



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2022-23 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Table of Contents

Introduction	3
Part I. Mental Health Assistance Allocation Plan	4
Section A: MHAA Plan Assurances	4
Section B: Planned Outcomes	5
Section C: Charter Program Implementation	5
Section D: Direct Employment	8
Section E: MHAA Planned Funds and Expenditures	9
Section F: Charter Governing Board Approval	10

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).

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.

With MHAA funding, Beacon College Prep Middle School plans to employ a full-time counselor to provide direct services to our most at risk students, and to provide training to teachers for the implementation of tier 1 strategies for early intervention. This role is only possible because of the MHAA funding. To be clear, our measurable goals are to:

- 1) provide consistent mental health intervention to 100% of students who require it, and;
- 2) provide training to teachers on identifying and referring students who show warning signs.

These aims will be accomplished through the employment of our mental health counselor.

Charter Program Implementation

Evidence-Based Program	Depressive or Withdrawn Behaviors
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.	
CBT, CBT and Medication, CBT and Parents, Client Centered Therapy, Family Therapy	
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.	
Mental Health Counselor will train teachers to carve out time weekly to teach students about the early identification of social, emotional, and behavioral problems, as well as various risk and protective factors to help students foster resilience and self-advocacy. Teachers will teach this to students through homeroom, and students will be provided with information on what to do when they sense emotional distress - which includes seeking guidance from a mental health professional.	
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.	
Severe tier two/three cases will be outsourced to mental health agencies via our mental health coordinator/counselor. These agencies specialize and can better help families and students with their needs. Our mental health coordinator/counselor will then follow-up with student after the services to ensure that follow-through on the action plan is being taken seriously, and that student is benefiting from intervention/	

Evidence-Based Program	Delinquency and disruptive behaviors
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.	
Anger control, Assertiveness training, CBT, CM, MI/Engagement, Multi-systemic Therapy, PMT, PMT and problem solving, Problem Solving, Social Skills, Therapeutic Foster Care	
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.	
Mental Health Counselor will train teachers to carve out time weekly to teach students about the early identification of social, emotional, and behavioral problems, as well as various risk and protective factors to help students foster resilience and self-advocacy. Teachers will teach this to students through homeroom, and students will be provided with information on what to do when they sense emotional distress - which includes seeking guidance from a mental health professional.	
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.	
Severe tier two/three cases will be outsourced to mental health agencies via our mental health coordinator/counselor. These agencies specialize and can better help families and students with their needs. Our mental health coordinator/counselor will then follow-up with student after the services to ensure that follow-through on the action plan is being taken seriously, and that student is benefiting from intervention/	

Evidence-Based Program	Traumatic Stress
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.	
CBT, CBT with Parents, Eye Movement Desensitization and Reprocessing, Exposure	
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.	
Mental Health Counselor will train teachers to carve out time weekly to teach students about the early identification of social, emotional, and behavioral problems, as well as various risk and protective factors to help students foster resilience and self-advocacy. Teachers will teach this to students through homeroom, and students will be provided with information on what to do when they sense emotional distress - which includes seeking guidance from a mental health professional.	
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.	
Severe tier two/three cases will be outsourced to mental health agencies via our mental health coordinator/counselor. These agencies specialize and can better help families and students with their needs. Our mental health coordinator/counselor will then follow-up with student after the services to ensure that follow-through on the action plan is being taken seriously, and that student is benefiting from intervention/	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1:550

2022-2023 proposed Ratio by June 30, 2023

1:225

School Social Worker

Current Ratio as of August 1, 2022

0

2022-2023 proposed Ratio by June 30, 2023

0

School Psychologist

Current Ratio as of August 1, 2022

1:550

2022-2023 proposed Ratio by June 30, 2023

1:530

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

1:550

2022-2023 proposed Ratio by June 30, 2023

1:225

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.

We currently leverage the MDCPS pool of licensed mental health professionals (school psychologists, school social workers, school counselors). The MHAA funds will allow us to employ somebody full-time to play the role of mental health counselor/coordinator, working directly with students and teachers, and serving as a liaison between mental health agencies and students who need specialized support.

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).

Review and revision of IEPs annually, and review and revision of staffing allocations based on FTE annually.

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

The MHAA funds will allow us to employ somebody full-time to play the role of mental health counselor/coordinator, working directly with students and teachers, and serving as a liaison between mental health agencies and students who need specialized support.

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.

Citrus Behavior Health, Center for Family and Child Enrichment, Jackson Crisis Unit, Opa Locka PD

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 9,675.00

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

\$ 0.00

Grand Total MHAA Funds

\$ 9,675.00

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_Expenditures_Report_2022-2023.pdf
6034 Planned Funds Expenditure Form
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

Monday 8/1/2022