

Hillsborough County Public Schools

Mental Health Plan

2019-2020



Mental Health Planning Committee

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Background

During the 2018 session of the Florida Legislature, considerable attention was given to student safety and mental health as a result of the February 14, 2018 school shooting at Marjory Stoneman Douglas High School in Parkland, Florida. Details surrounding the school shooting brought to light the significant mental health history of the perpetrator, thus creating a sense of urgency about reinforcing the structural and physical safety of school buildings while also providing needed mental health supports for students.

In May 2019, the Florida Legislature provided additional requirements (Senate Bill 7030) for school districts based on recommendations of the Marjory Stoneman Douglas High School Public Safety Act (MSDHSPSA) Commission. This legislation was signed into law by Governor Ron DeSantis in May, 2019.

Summary of Legislation

Senate Bill (SB) 7030 builds upon the school safety and mental health supports provided in 2018 by the enactment of SB 7026 and strengthens accountability and oversight of compliance with the bill's requirements. This legislation removed the requirement that 90% of allocation funds be used toward direct mental health services.

Florida school districts are required to submit School Board approved plans to receive the distribution of the funds appropriated to the district for the Mental Health Assistance Allocation. Charter schools may elect to submit a separate plan from the school district to receive their proportionate share of district funding. Charter schools that elect not to submit a separate mental health plan will adopt the Hillsborough County Public Schools' (HCPS) Mental Health Plan.

Essential Requirements

The Florida Department of Education (FLDOE) tasked districts with developing a plan for the use of the Mental Health Assistance Allocation. In early June 2019, the FLDOE, established that district implementation plans would first need local School Board approval. The plan would then be due to the FLDOE by August 1, 2019 for the district to be eligible to receive the distribution of the appropriated funds.

All plans will provide mental health assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses.

Furthermore, the legislation also authorizes the district to refer certain students for mental health services. Students who must be referred for mental health services include:

- Students who are chronically violent or disruptive,
- Students expelled due to possession of a firearm, and
- Students who have made threats against the school

School-based teams will identify and respond to mental health concerns generated at their school sites. School-based problem-solving teams will focus on a Multi-Tiered System of Support to identify and connect students and families to appropriate mental health services. Direct employment of mental health service providers will expand and enhance school-based services to students and reduce the ratio of students to staff in order to better align with nationally recommended ratio models.

The district provides direct services to students by allocating legislative funds to licensed mental health professionals to provide direct mental health services to students. Hillsborough County Public Schools has an updated policy on strategies to increase time spent for student services on mental health:

Policy revision update to 2411

To follow best practices by ensuring that school counselors are dedicating their time to providing direct and indirect counseling services to students. These services to students include: individual, small group and classroom counseling, preventive and responsive services including crisis/mental health counseling as needed, consultation and collaboration with families, teachers, administrators and community agencies, advocacy for students, referral services, and data analysis.

In addition, at principal meetings, the student services department has emphasized the importance of counselors being able to focus on duties related to their job description, which focuses on direct services to students.

Hillsborough County Public Schools will collaborate with primary care providers and with mental health providers to ensure appropriate services and positive outcomes for the students. In addition, local behavioral health care providers will be contracted or have an inter-agency agreement in order to provide services to meet the student's needs.

The legislation requires the following information to be collected from students and families at time of registration: previous school expulsions, arrests resulting in a charge and/or juvenile justice action, and any referral to mental health services. District and/or School-Based Threat Assessment Teams will request, as needed, student's criminal history records who pose a threat of violence through law enforcement students to disclose any referrals to mental health services at the time of initial registration in a public school district.

Student records will be transferred within three days via school security. Records to transfer should include: verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services. Additionally, psychoeducational/psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by school district staff included in these records.

SB 7030 requires that a mental health screening or assessment is provided within 15 days of a referral for school-based or community-based mental health services. Additionally, school-based mental health services will be initiated 15 days after screening or assessment has been completed. Community-based mental health services will begin within 30 days after the school or district has generated a mental health referral. The goal of HCPS is to provide the necessary supports and interventions in a timely manner to ensure students' needs are being met.

