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Introduction

Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

MHAA Plan Assurances

The District 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

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

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 school 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	Youth Mental Health First Aid
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>Youth Mental Health First Aid is a 6.5-hour training that teaches district personnel how to identify, understand and respond to signs of mental illness and substance use disorders in youth. The training gives adults who work with you the skills they need to reach out and provide initial support to children and adolescents (6-18) who may be developing a mental health or substance use problem and help connect them to the appropriate care. The School District of Manatee County is in the process of providing all district personnel with this training.</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>Youth Mental Health First Aid training is provided to all district personnel through virtual, blended and in person platforms. Trainings are offered throughout the school year during the school day and after school hours. Virtual training consists of 2 hours of independent self-paced work with 4 hours of live virtual trainings. Blended training consists of 2 hours of independent self-paced work and 4 hours of in person training. In-person training consists of 6 hours of face-to-face training. Employees sign up for training through the districts professional learning site</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>	
N/A	

Evidence-Based Program	Monique Burr K-5
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>MBF Child Safety Matters is a comprehensive, evidence-based curriculum for elementary school students in grades 1-5. The program educates and empowers children and all relevant adults with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, and digital abuse dangers. The facilitator will present engaging, interactive PP, lectures, small group discussion, skill practice, videos, and games.</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>Comprehension program teaches universal safety rules and strategies following the recommendations of polyvictimization research. Students will participate in 3 lessons. School counselors will deliver the lessons, or they can be facilitated by Manatee Children’s Services. The program is found to be quality and effective in four independent research studies, effective learning strategies and materials, and is developmentally age appropriate.</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>	
N/A	

Evidence-Based Program	Monique Burr 6-12
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>MBF Teen Safety Matters is a comprehensive, evidence inform prevention education program for middle school students in grades 6-8 and high schools' students in grades 9-12. The program educates and empowers teens and all relevant adults with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, relationship abuse, sex trafficking, and digital danger.</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>MBF Mental Health Matters, provided by Monique Burr Foundation for children, are supplemental lessons for MBF Child Safety Matters and AMF Teen Safety Matters that address Mental and Emotional Health and Substance Use and Abuse. The five one-hour courses will be delivered in middle school and high school classrooms. In middle school, the grade level guidance counselors will deliver the lessons during the social studies classroom in 6th and 7th grade. 8th grade content will be delivered in PE or HOPE. High school classrooms will be delivered in multiple content rooms determined by school leadership.</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>	
N/A	

Evidence-Based Program	Teach Town
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>TeachTown: comprehensive, character- based, video-modeling curriculum for students with special needs connects the treatment and progress made in the clinical setting to what children are learning in the school setting. Features include: structured curriculum to systematically target social behaviors, fun, animated videos that are engaging and teach socially appropriate behaviors, which also serve as a positive model for children. Teachers have access to a systematic data collection tool which provides automatic reporting and graphing features that can be shared with parents and school staff. This program is available for all Autism Spectrum Disorder (ASD) classrooms</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>TeachTown is a comprehensive, character- based, video-modeling curriculum for students with special needs that connects the treatment and progress made in the clinical setting to what children are learning in the school setting. K-5 Students with ASD have access to a structured curriculum that systematically target social behaviors, has animated videos that are engaging and teach socially appropriate behaviors, and serves as a positive model for children. Teachers have access to a Systematic data collection tool which provides automatic reporting and graphing features that can be shared with parents and school staff. Students with ASD in grades 1-5 work independently for approximately 20 minutes three times a week on both academic and social skills computer-generated lessons. In order to reinforce the social emotional lessons, related group social skill lessons are taught weekly.</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>	
N/A	

