



2020/2021 Mental Health Assistance Allocation Plan

HENDRY COUNTY SCHOOL DISTRICT

Hendry County School District
STUDENT SERVICES | 25 E. HICKPOCHEE AVE, LABELLE, FL 33935

MENTAL HEALTH ASSISTANCE ALLOCATION PLAN

Hendry County School District

This plan encompasses all Hendry County School District Schools:

Central Elementary School, Country Oaks Elementary School, Eastside Elementary School, LaBelle Elementary School, Upthegrove Elementary School, Westside Elementary School, Clewiston Middle School, LaBelle Middle School, Clewiston High School, LaBelle High School, Clewiston Development Academy, and LaBelle Youth Development Academy.

[6 – Elementary (PreKindergarten-5) Schools, 2 – Middle (6-8) Schools, 2 – High (9-12) Schools, and 2 – Alternative Schools]

Mental Health Assistance Allocation Plan

Student Services is a comprehensive program that is an integral and central component of the public education program in Hendry County. 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 assists in identifying and providing services to students with behavioral or mental health challenges. Student Services is responsible for the district-wide coordination of those student services that are provided for students, school personnel, 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 and prevention programs.

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, local counseling services, 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.

The Mental Health Assistance Allocation Plan will focus on evidenced-based services for students with one

or more co-occurring mental health or substance abuse diagnoses and students at high risk for such diagnosis. Through Student Services, these mental health services, behavioral services and social-emotional health services, offered through the Hendry County School District's Student Services office, are provided at Tier One, Tier Two and Tier Three. The addition of the licensed mental health counselors and an additional school psychologist allows the district to reduce staff-to-student ratios and meet student mental health assistance needs. Tier One services include access to programs and resources that enhance social-emotional learning, substance-abuse prevention, a universal social/emotional screener, 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, Lutheran Services, Glades/Hendry Transition Council, Glades/Hendry United Way, Glades/Hendry Alliance, 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, school counselors, behavior analysts, registered 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 environmental relationships, implementation of behavior plans and supports for students, and parent training and support.

Full-time Hendry County School District Student Services staff includes: three licensed school psychologists, one Board Certified Behavior Analyst (BCBA), two registered behavior technicians (BACB RBT Certificate), ten school nurses (2-RN and 9-LPN), fourteen school counselors (10-certified and 4-Out of Field) and five licensed mental health specialists (4-LCSW and 1-LHMC). There are several part-time contracted staff which include: a BCBA, a Board Certified Behavioral Assistant (BCaBA). There are also ancillary 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.

Strategies for Support

The Mental Health Assistance/Threat Assessment Team will review data quarterly to ensure a sufficient amount of the student services personnel's time and resources is spent providing direct mental health services to students in need. The district will support a universal social/emotional screener to help in the process of identification of student need. The team and the student services providers will focus on the following to ensure services and resources:

- 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 1 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 and Teen Safety Matters – Monique Burr Foundation, Words of Wisdom, Multi-Tiered System of Support/Positive Behavioral Intervention and Support, Sanford Harmony, Trauma Informed Care, Zones of Regulation, and/or Cloud Nine. (SMHRP Toolkit, 2015).
- Provide Tier 2 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, and Behavior Analysis/Plans. (SMHRP Toolkit, 2015).
- Provide Tier 3 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 2 interventions. At Tier 3, 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 County School District’s Multi-Tiered System of Supports and Response to Intervention Handbook.

The Hendry County School District procedures outline that students who are referred for a mental health screening are screened within 15 days of the referral to determine level of need in a three-tiered approach (Multi-Tiered System of Supports). School-based mental health services are initiated within 15 days of identification in a Tier 2 or Tier 3 approach, depending upon need. If possible and needed, community-based mental health services will be initiated within 30 days of a referral being processed. Students will be managed through the school-based mental health team, as necessary, until such time as the community-based mental health services are available.

Coordinating Mental Health Services

The coordination and delivery of services of the Student Services program is the responsibility of the District Multi-Tiered Systems of Support Team that includes the Deputy Superintendent, the Director of Exceptional Student Education and Student Services and other Student Services personnel. Students that currently receive mental health services or are referred for ongoing mental health care will be monitored every 30 days in accordance with district policies and/or procedures. Monitoring will be the responsibility of the assigned Student Services personnel (school psychologist, school counselor, mental health

counselor, social worker, administrator, or designee). If needed, a medical release of information will be maintained between the school and the community mental health partners providing 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, screening, 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.
- Training for all Student Services staff in the Hendry County School District's 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, and Threat of Self-Harm. The site also includes numerous resources for staff awareness training. In addition, the CSTAG documentation will be located in our FOCUS system for the determination of levels of threat.
- Training of all students in the 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. This site will be bookmarked on all student devices and may also be accessed from home or community. FortifyFL® is also located on the school district website for ease of access by students, families, and community members.

