



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	School-Based Services - Mental Health Prevention and Awareness Efforts
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>Currently Western Academy employs prevention and awareness efforts to address mental health issues. These strategies and programs are designed to reduce the likelihood of at-risk students developing social, emotional, or behavioral problems, depression, anxiety disorders, suicidal tendencies, or substance abuse disorders. These include:</p> <p>Positive Behavior Support System Character Counts program Drug-Free week May Mental Health Awareness and Trauma Informed Care Month Healthy School Initiatives Health Education for 7th grade students including substance abuse awareness Classroom and large group core curriculum delivery Small group counseling and/or social skills training Social Emotional Learning ESOL Coordination and Support Threat Assessment Team School Crisis Response School Based Mental and Behavioral Health Team Support Cyberbullying Seminar for students and Social Media Monitoring/Cyberbullying for Parents District offered substance abuse and tobacco prevention training/courses and materials. Trainings for parents and teachers including social emotional wellness Living Skills in Schools or Ingram and Associates will present about Mental Health Awareness and Coping Skills, and Substance Abuse Awareness Presentations Go Zen programs for dealing with anxiety and emotions</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>Western Academy works collaboratively with parents and mental health agencies on a continuing basis to address and support the needs of students. Additionally, Western Academy maintains an open-door policy to administration and support staff for students who are seeking help or advice. Furthermore, we use the following strategies to improve the early identification of social, emotional, or behavioral problems or substance abuse disorders, improve the provision of early intervention services, and assist students dealing with trauma and violence. Increased awareness and prevention efforts include the use of a universal screener or checklist to help teachers and administration identify at-risk students, a mental health awareness training for parents, teachers and school support staff (through the school, district or contracted agency), continued professional development for teachers such as the Youth Mental Health First Aid Course offered by The School District of Palm Beach County, participation in the Annual Student Mental Health and Awareness Conference, ACES Trauma and Toxic Stress training by the Center for Child Counseling, Kognito webinars for elementary and secondary school teachers, parent training for Raising Resilient Children by Ingram and Associates, and other mental health professional training courses.</p> <p>Additionally, sixth, seventh and eighth grade mental health presentations, and assemblies have been</p>	

added to the school master schedule to include the state required mental health and social emotional well-being directives and requirements.

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 Based Team coordinates with mental health agencies and primary care providers to determine individualized evidence-based strategies and supports and bridges communication between families, school staff, mental health providers and primary care providers. The Mental Health Coordinator is designated as the point of contact for parents, primary care physicians and outside agencies. The Mental Health Coordinator coordinates with the school administrative office for scheduling of in-school therapy sessions and/or new assessments. In addition, the Mental Health Coordinator will work with administration and teachers regarding the release of students during school hours for therapy or treatment sessions if needed. The Mental Health Coordinator is also responsible for obtaining parental consent as required and ensuring parental participation throughout the process. The Mental Health Coordinator will maintain all documentation, monitor and share the ongoing implementation of interventions as well as ensure state and federal compliance.

The Mental Health Coordinator will obtain parental consent via PBS form 0313 to share SBT records, intervention data, and school-based evaluation information with primary care physicians and outside treatment centers. Sharing of this information will be handled in a secure and confidential manner to ensure student privacy laws and protocols are followed. The Mental Health Coordinator will coordinate scheduling of face-to-face or phone meetings to discuss and plan for ongoing implementation and review of progress monitoring.

Additionally, we will maximize use of other sources of funding to provide school-based mental health services. This includes strategies such as working with parents to utilize their private insurance and continuing to search for mental health grants for financial assistance for implementation of mental health services.

Evidence-Based Program	Direct Services to Students - Mental Health Prevention/Awareness Efforts - Targeted/Selected Supports
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
<p>Current evidenced-based targeted mental health interventions that are available to address mental health needs at Tier 2 include the following:</p> <p>School-based Team Supports</p> <p>School counselor (school social worker) on site</p> <p>Social skills groups for K- 5th grade</p> <p>ESE social skills support facilitation</p> <p>Research-based behavior intervention strategies from the Pre-Referral Intervention Manual and from the Behavior Intervention Manual</p> <p>Student Check-In/Check-Out with key support teachers</p> <p>Assignment of teachers as mentors for support and guidance</p> <p>Individual behavior plans</p> <p>Zones of Regulation: A Framework to Foster Self-Regulation and Emotional Control</p> <p>Social Thinking by Michelle Winner</p> <p>Coping with Hearing Loss</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>It is understood that Targeted Tier 2 Supports work best when Tier 1 Universal Supports are in place. All Tier 2 interventions are determined by a multi-disciplinary School-Based Team (SBT) which includes the district school psychologist, school counselor, support teachers, General Education and ESE teachers, parents, administration and the Speech and Language Pathologist. Invitations are extended to private behavioral therapists as that information is shared by parents. Community services and resources for counseling and family services are also provided as deemed necessary by the SBT. Students referred for a Mental Health Screening will be assessed within 15 days of the referral. THE SBT will follow up to ensure the screening has been completed and any further assessment or referral for direct services has been processed.</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>Expansion of targeted Tier 2 mental health interventions include contracting with mental health agencies, potentially including those partnered with the School District of Palm Beach County, to provide mental health assessments and/or counseling services within the school environment or through a virtual telehealth platform as needed. These services should be initiated within 15 days of identification and assessment. Referral to community-based mental health services for students should be initiated within 30 days of referral. Participation, and the release and sharing of information and assessment results at this intervention stage will require consent from parents.</p>	