Evidence-Based Program	Check In- Check Out
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
<p>Check-In/Check-Out: provides additional support for students who need more support to meet their goals socially, emotionally, and/or academically. CICO gives students a boost and allows them to meet behavioral goals that can lead them back to Tier 1. Check-in/Check-Out intervention forms can be customized to reflect behaviors that need additional focus. Teachers provide feedback to the student on these behaviors throughout the day. Criteria used to identify students for CICO: a student who struggles with Tier 1 goals and behaviors, little to no classwork participation or completion, poor performance in submitting homework, lack of participation in class, poor organizational and/or time management skills, struggles with emotion, focus, attentiveness, staying on-task, interpersonal and self-regulation skills</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>Check-In/Check-Out: students are assigned to a CICO intervention check in with a coach/mentor at the beginning of the day to set goals for the day. This adult can be a counselor or other staff member who is not an instructor for that student. Typically, the student uses a “points card” that spells out the goals for each part of the day. As the student progresses through the day, their teachers evaluate behavior and assign points for meeting their daily goals. At the end of the day, the student checks out with the same staff member they began the day with, assessing their points total for the day. The final component of this process involves the student taking their points card to a parent at home, and returning it signed at the next morning check-in. The mentor encourages the student to reflect on what they did well, how they feel, and what they need to work on.</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>Check-In/Check-Out: At its most basic, the check in/check-out meeting is an opportunity for student and mentor to work together to improve behavior. CICO doesn’t focus on the student’s struggles in behavior. Instead, it centers on the positive behavioral goals met and the efforts made by the student to attain those goals. Because Tier 2 interventions provide additional assistance to students, the expectation is that those students will eventually progress into Tier 1.</p>	

Evidence-Based Program	Handle With Care
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
<p>Handle with Care: Manatee County’s Handle with Care (HWC) program is modeled after the West Virginia Defending Childhood Initiative and is a multiagency collaborative effort to increase knowledge and awareness when a student has experienced a traumatic event in their home or community. The School District of Manatee County partners with all local law enforcement agencies to establish an immediate notification system when a student enrolled in a district school becomes involved with an active case. This system is designed to notify school principals, teachers, and counselors that a student may be experiencing some level of trauma and to simply be aware, if outward signs of problems begin to emerge.</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>Handle with Care is a just-in-time intervention situational to the student who has experienced a recent traumatic event. Each morning local law enforcement notifies the school district of students who may have experienced a traumatic event in the previous evening (i.e. police or EMS visit, removal from home, etc.). The designated HWC school personnel will alert the student’s principal and teacher(s) with an email with the Subject Line: Handle with Care and the message of Student ID number and initials. A Handle with Care icon will appear next to the student’s name in FOCUS. The school psychologist or assistant principal then conducts a 5-minute stand-up meeting with the student’s teachers to verbally share need-to know information about the recent traumatic event; review signs of distress and trauma sensitive interventions and advise them of who to call for help if signs of distress worsen or persist after 2-3 weeks.</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>Handle with Care supports the evidence that creating a safe and supportive school environment, building secure attachments, and developing a student’s noncognitive skills can lead to student stability and success. To ultimately create a safe and supportive school environment, build secure attachments, and develop a student’s non-cognitive skills to lead to the student’s stability and success. To monitor student for signs of distress and contact school counselor or school psychologist to request assistance if needed.</p>	

