



Student Support Initiatives & Recovery

BCPS Mental Health Plan Workshop

August 27, 2019

Presenter:

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Content Contributors:

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PURPOSE

CONTEXT

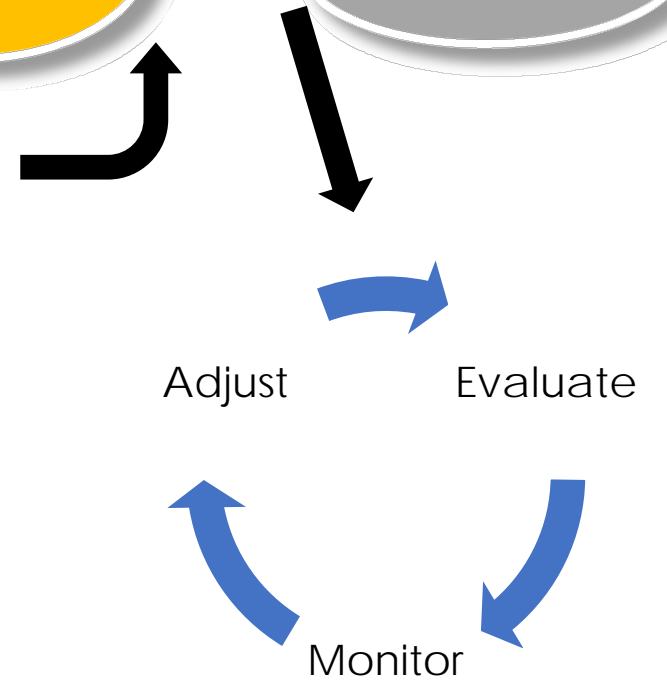
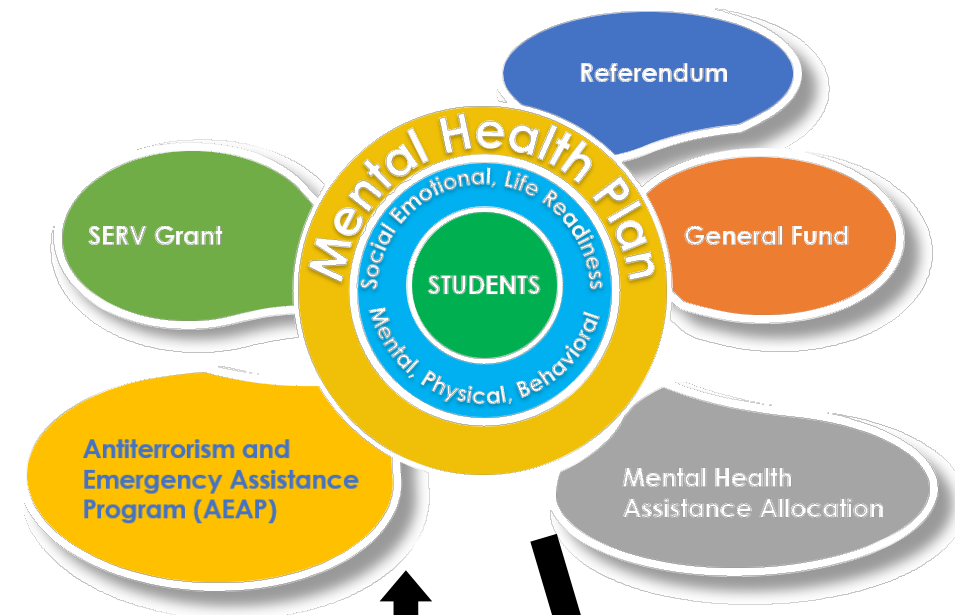
History
Internal
External
Legislation
Funding Sources
Strategic Plan

AREAS OF FOCUS

Academic
Behavioral
Physical Health
Mental Health
Threat Assessment
Baker Act
504 Plans
Staffing Capacity

RECOMMENDATIONS

Appropriate Staffing
Expand Partnerships
Professional Development
Needs Assessment
Intervention



Mental Health Leadership Team

Superintendent's Cabinet

School Counseling/BRACE:

Ralph Aiello
Director

Exceptional Student Learning Support (ESLS):

TBD
Director, Support Services

School Psychologists:

Emily Goldstein &
Christina Reyes
District Coordinators

SEDNET:

Dr. Charlene Grecsek
District Coordinator

Student Services Department:

Dr. Laurel E. Thompson
Director

Family Counseling Program:

Susan Vialpando
Supervisor

School Social Work Services:

Ana Gabriela Joseph
Marisa Kinney
Dr. Jhonii Louis
Supervisors

Coordinated Student Health Services:

Marcia Bynoe
Director

Employee Assistance Program:

Marie Arterberry
Administrator

Service Manager, Recovery Program (MSD Zone)

Martha D. Rodriguez



2024 Strategic Plan



2024 Strategic Plan

OUR VISION: Educating today's students to succeed in tomorrow's world.

OUR MISSION: Educating all students to reach their highest potential.



OUR CORE VALUES:

- S**tudent Focus
- T**eaching Excellence
- A**ccountability
- R**espect
- S**afety



OUR GOALS:

High-Quality Instruction | Safe & Supportive Environment | Effective Communication

Campaign	Focus	Initiatives
 <p>Student Experience</p>	To ensure that students are engaged in school, motivated to attend every day, and prepared for future changes, it is critical that we set up all stakeholders for success. This includes consistently providing service which is both personalized and high-quality in order to meet individual goals.	<ol style="list-style-type: none"> 1. Achievement & Equity, p. 9 2. College, Career, & Life Readiness (PreK-Adult), p. 10 3. Personalized Pathways, p. 11 4. Enrollment Optimization, p. 12
 <p>Support Services for All</p>	It is vital that students, families, and staff all have equitable access to supports they need in order to be healthy, valued, productive, and resilient	<ol style="list-style-type: none"> 1. Student, Employee, & Supplier Diversity, p. 13 2. Prevention, Intervention, & Assistance, p. 14 3. Social-Emotional Learning, p. 15



Safe and Supportive Environment Support Services for All

Social/Emotional Learning

1. Establish a new SEL definition and framework that is monitored and scaled to all students, staff, and families
2. Develop SEL supports; core components; and a menu of best practice curriculum, assessments, and programs
3. Integrate MTSS/RtI within the SEL framework
4. Embed mindfulness across courses, meetings, events, etc.

Physical Health and Wellness

1. Provide assessment and referral coordination
2. Coordinate treatment regimen with health care providers
3. Develop mental health care plans and provide follow-up
4. Educate and provide resources for staff, students and community

Mental Health

1. Raise Awareness of mental health issues
2. Influence Educational Outcomes
3. Narrow the gap between services and linkage
4. Improve collaboration between District and community



Prevalence of Mental Health Disorders

70%

An estimated 70% of children have experienced some type of physical or emotional trauma

Approximately 20% of school-age children and youth have a diagnosable mental health disorder

