FLORIDA DEPARTMENT OF EDUCATION
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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).

The number of students presenting social, emotional and/or behavioral problems in the 22-23 Academic Year, as compared to the 21-22 Academic Year baseline will decrease by 15% through early identification and evidence-based interventions.

On-site counseling services for students requiring this support will increase by 10% in the 22-23 Academic Year, as compared to the 21-22 Academic Year baseline.

Charter Program Implementation

Evidence-Based Program	Strengths & Difficulties Questionnaire
Tiers of Implementation	Tier 1

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

School-Wide Universal Screening and Intervention: All students in Grades K-5 (approximately 170 students) are screened for Social/Emotional Health using the Strengths & Difficulties Questionnaire.

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.

This questionnaire is completed by parents in the first week of school and also completed by classroom teachers for each student at the end of the 4th week of school. Based on the results of this screening students at-risk for mental health/behavioral issues are identified and brought to the attention of the MTSS Team.

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 at-risk for social, emotional, and/or behavioral concerns are proactively identified and provided support services before concerns become pronounced.

Evidence-Based Program	Promoting Alternatives for Thinking Skills
Tiers of Implementation	Tier 1

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

The school utilizes the PATH (Promoting Alternatives for Thinking Skills) curriculum in all grade levels

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.

PATH instruction is held in weekly, 45 minute classes run by a Masters Level Clinical Social Worker (contracted by the school).

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.

Providing students with coping strategies through instruction in the PATH curriculum proactively addresses concerns before they become pronounced.

Evidence-Based Program	School-Wide Behavioral Intervention and Support System
Tiers of Implementation	Tier 1

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

A School-Wide Behavioral Intervention and Support system is in place as part of school's MTSS process.

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.

Students who demonstrate difficulties during the PATH classes, or who demonstrate behavioral challenges triggering greater involvement in the School-Wide Positive Behavior Management System are also brought to the MTSS Team's attention.

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 presenting difficulties receive greater support services through the MTSS process.

Evidence-Based Program	Small Group Social Skills Class
Tiers of Implementation	Tier 2

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

Students already possessing a mental health diagnosis or who are newly identified as at- risk for mental health issues based on their screening results participate in weekly 45 minute Social Skills small group classes run by the Masters Level Clinical Social Worker (contracted by the school). As appropriate to the child's needs, a Functional Behavioral Analysis is conducted for students in Tier 2 to more accurately identify underlying concerns that require intervention.

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.

Weekly, 45 minute Social Skills Class.

Functional Behavioral Analysis, Behavioral Intervention Plan is created for students as needed.

Progress monitoring occurs for these students. All students receiving Tier 2 interventions are considered to be in the MTSS process so that intervention fidelity, progress monitoring, parent involvement, etc. is insured.

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 demonstrating at-risk for social, emotional, and/or behavioral concerns are provided structures and supports to address their areas of need.

Students develop prosocial skills and additional coping mechanisms through weekly Social Skills classes,

Evidence-Based Program	Individual Counseling
Tiers of Implementation	Tier 3

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

Tier 3 supports are provided for those students who, through an analysis of MTSS data, have not made adequate progress with school-wide and Tier 2 supports. In Tier 3, students receive individual counseling sessions by the Masters Level Clinical Social Worker (Contracted by the school).

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.

In Tier 3, students receive individual counseling sessions by the Masters Level Clinical Social Worker (Contracted by the school). More specific, evidenced-based and industry standard interventions will be provided by the clinical social worker for students with/or at risk for developing co-occurring mental health issues.

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 in need of additional supports and services receive these from external mental health care providers, while continuing to receive individualized supports in school.

Evidence-Based Program	Area Agency Referral
Tiers of Implementation	Tier 3

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

The MTSS Team works with families to make referrals to medical agencies, external mental health care providers, etc. as deemed appropriate.

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 collaborates on the provision of any additional school-based services identified by outside service providers for all students requiring these mental health related supports.

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 in need of additional supports and services receive these from external mental health care providers, while continuing to receive individualized supports in school.

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022
0

2022-2023 proposed Ratio by June 30, 2023
0

School Social Worker

Current Ratio as of August 1, 2022
.5 FTE:170 students

2022-2023 proposed Ratio by June 30, 2023
.5 FTE:170 students

School Psychologist

Current Ratio as of August 1, 2022
0

2022-2023 proposed Ratio by June 30, 2023
0

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022
0

2022-2023 proposed Ratio by June 30, 2023
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.

Historically 5% of the students participated in Tier 2 supports related to Mental Health / Behavioral Concerns, and no students have required Tier 3 supports with referral to collaborating agencies.

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).

During the 2021-2022, the school used one Masters Level Clinical Social Worker contracted for 15 hours of service per week. The agreement with the provider allows us to increase the number of hours to ensure the availability of service.

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

All services are provided by a contracted Masters level Social Worker

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.

Nancy Sanchez, MSW, Clinical Social Worker; The Heights Center, Inc.; Clinical Social Work, Counseling, Class Instruction, Assessments, Referrals; Funded through MHA, General Operating Budget

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)
$ 7,909.00

Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan
$ 0.00

Grand Total MHAA Funds
$ 7,909.00

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 Statues.

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_7-1-22.pdf
Planned expenditure
Document Link

Charter Governing Board Approval

This application certifies that the **The School District of Lee County** 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 7/25/2022