



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**

## **Sumter 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 57 % of employees trained and certified as of 6/30/2021 (date)
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
Our district goal is to continue training all staff in YMHFA as required. We anticipate training an additional 120 staff members during the 2021-2022 school year.
3. In addition, the annual goal for the 2021-2022 school year is to train:
68 % of employees as of 6/30/2022 (date)
4. Explain the training goal(s) for the next 3-5 years.
Our goal is to have 100% of district staff trained within the next 5 years.
5. What is the procedure for training new personnel to the district?
Newly hired personnel will be trained within first year of hire.
6. Explain how the district will utilize the following three YMHAT programs:
<ul style="list-style-type: none"><li>• YMHFA</li></ul>
Our district will continue to utilize the 6 hour, face-to-face YMHFA training format.
<ul style="list-style-type: none"><li>• YMHFA Recertification</li></ul>
The online recertification process offered through the National Council will be utilized as certificates expire.
<ul style="list-style-type: none"><li>• Kognito At-Risk Modules (at all three levels: elementary, middle, high school)</li></ul>
If the Kognito At-Risk Modules continue to be made available by FLDOE, our district will make the Kognito Modules accessible through professional development offerings beginning with the 2021-2022 school year.

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### Section B: YHHAT Projected Budget

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
<b>1. Stipends</b> (Detailed # of personnel and stipend cost per person)	30 non-instructional personnel for YMHFA initial training.  10 instructional personnel for YMHFA initial training  50 non-instructional personnel for YMHFA recertification-2 hours each.	\$18 hourly X 6 hours X 30 personnel (stipend, hour rate and benefits)  \$105.83 daily rate X 12 (substitute cost)  \$18.00 hourly X 2 hours X 50 personnel (stipend, hour rate and benefits)	\$6310.00
<b>2. Materials</b> (Detail # of units x individual unit cost, plus shipping)	40 YMHFA Books  4 Flip Charts  12 Marker Packs  76 Registrations for Online Recertification Course	\$18.95 each  \$25.00 each  \$5.00 each  \$29.95 each	\$3194.00
<b>3. National Council (YMHFA) Training</b> (Detailed description of each training activity to include # of personnel and individual training costs)	NA	0	0
<b>4. Additional Kognito Modules</b> (Provide the name of training module and cost)	NA	0	0
<b>TOTAL 2021-2022 BUDGET:</b>			<b>\$9504.00</b>
<b>5. Additional narrative (optional):</b>			

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### Part II. Mental Health Assistance Allocation Plan s. [1011.62 \(16\)](#), F.S.

#### Section A: MHAA Plan Assurances

##### **Sumter County** assures...

X - 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.

X - Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.

X - Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

X - Collaboration with FDOE to disseminate mental health information and resources to students and families

X - The district website includes local contacts, information and resources for mental health services for students and families.

X - 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 **Sumter County** school board policy or procedure has been established for...

X - Students referred for a mental health screening assessed within 15 calendar days of referral.

X - School-based mental health services initiated within 15 calendar days of identification and assessment.

X - 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.

X - 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.

X - 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 direct mental health supports to students by increasing district mental health staff by 20% which will reduce the student to district employed mental health provider ratio
2. Increase direct mental health supports to students by increasing evidenced based mental health support programs by 10% as measured by number of students seen last year compared to this year by district mental health personnel

### 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
Conscious Discipline is a CASEL SElect program. Conscious Discipline is an evidence-based, trauma-informed approach grounded in brain research. Four core components of the program include: the Conscious Discipline Brain State Model, Seven Powers for Conscious Adults, Creating the School Family, and Seven Skills of Discipline.	Pre-kindergarten classroom teachers will integrate social-emotional learning, discipline and self-regulation skills throughout the school day. Activities and specific strategies will be used to enhance skill based learning.	Through the use of this evidence-based program students will increase self-regulation, problem-solving skills, and practical skills to help manage thoughts, feelings, and actions. Outcomes will be measured 4 times per year by a 6 question teacher progress report rating social and emotional learning and behavior  RELATES TO GOAL 2	X		
ALIVE2THRIVE is a comprehensive online SEL curriculum. The goal of the program is to help students guide their own decisions and fulfill their potential. This is accomplished by teaching them about social and emotional learning and how to apply these skills to their lives.	Students in grades 6-12 will have access to and utilize 36, 2 to 3 minute videos, which are segmented into four targeted modules. Each video lesson is accompanied with public and private discussion questions that can be utilized. Each lesson also has a corresponding worksheet that provides additional student interaction with the material.	Through the use of this evidence-based program students will increase their skills in using the following four modules:  <ul style="list-style-type: none"> <li>• Knowing Me</li> <li>• Managing Me</li> <li>• Understanding Others</li> <li>• Relating to Others</li> </ul> Students will increase their ability to self-reflect, self-regulate, better understand and connect with others, build stronger friendships, and to meet the needs of others. Outcome will be measured by discussion based self-report.  RELATES TO GOAL 2	X		



