

Project School Emergency Response to Violence (SERV) 2.0 July 2019

The staff and students of the Marjory Stoneman Douglas (MSD) Zone and across the District continue to deal with the traumatic effects of the mass shooting that occurred on February 14th, 2018. In the first Project Schools Emergency Response to Violence (SERV) grant, funds assisted Broward County Public Schools (BCPS) in dealing with the initial response to the aftermath of the tragedy. It covered hiring additional personnel and funding staff overtime needed at MSD and the affected community, including a co-principal, teachers, substitutes, clerical services, custodial services and mental health clinicians. The additional personnel and overtime helped students, families, staff and community members with trauma recovery, mental health services and response to the increased international attention the school faced. The services of the National Center for School Crisis and Bereavement and the Center for Mind-Body Medicine were engaged to help BCPS navigate the repercussions of the tragedy and provide additional trauma counseling. The funds also supported summer activities in the MSD Zone; trauma-focused cognitive behavioral training for family therapists, social workers, counselors, psychologists, nurses, and administrative leaders; postsecondary transition assistance for students and their families; and weekly events and social activities for students.

In March 2018, the State legislature passed the Marjory Stoneman Douglas High School Public Safety Act, which created a Commission to investigate system failures in the MSD shooting, required a safe school officer at every school, expanded school-based mental health services, implemented youth mental health awareness training, provided funding to construct a memorial and replace Building 12, among many other things (see attached SB 7026 summary). BCPS implemented a number of safety and security enhancements prior to the start of the 2018-2019 school year to address the anticipated needs of returning students and staff in the MSD Zone. Most of these enhancements have been funded through federal (other than SERV), State and district funds. The district:

- 1) Upgraded its network of surveillance cameras,
- 2) Employed at least one School Resource Officer or Safe School Officer for each school as mandated by law,
- 3) Increased the frequency of lockdown drills,
- 4) Hired new mental health professionals (ten school counselors, ten social workers, ten behavior analysts, ten family therapists, five school psychologists, five nurses and five employee assistance program counselors), and
- 5) Completed mandatory security risk assessments for every school.

During the 2018-2019 school year, District and school staff experienced an unprecedented increase in requests for mental health treatment, therapy, training, tutoring, credit recovery, implementation of activities to restore social and emotional well-being and collective wellness, inquiries about safety and security initiatives from the community and

media, and the implementation of improved safety and security measures on their campuses, including infrastructure and equipment improvements and safety procedures. Since the activities under the first SERV award have been completed, BCPS is now prepared to submit the first supplemental request.

Personnel Needs

The District experienced a dramatic increase in psychosomatic symptoms as national crisis and trauma experts and other school districts knowledgeable of mass shootings can attest. These psychosomatic symptoms include, but are not limited to, post-traumatic stress disorder (PTSD), anxiety, absenteeism, depression, aggressive behavior, substance abuse, mood disorders, inability to focus, and violent writings. Trauma also has negative effects on physical health according to research from the U.S. Department of Veteran Affairs National Center for PTSD. Individuals with PTSD are more likely to have a greater number of health problems.

Due to the continued effects of the tragic events, the Broward Teachers' Union and the District agreed to provide ten additional days of sick leave for the 2018-2019 and 2019-2020 school years for MSD employees, District employees who are parents of MSD students, spouses of MSD employees, and/or District employees that lost an immediate family member at MSD. The District and the Broward Resiliency Center in collaboration with community mental health partners continued to treat and provide referrals to a high volume of students, staff and community members in the MSD Zone.

District Staff (Guidance Counselors, BRACE Advisors, Social Workers, Family Therapists, Nurses, School Psychologists and Employee Assistance Program staff) have largely provided targeted mental health and wellness services (between Tier 1 and Tier 3 depending on the case) to victims, classmates and staff at the schools in the MSD Zone. The Employee Assistance Program (EAP) functions as the source of professional competence in handling psychological and social issues affecting BCPS employees, their family members and retirees. The assistance is beneficial for MSD staff and others affected by the tragedy suffering from behavioral/medical problems that may jeopardize their physical or mental health, work satisfaction and continued employment.

