



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2021-2022 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation Plan

LEON COUNTY SCHOOL DISTRICT

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: YMHAT Training Plan

1. What is the percentage of employees currently trained and certified in Youth Mental Health First Aid (YMHFA)?
There are 28% of employees trained and certified as of June 30, 2021.
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
Leon County School District's training goal for the 2021-2022 school year is to newly certify 443 and recertify 99 of district employees in Youth Mental Health First Aid by June 30, 2022.
3. In addition, the annual goal for the 2021-2022 school year is to train:
Leon County School District's annual goal for the 2021-2022 school year is to certify an additional 11% of district employees by June 30, 2022.
4. Explain the training goal(s) for the next 3-5 years.
2021-2022 - Leon County School District's annual goal for the 2021-2022 school year is to newly certify 443 and recertify 98 of district employees in Youth Mental Health First Aid by June 30, 2022.
2022-2023 – Leon County School District's annual goal for the 2022-2023 school year is to newly certify 450 new Youth Mental Health First Aiders; recertify 100 LCS employees in Youth Mental Health First Aid by June 30, 2023.
2023-2024 – Leon County School District's annual goal for the 2023-2024 school year is to newly certify 475 new Youth Mental Health First Aiders; recertify 110 LCS employees in Youth Mental Health First Aid by June 30, 2024.
5. What is the procedure for training new personnel to the district?
Youth Mental Health First Aid class dates and registration information is provided to principals, district administrators, and supervisors weekly. New personnel register for participation in the YMHFA class within Leon LEADS (the professional learning portal).
6. Explain how the district will utilize the following three YMHAT programs:
<ul style="list-style-type: none">• YMHFA
Youth Mental Health First Aid is used to provide youth mental health awareness and assistance training to all school personnel in elementary, middle, and high schools to include school resource/law enforcement officers.
<ul style="list-style-type: none">• YMHFA Recertification
The district will purchase 99 Youth Mental Health First Aid recertification tokens to recertify school personnel in elementary, middle, and high schools whose YMHFA certification expires between September 2021 and June 2022.
<ul style="list-style-type: none">• Kognito At-Risk Modules (at all three levels: elementary, middle, high school)

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Kognito Florida School Personnel Mental Health Awareness Training is utilized in the district as a supplemental training where employees participate in simulated conversations with virtual humans where to learn, practice and self-assess their ability to manage conversations that can lead to positive changes in social, emotional, and physical health.

Section B: YHHAT Projected Budget

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
1. Stipends (Detailed # of personnel and stipend cost per person)	a) 193 participant stipends for participation during non-instructional/workdays. b) 16 instructor stipends for the facilitation of classes during non-instructional/workdays.	a) \$139.95 b) \$364.00	a) \$27,010.35 b) \$5824.00
2. Materials (Detail # of units x individual unit cost, plus shipping)	a) Youth Mental Health First Aid Participant’s Manual (177)	a) \$18.95	a) \$3354.15
3. National Council (YMHFA) Training (Detailed description of each training activity to include # of personnel and individual training costs)	a) Youth Mental Health First Aid re-certification tokens (99) b) Youth Mental Health First Aid Virtual Seats (206)	a) \$29.95 b) \$23.95	a) \$2965.05 b) \$4933.70
4. Additional Kognito Modules (Provide the name of training module and cost)	0	0	0
TOTAL 2021-2022 BUDGET:			\$44,087.25
5. Additional narrative (optional):			

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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.

Leon County School District's Mental Health Assistance Allocation Plan outlines a continuum of supports for student mental health with a focus to expand school-based mental health care; train educators in responding to mental health issues; connect children, youth, and families to appropriate mental and/or behavioral health services. LCS's goal for the 2021-2022 school year is to increase the number of tier two and tier three services by three percent.

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

[Appendix Examples](#)

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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>New Horizons: <i>New Horizons</i> is a curriculum that addresses various social problems that youth may be experiencing. The goal is to increase knowledge of substance abuse prevention, communication, anger management, and decision-making skills.</p>	<p>New Horizons is a 16-session curriculum provided by a Social Worker/Wellness Specialist in a group or individual session. Topics that are covered include positive self-esteem, developing effective coping skills, establishing positive decision-making skills, anger management skills, understanding healthy v. unhealthy relationships, academic success planning strategies, stress management skills, the dangers of alcohol and other drugs, personal responsibility, and effective communication practices.</p>	<p>Students will make constructive choices to increase positive and responsible behaviors both at school and in the community.</p>		X	X
<p>Bounce Back: <i>Bounce Back</i> is a school-based group intervention for elementary students exposed to stressful and/or traumatic events. <i>Bounce Back</i> teaches students ways to cope with and recover from traumatic experiences that they have endured.</p>	<p>The Bounce Back program includes 10 group sessions, 1-3 group parent sessions, and 2-3 individual student sessions. <i>Bounce Back</i> utilizes structured group activities that help our youth who have experienced something traumatic.</p>	<p>Students will show an improvement in post-traumatic stress symptoms (parent and child reported), anxiety symptoms (child reported), emotional regulation (parent reported), and emotional/behavioral problems (parent reported).</p> <p>In terms of risk and protective factors, students will improve on measures of social adjustment (child reported).</p>		X	X

