



# **2021-2022 Mental Health Application**

**Part I: Youth Mental Health Awareness Training Plan**  
**Part II: Mental Health Assistance Allocation Plan**

## **Florida Atlantic University Lab Schools- St. Lucie (Palm Pointe Educational Research School)**

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.

## 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 YMHAT?
There are 58% of employees trained and certified as of 7/16/21.
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
<ol style="list-style-type: none"><li>1. By June 2022, 100% of instructional personnel will complete the YMHFA Program.</li><li>2. By June 2022, 90% of support and administrative personnel will complete the YMHFA Program.</li><li>3. By June 2022, at least one school counselor will complete the YMHFA Instructor certification requirements.</li></ol>
3. In addition, the annual goal for the 2021-2022 school year is to train:
90% of employees as of 6/30/2022.
4. Explain the training goal(s) for the next 3-5 years.
<ol style="list-style-type: none"><li>1. By June 2022, at least one school counselor at FAU-St. Lucie will be certified as a YMHFA instructor.</li><li>2. By June 2023, all school counselors and related mental health professionals at FAU-St. Lucie will be certified as YMHFA instructors.</li><li>3. By June 2023, 100% of instructional, support, and administrative personnel will complete the YMHFA Program.</li></ol>
5. What is the procedure for training new personnel to the district?
Training will be offered during the pre-service week, as well as at least one session each month and on the two professional development days. This will allow those still needing the training to have an opportunity to participate.
6. Explain how the district will utilize the following three YMHAT programs:
<ul style="list-style-type: none"><li>• <b>Youth Mental Health First Aid (YMHFA)</b></li></ul> <p>FAU-St. Lucie seeks to certify at least one of its school counselors as a Youth Mental Health Trainer during the 2021-2022 school year, to assist in providing the program training to school personnel. It will continue to partner with St. Lucie Public Schools (SLPS), which also will provide YMHFA training opportunities to staff members. Certified staff members will assist in identifying students experiencing mental health challenges, social-emotional disturbance, and/or abuse disorders.</p>
<ul style="list-style-type: none"><li>• <b>YMHFA Recertification</b></li></ul> <p>Staff will follow the three-year recertification process to maintain their certification as Youth Mental Health First Aiders.</p>
<ul style="list-style-type: none"><li>• <b>Kognito At-Risk Modules (at all three levels: elementary, middle, high school)</b></li></ul> <p>Kognito information is shared with all staff every year and modules are offered through SLPS.</p>

**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...**

- ✓ 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.

## 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. Students referred for mental health services will demonstrate a 30% decrease in discipline referrals.
2. By June 2022, 100% of students in grades K-8 will engage in tier one social emotional learning (SEL) to raise awareness about mental health wellbeing, to reduce the stigma associated with mental illness, and to promote help seeking behaviors, as measured by attendance records during teacher-led SEL sessions.

## 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

**Table 1: District Program Implementation**

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p><b>School-based Individual/Group Counseling:</b> State certified school counselors work with students to identify student problems and work to resolve problems using established counseling methods.</p> <p>Examples include Brief-Solution Focused Counseling, Cognitive-Behavioral Therapy, Psychoeducational Therapy, and Dialectical Behavior Therapy.</p> <p>School counselors utilize evidence-based counseling interventions for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnoses.</p>	<p>The appropriate school-based mental health professional (i.e. School Counselor or Licensed Mental Health Counselor) provides individualized and or small group counseling, based on school-level data, needs assessments, and referral, utilizing the evidence-based therapeutic approach that matches the student’s needs.</p> <p>As necessary, a referral may be made to an outside community mental health provider.</p>	<p>A minimum of 70% of the students receiving individual and group counseling will improve overall mental health and wellbeing as evidenced by school-level data (including social emotional outcomes through Panorama student SEL/climate survey results) and discipline referrals.</p> <p>Data collected supports Goal #1.</p>		X	X
<p><b>Signs of Suicide (SOS)</b> is an evidence-based suicide prevention program, which will be implemented at the middle school level in the 2021-2022 school year. Although originally designed for face-to-face implementation, the COVID pandemic necessitated a shift, so SOS has expanded to virtual and hybrid presentations. Because all students will be in-person during the 2021-2022 school, FAU-St. Lucie (in partnership with SLPS) will utilize the in-person presentations.</p>	<p>SOS will be implemented with all sixth-grade students. Because this is the first year of middle school implementation, SLPS Student Services staff will assist with planning and guidance on implementation.</p>	<p>Student depression screening and survey responses following presentation of the SOS curriculum will be completed. This will allow staff to follow up with any student who may need to speak with a counselor.</p> <p>Data collected supports Goal #2.</p>	X		
<p><b>Question, Persuade, Refer (QPR)</b> is a gatekeeper training designed to help participants recognize the warning signs of a suicide crisis. QPR is on the National Registry of Evidence Based Practices and Policies.</p>	<p>QPR will be implemented with all FAU-St. Lucie mental health professionals, including school counselors and its school-based mental health counselor. This one- to two-hour training will be provided by SE Florida Behavioral Health throughout the month of September.</p>	<p>Participants will be able to identify warning signs of a suicide crisis, know how to offer hope to the individual, and know how to access help in a crisis. Each risk assessment is reported via a reporting form and includes outcomes of the risk assessment.</p> <p>Data collected supports Goal #1.</p>		X	X

