



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

Evidence-Based Program	Second Step for Middle Grades; Second Step Sel for Adults
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
The EBP in both programs have the same outcome although addressing very different stakeholders. According to Second Step for Adults, the program "intentionally focuses on building trust, managing stress, establishing equality, belonging, resilience and efficacy." This allows educators to create a safe, supportive environment for all students and one another. Teachers who are knowledgeable about their own social awareness and social and emotional competencies, are better equipped to handle their increasingly stressful work environment, while ensuring they are fostering a responsive, safe, and culturally aware learning environment. This is accomplished through utilization of the tools in the Second Step for Middle Schools program which offers 25-minute lessons and discussion-based activities with distinct grade level experiences.	
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.	
Second-Step Middle School Program provides educators with early warning signs through discussion-based lessons, particularly those addressing conflicts, perspective-taking, relationships, self-awareness, self-management, and Growth Mindset. Many of the topics are indications 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.	
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.	
Although an excellent tool for prevention and ongoing continuous learning opportunities, it does not address the Mental Health needs at the tier 3 level.	

Evidence-Based Program	Learning for Life
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
Learning for Life - SEL and Character Education Program for K-8 students - Focuses on 9 Character Attributes for student development, as well as 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 for themselves.	
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.	
School-wide implementation from teachers, administration, other staff members, as well as parents. Lessons are designed to reinforce academic, social, ethical, and character development skills in various areas such as critical and creative thinking, conflict resolution, decisions making, interpersonal relationships, practical life skills, self-esteem, writing and language skills, citizenship and personal fitness.	
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.	
This is an EBP for Tier 1 purposes only.	

Evidence-Based Program	Sanford Harmony
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
A systematic tool of process, including standardized student-report, teacher-report measures, examining mental health promotion services and supports (Tier 1-2 are mental health-related activities, including promoting positive social, emotional, and behavioral skills and wellness, designed to meet all students needs regardless of whether they are at risk for mental health problems. These activities are provided by staff and teachers through social-emotional learning, school-wide positive behavior supports, and mental health literacy. Addressing anxiety or nervousness, withdrawal or isolation, depressed mood-act out in school, impulsive or risky behaviors.	
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.	
This program provides the opportunity to screen and combine its measurement tools with other data points, (EWS) to provide 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 feedback to staff and the Mental Health Team for informed decision making. A data system tracking evidence of success will be implemented.	
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 EBP can be implemented for Tier 1 and Tier 2 in the initial role of screening and preintervention strategies.	

Evidence-Based Program	Salus Care, Centerstone
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
Salus Care and Centerstone are part of this larger Mental Health network known as Central Florida Behavioral Health Network or CFBHN. This organization contracts with 60 provider organizations to offer mental health and abuse services.	
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.	
Individual, group, or family therapy/consultation for general or special education students who have identified social, emotional, and/or behavioral needs that negatively affect 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.	
These Tier 3 supports can include outreach services, acute care, residential treatment, housing, medical, outpatient, and recovery support services. Centerstone 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.	

Evidence-Based Program	Child Safety Matters
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
This program teaches the MSF5 Safety Rules that will help students recognize unsafe situations and people and equip them with the skills to respond and stay safe. The program is trauma-informed, empowering students to maintain consistent messaging. Throughout the program students (with parent permission) learn how to use the safety rules to help with abuse, bullying, cyberbullying, digital dangers, exploitation, and trafficking. These are very real threats for our students in this area, and although uncomfortable to discuss at times, are age-developmentally appropriate. Staff is trained to be certified facilitators in this program before classroom or individual implementation.	
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.	
The EBP implementation also includes topics of Mental illness, Reducing Stigma (so students will speak out), Mental Health and Wellness (how to be mentally healthy), and skills for coping and resilience. There are pre and post-tests for this section which improve the targeted interventions necessary for any students needing these intensive supports.	
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.	
This does not address Tier 3 crises.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

0:200

2023-2024 proposed Ratio by June 30, 2024

0:200

School Social Worker

Current Ratio as of August 1, 2023

0:00

2023-2024 proposed Ratio by June 30, 2024

0:200

School Psychologist

Current Ratio as of August 1, 2023

0:200

2023-2024 proposed Ratio by June 30, 2024

0:200

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:200

2023-2024 proposed Ratio by June 30, 2024

1:200

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.

HCA has employee a Licensed Mental Health Counselor that will join our Threat Assessment Team, in screening the social emotional needs of students exhibiting behaviors of concern. When students have been identified within Tiers 2-3, interventions will be put in place by her to curve these behaviors or stop them through counseling at school and family support, or ultimately recommendations for outside services.

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).

Our Licensed Mental Health Counselor will be working with teachers on a weekly basis that have concerns about students they serve. Sessions will be scheduled with both teachers, and the students to provide support and intervention in addressing these needs. Additionally, she will allow students to schedule at will visits with her to discuss things that they need a safe adult to share with. She will also allow students to share concerns anonymously pertaining to themselves or others by providing a locked box outside her office door where they can submit written requests.

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

Our Mental Health Counselor will be working with students, teachers, administration, parents, and community organizations that provide resources for families. Among these organizations is, Valerie's House, for grieving students, Salus Care, for Tier 3 interventions, Therapy Dogs United, for Tier 1 support on campus and the Cape Coral Police Department that provide ongoing support to our families with a variety of financial resources.

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.

HCA does not have any community contracts or interagency agreements in writing at this time.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 10,518.00

Unexpended MHAA funds from previous fiscal years

\$ 18,564.00

Grand Total MHAA Funds

\$ 29,082.00

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
<i>HCA 2023/2024 Expenditure Report</i>
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

Monday 7/24/2023