



Part I: Youth Mental Health Awareness Training Plan

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Introduction

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mentalhealth. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

MHAA Plan Assurances

The Charter School Assurances

One hundred percent of the state funded proportionate share is used to 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

Maximizing the use of other sources of funding 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

Includes a system 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 providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Yes

A Charter school board policy or procedures 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-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, 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 in s. 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 in s. 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, or 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

Planned Outcomes

Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).

Outcome data are examined to determine the impact of mental health student services on attendance.
Outcome data are examined to determine the impact of mental health referrals.

Charter Program Implementation

Evidence-Based Program	Mental and Emotional Health Education instruction for students in grades 6 thru 8
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Education instruction for students in grades 6 thru 8	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Five hours of mental health instruction for all students will be provided by the school counselor in a classroom guidance format. Guidance created a workbook, engaging short videos and group activities and discussions used. Various sources of guidance material will be utilized for both individual and group format. Topics include recognition of signs and symptoms related to mental health disorders. Strategies to develop healthy coping skills.	
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.	
Students will gain awareness of signs and symptoms of mental health struggles and gain an understanding that mental health is emotional and social well-being. Students will also gain knowledge of the many services and support available in order to self-advocate. Students will be provided information on how to access the FortifyFI reporting app and website.	

Evidence-Based Program	Substance Use and Abuse Health Education for students in grades 6 thru 8.
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Classroom instruction for students in grades 6 thru 8.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Instruction in the dangers of substance use and abuse for students in all grade levels will be coordinated by the school counselor and the SRO officer using various curriculum including from the Florida Department of Health. An emphasis on Vaping/e-cigarette use, addiction and health consequences will take place. Red Ribbon Week will also be used via school wide activities.	
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.	
Students will gain awareness of signs and symptoms of drug and alcohol addictions. Students will also gain knowledge of the differences between psychological and physical addiction and the ways to seek help for themselves or others.	

Evidence-Based Program	C-SSRS - Columbia Suicide Severity Rating Scale.
Tiers of Implementation	Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
C-SSRS - Columbia Suicide Severity Rating Scale.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Suicide risk/threat assessment for students engaging in behavior or making comments that suggests the student may be considering suicide or self-harm.	
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.	
To identify students in crisis and with mental health needs and to maintain the safety and well-being of the student and others.	

Evidence-Based Program	Individual/Small group counseling
Tiers of Implementation	Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Implementation of Social Emotional Learning curriculum based on student, staff and parent referrals.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Skills and counseling will be addressed, but not limited, to teaching social skills, anger management, anti-bullying, conflict resolution, de-escalation, grief/loss coping skills, depression, anxiety, post-traumatic stress, trauma, problem solving, and adjustment to environmental stress.	
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.	
To improve the physical and psychological health and safety of our students by responding and supporting student's mental health needs by teaching social and emotional learning curriculum.	

Evidence-Based Program	Progress Monitoring
Tiers of Implementation	Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Weekly consultation with teachers and families when necessary pertaining to student's attendance and behavioral referral and intervention procedures.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Weekly consultation with teachers and families when necessary pertaining to student's attendance and behavioral referral and intervention procedures. Frequency of meetings may increase to daily check in, check out if necessary.	
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.	
To ensure early identification and early intervention of students in need of mental, physical and health services. Weekly monitoring of student's mental health needs in relation to their behavior intervention plans; along with skills to teach and reward positive behaviors for students with repeated behavior problems in the school setting.	

Evidence-Based Program	Child Trafficking Prevention Education Instruction in grades 6 thru 8 as per F.A.C.6A-1.0941
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Classroom instruction for students in grades 6 thru 8.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Instruction in human trafficking for students which will be facilitated by the school counselor and the SRO officer. Safer Smarter Teens curriculum will be utilized.	
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.	
Students will gain awareness, ways to seek help for themselves or others, and resources to reduce human trafficking.	

Evidence-Based Program	Kickboard software Kickboard software gathers behavior data that schools can analyze to celebrate success and address areas of need. In all areas of the school, students can trust there will be consistency in both positive and negative situations.
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Kickboard software gathers behavior data that schools can analyze to celebrate success and address areas of need. In all areas of the school, students can trust there will be consistency in both positive and negative situations.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Staff will be trained on implementation and use of the Kickboard software. Continued Kickboard Professional Development helps to implement proven school wide systems and practices that help teachers effectively manage classroom behavior. The training supports school initiatives like PBIS, SEL, RTI, Restorative Practices, Equity and more.	
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.	
Students will gain awareness, ways to seek help for themselves or others, and resources to reduce human trafficking.	

