



# **2021-2022 Mental Health Application**

**Part I: Youth Mental Health Awareness Training Plan**  
**Part II: Mental Health Assistance Allocation Plan**

## **Florida Atlantic University Lab Schools- Palm Beach**

Deadline for submission to ShareFile:  
on or before August 1, 2021

## 2021-2022 Mental Health Application

### Purpose

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 mental health. This application is separated into two primary sections: Part I includes the YMHAT Plan and Part II includes the MHAAP

### Part I. Youth Mental Health Awareness Training Plan

In accordance with section (s.) [1012.584](#), Florida Statutes (F.S.), the YMHAT allocation is to assist districts with providing an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

### Part II. Mental Health Assistance Allocation Plan

In accordance with s. [1011.62\(16\)](#), F.S., the MHAA Plan allocation is to assist districts in 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) ShareFile, <https://fldoe.sharefile.com/r-rc3dac894fc9c4e6c9ff43fbc331a4286>, by the deadline **August 1, 2021**. There are two submission options for charter schools:

- Option 1: District submission includes charter schools in both parts of the application.
- Option 2: Charter school(s) submit a separate application from the district.

### Part I. Youth Mental Health Awareness Training Plan

**YMHAT Objective:** provide an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

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### Part I. Youth Mental Health Awareness Training Plan and Projected Budget

#### Section A: YMHA Training Plan

1. What is the percentage of employees currently trained and certified in YMHA?
There are 1% of employees trained and certified as of 6/04/21.
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
<ol style="list-style-type: none"> <li>1. By September 2021, 100% of instructional personnel will complete the YMHA Program.</li> <li>2. By June 2022, all school counselors will complete the YMHA Instructor recertification requirements.</li> <li>3. By June 2022, 85% of support and administrative personnel will complete the YMHA Program.</li> </ol>
3. In addition, the annual goal for the 2021-2022 school year is to train:
85% of employees as of 6/30/2022.
4. Explain the training goal(s) for the next 3-5 years.
<ol style="list-style-type: none"> <li>1. By June 2022, all school counselors and related mental health professionals in the District will be certified and/or recertified as a YMHA instructor.</li> <li>2. By August 2021, District procedures will be established to ensure all new employees receive YMHA training within four weeks of hire as part of their onboarding process.</li> <li>3. By August 2022, FAU academic advisors working with FAUS High School early college students will receive professional learning in YMHA.</li> </ol>
5. What is the procedure for training new personnel to the district?
New personnel to the District will be required to complete the YMHA program as a part of their onboarding process within the first four weeks of employment.
6. Explain how the district will utilize the following three YMHA programs:
<ul style="list-style-type: none"> <li>• <b>Youth Mental Health First Aid (YMHA)</b></li> </ul> <p>FAUS-Palm Beach has certified four of its school counselors and mental health providers as Youth Mental Health Trainers. All counselors will be certified to train by June 2022. In SY 2022, the District will ensure that all personnel trained in the YMHA program. The training consists of pre-course online work, and a face-to-face component. The training facilitates learning in mental health literacy and provides participants of the training the necessary skill development to effectively interact with and assist youth who are experiencing a mental health illness/issue, substance abuse disorders, emotional disturbance, or mental health crisis. Certified staff members will assist in identifying students experiencing mental health challenges, social-emotional disturbance, and/or abuse disorders.</p>
<ul style="list-style-type: none"> <li>• <b>YMHA Recertification</b></li> </ul> <p>Staff will recertify every three (3) years in YMHA through the curriculum provided by the National Council for Mental Wellbeing. Additionally, trainers/instructors will recertify yearly. Trainers/instructors will deliver three professional learning sessions annually within the District to ensure new staff are trained and to offer recertification sessions to all other staff members. Trainers/instructors will remain current on the latest information about mental health and how to offer assistance to students in need.</p>

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- **Kognito At-Risk Modules (at all three levels: elementary, middle, high school)**

All employees have completed the appropriate Kognito simulation modules. New employees must complete the appropriate Kognito training within four weeks of employment. Training completion dates are monitored to ensure that all staff completes the required Kognito training every three years.

