



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).

By September of 2022, 80% of the employees at Walton Academy will be trained in Youth Mental Health First Aid (YMHFA). YMHFA equips you to recognize signs of distress and guide others toward appropriate treatments and other supportive care.

Within the 2022-2023, 100% of the employees will be trained in the school's Mental Health Plan to include programs for all Tier 1 students. Training will begin August of 2022 and ongoing throughout the school year focusing on prevention and early intervention. These programs are evidenced based, proactive, preventative and intended to not only prevent and identify, but reduce the stigma for students with mental health issues.

Positive Behavior Intervention Support (PBIS), is a multi-tiered systems of supports that encompasses "a range of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment".

Core Essential Values Character Education is based on a monthly value or Big Idea that teaches how to treat others right, make smart decisions and maximize your potential. Lessons and activities are presented throughout the school year.

Safer Smarter Schools is an abuse prevention education curriculum designed for each grade level. The program uses developmentally appropriate information to arm children with the tools and language they need to better protect themselves from abuse.

Bullying Prevention resources are provided to guide teachers, students and families to be aware and identify early indications and prevention.

Ultimately, Walton Academy will strategically and systematically implement School-wide Social Emotional Learning by the end of the 2022-2023 school year for all Tier 1 students. 100% of Walton Academy's employees will participate in ongoing training to effectively implement our School-wide SEL Program.

Charter Program Implementation

Evidence-Based Program	School-wide Social Emotional Learning
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
School-wide Social Emotion Learning (SEL) is where students and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions, set and achieve personal and collective goals, feel and show empathy for others, establish and maintain relationships and make responsible decisions. School-wide SEL is a systematic approach to infusing social and emotional learning into every part of students' educational experience, across all classrooms, throughout the school day, out of school and in partnership with families and communities.	
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 members of the school's PBIS Team will also serve as the school's SEL Team. The SEL Team will use the Casel Guide to School-wide SEL Essentials which focuses on four areas for effective implementation. 1A. Build Foundational Support 1B. Create a Plan 2. Strengthen Adult SEL 3. Promote SEL for Students 4. Practice Continuous Improvement The SEL Team will monitor the implementation timeline, track and monitor the progress and analyze data. Tier 2: Students found at moderate risk for mental health issues will receive additional support through the school. Students may be identified either through universal screening or by teachers/parents who identify social, emotional or behavioral difficulties. These students will receive strategic targeted intervention that will be dependent on the presenting mental health issue. The intervention will be delivered in a group format by a certified mental health professional using evidenced based intervention lessons. Intervention will be based on presenting concern and will include the appropriate evidenced based treatment. This could include Cognitive Behavior Therapy, Self Verbalization, Parent Training, Working Memory Training, and Assertiveness training as a few of the possible evidence based treatments available. Parent permission for small group or individual counseling will be required. Pre and post- tests will be given to the student and teacher/parent to ascertain the effectiveness of the intervention. Problem Areas that may be addressed are as follows: • Anxious or Avoidant Behaviors • Attention or Hyper Activity Behaviors • Autism Spectrum Behaviors • Delinquency and Disruptive Behaviors • Depression or Withdrawn behaviors	

- Traumatic Stress
- Suicidal Ideation
- Substance Abuse

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.

Tier 3 intensive interventions target students that have been diagnosed as having a mental disorder or are identified as having symptoms related to a mental disorder. The School Mental Health Referral Pathways (SMHRP) Toolkit will be utilized for guidance and best practice to guide mental health referrals.

Tier 3 mental health students will be monitored by the Problem Solving Leadership Team and will be referred for additional evaluation by the school psychologist or outside resource when appropriate.

Tier 3 students will also receive the following services and supports as needed:

- Individual counseling by certified mental health professional
- Collaboration with outside agencies including physicians, therapist which includes data and strategy sharing.
- Intensive parent collaboration, support and communication
- Functional Behavior Assessment
- Positive Behavior Intervention Plan
- Individual Behavior Support Plan
- Individual Safety Plan
- Wrap around and crisis planning
- Follow up procedure

Mental Health Identification- Students will be identified as having a mental disorder or being at risk of a disorder based on the results of the universal screening, additional more specialized screening or an outside diagnoses.

Mental Health Delivery - Once a diagnosis or co- occurring mental health or substance abuse diagnoses have been established. The certified school mental health provider will follow the six steps in the evidence based evidence-based treatment process:

- Assess the student and discover their clinical needs.
- Acquire relevant research and look into all investigations or studies.
- Appraise the applicability, validity and quality of the knowledge to the student's case.
- Discuss results of research with the student and or their parents to determine integration with individual values, needs and goals.
- Apply the knowledge by collaboratively developing a shared plan of action between the counselor and the student and their family.
- Implement the plan.

Substance Abuse Identification- Students will be identified as having a substance abuse issue or being at risk by the results of the universal screening, additional more specialized screening, or outside diagnoses.

Substance Abuse Delivery - Once a substance abuse diagnoses have been established. The certified school mental health provider will follow the six steps in the evidence based treatment process listed above or may refer the student to an outside agency depending on the individual counselors level of expertise as well as the severity of the presenting issue. If an outside referral is needed the certified

school counselor will act as a liaison between the school and the provider. The student will also receive the additional supports outlined in Tier 3 interventions as needed.

Evidence-Based Program	
Tier(s) of Implementation	[none selected]
Describe the key EBP components that will be implemented.	
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.	
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.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022
none

2022-2023 proposed Ratio by June 30, 2023
none

School Social Worker

Current Ratio as of August 1, 2022
none

2022-2023 proposed Ratio by June 30, 2023
none

School Psychologist

Current Ratio as of August 1, 2022
none

2022-2023 proposed Ratio by June 30, 2023
none

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022
none

2022-2023 proposed Ratio by June 30, 2023
none

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.

Walton Academy has been fortunate to not have to need additional services that school psychologists, social workers, counselors and licensed mental health providers would provide apart from the district personnel.

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).

Walton Academy has been fortunate that previous mental health services (trainings, observations, parent workshops and small group counseling) were volunteered services by Engaged Behavioral Health Clinician. Additional services to included assessments and screenings will be contracted or provided a stipend for services rendered by the mental health provider.

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

The mental health provide will administer assessments and/or universal screenings will be used to identify Tier 2 or Tier 3 and students needing referral to an outside mental health provider for additional support and services.

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.

Engaged Behavioral Health
Greater Reach Alliance of Counselors and Educators (GRACE), LLC.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 8,082.00

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

\$ 10,254.00

Grand Total MHAA Funds

\$ 18,336.00

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:

Walton_MHAA_Planned_Funds_Expenditures.pdf
<i>Walton MHAA Planned Funds & Expenditures</i>
Document Link

Charter Governing Board Approval

This application certifies that the **Hillsborough 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 8/8/2022