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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>	Harmony
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>Harmony will help teachers and staff cultivate strong relationships between all students by focusing on relationship-building activities. By focusing on peer relationship processes teachers will promote learning environments that are inclusive and collaborative to support the development of healthy peer relationships. Students will practice skills that build healthy relationships, increase emotional regulation, and improve communication with others.</p> <p>Teachers and staff members will cover five (5) units based on the following:</p> <ol style="list-style-type: none"> <li>1. Self-Awareness</li> <li>2. Self-Management</li> <li>3. Social Awareness</li> <li>4. Relationship Skills</li> <li>5. Responsible Decision-Making</li> </ol>	
<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 guidance 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, &amp; 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>	
NA	

<b>Evidence-Based Program</b>	Botvin Life Skills Training
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Botvin LifeSkills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. For Middle to High School Students</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 in grades 6-12 will receive the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs, develop greater self-esteem and self-confidence, and enable students to effectively cope with anxiety. Monthly lessons will be delivered by teachers in the students Critical Thinking Classes or Social Studies.</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 that exhibit or are referred for increased risks may be chosen to attend small group sessions with a mental Health counselor. Small, with only four to eight students all in the same age range. Individual sessions are prescribed for students who require tier 3 supports.</p>	

<b>Evidence-Based Program</b>	New Horizons
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>New Horizons is a 16-session curriculum that addresses various different social problems that youth may be experiencing. The goal is to increase knowledge of substance abuse prevention, communication, anger management, and decision-making skills. In addition, New Horizons help students make constructive choices to increase positive and responsible behaviors both at school and in the community. Topics that are covered include positive self-esteem, developing effective coping skills, establishing positive decision-making skills, anger management skills, understanding healthy v. unhealthy relationships, academic success planning strategies, stress management skills, the dangers of alcohol and other drugs, personal responsibility and effective communication practices.</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 Mental Health Providers in addition to Mental Health Providers from Disc Village will administer the lesson to students grades k-12. Once students are referred and receive parental permission, Mental Health Counselors will use New Horizons to help students learn to make constructive choices and increase positive and responsible behaviors both at school and in the community.</p> <p>Topics that are covered include positive self-esteem, developing effective coping skills, establishing positive decision-making skills, anger management skills, understanding healthy v. unhealthy relationships, academic success planning strategies, stress management skills, the dangers of alcohol and other drugs, personal responsibility and effective communication practices.</p> <p>The School Mental Health Provider will review the skills the children are learning with the student's parent, so parents can support the children at home.</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>School Mental Health Providers will complete an initial assessment of the referred students. Based on the assessment, a treatment plan is developed for that student. Sessions can be individual or group sessions</p>	

<b>Evidence-Based Program</b>	IMPACT Program, Florida Department of Health.
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>The IMPACT Program offers education on healthy behaviors and avoiding risks associated with sex, substance abuse, and unhealthy relationships. A major part of the program is giving youth skills to plan for the future</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>Impact is offered to all students in Grades 7-12. Student will participate in 8 sessions presented by the Florida Department of Health. Topics focused on include Risk Avoidance, Substance Abuse, Use of alcohol and tobacco, Unhealthy Relationships, Risks associated with sex</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>	
NA	

<b>Evidence-Based Program</b>	D.A.R.E. (Drug Abuse Resistance Education)
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>D.A.R.E. is a police officer-led series of classroom lessons that teaches children from kindergarten through 12th grade how to resist peer pressure and live productive drug and violence-free lives. The "Keepin' it REAL" Curriculum is an effective multicultural curriculum that is developmentally appropriate and based on the powerful Social approach. This curriculum teaches the foundational skills that youth need to be safe, healthy, and responsible in leading drug-free lives. The program also helps teaches students the skills they need to avoid involvement in drugs, gangs, and violence.</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 5th Graders will participate in Ten 45-minute lessons designed for 5th grade students. Lessons are evidence-based and delivered by certified D.A.R.E. Officers. Lesson will be delivered in a class setting during the students wheel time.</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>NA</p>	

