

2025-26 |

HOPE
COMMUNICATION
RESILIENCE
WELLNESS
KINDNESS



FAMILY
POSITIVITY
AWARENESS
WELLNESS
MENTAL
HEALTH

Franklin

MENTAL HEALTH APPLICATION

Mental Health Assistance Allocation Plan



**APPROVED BY THE
FRANKLIN COUNTY
SCHOOL BOARD
ON 07/29/2025**

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I. Introduction

Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. A charter school plan must comply with all of the provisions of this section, must be approved by the charter school's governing body, and must be provided to the charter school's sponsor. (*Section [s.] 1006.041, Florida Statutes [F.S.]*)

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2025**.

There are two submission options for charter schools:

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

II. MHAA Plan

A. MHAA Plan Assurances

1. District Assurances

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.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



Collaboration with FDOE to disseminate mental health information and resources to students and families.



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 providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.



Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.



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.



The MHAA Plan must be focused on a multi-tiered 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. Section 1006.041, F.S.



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District assessment procedures, at a minimum, include the use of an approved assessment tool as required by Senate Bill 1620 (effective July 1, 2025).



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2. School Board Policies

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.



School-based mental health services are initiated within 15 calendar days of identification and assessment.



Community-based mental health services are initiated within 30 calendar days of referral.



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.



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, Florida Administrative Code.



Assisting a mental health services provider or a behavioral health provider as described in s. 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 in s. 393.063, F.S.



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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 in s. 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.



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.



A system is in place to measure the program outcomes outlined in s.1006.041, F.S.



B. District Program Implementation

Evidence-Based Program (EBP) #1

Evidence-Based Program (EBP)

Evidence Based Program (EBP)

Identify the source of the evidence-based program chosen.

If there are multiple sources, please select only one.

Other

Tier(s) of Implementation

Tier 1, Tier 2, Tier 3

Describe the key EBP components that will be implemented.

During the MTSS protocol discussions each month, students identified in need of increasing supports will be referred through for additional services. The school district will use a data management system (FOCUS) that will allow the school to monitor students early on through early warning systems, meeting notes and data collection. Students will be identified using Early Warning Indicators: attendance, behavior and academics. Students who are given office referrals based on the Student Code of Conduct, will be referred for Tier 2 or Tier 3 behavior interventions. One of the interventions provided will be the use of Check In-Check Out with a mentor. Other options the district will utilize are school mental health counselors, guidance counselors, resiliency coach and other staff members.

Early Identification

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 Franklin County School District is both small in student enrollment and rural in geographic location. The Franklin County School District (Franklin County School and Apalachicola Bay Charter School) employs two school counselors, a school staffing specialist, an MTSS coordinator for elementary (K-5) and secondary MTSS coordinator (6-12), a school psychologist, mental health counselor, and a resiliency coach, Care Room Coordinator (ABC), MTSS Coordinator (PK-8- ABC), a part time school psychologist and part time mental health counselor for roughly 1210 students Pre-K-12. School counselors work with scheduling, student groups, 504 implementation and peer support. They are integral to the MTSS process and help with completing threat assessments. A licensed mental health counselor assist with in-school and home-to school supports and provide observational data and counseling supports through wrap around services. The school psychologist

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helps with child find and identification as well as the assessment of students who may need additional supports with an IEP of 504. Our staffing specialist provides guidance and support to our teachers serving students with IEPs and serves as a direction connection to the home in scheduling and meeting with parents to discuss implementation and maintenance of the IEP. Our students are provided with the necessary resiliency lessons mandated by the state by scheduling lessons utilizing evidence-based curriculum materials that ensure compliance of those standards.

High Risk Students

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 students at high risk of such diagnoses.

Students in the district will receive these supports through collaborative team decision making as a result of the implementation of the MTSS framework. Frequent and on-going monitoring of interventions with students is used to deliver instruction and document success or lack thereof. Universal delivery begins with all students in Tier 1, as students demonstrate struggles small group. Students are provided a continuum of supports through the MTSS framework.

