

## **School Board Agenda Item II-1**

**December 18, 2018**

### **Executive Summary**

#### **Background:**

Page 8 of the proposed 2018-19 BCPS Organizational Chart was presented unchanged to the SBBC on May 22, 2018. This presentation was made with the expectation that staff would return to present a new organizational structure for Student Support Initiatives (SSI) that is informed by the District's needs for long-term recovery from the tragedy at Marjory Stoneman Douglas High School, the identification of areas of focus to improve mental health, behavior health and social and emotional supports to students and schools, and the impact of statutory changes. Staff has reviewed the design and execution of recovery support activities, with input from end users and consultancy from various national organizations. Staff has also reviewed: the required district response to the Marjory Stoneman Douglas Public Safety Act and other related Florida legislation; the initial recommendations of the Marjory Stoneman Douglas High School Public Safety Commission; the scope and progression of recovery work; the existing priorities identified by the Superintendent and School Board for SSI to enhance services to schools, to students and families; and, the greater need to provide district oversight on statutory compliance and reporting of outcomes related to discipline. This comprehensive review guides the formative principles of the proposed organizational changes to SSI.

#### **Current Status:**

The Division of Student Support Initiatives (SSI) provides the learning support services needed to prepare students to be present, focused, and ready to learn, regardless of life circumstances. The support services include promoting social-emotional development, social work services, counseling and therapy, nursing services, behavior health, diversity and cultural responsiveness, positive behavior intervention and a variety of prevention and intervention activities. The Division's mission is to remove barriers to success by ensuring students are afforded all opportunities to develop optimally academically and social emotionally. In May 2018, The School Board and Superintendent added the function of 'district recovery' to the work of the division. The scope of this work has and continues to be defined by experts in the field and by the needs of all those directly and indirectly impacted by the Marjory Stoneman Douglas tragedy. Additionally, in June of 2018, The Superintendent requested the formation of a new department under SSI, to be named, Department of School Climate & Discipline. This was in response to new Florida legislation on disciplinary processes and reporting, and an emerging need for more oversight and support by central office.

Currently, every department within the Division of Student Support Initiatives has taken on new functions related to recovery, to new Florida legislation, and to related needs identified by the system as priority.

#### **Request for Additional Positions & Position Upgrades:**

To ensure the effectiveness of all services provided by the Division of Student Support Initiatives, a request to create new positions and upgrade existing positions are submitted in conjunction with the revised organizational charts. Job descriptions for all newly created positions are being finalized and will be submitted for Board approval in January. Summary of the requested position changes are outlined below:

- **Program Manager – Recovery (2):** (one district-based and one school-based at Marjory Stoneman Douglas High School)

