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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

<b>Evidence-Based Program</b>	Cognitive Behavioral Therapy
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Cognitive Behavioral Therapy is a form of psychological treatment that has been demonstrated to be effective for a range of challenges including depression, anxiety disorders, alcohol and drug use problems, disorders and severe mental illness. Cognitive therapy focuses on present thinking, behavior and communication rather than on past experiences and is oriented toward problem solving.</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>School based Social Workers, School Psychologists and Mental Health Providers of Gadsden County will conduct routine sessions to at risk students who score within the at risk range on the Social/Emotional Screener grades K-12. Students will learn emotional recognition (physiological signs), awareness, problem solving, calming skills and emotional regulation associated with verbal and/or physical aggression. Additionally, the interventions that will be conducted with the student will have an emphasis on the learning principles and the use of structured strategies to produce changes in thinking, feeling, and behavior. Common cognitive behavioral techniques will include identifying the antecedents and consequences of aggressive behavior, learning strategies for recognizing and regulating anger expression, problem-solving and cognitive restructuring techniques, modeling, rehearsing socially appropriate behaviors that can replace negative emotionally charged/aggressive behaviors. Social Workers, School Psychologists and Mental Health Therapist will work with small groups and individual students using a Cognitive Behavior Approach. Sessions will occur a minimum of 1 x weekly for 8 weeks.</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 teacher at each school will complete a Universal screener. Also, each school will adopt school wide Positive Behavior Supports (Positive Behavior System). These systems will provide positive reinforcement (rewards) to students who demonstrate positive behaviors. The overall goal is to focus on positive reinforcement and offer rewards to students who display desired behaviors. Students requiring more intensive behavior supports and focused efforts will be referred to the Multi-Tiered Systems of Support for a Team focused problem solving approach as an attempt to reduce alternative placements and misidentification of students. Supports will be delivered via Face to Face.</p>	

<b>Evidence-Based Program</b>	Social Skills Instruction
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Social Skills instruction addresses a wide range of social skills. Some examples of skills targeted in the MTSS process include but not limited to...</p> <ul style="list-style-type: none"> <li>-How to exhibit appropriate behaviors in school and community settings</li> <li>-Understanding emotions and facial expressions</li> <li>-Gestures and Body Language</li> <li>-Self-Advocacy</li> <li>-Empathy/Sympathy</li> </ul>	
<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>School based Social Workers, School Psychologists and Mental Health Counselors will work with small groups and individual students with an emphasis on improving social skills. Sessions will occur a minimum of 1 x Weekly.</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>School based Social Workers, School Psychologists and Mental Health Counselors will utilize the Navigate 360 Prevention, Intervention and Mental Health Program and Zones of Regulation via Face to Face a minimum of 1 x Weekly.</p>	

<b>Evidence-Based Program</b>	Zones of Regulation
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Social Skills listed as “Good Support” for Anxiety, Avoidant Behaviors, Attention and Hyperactive Disorders, Delinquency and Disruptive Behaviors. Zones of Regulation is also a cognitive framework which integrates best practices around Trauma Informed Care and mental health supports.</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 Zones of Regulation will be provided to students identified via the MTSS (Multi Tiered System of Supports) process in grades K-12 throughout the district. Teachers and School Counselors will be trained by district staff (School Psychologists and Social Workers) as well as provided the tools for implementing the curriculum. Counselors will assist teachers within the classroom to assist with implementation and work with students who continue to struggle to regulate their emotions. Students in need of more intensive behavior supports will be referred for mental health services.</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>As a Tier 1 and Tier 2 intervention, Zones allows for a more precise process of recognition of students who may be in need of Tier 2 and Tier 3 services. Outcome measures are based on the Zones pre and post test. 65% of students should be aware of and identify the self-regulation process through the Zones curriculum.</p>	

<b>Evidence-Based Program</b>	Functional Behavior Assessment - based Interventions
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Interventions will be documented for all students who are identified with or at risk for an emotional disturbance. Functional Behavioral Assessment- based Interventions were found to have potentially positive effects on school engagement and potentially positive effects on problem behavior. Gadsden County will be assessing the interventions that provide the most positive outcomes in identifying the function of a student's behavior.</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 Functional Behavioral Assessment Intervention has multiple components with the school mental health team completing the observations and interviews with the student, teacher and parent. The team will collaborate to share their data with the MTSS (Multi-Tiered System of Supports) Team and parents to discuss the need for a Behavior Intervention Plan. If a Behavior Intervention Plan is written, the three components are to modify environment, educational and functional supports. If a Behavior Intervention Plan is written, this becomes a Tier 2 and/or Tier 3 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>A monthly report will be received by the MTSS (Multi-Tiered System of Supports) Coordinator each month and is made available to the MTSS and School Based Mental Health Teams.</p>	



<b>Evidence-Based Program</b>	Bounce Back
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Bounce Back implementation will consist of covering a range of topics such as relaxation training, cognitive restructuring, social problem solving, positive activities, trauma-focused intervention strategies, emotional regulation and coping skills. These topics and methods derive from established successful interventions for children with post-traumatic stress disorder (PTSD), including a gradual approach of anxiety-provoking situation and a modified trauma narratives approach.	
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.	
<ul style="list-style-type: none"> <li>-10 child group therapy sessions to address trauma symptoms</li> <li>-1-3 individual child sessions for exposure to trauma memory and treatment planning</li> <li>-Parent outreach, 2 parent sessions on education about trauma memory and treatment planning</li> <li>-1 teacher session including education about detecting and supporting traumatized students</li> <li>-Sessions will be facilitated by School Counselors, Social Workers and School Psychologists.</li> </ul>	
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.	
Supports will be provided/delivered via hybrid model (Face to Face and Virtual)	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*  
**1:537**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:537**

**School Social Worker**

*Current Ratio as of August 1, 2023*  
**1:690**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:690**

**School Psychologist**

*Current Ratio as of August 1, 2023*

1:1611

2023-2024 proposed Ratio by June 30, 2024

1:1208

**Other Licensed Mental Health Provider**

Current Ratio as of August 1, 2023

0

2023-2024 proposed Ratio by June 30, 2024

0

**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 hiring of additional School Psychologists, Social Workers and Licensed Mental Health Professionals will enable our district to have smaller staff-to-student ratios which will result in an increase of students being served.

**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 increase the number of School Psychologists and Mental Health professionals in the district as well as allocate additional resources to administrators as an avenue to provide School Counselors the opportunity to have increased time to provide mental health services.

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

- Review Data and Provide Recommendations/Strategies in MTSS meetings
- Provide Individual and Group Counseling
- Provide Mental Health Trainings to Faculty and Staff
- Provide Grief and Crisis Support
- Provide Risk/Threat Assessment Support

**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.**

- Apalachee Center - Individual Counseling/Family Therapy
- DISC Village - Drug, Alcohol and Addiction Support
- CCYS (Capital City Youth Services) - Individual and Group Counseling
- 2-1-1 Big Bend - Crisis Support
- Panhandle Therapy - Behavioral/Mental Health Counseling
- Community Wellness - Individual Counseling/Family Therapy

**MHAA Planned Funds and Expenditures**

**Allocation Funding Summary**

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

\$ 320,693.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 320,693.00

**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:

2023-2024_Outcome_Planned_Expenditures_Report-Gadsden.docx
<i>Planned Funds and Expenditures</i>
<a href="#">Document Link</a>

**School District Certification**

This application certifies that the **Gadsden 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**

- Crossroad Academy Charter School
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**School Board Approval Date**

Tuesday 8/22/2023