All staff will continue to receive updates throughout the 2021-22 school year using the Kognito Gold Standards Modules to equip staff with the necessary knowledge and skill development to effectively respond to students impacted by social emotional distress. Implementation of this ongoing learning will be delivered in a three-step format: 1) A faculty/staff meeting will be held by the designated site-based facilitator to introduce the learning and delivery method; 2) Instructional personnel and staff are provided a four-week period to complete the identified modules independently; 3) Facilitator will engage instructional personnel/staff through group discussion (face-to-face) reflecting on experiences, school-wide mental health crisis response policies and procedures, and review how to make appropriate referral to school-based mental health professionals and school counselors.

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### Section B: YMHAT Projected Budget

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
<b>1. Stipends</b>  (Detailed # of personnel and stipend cost per person)			
<b>2. Materials</b>  (Detail # of units x individual unit cost, plus shipping)	Copy paper for face-to-face YMHFA Part 2 training- 2 reams x \$5.65= \$11.30	\$5.65	\$11.30
<b>3. National Council (YMHFA) Training</b>  (Detailed description of each training activity to include # of personnel and individual training costs)	Youth Mental Health First Aid Blended Training Module x 86 faculty/staff x \$23.95 per course: Course Overview Part 1 <ul style="list-style-type: none"> <li>• What is Youth Mental Health First Aid?</li> <li>• Adolescent development &amp; mental health problems in youth</li> <li>• Signs and symptoms</li> <li>• Risks and protective factors</li> <li>• MHFA Action Plan (ALGEE)</li> </ul> Course Overview Part 2 <ul style="list-style-type: none"> <li>• Using ALGEE in non-crisis situations</li> <li>• Using ALGEE in crisis situations</li> </ul>	\$23.95	\$2,059.70
<b>4. Additional Kognito Modules</b> (Provide the name of training module and cost)			
<b>TOTAL 2021-2022 BUDGET:</b>			<b>\$2,071.00</b>
<b>5. Additional narrative (optional):</b>  <div style="border: 1px solid black; height: 40px;"></div>			

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### Part II. Mental Health Assistance Allocation Plan s. [1011.62 \(16\)](#), F.S.

#### Section A: MHAA Plan Assurances

##### **The district assures...**

- ✓ One hundred percent of state funds are 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.
- ✓ Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.
- ✓ Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).
- ✓ Collaboration with FDOE to disseminate mental health information and resources to students and families
- ✓ The district website includes local contacts, information and resources for mental health services for students and families.
- ✓ 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.

##### **A school board policy or procedure has been established for...**

- ✓ Students referred for a mental health screening assessed within 15 calendar days of referral.
- ✓ School-based mental health services initiated within 15 calendar days of identification and assessment.
- ✓ Community-based mental health services initiated within 30 calendar days of referral coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in student care.
- ✓ 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. Procedures include 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.
- ✓ 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.

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### Section B: Planned Outcomes

**Identify one or two specific and measurable outcomes for your district's plan to achieve through the 2021-2022 evidence-based mental health program.**

1. By June 2022, 95% of students in grades K-12 will engage in tier one social emotional learning to raise awareness about mental health wellbeing, to reduce the stigma associated with mental illness, and to promote help seeking behaviors as measured by attendance records during counselor-led sessions.

2. In the 2021-2022 SY, the District will implement age-appropriate universal screeners with students in grades K-12 as measured by the SDQ, RCADS, DASS-21, or SEH-S for enhanced identification and support for students needing Tier 2 and Tier 3 services.

### Section C: District Program Implementation

**Please include the following in this section:**

#### 1. Evidence-Based Program (EBP) and Description

Name and provide the essential elements of the EBP you will be implementing through a Multi-Tiered System of Supports (MTSS) using one or more of the preferred EBP/Practices found in [Blue Menu of Evidence-Based Psychosocial Interventions for Youth](#) and the [SAMHSA Evidence-Based Practices Resource Center](#).