20%

10%

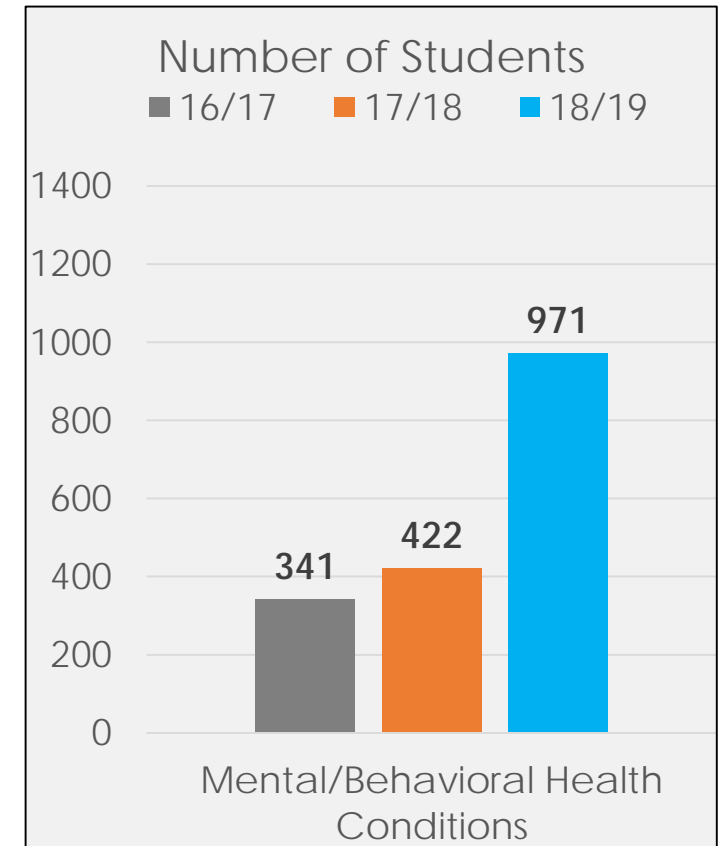
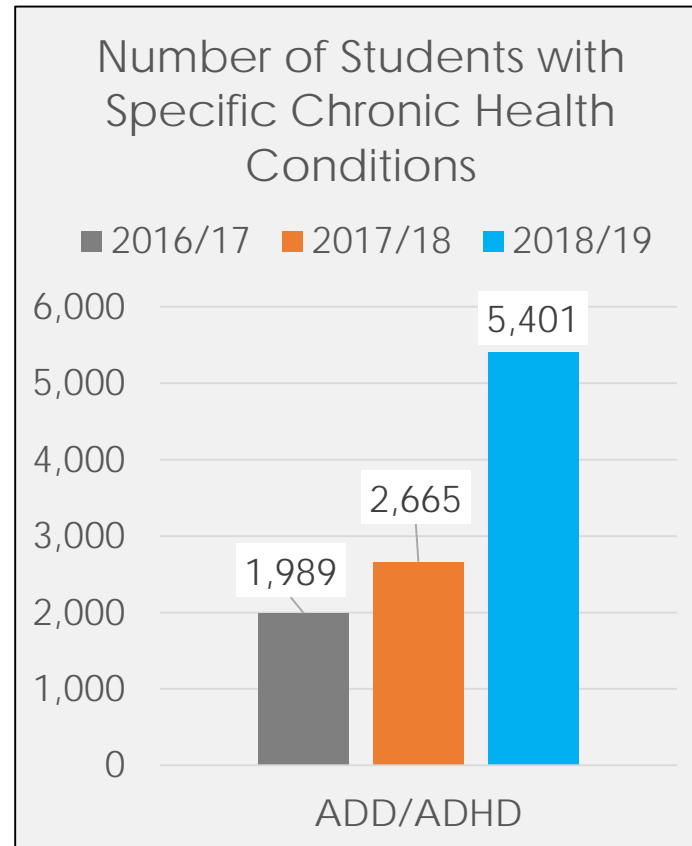
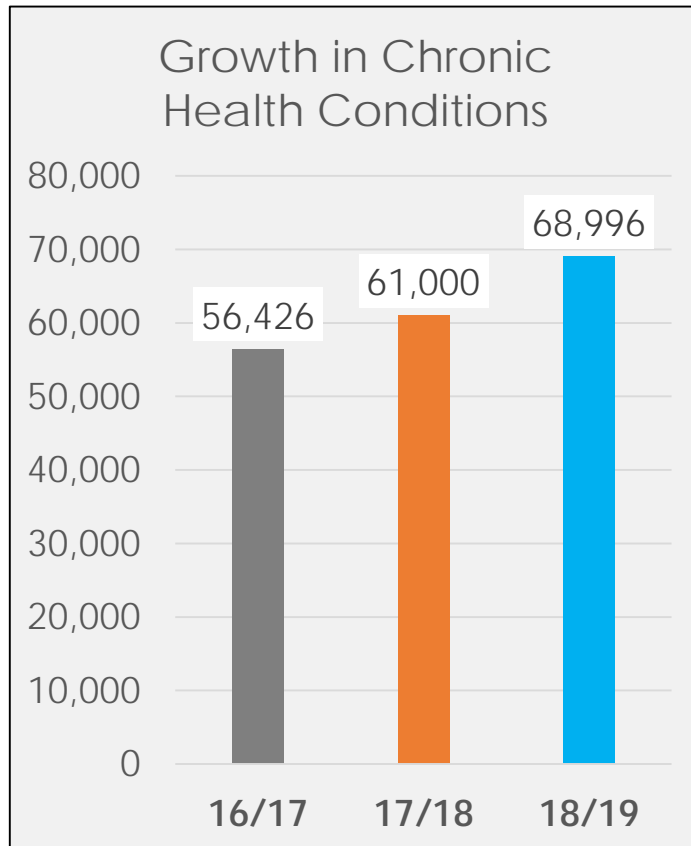
Prevalence of serious emotional disturbance with severe impairment among children and adolescents – 10%

The majority of mental illnesses emerges in childhood, yet fewer than half of the children receive treatment

80%



Coordinated Student Health Services Health Conditions



Hospital Homebound Program

Hospital Homebound Program, Districtwide: SY18, 261 students; SY19, 322 students
23% increase in enrollment for Hospital Homebound students.

MSD: School year 2018/19 ended with more than 3 times the average number of students enrolled in the Hospital Homebound Program

ANXIETY (20%)

Students with anxiety make up 20% of all cases received by Hospital Homebound Program.

- *Between 45 – 50% of students with anxiety have failed one or more courses.*

MULTIPLE CONDITIONS 33%

Students with multiple conditions make up 33% of the cases.

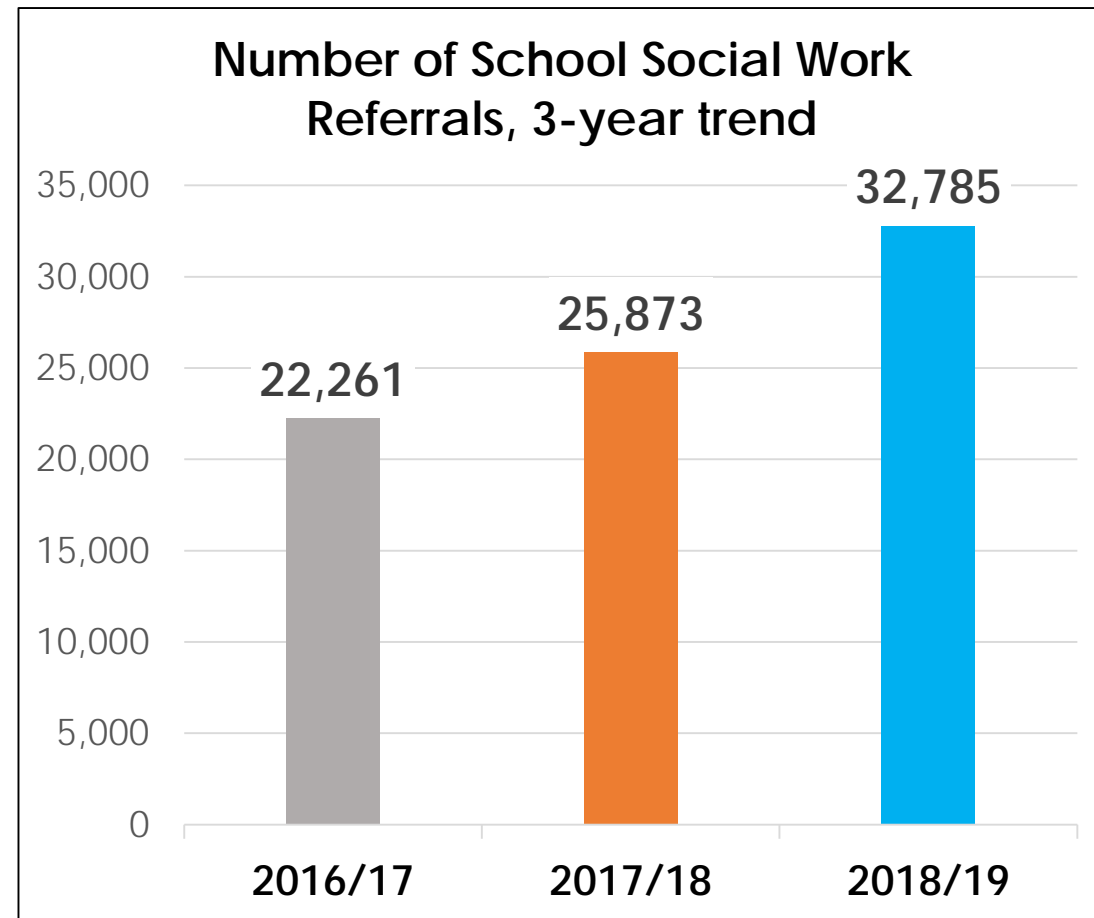
SURGERY (6%)

Students who underwent surgery make up 6% of Hospital Homebound cases.