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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Adapted for Teachers and School Counselors: CBITS is a skills-based, child group intervention that is aimed at relieving symptoms of posttraumatic stress disorder, depression, and general anxiety among children exposed to multiple forms of trauma.</p>	<p>Students who would benefit from CBITS are identified by school-based teams. CBITS is delivered by mental health professionals in a school setting. The program consists of:</p> <ul style="list-style-type: none"> • 10 group sessions • 1-3 individual sessions • 2 parent psychoeducational sessions • 1 teacher educational session 	<p>Students who participate in the program will have significantly fewer symptoms of post-traumatic stress, depression, and psychosocial dysfunction which will lead to improved academic skills and overall functioning.</p>		X	X
<p>Support for Students Exposed to Trauma (SSET): The SSET Curriculum is a structured approach that aims to reduce distress resulting from exposure to trauma. The program includes a wide variety of skill-building techniques geared toward changing maladaptive thoughts and promoting positive behaviors. SSET helps to decrease current symptoms related to trauma exposure, build skills for handling stress and anxiety, and build peer and caregiver support through various activities and approaches.</p>	<p>Students who would benefit from SSET are identified by school-based teams. It will be delivered by school counselors or mental health professionals. The program consists of ten 45-minute lessons designed to be delivered during one class period. These lessons focus on:</p> <ul style="list-style-type: none"> • Common reactions to trauma • Relaxation techniques • Coping strategies • Learning to approach difficult situations • Developing a trauma narrative • Problem solving 	<p>Students will show reductions in trauma symptoms, with those having a high level of symptoms before taking SSET benefitting the most and teachers will report improvements in student behavior.</p>		X	X

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<ul style="list-style-type: none"> • Social and Emotional Learning: Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills and communication and understanding, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood. • Sanford Harmony: Harmony fosters knowledge, skills, and attitudes students need to develop healthy identities, create meaningful relationships, and engage productively by providing SEL learning resources, tools, and strategies. • School Connect: School-Connect lessons guide teachers in connecting with their students and equipping them with the social, emotional, and academic skills they will need to weather COVID-19 conditions, returning to school and prepare for their futures. 	<ul style="list-style-type: none"> • SEL programs will be implemented district wide. • Grades Pre-K through 5 will be implementing Sanford Harmony lessons on a weekly basis in a whole class setting by a teacher or school counselor. • Grades 6 through 12 will be implementing School-Connect lessons in the classroom on a weekly basis in a whole class setting by a teacher or school counselor. <i>School-Connect</i> is best implemented two to five days a week within a classroom setting. Lessons are timed for 40 minutes but can be adjusted up or down, or broken up to fit into shorter sessions, such as for an advisory or homeroom. 	<p>Students who feel connected to school and their teachers are more likely to attend class, enjoy school, and perform well academically. Students will show improved academic skills, experience fewer conduct problems, emotional distress, and drug use and graduate from high school and college at higher rates. LCS students not responding to Tier I instruction are referred for Tier II and/or Tier III within the MTSS framework to receive additional services and/or interventions.</p>	X	
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Additional narrative may be added [here](#)

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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	596/1	566/1
School Social Worker	1886/1	1698/1
School Psychologist	2263/1	2122/1
Other Licensed Mental Health Provider	0	0

Direct employment policy, roles and responsibilities	Description
<p>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.</p>	<p>Direct employment of eleven Florida Department of Education certified school social workers, school psychologists, and/or school counselors to provide mental health counseling support, resource referrals of services that benefit students and families and coordinate services with the student’s primary care provider and with other mental health providers involved in the student’s care.</p>
<p>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.</p>	<p>Strategies to increase the amount of time student services personnel spend providing direct mental health services include the employment of eleven Florida Department of Education certified school social workers, school psychologists, and/or school counselors to expand and enhance school-based student services. Contract service and interagency agreement with DISC Village, INC. to add 3 mental health counselors and 23 Health and Wellness Special to focus on delivering evidence-based mental health care treatment to children. Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers to provide additional mental health, social/emotional behavior, and substance abuse support. Additional staff are encompassed into targeted mental health interventions for students identified as at-risk for mental health, social/emotional behavior, and substance abuse needs. The additional staff will support small-group counseling and instruction using evidence-based curriculum.</p>

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<p>Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.</p>	<p>School counselors are assigned to each school to help every student improve academic achievement; to support social and emotional development; to enhance student success; and to connect children, youth, and families with appropriate mental and/or behavioral health services.</p> <p>School psychologists are trained to deal with mental health concerns, behavioral concerns, offer positive behavioral support, academic and classroom support, consultation with teachers, parents, and administrators as well as with individual and group counseling techniques. Services include identifying mental health and educational evidence-based programs to support the student, assisting with the designing student support plans, and/or making referrals to community-based mental health and substance abuse providers and agencies for treatment and recovery services.</p> <p>School social workers are instrumental in furthering the mission of the schools, which is to provide a setting for teaching, learning, and for the attainment of competence and confidence. Services may consist of case management, assistance with attendance follow-up, behavior support, counseling or skills training, holiday program referrals and/or making referrals to community-based mental health and substance abuse providers for treatment and recovery services.</p> <p>Program Specialists for Behavior are assigned to each school and provide behavior management support services, complete functional behavior assessments, develop positive behavior intervention plans, and identify interventions for students with emotional and behavioral disabilities.</p>
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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:
MSW, LCSW	DISC Village	Individual and group programs	MHAA
MSW, LCSW, LMHC	DISC Village	Individual and group counseling	DISC Grant
BSW, MSW, LCSW	Capital City Youth Services	Individual and group counseling	CCYS

