

2024-25 |

HOPE
COMMUNICATION
RESILIENCE
WELLNESS
KINDNESS



FAMILY
POSITIVITY
AWARENESS
WELLNESS
MENTAL
HEALTH

**Monroe - THE COLLEGE OF THE FLORIDA KEYS
ACADEMY
MENTAL HEALTH APPLICATION**

Mental Health Assistance Allocation Plan



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Table of Contents

- I. Introduction 1
- II. MHAA Plan 2
 - B. District Program Implementation 6
 - C. Direct Employment 8
 - D. MHAA Planned Funds and Expenditures 10
 - E. Charter Governing Board Approval 11

I. Introduction

Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. *(Section [s.] 1006.041, Florida Statutes [F.S.]*

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2024**.

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

II. MHAA Plan

A. MHAA Plan Assurances

1. Charter School Assurances

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.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



Collaboration with FDOE to disseminate mental health information and resources to students and families.



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 providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.



Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.



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.



The MHAA Plan was approved by the charter school's government body.



The MHAA Plan was provided to the District to review for compliance.



The MHAA Plan must be focused on a multi-tiered system of support 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. Section 1006.041, F.S.



2. School Board Policies

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.



School-based mental health services are initiated within 15 calendar days of identification and assessment.



Community-based mental health services are initiated within 30 calendar days of referral.



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.



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, Florida Administrative Code.



Assisting a mental health services provider or a behavioral health provider as described in s. 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 in s. 393.063, F.S.



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 in s. 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.



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.



B. District Program Implementation

Evidence-Based Program (EBP) #1

Evidence-Based Program (EBP)

Navigate 360 Resiliency and Prevention

Tier(s) of Implementation

Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Navigate 360 is an evidence-based program that is aligned with the core components of the CASEL framework. This program is used for grades 9 -12 and lessons are specific to the Florida resiliency education requirements.

Tier 1 Instruction

The College of the Florida Keys Academy (CFK Academy) is using Navigate 360 to deliver core instruction at the Tier 1 level. During the 2024-2025 school year, all students in grades 9-12 will receive lessons during a 30-minute weekly instructional block from August 2024-January 2025. Students will be screened using grades and behavior reports to identify students who need support.

Tier 2 Intervention

Students identified as Tier 2 will receive small group instruction via additional Navigate 360 lessons, based on area of need, during the 30-minute instructional block. These small group lessons will be led by the school counselor.

Tier 3 Intervention

Students identified as Tier 3 will receive individual lessons via Navigate 360 during a 30-minute instructional block. Tier 3 lessons will be led by school counselor.

Early Identification

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 MTSS team will meet semi-monthly to identify and monitor students who need support based on mental health care assessment, diagnosis, and intervention data. Data includes grades, behavior referrals, SESIR incidents, attendance, and classroom screening data. Students who need support will be assigned to Tier 2 or Tier 3 support groups. Students will receive support from their

counselor. The supports are initiated when the student is identified and revisited every two weeks. The school will work with the Guidance Care Center (GCC) to provide wraparound services for students in need. GCC provides wellness assessments and additional counseling for Tier 3 students.

High Risk Students

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 students at high risk of such diagnoses.

Lessons through Navigate 360 at the Tier 2 and Tier 3 level require parental collaboration and when appropriate, community agency collaboration. Parental consent will be required when the school counselor works more closely with students at the Tier 2 and Tier 3 level. The counselor works with the student and family to access any needed additional community agency supports. The school counselor will collaborate with the local community mental health agency, Guidance Care Center, to review skills taught at school and to ensure there is continuity of care and no overlap of services.

C. Direct Employment

1. MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2024: **1:62**

School Counselor

2024-2025 proposed Ratio by June 30, 2025 **1:62**

School Social Worker

Current Ratio as of August 1, 2024: **0:62**

School Social Worker

2024-2025 proposed Ratio by June 30, 2025 **0:62**

School Psychologist

Current Ratio as of August 1, 2024: **1:62**

School Psychologist

2024-2025 proposed Ratio by June 30, 2025 **1:62**

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2024: **1:62**

Other Licensed Mental Health Provider

2024-2025 proposed Ratio by June 30, 2025: **1:62**

2. 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 CFK Academy is a charter high school and has an inherently low counselor to student ratio established.

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).

The counselor's time is entirely focused on providing required services. Student supervision and other duties as assigned are severely limited so that the counselor can focus on student services.

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

CFK Academy will work with Guidance Care Center (GCC) to provide wraparound services for students in need. GCC provides wellness assessments and additional counseling for Tier 3 students.

3. 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.

The CFK is partnering with the Guidance Care Center (GCC). GCC provides ongoing therapy for students and conducts wellness evaluations.

D. MHAA Planned Funds and Expenditures

1. Allocation Funding Summary

MHAA funds provided in the 2024-2025 Florida Education Finance Program (FEFP):

Unexpended MHAA funds from previous fiscal years: **\$0.00**

Grand Total MHAA Funds:

2. 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, F.S.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

Uploaded Document:

No Document Uploaded

E. Charter Governing Board Approval

Approval Date:

07/30/2024