



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

|  |                         |
|--|-------------------------|
| <b>Evidence-Based Program</b>  | Substance Use and Abuse |
| <b>Tier(s) of Implementation</b>   | Tier 1                  |
| Describe the key EBP components that will be implemented.  |                         |
| Health Education instruction for students in grades 6 through 8  |                         |
| 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.  |                         |
| Instruction in the dangers of substance use and abuse for students in all grade levels will be coordinated by the school counselor and the school resource officer (SRO) using various curriculum including resources from the Florida Department of Health. An emphasis on Vaping/e-cigarette use, addiction and health consequences will take place. Red Ribbon Week will also be used to support students to say no to drugs and alcohol via school wide activities promoting healthy life choices. |                         |
| 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.  |                         |
| Students will gain awareness of signs and symptoms of drug and alcohol addictions. Students will also gain knowledge of the differences between psychological and physical addiction and the ways to seek help for themselves or others.   |                         |

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|---|--------|
| <b>Evidence-Based Program</b>   | C-SSRS |
| <b>Tier(s) of Implementation</b>  | Tier 2 |
| Describe the key EBP components that will be implemented.   |        |
| Columbia Suicide Severity Rating Scale  |        |
| 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. |        |
| Suicide risk/threat assessment for students engaging in behavior or making comments that suggests the student may be considering suicide or self-harm.  |        |
| 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.   |        |
| To identify students in crisis and with mental health needs and to maintain the safety and well-being of the student and others.  |        |

|   |                                   |
|---|-----------------------------------|
| <b>Evidence-Based Program</b>   | Individual/Small Group Counseling |
| <b>Tier(s) of Implementation</b>  | Tier 2                            |
| Describe the key EBP components that will be implemented.   |                                   |
| Students will meet individually and/or in small groups.   |                                   |
| 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. |                                   |
| Implementation of Social Emotional Learning curriculum based on student, staff and parent referrals. Skills and counseling will be addressed, but not limited, to teaching social skills, anger management, anti-bullying, conflict resolution, de-escalation, grief/loss coping skills, depression, anxiety, post-traumatic stress, trauma, problem solving, and adjustment to environmental stress.                                 |                                   |
| 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.   |                                   |
| To improve the physical and psychological health and safety of our students by responding and supporting student's mental health needs by teaching social and emotional learning curriculum.  |                                   |

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| <b>Evidence-Based Program</b>   | Progress Monitoring |
| <b>Tier(s) of Implementation</b>  | Tier 2              |
| Describe the key EBP components that will be implemented.   |                     |
| Teachers, administration, and support staff will work with families to share data in helping to support the students.   |                     |
| 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. |                     |
| Weekly consultation with teachers and families when necessary pertaining to student's attendance and behavioral referral and intervention procedures. Frequency of meetings may increase to daily check in , check out if necessary.  |                     |
| 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.   |                     |
| To ensure early identification and early intervention of students in need of mental, physical and health services. Weekly monitoring of students mental health needs in relation to their behavior intervention plans; along with skills to teach and reward positive behaviors for students with repeated behavior problems in the school setting.   |                     |

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|---|------------------------------|
| <b>Evidence-Based Program</b>   | Child Trafficking Prevention |
| <b>Tier(s) of Implementation</b>  | Tier 1                       |
| Describe the key EBP components that will be implemented.   |                              |
| Educational instruction in grades 6 through 8 as per F.A.C.6A-1.0941  |                              |
| 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. |                              |
| Instruction in human trafficking for students which will be facilitated by the school counselor and the school resource officer (SRO). Safer Smarter Teens curriculum will be used.   |                              |
| 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.   |                              |
| Students will gain awareness, learn ways to seek help for themselves or others, and be aware of resources to reduce human trafficking.  |                              |

