FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2023-24 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Table of Contents

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, ora school resource officer or school safetyofficerwho 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 te lehealth, 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	Conscious Discipline
Tier(s) of Implementation	Tier 1, Tier 2

Describe the key EBP components that will be implemented.

Conscious Discipline is a research-based, social emotional program. It is a brain-based model that teaches both staff and students how to emotionally self-regulate, problem solve and access the executive state. Tier 1: Classroom teacher and SEL teacher will implement whole class instruction in addition to class structures that support brain-based self-regulation. Tier 2 is services provided by administration, counselors, school psychologist and school-based personnel is small group settings. Tier 3 will be provided in individual behavior or emotional support plans using Conscious Discipline based strategies.

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.

Conscious Discipline is part of a comprehensive school-wide initiative to build a trauma informed school. The program has many skill-based components in addition to building a safe and caring school culture through connection and the school family. Teachers attend training and structures are implemented school-wide that support the identification of mental health concerns and promote a trauma-sensitive school climate as well as student and staff resilience.

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.

Conscious Discipline identifies twelve research-based executive function skills and is based on the premise that student executive functioning skills be assessed and diagnosed. Higher risk students are provided with intervention/treatment at Tier 2-3 levels depending on the needs of the student.

Evidence-Based Program	Child Safety Matters
Tier(s) of Implementation	Tier 1, Tier 2

Describe the key EBP components that will be implemented.

Child Safety Matters is evidenced-based and will be implemented PK - 8th grade as a Tier 1 and Tier 2 intervention. The basis of the program is to identify good/bad touch, grooming, human trafficking, etc. Tier 1 is whole group classroom-based lessons and discussion. Tier 2 will include some small groups for associated needs.

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.

SEL lessons with the Safer, Smarter Kids program teaches lends itself to early identification of students at risk of developing social, emotional and behavioral issues. Students are made aware of the red flags and taught how to properly seek safe help. The program helps build awareness and resiliency.

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.

Child Safety Matters Kids is program that is primarily Tier 1, with Tier 2 interventions when needed. It serves as a screening model for students to seek mental health support for themselves or a friend. It teaches red flags/warning signs as well as how to seek help from a mental health professional or safe adult.

Evidence-Based Program	You're Not Alone
Tier(s) of Implementation	Tier 1, Tier 2

Describe the key EBP components that will be implemented.

You're Not Alone provides classroom-based lessons for middle school students. The lessons cover common mental health disorders and symptoms, substance abuse, suicide prevention, and skills and tools for self-care and stress management. In addition, it also normalizes when and how to ask for help from a safe adult when dealing with mental health concerns. This program focuses solely on the research and evidence surrounding diagnostic criteria, clinical presentation, how to seek help.

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.

Students will be provided 5-6 lessons that includes a student workbook with helpful stress management skills and information. YNA will teach students how to identify in themselves or peers when they need to ask for help or a referral for counseling services. Additionally, there is a social norming component to support seeking help for mental health concerns, assuring the student that, "You're Not Alone".

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 YNA program is designed to encourage and support students to ask for help. In addition, it encourages students to connect at-risk friends with helping professionals or trusted adults. YNA outlines the school and referral process to get assistance. Assessment and Interventions are determined based on student need and appropriate referrals are made.

Evidence-Based Program	Youth Mental Health First Aid
Tier(s) of Implementation	Tier 1

Describe the key EBP components that will be implemented.

All staff was trained in YMHFA in January 2023. New staff will be trained in YMHFA to be in compliance. YMHFA trains staff how to be "first responders" to mental health crisis. It also trains staff how to identify early indicators and red flags in youth mental health disorders and provides a roadmap to connecting students with the appropriate helpers.

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.

See above implementation. This EBP will potentially assist with earlier identification of mental health concerns connecting students more quickly with resources.

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.

Staff trained in YMHFA will make appropriate referrals for students to receive consultation, assessment or services by mental health or substance abuse providers if a risk is suspected.

