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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

<b>Evidence-Based Program</b>	Monique Burr Foundation for Children - Child & Teen Safety Matters
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>Child and Teen Safety Matters is a comprehensive prevention education program for elementary, middle, and high school students. The program educates and empowers children, teens, and adults with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, sex trafficking, and digital/social media dangers.</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>The district implements the full Child Safety Matters program to all 4th grade students and the full Teen Safety Matters program to all middle school students. The instruction is provided by a local community agency during the school day. In addition, the district uses portions of the program for individual district developed lessons with elementary and high school students.</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>This program is delivered at a Tier 1 level which assists in student education and understanding of at risk behaviors that may lead to identification of concerns and possible need for intervention services by school mental health staff. By providing this program to students, identification for students who need more support also occurs. Students are referred to the school based problem solving team when identification for more support is determined. The school based problem solving team will meet to determine if tiered interventions are appropriate. The team will also determine the intervention details including frequency, duration, and progress monitoring tools.</p>	

<b>Evidence-Based Program</b>	Mendez Foundation - Too Good for Drugs and Too Good for Violence
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Too Good for Drugs and Too Good for Violence is a comprehensive family of evidence-based substance use and violence prevention designed to mitigate the risk factors linked to problem behaviors and to build protection within the student to resist problem behaviors. The programs improve mental health skills through the development of goal setting, decision making, emotion management, and effective communication skills, in addition to peer pressure refusal and conflict resolution 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>The district implements the programs in a variety of levels and methods. The district collaborates with a local community provider to provide instruction to elementary and middle school students at a Tier 1 and Tier 2 level of support. In addition, school based mental health staff use the programs with students identified in need of additional support at a tier 2 level with small group intervention support.</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>The programs are used for Tier 1 education and Tier 2 intervention support. The instruction includes targeted interventions for small groups of students at the elementary and middle school level. Instruction is provided by a local community agency and school based mental health staff. By providing this program to students, identification for students who need more support also occurs. Students are referred to the school based problem solving team when identification for more support is determined. The school based problem solving team will meet to determine if tiered interventions are appropriate. The team will also determine the intervention details including frequency, duration, and progress monitoring tools.</p>	

<b>Evidence-Based Program</b>	Cognitive Behavior Therapy
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
Cognitive Behavior Therapy is research and evidence based. It is a set of practices designed to teach students the relationship between thoughts, feelings, and behaviors. Students are taught techniques for changing unrealistic or irrational thoughts into more realistic and positive thoughts.	
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.	
Cognitive Behavior Therapy (CBT) techniques are infused into numerous interventions and individual/group counseling sessions. These interventions services are provided by school counselors, school social workers, and school psychologists. In addition, CBT is also used with outside agencies providing mental health services to students identified with mental health concerns as part of an established plan of support.	
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.	
Cognitive Behavior Therapy is used as a Tier 2 and Tier 3 intervention services by school mental health staff and outside agencies during the school day. Parent consent is obtained prior to providing mental health services.	

<b>Evidence-Based Program</b>	Everyday Speech Social Communication
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Everyday Speech Social Communication is a program for students in grades K-12 that is designed to support student needs in the areas of communication skills, self-regulation, nonverbal communication, and emotion recognition.</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>Everyday Speech Social Communication is used by school psychologists in individual or small group sessions both at the elementary and secondary levels. Lesson sequences are chosen to meet specific student needs. The program was designed to specifically target special education students, but can be appropriate for all students.</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>The program is used at a Tier 2 and Tier 3 level for specific students based on student need by school psychologists and school social workers, with parent consent. This intervention is provided to students based on the results of a school problem solving team or student's IEP team. During the team meeting, specifics on the intervention is determined including frequency, duration, and problem solving. If the student is not making progress with the intervention as determined by the progress monitoring data, the service provider may recommend an increase in frequency of the intervention or additional interventions. The school team will meet and determine if referrals to outside agencies is appropriate for student assessment and diagnosis including direct services.</p>	



