



## Part I: Youth Mental Health Awareness Training Plan

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## Table of Contents

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<b>Introduction</b>	<b>3</b>
<b>Part I. Mental Health Assistance Allocation Plan</b>	<b>3</b>
<b>Section A: MHAA Plan Assurances</b>	<b>3</b>
<b>Section B: Planned Outcomes</b>	<b>0</b>
<b>Section C: Charter Program Implementation</b>	<b>4</b>
<b>Section D: Direct Employment</b>	<b>7</b>
<b>Section E: MHAA Planned Funds and Expenditures</b>	<b>9</b>
<b>Section F: Charter Governing Board Approval</b>	<b>10</b>

## Introduction

### Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

#### MHAA Plan Assurances

##### The Charter School 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

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 charter governing 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-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, 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 ins. 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 ins. 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, 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

<b>Evidence-Based Program</b>	Red Ribbon Week
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Alee Academy will participate in The Red Ribbon Week during the month of October.. The campaign is designed to create awareness concerning the problems related to the use of tobacco, alcohol, and other drugs and to support the decision to live a drug-free lifestyle.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
We will do classroom based lessons and a themed week to promote stopping and/or not using unhealthy substances.	
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 will be done at the T 1 level so all students will receive the lessons and information and when discussions and lesson assignments/surveys are done if we identify a need we will meet with individual students and decide next steps for the students that may be at a higher risk.	

<b>Evidence-Based Program</b>	Mental Health & High School Curriculum - Understanding Mental Health & Mental Illness
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>The Mental Health and High School Curriculum Guide is the only evidence-based mental health curriculum resource that has been demonstrated to improve both teachers' and students' mental health literacy through usual teacher education and application in the classroom in a variety of program evaluations and research studies.</p>	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>The Guide has been developed to help enhance the mental health literacy of students and targeted to be used in grades nine and ten (ages 13 to 15 years). This is the time of the lifespan in which the diagnoses of mental disorders begins to increase dramatically; it is thus essential that young people be able to have the knowledge, attitudes and competencies to help themselves and others if necessary. Mental health literacy has four components:</p> <ol style="list-style-type: none"> <li>1) Understanding how to optimize and maintain good mental health</li> <li>2) Understanding mental disorders and their treatments</li> <li>3) Decreasing Stigma</li> <li>4) Enhancing help-seeking efficacy (knowing when and where to get help and having the skills necessary to promote self-care and how to obtain good care)</li> </ol>	
<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><b>Student Evaluation:</b></p> <p>The purpose of this component is to provide teachers with a ready-made classroom test that can be used as part of or all of their evaluation of their students' learning once the Guide (all modules) have been taught. It includes both knowledge and attitude questions which allow for teacher evaluation of both of these important dimensions of mental health literacy. It can be applied prior to the teaching of the Guide in the classroom and then repeated after the end of Module Six. This evaluation procedure will allow for a robust determination of student learning by comparing scores for each student across pre-and-post-applications. Alternatively, teachers may choose to apply the student evaluation only upon completion of the six modules and not compare pre-and post-scores.</p>	

<b>Evidence-Based Program</b>	Seven Habits of Highly Effective Teens by Steven Covey
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Our Social Worker/MHL will do pull in/push out small group book studies using the book The 7 Habits of Highly Effective Teens. This will also include follow up lessons and assignments.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
During the book study, discussions, and assignments the risk of students having or developing said habits will be discussed. Through relationship building, support will be provided to those in need and the problem solving team will then discuss next steps for individual student support.	
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.	
Once the Problem Solving Team determines the level of risk for the individual we will decide what action steps and resources need to take place for that particular student/incident.	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**N/A**

*2023-2024 proposed Ratio by June 30, 2024*

**N/A**

#### School Social Worker

*Current Ratio as of August 1, 2023*

**145:1**

*2023-2024 proposed Ratio by June 30, 2024*

**200:1**

#### School Psychologist

*Current Ratio as of August 1, 2023*

**145:1**

*2023-2024 proposed Ratio by June 30, 2024*

**200:1**

#### Other Licensed Mental Health Provider

*Current Ratio as of August 1, 2023*

**145:1**

*2023-2024 proposed Ratio by June 30, 2024*

**200:1**

## **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.**

Alee Academy directly employs a Social Worker and Mental Health Liaison. The school psychologist, additional social workers, and other mental health professionals are contracted through our Sponsor, however, should we receive enough funding to hire additional mental health personnel, our staff-to-student ratio would be reduced. The weekly visits from the school psychologist and social worker does reduce the number off staff to students to approximately 48:1, however this reduction is only 1x per week.

