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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>	Evidence-Based Interventions
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
<p>Evidence-based interventions in the What Works Clearinghouse addresses areas of concern identified by the school-based multi-disciplinary teams. Evidence-based interventions include the following programs:</p> <ul style="list-style-type: none"> <li>- Zones of Regulation - A cognitive behavioral approach to teach students strategies for emotional and sensory self-management.</li> <li>- Skill Streaming - Targeted, resilience learning intervention employing a four-part approach - modeling, role-playing, performance feedback, and generalization.</li> <li>- Magnificent Marvelous Me (K-5) - Utilizes a blended therapeutic approach including art therapy, narrative therapy, and cognitive behavioral therapy to address symptoms of trauma, depression, and anxiety.</li> <li>- Ink About It (6-8) - Utilizes a blended therapeutic approach including art therapy, narrative therapy, and cognitive behavioral therapy to address symptoms of trauma, depression, and anxiety.</li> <li>- Chill &amp; Spill (9-12_ - Utilizes a blended therapeutic approach including art therapy, narrative therapy, and cognitive behavioral therapy to address symptoms of trauma, depression, and anxiety.</li> <li>- Academic Behavior Supports for At-Risk Students - Addresses both internalizing and externalizing behaviors commonly seen at school in the classroom.</li> </ul>	
<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 intervention will be implemented by school-based mental health professionals (school counselors, school psychologists, and school social workers) once it is determined by the school-based multi-disciplinary team the intervention appropriately aligns with the student's needs. Multiple data sources are considered by the school-based multi-disciplinary teams to determine student needs to include, office discipline referrals, behavioral screening tools, parent input, and staff input.</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>Students referred to the school-based multi-disciplinary team have been identified using behavior screening assessment tools as well as parent/physician input to include diagnoses. This information is utilized by the school-based multi-disciplinary teams to determine the most appropriate evidence-based interventions as well as monitor progress towards individualized student goals.</p>	

<b>Evidence-Based Program</b>	Behavioral and Emotional Screening System (BESS)
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Universal screener utilized to identify students in need of tiered interventions and support.	
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 BESS universal screening instrument will assist school-based multi-disciplinary teams with the early identification of students in need of social, emotional, behavioral, and substance use intervention and 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.	
Students referred to the school-based multi-disciplinary team have been identified using behavior screening assessment tools as well as parent/physician input to include diagnoses. This information is utilized by the school-based multi-disciplinary teams to determine the most appropriate evidence-based interventions as well as monitor progress towards individualized student goals.	

<b>Evidence-Based Program</b>	Contracted Mental Health Counseling Services
<b>Tier(s) of Implementation</b>	Tier 3
Describe the key EBP components that will be implemented.	
Marion County Public Schools will contract with community mental health agencies to provide Tier 3 mental health services on school campus.	
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 services will be implemented by contracted community-based mental health professionals once it is determined by the school-based multi-disciplinary team the intervention appropriately aligns with the student's needs. Multiple data sources are considered by the school-based multi-disciplinary teams to determine student needs to include; office discipline referrals, behavioral screening tools, parent input, and staff input.	
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.	
Students referred to the school-based multi-disciplinary team have been identified using behavior screening assessment tools as well as parent/physician input to include diagnoses. This information is utilized by the school-based multi-disciplinary teams to determine the most appropriate evidence-based interventions and services as well as monitor progress towards individualized student goals.	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*

**1:495**

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

**1:480**

**School Social Worker**

*Current Ratio as of August 1, 2023*

**1:1,010**

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

**1:1,010**

**School Psychologist**

*Current Ratio as of August 1, 2023*

**1:1,010**

2023-2024 proposed Ratio by June 30, 2024

1:1,010

### Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

0

2023-2024 proposed Ratio by June 30, 2024

0

### 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.**

Direct employment of school-based mental health service providers will reduce staff-to-student ratios by placing units funded by the MHAAP at our schools with the highest staff-to-student ratios and highest support 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).**

District Mental Health & Wellness Leadership Team members will determine placement of mental health personnel based on a variety of data to include: student count, # of threat and suicide assessments, and # of student identified by the school-based Multi-Disciplinary Teams, which aims to increase the amount of time student service personnel provide direct mental health services.

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

MCPS partners with our community-based mental health agencies to provide Tier 3 mental health services both on and off school campuses. Student needs are identified by the school-based Multi-Disciplinary Teams and referrals are provided to student guardians if community-based services are warranted. It is the goal of the school district to contract with a separate agency to manage the caseloads of those students referred for these types of Tier 3 community-based services to ensure students are connected with appropriate services in a timely manner. School-based mental health providers are responsible for Tier 2 mental health services including previously listed evidence-based interventions.

### 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.**

SMA Healthcare, Inc. - Tier 3 therapeutic services - Funded by MHAAP

Pace Center for Girls - Tier 3 therapeutic services - Funded by DJJ

Ocala Consulting & Prevention - Tier 3 therapeutic services - Funded by ESSER III

### MHAA Planned Funds and Expenditures

#### Allocation Funding Summary



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

\$ 2,470,485.00

**Unexpended MHAA funds from previous fiscal years**

\$ 1,980,470.00

**Grand Total MHAA Funds**

\$ 4,450,955.00

**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 **Marion County Public 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 6/27/2023