



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**

240

**Total # of employees trained**

180

**Total percentage trained**

75%

### Elementary Schools

**Total # of employees**

110

**Total # of employees trained**

80

**Total percentage trained**

73%

### Middle Schools

**Total # of employees**

28

**Total # of employees trained**

25

**Total percentage trained**

89%

## High Schools

### **Total # of employees**

50

### **Total # of employees trained**

39

### **Total percentage trained**

74%

## Total Districtwide Personnel

### **Total # of employees**

52

### **Total # of employees trained**

36

### **Total percentage trained**

74%

### **As of what date**

Monday 7/18/2022

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

The district plans to train all new administrators, teachers, school staff, and bus drivers through face to face Youth Mental Health First Aid during the 2022-2023 school year. The district plans to recertify faculty and staff that have certification expiring during the 2022-23 school year through the online modules offered through Youth Mental Health First Aid.

### **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?**

85%

### **As of what date**

Thursday 6/30/2022

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

The district plans to train all new administrators, teachers, school staff, and bus drivers through face to face Youth Mental Health First Aid.

The district plans to recertify faculty and staff that have certification expiring during the school year through the online modules offered through Youth Mental Health First Aid.

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

New personnel will participate in the face to face Youth Mental Health First Aid class administered by trained district personnel that is offered at least 3 times per year.

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

Any employee that needs to recertify will be contacted and provided the opportunity to purchase the recertification webinar for reimbursement.

### YMHAT Projected Budget

<b>1</b>	<b>Stipends</b>		<b>\$0.00</b>
<b>2</b>	<b>Employees</b>		<b>\$0.00</b>
<b>3</b>	<b>Materials</b>		<b>\$33.46</b>
	Budget Narrative	Per Unit	2022-23
	Gel Pens, 30 Pack Black Gel Pen Fine Point, Retractable Gel Ink Rollerball Pens for Smooth Writing (0.7mm)	\$10.19	\$10.19
	Mr. Pen- Sticky Notes, 3"x3", 12 Pads, Pastel Sticky Notes, Sticky Note, Self-Stick Note Pads, Sticky Pads, Sticky Notes Pastel, Sticky Notes Aesthetic, Colorful Sticky Notes,	\$7.95	\$7.95
	Amazon Basics Tank Style Highlighters - Chisel Tip, Yellow, 12-Pack x 1	\$6.33	\$6.33
	8 Pack Lined Sticky Notes Post, 8 Colors Self Sticky Notes Pad Its 4X6 in, Bright Post Stickies Colorful Big Square Sticky Notes for Office, Home, School, Meeting, 40 Sheets/pad	\$8.99	\$8.99
<b>4</b>	<b>National Council (YMHFA) Training</b>		<b>\$3,893.50</b>
	Budget Narrative	Per Employee	2022-23
	130 Recertification modules for district and charter employees	\$29.95	\$3,893.50
		\$0.00	\$0.00
<b>Total:</b>			<b>\$3,926.96</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).**

The district will increase the number of student sessions received by school based mental health service providers through Cognitive Behavioral Intervention for Trauma in Schools (CBITS) by 5% by increasing the mental health provider to student ratio to 1:440 students by June 30, 2022 in order to reduce Baker Acts and hospitalizations due to mental illness.

The district will increase parent involvement of students receiving mental health services by facilitating three (3) parent education sessions per child by June 30, 2023.