Strategies will be implemented to improve the early identification of social, emotional, or behavioral problems or substance abuse disorders, to improve the provision of early intervention services, and to assist students in dealing with trauma and violence. This includes providing services to at-risk students in order to reduce the likelihood of mental health illness. HCPS will continue to provide programs and strategies to prevent mental health illness by promoting Social Emotional Learning skill building at each tiered level of support.

To ensure coordination of efforts within and across school districts, principals are also expected to complete the Florida Safe Schools Assessment Tool (FSSAT) and submit this assessment to the state. Schools must also have Threat Assessment Teams in place at the start of the 2019-2020 school year, ensure that staff members are trained to respond to active shooter situations, and regularly conduct safety drills.

The School Safety Specialist and District Mental Health Team will continue to collaborate to ensure implementation on the functions of FortifyFL, an anonymous reporting system. HCPS will implement procedures and a timeline for responding to reports generated to the system. HCPS will train school site staff, students, families and the community on how to utilize FortifyFL. A communication plan for advertising the usage of FortifyFL to necessary stakeholders (mobile devices, website on all computers issued to students) will be implemented.

The proposed interventions are intended to help prevent further acts of violence, as well as to address the existing mental health needs of HCPS students to help them succeed in school and life. The district is fully committed to continuing to build upon the already positioned groundwork, the programs that are in place, and the significant investments being made with district operating dollars. The district will expand its role as an even more proactive facilitator of services and programs, support inclusionary environments that eliminate the stigma associated with mental health issues, and provide safe and supportive learning environments necessary to protect students.

Threat Assessment Teams

Threat assessment protocols are specifically addressed in the MSDHSPSA. While these activities are primarily considered to be part of the enhancements to physical security, there is a clear linkage between protocols to support mental health treatment for students in need and the safety and security of students in school buildings. To the extent that untreated mental illness may jeopardize the safety of students in the district, there is a need for threat assessment teams to consider practices and procedures that reflect a concern for student mental health, as well as student safety.

In the context of mental health, School-Based Threat Assessment Teams (SB-TAT) will look different than the District-Behavioral Threat Assessment Team (DB-TAT). At the school site, these teams will be led by the principal or designated administrator(s). The team also consists of student services personnel, law enforcement or school safety officer, and the staff familiar with the student (e.g., classroom teachers, aides, student success coaches). The roles of team members are outlined below:

Team Member	Roles
Principal or Assistant Principal	<ul style="list-style-type: none"> • Leads team • Follow-up and monitor interventions
Law Enforcement or School Safety Officer	<ul style="list-style-type: none"> • Advises team • Responds to illegal actions and emergencies
Student Services Staff	<ul style="list-style-type: none"> • Conduct student assessments/interviews • Follow-up and monitor interventions/referrals
Other Team Members (Teachers, Aides, Student Success Coaches, Other Staff)	<ul style="list-style-type: none"> • Report threats • Provide input to team • Follow action plan
All team members will collaborate in determining and implementing an appropriate follow-up plan	

School and district staff will be trained to use a standardized threat assessment protocol endorsed by the Florida Department of Education. This protocol will be adopted into HCPS threat assessment procedures. Initial and ongoing training to all site-based staff and key stakeholders will be provided.

The SB-TAT is expected to meet monthly during the school year to ensure coordination of resources, assessments, and interventions for students. Interventions will be aligned with the existing Behavior Matrix, Student Code of Conduct, as well as all relevant policies and statutes. Reporting protocols for SB-TAT actions will include notification to relevant groups (e.g., DB-TAT, parents, guardians, law enforcement, teachers) as needed.

DB-TAT will provide oversight, monitoring, and compliance functions for each SB-TAT. The DB-TAT will include a designee for the Superintendent, District School Safety Specialist, and representatives from the following district divisions: School Security, Exceptional Student Education, Administration, Teaching and Learning, Operations, Juvenile Justice Transition. The Director of Student Services, Supervisors for Psychological Services, School Social Work, School Health, School Counseling, and the newly established District Mental Health Team will also be integral members of the DB-TAT.)

The DB-TAT will hold regular meetings at least quarterly, or more often if needed. The DB-TAT will review procedures and protocols related to screening, threat assessment, referral, care coordination, information sharing, transition/return-to-school, and needs assessment. This team will also work to develop training and awareness materials that can be shared with various stakeholder groups. A threat assessment database will be utilized by the District's Mental Health Team, School Safety Specialist, and the SB-TAT to improve access to threat assessment information.