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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
Edgenuity Purpose Prep provides a comprehensive and dynamic offering with 217 unique lessons equipping strategies, resources and awareness for youth suicide, child trafficking, and substance use and abuse prevention and education for health. Lessons align to and progress from 6-12 <sup>th</sup> grade with age appropriate content from expert videos and response questions for students to respond to following each video.	Each student in grades 6-12 will work through the Edgenuity Purpose Prep online, self-paced program. Teachers oversee the program to ensure fidelity, review student responses to questions related to the expert videos, and monitor that students are actively working toward program completion.	Outcomes will be measured through student self-report following each module to determine knowledge and skills obtained through the curriculum.  RELATES TO GOAL 2	X		
You're Not Alone is an evidence-based program that is designed to increase the likelihood that youth who are experiencing feelings of sadness, stress, anxiety, and other distressing emotions are comfortable reaching out for help.	School counselors or other school-based mental health professionals will provide small group sessions for at-risk students in grades 6-12. The program consists of 5 sessions with corresponding PowerPoint presentations.	Through the use of this evidence-based program students will increase their ability to ask for help in times of distress or crisis. Students will also reduce stress, encourage confidence, and increase self-care skills. A pre/post test publisher developed assessment will be used to assess acquired skills.  RELATES TO GOAL 1  (new MH personnel will implement)  RELATES TO GOAL 2		X	

Additional narrative may be added [here](#)



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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
Learning to Breathe is an evidence-based mindfulness program for adolescents. Focus is placed on body awareness, reflection, emotions, attention, tenderness, habits, and empowerment.	<p>School-based mental health professionals will provide group counseling to at-risk students in grades 6-12. The groups will run for 6 weeks. Learning to Breathe uses the acronym BREATHE to highlight core components of the program:</p> <ul style="list-style-type: none"> <li>• Listen to your Body</li> <li>• Reflections (thoughts) are just thoughts</li> <li>• Surf the waves of your Emotions</li> <li>• Attend to the inside and outside</li> <li>• Try Tenderness-take it as it is</li> <li>• Practice healthy Habits of mind</li> <li>• Gain the inner edge and be Empowered</li> </ul>	<p>Through the use of this evidence-based program students will increase their emotional-regulation and executive functions, while decreasing stress.</p> <p>RELATES TO GOAL 1</p> <p>(Implemented by new MH personnel)</p> <p>RELATES TO GOAL 2</p>		X	
Trauma-Focused Cognitive Behavioral Therapy is an evidence-based treatment model that incorporates trauma-sensitive interventions with cognitive behavioral, family, and humanistic principles and techniques. TF-CBT is utilized in treating significant emotional problems, related to a traumatic event or multiple traumatic events that have occurred in a child's life.	TF-CBT will be provided by school based mental health therapists or by contracted mental health therapists. Individual counseling sessions will be held one to two times per week for PK-12th grade students.	<p>Outcome measures will be based on individual goals and needs. However, measures may include a decrease in anxiety and post-traumatic stress disorder symptoms. With an increase in skills regulating affect, behavior, thoughts and relationships, trauma processing, an enhancing safety, trust, parenting skills, and family communication.</p> <p>RELATES TO GOAL 1</p> <p>RELATES TO GOAL 2</p>			X

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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	1:833	1:648
School Social Worker	1:5836	1:2918
School Psychologist	1:1945	1:1945
Other Licensed Mental Health Provider	0	1:2918

