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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	Cognitive Behavioral Therapy
Tier(s) of Implementation	Tier 3
Describe the key EBP components that will be implemented.	
<p>Cognitive Behavioral Therapy (CBT) is a goal-oriented and collaborative approach that helps students identify and change negative thought patterns and behaviors. It focuses on the present, empowers students to take an active role in their therapy, and is time-limited and structured. CBT aims to improve emotional well-being by addressing the connection between thoughts, feelings, and behaviors.</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>Mental Health Therapists will provide CBT treatment to students in grades K-12 that meet criteria for a mental health diagnosis in the school setting. Students and therapist will create a treatment plan to identify appropriate goals to address mental health concerns. The therapist will also utilize treatment plan to monitor the progress of treatment. The treatment plan, progress notes and outcomes will be managed via HIPAA compliant software (PracticeQ)</p> <p>Licensed Mental Health Professionals will de-escalate crisis for students in grades K-12 who are identified as at-risk of harm to self or others in the school setting. The licensed clinician will follow up with the student upon return to school to ensure appropriate interventions are recommended.</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>Mental Health Professionals will meet with identified at risk students as deemed appropriate based on diagnosis, trauma, and/or current distressors. Mental Health Professionals will also monitor progress using appropriate assessments to determine if treatment goals are being obtained.</p>	

Evidence-Based Program	Monique Burr Foundation for Children prevention education programs.
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
This curriculum addresses child trafficking, substance abuse, communication, and healthy relationships while promoting mental wellness for students 6th-12th grade	
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 curriculum will be integrated in assigned classes per each grade level.	
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 students will take a pretest and a post test prior to starting and completing the curriculum. Based on student scores, if a high level of intervention is needed, teacher will refer them to Mental health	

Evidence-Based Program	LEAD
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
This curriculum addresses child trafficking, substance abuse, communication, and healthy relationships while promoting mental wellness for students K-5th grade	
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 curriculum will be integrated in assigned classes per each grade level.	
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 students will take a pretest and a post test prior to starting and completing the curriculum. Based on student scores, if a high level of intervention is needed, teacher will refer them to Mental health	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:1400

2023-2024 proposed Ratio by June 30, 2024

1:1400

School Social Worker

Current Ratio as of August 1, 2023

1:1400

2023-2024 proposed Ratio by June 30, 2024

1:1400

School Psychologist

Current Ratio as of August 1, 2023

1:2800

2023-2024 proposed Ratio by June 30, 2024

1:2800

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:1300

2023-2024 proposed Ratio by June 30, 2024

1:900

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.

Taylor County Schools are anticipating hiring two additional full-time therapists that will be placed at various campuses throughout the district to decrease the 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).

District will address staffing regularly for the need of additional resources based on monthly data from sitquarterly meetings to review mental health services and needs as well as progress of students.

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

Taylor County Schools will provide direct service mental health treatment to uninsured and underinsured students. Taylor County schools will refer students who have insurance to community-based partners to provide direct service mental health treatment.

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.

Taylor County schools currently has memorandum of understanding with the following community service providers, Apalachee, including the CAT team, Panhandle Therapy, Vera Matejic, and A New Dawn, A New Beginning.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 236,639.00

Unexpended MHAA funds from previous fiscal years

\$ 87,044.00

Grand Total MHAA Funds

\$ 323,683.00

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 **Taylor 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