



Part I: Youth Mental Health Awareness Training Plan

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Introduction

Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

MHAA Plan Assurances

The Charter School Assures

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives

Yes

Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

A charter governing board policy or procedure has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined ins. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined ins. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. s. 1006.041, F.S.

Yes

District Program Implementation

Evidence-Based Program	EBP: Botvin Life Skills Training Program
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>The following key EBP components for the Botvin Life Skills Training Program are:</p> <p>TIER 1: The Botvin LifeSkills Training Middle School program is a groundbreaking substance abuse and violence prevention program based on more than 35 years of rigorous scientific research. Proven to be the most effective evidence-based program used in schools today, LifeSkills Training is comprehensive, dynamic, and developmentally designed to promote mental health and positive youth development. In addition to helping kids resist drug, alcohol, and tobacco use, the LifeSkills Training Middle School program also effectively supports the reduction of violence and other high-risk behaviors.</p> <p>TIER 2: Personal Self-Management Skills – Students develop skills that help them enhance self-esteem, develop problem-solving abilities, reduce stress and anxiety, and manage anger for better mental health. General Social Skills – Students gain skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence. Drug Resistance Skills – Students build effective defenses against pressures to use tobacco, alcohol, and other drugs.</p> <p>TIER 3: The middle school curriculum is an experimentally proven program that targets the social and psychological factors associated with violence and substance use in youth. Botvin LifeSkills Training Middle School Program is a universal prevention program that teaches personal self-management skills, social skills, and general refusal skills to equip adolescents with the knowledge and skills to develop healthy attitudes and behaviors.</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>Oasis Middle School has contracted with A Resilient You Counseling and Consultation, LLC to provide on-site Mental Health Educational programs throughout the school year. Utilizing the Botvin curriculum, the students will have various educational opportunities and groups utilizing power points, games, and student participation through role play. At the beginning of the school year an evidence-based pretest will be conducted on all students for early identification of social, emotional or behavior problems. The pretest entitled the SDQ will identify students at risk for developing social, emotional, or behavior problems to include depression, anxiety, suicidal tendencies. Once the pre-test is scored by A Resilient You Counseling and Consultation clinicians, a report will be provided to the administration team at Oasis Middle School. Any students identified as at-risk, will be discussed as a team and a plan of action to provide clinical support after appropriate approval from parent or guardian, will be implemented through individual clinical support. At the end of the year, post-test of the SDQ will be conducted. With this evidenced based testing, along with the educational groups, and individual support for identified at-risk students, students will have an abundance of support for dealing with trauma and violence.</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.

Contracted Mental Health provider, A Resilient You Counseling and Consultation are staffed with Licensed Mental Health Counselors. These Licensed professionals will provide evidence-based Mental Health Care assessments, diagnosis and treatment, interventions, and recovery to students with one or more mental health or co-occurring substance abuse diagnoses and to students at risk of such diagnoses.

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

None

2023-2024 proposed Ratio by June 30, 2024

None

School Social Worker

Current Ratio as of August 1, 2023

None

2023-2024 proposed Ratio by June 30, 2024

None

School Psychologist

Current Ratio as of August 1, 2023

None

2023-2024 proposed Ratio by June 30, 2024

None

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

One

2023-2024 proposed Ratio by June 30, 2024

One

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.

At pre-appointed times throughout the school year or as needed based on emergencies or incidents, groups of students or individuals may be pulled out and evaluated, assessed, and/or treated by the licensed mental health professional based upon need. This reduces the staff -to- student classroom ratio.

Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).

All Mental Health Services are provided on a contractual basis as there is no allocation of funds for Direct Employment at this time.

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

Oasis Middle School's contracted mental health provider will implement the following:

1. Training to staff-for example - Trauma Informed Schools, Mental Health Warning signs, Family Systems, and any other district mandated training.
2. Education- Parenting Groups provided at designated times throughout the school year. (Active Parenting)
3. Treatment to students and staff- Pull-out students for individual sessions, group sessions, and family counseling sessions.
4. Community Outreach- Our contracted provider, A Resilient You Counseling and Consultation, LLC, will be present at Oasis Middle School open houses, community events, and special events to answer questions in regard to mental health. They will also speak and provide mental health education at Community Voices (Oasis Middle Schools' Community Engagement Initiative)
5. Community Based Partnerships include the use of the Mobile Crisis Team and through partnerships formed as a part of school's community engagement initiative- Community Voices.

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.

Oasis Middle School is contracted with Centerstone Mobile Crisis Team through the district, to respond to critical mental health situations that arise from time to time. Oasis Middle School has contracted mental health services with A Resilient You Counseling and Consultation, LLC.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 1,680.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 1,680.00

MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1006.041 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

MHAA_Planned_Expenditures_Report_2023-2024_(1)_(2).pdf
<i>Planned Funds and Expenditures 2023-2024</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

Monday 7/31/2023