



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	School-Wide Universal Screening and Intervention:
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
All students in Grades K-5 (approximately 190 students) are screened for Resiliency strategies using the Strengths & Difficulties Questionnaire.	
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 questionnaire is completed by parents in the first week of school and also completed by classroom teachers for each student at the end of the 4th week of school. Based on the results of this screening students at-risk for mental health/resiliency issues are identified and brought to the attention of the MTSS Team.	
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.	
Students at-risk for mental health/resiliency concerns are proactively identified.	

Evidence-Based Program	PATH (Promoting Alternatives for Thinking Skills)
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
The school utilizes the PATH (Promoting Alternatives for Thinking Skills) curriculum in all grade levels	
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.	
PATH instruction is held in weekly, 45- minute classes run by a Masters Level Clinical Social Worker (contracted by the school).	
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.	
Provide students with resiliency strategies through instruction in the PATH curriculum.	

Evidence-Based Program	School-Wide Behavioral Intervention and Support system
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
A School-Wide Behavioral Intervention and Support system is in place as part of school's MTSS process.	
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.	
Students who demonstrate difficulties during the PATH classes, or who demonstrate behavioral challenges triggering greater involvement in the School-Wide Positive Behavior Management System are also brought to the MTSS Team's attention.	
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.	
Students at-risk for, or displaying early signs of mental health/resiliency concerns are proactively identified.	

Evidence-Based Program	Resiliency Skills Classes
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
Students already possessing a mental health diagnosis or who are newly identified as at risk for mental health/resiliency issues based on their screening results participate in weekly 45-minute Resiliency Skills small group classes run by the Masters Level Clinical Social Worker (contracted by the school).	
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.	
Weekly, 45-minute Resiliency Skills Class.	
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.	
Students develop resiliency skills and additional coping mechanisms through weekly skills classes,	

Evidence-Based Program	Functional Behavior Analysis/Behavior Intervention Plan
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
As appropriate to the child's needs, a Functional Behavioral Analysis is conducted for students in Tier 2 to more accurately identify underlying concerns that require intervention that may be suggestive of an underlying disability. Students receiving Tier 2 support may also have a Behavioral Contract or Behavioral Intervention Plan implemented for additional support.	
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.	
Functional Behavioral Analysis, Behavioral Intervention Plan is created for students as needed. Progress monitoring occurs for these students. All students receiving Tier 2 interventions are considered to be in the MTSS process so that intervention fidelity, progress monitoring, parent involvement, etc. is insured.	
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.	
Students demonstrating at-risk for mental health/resiliency concerns are provided structures and supports to address their areas of need.	

Evidence-Based Program	Individual in-school counseling
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
In Tier 3, students receive individual counseling sessions by the Masters Level Clinical Social Worker (contracted by the school).	
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 counseling sessions are provided for 30 minutes, 1-3 times /per week as determined by MTSS Team and clinical social worker. More specific, evidenced-based and industry standard interventions are provided by the Clinical Social Worker for students with, or at risk for developing co-occurring mental health issues.	
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.	
Students in need of additional supports receive these individualized supports as part of the regular school week.	

Evidence-Based Program	Referral to outside agencies
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
The MTSS Team works with families to make referrals to medical agencies, external mental health care providers, etc. as deemed necessary and appropriate to address student concerns.	
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 school collaborates in the provision of any additional school-based and out-of-school services identified by area mental health and medical service providers for all students requiring these mental health related 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.	
Students in need of additional supports and services receive these from external mental health care and medical service providers while continuing to receive individualized supports in school.	

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

2023-2024 proposed Ratio by June 30, 2024

School Psychologist

Current Ratio as of August 1, 2023

2023-2024 proposed Ratio by June 30, 2024

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

0.5:180 students

2023-2024 proposed Ratio by June 30, 2024

0.5: 200 students

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.

Historically 5% of the students participated in Tier 2 supports related to Mental Health / Behavioral Concerns. In 22-23 3 students required Tier 3 supports with referral to collaborating agencies.

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).

During the 2022-2023, the school used one Masters Level Clinical Social Worker contracted for 18 hours of service per week. The agreement with the provider allows us to increase the number of hours to ensure the availability of service.

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

All services are provided by a contracted Masters level Social Worker

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.

Mental Health Provider: Nancy Sanchez, MSW, Clinical Social Worker

Agency: The Heights Center

Services Provided: Clinical Social Work, Counseling, Class Instruction, Assessments, Referrals

Sources of funding: Mental Health Allocation, General Operating Budget

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 10,210.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 10,210.00

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>Planned Expenditures</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

Saturday 7/22/2023