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

**\*If you will be using another EBP other than those provided above please explain using the same format listed.**

#### 2. EBP Implementation

This should include:

- Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, 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.

#### 3. Outcome Measures

- Provide the outcome measures of your EBPs and how each aligns with your overall annual program goals in Section 2

#### 4. Multi-tiered System of Support (MTSS)

- Identify the tier(s) of the EBP being implemented

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**Table 1: District Program Implementation**

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>K-12 universal screening for social emotional, behavioral, and mental health issues can help with early identification of students who are at-risk or in need of intervention related to these concerns.</p> <p>K-5: Strengths and Difficulties Questionnaire (SDQ) measures emotional problems, Conduct problems, hyperactivity, peer problems, prosocial behavior</p> <p>6-8: Revised Children’s Anxiety and Depression Scale (RCADS) - Brief version assesses anxiety and depression</p> <p>9-12: Depression Anxiety Stress Scale -21 (DASS-21) to assess internalizing concerns (anxiety, stress, depression).</p> <p>Social Emotional Health Survey Secondary (SEHS-S) to assess social emotional strengths.</p> <p>All screeners are psychometrically sound and appropriate for the age groups being assessed.</p>	<p>Elementary: Students who have been identified or referred by the School-Based Team (SBT), their parent, or teacher for additional supports will be given the screener by the school counselor to assess their strengths and difficulties and determine the appropriate level of intervention/supports.</p> <p>Middle and High School: Screener will be given to students within the first three to six weeks of the fall and spring semesters. School counselors administer screener to students with parental consent.</p> <p>Students who score in the moderate range will be identified as Tier 2 and students who score in the high range will be identified as Tier 3.</p> <p>Identified Tier 2 and Tier 3 students will be referred for further school-based intervention and/or community-based assessment and treatment. The policies and procedures ensure that students referred for a mental health screening are assessed within 15 days of the initial referral. School-based mental health services are initiated within 15 days of identification and assessment, and community-based mental health services for students are initiated within 30 days of referral.</p>	<p>Evidence-Based Program supports for Mental Health Program Goal 2.</p> <p>Improve school-based and community-based assessments, interventions, services, and treatment to identified Tier 2 and Tier 3 students.</p> <p>Through the use of mental health screening, early identification of students who are at risk are identified and appropriate school-based and community professional supports are provided.</p>	X	X	
<p>MindUp (K-12) tier one classroom curriculum is grounded in four course pillars: Neuroscience, Positive Psychology, Mindful Awareness and SEL. This evidence-based curriculum drives positive behavior, improves learning and scholastic performances, and increases empathy, optimism and compassion.</p> <p>MindUp is a proven evidence-based program with over 10 years of research conducted on the curriculum's efficacy.</p>	<p>School Counselors in K-8 will deliver 15 lessons integrated into their tier one year-long core curriculum. Lessons are reinforced by classroom teachers. Counselors attend grade level teacher meetings and Professional Learning Communities to reinforce concepts and to support classroom teachers.</p>	<p>Evidence-Based Program supports for Mental Health Program Goal 1.</p> <p>Improve emotional regulation, and emotional/behavioral problems by developing stronger social emotional health as evidenced through use of positive coping skills.</p>	X		



