

Office of Superintendent of Schools
Board Meeting of July 19, 2023

July 6, 2023

Ms. Lourdes Diaz, Chief Academic Officer
Office of Academics and Transformation

**SUBJECT: REQUEST SCHOOL BOARD APPROVAL OF 2023-2024
 MENTAL HEALTH ASSISTANCE ALLOCATION PLAN**

COMMITTEE: ACADEMICS, INNOVATION, EVALUATION AND TECHNOLOGY

**LINK TO STRATEGIC
PLAN: SAFE, HEALTHY AND SUPPORTIVE LEARNING ENVIRONMENT**

Miami-Dade County Public Schools (M-DCPS) prioritizes the overall wellbeing of its students and as such, continues to focus on identifying students who may need specific interventions to ensure successful educational outcomes. Section 1006.041 Florida Statutes states that the Mental Health Assistance Allocation is designed to provide funding to assist school districts with school-based mental health care, train educators and school staff in detecting and responding to mental health issues, connect students experiencing behavioral health issues with appropriate services and focus on delivering evidence-based mental health treatment to students. M-DCPS established the Department of Mental Health Services in July 2018 to further enhance a comprehensive system of support to address the social, emotional and mental health needs of students within the District.

In order to access additional mental health funds for the 2023-2024 school year, each school district is required to submit a Mental Health Assistance Allocation Plan to their individual school board for approval and to then submit the plan to the Commissioner of Education by August 1st.

In order to best support and meet the needs of students and families, the District continues to follow the Multi-Tiered Systems of Support (MTSS) to elevate its prevention strategies as well as the identification and incorporation of programs to enhance the early identification of social, emotional or mental health challenges or substance abuse disorder and provide early intervention to assist students. Transitioning into the 2023-2024 school year, a full continuum of evidence-based supports will be in place focused on social, behavioral, and emotional skills; creating and maintaining a positive and nurturing environment that supports well-being; and promoting resiliency to prevent and reduce risk factors that result in mental health challenges.

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To continue to fully implement Miami-Dade County Public Schools' (M-DCPS) Mental Health Assistance Allocation Plan, the District will continue to be responsible for coordinating school and community services and resources to deliver evidence-based mental health care for M-DCPS students. Services will continue to include provisions for prevention activities, screenings, assessments, interventions, and follow-up services.

The plan in its entirety is attached as Exhibit 1.

RECOMMENDED: That The School Board of Miami-Dade County, Florida, approve the M-DCPS Mental Health Assistance Allocation Plan and authorize the Superintendent to submit the plan to the Commissioner of Education.

I. Introduction

Mental Health Assistance Allocation Plan

The purpose of the mental health assistance allocation is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services. These funds are allocated annually in the General Appropriations Act or other law to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment. Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate. (Section [s.] 1006.041, Florida Statute [F.S.]

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2023.

There are two submission options for charter schools:

- **Option 1: District submission includes charter schools in their application.**
- **Option 2: Charter school(s) submit a separate application from the district.**

II. Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

MHAA Plan Assurances

The District Assures:

One hundred percent of state funds are used to establish or 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.

Yes

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

Yes

Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

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

Yes

A system is included 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.

Yes

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

A school board policy or procedure has been established for:

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

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

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, F.A.C.

Yes

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. Such procedures 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.

Yes

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. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to 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. s. 1006.041, F.S.

Yes

District Program Implementation

Evidence-Based Program	Youth Mental Health First Aid (YMHFA)
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
This course (provided by the National Council on Mental Wellbeing) is primarily designed for adults who regularly interact with young people. It teaches how to help children and adolescents who may be experiencing a mental health or addictions challenge or crisis.	
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.	
M-DCPS certified instructors teach this full-day course to personnel who are required to complete the course through House Bill 1421. The course introduces common mental health challenges for youth, reviews typical adolescent development and teaches a 5-step action plan for how to help in crisis and non-crisis situation. Topics include anxiety, depression, substance use disorders, disruptive behavior and eating disorders. Outcome measures include pre and post participant surveys that measure staff's knowledge of identifying early identification of signs, symptoms and risk factors and their readiness to support youth experiencing a mental health challenge/crisis or substance use disorder.	
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.	
The EBP is designed for Tier 1 support.	

