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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>	Youth Mental Health First Aid
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>This training is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human service workers and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health and/or substance use/abuse disorder or is in a mental health crisis.</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>Flagler Schools has 11 trainers for this curriculum. Flagler Schools will continue to offer opportunities to train Flagler School staff members throughout the year. At the time of completion of the training, documentation is provided to the district office. Upon expiration of the staff member's certificate, the district will offer the staff member a recertification course.</p> <p>This curriculum will improve the early identification process and assist students dealing with trauma and violence as it is designed to provide skills to adults in early identification of social, emotional, or behavioral problems or substance use disorders in youth.</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>Faculty and staff will increase their skills in early identification and intervention with students who may be experiencing a mental health emergency and/or a mental health or substance use disorder. Faculty who complete this training will show improvements in the specified areas of early identification and intervention based on a self-report using a pre and post class survey.</p>	

<b>Evidence-Based Program</b>	School Connect
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
<p>School Connect is a program that uses videos, interactive student activities and opportunities for reflection and application. Students can learn, discuss and apply skills essential to success in school and life. Each lesson includes an easy-to-use lesson outline that begins with learning objectives and essential questions for the lesson followed by several activities to help students answer these questions and build skills. The end of the lesson contains a wrap up discussion and application/reflection homework/classwork.</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 Connect is facilitated using an online platform and the lessons are provided while the student is in class. The lessons are reviewed with either the classroom support or the school social worker. Students identified for this service are those who have a history of classroom disruptions and/or behavioral referrals and these lessons are facilitated in the alternative program.</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>Flagler Students who are placed in the alternative program generally lack skills in interaction and communication. School Connect is a program that teaches students the skills of being reflective and how to strengthen their relationships among their peers and teachers. Lessons in communication, empathy, how to resolve conflict and achieving long term goals support the skills that students gain and increase a student's confidence level when interacting with others in class appropriately. Students who complete this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.</p>	

<b>Evidence-Based Program</b>	Check-in/Check-out
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
<p>A tier 2 intervention designed primarily to improve students' mild to moderate challenging behavior. CICO provides a structure for positive adult contact to be made with the student throughout the day. Both externalizing and internalizing behaviors can be supported through CICO models of intervention. CICO intervention can reduce verbal/physical aggressive behavior, noncompliance, disengagement, disruptive behavior, social conflict, or other behavior related to peer attention. The CICO can support behavioral manifestations of internalizing behaviors and provide improved use of positive coping strategies, compliance with school expectations, and goal setting.</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>This school based mental health service will be provided by school counselors, school psychologists and/or school social workers. Students that are identified for this service are those with a history of attendance and/or 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>Students who complete this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.</p>	

<b>Evidence-Based Program</b>	THINK!
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
<p>A Tier 2 Substance use prevention education program for adolescents experimenting with alcohol and other drugs who need to learn about the legal, social and personal implications of their behavior and choices at home, school, and the community.</p> <p>The program provides one Assessment session; eight weekly group or individual sessions; one individual session; one family session; three active parenting session; one exit session and drug screening.</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>Memorandum of Understanding with a community based mental health agency will provide this Tier 2 intervention upon referral from a school-based staff member. Students are identified using discipline referrals related to substance use/abuse. The program is not mandatory but is an option to receive a lesser offense for discipline if the program is completed.</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>Students who complete this intervention will have a decrease in referrals related to substance use/abuse due to the skills gained in the program by the student and the student's legal guardian(s).</p>	

<b>Evidence-Based Program</b>	Tobacco Prevention Program
<b>Tier(s) of Implementation</b>	Tier 2
Describe the key EBP components that will be implemented.	
<p>Goal is to provide flexible, on-demand, interactive and engaging courses for middle and high school students that have tobacco or vaping related offenses. This course includes activities such as answering questions and taking tests. The program focuses on the negative effects of nicotine and vape use in an effort to prevent future use.</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>This is a virtual program taught by a Palm Beach County Public School Teacher. Students are identified and referred upon a discipline referral for substance use. The student applies on the website from home and is provided access to the website to take this 3 hour virtual and interactive class. The school is provided documentation of completion of the course.</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 uses evidenced based prevention services for student who are identified as being at risk for a substance abuse diagnosis and/or mental health condition. Students who complete this intervention will have a decrease in referrals related to substance use/abuse.</p>	