Referrals to School Social Workers, 3-Year Trend

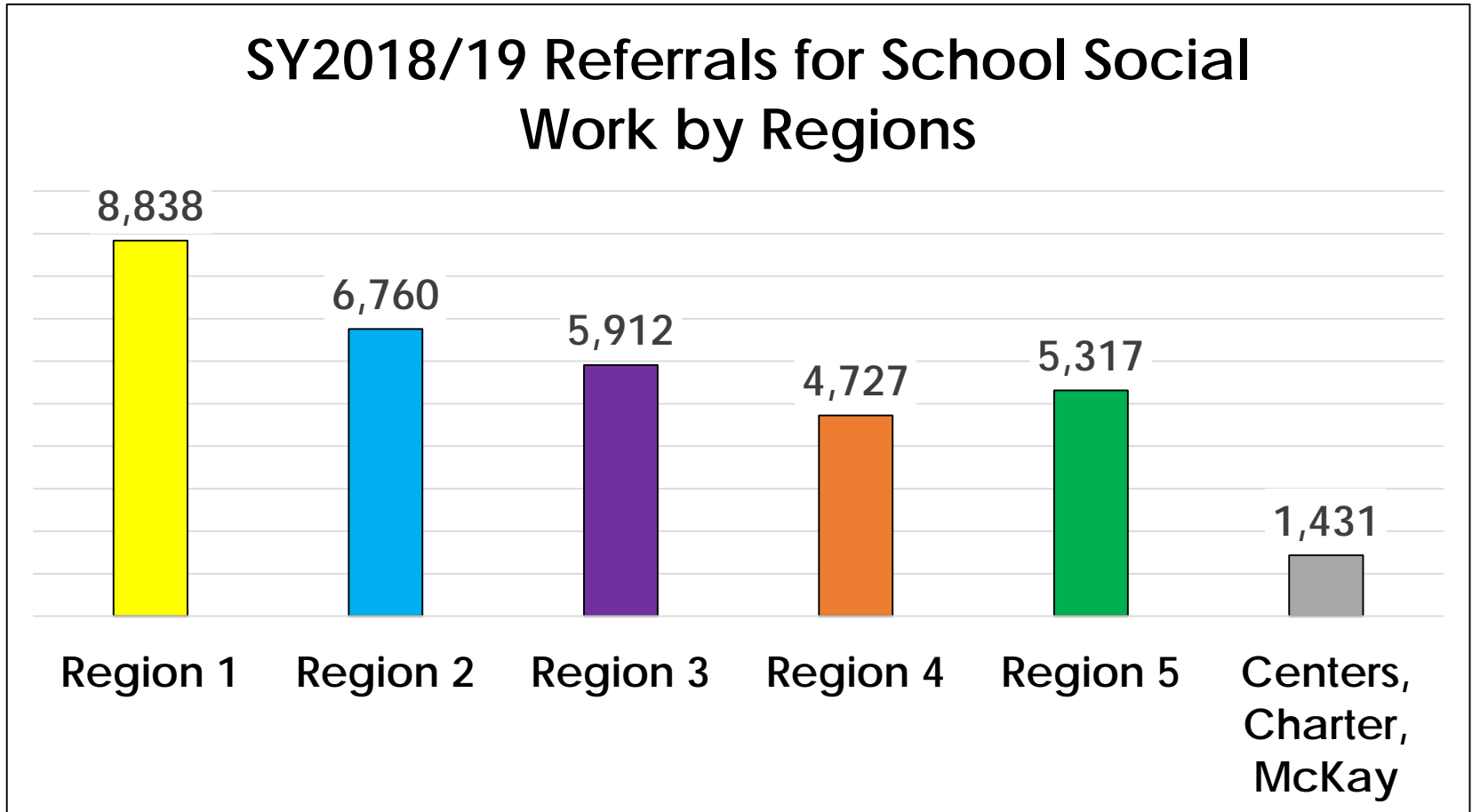
- From 2016 to 19, there was an increase of more than 10,000 referrals to the School Social Work Program.
- This graph represents the total number of referrals for School Social Work assistance from school staff for student support.



Referrals to School Social Workers by Region

This graph shows the total number of referrals for School Social Work assistance during the 2018/19 school year based on the Regions in the District Mental Health Plan.

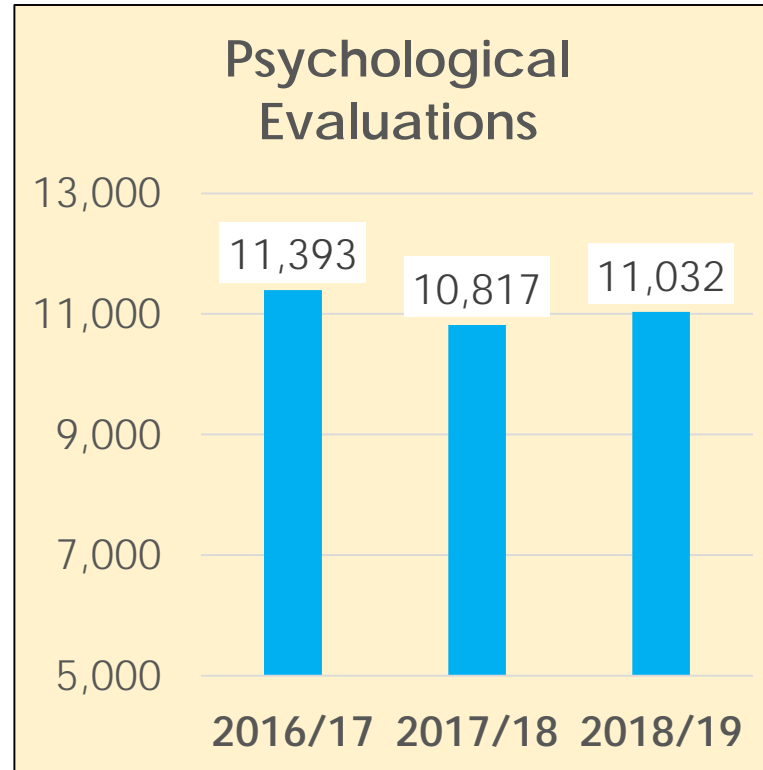
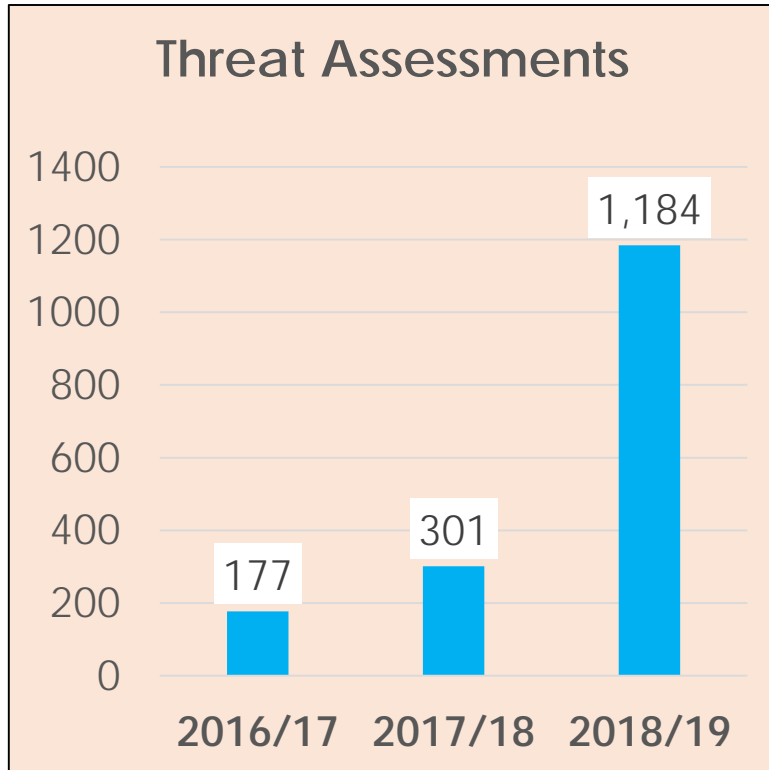
Note: Region 2 represents two innovation zones.



Colors are coordinated with the Region Map in the BCPS Mental Health Plan



Psychological Services, 3-Year Trend



Baker Act Data 2015/16 – 2018/19

Categories	2015/16	2016/17	2017/18	2018/19
Overall Total Initiation for Baker Act	49	99	207	300
Female	19	50	101	162
Male	30	49	106	138
Suicidal	37	87	170	258
Homicidal	12	12	37	37
Deaths by Suicide still in school	not tracked	11	3	1
Elementary	11	14	30	74
Middle	11	29	62	96
High	16	36	64	76
Center (not separated by level)	11	20	51	54



School-Based Mental Health

Mental and psychological wellness are integral to school success

School mental health services are essential to creating and sustaining safe schools & supporting engaged learners

Unmet and growing need for mental health services for children and youth

Schools are a natural place to provide services

School-employed mental health professionals are trained to provide services in educational settings



Needs Assessment, Screening and Clinical Assessment

- **Needs Assessment**

Gathers information about the prevalence of conditions or risk factors in order to determine priorities, allocate resources, or make strategic decisions related to the needs of a population

- **Screening**

Brief and easy to administer; determines need for further evaluation and treatment/support for individuals

- **Clinical Assessment**

Is comprehensive and usually considers multiple domains of functioning and allows clinicians to identify health concerns or diagnoses of individuals



Needs Assessment, Screening, and Clinical Assessment

Needs Assessment

Identifies prevalence of conditions or risk factors in order to determine priorities, allocate resources, or make strategic decisions related to the needs of a population

Does not lead to actions being taken for individual students

May yield more accurate estimates of prevalence by minimizing bias of participation

Allows sampling to decrease cost and burden – size of sample determines precision of prevalence estimate

Possible example: Screening for self-reports of alcohol use from sample of all students in grades 4-12

Weighting can improve precision in areas of high interest

Additional analyses may require larger samples

Screening

Will identify individual students who need additional assessment or evaluation or those likely to benefit from additional supports

Requires screening all members of population or targeted group; more risk of false positive or false negative than assessment; still has significant privacy concerns

Possible example: Obtain permission of guardian and assent of student (consent if adult) to conduct a screening of mental health symptoms for students in selected grades in MSD zone schools to guide need for further evaluation or delivery of supportive services to individual students

