



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	Addressing Student Behavior to Improve Mental Health
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>SCFCSV school counselor and academic coaching instructors will provide curriculum and training to bring awareness to negative student behaviors. Students may self identify and recognize positive responses to stress, anxiety and other triggers that lead to poor behavior. An improvement in student behavior can foster a more positive school climate.</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>State College of Florida Collegiate School Venice strives to support 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). The RTI process and interventions are managed by the school counselor. SCFCS Venice has a 50 minute daily academic coaching class for 9th and 10th grade, and a weekly seminar class for juniors and seniors. During this time, the school counselor and academic coaching instructors, as well as the 9th grade HOPE course, focus on character building and health/nutrition, while also addressing mental health topics like self-harm, suicidal ideation, adolescent depression, negative and positive coping strategies and expressing feelings.</p> <p>Also addressed is anti-bullying curriculum, social media and internet safety, and identifying resources for help.</p> <p>A particular focus is goal setting and reflection for academics and social/emotional goals and the effects of stress and time management.</p> <ul style="list-style-type: none"> • During the academic coaching course, which incorporates required individual planning sessions with academic coaching instructor, goal setting and academic review with the student, the family and as a collaborative school team. This class is designed to observe student progress as an opportunity for early identification of students in need and have not reached for their resources. • Through school counseling who may refer families to contracted/outside services. JFCS of the Suncoast mental health counselors are available for students who are demonstrating a need for more intensive interventions and need a treatment plan that is managed by mental health professionals. JFCS of the Suncoast meets with families and the student for intake. <ul style="list-style-type: none"> • Other services include training for staff and instructors in Youth Mental Health First Aid. • Administrative professional development regarding Title IX and at risk students, with collaboration with the State College of Florida's dean of students. The charter also collaborates with the college's department of public safety for an additional layer of student support by mandatory reporters on campus for possible crisis events. • Services also include a trained nurse and guidance counselor on staff to assist in dissemination of information and the point person for students. 	
<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>	

- Students have a dedicated teacher assigned to students to monitor the day to day and report changes in behavior or academics, and a trusted ear for students as an advocate. A counselor and school nurse are available for interventions and recovery initiatives at the school. Involuntary assessments to diagnosis and treat are part of the MOU with JFCS, and maybe aided by SCF public safety's response and relationship with the SCSO.
- Processes returning to school or high monitoring include the counselor and head of school working with parents on specific goals and plans for their student at school.

Evidence-Based Program	Direct mental health services from the Jewish Family & Children's Services of the Suncoast, Inc. (JFCS)
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>School based mental health provider is the school counselor and makes referrals to certified mental health professionals for students and families for in depth care. The school counselor works closely with students and families at school as needed until a referral is appropriate.</p> <p>State College of Florida Collegiate School Venice utilizes the following community providers:</p> <ul style="list-style-type: none"> - Jewish Family and Children Services of the Suncoast - Selah Freedom for Human Trafficking and Child Sex Trafficking 	
<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>JFCS has secured a three-year grant through the Florida Blue Foundation to provide community wellness services and supports and JFCS desires to provide the following services and supports to constituents of SCFCSV.</p> <p>JFCS will provide direct access of identified children and youth in need of individual mental health counseling services to a licensed mental health professional, employed by JFCS, to onsite sessions at SCFCSV or by via Telehealth or other arrangement that best meet the client's needs and meets the required communication and approvals of parents/guardians.</p> <p>JFCS will offer group counseling sessions to both children and youth of SCFCSV and other clients identified by SCFCSV to benefit from group counseling, with approvals and communication to parents/guardians.</p> <p>JFCS will provide case management support to engaged children and youth and to the families of those engaged to provide additional support to better address immediate and longer-term goals aimed to improve overall family functioning.</p> <p>JFCS will provide quarterly trainings for SCFCSV staff on topics aimed to improve mental health literacy and to better address and respond to children and youth experiencing an emotional, behavioral or mental health crisis.</p> <p>JFCS will provide quarterly community mental health education sessions to family members/community members of SCFCSV aimed to improve mental health literacy and to develop tools on how to provide support to children and youth experiencing emotional, behavioral or a mental health crisis.</p> <p>JFCS will communicate regularly with SCFCSV to plan for therapy sessions, groups, staff and community education sessions and to provide a status update on the ability to accept new referral and/or the timeline to access services and supports.</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>	
<ul style="list-style-type: none"> • During the academic coaching course, which incorporates required individual planning sessions with academic coaching instructor, goal setting and academic review with the student, the family and as a collaborative school team. This class is designed to observe student progress as an opportunity for early identification of students in need and have not reached for their resources. 	

Evidence-Based Program	Supplemental programming
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
Supplemental programming details will be added during second semester.	
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.	
Supplemental programming details will be added during second semester.	
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.	
Supplemental programming details will be added during second semester.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1/246

2023-2024 proposed Ratio by June 30, 2024

1/246

School Social Worker

Current Ratio as of August 1, 2023

0/246

2023-2024 proposed Ratio by June 30, 2024

0/246

School Psychologist

Current Ratio as of August 1, 2023

0/246

2023-2024 proposed Ratio by June 30, 2024

0/246

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

0/246

2023-2024 proposed Ratio by June 30, 2024

0/246

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.

SCFCS Venice direct employment of our school counselor as well as contracting with JFCS of the Suncoast, allows our school to provide mental health services and counseling to our students which reduces the staff-to-student ratio.

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).

- SCFCS Venice school counselor and school nurse is supported by student services team, including a college advisor, and has a working relationship with instructors as curriculum for academic coaching is collaboratively designed by the counselor and the teachers. The head of school monitors the opportunities available for collaboration and assists with the scheduling needed for students.

- Students may have direct mental health services at school, including telehealth opportunities, to allow for a safe and relaxed environment for services.

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 provider is the school counselor and makes referrals to certified mental health professionals for students and families for in depth care. The school counselor works closely with students and families at school as needed until a referral is appropriate.

State College of Florida Collegiate School Venice utilizes the following community providers:

- Jewish Family and Children Services of the Suncoast
- Selah Freedom for Human Trafficking and Child Sex Trafficking

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.

- Jewish Family and Children Services of the Suncoast
- State College of Florida, Manatee- Sarasota, support and resources

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

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

\$ 10,647.00

Unexpended MHAA funds from previous fiscal years

\$ 24,114.00

Grand Total MHAA Funds

\$ 34,761.00

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 Statues.

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:

0122.SCFCSV-MHAA_Planned_Expenditures_Report_2023-2024_DRAFT.pdf
MHAA planned funds and expenditures form.
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 9/26/2023