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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

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|--|--|
| Evidence-Based Program | Monique Burr Prevention Education Programs |
| Tier(s) of Implementation | Tier 1, Tier 2 |
| Describe the key EBP components that will be implemented. | |
| <p>The Monique Burr Prevention and Awareness Education Programs are comprehensive, evidence-based/ evident-informed programs based on polyvictimization research. All programs teach universal Safety Rules and strategies that apply to many types of victimization along with mental and emotional health, resiliency strategies and substance abuse and use lessons. Programs are trauma informed, age-and developmentally appropriate, and incorporate resiliency competencies, using active learning strategies, and provide skills practice opportunities for youth. These programs are designed to empower youth with Safety Rules and strategies to prevent, recognize, and respond appropriately to all types of child abuse, bullying, cyberbullying, digital dangers, exploitation, and human trafficking as well as addresses mental health and substance use and abuse. The School-based program for Elementary Schools is Child Safety Matters and is implemented in grades Kindergarten through Fifth classrooms. Topics include general safety, types of child abuse, bullying, cyberbullying, digital safety, and digital citizenship. etc. The Middle & High School Program is Teen Safety Matters and is implemented in sixth through twelfth classrooms. Topics include digital safety, cyberbullying, sexting, exploitation, and human trafficking, etc. In addition for students in grades six through twelve the second part of the program, Mental Health Safety Matters, is provided. Topics include Anxiety, Depression, Substance Use Disorder, Suicide, Self Harm, and Resiliency skills such as empathy, critical thinking, responsibility, Emotional health and Healthy Boundaries. The two courses: Teen Safety Matters and Mental Health Safety Matters combined fulfill the mandated five hour instruction requirement for grades 6th-12th.</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 curriculum will be implemented in all K-12 classrooms in the district through a face to face format. The District Licensed Clinical Social Worker along with the Mental and Behavioral Health Support paraprofessional and the general education teacher will plan and teach lessons as outlined in the program that are specific to each grade level. The material shows students how to identify mental health problems (such as depression, anxiety, suicide, substance use in themselves as well as their friends and how to seek help when red flags are identified and resiliency skills such as critical thinking, empathy, responsibility, etc.)</p> <p>The district LCSW will facilitate training of implementation to assigned staff and will monitor the effectiveness of implementation. Staff will also be trained in recognition and identification of the signs/ symptoms of social, emotional, behavioral, or substance abuse disorders, etc. during these lessons and the referral process will be used to facilitate providing identified students with further evaluation, support, resources and/or treatment. The referral process based on student identification would provide students based on their needs and could range in supports and services at Tier I, Tier II, or Tier III.</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 goal of this program is to improve recognition of signs and symptoms of mental health disorders (student & teacher reported); Mental Health awareness and assistance (student & teacher reported);</p> | |

Awareness of resources, including local school and community resources (student and parent reported);
 Process for accessing treatment of identified students (student reported and referral data).

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023
1 to 1,222

2023-2024 proposed Ratio by June 30, 2024
1 to 611

School Social Worker

Current Ratio as of August 1, 2023
1 to 1,222

2023-2024 proposed Ratio by June 30, 2024
2 to 611

School Psychologist

Current Ratio as of August 1, 2023
0 to 1,222

2023-2024 proposed Ratio by June 30, 2024
0 to 1,222

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023
0 to 1,222

2023-2024 proposed Ratio by June 30, 2024
0 to 1,222

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.

Liberty County School District's directly employs a LCSW who coordinates the referral and services process to connect students and families to appropriate outside agencies to provided needed supports/services for identified/referred students and their families. The LCSW also has duties assigned related to Mental Health Coordinator responsibilities. This allows for the direct employment of the LCSW to be accessible and available to more students throughout the day, including students who may be in immediate crisis. The district utilizes the direct employment of certified guidance counselors to provide 1 to 1 and/or small group counseling and/or skill/strategy groups during the school day and after school hours. The district contracts with Psychologist to provide services as needed. The district also employees a Behavior and Mental Health Support Paraprofessional that is trained in the implementation of mental health curriculum to support classroom teachers with implementing and embedding the strategies into their daily instruction. This paraprofessional is also

utilized to provide individual student support for students with mental health issues that affects their behavior and assist with the implementation of their behavior plans. This also allows the LCSW and Certified Guidance Counselors to provide more direct counseling services as well as be available to assist with immediate student crisis situations for identified/referred students.

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).

Liberty County School District reviews school staffing plans annually, based on data, to determine needed additions or reductions in staff. School administrators are also instructed to "protect" the time of student services personnel to ensure their day is spent providing direct mental health services to students and not completing unrelated tasks.

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

Liberty County School District has established MOUs with all area community based providers to provide both direct and indirect services. A referral process has been established and students/families are provided services with provider that best fits their needs. The District LCSW/Mental Health Coordinator will oversee the referral process and all coordination efforts with community based providers. School based and community based partners support implementation of mental health programs at all three tiers.

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.

Liberty County School District has the following contracts and/or MOUs with community agencies or companies to provide services based on individual student and family needs.

1. Panhandle Therapy Center is a privately owned agency that provides both indirect and direct services to referred students and their families through a MOU with the district. They employ various mental health practitioners.
2. PanCare is a not for profit corporation that provides both indirect and direct services to referred students and their families through a MOU with the district. This cooperation provides their services via Telehealth through various mental health practitioners.
3. Community Wellness Counseling and Support Services is a privately owned agency that provides both indirect and direct services to referred students and their families through a MOU with the district. They hire various mental health practitioners.
4. Apalachee Center is a private, not for profit, agency that provides both indirect and direct services to referred students and their families through a MOU with the district. This agency also supports the district by providing Community Action Team (CAT) and Mobile Response Team (MRT) services. They employ various mental health practitioners.
5. Florida Therapy Center provides both indirect and direct services to referred students and their families through a MOU with the district. They employ various mental health practitioners.
6. Positive Behavior Support Cooperation is a private, for profit agency that provides both indirect and direct services for referred students through a contract with the district. This agency helps to support students with mental and behavioral needs at the Tier III level. BCBA and RBTs are both utilized to provide these services.
7. Psychological & Educational Consultants (Licensed School Psychologist) is a private consultant that provides indirect and direct services for referred students through a contract with the district.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 168,260.00

Unexpended MHAA funds from previous fiscal years

\$ 15,503.00

Grand Total MHAA Funds

\$ 183,763.00

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 **Liberty 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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School Board Approval Date

Thursday 7/20/2023