<b>Evidence-Based Program</b>	LifeSkills Training (LST)
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>LifeSkills Training (LST) is a classroom-based universal prevention program designed to prevent adolescent tobacco, alcohol, marijuana use, and violence. Three major program components teach students: (1) personal self-management skills, (2) social skills, and (3) information and resistance skills specifically related to drug use. Skills are taught using instruction, demonstration, feedback, reinforcement, and practice.</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 6th Graders, district wide, will participate in this program. The program consists 15 Lessons over the course of 8 weeks during PE. Lessons will be delivered by certified LifeSkills instructor and focus on students learning standards for behavior, Coping Skills, Perceived risk of drug use, Problem solving skills, Refusal skills, Skills for social interaction.</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>NA</p>	

<b>Evidence-Based Program</b>	Bounce Back -Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Bounce Back based on the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is comprised of 10 one- hour group sessions, two to three individual sessions and one to three parent education sessions that last over a three-month period.</p> <p>Group sessions are typically held during school hours and cover a range of topics such as relaxation training, cognitive restructuring, social problem solving, positive activities, trauma-focused intervention strategies and emotional regulation and coping skills.</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 Social Workers will administer the sessions to students ages 5-11. Students will learn to identify feelings, and their links to thoughts and actions, using published storybooks to relate concepts and connect engagement activities and create personal storybooks as an age-appropriate concrete trauma narrative.</p> <p>Student participation will be encouraged with games and activities specific to age groups and with “courage cards” tailored to each student.</p> <p>Group sessions are very structured and include agenda setting; review of activity assignments; introduction of new topics through games, stories and experiential activities; and assigning activities for the next group meeting. Group sessions are small, with only four to six students all in the same age range.</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>School Mental Health Providers will complete an initial assessment of the referred students. Based on the assessment, a treatment plan is developed for that student. Sessions can be individual or group sessions</p>	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*

**3:1042**

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

**4:1802**

### School Social Worker

*Current Ratio as of August 1, 2023*

**2:1650 (Traditional Schools)**

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

**2:1650**

### School Psychologist

*Current Ratio as of August 1, 2023*

**1:2250**

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

**1:2250**

### Other Licensed Mental Health Provider

*Current Ratio as of August 1, 2023*

**2:560 (Charters)**

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

**2:560**

## 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 district has: Two (2) school Social Workers for mental/behavior needs; one (1) school psychologist for assessment/services; Two (2) Licensed mental health Counselors are contracted with the Charter Schools; RTI specialist at each school, a certified MTSS Dean, & school nurses have been trained in YMHFA to reduce ratios

**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 will continue to look for creative ways to include additional staff to provide services and for students. The District also reviews staffing regularly for the need of additional staff based on monthly data from site meetings to review mental health services and needs as well as progress of students.

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

The district will continue to work with Disc Village Health to provide additional referral based mental health services. The district is also able to utilize The Apalachee Center Mobile Response Team to assist with community referrals and emergency counseling. Mental health providers, both school based and private, are able to serve on the intervention teams to help identify students in need of services, to assist with progress monitoring of services and interventions, as well as to monitor the recovery progress.

## 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.**

- 1. Community Action Team: Social Work and Mental Health Counseling (LCSW, MSW)  
\*Agency: Apalachee Center  
\*Services: Direct
- 2. Mental Health Counselors (LCSW, MSW)  
\*Agency: New Horizons  
\*Services: Direct
- 3. Mental Health Counselors (LCSW, MSW)  
\*Agency: Panhandle Therapy Center  
\*Services: Direct
- 4. Mental Health Counselor (LCSW, MSW)  
\* Agency: PAEC  
\*Services Direct

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

**MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)**  
\$ 226,826.00

**Unexpended MHAA funds from previous fiscal years**  
\$ 0.00

**Grand Total MHAA Funds**  
\$ 226,826.00

### 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 **District School Board of Madison County** 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

-

**School Board Approval Date**

Monday 8/7/2023