Evidence-Based Program	School of Behavioral and Excellence
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
<p>School of Behavioral and Learning Excellence (SABLE) and The School of Therapeutic and Academic Resources (STAR) programs are a short term alternative education school for students who have a mental health diagnosis and are engaging in significantly challenging behaviors that have shown little or no response to the intensive and targeted interventions of a multi-tiered system of support. SABLE consists of one middle school classroom and three elementary school classrooms. STAR is a short-term alternative education school within SABLE consisting of two PreK-K classrooms. Students appropriate for referral to SABLE are in grades 1–8. Students appropriate for STAR are in PreK & K. Generally, the length of stay for a student will be one to two quarters. All cases, however, are considered on an individual basis. A Board-Certified child psychiatrist provides weekly on-site mental health evaluations for students at SABLE as well as medication evaluations and medication regulation for families who do not have a private psychiatrist. There will be one full-time school social worker, one full-time licensed mental health therapist, and one full-time behavior specialist. The social worker and licensed mental health therapist will provide small-group and individual counseling to students. In addition, a district school psychologist is assigned to SABLE to provide assistance with evaluations for students.</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>School of Behavioral and Learning Excellence (SABLE) and The School of Therapeutic and Academic Resources (STAR): Students appropriate for referral to SABLE are in grades 1 – 8 who are attending a Manatee County Public School. Students must have a mental health diagnosis and be engaging in significantly challenging behaviors that have shown little or no response to the intensive and targeted interventions of a multi-tiered system of support. An observation by Student Services Staff and/or an ESE Behavior Specialist will be conducted to document the implementation of tiered interventions. Once the team at SABLE determines that this is an appropriate student referral a meeting will be scheduled at the sending school to discuss SABLE as an option for the student. Present at this meeting must be the ESE Resource Compliance Specialist and the parent/guardian. If the team determines that SABLE is the most appropriate option for the student at this time the specialist will document that decision either in the IEP or on a Report of Conference Form. The file is then delivered back to SABLE where SABLE Staff will contact the parent/guardian and set up a day and time for the parent/guardian to register the student and for the student to start at SABLE. Dismissal from SABLE will be based on individual student data. A student length of stay beyond one quarter will be considered on an individual case basis. A dismissal meeting will be scheduled at SABLE. The parent/guardian and receiving school staff will be invited to this meeting. Dismissal paperwork and an IEP revision if appropriate will take place. Positive behavior interventions and the student’s response to those interventions will be discussed. This meeting will occur within five to ten days of the student’s dismissal from SABLE</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>School of Behavioral and Learning Excellence (SABLE) and The School of Therapeutic and Academic Resources (STAR): To transition students with a mental health diagnosis in grades Prek-8 back to their</p>	

home schools through SABLE/STAR use of individually designed mental health plans (stabilizing of the student, teaching appropriate coping strategies, medication management, therapy/counseling, etc..) within one to two quarters

Evidence-Based Program	Suicide Awareness
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
Posters will be disseminated to all secondary schools, making students and staff aware of the 988 Mental Health Crisis Line. The district's Suicide Prevention Team will develop videos to be presented to all secondary schools during National Suicide Prevention Week.	
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 viewing these videos, students will become aware of some of the signs and symptoms of suicide ideology. The two-prong approach (YMHFA training for teachers and videos for students) will allow more individuals on school campuses to identify when someone may be considering suicide and can assist the student in reaching out for help.	
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.	
For students expressing thoughts of suicide, a follow-up plan will be developed with the student, their family, and school-based personnel to ensure the student is receiving the support he/she needs.	

Evidence-Based Program	Cognitive Behavioral Intervention for Trauma in Schools
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>The CBITS program is a school-based, group and individual intervention that uses cognitive behavioral techniques. It is designed to reduce symptoms of PTSD, depression, and behavioral problems, as well as to improve functioning, grades and attendance, peer and parent support, and coping skills.</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>This program will be implemented as needed in grades 5-12 to focus on students exhibiting some of the above-mentioned behaviors to reduce those behaviors so the students can remain in class and obtain their education.</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>These supports will be provided by school counselors and school social workers to increase academic engagement. The threat management system will be utilized to track student supports and risk assessments.</p>	

Evidence-Based Program	Zones of Regulation
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sort emotions into four colored Zones, all of which are expected in life.	
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 Zones can be used as a whole-class model for measuring student feelings, or it can be used in a small-group or individual counseling to work with students to identify their feelings, emotions, and how to regulate these when they are not feeling their best.	
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.	
N/A	

Evidence-Based Program	Overcoming Obstacles
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
Overcoming Obstacles is a K-12 life skills curriculum, which includes resiliency skills for students.	
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.	
Monthly lessons will be provided to all students; these lessons are aligned to character traits and resiliency standards. A minimum of five hours of instruction will be delivered per health standards and per statute.	
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.	
N/A	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:409

2023-2024 proposed Ratio by June 30, 2024

1:411

School Social Worker

Current Ratio as of August 1, 2023

1:1741

2023-2024 proposed Ratio by June 30, 2024

1:1472

School Psychologist

Current Ratio as of August 1, 2023

1:2021

2023-2024 proposed Ratio by June 30, 2024

1:2060

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:2786

2023-2024 proposed Ratio by June 30, 2024

1:1717

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 district was able to reduce staff to student ratios by hiring an additional five social workers despite gaining an additional 4,000 students.

