



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2023-24 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

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Introduction

Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

MHAA Plan Assurances

The Charter School Assures

One hundred percent of state funds are used to establish or 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

Other sources of funding will be maximized 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

A system is included 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

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

A charter governing board policy or procedure 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-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, 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 ins. 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 ins. 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, 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

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to 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. s. 1006.041, F.S.

Yes

District Program Implementation

Evidence-Based Program	Youth Mental Health First Aid
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Youth Mental Health First Aid is designed to make participants aware of possible mental issues affecting youth; how to recognize them, what supports to offer in the moment and direct people to proper supports.	
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.	
Youth Mental Health First Aid (YMHFA) trains all staff on on different potential mental health issues that may arise and how to implement a five-step plan to provide immediate support to a someone who may be experiencing signs and/or symptoms of mental illness, an emotional crisis, or social emotional and behavioral problems or substance use disorders. This training also provides participants with the ability to recognize and support students who may be dealing with trauma and violence.	
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.	
The supports offered through YMHFA will allow all trained individuals to determine if and when a student may be experiencing mental health or substance use issues and refer students to available supports within the school and community.	

Evidence-Based Program	PBIS
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Positive Behavior Intervention Systems (PBIS) intervention strategies provides school staff the tools to recognize and provide intervention strategies for students. PBIS works in conjunction with a multi-tiered system of supports designed to gather and use data to determine a course of action for individual students. Additionally, the Behavioral Threat Assessment team identifies active and potential students who may require interventions.	
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.	
PBIS and MTSS gather various data points on a student that staff review and determine the best intervention for a student. Through data and staff review students are monitored to determine the effectiveness of the intervention and, when necessary, determine changes that need to be made. The Behavioral Threat Assessment team monitors students and are a point of contact for staff to point out students who may be experiencing issues in school or at home and who may need further evaluation.	
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.	
Through PBIS, MTSS, and a threat assessment team, staff are able to identify, provide supports for diagnosis, and guide students and their families to treatment, support recovery services while at school and conduct assessment on recovery efforts and review potential for co-occurring substance abuse.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

0:1547

2023-2024 proposed Ratio by June 30, 2024

1:1500

School Social Worker

Current Ratio as of August 1, 2023

0:1547

2023-2024 proposed Ratio by June 30, 2024

0:1500

School Psychologist

Current Ratio as of August 1, 2023

0:1547

2023-2024 proposed Ratio by June 30, 2024

0:1500

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

0:1547

2023-2024 proposed Ratio by June 30, 2024

0:1500

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.

School counselors will support all students' academic, career, and social emotional development. School counselors are a valuable resource for all students and teachers to provide information and supports for students who are displaying signs of behavioral, social, and/or academic changes.

Describe your district'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).

In the 2022-2023 school year the staff of Mason Classical Academy were all trained in Youth Mental Health First Aid (YMHFA), which increased staff awareness of possible mental health issues students may be experiencing and give them information of where to direct students who need help. This increase in staff knowledge, increased staff awareness of mental health resources available to students at the school, which will increase the number of students directed to student services personnel who then able to provide direct mental health services. Additionally, Mason Classical Academy hired additional staff to allow necessary staff members to provide direct mental health services.

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

School based mental health providers work with community based partners to offer parents resources for counseling, health care, housing, and to work with the school to assess students who may be in crisis.

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.

Collier County Sheriff's Office, Youth Relations Deputy, on campus to assist in assessing mental health risks and to transport students to mental health facilities when necessary.

David Lawrence Mental Health Center - Local mental health center that receives students in crisis.

Mobile Crisis Response Team (MCRT) - Provides on-site assessment to students in crisis along with follow up services when necessary.

MHAA Planned Funds and Expenditures

Allocation Funding Summary**MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)**

\$ 84,335.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 84,335.00

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.) 1006.041 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:

No files were uploaded

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 7/26/2023