

**THE SCHOOL BOARD OF GADSDEN COUNTY**  
**MENTAL HEALTH ALLOCATION PLAN**



***"Putting Children First"***

**Roger P. Milton, Superintendent**

**2020 - 2021**



*"Putting Children First"*

# THE SCHOOL BOARD OF GADSDEN COUNTY

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**Roger P. Milton**  
*Superintendent*

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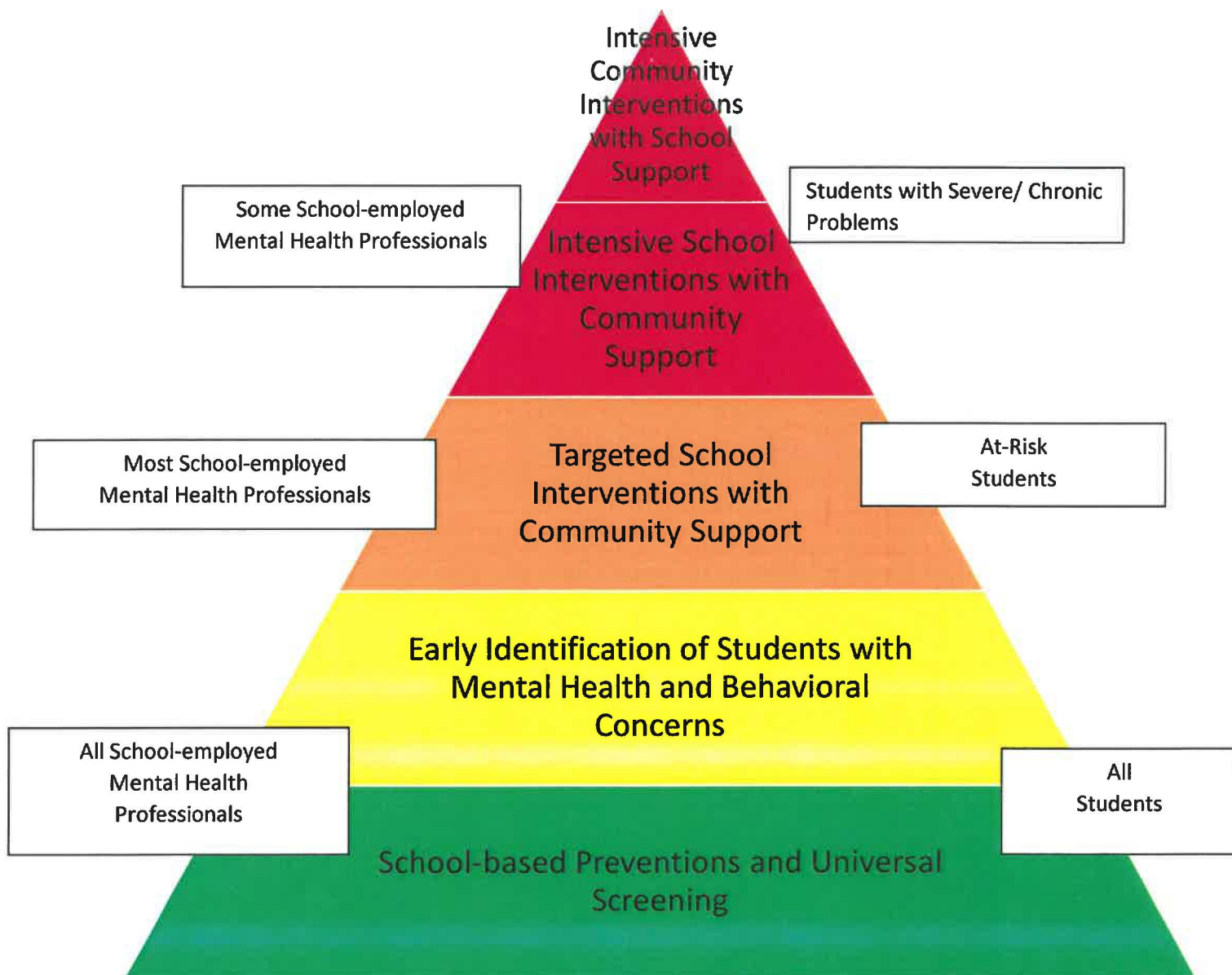
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## **Introduction**

