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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

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| Evidence-Based Program | Check and Connect |
| Tier(s) of Implementation | Tier 2 |
| Describe the key EBP components that will be implemented. | |
| <p>Check and Connect is a mentoring based program to help eliminate early warning signs of students becoming disengaged with school. These disengaging methods may be but not limited to showing increasing inappropriate behaviors, decreasing attendance, and/or declining grades.</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>Through the use of the Check & Connect program relationship building is its foundation. The students and the adult form a relationship in which the student should feel safe and comfortable enough to ask for help and processes to help find resolutions to social, emotional, relational, and behavioral issues that may arise. These students involved in this program are referred by the teachers and staff because they are displaying these early warning signs of depression, disengagement, and other self-defeating behaviors. This program occurs throughout the school year to maintain continuity and consistency. It is overseen by a program director that will provide feedback to the mentors if and when it is needed to better serve our students at risk of dropping out of school.</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>Each mentee is required to meet with their mentor at least once per month. They establish attainable goals to reach and review their progress each month to determine the next step for the mentee. The goal is to reengage the student with the school environment which ultimately improves the percentage of the student not dropping out and graduating from high school.</p> | |

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| Evidence-Based Program | Suite 360 |
| Tier(s) of Implementation | Tier 1 |
| Describe the key EBP components that will be implemented. | |
| Suite 360 is all encompassing mental health program to educate our students in grades 6-12 on the subject of mental health care and how to address and care for themselves or others displaying symptoms of mental health problems. | |
| 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>Suite 360 delivers the lessons on various mental health topic in eight lessons. Teachers deliver these lessons and determine if the students have completed them. The topic of self advocacy is emphasized within the Suite 360 lessons to help instruct them on self care. The teachers are provided a guide to help instruct and review these topics with their students to help promote self awareness and help. The Suite 360 Mental Health Topics include:</p> <ul style="list-style-type: none"> a.recognizing the signs and symptoms of mental health disorders and removing the stigma b.prevention of mental health disorders and awareness c. awareness of local and community resources and how to access treatment d. strategies to develop healthy coping methods e.strategies to support peers, family, friends, that they may exhibit a mental health disorder f. suicide prevention g.substance abuse prevention h.resiliency | |
| 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. | |
| All students in grades 6-12 will complete these lessons to better assist them in identifying these signs of mental health disorders and gain strategies to more effectively cope with these issues. | |

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| Evidence-Based Program | Cloud9World |
| Tier(s) of Implementation | Tier 1 |
| Describe the key EBP components that will be implemented. | |
| <p>Cloud9World is a socio-emotional learning and mental health awareness research based program that integrates character education that focuses on resiliency strategies for students. This program integrates literacy practice of these character traits in reading, writing, and speaking activities. This helps to improve our students vocabulary and comprehension skills. It helps students to make personal mental health and wise choices for their success.</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>The Cloud9World program employs a social constructivist approach that allows students to experience and embrace positive character traits. The character strengths are emphasized within the lesson plans in a format that allows the student to learn the trait, discuss the trait, experience the trait, and then apply the trait to other areas of their lives.</p> <p>Teachers have access to the curriculum through an online platform. It is easily differentiated to meet the needs of each K-5 individual learner. The curriculum provides a variety of print, online resources, and activities.</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 program is an evidence based program in which our elementary students will and can gain the personal mental health to make choices that will affect them in a positive manner.</p> | |

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| Evidence-Based Program | Cognitive Behavior Therapy |
| Tier(s) of Implementation | Tier 2, Tier 3 |
| Describe the key EBP components that will be implemented. | |
| This is a strategy that is utilized in both individual and group counseling. | |
| 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. | |
| Cognitive Behavior Therapy (CBT) is implemented in both group and individual therapy sessions. CBT helps students analyze their behavior, set goals, and problem solve. | |
| 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. | |
| The therapists will monitor individual progress on their individualized plans. This technique will reduce anxiety symptoms, regulating emotions, and emotional and behavioral issues. | |

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:291

2023-2024 proposed Ratio by June 30, 2024

1:291

School Social Worker

Current Ratio as of August 1, 2023

1:1163

2023-2024 proposed Ratio by June 30, 2024

1:1163

School Psychologist

Current Ratio as of August 1, 2023

1:2259

2023-2024 proposed Ratio by June 30, 2024

1:2259

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:2269

2023-2024 proposed Ratio by June 30, 2024

1:2269

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 school-based mental health services providers have increased over the past few years. We are now able to provide a mental health services person at each school as a result of the mental health allocation we receive from the state.

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).

Licensed social workers (LCSW) and licensed mental health providers (LMHC) provide direct services to students. These mental health professionals utilize therapy logs and they are reviewed regularly to help direct where they are needed the most.

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

The school district uses both school-based providers and community-based partners to disseminate direct services to the students. Some of these services include: individual counseling, group counseling, and crisis intervention.

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.

LCSWs are associated with the schools and MCR is an outside agency that provides direct services to referred students by the schools. Medicaid provides the funds for these services. Charlotte Behavior Health is contracted to provide a nurse practitioner and the funds are provided via the Mental Health Assistance Allocation Plan.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 338,633.00

Unexpended MHAA funds from previous fiscal years

\$ 275,109.00

Grand Total MHAA Funds

\$ 613,742.00

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 **The School District of Desoto** 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