


MEMORANDUM

July 2, 2021

TO: The Honorable Chair and Members of The School Board of Miami-Dade County, Florida

FROM: Alberto M. Carvalho, Superintendent of Schools 

SUBJECT: SUPPLEMENTAL INFORMATION FOR AGENDA ITEM D-66 FOR THE JULY 14, 2021 SCHOOL BOARD MEETING, REQUEST FOR APPROVAL OF 2021-2022 M-DCPS MENTAL HEALTH ASSISTANCE ALLOCATION PLAN

Attached for your information is the District's Mental Health Assistance Allocation Plan. Section 1011.62 (16) Florida Statutes states that the mental health assistance allocation was created to provide funding to assist school districts in establishing or expanding school-based mental health care.

If you have any questions, please contact Dr. John D. Pace, Chief Operating Officer, School Operations, at 305 995-2938.

AMC:sa
M1420

Attachment

cc: School Board Attorney
Superintendent's Cabinet

Miami-Dade County Public Schools' Mental Health Assistance Allocation Plan

2021-2022

Mental Health Assistance Allocation Plan

Miami-Dade County Public Schools (M-DCPS) continues to prioritize the social-emotional and mental well-being of its students. In alignment with Senate Bill 7030 and with the support of the Mental Health Assistance Allocation (Section 1011.62 (16), F.S.), the District continues to enhance both school and community-based supports, resources and services through the implementation of evidence-based programs, practices and strategies.

Serving over 330,000 students, M-DCPS is the 4th largest school district in the nation. The Department of Mental Health Services, which was established in July 2018, aligns its work with all departments throughout the District to expand mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect with children, youth and families who may experience challenges with appropriate services.

Many children and adolescents across the nation have experienced mental health challenges and social isolation throughout the COVID-19 pandemic, as such, M-DCPS is focusing intervention efforts to support students' complete mental health. M-DCPS has further elevated its services and programs and continues to do so in preparing to transition into the 2021-2022 school year. A full continuum of supports focused on social, behavioral and emotional skills; creating and maintaining a nurturing environment that supports well-being; and promoting resilience to prevent and reduce risk factors that result in mental health challenges will be in place.

The District continues to ensure the coordination of:

- School and community-based resources to deliver evidence-based mental health care for M-DCPS students including mental health screenings, assessments, intervention, treatment and recovery services through a multi-tiered system of support;
- Evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses;
- Contract-based mental health service providers
- Threat Assessment and Mental Health Teams to support and facilitate screenings, assessments, diagnosis, interventions, and recovery services;
- Data collection on mental health services provided to M-DCPS students (school and community-based);
- Mental health service providers employed by the District who are appropriately credentialed;

- Outside service providers with the appropriate credentials;
- Social-Emotional Learning and Mental and Emotional Health Programs;
- Parent/Caregiver workshops on Mental Health Awareness and District supports
- Staff training on the following (but not limited to):
 - Mental Health Awareness
 - Multi-Tiered System of Support (MTSS)
 - District's Progression of Mental Health Support
 - Trauma-Informed Practices/Classrooms
 - Mental Health Referral Procedures
 - Facilitating Mental Health Team Planning Meetings
 - Developing Mental Health Plans
 - Monitoring Intervention and Recovery Services
 - Threat Assessment Teams
 - Mental Health Awareness Programs
 - Suicide Prevention, Intervention, Postvention
 - De-escalation Strategies
 - Grief Sensitivity
 - Wrap Around Services
 - Resiliency

Research-Based Multi-Tiered System of Supports

M-DCPS leverages a comprehensive and data-rich Multi-Tiered System of Support (MTSS) to address the mental health concerns of all students within the District. M-DCPS' MTSS ensures successful educational outcomes for all students by using a data-based problem-solving process to evaluate the effectiveness of all interventions being provided within each tier. Interventions focus on academic performance, social-emotional instruction and support, behavioral issues, as well as mental health. The District's MTSS is a three-tiered approach that moves through a progression of support to meet the unique academic, behavioral, and mental health concerns of all students.

Tier 1 Services and Support Model (Universal/Prevention)

Tier 1 provides school-wide programming that addresses the universal social/emotional needs of all learners. Each year, all schools are required to examine data in both school culture and academic programs through the School Improvement Process (SIP) and identify which essential practices led to the data findings. Schools then develop outcome statements, priority actions, and the implementation steps required to facilitate school improvement. Using the framework of Effective School Culture, each school is required to identify opportunities for improvement within the areas of relationships; engaging learning environment; support, care, and connections; physical and emotional safety; and clearly defined expectations. In order to appropriately identify the outcome statements, priority actions, and the implementation steps within the SIP, each school's leadership team attends a 2-day Strategic Planning session during the Summer of Synergy professional development. During this development, leadership teams disaggregate data within the areas of academic performance, teacher/student climate survey results, teacher/student attendance, percent of

students with disciplinary referrals, and the percent of students who have met 2+ Early Warning System (EWS) Indicators (absent 10% of school year, 1+ suspensions, failed ELA course, failed math course, ELA level 1, and math level 1). Such strategies are designed to improve the early identification of social, emotional, and behavioral problems or substance abuse disorders and improve the provision of early identification services.

M-DCPS offers a variety of districtwide prevention programs and fosters partnerships that focus on mental wellness. Through the District's Values Matter Miami initiative, schools are provided a comprehensive, values-based program aligned to specific core values: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and Responsibility. Schools are provided with interactive, grade-appropriate lessons to support the development of behaviors aligned to these values. Additionally, M-DCPS was the first school district in the nation to enter into a formal partnership with Sandy Hook Promise in order to implement their *Know the Signs* programs. These programs train youth and adults to identify, intervene, and provide help for individuals before they cause harm to themselves or others. All M-DCPS high schools and middle schools have participated in Sandy Hook Promise's *Say Something* assembly program. This program directly addresses the need for students to speak up and get assistance for classmates who may be showing signs of depression, suicide, or other mental health issues. All secondary schools and K-8 centers have also participated in Sandy Hook Promise's *Start with Hello* assembly program, which teaches students the importance of eliminating social exclusion and creating a more connected school environment. In addition, all students in grade 6 -12 participate in sessions to satisfy the 5-hour Mental and Emotional Health requirement.

