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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 | Early Warning System/Multi-tiered System of Supports |
| Tier(s) of Implementation | Tier 1, Tier 2 |
| Describe the key EBP components that will be implemented. | |
| <p>Students identified through the Early Warning Signs (EWS) reviews or the MTSS process will participate in individual and/or small group therapy on topics of need with school counselors, direct employed mental health personnel or other mental health providers that are a part of a contractual agreement with Panhandle Therapy Center and the Calhoun County School District.</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>Supports will be provided to students in areas to include but not limited to: anger management, coping skills management, anxiety, depression, self-advocacy, de-escalation strategies and techniques, dealing with grief and loss and substance abuse risks and exposures. Therapy will vary based on individual needs and assessment plans. Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT), Applied Behavior Analysis (ABA), are some of the treatment modalities that therapists will utilize.</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>Implementation of these supports will improve students' ability to recognize signs and symptoms of mental health disorders; increase mental health awareness; improve students' awareness of resources to include school and community resources as well as assisting students' in understanding the process for accessing treatment.</p> | |

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|--|---|
| Evidence-Based Program | Cognitive Behavior Therapy/Dialectical Behavior Therapy |
| Tier(s) of Implementation | Tier 1, Tier 2 |
| Describe the key EBP components that will be implemented. | |
| <p>To determine if students receiving therapy are reporting an improvement in symptoms as well as measuring efficacy as to discipline referrals and absenteeism for this specific population. Various methodologies will be utilized by therapists such as: Cognitive Behavior Therapy (CBT); Dialectical Behavior Therapy (DBT); and Applied Behavior Analysis (ABA).</p> <p>CBT centers on identifying and changing inaccurate or distorted thinking patterns, emotional responses and behaviors. DBT addresses thoughts and behaviors while incorporating strategies such as emotional regulation and mindfulness. ABA is a type of therapy that focuses on improving specific behaviors such as social skills, communication, reading and academics as well as adaptive learning 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>Master's level and licensed clinicians will administer individual therapy to students on a weekly or biweekly basis depending on individual needs. Sessions are a minimum of 30 minutes long. Therapy will continue until the goals of each treatment plan are mastered or improvement in clinical presentation of symptoms has been achieved. Clinicians will use a single or combination of treatment modalities based on client needs and response to treatment.</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>Supports and treatment efficacy will be measured by overall self-reporting of a decrease in symptoms by the participants. A pre/post survey will also be administered to all participants to determine intervention and recovery service success.</p> <p>The number of discipline referrals applicable to this population will also be measured on a quarterly basis to determine if treatment plan updates are necessary.</p> | |

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:440

2023-2024 proposed Ratio by June 30, 2024

1:730

School Social Worker

Current Ratio as of August 1, 2023

0

2023-2024 proposed Ratio by June 30, 2024

0

School Psychologist*Current Ratio as of August 1, 2023*

0

2023-2024 proposed Ratio by June 30, 2024

0

Other Licensed Mental Health Provider*Current Ratio as of August 1, 2023***1:2200***2023-2024 proposed Ratio by June 30, 2024***1:2200****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.

Calhoun County employs one full-time licensed mental health counselor. Calhoun County also has four certified school counselors on staff giving each school access to a counselor. Staff are responsible for facilitating mental health services to students. This includes screening students for mental health needs, providing mental health consultation and direct counseling services as needed. These individuals reduce the staff-to-student ratio significantly by providing diagnosis and treatment of mental health needs.

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).

Student services personnel, such as the student and family liaison, the district employed mental health counselor and certified school counselors provide increased direct services to students through counseling in the areas of academic achievement, career choices and personal and social development. Three of our schools also have at least one student services member who also serves in the capacity of a school counselor and is able to facilitate mental health referrals and crisis intervention when needed. Referrals to outside agencies are done on a universal referral form and a copy is maintained at the school. School based mental health services are initiated within 15 days and services to community based providers are initiated within 30 days. Calhoun County School District contracts with a local mental health agency as well that accommodates many of our mental health referrals and specifically provides services for students who are underinsured or uninsured.

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 and community-based partners provide direct counseling services; design treatment plans; provide case management services and provide education on mental health issues to students on their respective caseloads based on needs. The Calhoun County School District will work with any agency already assisting the student and family with mental and/or substance abuse treatment to provide wrap around care and continuity of treatment as well as complete a referral to an outside provider if needed.

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.

There is one contract and/or interagency agreements with a local behavioral health provider that is funded by the Mental Health Assistance Allocation Plan:

Various mental health providers Panhandle Therapy Center Counseling services to Allocation Funding
LMHC, MSW, BSW students on campus as well as in the home

The following interagency agreements with local behavioral health providers are funded by outside sources and insurances:

Mental Health Provider: Agency: Services Provided: Funding Source:

Various mental health providers Life Management Center Mobile Response Team/ Outside Funding
LMHC, MSW, BSW Community Action Team

Various mental health providers Florida Therapy Services Counseling services to Outside Funding
LMHC, MSW, BSW students on campus as well as in the home

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 209,620.00

Unexpended MHAA funds from previous fiscal years

\$ 15,649.00

Grand Total MHAA Funds

\$ 225,269.00

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 **Calhoun County School District** 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

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| - N/A |
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School Board Approval Date

Thursday 7/20/2023