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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Peer Mentoring: Program is designed to provide academic and social-emotional support FAU High School students transitioning to a full-time college course load on the FAU campus. The program focuses on making a smooth transition to college, managing the stress of the coursework, and assimilating socially and emotionally as fully dual-enrolled student at FAU.</p> <p>A body of evidence supports the use of a peer mentoring program to advance social emotional and academic success of early college students.</p>	<p>The program is delivered through the university student success course which all 10th grade and transfer students are required to complete. Each Friday, mentors meet with their mentees to provide additional support, guidance, and instruction. Mentors, who are 11th and 12th grade early college students, are developed in mentoring and coaching skills, and supervised by the school-based mental health counselor using the evidence based curriculum College and Career Success Skills.</p> <p>Continuous improvement of the program is based on results as measured by sense of belonging survey, program evaluations, mentor feedback, and focus groups.</p>	<p>Evidence-Based Program supports for Mental Health Program Goal 1.</p> <p>Improve support for the developmental needs and challenges of early-college students as measured by the sense of belonging survey, program evaluations, and focus group feedback.</p>	X		
<p><b>Sandy Hook Promise</b> (2nd-12th): The curriculum incorporates evidence-based programs for K-12 students that promotes prosocial behaviors, brings awareness to mental health illness and suicide, and aims to reduce school violence.</p> <p><b>Start With Hello</b> is an important social and emotional learning program that raises awareness to the growing epidemic of social isolation and creates a culture of inclusivity and connectedness.</p>	<p>Students in grades K-12 are taught by their school counselors the three steps to help their peers in a fun and meaningful way. Students are challenged to take small but powerful actions to promote inclusion and support students who are showing signs of loneliness or social isolation. The three steps include:</p> <ol style="list-style-type: none"> <li>1) See someone alone;</li> <li>2) Reach out and help; and</li> <li>3) Start with Hello.</li> </ol> <p>The program is delivered in one 90-minute class period and encourages students to recognize others in crisis and how to seek the help of a trusted adult. Throughout the school year activities are presented through school-wide initiatives and counselor-led classroom lessons to reinforce Start With Hello curriculum. School faculty, staff and parents are eligible to receive training and educational materials as trusted adults and program implementers.</p>	<p>Evidence-Based Program supports for Mental Health Program Goal 1.</p> <p>Improve school climate and decrease social exclusivity to reduce school violence and risk factors associated with depression and suicide.</p>	X		

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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p><b>Monique Burr Foundation:</b> an evidence-informed presentation education program that informs children and teens on all types of bullying, abuse, and victimization.</p> <p><b>MBF Child Safety Matters (K-5):</b> Educates and empowers children with information and strategies to prevent, recognize, and respond to bullying, cyberbullying, all types of abuse, and digital abuse dangers.</p> <p><b>MBF Teen Safety Matters (6-8 and 9-12):</b> Educates and empowers teens with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, relationship abuse, sex trafficking, and digital dangers.</p> <p><b>Mental Health Matters (K-12):</b> supplemental lessons for MBF Child Safety Matters® and MBF Teen Safety Matters® that address Mental and Emotional Health and Substance Use and Abuse.</p> <p>Through the use of these evidence-based programs, students will learn to deal with real-life problems and stressors and increase levels of peer and parent support by asking for help.</p>	<p>Safety Matters Program is presented in two comprehensive lessons ranging from 35-55 minutes (or in four shorter lessons) by trained facilitators (school counselors) in classrooms. Facilitators present turnkey scripts along with engaging, interactive PowerPoints including lecture, group discussion, skills-practice activities, videos, and games.</p> <p>Mental Health Matters lessons follow the same format as Safety Matters lessons, They are developmentally-appropriate, trauma-informed, and include the same MBF 5 Safety Rules© to educate and empower students to maintain consistent messaging. These lessons specifically address mental and emotional health, and substance use and abuse.</p> <p>Pre-and post-tests are given to measure student learning and skill development.</p>	<p>Evidence-Based Program supports for Mental Health Program Goal 1.</p> <p>Improve learning and skill building to effectively prepare students in dealing with real-life problems and stressors while increasing students' ability to ask for help and support from peers and adults as measure by pre-and post-tests to measure student learning.</p>	X	X	
<p><b>CBT Coping Cat:</b> Cognitive-behavioral treatment for children (7-13) with anxiety. The program includes four components: 1) recognizing and understanding emotional and physical reactions to anxiety; 2) clarifying thoughts and feelings in anxious situations; 3) developing plans for effective coping; and 4) evaluating performance and giving self-reinforcement.</p>	<p>Coping Cat is delivered in an easy-to-use small group (8-sessions) lesson plan format that is ideal for school counselors. When appropriate, this material is also used for individual counseling. Delivered in a small group setting, usually encompassing eight (8) sessions with guided lessons delivered by the school counselor. Students are identified through referral, school counselor recommendation and/or through screening measures. Pre/post group assessments will be delivered through the small group setting.</p> <p>Material can also be used for individual counseling.</p>	<p>Evidence-Based Program supports for Mental Health Program Goal 2.</p> <p>Decrease anxiety-related problems and concerns as measured by the pre/post group assessments.</p>		X	X