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).

In the 2023-2024 school year SDMC will partner with three outside agencies for mental health counseling; Palm Shores, Centerstone, and Florida Center for Early Learning. Palm Shores will provide three licensed mental health counselors who will each service 2 to 3 schools. One mental health counselor who will service our school for children with mental health disorders and the remaining mental health counselor who will service a Title I middle school. Palm Shores will also provide one psychiatrist to work with our students at the school for mental health challenges. Centerstone will provide 8 mental health interns to service 3 to 4 schools each. Florida Center for Early Learning will service 11 of the neediest elementary schools in SDMC. Each of these schools will have a full time therapist on staff. These partnerships will allow our SDMC mental health professionals an increased amount of time providing direct mental health service to students. In addition, we are also contracting with DeNovi & Associates to provide behavioral support for students

suffering from mental health challenges due to traumatic experiences by having a BCBA consult on these cases with the support of RBTs.

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

School counselors oversee the implementation of all Tier 1 EBP's in their schools. School Counselors, School Social Workers, and School Psychologists implement tier 2 EBP's and School Psychologists and School-Based Community Partners implement tier 3 EBP's.

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.

1. 8 Registered Master Level Interns - Centerstone, School-Based Therapy- paid through the MHAA
2. 3 Licensed Therapists- Palm Shores Behavioral Health, School-Based therapy- paid through the MHAA
3. 11 Licensed Therapists - Florida Center for Early Learning, School-Based Therapy- paid through the MHAA
4. 1 BCBA & 5 RBTs - DeNovi & Associates - provide behavioral support to students suffering mental health challenges due to traumatic events - paid through the MHAA
5. Community Action Team: Licensed and MA Therapists - Centerstone, Provides mental health services to students in Manatee County beyond the scope of the contract between SCDMC and Centerstone
6. Intervention and Prevention Team: BA and MA level cross-trained specialists- Centerstone, Provides substance abuse intervention and prevention services to the students of SDMC
7. Family Resource Center - provides group counseling and lessons to some schools
8. Teen Court - youth development activities that are designed to meet the needs of at-risk youth (ages 8-18)
9. Big Brothers, Big Sisters - 1:1 mentoring relationships to children (ages 6-18)
10. Camelot Community Care, Inc.- mental health therapy for students (ages -18)
11. Tidewell Hospice - grief specialists help grieving students and teens (ages 5-18)
12. United Way - provides support through 2-1-1 to help people find solutions to a temporary emergency (food, shelter, and safety)

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 2,785,253.00

Unexpended MHAA funds from previous fiscal years

\$ 569,310.00

Grand Total MHAA Funds

\$ 3,354,563.00

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:

No files were uploaded

School District Certification

This application certifies that the **Manatee County Public Schools** School Superintendent and School Board approved the district's 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 s. 1006.041(14), F.S.

Note: The charter schools listed below have **Opted Out** of the district's Mental Health Assistance Allocation Plan and are expected to submit their own MHAAP to the District for review.

Charter Schools Opting Out

2123 - Visible Men Academy
2123 - Imagine Charter Schools North Manatee
2124 - Imagine Charter Lakewood Ranch
2121 - Manatee Charter School
2101 - Manatee School of the Arts and Sciences
2122 - Oasis Middle School
2181 - Parrish Charter School
2171 - Rowlett Academy
2120 - Rowlett Middle Academy
2141 - State College of Florida Collegiate School
2102 - Team Success
2182 - Lakewood Ranch Preparatory Academy
2104 - Manatee School of Arts
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School Board Approval Date

Tuesday 8/22/2023