

Mental Health/Emotional Support

Proposal of Services Metuchen School District

Presented by Dr. Tania Herzog

Director of Special Services

9/24/19

Proposal collaboratively developed with input by:

- ❖ *Child Study Team Members*
 - ❖ *School Counselors*
 - ❖ *Director of Special Services*
 - ❖ *Supervisor of Guidance*
 - ❖ *Building Administrators*
 - ❖ *Content Area Supervisors*
 - ❖ *Central Office Administrators*
 - ❖ *Teachers*
 - ❖ *Parents*
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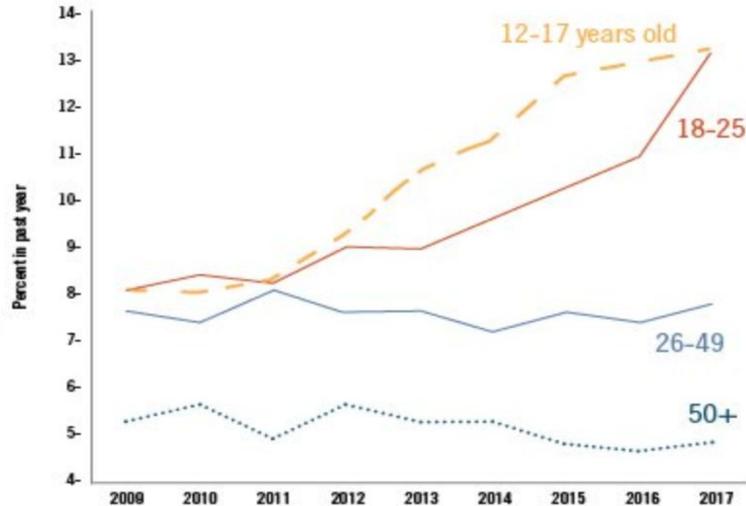
Proposal Includes

- ❖ *Increase in School Psychologist Services District Wide*
 - ❖ *Implementation of a Therapeutic Program at Edgar and Campbell*
 - ❖ *Increase in Behaviorist Services District Wide*
 - ❖ *Additional Academic Supports and Interventions District Wide*
 - ❖ *Additional Supports for Learning Strategies and Study Skills District Wide*
 - ❖ *Clerical Assistance for Support Staff*
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Why is this needed?

STUDENT DEPRESSION ON THE RISE

An analysis of a federal survey shows increasing rates of teen and young adult respondents reporting a major depressive episode in the last 12 months. Rates have stayed more consistent among older adults.



SOURCE: Journal of Abnormal Psychology

EDUCATION WEEK

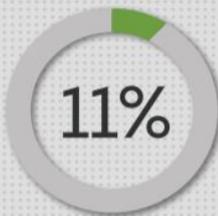
Why is this needed?

Mental Health Facts CHILDREN & TEENS

Fact: 1 in 5 children ages 13-18 have, or will have a serious mental illness.¹



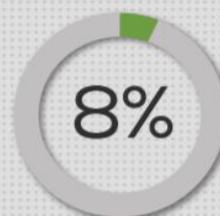
20% of youth ages 13-18 live with a mental health condition¹



11% of youth have a mood disorder¹



10% of youth have a behavior or conduct disorder¹



8% of youth have an anxiety disorder¹

What About Metuchen?

- ❖ *14 students were placed on Home Instruction in 18-19 due to psychiatric hospitalizations or participation in short term therapeutic day programs for crisis situations*
- ❖ *Counselors and CST provided mental health referrals to families of over 50 students in 18-19*
- ❖ *22% of referrals for special education in 18-19 included emotional concerns in the reason for referral. This includes 10 referrals at the secondary level that were primarily due to emotional issues.*
- ❖ *7 students were placed out of district in the past 2 years for therapeutic services*
- ❖ *37% of out of district students are placed primarily for therapeutic services. The needs of some of these students could be addressed by an in district therapeutic program. Future out of district placements may be prevented with the implementation of additional services. The other 63% of students are placed out of district primarily for services addressing complex learning disabilities.*
- ❖ *School Counselors and CST are asking for more services for their students to address the trends they are seeing and the educational impact on the students*

Why are Academic Interventions and Learning Strategies part of a mental health initiative?

