



2021-2022 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation Plan

Martin

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

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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 51 % of employees trained and certified as of 7/1/2021
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
The training goals for the upcoming school year include a New Educator Orientation for 70 new MCSD educators, and 3 trainings per month for 60 MCSD employees. Monthly training will be offered at a central location, after school, during school and Saturdays. Recertification on-line courses, required every three years to maintain YMHFA certification, will be offered and supported by designated district staff.
3. In addition, the annual goal for the 2021-2022 school year is to train:
75 % of employees as of 7/1/2021
4. Explain the training goal(s) for the next 3-5 years.
Over the next 3-5 years, our training goal is to achieve and maintain YMHFA certification for 100 % of employees. We will accomplish this goal by continuing to offer monthly initial training and annual recertification courses, closely monitoring the training needs of new MCSD employees and the continuing recertification needs of staff.
5. What is the procedure for training new personnel to the district?
New personnel who are hired prior to the start of the new school year, will be required to complete Youth Mental Health First Aid training, along with the other required on-boarding training. New personnel who are hired after the school year begins, will be identified and required to register for one of the monthly trainings offered throughout the school year.
6. Explain how the district will utilize the following three YMHAT programs:
<ul style="list-style-type: none">● YMHFA MCSD will utilize the YMHFA program to build mental health literacy, reduce stigma and increase mental health among our youth and adults alike. The YMHFA curriculum is delivered through lively discussions, case studies and a variety of activities that engage participants in applying important content.
<ul style="list-style-type: none">● YMHFA Recertification MCSD will use the 90 minute, on-line YMHFA Relias Academy Recertification Course to refresh and extend the YMHFA curriculum for those who need to renew their 3-year YMHFA certification. These on-line modules include information on trauma in youth, and a section on school violence. Learners report that this recertification course is informative and helpful.

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<ul style="list-style-type: none"> ● Kognito At-Risk Modules (at all three levels: elementary, middle, high school) <p>MCSO will use Kognito on-line modules to facilitate role-play conversations in a virtual environment. This program develops increased confidence and skills as well as recognizing when a student is in distress and connecting them with services.</p>

Section B: YMHAT 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)	Substitute Reimbursement cost for staff training during the school day	\$ 100 / trainee x 150	15,000
2. Materials (Detail # of units x individual unit cost, plus shipping)	Reprographic copies (quizzes, course Evaluation, etc.); Discretionary (chart paper, dry erase markers, etc.)	\$420 – (\$42/2 charts x 10) \$600 (Reprographics x 300 packets) \$120((Supplies - Dry erase markers \$5each pack x 15 trainers=\$75; Sticky notes \$10each 24 pack x 4 [to be split] = \$40; writing paper for participants 500 sheets[to be split]=\$5)	1,140.00
3. National Council (YMHFA) Training (Detailed description of each training activity to include # of personnel and individual training costs)	Blended Model Seats	\$23.95 /blended seat x 400	9,580.00
4. Additional Kognito Modules (Provide the name of training module and cost)	N/A	0	\$0.00
TOTAL 2021-2022 BUDGET:			\$25,720.00
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.

1. Increase the number of middle schools receiving tier 2-3 specific mental/behavioral health services by 33%. These services should decrease office discipline referrals for tobacco possession/use (TBC), alcohol possession/use (ALC) and drug possession/use (DRU) in the targeted schools.

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>Alcohol Literacy Challenge (ALC) ALC is an evidence-based program that increases alcohol literacy for youth. ALC changes middle/high school students' beliefs about the effects of alcohol and reduces the quantity and frequency of alcohol use.</p>	<p>Community Provider Tykes and Teens sends an instructor to our five Middle and Alternative schools to deliver this program to students in 6th and 8th grade.</p>	<p>Students will increase ability to identify misconceptions and beliefs about alcohol and other substance use through a post test provided by the instructor</p>	X		
<p>Prevention is the most effective way to reduce mental health and substance use issues in youth as they mature. Project SUCCESS is located in more than 21 middle schools and high schools in Palm Beach County and along the Treasure Coast. This evidence-based program builds on the findings of other successful prevention programs by using interventions that are effective in reducing risk factors and enhancing protective factors. Services include a universal prevention education series, individual and group counseling, parenting programs, and referral services.</p> <p>Intervention strategies include information dissemination, normative and prevention education, problem identification and referral, community-based process and environmental approaches. Counselors also concentrate on boosting resistance and social competency skills such as communication, decision making, stress and anger management, problem solving, and resisting peer pressure.</p> <p>Project SUCCESS counselors primarily work with students individually and in small groups, and also conduct large group prevention/education discussions and programs such as the Prevention Education Series. Counselors also train and consult with school staff on prevention issues, and link students and families needing substance use treatment or mental health services.</p>	<p>Community Provider Drug Abuse Treatment (DATA) will provide a full time mental health professional to two of our middle schools based on referral data. This professional will run the prevention portion of the Project Success program through a designated elective. (Tier 1) Then obtain referrals from this program and through school staff to provide small group and individual interventions.</p>	<p>Students will meet objectives of the prevention course and the school will have a decrease in referrals for tobacco possession/use (TBC), alcohol possession/use (ALC) and drug possession/use (DRU).</p>	X	X	X