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p><b>Sandy Hook Promise</b> (2nd-8th): The curriculum incorporates evidence-based programs for K-12 students that promotes prosocial behaviors, brings awareness to mental health illness and suicide, and aims to reduce school violence.</p> <p><b>Start With Hello</b> is an important social and emotional learning program that raises awareness to the growing epidemic of social isolation and creates a culture of inclusivity and connectedness.</p>	<p>Students in grades K-8 are taught by their school counselors the three steps to help their peers in a fun and meaningful way. Students are challenged to take small but powerful actions to promote inclusion and support students who are showing signs of loneliness or social isolation. The three steps include:</p> <ol style="list-style-type: none"> <li>1) See someone alone;</li> <li>2) Reach out and help; and</li> <li>3) Start with Hello.</li> </ol> <p>The program is delivered in one 90-minute class period and encourages students to recognize others in crisis and how to seek the help of a trusted adult. Throughout the school year activities are presented through school-wide initiatives and counselor-led classroom lessons to reinforce Start With Hello curriculum. School faculty, staff and parents are eligible to receive training and educational materials as trusted adults and program implementers.</p>	<p>By May 2022, a minimum of 70% of students will indicate that the counselor-led lessons and support improved school climate, as measured by the spring SEL student Panorama survey.</p> <p>Data collected supports Goal #2.</p>	X		

*Section D: Direct Employment*

**Table 2: MHAA Plan Direct Employment**

<b>Position</b>	<b>Current Ratio as of August 1, 2021</b>	<b>2021-2022 Proposed Ratio by June 30, 2022</b>
School Counselor	1:476	1:357
School Social Worker	1:25 (services provided by SLPS)	1:25 (services provided by SLPS)
School Psychologist	1:140 (services provided by SLPS)	1:140 (services provided by SLPS)
Other Licensed Mental Health Provider	1:40	1:60

<b>Direct employment policy, roles and responsibilities</b>	<b>Description</b>
<b>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.</b>	The direct employment of school-based mental health service providers reduces staff-to-student ratios by allowing more counselors to see more students and provide more direct-services; such as, classroom guidance, individual and group counseling, and consultation. With the increase in direct services, student problems will be managed preventatively. Additionally, the comprehensive counseling program has been designed to prioritize 80% of the school-based mental health professionals’ time on delivering direct and indirect services to students.
<b>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.</b>	FAU Lab Schools- St. Lucie’s Comprehensive School Counseling Program is an integral component of the school/district’s mental health plan. In partnership with SLPS, FAU-St. Lucie personnel provide counseling that is preventative in design, data-driven and developmental in nature. FAU-St. Lucie employs one school counselor to serve Gr. K-2, a second counselor to support Gr. 3-4, a third counselor to serve Gr. 5-6, and a fourth to focus on Gr. 7-8 students. FAU-St. Lucie prioritizes school-based mental health professionals spending 80% of time delivering direct and indirect services to students. All students receive Tier 1 school counseling interventions including school counseling core curriculum, including evidence-based SEL. Students in need of Tier 2 or Tier 3 services can be referred by parent, teacher, administration, support staff or self or will be identified through the universal screening tools. School counselors provide Tier 2 (i.e. small group counseling and intervention) and Tier 3 (i.e. individual counseling and intervention) services including mental health assessment, intervention, and referral for diagnosis, treatment and recovery services.
<b>Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.</b>	FAU-St. Lucie employs one full-time mental health counselor to provide therapeutic services to targeted/identified and referred students grades K-8. The school-based MHC provides therapeutic Tier 2 and Tier 3 services including mental health assessment, diagnosis, and individual and group counseling to treat students with one or more mental health or co-occurring substance abuse diagnoses and students at high risk of such diagnoses. Also, the MHC provides psychoeducational therapy aimed at the prevention of mental and emotional disorders. FAU-St. Lucie continues to focus on expanding collaborative partnerships to improve the referral-based system between the provider, family, and student. All referrals to community partners include informing parents of the collaborative approach to addressing students’ needs and parents are asked to complete a signed release form for two-way communication between the school and care-provider (with respect to all FERPA and HIPPA regulations).



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>
Mental Health Therapist	Chrysalis	Direct services	Partnership with SLPS
Mental Health Therapist	Hibiscus Children’s Center	Direct services	Partnership with SLPS
Mental Health Therapist	Legacy Behavioral Health	Direct services	Partnership with SLPS
Mental Health Therapist	New Horizons	Direct services	Partnership with SLPS
Mental Health Therapist	Helping People Succeed	Direct services	Partnership with SLPS
Mental Health Therapist	Sequel Care	Direct services	Partnership with SLPS
Mental Health Therapist	Suncoast Mental Health	Direct services	Partnership with SLPS
Mental Health Therapist	Youth and Family Behavioral Services	Direct services	Partnership with SLPS

## 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:	\$0.00
School district expenditures for mental health services provided by staff who are employees of the school district: <ul style="list-style-type: none"> <li>• Elementary/Middle School Counselor- State Educator License in School Counseling (Funded by MHAA): Salary and Fringe - \$54,570.90</li> <li>• Elementary School Counselor- State Educator License in School Counseling (Funded by MHAA): Salary and Fringe - \$63,474.31</li> <li>• Mental Health Counselor- State Licensed Marriage and Family Therapist (Partially Funded by MHAA): Salary and Fringe - \$20,746.37</li> </ul>	\$138,791.58
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
YMHFA training costs (Funded by MHAA)	\$18,357.42
<b>Other expenditures (see below):</b>	<b>\$0.00</b>
<b>Total MHAA expenditures:</b>	<b>\$157,149.00</b>

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

Type: Narrative description with detailed cost	Total Amount
N/A	\$0.00
<b>Total Other Expenditures:</b>	<b>\$0.00</b>

## 2021-2022 Mental Health Application

This application certifies that the FAU Lab School-St. Lucie (Palm Pointe Educational Research School 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

Kathleen Perez  
Printed Name of Charter School Administrator

July 23, 2021  
Governing Board Approval Date