

MENTAL HEALTH PLAN

Hillsborough County Public Schools

2020-2021

Providing the necessary supports and interventions in a timely manner to ensure the academic, social, emotional, and physical needs of students are met as we prepare them for life.



mental health
matters



Hillsborough County Public Schools
Addison Davis, Superintendent of Schools

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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 (MSDHSPA) Commission. Governor Ron DeSantis signed this legislation into law in May, 2019.

Hillsborough County Public Schools (HCPS) will continue to meet the requirements of the Marjory Stoneman Douglas School Safety Act (SB7026) and the Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission (SB7030).

Summary of Legislation

SB7030 builds upon the school safety and mental health supports provided in 2018 by the enactment of SB7026 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.

House Bill (HB0945), Children's Mental Health, was signed into law by Governor Ron DeSantis in 2020. This legislation mandates parents be informed about behavioral health services available through their respective school district. HCPS has contracted with Central Florida Behavioral Health Network as a managing entity. HCPS initial providers included Chrysalis, Success 4 Kids and Families, Gracepoint, Northside Behavioral Health, and Drug Abuse Comprehensive Office (DACCO). New community partnerships that have been added to support student needs are, Crisis Center of Tampa Bay (Corbett Trauma Center) and Healing Education Alternatives for Deserving Students (HEADS).

Additionally, HB0945 states that families will be provided information regarding utilizing a Mobile Response Team (MRT). The MRT is a community resource with personnel trained to work with young people experiencing a mental health crisis and their families and are available 24 hours a day, 7 days a week in their home, school or any other safe community location. Team members are trained to provide clinically necessary crisis de-escalation, supportive counseling and solution-focused interventions.

The legislation also requires when a student is involved in a crisis at school, a MRT will be utilized whenever possible in lieu of the current model utilizing law enforcement. The legislation mandates that principals have verified use of de-escalation strategies to avoid an involuntary examination unless the principal reasonably believes that any delay in the student's removal would increase the likelihood of harm to the student or others. De-escalation strategies may include site-based counseling, mentoring,

or other coping strategies. These strategies will be documented on the district's suicide and/or threat assessment protocols.

Further legislation requires school districts to utilize evidence-based protocols developed to improve successful utilization of the MRT. This protocol will be developed and used state-wide and is the responsibility of the Louis de la Parte Mental Health Institute within the University of South Florida to work in consultation with school districts, law enforcement, community agencies and other stakeholders.

Governor DeSantis also signed into law SB7012 Substance Abuse and Mental Health in 2020. This bill requires new training for instructional personnel on substance abuse and mental health services. This training will be developed by the Student Services team and implemented by training targeted personnel. HCPS Student Services staff will collaborate with Statewide Office for Suicide Prevention on best practice for providing mental health staff within the district two hours of continuing education courses/training on suicide prevention. HCPS will select a suicide risk assessment screening tools for Student Services staff at public and charter schools to utilize. HCPS will train necessary stakeholders on how to implement the risk assessment-screening tool within our existing Suicide Prevention Protocol. HCPS will provide mandatory training to targeted school employees at the beginning of every year to address suicide preventions efforts practices.

Essential Requirements

The Florida Department of Education (FLDOE) tasked districts with developing a plan for the use of the Mental Health Assistance Allocation. 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, 2020 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 (MTSS) to identify and connect students and families to appropriate mental health services. Funds will be used to assign additional student services personnel to 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 and community mental health providers to deliver direct mental health services to students. HCPS Policy 2411 provides strategies to increase time spent for student services on mental health:

HCPS Policy 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.

HCPS 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. Students and families must also disclose any referrals to mental health services at the time of initial registration in a public school district. Student Services team members will provide the necessary follow-up with students and families to ensure continued mental health support and school-based interventions as needed.

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. Law enforcement will assist to expedite the transfer of records as needed.

Currently, schools have been informed and trained to ensure students in need of a mental health screening are assessment within 15 days of a referral for school-based or community-based mental health services. Additionally, school-based mental health services will be initiated within 15 days of identification and assessment. 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 create a policy outlining the recommended timelines.