Evidence-Based Program	Teen Mental Health First Aid (tMHFA)
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>Teen Mental Health First Aid (tMHFA) is supported by the National Council for Mental Wellbeing and teaches high school students (grades 10-12) how to identify, understand and respond to signs of mental illness and substance use disorders among their friends and peers. The training provides students with the skills to have supportive conversations with their friends and get a responsible adult to take over, as necessary.</p>	
<p>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.</p>	
<p>Trained M-DCPS instructors provide this prevention, awareness and education training to students through a three day 45-minute course. Outcomes are measured through data retrieved from pre and post survey results indicating confidence in helping their peers, reducing stigmatizing language, recognition of mental health early warning signs, crisis situations, and appropriate help that is available to students.</p>	
<p>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.</p>	
<p>The EBP is designed for Tier 1 support.</p>	

Evidence-Based Program	Mindfulness
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Mindfulness is a technique in which one focuses on being intensely aware of what they are sensing and feeling in the moment without interpretation or judgment to relax the body and mind help to reduce stress. M-DCPS' partnership with the Miami Heat, Florida Blue and Mindful Kids Miami continues with the "Mindful Champions Initiative" in all K-12 schools.	
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.	
Ongoing mindfulness training will be provided to every designated Mindfulness Champion at every K-12 school site. Participants will explore the mental and physical impacts of stress and the research-based benefits of mindfulness practice for educators and students and will experience a variety of mindfulness practices in mindful eating, movement, communication, and focused attention practices. Practices for students will also be demonstrated and discussed. Each Champion will draft an implementation plan for his or her individual school based on lessons learned to bring mindfulness skills and activities to students in K-12 schools.	
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.	
Evidence-based research shows that practicing mindfulness techniques decreases stress and anxiety (student reported), increases attention (student reported), and improves interpersonal relationships (student reported).	

Evidence-Based Program	Grief Counseling
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Grief Counseling is a type of talk therapy which focuses on the ways in which a death can affect children, teens, and adults. This includes practical strategies for providing compassionate and effective grief support both individually and within a school setting.	
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.	
Through the use of individual or group sessions, trained school-based mental health providers (SBMHP) will implement Grief Counseling based on school counselor and/or administrator referral, grade level and needs. Students are serviced based on their stage in the process as it facilitates the identification and treatment process.	
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.	
The practice is often activities-based and revolves around choice, communication, and connection. Target student will demonstrate emotional regulation (student reported) and reduce anxiety symptoms (student reported).	

Evidence-Based Program	Cognitive Behavior Therapy
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Cognitive Behavior Therapy is a short-term therapy technique that can assist students with new ways to behave by changing their thought patterns. Using CBT can help students reduce stress, cope with complicated relationships, deal with grief, and face many other common life challenges.	
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.	
Trained SBMHP's, including school psychologists, will use Cognitive Behavioral Therapy techniques and strategies based on school counselor and or administrator referral, grade level, and scheduling needs within individual or group settings that will prevent or reduce depression and anxiety symptoms among school-aged children and adolescents. Treatment will vary based on need and responsiveness-to- intervention.	
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.	
This practice is provided to students based on self-report or reported by others. With a present and future treatment focus, and through a logged monitoring process, the target students will demonstrate improved wellness and/or receive documented services.	