Tier 2 Services and Support Model (Targeted – Supplemental/At-Risk)

Tier 2 provides targeted interventions for identified students that address specific academic performance, social-emotional development, behavioral issues, as well as mental health concerns. Principals are provided with live data dashboards that allow them to identify students who need Tier 2 services. Data elements include attendance, Early Warning Signs (EWS), academic performance, and percent of students with disciplinary referrals. The services provided in Tier 2 include: academic advisement, individual/group counseling, Restorative Justice Practices, peer mentorship, partnerships with community-based agencies, as well as ongoing progress monitoring. Mental health professionals within schools are provided ongoing training from the Department of Mental Health Services, the Division of Student Services, and the Department of Exceptional Student Education (ESE) in order to provide students with comprehensive Tier 2 support that addresses mental wellness. These trainings include building skills in the areas of mental health assessment, intervention, and support for students, especially those who have been exposed to trauma or those who have acute mental health needs.

School support staff/mental health professionals will continue to collaborate to provide targeted support services. Students will be referred to school-based mental health professionals for screening and identification of mental health concerns.

Tier 3 Services and Support Model (Individualized/Intensive)

Tier 3 provides intensive support that is individually designed to address the specific needs of students' academic performance, social-emotional development, behavioral issues, as well as mental health concerns. Students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses are provided intensive Tier 3 support. In order to address the needs of students requiring Tier 3 support, the school will convene a Student Support Team (SST) meeting. Participants of these SST meetings include: the principal, school counselor, teacher(s), ESE staff, licensed social worker and/or licensed psychologist, as well as the parent/guardian and student. The intent of this meeting is to assess the most appropriate intervention(s) for the impacted student. Academic support includes designing, implementing and monitoring instruction focused on skills that pose the greatest barrier to the mastery of grade-level standards. Tier 3 instruction is characterized by increased time and intensity utilizing a research-based program that includes multi-sensory strategies. This instruction is provided to individual students or in very small groups. Behavioral services include referral to an alternative location, referral for a mental health evaluation, the initiation of a Functional Behavior Assessment (FBA) and a Social-Emotional Behavior Intervention Plan. If it is determined that a mental health evaluation is required, a follow-up Mental Health Team meeting will be scheduled. During this meeting, the diagnosis will be reviewed, and a mental health support plan will be developed, implemented, and monitored.

Evidence-Based Programs and Initiatives

With the COVID-19 pandemic heightening the need for children and adolescent mental health support, M-DCPS is aligning its programs and initiatives to increase resilience factors and decrease risk factors and symptoms. In alignment with the Multi-Tiered System of Supports (MTSS), M-DCPS identifies and incorporates strategies and programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. Strategies are also in place to improve the early identification of social, emotional, or behavioral problems or substance abuse disorder, and to provide early intervention to assist students in dealing with trauma and/or violence, as well as those who feel they may have been a victim of discrimination and/or cultural intolerance.

M-DCPS continues to incorporate a series of trainings geared towards recalibrating ways to view destructive student behavior to support the fostering of resilient learners. Strategies focus on creating trauma-sensitive and culturally-sensitive classrooms to ensure school-based mental health providers and teachers are best equipped to assist students. Specific programs and strategies are delineated within each tier. Students in need of another layer of support will be referred to the school's mental health professionals to ensure they meet the specific needs of the students.

Additionally, M-DCPS incorporates various programs that align with the Collaborative for Academics, Social, and Emotional Learning (CASEL) framework: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making. This process supports students in understanding and managing their emotions, achieving positive

goals, feeling and showing empathy for others, establishing meaningful positive relationships, and making responsible decisions.

The following details various programs, practices and initiatives that will be utilized throughout the 2021-2022 school year, as well as the implementation, outcome measure and the Multi-Tiered System of Support (MTSS) tier level addressed.

Program/Initiative	Implementation	Outcome Measure	MTSS Tier		
			1	2	3
<p>Teen Mental Health First Aid (TMHFA): Teen Mental Health First Aid is supported by the National Council for Mental Wellbeing and teaches high school students how to identify, understand and respond to signs of mental illnesses and substance use disorders among their friends and peers. The training gives students the skills to have supportive conversations with their friends and get a responsible and trusted adult to take over as necessary.</p>	<p>Trained TMHFA professionals will assist with providing curriculum to high school students grade levels 10-12th. Trained staff will work with school site to coordinate whole grade level implementation. Students will receive three 90-minute sessions. Students will complete exit tickets. If necessary, students will be referred to a school site based mental health professional for follow up services.</p>	<p>Quality of first aid intentions to help peers, confidence in helping, stigmatizing attitudes, recognition of anxiety disorder, number of adults thought to be helpful, help-seeking intentions, quality of support provided to a peer, quality of support received, and psychological distress.</p>	X		
<p>Youth Mental Health First Aid (YMHFA): This training is designed to teach adults who work with youth - parents, caregivers, teachers, school staff, neighbors, and other caring citizens how to help children/adolescents who may be experiencing a mental health crisis.</p>	<p>Selected individuals from various departments in the District have attended a 3-day “Train-the-Trainer” training on the Mental Health First Aid course to receive in-depth instruction on facilitating the curriculum. The instructors are paired and scheduled to provide this required training to all school and district staff. These trainings will be advertised through the “My Learning Plan” portal in our District whereby participants will be able to register and receive master plan points (MPP) for their participation.</p>	<p>Increase mental health literacy, confidence in providing first aid, and a reduction in stigmatizing attitudes. As a result of these trainings, there is an increase in participants’ knowledge of signs, symptoms, and risk factors of mental health problems; an increase in participants’ confidence to help someone experiencing a mental health crisis; and an increase in overall mental wellness.</p>	X		