Strategies will be implemented to improve the early identification of risk factors and reduce the likelihood of at-risk students developing social, emotional, or behavioral problems or substance abuse disorders, anxiety, depression, or suicidal tendencies. The strategies will improve the provision of early intervention services and 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 (SEL) 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 2020-2021 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 has implemented procedures and a timeline for responding to reports generated to the system. HCPS has trained school site staff, students, families and the community on how to utilize FortifyFL. A communication plan has been advertised on the usage of FortifyFL to necessary stakeholders and it has been loaded on all computers in HCPS.

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.

At the school sites, the School-Based Threat Assessment Team (SB-TAT) is led by the principal or designated administrator(s) and 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). School and district staff have been trained to use a standardized threat assessment protocol endorsed by the FLDOE and adopted into HCPS threat assessment procedures. Additionally, the District has collaborated with Public Consulting Group, Inc. to incorporate the written protocol into a robust online threat assessment documentation, intervention, and tracking software tool. Initial and ongoing training to all site-based staff and key stakeholders is provided. This tool is also being explored for the Suicide Prevention Protocol (see below).

The SB-TAT is expected to meet regularly during the school year to ensure coordination of resources, assessments, and interventions for students. Minutes from these meetings are required and should include written updates and current interventions on students who have posed a threat. Reporting protocols for SB-TAT actions will include notification to relevant groups (e.g., parents, guardians, law enforcement, and teachers) as needed. In addition, Florida Schools Safety Portal (FSSP) will be utilized as needed to improve access to timely, complete and accurate information by authorizing school threat assessment teams to swiftly identify, assess and provide intervention services for individuals whose behavior may pose a threat to themselves or others.

The District-Based Threat Assessment Team (DB-TAT) will hold monthly meetings and review procedures and protocols related to threat assessment, referral, care coordination, information sharing, transition/return-to-school, and needs assessment. This team will also problem-solve with schools on specific student interventions and safety protocols. The online threat assessment database will be utilized to improve access to threat assessment information. The DB-TAT will include a designee for the Superintendent, District School Safety Specialist, and representatives from other district divisions.

Principals must notify their school staff of their responsibility to report incidents that 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. Further, through the online reporting program, the receiving school's Administrator and SB-TAT will receive automated notification when the student has enrolled in their school that there is an existing threat assessment completed on that student.

Suicide Prevention

The District also has implemented, since 2007, a comprehensive Suicide Prevention Protocol. It was revised in 2017 to include current research methods and updated demographic information, to integrate Youth Mental Health First Aid (YMHFA) training, and to address 2016 Florida Statute 1012.583 and State Board of Education initiatives to address youth suicide awareness and prevention for instructional personnel. Furthermore, the revised protocol supports the HCPS Strategic Plan Goals of Student Learning and Culture and Relationships.

The HCPS Suicide Prevention Protocol focuses on the following:

- Prevention: How school staff can promote resiliency and reduce the potential for youth suicide.
- Intervention: How school staff should intervene with students at risk for suicidal behavior.
- Follow-Up Intervention or Postvention: How school staff should respond to students who expressed suicidal ideation (whether or not they were evaluated at the crisis center) or during the aftermath of a completed suicide.

Everyone within a school plays a role in suicide prevention, intervention, and follow-up intervention or postvention. Student Services professionals including School Counselors, School Psychologists, and School Social Workers have specific training and knowledge about how to help a student who is at risk for suicide. Additional team members include Administrators, School Resources Deputies/Officers (SRDs/SROs), School Nurses, faculty/staff and staff with Youth Mental Health Certification. The district will continue to follow state recommendations around suicide prevention, screening, and interventions.

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 2019-2020 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 illustrate 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 and Sound Hillsborough Survey
- School Environmental Safety Incident Report (SESIR) Data
- Student Change of Placement Data
- School-based Early Warning System (EWS) 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 Team (PSLT) meets 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 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. The PSLT is led by school administrators, and includes 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) meets 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.

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),
- Community referrals created by district personnel to receive services in the community, and/or
- 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

HCPS school psychologists have advanced degrees, and are licensed and/or DOE certified, 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 credentialed school psychologists and 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 DOE 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 work together with parents, teachers, administrators, and outside agencies in order to provide the best educational environment and opportunities for all children.

