



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

<b>Evidence-Based Program</b>	Move This World
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Move This World (MTW): A CASEL- aligned social emotional learning program which uses videos, movement, and creative expression to help students, educators and families develop emotional intelligence skills for long term well-being in alignment with Florida standards of Resiliency Education Standards.	
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>Schools implement Move This World's curriculum seamlessly into their day with short evidence-based videos that introduce a common language and methods for expressing emotion. Move This World's programs lead to deeper self-awareness, communication and a culture of safety and support. MTW was developed with educators in alignment with the Collaborative for Academic, Social, and Emotional Learning (CASEL), this curriculum will be utilized in alignment with the Florida Standards of Resiliency Education Standards.</p> <p>Staff will receive initial training for MTW during the beginning of the year within the first 90 days of school. Additionally, staff will receive a minimum of 2 hours of refresher trainings during the school year.</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.	
The School Counselor and School Social Worker will support teachers to implement the daily lessons with fidelity through conducting weekly walkthroughs.	

<b>Evidence-Based Program</b>	Evidence-Based Psycho-Social Interventions
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Small group sessions will be held weekly during school hours to discuss a range of topics inclusive of the following, but not limited to: behavior modeling and training, anger control, problem solving, restorative justice circles and social skills training.</p> <p>These topics are derived from staff completing a screen tool of students in need of additional support with emotional regulation and coping strategies.</p>	
<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 Social Worker or School Counselor will engage in evidence-based psycho-social interventions with referred students.</p> <p>Staff will complete a request for School Social Worker/School Counselor support form. Once received, the SC/SSW will complete an intake form and schedule a meeting with the parents to discuss a plan for therapy.</p>	
<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>Students will be clustered in appropriate group sessions, no more than six students per group. Group sessions are structured around an agenda that includes modeling, role-playing, performance feedback, and generalization—to teach essential pro-social skills to school aged students.</p> <p>SSWs/SCs use posters, individual skill cards, classroom trackers and homework reports to support student implementation of the necessary strategies in the classroom setting and beyond.</p>	

<b>Evidence-Based Program</b>	Licensed Mental Health Therapy
<b>Tier(s) of Implementation</b>	Tier 3
Describe the key EBP components that will be implemented.	
Specialized Therapeutic behavioral health services for individual students and families.	
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.	
An in- house referral process is established in which the IDEA SSW or SC identifies students with Tier 3 mental health needs, the family is contacted to discuss a counseling referral, and the referral is provided to Right Path staff for engagement. When possible, the IDEA SSW/SC obtains a release of information from the student's legal guardian to ensure that student progress can be staffed through multidisciplinary team meetings with school staff and other service providers.	
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.	
Should the student have additional psychosocial needs, the Right Path clinician will facilitate referrals to other services including, substance abuse assessment and treatment, medication management, Targeted Case Management, Transitional Trauma Team, or mentorship programming.	
IDEA SSWs/SCs and Right Path mental health clinicians meet biweekly to identify and discuss students presenting with social, emotional, or behavioral problems or substance abuse disorders. The SSW/SCs refers identified students to Health Connect America clinicians for a mental health screening which is completed within 15 days.	
Right Path clinicians initiate mental health services within 15 days of identification and assessment for students presenting with Tier 3 mental health needs.	
Should a student require referral to community-based mental health services not provided by Right Path clinicians, the SSW/SC will ensure those services are initiated within 30 days of referral.	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**1:500**

*2023-2024 proposed Ratio by June 30, 2024*

**1:500**

#### School Social Worker

*Current Ratio as of August 1, 2023*

**1:1000**

*2023-2024 proposed Ratio by June 30, 2024*

**1:1000**

### **School Psychologist**

*Current Ratio as of August 1, 2023*

**1:1000**

*2023-2024 proposed Ratio by June 30, 2024*

**1:1000**

### **Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2023*

**1:500**

*2023-2024 proposed Ratio by June 30, 2024*

**1:500**

## **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.**

Employing 1 counselor per site places our schools at the ratio of 1:500 allowing us to provide consistent service delivery throughout the school day. Our team is available throughout the day to respond to student needs as they arise.

**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 host training opportunities with school leaders to determine the roles and responsibilities for our mental health workers. We create goals for direct service hours and provide training on scheduling direct services provided to students.

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

The school based mental health providers will oversee the implementation of the evidence based mental health program at IDEA. They are responsible for monitoring and evaluating program effectiveness.

## **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.**

1. Right Path, Individual & Family Therapy

## **MHAA Planned Funds and Expenditures**

### **Allocation Funding Summary**



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

\$ 19,264.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 19,264.00

**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:

MHAA_Planned_Expenditures_Report_2023-2024-_Bassett.pdf
<i>Expenditure Form</i>
<a href="#">Document Link</a>

**Charter Governing Board Approval**

This application certifies that the 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 7/31/2023