



## 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

<b>Evidence-Based Program</b>	Positive Behavioral Intervention and Support
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Positive Behavioral Interventions and Supports (PBIS) a framework involving multi-tiered levels of support for students' needs in order to improve outcomes across the entire school. PBIS involves integrating data, systems, and practices that affect school climate including factors like bullying, drug and alcohol use, and social-emotional competence.	
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 will generate multiple pieces of data about students every day. Within the PBIS framework, our school will use data to select, monitor and evaluate outcomes, practices, and systems across all three tiers.	
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.	
Our support will deliver implementation of the evidence-based plan across all three tiers. Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide. Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school. At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.	

<b>Evidence-Based Program</b>	Youth Mental Health First Aid
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>The Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.</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>Upon completion of Youth Mental Health First Aid Training teachers and staff will be able to identify students in need of mental health services, support and to properly connect families with appropriate behavioral health services.</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>As a result of this program the school's services within the MTSS will be able to be deliver effective regular student behavior monitoring, mentoring opportunities and analysis activities focusing on program effectiveness and general outcome data. Services shall include, but not be limited to, development or modification of a Behavior Intervention Plan (BIP), Individualized Education Program (IEP), Section 504 plan or referral to outside agencies.</p>	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**1:25**

*2023-2024 proposed Ratio by June 30, 2024*

**1:25**

#### 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*

0

*2023-2024 proposed Ratio by June 30, 2024*

0

**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.**

By having direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) we will reduce staff-to-student ratios. As a result of reducing staff-to-student ratios we hope to see a reduction in problem behaviors, improvements in students' emotional well-being, testing scores, attendance, and GPA. Furthermore, teachers and staff will feel more supported and competent.

**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).**

Teacher/Staff report to student services personnel to ensure that student behavior and academic drops are addressed regularly. All staff shall submit students to the Pupil Monitoring Plans (PMP) list for academic or behavioral assessment when evidence of possible social, behavioral or substance abuse disorders may arise. All school-based counseling and related support services provided at the school shall be documented using Form 3673 (Student Case Management Student Services Form). Dade-Miami Arts Charter - 2022-23 MENTAL HEALTH APPLICATION CHARTER. Students/parents are also oriented to seek student services personnel about concerns related to academics, emotional, and behavioral functioning.

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

The school shall adopt the Miami-Dade County Public Schools IDEA Parent Resources list (Form 6334) in order to select evidence-based outside agencies and service providers that can be recommended to parents and caretakers. Staff training shall take place regarding the diversity of services available with emphasis placed on community and parent education regarding available resources and treatment services for parents to consider. Counselors shall meet with parents to recommend pediatric services, positive behavior supports, assessment techniques and to generally ensure primary caretaker involvement takes place

**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.**

District Contracted mental health services  
The Stepping Stones Group

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

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

\$ 49,143.00

#### Unexpended MHAA funds from previous fiscal years

\$ 0.00

#### Grand Total MHAA Funds

\$ 49,143.00

### 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:

Miami_Arts_Charter_7059_MHAA_Planned_Expenditures_Report_2023-2024.pdf
<i>Miami Arts Charter School (7059) MHAA Planned Expenditures 2023-2024. PDF form provided on website is not functioning properly. Addition formulas do not summarize correctly.</i>
<a href="#">Document Link</a>

## Charter Governing Board Approval

This application certifies that the **Miami-Dade County Public 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