HCPS 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 or Licensed Clinical Social Worker (LCSW) certification.

Sites	School Counselors	LMHC School Counselors
Elementary School	181	9
Middle School	111	6
High School	140	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	482	18

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 235 School Social Workers. Approximately 90 School Social Workers in the department are also 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 dropout prevention, bilingual team, homeless services, foster care services, crisis intervention team, mental health counseling for identified students).

Mental Health Professionals Ratios for Hillsborough County Public Schools:

School Psychologists: 1:1,088

School Counselors: 1:403

School Social Worker: 1:826

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	170
Registered Nurses	96
Advanced Registered Nurse Practitioners	9
Physician	1
TOTAL	324

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.

Central Florida Behavior Health Network (CFBHN) Partnership

The School Board has approved CFBHN 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
- Telehealth Services

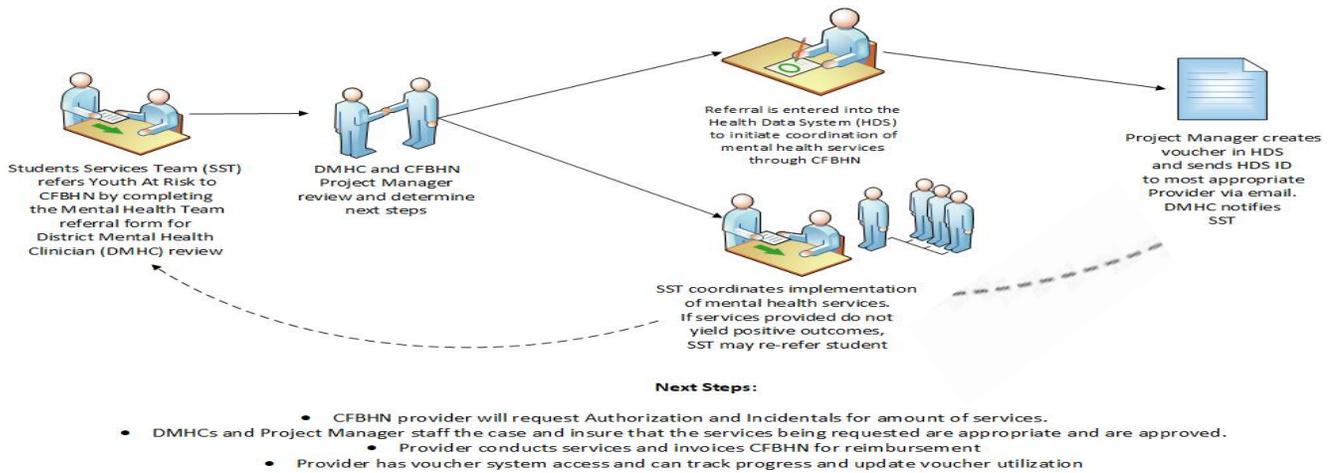


The following graphic illustrates the process by which school-based student services personnel will refer students to the CFBHN Network:

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



Quality Assessment and Assurance

Through our partnership with CFBHN and our contracts with community providers, we are ensuring that these interventions are successful by:

- District Mental Health Clinicians meet individually every week with CFBHN program manager to review students they have referred and services that have been rendered.
- Mental Health clinicians and supervisors meet bi-weekly with CFBHN program manager to review spreadsheet of students that have been referred through the voucher system. The voucher system provides a checks and balances to make sure appropriate services are being rendered, school communication and documentation of progress are being provided, and payment is allocated as needed for mental health services.
- CFBHN has a robust monitoring report is completed by each partner to ensure compliance with services that are being rendered.
- HCPS and CFBHN facilitate a steering meeting once a month with all providers and CFBHN to discuss the referral process and services delivered. Mental Health team also sits on community based meeting such as Local Planning Team, Safe and Sound Hillsborough, and Acute Care, District Intervention Review Committee (DIRC), and other agencies.