<b>Evidence-Based Program</b>	Cognitive Behavioral Therapy
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>A psycho-social intervention that aims to improve mental health. CBT focuses on challenging and changing cognitive distortions and behaviors, improving emotional regulation, and the development of personal coping strategies that target solving current problems.</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 school counselor, school social worker, school psychologist, or licensed mental health professional will utilize, cognitive behavioral therapy with students age 7-17 for a short term brief period on campus.</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>Cognitive behavioral therapy, or CBT, is a short-term therapy technique that can help people find new ways to behave by changing their thought patterns. Engaging with CBT can help students reduce stress, cope with complicated relationships, deal with grief, and face many other common life challenges. Students who complete this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.</p>	

<b>Evidence-Based Program</b>	Dialectical Behavior Therapy
<b>Tier(s) of Implementation</b>	Tier 3
Describe the key EBP components that will be implemented.	
<p>A psychotherapy intervention designed for individuals who need assistance with managing their emotions, increasing their tolerance for distress, and developing relationships. The goals of DBT include, an increase in positive social interactions, emotional regulation in targeted areas/events/people others, dealing with stressful situations and crisis situations.</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 school social worker or licensed mental health professional will utilize dialectical behavioral therapy with students age 7-17 for a short term brief period on campus..</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>The following strategies could be the DBT focus of a student's treatment plan: Mindfulness; Distress Tolerance; Emotional Regulation; Interpersonal Effectiveness. Current research suggests that DBT may also be effective for children and preadolescents (aged 8 –13) who struggle with intense emotions, disruptive behaviors, and challenging relationships. Students who complete this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.</p>	

<b>Evidence-Based Program</b>	Eye Movement Desensitization and Reprocessing
<b>Tier(s) of Implementation</b>	Tier 3
Describe the key EBP components that will be implemented.	
<p>A psychotherapy treatment that was originally designed to alleviate the distress associated with traumatic memories. EMDR therapy facilitates the accessing and processing of traumatic memories and other adverse life experiences to bring these to an adaptive resolution. During EMDR therapy the client attends to emotionally disturbing material in brief sequential doses while simultaneously focusing on an external stimulus. EMDR therapy involves attention to three time periods: the past, present, and future. Focus is given to past disturbing memories and related events. With EMDR therapy, these items are addressed using an eight-phase treatment approach. After successful treatment with EMDR therapy, affective distress is relieved, negative beliefs are reformulated, and physiological arousal is reduced.</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>Licensed mental health professionals specifically trained in EMDR will utilize EMDR with individual students ages 4-17 who exhibit a high level of need for therapeutic 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>EMDR addresses current situations that cause distress, and develops skills and attitudes needed for positive future actions. Students who complete this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.</p>	

<b>Evidence-Based Program</b>	Motivation Interviewing
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>A collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.</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 counselors, School psychologists, school social workers and licensed mental health professionals will utilize solution-focused therapy interventions for individual students in need of mental health support services. Students will be identified with the social work and mental health 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>Motivational Interviewing is recommended as an evidence-based approach to behavior change. It is particularly useful for individuals who have a high level of ambivalence and a low level of confidence and desire. Students will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.</p>	

<b>Evidence-Based Program</b>	Solution Focused Brief Therapy
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Places focus on a person's present and future circumstances and goals rather than past experiences. This short term goal-focused evidence-based therapeutic approach, which incorporates positive psychology principles and practices, helps clients change by constructing solutions rather than focusing on problems. Clients are encouraged to increase the frequency of current useful behaviors. Small incremental changes can lead to larger changes, which may lead to a permanent solution. Clients' solutions are not necessarily directly related to any problem, but are created through goal-setting and deciding on specific ways to achieve those goals.</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 school counselor, school social worker, school psychologist, or licensed mental health professional will utilize Solution-Focused Brief Therapy with students ages 5-17 to review students' strengths and solutions to undesired patterns of behavior.</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>The major techniques of the SFBT include the search for strengths or solutions, the use of the miracle and scaling questions, goal-setting and the search for the exceptions to the problems. Given that the technique uses positive psychology principles and solutions to problems it creates opportunities for individuals to master skills and gain confidence. Students who complete this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.</p>	

