



## Part I: Youth Mental Health Awareness Training Plan

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## Table of Contents

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<b>Introduction</b>	<b>3</b>
<b>Part I. Mental Health Assistance Allocation Plan</b>	<b>4</b>
<b>Section A: MHAA Plan Assurances</b>	<b>4</b>
<b>Section B: Planned Outcomes</b>	<b>5</b>
<b>Section C: Charter Program Implementation</b>	<b>5</b>
<b>Section D: Direct Employment</b>	<b>13</b>
<b>Section E: MHAA Planned Funds and Expenditures</b>	<b>15</b>
<b>Section F: Charter Governing Board Approval</b>	<b>16</b>

## Introduction

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mentalhealth. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

### Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

### Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

## Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

### MHAA Plan Assurances

#### The Charter School Assurances

One hundred percent of the state funded proportionate share is used to expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.

Yes

Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

Includes a system for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Yes

#### A Charter school board policy or procedures has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

## Planned Outcomes

**Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).**

All RCMA Immokalee Community Academy students will receive 80% of the Second Step Lessons by the end of the academic year. 100% of students flagged as in Need for Instruction in the initial DESSA Assessment in September will be evaluated by teachers and the school social worker to determine the need for in-school services (individual or group) or a referral to an outside agencies with appropriate follow-up.

## Charter Program Implementation

<b>Evidence-Based Program</b>	Not applicable
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Not applicable	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Not applicable	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Not applicable	

<b>Evidence-Based Program</b>	Focus, Integrity, Respect and Responsibility, & Excellence PBIS Program
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
A school-created program titled F.I.R.E. (Focus, Integrity, Respect and Responsibility, & Excellence) will be used with all grades as part of Positive Behavior Intervention & Supports (P.B.I.S.).	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Kinder-5th grade students will receive points through class dojo. 6th- 8th-grade students will receive Dragon Cards to help them keep track of their progress and encourage their classmates to make positive choices. They will also be sorted into advisory groups and meet weekly.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Improved academic performance, social-emotional competencies and social and academic outcomes, and reduced bullying behaviors.	

<b>Evidence-Based Program</b>	Second Step's Bullying Prevention Program
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Second Step's Bullying Prevention Unit for Grades K–5 includes training for all school staff, lessons for students, and Parent-engagement resources.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
A designated teacher or homeroom teachers and teacher assistants will implement the lessons with students throughout the school year. The elementary school Bullying Prevention Unit will be integrated into the regular scheduled Second Step Program lessons.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<ul style="list-style-type: none"> <li>• Improved classroom and school climate</li> <li>• Reduced bullying and victimization</li> <li>• Increase peer empathy for bullied students</li> </ul>	

<b>Evidence-Based Program</b>	Second Step Program
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Second Step is a social-emotional learning curriculum. Second Step offers an Elementary program and a Middle School program.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Homeroom teachers or a designated teacher and teacher assistants will implement the lessons with students 1x a week. For the Elementary Program, the teacher will follow a fully scripted lesson. For the middle school program, teachers will use a digital platform; with pre-made PowerPoints.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Teaches skills to resolve conflicts, work with others, form healthy relationships, and make good decisions. It enables students to be more successful emotionally.	

<b>Evidence-Based Program</b>	The DESSA Mini Screener
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
The DESSA mini screener identifies which students may be at risk of academic and behavioral difficulties due to low social and emotional competence.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Teachers or teacher assistants will conduct DESSA mini ratings for all of their homeroom students. DESSA mini ratings will be conducted for all students three times during the school year there will be beginning of the year ratings, mid-year ratings, and end of year ratings.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Improved Social-Emotional Skills; Improved Attitudes of self, school, and others; Decreased Challenging Behaviors; and Increased Academic Achievement.	



<b>Evidence-Based Program</b>	Mindful Schools
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Mindful Schools hopes to nurture joyful and equitable learning environments. Based on research showing that educators are a foundational presence in students learning experience.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
A teacher trained in Mindful Schools will introduce the best mindful practices, tools, and exercises to staff during professional development meetings once a week. Teachers will then be encouraged to implement the mindful teachings with their classroom.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Teachers who practice mindfulness experience reduced stress and burnout, greater efficacy in doing their jobs, more emotionally supportive classrooms.	

<b>Evidence-Based Program</b>	The MBF Child Safety Matters and MBF Teen Safety Matters
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
The MBF Child Safety Matters and MBF Teen Safety Matters is an evidence-based curriculum for grades K-5 and grades 6-8 and 9-12, respectively. Focuses on prevention of abuse.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
The school will implement the MBF Child Safety Matters and MBF Teen Safety Matters for all students K-8, as appropriate, to target human trafficking and safety issues. The school social worker or teachers will facilitate the lessons during the school year.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Improved academic achievement, including improved grade-point averages, higher graduation rates and college enrollment/completion rates.	

<b>Evidence-Based Program</b>	Check & Connect
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Students will be selected to be part of this program by their teachers, the school social worker, and school leadership. The school social worker, teacher, or teacher aides will conduct the check & connect intervention weekly.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Increase the chances of a better rate of attendance, positive behavior, a positive view of the school environment, and connection with trusted adults.	