Two advisory committees will facilitate partnerships, planning, and feedback between HCPS, members of the community, and student representatives around the mental health needs of the students in our district. These Committees will serve as follows:

Community Advisory Council:

This committee will be comprised of community members and HCPS staff members who will include but are not limited to individuals serving in corporate and/or government leadership positions in the community at large, mental health professionals, parents of students in HCPS, school district staff.

The Community Advisory Council will meet quarterly to provide input in the following areas:

- policies and procedures guiding the implementation of the Mental Health Plan
- needs observed within the schools that may affect the scope or type of services provided
- information regarding and facilitation of community partnerships or funding opportunities that may enhance the resources in the district
- awareness of community-based programs or events that may complement the mission of the district mental health plan
- professional development opportunities that may be available to community members and parents
- ideas regarding potential or existing initiatives that can promote both emotional wellness and mental health treatment services to benefit HCPS students
- ways to promote awareness of and access to mental health services available under the Mental Health Plan

Student Advisory Council:

This committee will be comprised of students from all levels and types of schools including: district staff will serve as adult advisors to support the committee meetings and communications with school district leadership.

The Student Advisory Council will provide input in the following areas:

- relevance and content of the existing wellness and intervention services provided through the Mental Health Plan
- needs experienced by students that may affect the scope or type of services provided within the Plan
- perspectives on how to package emotional wellness content effectively for students
- ideas on how to promote and deliver the information and services provided under the Plan in a student-friendly manner through social media and other communication platforms

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.)

Description	Quantity	Estimated Cost
<u>Estimated Total HCPS Allocation</u>		\$7,348,987.00
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)		\$1,158,928.00
District Allocation After Charter Allocation		\$6,190,059.00
<u>Contracts:</u> Continue to work with community agencies/providers and add additional providers as needed for the direct provision of mental health services to students.	≥1	\$734,000.00
<p><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 provider and any other providers working with the student). In addition, this person will:</p> <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 (DB-TAT) 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	\$103,191.00
<p><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:</p> <ul style="list-style-type: none"> • create, plan, and deliver all mental health professional development content • serve as a liaison between the district, school site, and the community • collaborate with the District-Behavioral Threat Assessment Team, (DB-TAT) • 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	\$103,191.00
<p><u>The Quality Assurance Department Manager:</u> One Quality Assurance Department Manager is responsible for monitoring and assessing the effectiveness and cohesion of the department's strategies, policies and programs through the design and monitoring of performance measures and strategic data collection and reporting. The Quality Assurance Department Manager, Student Services' communication strategy and coordination and leads strategic projects and initiatives as needed.</p>	1	\$103,191.00

Description	Quantity	Estimated Cost
<p>The Analyst 2, Quality Assurance: One Analyst 2, of Quality Assurance will ensure the department is partnering collaboratively with schools to provide the environment, supports and services that enable each student to excel. Specifically, the Quality Assurance Analyst 2 is responsible for monitoring the department's performance measures, developing and maintaining strategic data collection and analysis processes and helping to manage fulfillment of local, state and federal reporting/grant requirements. The Quality Assurance Analyst 2 supports other strategic projects and initiatives as needed.</p>	1	\$62,306.00
<p>District Clinicians: Ten dedicated and licensed 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	\$800,000.00
<p>Coordinator of Emotional Wellness: 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 • ensuring problem-solving procedures are being implemented with fidelity at sites 	2	\$150,000.00
<p>Student Services Personnel: Funds from this allocation will be utilized to hire DOE Certified/Licensed student services personnel as needed who will assist with lowering the student to mental health professional ratio by providing direct services to students.</p>	12+	\$1,550,000.00
<p>Evidence-Based Programs and Telehealth Services: Student services leadership will explore and purchase evidence-based screening tools, online reporting systems, telehealth programs, and evidenced based materials for providing direct services to students. These supplemental resources are for student services staff and teachers to meet the identified needs of students. Identified evidenced based interventions come from current research to be implemented with fidelity. Student progress is monitored and interventions adjusted as needed.</p>		\$1,500,000.00
<p>Accountant 1: This position assists with the various communication, planning, accounting, documentation, and monitoring functions included in MSDHSPSA.</p>	1	\$60,000.00

