

Mental Health and Wellness in Pinellas County Schools Plan **2018-2019**

We have developed a multifaceted approach to ensuring mental health and wellness for all students in Pinellas County Schools. The components of this plan include: **Expand Awareness and Prevention Efforts, Increase Access to Student Services Staff, Strengthen Community Partnerships (Day Treatment), and Refine Threat Assessment Procedures.**

Expand Awareness and Prevention Efforts:

A mental health and wellness training video has been developed for all district staff to view with their school team prior to students returning on August 13, 2018. The video is an overview of critical content and evidence-based training available in the district related to school safety and mental health such as trauma informed care, mental health awareness, and suicide, violence and bullying prevention. After viewing the video, all staff will receive a link to a survey regarding what trainings they have completed within the last 3 years. The principal will receive the results of this survey along with a Mental Health and Wellness Planning Rubric. This rubric is designed to assist school leadership in determining what gaps in training exist at their school and to plan professional development to address these areas of need. These rubric plans will be submitted to Student Services Leadership for review to ensure each school has a viable plan for increasing their staff's knowledge and preparedness for identifying and responding to students' mental health needs. Training district staff on these topics will assist in the identification and appropriate referral of students with mental health issues. As the plan progresses through the years, the district will most likely use mental health funding to increase prevention and training services.

In addition, Pinellas County Schools is partnering with Sandy Hook Promise to provide a continuum of violence prevention training to students, families, community partners and staff. The Sandy Hook Promise anonymous reporting app will be fully implemented as well, all at no cost to the district. All of these prevention and training efforts are to ensure that there is a strong foundation of Tier 1 supports for Mental Health and Wellness.

Increase Access to Student Services Staff:

School social workers, school psychologists and school counselors will be hired to reduce the ratio of students to staff in order to better align to the national recommended ratio models. Increasing these mental health providers in schools will allow for the provision of a more comprehensive service delivery model with a full range of services across Tier 2 and Tier 3. Staff will be assigned based on formulas to include data points that help anticipate the risk levels of a school's student population. All of the staff hired will be Florida Department of Education certified in their discipline. Their role includes delivering evidence-based mental health services including assessment, diagnosis, intervention, treatment and recovery. Currently these include: Positive Behavior Interventions and Supports (PBIS), Safe and Civil Schools Classroom

Management (CHAMPS), Restorative Practices, Olweus Bullying Prevention, Trauma Informed Care, Youth Mental Health First Aid (YMHFA), FACE IT for Alcohol, Tobacco and Other Drugs, Jason Foundation Suicide Prevention, Check and Connect, and Culturally Relevant Teaching. These staff also support school-based threat assessments as outlined below.

Student Services has its own data management system, Student Services Wide Information Management System (SSWIMS), that identifies assessments and services provided to students across a Multi-Tiered System of Supports (MTSS). SSWIMS identifies the number of students and services provided as well as the credentials of mental health service providers. Student related outcomes and the impact on learning will be evaluated utilizing data from SSWIMS and early warning systems. The district has plans to include such data in our Advanced Ed climate survey. In an effort to improve screening for students that currently have not been identified, yet are in fact struggling with mental health and trauma related issues, Student Services leadership will explore possible evidence-based screening tools for this purpose.

Strengthen Community Partnerships (Day Treatment):

Partnering with community mental health, substance abuse and social service agencies for collaboration with provision of services in the community and in schools is a priority for Pinellas County Schools. For decades the district has enjoyed excellent working relationships with a variety of community partners. The established processes for sharing of student information and referrals to community providers and primary caregivers, including Johns Hopkins All Children's Hospital, has proven to be an effective intervention for many families. In several school locations where access to these services can be difficult, there are providers on campus to reduce the barrier. Pinellas County Schools will continue to expand these partnerships and the services they provide to students. In particular, efforts are underway to develop a day treatment model for students with more severe mental health issues requiring the most intensive Tier 3 supports. This program will be developed in collaboration with a community provider that will provide day treatment on their premises with their clinical staff while the school district continues to provide instruction. A Request for Proposals (RFP) has been released and the district is in the process of reviewing submissions.

The following components will be included in the Day Treatment Model:

- Available to all age students K-12
- Available to both general education and special education students
- Program capacity for 40-50 students
- Able to accommodate 5-9 students per class depending on ages
- Flexibility to add students to classes to keep within the class size limitations
- Available to students in all types of living situations, including biological family, foster care setting, relative placement, group homes, etc.
- Will be engaging students and families in services
- Strong emphasis in individualized/personalized instruction
- Social/emotional skills development
- Behavior management with an emphasis on positive behavioral supports

- Individual and group therapy/counseling
- Family counseling when appropriate
- Access to psychiatric services as needed
- Strong clinical treatment component
- A re-entry or transition process for students completing treatment and re-entering schools
- Strong re-entry component that involves Pinellas County Schools staff
- Physical site to be on agency property (must be in Pinellas County)
- Transportation services provided by agency

Students will be referred to the day treatment program through the District-Level Threat Assessment Team.