Tier 1 strategies and programs will reduce the likelihood of at-risk students developing social, emotional, or behavioral problems; depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. Each year, district personnel will offer the following professional development to staff members to help guide those staff members in identification and helpful strategies for at-risk youth. Those professional development opportunities will include, but are not limited to: Youth Mental Health First Aid Training (YMHFA), Crisis Prevention Training (CPI), Trauma-Informed Care (TIC), Zones of Regulation, Child Safety Matters, Teen Safety Matters, and Comprehensive School Threat Assessment Guidelines (CSTAG): Intervention and Support to Prevent Violence. Students will be provided Tier 1 instruction/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 and Teen Safety Matters – Monique Burr Foundation, Words of Wisdom, Multi-Tiered System of Support/Positive Behavioral Intervention and Support, Mental and Emotional Health Curriculum (Grades 6-12), Sanford Harmony, and/or Cloud Nine.

The mental health, behavioral health and social-emotional health services, programs, and strategies are evaluated on an on-going basis by the District MTSS Team, Deputy Superintendent, Director of Exceptional Student Education and Student Services, School Safety Specialist, and Student Services personnel according to the requirements of Senate Bill (SB) 7026 and Senate Bill (SB) 7030. Data is reviewed for students identified and served through the district’s mental health supports and is 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, increase in grades, increase in graduation targets, reduction in Marchman/Baker Act incidents, reduction in restraint incidents, reduction in arrest incidents, reduction in incidents of bullying, and reduction of other self-destructive or self-harm behaviors.

Expenditures

Number and licensure/certification of school-based mental health providers funded by the allocation:

- **4** Licensed Mental Health Counselors (LMHC)

Number and licensure of community-based mental health providers funded by the allocation:

- **0** Community-Based Mental Health Providers

Expenditures for services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:

- **0** Collaborative Efforts or Partnerships

Other expenditures:

- Professional and Technical Services for additional, contracted mental health services through the school district
- Professional Development and Travel for district and contracted Student Services personnel providing mental health services.
- Non-Capitalized Hardware, Software, and Supplies, as needed, for Student Services personnel providing mental health services.

Mental Health Allocation Assistance Plan - Budget Expenditures	
Salary and Benefits (4) Mental Health Specialists	379,124.00
Extra Duty Stipends (additional counseling/evening hours)	10,000.00
Office supplies (paper, pens, pencils, YMHFA manuals, mental health curriculum, etc)	14,392.00
Training/Travel (local and out of county travel and training)	25,000.00
Prof & Tech Services (contract for services such as; conducting risk assessments, providing mental health counseling)	21,795.00
N/C Furn, Fix & Equipment (office desks, chairs, locked filing cabinet for office space)	17,000.00
N/C Computer Hardware (laptop computers for mental health specialists)	20,981.00
N/C Software (Yearly subscriptions, licenses for software programs)	8,657.00
	<u>496,949.00</u>

2020/2021 Hendry Mental Health Assistance Allocation	380,962.00
2019/2020 Carried Forward Balance	53,055.00
2018/2019 Carried Forward Balance	62,932.00
2020/21 Grand Total	496,949.00

Expenditure Assurances

The Hendry County School District certifies that 100% of the funds allocated are used to train educators in identifying and responding to mental health issues (online and in-person training), funding of Licensed Mental Health Counselors (LMHC) or Licensed Clinical Social Workers (LCSW), and other programs, as needed, to support children and provide the appropriate behavioral health services.

The Mental Health Assistance Allocation for the Hendry County School District does not supplant other funding sources, increase salaries or provide staff bonuses.

The Hendry County School District will use a portion Title IV funding to support Social/Emotional curriculum purchases and implementation, the Youth Mental Health Awareness Training (YMCHAT) Project Allocation to support the Youth Mental Health First Aid Training to employees, and Medicaid funding to support additional personnel in the social work or mental health field.

Program Implementation and Programs

District Ratios for the Florida Department of Education-certified or licensed school-based mental health services providers employed by the school district:

- **School Counselors (14)**
 - Elementary Grades Ratio: **1:555**
 - Middle Grades Ratio: **1:418**
 - High School Ratio: **1:560**
- **School Psychologists (3)**
 - District Ratio: **1:2620**
- **Licensed Mental Health Counselors/School Social Workers (4)**
 - District Ratio: **1:1965**

Tracking System

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. Identification of those students is done through our FOCUS information system, as well. 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. This system is an electronic system for referral, identification, data collection and management of referral flow: <https://sites.google.com/hendry-schools.net/threatassessment/home> and (FOCUS). This site will be available to all schools for reporting incidents in the following categories: Bullying, Behavioral Risk Assessment, Threat of Violence, and Threat of Self-Harm. The site also includes numerous resources for staff awareness training. The CSTAG Documents are placed into the FOCUS system and will be attached to each student necessary for data monitoring and ease of information sharing in the district. The Student Services personnel, including school

counselors, school social workers/Licensed Mental Health Counselors, and school psychologists keep a database in a secured server to record services, number of students served, and outside agency referrals.

The 2020-2021 Annual Mental Health Assistance Allocation Plan: approved by the School Board of Hendry County on August 18, 2020.