Clinical Assessment

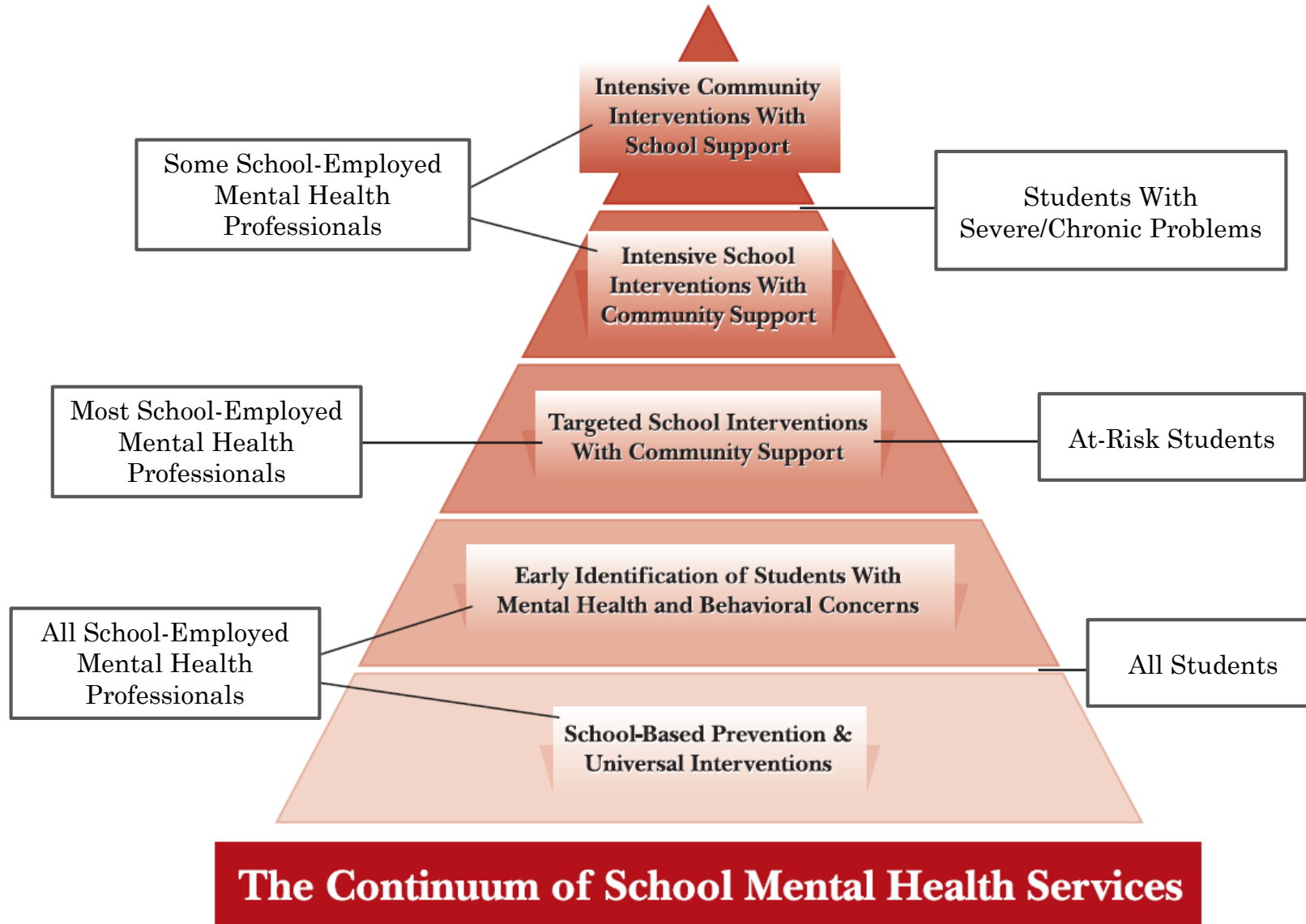
Will yield diagnostic information and guide treatment/intervention for individuals felt at high need

Intensive, expensive, and has greatest risk of threat to privacy for the individual

Possible example: Obtain permission of guardian and assent of student (consent if adult) to conduct an individual assessment for post-traumatic stress disorder or symptoms in children from the 1200 building at MSD in order to guide services and accommodations



Role of School-Based Mental Health Professionals



Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communiqué*, Vol. 35, No. 1. National Association of School Psychologists, 2006.

Our Partners are essential for expanding our capacity

NATIONAL / REGIONAL



LOCAL



...and many others

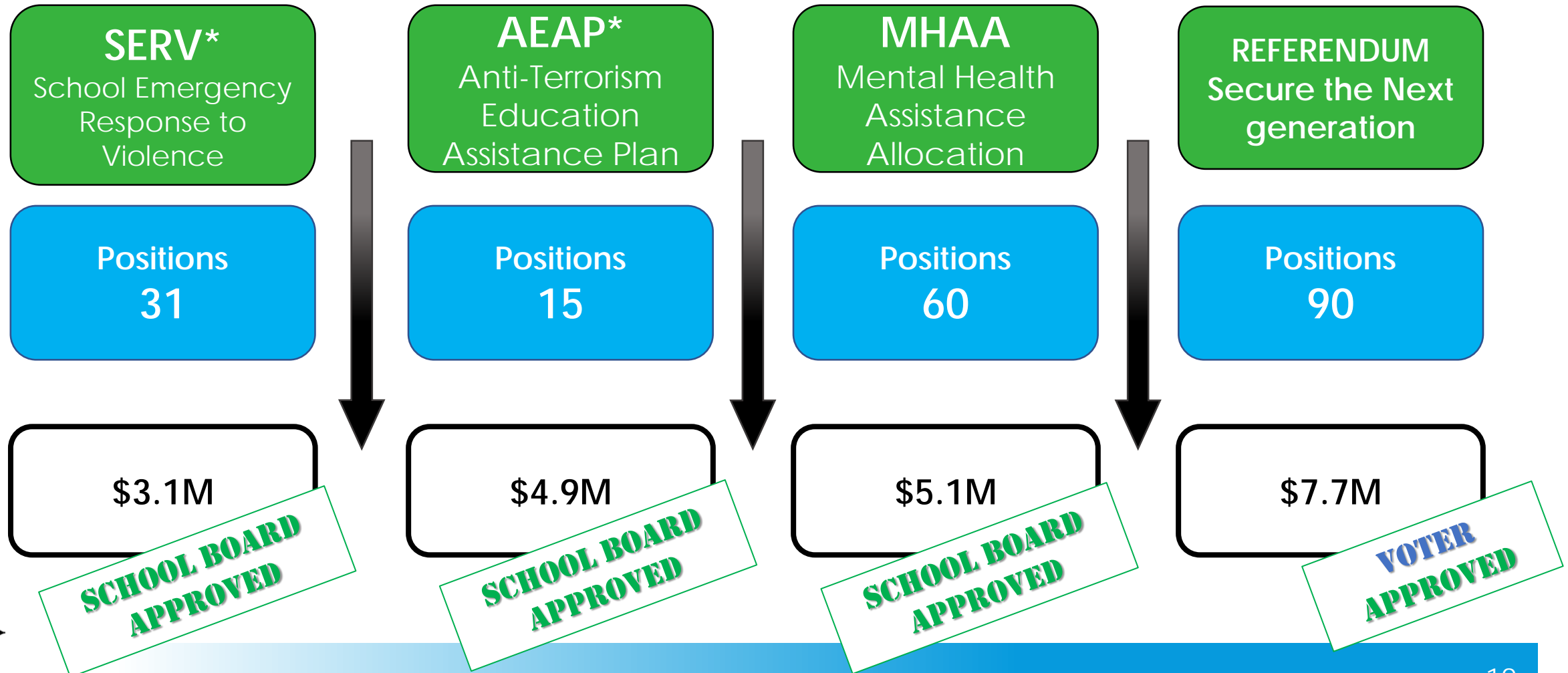


Broward Behavioral Health Partnership List

Active Community Health Center	Banyan Health Systems	Boy's Town	CMET (Counseling-Mediation-Education-Treatment)	Camelot Community Care
Children's Harbor	Children's Home Society	Crawford Center d/b/a Chrysalis Center	Gerena & Associates	Harmony Development Center
Henderson Behavior Health	Kids in Distress, Inc.	M.A.H.C.S. (Multicultural Alliance Healthcare Solutions)	Memorial Healthcare System	Our Children Our Future
Pace Center for Girls, Inc.	Parent's Information & Resource Center, Inc.	PsychSolutions	Smith Community Mental Health	SunServe
	4KIDS of South Florida		Assurance of Hope Institute, Inc.	



Funding Sources



* Dedicated to MSD response.



