



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

<b>Evidence-Based Program</b>	YMHFA and PBIS
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
YMHFA Action Plan: 1. Assess for risk of suicide 2. Listen nonjudgmentally 3. Give reassurance and information 4. Encourage appropriate help 5. Encourage self-help and other support strategies.	
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.	
Coastal Connections Academy will use a multi-tiered system of supports to identify and deliver mental health services to all students. All students will receive tier 1 support that includes school-wide behavior and social skills through monthly live lessons and/or webmails. If a student is identified for tier 2 support these will be delivered weekly through the use of small group live lessons, phone calls, and webmails. Tier 3 support will be delivered weekly in a 1:1 format and could include face-to-face services with a contracted provider.	
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>Outside agencies will be selected based upon geographical location proximity to the student's home address and flexible scheduling to be able to provide services based upon the student's schedule. Additionally, agencies will be chosen based on the quality of care, as evidenced by achieving the highest level of accreditation from both the Agency for Health Care Administration (AHCA) and Gold Standard accreditation from the Commission on Accreditation of Rehabilitation Facilities (CARF).</p> <p>Evidence-based mental health care programs/resources used:</p> <p>Substance Abuse and Mental Health Services Administration. (2011.) Consumer-operated services: Getting started with evidence-based practices. HHS Pub. No. SMA-11-4633, Rockville, MD: Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services</p> <p>Child Welfare League of America, National Center for Mental Health and Juvenile Justice, and Technical Assistance Collaborative, Inc. (2010). Sustaining change: A model for change guidebook. Chicago, IL: John D. and Catherine T. MacArthur Foundation's Models for Change</p> <p>Aarons, G. A., Wells, R. S., Zagursky, K., Fettes, D. L., &amp; Palinkas, L. A. (2009). Implementing evidence-based practice in community mental health agencies: A multiple stakeholder analysis. American Journal of Public Health, 99(11), 2087- 2095.</p>	

<b>Evidence-Based Program</b>	PBIS
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>The four critical features of SW-PBIS include:</p> <p>Locally-meaningful and culturally-relevant outcomes</p> <p>Empirically-supported practices</p> <p>Systems to support implementation</p> <p>Data to monitor effective and equitable implementation and to guide decision making</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>Coastal Connections Academy will use a multi-tiered system of supports to identify and deliver mental health services to all students. All students will receive tier 1 support that includes school-wide behavior and social skills through monthly live lessons and/or webmails. If a student is identified for tier 2 support these will be delivered weekly through the use of small group live lessons, phone calls, and webmails. Tier 3 support will be delivered weekly in a 1:1 format and could include face-to-face services with a contracted provider.</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>Supports will be provided in a team effort among teachers, counseling staff, and leadership teams. The type and level of behavior support provided for students will match the intensity of the student's needs. Student responsiveness to supports will guide behavioral intervention decisions.</p> <p>Behavioral Support evidence based resource:</p> <p>Asgary-Eden, V., &amp; Lee, C. M. (2011). So now we've picked an evidence-based program, what's next? Perspectives of service providers and administrators. [Peer Reviewed]. Professional Psychology: Research and Practice, 42(2), 169-175. doi: 10.1037/a0022745</p>	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**1:249**

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

**1:275**

### **School Social Worker**

*Current Ratio as of August 1, 2023*

**NA**

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

**NA**

### **School Psychologist**

*Current Ratio as of August 1, 2023*

**NA**

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

**NA**

### **Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2023*

**NA**

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

**NA**

## **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.**

The counseling team supports students and teachers through behavior and mental health live lessons, phone calls, student and caretaker support, and sharing virtual school resources. If needed, contracted professionals will be utilized as well. This team effort helps to support our staffed professionals.

**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).**

Our tier system helps direct how supports are utilized. YMHA and PBIS programs are used with our detailed tier system to support students with their mental health and behavioral needs. Contracted supports are in place to further assist students when the need arises. Our staffing allocations meet the needs for direct instruction and supports through live lessons, webmails, phone calls, and in-person contacts.

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

Coastal Connections Academy is dedicated to student support and providing the needed resources for those requiring more in the areas of behavior supports and mental health supports. Because our students are located throughout the state, we partner with contracted professionals and services whose locations are in the communities our students reside in.

After a student becomes eligible for receiving services with a contracted provider, the school's counselor will provide the designated service provider with a student referral form. As per the contracted provider agreement form, the provider will provide the school with monthly service logs and collaborate with the school's counselor and student's legal guardian in a consultative monthly phone call to ensure the student is receiving appropriate and effective supports and services within

the school environment and within the community with the contracted provider. Following each consultative phone call, a copy of the conference notes from the call will be provided to the student's teachers and legal guardian.

### 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.**

The contracted agencies used by Coastal include:  
Allied Therapy Partners, LLC; Community Therapy Services; Barbara S. DeSalvo, Inc.; Enable My Child; Global Teletherapy; Soliant Health; Therapy Source, Inc. Counselors also keep a list of statewide supports for families, based on region, and make location specific recommendations for families when needed.

### MHAA Planned Funds and Expenditures

#### Allocation Funding Summary

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

\$ 11,772.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 11,772.00

#### 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:

MHAA_Coastal_Final.pdf
MHAA Expenditures Form.
<a href="#">Document Link</a>

### Charter Governing Board Approval

This application certifies that the **Santa Rosa County School District** 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 6/20/2023