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| <b>Evidence-Based Program</b>  | PBIS           |
| <b>Tier(s) of Implementation</b>   | Tier 1, Tier 2 |
| Describe the key EBP components that will be implemented.  |                |
| PBIS is the framework for implementation of the District's continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students.   |                |
| 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 is implemented throughout all aspects of the students academic life, including transportation. This framework integrates PBIS and school mental health implementation for all students including for students with, or at risk, of mental health challenges. The Multi-Tiered System of Supports (MTSS) is a tiered prevention system of supports. MTSS/PBIS provides a cross-system problem-solving team that utilizes data to select evidence-based practices to implement. This provides for active involvement by youth, families, school staff, and community mental health providers. |                |
| 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.  |                |
| Improvements will be seen in student outcomes including academic performance, social-emotional competence, reduced bullying behaviors and decreased rates of students reported drug/alcohol abuse. A reduction in school suspensions and an improved school climate as reported by staff and students.   |                |



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| <b>Evidence-Based Program</b>   | Safe Schools   |
| <b>Tier(s) of Implementation</b>  | Tier 1, Tier 2 |
| Describe the key EBP components that will be implemented.   |                |
| Video training modules  |                |
| 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. |                |
| <p>Safe School trainings include:</p> <ul style="list-style-type: none"> <li>-Bullying: Recognition &amp; Response</li> <li>-De-Escalation Strategies</li> <li>-Disruptive Student Behavior</li> <li>-Youth Suicide: Awareness and Prevention</li> <li>-Cultural Competence and Racial Bias</li> <li>-Student Drug and Alcohol Abuse</li> </ul>   |                |
| 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.   |                |
| After watching the videos and taking the corresponding assessments, staff will have a better understanding of mental health and mental health and substance abuse disorders. They will have the ability to self-advocate for mental health assistance and be able to identify mental health resources.  |                |

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| <b>Evidence-Based Program</b>   | Handle with Care |
| <b>Tier(s) of Implementation</b>  | Tier 1, Tier 2   |
| Describe the key EBP components that will be implemented.   |                  |
| Handle with Care is an alert to staff regarding student who has experienced a recent traumatic event. It is a just-in-time intervention that is situational to the student.   |                  |
| 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.   |                  |
| When school administrators or the school mental team is notified concerning a student who has experienced a traumatic event, they will notify teachers to look for any observable signs of student distress (without revealing confidential information). Teachers will utilize trauma sensitive interventions (ex: predictable classroom routines and transitions, positive communication, anticipate challenging times and provide additional support to the student), and look for observable signs of student distress and contact the school counselor for assistance and support. |                  |
| 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.   |                  |
| An improvement will be seen in post-traumatic stress symptoms, anxiety symptoms, emotional regulation, and emotional/behavioral problems as reported by teachers, students, and families. An improvement will also be seen in terms of risk and protective factors, improvements on measures of social adjustment as reported by the child.   |                  |

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|---|---------|
| <b>Evidence-Based Program</b>   | Kognito |
| <b>Tier(s) of Implementation</b>  |         |
| Describe the key EBP components that will be implemented.   |         |
| Kognito is an online platform that contains simulations with virtual humans to prepare staff to lead real-life conversations that assist with meeting the needs of students with social-emotional 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. |         |
| Kognito virtual training combines the science of learning, the art of conversation, and the power of game technology to engage users in role-play conversations with virtual humans, allowing them to try different approaches, get personalized feedback and gain the confidence and skills to lead similar conversations in real-life.  |         |
| 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.   |         |
| An improvement in awareness and understanding of methods that can be used to help students that need social-emotional support will be evident.  |         |

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|---|---|
| <b>Evidence-Based Program</b>   | Support for Students Exposed to Trauma (SSET) |
| <b>Tier(s) of Implementation</b>  | Tier 2  |
| Describe the key EBP components that will be implemented.   |   |
| SSET is a school based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of PTSD  |   |
| 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. |   |
| School based mental health professionals who receive a student referral will contact the parent/guardian to discuss the treatment approach and may only proceed if the parent provides consent. Student progress will be documented by the school guidance counselor or other mental health professional. SSET is delivered in an easy-to-use lesson plan format that is ideal for educators to use.                                  |   |
| 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 the use of this evidence-based program, middle school students (ages 10-14) will learn to deal with real life problems and stressors and increase levels of peer and parent support. Students will learn skill-building techniques to reduce current problems with anxiety, nervousness, withdrawal or isolation, depressed mood, acting out in school, and impulsive or risky behavior.                                      |   |