Principals must notify their school staff of their responsibility to report incidents which pose a school safety threat. The district School Safety Specialist will report off-campus incidents to the principal. These incidents must be accurately reported in the district's Student Referral/Incident Report. In addition, appropriate stakeholders must be notified and follow-up procedures completed.

When a student is being provided intervention/services due to a previous threat and the student transfers to a different school site, the administrator will communicate with the receiving school's administrator to ensure that services and interventions remain in place until the threat assessment team at the receiving school independently determines the need for continuing intervention services.

Data and Evidence Reviewed

Multiple data sources were reviewed and considered by the Mental Health Planning Committee to identify the profound mental health needs among the student population. These data sources include survey data, student discipline referrals, and change of placement data from the last three years. In addition, each school submitted mental health data two times during the 2018-2019 school year. This database was reviewed and shared with district and school leaders to problem-solve and identify areas for intervention. Upon review, the committee agreed that the data illustrates a clear need for programmatic enhancements, direct access to care, and increased awareness of mental health service availability. Data sources reviewed include:

- Mental Health Screenings, Referrals, and Services Provided
- District-Wide Threat Assessment, Suicide Assessment and Law Enforcement Baker Act
- Annual School Climate and Perception Survey for Parents

- Annual School Climate and Perception Survey for Students
- Annual School Health Report
- Annual Teaching, Empowering, Leading, and Learning (TELL) Survey for Site-Based Instructional, Professional, and Administrative Staff
- Local Youth Risk Behavior Survey (2019)
- Safe & Sound Hillsborough Survey (2015)
- School Environmental Safety Incident Report (SESIR) Data
- Student Change of Placement Data

Process for Identifying and Delivering Evidence-Based Interventions

The district relies on processes and teams already embedded in the schools to ensure that interventions are evidence-based. Specifically, Problem-Solving Leadership Teams (PSLTs) meet at all school sites, in some cases weekly and at least monthly, to analyze both school and individual data using Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS) framework to approach problem solving.

These practices and supporting teams use a consistent problem-solving model: problem identification; problem analysis and barrier identification; action plan and implementation; and progress monitoring and evaluation to address concerns. These PSLTs are led by school administrators, and include classroom teachers, student services staff, and exceptional student educators to systematically consider school, small group, and individual issues. Parent involvement is actively sought and is an essential part of all of these processes.

The MTSS approach to problem-solving is amenable to the mental health and student safety issues currently facing schools. This approach begins with universal screening utilizing Early Warning Systems and provides tiered interventions matched to available data as an evidence-based framework for problem-solving. School-based student services personnel (e.g., school counselors, school health staff, school psychologists, school social workers) meet with students and parents or guardians to develop and implement behavior support plans while providing necessary assistance in learning appropriate behavior and developing self-management skills. Currently, referrals to both internal and external service providers for academic and other wraparound services are available to students through recommendations by student services personnel.

These recommendations result in specific efforts to differentiate and personalize supports and to establish systems that will enhance the identification and delivery of student interventions along the spectrum of available services. At this time, an initial request for services occurs when a student is referred to student services for assistance. The district is in the process of developing a tool that will automate and streamline elements of this process. The tool will be accessible to educational professionals to allow for synthesis of information about existing interventions, including student intervention history, regardless of student mobility between sites. This tool will allow for monitoring and more intentional focus on usage, frequency, and outcomes.

Existing Referral Procedures for School-Based and Community-Based Services

Upon receiving referrals, student services personnel assess the student's case, and coordinate service delivery. All referrals comply with the Family Educational Rights and Privacy Act (FERPA) protections of student privacy as well as the Health Insurance Portability and Accountability Act (HIPAA)

requirements for medical information.

Current processes allow for referral or service delivery through the following mechanisms:

- On site by student services personnel,
- On site by community agencies through partnerships outlined in Memoranda of Agreement (MOA),
- Via community referrals created by district personnel to receive services in the community, and/or
- Via agency access letters allowing for private providers to initiate and deliver student care on school campuses.

Capacity and Credentials of Current Mental Health Providers

Current HCPS mental health providers are typically referred to as Student Services personnel. These personnel include school psychologists, school counselors, school health staff, and school social workers.

