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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>	Student's Life Satisfaction Scale 1
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Universal screening for academic, behavioral, and emotional barriers to learning will be conducted with all 6th and 9th graders.	
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.	
To assist in early identification and early intervention of student's in need of mental health services.	
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.	
To assist in early identification and early intervention of student's in need of mental health services.	

<b>Evidence-Based Program</b>	Required Instruction
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<ol style="list-style-type: none"> <li>1. Building resiliency instruction for students in grades 6 – 12 as per F.A.C. 6A-1.094124</li> <li>2. Instruction in substance use and abuse for students in grades K – 12 as per F.A.C. 6A-1.0941</li> <li>3. Instruction in human trafficking for students in grades K – 12 as per F.A.C. 6A-1.0941</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>Five hours of building resiliency instruction for students in grades 6 – 12 will be coordinated and provided by teachers, school counselors, and mental health providers- CPalms, Merrill's Strong Teens, and Second Step. Instruction in substance use and abuse for students in grades K – 12 will be coordinated by school counselors through curriculum- Red Ribbon Week by FLDOH and Purpose Prep. Instruction in human trafficking for students in grades K-12 will be coordinated by school counselors through curriculum- Safer Smarter Kids, Safer Smarter Teens, and Child Safety Matters by Child Advocacy Center.</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 will gain awareness of strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism, strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as: empathy, perseverance, grit, gratitude and responsibility; critical thinking, problem solving and responsible decision making; self-awareness and self-management; mentorship and citizenship; and honesty. Students will gain awareness of signs and symptoms, ways to seek help for themselves or others, and resources for mental health. Students will gain awareness of signs and symptoms, ways to seek help for themselves or others, and resources to reduce substance use and abuse. Students will gain awareness, ways to seek help for themselves or others, and resources to reduce human trafficking.</p>	

<b>Evidence-Based Program</b>	Referral for Mental Health Services/Progress Monitoring
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Referral procedures in place to identify students with mental health needs. Monthly consultation with administration, teachers and/or families. Implementation of the BASC-3 Monitor Tool.	
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.	
To assist in early identification and early intervention of student's in need of mental health services.	
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.	
To ensure early identification and early intervention of student's with mental health needs. To progress monitor student's receiving mental health services to inform practices and services in place.	

<b>Evidence-Based Program</b>	Contingency Management (CM)
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Development and monitoring of individual student behavior intervention plans. identify student's mental health needs in relation to their behavior intervention plans and teach and reward positive behaviors through social and emotional curriculum and prevent negative behaviors for students with repeated behavior problems in the school setting.</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>Identify student's mental health needs in relation to their behavior intervention plans and teach and reward positive behaviors through social and emotional curriculum and prevent negative behaviors for students with repeated behavior problems in the school setting.</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>Identify student's mental health needs in relation to their behavior intervention plans and teach and reward positive behaviors through social and emotional curriculum and prevent negative behaviors for students with repeated behavior problems in the school setting.</p>	

<b>Evidence-Based Program</b>	C-SSRS- Columbia-Suicide Severity Rating Scale
<b>Tier(s) of Implementation</b>	Tier 3
Describe the key EBP components that will be implemented.	
Suicide risk/threat assessment for students engaging in behavior or making comments that suggests the student may be considering suicide or self-harm.	
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.	
To identify student's in crisis and with mental health needs and provide de-escalation through MRT and other services to maintain the safety and well-being of the student and others.	
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.	
Provide supports in the school setting and outside the school setting to maintain the safety and well-being of students and others in crisis and with mental health needs.	

<b>Evidence-Based Program</b>	Individual/small group counseling
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
Skills and therapy addressed (but not limited to)- social skills, mindfulness, play therapy, anger management, anti-bullying, conflict resolution, de-escalation, grief/loss coping skills, depression, anxiety, substance abuse, hyperactivity/ADHD OCD, post-traumatic stress disorder, trauma, CBT, adjustment/ environmental stress, problem solving.	
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.	
By responding and supporting student's mental health needs by teaching social and emotional learning curriculum.	
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.	
To improve the physical and psychological health and safety of our students by responding and supporting student's mental health needs by teaching social and emotional learning curriculum.	

<b>Evidence-Based Program</b>	Bounce Back
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
Relaxation training, cognitive restructuring, social problem solving, positive activities, trauma-focused intervention strategies and emotional regulation and coping skills for students in grades K-5 that has been exposed to at least one traumatic event who are experiencing traumatic stress symptoms.	
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.	
To teach core skills for coping with and healing from traumatic events by incorporating games and activities group, individual, and parent education sessions.	
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.	
Improve Post-traumatic stress, anxiety, emotional regulation, emotional/behavioral problems, and social adjustment.	

<b>Evidence-Based Program</b>	CBITS
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
A school-based, group and individual intervention for students grades 5-12 who have witnessed or experienced traumatic life events, such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and human-made disasters.	
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.	
Use of cognitive-behavioral techniques in group and individual sessions with students with opportunities for parent involvement and educational outreach to teachers. Skills-based intervention that is aimed at relieving symptoms of posttraumatic stress disorder, depression, and general anxiety among children exposed to multiple forms of trauma.	
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.	
To reduce symptoms of posttraumatic stress disorder (PTSD), depression, and behavioral problems, as well as to improve functioning, grades and attendance, peer and parent support, and coping skills.	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*  
**1:474**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:474**

**School Social Worker**

*Current Ratio as of August 1, 2023*  
**1:379**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:316**

**School Psychologist**

*Current Ratio as of August 1, 2023*  
**1:1895**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:1895**

**Other Licensed Mental Health Provider***Current Ratio as of August 1, 2023***1:379***2023-2024 proposed Ratio by June 30, 2024***1:316****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 employs one school psychologist. Each school in the district has 1 school counselor. The district also employs 1 school social worker. The mental health allocation allows the district to employ 2.5 licensed mental health professionals. These mental health professionals, along with the school social worker (5 total) serve our 4 schools in the district to reduce staff to student ratio. We are employing an additional LCSW the 23-24 school year through SAMHSA AWARE Grant to serve all four schools as well to reduce staff to student ratio.

**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).**

Staffing allocations of the district student services personnel will be reviewed and revised as needed so that the needs of students are served at each school with direct services. Our mental health staff is not assigned daily duties or used as substitute teachers in schools, as itinerants for the district, under the Director of Special Services.

**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's mental health providers will implement mental health screening, assessment, diagnosis, intervention, treatment, and recovery services to students & will coordinate services with community-based partners following procedures for information sharing.

**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 Wellness Counseling and Support Services- Mental/behavioral health services to Medicaid eligible students both at school and in the home at no cost to the district.
2. Morning Light Wellness Center- Mental/behavioral health diagnosis and treatment to students and families at no cost to the district.
3. Life Management of NWFL, Inc.- Mental/behavioral health diagnosis and treatment to student and families Programs include Community Action Team (CAT) and the Mobile Response Team (MRT) at no cost to the district.
4. Northwest Florida Health Network- Mental/behavioral health diagnosis and treatment to student and families at no cost to the district.
5. Project Thrive- Wraparound services for students and families at no cost to the district.
6. Families First- Mental health services for trauma recovery at no cost to the district.

**MHAA Planned Funds and Expenditures**

### Allocation Funding Summary

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

\$ 198,870.00

**Unexpended MHAA funds from previous fiscal years**

\$ 6,152.00

**Grand Total MHAA Funds**

\$ 205,022.00

### 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 **Gulf 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

Thursday 7/20/2023