



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2022-23 Mental Health Application

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).

Rowlett Middle Academy will increase students' access to mental health services by 10% over the 21-22 school year by contracting with our School Psychologist for four additional hours per week.

Rowlett Middle Academy will increase average daily attendance of our Tier 2 and Tier 3 students by 5% over the 21-22 school year by expanding our Check and Connect mentoring program to include 5 additional mentors.

Charter Program Implementation

Evidence-Based Program	School-based mental health services
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.	
Individualized Counseling, Group Counseling, Psychoeducational Evaluations and Reporting, Functional Behavior Plans, Observations, Consultation, Threat Assessments	
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.	
<p>RMA's guidance counselors and contracted school psychologist will train all staff members on services available and methods to refer students for assessment and/or services.</p> <p>RMA's guidance counselors will utilize an electronic Guidance Referral Google Form to facilitate connecting student in need with guidance and psychological services.</p> <p>School-based mental health service providers will monitor StopIt anonymous reporting program for reports/indications of students in crisis or in need of guidance or psychological services.</p> <p>RMA's MTSS team will provide a continuum of services to address Tier 1, Tier 2, and Tier 3 social-emotional, behavioral, and academic domains.</p> <p>Identified MTSS team members will monitor the implementation of services of assigned domains and collect data and share data with the MTSS team.</p>	
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 implemented services will support students with potential or diagnosed mental health disorders through direct services provided by school based mental health providers or indirectly via referrals to local mental health service providers.	

Evidence-Based Program	Check and Connect
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>“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. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.”</p> <p>“Check & Connect.” 24 May. 2021, https://checkandconnect.umn.edu/.</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.	
<p>Select members of the students services team will be trained on the Check and Connect Program.</p> <p>RMA’s MTSS team will identify students at high risk of disengaging from school socially, emotionally, behaviorally, and/or academically.</p> <p>Trained individuals will be paired with students identified as at-risk. Mentors and mentees will meet weekly to review student grades, attendance and behavior data and identify strengths and areas for growth as well as strategies and problem solving solutions. Parents will be updated weekly to increase family support.</p> <p>School based guidance counselors will monitor and support the implementation of the program.</p>	
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 Check & Connect program utilizes school-based resources to systematically monitor student performance variables with the goal of increasing student engagement and improving student access to school-based and local mental health services and interventions.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022
2 to 670

2022-2023 proposed Ratio by June 30, 2023
2 to 670

School Social Worker

Current Ratio as of August 1, 2022

NA

2022-2023 proposed Ratio by June 30, 2023

NA

School Psychologist

Current Ratio as of August 1, 2022

1 to 670

2022-2023 proposed Ratio by June 30, 2023

1 to 670

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

NA

2022-2023 proposed Ratio by June 30, 2023

NA

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.

Rowlett Middle Academy's two full-time certified school counselors and additional hours contracted with our licensed school psychologist will increase students' access to mental health services and reduce the staff to student ratios.

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).

Rowlett Middle Academy's two full-time certified school counselors will each be assigned half of the student population to service. Counselors will have flexible daily schedules that will permit them to provide direct student services to the greatest extent possible. RMA's licensed school psychologist will have a flexible schedule a minimum of one and a half days weekly to provide direct services to students. Students in crisis will be serviced immediately upon identification by any available member of the student services team.

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

Rowlett Middle Academy's two full-time certified school counselors and licensed school psychologist will collaborate with outside mental health agencies and other community resources to provide a continuum of services for students and increase access of services for students.

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.

Desiree Mahiquez, Children's Psychological Services, Direct psychological assessment and consultation

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 30,493.00

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

\$ 0.00

Grand Total MHAA Funds

\$ 30,493.00

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:

2120_RMA_22-23_MHAA_Planned_Funds_and_Expenditures_Form_.pdf

2120 RMA 22-23 MHAA Planned Funds and Expenditures Form

Document Link

Charter Governing Board Approval

This application certifies that the **Manatee 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 8/24/2022