



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2023-24 Mental Health Application

## Part I: Youth Mental Health Awareness Training Plan

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## Introduction

### Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

#### MHAA Plan Assurances

##### The Charter School Assures

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

##### A charter governing board policy or procedure has been established for

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

## District Program Implementation

|   |   |
|---|---|
| <b>Evidence-Based Program</b>   | The Positivity Project (Character Education Curriculum) |
| <b>Tier(s) of Implementation</b>  | Tier 1  |
| Describe the key EBP components that will be implemented.   |   |
| Teachers will facilitate morning meeting sessions to introduce character strengths to 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. |   |
| A universal screener (DESSA) will be used to improve the early identification of social, emotional, behavioral, or substance abuse concerns.  |   |
| 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 who are identified as having increased risk of social, emotional, behavioral, or substance abuse problems will engage in small group or individualized intervention, facilitated by the school social worker or a Centerstone counselor. The school social worker will use DESSA data to identify and prioritize the need for evidence-based treatment and recovery services.  |   |

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| <b>Evidence-Based Program</b>   | Centerstone's Prevention Program |
| <b>Tier(s) of Implementation</b>  | Tier 1                           |
| Describe the key EBP components that will be implemented.   |                                  |
| Centerstone counselors teach children the social and 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.   |                                  |
| 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. |                                  |
| A universal screener (DESSA) will be used to improve the early identification of social, emotional, behavioral, or substance abuse concerns.  |                                  |
| 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 who are identified as having increased risk of social, emotional, behavioral, or substance abuse problems will engage in small group or individualized intervention, facilitated by the school social worker or a Centerstone counselor. The school social worker will use DESSA data to identify and prioritize the need for evidence-based treatment and recovery services.  |                                  |

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| <b>Evidence-Based Program</b>   | Youth Mental Health First Aid Training |
| <b>Tier(s) of Implementation</b>  | Tier 1, Tier 2                         |
| Describe the key EBP components that will be implemented.   |  |
| School staff members will complete Youth Mental Health First Aid training in order to identify, proactively support, and accommodate students with mental health needs.   |  |
| 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. |  |
| A universal screener (DESSA) will be used to improve the early identification of social, emotional, behavioral, or substance abuse concerns.  |  |
| 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 who are identified as having increased risk of social, emotional, behavioral, or substance abuse problems will engage in small group or individualized intervention, facilitated by the school social worker or a Centerstone counselor. The school social worker will use DESSA data to identify and prioritize the need for evidence-based treatment and recovery services.  |  |

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| <b>Evidence-Based Program</b>   | Suicide Risk/Threat Assessment and Post-Intervention |
| <b>Tier(s) of Implementation</b>  | Tier 1, Tier 2                                       |
| Describe the key EBP components that will be implemented.   |  |
| By completing the Youth Mental Health First Aid Training, all staff members are trained to identify students in need of a Suicide Risk/Threat Assessment. Threat assessment team members will facilitated Suicide Risk/Threat Assessments as needed.  |  |
| 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. |  |
| A universal screener (DESSA) will be used to improve the early identification of social, emotional, behavioral, or substance abuse concerns.  |  |
| 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 who are identified as having increased risk of social, emotional, behavioral, or substance abuse problems will engage in small group or individualized intervention, facilitated by the school social worker or a Centerstone counselor. The school social worker will use DESSA data to identify and prioritize the need for evidence-based treatment and recovery services.  |  |



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| <b>Evidence-Based Program</b>  | Multi-Tiered System of Supports (MTSS) |
| <b>Tier(s) of Implementation</b>   | Tier 1, Tier 2                         |
| Describe the key EBP components that will be implemented.  |  |
| <p>Collaborative Problem Solving Team (CPST) members meet weekly to review students' data and identify needs (academic, behavioral, social and emotional).</p> <p>As a part of the MTSS process, CPST members will refer students with frequent and persistent Behavior Intervention Referrals for direct therapeutic services, including but not limited to: Trauma-focused counseling and therapy; Cognitive-behavioral therapy; Behavior therapy; Dialectical behavior therapy</p> <p>As a part of the MTSS process, CPST members will refer students with frequent and persistent Behavior Intervention Referrals to the school psychologist for psychological assessment.</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>Students with high needs will receive direct access to mental health supports and services.</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>Students who are identified as having increased risk of social, emotional, behavioral, substance abuse, or academic needs will engage in small group or individualized intervention, facilitated by the school social worker or a Centerstone counselor.</p> <p>Students with frequent and persistent Behavior Intervention Referrals to the school psychologist for psychological assessment. The school social worker will use DESSA data to identify and prioritize the need for evidence-based treatment and recovery services.</p>   |  |

|   |                   |
|---|-------------------|
| <b>Evidence-Based Program</b>   | SAVE Promise Club |
| <b>Tier(s) of Implementation</b>  | Tier 1, Tier 2    |
| Describe the key EBP components that will be implemented.   |                   |
| Campus stakeholders - including students, teachers, parents, and community members - will collaboratively respond to bullying-related referrals through the use of SAVE Promise Club restorative and preventative practices and increased monitoring.   |                   |
| 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. |                   |
| A universal screener (DESSA) will be used to improve the early identification of social, emotional, behavioral, or substance abuse concerns.  |                   |
| 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 who are identified as having increased risk of social, emotional, behavioral, or substance abuse problems will engage in small group or individualized intervention, facilitated by the school social worker or a Centerstone counselor. The school social worker will use DESSA data to identify and prioritize the need for evidence-based treatment and recovery services.  |                   |

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**0 to 750**

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

**0 to 750**

#### School Social Worker

*Current Ratio as of August 1, 2023*

**1 to 750**

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

**1 to 750**

#### School Psychologist

*Current Ratio as of August 1, 2023*

**0 to 750**

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

**0 to 750**

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

*Current Ratio as of August 1, 2023*

**0 to 750**

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

**0 to 750**

### **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: push-in to classrooms to deliver SEL lessons; facilitate small groups targeting self-regulation and social skills; and, for students requiring higher levels of support, provide small group or one-on-one counseling and therapy. The increase in services reduces staff-to-student ratios, providing students with greater access to mental health services and providers.

**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).**

If, during the MTSS process, Collaborative Problem Solving Team members identify an increased need, MTSS members will collaborate with mental health providers to increase the student's access to direct mental health services and/or community support.

**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 collaborate with community-based partners to meet the mental health needs of students. The combination of school-based and community-based services ensures wraparound 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.**

Centerstone - Individual and group counseling and therapy

Centerstone - Substance use prevention, life skills, and bullying

Centerstone - Children's Community Action Treatment (CAT) Team

Salah Freedom - Child trafficking prevention education

Manatee County School District - School psychologist (MTSS, 504, threat assessment, etc.)

Dynamic Integrated Security - Safety planning

### **MHAA Planned Funds and Expenditures**

#### **Allocation Funding Summary**

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

\$ 31,476.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 31,476.00

**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 Statues.

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.pdf  |
| <i>MHAA Planned Funds and Expenditures 2123</i> |
| <a href="#">Document Link</a>                   |

**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 8/15/2023