

# **HENDRY COUNTY SCHOOL BOARD**

## **MENTAL HEALTH PLAN**

### **STUDENT SERVICES & SCHOOL COUNSELING**

Within a Multi-Tiered System of Supports

August 1, 2018

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The Hendry County Mental Health Plan including Student Services and School Counseling within and Multi-Tiered System of Supports was developed using resources from the Florida’s School Counseling and Guidance Framework, the National Association of School Psychologists and the School Social Work Association of America and other resources provided by the Florida Department of Education in compliance with SB 7026. Hendry County Schools has adopted the counseling model and program standards as published in the Florida Department of Education Florida School Counseling and Guidance Framework Model and the requirements outlined in SB 7026 for a Framework for Safe and Successful Schools. This plan is made possible by funding from the Mental Health Allocation budget and other District funding sources including but not limited to: Title IV, general fund, IDEA.

## HENDRY COUNTY SCHOOLS

### STUDENT SERVICES OVERVIEW

#### Prekindergarten – Graduation

Student Services is a comprehensive program that is an integral and central component of the public education program. The ultimate goal of the program is for students to graduate with the competencies necessary to make self-directed, realistic and responsible decisions and to be successful contributors to society. The program is student development centered and is designed to enhance the educational, career, and personal and social-emotional development of all students. Student Services also assists in identifying and providing services to students with behavioral or mental health challenges. Students will be assisted in acquiring competencies in these areas of development.

Student Services is responsible for the district-wide coordination of those student services that are provided for students, school personnel, for the parents, and development of an integrated student services team at each school. These programs and services are provided within a multi-tiered system of support and include, but are not limited to:

School counseling programs in pre-kindergarten through adult, psychological and social work services, school-based mental health services, occupational/career advisement services, college admissions services, mentoring/peer counseling services, dropout prevention and credit retrieval programs, student educational records, anti-bullying, grief counseling, substance education programs, conflict resolution services, work experience, student leadership programs, child abuse prevention, and crisis intervention programs.

Full-time Hendry District Schools Student Services staff includes: two licensed school psychologists, one Board Certified Behavior Analyst (BCBA), two behavior technicians, ten school nurses, fourteen school counselors and **as of 2018-2019, made possible with the funding from the Mental Health Allocation Plan, two licensed clinical social workers. These new social workers will be funded in whole from the plan.** There are several part-time contracted staff which include: A BCBA, behavior specialist and a behavior technician, a licensed school psychologist, a licensed mental health counselor. There are also ancillary licensed staff such as exceptional student education specialists, parent liaisons, occupational and physical therapists and speech pathologists for students needing those services with a multi-tiered system of support. All of these professionals hold licensure with either the Florida Department of Education, The Florida Department of Health or a national licensing agency.

Hendry District Schools works to improve the quality of mental health care for students by identifying evidence-based treatments and providing effective strategies for implementing and supporting their delivery. School-based mental health services will be provided within a multi-tiered system of supports, prevention, targeted intervention, and intensive intervention. These may be provided in both the general education and special education programs. All students will receive Tier One prevention and students needing Tier Two and Tier Three services will be identified using evidence based assessment, diagnosis, intervention, treatment and recovery tools and processes. This process will include the following steps:

Psycho-Social Evaluation (this would include an assessment of adult/peer relations) would be completed using multi-method/multi-responder clinical assessment methodology that would involve:

Review of Records-Student psychological/psychiatric histories, academic performances, discipline histories, witness statements

Interviews with School Staff-Principal, teacher, counselor(s), and other staff as needed/appropriate

Interview with Custodial Parent-Father/mother if possible.

Interview with Student

Behavior Rating Scales administered to parent, teacher(s), students, counselors and other staff as needed or appropriate. These include, but are not limited to the use of: BASC-3, BBRIS-2, Beck Youth Inventories-2nd Ed., Reynolds Adolescent Depression Scale, ASEBA (CBCL, etc).