Evidence-Based Program	Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) Cross-Cutting Symptom Measure
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>The DSM-5-TR Level 1 Cross-Cutting Symptom Measure is a self-rated measure that screens mental health domains. It is intended to help mental health professionals identify additional areas of inquiry that may have significant impact on the child. The measurement may be used to track changes in the child’s symptom presentation over time. This child-rated version of the measure consists of 25 questions that assess 12 domains, including depression, anger, irritability, mania, anxiety, somatic symptoms, inattention, suicidal ideation/attempt, psychosis, sleep disturbance, repetitive thoughts and behaviors, and substance use.</p>	
<p>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.</p>	
<p>MHCs will provide this screener with students in grades 6-12 routinely, starting with intake and then every 9 weeks to track changes in the child’s symptom presentation over time. The measures are self-report and self-administered, which facilitates student engagement in their own screening and care. Nineteen of the 25 items on the measure are each rated on a 5-point scale (0=none or not at all; 1=slight or rare, less than a day or two; 2=mild or several days; 3=moderate or more than half the days; and 4=severe or nearly every day). The suicidal ideation, suicide attempt, and substance abuse items are each rated on a “Yes or No” scale.</p>	
<p>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.</p>	
<p>Outcome measures for DSM-5 TR Level 1 Cross-Cutting Symptom Measures include the number of screeners from referred students in need of mental health services. Each secondary student referred for school-based mental health services should complete this screener with Mental Health Coordinator. Services rendered to student is contingent on the need as described in the screening results.</p>	

Evidence-Based Program	Solution Focused Brief Therapy (SFBT)
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
A therapeutic technique to assist students to find solutions to problems that they may be facing. Symptoms of stress, anxiety and depression may be reduced, leading to improvement with interpersonal relationships.	
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.	
Trained SBMHP's will implement SFBT techniques and strategies based on school counselor and/or administrator referral, grade level and scheduling needs. This includes a variety of modalities which include individual, group and teacher consultations, focus on student behavioral and emotional issues, academic problems and social skills. The length of the sessions are brief and flexible.	
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.	
This practice is provided to students based on self-report or reported by others. Through a monitoring process, the target students will demonstrate improved wellness and/or receive documented services. Observable sessions will demonstrate solutions to problems and provide students with the opportunity to examine or evaluate progress toward the identified goal, as evidenced by using rating scales and other measures.	

Evidence-Based Program	Dialectical Behavioral Therapy (DBT)
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Dialectical Behavioral Therapy (DBT) is a type of CBT that is a form of talk therapy that helps the student identify negative thinking patterns and change unhelpful behavior. There is evidence that DBT can be useful in treating mood disorders, suicidal ideations and for change in behavioral patterns such as self-harm or substance abuse.	
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.	
Through the use of brief, flexible, individual or group sessions, trained school-based mental health providers (SBMHP) will implement DBT based on school counselor and/or administrator referral and grade level. This technique will focus on teaching emotional regulation skills that reduce problem behaviors among adolescents.	
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.	
This practice is provided to students based on self-report, or reported by others. With a present and future treatment focus, and through a logged monitoring process, the target students will demonstrate improved wellness and/or receive documented services. More extensive services will exist if the student is deemed as a high risk of suicide or other destructive conditions.	

Evidence-Based Program	PREPaRE
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
PREPaRE is a curriculum developed by the National Association of School Psychologists (NASP) developed to improve and strengthen school safety and crisis management plans and emergency response.	
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.	
School-based mental health professionals will learn skills to be implemented as crisis prevention and intervention. During crisis response and recovery, school-based mental health providers will be able to evaluate risk of psychological trauma and provide aid.	
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.	
All individuals who receive training will gain a better understanding of the organizational and function of a comprehensive safety and crisis team and/or knowledge and skills needed to meet the mental health needs of students/staff after a crisis. The district will review outcome measures that include improved school climate among student crisis situations. Through a survey or anecdotally, it is expected that a school and students' level of functioning will return to previous levels after a crisis.	

Evidence-Based Program	Behavior Assessment System for Children, Third Edition (BASC-3) – Behavioral and Emotional Screening System (BESS)
Tiers of Implementation	Tier I
<p>Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.</p>	
<p>The BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) is a screening tool designed to assess behavioral and emotional strengths and weaknesses in children and adolescents in preschool through high school. It consists of brief screening measures that can be completed by teachers, parents, and students to be used in a variety of educational, clinical, counseling, or other settings in which there is a need to quickly identify potential behavioral or emotional concerns in individuals or in large numbers of children or adolescents. This tool is used to determine a child’s risk level for developing emotional and/or behavioral problems that require intervention.</p>	
<p>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.</p>	
<p>The BASC-3 serves as a Tier I program to conduct individual comprehensive evaluations and to plan and deliver effective interventions and monitor progress to create a complete picture of the students in a reliable, quick and systematic way. Currently M-DCPS is implementing the screener through a pilot program.</p>	
<p>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.</p>	
<p>Students are initially assessed as a baseline to identify need. The district reviews BASC-3 results with each target school and provides information regarding students in the elevated or highly elevated range. Tiered support is provided in collaboration with the school and parent. Students are reassessed to determine effectiveness of intervention and the warranting of further services.</p>	

