



FLORIDA DEPARTMENT OF
EDUCATION
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2023-24 Mental Health Application

Mental Health Assistance Allocation Plan

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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	Youth Mental Health First-Aid
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Youth Mental Health First-Aid is a 6-hour mental health awareness program designed to introduce common mental health challenges for youth, reviews typical adolescent development, and teaches a five step action plan to help young people in crisis/non-crisis situations	
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.	
The Director of Safety and Mental Health provides training to all administration, faculty, and staff in helping adolescents who are experiencing mental health or addiction challenges or are in crisis.	
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.	
Staff can have the knowledge and training to implement a five-step action plan for how to help young people in both crisis and non-crisis situations.	

Evidence-Based Program	Rippleeffects for Kid
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
Rippleeffects for Kids is an evidence-based, research proven program that adapts to the needs of each student, getting to the root cause of the problem behavior, and provides strategies and replacement behaviors.	
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.	
Program will be used for students in grades 2-5 who have been identified as needing additional supports and to provide intervention strategies in a wide range of areas directly related to the student's mental health wellness.	
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.	
Program is designed to help reduce exclusionary discipline practices and increase academic success.	

Evidence-Based Program	Cognitive Behavioral Therapy
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
<p>Cognitive Behavioral Therapy (CBT) is an evidence-based intervention. CBT targets mental disorders including depression, attention defiant hyperactivity disorder, anxiety disorders, alcohol, and drug use problems, eating disorders, and severe mental illness. Student learns to recognize their own thinking distortions that have created their current problem. They gain a better understanding of their motivation and behavior patterns. CBT treatment involves client's efforts to change behavior patterns and facing one's fears instead of avoiding them. Within this way student learns tools to improve problematic areas of concern.</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>Intervention is targeted for grades K-12 and will be implemented by the district's Licensed Mental Health Counselor (LMHC) or contracted mental health providers. This type of therapy is used to improve areas of mental health concerns such as depression and anxiety but is not limited to these disorders. This type of therapy is done on an individual basis or group and is individualized to the students needs and abilities.</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>Intervention promotes positive outcomes within areas of concern on an individual basis within area of mental health disorder. Outcomes will present differently with each student. Evidence of improvement may present in area of home function, school function, behavioral improvement, educational success rate, and interaction with others</p>	

Evidence-Based Program	Five Star Life
Tier(s) of Implementation	Tier 2
Describe the key EBP components that will be implemented.	
Five Star Life curriculum focusing on five key areas: At Risk education and academic support, workforce readiness, mentoring, character education and experiential learning.	
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.	
Programs will be used for students in grades 6-12 who have been identified as needing additional supports and to provide intervention strategies in a wide range of social emotional learning areas.	
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 program strives to see academic increases, better school attendance, and less behavioral issues.	

Evidence-Based Program	Dialectical Behavior Therapy
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
<p>Dialectical Behavior Therapy (DBT) is an evidence-based therapy. There are six main points within dialectical behavior therapy.</p> <p>Acceptance & change – accept circumstances to make positive changes.</p> <p>Behavioral – analyze problems and replace them with healthy patterns.</p> <p>Cognitive – focus on changing thoughts or actions that aren't helpful.</p> <p>Skill sets – learn new skills and hobbies.</p> <p>Collaboration – work collaboratively & as a team with others</p> <p>Support – recognize your strengths and positive features to help others</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>Intervention is targeted for grades K-12 and will be implemented by the district's Licensed Mental Health Counselor (LMHC) or contracted mental health providers. This type of therapy is used to improve areas of mental health concerns such as depression and anxiety but is not limited to these disorders. This type of therapy is done on a individual basis or group and is individualized to the students needs and abilities</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>Intervention promotes positive outcomes within areas of concern on an individual basis within area of mental health disorder. Outcomes will present differently with each student. Evidence of improvement may present in area of home function, school function, behavioral improvement, educational success rate, and interaction with others.</p>	

Evidence-Based Program	
Tier(s) of Implementation	[none selected]
Describe the key EBP components that will be implemented.	
<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>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>	

Direct Employment

MHAA Plan Direct Employment**School Counselor***Current Ratio as of August 1, 2023***1:400***2023-2024 proposed Ratio by June 30, 2024***1:400****School Social Worker***Current Ratio as of August 1, 2023***0:1200***2023-2024 proposed Ratio by June 30, 2024***0:1200****School Psychologist***Current Ratio as of August 1, 2023***1:1200***2023-2024 proposed Ratio by June 30, 2024***1:1200****Other Licensed Mental Health Provider***Current Ratio as of August 1, 2023***1:1200***2023-2024 proposed Ratio by June 30, 2024***1:1200****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.

Lafayette County currently has three (3) full time school counselors assigned to the elementary, middle and high school student population as well as one full time licensed mental health counselor (LMHC). In addition, the district has entered into an agreement with the Dixie County School Board to provide a School Psychologist that will serve Lafayette County students one day a week. The current student to school counselor ratio is 400 to 1, the student to LMHC ratio is 1200 to 1. The ability, however, to contract with our community partners drastically reduces the overall student to counselor ratio and provides for immediate access to care.

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).

District and school administration have reviewed staffing allocations to ensure counselors are maximizing the amount of time spent providing direct mental health services to their student population. The LMHC is utilizing assessment and clinical information via electronic programs to reduce the amount of time spent on paperwork.

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 will continue to work with Meridian Behavioral Health to provide referral based mental health services. Lafayette County Schools and Meridian Behavioral Health have entered into a cooperative agreement with Meridian agreeing to provide professionally trained psychiatrists, advanced practiced registered nurses, clinical social workers, licensed therapists, mental health counselors, case managers, and prevention specialists as needed. Any student referred for mental health services will be assessed within 15 days of receipt of referral. School based mental health services will be initiated within 15 days of identification and assessment. Community based services will be initiated within 30 days of referral.

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.

Dixie County School Board - School Psychologist who provides crisis intervention, observation, and assists with the development of appropriate Behavioral Intervention Plans.
 Meridian Behavioral Health, Inc. - Individual and family Counseling, Case Management, Crisis Services, Telehealth, Preventative Services, MRT, CAT, and In-home services.
 A New Dawn, A New Beginning - Grief counseling, individual and family counseling, Case management, Substance Abuse Counseling, Telehealth, School, community, and home services.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 160,006.00

Unexpended MHAA funds from previous fiscal years

\$ 32,919.00

Grand Total MHAA Funds

\$ 192,925.00

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 **Lafayette 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

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School Board Approval Date

Tuesday 7/18/2023