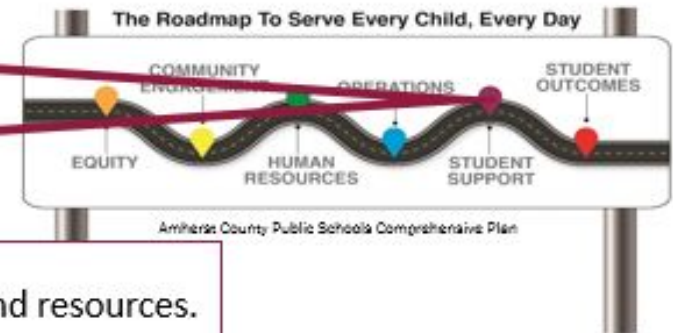


# STUDENT SUPPORTS



Mental Health Awareness

**Objective 1:** Prioritize mental health awareness, training and resources.

Student Empowerment

**Objective 2:** Create a culture of student empowerment.

Continuum of Care

**Objective 3:** Acknowledge the position of schools in the continuum of care by engaging and collaborating with the community.

School & Family Supports

**Objective 4:** Integrate school and family supports.



**Target Area: Student Supports**

**Guiding Statement:** Amherst County Public Schools believes that all students should be empowered to achieve academic, career and personal goals they have determined for themselves. In order to support every child in achieving their goals, the needs of the whole child must be met by:

- Providing high quality social/emotional support and learning opportunities
- Ensuring that their physical needs are met
- Providing access to their school and community according to their unique needs
- Forming collaborative relationships with students, their families and community support agencies

**Objective 1:** Prioritize mental health awareness, training and resources.

**ACTION STEPS**

Strategies	Person(s) Responsible	Timeline	Resources	Monitoring
Establish a <a href="#">Mental Health Team</a> to develop, monitor, and implement a division-wide plan for addressing mental health concerns and supports.	<ul style="list-style-type: none"> <li>• Superintendent in coordination with appropriate SAO and school-based staff, as well as community and mental health agency representatives.</li> </ul>	Fall 2019  Plan reviewed annually	Survey of interest/application for participation <ul style="list-style-type: none"> <li>• Meeting schedule</li> <li>• Team members</li> </ul>	Annual review of plan and feedback from families/community  Data related to use of resources/school-based referral data  Outcome data as it pertains to meeting the mental health needs of the students in ACPS
Conduct an analysis of the available data sources for the purposes of identifying systemic mental health concerns and developing a matrix of corresponding services and supports.	<ul style="list-style-type: none"> <li>• Mental Health Team</li> </ul>	Fall 2020	Student outcomes data behavior/discipline, attendance, achievement, etc.	Community review and feedback  Continuous data collection and evaluation of available resources for annual matrix review and update

Explore and procure available curriculum-based mental health resources, as well as available systemic training and awareness models.	<ul style="list-style-type: none"> <li>Mental Health Team</li> </ul>	Spring 2020	<p>Research on available resources</p> <p>Financial backing for procurement of resources and training</p>	Feedback from Research Team recommendations
<p>Develop a schedule and plan of implementation for the following division-wide efforts:</p> <ul style="list-style-type: none"> <li>mental health curriculum-based activities</li> <li>school-based awareness activities</li> <li>direct training for staff, students, and families</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health Team</li> <li>Director of Academics</li> </ul>	Spring/Summer 2020	<p>Division-wide training calendar</p> <p>Selected mental health activities and training models</p>	<p>Training participant surveys/exit tickets</p> <p>Feedback from students/families on activity implementation and effect</p> <p>Feedback from teachers/instructional staff on curriculum implementation</p>
Investigate state-wide staffing models for school-based mental health professionals/support staff.	<ul style="list-style-type: none"> <li>Mental Health Team</li> <li>Superintendent and Senior Staff</li> </ul>	Fall 2021	<p>Examples of staffing models from comparable school divisions</p> <p>VDOE Standards of Quality (SOQs)/Staffing standards for mental health professionals</p> <p>Mental health outcome data</p>	<p>Reports/feedback from other school divisions</p> <p>Continuous evaluation of mental health outcome data</p>
<p>Explore environmental indicators of a trauma-informed school building:</p> <ul style="list-style-type: none"> <li>establish sensory-conscious spaces in all school buildings</li> <li>development of alternative locations/activities for students seeking to access calming or mindfulness strategies</li> <li>development of visual supports for all students emphasizing calming and mindfulness principles.</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health Team</li> <li>Principals</li> <li>Division Instructional Team</li> </ul>	Fall 2020	<p>Financial backing for resources/components of sensory spaces</p> <p>Research on self-directed regulation strategies for students</p> <p>Visual supports/posters from evidence based source</p>	<p>Feedback from school-based administration and staff</p> <p>Data on use of spaces/strategies</p> <p>Survey to students for feedback on available resources and ongoing needs</p>

