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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	Alive2Thrive
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>Alive2Thrive is a comprehensive online like skills curriculum. The goal of the program is to help students build their own decision making skills. This is accomplished by teaching students to think positively and be resilient.</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 have 5 hours of Alive2Thrive instruction. Students will watch a 3 minute video that will be followed by a worksheet or teacher led discussion to further reinforce the message.</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>This is a Tier 1 program for all students. Materials are evidence-based. Teachers are advised to refer students to the school counselor if a student needs to discuss topics further.</p>	

Evidence-Based Program	Child Safety Matters and Mental Health Matters
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
<p>The Monique Burr Foundation Prevention Education Programs educate and empower children and youth to prevent, recognize, and respond appropriately to all types of child abuse, bullying, digital dangers, exploitation, and trafficking.</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>Grades K-6 will receive instruction in both Child Safe Safety and Mental Health. Each lesson is age appropriate. The lessons are teacher led with use of Nearpod. Students are asked throughout to take polls and give feedback via computer on Nearpod. Lessons range from 35 to 55 minutes.</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>Child Safety Matters has been found to be effective by 4 different independent research studies. The materials are aimed at educating students on the dangers of the world such as substance abuse and perpetrators. Students are taught words like resiliency and are encouraged to identify two important adults in their lives.</p>	

Evidence-Based Program	Cognitive Behavior Therapy
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
Cognitive Behavior Therapy has been demonstrated as effective for those dealing with anxiety, depression, and stress. CBT improves grades, attendance, and overall functioning and coping skills. CBT may be used for individual sessions or in a group setting.	
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.	
School mental health therapists provide counseling services to those that are struggling. Students are identified through a variety of ways to include Threat Assessment Meetings and Mental Health Problem Solving Meetings. Students and parents may also refer.	
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 who are high risk, with one or more mental health disorders or co-occurring substance abuse diagnoses will either be self referred or referred by the school counselor. After parental consent is received, the therapist identifies the problem(s) and works on establishing a goal and treatment plan. During Threat Assessment Meetings and Mental Health Problem Solving Meetings, the students progress will be discussed. The team will discuss if additional supports are needed by the student.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:424

2023-2024 proposed Ratio by June 30, 2024

1:424

School Social Worker

Current Ratio as of August 1, 2023

1:1841

2023-2024 proposed Ratio by June 30, 2024

1:1841

School Psychologist

Current Ratio as of August 1, 2023

1:2762

2023-2024 proposed Ratio by June 30, 2024

1:1841

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:1381

2023-2024 proposed Ratio by June 30, 2024

1:1105

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.

Sumter anticipates hiring an additional counselor for a total of 6 mental health providers for 2023-2024. By hiring an additional counselor, the provider to student ratio will be reduced to 1:920. Note that this figure differs from previous figures/ratios on prior page due to variation in the types of licenses held by our counselors.

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 Sumter Strategic Plan implemented job positions that are dedicated to MTSS and testing coordination. Therefore, counselors are relieved of these duties. School counselors are able to focus on the students individual needs and crisis. School counselors also provide counseling for the majority of the students with IEPs and Behavior Plans.

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 provide direct counseling services to students. Students are referred to the mental health counselor when a high level of care is needed or other supports have not been effective. These counselors and the Mental Health Problem Solving Team ensure that mental health service timelines are met.

All counselors and some community-based partners also help with crisis intervention and de-escalation. Community-based partners (Lifestream's Potentials and PGG) provide support services which are provided by counselors that have a minimum of a bachelor's degree. These programs use evidence-based programs for the curriculum for individual and group sessions.

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.

Mobile Response Team (MRT) provides emergency services in the event of crisis or threat of harm to prevent a Baker Act. MRT is able to quickly link with services. If that is not possible, MRT will provide services until other services are able to be secured. MRT will visit the school or the home.

Potentials through Lifestream provides goal focused counseling intervention on middle and high school campuses.

PPG through Lifestream provides substance abuse education, prevention and intervention on middle and high school campuses.

Community Action Team (CAT) provides comprehensive wrap around services to include case management, counseling and medication management. CAT requires that all members in the home participate. CAT makes multiple visits to the school and the home.

Care Solace is contracted to link students or any member in their family with mental health counseling. These services are provided at no cost to students and the household members regardless of whether they have insurance or not. Care Solace makes multiple attempts to contact the family via phone, text and email. Staff members can refer or family members can self-refer from the Care Solace website or via QR code. Information is also provided on the district website. Inquiries are monitored by the mental health coordinator and the staff member making the referral.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 619,530.00

Unexpended MHAA funds from previous fiscal years

\$ 33,406.00

Grand Total MHAA Funds

\$ 652,936.00

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 **Sumter District 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

2001 - The Villages

School Board Approval Date

Monday 7/24/2023