The Manager – Recovery will be responsible for coordinating recovery efforts outlined in District Recovery Strategic Plan. This is a critical position that is responsible for assuring coordination and cohesiveness of projects related to: mental/behavior health activities; physical and safety/security recovery activities - such as structural memorialization, and ensuring consideration to the emotional safety and security needs in related activities; and expeditious management of needs as identified by impacted students, families and staff. This position will also provide critical support for timely movement of projects related to School Emergency Response to Violence (SERV) and Victims of Crime Assistance (VOCA) services under AEAP.
- **Budget Analyst IV (1):** The Budget Analyst IV will assist with coordinating and providing oversight for the Student Support Initiatives budget. This position will be responsible for analyzing financial data and developing reports for forecasting and results analysis. This position is critical, as the division budget increases to include State Mental Health Allocations, and numerous grants to support recovery activities: These include: SERV, VOCA, STOP School Violence Prevention and Mental Health Training grant, and others. (See Attached Recovery Grants 2018)
- **Specialist – Positive Behavior Intervention (10):** To align with the adopted State Mental Health Assistance Allocation Plan, 10 Positive Behavior Intervention Specialists are requested to provide support and oversight to school-based positive behavior intervention planning and delivery, addressing school climate and culture, providing input on Response to Intervention teams, as well as serve as a member of the critical response team delivering mental health services to each region within BCPS.
- **Assistant Director – School Climate & Discipline (1):** The Assistant Director of School Climate and Culture will lead the design of district interventions related to student discipline. The position will also address development of disciplinary policies and practices, monitor data reporting to district and state, and engage auditing systems for compliance. The Assistant Director will also oversee and coordinate the work and impact of the ten Positive Behavior Intervention Specialists as they support schools and student’s behavior health, with interventions for improved engagement and positive school climate.
- **Supervisor – Foster Care (1):** ESSA mandates all school districts to designate a “Foster Care Liaison” who is responsible for managing the district’s comprehensive plan for the coordination and provision of services for the students involved in the dependency care system. In light of the increased rate of traumatic community events and conditions (including natural disasters, immigration issues, community violence, deaths, homelessness, drug addiction, child abuse, domestic violence, poverty) there is a corresponding increase in student removal from their homes to enter the dependency system. The position requires supervision of staff and leadership for internal as well as external partners, providing training, consultation/collaboration, and tiered interventions to ensure the district’s ESSA mandate of ensuring school stability. The position also manages the District’s Interagency agreement with eight community agencies and serves as BCPS’s representative on state and county child welfare committees. The district coordinator will ensure that State reporting as outlined in ESSA includes disaggregated information on graduation rates and academic achievement of

foster youth in order to continue Federal and State funding via Title 1 and the 2008 Fostering Student Success Act.

- **Supervisor – Child Abuse & Neglect Prevention (1):** The supervisor is responsible for management of the School District Policy 5.3, mandated by F.S. Chapter 39, which requires mandatory child abuse reporting by all school staff to ensure the safety of students entrusted to our care at all BCPS and Charter schools. This position provides a comprehensive online training for all new instructional staff to the District and annual training of all instructional and non-instructional staff. The supervisor provides annual training to school-based Child Abuse & Neglect designees, including federal and state legislative updates. The supervisor provides daily, direct consultation to District, school leaders, and staff regarding policies and procedures relating to identification and reporting of child abuse and provides guidance on the management of in-school Child Protective Investigations. Given the increased rate of traumatic community events and conditions, there is an increase in reports to the Child Abuse and Neglect Hotline, and students experiencing maltreatment.
- **Supervisor – Homeless Services (1):** The supervisor is responsible for ensuring District-wide implementation of the Federally mandated McKinney-Vento Homeless Assistance Act, as amended by ESSA. The law mandates identification and removal of barriers for all BCPS and Charter school students experiencing homelessness to ensure educational stability via immediate school enrollment. This position will ensure that the District meets or exceeds the minimum Homeless Student Identification Rate (HSIR), which is 5% FRL student population. This position reviews and maintains Policy 5.1A aligned with Federal and State Statutes and manages all aspects of the Title IX, Part A grant, including writing annual applications, developing protocols for meeting grant deliverables, data collection and analysis, and annual State reports. This position represents the Superintendent and Broward Schools on Broward County’s Homeless Continuum of Care Board and leverages community partnerships to better meet the needs of this vulnerable population.
- **Supervisor – Social Work Services (2):** With the recent tragedy in the District at Marjory Stoneman Douglas High School, the need for mental health services has dramatically increased. As mandated in Senate Bill 7026, additional clinicians were hired by the District to provide prevention and intervention services to ensure access to mental health services for all students and staff. Due to the increase of staff, the need for intense clinical supervision has also increased. With 183 clinicians in the Student Services Department, two additional supervisors are needed to provide full oversight of clinical services, supervise staff, provide training to both staff and schools, convene community meetings, and provide consultation on all related mental health issues. Supervisors will also serve on the District Behavior Intervention Committee in the development of school assignments for students with compromised mental health and behavioral concerns.
- **Coordinator – District Attendance:** The coordinator will develop a comprehensive District-wide plan to address student attendance in BCPS and Charter schools. Every Student Succeeds Act (ESSA) requires District reporting for chronic absenteeism to the FLDOE. The coordinator will direct District-wide attendance data reports, educate staff on Tiered strategies and interventions for school sites, improve the accuracy of reporting, provide consultation related to District responsibilities for Policy 5.5: Attendance, and lead community events designed to educate the community about the correlations between chronic absence and