	Weekly and Saturday trainings will occur with a maximum of 30 participants per training.				
<p>Restorative Justice Practices: Restorative practices in schools provide a vehicle for creating positive school communities by strengthening relationships and assisting stakeholders in working together to make decisions, resolve problems, and engage in teaching and learning.</p>	<p>The Restorative Justice Practices (RJP) framework is a 3-tiered model that places emphasis on community building and making connections. Miami-Dade County Public Schools places emphasis on teaching students to reflect on how they interact with others. Tier 1 is the foundation for building positive relationships through shared problem solving, positive behavior support and through the establishment of school-wide norms and expectations. Tier 2 initiates the use of proactive restorative tools to repair and manage difficult behavior through restorative supports. Tier 3 is where intensive intervention takes place to rebuild and repair relations through the use of restorative circles.</p>	<p>Students will learn and grow as we integrate the concepts of Restorative Practices into our Character Education, Bullying Prevention, Social Emotional Learning, and Progressive Discipline. Restorative Practices is not a program. It is the implementation of a practice by utilizing specific protocols designed to address wrongdoing as well as those who may have been directly impacted. Restorative Practices create connections with all stakeholders and teaches empathy, resilience, and life-long conflict resolution. Students are provided with opportunities to share their feelings, ideas, and experiences to establish relationships and social norms on a non-crisis basis. Restorative questions provide an opportunity for individuals to reflect on how their behavior has affected others.</p>	X	X	X
<p>Mindfulness: Technique in which one focuses on being intensely aware of what they are sensing and feeling in the moment without interpretation or judgment to relax the body and mind and help reduce stress.</p> <p>M-DCPS has partnered with the Miami Heat, Florida Blue and Mindful Kids Miami to launch the</p>	<p>Mindfulness Champions Initiative - Mindful Kids Miami will provide ongoing mindfulness training to one designated Mindfulness Champion at every K-12 school site. Participants will explore the mental and physical impacts of stress and the research-based benefits of mindfulness practice for educators and students and will experience a variety of mindfulness practices</p>	<p>Build a culture of mindfulness in all K-12 schools. Teach school-site employees and students mindfulness practices so mindful attitudes and practices are integrated, positively impact individuals and the benefits multiply and are sustainable over time. Enhance self-control, improved concentration, mental clarity and emotional intelligence and the ability</p>	X	X	X

<p>“Mindfulness Champions Initiative” in all K-12 schools.</p>	<p>including mindful eating, movement, communication, and focused attention practices. Practices for students will also be demonstrated and discussed and each Champion will draft an implementation plan for their individual school based on lessons learned to bring mindfulness skills and activities to students K-12 schools.</p> <p>Implementation within the school sites will include the incorporation of mindfulness-related practices and activities throughout the school day.</p> <p>In addition to the school champion and teachers and staff who are already trained in mindfulness, teachers and staff will be encouraged to engage in further mindfulness professional development.</p>	<p>to relate to others and oneself with kindness, acceptance compassion. Climate survey data will support outcome measures.</p>			
<p>Cognitive Behavior Therapy (CBT): Short-term therapy technique that can assist students with new ways to behave by changing their thought patterns.</p>	<p>Trained school-based mental health providers (SBMHP) will use cognitive behavioral therapy techniques and strategies based on school counselor and/or administrator referral, grade level, and scheduling needs in individual or group settings to prevent or reduce depression and anxiety symptoms among school-aged children and adolescents.</p>	<p>Help students reduce stress, cope with complicated relationships, deal with grief, and face many other common life challenges.</p>		X	X
<p>Solution-Focused Brief Therapy (SFBT): Therapeutic technique to assist students in finding solutions to problems that they may be facing. Scaling questions provide students with the</p>	<p>Trained SBMHPs will implement Solution-Focused Brief Therapy techniques and strategies based on school counselor and/or administrator referral, grade level, and scheduling needs using a variety of different</p>	<p>Symptoms of stress, anxiety, and depression may be reduced, and interpersonal relationships may be improved.</p>		X	X

<p>opportunity to examine or evaluate progress toward identified goals. This process allows both the client and practitioner to quantify client progress and to identify the next steps to change by using a numeric rating scale (usually ranging from 0 or 1–10 with 0 or 1 as the lowest and 10 as the highest)</p>	<p>modalities including individual, group and teacher consultations, focusing on student behavioral and emotional issues, academic problems, and social skills. Length of sessions are brief and flexible.</p>				
<p>Dialectical Behavioral Therapy (DBT): Type of Cognitive Behavioral Therapy and form of talk therapy that helps the student to identify and change negative thinking patterns and to change unhelpful behavior.</p>	<p>Trained SBMHPs will implement DBT based on school counselor and/or administrator referral and grade level. Therapy will be scheduled in a variety of different modalities including individual and group sessions and focus on teaching emotion regulation skills to reduce problem behaviors among adolescent population. Length of sessions are brief and flexible.</p>	<p>Help students reduce stress, cope with complicated relationships, deal with grief, and face many other common life challenges.</p>			X
<p>Play Therapy: Used with students across all grade levels who may not be able to process their own emotions or articulate problems to parents or other adults.</p>	<p>Trained SBMHPs will implement Play Therapy based on school counselor and/or administrator referral, grade level, and scheduling needs, and will be scheduled in a variety of different modalities including individual, group sessions. Length of sessions are brief and flexible.</p>	<p>Students will measure their self in relation to self-concept, locus of control, anxiety and other measures of interpersonal functioning to determine progress; behavioral measures including behavioral checklists and ratings of problem behaviors will also be used; and academic measures including measures of academic achievement and functioning will be included a well.</p>		X	X
<p>PREPARE: A program to improve and strengthen school safety and crisis management plans and emergency response.</p>	<p>SBMHPs participate in this training. Skills learned will be implemented as crisis prevention and intervention. During crisis response and recovery, school-based mental health providers will</p>	<p>Improved school climate and decreased student crisis situations. It is expected that school and students' level of functioning return to</p>	X	X	X