## District Program Implementation



<b>Evidence-Based Program</b>	Bounce Back based on the Cognitive Behavioral Intervention for Trauma in Schools
<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.	
<p>Bounce Back based on the Cognitive Behavioral Intervention for Trauma in Schools</p> <p>(CBITS) is comprised of 10 one- hour group sessions, two to three individual sessions and one to three parent education sessions that last over a three-month period.</p> <p>Group sessions are typically held during school hours and cover a range of topics such as relaxation training, cognitive restructuring, social problem solving, positive activities, trauma-focused intervention strategies and emotional regulation and coping skills.</p> <p>These topics and methods derive from established successful interventions for children with post-traumatic stress disorder (PTSD), including a gradual approach of anxiety-provoking situations and a modified trauma narratives approach.</p>	
<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>	
<p>School Mental Health Providers will administer the sessions to students grades k-12. Students will learn to identify feelings, and their links to thoughts and actions, using journaling, diaries, music, arts and crafts, hobbies or published storybooks to relate concepts and connect engagement activities and create personal storybooks or journals as an age-appropriate concrete trauma narrative. Student participation will be encouraged with games and activities specific to age groups. Group sessions are very structured and include agenda setting; review of activity assignments; introduction of new topics through games, stories and experiential activities; and assigning activities for the next group meeting. Group sessions are small, with only four to eight students all in the same age range. Individual sessions are prescribed for students who require tier 3 supports.</p> <p>The School Mental Health Provider will review the skills the children are learning with the student's parent, so parents can support the children at home.</p> <p>The School Mental Health Provider will help each child develop a "My Story" trauma narrative. Near the end of the program, the School Mental Health Provider meets with the parent and child to share the child's story.</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>School Mental Health Providers will administer the sessions to students grades k-12, with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Students will learn to identify feelings, and their links to thoughts and actions, using journaling, diaries, music, arts and crafts, hobbies or published storybooks to relate concepts and connect engagement</p>	

activities and create personal storybooks or journals as an age-appropriate concrete trauma narrative. Student participation will be encouraged with games and activities specific to age groups. Group sessions are very structured and include agenda setting; review of activity assignments; introduction of new topics through games, stories and experiential activities; and assigning activities for the next group meeting. Group sessions are small, with only four to eight students all in the same age range. Individual sessions are prescribed for students who require tier 3 supports.

<b>Evidence-Based Program</b>	NA
<b>Tiers of Implementation</b>	
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
NA	
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.	
NA	
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.	
NA	

<b>Evidence-Based Program</b>	NA
<b>Tiers of Implementation</b>	
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
NA	
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.	
NA	
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.	
NA	

<b>Evidence-Based Program</b>	NA
<b>Tiers of Implementation</b>	
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
NA	
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.	
NA	
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.	
NA	

<b>Evidence-Based Program</b>	NA
<b>Tiers of Implementation</b>	
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
NA	
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.	
NA	
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.	
NA	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2022*

**1:800**

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

**1:800**

#### School Social Worker

*Current Ratio as of August 1, 2022*

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

#### School Psychologist

*Current Ratio as of August 1, 2022*

**1:2400**

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

**1:2400**

#### Other Licensed Mental Health Provider

*Current Ratio as of August 1, 2022*

**1:800**

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

**1:600**

## 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 district has: three (3) school counselors for mental/behavior needs; one (1) school psychologist for assessment/services; three (3) mental health providers; RTI specialist at each school, a certified MTSS Dean, & school nurses have been trained in tiers to reduce ratios

**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).**

District will address staffing regularly for the need of additional staff based on monthly data from site meetings to review mental health services and needs as well as progress of students.

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

Mental health providers, both school based and private, will serve on the intervention teams to help identify students in need of services, to assist with progress monitoring of services and interventions, as well as to monitor the recovery progress.

## 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. Community Action Team: Social Work and Mental Health Counseling (LCSW, MSW)  
 \*Agency: Apalachee Center  
 \*Services: Direct
2. Mental Health Counselors (LCSW, MSW)  
 \*Agency: New Horizons  
 \*Services: Direct
3. Mental Health Student Interns  
 \*Agency: FSU Multidisciplinary Counseling  
 \*Services: Direct
4. Mental Health Counselors (LCSW, MSW)  
 \*Agency: Panhandle Therapy Center  
 \*Services: Direct

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

**MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)**  
 \$ 207,680.00

**Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan**  
 \$ 135,878.00

**Grand Total MHAA Funds**  
 \$ 343,558.00

### 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:

Planned_Funds_Expenditures_2022-2023_Update_7-27-2022.pdf
<i>Planned funds allocation for the 2022-2023 school year.</i>
<a href="#">Document Link</a>
Project_Application.pdf
<i>Project Application for the 2022-2023 School Year</i>
<a href="#">Document Link</a>
Application--Budget_Narrative_Form.xls
<i>Budget Narrative Form</i>
<a href="#">Document Link</a>

### School District Certification

This application certifies that the **District School Board of Madison County** 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

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### School Board Approval Date

Monday 7/18/2022