academic achievement. The coordinator designs the Attendance Plan integrated in the District template for the School Improvement Plan (SIP), which includes specific data for each school and grade level. Attendance Plans are supported with training, reviews, and written feedback. District-wide management of attendance will positively impact the financial reimbursement to the District from the Florida Education Finance Program (FEFP) as regular attendance increases and chronic absenteeism decreases.

- **Coordinator, Diversity & Cultural Outreach:** This position will manage the federal funding goals & priorities outlined in the Title IV, Part A of Every Student Succeeds Act (ESSA), coordinate activities, training as well as ensure district compliance with Florida State Statute and School Board policies in areas of diversity and inclusion, including: Women’s History, African-American History, Holocaust, & Hispanic History. The coordinator will support district and school action plans for diversity and equity and facilitate community workshops and engagement in the district’s equity work. The Coordinator will also provide guidance and support to over 300 school-based and district-based equity liaisons, coordinate training and credentialing of staff, and directly supervise 10 instructional & non-instructional staff members within the department of Equity & Academic Attainment.
- **Supervisor – Social Emotional Learning (1):** The Supervisor of Social/Emotional Learning (SEL) will facilitate the core focus of the district’s emphasis on educating the whole child. The position will lead efforts and support school structures that assist students to understand and manage their thoughts and emotions, develop social awareness and their relationship to the world around them, and make responsible decisions. Tasks will include: Coordination of the District’s SEL Leadership Team; developing a multi-tiered system of SEL supports, programs, trainings, and measures for all district schools; providing direction and training to each school’s SEL Liaison and SEL teams; integrating SEL activities into the district’s Mental Health Plan; aligning activities with the MSD recovery efforts; providing guidance to SEL programs and grants, such as Re-imagining Middle Grades, High School CCLR, and TIF V; and supervising and evaluating district and relevant school-based staff.
- **Supervisor – Clinical Nursing (2):** There are currently two Nursing Supervisors on staff. A request to add two additional positions is submitted for Board Approval. Nurses are critical to ensuring a comprehensive school health program and promoting optimum health status and lifestyles for all students through partnership with parents, school staff and the community. Clinical Nursing Supervisors will have an integral role as part of the interdisciplinary teams for the recovery process. They are responsible for developing a comprehensive framework for all healthcare personnel to address mental health and behavior health issues of students. The supervisors will provide trainings on early identification of warning signs, screening tools, psychotropic medications and coordination of the referral process for students who exhibit behavioral, social-emotional, physical and mental health concerns. The supervisors will be providing guidance to the nurses with care coordination of students with developing and implementing Section 504 plans, the health portion of the IEP, the Individualized Healthcare Plans (IHP), and referral to the appropriate community/school based behavioral health professionals. As part of the State Mental Health Allocation Plan, there were additional school nurse positions provided to support students in the recovery process which requires clinical supervision. Initially there were two clinical supervisors prior to MSD supervising around 180 healthcare personnel. The incident at MSD and the increasing number of students receiving medical treatment has led to the need to hire additional nursing supervisors to specifically address the mental health and chronic health related issues for students in the school district.

**Financial Impact:**

The net expense associated with the proposed position additions, upgrades and deletions is estimated at \$2,392,385. Approximately 90% of this expense (\$2,136,346) will be funded via sources other than the General Fund Balance, including SERV (School Emergency Response to Violence), SMHA (State Mental Health Allocation), and Title IV.

The impact to General Fund is estimated at \$256,039. The attached spreadsheet summarizes the breakdown of this cost by position.