Refine Threat Assessment Procedures:

Pinellas County Schools has adopted threat assessment procedures developed by the U.S. Department of Education and the U.S. Secret Service in a collaborative effort to help schools reduce violence and create safe climates. This threat assessment process is an appraisal of the student's behavior in a given situation, rather than solely on stated threats or individual traits. The assessment focuses on actions, communications, and specific circumstances that might suggest that a *student poses a threat of targeted violence. Targeted violence is differentiated from other violent acts by the distinct presence of a target or targets. The student who poses a threat intends to mount an attack and is engaged in planning or preparing for that attack.*

The Threat Assessment Report will be maintained by the PCS Prevention Department to provide information to a school administrator regarding a student's previous history of threats. Neither the original nor a copy of the Threat Assessment Report should be put in the student's cumulative folder or other school record. **The goal is to complete the threat assessment process within 24 hours of the report of the threat.**

The process of conducting a threat assessment is as follows:

1. Student of Concern identified
2. School Administrator is notified
3. Administrator determines If threat assessment is Needed or Not Needed

IF NOT NEEDED:

4. Close as Not Credible/Refer to Student Services, as needed

OR, IF NEEDED:

INQUIRY PHASE

5. INQUIRY PHASE BEGINS: Notify Area Superintendent, School-Based Threat Assessment Team and parent
6. Threat Assessment Team proceeds with interviews
7. School-Based Threat Assessment Team meets to review the case

IF STUDENT DOES NOT POSE A THREAT:

8. Close as Unfounded/Develop Support Plan

OR, IF STUDENT DOES POSE A THREAT:

INVESTIGATION PHASE

9. INVESTIGATION PHASE BEGINS:

10. School-Based Threat Assessment Team meets to develop a management plan.

OR, IF THE SCHOOL-BASED TEAM CANNOT RESOLVE THE ISSUE:

11. Area Superintendents will notify the District Threat Assessment Team for assistance.

The District Threat Assessment Team will be comprised of:

- Executive Director of Student Services
- Area Superintendent
- School Administrator
- District Threat Assessment Specialist
- Representative from the PCS Prevention Department (District)
- Representative from Psychological Service (District)
- Representative from Social Work (District)
- Representative from Law Enforcement (District)
- School Board Attorney
- Representative from the Exceptional Student Education(ESE) Department (if applicable)
- Representative from Educational Alternative Services (if applicable)
- Community agency representatives, if currently involved with student (e.g. Department of Juvenile Justice, Department of Children and Families, community mental health providers, etc.) {Release of Information must be signed and available}

The District Threat Assessment Team will develop a management plan which will include the following:

- a) A summary of disciplinary action
- b) Identification of where the student will attend school during the interim
- c) What supervision methods will be employed both at home and school
- d) Who will implement the services
- e) If the student is ESE, an IEP meeting will be scheduled
- f) If the student has a 504 plan, a review will be considered

SPECIAL CIRCUMSTANCES: When a Pinellas County School student has had previous threat assessments or significant discipline issues on record and has left the district to attend another out-of-county or state school, a Department of Juvenile Justice commitment program, a specific behavioral health treatment facility, or other reasons, the District Threat Assessment Team will meet prior to the student's re-entry to PCS to make recommendations for appropriate interventions, supports, and placement. Or, if a newly enrolled Pinellas County School student has a discipline record from a previous school district that has significant cause for concern, then Section 11 (above) will be followed; as this will supersede the need for a School-Based Threat Assessment Team meeting.

Estimated total allocation of funds:

\$ 2,200,000

Planned Expenditures:

Awareness and Prevention Efforts:	Additional Units	Amount
Sandy Hook Promise		\$0.00
Curriculum and Other Materials		\$5,000.00
Increase of Student Service Staff:		
Psychologists	10.0	\$713,318.00
Social Workers	6.0	\$416,424.00
Counselors--Additional Duty		\$62,209.00
Support Staff (clerical)	1.25	\$58,170.00
Community Partnerships:		
Day Treatment		\$709,472.00
Other		\$20,000.00
Threat Assessments		
Threat Assessment Coordinator	1.0	\$69,404.00
Charter School Allocation		\$146,003.00
TOTAL		\$2,200,000.00

NOTE: Funding totals are approximate and funds may be adjusted between the above earmarked categories as determined.