Evidence-Based Program	Best Practices & Evidence-Based Interventions for Students Diagnosed with Conduct and Oppositional Defiant Disorders
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>Serious behavior problems in students are often prevalent in early childhood. Therefore, it is important to begin interventions as early as feasible. If such behaviors are not addressed, conduct disorders (CD) can worsen and potentially develop and transition into antisocial personality disorder where there is not a current evidence-based treatment method. In addition, studies show that emotional dysregulation may be related to oppositional defiant disorder (ODD) and other related conditions.</p>	
<p>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.</p>	
<p>Trained SBMHP's will be able to provide students who experience disruptive behavior and emotional dysregulation related to CD and/or ODD with evidence-based interventions, have proven effective using Parent-Child Interaction Therapy, Multisystemic Therapy, Problem Solving Skills Training and Parent Management Therapy.</p>	
<p>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.</p>	
<p>Students diagnosed or suspected of having CD or ODD, as well as those who experience severe disruptive behaviors, will experience reduced time out of the classroom and less office referrals. The students will also experience improvements in the quality of their interpersonal relationships with their parents and teachers.</p>	

Evidence-Based Program	Play Therapy
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Play Therapy is a therapeutic modality meeting children at their level to bring about change and healing. This method is used with students who may not be able to process their own emotions or adequately articulate problems to others.	
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.	
Trained SBMHPs will implement Play Therapy techniques based on the school counselor and/or administrator referral, grade level and scheduling needs. The child will receive services through a variety of modalities that include individual and group sessions. The length of the sessions are brief and flexible.	
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.	
Students will measure themselves in relation to self-concept, locus of control, anxiety, and other appropriate progress monitoring measures. These include behavior checklists with ratings and items that focus on academic achievement and functioning.	

Evidence-Based Program	Motivational Interview
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Motivational Interview is a counseling method that involves enhancing a student’s motivation to change by means of 4 guiding principles: resist the rightly reflex; understand the students own motivation; listen with empathy; and empower the student. The tool is used to help students recognize their own reasons for doing something.	
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.	
SMMHP will participate in additional motivational interviewing training to gain further competence in supporting students through their feelings of ambivalence. Motivational Interviewing will be implemented among individual and group settings for students that present at-risk behavior.	
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.	
As a result of this intervention and through observation, students will be able to identify thoughts and feelings that cause continued maladaptive behaviors and will be able to develop more effective patterns that aid in behavior change. Students will also be able to identify triggers and develop more appropriate coping skills.	

Evidence-Based Program	Suicide Risk Assessment Instrument
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
The Suicide Risk Assessment Instrument is deemed as an appropriate, standard suicide screening instrument for school-age populations. This instrument is a combination of the Suicide Five-Step Evaluation and Triage (SAFE-T) Columbia-Suicide Severity rating Scale (C-SSRS) - Recent.	
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.	
Trained SBMHP will use this tool in conducting suicide assessments using a 5-step evaluation and triage plan that will identify risk factors, conduct a suicide inquiry, determine risk level and potential interventions and document a treatment plan.	
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.	
This measure is administered with any self-reported, parent-reported and teacher-reported behaviors. This includes self-mutilation, suicidal behavior and other related concerns. The level of risk is assessed at the time of the report to determine potential interventions and immediate treatment.	

