



Part I: Youth Mental Health Awareness Training Plan

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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).

1. Expand school-based mental health care through the purchase of the Conscious Discipline curriculum materials.
2. Provide required Youth Mental Health First Aid training to all staff, as well as provide Conscious Discipline training to selected staff.

Charter Program Implementation

Evidence-Based Program	Youth Mental Health First Aid
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>Provide Professional Development to all staff in order for them to be able to implement the following steps of the Youth Mental Health First Aid program:</p> <p>Action 1: Approach the person, assess and assist with any crisis.</p> <p>Action 2: Listen non-judgmentally.</p> <p>Action 3: Give support and information.</p> <p>Action 4: Encourage the person to get appropriate professional help.</p> <p>Action 5: Encourage other supports.</p>	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
By providing in-house professional development and training in the Youth Mental Health First Aid program all staff will be able to identify and address the early warning signs in students experiencing social, emotional, behavioral problems such as depression, anxiety and suicidal tendencies. It also helps adults identify students who may be at risk of or experiencing substance use disorders or 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.	
By having all our school staff properly trained in the early warning signs of social, emotional and behavioral problems, as well as substance use disorders, students will be able to be identified, screened, assessed and referred for the appropriate diagnosis, intervention, treatment and recovery both within the school services and referrals to outside agencies, as appropriate.	

Evidence-Based Program	Conscious Discipline
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research child development information, and developmentally appropriate practices. Conscious Discipline has been specifically designed to make changes in the lives of adults first.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
The school will provide professional development in the Conscious Discipline curriculum, which will enable teachers to begin shifting the classroom and school culture from one of punishment and reward to one of safety, connection and problem solving. This approach is applicable to students who are experiencing social, emotional or behavioral problems. It also addresses the needs of those students at risk for developing problems such as behavioral, social and emotional problems, as well as depression, anxiety disorders, and suicidal tendencies. Creating a supportive school culture will further help students dealing with past trauma and violence, through counseling, peer mediation, and positive school activities.	
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.	
School-based mental health counseling and intervention will provide assessment, diagnosis and intervention, as well as referral to outside agencies as needed to those students who have mental health or co-occurring substance abuse diagnoses. Ongoing small group counseling, individual counseling, and risk assessment will further support these efforts.	

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

n/a

2022-2023 proposed Ratio by June 30, 2023

n/a

School Psychologist*Current Ratio as of August 1, 2022***1/402***2022-2023 proposed Ratio by June 30, 2023***1/450****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.

Licensed school psychologist is employed to provide professional development, training and support to teachers and staff throughout the entire school year, including during summer months. This person is shared between only two schools full time and is not assigned by the district but a school employee. He or she will also conduct mental health screenings, parent workshops and direct student services such as counseling and assessments.

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).

School ensures that the school psychologist's schedule is fully dedicated to professional development, direct and indirect student services, parent training and support, and ongoing positive behavior support throughout the school.

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

Licensed school psychologist is experienced in providing professional development to all staff in both English and Spanish, when needed, to address the needs of all students including SWD and ELL students. The school psychologist will provide training in Conscious Discipline, and is a certified trainer in Youth Mental Health First Aid. In addition, this person will provide direct individual and group counseling to students, and will create community partnerships for students and their families to have more options for services for their children.

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.

Not applicable

MHAA Planned Funds and Expenditures

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

\$ 19,125.00

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

\$ 0.00

Grand Total MHAA Funds

\$ 19,125.00

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_Plan_Miami_Gardens.pdf
MHAA Plan
Document Link

Charter Governing Board Approval

This application certifies that the **Miami-Dade 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

Thursday 6/23/2022