Evidence-Based Program	PBIS
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
PBIS is the framework for implementation of the District's continuum of evidence-based interventions to achieve academically and behaviorally important outcomes for all students. PBIS is implemented district-wide in all schools and in our Transportation Department. This framework integrates PBIS and school mental health implementation for all students including for students with, or at-risk, of mental health challenges. The Multi-Tiered System of Supports (MTSS) is a tiered prevention system of supports. MTSS/PBIS provides a cross-system problem-solving team that utilizes data to select evidence-based practices to implement. This multilevel system of supports (PBIS and school mental health) provides for active involvement by youth, families, school staff, and community mental health providers.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
The school's PBIS team which will include a school mental health professional (school counselor, school psychologist, school licensed mental health professional) on the MTSS team at all tiers, contributing to an integrated plan and to fidelity and data as well as developing supporting and monitoring interventions at tier 1,2 and 3.	
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: • student outcomes including academic performance, social-emotional competence, reduced bullying behaviors and decreased rates of student reported drug/alcohol abuse. • Reduced exclusionary discipline outcomes. • Improved school climate as reported by staff and students.	

Evidence-Based Program	Safe Schools training modules
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Online training modules for all staff	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Safe Schools trainings include: • Bullying: Recognition & Response (Full Course) • De-Escalation Strategies (Full Course) • Disruptive Student Behavior (Full Course) • Youth Suicide: Awareness & Prevention (Full Course) • Cultural Competence and Racial Bias (Full Course) • Student Drug and Alcohol Abuse (Full Course)	
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: • Understanding of mental health and mental health and substance abuse disorders • Ability to self-advocate for mental health assistance • Identify mental health resources	

Evidence-Based Program	Handle with Care
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Handle with Care is an alert to staff regarding a student who has experienced a recent traumatic event. It is a just-in-time intervention that is situational to the student.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
When school administrators or the school mental health team is notified concerning a student who has experienced a traumatic event they will notify teachers to look for any observable signs of student distress (without revealing confidential information) • Teachers will utilize trauma sensitive interventions (e.g., predictable classroom routines and transitions, positive communication, anticipate challenging times and provide additional support to the student), and look for observable signs of student distress (e.g., change in personality, disengagement) and contact the school counselor for assistance and support.	
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: • Post-traumatic stress symptoms (parent, teacher, and child report), anxiety symptoms (child reported), emotional regulation (parent and teacher report), and emotional/behavioral problems (parent and teacher reported) • In terms of risk and protective factors, improvement on measures of social adjustment (child reported)	

Evidence-Based Program	Kognito
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Kognito is an online platform that contains simulations with virtual humans to prepare staff to lead real-life conversations that assist with meeting the needs of students with social-emotional needs.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Kognito virtual training combines the science of learning, the art of conversation, and the power of game technology to engage users in role-play conversations with virtual humans, allowing them to try different approaches, get personalized feedback and gain the confidence and skills to lead similar conversations in real-life.	
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: Awareness and understanding of methods that can be used to help students that need social-emotional support.	

Evidence-Based Program	Support for Students Exposed to Trauma (SSET) Support for Students Exposed to Trauma (SSET) is a school based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of PTSD
Tiers of Implementation	Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Support for Students Exposed to Trauma (SSET) Support for Students Exposed to Trauma (SSET) is a school based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of PTSD	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
• School based mental health professionals who receive a student referral will contact the parent/guardian to discuss the treatment approach and may only proceed if the parent provides consent. • Student progress will be documented by the school guidance counselor or other mental health professional. SSET is delivered in an easy-to- use lesson plan format that is ideal for educators. School-based mental health professionals can use SSET as a nonclinical adaptation of the CBITS Program by teaching cognitive and behavioral skills, such as social problem solving, psychoeducation and relaxation. The program consists of 10 45-minute lessons designed to be delivered in one session through the Physical Education classes. These lessons focus on: • common reactions to trauma • relaxation techniques • coping strategies • learning to approach difficult situations • developing a trauma narrative	
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.	
Through the use of this evidence-based program, middle school students ages 10-14 will learn to deal with real-life problems and stressors and increase levels of peer and parent support. To increase skill-building techniques to reduce current problems with: • anxiety or nervousness • withdrawal or isolation • depressed mood • acting out in school • impulsive or risky behavior	

Evidence-Based Program	Student Check-Ins School counselor check-ins for newly enrolled students, transfer students or students identified as chronically absent (10% or more of total school days).
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Student Check-Ins School counselor check-ins for newly enrolled students, transfer students or students identified as chronically absent (10% or more of total school days).	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
• The school counselor meets with new students upon enrollment and then interacts with the student at 30 and 60 days in a brief check-in. • Students with a pattern of chronic absences (10% or more), will have a weekly check-in with a staff member.	
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.	
Increased sense of belonging for new or transfer students (per student report) Students with chronic absences will have a greater sense of belonging and social connectedness (per student report).	