Psychological Services

Hillsborough County Public Schools' psychologists have advanced degrees, and many have specialized training and experience in a variety of areas. School psychologists may also possess credentials such as certification by the National School Psychology Certification Board or by the Behavior Analyst Certification Board.

The Department of Psychological Services is comprised of 180 school psychologists and clinical psychologists, employed by the district, who help students succeed academically, socially, and emotionally. School psychologists collaborate with parents, educators, and other professionals to create safe, healthy, and supportive learning environments.

Services provided by school psychologists include but are not limited to: individualized psychoeducational evaluations and behavioral assessments, support for developing interventions to assist students in both general education and special education settings, short-term counseling, crisis counseling, and consultation with parents and educators. Many school psychologists have specialized assignments (e.g., bilingual team, crisis intervention team, charter schools, and hospital/homebound).

School Counseling Services

School counselors are certified/licensed educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career and social/emotional development needs by implementing a comprehensive school counseling program that promotes and enhances student success. Through leadership, advocacy and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support students and also work together with parents, teachers, administrators, and outside agencies in order to provide the best educational environment and opportunities for all children.

Hillsborough County Public Schools employs 181 elementary school counselors, 111 middle school counselors, and 141 high school counselors. In addition to these personnel, there are 27 college and career counselors (CCCs) serving district high schools. Beyond traditional sites, there are school counselors serving the district virtual franchise, hospitalized or homebound students, incarcerated

students, students in alternative education programs, students with disabilities in exceptional student education centers, students in foster care, homeless students, teen parents, adult students, and technical college students. These include some counselors who have already obtained or are in the process of obtaining Licensed Mental Health Counselor (LMHC) certification:

Sites	School Counselors	LMHC School Counselors
Elementary School	181	9
Middle School	111	6
High School	141	1
College and Career	27	
Career Centers	4	
Hillsborough Virtual	3	
Hospital Homebound	2	
Department of Juvenile Justice	2	
Alternative Education Programs	2	
Exceptional Student Education Centers	1	
Foster Care	3	2
Homeless	2	
Teen Parent	1	
Adult Education	2	
Technical Colleges	2	
TOTAL	483	18

See below for updated student to student services personnel ratios for Hillsborough County Public Schools:

School Psychologists: 1:1,088

School Counselors: 1:426

School Social Worker: 1:890

School Health Services

School Health Services staff are an integral part of the school, ensuring the mental, physical and emotional health and safety of students and staff. HCPS employs school health employees with varying credentials. These include Health Assistants (HAs), Licensed Practical Nurses (LPNs), Registered Nurses (RNs), Advanced Practice Registered Nurses (APRNs), and a Physician. These employees support the student clinics in each school and provide a range of health services to students. Currently, the district employs:

School Health Staff	Number
Health Assistants	48
Licensed Practical Nurses	202
Registered Nurses	89
Advanced Registered Nurse Practitioners	7
Physician	1
TOTAL	347

School Social Work Services

School social work is a specialized area of practice within the field of the social work. School social workers bring unique knowledge and skills to the school setting. School social workers in the district have a Masters of Social Work (MSW) from a graduate institution accredited by the Council on Social Work Education. School Social Workers are certified by the FLDOE. At this time, the Department of School Social Work Services includes 220 School Social Workers. Approximately 90 School Social Workers in the department are also Licensed Clinical Social Workers (LCSW).

School social workers serve early childhood through adult education in all of the district's elementary, middle, and high schools. Many school social workers have specialized assignments (e.g., attendance remediation and drop-out prevention, bilingual team, homeless services, foster care services, crisis intervention team, mental health counseling for identified students).

