



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 mental health. 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).

Attendance data will indicate that 96% of students will maintain an 80% attendance rate. -Assurance 1.a

Reduction to behavioral referrals of 20% in comparison to the 2021-2022 school year. -Assurance 1.e

Charter Program Implementation

Evidence-Based Program	Centerstone
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.	
-Too Good for Drugs K-8th Tier 1 will promote mental support and behavioral wellness and prevention of mental and behavioral health problems. School-wide prevention programs can help and reduce negative behaviors and simultaneously build student competencies and promote mental health and wellness. Imagine LWR will provide positive behavior interventions and supports through strength-based, growth mindset behavior and social emotional learning programs, providing instruction to all students in social problem solving strategies and effective communication. Kindergarten through 8th grade will received daily Positivity Project Character lessons during the dedicated time allotted within the master schedule.	
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.	
Centerstone counselors, teach children social/ decision making skills they need to be able to make sound decisions, pursue healthy life choices, and avoid the serious social problems of our day such as bullying, substance abuse, violence, and academic failure. -Too Good for Drugs K-8th -Restorative Practices -Creating positive school climate through school wide surveys -Collaboration among school providers with community agencies and other outside mental and behavioral providers. Student packet will include a cover letter, with instructions and Release of Information form to facilitate communication (Centerstone of Florida) -School Wide Prevention Programs-Centerstone	
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.	
Lessen student use of controlled substances- Measured by teacher report and parent input. Reviewed at School Wide Support Team meetings as needed. Improve decision making skills- Measured by teacher report and parent input. Reviewed at School Wide Support Team meetings as needed.	

Evidence-Based Program	Centerstone
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.	
-Botvin Life Skills Training Curriculum grades 3rd-8th Tier 1 will promote mental support and behavioral wellness and prevention of mental and behavioral health problems. School-wide prevention programs can help and reduce negative behaviors and simultaneously build student competencies and promote mental health and wellness. Imagine LWR will provide positive behavior interventions and supports through strength-based, growth mindset behavior and social emotional learning programs, providing instruction to all students in social problem solving strategies and effective communication. Kindergarten through 8th grade will received daily Positivity Project Character lessons during the dedicated time allotted within the master schedule.	
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.	
Centerstone counselors teach children social/ decision making skills they need to be able to make sound decisions, pursue healthy life choices, and avoid the serious social problems of our day such as bullying, substance abuse, violence, and academic failure. -Teacher support to promote infusion of social-emotional learning into classroom/curriculum -Creating positive school climate through school wide surveys -Data collection and evaluation of the effectiveness of school-wide social and emotional programs -Collaboration among school providers with community agencies and other outside mental and behavioral providers. Student packet will include a cover letter, with instructions and Release of Information form to facilitate communication (Centerstone of Florida) -School Wide Prevention Programs-Centerstone (Botvin Life Skills Training Curriculum grades 3rd-8th, Too Good for Drugs K-8th)	
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.	
Lessen student use of controlled substances- Measured by teacher report and parent input. Reviewed at School Wide Support Team meetings as needed. Improve decision making skills- Measured by teacher report and parent input. Reviewed at School Wide Support Team meetings as needed.	

Evidence-Based Program	Character Based Intervention Program
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.	
Positivity Project “Other People Matter Mindset”-Teaching students weekly 24 character traits throughout the school year that will focus on becoming a positive role model. Classroom Lessons-Positivity Project “Other People Matter” Tier 1 will promote mental support and behavioral wellness and prevention of mental and behavioral health problems. School-wide prevention programs can help and reduce negative behaviors and simultaneously build student competencies and promote mental health and wellness. Imagine LWR will provide positive behavior interventions and supports through strength-based, growth mindset behavior and social emotional learning programs, providing instruction to all students in social problem solving strategies and effective communication. Kindergarten through 8th grade will received daily Positivity Project Character lessons during the dedicated time allotted within the master schedule.	
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.	
Teachers will implement the character lessons specifically pulled from the Positivity Project which focuses on 24 Character Traits. These character traits are highlighted in all communication, celebrated at the adult and child level, and shared with greater school community. Staff training takes place during preplanning for all staff members. Positivity Project “Other People Matter Mindset”-Teaching students weekly 24 character traits throughout the school year that will focus on becoming a positive role model. Classroom Lessons-Positivity Project “Other People Matter” -Teacher support to promote infusion of social-emotional learning into classroom/curriculum -School-wide PBIS -Restorative Practices -Creating positive school climate through school wide surveys -Data collection and evaluation of the effectiveness of school-wide social and emotional programs -Discipline policies and practices developed to ensure culturally responsive practices and focus on learning new skills and strategies to overcome adverse behaviors	
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 Social and Emotional Skills for adults and children on campus - Measured by teacher report and parent input and annual survey. Reviewed at School Wide Support Team and Leadership meetings as needed. School Surveys and reduction of referrals.	