Description	Quantity	Estimated Cost
Professional Development Activities: These funds are for expenses related to the development of trainings/curriculum, stipends for writers, trainers and 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.		\$355,000.00
Equipment and Supplies: These funds are for the mental health staff and professionals to support the purchase of additional technology, telehealth equipment, software, and other materials needed to support the data capture, reporting, and communication required by the MSDHSPSA.		\$589,180.00
Printing/Outreach: These funds are for any printing costs or outreach materials for implementation of mental health initiatives.		\$30,000.00
Travel: These funds will cover in district and out of district travel.		\$50,000.00

Description of Mental Health Services

The Supervisor, Clinical Care hired to work directly with district personnel and contracted community mental health providers. This person serves on the chairperson of the Local Planning Team (LPT) and participates in ongoing needs assessment and collaboration between and among mental health providers. Additionally, this person manages the Intent to Negotiate (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. This person oversees the district mental health clinicians, who provider direct support to schools and families. This person trains and collaborates with the SB-TAT and the DB-TAT in performing necessary duties and coordinates the collection of mental health data as related to MSDHSPSA.

The Supervisor, Emotional Wellness supports mental health by providing professional development resources that promote student behavior management and mental health awareness, prevention and intervention programs and initiatives. This position supports schools with Tier 2 and Tier 3 interventions to include providing skill building related to social emotional learning 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 the 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) curricula and universal screening protocols. Duties will also include the monitoring and data reporting mechanisms required for students referred for care.

The Quality Assurance Department Manager, Student Services reports directly to, and partners with, the General Director, Student Services to ensure the department is partnering with schools to provide the environment, supports and mental health services that enable each student to excel. Specifically, the Quality Assurance Department Manager is responsible for monitoring and assessing the effectiveness and cohesion of the department's strategies, policies and programs through the design and monitoring of performance measures and strategic data collection and reporting. The Quality Assurance Department Manager supports Student Services' communication strategy and coordination and leads strategic projects and initiatives as needed.

The Analyst 2, Quality Assurance, Student Services reports directly to the Quality Assurance Department Manager, Student Services and helps to ensure the department is partnering with schools to provide the environment, supports and services that enable each student to excel. Specifically, the Quality Assurance Analyst 2 is responsible for monitoring the department's performance measures, developing and maintaining strategic data collection and analysis processes and helping to manage fulfillment of local, state and federal reporting/grant requirements. The Quality Assurance Analyst 2 supports other strategic projects and initiatives as needed.

The Coordinators, Emotional Wellness ensure implementation of mental health plan initiatives. They monitor compliance of policies, procedures, and practices that align with the district's mental health plan. They ensure that problem-solving procedures are implemented with fidelity at school sites by doing the following:

- Ensure that evidence-based services and interventions are in place for student mental health needs.
- Address threat and suicide assessments protocols with staff to ensure ongoing safety of students.
- Monitor compliance of schools' mental health data and offering support as needed.
- Consult and collaborate with Student Services staff to implement interventions and strategies to assist with student needs and resources.
- Serve as the point of contact and assists with ongoing utilization of programs provided by our partnerships such as Sandy Hook Promise, Second Step, and YMHFA.
- Partner with community stakeholders to collaborate, consult, and discuss violence prevention and mental health needs within the community.
- Meet with community mental health partners monthly to discuss services to students and problem-solve around service delivery methods and quality of services rendered.

The Coordinators are also responsible for developing and providing mental health outreach and creation/delivery of professional development opportunities as it pertains to mental health services. They design and implement professional development programs to support social and emotional learning curriculum and instruction using best practices, including research on learning theory and content standards by doing the following:

- Consult and collaborate with district departments and site-based administrators to obtain training needs of staff.
- Establish partnerships with stakeholders to assist with training materials, equipment, tools, and deliverables.
- Consult and meet with companies both locally and nationally to onboard providers and stakeholders for program licensing.

- Offer training and train-the-trainer opportunities for all staff in the district to assist with growth and development.
- Contract district staff and/or community partners as writers to develop new staff trainings to increase knowledge and skills.