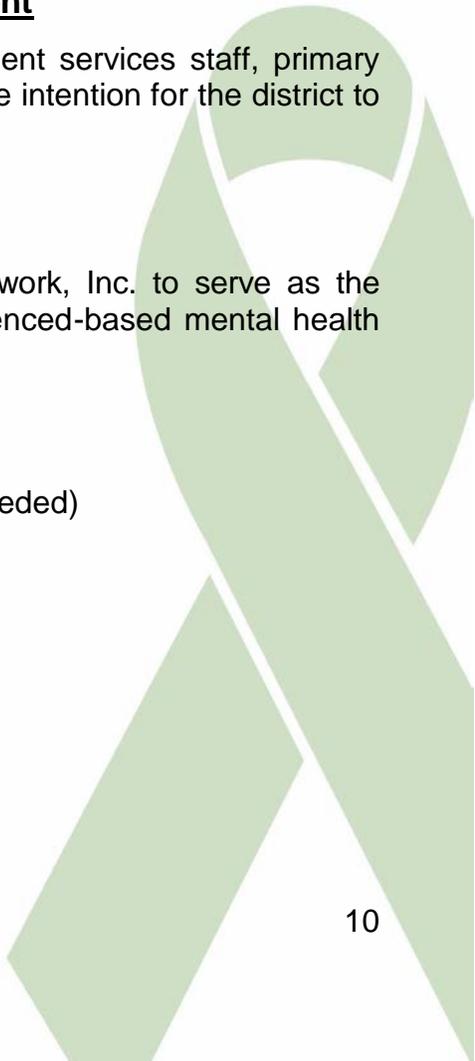
Plan for Delivery of Evidence-Based Mental Health Care Treatment

The direct mental health services for students will be delivered via student services staff, primary providers, contracted partners, and other community agencies. It is not the intention for the district to employ an extensive network of internal mental health practitioners.

Central Florida Behavior Health Network Partnership

The School Board has approved Central Florida Behavioral Health Network, Inc. to serve as the managing entity of contracted community providers, who will deliver evidenced-based mental health services to students including:

- Mental Health Assessments
- Mental Health and Co-Occurring Diagnoses
- Mental Health Interventions (including transport to crisis care as needed)
- Mental Health Treatments
- Mental Health Transition/Recovery Supports



Community Partnerships Tier 2/3 Level of Support

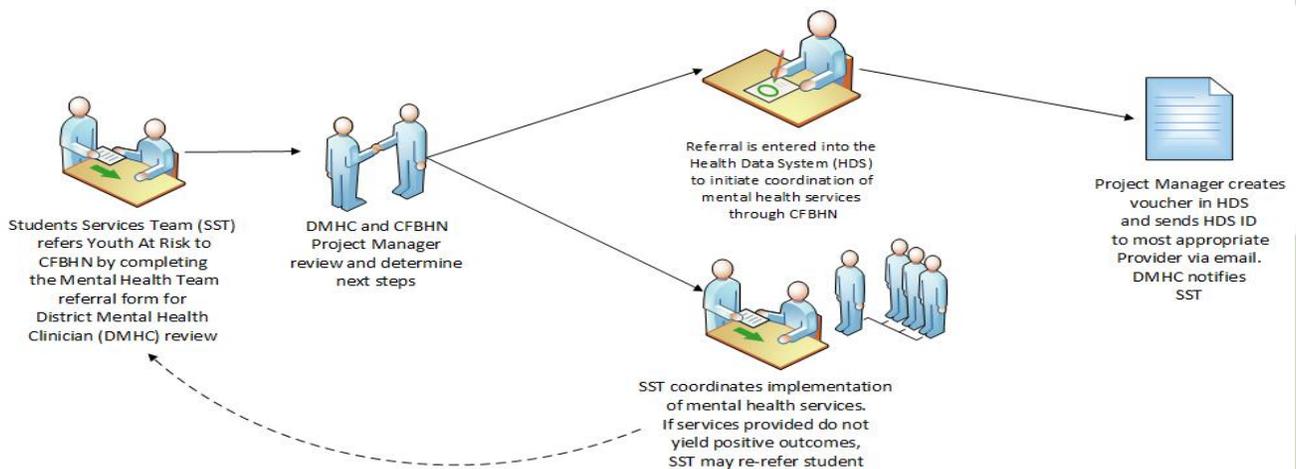


The following graphic illustrates the process by which school-based student services personnel will refer students to the Central Florida Behavioral Health Network:

HCPS Mental Health Team/ Central Florida Behavioral Health Network Referral Process

Mental Health Matters: Enhancing Coordination of Mental Health Care for Youth at Risk

Referrals are entered into Central Florida Health Data System (HDS) which will report outcomes for services, types of services, area of services, dollar amounts committed vs. spent



Next Steps:

- CFBHN provider will request Authorization and Incidentals for amount of services.
- DMHCs and Project Manager staff the case and insure that the services being requested are appropriate and are approved.
 - Provider conducts services and invoices CFBHN for reimbursement
- Provider has voucher system access and can track progress and update voucher utilization

Planned Expenditures

As established in the FLDOE memorandum regarding the Mental Health Assistance Allocation, HCPS offers assurance that these funds will not supplant other funding sources, be used to increase salaries, or be used to provide bonuses.

