awareness/Support Campaigns – “Counselor on Duty,” “Don’t Stall Just Call,” “We Can Help,” and “Mental Wellness Matters”

Student-Athletes and Mental Health

As much research as there is indicating there are both physical and psychological benefits to being part of a team, (including reduced feelings of hopelessness, improved social support and acceptance) there is also research indicating that student-athletes may be prone to

mental health challenges due to various demands. MDCPS has moved forward with targeted programs and initiatives to support student-athletes including the development of a task force; expanded mental health awareness trainings for athletes, coaches and parents; and a partnership with the Miami Marlins to bring the Positive Coaching Alliance (PCA) Student-Athlete SEL/Mental Health program designed to further support the athletes and educate their parents and coaches on supports.

Student Success Centers/Pathways Program

M-DCPS has also incorporated two programs that serve as alternatives to outdoor suspension to ensure students receive the same mental health support as they would at their home school. The Student Success Center (SSC) supports the social, emotional and behavioral needs of students. These centers provide an educational setting for students ages 11 and older for Level III-IV behavior and habitual Level II infractions of the Code of Student Conduct. The various SSC sites offer a safe environment in which students receive counseling, tutoring, and mentoring services based on need from certified teachers and mental health professionals. Students attending the program have the opportunity to complete school through the duration of their SCC assignment, and wrap-around services are delivered to students and their families.

Additionally, M-DCPS has incorporated the Pathways Program, which is a temporary Alternative Educational Setting (AES) placement for students in grades 6-12 who commit the most serious infractions of the Code of Student Conduct (Levels IV and V) and may be recommended for expulsion. This program also supports the social, emotional and behavioral needs of students. Students are assigned to the Pathways Program during the period of time which would have traditionally resulted in a 10-day outdoor suspension preceding expulsion. While assigned to the Pathways Program, students continue to receive academic support, in-house counseling services and wrap-around services from school staff and community agencies.

M-DCPS Progression of Mental Health Support

The District established the Progression of Mental Health Support, that details a step-by-step process to ensure students who are experiencing behavioral challenges or pose a threat to self, school, or others, are immediately assessed and provided the appropriate support services.

Mental Health Awareness Training

Pursuant to Florida Statute, M-DCPS educators and other school staff continue to participate in trainings designed to detect and respond to mental health issues and to connect children, youth and families who experience behavioral issues with appropriate services. M-DCPS has incorporated a training plan that includes Youth Mental Health First Aid (YMHFA) training for staff following the Train-the-Trainer model. YMHFA is operated by the National Council for Behavioral Health and is a national authority on training and certification in youth mental health awareness and assistance. This evidence-based training is designed to facilitate mental health literacy and give adults the necessary skills to identify and interact with youth who are developing a mental health challenge or experiencing a mental health crisis and

guide them to appropriate professional help. In addition to this full-day in-person training session, M-DCPS is implementing a blended virtual training model to offer another opportunity for staff to participate and earn certification.

Additionally, M-DCPS has implemented the Kognito Gold Standard Module “*At-Risk for K-12 Educators*” training, a supplemental, blended mental health awareness training model where school-site educators and staff participate in a simulation that provides them with the opportunity to learn the skills needed to identify if a student is having a mental health challenge or crisis, how to interact with them, and how to guide them to professional help.

Furthermore, MDCPS launched the Kognito Gold Standard Module “*Trauma-Informed Practices for K-12 Schools*”, a role-play simulation for educators to build skills, confidence and empathy to further support students whose behavior might be related to a source of trauma or distress.

In addition to teacher and staff trainings, the Department of Mental Health Services has broadened its awareness program for all stakeholders. A series of parent and community presentations continue to take place to ensure mental health education is provided for a greater awareness of the early warning signs, how parents and the community can support, and how to obtain assistance through M-DCPS via school and community resources. Many presentations are supported by entities such as the National Alliance on Mental Illness, Thriving Minds South Florida, M-DCPS contracted agencies and local municipalities. This heightened awareness effort aligns with the M-DCPS’ Mental Wellness Campaign designed to bring a greater awareness and understanding of the extensive services and resources available within the schools, District and community.

