



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

Evidence-Based Program	Youth Mental Health Trainings (New Hires)
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>The key components to the training will be as follows:</p> <p>Staff will be able to recognize the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Participants do not learn to diagnose, nor how to provide any therapy or counseling – rather, participants learn to support a youth developing signs and symptoms of a mental illness or in an emotional crisis by applying a core five-step action plan:</p> <ul style="list-style-type: none"> → Assess for risk of suicide or harm → Listen nonjudgmentally → Give reassurance and information → Encourage appropriate professional help → Encourage self-help and other support strategies 	
<p>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>	
<p>The school will implement the evidence-based mental health services for students by providing early identification of problem. Prevention are the actions taken to prevent a threatened or actual incident from occurring. The following are ways to prevent an incident:</p> <ul style="list-style-type: none"> • Protection is the ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard. • Mitigation is reducing the likelihood that threats and hazards will happen. • Response is stabilizing an emergency once it has already happened or is certain to happen in an unpreventable way and facilitate the transition to recovery. • Recovery is assisting schools affected by an event or emergency in restoring the learning environment. 	
<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.</p>	
<p>The school will have a guidance counselor and mental health counselors assisting with the care assessment, diagnosis, intervention treatment and recovery services. Teachers and staff members will be able to refer students to the counselor with a description of the behavior observed. Counselors will be able to meet with the students to further analyze the situation. If the students need further evaluation, the school will communicate the finding to the parent and provide them with information on the mental health agency that will provide those services. The mental health agency and counselors will work together to support the child and family with supportive strategies.</p>	

Evidence-Based Program	Guidance Counselor
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>The guidance counselor assists students and families with great resources for specific skills needing mental health services. The counselor will be able to understand the mental health situation of students and will be able to diagnose further and refer to agency when appropriate. The counselor will be able to recognize the risk factors and warning signs of a variety of mental health challenges common among adolescents, including anxiety, depression, psychosis, eating disorders, ADHD, disruptive behavior disorders, and substance use disorder. Counselor will be able to diagnose, counsel, refer to mental health agencies and follow up on treatment and recovery. In addition, the counselor will be able to:</p> <ol style="list-style-type: none"> 1. Assess for risk of suicide or harm 2. Listen nonjudgmentally 3. Give reassurance and information 4. Encourage appropriate professional help 	
<p>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>	
<p>The counselor will provide services in the counseling room. The counselors and therapist will be able to provide advice, support, and therapy to an individual student or in groups. The strategies used will be to include opportunities to be supportive. The evidence based mental health services for students will be implemented with the following:</p> <ol style="list-style-type: none"> 1. Healthy practices 2. Good self-esteem 3. Good problem-solving skills 4. Feeling out of control in their life 5. Avoid substance abuse 6. Family support 7. Mentoring Student 8. Academic, Behavior and Attendance Guidance 9. Community Resources 10. Communication and Follow up 	
<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.</p>	
<p>The school will have a guidance counselor and mental health counselors what will assist with the care assessment, diagnosis, intervention treatment and recovery services. Teachers and staff members will be able to refer students to the counselor with a description of the behavior observed. Counselors will be able to meet with the students to further analyze the situation. If the students need further evaluation, the school will communicate the findings to the parent and provide them with information on the mental health agency that will provide those services. The mental health agency and counselors will work together to support the child and family with supportive strategies.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:280

2023-2024 proposed Ratio by June 30, 2024

1:280

School Social Worker

Current Ratio as of August 1, 2023

1:280

2023-2024 proposed Ratio by June 30, 2024

1:280

School Psychologist

Current Ratio as of August 1, 2023

1:280

2023-2024 proposed Ratio by June 30, 2024

1:280

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

3:280

2023-2024 proposed Ratio by June 30, 2024

3:280

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.

The school enrollment is only 280 students. The school has a guidance counselor, mental health therapists, a MDCPS social worker and MDCPS psychologist. The employment of school based mental health services will be supported among all these mental health professionals.

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).

The school has established policies and procedures to increase the amount of student services. The school has allocated money to pay for a guidance counseling position and a mental health therapist. The students at our school will be support along with involved families. The mental health professionals will incorporate evidence-based interventions, and take a comprehensive approach to treatment are associated with greater improvements in mental health outcomes.

School mental health services will be broaden to reach of those identified students, provide an access point for early and effective intervention in a typical, everyday environment and in our school.

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

Morning Star Centers is a Community Mental Health Center (CMHC) with over 18 years of experience providing mental health, substance abuse and psychiatric services to our children and families. Clinicians and mental health professionals at MSC provide treatment and interventions in the field including schools and home therapy. Services are rendered across Dade County. The therapists will be working in the school site two to three days per week. Students and families will be referred to the agency and therapist will work with students during school hours.

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.

The school has a memo of understanding (MOU) with Morning Star Centers. This agency will be providing the following:

1. Accepting referrals for services when appropriate and process these referrals expeditiously.
2. Providing an intake assessment and diagnosis for treatment by a Licensed and/or Master level clinician as appropriate to the child/ren referred.
3. Assigning case(s) to a person licensed or otherwise authorized by law to provide mental health counseling services which would include individual therapy, family therapy, and/or group therapy. MorningStar Centers will provide three therapists to work on-site during school hours.
4. Referring for additional services when clinically appropriate and agreed upon by clinician and parent/guardian.
5. Providing Alpha Charter of Excellence K-5 School with client progress feedback when appropriate and permitted by guardian's consent.
6. Providing culturally sensitive and appropriate services to all children referred.
7. Providing a Psychiatric evaluation to insured children (Medicaid or other acceptable insurance/ funding) when clinically appropriate.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 15,690.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 15,690.00

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:

No files were uploaded

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 7/27/2023