



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
Describe the key EBP components that will be implemented.	
Sanford Harmony is an evidence based social emotional learning program that promotes strategies for problem-solving and building relationships with peers. Harmony provides educators with the tools to foster and support student connections, collaborations and learning.	
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.	
Harmony was first implemented in the 2020-2021 school year. Staff was trained during in-service week and given all the tools necessary to implement the program. This year we look to evaluate and refine implementation. Updated training will be provided as needed for the 23-24 school year.	
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>Harmony provides The Island School with the tools to foster and support social connections among all students, and to promote the social, emotional, and cognitive skills students need to successfully negotiate peer interactions, develop positive peer relationships, and thrive in school. Harmony incorporates multiple methods to teach positive relationships and create an inclusive classroom environment. A multi-layered approach is necessary to build a mutually respectful learning community. These goals are accomplished through:</p> <p>Relationship-building lessons and activities that help students learn and practice key social and emotional competencies.</p> <p>Everyday practices that provide students with ongoing, supported opportunities to interact with peers and participate in dialogue and decision-making about issues related to the classroom community.</p> <p>By combining these approaches, students not only gain interpersonal competencies, but they also have continual experiences that promote the development of positive attitudes and relationships, as well as a supportive classroom climate.</p>	

Evidence-Based Program	CHAMPS
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>The CHAMPS program is designed to put in place an effective classroom management system. Specifically designed to improve classroom behavior, establish clear classroom behavior expectations with logical and fair responses to misbehavior, motivate students to put forth their best efforts, reduce misbehavior, increase academic engagement, and teach students to behave respectfully and to value diversity. CHAMPS is an acronym teachers use to create a classroom environment that promotes student responsibility, focus, and motivation. Each letter communicates what the learning will look like in a variety of instructional methods (whole group, small group, cooperative groups, independent, etc.) Conversation- what kind of talk does this learning call for? With whom? What volume? Help- How do students get questions answered? with a note? With a hand? From a peer? Activity- What are students doing during time?</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>During the 2021-22 school year, all instructional staff members were trained on CHAMPS. Updated training will be provided as needed for the 23-24 school year. CHAMPS is a component of The Island school's PBIS Program. Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavior supports and social culture needed for all students in school to achieve social, emotional, and academic success. PBIS is a school-wide behavior management system designed to encourage essential social skills. Research shows that positive reinforcement is one of the best ways to not only change problematic, or unexpected behavior, but also to encourage and maintain expected behavior.</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>Through the use of this evidence-based program, PBIS helps to encourage a positive learning environment for students and also directly teaches our students important behavioral skills for life outside of The Island School.</p>	

Evidence-Based Program	MTSS
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
<p>The Island School systematically identifies students experiencing mild distress, mildly impaired functioning or at-risk for a given problem or concern.</p> <p>We offer early intervention which include small group interventions for students with similar needs, brief individualized interventions (e.g., motivational interviewing, problem solving), mentoring, and/or low intensity classroom-based supports such as a daily report card, daily teacher check-in, and/or home-school note system. Tier 3 services address mental health concerns for students who are already experiencing significant distress and impaired functioning. These supports are individualized to specific student needs. Tier 3 supports include services provided by school-based mental health professionals employed by the school or community organizations. Examples include individual, group, or family therapy for students receiving general or special education who have identified, and often diagnosed, social, emotional, and/or behavioral needs.</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>MTSS team will review & implement appropriate interventions. Interventions will be monitored and reviewed as needed. Based on the ongoing work of the school, we will continue to provide targeted support and build internal capacity to continue the support and services needed for each student.</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>Early Intervention will help students with academic and behavior concerns. Early Intervention services will be tailored to meet the child's individual needs. Services may also be provided to address the needs and priorities of the child's family. Family-directed services are meant to help family members understand the special needs of their child and how to enhance his or her development. Students are matched with outside appropriate support and services. Regular monitoring and contact with families is key.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1 part-time to 70 students

2023-2024 proposed Ratio by June 30, 2024

1 full-time to 70 student

School Social Worker

Current Ratio as of August 1, 2023

n/a

2023-2024 proposed Ratio by June 30, 2024

n/a

School Psychologist

Current Ratio as of August 1, 2023

1 part-time contracted

2023-2024 proposed Ratio by June 30, 2024

1 part-time contracted

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1 contracted as needed

2023-2024 proposed Ratio by June 30, 2024

1 contracted as needed

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.

The Island School is currently seeking to employ a full-time certified school-based counselor, in addition to contracted mental health services needed. The certified school-based counselor will provide school-wide lessons/interventions focused on: social skills, emotional regulation, conflict resolution, Sanford Harmony class wide activities, PBIS/CHAMPS, small group social skills, MTSS facilitator, development of 504 plans, crisis response, and complete threat assessments.

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).

~Contract Mental Health Services based on student needs.

~Train all instructional staff in Sanford Harmony to support students in the classroom setting.

~Effective identification of at-risk students.

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

The role is to support mental and behavioral health efforts throughout each tier of intervention and support based on student needs.

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.

Christine Thompson - Independent Contractor As needed
MHAAP

MHAA Planned Funds and Expenditures

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

\$ 3,369.00

Unexpended MHAA funds from previous fiscal years

\$ 743.00

Grand Total MHAA Funds

\$ 4,112.00

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
MHAA Planned Expenditure Report - The Island School 36-4100
Document Link

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

Thursday 11/9/2023