Evidence-Based Program	Revised Children's Anxiety and Depression Scale (RCADS)
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Revised Children's Anxiety and Depression Scale (RCADS) is a youth self-report questionnaire with subscales for separation anxiety disorders, social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and other major depressive disorders.	
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.	
Mental Health Coordinators will routinely provide the screener with students in grades K-5, beginning with pre-treatment and later progress monitoring every 9 weeks to track any changes over time. These measures are generally self-reported and self-administered, which facilitates student engagement in their own assessment and care.	
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.	
The measure is a 25-item youth self-report questionnaire which yields a Total Anxiety Scale and Total Internalizing Scale. This measure is administered upon referral and every 10 th week of services to monitor progress. MHC will tailor sessions contingent on identified need.	

Evidence-Based Program	The Zones of Regulation
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Zones of Regulation is a curricular framework that teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings and utilizes a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.	
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.	
Trained SBMHPs will implement this framework based on the school counselor and/or administrator referral, grade level and scheduling needs. This item will be implemented in individual and group sessions that will brief and flexible.	
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.	
This practice is provided to students based on self-report or reported by others. Through a logged monitoring process, the target students will demonstrate improved wellness and/or receive documented services. Every six months, students will be assessed for anxiety, depression and other symptoms. Outcome measures will result in reduction of office discipline referrals (ODRs) also known as Student Case Management (SCM) Referrals, reduction in the use of restraint (Safe Crisis Management), reduction of risk behavior and an increase in the time spent in the Least Restrictive Environment for students with disabilities.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1 to 360

2023-2024 proposed Ratio by June 30, 2024

1 to 360

School Social Worker

Current Ratio as of August 1, 2023

1 to 1713

2023-2024 proposed Ratio by June 30, 2024

1 to 1622

School Psychologist

Current Ratio as of August 1, 2023

1 to 1103

2023-2024 proposed Ratio by June 30, 2024

1 to 1065

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1 to 737

2023-2024 proposed Ratio by June 30, 2024

1 to 706

Direct employment policy, roles and responsibilities

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.

All students in M-DCPS have access to a school-based mental health professional as the district continues to expand the hiring of school counselors, school social workers, school psychologists, and mental health coordinators to directly support students' social, emotional,

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and mental well-being. This supports the reduction of staff to student ratios and increases the direct support for 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).

M-DCPS facilitates ongoing professional development for administrators and school-based mental health professionals to strengthen their capacity to become more efficient in caseload management while increasing their knowledge in mental health practices. School-based mental health professional allocations, assignments and referrals for services are reviewed regularly to ensure appropriate staffing at schools to meet the needs of students.

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 directly support students and families with social, emotional, and mental health needs to enhance and maximize student success. Additionally, community-based partners are utilized on a referral basis to provide students and families with a more intensive level of support.

Community Contracts/Interagency Agreements

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.

M-DCPS ensures a strong collaboration of services and supports for students and families as evidenced by contracts and agreements with the following local behavioral health providers:

The following agencies are linked to the allocation: Chrysalis Health, Inc., Citrus Health Network, Inc., DTT Coaching Services, The Florida International University Board of Trustees, Jewish Community Services of South Florida, Inc., The Village South, Ayuda, Inc. Empowering Youth, Inc., Healthy Connections CMHC, Inc., Invo Healthcare Associates, LLC, Neurohealth Professionals of Florida, LLC, Prosperity Social & Community Development Group, Inc.

In addition, agreements are established with the Children's Trust include: Jessie Trice Community Health System, University of Miami, Community Health of South Florida, Inc., Nicklaus Children's Hospital, Citrus Health Network, Inc., and Borinquen Medical Centers of Miami-Dade.

Furthermore, agreements include Thriving Mind of South Florida (Managing Entity of Miami-Dade and Monroe County), and the WestCare-The Village South Mobile Response Team..