Eligible charter schools will receive a proportionate share of the district's allocation according to FLDOE criteria. (Please note that all expenditures are estimates and subject to change.)

<u>Estimated Total HCPS Allocation</u>		\$5,330,465.00
Estimated charter school share of allocation (determined in accordance with the FLDOE memorandum explaining the FTE-based calculation and share computation for 31,000 projected charter school students)		\$761,050.00
<u>District Allocation After Charter Allocation</u>		\$4,569,415.00
<u>Contracts:</u> Identify at least one community agencies/providers through an ITN process for direct provision of mental health services to students	≥1	805,000.00
<u>Supervisor, Clinical Care:</u> A mental health professional who will oversee the contracting and coordination of care between students and providers (including the student's primary care provider and any other providers working with the student). In addition, this person will: <ul style="list-style-type: none"> • provide oversight and follow-up with community agencies • collaborate with the School-Based Threat Assessment Teams (SB-TAT) and the District Behavioral Threat Assessment Team (D-BTAT) in performing necessary duties related to MSDHSPSA • work closely with the Emotional Wellness Supervisor and clinicians to perform data entry, compliance monitoring, and program evaluation duties • (Appointed after initial allocation, to be continued.) 	1	\$103,190.19
<u>Supervisor, Emotional Wellness:</u> The supervisor will support district mental health initiatives by ensuring the implementation of a multi-tiered approach to supporting students with mental health needs. This position will ensure duties related to the (MSDHSPSA) such as promoting mental health awareness, prevention and intervention are delivered to stakeholders and monitored with fidelity. This person will: <ul style="list-style-type: none"> • create, plan, and deliver all mental health professional development content • serves as a liaison between the district, school site, and the community • collaborate with the District-Behavioral Threat Assessment Team, (D-BTAT) • work closely with the Clinical Care Supervisor to perform duties related to data entry, compliance monitoring, and program evaluation • (Appointed after initial allocation, to be continued.) 	1	\$103,190.19

Description		
<p><u>District Clinicians:</u> Ten dedicated clinicians functioning as part of an interdisciplinary team that will serve students in need across the district's more than 220 sites. Ten mental health clinicians will:</p> <ul style="list-style-type: none"> • assist school-based personnel with initial referrals for internal assessment and service delivery to students • serve as members of the District-Behavioral Threat Assessment Team • monitor and report data related to their respective cases to ensure compliance with the language of MSDHSPSA and its annual reporting requirements • actively plan, create and implement appropriate professional development for all stakeholders • (Appointed after initial allocation, to be continued.) 	10	\$850,000.00
<p><u>Coordinator of Emotional Wellness:</u> Two coordinators will be responsible for:</p> <ul style="list-style-type: none"> • developing and providing mental health outreach plans • coordination and delivery of professional development opportunities as it pertains to mental health services and social emotional learning • Ensure problem-solving procedures are being implemented with fidelity at sites 	2	\$150,000.00
<p><u>Student Services Personnel on Special Assignment:</u> Funds from this allocation will be utilized to hire 12 student services personnel who will provide direct service by delivering evidenced-based counseling to identified students at secondary sites.</p>	12	\$886,802.89
<p><u>Contingency:</u> Funds from this allocation will be set aside for use in the event of an emergency or if any of the originally negotiated contracts result in default or need to be increased due to demand for services. The contingency will only be expended to provide direct services to students.</p>		\$50,000.00
<p><u>Evidence-Based Programs and Services:</u></p> <p>Student services leadership will explore and purchase evidence-based screening tools and evidenced based programs to be used when providing direct services to students. These supplemental resources will be utilized by student services staff and teachers to meet the identified needs of students. Based on students' needs a plan of care will be developed and implemented through the MTSS process. Evidenced based interventions will be identified from current research and implemented with fidelity. Student progress will be monitored and interventions adjusted as needed.</p>		\$750,000.00
<p><u>Accountant 1:</u> This position is needed to assist with the various communication, planning, accounting, documentation, and monitoring functions included in MSDHSPSA.</p>	1	\$59,474.73
<p><u>Secretary 3:</u> This position is needed to assist with the secretarial duties, including organizational planning and transactions, as related to MSDHSPSA.</p>	1	\$40,000.00
<p><u>Professional Development Activities:</u> These funds are to be used for expenses related to the development of trainings/curriculum, stipends for writers, trainers and</p>		\$600,000.00