Funding Source: Project SERV (School Emergency Response to Violence)

Position Titles	# of SERV Positions	Position Cost	SERV
School Social Workers	8	\$80,344	\$642,752
School (Guidance) Counselors	2	\$82,512	\$165,024
School Nurses	1	\$60,173	\$60,173
EAP Counselors	1	\$97,594	\$97,594
Teachers on Special Assignment (MSD Instructional Support)	6	\$78,993	\$473,958
Teacher on Special Assignment (504 Plans)	1	\$78,993	\$78,993
Clerical Specialists IV	4	\$53,712	\$214,848
Program Manager, Recovery (MSD)	1	\$126,012	\$126,012
Service Manager, Recovery (MSD)	1	\$126,012	\$126,012
Budget Analyst (MSD)	1	\$111,151	\$111,151
Teachers on Special Assignment - Rtl:B (MSD)	1	\$78,993	\$78,993
Positive Behavior Intervention Specialist (PBIS) (MSD)	1	\$84,338	\$84,338
Community Liaisons (MSD)	2	\$46,737	\$93,474
BRACE Advisor (MSD)	1	\$30,345	\$30,345
TOTAL	31	TOTAL	\$2,383,667



Funding Source: Antiterrorism and Emergency Assistance Program (AEAP)

Position Titles	# of AEAP Positions	Position Cost	Total AEAP Cost
School (Guidance) Counselors	5	\$82,512	\$412,560
EAP Counselors	2	\$97,594	\$195,188
Teacher on Special Assignment (504 Plans)	1	\$78,993	\$78,993
Teacher on Special Assignment (SEL)	1	\$78,993	\$78,993
Assistant Principal (MSD)	1	\$118,879	\$118,879
ESE Specialists	2	\$84,513	\$169,026
ESE Support Facilitators	2	\$71,470	\$142,940
Office Manager	1	\$76,259	\$76,259
Total	15	TOTAL	\$1,272,838



Funding Source: Mental Health Assistance Allocation (MHAA)

Position Titles	# of MHAA Positions	Position Cost	Total MHAA Cost
School Psychologists	10	\$83,618	\$836,180
School Social Workers	10	\$80,344	\$803,440
School (Guidance) Counselors	10	\$82,512	\$825,120
Family Therapists	10	\$80,344	\$803,440
Behavior Analysts	10	\$74,665	\$746,650
School Nurses	5	\$60,173	\$300,865
EAP Counselors	5	\$97,594	\$487,970
Total	60	TOTAL	\$4,803,665



Secure the Next Generation Referendum

August 28, 2018

Ballot Language

Fund other essential instruction related expenses preserving important programs in District schools

BCPS commitment to the community

Allocate up to 8% for essential programs in our schools, such as additional guidance counselors, school social workers, and behavioral staff, and expanding educational opportunities



Funding Source: Referendum

Position Titles	Current Staffing	# of New Positions	Position Cost	Total Referendum Cost
School Psychologists*	136	20	\$83,618	\$1,672,360
School Social Workers	140	12	\$80,344	\$964,128
School (Guidance) Counselors	440	13	\$82,512	\$1,072,656
Family Therapists	47	12	\$80,344	\$964,128
ESLS Counselors	44	10	\$80,344	\$803,440
School Nurses	23	11	\$60,173	\$661,903
Teachers on Special Assignment (504 Plans)	0	5	\$78,993	\$394,965
Teachers on Special Assignment (Suicide Prevention)	0	5	\$78,993	\$394,965
Hospital Homebound Teachers (MSD)	22	2	\$78,993	\$157,986
SEL Liaisons (256)	n/a	n/a	\$741	\$189,623
Prevention Liaisons (256)	n/a	n/a	\$741	\$189,623
Total		90	FTE Staff Total	\$7,465,777
Other Expenditures				Total Cost
Non position expenditures such as mental health screening, overtime, professional services, supplies.				\$614,400
Available Funds (\$7.7M Referendum + \$0.4M Mental Health Assistance Allocation)			Grand Total	\$8,080,177



* Hire or contract additional psychologists

MSD Zone

Position Titles	SERV	AEAP	Referendum	Total	Position Cost	Total Cost
School Social Workers	8	0	0	8	\$80,344	\$642,752
School (Guidance) Counselors	2	5	3	10	\$82,512	\$825,120
School Nurses	1	0	4	5	\$60,173	\$300,865
EAP Counselors	1	2	0	3	\$97,594	\$292,782
Teachers on Special Assignment (MSD Instructional Support)	6	0	0	6	\$78,993	\$473,958
Teachers on Special Assignment (504 Plans)	1	1	0	2	\$78,993	\$157,986
Teachers on Special Assignment (SEL)	0	1	0	1	\$78,993	\$78,993
Clerical Specialist IV	4	0	0	4	\$53,712	\$214,848
Hospital Homebound Teachers (MSD)	0	0	2	2	\$78,993	\$157,986
Assistant Principal (MSD)	0	1	0	1	\$118,879	\$118,879
Program Manager, Recovery (MSD)	1	0	0	1	\$126,012	\$126,012
Service Manager, Recovery (MSD)	1	0	0	1	\$126,012	\$126,012
Budget Analyst (MSD)	1	0	0	1	\$111,151	\$111,151
Teachers on Special Assignment - Rtl:B (MSD)	1	0	0	1	\$78,993	\$78,993
Positive Behavior Intervention Specialist (MSD)	1	0	0	1	\$84,338	\$84,338
Community Liaison (MSD)	2	0	0	2	\$46,737	\$93,474
BRACE Advisor (MSD)	1	0	0	1	\$30,345	\$30,345
ESE Specialist	0	2	0	2	\$84,513	\$169,026
ESE Support Facilitator	0	2	0	2	\$71,470	\$142,940
Office Manager	0	1	0	1	\$76,259	\$76,259
Total	31	15	9	55		
TOTAL COST	\$2,383,667	\$1,272,838	\$646,214		TOTAL	\$4,302,719

- 8 Family Therapists are funded by the Children's Services Board of Broward County
- 1 School Psychologist is funded out of general fund



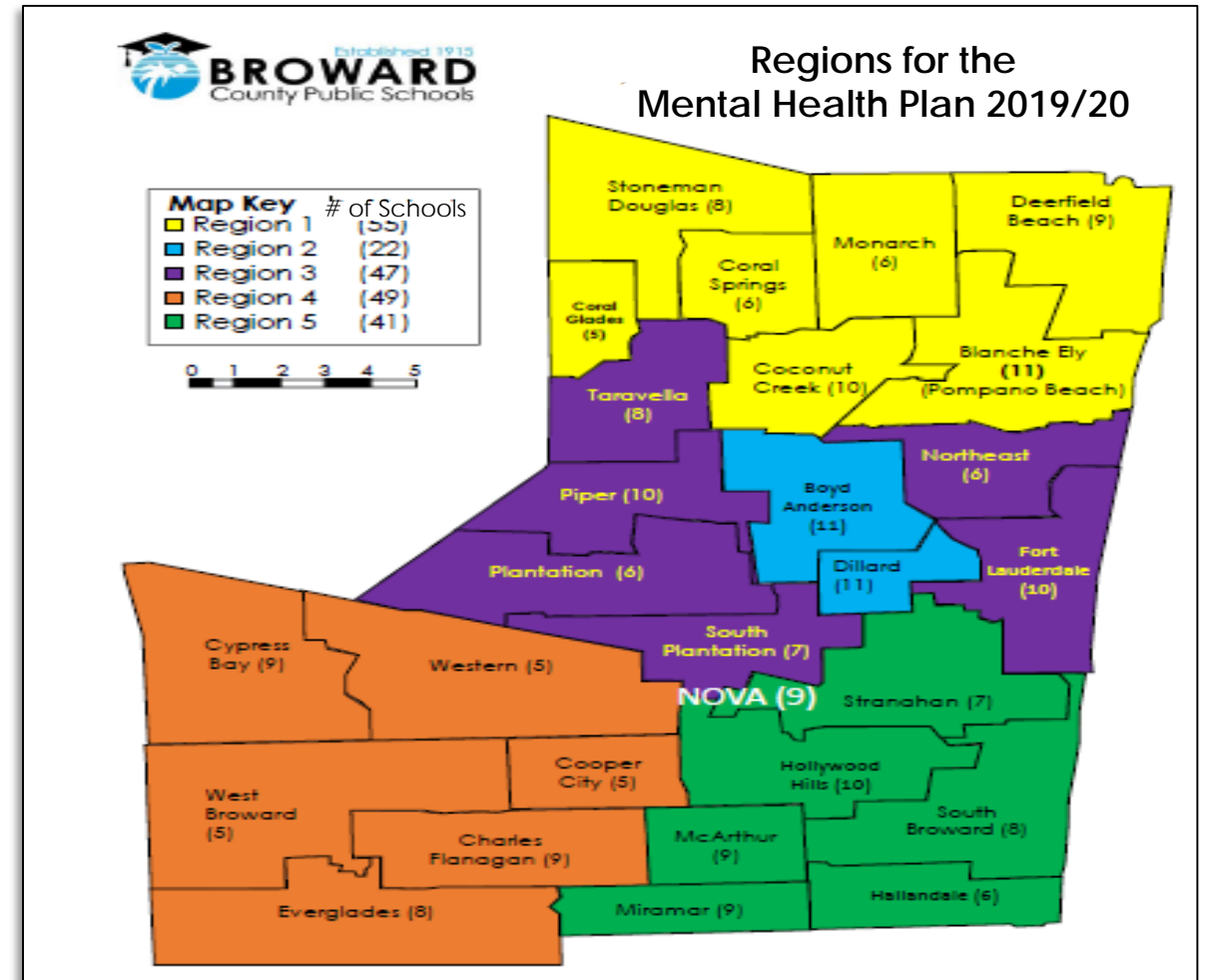
SERV, AEAP, MHAA, and REFERENDUM (# of positions and cost)