Ten licensed district clinicians will form the basis of an interdisciplinary team that will work with school-based 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 liaisons 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 as well as providing direct services, including but not limited to:

- Consult with parents, guardians, and school staff about student needs including students in crisis
- 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
- Provide clinical interventions and follow-up for school-based and large scale community crises as members of the district Crisis Intervention Team
- Meet with students and families during Change of Placement hearings to discuss mental health services available
- Provide input and recommendations for interventions on students discussed at the District Behavior Threat Assessment Team meetings
- Facilitate communication and collaboration between school and community stakeholders regarding effectiveness of community-based provider interventions for specific students within the MTSS framework
- 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 and provide ongoing feedback regarding compliance of schools' mental health data

The addition of DOE Certified/Licensed student services personnel who will be hired to assist the district with meeting the nationally recommended ratio model of school-based mental health service providers to students. These personnel will provide direct services within the scope of their departmental role as described above, with an emphasis on meeting mental health and SEL needs in their assigned schools.

Some of these services may include but are not limited to: mental health screenings, suicide and threat assessments, crisis intervention, and individual or group counseling for students at school sites.

Partner Collaboration

Partnerships with community agencies and providers will be the foundation of this model. HCPS expects that school-based problem solving teams will have clear assessment, diagnostic, intervention, treatment, and recovery protocols in place. These partnerships include, but are not 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
- Department of Children and Families
- Department of Health
- Department of Juvenile Justice
- Drug Abuse Comprehensive Coordinating Office (DACCO)
- Eckerd Youth Alternatives
- Federal, state, and local courts
- Federal, state, and local law enforcement agencies
- Florida Hospital
- Gracepoint
- Guardian Ad Litem
- Healing Educational Alternatives for Deserving Students, LLC. (HEADS)
- 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 and emotional wellness services, programs and initiatives, supported by this allocation, will ensure that existing, and future evidence based prevention and intervention programming continue to support our student's mental and emotional wellbeing. Currently, the district implements several evidence-based social, emotional, and behavior management frameworks and intervention programs. Programs are reviewed through the lens of the MTSS process for students at each tier level. Funding from the MSDHSPSA allocation will further enhance existing initiatives and support the creation of systemic protocols for Tier 3 interventions. Current and future programs, initiatives and curricula include:

Tier 1 Programs and Initiatives Supporting Prevention and Awareness	
Positive Behavior Intervention and Supports (PBIS)	CHAMPS
Trauma Informed Practices	Community-Based Partnerships (MOAs)
Youth Mental Health First Aid (YMFHA)	Crisis Intervention Training
ACT Now! Mental Health Presentations	Botvin LifeSkills Training
Chosen Curriculum	EverFi
Human Kinetics and Teen Mental Health	Jordan Binion Project-MH High School Curriculum Guide
KidsHealth in the Classroom	Kids on the Block
Kognito	Mendez Too Good for Drugs
MBF Teen Safety Matters	Monique Burr Foundation (MBF) Child Safety Matters
Panorama	Restorative Practices
7 Mindsets	Sandy Hook Promise-Start with Hello and SAVE Promise Clubs
Narcotics, Overdose, Prevention Education (NOPE)	Newsela

Tier 2 and Tier 3 Programs and Initiatives Supporting Prevention and Awareness	
Check In/Check Out	Check and Connect
Committee for Children-Second Step SEL Curriculum (for grades K-8)	Coping Cat
Match-ADTC	PREPaRE Curriculum
Public Consulting Group Online Threat Assessment and Monitoring Plans	Why Try Curriculum
Individual and Small Group School-Based Counseling	Crisis Response/Counseling

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 Processes and Best Practice
- (SEL) Curriculum
- SEL Community Building Sessions
- SEL Strategies (such as mindfulness)
- Sex Trafficking/Refugee Youth
- Early Warning Systems
- Data-Based Decision Making
- Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) Universal Screening Tool
- Suicide Assessment Protocol
- Threat Assessment Protocol
- Trauma Sensitive Practices
- Youth Mental Health First Aid (YMHFA)
- Kognito Mental Health Training
-

- De-escalation Training
- Trauma training in response to COVID-19

Program Implementation and Outcomes

HCPS 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 2020-2021 Annual Mental Health Allocation Plan is hereby approved by the School Board of Hillsborough County, Florida.