Description	Quantity	Estimated Cost
participants, printing, and distribution of professional development materials. Additionally, these funds will be used to contract with experts for the development and delivery of content specifically related to mental health assessment, diagnosis, interventions, treatment, and recovery.		
Equipment and Supplies: These funds have been designated to support the purchase of additional technology, software, and materials needed to support the data capture, reporting, and communication required by the MSDHSPSA.		\$101,757.00
Printing/Outreach: These funds will be utilized for any printing costs or outreach materials for implementation of mental health initiatives.		\$20,000.00
Travel: These funds will be used to cover in district and out of district travel.		\$50,000.00

Description of Mental Health Services

The Supervisor, Clinical Care was hired to work directly with district personnel and contracted community mental health providers. This person serves on the Local Planning Team (LPT) and participates in ongoing needs assessment and collaboration between and among mental health providers. Additionally, this person manages the ITN and subsequent contracts with selected mental health providers including case management, documentation compliance, provider monitoring and data receipt, payment for services rendered, contract budget management, and coordination of care between students and providers (including the student’s primary care provider and any other providers working with the student). This person collaborates with the School-Based Threat Assessment Teams (SB-TAT) and the District Behavioral Threat Assessment Team (D-BTAT) in performing necessary duties related to MSDHSPSA.

The Supervisor, Emotional Wellness supports mental health by providing professional development resources that promote student behavior management as well as appropriate mental health awareness, prevention and intervention programs and initiatives. This position supports schools with Tier 2 and Tier 3 interventions to include providing social emotional learning skill building to targeted students. Given the size of the district, the compliance mandates included within the legislation, and the need for ongoing professional development and reporting, this position is necessary to support the fidelity of implementation and scope of the work required. This person is responsible for the creation and dissemination of mental health professional development content, in collaboration with other divisions, and performs necessary duties related to MSDHSPSA. Data entry, compliance monitoring, and program evaluation are also included in job responsibilities.

The Supervisor, Clinical Care and the Supervisor, Emotional Wellness will provide oversight of both individual student case management and referrals as well as coordination of effort with internal and external service providers. Additionally, these individuals collaborate with divisional staff and experts on the creation of professional development resources, such as evidenced-based social and emotional learning (SEL) curriculum, and universal screening protocols. Duties will also include the monitoring and data reporting mechanisms required for students referred for care.

The Coordinators of Emotional Wellness will be responsible for developing and providing mental health outreach and coordination/delivery of professional development opportunities as it pertains to mental health services. They will also ensure problem-solving procedures are being implemented with fidelity at school sites. They will design and implement professional development to support the social and

emotional learning curriculum and instruction and using best practices, including research on learning theory and content standards. Coordinators will ensure implementation of mental health plan initiatives with fidelity.

Ten district clinicians will form the basis of an interdisciplinary team that will work with existing student services personnel on specific case-management and student referral needs. These individuals will be the primary point of contact for the provider contracts and will serve as a liaison between the district and mental health providers with whom the district contracts, in compliance with FERPA and HIPPA. These individuals will have specific responsibility for monitoring implementation of evidence-based practices including, but not limited to:

- Consult with parents, guardians, and school staff about student needs
- Collaborate with site-based student services staff to support use of formal/informal universal screening methods
- Consult with stakeholders regarding screenings, threat assessments, referrals, and care delivery
- Assist with suicide and threat assessments as necessary
- Serve as consultants to school-based personnel regarding potential implementation of the Baker Act
- Refer and coordinate services with primary care and contracted providers
- Serve as a liaison among partners, agencies, and staff
- Collaborate with School Security to refine procedures and safety/security awareness protocols
- Participate in Problem Solving Leadership Teams (PSLTs) at alternative educational programs, as needed
- Train stakeholders in the areas of mental health, crisis response, and evidence-based counseling programs
- Support site-based student services staff with planning and facilitating group counseling interventions for targeted students
- Support the process used by site-based staff for students' return-to-school transition after inpatient treatment
- Consult with stakeholders regarding available resources
- Monitor compliance of schools' mental health data

