



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2022-23 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation 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 mental health. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

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

In accordance with section (s.) 1012.584, Florida Statutes (F.S.), the YMHAT Plan 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 III. 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: Youth Mental Health Awareness Training Plan and Projected Budget

### YMHAT 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.

### Currently Trained and Certified

In accordance with House Bill (HB) 1421 (2022), each school district shall submit a report to the Florida Department of Education (FDOE) confirming at least 80 percent of school personnel in elementary, middle, and high schools have received youth mental health awareness training. Additionally, as required in s. 1012.584, F.S., each school safety specialist shall ensure all school personnel within his or her school district receive youth mental health awareness and assistance training.

This report should include the total number and percentage of personnel trained district-wide, and those physically located at the elementary, middle and high schools. As a result, each district will report two sets of numbers:

- District-wide percentage and total number of personnel trained
- School-wide percentage and total number of personnel trained

### District Staff

**Total # of employees**

21

**Total # of employees trained**

7

**Total percentage trained**

33%

### Elementary Schools

**Total # of employees**

40

**Total # of employees trained**

24

**Total percentage trained**

60%

### Middle Schools

**Total # of employees**

20

**Total # of employees trained**

12

**Total percentage trained**

60%

**High Schools****Total # of employees**

22

**Total # of employees trained**

15

**Total percentage trained**

58%

**Total Districtwide Personnel****Total # of employees**

103

**Total # of employees trained**

58

**Total percentage trained**

58%

**As of what date**

Monday 7/18/2022

**Explain the training goal(s) for the upcoming 2022-2023 school year.**

By June 2023, 80% of school and district staff will complete the YMHFA certification program. The YMHAT certification courses will be offered by in-house trainers on teacher planning days, professional days and after hours and Saturdays throughout the school year.

**Annual Goal**

**In addition to the percentage listed above, the annual goal for the 2022-2023 school year is to train what percentage of employees?**

42%

**As of what date**

Friday 7/1/2022

**Explain the training goal(s) for the next 3-5 years.**

By June 2023, two additional district trainers will be identified and certified as a YMHFA instructors. By June 2024, 58% of the faculty and staff with expiring YMHFA certificates will complete the required continued professional development to maintain YMHFA certification.

YMHFA training dates and sessions have been built into the professional development calendar. These sessions will continue to be offered as needed over the course of five years. Faculty and staff notification of the YMHFA training has been developed as part of the start of the school year checklist of required trainings. Employees acknowledge receipt of the information and will be provided access to the training calendar. Employees will receive regular notices of reminders for those with expiring certificates and to staff and faculty new to the district and to current employees requiring initial certification. Course registration will be facilitated through a YMHAT Google form and training completion dates and certificates are maintained in a Google folder and entered into our professional development management system.

**What is the procedure for training new personnel to the district?**

New personnel to the District will sign an agreement that they must attend and complete a YMHFA certification within their first year of employment. Certification trainings will be offered to new personnel during designated professional development time, after hours and during teacher planning days.

**Explain the district's plan for recertifying staff or maintaining certification of school district personnel.**

Each staff member requiring recertification will be enrolled and complete the online Mental Health First Aid recertification course for YMHFA recertification course. Employees will be notified one year prior to the expiration of their YMHFA certification and will be provided access to the online course. Employees will receive regular notices of reminders to complete the courses and time will be allocated for employees to complete the course during teacher planning days and professional development days. Employees will be required to submit their certificate of completion of the renewal course by the end of their three year certification expiration date.

The YMHFA certificates are maintained in a Google folder and entered into our professional development management system.

**YMHA Projected Budget**

<b>1</b>	<b>Stipends</b>		<b>\$1,932.00</b>
	Budget Narrative	Per Employee	2022-23
	Two certified trainers will provide three YMHFA training sessions as follows: \$1932/ 2 trainers= \$966/3 sessions= \$322 per session/10 hours for preparation and delivery of each session= \$32.20 an hour per trainer.	\$966.00	\$1,932.00
<b>2</b>	<b>Employees</b>		<b>\$0.00</b>
<b>3</b>	<b>Materials</b>		<b>\$0.00</b>
<b>4</b>	<b>National Council (YMHFA) Training</b>		<b>\$2,000.00</b>
	Budget Narrative	Per Employee	2022-23
	FAU Lab Schools- Boca has two YMHFA certified trainers. Two additional school counselors will complete the coursework to become a new YMHFA instructor. We will utilize the YMHA allocation to fund one of the counselors to obtain the training through the Mental Health First Aid Training from the National Council for Mental Wellbeing.	\$1.00	\$2,000.00
<b>Total:</b>			<b>\$3,932.00</b>

**Part II: Mental Health Assistance Allocation Plan**

s. 1011.62, F.S.

**MHAA Plan Assurances**

**The District 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

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

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

Yes

**A school 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-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 District Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).**

By June 2023, K-12 psychoeducational workshops will be offered to 100% of families to provide tools and resources to increase their knowledge of school-based and community-based mental wellness supports in accordance with assurance 2H. Workshops are scheduled virtually for ease of attendance for parents, and recordings of the events are made available to all families.

In the 2022-2023 SY, the District will implement age-appropriate universal screeners for students in grades 6-12 with parent approval for enhanced identification and support for students needing Tier 2 and Tier 3 services in accordance with assurances 2A, 2B, and 2C. All referrals and engagement for Tier 2 and Tier 3 services will be monitored and tracked through the FOCUS student data system.

## District Program Implementation



<b>Evidence-Based Program</b>	Sandy Hook Promise
<b>Tiers of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>Promotes prosocial behaviors, brings awareness to mental health illness and aims to reduce school violence.</p> <p>The Sandy Hook Promise program includes the "Start with Hello" and "See Something, Say Something" components for a building block curriculum and school culture development.</p>	
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.	
<p>Student in grades k-12 are taught by their school counselors the three steps to help their peers in a fun and meaningful way. 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 counselor lessons.</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.	
Improve school climate and decrease social exclusivity to reduce school violence and risk factors associated with depression and suicide.	

