



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2023-24 Mental Health Application

Mental Health Assistance Allocation Plan

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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>	Eclectic Therapy
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Eclectic therapy draws upon efficacious interventions from various modalities. For example, a counselor could use guided imagery for somatic quieting, cognitive-behavioral for interrupting negative self talk, goal setting and scaling from reality therapy. The counselor will continue selectively applying techniques from a variety of approaches to best fit the needs of the client, until the client has relief from their presenting problem(s). It's an integrative approach.</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 will be identified early using a combination of the EWS in Focus that flags patterns of absences, low grades and behavior difficulties. These various modalities work well with students who have good insight, yet is diverse enough to reach students with limited insight who are more concrete-operational in their approach to themselves, others and the world. As a result of this broad reach, students will be less likely to experience depression, anxiety, or suicidal tendencies, as well as assisted with the impact of trauma. The eclectic approach is varied enough to teach many other ways to view and solve problems without resorting to violence.</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>Once identified and assessed by a mental health professional, eclectic therapy will be utilized. It has proven effective for drug and alcohol abuse, behavioral problems, and eating disorders. Parents will be involved to assist the student in self awareness, and removing obstacles to the goals of the student. It is appropriate for children and families of diverse ethnic and social backgrounds. Students will consider maladaptive patterns of believing and reacting, i.e. escape and avoidance of triggers due to past traumas, and replace them with healthier ways to frame their feelings about themselves, others, and the world. Moreover, this approach considers the impact of restoring feelings of power, agency and self worth, through attainable goal setting. It also focuses on improving intra and interpersonal skills to improve a client's overall functioning in the social sphere. All of these will assist in preventing or reducing the harmful impact of co-occurring diagnoses.</p>	

<b>Evidence-Based Program</b>	Go Guardian Beacon Software Program
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Escambia County Public Schools issues a Chromebook to every student. The district monitors the use of those Chromebooks for any use that may indicate the student is struggling with self-harm, depression, and suicidal ideation.	
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.	
This function of this software is the early detection of concerning searches, webpages, assignments, or peer-to-peer communications that contain content suggesting or indicating a student is in a negative state of mind. The student may reveal hopelessness and self injurious desires among other difficulties with which they may be struggling. Usually same-day assistance is offered, parent/guardian is contacted. Further counseling either Tier II or Tier III is recommended and provided to the student and family as deemed necessary.	
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.	
N/A	

<b>Evidence-Based Program</b>	Suite 360 Online Mental Health Modules for FL Rule 6A-1.1094121 F.A.C
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>Each school administrator is responsible for ensuring each these mental health modules are delivered with teacher support and classroom discussion, at a time of the principal's choosing, during each school year to comply with FL Rule 6A-1.1094121F.A.C. for grades 6-12, Dating Violence in necessary for grades 7-12, along with the new for 2023-2024 school year modules that stress resilience.</p> <p>Strategies specific to demonstrating resilience through adversity, including the benefits of service to the community through volunteerism;                  Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:                  Empathy, perseverance, grit, gratitude and responsibility;                  Critical thinking, problem solving and responsible decision-making;                  Self-awareness and self-management;                  Mentorship and citizenship; and                  Honesty.                  Recognition of signs and symptoms of mental health concerns;                  Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;                  Strategies to support a peer, friend, or family member through adversity;                  Prevention of suicide;                  Prevention of the abuse of and addiction to alcohol, nicotine, and drugs; and                  Awareness of local school and community resources and the process for accessing assistance.</p> <p>Child trafficking awareness is required K-12 is also included in Suite 360's lesson.</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>Each school administrator is responsible for ensuring each these mental health modules are delivered with teacher support and classroom discussion, at a time of the principal's choosing, during each school year to comply with FL Rule 6A-1.1094121F.A.C. for grades 6-12, Dating Violence in necessary for grades 7-12, along with the new for 2023-2024 school year modules that stress resilience.</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 mental health modules sometimes lead to the delivery of evidence-based mental health care assessment, diagnosis, intervention, and treatment for at-risk students as well as those with co-occurring substance abuse diagnoses.</p>	

<b>Evidence-Based Program</b>	Satchel Pulse Social Skills Platform
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>Student needs are identified through a student self-assessment along with a teacher assessment. Social skills lessons tailored to assessment results, approximately 10 - 15 minutes in length, are then provided for teacher use. The teacher then implements a short, evidence-based intervention to respond to the identified emotional needs of the students in their classroom. The program includes progress monitoring throughout the school year .</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>This is a Tier I approach that is being piloted at one elementary school for the 2023-2024 school year, Reinhart Holm Elementary. The program will help identify specific social skills gaps across a variety of learners in an attempt to increase academic performance.</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	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*  
**1:622**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:622**

**School Social Worker**

*Current Ratio as of August 1, 2023*  
**1:5331**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:5331**

**School Psychologist**

*Current Ratio as of August 1, 2023*  
**1:2195**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:2195**



## Other Licensed Mental Health Provider

*Current Ratio as of August 1, 2023*

**1:3732**

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

**1:2871**

## 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.**

The addition of three licensed mental health counselors directly employed by the district will reduce staff to student ratios because the counselors will be able to provide services more quickly, more efficiently and reach more students and families as a result of utilizing: the same student information system teachers and admin use, a streamlined intake and notetaking process, and being embedded on only one or two campuses.

**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).**

District-level directors and school principals look for ways to remove or reduce workloads on student services personnel who provide direct mental health services whenever possible. Staffing allocations are reviewed and revised when possible.

**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 rely on community mental health providers for case management, target case management, psychiatric support, in-patient admission and treatment, multidiscipline community case reviews, mobile response teams, Navigators (Social Workers) from Children's Home Society, Lutheran Services, respite care for troubled teens.

## 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.**

Lakeview Behavioral Health, provide mental health screenings, assessments, and Tier III interventions, MHAA Funding

Children's Home Society, provide mental health screenings, assessments, and Tier III interventions, MHAA Funding

Reach program (PACE), provide mental health screenings, assessments, and Tier III interventions

Magellan Health, support services members, their families with non-medical counseling

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

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

\$ 2,069,335.00

**Unexpended MHAA funds from previous fiscal years**

\$ 277,629.00

**Grand Total MHAA Funds**

\$ 2,346,964.00

**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 **Escambia 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**

2034 - Pace Center for Girls, Inc.

**School Board Approval Date**

Tuesday 7/18/2023