The addition of 12 student services personnel on special assignment who are certificated or licensed will be utilized to deliver Tier 2 and Tier 3 evidenced-based interventions to identified students. This additional staff will assist the district with meeting the nationally recommended ratio model of school-based mental health service providers to students. Interventions may include providing individual or group counseling to students at secondary sites. Lessons will include teaching skill-building content through research based SEL curriculum. Progress monitoring will also be documented and reported to the district's mental health team and appropriate stakeholders school sites. The team will also assist schools in providing direct services in a timely manner.

Partner Collaboration

Partnerships with community agencies and providers will be the foundation of this model. HCPS expects that the SB-TAT will have clear assessment, diagnostic, intervention, treatment, and recovery protocols in place with these providers. These partnerships will include, but not be limited to:

- Agency for Community Treatment Services, Inc. (ACTS)

- Agency for Health Care Administration
- Agency for Persons with Disabilities
- AMI Kids-YES
- Bay Area Behavioral Services
- BayCare Behavioral Health
- Child and Family Counseling Program
- Chrysalis
- Drug Abuse Comprehensive Coordinating Office (DACCO)
- Department of Children and Families
- Department of Health
- Department of Juvenile Justice
- Eckerd Youth Alternatives
- Federal, state, and local courts
- Federal, state, and local law enforcement agencies
- Florida Hospital
- Gracepoint
- Guardian Ad Litem
- Northside Mental Health
- PACE Center for Girls
- Private providers
- Success 4 Kids and Families
- Tampa Bay Crisis Center
- Tampa General Hospital
- University of South Florida Health Psychiatry

Evidence-Based Programs and Services

The mental health services and initiatives supported by this allocation will reinforce and extend existing programs and interventions to help more students. The district does have several evidence-based behavior management and intervention programs in place. These begin at Tier 1 of the MTSS model and include interventions at Tier 2 for selected students. Funding from the MSDHSPSA allocation will allow the district to enhance existing strategies and create systematic protocols for Tier 3 interventions as well. The current array of program offerings includes:

- ACT Now Mental Health
- Champs
- Check and Connect
- Check In/Check Out
- Kids on the Block
- LifeSkills Training (currently grant funded)
- Narcotics Overdose Prevention Education (NOPE)
- Restorative Practices
- School-Wide Positive Behavioral Interventions and Supports (PBIS)
- Second Step (Currently only in grant funded schools)
- Sandy Hook Promise - Start with Hello
- Trauma Sensitivity Training
- Youth Mental Health First Aid (YMHFA) Training (currently grant funded)

Professional Development Needs

Existing student and programmatic data suggests that professional development is needed for

teachers, staff, administrators, student services personnel and district personnel to support mental health awareness, treatment, and prevention initiatives for students and their families. When appropriate, students and parents will also be invited to participate. There is a need for training in the following areas:

- Counseling Skill Building
- Mental Health Awareness for Staff, Students, Families, and the Community
- Mental Health Needs Among Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning (LGBTQ+) Students
- Mental Health “Train the Trainer” In-service
- MTSS-B Processes and Best Practice
- Social Emotional Learning (SEL) Curriculum
- SEL Community Building Sessions
- SEL Strategies (such as mindfulness)
- Sex Trafficking/Refugee Youth
- Early Warning Systems
- Data-Based Decision Making
- Suicide Assessment Protocol
- Threat Assessment Protocol
- Trauma Sensitive Practices
- Youth Mental Health First Aid (YMHFA)

Program Implementation and Outcomes

Hillsborough County Public Schools will demonstrate its commitment to meeting the requirements of the Mental Health Assistance Allocation through the provision of the following metrics by September 30, 2020 as outlined on the Outcomes and Expenditures Report Checklist:

- Students who receive screenings or assessments
- Students who are referred to either school-based or community-based providers for services or assistance
- Students who receive either school-based or community based interventions, services, or assistance
- School-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation
- Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers

The 2019-2020 Annual Mental Health Allocation Plan is hereby approved by the School Board of Hillsborough County.