



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	Social Skills Education
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>The school counselor and instructional staff will provide social skills education and training, using the methods taught by the Youth Mental Health First Aid Program. This will occur in Morning Advisory, physical education classes and core classes via brain breaks</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>Middle School Morning Advisory/Responsive Classroom Morning Meetings at Elementary Level Career Research Elective Class Meyers Briggs MBTI Survey Counselor led Character Education Program LMHC Licensed Mental Health Counselor Sessions</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>Students deal with stressors to reduce current problems, learn preventative measures, and implement coping skills to improve emotional self-regulation in the school setting</p>	

Evidence-Based Program	Family Strengthening Program
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
Sarasota Academy of the Arts contracts with Girl’s Inc. to provide a 50 min weekly session, during school day, on site with the approval of parents. The service addresses issues like anxiety, parent/child relationships, communication, grief, and other family related 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.	
Small Girl’s Group with a LMH Counselor.	
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.	
Increase child/parent communication, increase coping skills. Decrease conflicts and anxiety.	

Evidence-Based Program	Client Centered Therapy
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Sarasota Academy of the Arts contracts with Safe Children’s Coalition (Youth Prevention Services) to provide a 50-minute weekly session, during the school day, on site with the approval of parents. The service provides for small groups dealing with maturity, anger management, confidence, communication skills and accountability.</p> <p>Mental health screenings and assessments will take place when there is a report of self-injury, suicidal ideation, and threat assessments. Other scenarios include students who are at risk of harming others, experiencing severe anger, hallucinating, and/or having a mental breakdown. Once a student of concern is identified, the school counselor screens the student by using the “assessment worksheet.” A parent is immediately contacted and a ‘duty to inform’ letter is completed with specific details of the incident and sent to the parent/guardian. If the scenario is considered “low risk,” a safety plan is completed with the student and counselor. If the scenario is moderate to high risk, the gatekeeper brings in the school resource officer. The police officer will determine whether the student needs to be placed under the Baker Act. If the student is placed under the Baker Act, the parent/guardian is notified of the events after the police assessment and determination.</p> <p>In compliance with the Marjorie Stoneham Douglas High School Public Safety Act, SSA+S has created a threat assessment team that will employ evaluations, assessments, and treatment for students that may be at risk or pose a threat to others. Individualized intervention, as part of the mental health treatment plan, created by the LCSW will be employed following an evaluation within 24 hours of the threat. If the evaluation does not occur the day of the possible threat report, the student will be removed from the school until the evaluation takes place, within the 24-hour deadline. Law enforcement will be contacted, as appropriate.</p> <p>The mental health evaluation and treatment plan will be sent to the student’s primary care provider as well as their mental health provider if they have one.</p> <p>If the student does not have a mental health provider, counseling services, as outlined in the mental health treatment plan, will be provided, at the school, with no cost for the family, and contracted through our LCSW (licensed clinical social worker) or LMHC (licensed mental health counselor).</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>Small group counseling: boys group (if applicable) and girl’s group with LMH counselors</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>Increase social skills, increase attendance, Decreased behavior episodes. Decrease in anxiety, depression, and suicidal ideations, and decrease in violent behaviors and threats.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023
1/198

2023-2024 proposed Ratio by June 30, 2024
1/198

School Social Worker

Current Ratio as of August 1, 2023
1/198

2023-2024 proposed Ratio by June 30, 2024
1/198

School Psychologist

Current Ratio as of August 1, 2023
1/198

2023-2024 proposed Ratio by June 30, 2024
1/198

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023
1/198

2023-2024 proposed Ratio by June 30, 2024
1/198

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.

Direct employment of school based mental health providers allows SAA students the availability to receive these supports within our population more quickly. Prior to 2023-2024, SAA contracted the school counselor as part time; the position has become full time to assist with the 198 students thus reducing staff to student ratios.

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).

Per Sarasota County School's statement, "When a charter school wants to access the proportionate share of the mental health grant allocation, the school is required to use the FL DOE template and complete the required components of the plan. Upon completion of the plan, the charter school must submit the plan to the Executive Director of Pupil Support Services for review. Each charter school mental health plan will be submitted to FL DOE along with the school district plan. All SAA student referrals

for screening come from the recommendation of school based SWST, including parent based referrals and administrative based referrals. Upon referral and recommendation for screening, the S W ST facilitator works with the school based mental health provider to ensure assessment for screening takes place within 15 days of referral; All referral and screening activity are documented in our student information system (SIS). SAA follows district policy and asks all enrolling families to indicate if their student has any mental health concerns or conditions. The information is reviewed by administration and school support staff, who reach out to the family to further understand student needs. Based on the information received, the SWST team determines the needs of the student and works with all applicable parties to monitor the student and create, implement, and monitor interventions when necessary. The Pupil Support Services Department works collaboratively with the Sarasota County School Choice Department to ensure that charter schools are invited to participate in all professional learning opportunities. The mental health checklist was completed for charter school submitting a mental health plan."

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 professionals can assist students dealing with trauma and violence by: Follow the school's reporting procedures if there is suspected abuse. If the child is not eligible for special education, consider making individualized accommodations to academic work until the trauma has been sufficiently addressed (might consider including these in a 504 plan). School staff utilizing strategies learned through "Trauma Informed Care" training. The following community providers include:

- ? Girl's Inc. for The Family Strengthening Program
- ? Child Protection Center for Internet Safety
- ? First Step for Tobacco, Vaping, Alcohol, and Drug Awareness
- ? Sarasota County Department of Health for Sex Education, AIDS and STI Education, and Human Reproduction
- ? Big Brother Big Sister
- ? Safe Children's Coalition (Youth Prevention Services) for peer and self-skills

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.

Sarasota Academy of the Arts contracts with many agencies or individuals to support our students and families through many different modes of support, including Tier I and Tier II Response to Intervention strategies (RTI), a multi-tiered system of support (MTSS), School Wide Support Team (SWST) and Small groups. SAA Students of concern are referred to the School-wide Support Team (SWST), which meets two

times a month to discuss students of concern and develop/implement academic and social-emotions interventions. Our contracted School Psychologist, Social Worker, Speech Therapist, and Occupational Therapist meet with the school counselor to begin the RTI process. The SAA counseling program addresses the academic, career, and social/emotional development of all students. In addition to managing SWST and RTI, SAA's counseling department assist teachers in Morning Meetings providing CARES Skills in students' daily lives. SAA also collaborate with local organizations and bring in representatives to speak to our students about internet safety, bullying, dating violence, substance abuse, and positive relationships like Child Protective Services and the Safe Children's Coalition. Additionally, we have contracted with licensed mental health counselor for students who are demonstrating a need for more intensive interventions and need a treatment plan that is managed by mental health professionals. Students who are referred for mental health services participate in a mental health comprehensive intake process, including parental/family involvement and participation, and possibly coordination with physicians, psychiatrists, and other medical providers. The LMHC meets with families and the student for intake. After this meeting occurs, they meet with the student alone, for 50 minute sessions, primarily provided on site. The LMHC notifies authorities and/or the school if the student presents a risk to themselves or others. Furthermore, to streamline the process of identifying students who may need additional support, we have created a Threat Assessment Team that includes members from different areas of professional expertise, including our School Resource Officer, ESE/ESOL Liaison and Administration. All students that make a threat to themselves or others are discussed and assessed by the Threat Assessment Team. Further Assessments may be addressed outside of school.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 9,313.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 9,313.00

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:

Sarasota_Academy_of_the_Arts_0113-MHAA_Planned_Expenditures_Report_2023-2024__(1).pdf
<i>SAA 0113 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 7/18/2023