Position Titles	SERV	AEAP	MHAA	Referendum	Total	Position Cost	Total Cost
School Psychologists	0	0	10	20	30	\$83,618	\$2,508,540
School Social Workers	8	0	10	12	30	\$80,344	\$2,410,320
School (Guidance) Counselors	2	5	10	13	30	\$82,512	\$2,475,360
Family Therapists	0	0	10	12	22	\$80,344	\$1,767,568
ESLS Counselors	0	0	0	10	10	\$80,344	\$803,440
Behavior Analysts	0	0	10	0	10	\$74,665	\$746,650
School Nurses	1	0	5	11	17	\$60,173	\$1,022,941
EAP Counselors	1	2	5	0	8	\$97,594	\$780,752
Teachers on Special Assignment (MSD Instructional Support)	6	0	0	0	6	\$78,993	\$473,958
Teachers on Special Assignment (504 Plans)	1	1	0	5	7	\$78,993	\$552,951
Teachers on Special Assignment (SEL)	0	1	0	0	1	\$78,993	\$78,993
Teachers on Special Assignment (Suicide Prevention)	0	0	0	5	5	\$78,993	\$394,965
Clerical Specialist IV	4	0	0	0	4	\$53,712	\$214,848
Hospital Homebound Teachers (MSD)	0	0	0	2	2	\$78,993	\$157,986
Assistant Principal (MSD)	0	1	0	0	1	\$118,879	\$118,879
Program Manager, Recovery (MSD)	1	0	0	0	1	\$126,012	\$126,012
Service Manager, Recovery (MSD)	1	0	0	0	1	\$126,012	\$126,012
Budget Analyst (MSD)	1	0	0	0	1	\$111,151	\$111,151
Teachers on Special Assignment - Rtl:B (MSD)	1	0	0	0	1	\$78,993	\$78,993
Positive Behavior Intervention Specialist (MSD)	1	0	0	0	1	\$84,338	\$84,338
Community Liaison (MSD)	2	0	0	0	2	\$46,737	\$93,474
BRACE Advisor (MSD)	1	0	0	0	1	\$30,345	\$30,345
ESE Specialist	0	2	0	0	2	\$84,513	\$169,026
ESE Support Facilitator	0	2	0	0	2	\$71,470	\$142,940
Office Manager	0	1	0	0	1	\$76,259	\$76,259
Total	31	15	60	90	196		
TOTAL COST	\$2,383,667	\$1,272,838	\$4,803,665	\$7,007,538			\$15,546,701

Other Expenditures	SERV	AEAP	MHAA	Referendum	Position Cost	Total Cost
Social Emotional Learning (SEL) Liaisons	0	0	0	256	\$741	\$189,623
Prevention Liaisons	0	0	0	256	\$741	\$189,623
Non position expenditures such as mental health screening, overtime, professional services, and supplies	0	0	0		\$2,400	\$614,400
REFERENDUM: TOTAL OTHER EXPENDITURES						\$1,072,640
				REFERENDUM: TOTAL COST	\$8,080,177	GRAND TOTAL
						\$16,540,347

Mental Health Staff Utilization

STAFF	# per Region
30 School Psychologists	6
20 School Social Workers	4
20 School Counselors (Guidance)	4
20 Family Therapists	4
15 School Nurses	3
10 ESLS Counselors	2
10 Behavior Analysts	2
10 Teachers on Special Assignment	2
5 EAP Counselors	1



Questions?

**School Board Workshop:
District Mental Health Plan 2019/20**



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

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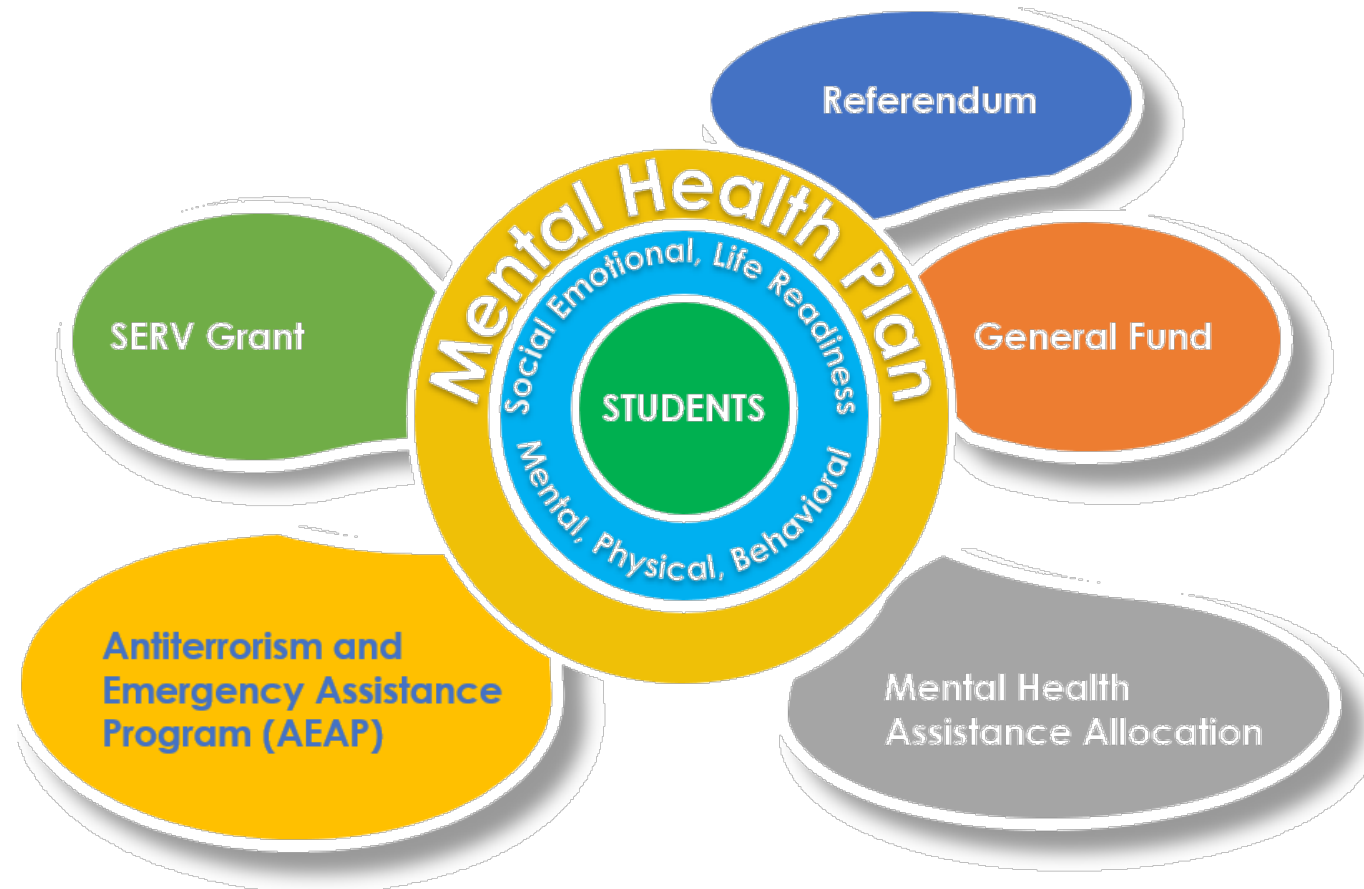


The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may call the Director, Equal Educational Opportunities/ADA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.

Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008, (ADAAA) may call Equal Educational Opportunities/ADA Compliance Department at 754-321-2150 or Teletype Machine (TTY) 754-321-2158.



APPENDIX



ADDITIONAL MENTAL HEALTH STAFF NEEDED TO MEET PROFESSIONAL ORGANIZATION RATIOS

STAFF	CURRENT # OF BCPS STAFF	CURRENT BROWARD RATIO	RECOMMENDED RATIO*	ADDITIONAL # NEEDED TO MEET RATIO	Cost to Meet Ratio
School Counselors (Guidance Counselors)	440	1 to 510	1 to 250	439	\$36,222,768
School Psychologists	121	1 to 2,239	1 to 500	421	\$35,203,178
Family Therapists	47	1 to 4,778	1 to 250	852	\$68,453,088
School Social Workers	147	1 to 1,843	1 to 250	790	\$63,471,760
Health Services (Nurses)†	23	1 to 9,763	1 to 750	277	\$16,667,921
Employee Assistance Program Counselors	3	1 to 10,989	1 to 4,000	53	\$5,172,482
* Practitioner recommended averages from national professional organizations: American School Counseling Association, National Association of School Psychologists, National Association of School Nurses, School Social Work Association of America, and the National Association of Social Workers, International Employee Assistance Professional Association † Health Services includes 75 contracted nursing personnel. Calculating Staff Needed = [(Student population/Recommended Ratio) – Current staff]				Total to meet recommended ratio: 2,832	\$225,191,197



Plan to Increase Direct Services

Organizational Changes

- Job Description Revisions
- Hiring, Training, Directing and Evaluating Staff
- Counselor-specific Evaluation System
- Funding Allocation Formulas
- Support Staff and Resources
- Principal Professional Development
- Other Duties as Assigned

