

Supports for ACPS Students

City Council School Board Sub-Committee

June 28, 2021



Recommendations:



- Respond to long-standing needs
- Align with recommendations in relevant Strategic Plans (Children and Youth Master Plan, Community Health Improvement Plan, ACPS 2025)
- Reflect the three underlying and interconnected principles that guided the development of the respective plans: trauma-informed approaches, racial equity, and developmental assets.
- Focus on increasing supports and interventions for students
- Strengthen systems approaches to increase coordination and enhance prevention

Court Services Unit

Alexandria Mentoring Partnership Coordinator

(+1.0 FTE; \$101,000)

Purpose: To ensure that every child has caring adult role models

- Alexandria Mentoring Partnership was developed due to community feedback, is coordinated by CSU and is intended to serve any youth in the City needing a mentor
- Recommended in the Children and Youth Master Plan
- Position will support evidence-based practices among mentoring programs
- Development of new mentoring programs
- Establishment of a Mentoring Institute--caring adults in Alexandria will be trained in mental health first aid, building assets, youth development, drug and alcohol and child abuse prevention

Alexandria Health Department

Public Health Nurse II

(+1.0 FTE; \$122,000)

- Located at the Minnie Howard Campus
- Act as a bridge to mental health practitioners and the full range of TWC services
- Focus on following up with students on recommendations made by AHD and DCHS healthcare providers
- Key to enacting change in sleep patterns, diet, exercise, self-care, and high-risk behaviors that affect both mental and physical health

Department of Community and Human Services

Therapist Supervisor (+1.0 FTE, Located at ACHS and rotating in Minnie Howard and middle schools; \$122,422)

- Support staffing/supervisory needs
- Meeting increasing school community demands through direct service, coordination opportunities and dedicated system support for ACPS
- Develop a coordinated effort with the Youth Development program to provide services through the continuum of care (Prevention, Early Intervention, Treatment, and Crisis response)
- Coordinate closely with the DCHS Youth Development Team and ACPS FACE and Student Support Services to ensure coordination and to maximize impact and outreach to students and families
- Serve as consultant and partner in the development and implementation of alternatives to suspension programs as well as other evidence-based initiatives
- Work with ACPS partners to ensure substance use intervention programs are trauma informed and responsive to the individual needs of students
- Work to help implement Crossover Youth Practice Model, intended to prevent youth involvement in multiple systems

DCHS

(Continued)

Senior Therapist (+2.0 FTE, one located at ACHS and one bilingual staff member split between ACHS and Hammond Middle School, +\$117,199 x2)

- Will provide individual, family, and group therapy for school-based youth
- Will provide consultation and crisis response
- Recommended to be part of the school-based SST team to ensure effective collaboration and coordination
- Collaborate to provide evidence-based early intervention groups
- Team will provide family therapy, student therapy, group therapy, possible multi-family group therapy, family outreach, clinical consultation, linkage to other services (case management) for families served
- Work to help implement Crossover Youth Practice Model

DCHS

(Continued)

Human Services Specialist II (+1.0 FT, located at ACHS, \$98,654)

- Will provide support for family outreach and engagement
- Focus on prevention/early intervention activities
- Building on/collaborating with ACPS restorative justice and equity efforts, closing the disparity gap, implementing Crossover Youth Practice Model and meeting global youth needs within the school setting

DCHS
(Continued)

Licensed Senior Therapist (+1.0 FTE)

- Serves as an Emergency Services (ES) generalist
- Would be scheduled during the day to respond to any potential increase in school referrals
- Will focus on mobile crisis and outreach and engagement work
- Work would include the schools when needed and other settings
- Depending on the type of situation the therapist is called to, some calls would get responded to with a Police Officer, others would not