Services include direct support for students and families which include individual counseling, group counseling, family counseling, screening and assessments, case management and other related services.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)

\$ 17,729,985.00

Unexpended MHAA funds from previous fiscal years as stated in your 2022-2023 MHAA Plan

\$ 0.00

Grand Total MHAA Funds

\$17,729,985.00

MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1006.41 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

**Mental Health Assistance Allocation (MHAA) Plan
2023-2024
Due: August 1, 2023**

Planned Funds and Expenditures 2023-2024

District Name: Miami-Dade

Section 1. MHAA Plan Funding Summary		\$
Mental Health Assistance Allocation provided in the 2022-2023 Florida Education Finance Program:		\$ 17,729,985.00
Unexpended Mental Health Assistance Allocation funds from previous fiscal years as stated in your 2022-2023 Plan:		\$ 0.00
Total MHAA Plan Funds:		\$17,729,985.00
Section 2. MHAA Planned Expenditure Summary –Funded by the MHAA Plan		Total \$ Amount
Profession	Total Number	
School Counselor(s) – DOE certified	3	\$ 243,000.00
School Psychologist(s) – DOE certified and/or DOH licensed	1	\$ 81,000.00
School Social Worker(s) – DOE certified and/or DOH licensed	53	\$ 4,293,000.00
Other (DOH) Licensed Mental Health Service Providers	56	\$ 4,536,000.00
Mental Health Administrator(s):	6	\$ 660,000.00
Mental Health Support Staff:	7	\$ 567,000.00
Total Planned Expenditures for the Employment of Staff/Personnel:		\$ 10,380,000.00
Section 3. MHAA Continued Summary of Planned Expenditures		\$ Amount
Expenditures for services provided by community-based mental health program agencies or providers:		\$ 1,871,724.00
Expenditures for the professional development and training:		\$ 200,000.00
Expenditures for travel (in-county, out-of-state, and out-of-county):		\$ 5,000.00
Expenditures for supplies, materials, and equipment:		\$ 221,324.00
Other Expenditures:		\$ 5,051,937.00
Total MHAA Planned Expenditures:		\$7,349,985.00
Section 4. Allocation Expenditure Summary for Other Expenditures		\$ Amount
Charter School Allocation		\$4,151,937.00
Mental Wellness/Resiliency Programs		\$ 900,000.00

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The following documents were submitted as evidence for this section:

School District Certification

This application certifies that the **Miami-Dade County Public Schools** School Superintendent and 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 1006.041, F.S.

Note: The charter schools listed below have **Opted Out** of the district's Mental Health Assistance Allocation Plan and are expected to submit their own MHAAP to the District for review.

Charter Schools Opting Out

0070 - Coral Reef Montessori Academy CS
0072 - Summerville Advantage Academy
0100 - Mater Academy
0312 - Mater Gardens Academy
0332 - Somerset Academy Silver Palms
0339 - Somerset ACES (South Homestead)
0342 - Pinecrest Academy (South Campus)
0400 - Renaissance Elementary
0510 - Archimedean Academy
0520 - Somerset Academy
0600 - Pinecrest Preparatory Academy
0754 - Somerset PA (Homestead)
0950 - Aventura City of Excellence Charter School
1000 - True North Classical Academy
1002 - True North Classical Academy at Dadeland
1010 - The Charter School at Waterstone
1017 - Mater Academy of International Studies
1019 - True North Classical Academy at Pinecrest
1024 - True North Classical Academy Gateway
1070 - South Florida Autism Charter School
2002 - AcadeMir Preparatory Academy
2003 - BridgePrep Academy South
2004 - Integrated Science and Asian Culture (ISAAC) Academy
2007 - Somerset AES (South Miami Campus)
2012 - Somerset Arts Academy