	be able to evaluate risk of psychological trauma and provide aid.	previous levels after a crisis.			
Safe Crisis Management (SCM): De-escalation: A program designed for a student in crisis to help diffuse a highly volatile situation.	Mental health coordinators (MHC) will continue with the second level of De-escalation training to enhance school site crisis plans to involve de-escalation strategies.	Students will be able to de-escalate aggressive behaviors while regulating emotions when presented with positive crisis management strategies.			X
Motivational Interview: Tool to help students recognize their own reasons for performing or verbalizing a particular action.	SBMHPs will participate in additional motivational interviewing training to gain further competence in supporting students through their ambivalence. Motivational Interviewing will be implemented in individual and group counseling settings for students that present with risky behavior.	Students will be able to identify thoughts and feelings that cause continued maladaptive behaviors and will be able to develop more effective behavior patterns that aid in behavior change. Students will be able to identify triggers and develop more appropriate coping skills.		X	X
CRAFFT 2.1: A substance use screening tool for adolescents and young adults.	MHCs will participate in CRAFFT (Car, Relax, Alone, Forget, Friends, Trouble) 2.1 training and professional development to gain insight and understanding of appropriate CRAFFT 2.1 measures for screening substance-related concerns and risky behaviors. CRAFFT 2.1 will be appropriate for students who present with possible substance use or misuse.	Student substance use and risky behavior will be identified, and school-based services and community services will be initiated. Students will receive ongoing mental health services and continued progress monitoring to reduce risk related behaviors and substance use.		X	X
Wraparound Services for Mental Health: Provides a comprehensive, holistic, youth and family-driven way of responding when students experience serious mental health or behavioral challenges. Wraparound puts the student and family at the center.	All SBMHPs and administrators will participate in a series of Wraparound Services professional developments focused on wraparound principles and team planning. Wraparound district leadership team will collaborate to identify district strengths and needs and will participate in train the trainer to training SBMHP's across the district. Implementation will take place through student referrals, intake	Needs of the whole child will be addressed through Wraparound, a comprehensive, holistic, youth, and family-driven response will be provided to students resulting in decreased serious mental health and behavioral challenges as evidenced by mental health screener progress monitoring, and student/family self-report.	X	X	X

	procedures, individual counseling services, safety planning, progress monitoring and team planning.				
Brain Power Wellness: Provides hands-on activities to promote focus, mindfulness and emotional wellness for students while promoting social emotional learning, meditation, positive socialization, emotional regulation, and character development.	Activities learned will be implemented with students during individual and group counseling. Also, within classroom lessons as social emotional learning.	Students will develop strategies for emotional regulation, focus, and concentration. Activities will help students stay engaged with school while developing appropriate social skills.	X	X	
Diagnostic & Statistical Manual (DSM) 5th Edition: Self-rated measure that assesses mental health domains to be used with students 11-17 years of age. The measure consists of 25 questions that assess 12 psychiatric domains, including depression, anger, irritability, mania, anxiety, somatic symptoms, inattention, suicidal ideation/attempt, psychosis, sleep disturbance, repetitive thoughts and behaviors, and substance use. Each item asks students to rate how much (or how often) they have been bothered by the specific symptom during the past 2 weeks.	MHCs will provide this screener with referred students in grades 6-12. The measures are, for the most part, self-reported and self-administered, which facilitates student engagement in their own assessment and care. The questionnaire takes between five and ten minutes to administer.	To assist SBMHP with an initial assessment to tailor sessions and interventions to meet student's continuing needs.		X	X
Revised Children's Anxiety and Depression Scale (RCADS): Youth self-report questionnaire with subscales including, separation anxiety disorder, social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and low mood	MHCs will provide this screener to referred students to track changes in the child's symptom presentation over time. The measures are, for the most part, self-reported and self-administered, which facilitates student engagement in their own assessment and care. The questionnaire takes between	Measures the reported frequency of various anxiety and depression symptoms (i.e., social phobia, panic disorder, major depression, separation anxiety).		X	X

<p>(major depressive disorder). This measure is a 25-item, youth self-report questionnaire which yields a Total Anxiety Scale (sum of the 5 anxiety subscales) and a Total Internalizing Scale (sum of all 6 subscales).</p>	<p>five and ten minutes to administer.</p> <p>Depending on the where the score is in comparison to the clinical thresholds for the overall scores, MHC will tailor their sessions and interventions to meet student's continuing needs.</p>				
<p>Suicide Risk Assessment Instrument: The Florida Dept. of Education selected standardized suicide screening instrument appropriate for use with school-age populations. This instrument is a combination of the Suicide Assessment Five-Step Evaluation and Triage (SAFE-T) Columbia-Suicide Severity Rating Scale (C-SSRS)-Recent.</p>	<p>Trained SBMHPs will use this tool in conducting suicide risk assessments using a 5-step evaluation and triage plan to identify risk factors and protective factors, conduct a suicide inquiry, determine risk level and potential interventions, and document a treatment plan.</p>	<p>This measure is administered and initiated with any self-reported, parent-reported and teacher reported self-injurious behaviors and urges, suicidal ideation, and suicidal urges. Level of risk is assessed at the time of the report to determine potential intervention as well as after intervention to determine continued services.</p>		X	X
<p>Ripple Effects: Helps extend the reach of counselors and can provide each student individualized attention. It can help bridge the gap to communicate across cultural gaps. It helps address the need for interventions at both the group and individual level that help improve students' mental health.</p>	<p>Ripple Effects is used with students to support Tier 2 emotional/behavioral needs.</p>	<p>Positive gains in students' academic achievement and student resiliency.</p>	X	X	X
<p>The Zones of Regulation: A framework and a curriculum, rooted in cognitive behavior therapy, that teaches students strategies for emotional and sensory self-management.</p>	<p>The Zones of Regulation is used with students grades K-12 who are referred for mental health services.</p>	<p>The lessons and activities with this curriculum will help students gain skills in the area of self-regulation and emotional control.</p>	X	X	X

Additionally, the following programs and initiatives will be incorporated to further promote resilience and the positive wellbeing of students:

- *SEL Strong – Student Seminars and Roundtable Discussions* - Middle and senior high students will be provided opportunities to participate and engage in seminars and discussions that support their transition back to school. Sessions will take place after school hours and topics will include: social isolation, anxiety, trauma, loss of loved ones, and increased family hardships.
- *Grief Sensitive Initiative* - This initiative empowers the M-DCPS community to better support grieving students by providing school staff with training to be grief-sensitive. Once a school has been trained, the school has the opportunity to be certified as a “Grief Sensitive School.”
- *Values Matter Miami* - M-DCPS has been deliberate about the inclusion of values education in our curriculum and programming, and has reinvigorated its character education program through Values Matter Miami. This engaging initiative teaches, promotes, and celebrates the District’s core values and aims to support schools in creating a culture where everyone is treated with respect, dignity, and kindness. Every school in our District participates in this ongoing initiative and teaches the nine core values to develop positive student behavior that supports success. The District has invested in the creation and delivery of this character education program to all students, which includes Values Matter Miami monthly activities, challenges, and celebrations. Additionally, ongoing training and support is given to school counselors at every level.
- *Great Minds – Great Athletes* – In partnership with Positive Coaching Alliance and the Miami Marlins, this initiative provides a comprehensive program to support positive youth development for M-DCPS student-athletes by enhancing the education and training of student-athletes, coaches, parents, and school leadership. Designed to fill the emotional tanks of student-athletes and support their mental wellbeing.
- *Ending the Silence Program* - In partnership with the National Alliance of Mental Illness (NAMI), designed for middle and high school students and includes presentations by young adults who share their own mental health challenges and how they overcame them. The presentation also shares warning signs, facts, and statistics and how to get help for themselves or a friend.
- *Mindful Peer Exchange* – In partnership with Florida International University’s (FIU) Counseling and Psychology Department, this program pairs FIU students (those pursuing a degree in a mental-health-related field) with groups of high school students to cover age-appropriate lessons centered around mental health and how to seek assistance.