C. Direct Employment

1. Plan Direct Employment

Total student population as of August 1, 2025 **1210**

School Counselor

Current Ratio as of August 1, 2025: **1:400**

School Counselor

2025-2026 proposed Ratio by June 30, 2026: **1:400**

School Social Worker

Current Ratio as of August 1, 2025: **0**

School Social Worker

2025-2026 proposed Ratio by June 30, 2026: **0**

School Psychologist

Current Ratio as of August 1, 2025: **2:600**

School Psychologist

2025-2026 proposed Ratio by June 30, 2026: **2:600**

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2025: **1:800**

Other Licensed Mental Health Provider

2025-2026 proposed Ratio by June 30, 2026: **1:800**

2. 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 Franklin County School District is both small in student enrollment and rural in geographic location. The Franklin County School employs two school counselors, a school staffing specialist, an MTSS coordinator, and a school psychologist for roughly 1210 students in our district including (ABC -Apalachicola Bay Charter) Pre-K◇12. School counselors work with scheduling, student groups, and peer support. They are integral to the MTSS process and help with completing threat assessments. A licensed mental health counselor assists with in-school and home-to school supports and provide observational data and counseling supports through wrap around services. The school psychologist helps with the child find and identification assessments of students who may need additional supports with an IEP of 504. Our staffing specialist provides guidance and support to our teachers serving students with IEPs and serves and a direction connection to the home in scheduling and meeting with parents to discuss implementation and maintenance of the IEP.

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).

As part of the MTSS framework, dedicated time is provided for supports at all levels Tier 1, 2 and 3. As part of the district's plan the EBP support these tiers in a way that increases access for all students to dedicated professionals in the area of mental health. Due to the small size of our district and the geographic location at times it has been necessary to seek outside services for support. An MTSS coordinator was hired to support the MTSS framework. Contractors and Community Agencies will work on a referral-based system. The MTSS team, with parent participation, the student's teacher (s), or an administrator can make a referral for services. Contractors have 15 days to follow up with the referral and begin services if the parent agrees, and Community Agencies have 30 days. Franklin County School District asks parents to sign a Confidentiality Release so the providers can communicate with the Mental Health Coordinator, Teacher, MTSS team, Administration, as needed, with confidentiality being a priority, however knowing that continuity of care is very important. It is a district goal to provide additional grant funded employees designated to serve the mental health needs of the students which include a licensed mental health provider due to increased student needs.

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

Contracted services are available for varied therapies, behavior interventionists through the funds

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Franklin 2025-2026 MHA Page 8 of 11 provided for the mental health allocation. The school district also works with FDLRS and SEDNET to provide strategic support in the areas of need. Franklin County School District works with the Franklin County Sherriff's department to determine the needs of students that may be identified for involuntary services. Every effort is made to prevent the need for this through increased supports, de-escalation, and parental involvement.

3. 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.

Franklin County School District has a certified school psychologist on campus daily. They also provide therapy, academic/cognitive testing, as well as risk and threat assessments. Florida Therapy Services provides us with a counselor who provides therapy weekly on campus, and they have a host of other services we can refer students to, such as medication management and psychiatry services. If a student should need to be involuntarily examined, we partner with the local Sheriff's Department for transportation and initiation to Tallahassee Memorial Hospital or Capital Regional Medical Center for the Baker Act. Apalachee Center has been a resource to us in the past, that we will continue to try to foster a working relationship and enter into an agreement with them as needed.

4. Employment Verification

#1

No Document Uploaded

#2

[School District Certification.docx](#) 

D. MHAA Planned Funds and Expenditures

1. Allocation Funding Summary

MHAA funds provided in the 2025-2026 Florida Education Finance Program (FEFP):	170,274.00
Unexpended MHAA funds from previous fiscal years:	74,859.00
Grand Total MHAA Funds:	245,133.00

2. 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, F.S.

School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

Uploaded Document:

[MHAA Plan - Planned Funds and Expenditures form 2025-2026.xlsx](#) 

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E. District School Board Approval

This application certifies that the School Superintendent and School Board approved the district's MHAA 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 MHAA in accordance with s. 1006.041(14), F.S.

Note: The charter schools listed below have ***Opted Out*** of the district's MHAA Plan and are expected to submit their own MHAA Plan to the District for review.

No charter schools opting out.

Approval Date:

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