



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**

**(Insert District Name)**

**Santa Rosa 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.

The application must be submitted to the Florida Department of Education (FDOE) ShareFile 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.

**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.



## 2021-2022 Mental Health Application

### 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 62 % of employees trained and certified as of 6/30/21 (date)
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
SRCSd will focus on completing the remaining 38% of our employees by the end of the 2021-2022 school year in YMHFA, including our contracted employees (custodial, bus drivers). The district will continue to use the blended model, which will cut down on the face-to-face training needed for the district. The blended model also provides employees with more flexibility. Recertification will begin in November 2021 for employees who were trained in 2018. The blended model will also be available for the employees who need to renew their certifications.
3. In addition, the annual goal for the 2021-2022 school year is to train:
95 % of employees as of 6/1/22 (date)
4. Explain the training goal(s) for the next 3-5 years.
SRCSd has set the following goals for the next 3-5 years: 1. Maintain 100% completion by training new employees as well as current employees who will need to re-certify. 2. Promote 100% participation in Kognito for the level(s) they teach. 3. Maintain enough district trainers to meet the training needs of our employees in YMHFA.
5. What is the procedure for training new personnel to the district?
SRCSd's human resources department and office of professional learning will assist student services with the identification of new employees. Once those employees are identified, student services will contact new employees and administrators with YMHFA training opportunities. YMHFA trainings will be available quarterly. As our district nears the 100% completion mark, the YMHFA course completion will be an expectation of new employees.
6. Explain how the district will utilize the following three YMHAT programs:
<ul style="list-style-type: none"><li>Youth Mental Health First Aid (YMHFA)</li></ul>
SRCSd will continue to offer blended YMHFA courses throughout the school year during regular school/working hours instead of offering after hours only, which was a practice put in place due to COVID-19. Funds will be used for substitute teachers and the cost of each course. Our district will train contracted services personnel using a full in-person model to accommodate their schedules.
<ul style="list-style-type: none"><li>YMHFA Recertification</li></ul>
SRCSd started training employees in YMHFA in November 2018. Employees who received training in November 2018 will need to re-certify in November of 2021. Funding will be used for costs associated with recertification courses.
<ul style="list-style-type: none"><li>Kognito At-Risk Modules (at all three levels: elementary, middle, high school)</li></ul>
Kognito Modules will be part of the re-certification process. When employees re-certify, they will also have to complete the Kognito modules(s) that correlate with the grade level they teach and or work with on a daily basis. During the 2021 school year, our district purchased the Pre-K module for employees who work with PK students.

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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)	200 substitutes	\$99.00	\$ 19,800.00
<b>2. Materials</b> (Detail # of units x individual unit cost, plus shipping)	200 training seats/units for on line portion of blended LMS  200 recertification courses	\$23.95  \$30.00	\$ 10,790.00
<b>3. National Council (YMHFA) Training</b> (Detailed description of each training activity to include # of personnel and individual training costs)	N/A	00.00	\$ 0.00
<b>4. Additional Kognito Modules</b> (Provide the name of training module and cost)	N/A	00.00	\$ 0.00
<b>TOTAL 2021-2022 BUDGET:</b>			<b>\$ 30,590.00</b>
<b>5. Additional narrative (optional):</b>			



## 2021-2022 Mental Health Application

### 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.

## 2021-2022 Mental Health Application

### 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. During the 2021-2022 school year, our district will provide additional mental health support through and Evidence-Based Programs which will include Botvin and SS Grin.