<b>Evidence-Based Program</b>	Monique Burr Foundation
<b>Tiers of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Informs children and teens of all types of bullying, abuse and victimization through a progression of 3 grade level components: MBF Child Safety Matters (K-5), MBF Teen Safety Matters (6-8), Mental Health Matters (K-12). Students will learn strategies to cope with real-life stressors and increase levels of peer and parent support by asking for help.	
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.	
Each component is presented in comprehensive lessons in scripted, interactive PowerPoint lessons ranging from 35-55 minutes or in four shorter lessons by trained facilitators (teachers/school counselors/support facilitators). Lessons include lecture, group discussions, skill-practice activities, videos and games. Pre and post-tests are given to measure student learning and skill development.	
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.	
Improve learning and skill building to effectively prepare students in dealing with real-life problems and stressors while increasing their ability to ask for help and support as measured by the pre and post tests for student learning.	

<b>Evidence-Based Program</b>	CBT Coping Cat
<b>Tiers of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Cognitive-Behavioral Treatment for children (ages 7-13) with anxiety. The program includes 4 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.	
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.	
Delivered in a small group setting usually encompassing 8 sessions with guided lessons delivered by the school counselor. Students are identified through referral, school counselor recommendation and/or through screening measures. When appropriate this material is also used for individual counseling as identified by pre/post assessments from the small group setting.	
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.	
Decrease anxiety related problems and concerns as measured by the pre/post group assessments.	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2022*

**1:280**

*2022-2023 proposed Ratio by June 30, 2023*

**1:280**

**School Social Worker**

*Current Ratio as of August 1, 2022*

**0:704**

*2022-2023 proposed Ratio by June 30, 2023*

**0:704**

**School Psychologist**

*Current Ratio as of August 1, 2022*

**A school psychologist is contracted as needed.**

*2022-2023 proposed Ratio by June 30, 2023*

**A school psychologist is contracted as needed.**

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

*Current Ratio as of August 1, 2022*

**1:704**

*2022-2023 proposed Ratio by June 30, 2023*

**1:704**

### **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 reduces staff-to-student ratios by allowing more counselors to see more students and provide more direct services, such as classroom Tier 1 instruction, individual and group counseling, and consultation. With the increase in direct services, school counselors can focus on proactive school counseling practices meaningful Tier 2 and Tier 3 interventions. 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.

**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).**

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 Model to provide counseling that is preventative, data-driven, and developmental in nature. FAUS employs three school counselors to serve grades 9-12, one school counselor to serve grades 6-8, and one school counselor to serve grades K-5. The FAUS comprehensive school counseling program prioritizes direct and indirect services to students 80% of the time. All students receive Tier 1 school counseling interventions and instruction that align with ASCA's academic, social-emotional, and college-career readiness domains. Students in need of Tier 2 and Tier 3 services, as identified through universal screening tools, are provided in collaboration with the FAUS mental health professional or referred to community-based resources. Other Tier 2 and 3 supports provided by school counselors include small group counseling, intervention collaboration with teachers and parents, the individual brief counseling model, and school support wrap-around services.

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

FAU Lab Schools- Palm Beach employs one full-time mental health counselor (MHC) to provide therapeutic services to targeted/identified and referred students grades 9-12 and consultation to students in grades 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. FAU Lab Schools 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 2-way communication between the school and care provider (with respect to all FERPA and HIPPA regulations).

**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) Florida Atlantic University: Counseling and Psychological Services  
 Provides ongoing therapeutic services to FAUS 9-12 grade students through the application of principles of psychotherapy, human development, learning theory, group dynamics, and the etiology mental illness and dysfunctional behavior of individuals with the purposes of promoting optimal mental health.  
 Services include individual and group therapy. All services are provided based on parent authorization.

2) Faulk Center for Counseling  
 Provides free and low cost counseling services to people of all ages. Group, individual and family therapy is provided using a variety of treatment modalities. FAUS counselors work collaboratively with the Faulk Center to connect students and families in need of mental health support to the appropriate services.

3) South County Mental Health Center  
 Provides a network of services and programs for children and adolescents. Services include crisis and emergency response and evaluation (Mobile Crisis Team available), case management and an on-site therapeutic program that serves children ages 3-18 who have been victims of abuse and neglect or are otherwise in need on in-home support services.

4) The Chrysalis Center  
 Provides free and sliding scale mental health services to children, adolescents, adults and families. Services include a thorough assessment to determine treatment needs that are delivered at center sites, in schools and in homes. FAU Lab Schools' counselors work collaboratively with the Chrysalis Center to connect students and families in need of mental health support to the appropriate services.

**MHAA Planned Funds and Expenditures**

**Allocation Funding Summary**

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

\$ 157,830.00

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

\$ 0.00

**Grand Total MHAA Funds**

\$ 157,830.00

**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:

FAU_Schools- Palm_Beach_MHAA_Planned_Expenditures_Report_2022-2023.pdf
<i>FAU Lab Schools-Palm Beach MHAA Planned Expenditures 2022-23</i>
<a href="#">Document Link</a>

**School District Certification**

This application certifies that the **Florida Atlantic University - College of Education** School Superintendent and 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(14), F.S.

**Note:** The charter schools listed below have **Opted Out** of the district's Mental Health Assistance Allocation Plan and are expected to submit their own MHAAP to the District for review.

**Charter Schools Opting Out**

0020 - FAU Schools St. Lucie- Palm Pointe Educational Research School
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**School Board Approval Date**

Wednesday 7/20/2022