Student Services staff members are responsible for coordinating any school-based mental health services that a student receives at Tier Two or Tier Three with the student's primary-care provider or other community-based partners that provide support. Student Services staff communicate with the parents of the students they are supporting on a regular basis and obtain signed releases from them to share information with other providers as appropriate. When students have one or more co-occurring mental health or substance abuse diagnosis, or when a student is at risk of diagnosis, Student Services staff will partner with The Hendry County Health Department, SEDNET or representatives from the Department of Juvenile Justice, if applicable, to review the problem-solving process and identify appropriate Tier Three interventions for the student. Evidence-based interventions for students in this category will be used from the SAMHSA's National Registry of Evidence-based Programs and Practices, <http://nrepp.samhsa.gov/>. Hendry County does not currently have a community based mental health provider that is available to

all citizens. This limits the number of partners Hendry District Schools can rely on for additional services.

## **MISSION & VISION**

Social, emotional, mental health and physical well-being are key factors in the successful functioning of any citizen. As this success must be a primary goal of education, it is essential that schools consider the whole student and his/her environment in order for each student to reach maximum learning potential. The Student Services Program is a vital link in this process as it focuses upon the social, emotional, mental health, physical health and developmental growth of the student and the level of support that each student requires delivered within a multi-tiered system of support.

The purpose of student services in Hendry County is to support teaching and learning through cooperation with teachers, administrators, students and parents. These supportive services recognize three basic concepts: the responsibility of the principal and the student support team for the whole school program, the central role of the teacher and other support staff in the educational development of the student, and the critical primary responsibility of the parent for the growth and development of the student.

## **OBJECTIVES & OUTCOMES**

- Support and supplement the work of the teachers and other school staff
- Strengthen the school's efforts to identify and understand the characteristics of a diverse student population
- Help students achieve and maintain normal growth and development patterns in behavior, social-emotional growth, mental health and academic achievement
- Help create an environment, which minimizes the likelihood of serious problems and identifies potential problems so that they can receive early attention
- Facilitate the maximum development of each student and the adequate appraisal of his/her individual needs and potential
- Give direct assistance to students who may require specialized services because they are having varying degrees of difficulties in any of the areas above

- Assist parents in understanding the normal growth and development of children and how to help their child develop his/her potential
- Coordinate Student Services activities to ensure maximum service and communication to students, teachers, administrators, and parents
- Provide Tier One supports for prevention for all students delivered within the scope of the general education curriculum. For example: implementation of an evidence-based social and emotional learning program such as The Leader in Me, AVID, Ripple Effects, Skill Streaming, Child Safety Matters – Monique Burr, Words of Wisdom or Cloud Nine (SMHRP Toolkit, 2015)
- Provide Tier Two interventions for students with mild or emerging mental health needs whether they are emotional, social or behavioral. These supports are determined using a problem-solving framework and are delivered in small group settings for a determined period of time. Student Services Staff provide or support Tier Two interventions as they are beyond the scope of the general education curriculum. Examples used in Hendry County Schools are: Ripple Effects, group grief counseling, social-skills groups, Skill Streaming (SMHRP Toolkit, 2015)
- Provide Tier Three interventions for students with more advanced mental health needs in the area of social, emotional or behavioral difficulties or those who have not responded to Tier Two interventions. At Tier Three, interventions are very individualized and are delivered by trained mental health clinicians from the Student Services Department or in coordination with community-based partners often in a one to one setting. These interventions are greater in intensity and in duration. They are matched carefully to the problem behavior that the student is exhibiting (SMHRP Toolkit, 2015)
- Review and utilize available individual student data to understand student strengths and challenges. Use the information and guidelines included in the District Special Programs and Procedures and the **Hendry District Multi-tiered System of Supports and Response to Intervention Handbook**

## **SYSTEM**

The coordination and delivery of services of the Student Services program is the responsibility of the District Multi-Tiered Systems of Support (MTSS Team, Deputy Superintendent, the Director of Exceptional Student Education and Student

Services. daily supervision of school counselors is provided by the building principal in the school to which each person is assigned. Psychological and social work services, behavioral supports, nurses, and truancy officers are under the direction of Student Services.