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.	Sumter has hired two licensed mental health providers which will reduce our provider to student ratio from 0:5826 to 1:2918 and improve our ability to improve support for mental health for evening events.
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.	The Sumter Strategic Plan addresses increasing personnel employed for direct mental health services to students. Principals are directed to protect school counselor time so they may focus on direct student mental health services. District mental health professionals provide Tier I school based mental health initiatives, targeted Tier II and Tier III interventions including small group and one to one counseling, and connections with community resources. All district mental health professionals participate in monthly Mental Health Problem Solving Team meetings to identify at-risk students and align resources to student needs.
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 personnel provide direct services, ensure mental health services timelines are met, and provide a stronger school-family connection. Community and partners provide Tier II and Tier II services in schools and link to MRT + Baker Act services

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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**

<b>Mental Health Provider:</b>	<b>Agency:</b>	<b>Services Provided:</b>	<b>Funding Source:</b>
Daniel Pichardo, Registered Mental Health Counselor Intern	Lake Sumter Children's Advocacy Center	Direct Services	Title IV Grant, MHAAP
Malika Dandridge, Registered Mental Health Counselor Intern	Lake Sumter Children's Advocacy Center	Direct Services	Title IV Grant, MHAAP
Olga Rodriguez-Burgos, Licensed Mental Health Counselor	LifeStream Behavioral Center	Direct Services	Title IV Grant, MHAAP CARES Grant
Angela Repella, Registered Mental Health Counselor Intern	LifeStream Behavioral Center	Direct Services	Title IV Grant, MHAAP CARES Grant
Lauren Pankuch, Registered Mental Health Counselor Intern	LifeStream Behavioral Center	Direct Services	Title IV Grant, MHAAP CARES Grant
Bernice Boyson, Licensed Clinical Social Worker	LifeStream Behavioral Center	Direct and Indirect Services	NA – Interagency Agreement
Edward Melville, licensed Mental Health Counselor	LifeStream Behavioral Center	Direct and Indirect Services	NA – Interagency Agreement

## 2021-2022 Mental Health Application

### Section E: Planned Expenditures

**Table 4: MHAA Planned Expenditures**

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	47504.73
School district expenditures for mental health services provided by staff who are employees of the school district: (2X School Health Therapist \$95,844.37) , (1X Social Worker \$50,355.17)	146199.54
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers: (Lake Sumter Children's Advocacy Center 2X registered mental health counselor interns \$81,764.20), (LifeStream Behavioral Center 1X licensed mental health counselor \$12,224.00)	93988.20
<b>Other expenditures (see below):</b>	251,230.99
<b>Total MHAA expenditures:</b>	<b>\$491,418.73</b>

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

Type: Narrative description with detailed cost	Total Amount
Name Badges for all students: includes suicide prevention and intervention contact information	2210.00
Gaggle: monitors student virtual interactions and files when using Microsoft Teams programs	15177.00
Edgenuity Purpose Prep: Suicide Prevention, substance use and abuse, child trafficking/internet safety self-paced computer program for all students grade 6-12	8988.00
Phone and mileage: new mental health support positions	2500.00
Professional Development training, stipends, materials and supplies (mental health to include YMHFA – this is in addition to the funds for the MHAT)	35798.74
Mental health support materials for use with students	8000.00
Screening and assessment materials	1780.00
Mental health supports provided to students beyond contracted employee hours, as needed; nights, weekends, summer	4500.00
Charter School portion of Sumter allocation	172,277.25
<b>Total Other Expenditures:</b>	<b>251,230.99</b>

## 2021-2022 Mental Health Application

### Certification

This application certifies that the \_\_\_Sumter\_\_\_ 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
602001	Villages Charter School

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 ( signed copy sent up through Sharefile in July)

Richard A Shirley

\_\_\_\_\_  
Printed Name of District Superintendent

7/20/2021

\_\_\_\_\_  
Board Approval Date

## 2021-2022 Mental Health Application

### Charter School Certification

This application certifies that the \_\_\_\_\_ 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: \_\_\_\_\_ (Signed copy uploaded to Sharefile in July)

Governing Board Approval Date: \_\_\_\_\_