### 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



## 2021-2022 Mental Health Application

**Table 1: District Program Implementation**

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Botvin's Life Skills Training program is a comprehensive, dynamic, and developmentally appropriate substance abuse and violence prevention program. The program can be implemented over one, two or three years, depending on the availability of time.</p> <p>Eight 30-45 minute group sessions are held during school hours and cover a range of topics related to personal self-management, general social skills, and drug resistance skills.</p> <p>These topics increase self-esteem, develop healthy attitudes, and improve knowledge of essential life skills.</p>	<p>Eligibility criteria are determined by referral only through parents, school guidance counselors, deans, teachers, and administrators.</p> <p>Identified students will participate in group sessions led by a mental health counselor. Sessions will include topics addressing the critical factors found to promote substance abuse through a combination of provider-led activities and coaching with peer interaction. Student participation will be encouraged by sharing, small group discussion, practicing, questioning, and brainstorming.</p> <p>Program materials are comprehensive and easy to use. Program follows a developmentally appropriate scope and sequence.</p>	<p>Improve:</p> <p>1. Personal management skills- Students develop skills that enhance self-esteem, develop problem solving skills, help reduce stress and anxiety, and manage anger. (student, parent, and teacher reported)</p> <p>2. General Social Skills- Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence. (student, parent and teacher reported).</p> <p>3. Drug resistance skills- Students build effective skills to resist peer pressure.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p>S.S GRIN is an evidence-based targeted RTI/MTSS Tier 2 small group intervention that addresses bullying, victimization, and social emotional competence. The program is implemented throughout the school year. Ten 30-45 minute group sessions are held during the school hours and cover a range of topic related to basic social skills including communication, self-control, perspective-taking, and conflict management.</p> <p>These topics increase self-esteem, develop healthy attitudes, and improve knowledge of essential life skills.</p>	<p>Eligibility criteria are determined by referral only through parents, school guidance counselors, deans, teachers, and administrators.</p> <p>Identified students will participate in group sessions led by a mental health counselor. Sessions will include topics addressing the critical factors found to promote substance abuse through a combination of provider-led activities and coaching with peer interaction. Student participation will be encouraged by sharing, small group discussion, practicing, questioning, and brainstorming.</p> <p>Program materials are comprehensive and easy to use. Program follows a developmentally appropriate scope and sequence.</p>	<p>Improve:</p> <p>1. Goal Setting- Students learn to set goals and assess the consequences of their actions. (student, parent, and teacher reported)</p> <p>2. General Social Skills- Students build pro-social attitudes, coping skills and character traits (respect, responsibility, perseverance, empathy). (student, parent and teacher reported).</p> <p>3. Self-Advocacy- Students learn to combat negative assumption about themselves and others. (student, parent and teacher reported).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional narrative may be added [here](#)



## 2021-2022 Mental Health Application

### 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	1:487	1:450
School Social Worker	1:6942	1:5554
School Psychologist	1:3085	1:2314
Other Licensed Mental Health Provider	1:841	1:741

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.	By increasing the direct employment of school-based mental health services providers, the staff to student ratios will decrease because there will be more providers to meet the needs of fewer students.
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 district reviews current student services personnel duties and responsibilities to determine where changes may be needed to allow for an increase in provision of direct services. The district will also review staffing allocation at the end of each school year.
Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.	38 mental health counselor positions are provided through a district contract with CDAC Behavioral Health Care. 33 of the counselors are assigned to a school to provide group and individual counseling. 5 of the counselors respond to traumatic events at schools as needed.

**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:
Counselors	CDAC Behavioral Health	Group/Individual counseling	MHAA/District
Military Family Life Counselor	Magellan	Group/Individual counseling for military	Department of Defense
Community Action Team	Lakeview Center Inc. of Baptist Health	Individual and Family wrap around support	Northwest Florida Health

## 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:	\$ 22,000.00
School district expenditures for mental health services provided by staff who are employees of the school district:	\$ 184,000.00
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	\$ 1,001,296.00
<b>Other expenditures (see below):</b>	\$ 18,445.00
<b>Total MHAA expenditures:</b>	\$ 1,225,741.00

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

Type: Narrative description with detailed cost	Total Amount
300 re-certification courses for YMHFA@ \$30 each	\$ 9,000.00
300 training seats @\$23.95 each	\$ 7,185.00
Professional Development related to mental health	\$ 2,260.00
<b>Total Other Expenditures:</b>	\$ 18,445.00



## 2021-2022 Mental Health Application

### District Certification

This application certifies that the Santa Rosa County School D 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

Dr. Karen Barber

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

\_\_\_\_\_  
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: \_\_\_\_\_

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