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| <b>Evidence-Based Program</b>   | Student Check-Ins |
| <b>Tier(s) of Implementation</b>  | Tier 1, Tier 2    |
| Describe the key EBP components that will be implemented.   |                   |
| School Counselor check-ins for newly enrolled students, transfer students or students identified as chronically absent (10% or more of total school days).  |                   |
| 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 counselor will meet with new students upon enrollment and then interacts with the student at 30 and 60 days for a brief check-in. Students with a pattern of chronic absences (10% or more) will have a weekly check-in with staff member.   |                   |
| 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.   |                   |
| Increased sense of belonging for new or transfer students (per student report). Students with chronic absences will have a greater sense of belonging and social connectedness (per student report).  |                   |

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|--|-------------------------------|
| <b>Evidence-Based Program</b>  | Youth Mental Health First Aid |
| <b>Tier(s) of Implementation</b>   | Tier 1                        |
| Describe the key EBP components that will be implemented.  |                               |
| YMHFA is a live or virtual training program designed to give people the skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The course uses role-playing and simulations to demonstrate how to recognize and respond to the warning signs of specific illnesses.  |                               |
| 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.  |                               |
| <p>Mental Health First Aid teaches participants a five step action plan, ALGEE, to support someone developing signs and symptoms of a mental illness or in an emotional crisis.</p> <ul style="list-style-type: none"> <li>-Assess for risk of suicide or harm</li> <li>-Listen nonjudgmentally</li> <li>-Give reassurance and information</li> <li>-Encourage appropriate professional help</li> <li>-Encourage self-help and other support strategies</li> </ul>   |                               |
| 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.  |                               |
| <p>Universal school-based behavioral health interventions are associated with improved academic achievement and related behavior known to influence academic success, such as increases in school grades, standardized test scores, grade point averages, and teacher-rated academic competence. Students who received behavioral health interventions showed greater resilience and emotional functioning as evidenced by increased academic motivation, self-efficacy, commitment to school, and stability during grade-level transitions. At the school level, intervention sites reported less violence, bullying, and other problems.</p> |                               |

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**1/302**

*2023-2024 proposed Ratio by June 30, 2024*

**1/302**

#### School Social Worker

*Current Ratio as of August 1, 2023*

**0**

*2023-2024 proposed Ratio by June 30, 2024*

1/302

**School Psychologist***Current Ratio as of August 1, 2023*

0

*2023-2024 proposed Ratio by June 30, 2024*

0

**Other Licensed Mental Health Provider***Current Ratio as of August 1, 2023*

0

*2023-2024 proposed Ratio by June 30, 2024*

0

**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.**

MICMS will continue to contract student support through CCSP and/or David Lawrence Center for social work services and psychologists. Outside agencies including Valerie's House, CPE, Naples Community Hospital, and AVOW kids will be valuable partners in our efforts to reduce the staff-to-student ratios.

**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).**

MICMS has hired a second part time clinic nurse ensuring we have the clinic staffed during the academic school day. We will continue to monitor the need for direct mental health services and add either a part-time social worker or psychologist if the need is warranted. We currently work collaboratively with Collier County Public Schools for services needed for student mental health assistance.

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

Responsibilities of Mental Health Personnel/School Counselor:

- Conduct mental health screenings
- Collaborate with school and district personnel on threat assessment teams
- Collaborate with administration, teachers, guidance, and parent/guardian on Student Success Team
- Conflict resolution
- Academic Tracking
- Bullying investigation and intervention
- Provide training in mental health awareness for students and school staff
- Coordinate services with primary care and mental health providers involved in a students care
- Communicate and collaborate with parents/guardians
- Refer students that need Tier 3 support to social worker, mental health counselor, or contracted agency for therapy

**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.**

School Nurse (two part-time nurses): nursing services

CPE MCRT Mobile Crisis Response Team: intervention and mental health services

David Lawrence Center: counseling

CCPS: psychologist and social worker as needed

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

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

\$ 19,067.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 19,067.00

### 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:

|  |
|--|
| MHAA_Planned_Expenditures_Report_2023-2024.pdf |
| <i>MHAA Planned Expenditures Report</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

Tuesday 7/18/2023