Mental Health disorders negatively impact:

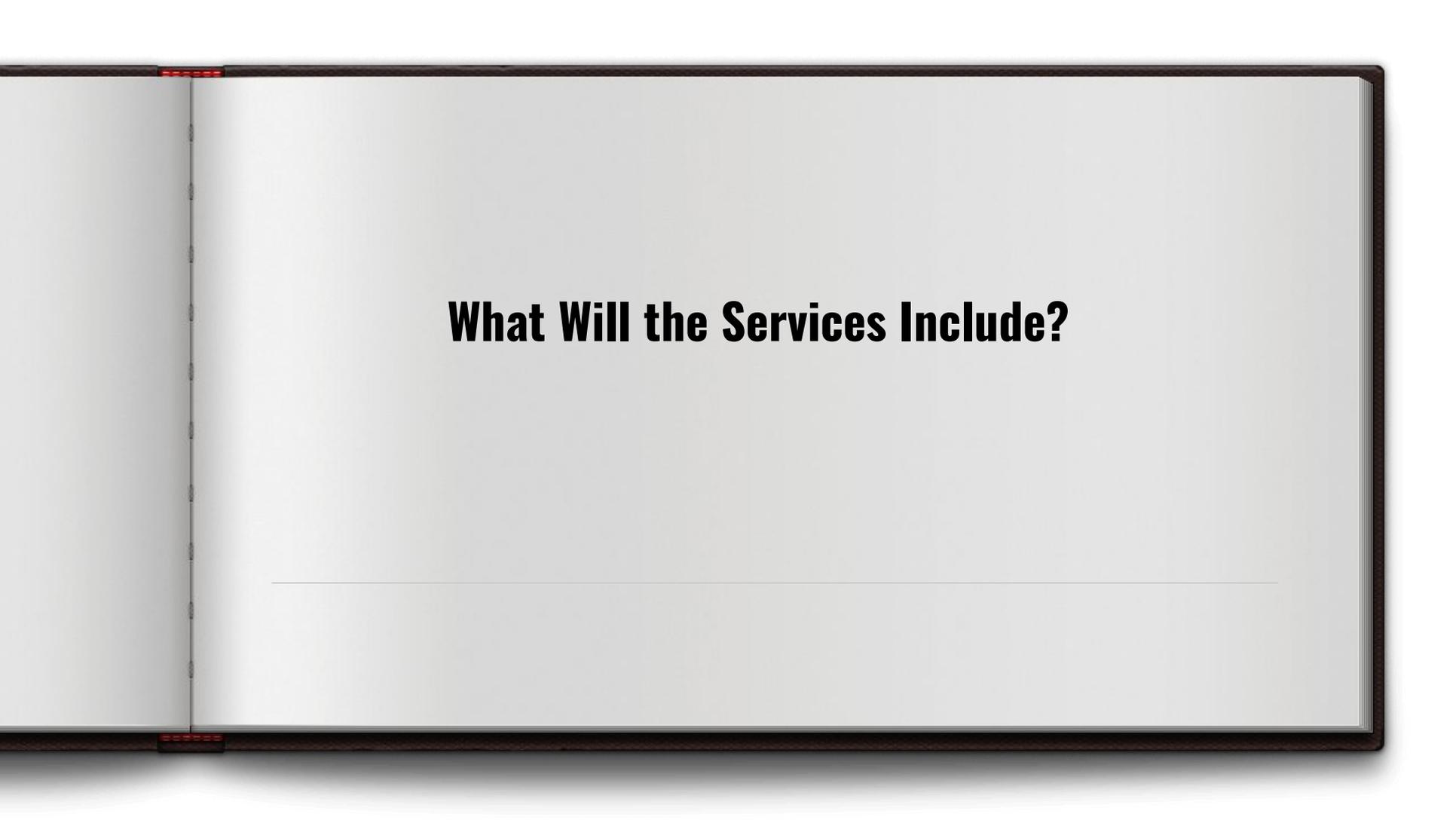
- ❖ *Student engagement and focus*
- ❖ *School and class attendance*
- ❖ *Grades and achievement*
- ❖ *Graduation rates*

Academic weaknesses and school failure negatively impact self esteem and may contribute to feelings of inadequacy, school avoidance, and symptoms of anxiety and depression.

ADHD, Autism Spectrum Disorder and other learning disabilities often impact social development, planning, and organizational skills.

Who does this proposal benefit?

- ❖ *All students benefit from additional supports available in general education*
 - ❖ *Students in need of more intensive interventions can receive them in school*
 - ❖ ***School Counselors can focus on needs of general student population***
 - ❖ *Parents benefit from additional school resources*
 - ❖ *Teachers benefit from additional training and support staff*
 - ❖ *Administrators benefit from additional programs and support staff*
 - ❖ *Community members benefit from strong schools and healthy students*
-

An open notebook with a dark cover is shown. The left page is blank and has a vertical ruler on its left edge. The right page is also blank and features the text "What Will the Services Include?" centered on it. A thin horizontal line is drawn below the text on the right page.