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	1:402(46)	1:402(46)
School Social Worker	0	0
School Psychologist	1:2,055(9)	1:2,055(9)
Other Licensed Mental Health Provider	1:2,643(all s) 1:216 (caseload)	1:2,313(all s) 1:202 (caseload)

Direct employment policy, roles and responsibilities	Description
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 is increasing the number of school-based mental health services providers in an effort to reduce staff to student 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.	In addition the District Student Services Dept is meeting monthly with school counselors and site administration to ensure the use of school counselor time outlined in the guidance plan (a minimum of 80% Direct/Indirect to students and no more than 20% Other) is being upheld. Data is being collected each semester.
Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.	School based mental health providers and community based partners work collaboratively to support individuals, groups and targeting at risk youth for interventions.

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

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

Mental Health Provider:	Agency:	Services Provided:	Funding Source:
Licensed Psychologist – 1 Advanced Registered Nurse Practitioner (ARNP) - 2 Licensed Clinical Social Worker (LCSW) - 8 Master’s Level Clinician (registered, not licensed) – 25	Tykes and Teens	ALTOSS, Botvin, Trauma informed practices; ALC; Direct mental health services to students	Grant awarded to agency and agency bills or grant funds individual student services

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Mental Health Provider:	Agency:	Services Provided:	Funding Source:
Licensed Mental Health Counselor (LMHC) - 10 Certified Addiction Professional (CAP) – 2			
LMHC –2 Psychiatrist – 4 Psychologist - 1 Other – Master’s Level MH Therapist – 4 Registered Intern - 1 Case manager - 3	Legacy	Mental health counseling for students	Agency to bill
Master’s Level MH Therapist or higher as needed	Suncoast	Mental health counseling for students	Agency to bill
Master’s Level MH Therapist or higher as needed	New Horizons	Mental health counseling for students	Agency to bill
LMHC - 2 Bachelor level Mental Health provider (BMH) – 2 Certified Behavioral Health Case Manager - 1	Martin County Health and Human Services	REACH	Paid by partner
Bachelor level Mental Health provider (BMH) or higher – 2	Drug Abuse Treatment (DATA)	Project SUCCESS; Direct mental health services to students	Grant awarded to agency

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Section E: Planned Expenditures

Table 4: MHAA Planned Expenditures

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	\$261,367.00
School district expenditures for mental health services provided by staff who are employees of the school district:	\$1,011,771.30
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	\$0.00
Other expenditures (see below):	\$78,609.70
Total MHAA expenditures:	\$1,090,381.00

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

Type: Narrative description with detailed cost	Total Amount
YMHFA Recertification seats (400 @ \$29.95)	\$11,980.00
YMHFA Blended model seats for new certification (400 @ \$28.95)	\$11,580.00
Substitutes to cover for teachers attending YMHFA training (15 @ \$100)	\$1,500.00
Continuing education units; staff travel/conferences	\$5,500.00
Charter schools (proportionate share)	\$45,000.00
Supplies and materials	\$3,049.70
Total Other Expenditures:	\$78,609.70

Certification

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This application certifies that the Martin 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
0421	The Hope Center for Autism
0417	The Hope Academy for Autism
0421	Treasure Coast Classical Academy

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

Dr. John Millay

Printed Name of District Superintendent

7/20/2021

Board Approval Date

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Charter School Certification

This application certifies that the Hope Center for Autism Charter School Governing Board approved the school's Mental Health Assistance Allocation Plan, which outlines the 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.

Charter School Administrator Signature

Joanne Sweazey
Printed Name of Charter School Administrator

6/28/2021
Governing Board Approval Date