<b>Evidence-Based Program</b>	One Circle Foundation
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
One Circle Foundation promotes resiliency and healthy development in children, adolescents, families, adults, and communities. The Girls Circle® and The Council for Boys and Young Men integrate evidenced-based practices of motivational interviewing and strength-based approaches with cross-cultural traditions and caring relationships.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Students will be selected to be part of the One Circle Foundation by their teachers, the school social worker, and school leadership. The DESSA assessment results will be taken into consideration. The school social worker will meet with a small group of 5-10 students every week until the completion of the lessons. Groups are age-appropriate with gender-relevant themes and employ strengths-based facilitation strategies. The Girls Circle is for youths 9-18 years of age, and The Council for Boys and Young Men is for youths 9-18 years of age.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
One Circle Foundation's circle models are successful in helping children and youths to find connections, build assets, improve self-confidence, and lead meaningful, purposeful lives! Girls Circle is designed to increase girls' positive relationships, strengths, and competence. The Council for Boys and Young Men provide boys and young men the opportunity to address masculine definitions and behaviors and build capacities to find their innate value and create good lives -individually and collectively!	

<b>Evidence-Based Program</b>	Small-Group mentoring sessions
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
Small-Group mentoring sessions will be implemented with students that showed a need for instruction on the DESSA. Groups will be arranged based on the results.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Small group mentoring sessions will occur once a week, using the techniques found in the book titled Creative Approaches for Counseling Individual Children in the School Setting by Diane and DESSA strategies section.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Support the students identified as in need of instruction by the DESSA assessment and build their Social-Emotional skills.	

<b>Evidence-Based Program</b>	The D.E.S.S.A. Assessment
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
The D.E.S.S.A. assessment is more in-depth than the D.E.S.S.A. mini and is used for students who show a need for instruction. It has questions correlated to all eight social competencies.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Based on the results of the DESSA Mini Assessment, some students will require the DESSA assessment. The teacher or trained person who completed the DESSA mini will complete the DESSA assessment and be assisted by the school social worker to obtain and understand the results.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Improved Social-Emotional Skills; Improved Attitudes of self, school, and others; Decreased Challenging Behaviors; and Increased Academic Achievement.	

<b>Evidence-Based Program</b>	Tier 3 student support
<b>Tier(s) of Implementation</b>	Tier 3
Describe the key EBP components that will be implemented.	
Tier 3 students will be referred to a number of outside agencies and services dependent on the student's needs.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Students who need more intense intervention will be referred to GPS, and with the guidance of a licensed clinical psychologist, a referral will be made to an outside agency. The school social worker will contact the appropriate organization(s) and assist in the initial contact and coordination.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Support students by referring them to the appropriate agencies and services so they can reach their highest level of functioning.	

<b>Evidence-Based Program</b>	Not applicable
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Not applicable	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Not applicable	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
Not applicable	

## Direct Employment

### MHAA Plan Direct Employment

### **School Counselor**

*Current Ratio as of August 1, 2022*

**N/A**

*2022-2023 proposed Ratio by June 30, 2023*

**N/A**

### **School Social Worker**

*Current Ratio as of August 1, 2022*

**1:340**

*2022-2023 proposed Ratio by June 30, 2023*

**1:340**

### **School Psychologist**

*Current Ratio as of August 1, 2022*

**N/A**

*2022-2023 proposed Ratio by June 30, 2023*

**N/A**

### **Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2022*

**N/A**

*2022-2023 proposed Ratio by June 30, 2023*

**N/A**

## **Direct employment policy, roles and responsibilities**

**Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.**

ICA provides a full-time school social worker to work directly with students or families experiencing mental health issues. Teachers receive training concerning possible warning signs that a student may be experiencing mental health distress to refer them to the social worker.

**Describe your school's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).**

If there is an increase of time that students need for direct mental health service it will be incorporated into the student's daily school schedule. We collaborate with teachers by using the same procedures that are utilized when a student has an Individual Education Plan.

**Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.**

Community-based partners provide parent and teacher presentations and trainings, for education and awareness purposes on mental health. School and community providers support students through individual services or helping to determine additional supports.

## **Community Contracts/Interagency Agreements**

**List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.**

NCH Psychiatry & Psychology Center- Comprehensive diagnosis, treatment, and follow-up team approach for individuals in crisis with mental health and substance abuse issues. Agency has own funding sources and Medicaid also helps to pay for any services not covered.

David Lawrence Center- Provides comprehensive inpatient, outpatient, residential and community based prevention and treatment services for children and adults who experience mental health, emotional, psychological and substance abuse challenges. Agency has own funding sources and Medicaid also helps to pay for any services not covered.

AVOW- The Avow Kids program, designed for children ages 5-17, provides support and companionship to children who are grieving. Agency has own funding sources and Medicaid also helps to pay for any services not covered.

GPS (Greater Program Synergizing) partnership with FSU Center for Child Health & Stress- Provides one on one or group mentoring for students being identified with needs. The program has a licensed clinical psychologist that comes to the school to work with the student and provides feedback as necessary to teachers, school social worker and parents. Agency has own funding sources and Medicaid also helps to pay for any services not covered.

Healing Educational Alternatives for Deserving Students (HEADS)- HEADS helps by providing clinical support services that impact every area of the clients' lives. They start by identifying the current emotional, educational, developmental levels and social skills of each client and develop a treatment plan that helps them regain emotional and social regulation. Agency requires for families to have Medicaid to pay for services provided.

## **MHAA Planned Funds and Expenditures**

### **Allocation Funding Summary**

**MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)**

\$ 15,439.00

**Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan**

\$ 0.00

**Grand Total MHAA Funds**

\$ 15,439.00

### **MHAA planned Funds and Expenditures Form**

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1011.62 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

MHAA_planned_funds_and_expenditures_form_(ICA)_.pdf
<i>MHAA planned funds and expenditures form.</i>
<a href="#">Document Link</a>

### **Charter Governing Board Approval**

This application certifies that the **Collier County Public Schools** governing board has approved the Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(14), F.S.

#### **Governing Board Approval date**

Wednesday 7/27/2022