**Evaluation of Action Plan:**

**Objective 2: Create a culture of student empowerment.**

**ACTION STEPS**

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Monitoring</b>
<p>Create a secondary student survey for evaluation and analysis of student empowerment to include:</p> <ul style="list-style-type: none"> <li>• understanding of self-determination</li> <li>• assessment of school climate and culture barriers to empowerment</li> <li>• assessment of current policies and practices related to student self-determination</li> </ul>	<ul style="list-style-type: none"> <li>• Virginia Tiered System of Supports (VTSS) Team(s)</li> </ul>	Spring 2020	<p>Research-based survey models</p> <p>Technology (Google form)</p>	<p>Survey results and analysis</p> <p>Annual update/review</p>
<p>Develop a plan for professional development for school staff on fostering self-determination and student empowerment</p>	<ul style="list-style-type: none"> <li>• VTSS Team(s)</li> <li>• Training and Technical Assistance Center (TTAC) representatives (I'm Determined Project)</li> </ul>	Spring 2021	<p>TTAC - I'm Determined Project</p> <p>Research-based training models/activities</p>	<p>Training participant surveys/exit tickets</p> <p>Continuous feedback from students/families on implementation and effect</p>
<p>Continue to foster student voice through the development of differentiated forums and other formats for student feedback at all grade levels</p>	<ul style="list-style-type: none"> <li>• VTSS Team(s)</li> <li>• School Principals</li> <li>• Teachers/counselors</li> </ul>	Spring 2021	<p>Research on collecting student feedback at all age/grade levels (morning meeting, student forums/assemblies, etc.)</p>	<p>Student feedback collection and analysis</p>
<p>Develop a division-wide initiative for student empowerment clubs/groups.</p>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• School staff/sponsors</li> </ul>	Fall 2021	<p>School-based club/group sponsors</p> <p>Presentation/materials for school dissemination to students/families</p>	<p>Club initiative growth/student attendance</p> <p>Feedback from students, families, and staff</p>

**Evaluation of Action Plan:**

**Objective 3:** Acknowledge the position of schools in the continuum of care by engaging and collaborating with the community.