Removing Other Duties

- Test Coordination & Proctoring
- Program Coordination
- (504, ESOL, CPST, MTSS/RtI)
- Supplemental, Liaison & Designee Positions
- Supervisory Duties
- Master Scheduling
- Teaching classes
- Miscellaneous



ROLE OF FAMILY THERAPISTS

Tier 1 – Universal

- Attend Collaborative Problem-Solving Team meetings

Tier 2 – Targeted

- Clinical consultation for threat assessment, and Response to Intervention teams
- Coordinate mental health services for student with community behavioral health partners
- Provide coordination of services with student's primary care provider

Tier 3 – Intensive

- Trauma-focused cognitive behavior therapy
- Family and/or individual brief counseling
- Supportive counseling services for students waiting for intake with a community-based mental health program
- Conduct clinical screening and assessment on referred students



ROLE OF MENTAL HEALTH NURSE

Tier 1 – Universal

- Health education
- Early identification of health needs
- Identify frequent health complaints
- Identify physical or drug abuse
- Identify mental health complaints

Tier 2 – Targeted

- Provide referrals for health complaints
- Refer to social workers, school counselors, and mental health team
- Targeted intervention for specific health needs

Tier 3 – Intensive

- Develop mental health care plans and 504 plans
- Coordinate care/treatment with mental health team
- Referral follow-up
- Document health and behavior interventions



ROLE OF POSITIVE BEHAVIOR INTERVENTION SPECIALISTS

Tier 1 – Universal

- Consultation
- Training for staff, students, and parents as appropriate
- Support pro-social school climate related to violence, prevention, substance abuse, student behavior, bullying and discipline

Tier 2 – Targeted

- Classroom push-ins
- Counseling referral (internal and external)
- Threat assessment support
- Behavior assessment support

Tier 3 – Intensive

- Behavioral crisis response
- Behavior intervention support plan development
- Behavior management plan
- Behavior support to students with multiple PROMISE incidents
- Functional Behavior Assessment and Positive Behavior Intervention Plan, monitoring, and tracking of success



ROLE OF SCHOOL COUNSELORS

(Guidance Counselors)

Tier 1 – Universal

- Individual, small group, and classroom counseling
- School and community-wide events
 - Academic advisement
 - College, career & life-readiness
 - Social & emotional learning
- Parent training & workshops

Tier 2 – Targeted

- Identification of at-risk students
- Evidence-based individual or small group interventions through MTSS/RtI
- Threat assessment support
- Collaborative Problem-Solving Team support
- Mentoring programs
- Collecting progress monitoring data

Tier 3 – Intensive

- Intensive, evidence-based individual or small group counseling
- Internal and external referrals for services
- Crisis response teams
- Wrap-around services
- Interagency collaboration
- Individualized behavior support plans
- Accommodations support



ROLE OF SCHOOL PSYCHOLOGISTS

Tier 1 – Universal

- Suicide prevention training
- Youth Mental Health First Aid training for staff
- Threat assessment trainings
- Crisis support for schools using the PREPaRE model
- SEL training for schools

Tier 2 – Targeted

- FBA/PBIP development for students with behavioral difficulties
- Collaborate with school-based CPS teams to assist with developing Tier 2 plans
- Participate on Behavior Threat Assessment teams
- Complete Diagnostic Resource Referral to coordinate services with child psychiatrist and/or neurologist

Tier 3 – Intensive

- Psychoeducational evaluations to determine eligibility for ESE/504
- Expedited SEDNET evaluations
- Individual crisis counseling
- Clinical interviews for Behavioral Threat Assessments



ROLE OF SCHOOL SOCIAL WORKERS

Tier 1 – Universal

- Social emotional learning plans (SPARKS)
- Substance abuse prevention
- Consultation with teachers, administration, parents, students, and community
- Student, parent, and staff trainings

Tier 2 – Targeted

- Substance abuse prevention counseling
- Specialized small group counseling
- Clinical support on threat assessment teams
- Behavior assessments
- Suicide prevention, assessment, and intervention

Tier 3 – Intensive

- Individual clinical counseling
- Psychosocial assessment and evaluations
- Individual substance abuse counseling
- Crisis response
- Behavior management plans



ROLE OF EMPLOYEE ASSISTANCE PROGRAM COUNSELORS

Tier 1 – Universal

Provide generalized psychoeducation and support districtwide:

- Districtwide introduction to EAP services via leadership engagement
- Conduct wellness events
- Provide mental health presentations

Tier 2 – Targeted

Support needs of employees experiencing periodic disruption in daily functioning:

- Collaborate with District MH depts. for onsite crisis stabilization
- Provide presentations related to identified needs
- Encourage move from stabilization to recovery support

Tier 3 – Intensive

Support employees seeking EAP services due to severe disruption in functioning:

- Wellness check-ins
- Individual counseling
- Psychological evals
- Board approved leaves
- Disability applications
- Transfer request



Mental Health is not the same as the absence of Mental Illness.

Mental Health is **P**roactive, **P**rotective and **P**romoted through attention to:

- Social Emotional Learning
- Adaptive Problem-Solving & Decision Making
- Personal Identity Development
- Helpful Stress Management & Reduction Strategies
- Interpersonal Judgment and Effectiveness
- Practice of Resiliency following Challenges and Setbacks
- Mind and Body Wellness



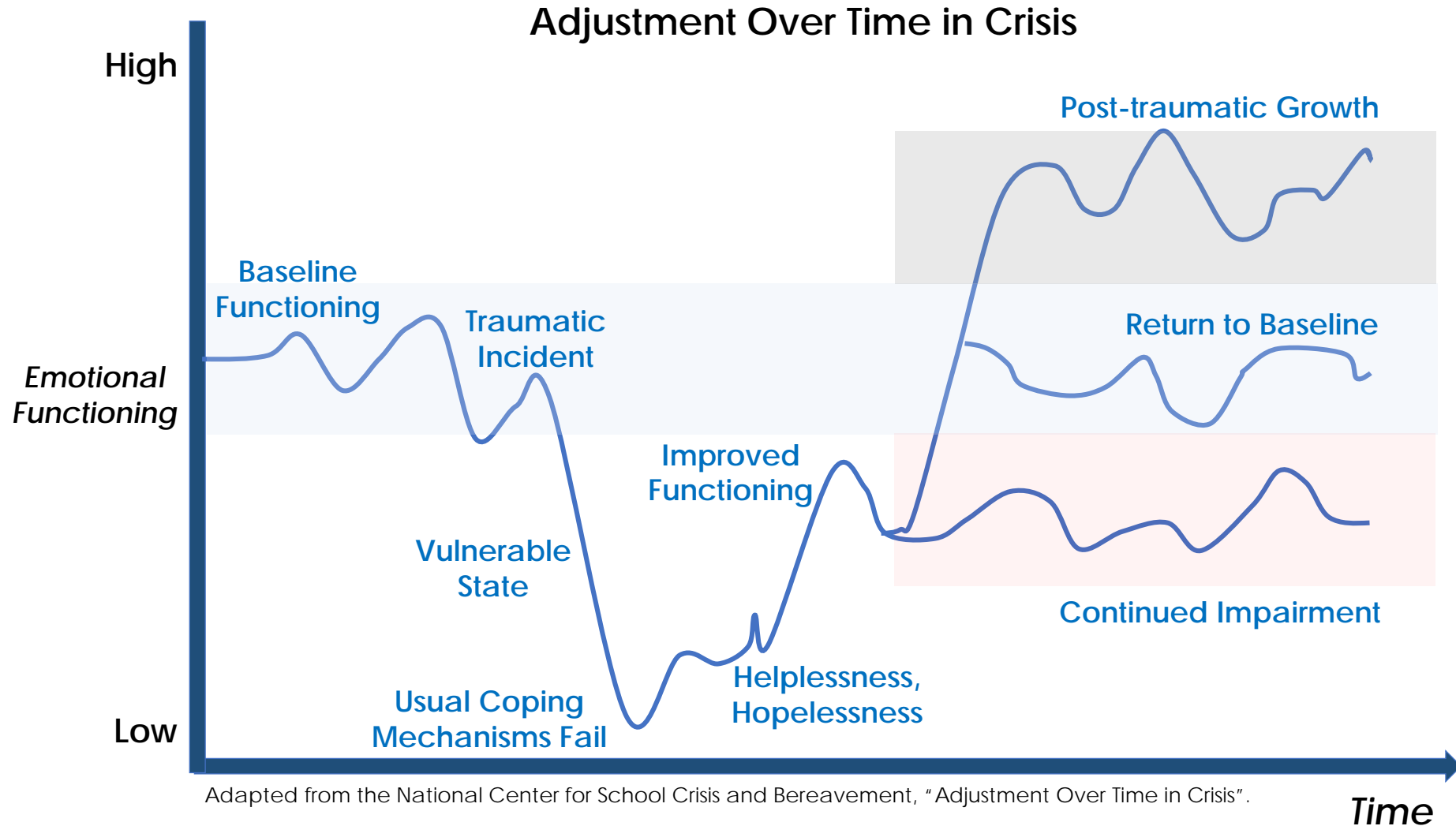
Mental illness is often a result of the interplay of emotional, social, contextual, biological and developmental vulnerabilities which can result in:

- Internalizing symptoms (e.g. anxiety, depression)
- Externalizing symptoms (e.g. conduct problems, oppositional behaviors)
- Health problems (e.g. somatoform disorders)
- Relationship difficulties
- Impulsive actions & risk taking
- Self-destructive or violent behaviors
- Substance use, abuse, and misuse



BCPS is transitioning from Response to Recovery

What Does Recovery Look Like?