<b>Evidence-Based Program</b>	Coping Cat
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>The Coping Cat program is a cognitive behavioral therapy intervention that helps children recognize and analyze anxious feelings and develop strategies to cope with anxiety provoking situations. Coping Cat and CAT Project workbook can be used with students aged 8-17 years old.</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>The Coping Cat program focuses on four related components:</p> <ol style="list-style-type: none"> <li>1. Recognizing anxious feelings and physical reactions to anxiety</li> <li>2. Clarifying feelings in anxiety provoking situations</li> <li>3. Developing a coping plan</li> <li>4. Evaluating performance and administering self-reinforcement</li> </ol> <p>The goal of the program is to help students recognize and deal with anxiety.</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>The Coping Cat program is implemented with identified students as a Tier 2 or Tier 3 intervention support. Intervention support is provided by a school counselor, school social worker, or school psychologist. This program was continued from previous years due to the positive feedback from the service providers. Students are selected for this intervention based on numerous factors such as behavior, mental health concerns, parent/teacher/student referrals. The school teams will hold a problem solving team meeting to determine the appropriate interventions, frequency, and progress monitoring tools. The goal is to identify students early who need extra support in order to prevent the need for diagnosis and recovery services.</p>	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*

**1:443**

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

**1:443**

**School Social Worker**

*Current Ratio as of August 1, 2023*

**1:1034**

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

**1:1034**

**School Psychologist***Current Ratio as of August 1, 2023***1:1410***2023-2024 proposed Ratio by June 30, 2024***1:1410****Other Licensed Mental Health Provider***Current Ratio as of August 1, 2023***NA***2023-2024 proposed Ratio by June 30, 2024***NA****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.**

Citrus County Schools will continue to employ a total of 15 school social workers. Eight of the school social workers are funded with the Mental Health Assistance Allocation. In addition, the allocation funds one of the 11 school psychologist positions in the district. For the last two years, the increase of school social workers has reduced the ration specifically at the high school and combination school levels.

**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).**

To increase the amount of time mental health staff spend providing direct mental health services to students, additional mental health staff were allocated. Over the last couple of years, the district increased the salary for school psychologists to attract additional school psychologists to open positions. In addition, the district allocated staff to specifically support student behavior enabling school counselors to increase the amount of time providing mental health services to students. The allocation also provides for eight school social workers which enables the district to have one social worker at each secondary school rather than having secondary schools share a school social worker between multiple schools. The district also funds a program facilitator position to assist with student attendance concerns. This position is not funded through the Mental Health Assistance Allocation. This position specifically supports the school staff with attendance which allows more time for the school social workers to provide mental health services directly to students.

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

Both school and community based mental health providers assist with implementation of mental health supports for students. School based mental health staff provide whole group, small group, and individual services directly to students. School based mental health staff refer students with higher levels of need to community based partners for more intensive mental health support, with parent consent. The district also has a very collaborative relationship with the community based involuntary examination receiving facility. Weekly meetings are held between school and agency staff to support the continuum of care for students with the most intensive mental health needs.

**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.**

The school district has agreements with numerous community agencies to provide services to students and families. However, the Mental Health Assistance Allocation funding only provides funding for one community agency - LifeStream Behavioral Center (LSBC).

LifeStream Behavioral Center provides a Clinical Counseling On-Site (CCOS) program of clinical services to qualified students in the Citrus County School District. Qualified students are those defines as school aged children which have been identified by school based mental health staff as Tier 2 or Tier 3 concerning their behavior, possible assessed mental health diagnosis, and/or impairment in functionality as it relates to school achievement. Once a referral is received by CCOS, the parent is contacted for authorization and consent for the student to receive services. Therapists engage students/parents in direct counseling and provide consultation for behavior management to classroom teachers. Therapists determine appropriate evidence based practices to be utilized with students upon completion of an intake assessment. Therapists may refer students with co-occurring or substance abuse diagnoses to LifeStream's Youth and Family Recovery Program.

While funding is not provided from the allocation specifically for a Mobile Response Team, the district has an agreement with LSBC for the use of their Mobile Response Team. for LifeStream Behavioral Center Mobile Response Team (MRT) provides 24/7 on-demand crisis intervention to students in the Citrus County School District who may be experiencing a behavioral health crisis. Crisis intervention services are provided in any setting in which the behavioral health crisis is occurring including homes, schools, and emergency departments. If licensed mental health MRT staff is responding regarding a minor younger than 13 years of age, parental consent is obtained.

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

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

\$ 925,941.00

**Unexpended MHAA funds from previous fiscal years**

\$ 34,818.00

**Grand Total MHAA Funds**

\$ 960,759.00

### 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:

*No files were uploaded*

## School District Certification

This application certifies that the **Citrus County 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**

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**School Board Approval Date**

Tuesday 7/25/2023