**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).**

Alee Academy's MHL developed a digital mental health referral form, giving access to all personnel. We believe this will expedite the process of identifying and servicing the mental health needs of our students. There is also a digital form available to our students that encourages them to refer themselves or others for mental health services. The MHL/Social Worker, will receive immediate notification of these referrals which include specific information pertaining to the needs and is able to quickly assess the needs and make a plan for the next steps for treatment.

The Problem Solving Team will also review mental health referrals to gather data needed for Mental Health MTSS Tier advancement and services for each student.

**Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.**

The school social worker will be the school's main point of contact for all student and staff mental health needs.

The social worker will develop a schedule to conduct small group meetings to deliver the EB curriculum. Students in the small group meetings will hold discussions to further their knowledge and understanding of mental health. To meet the requirements of the Florida Board of Education mandate, Alee Academy's social worker will ensure that all students are provided with at least five hours of mental and emotional health education.

The social worker will review all referral forms. Personal contact with the referred student will be made, a plan for treatment will be established which may or may not include our community based partners. The Problem Solving Team will determine eligibility and next steps for Mental Health MTSS during the regularly scheduled monthly meetings.

Alee Academy will use Positive Behavior Interventions and Supports (PBIS) to increase positive behaviors school-wide which will also be a responsibility of the school social worker. PBIS will be done by teaching and modeling school and classroom expectations with an emphasis on respect for self, others, our environment, and our community. PBIS data will be reviewed regularly to determine behavioral needs of individual students.



Alee Academy's school social worker will ensure that the following (per state statute), is implemented with fidelity:

1. Recognition of signs and symptoms of mental health disorders
2. Prevention of mental health disorders
3. Mental health awareness and assistance
4. How to reduce the stigma around mental health disorders
5. Awareness of resources, including local school and community resources
6. The process for accessing treatment
7. Strategies to develop healthy coping techniques
8. Strategies to support a peer, friend, or family member with a mental health disorder
9. Prevention of suicide
10. Prevention of the abuse of and addiction to alcohol, nicotine, and drugs.

#### Tier 2

When a need is identified by a student, parent, staff member, and/or teacher a google form will get filled out explaining the concern. The Social Worker, MHL, or Administrator will make an immediate contact with the student for evaluation of the students safety. The Problem Solving Team will meet, collaborate on the assistance needed, action steps for each incident and if that student then qualifies for Tier 2 mental health interventions.

Depending on the issue/incident the student will be provided the appropriate resources to support their immediate needs.

#### Tier 3

##### Suicide

Suicide Severity Rating Scale (C-SSRS), a Florida Department of Education approved youth suicide risk assessment, with students who present suicidal ideation will be used to determine the level of risk next steps will be taken based on the findings and recommendation of the chart and problem solving team.

Return to School meetings are scheduled for students returning from any high risk (suicide or Baker Act) admissions that originate from the school or from the community with parent involvement. At the meeting, students will be signed up for a check-in/check-out system with the Social Worker/Mental Health Liaison.

### 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.**

Lifestream Behavioral Center - Mobile Response Team and Telehealth provider  
 Lifestream Case Managers - Campus Visits  
 CAT Team - Campus Visits  
 FIT - Families in Transition

### MHAA Planned Funds and Expenditures

#### Allocation Funding Summary

**MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)**  
 \$ 9,112.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 9,112.00

**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.) 1006.041 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.

The following documents were submitted as evidence for this section:

MHAA_Planned_Expenditures_Report_2023-2024.pdf
<i>Alee Academy MHAA Budget and Expenditures - SY 2024</i>
<a href="#">Document Link</a>

**Charter Governing Board Approval**

This application certifies that the **Lake County Schools** governing board has approved the 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(14), F.S.

**Governing Board Approval Date**

Monday 7/17/2023