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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	The MBF Child and Teen Safety Matters Program
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>The MBF Child and Teen Safety Matters Program is an EBP that informs children and teens about all types of bullying, cyberbullying, abuse, sex trafficking, and digital dangers. MBF Child Safety Matters (K-5) and MFB Teen Safety Matters (6-8 and 9-12) educates and empowers children with information and strategies to prevent, recognize and respond to all types of bullying, cyberbullying, abuse, relationship abuse, sex trafficking and digital 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 Elementary School Counselor will present to Grades K-5 using whole group/class meetings. Students will learn to identify and respond to bullying, cyberbullying, the four types of abuse, digital abuse, and digital dangers. The Secondary School Counselor will present to grades 6-8 using whole group/class meetings. Students will learn to identify and respond to bullying, cyberbullying, the four types of abuse, relationship abuse, digital abuse, and digital dangers. The School Social Worker will present to grades 9-12 using whole group/class meetings. Students will learn to identify and respond to bullying, cyberbullying, the four types of abuse, relationship abuse, digital abuse, and digital dangers. The School Counselors and the Social Worker will share information with the parents through a Parent Information Sheet.</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>	
N/A	

Evidence-Based Program	Kognito Virtual Simulations
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Kognito virtual simulations for grades 6-12 build awareness, knowledge, and skills aligned to issues of mental health, bullying, cyberbullying, abuse, sex trafficking, and digital dangers.	
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.	
The School Counselor responsible for secondary grades will facilitate for grades 6-8 using whole group/ class meetings. Students will meet with virtual coaches and classmates who share their experiences. The virtual simulations teach users about emotional health and wellness and address misconceptions that middle and high school students have.	
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.	
Supports will be delivered through individualized and small group services utilizing the evidenced-based therapeutic approach that matches each student's learning style. It will increase their ability to recognize signs of distress, reach out to a friend they are concerned about, and help identify a trusted adult for support.	

Evidence-Based Program	Individualized Services - Mental and Behavioral Health Services
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
School-based Mental Health professionals provide individualized counseling utilizing the evidenced based therapeutic approach.	
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.	
The School Counselors utilize expertise to identify students' problems using established counseling methods. The School-based Mental Health Counselor utilizes evidence-based counseling interventions for students with one or more co-occurring mental health or substance abuse diagnoses or at risk of these diagnoses.	
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>Examples:</p> <p>Grades K-12 - Individual Counseling, small groups, restorative justice practices, peer mentorship, academic advisement, and ongoing progress monitoring. Also, utilizing community partnership services. Through EBP counseling, school-age students ages 6-17 will learn to cope with real-life issues and stressors.</p> <p>They will increase their interpersonal skills and communication, improve interpersonal relationships, decrease anxiety, and improve their overall quality of life.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:615

2023-2024 proposed Ratio by June 30, 2024

1:300

School Social Worker

Current Ratio as of August 1, 2023

1:615

2023-2024 proposed Ratio by June 30, 2024

1:615

School Psychologist

Current Ratio as of August 1, 2023

1:615

2023-2024 proposed Ratio by June 30, 2024

1:615

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:615

2023-2024 proposed Ratio by June 30, 2024

1:615

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.

By increasing additional direct employment of mental health services, providers will reduce the staffing ratio and improve access to school-based mental health support district-wide. School-based Mental health providers will better immerse prevention and intervention services into the learning setting where students naturally already are. Families (students and parents) will have convenient access to a full range of services as school-based mental health services provide a safe space for students to address their stress and trauma, and most importantly, having mental health professionals in the schools will help destigmatize the myths about mental health and mental health awareness.

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).

The District has implemented a system of tracking the number of students at high risk and providing better access to services while improving the efficiency and coordination of services among school professionals and community service providers. The District also has a confidential communication tracking system to inform all related parties of students receiving or needing services.

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

Mental health providers and community-based partners will utilize evidenced-based counseling interventions for students with one or more co-occurring mental health diagnoses or at risk of these diagnoses. Examples include: Individual counseling, small groups, restorative justice practices, peer mentorship as well as screenings and assessments for additional services.

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.

Mental Health Provider: LMHC, LCSW, Therapist; Agency: FL Therapy Services; Community Wellness Counseling & Support Services; Services Provided:

Assessments, psychiatric evaluations, individual, group, and family counseling; Funding Source: DRS Trust

Mental Health Provider: Clinical Psychologist; Agency: FSU MDC; Services Provided: Assessments, psychiatric evaluations, individual, group, and family counseling; Funding Source: DRS Trust

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 132,241.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 132,241.00

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 **Florida Agricultural and Mechanical University** 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

Monday 7/31/2023