Section E: Planned Expenditures

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Table 4: MHAA Planned Expenditures

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	\$201,854.62
School district expenditures for mental health services provided by staff who are employees of the school district:	\$798,366.16
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	\$630,010.00
Other expenditures (see below):	\$155,135.46
Total MHAA expenditures:	\$1,583,511.62

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

Type: Narrative description with detailed cost	Total Amount
Social and Emotional Learning Curriculum – Quaver (Elementary Special Area Supplemental)	\$10,000.00
Social and Emotional Learning Curriculum – SEL School Connect (Secondary)	\$24,000.00
Professional Development – Suicide Prevention, SEL, Youth Mental Health First Aid, FDOE/State School Health Conferences (travel, registration).	\$100,000.00
Supplies for training	\$21,135.46
Total Other Expenditures:	\$155,135.46

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Certification

This application certifies that the **LEON COUNTY 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

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.


Signature of District Superintendent

ROCKY HANNA
Printed Name of District Superintendent

07.27.2021
Board Approval Date



Tallahassee Classical School

4141 Artemis Way
Tallahassee, FL 32311
www.TLHClassical.org

July 29, 2021

It is the intention of Tallahassee Classical Charter School to be included in the Leon County School District Mental Health Assistance Allocation Plan.

Respectfully,

Carolyn S. McClenny, PhD

Dean of Students

Tallahassee Classical School is a non-profit corporation under Internal Revenue Code Section 501(c)(3).

In affiliation with



HILLSDALE COLLEGE



TSMS

TALLAHASSEE SCHOOL of MATH and SCIENCE

7/29/2021

RE: Mental Health Assistance Allocation Plan

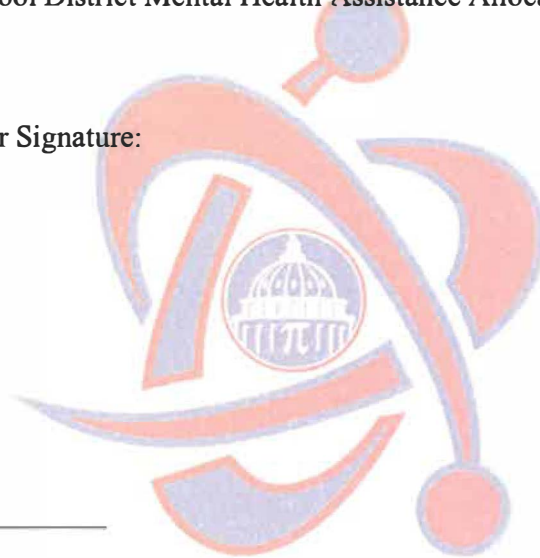
To Whom It May Concern:

It is the intention of ___Tallahassee School of Math & Science___ Charter School to be included in the ___Leon County___ School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

Respectfully,

Ahmet Temel
Principal





It is the intention of Governors Charter Academy to be included in the Leon County School District Mental Health Assistance Allocation Plan.

School Administrator: David Chambers

School Administrator Signature: 

Governing Board Chairperson: Ken Haiko

Governing Board Chairperson Signature: 

Date Approved by Governing Board: 06/25/2021

4351 Mahan Dr, Tallahassee, Florida 32317
Phone: 850-391-5259 • Fax: 850-391-5260
www.governorscharter.org

A Member of the Charter Schools USA Family of Schools.

This example of a charter school documentation form may be used internally by the district to document a charter school's intention to submit their own Mental Health Assistance Allocation Plan or participate with the school district.

EXAMPLE

CHARTER SCHOOL DOCUMENTATION FORM

It is the intention of _____ Charter School to submit our own Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

Governing Board Approval Date:

OR

It is the intention of SCHOOL OF ARTS & SCIENCES AT THE Charter School to be included in the LEON COUNTY School District Mental Health Assistance Allocation Plan. CENTRE

Charter School Administrator Signature:

Carlin Ruit



Eirin Lombardo
Principal

Ashley Arrington
Assistant Principal

Kristen Craig
Dean of Students

Jennifer Koon
Director of Curriculum

July 29, 2021

Ms. Fitzgerald, Director of Support Services,

It is the intention of The School of Arts and Sciences on Thomasville Road Charter School to be included in the Leon County School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

A handwritten signature in blue ink that reads "Eirin Lombardo". The signature is written over a horizontal line.

Thank you,

Eirin Lombardo

Principal

lombardoe@leonschools.net

(850) 386-6566