



Part I: Youth Mental Health Awareness Training Plan

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Introduction

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mentalhealth. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

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

Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

MHAA Plan Assurances

The Charter School Assurances

One hundred percent of the state funded proportionate share is used to 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

Maximizing the use of other sources of funding 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

Includes a system 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.

Yes

A Charter school board policy or procedures 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-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, 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.

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 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, or 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

Planned Outcomes

Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).

The increased availability of providers, combined with professional learning opportunities, will lead to 100 % of students with serious mental health concerns [identified by the Columbia-Suicide Severity Rating Scale (CSSRS) as “high-risk self-harm or suicidal ideation” as well as students who have made “Serious” and “Very Serious Substantive” threats], receiving documented intervention through a Multi-Tiered System of Support (MTSS) as measured by a district fidelity tool by June 2022.

Provide Collaborative Proactive Solutions (CPS), an evidenced based professional learning framework, for all School Psychologists with a 100% participation rate to increase a comprehensive, evidence based, mental health support system during the 2022-2023 school year. A pre- and post-assessment of learning will be used to guide on-going professional development.

Imagine School of North Port will have 72% of students rated within the “typical” or “strength” range according to teacher ratings on the DESSA Mini. This is a 4% increase from the 20-21 school year.

Charter Program Implementation

Evidence-Based Program	DESSA mini
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
The Devereux Student Strengths Assessment (DESSA) is a strength-based, standardized behavior rating scale.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
The DESSA can be used by teachers and staff to better understand children's social and emotional skills and to help inform SEL instruction efforts. DESSA relies upon direct teacher observation and rating three times per school year. Teachers are trained at the beginning of every school year on how to complete and use the DESSA-mini rating. Students who are rated to be within the "need" range are then rated with the Full DESSA and referred for Tier 2.	
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.	
Improve Social and Emotional skills- The DESSA will be used as a universal screening tool completed three times per year to identify social and emotional strengths and weaknesses. Student SEL skills will be rated as a strength, typical, or need. Strengths will be celebrated with a note home and weaknesses will guide the whole group SEL daily instruction. Reviewed quarterly at School Wide Support Team meetings.	

Evidence-Based Program	Character Strong curricula
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Character based education —focus on behaviors: Safe, Hardworking, Accountable, Respectful, Kind, and Spirit (SHARKS acronym represents school mascot).	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<p>Implemented by classroom teachers- focus on character development in order to help students cultivate social-emotional skills, their emotional intelligence, and help them develop a stronger identity and purpose in school and in the world. Teachers are trained by Imagine staff trainers at the beginning of every school year.</p> <p>Teachers will implement the character lessons specifically pulled from character strong to tie in School Core Values. Core Values are highlighted in all communication, celebrated at the adult and child level, and shared with greater school community. All new staff are trained at the beginning of every school year. In addition, a contracted core value coach provides quarterly staff trainings.</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>Improve Social and Emotional Skills for adults and children on campus - Measured by teacher report and parent input and annual survey. Reviewed at School Wide Support Team and Leadership meetings as needed.</p> <p>Improve emotional intelligence- Measured by teacher report and parent input. Reviewed at School Wide Support Team meetings as needed.</p>	

Evidence-Based Program	The Second Step Kindergarten–Grade 5 bundle with Principal Toolkit
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
To teach children social/ decision making skills they need to be able to make sound decisions, pursue healthy life choices, and avoid the serious social problems of our day such as bullying, substance abuse, violence, and academic failure.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Educators reinforce social-emotional skills school wide. Principal Toolkit uses assembly and announcement scripts, staff meeting agendas, and other tools to reinforce skills and encourage positive behavior.	
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>Improve decision making skills- Measured by teacher report and parent input. Reviewed at School Wide Support Team meetings as needed.</p> <p>Improve behavior management and social/ emotional skills- Measured by teacher report and parent input. Reviewed at School Wide Support Team meetings as needed.</p>	

Evidence-Based Program	Development of evidence-based prevention policies and practices and student clubs
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Prevention programs	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Curriculum embedded in the Young Marines program, Operation Prevention (a comprehensive, science-based program for ages 8-18 to address substance abuse), Suicide Prevention (Youth Suicide and Self-Harm Prevention: 2017 Resource Guide), Anti-Bullying (facilitated by the campus SRO), Peer Mentor/ Ambassador program, LGBTQ Ally Club, and Human Rights club activities (6-12th grade).	
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.	
Improve social emotional skills and peer interactions- Measured by teacher report and parent input. Reviewed at School Wide Support Team meetings as needed.	

Evidence-Based Program	DESSA Full
Tiers of Implementation	Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
The Devereux Student Strengths Assessment (DESSA) is a strength-based, standardized behavior rating scale.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Results of the DESSA Full guide intervention through EVO SEL and provides specific strategies to address Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Goal Directed Behavior, Personal Responsibility, Decision Making, and Optimistic Thinking	
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 DESSA Full will be completed for students who are presenting with At-Risk concerns on the Mini DESSA.	

Evidence-Based Program	National Alliance on Mental Illness- Ending the Silence
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
A presentation that helps middle and high school aged youth learn about the warning signs of mental health conditions and what steps to take if themselves or a loved one is showing symptoms of a mental health condition	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
50-minute session for middle and high school students (virtual or in person) 1 hour presentation for school staff (in person) 1 hour presentation for families (adults, in person)	
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.	
Change student's knowledge and attitudes towards mental health conditions and toward seeking help. Increase staff members knowledge of warning signs, statistics, how to help students, and how to help families. Increase parent knowledge of warning signs, statistics, how to help their children, and how to work with school staff.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1:1180

2022-2023 proposed Ratio by June 30, 2023

1:1180

School Social Worker

Current Ratio as of August 1, 2022

1: 1180

2022-2023 proposed Ratio by June 30, 2023

1:1180

School Psychologist

Current Ratio as of August 1, 2022

3:1180

2022-2023 proposed Ratio by June 30, 2023

3:1180

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

2:1180

2022-2023 proposed Ratio by June 30, 2023

2:1180

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 service providers will facilitate small groups targeting self-regulation and social skills; Push-in to classrooms to deliver SEL lessons; and for students requiring higher levels of support, provide telehealth services.

Describe your school'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).

If during the SWST meetings an increased need is established, then SWST will reach out to the telehealth provider to increase the number of licensed mental health clinicians.

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

School based mental health providers will collaborate with community-based partners to meet the mental health needs of students. School based and community support allows for wrap around support.

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.

Licensed Providers: Telement, provides Telehealth virtual therapy

School Psychologists/ School Social Workers/ BCBA through Telement: provides CAARS, Safety Planning, Threat assessment, and group/ individual therapy as needed

Community Resource Officer North Port PD: provides substance use prevention; bullying; community safety; cyber bullying

Instructor Selah Freedom: provides Child trafficking prevention education

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)

\$ 55,012.00

Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan

\$ 0.00

Grand Total MHAA Funds

\$ 55,012.00

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.) 1011.62 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_2022-2023_ISNP.pdf
<i>Planed Expenditures Report</i>
Document Link

Charter Governing Board Approval

This application certifies that the **Sarasota 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

Tuesday 7/19/2022