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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p><b>School-based Individual/Group Counseling:</b> State certified school counselors work with students to identify student problems and work to resolve problems using established counseling methods.</p> <p>Examples include Brief-Solution Focused Counseling, Cognitive-Behavioral Therapy, Psychoeducational Therapy, and Dialectical Behavior Therapy.</p> <p>School counselors utilize evidence-based counseling interventions for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnoses.</p>	<p>The appropriate school-based mental health professional (i.e. School Counselor or Licensed Mental Health Counselor) provides individualized and or small group counseling, based on school-level data, needs assessments, and referral, utilizing the evidence-based therapeutic approach that matches the student’s needs.</p> <p>As necessary, a referral may be made to an outside community mental health provider.</p>	<p>Evidence-Based Program supports for Mental Health Program Goal 2.</p> <p>Improve overall mental health and wellbeing as evidenced by school-level data, needs assessments, screeners, and referrals.</p>		X	X

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### Section D: Direct Employment

**Table 2: MHAA Plan Direct Employment**

Position	Current Ratio as of August 1, 2021	2021-2022 Proposed Ratio by June 30, 2022
School Counselor	1:255	1:241
School Social Worker	0	0
School Psychologist	1:7 (contract services as needed)	1:7 (contract services as needed)
Other Licensed Mental Health Provider	1:180	1:171

Direct employment policy, roles and responsibilities	Description
<b>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.</b>	The direct employment of school-based mental health service providers reduces staff-to-student ratios by allowing more counselors to see more students and provide more direct-services; such as, classroom guidance, individual and group counseling, and consultation. With the increase in direct services, student problems will be managed preventatively. Additionally, the comprehensive counseling program has been designed to prioritize 80% of the school-based mental health professionals’ time on delivering direct and indirect services to students.
<b>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.</b>	FAU Lab Schools- Palm Beach Comprehensive School Counseling Program is an integral component of the district’s mental health plan. The FAUS School Counseling Program is aligned with the American School Counselor Association National Model to provide counseling that is preventative in design, data-driven and developmental in nature. FAUS employs two school counselors to serve 9th-12th grade, one school counselor to serve 6th-8th grade, and one school counselor serves kindergarten to 5th grade. FAUS prioritizes school-based mental health professionals spending 80% of time delivering direct and indirect services to students. All students receive Tier 1 school counseling interventions including school counseling core curriculum, including evidence-based SEL. Students in need of Tier 2 or Tier 3 services can be referred by parent, teacher, administration, support staff or self or will be identified through the universal screening tools. FAUS school counselors provide Tier 2 (i.e. small group counseling and intervention) and Tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, and referral for diagnosis, treatment and recovery services.
<b>Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.</b>	FAUS employs one full-time mental health counselor to provide therapeutic services to targeted/identified and referred students grades 9-12 and consultation to K-8. The school-based MHC provides therapeutic Tier 2 and Tier 3 services including mental health assessment, diagnosis, and individual and group counseling to treat students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses. Also, the MHC provides psychoeducational therapy aimed at the prevention of mental and emotional disorders. FAUS continues to focus on expanding collaborative partnerships to improve the referral-based system between the provider, family, and student. All referrals to community partners include informing parents of the collaborative approach to addressing students’ needs and parents are asked to complete a signed release form for two-way communication between the school and care-provider (with respect to all FERPA and HIPPA regulations).