**ACTION STEPS**

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Monitoring</b>
Provide professional development for ACPS staff on the Children's Services ACT (CSA) and corresponding family supports and services.	<ul style="list-style-type: none"> <li>CSA Coordinator</li> </ul>	Spring 2021	CSA presentation Access to school faculty meetings Technology	Feedback/exit tickets from training participants
Create a Youtube video/podcast/social media channel as a resource for ACPS staff/Amherst County community on available community resources.	<ul style="list-style-type: none"> <li>Community Agency Liaisons</li> <li>Digital Communications Media Coordinator</li> <li>Social Media Coordinator</li> </ul>	Spring 2020	Technology for production Social media accounts	Data from access to resources Comments posted on videos/podcasts/posts Feedback from ACPS staff and community
Develop a resource/guidebook for families highlighting community services and resources (primary prevention, medical, financial, career, etc.)	<ul style="list-style-type: none"> <li>VTSS Team(s)</li> <li>Community Agency Liaisons</li> <li>Instruction and Administration supervisors</li> <li>School administrators</li> </ul>	Fall 2020	ACPS website Collected service options/menus from community support agencies Available apps/digital platforms	Data collection on the use of the online tools Feedback from ACPS staff and families Analysis of referrals for services and available outcome data (Possible question: How did you hear about us?)
Review and revise local policies and practices for Homebound Instruction to ensure: <ul style="list-style-type: none"> <li>A trauma informed approach to service delivery</li> <li>Greater coordination of community supports and services for impacted students/families</li> <li>Increased coordination with local medical professionals in determinations of medical homebound</li> </ul>	<ul style="list-style-type: none"> <li>Instruction and Administration supervisors</li> <li>Homebound coordinator</li> <li>Local medical professionals</li> </ul>	Spring 2021	Current homebound data (including year-to-year analysis of participants, teachers, and outcomes)	Continuous data analysis on participation and outcomes Feedback from families, staff, and community representatives
Cooperate with community agencies in establishing a parent resource center to provide: <ul style="list-style-type: none"> <li>A central location for family access to a continuum of local supports and services</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent and Senior Staff</li> <li>Instruction and Administration supervisors</li> </ul>	Spring 2020	Staff hours (volunteer/duty)	Feedback from families, staff, and community representatives

<ul style="list-style-type: none"> <li>• A trauma-informed location for homebound instruction</li> <li>• Information to families on school processes related to attendance, discipline, special education, and academic supports</li> <li>• Opportunities for community-based instruction and student volunteerism</li> </ul>	<ul style="list-style-type: none"> <li>• Homebound coordinator</li> <li>• School administration and staff</li> </ul>		School resources (brochures, booklets, books, etc..)	
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**Evaluation of Action Plan:**

**Objective 4: Integrate school and family supports.**

**ACTION STEPS**

<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Monitoring</b>
Investigate the feasibility of a full-time Division Family and Community Engagement Liaison. <ul style="list-style-type: none"> <li>• Consider the addition of staff to address ongoing direct counseling/Mental Health support</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent and Senior Staff</li> <li>• School Board</li> </ul>	2020-2024	Proposal Job description Financial	Creation of proposal and job description Board planning for creation of position
Investigate and develop alternative methodologies of providing care for students/families during the summer/school breaks: <ul style="list-style-type: none"> <li>• Procurement of a food truck to strategically provide summer meals throughout the division</li> <li>• Summer wellness clinics</li> <li>• Leverage community partnerships to increase opportunities for student activity and academic engagement during school breaks</li> <li>• Grow available "summer school" programming with an emphasis on support/learning for students and their families</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent and Senior Staff</li> <li>• ACPS Wellness Committee</li> <li>• Instruction and Administration supervisors</li> <li>• School administration and staff</li> </ul>	Spring 2023	Grant funding for food truck and wellness clinics Community partnerships Staff hours for summer work	Feedback from families, staff, and community representatives Data collection on attendance and participation
Develop expanded opportunities for families to access schools during "off" hours/days, for the purpose of developing community hubs: <ul style="list-style-type: none"> <li>• Internet access</li> <li>• Access to community supports/services</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent and Senior Staff</li> <li>• ACPS Wellness Committee</li> </ul>	Spring 2022	Community partnerships Staff hours (volunteer/duty)	Feedback from families, staff, and community representatives

<ul style="list-style-type: none"> <li>• Adult/family learning</li> <li>• Expanded child care options</li> <li>• Recreation/community sports</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction and Administration supervisors</li> <li>• School administration and staff</li> </ul>		Technology	Data collection on attendance and participation
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**Evaluation of Action Plan:**

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