At the district level the following activities are provided:

- Regular communication and meetings with all student services providers including school, district and community based
- Regular meetings and on-going planning by the District MTSS Team to review data, practices and resources
- Development and delivery of specific professional learning programs for student services personnel and all school staff
- Information and formal communication between student services personnel, principals and other staff, and community and state agencies
- Dissemination of information concerning pertinent requirements, regulations and resource information
- Coordination of threat-assessment teams, assessment, diagnosis, intervention, treatment and recovery for student mental health needs
- Procurement of evidence-based resources and programs to use with students both in the general education setting and at Tier Two and Tier Three
- Development of a formal electronic system for referral, identification, data collection and management of referral flow: <https://sites.google.com/hendry-schools.net/threatassessment/home>. This site will be available to all schools for reporting incidents in the following categories: Bullying, Behavioral Risk Assessment, Threat of Violence, Threat of Self-Harm. The site also includes numerous resources for staff awareness training
- Development of a student electronic reporting site available to all students to report bullying, threat of violence or threat of harm to self or others. This site is [HendrySafe.org](https://www.hendry-safe.org). This site will be bookmarked on all student devices and may also be accessed from home or community

**Hendry County Schools**

<b><u>Grades</u></b>	<b><u>Number of Schools</u></b>
Prekindergarten – 5	6
6 - 8	2
9 – 12	2
Alternative schools	2

Student services are provided for alternative school students by the Student Services staff, the school nurses, school counselors, school psychologists, behavior specialists, social workers other therapists and counselors, school personnel, the truant officers and professional consultants, as needed. Students attending the alternative school are there in lieu of expulsion and often have needs represented at a higher than average level for other district school sites.

## **MENTAL HEALTH, BEHAVIORAL SERVICES AND SOCIAL-EMOTIONAL HEALTH OVERVIEW**

### **MISSION & VISION**

Mental health, behavioral services and social-emotional health services that are offered through the Hendry District Schools' Student Services office are provided at Tier One, Tier Two and Tier Three. Tier One services include access to programs and resources that enhance social-emotional learning, substance-abuse prevention and are age/grade appropriate. They also include child-abuse prevention training, anti-bullying pro-social resources and suicide prevention support as well as training in self-advocacy and resilience. Tier Two and Three services are provided through direct services to students in need and also through collaborative efforts with our community and state partners. These partners include SEDNET, Hendry Glades Health Department, and Hope Hospice. The District also works with any outside or community provider where students are receiving supports or services. District staff members who provide services and support in these areas include, school psychologists, licensed clinical social workers, behavior specialists, resource counselor behavior technicians, SEDNET project manager and licensed mental health counselors. Tier Two and Tier Three services include evaluation, individual and group counseling, evidence-based mental health interventions, functional behavioral assessments, grief counseling, support to staff to improve person-environment fit and to implement behavior plans and supports for students, and parent training and support.

### **OBJECTIVES & OUTCOMES**



- Help students achieve and maintain normal growth and development patterns in behavior, mental health and social-emotional growth
- Help create an environment minimizing the likelihood of serious problems and identifying potential problems so they can receive early intervention
- Provide professional development and technical assistance to classroom teachers and other staff who are working with students exhibiting behavioral, mental health, or social-emotional concerns
- Appropriately identify and provide the integrated instruction and intervention to be delivered to students in varying intensity based on student need within MTSS
- Create and maintain a system of communication and data collection for students receiving services or exhibiting need
- Reduce incidents of violence, bullying, truancy, Marchman/Baker Act commitments and suicide and suicide attempts

### **SYSTEM**

The coordination of mental health, behavioral services and social-emotional health services is the responsibility of the District MTSS Team, Deputy Superintendent, the Director of Exceptional Student Education and all Student Services staff. The identification of students requiring Tier Two and Tier Three services and management of data is carried out through an electronic student referral process and notification system. The data outlines and tracks incident data and is used in conjunction with early warning and other performance, attendance and behavior data. It includes regular communication coordination and clear scheduling of service delivery from all providers both school-based and community based.