<b>Evidence-Based Program</b>	Targeted Case Management
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>A collaborative process that assesses, plans, implements, coordinates, monitors and evaluates the options and services required to meet the client’s health and human service needs. Targeted Case Management services include advocacy, communication and resource management to promote quality and cost-effective interventions and outcomes. The licensed clinicians will collaborate with the student and/or the family to assist in linking the family to appropriate/identified resources. The licensed clinician will monitor the progress of the family’s engagement with services. The licensed clinician will document the referrals, the progress and outcome of those referrals.</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>Licensed Clinical Social Workers will provide case management services to students of Flagler Schools, ages 5-24, and their families. Students who have been identified as using any type of substance and/or being involuntarily hospitalized due to a mental health crisis, will be offered access to Targeted Case Management services. All students referred to social work will offered the opportunity to access Targeted Case Management.</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 result of the social work team breaking down barriers, such as access to food, electricity and water or transportation to and from school, individuals are able to focus on their learning throughout the school day. Student’s and/or families who engage in this service will show improvements in specified areas based on identified needs including attendance, behavioral referrals, and grades, as well as through self-report, teacher report, or parent report.</p>	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*

**1:440**

*2023-2024 proposed Ratio by June 30, 2024*

**1:440**

**School Social Worker**

*Current Ratio as of August 1, 2023*

**1:1596**

*2023-2024 proposed Ratio by June 30, 2024*

**1:1419**

**School Psychologist**

*Current Ratio as of August 1, 2023*

**1:1419**

*2023-2024 proposed Ratio by June 30, 2024*

**1: 1419**

**Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2023*

**1:1596**

*2023-2024 proposed Ratio by June 30, 2024*

**1:1596**

**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.**

Flagler Schools continues to seek opportunities to hire qualified mental health providers. Currently, Flagler Schools is accepting applications for the following positions:

School Psychologists (4)

Social Workers (1)

Once filled, this position will decrease the ratios for additional mental health supports in Flagler Schools.

**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).**

Flagler School's mental health program provides 6-8 weeks of brief, solution focused interventions at the Tier 2 and Tier 3 levels when appropriate. This brief intervention period provides opportunity for Flagler Schools to expand mental health services to additional students each school year. Additionally, Flagler Schools reviews the number of student mental health referrals on an annual basis to reassess and align qualified personnel with campuses.

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

Flagler Schools continues to provide direct service mental health treatment to the uninsured and underinsured students of Flagler Schools. Flagler Schools also provides ongoing Targeted Case Management as needed for students/families who indicate a need for a higher level of care and are engaged with partnering agencies.

Flagler Schools continues to partner with community-based mental health/behavioral agencies through the use of Memorandums of Understandings to provide direct service mental health treatment to students on campus and/or off campus.

**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.**

ADAPT Behavioral

Direct Services: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician, Applied Behavioral Analysis Behavior Interventionist

A Helping Hand

Direct Services: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician, Psychiatry/MD

All Therapies Support

Direct Services: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician, Applied Behavioral Analysis Certified Interventionist

Children's Home Society

Direct Services: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician, Psychiatry/MD

COACHES (St. Augustine Youth Services)

Direct Services: Transitional Life Coaches/Mentors

Chrysalis Health

Direct Services: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician, Psychiatry/MD

EPIC Behavioral

Direct Services: Targeted Case Manager, Master-Level Clinician

Halifax Behavioral Services

Direct Services: Community Action Team, Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician, Psychiatry/MD, Involuntary Examination Receiving Facility

Halifax Bereavement Counseling

Direct Services: Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician

Impower

Direct Services via Telehealth: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician, Psychiatry/MD

New Beginnings Therapeutic Services

Direct Services: Licensed Clinical Social Worker and Licensed Mental Health Clinician

Palm Coast Counseling

Direct Services: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician, Psychiatry/MD

Presbyterian Counseling Center

Direct Services: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social Worker, Master-Level Clinician

Stewart Marchman

Direct Services: Targeted Case Manager, Licensed Mental Health Clinician, Licensed Clinical Social

Worker, Master-Level Clinician, Psychiatry/MD, Adult Involuntary Examination Receiving Facility, Crisis Triage and Treatment Unit

### MHAA Planned Funds and Expenditures

#### Allocation Funding Summary

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

\$ 810,645.00

**Unexpended MHAA funds from previous fiscal years**

\$ 93,000.00

**Grand Total MHAA Funds**

\$ 903,645.00

#### 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 **Flagler 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

0061 - IMAGINE CHARTER SCHOOL

#### School Board Approval Date

Tuesday 7/25/2023