- *Mental Wellness Clubs* – a student led initiative that has been implemented at the middle and senior high level and will now expand to the elementary and K-8 center level. Students promote mental health awareness and education. Mental Wellness Clubs give students an opportunity to lead projects based on mental health and focused on reducing stigma. It is an opportunity for students to be provided an ongoing space to have a stigma-free place to discuss mental health and where they can provide a bridge between community mental health resources and their school community. M-DCPS will expand this club opportunities to all grade levels as part of the transition back to school in the fall.

These programs collectively support students across all Tiers (1, 2 and 3) and continue to result in an enhanced awareness of mental health for students and a better understanding of the importance of seeking assistance by helping to eliminate much of the stigma associated with mental health. The impact of these programs further facilitates a learning environment that is positive, supportive, empathetic and facilitates respect and understanding of one another.

Student Success Centers/Pathways Program

M-DCPS incorporates two programs that serve as alternatives to outdoor suspension to ensure students receive the same mental health support as they would at their home school. The Student Success Center (SSC) supports the social, emotional and behavioral needs of students. These centers provide an educational setting for students ages 11 and older for Level III-IV behavior and habitual Level II infractions of the Code of Student Conduct. The various SSC sites offer a safe environment in which students receive counseling, tutoring, and mentoring services based on need from certified teachers and mental health professionals. Students attending the program have the opportunity to continue school through the duration of their SCC assignment, and wrap-around services are delivered to students and their families.

Additionally, M-DCPS has incorporated the Pathways Program, which is a temporary Alternative Educational Setting (AES) placement for students in grades 6-12 who commit the most serious infractions of the Code of Student Conduct (Levels IV and V) and may be recommended for expulsion. This program also supports the social, emotional and behavioral needs of students. Students are assigned to the Pathways Program during the period of time which would have traditionally resulted in a 10-day outdoor suspension preceding expulsion. While assigned to the Pathways Program, students continue to receive academic support, in-house counseling services and wrap-around services from school staff and community agencies.

School-Based Mental Health Providers (SBMHPs)

Every student in M-DCPS has access to a certified and/or licensed mental health professional at their school site. Currently, M-DCPS employs school counselors, school social workers, school psychologists, and Trust Counselors that are assigned to schools to directly support student mental health services. In addition, 73 mental health coordinators have been hired since July 2018 to further expand and enhance the school-based student services and further reduce the ratio of students to staff. To ensure additional support following the COVID-19 pandemic, M-DCPS will hire 20 more mental health coordinators through the Mental Health

Assistance Allocation and additional part-time mental health professionals through other funding sources.

Partnering with The Children's Trust has also allowed M-DCPS to further reduce the ratio of students to staff as the agencies working under this agreement also support students and families throughout the District. These entities employ nurses, mental health professionals, and social workers within schools across the District to provide additional school-based mental health services and support to students.

Participation in ongoing professional development and training has allowed student services personnel and school-based mental health providers within our schools to ensure an increased amount of time is spent providing direct mental health services. The emphasis encompasses evaluating students while monitoring their wellness. Additionally, school-site administrators are directed to refrain from assigning teaching and other non-counseling duties to student services personnel and school-based mental health providers. District staff from the Department of Mental Health Services, the Division of Student Services, and the Department of Exceptional Student Education also provide direct oversight in order to ensure the amount of time spent providing direct services to students is maximized. The needs of students, individually and by school, are reviewed regularly and aligned with allocated resources and placement of staff based on school or student mental health assistance needs.

Managing Entities, Community-Based Mental Health Providers, Partners

The Department of Mental Health Services coordinates services and establishes partnerships, contracts and interagency agreements with nationally-accredited, local community behavioral health providers, providers of Community Action Teams and managing entities. M-DCPS staff maintains regular communications and participates in collaborative meetings with local agencies, including the Department of Juvenile Justice, the Department of Children and Families, Florida International University's Center for Children and Families, and Thriving Mind of South Florida (which is the managing entity for Miami- Dade County) to discuss community needs for children and families.

M-DCPS and Thriving Mind of South Florida continue to align their services through various methods, including the hosting of Community Health Fairs to share resources and services across Miami-Dade County as well as expanding contracts to increase support for students. Services include, but are not limited to, mental health screenings, assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma-informed care, mobile crisis services, and behavior modification. Wraparound services to students with mental health and/or substance abuse needs are also provided. These services include various providers within the Children's System of Care that help connect families of M-DCPS students with transition services, therapy, case management, and peer mentoring. Clinical staff working with students with disabilities work closely with the network and have been trained on how to make student referrals for access to services. These services are provided on or off school campus.

Additionally, through Thriving Mind of South Florida, M-DCPS utilizes Banyan Health's Mobile Crisis Response Team which provides another layer of support both at school and at home

during crisis situations or when a mental health need arises and an evaluation to determine the level of care needed is required.

The Department of Mental Health Services ensures that District and community service providers are collaborating and sharing information to best address the needs of students. The sharing of information does require parent consent and release of information consent amongst agencies. Coordination of services includes a student's primary mental health care provider and other mental health providers involved in the student's care. Services provide direct mental health services, including assessment, diagnosis, intervention, treatment, and recovery services, to students with one or more mental health or co-occurring substance abuse diagnoses and students at risk of such diagnoses.