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2013 - BridgePrep Academy of Greater Miami
2031 - Pinecrest Glades Academy
2060 - The Theodore R. & Thelma . A. Gibson Charter School
2332 - KIPP Liberty City
3000 - Mater International Academy
3003 - Mater Preparatory Academy
3026 - Mater Preparatory Academy Doral Int'l Acad. of Math and Science
3029 - Doral Academy of Technology
3030 - Doral Academy
3032 - Palm Glades Preparatory Academy
3033 - Somerset Oaks Academy
3034 - BridgePrep Academy of Village Green
3036 - BridgePrep Academy of Village Green Middle High School
3100 - Mater Academy East Charter School
3600 - Downtown Miami Charter School
3610 - Keys Gate Charter School
4000 - Miami Children's Museum CS
4002 - Beacon College Prep Elementary
4010 - Mater Academy Bay Elementary
4012 - Somerset Acad. S. Palms at Princeton
4037 - Somerset Academy Kendall
4050 - BridgePrep Acad. of N. Miami Beach
5002 - Somerset Preparatory Academy Sunset
5004 - Pinecrest North Preparatory (Fontainebleau)
5006 - Everglades Preparatory Academy
5007 - Lincoln-Marti CS (Hialeah Campus)
5020 - BridgePrep Acad. Interamerican
5022 - Ben Gamla Charter School
5025 - Lincoln-Marti Charter Schools (Little Havana Campus)
5028 - BridgePrep Academy of Miami Dade
5029 - Excelsior Prep Charter School of Hialeah
5032 - Excelsior Prep Charter School of Miami Gardens
5043 - Lincoln-Marti CS (International Camp.)
5045 - Mater Grove Academy
5047 - Mater Academy (Miami Beach)
5048 - Pinecrest Academy (North Campus)
5049 - Pinecrest Cove Academy

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5052 - Mater Lakes Collegiate Academy High School
5057 - Mater Lakes Collegiate Academy Middle School
5062 - Somerset Academy Bay
5410 - Alpha Charter of Excellence (ACE)
5412 - Mater Brickell Academy Middle [SOH]
5416 - Mater Academy Kiwanis [SOH]
5417 - Miami Tech at Mater Innovation Academy [SOH]
5422 - Mater Brickell Academy High [SOH]
5555 - Mater Academy Biscayne North Miami Middle School
5556 - Mater Academy Biscayne North Miami High School
6004 - Somerset Academy Charter Middle School
6006 - Archimedean Middle Conservatory
6009 - Mater Academy East Middle School
6012 - Mater Academy Charter Middle School
6013 - Somerset ACMS (South Homestead)
6014 - iMater Academy Middle School
6015 - Sports Leadership and Management (SLAM) CMS
6016 - Collegiate Preparatory Academy
6017 - International Studies Virtual Academy
6018 - The SEED School of Miami
6022 - Pinecrest PACMS
6024 - Sports Leadership and Management (SLAM) -North Campus
6028 - Renaissance Middle
6030 - Doral Academy Charter Middle School
6032 - Mater Academy Bay MS
6033 - Mater Academy Lakes Middle School
6034 - Beacon College Prep MS
6040 - Doctors Charter of Miami Shores
6045 - International Studies CMS
6046 - Somerset PAMS (Homestead)
6047 - Mater International Preparatory
6053 - Somerset AMS (South Miami Campus)
6083 - Just Arts and Management (JAM) CM
6128 - Somerset Academy Bay MS
6997 - Mater Academy Virtual Charter School
7007 - International Studies CHS
7009 - Doral Perf. Arts & Ent. Academy

7014 - Mater Performing Arts & Ent. Acad.
7016 - Sports Leadership Arts Management Charter High School
7018 - Mater Academy Lakes High School
7020 - Doral Academy High School
7026 - Don Soffer Aventura CHS
7027 - Pinecrest Glades Academy A.M.H.S.
7032 - Palm Glades Preparatory High School
7034 - Somerset ACHS (South Homestead)
7039 - True North Classical Academy H.S.
7042 - Somerset Academy Charter HS
7050 - Keys Gate Charter High School
7053 - Pinecrest Preparatory Academy CSH
7059 - Miami Arts Charter School
7060 - Everglades Preparatory AHS
7067 - Green Springs High School
7068 - North Gardens High School
7069 - North Park High School
7078 - Somerset College Preparatory Academy South High School
7080 - Charter High School of The Americas
7090 - iMater Preparatory Acad. High School
7108 - Sports Leadership Arts Management Charter High School (North Campus)
7120 - Mater Acad. Bay HS
7144 - Charter High School of The Americas (Florida City Campus)
7160 - Mater Academy Charter High School
7242 - Somerset PAHS (Homestead)
7262 - City of Hialeah Education Academy
7265 - Archimedean Upper Conservatory
7516 - Kendall Greens High School
5384 - iMater Academy

School Board Approval Date