SEDNET - Multiagency Network for Students with Emotional/Behavioral Disabilities

SEDNET focuses on supporting and representing the needs of students and improving the coordination of services for children with or at risk of emotional or behavioral disabilities and their families. The M-DCPS SEDNET Project Manager communicates with local receiving facilities to address the unique needs of students who have been hospitalized under the Baker Act. Established procedures for student re-entry to school ensure ongoing support and services are provided upon the student’s return to school. Additionally, the SEDNET Project Manager and other staff from the Department of Exceptional Student Education assists also with training for Youth Mental Health First Aid implementation as required by Florida Statute.

Suicide Prevention, Intervention, Postvention

M-DCPS updated the School Board Suicide Prevention, Assessment, Intervention and Postvention policy to be in accordance with evolving State of Florida requirements.

In alignment with M-DCPS Board policy, the District incorporated the use of the Florida Department of Education’s approved suicide risk assessment instrument (SAFE-T and Columbia Suicide Severity Rating Scale-Recent). Further, collaboration between the Division of Student Services, Department of Mental Health Services, and the Department of Exceptional Student Education resulted in the production of a professional development

protocol for the training of all M-DCPS school-based mental health services providers in the use of the assessment instrument.

Additionally, the District developed and trained all school counselors to deliver a suicide prevention presentation to instructional personnel throughout M-DCPS.

Coordination of Mental Health Services

The establishment and training of Threat Assessment Teams and Mental Health Teams has ensured a more timely process of not only identifying students in need of mental health assistance, but in supporting the planning, coordination, collaboration, and follow-through of services for students in need of such support. Mental Health Teams consist of all parties involved in supporting a student's care. All efforts are made to ensure the parent/guardian, school and community providers, and the student's primary mental health care provider are included to best support ongoing mental health services for the student.

Mental Health Screening and Assessment Procedures

Students who have not experienced successful outcomes as a result of the interventions of the MTSS require a convening of the Student Support Team (SST). The intent of this meeting is to review all interventions that have been provided to the student; review academic and behavioral progress; as well as the Individualized Education Plan (IEP), if applicable; and determine if the appropriate course of action is to refer the student for a Mental Health Screening/Assessment. Participants of this meeting will include administration, a school counselor, ESE staff, teacher(s), a parent/guardian, the student, and a school psychologist or social worker.

Mental Health Team Meeting/Mental Health Plan

Following a referral for a Mental Health Screening Assessment or Threat Assessment Team meeting, a Mental Health Team meeting will take place to review outcomes/diagnoses and develop the Mental Health Plan. The purpose of this meeting is to coordinate mental health support services as well as progress monitoring procedures. Participants of this meeting will include administration, a school counselor, a mental health coordinator, ESE staff (if applicable), teacher(s), a parent/ guardian, the student, a school psychologist or the school social worker who conducted the Mental Health Screening/Assessment, primary mental health care provider (if applicable), and/or the outside mental health provider. This collaboration will allow all parties to be informed to assist with the appropriate treatment and follow-up for students.

Threat Assessment Teams

Threat Assessment Teams have been established at each M-DCPS school site. The team's duties include the coordination of resources, assessment, and intervention with individuals whose behavior may pose a threat to the safety of self, school, or others. The M-DCPS Threat Assessment Teams are in accordance with Florida Statute and are comprised of a school administrator, law enforcement officer, educator and mental health professional.