The District has handled the increase in mental health and behavioral issues among students and staff in the MSD Zone, including an upsurge in 504 Plans, and other crisis responses. The 504 Plan is developed to ensure that a child who has an identified disability receives accommodations to ensure their academic success and access to the learning environment. The number of newly eligible 504 Plan students has increased approximately of 45.7% in the MSD Zone. At MSD community and parent meetings, the need for 504 services was requested and discussed in detail, which is expected to create an even larger demand for new 504 services for students. Staff is needed to carry out the myriad of tasks associated with 504 Plans, including contacting parents, facilitating meetings, determining eligibility, and developing, implementing and monitoring the plans.

Furthermore, schools have been inundated with a dramatic increase in threats and incidents of violence. The number of mandatory recommendations for Expulsion and Abeyance cases have doubled, particularly for assault/threat and possession/use/sale/attempted sale/transmittal of derivatives of marijuana. With the combined increases in expulsions/abeyance and 504 Plans, additional staff are needed to review cases, communicate with families, advise students and families of the course of action, complete the required documentation, and develop appropriate intervention plans.

Many students have fallen behind on their coursework, GPA, or other promotion/graduation requirements as a result of the tragedy. MSD has experienced a dramatic decrease in the passage rate in the English Language Assessment (ELA) and Algebra 1 End of Course exams. For example, at MSD in English Language Arts (ELA), 11th graders went from a 36% passage rate to a 21% passage rate. Students in 12th grade went from 29% passing to 6% in ELA. In Algebra 1, among first-time testing students, passage of the End of Course exam went from 69% in 2017-2018 to 20% passing in 2018-2019.

Since the tragedy, BCPS has experienced an increase in the number of disciplinary incidents. According to the School Environmental Safety Incident Reports (SESIR), information provided to the Florida Department of Education, from 2017-2018 compared to 2016-2017, the occurrence of the following incidents have grown: Drug Use/Possession – Except Alcohol (637 from 511 incidents), Other Major Offenses (367 from 317 incidents), Physical Attack (128 from 34 incidents), Threats/Intimidation (368 from 337 incidents), and Tobacco (439 from 127 incidents).

From February 15th – June 8th, 2018 (the remainder of the academic year following the tragedy), the District experienced an increase of 17.4% in behavioral incidents when compared to the same time period in the 2017 school year. When compared to the same period in 2017, the District also experienced a 24.5% growth in Drug Use/Possession, as outlined in Florida Statute Chapter 893 – Drug Abuse Prevention and Control. For the 1st semester of 2018-2019 school year, MSD was on the list of Top Ten Substance Abuse Schools. MSD was not listed for the 1st semester in 2016-2017, had 28 incidents in the 1st semester of 2017-2018, and had 38 incidents in for the 1st semester of 2018-2019.

The heightened awareness and sensitivity to potential incidents throughout the district has led to an increase in the number of referrals for tiered behavior/mental health supports and the initiation of involuntary hospitalizations. The number of delinquency and dependency court cases involving students increased approximately 500% since February 2018. The state-legislated Marjory Stoneman Douglas High School Public Safety Act has provided insufficient funding to enforce newly mandated regulations.

To restore the learning environment in the MSD Zone, BCPS is proposing to hire the following full-time personnel, and provide the following overtime pay for academic and/or mental health supports and for completion of recovery-related projects:

- **Community Liaison (2)**
 Provide community outreach for health and wellness and connect families and external resources throughout the MSD Zone. This position does not attend to the specific psychosocial needs of the families of the deceased and injured students, as is covered by the Family Liaison, discussed later in this document.
- **EAP Counselor (1)**
 Coordinate services for trauma recovery and resiliency-building supports for MSD Zone employees and their dependents. BCPS is a self-insured entity and the Employee Assistance Program (EAP) is an internal EAP; services are provided by those directly employed by the BCPS. Funding currently does not allow the District to hire additional positions necessary to support the extensive recovery needs.
- **Teacher on Special Assignment – 504, CPST, MTSS/RTI (1)**
 This person will serve as an additional MSD Section 504 and Collaborative Problem-Solving Team (CPST) member to assist in the following: student identification, eligibility determination, planning, and accommodating and monitoring fidelity of implementation. Since the incident, 504 requests have increased by 78% at MSD for accommodations related to mental, physical, and behavioral health concerns. Additionally, existing students with 504 plans related to mental, physical, and behavioral health concerns have demonstrated an increased need for accommodations and services. The district will continue to provide 504 Plan accommodations in compliance with the law.
- **Teachers on Special Assignment – Specialized Substitutes (6)**
 Serve as full-time substitute teachers with specialized training in trauma and mental health, in addition to subject area content, to provide relief for classroom teachers and staff.
- **School Nurse (1)**
 Provide case management, develop mental health care plans, and coordinate referrals in MSD Zone.
- **School Counselors (2)**
 Provide direct and indirect school counseling services to meet MSD students' personalized academic, social/emotional and college/career readiness needs.
- **School Social Workers (8)**
 The School Social Workers will work directly with students who attend Marjory Stoneman Douglas High School and the other schools within that feeder pattern. The impact of the massacre at Marjory Stoneman Douglas High School has had a significant impact on the entire community as siblings, neighbors, and friends of the deceased and injured were also affected and remain negatively impacted by this

incident. There has been an increase in mental health concerns among students at MSD as exhibited by anxiety, depression, cutting/self-injurious behavior, school avoidance, suicidal ideation, illegal substance usage etc. These school social workers will provide full wraparound services for students to address their mental health, social services, familial adjustment needs, and non-attendance issues. In addition, they will provide short-term counseling, conduct comprehensive psychosocial assessments and write professional reports to document gaps to guide service provision ensuring that MSD students' needs are identified and addressed in a timely manner, to restore students to optimal functioning that result in school retention and eventual high school graduation. Four School Social Workers will be assigned to the Wellness Center housed on the MSD campus (1 per grade level), 1 will be located at Westglades Middle School, and 3 will serve the 5 Elementary Schools in the MSD Zone.

- **Instructional Facilitator – RTI:Behavior/Climate(1)**

Serve as support to intervene in addressing substance use, violence, bullying, etc. to support students/schools recovering from the tragedy. Traumatic incidents, such as a school shooting, terrorist attack and the like impact the entire school community and severely interfere with school functioning. Schools have been inundated with a dramatic increase in threats and incidents of violence. The elevated numbers are attributed to PTSD, disorganized behavior or agitation, hyperarousal (such as anger, irritability etc.), aggressive behavior, and staff on alert and short-fused. This additional personnel will work to address incidents, instances and occurrences in an effort to regain normalcy within the schools. Therefore, they will support the school's students and staff to develop and sustain better mental health and school climates.

Clerical Specialists (4) – These positions will serve as MSD recovery support staff due to the nature of the duties and responsibilities such as coordination of trauma related mental health services, bereavement support, crisis management, critical incidents, and emergencies at MSD/MSD zone for recovery. One (1) will support the MTSS/RTI and CPST processes with students and families for newly eligible students. The other three (3) Clerical Specialists will engage with students and families at the MSD Wellness Center. They will assist with greeting and registering students in preparation for counseling sessions with mental health/clinical staff. They will assist with registering and managing student appointments throughout the zone, scheduling counseling appointments and prioritizing counseling sessions for the Family Counseling Center.

The MSD Recovery Support Staff will allow the Recovery Team to provide more care to the students and to ensure school-based recovery operations run smoothly. The MSD Recovery Support Staff will maintain effective records and administration, be in charge of communication and correspondence.

The MSD Recovery Support Staff shall be prepared to handle a variety of tasks in order to ensure that all interactions related to recovery efforts are positive and productive. Being that there were 700-800 students and staff in the 1200 building that experienced extensive exposure to trauma and death and the remaining nearly 3,000 students and staff also experienced significant trauma and loss impacting educational and psychological functioning, the current staffing for recovery efforts at the school are insufficient even with the added positions

The MSD Recovery Support Staff will also assist the clinically trained staff in the management of the recovery team efforts. MSD Recovery Support Staff will serve as an intermediate channel of communication to support activities related to recovery. The MSD Recovery Support Staff will be trained in psychological first aid, mental health first aid, and participate in daily meetings with clinical staff.

