



---

## Table of Contents

---

|   |           |
|---|-----------|
| <b>Introduction</b>                                   | <b>3</b>  |
| <b>Mental Health Assistance Allocation Plan</b>       | <b>3</b>  |
| <b>Section A: MHAA Plan Assurances</b>                | <b>3</b>  |
| <b>Section C: District Program Implementation</b>     | <b>4</b>  |
| <b>Section D: Direct Employment</b>                   | <b>8</b>  |
| <b>Section E: MHAA Planned Funds and Expenditures</b> | <b>10</b> |
| <b>Section F: School District Certification</b>       | <b>11</b> |

## Introduction

### Mental Health Assistance Allocation Plan

s. 1006.041, 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

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

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

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 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-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>  | Monique Burr Foundation |
| <b>Tier(s) of Implementation</b>   | Tier 1, Tier 2          |
| Describe the key EBP components that will be implemented.  |                         |
| <p>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.</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>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.</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>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.</p>   |                         |

|  |   |
|--|---|
| <b>Evidence-Based Program</b>  | Suite360 Resiliency plus Prevention Florida |
| <b>Tier(s) of Implementation</b>   | Tier 1, Tier 2                              |
| Describe the key EBP components that will be implemented.  |   |
| <p>Educates students in grades 6-12 through series of scaffolding curriculum covering the state required Resiliency Standards of character, personal responsibility, mentorship and citizenship, and critical thinking and problem solving. Additional prevention lessons cover teen safety, bullying, substance abuse, victimization and human trafficking. Students will learn coping skills and strategies to build resilience, seek support from a trusted adult/parent, and contribute positively to the school and community culture.</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>Each lesson build on students' prior knowledge with a pre-test, includes a teacher companion guide, videos for engaging discussion on the topic and a post-test to check for understanding. Lessons will be taught in partnership by teachers, school counselors and support facilitators. Additional school counseling activities to differentiate instruction and apply to real life situations will be implemented as part of the in-depth companion guides. The Family Resource Guides will be broaden the lessons by informing parents of the same key concepts building a community of caring support and positive character culture.</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>Fostering a positive school environment and helping students develop strategies to succeed academically through personal growth and consistent digitally monitoring of lessons. Continual needs assessment based upon student responses will improve school climate and students' sense of belonging. Tier 3 supports will be put in place for individual students/families in need of additional support. Effective communication, growth mindset, relationship skills, responsible decision-making, and self-management are key components to resilient character traits.</p>   |   |

|  |          |
|--|----------|
| <b>Evidence-Based Program</b>  | D.A.R.E. |
| <b>Tier(s) of Implementation</b>   | Tier 1   |
| Describe the key EBP components that will be implemented.  |          |
| DARE promotes teaching students responsible decision making for safe and healthy living. Students will gain the knowledge and tools they need to resist drugs, alcohol and other high risk behaviors.  |          |
| 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.  |          |
| A series of 12 officer-led classroom activities will be taught during the first two weeks of school through Physical Education classes in grades 6-8. The curriculum covers critical risks that teens face today including drugs and opioids, teen suicide, social media safety and vaping. Officers will build relationships with students while educating, and as a result, build a trusted environment for students become peer leaders, mentors and seek assistance from adults on campus when needed. |          |
| 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.  |          |
| Pre and Post Test will demonstrate increased student engagement for variables like positive decision-making, intentions to avoid drug use, and beliefs about peer norm use. Students will develop a greater sense of self and confidence in seeking the proper supports with trusted adults on campus, including school counseling and mental health counseling for individualized coping strategies as needed.  |          |

|   |                                    |
|---|------------------------------------|
| <b>Evidence-Based Program</b>   | Student Success Skills Small Group |
| <b>Tier(s) of Implementation</b>  | Tier 2, Tier 3                     |
| Describe the key EBP components that will be implemented.   |                                    |
| Cognitive-Behavioral program designed to help students develop cognitive, social and self-management skills. The program focuses on impacting student achievement including Resiliency/ASCA competencies such as social skills, self-management/regulation, executive functioning, feeling connected to school, classroom climate, learning skills, and pro-social behavior.  |                                    |
| 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. |                                    |
| Eight 45-minute sessions are delivered in a small group setting 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 measurements 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 behavior related issues that prevent student achievement, a sense of well-being and resiliency as measured by pre/post group assessments, teacher referral data, and classroom grade data.   |                                    |

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*

**1:216**

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

**1:216**

**School Social Worker**

*Current Ratio as of August 1, 2023*

**1:1307**

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

**1:1307**

**School Psychologist**

*Current Ratio as of August 1, 2023*

**1:435**

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



1:435

**Other Licensed Mental Health Provider***Current Ratio as of August 1, 2023***1:704***2023-2024 proposed Ratio by June 30, 2024***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) Henderson Behavioral Health  
 Provides free and sliding scale comprehensive behavioral health therapeutic services to students and families, including in-home therapy, 24-hour mobile crisis response, community support and housing assistance. The crisis stabilization unit includes short term, intensive, inpatient treatment, and stabilization. The FAU Lab Schools' counselors work with case managers to assist families with immediate and longer term therapeutic care.

4) 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-sire 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.

5) 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 2023-2024 Florida Education Finance Program (FEFP)**

\$ 170,079.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 170,079.00

**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 Statues.

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_MHAA_Planned_Expenditures_Report.pdf   |
| <i>2023-2024 MHAA Planned Expenditure Report</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 s. 1006.041(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 - Palm Pointe Educational Research School |
|--|

**School Board Approval Date**

Wednesday 8/2/2023