In collaboration with The Children's Trust of Miami, current partnerships include:

- Community Health of South Florida
- Nicklaus Children's Hospital
- Citrus Health Network
- Borinquen Medical Center
- Jessie Trice Community Health Center
- University of Miami

The Children's Trust, in collaboration with M-DCPS and the Miami-Dade County Health Department, incorporates the Health Connect initiative to bring comprehensive health services to schools in Miami-Dade to improve access to high-quality health care. Social workers and other mental health professionals provide services such as screening; assessment for developmental, social, emotional, and behavioral wellbeing; and early identification and primary prevention of challenges. Also, services are provided for a timely, responsive assessment of intervention services needs for at-risk students. They also provide follow-up referral or assessment services based upon screening results.

Schools have access to a team of professionals including a nurse or nurse practitioner and a licensed clinical social worker. Schools with high enrollment have the option to augment staffing coverage with additional support from a licensed practical nurse. In addition to traditional services provided by such entities, services are being incorporated to further support the comprehensive health needs of students.

Additionally, M-DCPS continues to contract with and works in partnership with the following community providers/agencies as a referral option for students and families in need of another layer of mental health assistance:

- Citrus Health Network, Inc.
- Ayuda, Inc.
- Chrysalis Health, Inc.
- DTT Coaching Services, LLC
- Empowering Youth, Inc.
- Board of Trustees (Florida International University)
- The Village South
- Healthy Connections CMHC, Inc.

- Jewish Community Services of South Florida
- Prosperity Social and Community Development Group, Inc.
- Neurohealth Professional of Florida, Inc.
- Invo Healthcare Associates, LLC

Providers are required to include descriptions of their evidence-based practices. Any new providers that are selected to work with M-DCPS through the Mental Health Assistance Allocation Plan will be required to describe, in detail, their evidence-based practices. Additionally, M-DCPS and the provider ensure a student's parent/guardian has signed the consent form before services take place. To ensure greater access to these services, agencies will provide such services at the agency or at the student's school or home.

These contracted providers serve additional vehicles to support the coordination of mental health services to further meet the needs of students. Services include screenings and assessments, individual counseling, family counseling, substance abuse intervention, teacher/parent consultation, and case management. M-DCPS continues to ensure that third-party health insurance benefits and Medicaid claiming for services are maximized where appropriate. All mental health providers are required to bill Medicaid when applicable.

Assessment Timeframe

M-DCPS' Threat Assessment/Mental Health Services Guide for School Administrators aligns with School Board policies and procedures to ensure timely services for students who are referred to a school-based or community-based mental health service provider. Such procedures focus on a mental health screening for the identification of mental health concerns and ensure that the assessment of students at risk for mental health disorders occurs within 15 days of referral. Policies further ensure that school-based mental health services are initiated within 15 days after identification and assessment. Furthermore, policies dictate that support from community-based mental health service providers for students who are referred for these services must be initiated within 30 days after the school or District makes a referral. Ongoing training with school administrators and mental health providers will detail these policies for school-site compliance. Contracts and regular meetings with community-based agencies and providers will ensure these timeframes are met. Additionally, District staff from the Department of Mental Health Services, the Division of Student Services, and the Department of Exceptional Student Education provide direct oversight in order to ensure compliance. All charter schools that elect to follow the M-DCPS plan will adhere to the same timeline, policies and procedures.

Charter Schools

Charter schools that choose the M-DCPS (Non-Charter) plan will receive the services of the mental health coordinators on an itinerant basis as well as the referral option to contracted mental health service providers and mental health awareness professional development. School administrators and staff will receive the same training and must follow the same guidelines with oversight from the Office of Charter School Compliance and Support as well as the Department of Mental Health Services.

Coordination of Services with Primary Mental Health Care Providers and Other Mental Health Providers

Following a referral for a Mental Health Screening Assessment or Threat Assessment Team meeting, a Mental Health Team meeting takes place to review outcomes/diagnoses and develop the Mental Health Plan. The purpose of this meeting is to coordinate mental health support services as well as progress monitoring procedures. Participants of this meeting will include administration, a school counselor, mental health coordinator, ESE staff (if applicable), teacher(s), a parent/guardian, the student, school psychologist, the school social worker, the primary mental health care provider (if applicable), and/or the outside mental health provider. This collaboration will allow all parties to be informed to assist with the appropriate treatment and follow-up for students.

The student's primary mental health care provider works closely with the student by providing mental health counseling services based on student needs. To further enhance mental health services/support for students, student services personnel, who are considered the primary mental health care provider, refer students to contracted mental health agencies based on demonstrated need for intensive mental health services. The primary mental health care provider is responsible for follow-up communication between the parent/guardian and the agency.

Telehealth Counseling

At the onset of the COVID-19 pandemic, M-DCPS quickly expanded mental health services to include telehealth counseling through both school and community-based supports. These services will continue to be available to provide another method option for student/families to receive needed support on a continuous basis.

Mental Health Awareness Trainings

Pursuant to Florida Statute, M-DCPS educators and other school staff continue to participate in trainings designed to detect and respond to mental health issues and to connect children, youth and families who experience behavioral issues with appropriate services. M-DCPS has incorporated a training plan that includes Youth Mental Health First Aid (YMHFA) training for staff following the Train-the-Trainer model. YMHFA is operated by the National Council for Behavioral Health and is a national authority on training and certification in youth mental health awareness and assistance. This evidence-based training is designed to facilitate mental health literacy and give adults the necessary skills to identify and interact with youth who are developing a mental health challenge or experiencing a mental health crisis and guide them to appropriate professional help. In addition to this full-day in-person training session, M-DCPS is implementing a blended virtual training model to offer another opportunity for staff to participate and earn certification.

Additionally, M-DCPS has implemented the *Kognito* Gold Standard Module “*At-Risk for K-12 Educators*” training, a blended mental health awareness training model where school-site educators and staff participate in a simulation that provides them with the opportunity to learn the skills needed to identify if a student is having a mental health challenge or crisis, how to interact with them, and how to guide them to professional help.

Furthermore, M-DCPS launched the *Kognito* Gold Standard Module “*Trauma-Informed Practices for K-12 Schools*,” a role-play simulation for educators to build skills, confidence and empathy to further support students whose behavior might be related to a source of trauma or distress.