Evidence-Based Program	Youth Mental Health First Aid Training
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.	
Full Staff Professional Development related to Mental Health (Mental Health First Aid training)	
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 trainers to train staff. -Teacher support to promote infusion of social-emotional learning into classroom/curriculum -School-wide PBIS -Restorative Practices -Creating positive school climate through school wide surveys -Data collection and evaluation of the effectiveness of school-wide social and emotional programs -Discipline policies and practices developed to ensure culturally responsive practices and focus on learning new skills and strategies to overcome adverse behaviors -Full Staff Professional Development related to Mental Health (Mental Health First Aid training)	
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.	
Increase staff awareness of supporting students with mental health concerns.	

Evidence-Based Program	MTSS-Behavioral
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.	
Assessment and interpretation of behavioral data to monitor response to intervention. Development and monitoring of individual student behavior intervention plans. Targeted Screening Screening tools: SAMHSA's (Substance Abuse and Mental Health Services Administration) National Registry of Evidence-based Programs and Practices (NREPP: https://nrepp.samhsa.gov/AdvancedSearch.aspx), or the National Institute of Justice's CrimeSolutions database (https://www.crimesolutions.gov/Programs.aspx) Centerstone Risk and Needs Assessment Screening. -Suicide risk/threat assessment -Protocols for responding to bullying -Evidence-based mental and behavioral health interventions/programs -Skills group counseling (Solution-focused groups to support students who are at risk or demonstrate a need) -Assessment and interpretation of behavioral data to monitor response to intervention -Development and monitoring of individual student behavior intervention plans -Mentoring for students by teachers and/or outside organizations -Support of educator-family collaboration to address mental and behavioral health problems	
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.	
Implementation by the ESE Liaison, MTSS team, School Psychologist and classroom teachers. Early support and intervention will be able to be provided to students at risk.	
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.	
Tier 2 RTI data collected by the teachers and behavioral charts, observations and treatment supports will be offered.	

Evidence-Based Program	Suicide risk/threat assessment team
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.	
Assess and screen students who are in need of immediate support. This will be done by Counselor, School Psychologist, or other mental health professional. Targeted Screening Screening tools: SAMHSA's (Substance Abuse and Mental Health Services Administration) National Registry of Evidence-based Programs and Practices (NREPP: https://nrepp.samhsa.gov/AdvancedSearch.aspx), or the National Institute of Justice's CrimeSolutions database (https://www.crimesolutions.gov/Programs.aspx) Centerstone Risk and Needs Assessment Screening. -Suicide risk/threat assessment -Protocols for responding to bullying -Evidence-based mental and behavioral health interventions/programs -Skills group counseling (Solution-focused groups to support students who are at risk or demonstrate a need) -Assessment and interpretation of behavioral data to monitor response to intervention -Development and monitoring of individual student behavior intervention plans -Mentoring for students by teachers and/or outside organizations -Support of educator-family collaboration to address mental and behavioral health problems	
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.	
Safety Plan support for students and families will be provided as need basis.	
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.	
Safety Plan support for students and families will be provided as need basis.	

Evidence-Based Program	Counseling As A Related Service
Tiers of Implementation	Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
As assigned on a student's IEP or 504 Plan.	
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.	
Through the support of counselors, School Psychologist, or other Mental health professionals, support will be provided on one on one or small group, when assisting students.	
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.	
This will be provided by counselor, School Psychologist, or other Mental health professional. These will be monitored through quarterly progress reports or more frequently as needed.	