### **EVALUATION**

The mental health, behavioral health and social-emotional health services are evaluated on an on-going basis by the District MTSS Team, Deputy Superintendent, all service providers and the Director of ESE & Student Services according to the requirements of SB 7026. Data is reviewed for students identified and served based on student outcome improvement in the areas of: improved attendance, reduction of overall discipline infractions, reduction in acts of violence or SESIR code incidents, increase in school success, grades and graduation rate, reduction in Marchman/Baker Act incidents, reduction in restraint and arrest

incidents, reduction in incidents of bullying and reduction of other self- destructive or self-harm behaviors among students.

## **SCHOOL COUNSELING SERVICES OVERVIEW**

### **MISSION & VISION**

The Hendry County School system offers a PreKindergarten-12 school counseling program with a major emphasis on the unique qualities and needs of each individual student. School counseling services are developmental, preventive, or remedial, according to individual student needs. School counseling services are an integral part of the total educational program and are designed to help each student make adequate adjustments and to maximize learning opportunities for all students intellectually, socially, and emotionally. Certified School Counselors work closely with the other members of the Student Services Team to identify, support and provide interventions for students at Tier Two and Tier Three. School Counselors are also an integral part of the Tier One supports that are delivered as a part of the general education curriculum.

School counseling is a continuous process, and the responsibility for counseling services is shared by all who come in contact with the pupil from the time he/she enters the school system until the time he/she leaves it. This philosophy of school counseling services is dedicated to the concept of working cooperatively within the total educational program offered in the schools.

The mission of School Counseling Services is to provide a developmental and systematic comprehensive program that ensures academic, personal, social-emotional, and career development and achievement for all students. The program is proactive and preventive in its focus and enhances the learning process by assisting students in acquiring critical skills for life-long learning and success. It is developed according to professional standards and appropriate models of best evidence-based practices in the field as an integral part of education.

The comprehensive school counseling program is designed, implemented, and managed by professionally trained and certified specialists who provide a systematic array of curriculum, interventions, and services that include the skills and knowledge of counseling, consultation, coordination, and curriculum. Professional school counselors are charged with advocating that all students benefit from the educational program. They work collaboratively with school and district staff, families, and members of the community to provide seamless transitions from school-to-school and school-to-career so that all students have the opportunity to become productive citizens and effective leaders.

### **OBJECTIVES & OUTCOMES**

#### **Pre-Kindergarten & Elementary**

The goal of the elementary school counseling program is to take a preventive, instructional approach to provide counseling activities for all children by planning the program around the competencies that elementary age children need to acquire.

Children in elementary school have begun to acquire academic and personal social-emotional development. They are gaining new awareness of themselves as they interact with others. Students are in the process of forming basic values, attitudes, and interests that impact their education and ultimately their future careers. They begin to understand the role of work and some general knowledge of different occupations. These years are the foundation for a positive sense of well-being and good mental health.

The school counseling personnel, teachers and staff help children develop positive attitudes toward school, take pride in their own efforts, and acquire good work habits at school. The primary goal of an effective career development program in the elementary school is to introduce children to the tasks that are important for a productive and rewarding way of life. Children should be systematically introduced to workers in their community and begin to relate family and community life and work to the education they are receiving.

Students need to become aware of themselves, how they are special and constantly changing, and how they can use school experiences to explore and prepare for their future. Elementary schools must focus attention on areas such as: positive self-concept, responsible behavior, broad career awareness, decision-making skills, relationships, safety and self-advocacy, interpersonal and communication skills, student leadership and diversity.

### **Middle School**

The goal of the middle school counseling program is to take a preventive, instructional approach to provide counseling for all children by planning the program around the competencies that middle school age children need to acquire.

Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peer group. They are often very influenced by media images and expectations and social media interactions. As they move from the dependence of childhood to the independence that is expected of productive adults in our society, the new rights and responsibilities bring tension and disagreement between the generations of child and adult. Middle grades students also sometimes engage in risk-taking behavior without realizing consequences.