- **Specialist – Positive Behavior Interventions (1)**
Prior to the tragedy, MSD ranked among the lowest of Broward County High Schools in the frequency of incidents relative to mental health concerns, substance misuse, and behavioral incidents. Student incidents requiring mental health support and substance and behavioral intervention have significantly increased in the MSD subsequent to the tragedy. As an example, prior to the tragedy, MSD ranked 26th among the 33 high schools within the District for incidents of substance abuse. Currently, MSD ranks 6th highest out of the 33 high schools. Students are exhibiting signs of PTSD, depression, disorganized behavior or agitation, hyperarousal (such as anger, irritability etc.) and aggressive behavior. Therefore, this behavioral health expert will respond and address the significantly increased needs of the students impacted by the tragedy within the areas of mental health concerns, substance misuse, and behavioral incidents.
- **Budget Analyst (1)**
This position will serve an integral part of the MSD recovery team to ensure that funds are spent in accordance with the Student Emergency Response to Violence Grant guidelines. This position will manage the budget, analyze financial data, develop reports for SERV recovery activities. The Budget Analyst will attend meetings and provide support to MSD Zone schools to meet short term and long term recovery goals.
- **Program Manager, District Recovery Services (1)**
This position will manage District level support for recovery services to fully meet the needs of MSD/MSD Zone schools. The Program Manager will serve as liaison between the school-based MSD Service Manager (Clinical Coordinator) for Recovery

Services and district leadership to ensure the effective and efficient delivery of recovery services. The position will oversee SERV-related recovery efforts to ensure they are aligned with the District Recovery Strategic Plan and ensure communication and coordination of mental, physical, and behavioral health activities of impacted students, families and staff are met. The Program Manager will identify barriers and challenges to the implementation of services in the MSD/MSD zone. They will develop and implement programs and services with internal and external stakeholders (i.e. Employee Assistance Program, nonprofits, faith-based organizations, elected officials, municipalities and county government) to maximize the use of available community resources and reduce unnecessary duplication or conflicting services. This position will leverage other District resources and grant opportunities to assist with recovery efforts within MSD/MSD Zone schools.

- **MSD Service Manager (Clinical Coordinator), Recovery Services (1)**

A school-based clinical position at MSD to coordinate on-site comprehensive services to victims' and witnesses' recovery efforts and communication with students, families and staff directly impacted by the tragedy at MSD/MSD Zone schools. This position will oversee and support the Family Liaison Consultant. This position was identified as a critical gap based on qualitative review of service delivery and impact during the first year of response. This position will partner with MSD's administration (including the Assistant Principal for Recovery and the Manager of District Recovery Services to provide critical oversight and support for the implementation of all MSD school-based recovery activities, mental health and psychological safety needs related to all events and activities affecting individuals impacted by the tragedy. This position will identify, develop, and facilitate professional development for appropriate staff, and provide onsite consultation to wellness center staff, other zone based mental health staff, and all school staff at MSD/MSD zoned schools.

- **BRACE Advisor (1)**

A Broward Advisor for Continuing Education (BRACE) Advisor will provide intensive services to a target population of MSD students who have been identified with mental, physical, or health concerns related to the tragedy to prepare for and successfully transition to postsecondary opportunities.

- **Recovery Club Sponsors**

MSD Zone teachers and support staff who are trained as Center of Mind-Body Medicine Ambassadors, will facilitate mindfulness, comprehensive wellness clubs for students during non-contract hours.

