



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2023-24 Mental Health Application

## 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

<b>Evidence-Based Program</b>	Kognito
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Metal Health and Suicide Prevention, Substance abuse Prevention, Bullying Prevention, Dating Violence, Grief Loss, and Crisis response, Trauma Informed Practices, Resilience and Growth Mindset, Child Abuse, Neglect and Trafficking.	
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>By using monthly interactive lessons for students and staff</p> <p>The goal of At-Risk Mental Health for Students is to harness the power of conversation to improve student wellness, academic performance, and campus safety.</p> <p>Learning objectives:</p> <p>Recognize and identify the signs of distress in self and peers</p> <p>Utilize effective communication techniques to support a peer who shows signs of distress</p> <p>Understand support options</p> <p>Effectively refer to additional support</p> <p>Practice self-reflection and apply strategies to increase resiliency</p> <p>Students and staff can access this system from their homes as-well.</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.	
The Mental Health Liaisons screens students identified as in need (referred by the guidance counselors/ parent) and links to beneficial and /or necessary services via referral procedures established to ensure students are referred to the best provider for their situation based on variables including cost/insurance, location, participation/motivation level.	

<b>Evidence-Based Program</b>	Sanford Harmony
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<ol style="list-style-type: none"> <li>1. Diversity and Inclusion - Students discuss the value of getting to know all their classmates</li> <li>2. Empathy and Critical Thinking - Students discuss how not everyone in a group is just the same, and practice a way to respond to differences.</li> <li>3. Communication - Students discuss the importance of being thoughtful and careful listeners, and practice how to use whole body listening skills.</li> <li>4. Problem Solving - Students will discuss steps in solving problems.</li> <li>5. Peer relationship - Students will discuss the importance about caring towards each other and practice giving compliments.</li> </ol>	
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.	
Sanford Harmony program will be used in the classrooms, digitally and will be part of teachers tools to asses for students who struggle in these areas to refer students to proper resources.	
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 Mental Health Liaisons screens students identified as in need (referred by the guidance counselors/ parent) and links to beneficial and /or necessary services via referral procedures established to ensure students are referred to the best provider for their situation based on variables including cost/insurance, location, participation/motivation level.	

<b>Evidence-Based Program</b>	Youth Mental Health First Aid
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>*Common signs and symptoms of mental health challenges in this age group, including anxiety, depression, eating disorders and attention deficit hyperactive disorder (ADHD).</p> <p>*Common signs and symptoms of substance use challenges.</p> <p>*How to interact with a child or adolescent in crisis.</p> <p>*How to connect the youth with help.</p> <p>*Expanded content on trauma, substance use, self-care and the impact of social media and bullying.</p> <p>Additionally staff trained will learn how to respond by using the ALGEE method:</p> <p>A ssess for risk of suicide or harm.</p> <p>L isten nonjudgmentally.</p> <p>G ive reassurance and information.</p> <p>E ncourage appropriate professional help.</p> <p>E ncourage self-help and other support strategies.</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 Personnel will be trained in Youth Mental Health First Aid</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 Mental Health Liaisons screens students identified as in need (referred by the guidance counselors/ parent) and links to beneficial and /or necessary services via referral procedures established to ensure students are referred to the best provider for their situation based on variables including cost/insurance, location, participation/motivation level.</p>	

<b>Evidence-Based Program</b>	Second Step
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>* Growth Mindset and Goal Setting - Students will learn how to develop a growth mindset and apply goal setting strategies</p> <p>* Emotion Management - Students learn how bud their emotion vocabularies, practice identifying their own and other's emotions and recognize the importance of labeling and processing their emotions.</p> <p>* Empathy and kindness - Students learn how to recognize kindness and act kindly toward others, and how to develop empathy by learning strategies to take others' perspectives.</p> <p>* Problem Solving - Students learn how to process strong emotions, describe a problem, identify the wants and needs of others, think of and explore the outcomes of potential solutions, and pick the best solution.</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.	
By offering digital lessons in the classrooms via Guidance counselors	
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 Mental Health Liaisons screens students identified as in need (referred by the guidance counselors/ parent) and links to beneficial and /or necessary services via referral procedures established to ensure students are referred to the best provider for their situation based on variables including cost/insurance, location, participation/motivation level.	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**1 to 583**

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

**1 to 583**

#### School Social Worker

*Current Ratio as of August 1, 2023*

**1 to 1750**

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

**1 to 1750**



### **School Psychologist**

*Current Ratio as of August 1, 2023*

**1 to 1750**

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

**1 to 1750**

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

*Current Ratio as of August 1, 2023*

**1 to 875**

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

**1 to 875**

### **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.**

Mental Health Liaisons will collaborate with school administration, teachers, nurses, school counselors, school psychologists and visiting agencies to identify and assess by means of behavior reports, student referrals, student's needs assessments, student's behavioral history and data collected during the Behavior Threat Assessment Meetings, students in need of psychological, emotional support. As more mental health services are embedded in the school, the lower the threshold for access and the better the student's educational outcomes. Inter-professional collaboration will ensure Teachers and Staff can focus on their dedicated functions while the student's emotional needs are met thus enhancing students abilities to succeed in the school environment.

**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).**

N/A

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

Effective collaboration between school-employed and community mental health partners broadens the availability of supports and enhances access to mental health care. The MTSS approach ensures that all students can access the service array, and that all students have exposure to universal mental health supports. Mental Health Liaisons will reach out to CAT, MRT and the Clinical Coordinator if a need for a student in crisis warrants this level of intervention for the student's wellbeing and safety. The Mental Health Liaisons often review and update with all participating agencies in order to better coordinate services within the school campus. Students will have access to licensed professionals who will be able to meet with students in campus or might be able to access these services along with their families in the community.

### **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.**

Minneola Charter School has interagency agreements with Family Life Counseling services, Milestone Counseling Services for counseling and therapy, and have access to Life Streams Behavioral Services for the CAT team, counseling and Bakeracts.

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

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

\$ 91,260.00

#### Unexpended MHAA funds from previous fiscal years

\$ 0.00

#### Grand Total MHAA Funds

\$ 91,260.00

### 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:

2021-22-MHAA-Plan-Outcome-and-Expenditures-Report_(002).pdf
<i>MHAA Funds and Expenditures Form</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 8/28/2023