One notable characteristic of the early adolescent is the physical growth that accompanies puberty. Sexual identity becomes part of the complex sorting out of

childhood experiences and adult expectations as they develop their new self-identity. Individuals are usually genuinely concerned about self throughout this period and tend to be introspective and very critical of each phase of development. Middle grades students can also experience broadly shifting emotions and may struggle with self-control and good decision making.

Friendships become very important and tend to be through shared activities. These groupings then grow into shared identity—the seeking out of those most like the individual’s self-perception. Children at this age are establishing the behaviors that will probably direct their actions for the next several years. The middle school counseling program focuses attention on areas such as positive self-concept, responsible behavior, relationships, self-advocacy, safety, conflict resolution, career awareness, decision-making skills, leadership and diversity.

### **High School & Post-Secondary Readiness**

During high school individuals are involved in major changes in personality and social-emotional behavior. They are being influenced by parents, other family members, peers, media and school. Amid the turbulence, youth must deal with a desire for greater independence and a continued need for dependence and structure. Some students begin to consider relationships with significant others. Some find themselves attempting to cope with relationship and behavioral or social-emotional issues. A few struggle with substance abuse or other self-destructive behaviors. Others must quickly enter the adult world of work and responsibility either because of the needs of his or her nuclear family, or because of becoming parents themselves. The greatest challenge during these times is the formation of a stable sense of identity and goal-setting. The goal of counseling is to assist students in making good choices and develop their full potential.

The high school years also represent an educational turning point in the lives of youth. The primary focus is high school graduation. However, all students in this stage must plan for a future after graduation. Some students are preparing to enter postsecondary academic or vocational programs or into military service. Career and college counseling activities are critical to help all students’ transition to the work world or higher education.

Counseling services enable students to develop competencies that will help them identify and understand the issues they face during high school and to develop skills needed as they mature in their personal educational and career development. Various alternative counseling models may provide students with valuable additional information. Students may be directed to websites, mentors, employment or volunteer opportunities and other resources to establish a pattern for solving their own problems throughout life.

## **EVALUATION**

Evaluation is based on input from students, parents, school counselors, faculty, administrators, and all Student Services staff. Evaluation data will also be used from graduation rates, post-secondary pursuit reports, and over-all academic school success. This evaluation will reflect “best practices policy” as outlined by the Florida’s School Counseling and Guidance Framework.

## **HENDRY TRUANCY PROGRAM OVERVIEW**

### **MISSION & VISION**

Florida Statutes specifically requires that all children between the ages of six (6) and sixteen (16) attend school regularly.

The Hendry Truancy Program is a partnership between the Hendry County School Board (HCSB) and the Hendry County Board of County Commissioners. The primary goal of the Hendry Truancy Program is to reduce truancy and drop-out by encouraging students to attend school on a consistent basis. Good attendance at school will aid in enhancing increased academic achievement and pro-social behaviors. Hendry Truancy Program staff participate as part of student support teams as is appropriate for students at risk. The Hendry Truancy Program also utilizes a multi-disciplinary team of school and community personnel to develop new and innovative approaches to address and reduce excessive absences and tardiness as an intervention strategy prior to referring students/parents for court involvement. Students exhibiting attendance issues often struggle with other complex factors related to mental health. This team will provide support for students who have demonstrated chronic absenteeism and tardiness. The Hendry Truancy Program combines early intervention, access to mental health resources and interventions with prosecutorial enforcement of Florida’s Compulsory Education Laws.

Hendry Truancy Program uses a multi-disciplinary team of school and community personnel to provide a link between the student, parent/guardian, school, and community agencies. This group emphasizes that attendance is mandatory to make certain that students acquire the necessary skills and receive appropriate interventions for success in adult life after school.

