



## Part I: Youth Mental Health Awareness Training Plan

---

## Table of Contents

---

<b>Introduction</b>	<b>3</b>
<b>Part I. Mental Health Assistance Allocation Plan</b>	<b>4</b>
<b>Section A: MHAA Plan Assurances</b>	<b>4</b>
<b>Section B: Planned Outcomes</b>	<b>5</b>
<b>Section C: Charter Program Implementation</b>	<b>6</b>
<b>Section D: Direct Employment</b>	<b>8</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

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 mentalhealth. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

### Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

### Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

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

## Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

### MHAA Plan Assurances

#### The Charter School Assurances

One hundred percent of the state funded proportionate share is 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.

Yes

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

Yes

Maximizing the use of other sources of funding 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

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.

Yes

#### A Charter school board policy or procedures 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, Florida Administrative Code.

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

## Planned Outcomes

**Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).**

1. Staff will receive training support for students exposed to trauma.

S-100% of the staff will receive training on how to support students exposed to trauma. This will allow 100% of students exposed to trauma to have a trained teacher. M- 100% of teachers will be effectively trained in how to deal with student trauma in the classroom. A-Every student has a teacher, 100% of the teachers are trained. R- Due to our student make up we are seeing high amounts of students dealing with trauma. T- 100% of staff will be trained on or before October 1st which will allow 100% of the students to have a teacher trained in trauma response a majority of the year.

2. Students in all grades who have exposure to trauma will receive counseling (with parent/guardian permission) by a Licensed Mental Health Professional (LMHP) free of charge to the student. S- Students of trauma will receive individual or family based counseling. M- LMHP will keep documentation of students receiving services for trauma, meeting with parents, and progress towards goals. A- Through the use of MHAA funds, other state provided funds and insurance when applicable, all students deemed in need by LMHP will receive mental health counseling services. R-The funds cover the expense of the

program and the number of contracted LMHP covers the demand. More LMHPs can be contracted as needed. T- Students already receiving counseling the previous school year will resume the second week of school resuming. Students new to the program/school will be seen 3 weeks of referral as long as the parent/guardian consents and intake paperwork is complete.

### Charter Program Implementation

<b>Evidence-Based Program</b>	Sanford Harmony
<b>Tiers of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Use of Sanford Harmony with all grade levels. Sanford Harmony is a social-emotional teaching program that cultivates strong classroom relationships between all students. The program works to develop students into tolerant, compassionate, caring adults of the future.	
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.	
Teachers will receive online training and support for teaching students how to build strong relationships with peers. This program will help to reduce stereotyping, teasing, harassment and bullying. It teaches students how to resolve conflict by developing positive conflict resolution strategies that will last a lifetime.	
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.	
Through the curriculum teachers will be better equipped to identify students with one or more mental health or co-occurring substance abuse diagnoses and student at a high risk of such diagnoses. Student will then be referred to the mental health team to receive formal evaluation and possibly receive mental health therapy.	

<b>Evidence-Based Program</b>	School Based Counseling
<b>Tiers of Implementation</b>	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.	
One on one or group counseling by licensed mental health professional.	
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.	
All students in need of one on one or group counseling will have access to a licensed mental health professional. Licensed mental health professionals will see meet with and assess students referred to them by the teacher, administration or by parent request. Once the necessary paperwork has been completed the MHP will provide the needed services to help students deal with social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies and how to 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.	
Through one on one or group counseling supports will be delivered in person or via ZOOM by a licensed mental health professional. Necessary documentation and data will be collected by the mental health professional to ensure the student is receiving appropriate and effective support.	

<b>Evidence-Based Program</b>	
<b>Tiers of Implementation</b>	[none selected]
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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.	

<b>Evidence-Based Program</b>	
<b>Tiers of Implementation</b>	[none selected]
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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.	

<b>Evidence-Based Program</b>	
<b>Tiers of Implementation</b>	[none selected]
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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.	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2022*

*2022-2023 proposed Ratio by June 30, 2023*

#### School Social Worker

*Current Ratio as of August 1, 2022*

**1 to 300**

*2022-2023 proposed Ratio by June 30, 2023*

**1 to 300**

#### School Psychologist

*Current Ratio as of August 1, 2022*



## 1 to 300

2022-2023 proposed Ratio by June 30, 2023

1 to 300

### Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

3 to 300

2022-2023 proposed Ratio by June 30, 2023

4 to 300

### 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.**

Direct employment of school-based mental health professionals will reduce staff-to-student ratios by being an additional educational provider in the classroom.

**Describe your school'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).**

Mental Health Professionals are available to students and staff Monday- Friday 8:30-4:30. MHP are also available through the summer to provide services to families on an as needed basis.

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

MHP work closely with our staff to provide support and training. This allows our staff to effectively and accurately convey mental health education to our students.

### 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.**

Brandi Lefler- Life and Hope Counseling- Provides counseling services

Cynthia Wauberg- Life and Hope Counseling- Provides counseling services and serves as the Mental Health Liaison

Mark Chambers- NOVO- Provides behavioral health services

### MHAA Planned Funds and Expenditures

#### Allocation Funding Summary

**MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)**

\$ 13,483.00

**Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan**

**Grand Total MHAA Funds**

\$ 13,483.00

**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.) 1011.62 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_2022-2023_-_7.12.22.docx
<i>Planned Funds and Expenditures 2022-2023 Altoona School</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**

Saturday 7/30/2022