Evidence-Based Program	Direct therapeutic services to students (in-person)
Tiers of Implementation	Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Psychological assessment of social, emotional, and behavioral problems Screening tools: SAMHSA's (Substance Abuse and Mental Health Services Administration) National Registry of Evidence-based Programs and Practices (NREPP: https://nrepp.samhsa.gov/AdvancedSearch.aspx), or the National Institute of Justice's CrimeSolutions database (https://www.crimesolutions.gov/Programs.aspx) Centerstone Risk and Needs Assessment Screening. -Development and monitoring of individual student behavior intervention plans -Direct therapeutic services to students (Trauma focused cognitive-behavioral therapy, cognitive-behavioral therapy, behavior therapy, and dialectal behavior therapy) -Counseling as a Related Service as assigned on a student's IEP or 504 Plan -Suicide intervention and post intervention (Duty to inform protocol) -Development of Safety Plan for returning students after a crisis or threat, including monitoring of recovery -Crisis intervention and crisis response -Collaboration among school providers with community agencies and other outside mental and behavioral health providers facilitated by Release of information form	
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.	
Trauma focused cognitive-behavioral therapy, cognitive-behavioral therapy, behavior therapy, and dialectical behavior therapy to be provided.	
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.	
Safety plan to support students and families.	

Evidence-Based Program	Psychological assessment of social, emotional, and behavioral problems
Tiers of Implementation	Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Psychological assessment of social, emotional, and behavioral problems Screening tools: SAMHSA's (Substance Abuse and Mental Health Services Administration) National Registry of Evidence-based Programs and Practices (NREPP: https://nrepp.samhsa.gov/AdvancedSearch.aspx), or the National Institute of Justice's CrimeSolutions database (https://www.crimesolutions.gov/Programs.aspx) Centerstone Risk and Needs Assessment Screening. -Development and monitoring of individual student behavior intervention plans -Direct therapeutic services to students (Trauma focused cognitive-behavioral therapy, cognitive-behavioral therapy, behavior therapy, and dialectal behavior therapy) -Counseling as a Related Service as assigned on a student's IEP or 504 Plan -Suicide intervention and post intervention (Duty to inform protocol) -Development of Safety Plan for returning students after a crisis or threat, including monitoring of recovery -Crisis intervention and crisis response -Collaboration among school providers with community agencies and other outside mental and behavioral health providers facilitated by Release of information form	
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 Psychologist, and the MTSS team will monitor and support students.	
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.	
Specifically designed interventions, instructional support, and/ or accommodations. Improvement will show evidence and allow schools to monitor strategies being provided.	

Evidence-Based Program	Protocols for responding to bullying
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.	
Supporting students with bullying, targeting issues, providing strategies, and support with conflict resolutions.	
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.	
Support and communication would be provided by counselor, School Psychologist, or other mental health professional	
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.	
Provide the appropriate strategies and support with a Safety Plan that will support students and families	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1:500

2022-2023 proposed Ratio by June 30, 2023

1:500

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

1:500

2022-2023 proposed Ratio by June 30, 2023

1:500

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

1:500

2022-2023 proposed Ratio by June 30, 2023

1:500

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.

Mental health service providers will facilitate small groups targeting self-regulation and social skills; Push-in to classrooms to deliver SEL lessons; and for students requiring higher levels of support, provide one on one services or additional outside counseling services. The increase in services reduces staff to student ratios providing students with greater access to mental health services and providers.

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).

If during the MTSS meetings an increased need is established, then MTSS will reach out to the school based psychologist to get more input on providers or community support to increase the number of licensed mental health clinicians.

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 providers will collaborate with community based partners to meet the mental health needs of students. School based and community support allows for wrap around support.

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 Psychologists/Counseling-Desiree Mahiquez, Children's Psychological Services Provided: Safety Planning, Threat assessment, group/ individual therapy as needed.

Community Resource Officer Off Duty-Manatee Sheriffs: Community and School Safety

Centerstone Counseling Centerstone: Individual Therapy and Counseling

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 24,463.00

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

\$ 800.00

Grand Total MHAA Funds

\$ 25,263.00

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_-_7.12.22_(4).pdf
<i>Updated Manatee County Imagine LWR-Mental Health Funds and Expenditures Form</i>
Document Link

Charter Governing Board Approval

This application certifies that the **Manatee County Public Schools** governing board has approved the Mental Health Assistance Allocation Plan, which outlines the local program and planned expenditures to establish or expand school-based mental health care consistent with the statutory requirements for the mental health assistance allocation in accordance with section 1011.62(14), F.S.

Governing Board Approval date

Tuesday 7/26/2022