### **OBJECTIVES & OUTCOMES**

- Help identify and resolve the social and emotional or mental health difficulties of children and youth, which interfere with their attendance, adjustment, and achievement in school

- Make home visitations to interview parents/guardians and facilitate the regular attendance of truant students
- Involve parents/guardians in the resolution of their child's attendance problems
- Report and access supports for students struggling with mental health or other related issues that are interfering with school attendance and performance
- Work closely with teachers, school counselors, and principals regarding students who are absent or tardy too frequently and who have not responded to the corrective efforts made by the school support team and the assigned case manager
- Confer regularly with school attendance staff, regarding attendance matters
- Reduce the truancy rate in order to provide the opportunity for improved academic performance
- Serve as liaison between the school, the parents/guardians, the courts, community agencies, and police authorities
- Work closely with social workers or other Student Service's staff to assist in providing interventions at Tier Two or Tier Three for students facing mental health challenges that impact school attendance
- Attend court sessions when cases related to student attendance or activities are being litigated
- Using a problem-solving framework, determine supports students need to overcome barriers to good school attendance with a multi-tiered system of support

### **SYSTEM**

The Hendry Truancy Program is used in every school in Hendry County. The overall program is described in the Hendry Truancy Program as adopted by the Hendry County School Board.

### **EVALUATION**

The Hendry Truancy Program is evaluated on an annual basis by the District MTSS Team, Director of Exceptional Student Education and Student Services.

School attendance records, statewide data, early warning indicators and input from Principals and other school personnel are taken into consideration.

## **HEALTH SERVICES OVERVIEW**

### **MISSION & VISION**

Health services as a part of the whole school health program should be carried out to appraise, protect, and promote the health of students. School health services supplement, rather than replace parental responsibility. School health services are designed to remove barriers to adequate care and encourage parents to devote attention to child health. This promotes earlier discovery of health problems, focuses on prevention encourages the use of the services of physicians, dentists, and other community health agencies.

### **OBJECTIVES & OUTCOMES**

- Handle health problems such as injuries, illness, accidents, etc., by administering simple first aid measures, notifying parents, and keeping accurate records
- Maintain accurate health records on each student including health care plans as needed for students receiving services at Tier Two or Tier Three
- Conduct health screening (vision, hearing, scoliosis, Tuberculosis etc.) and collaborate with and assist approved health providers in providing health or health related services to students
- Refer parents to appropriate medical services and provide information on wellness, prevention and other resources including those in the community or offered at school
- Provide information to a student's teacher or other pertinent staff, when appropriate, concerning the child's health and its possible effect on his or her learning and behavior
- Provide assistance in accessing community and other available health or mental health services as appropriate

- Participate on school-based problem-solving teams such as Student Support Teams working on threat assessment and mental health issues
- Continue to monitor student health and provide assistance as needed
- Provide interventions or carry out health care plan goals for students receiving services at Tier Two or Tier Three
- Provide necessary training or professional learning to update skills for health personnel (emergency procedures, CPR updates, allergies, health concerns, communicable diseases, medically fragile children, etc.)
- Provide a school nurse at each school campus

### **SYSTEM**

There are ten full time nurses working in the Hendry County Schools. Each main campus has one full time nurse. Nurses provide services at Tier One for all students such as screenings, immunization records and basic health and wellness information. They also provide Tier Two and Three for students in need of more support for health needs such as diabetes monitoring, substance abuse referral and counseling and health care plan implementation and medication supervision.

The School system has a contract with the Hendry County Health Department to provide additional services. Hendry County Health Department has two full-time Registered Nurses that are dedicated to providing support, training and resources to the school nurses.

The “School Health Manual” provided by the Hendry County Health Department outlines the duties and responsibilities of school nurses and the health care plan. The main categories in the manual are: Advisory Council, Immunization and Health Examination, Screening, Care Plans, Emergency Operation and Disaster Response Planning, Mental Health Supports, Forms, Medication, Nutrition, Communicable Diseases, Dental Plan, and FAQ.

A course for teen parents is taught by a full time certified teacher. Students in this program receive additional supports and resources to help them be successful students and parents.



## **EVALUATION**

The health services program is evaluated on an on-going basis by the principal of each school, the Director of ESE, Student Services, the Hendry County Health Department Registered Nurses and the Florida Department of Health.