Adapted from the National Center for School Crisis and Bereavement, "Adjustment Over Time in Crisis".

BCPS Recovery Overview

We have an infrastructure and are building on it

Why?

Recovery is **mission-critical**.

A robust support infrastructure is needed to ensure that we educate **all students** to reach their highest potential.

Recovery fortifies an environment where **teachers can teach** and **students can learn**.

What?

Academic achievement:

Proficiency
(at a minimum)

Growth
(at a minimum, one year's growth every year)

Social-Emotional Well-being:

Physical Safety
(for Students and Staff)

Resiliency
(Individuals and Systems)

Resourcefulness
(Soft Skills)

How?

- BEST/CARE **Blueprint**
- **Tiered** system of supports
- Counseling and Academic **Advisement**
- Implementation of External Report Recommendations
- Leverage **external partners** (consultants, service providers)

Programmatic Modifications

Extension of Existing Capabilities

Introduction of New Capabilities

**BCPS
School-
Based
Mental Health
Professionals**

**Family Counseling
Program**

Individual and family psychotherapy: identify and remove emotional barriers to learning; Encourage greater social/emotional functioning in school, home, and community relationships.

School Counselors

Leaders in social emotional learning; emotional support for students' academic, college readiness, and career pursuits; individual / group counseling; classroom lessons; school-wide initiatives; facilitates parent conferences; and access to community resources.

**School Social
Workers**

Focus on increasing student attendance rates; outreach and home visits to disengaged families; support to military families; coordinate crisis response teams; psychosocial assessment to assess family functioning; build and leverage community collaboration to increase services and resources



**BCPS
School-
Based
Mental
Health
Professionals**

ESLS Counselors

Suicide prevention training, mental health support and education for students and staff. Collaboration with residential and community mental health providers. Counseling as a related service through exceptional student education.

**School
Psychologists**

Assess student emotional and behavioral needs; Engage students in individual and small group counseling; Coordinate crisis response teams and threat assessment trainings; help families understand their children's learning and mental health needs.

**Employee
Assistance
Program (EAP)**

Operates in both a preventive and corrective mode to provide confidential assistance, which adds value to employee performance and increases productivity.



Mental Health Plan

- Mental Health and Wellness Plan
- Mental Health Portal
- Unified District Mental Health and Wellness Campaign



Prevention Programs

- Suicide Prevention
- Bullying Prevention
- Mindfulness Initiative



Social Emotional Learning (SEL)

- Reimagining Middle Grades
- Behavior Intervention Programs



Intervention Programs

- Youth Mental Health First Aid
- Multi-tiered System of Support



**BCPS Service
Delivery
Before
February 14, 2018**



BCPS Service Delivery

Before

February 14, 2018

Specialized Professional Advancing Resources
Knowledge and Skills (SPARKS!)

Trauma Focused – Cognitive Behavioral Therapy
Training (TF-CBT) (5 Clinicians, 2 Brokers and 2
Senior Leaders trained)

Community Behavioral Health Partnerships

Crisis Text Line for Students

- Personalization for Academic and Social
Learning (PASL)

- Mental Health Practitioners in Every School

- Employee Assistance Program (EAP)



MSDHSPSA 2018/19

BCPS Mental Health Assistance Allocation Plan

[BCPS Mental Health Assistance Allocation Plan](#)
Click link to see supporting documents



BCPS Service Delivery

After

February 14, 2018

Ongoing consultation with National Center for School Crisis and Bereavement (NCSCB)

Youth Mental Health First Aid Expanded

PREPaRE Model Trainings: Comprehensive School Safety Planning - Crisis Prevention and Preparedness; Crisis Intervention and Recovery

Center for Mind-Body Medicine (CMBM) Wellness Trainings

• Trauma-Focused Cognitive Behavioral Therapy Training Expanded - (51 Clinicians, 32 Brokers, and 6 Senior Leaders in progress)



BCPS Service Delivery

After

February 14, 2018

Mindfulness (Mindful Kids, Miami, Pure Edge, etc.) Superintendent's Mindfulness Initiative

Increased and enhanced clinical mental health services

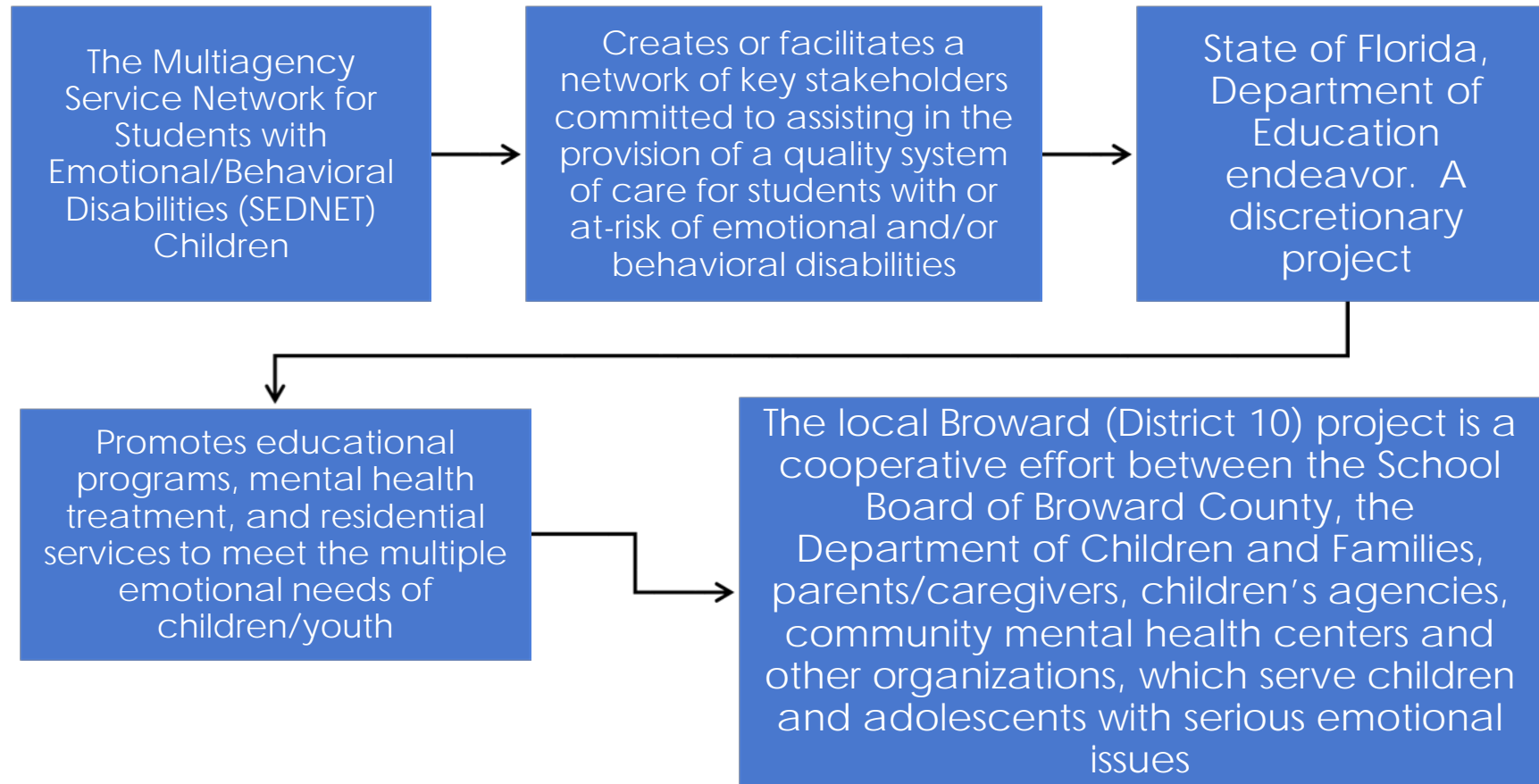
Community Partnerships

GC Scored: Culturally responsive strategies to address community violence and trauma (SPARKS! Schools)

Sandy Hook Promise



What is SEDNET



Family Service Planning Teams (FSPT) dedicated to securing the least restrictive, most relevant and appropriate resources/interventions necessary to keep the child living in the home and the community

Case Management assists families and students in obtaining appropriate educational and behavioral health services within Broward County Schools

Behavioral Health Partnership between the school district and community agencies to provide services to students on school campuses when school personnel have referred the student

Trauma Trainings provides support to students who experience an intense event that threatens or causes harm to their emotional and physical well-being

SEDNET's Connection to the Community



Suicide Prevention trainings are to educate students, families, schools and community to increase awareness and decrease incidents of suicide among students

Collaboration occurs with the school district, community, parents and behavioral health providers

Managing Care Entity ensures that there is collaborative planning and a continuum of quality care

School Links works to improve the mental health of children and adolescents by ensuring collaboration

SEDNET's Connection to the Community