Evidence-Based Program	Too Good For Drugs
Tier(s) of Implementation	Tier 1

Describe the key EBP components that will be implemented.

Too Good is a comprehensive family of evidence-based substance use and violence prevention interventions designed to mitigate the risk factors linked to problem behaviors and build protection within the child to resist problem behaviors.

Too Good develops and reinforces a comprehensive skills framework including setting reachable goals, making responsible decisions, identifying and managing emotions, and effective communication in addition to peer-pressure refusal, pro-social peer bonding, and peaceful conflict resolution skills.

Too Good builds the basis for a safe, supportive, and respectful learning environment.

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.

The school resource deputy will teach the curriculum to 7th grade students. The prevention program is designed to help students identify pro-social behaviors and develop resiliency skills to stay free of drugs and violence. These skills are transferable to mental health concerns.

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.

Teachers and the SRO will be more aware through monitoring and student interaction of concerns and in turn make appropriate referrals. Additionally, students will be empowered to self-refer. Early identification will provide an opportunity to link at risk students with services and supports. Research shows that early intervention leads to favorable outcomes in both mental health and substance abuse disorders.

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023
.5:350

2023-2024 proposed Ratio by June 30, 2024
1:350

School Social Worker

Current Ratio as of August 1, 2023
.5:350

2023-2024 proposed Ratio by June 30, 2024
.5:350

School Psychologist

Current Ratio as of August 1, 2023
.5:350

2023-2024 proposed Ratio by June 30, 2024
.5:350

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023
2:350

2023-2024 proposed Ratio by June 30, 2024
3:350

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 direct employment of school-based mental health service providers allows a school with limited resources to provide comprehensive mental health services to students. It allows the ability to divide responsibilities to meet state mandates while allowing time for direct student service. Additionally, it provides the opportunity for a team of mental health providers to collaborate and ensure wrap around services to address individual student needs. Employment of school-based mental health providers allows our school to provide Tier 1,2 and 3 services to all of our students based on their need.

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).

We are a student-centered, trauma-informed school who values the importance of mental health services. We appoint a mental health coordinator to help manage the caseload and needs of our students to ensure that we are maximizing resources and reaching as many students as possible. Additionally, the administrative team, of which the mental health coordinator is a member works to ensure that these services are a priority and are being provided. The MTSS/Problem Solving team also makes referrals to the MH coordinator when concerns are evident.
The school has paperwork and procedures in place to be able to access services quickly and efficiently.

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

ABC School contracts with community-based mental health providers as well as agencies. We have MOUs with Florida Psychology Services, Gulfwind Counseling, and Florida Therapy who send providers to campus to work directly with students. Additionally, we maintain working relationships with the following community agencies: DISC Village, Apalachee Center and Mobile Crisis Team and Morning Light Wellness for consultation or referrals for service.

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.

ABC School contracts with community-based mental health providers as well as agencies. We have MOUs with Florida Psychology Services, Gulfwind Counseling, and Florida Therapy who send providers to campus to work directly with students. Additionally, we maintain working relationships with the following community agencies: DISC Village, Apalachee Center and Mobile Crisis Team and Morning Light Wellness for consultation or referrals for service.

We offer individual counseling, mentoring, small group counseling, and classroom-based instruction related to the programs discussed previously, risk assessment and evaluation.

We refer students off campus for more intensive therapy services, family therapy, substance abuse counseling, comprehensive case management, medication evaluation or management and /or more intensive evaluation.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)
$ 47,368.00

Unexpended MHAA funds from previous fiscal years
$ 10,025.00

Grand Total MHAA Funds
$ 57,393.00

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 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_2023-2024.pdf
MHAA Plan 2023-2024 Planned Funds and Expenditures
Document Link

Charter Governing Board Approval

This application certifies that the **Franklin County District 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
Tuesday 7/25/2023