What Will the Services Include?

Increase in School Psychologist Services

- ❖ *Currently, 2 full time School Psychologists are on staff*
- ❖ *Shared between two schools and out of district responsibilities*
- ❖ *Secondary School Psychologist case manages up to 60 students*
- ❖ *School Psychologists provide the following services:*
 - *Child Study Team evaluations, case management, IEP development, pre-referral interventions, teacher consultation in learning strategies and disabilities, counseling, social skills/lunch bunch groups, crisis response, professional development, and program development*
- ❖ *Proposal includes an increase by at least 1.6 School Psychologists to allow for a full time School Psychologist at CES, Edgar and MHS and a part time School Psychologist at Moss*
- ❖ *Primarily services students with Individualized Education Plans (IEPs) but serves as a school wide resource for all staff and students*
- ❖ *Funds allocated for staff salaries and benefits*

Implementation of a Therapeutic Program at Campbell and Edgar

- ❖ *A Therapeutic Program includes:*
 - o Individual Therapy, Group Therapy and Family sessions*
 - o Professional development to school staff*
 - o Consultation with teachers*
 - o Psycho-education for parents*
 - o Crisis assessments*
 - o Referrals, coordination and collaboration with private providers*
 - o Program Management for supervision, quality assurance, & program evaluation*
- ❖ *Services students with a high level of need, enabling School Counselors to focus on existing School Counseling Program*
- ❖ *A therapeutic program was recently implemented at MHS*
- ❖ *Funds allocated for a contracted provider*

Increase in Behavioral Support Services

- ❖ *Currently part time Board Certified Behavior Analysts (BCBAs) support students district wide*
- ❖ *Behavior Analysts have an expertise in analyzing and shaping behavior to improve social skills, communication, adaptive skills, academics, and overall social functioning. Services include:*
 - *Functional Behavioral Assessments*
 - *Behavior Intervention Plans*
 - *Instruction in Social Skills, Self Management, and other socially significant behaviors*
 - *Crisis Intervention*
 - *Teacher consultation*
 - *Program development for staff*
 - *Supervision of Registered Behavioral Technicians*
- ❖ *Proposal includes an increase of part-time Behaviorist services district wide*
- ❖ *Services integral for students with Autism, developmental disabilities, ADHD, and emotional regulation challenges*
- ❖ *Supports available to all students who require this level of intervention and this area of expertise*
- ❖ *Funds allocated for either a staff member and benefits or a contracted provider*

Increase Academic Supports and Interventions

- ❖ *Additional literacy intervention at elementary school for struggling readers and writers*
- ❖ *After school Academies in Foundational Literacy Skills available to all middle and high school students*
- ❖ *After school Academies in Foundational Math Skills available to all middle and high school students*
- ❖ *After school homework support available to all middle school students*
- ❖ *Services benefit students who exhibit academic weaknesses or need additional academic support*
- ❖ *Funds allocated for staff salaries, benefits, stipends and materials*