- **Credit Recovery Team**
Additional instructional time after school is needed to offer credit recovery programs to students who still did not complete the spring 2018 semester. These programs are needed due to increased student course incompleteness and failure rates. These students have exhibited signs of mental, physical and behavioral health concerns due to the tragedy.
- **Summer, After-school and Weekend Initiatives**
Collaborate, plan, and/or deliver direct services to students, staff and affected families during non-contract hours for the following departments:
 - Office of Academics
 - Employee Assistance Program (EAP) Department
 - MSD faculty
 - School Counseling
 - Student Services Department
- **Academic Tutoring Team**
Additional instructional time after school for students who need to retake the End of Course Exam Algebra 1 and English Language Arts Florida Standards Assessment, paying special attention to the graduating class of 2020-2021 (those who were freshmen the year of the tragedy).

Contractual Services

- **Employee Assistance Program (EAP)**
BCPS is a self-insured entity and Employee Assistance Program (EAP) is an internal EAP; services are provided by those directly employed by the BCPS. Funding currently does not allow the District to hire additional positions necessary to support the extensive recovery needs of the District, which would allow the EAP to provide multi-tiered wellness services for critically affected School Board employees' trauma recovery, psychological education, team building facilitation, mindfulness, therapeutic desensitization, group and individual focused services, and professional development.
- **Family Liaison Consultant**
This specialized clinical position will liaise between the District and families of the deceased and injured students, addressing the myriad needs as they arise and creating the immediate support to families as needed. For example, this position will coordinate and attend parent meetings, provide monthly parent "support groups", advocate for specific school needs, and assist school in addressing parental needs at various school activities such as graduation, conferences, award ceremonies, etc. This position was specifically requested by the MSD parents of deceased and injured students at a public meeting with the Superintendent.

Other Expenses

The recovery activities of new and existing staff or contracted providers will require support for materials, printing, travel and other resources.

- **Supplies**

For the new staff hired specifically to conduct SERV-related program activities additional technology, such as laptops and printers, and office supplies will be needed to conduct regular business.

- **De-Escalation Rooms**

Special areas of campus will be converted into de-escalation rooms to create comfortable environments where students and staff can visit to manage their emotions through music, art, meditation, yoga, or other strategies. There will be no construction to convert these rooms.

- **Instructional Materials**

Software licenses for instructional materials to support hospital homebound, credit recovery and tutoring service programs.

- **February 14th Commemoration**

Broward County Public Schools (BCPS) is committed to continuing to provide support to our students, staff, families and communities impacted by the tragedy. BCPS adopted the idea of engaging in *A Day of Service and Love* to observe and honor the annual mark of the MSD tragedy. The MSD Zone, District and community at-large will engage in a day of service to build awareness, engagement and connections during this difficult time; create significant reflection and service opportunities; raise visibility of needs within our community; grow network and support of community partners; connect communities with information, resources and opportunities to get involved in ongoing service and encourage stronger civic engagement and bring us all closer.

District staff will provide logistical support, community outreach and intervention assistance to address the heightened needs of victims around the intense time of the two-year mark of the Marjory Stoneman Douglas tragedy. The District will provide guidelines to offer best practices on how to engage staff, students and families in honoring those who were lost to the tragedy and supporting the grieving process for those who are still with us. The guidelines also provide some rationale and suggested service project ideas for District schools and departments, community partners and individuals to participate in *A Day of Service and Love*.

Broward County Public Schools mental health professionals, school counselors, psychologists and community partners will engage in commemoration planning for

Marjory Stoneman Douglas High School zone (MSDHS). Ongoing support and resources will be provided. The students, families, employees, MSDHS community and surrounding communities will receive access to trauma-informed care, behavioral health counseling, employee assistance support, comfort dogs, specialized support groups, and wellness resources during commemoration.

BCPS proposes to have volunteers contribute hours to improve MSD community resiliency through leading various school-based and community-based volunteer service project opportunities in collaboration with community partner, HandsOn Broward and evidence-based practice of mind-body techniques to relieve stress, heal trauma, and enhance health and well-being. These activities will encourage stronger civic engagement and bring individuals closer by volunteering to fulfill the needs at MSD/MSD Zone schools, as well as community agencies. In addition, volunteer management skills will be improved. At the end of the contract year, the volunteers will be responsible for building awareness, engagement and connections during this difficult time of personal tragedy and loss.

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