## **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) OVERVIEW**

### **MISSION & VISION**

A Multi-Tiered System of Support (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention and mental health supports and services. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. The MTSS process, data review, goal-setting and planning in Hendry District Schools is overseen by the MTSS District Team.

### **OBJECTIVES & OUTCOMES**

- Ensure that a common-language, common-understanding exists around the rationale for and the purpose and expected outcomes of implementation
- Clearly identify who has the responsibility for what and how those individuals will be held accountable
- Ensure that district policies are supportive of, and not barriers to, the implementation of the model and of identification of need and supports and direct services to students
- Provide sufficient support (professional learning, technical assistance, etc. to ensure that the implementation plan and timelines can be achieved
- Identify clearly the district- and school-level leaders who will have implementation expectations as part of their annual performance reviews

- Review all available data for continuous improvement problem-solving in academics, behavior, mental health and social-emotional realms
- Review all early warning systems data and guide the work of the school-based student support teams
- Review, monitor and problem-solve and make district level decisions regarding budget, personnel and resources using the data gathered from the electronic reporting system  
<https://sites.google.com/hendry-schools.net/threatassessment/home>
- Assure that appropriate and on-going training occurs for all staff to identify, report and respond appropriately to mental health, behavioral or social-emotional needs in schools. Including use of the electronic reporting system

### **SYSTEM**

Each school in the district has a school based team called the “Student Support Team” who will meet to discuss risk factors, gather data, interpret data, and make team decisions on Tiered services placement for academics, behavior, mental health and social-emotional issues. The MTSS/RtI handbook updated annually, outlines the duties and responsibilities of the Student Support Team. Student supports are also outlined in the **Hendry District Schools Standards for Intervention and Student Handbook**.

### **EVALUATION**

The MTSS process at each school is evaluated by the MTSS District Leadership Team and follows the evaluation process set forth in the District MTSS plan.

### **MENTAL HEALTH ALLOCATION PLAN BUDGET 2018-2019**

Total Allocation:	\$258,554.02			
Salaries & Benefits -	\$177,258.04 for Two LCSW			
Salary Retirement O.A.S.D.I. Medicare Board Ins. TOTAL				
\$68,699.00	\$5,674.54	\$4,259.34	\$996.14	\$9,000.00
\$68,699.00	\$5,674.54	\$4,259.34	\$996.14	\$9,000.00
\$137,398.00	\$11,349.08	\$8,518.68	\$1,992.28	\$18,000.00

<b>Non cap hardware</b>	16,000.00 (not part of the 90%)
<b>Non cap software</b>	20,000.00 – Purchase software or computer-based assessments or clinical rating scales (listed below) to assist in providing services to students with a mental health diagnosis or presenting need
<b>Travel</b>	9,500.00 – to make home visits and to deliver services across the District to students
<b>Supplies</b>	15,000.00 – to purchase supplies, assessments, clinical rating scales and inventories for use with students with a mental health issue and their families such as: BASC-3, BBRIS-2, Beck Youth Inventories, 2 <sup>nd</sup> edition, Reynolds Adolescent Depression Scale, ASEBA (CBCL)
<b>Professional Technical (3100)</b>	15,000.00 – to contract the services of a specialized mental health professional such as a psychiatrist to provide direct services
<b>PreK services - (5500) -</b>	5795.98 (not part of the 90%)

Funds from Title 4, Medicaid reimbursement where applicable, and Hendry District general fund expenditures work in conjunction and coordination with the Mental Health Allocation plan budget to provide prevention, assessment, diagnosis, intervention, treatment and recovery for the mental health needs of Hendry District School students.

Hendry District Schools assures the state that it will use the Mental Health Assistance Allocation to supplement, not supplant other funding sources, or increase salaries, or provide staff bonuses. The District will continue to identify systems to establish funding sources to further support school mental health.

The District will maximize Medicaid claiming specific to assessment, diagnosis and intervention provided by school psychologists, intervention therapists, and the new social workers.