Increase Supports and Interventions for Learning Strategies District Wide

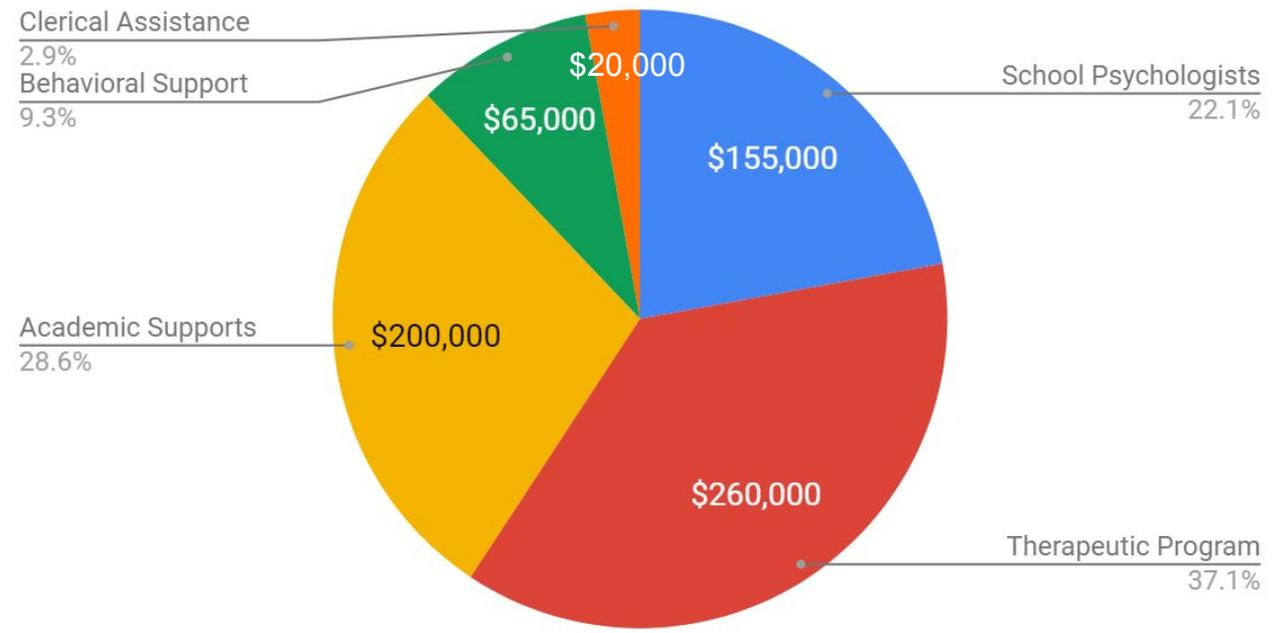
- ❖ *Social Skills groups focused on self management for recommended elementary students*
 - ❖ *After school Academies on Learning Strategies, such as study skills, test taking skills, time management, organizational skills, stress management, etc. available to all middle and high school students*
 - ❖ *Community Service Club at Middle School*
 - ❖ *Freshman Seminar for transitional support in study skills available to high school freshman*
 - ❖ *Services benefit students who need additional support in these areas*
 - ❖ *Funds allocated for staff salaries, stipends and materials*
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Clerical Assistance

- ❖ *Currently Child Study Team members spend an extraordinary amount of time performing clerical responsibilities*
- ❖ *Clerical tasks include:*
 - *Scheduling meetings, securing substitute coverage, sending meeting invitations, sending notices of meeting outcomes, making copies, documenting services, maintaining required records, updating special education database, completing spreadsheets of services and accommodations, and much more.*
- ❖ *Each year the state mandated documentation requirements increase in Special Education*
- ❖ *Paperwork responsibilities can be burdensome and interfere with direct service time*
- ❖ *Proposal includes a part time secretary to assist CST with clerical responsibilities enabling the support staff to spend more time with students, teachers, and parents*
- ❖ *Funds allocated for staff salary*

Supports and Interventions

Estimated Breakdown



Measures of Effectiveness

- ❖ *Number of referrals for special education evaluations due to emotional concerns*
 - ❖ *Number of students sent to out of district placements for therapeutic services*
 - ❖ *Number of students receiving Home Instruction for mental health reasons*
 - ❖ *Number of referrals to families for mental health services*
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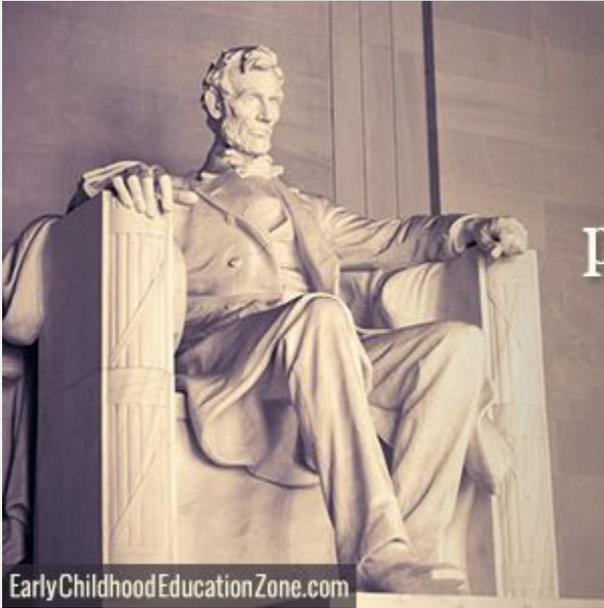
Anticipated Benefits over Time

Reductions in:

- ❖ *Referrals for special education evaluations*
- ❖ *Classified students*
- ❖ *Absences*
- ❖ *Home Instruction*
- ❖ *Referrals for Mental Health Services*
- ❖ *Out of District Placements*

Increases in:

- ❖ *Achievement*
 - ❖ *Attendance*
 - ❖ *Student wellness*
-
- ❖ *Supports and services available to all students*
 - ❖ *Professional development*
 - ❖ *Earlier interventions*



EarlyChildhoodEducationZone.com

“The best way to
predict your future
is to create it.”