These teams have been trained and follow the threat assessment protocols and policies based on the Comprehensive School Threat Assessment Guidelines (CSTAG), the instrument selected by the Florida Department of Education's (FLDOE) Office of Safe Schools. The protocols include referrals for the following mental health services currently identified by M-DCPS:

- Baker Act
- Exceptional Student Education
- Counseling
- Health Connect
- Contracted Agencies
- Police

Threat Assessment Process

When a preliminary determination is made that a student poses a threat of violence or physical harm to him/herself or others, the Threat Assessment Team shall be notified to determine the best course of action to take. Upon the team's preliminary determination that a student poses a threat to him/herself or others or exhibits significantly disruptive behavior or a need for assistance, the team may obtain student information via the Florida School Safety Portal (FSSP) where criminal history record information and information that is considered exempt from disclosure under Chapter 119 F.S. to ensure the safety of others. Entities that may provide such information include, but are not limited to, school districts, school personnel, state and local law enforcement, the Department of Juvenile Justice, the Department of Children and Families, the Department of Health, Agency for Health Care Administration, Agency for Persons with Disabilities, the Department of Education, the Statewide Guardian Ad Litem Office, and any such service or support provider contracting with these agencies.

When an immediate mental health or substance abuse crisis is suspected, school personnel shall follow current policies and practices established by M-DCPS to engage behavioral health crisis resources. For incidents taking place outside of normal school hours, the Threat Assessment Teams convene during the next business day to determine whether the threat was deemed transient or substantive. Additionally, the team works with the school's Mental Health Team to coordinate resources, assessment, and intervention with the individuals whose behavior may have posed a threat to the safety of school staff or students.

B. Expenditures

Since July 2018, the first year of the Mental Health Assistance Allocation, M-DCPS has hired 71 school-based mental health coordinators. These 71 all hold a Master's Degree and certification in the fields of Social Work, Mental Health Counseling, Guidance and Counseling, Marriage and Family Therapy, and/or Psychology.

Via the Request for Proposal (RFP) process, M-DCPS solicited proposals from community-based mental health providers. The following 12 contracted providers were selected to support the needs of students and families on a referral basis. The agencies hold the required licensure/certification to practice psychology, clinical social work, mental health counseling, marriage and family therapy, or psychology in the State of Florida

- Citrus Health Network, Inc.
- Ayuda, Inc.
- Chrysalis Health, Inc.
- DTT Coaching Services, LLC
- Empowering Youth, Inc.
- Board of Trustees (Florida International University)
- The Village South
- Healthy Connections CMHC, Inc.
- Jewish Community Services of South Florida
- Prosperity Social and Community Development Group, Inc.
- Neurohealth Professional of Florida, Inc.
- Invo Healthcare Associates, LLC

Allocated funds will be utilized to further enhance and support the implementation, collaboration and oversight of mental health services to ensure all mental-health-related matters are addressed following established guidelines and that the follow-up process for each student referred is supported through its entirety:

<u>Requested Positions/Services</u>	<u>Salary/Benefits</u>
Personnel (3 Administrators, 4 Program Specialists and 71 Mental Health Coordinators to directly serve students)	\$6,300,000.00
Outsourcing of Mental Health Services/Providers (Contracted services with agencies that focus on mental health prevention as well as provide evidence- based mental health care and treatment for students)	\$1,000,000.00
Contracted Services (Programs that focus on social-emotional learning and mental and emotional health)	\$888,142.00
Professional Development/Training	\$700,000.00

Total Estimated Allocation (Non-Charter)	\$8,888,142.00
Total Estimated Allocation (Charter Schools) *	\$2,423,107.00

*Should a charter school choose to remain in the M-DCPS (Non-Charter) plan, the estimated allocations will be adjusted accordingly.

The administrative positions and Program Support Specialists in the Department of Mental Health Services are responsible for supporting the coordination and monitoring of student mental health referrals, District and community resources, and the delivery of evidence-based mental health care and treatment for M-DCPS students. This Department ensures referred students are accessing services and assists in removing barriers that may hinder treatment.

The addition of the Mental Health Coordinator positions has expanded support for all schools including elementary, middle, and senior high, provides greater flexibility to address serious concerns as they arise, and reduced the ratio of students to staff to better align with nationally recommended ratio models. These services are directly tied to students and are reviewed and adjusted based on school or student mental health assistance needs. These employees assist and support students and families with social, emotional, and physical development needs to enhance and maximize student success. Additionally, they provide evidence-based practices, including risk assessments and threat assessments, as needed. They also support a more timely identification of students in need of mental health and psychiatric evaluations. Priority for evaluation is given to students referred by Threat Assessments Teams. Principals are directed each year to refrain from assigning teaching and other non-counseling duties to school-site mental health service providers in order to maximize the amount of time spent providing direct services to students.

