



Part I: Youth Mental Health Awareness Training Plan

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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

Evidence-Based Program	Sanford Harmony
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
School will use Sanford Harmony Program in all grades K-5. This program is a social-emotional teaching program that cultivates strong classroom relationships between all students. The Sanford Harmony programs works to develop students to be tolerant, compassionate and caring adults in the future.	
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.	
Instructional personnel will receive and utilize the online supports offered by Sanford Harmony for teaching students how to build strong relationships with peers. The program will help 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.	
Instructional personnel can implement materials into regular instruction or as stand alone lessons. Lessons will also be used in small group and one on one when needed. Through this curriculum, teachers will be better equipped to recognize warning signs of students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. Teachers can refer the students to our mental health team for additional evaluation.	

Evidence-Based Program	Behavior Education Program
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
<p>The Behavior Education Program (BEP) is a school-based program that provides daily support and monitoring for students who are at-risk for developing serious or chronic behavior difficulties. It is based on a daily check in/check-out system that provides students with immediate feedback on his or her behavior and increased positive adult attention. Behavioral expectations are clearly defined and students are given opportunities for immediate and delayed reinforcement, based on meeting the expectations. The BEP incorporates several core principles of positive behavior support: clearly defined expectations; instruction on appropriate social skills; increased positive reinforcement for following expectations; contingent consequences for problem behavior; opportunities for self-management; increased positive contact with adults at the school; and increased home-school collaboration.</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>Mental health professionals and other instructional personnel will continue to be trained in the Behavior Education Program. Using a check in/check out process, the Behavior Education Program is a Tier 2 intervention that increases positive interactions between students and teachers, and also includes a monitoring component connecting schools and home.</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 chosen to participate in the BEP will have daily expectations and planned reinforcers specified to meet their individual needs. The students identified for the intervention check-in with the MHL (Mental Health Liaison) at the start of each school day, and check-out with the coordinator before leaving school.</p> <p>At check-in, the students are provided with a Daily Progress Report (DPR) that lists the expectations to be followed and a place to rate student behavior. Teachers rate the student at specified blocks of time throughout the day (e.g., each class period in secondary schools; each subject area block of time in elementary schools, etc.), and provide corrective feedback and/or positive reinforcement.</p> <p>At check-out at the end of the day, the MHL totals the percentage of points earned to determine whether each student has met their individual goal. If the student meets their goal, they receive a reinforcer. Students take their DPR home to show to their parents and obtain a parent signature, and return it the following day at morning check-in.</p>	

Evidence-Based Program	Functional Behavior Assessment and Behavior Intervention Plan (FUBA/ BIP)
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
The components of a functional behavior assessment are the antecedents, the behavior, and the consequences. The essential components of a BIP are a detailed description of the behavior; summary statement describing the function of the behavior; interventions used and their results; behavioral goals; plan for teaching and supporting the new behavior, including a crisis intervention plan.	
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.	
In cases where students need Tier 3 intensive support, Functional Behavior Assessments will be conducted, with parent consent, by school teams in order to develop an individualized behavior plan addressing the specific function of the student's 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.	
Mental health professionals are often members of the team, especially when the student has social/ emotional needs. Mental health professionals will consult with the school-based MTSS Coordinator if a student is not in the ESE Program. If a student is in the ESE Program, they will consult with the ESE School Specialist.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

2023-2024 proposed Ratio by June 30, 2024

School Social Worker

Current Ratio as of August 1, 2023

1 to 295

2023-2024 proposed Ratio by June 30, 2024

1 to 295

School Psychologist

Current Ratio as of August 1, 2023

1 to 295

2023-2024 proposed Ratio by June 30, 2024

1 to 295

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

2 to 295

2023-2024 proposed Ratio by June 30, 2024

3 to 295

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 service providers will reduce the staff-to-student ratios by providing an additional educational provider in the classroom.

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).

Mental health providers are available to students and staff Monday-Friday during school hours. Students and staff can also meet with MHP after school hours on an appointment basis. Summer hours are also available when needed and set up directly with the MHP.

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

Mental health providers work closely with the school staff to provide support and training. This allows our staff to effectively and accurately recognize mental health issues and refer student to proper provider.

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.

Donna Short- School- based Mental Health Liaison
Dee Dee Bitter- School-based Mental Health Liaison
Mark Chambers- NOVO (Behavioral Health Services)
Brandi Lefler- Life and Hope Counseling
Cynthia Wauberg- Life and Hope Counseling

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 15,939.00

Unexpended MHAA funds from previous fiscal years

Grand Total MHAA Funds

\$ 15,939.00

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.docx
<i>MHAA Planned Funds and Expenditures Form</i>
Document Link

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

Tuesday 7/18/2023