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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	Monique Burr Foundation Safety Matters & Mental Health Matters
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Safety Matters is a comprehensive, evidence-based curriculum for students in grades K-12. The program educates students with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, self-harm, sex trafficking and digital abuse dangers. Mental Health Matters are supplemental lessons for MBF Safety Matters that address Mental and Emotional Health and Substance Use and Abuse, designed to assist Florida schools with meeting the FLDOE Mental & Emotional Health and Substance Use/Abuse requirements</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>School counselors and classroom teachers present all MBF lessons. MBF Safety Matters - Elementary Edition is presented in two comprehensive lessons ranging from 35-55 minutes by trained facilitators in K-5 classrooms. Middle School Edition consists of two 55-minute lessons presented to students in individual classrooms in each grade, 6-8. The High School Edition consists of two 55-minute lessons presented to students in grades 9 – 12 together, allowing for use in blended grade classrooms. The Mental Health Matters lessons are done after the Safety Matters lessons and follow the same familiar format and are practical and easy to implement using turnkey scripts and PowerPoints. They are developmentally-appropriate, trauma-informed, and include the same MBF 5 Safety Rules to educate and empower students so there is consistency in all messaging.</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 is to provide universal strategies to better protect students, including five easy-to-remember Safety Rules.</p> <ol style="list-style-type: none"> 1. Know What's Up 2. Spot Red Flags 3. Make a Move 4. Talk It Up 5. No Blame/No Shame <p>-Pre- and post-tests are used to measure student learning</p>	

Evidence-Based Program	Sanford Harmony
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Harmony is an evidence-based program for Pre-K-6 grade students, accessible online and at no cost. Harmony fosters knowledge, skills, and attitudes boys and girls need to develop healthy identities, create meaningful relationships, and engage productively by providing learning resources, tools, and strategies. There are 5 units at each grade level that include Diversity & Inclusion, Empathy & Critical Thinking, Communication, Problem Solving, and Peer Relationships.</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>Classroom teachers and school counselors will provide weekly instruction during guidance lessons and wheel time to students in grades K-5. This is accomplished through relationship building, communication, goal setting and decision making exercises. Everyday practices include: Introduction, Harmony Goals, Meet Up, Buddy Up, & Quick Connection Cards.</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 is to help children by improving their health and emotional well-being and contributing to the prevention of violence, truancy, bullying, and substance abuse. -The program is also associated with improved attendance and significant gains on academic achievement tests which can be evaluated through FAST Scores and in FOCUS.</p>	

Evidence-Based Program	Cognitive Behavior Therapy
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
<p>School Social Workers with MSW or LCSW credentials provide intensive interventions through individual counseling/therapy sessions. A variety of modalities are used based on the needs of the individual and skills of the therapist. These therapies can include any of the following evidence-based strategies: Cognitive Behavior Therapy, Dialectical Behavior Therapy, Trauma Focused CBT, Psychoeducation, Behavioral Therapy, Trust-Based Relational Intervention, Emotional Regulation Therapy, Strength-Based Therapy, Solution-Focused Problem Solving, Teaching-Family Model, Narrative Exposure Therapy, Art Therapy and several others</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>All secondary and alternative schools have a full-time social worker on campus. Individual therapy sessions are done on a weekly basis during an elective period by school social workers. The length of time is determined by the needs of the student and the modalities used. Once client load capacity is reached, students are referred to outside providers for therapy services.</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 is for each student in Tier 3 to complete their counseling/therapy sessions and be released by their provider or referred for additional services. This is tracked in FOCUS. Two additional MOUs have been approved to bring outside counselors into the schools for parents struggling with transportation.</p>	

Evidence-Based Program	Youth Mental Health First Aid
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>This course is designed to teach parents, family members, caregivers, teachers, school staff, peers, and others how to identify and help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. YMHFA is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, psychosis disorders, disruptive behavior disorders (AD/HD) and eating disorders.</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 six hour training is conducted by YMHFA certified trainers at the beginning of each school year and in January. This is to accommodate all new hires and those who have missed previous trainings. Recertification is completed every three years through Relias Academy or in-person.</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 is to have every faculty and staff member trained in YMHFA. A test is given at the end of each course and a district YMHFA certification database is maintained to check for completion.</p>	

Evidence-Based Program	DISC Village/New Horizons
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
<p>This State of Florida "Best-Practices" program works to increase knowledge of substance abuse prevention, communication, anger management, and decision making skills through activities focused on:</p> <ul style="list-style-type: none"> -The dangers of alcohol & other drugs -Personal responsibility -Effective communication practices -Understanding healthy v. unhealthy relationships -Developing effective coping skills -Positive self-esteem -Establishing positive decision making skills -Anger Management skills 	
<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 in grades K-12 referred to the program will meet with a New Horizons Health and Wellness Specialist once a week during an elective or special area class. This 16-session curriculum addresses the social problems that may interfere with youth's successful transition through adolescence into young adulthood.</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>Participants complete a pre-assessment to determine student needs and a post-assessment to see if the intended objectives were met or if additional counseling referrals are needed. They also complete a Mental Health Survey.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:448

2023-2024 proposed Ratio by June 30, 2024

1:448

School Social Worker

Current Ratio as of August 1, 2023

1:986

2023-2024 proposed Ratio by June 30, 2024

1:986

School Psychologist

Current Ratio as of August 1, 2023

N/A

2023-2024 proposed Ratio by June 30, 2024

N/A

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

N/A

2023-2024 proposed Ratio by June 30, 2024

N/A

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.

Expanding school-based mental health service providers will give more students the ability to meet with an adult for individual services. Any opportunity given to increase our number of providers will be gladly accepted and pursued.

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 school board approved Mental Health Handbook outlines specific guidelines for resiliency & character education and mental health curriculum taught and modalities used at each grade level and MTSS level. An established referral process for students in distress is also listed.

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

School counselors, social workers and mental health coordinator work closely with community-based partners who also provide counseling and therapy services for students. Coordination of care for ongoing services and weekly progress meetings occur.

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.

- FSU Multidisciplinary Center - Psychological Services - On & Off school campus
- Behavior Management Consultants - Evaluations, FBA, BIP, Programming for Students - On & Off school campus
- Art Therapy Services and Consulting - Art Therapy - On school campus
- Resounding Healing Inc. - Music Therapy - On school campus
- Capital City Youth Services - Counseling, Case Management & Shelter Services - On & Off school campus
- Community Wellness Counseling & Support Services, LLC - Counseling & Case Management

Services- On &
Off school campus
Apalachee Center, Inc - MRT & CAT services - On & Off school campus
DISC Village, Inc - Counseling, Behavioral Health Services, Residential Treatment - On & Off School
Campus

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)
\$ 373,638.00

Unexpended MHAA funds from previous fiscal years
\$ 103,457.00

Grand Total MHAA Funds
\$ 477,095.00

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 **Wakulla 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

Monday 7/24/2023