The outsourcing of mental health services through referral process is critical to ensure a stronger collaboration among the school, community, and agency to provide a full continuum of mental health services to students. This outsourcing of referrals allows for a fully operational system where there is two-way communication occurring within the system. Data is collected to align with the new statute for reporting purposes. This requirement allows services to be coordinated in a more precise manner and facilitates progress monitoring.

Additionally, the social- emotional learning programs will include teaching students' strategies that promote well-being and connectedness, teach compassion and empathy and build a positive school environment. The mental and emotional health programs will teach mental health awareness and provide assistance including suicide prevention and the impacts of substance abuse.

Funds earmarked for Professional Development/Training will provide for temporary instructor coverage, registration costs for related workshops, conferences training and technical assistance and other associated costs. There are several requirements for Professional

Development/Training including threat assessment, risk assessment, and mental health awareness training for school-based staff. In addition to school-site staff, bus drivers participate in mental health awareness training. These trainings are required for the implementation of evidence-based programs.

C. Expenditure Assurances

Regarding the noted allocation and expenditures, 100 percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families with appropriate behavioral services.

This plan does not supplant other funding sources, increase salaries, or provide staff bonuses.

Additionally, in an effort to utilize other funding sources to provide school-based mental health services, M-DCPS seeks additional funding options. The District works diligently to ensure opportunities are maximized, where appropriate, to seek Medicaid reimbursement and third-party payments. The District is also working closely with the contracted community-based agencies to ensure these options are utilized. Furthermore, the District was selected by the National Council of Behavioral Health to expand the Teen Mental Health First Aid Program in 18 high schools. Also, the District was selected by the Miami Marlins to participate in partnership with the Positive Coaching Alliance in a program focused on supporting the mental health of student-athletes. Additionally, the District was awarded a three-year grant from the Bureau of Justice for their STOP the Violence Prevention and Mental Health Training Program. Awards were received in the amount of \$500,000 to support such programs in schools.

D. Program Implementation and Outcomes

M-DCPS employs 618 school counselors, 210 school psychologists, and 170 school social workers. The ratio of students to staff by category are:

- 1 school counselor to 473 students
- 1 psychologist to 1,400 students
- 1 school social worker to 1,746 students

All school counselors, social workers, and psychologists hold Master's Degrees and certification in Guidance and Counseling, Social Work, and/or Psychology.

System for Tracking Student Data

M-DCPS has a comprehensive tracking system that includes a District Student Case Management System (SCMS), Early Warning System (EWS), a collaboration site for Threat Assessment data, and access to data from multiple community providers.

The SCMS supports the documentation of students being referred to and receiving mental health services. Both the SCMS and EWS platforms provide data needed to drive decision-making in schools. The systems assist schools in identifying data associated with students who may be at risk and require support. Some of the data indicators used include students' state and local assessment results, attendance data, discipline information, course information and demographic indicators. The data is analyzed to create at-risk indicators that guide school-based teams to prioritize student needs. Each school's Threat Assessment Team and Mental Health Team meet regularly to discuss students with such at-risk concerns and to develop intervention plans tailored to the individual students' needs. The intervention plan may include individual or group counseling provided by school-based mental health professionals and referral to community-based agencies.

The District also uses additional data entry codes established to support the documentation of students being referred to and receiving mental health services. Also, M-DCPS established a collaboration site that captures Threat Assessment Forms for further tracking. M-DCPS works in collaboration with The Children's Trust and 12 contracted agencies to acquire and review data on a regular basis.

M-DCPS' comprehensive data systems support a tracking mechanism for school and District personnel to easily identify the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; the number of students referred to school-based mental health providers for service or assistance; the number of students referred to community-based mental health service providers for service or assistance; the number of students who received school-based interventions, services, or assistance, and the number of students who received community-based interventions, services, or assistance.