-Abraham Lincoln

Vote on November 5, 2019

Budget Information and Financial Facts

Presented by Justin H. Manley

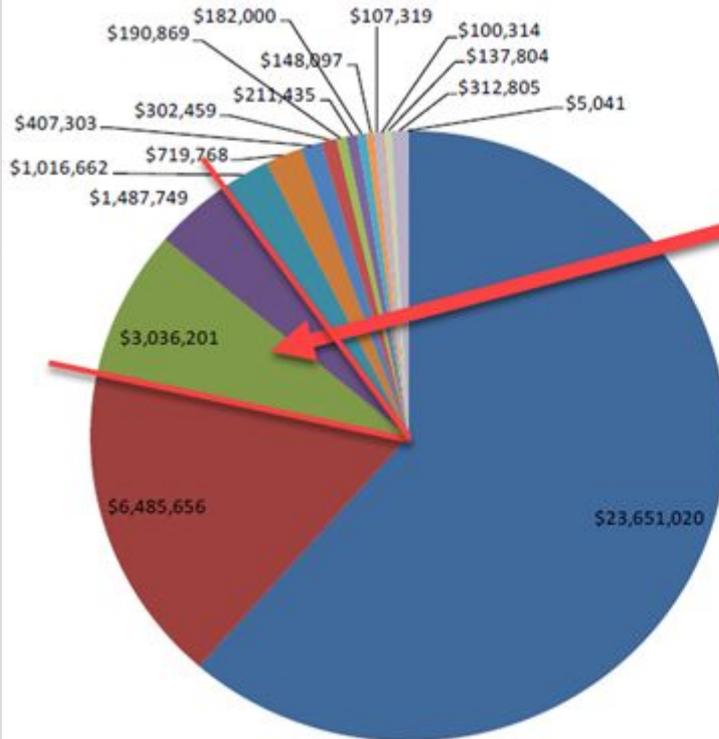
Board President

9/24/19

Summary of Appropriations 18/19

Salaries	\$23,651,020
Employee Benefits	\$6,485,656
Out of District Special Education, OT, PT	\$3,036,201
Transportation	\$1,487,749
Instructional Supplies/Equipment	\$1,016,662
Utilities	\$719,768
Contracted Services: Building, Equipment, Fields	\$407,303
Insurance	\$302,459
Textbooks	\$190,869
Purchased Technical Services/Lease Purchase Equipment	\$211,435
Supplies - Maintenance/Custodial	\$182,000
Professional Services: Legal, Accounting, Architectural	\$148,097
Tuition - Charter, School of Arts, Vo-Tech	\$107,319
Assessment EDA Grant	\$100,314
Curriculum Development/FFPI	\$137,804
Lease Purchase Agreement	\$312,805
Interest Expense	\$5,041
Total	\$38,502,502

