



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2023-24 Mental Health Application

## 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>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>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

### 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>	Learning for Life
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>Learning for Life, (LFL) is a Social-Emotional and Character Education Program for K-8 students- that focuses on 9 character attributes for student development and the Life Skills program. Universal prevention uses age-appropriate, grade-specific lesson plans to give youth skills and information that will help them make positive decisions independently.</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>School-wide implementation from Administration, teachers, other staff members, and parents Lessons are designed to reinforce academic, social, ethical, and character development skills in various areas such as conflict resolution, decision, making, interpersonal relationships, practical life skills, self-esteem, writing and language skills, citizenship and personal fitness.</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>This is an EPB for Tier 1 supports only.</p>	

<b>Evidence-Based Program</b>	Second Step for Middle Grades, and SEL for Adults ( Second Step) and Step SEL for Adults
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>The EBP in both programs has the same outcome, but through addressing very different stakeholders. According to Second Step for Adults, the program "intentionally focuses on building trust, managing stress, equality and belonging, and resilience and efficacy." This allows educators to create a safe, supportive environment for all students and one another. Teachers who are knowledgeable about their social awareness, and their social and emotional competencies are better equipped to handle their increased stressful working environment while ensuring they are fostering a responsive, safe, and culturally aware learning environment by utilizing the tools in the Second Step for Middle Schools. This program offers "25-minute lessons and discussion-based activities with distinct grade-level expectations."</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>Many Second-Step Middle School Programs provide educators with early warning signs through discussion-based lessons, particularly those addressing conflicts, perspective-taking, relationships, self-awareness, self-management, and using a growth mindset. Many of the topics are indicators of a deeper issue and can be targeted for more intensive support. Documenting the lessons and intensity of the support will also provide evidence of its effectiveness.</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>Although excellent for prevention and ongoing continuous learning opportunities, it does not address Mental health needs at the Tier 3 level. Additionally, and as suggested previously, the program when implemented with fidelity and combined with other "risk factors," for students who are teetering on the "At Risk" scale, this program will assist in determining if a more intensive intervention would be beneficial.</p>	

<b>Evidence-Based Program</b>	Sanford Harmony, harmony SEL
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Sanford Harmony, (SH) and Harmony SEL (HSEL) are systemic tools of the process including standardized student-report, parent-report, teacher-report measures, examining mental health surveillance data, or a structured teacher nomination process. Mental health promotion services and supports( Tier 1/2 are mental-health-related activities, including promoting positive, social, and behavioral skills and wellness, designed to meet all student's needs regardless of whether they are at risk for mental health problems. These activities can be implemented school-wide, at grade level, and or classroom level. Services may be support and mental health literacy:</p> <ul style="list-style-type: none"> <li>**Anxiety or nervousness</li> <li>**withdrawn or isolation</li> <li>**Depressed mood/ acting out in school</li> <li>**Impulsive or risky behaviors</li> </ul>	
<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>This program provides the opportunity to screen and combine its measurement tools with other data points.</p> <p>Early Warning System (EWS) provided proactive rather than reactive services. Using data teams to analyze the screening will assist in targeted support and intentional social awareness for that student or students. Routine fidelity checks and monitoring progress, provide important feedback to staff and mental health team members for informed decision-making. Create a data system tracking evidence of success.</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>This EPB can be implemented for Tier 1 and Tier 2 in the initial role of screening and preintervention, and intervention strategies.</p>	

<b>Evidence-Based Program</b>	Salus Care, Cornerstone
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
Salus Care and Cornerstone are part of the larger Mental Health network known as Central Florida Behavioral Health Network or CFBHN. This organization contracts with six provider organizations for mental health and substance abuse services. Sakus Care and Cornerstone are part of the network and both have local agencies who are available for any Tier 3 interventions and supports.	
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.	
Salus Care and Cornerstone have licensed mental health providers and social workers who address and provide individual, group, or family therapy or consultation for general or special education students who have identified social, emotional, and/or behavioral needs that negatively affect emotional regulation and functioning.	
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.	
Tier 3 supports can include outreach services, Some may include acute care, residential treatment, housing, medical, outpatient, and recovery support services. Cornerstone often works with the school's Mental Health and Crisis Teams to share information and collaborate on a holistic treatment plan for the student with parent permission.	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**0:387**

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

**0:450**

#### School Social Worker

*Current Ratio as of August 1, 2023*

**0:387**

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

**0:450**

#### School Psychologist

*Current Ratio as of August 1, 2023*



**0:387**

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

**0:450**

#### **Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2023*

**1:387**

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

**1:450**

#### **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.**

We have recently employed an employee with the credentials to service our student population for Tier 1 or universal awareness and educative SEL and Mental Health education; Tier 2 supportive services including screening potential "at-risk" students identified through collaboration with staff and teachers, data reports including discipline records, absenteeism (chronic) and other risk factors. Tier 3 services will also be handled with a qualified staff member on site.

**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).**

Athenian Academy's goal is to use a comprehensive needs assessment ongoing and relevant to inform our decisions on how gaps can be addressed with existing or new services and supports. We will use this to prioritize selection areas of focus, programs, and strategies.

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

Athenian Academy's Mental Health Team will foster communication between the social community and families by providing an updated and easily accessible resource map or guide for support and services to identify referral options. This will be available both in print and digitally.

#### **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.**

Cornerstone offers Tier 4 support and local private therapy services are now offering behavioral counseling and mental health services including outpatient and with parent permission counseling and therapy services on the school campus during the transitional phase of treatment.

#### **MHAA Planned Funds and Expenditures**

##### **Allocation Funding Summary**

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

**\$ 22,800.00**

**Unexpended MHAA funds from previous fiscal years**

\$ 31,985.00

**Grand Total MHAA Funds**

\$ 54,785.00

**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:

<b>ATHENIAN_ACADEMY_MHAA_Planned_Expenditures_Report_2023-2024_REVISED.pdf</b>
<i>MHAAP Planned Funds and Expenditures 2023-2024</i>
<a href="#">Document Link</a>

**Charter Governing Board Approval**

This application certifies that the **The School District of Lee County** 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**

Tuesday 6/20/2023