Evidence-Based Program	Mental Health Interventions and Services - Intensive Individual Supports
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
<p>Current Tier 3 intensive evidence-based mental health interventions and services available at Western Academy include the following:</p> <p>Ongoing school-based counseling</p> <p>Regularly scheduled SBT monitoring meetings</p> <p>Completion of Functional Behavioral Assessments (FBA) by the School-Based Team</p> <p>Development and implementation of Behavior Intervention Plans (BIP).</p> <p>With parental permission, the team includes private therapists during the FBA and BIP process.</p> <p>Collaboration with an outside selected counseling agency of record. Disseminating information regarding referrals for assessments and/or counseling/psychological services as well as providing information about educational websites for students and their families.</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>Teachers and administration refer at-risk students to School Based Teams based on classroom observations, perceived needs of the students, Early Warning System indicators, attendance, and parental input. Currently, students who are at high risk for a diagnosis are referred to outside agencies such as Mobile Crisis Support Services, Chrysalis Health Services, Boys Town, Palm Beach County Youth Services, Legacy Behavioral Health Center, Jewish Family and Children's Service, or other such agencies for an evaluation. With parental consent, the school requests a copy of the evaluation and treatment plan from the agency for use in developing school-based interventions and treatment plans. In addition, Western Academy contracts with Dr. Jennifer Valentine, School Psychologist, to provide re-evaluations for ESE students with social-emotional concerns. Western Academy also works with the Department of Children and Family Services (DCF) for at-risk youth as well as Palm Beach County Mobile Crisis units and the Palm Beach County Sheriff's Office. Western Academy follows The School District of Palm Beach County's Baker Act decision protocol.</p> <p>Expansion of school support services includes a school-based counselor (licensed school social worker) to evaluate at-risk students and provide therapy with parental consent, and the administration of a pre-screening tool or checklist to provide the school with guidelines to identify at-risk students who may need mental health intervention and treatment. The school will collaborate with additional outside counseling centers to aid in this assessment and treatment process for students with positive pre-screening results. Western Academy will coordinate with parents and primary care providers as necessary for the ongoing care and treatment of the student. The school will collaborate with families and outside agencies to follow up on the use of the family's self-management practices and treatment plan. SBT will monitor scheduled follow up appointments and communicate with parents on an ongoing basis regarding treatment and recovery.</p> <p>Western Academy's School Based Team leader will coordinate meetings with school staff, parents, and mental health service providers to develop individualized plans to support these students. If the mental health service provider is not available to attend in person, the School Based Team leader will request a report of recommendations to be included in the treatment plan.</p> <p>For those students who have already received intensive community mental health services, the SBT leader will assign a key mentor or safe person/place for the student when in crisis. Regularly scheduled</p>	

SBT meetings will be held to discuss the progress and self-management practices of treatment and recovery. Outside agencies and primary care providers will be included in the collaboration efforts when monitoring and supporting students in treatment.

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.

Expansion of Tier 3 evidence-based mental health intervention and services will include Western Academy providing counseling and evaluation services on site and conferring with outside mental health agencies to provide evaluations and/or counseling services within the school environment or through a virtual telehealth platform as needed for students who are identified as high-risk or diagnosed with a mental health disorder. These services may include, but are not limited to, mental health screenings and assessments, individual counseling, family counseling, group counseling, trauma-informed care, counseling for the Deaf and Hard of Hearing, mobile crisis services, and behavior modification.

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

2023-2024 proposed Ratio by June 30, 2024

School Social Worker

Current Ratio as of August 1, 2023

640:1

2023-2024 proposed Ratio by June 30, 2024

640:1

School Psychologist

Current Ratio as of August 1, 2023

640:1

2023-2024 proposed Ratio by June 30, 2024

640:1

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

2023-2024 proposed Ratio by June 30, 2024

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 a school social worker will reduce staff to student ratios by allowing students who need direct mental health services to receive it. It will make a social worker available to students and families during the school day.

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 Based Team, including the parent/guardian and the school social worker will determine, based on student needs, if direct mental health services should be increased.

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

School based mental health providers and community-based partners will collaborate and coordinate to provide appropriate services to students and families to meet individualized needs.

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.

Na

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 30,913.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 30,913.00

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:

2023-2024_MH_Plan.pdf
2023-2024 Mental Health Allocation Plan
Document Link

Charter Governing Board Approval

This application certifies that the **The School District of Palm Beach 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

Thursday 7/27/2023