Total Appropriations 18/19



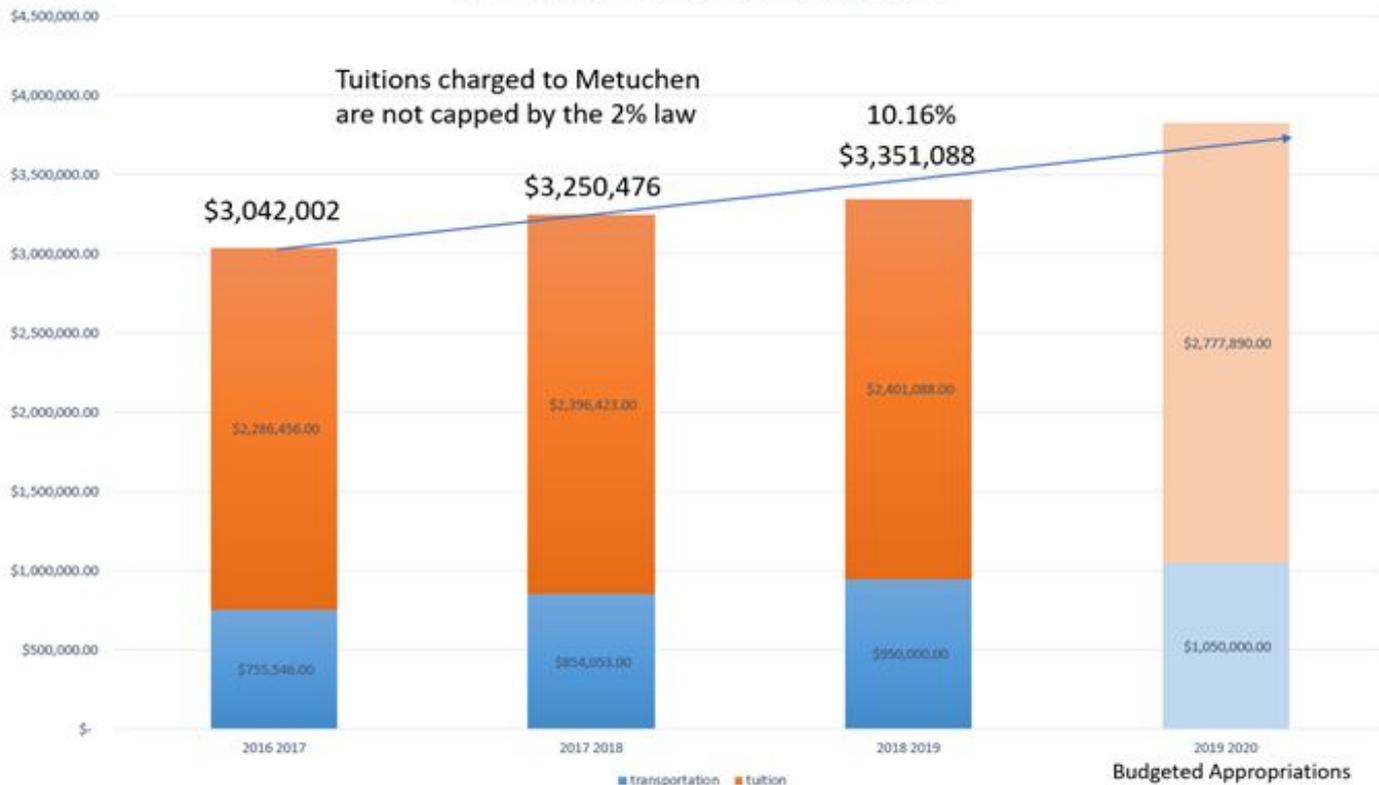
- Salaries \$23,651,020 **78.25%**
- Employee Benefits \$6,485,656 **11.75%**
- Out of District Special Education, OT, PT \$3,036,201
- Transportation \$1,487,749
- Instructional Supplies/Equipment \$1,016,662
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“What does Out of District placement mean?”

*All qualified persons with disabilities within the jurisdiction of a school district are entitled to a **free appropriate public education**. The US Dept. of Education Section 504 regulation defines a person with a disability as “any person who: (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.”*

When a student with a disability can not be served by the services offered by the Metuchen Board of Education, that student becomes eligible for placement at either a different public school that does provide the service or at a private institution that can appropriately educate that student. This is known as an “out of district placement”

Out of District Placements and Transportation



“Will this proposal save us money?”

No. The Board can not reasonable tell the public it will.

A significant portion of our students placed out of district don't have mental health impairments and are more physically challenged in nature. We will continue to serve and care for them exactly as we do and should. If we had the means to serve every student in Metuchen we would but it's just not possible.

*This investment has the **potential** to slow the increases we're seeing in more extreme mental health and emotional support challenges at the high school by intervening early and preventing small challenges from becoming BIG problems. Times have changed and so has the world our students are growing up in. We want to equip them with the skills necessary at a young age to handle the stresses and anxieties kids are reporting.*

“But the town has grown?! Take it from there”

We can't and we have all at the same time

Year	Tax Levy	Ratables	Tax Rate
2017-18	\$35,188,090	\$1,003,842,500	3.731
2018-19	\$36,239,985	\$1,034,842,500	3.721
2019-20	\$37,233,009	\$1,058,860,300	3.731

2% CAP CONSTRAINED

If the proposal passes the tax rate would go to 3.797

- This amounts to a **1.77%** increase in your school tax
- To find out your impact take assessment and divide by 100 then multiply by 0.066
- Example: my home is assessed at \$225,000
 - So you take $\$2250 \times .066 = \148.50 per year
 - My taxes this year are \$13,414

For more information or to provide further input, contact:

Mr. Justin Manley, Board President
Dr. Vincent Caputo, Superintendent of Schools
Dr. Tania Herzog, Director of Special Services

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