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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	Suite 360 and Mindfulness Interventions
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>WCSD will use Suite 360 for all students as a Tier 1 intervention, to support resiliency and to educate on the dangers of drugs/alcohol and substance use/abuse. This educational component will provide critical information while also assisting in identifying students needing additional (tier 2) supports. Students will also be introduced and have access to Mindfulness Breathing Lessons.</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 faculty/staff will utilize information/skills learned through YMHFA to assist in early identification of students with possible mental health disorders and provide intervention at the tier 1 level using Suite 360 group delivered lessons within the classroom. Tier 2 Suite 360 Intervention lessons will be assigned as needed to address behavioral mental health, substance use for those students identified as at-risk or having received behavioral referrals.</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>For students identified as needing direct mental health support at the tier2/3 level, district mental health counselors will receive referrals and evaluate for level of care needed, to include in-school brief solution focused therapy and referrals to outside community agencies.</p>	

Evidence-Based Program	CBT and DBT
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>The 3 components of Cognitive Behavior Therapy (CBT) that will be utilized include: 1) Cognitive - focusing on thought patterns that create negative emotional behavioral patterns, 2) Behavioral - focusing on problematic behaviors and modeling/teaching new behaviors, 3) Mindfulness - teaching coping strategies for emotional regulation.</p> <p>The 4 components of Dialectical Behavior Training (DBT) that will be used include: Interpersonal Effectiveness, Mindfulness, Emotional Regulation, and Distress Tolerance, and are designed to teach skills to improve/address emotional management, relationship building, and decision making.</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>District Mental Health Counselors will implement CBT, DBT through group or individual counseling sessions for those students evaluated and determined in need of Tier 2/3 support. Additionally, district behavior specialists and Mental Health Counselors will support the teaching of DBT skills within the classroom and group setting at the secondary level.</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>For those students identified at significant risk of substance use/abuse, as a result of referrals and/or alternative placement for a zero tolerance (drugs/alcohol) offence, district Mental Health Counselors will utilize CBT practices, to include the use of the SAMSHA - CYT.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:513

2023-2024 proposed Ratio by June 30, 2024

1: 513

School Social Worker

Current Ratio as of August 1, 2023

0

2023-2024 proposed Ratio by June 30, 2024

0

School Psychologist

Current Ratio as of August 1, 2023

1:2361

2023-2024 proposed Ratio by June 30, 2024

1:1968

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:1476

2023-2024 proposed Ratio by June 30, 2024

1: 1476

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.

Direct employment of (2) additional mental health counselors (MHC) allows for a reduced number of schools each MHC covers, in addition to an increased number and/or frequency of students receiving services at each school. MHCs provide both individual and group counseling, in addition to problem solving with teachers and MTSS teams, that include school counselors, school psychologists, and behavior analysts.

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).

MHCs have scheduled days at each of their schools, spending the majority of the day providing direct service/therapy. MHCs provide crisis response, assist with threat assessment/management and safety planning at each of their schools. They work collaboratively with the school counselor(s), in addition to behavior analysts in cases of externalizing behavior mental health concerns.

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

District Mental Health Counselors work directly with students, providing in-school counseling and follow up with parents and school teams. Additionally, they will refer and attempt to link students to community providers, as appropriate. However, as community wait lists are long for our under/un-insured students, school based mental health counseling helps provide a resource to students and families who would otherwise not be able to receive mental health services.

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.

Chautauqua Healthcare Services (CAT) - Referral source for community-based support/services,
Mobile Response Team (MRT) - Onsite or Telehealth crisis diversion services and wrap around support/services,

School Based Healthcare Solutions Network - On campus counselors covering 3 schools, grant funded,

PanCare - On campus, behavior health services, medical, medication management

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 713,902.00

Unexpended MHAA funds from previous fiscal years

\$ 81,526.00

Grand Total MHAA Funds

\$ 795,428.00

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 Statues.

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 **Walton County School District** 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

Monday 7/24/2023