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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	Trauma Informed Care
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Trauma Informed Care in the classroom starts with an understanding of how trauma can affect learning and behavior. When teachers have a understanding of this, they recognize the importance of building positive relationships with students and creating a safe space in the classroom. In a trauma informed classroom, teachers and staff recognize students' response to trauma in their behavior. Students are taught appropriate responses and coping strategies, self regulation skills, and skills to build resilience.</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 students will benefit from Trauma Informed Care. Students identified as at risk, which could be students with 4 or more indicators on the Early Warning System or students determined to need mental health intervention by school counselors or administrators will receive targeted Trauma Informed Care. Staff will be trained in the use of Trauma Informed Care strategies in the classroom. The componenets of Trauma Informed Care implemented in the classroom will include strategies for self regulation, mindfulness activities, and identifying students by strength and need. These strategies will be implemented in the classroom for Tiers 1 and 2.</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>Trauma Informed Care is an evidence based intervention that intentionally incorporates trauma informed principles and practices into the classroom environment. Students in general, but specifically students identified at risk through the EWS or by school counselors or administrators will build resilience, increase self regulation skills, and improve engagement in the classroom by learning how to use Trauma Informed Care skills and strategies. At risk students' improvement in these areas will be indicated by a decrease in indicators on the Early Warning System. a decrease in discipline referrals, less days missed due to discipline suspensions, and improvement in academic progress.</p>	

Evidence-Based Program	BASE Education
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>BASE Education is an evidence based program that follows the Learn, Connect, Respond Framework. Students are assigned BASE modules to complete. They demonstrate their understanding of specific modules through completion and a survey/assessment built into the BASE module. Some examples of BASE modules include Anger Management, Irrational Thinking, Substance Use and Misuse, and Coping Strategies. BASE can be used as an individual intervention, as well as in small groups or in the classroom.</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 identified as at risk through the EWS or multiple discipline referrals will be assigned BASE module(s). The BASE Education curriculum is online and can be accessed at school and/or at home. Parents have access to all material and resources assigned to their student. There are modules created for parents that correspond with BASE student modules. Assigned modules are monitored by certified teachers, school counselors and administrators in order to review student responses and progress. In the event that a student uses a "Fireword," an alert is sent to designated school and district level personnel. Firewords are single words or phrases that the student use in their responses that inform school staff monitoring the student's responses to the possible need for immediate intervention.</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>BASE will deliver mental health intervention to students identified as at risk through participation and completion of subject specific modules using the Learn, Connect, Respond Framework. These modules will address mental health challenges experienced by students. Upon completion of assigned BASE modules, students will show improvement in targeted behaviors as well as improvement in academic progress, and a decrease in discipline referrals.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:450

2023-2024 proposed Ratio by June 30, 2024

1:500

School Social Worker

Current Ratio as of August 1, 2023

1:5552

2023-2024 proposed Ratio by June 30, 2024

1:5750

School Psychologist

Current Ratio as of August 1, 2023

1:5552

2023-2024 proposed Ratio by June 30, 2024

1:5750

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:5552

2023-2024 proposed Ratio by June 30, 2024

1:5750

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.

SCSD will have 3 school district employed mental health counselors. These school based counselors will provide direct services to students - individually and in a group setting. School counselors will be trained in YMHFA and in Trauma Informed Care to facilitate the use of TIC strategies with students. School employees are trained in Youth Mental Health First Aid as well as Trauma Informed Care strategies. Other areas of expertise for school district employees include crisis response, school safety, and behavioral interventions.

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).

SCSD has a minimum of 1 school counselor one each campus. There are 3 school based mental health counselors and 1 mental health counselor/coordinator employed by the district to deliver direct services to students. SCSD staff are trained in Youth Mental Health First Aid. Problem solving teams in the district assess student needs and provide targeted, evidence-based intervention strategies. Other areas of staff expertise include crisis response, school safety, and strategic interventions.

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 and community based partners provide individual counseling, group counseling, and evidence based interventions to students. They also deliver awareness presentations and training for staff on professional development days and after school.

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.

Meridian Behavioral Healthcare - clinicians see students for individual and group counseling on campus and off campus
 Mobile Response Team - crisis response and mental health evaluation on and off campus
 Community Action Team -clinicians provide individual and family counseling/intervention on and off campus
 Positive Behavior Solutions - BCBA provides services to students and training in positive behavior supports and interventions
 Corner Drug Store - Clinicians see students on and off campus
 Oasis of Hope - group counseling on campus, clinicians see students on and off campus

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 406,595.00

Unexpended MHAA funds from previous fiscal years

\$ 113,496.00

Grand Total MHAA Funds

\$ 520,091.00

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 **Suwannee 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

Tuesday 7/25/2023