Evidence-Based Program	Youth Mental Health First Aid (YMHFA) (K-12) Mental Health First Aid USA is a live or virtual training program designed to give people the skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The course uses role -playing and simulations to demonstrate how to recognize and respond to the warning signs of specific illnesses.
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Youth Mental Health First Aid (YMHFA) (K-12) Mental Health First Aid USA is a live or virtual training program designed to give people the skills to help someone who is developing a mental health problem or experiencing a mental health crisis. The course uses role -playing and simulations to demonstrate how to recognize and respond to the warning signs of specific illnesses.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Mental Health First Aid teaches participants a five step action plan, ALGEE, to support someone developing signs and symptoms of a mental illness or in an emotional crisis: • Assess for risk of suicide or harm • Listen nonjudgmentally • Give reassurance and information • Encourage appropriate professional help • Encourage self-help and other support 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.	
Universal school-based behavioral health interventions are associated with improved academic achievement and related behavior known to influence academic success, such as increases in school grades, standardized test scores, grade point averages, and teacher-rated academic competence. Students who received a behavioral health intervention showed greater resilience and emotional functioning as evidenced by increased academic motivation, self-efficacy, commitment to school, and stability during grade-level transitions. At the school level, intervention sites reported less violence, bullying, and other problem	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1

2022-2023 proposed Ratio by June 30, 2023

1

School Social Worker*Current Ratio as of August 1, 2022*

0

2022-2023 proposed Ratio by June 30, 2023

0

School Psychologist*Current Ratio as of August 1, 2022*

0

2022-2023 proposed Ratio by June 30, 2023

0

Other Licensed Mental Health Provider*Current Ratio as of August 1, 2022*

0

2022-2023 proposed Ratio by June 30, 2023

1

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.

MICMS plans to hire either a part time social worker or part time psychologist to support students. Outside agencies (ex: David Lawrence Center, Valerie's House, CPE, Naples Community Hospital & AVOW Kids) will also provide services to the school, increasing the amount of time with students and reducing student to provider ratios.

Describe your school'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).

Marco Island Charter Middle School will hire either a part time social worker or part time psychologist.

Marco Island Charter Middle School also works collaboratively with Collier County Public Schools for assistance when a school psychologist is needed to work with students.

Marco Island Charter Middle School has established collaborative working partnerships with the following:

- Marco Island Police Department
- Collier County Sheriff's Office
- Department of Children and Families, Department of Juvenile Justice
- David Lawrence Center.

Marco Island Charter Middle School's school counselor will communicate with and follow up when students are referred from Marco Island Charter Middle School to community-based mental health service providers.

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

Responsibilities of Mental Health Personnel/ School Counselors

- Conduct mental health screenings
 - Collaborate with school and district personnel on threat assessment teams
 - Collaborate with administration, teachers, guidance, and parent/guardian on Student Success Teams
 - Conflict resolution
 - Academic Tracking
 - Bullying investigation and intervention
 - Collaborate with administration, teachers, guidance, and parent/guardian on Student Success Teams
 - Provide training in mental health awareness for students and school staff
 - Coordinate services with primary care and mental health providers involved in a student's care
 - Communicate and collaborate with parents and guardians
 - Refer students that need Tier 3 support to social worker, mental health counselor or contracted agency for therapy
 - Communicate and collaborate with parents and guardians
- Social Workers and Mental Health Counselors

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.

School Nurse and Mobile Crisis Response Team

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)

\$ 16,044.00

Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan

\$ 0.00

Grand Total MHAA Funds

\$ 16,044.00

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.) 1011.62 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_Planned_Expenditures_Report_2022-2023_7-1-22.pdf

<i>MICMS Planned Expenditures Report 2022-2023</i>
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Document Link

Charter Governing Board Approval

This application certifies that the **Collier 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 6/14/2022