



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	Character Education & Responsive Classroom
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
For character education we will implement Positive Action Curriculum and responsive classroom morning meetings and closing circles, character ed mini lessons, and school-wide activities and events.	
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.	
Positive Action and Responsive Classroom and student-centered and character building. It is comprised of a set of research and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities, for both students and teachers. Teachers are trained at the beginning of every school year. Teachers will implement morning meetings which include a structured greeting, sharing, group activity, and morning message aligned with Positive Action Curriculum. Also improves cultural understanding and communication to foster relationships. SSIS and/or Behavioral Rating Scales screenings - The SSIS and/or behavioral rating scales will be used as a screening tool for students who are referred due to a mental health concern. The screening will be implemented as needed by the School Psychologist, whom will do the scoring and analysis of data to address social-emotional needs of student(s). Reviewed at School Wide Support Team meetings.	
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 emotional intelligence, cognitive, behavioral, and socio-emotional skills on campus as measured by teacher report and parent input. Reviewed at the School Wide Support Team meetings. For Substance Abuse and Prevention presentations - provided by Herrera Psychology, Community Partners, SCS District, Sarasota Police Department and/or First Responders.	

Evidence-Based Program	Skills Group Counseling
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
Assessment and interpretation of behavioral data to monitor response to intervention. Development and monitoring of individual student behavior intervention plans. Suicide risk/threat assessment Protocols for responding to bullying or trauma.	
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 groups provided by the school psychologist and other mental health professionals. Implementation by the ESE Teacher and/or Liaison, SWST, School Psychologist, Classroom teachers, Gatekeeper, and Administration.	
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.	
Measured by teacher report, Tier 2 RTI data collected, parent input, behavioral rating scales, and/or social emotional screening tool, Safety Plan. Reviewed by the School Wide Support Team and monitored at meetings.	

Evidence-Based Program	Psychological Assessment & Counseling
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
Psychological assessment of cognitive, behavioral, and socioemotional concerns. Counseling as a related service as assigned on a student's IEP or 504 Plan. Suicide intervention and Post-intervention.	
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.	
By School Psychologist and/ or other mental health professionals, CARE team Prevention programs such as Positive Action Curriculum, restorative practices and strategies.	
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.	
Specifically designed interventions, instructional support, and/ or accommodations. BASC-3, Tier 3 RTI data collection and review, Quarterly progress reports on IEP goals, Safety Plan, SWST review and monitoring.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

.5/306

2023-2024 proposed Ratio by June 30, 2024

.5/432

School Social Worker

Current Ratio as of August 1, 2023

0

2023-2024 proposed Ratio by June 30, 2024

0

School Psychologist

Current Ratio as of August 1, 2023

2/306

2023-2024 proposed Ratio by June 30, 2024

2/432

Other Licensed Mental Health Provider*Current Ratio as of August 1, 2023***0***2023-2024 proposed Ratio by June 30, 2024***0****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.

Dreamers Academy will contract with Herrera Psychology to have one and/or two school psychologists to serve the school and its students in different capacities.

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).

SWST protocols and procedures are established to review information to proceed with a treatment care plan for both students and families. The school will connect resources for wraparound care and school identified personnel are assigned to monitor ongoing support and outcomes of interventions, at all levels (Tier II, Tier III).

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

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.

Dreamers Academy strives to support our students and families through many different modes of support, including Tier I and Tier II Response to Intervention strategies (RTI) and a multi-tiered system of support (MTSS). Students of concern are referred to the School-wide Support Team (SWST), which meets every other week and as needed to discuss students of concern and develop/implement academic and behavioral interventions. The RTI process and interventions are managed by SWST. Additionally, we have contracted with Dr. Stacie Herrera and her team, Herrera Psychology, who are licensed school psychologists to provide prescriptive testing and any other assessment needed. We also collaborate with local organizations and bring in representatives to speak to our students about safety.

MHAA Planned Funds and Expenditures**Allocation Funding Summary**

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

\$ 17,943.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 17,943.00

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:

DreamersAcademy-MHAA_Planned_Expenditures_Report_2023-2024_(3).pdf
<i>Planned expenditures</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

Wednesday 5/31/2023