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**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.**

**Table 3: MHAA Plan Contracts or Interagency Agreements and Services Provided**

Mental Health Provider:	Agency:	Services Provided:	Funding Source:
Licensed Marriage Family Therapist	Florida Atlantic University; Counseling & Psychological Services	Provides ongoing, therapeutic services to FAUS 9th-12th grade students, through the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology of mental illness and dysfunctional behavior to individuals, for the purpose of promoting optimal mental health, dealing with normal problems of living and treating psychopathology. Services include individual and group therapy.	Mental Health Assistance Allocation
Florida Certified School Counselor and PhD in Counselor Ed. and Supervision, FAU Associate Professor	Florida Atlantic University; Department of Counselor Education	Serves as a partner in the Social-Emotional Learning framework at FAUS. Faculty of the Department collaborates with school counselors to develop relevant and experiential training for school teachers and faculty on evidence-based SEL in classrooms and schools. FAUS partnered with the Department of Counselor Education in the development and implementation of the FAUS Near-Peer Mentoring Program.	Jacob Javits Educational Grant
Interdisciplinary Teams: Licensed Marriage and Family Therapist  Licensed Clinical Psychologists  Licensed Mental Health Counselors  Licensed Clinical Social Workers	Faulk Center for Counseling	Provides free and low-cost counseling services to people of all ages, from children to the elderly. Group, individual, and family therapy is provided using a variety of treatment modalities. FAUS counselors work collaboratively with the Faulk Center for Counseling to connect students in need of mental health support to the appropriate services.	Foundation or Individual Insurance or Individual
Interdisciplinary Teams: licensed psychologists, therapists, physicians, etc.	South County Mental Health Center	Provides a network of services and programs for children and adolescents. The center is staffed by a full-treatment team of doctors, therapists, and case managers. Services include crisis and emergency services, case management and an on-site therapeutic program that serves children aged 3 through 18 years who have been victims of abuse or neglect or are otherwise in need of in-home support services.  <b>Mobile Crisis Services:</b> Mobile crisis team is available for youth in crisis and includes an intake and evaluation unit. Children in acute emotional distress may be seen 24 hours a day at the South County Mental Health Center in Delray Beach, Florida.	Individual Insurance or Individual
Licensed Marriage and Family Therapists	The Chrysalis Center	Provides free and low-cost counseling services to people of all ages, from children to the elderly. Group, individual, and family therapy is provided using a variety of treatment modalities. FAUS counselors work collaboratively with the Chrysalis Center to connect students in need of mental health support to the appropriate services.	Center or Individual Insurance or Individual

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### Section E: Planned Expenditures

**Table 4: MHAA Planned Expenditures**

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	\$0.00
School district expenditures for mental health services provided by staff who are employees of the school district: Mental Health Counselor- State Licensed Marriage and Family Therapist (Funded by MHAA): Salary & Fringe: \$77,000 Middle School Counselor- State Educator License in School Counseling (Funded by MHAA): Salary & Fringe: \$68,055 Two 10-month certified school counselors return to school one week early and one week after school ends (Funded by MHAA): Two weeks additional work for each counselor: \$3,172.50 each for total of \$6,345	\$151,400
<b>Other expenditures (see below):</b>	\$0
<b>Total MHAA expenditures:</b>	\$151,400

Other expenditures (specify details such as type, supplies, training and amount):

Type: Narrative description with detailed cost	Total Amount
N/A	\$0
<b>Total Other Expenditures:</b>	\$0

### Certification

This application certifies that the *Florida Atlantic University Lab Schools-Palm Beach* School Board approved the district's 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(16), F.S.

School (MSID) Number	Charter School Name
0020	Palm Pointe Educational Research School

Note: Charter schools not listed above will be included in the school district youth mental health awareness plan and mental health assistance allocation plan. If you have more Charter schools to add, please list them on a separate sheet.

**Joel D. Herbst**

Printed Name of District Superintendent

Signature of District Superintendent

**July, 21, 2021**

Board Approval Date