In addition to teacher and staff trainings, the District continues to broaden its awareness program for all stakeholders and enhanced series of parent and community presentations are implemented to ensure mental health education is provided for a greater awareness of the early warning signs, how parents and the community can support, and how to obtain assistance through M-DCPS via school and community resources. Many presentations are supported by M-DCPS Parent Academy and entities such as the National Alliance on Mental Illness, Thriving Mind South Florida, M-DCPS contracted agencies and local municipalities. This heightened awareness effort aligns with the M-DCPS Mental Wellness Campaign designed to bring greater understanding of the extensive services and resources available within the schools, District and community.

Suicide Prevention, Intervention, Postvention

In recognition of National Suicide Prevention week, instructional personnel are provided with information regarding suicide risk factors, warning signs, and available resources. Collaboration between the Division of Student Services, Department of Mental Health Services, and Department of Exceptional Student Education resulted in the production and release of the District’s *Suicide Prevention Policy and Procedures* manual and an updated *Best Practices for Responding to Students’ Risk Behaviors and Baker Act Procedures* document. Further, administrators and school-based mental health services providers (SBMHSP) were provided a copy of the document *Procedures for Assessing Student Suicide Risk Potential During Distance Learning*. The District also continued to train SBMHSP to utilize the adopted FDOE suicide risk assessment instrument, *SAFE-T and Columbia Suicide Severity Rating Scale-Recent protocol*.

SEDNET - Multiagency Network for Students with Emotional/Behavioral Disabilities

SEDNET focuses on supporting and representing the needs of students and improving the coordination of services for children with or at risk of emotional or behavioral disabilities and their families. The M-DCPS SEDNET Project Manager participates in the Local Review Team as part of the Interagency Agreement, collaborates with school district personnel, and are responsible for coordinating education related issues with appropriate schools. The Project Manager communicates with local receiving facilities to address the unique needs of students who have been hospitalized under the Baker Act. Established procedures for student re-entry to school ensure ongoing support and services are provided upon the student’s return to school. Additionally, the SEDNET Project Manager and other staff from the Department of Exceptional Student Education assists also with training for Youth Mental Health First Aid implementation as required by Florida Statute.

Coordination of Mental Health Services

The establishment and training of Threat Assessment Teams and Mental Health Teams have continued to ensure a timely process of not only identifying students in need of mental health

assistance, but also in supporting the planning, coordination, collaboration, and follow-through of services for students in need of such support. Mental Health Teams consist of all parties involved in supporting a student's care. All efforts are made to ensure the parent/guardian, school and community providers, and the student's primary mental health care provider are included to best support ongoing mental health services for the student.

Mental Health Screening and Assessment Procedures

Students who have not experienced successful outcomes as a result of the interventions of the MTSS require a convening of the Student Support Team (SST). The intent of this meeting is to review all interventions that have been provided to the student; review academic and behavioral progress; as well as the Individualized Education Plan (IEP), if applicable; and determine if the appropriate course of action is to refer the student for a Mental Health Screening/Assessment. Participants of this meeting will include administration, a school counselor, ESE staff, teacher(s), a parent/guardian, the student, and a school psychologist or social worker. In alignment with M-DCPS Board policy, the District incorporated the use of the Florida Department of Education's approved suicide risk assessment instrument (SAFE-T and Columbia Suicide Severity Rating Scale-Recent).

Mental Health Team Meeting/Mental Health Plan

Following a referral for a Mental Health Screening Assessment or Threat Assessment Team meeting, a Mental Health Team meeting will take place to review outcomes/diagnoses and develop the Mental Health Plan. The purpose of this meeting is to coordinate mental health support services as well as progress monitoring procedures. Participants of this meeting will include administration, a school counselor, a mental health coordinator, ESE staff (if applicable), teacher(s), a parent/guardian, the student, a school psychologist or the school social worker who conducted the Mental Health Screening/Assessment, primary mental health care provider (if applicable), and/or the outside mental health provider. This collaboration will allow all parties to be informed to assist with the appropriate treatment and follow-up for students.

Threat Assessment Teams

Threat Assessment Teams have been established at each M-DCPS school site. The team's duties include the coordination of resources, assessment, and intervention with individuals whose behavior may pose a threat to the safety of self, school, or others. The M-DCPS Threat Assessment Teams are in accordance with Florida Statute and are comprised of a school administrator, law enforcement officer, educator and mental health professional.

These teams have been trained and follow the threat assessment protocols and policies based on the Comprehensive School Threat Assessment Guidelines (CSTAG), the instrument selected by the Florida Department of Education's (FLDOE) Office of Safe Schools. The protocols include referrals for the following mental health services currently identified by M-DCPS:

- Baker Act
- Exceptional Student Education

- Counseling
- Health Connect
- Contracted Agencies
- Police

Threat Assessment Process

When a preliminary determination is made that a student poses a threat of violence or physical harm to him/herself or others, the Threat Assessment Team shall be notified to determine the best course of action to take. When an immediate mental health or substance abuse crisis is suspected, school personnel shall follow current policies and practices established by M-DCPS to engage behavioral health crisis resources. For incidents taking place outside of normal school hours, the Threat Assessment Teams convene during the next business day to determine whether the threat was deemed transient or substantive. Additionally, the team works with the school's Mental Health Team to coordinate resources, assessment, and intervention with the individuals whose behavior may have posed a threat to the safety of school staff or students.

Planned Expenditures

Since July 2018, the first year of the Mental Health Assistance Allocation, M-DCPS has hired 73 school-based mental health coordinators. These 73 all hold a master's degree and licensure/certification in the fields of Social Work, Mental Health Counseling, School Counseling, Marriage and Family Therapy, and/or Psychology.

Via the Request for Proposal (RFP) process, M-DCPS solicited proposals from community-based mental health providers. The following 12 contracted providers were selected to support the needs of students and families on a referral basis. The agencies hold the required licensure/certification to practice psychology, clinical social work, mental health counseling, marriage and family therapy, or psychology in the State of Florida.

- Citrus Health Network, Inc.
- Ayuda, Inc.
- Chrysalis Health, Inc.
- DTT Coaching Services, LLC
- Empowering Youth, Inc.
- Board of Trustees (Florida International University)
- The Village South
- Healthy Connections CMHC, Inc.
- Jewish Community Services of South Florida
- Prosperity Social and Community Development Group, Inc.
- Neurohealth Professional of Florida, Inc.
- Invo Healthcare Associates, LLC

Allocated funds will be utilized as indicated below to further enhance and support the implementation, collaboration and oversight of mental health services to ensure all mental-

health-related matters are addressed following established guidelines and that the follow-up process for each student referred is supported through its entirety.

<u>Requested Positions/Services</u>	<u>Salary/Benefits</u>
Staff/Personnel	\$8,300,000.00
<ul style="list-style-type: none"> • 4 Administrators, 4 Program Specialists and 93 Mental Health Coordinators to directly provide mental health services 	
Outsourcing of Mental Health Services/Providers	\$1,200,000.00
<ul style="list-style-type: none"> • Contracted services with agencies that focus on mental health prevention as well as provide evidence-based mental health care for students 	
Other Expenditures	\$900,630.00
<ul style="list-style-type: none"> • Evidence-based programs that support social-emotional learning and mental and emotional health at Tier 1, 2 and 3 levels • Professional Development/Training 	
Total Estimated Allocation (Non-Charter)	\$10,400,630.00
Total Estimated Allocation (Charter Schools) *	\$ 3,065,217.00

*Should a charter school choose to remain in the M-DCPS (Non-Charter) plan, the estimated allocations will be adjusted accordingly.

The administrative positions and Program Support Specialists in the Department of Mental Health Services are responsible for supporting the coordination and monitoring of student mental health referrals, District and community resources, and the delivery of evidence-based mental health care and treatment for M-DCPS students. This Department ensures referred students are accessing services and assists in removing barriers that may hinder treatment.

The addition of the Mental Health Coordinator positions has expanded support for all schools including elementary, middle, and senior high, provides greater flexibility to address serious concerns as they arise, and reduced the ratio of students to staff. These services are directly tied to students and are reviewed and adjusted based on school or student mental health assistance needs. These employees assist and support students and families with social, emotional, and developmental needs to enhance and maximize student success. Additionally, they provide evidence-based practices, including risk assessments and threat assessments, as needed. They also support a timelier identification of students in need of mental health and psychiatric evaluations. Priority for evaluation is given to students referred

by Threat Assessments Teams. Principals are directed each year to refrain from assigning teaching and other non-counseling duties to mental health service providers in order to maximize the amount of time spent providing direct services to students.

The outsourcing of mental health services through a referral process is critical to ensure a stronger collaboration among the school, community, and agency to provide a full continuum of mental health services to students. This outsourcing of referrals allows for a fully operational system where there is two-way communication occurring within the system. Data is collected to align with the new statute for reporting purposes. This requirement allows services to be coordinated in a more precise manner and facilitates progress monitoring.

Additionally, the social- emotional learning programs will include teaching student' strategies that promote well-being and connectedness, teach compassion and empathy and build a positive school environment. The mental and emotional health programs will teach mental health awareness and provide assistance with suicide prevention and the impacts of substance abuse.

Funds earmarked for Professional Development/Training will provide for temporary instructor coverage; registration costs for related workshops, conferences, training and technical assistance; and other associated costs. There are several requirements for Professional Development/Training including threat assessment, risk assessment, and mental health awareness training for school-based staff. In addition to school-site staff, bus drivers participate in mental health awareness training. These trainings are required for the implementation of evidence-based programs.

Expenditure Assurances

Regarding the noted allocation and expenditures, 100 percent of state funds are used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth, and families with appropriate behavioral services.

This plan does not supplant other funding sources, increase salaries, or provide staff bonuses.

Additionally, in an effort to utilize other funding sources to provide school-based mental health services, M-DCPS seeks additional funding options. The District works diligently to ensure opportunities are maximized, where appropriate, to seek Medicaid reimbursement and third-party payments. The District is also working closely with the contracted community-based agencies to ensure these options are utilized. Furthermore, the District was selected by the Miami Marlins to participate in partnership with the Positive Coaching Alliance in a program focused on supporting the mental health of student-athletes and also is partnering with the Miami Heat, Florida Blue and Mindful Kids Miami to launch a districtwide Mindfulness Champions Initiative for a combined financial commitment of \$110,000. Additionally, the District was awarded a three-year grant from the Bureau of Justice for their STOP the Violence Prevention and Mental Health Training Program. Awards were received in the amount of \$500,000. Furthermore, Elementary and Secondary School Emergency Relief Funds (ESSER) will be utilized to support the hiring of additional part-time contracted mental health professionals support the funding of expanded programs, trainings and services.

Program Implementation and Outcomes

M-DCPS employs 616 school counselors, 209 school psychologists, and 130 school social workers. Grant funding sources are being utilized to support additional hires. All school counselors, social workers, and psychologists hold master's degrees and certification in School Counseling, Social Work, and/or Psychology.

System for Tracking Student Data

M-DCPS has a comprehensive tracking system that includes a District Student Case Management System (SCMS), Early Warning System (EWS), a collaboration site for Threat Assessment data, and access to data from multiple community providers.

The SCMS supports the documentation of students being referred to and receiving mental health services. Both the SCMS and EWS platforms provide data needed to drive decision-making in schools. The systems assist schools in identifying data associated with students who may be at risk and require support. Some of the data indicators used include students' state and local assessment results, attendance data, discipline information, course information, and demographic indicators. The data is analyzed to create at-risk indicators that guide school-based teams to prioritize student needs. Each school's Threat Assessment Team and Mental Health Team meet regularly to discuss students with such at-risk concerns and to develop intervention plans tailored to the individual students' needs. The intervention plan may include individual or group counseling provided by school-based mental health professionals and referral to community-based agencies.

The District also uses additional data entry codes established to support the documentation of students being referred to and receiving mental health services. Furthermore, M-DCPS established a collaboration site that captures Threat Assessment Forms for further tracking. M-DCPS works in collaboration with The Children's Trust and 12 contracted agencies to acquire and review data on a regular basis.

M-DCPS' comprehensive data systems support a tracking mechanism for school and District personnel to easily identify the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; the number of students referred to school-based mental health providers for service or assistance; the number of students referred to community-based mental health service providers for service or assistance; the number of students who received school-based interventions, services, or assistance; and the number of students who received community-based interventions, services, or assistance.