The Gadsden County School District has developed a tiered continuum of services for mental health needs of students. The continuum provides a systemic approach to identifying, assessing, diagnosing, intervention, treatment, and monitoring recovery of our students. The Mental Health continuum is inclusive of collaborative relationships with community agencies. These agencies provide a variety of services, including but not limited to mental health counseling, psychiatric care, case management, crisis support and substance abuse counseling. Identification of students who may need to advance through the mental health continuum can and should come from a multitude of entry points including but not limited to:

- Their peers
- Parents/Guardians
- Teachers, administrators, nurses, and other school staff
- Registration questionnaire as required by SB 7026
- Disciplinary action required by SB 7026 to include a referral for mental health screening
- Community Connection such as faith-based leaders, etc.
- Court system as defined in SB 7026
- Baker Act

Based on research and data, mentally healthy children are more successful in school and life. The National Association of School Psychologists reports that: “Good mental health is critical to children’s success in school and life. Research demonstrates that students who receive social–emotional and mental health support achieve better academically. School climate, classroom behavior, on-task learning, and students’ sense of connectedness and well-being all improve as well. Mental health is not simply the absence of mental illness but also encompasses social, emotional, and behavioral health and the ability to cope with life’s challenges. Left unmet, mental health problems are linked to costly negative outcomes such as academic and behavior problems, dropping out, and delinquency.”



## **Gadsden County Schools Continuum of Mental Health Services**



## **Delivering Evidence-based Mental Health Services**

### **Awareness Prevention Efforts that Address Mental Health and Substance Abuse Issues at Tier 1 – Universal Interventions (for all students in all settings)**

Gadsden Schools has implemented five hours of mental health instruction for all students in grades 6-12 as required by Rule 6A-1.094121, Florida Administrative Code. The five-hour mental health instruction is delivered on a virtual platform with facilitation from classroom teachers. Content in these lessons include:

- Recognition of signs and symptoms of mental health disorders
- Prevention of mental health disorders
- Mental Health awareness and assistance
- How to reduce the stigma around mental health disorders
- Awareness of resources, including local school and community resources
- The process for accessing treatment
- Strategies to develop healthy coping techniques
- Strategies to support a peer, friend, or family member with a mental health disorder
- Prevention of Suicide
- Prevention of the abuse of and addiction to alcohol, nicotine, and drugs

Social Emotional supports related to COVID19 will be added to the lesson structure to support students who are experiencing trauma from the pandemic. In response to COVID19, the district's employees, along with community partners, provided mental health services via virtual platforms. Teachers included Social/Emotional Learning lessons during their virtual sessions with students. The school district will maintain continued focus on early identification and intervention.

In addition, personnel have been trained at each school site in Youth Mental Health First Aid to assist in early identification of mental health needs. Ongoing training will continue throughout the school district.

| <b>TIER 1 - Universal Interventions (for all students in all settings)</b>                       |  |  |
|--|--|--|
| <b>TRAINING</b>  | <b>TARGET GROUP</b>                        | <b>PURPOSE</b>   |
| Bullying, Harassment, Mental Health Awareness, Substance Abuse, Student Code of Conduct Policies | Teachers, Students, Parents, Community     | To ensure that all stakeholders are aware of district policies and efforts to provide a safe learning environment  |
| Youth Mental Health First Aid  | All school and district personnel          | To introduce participants to the unique risk factors and warning signs of mental health problems in adolescents, including anxiety, depression, psychosis, eating disorders, substance use disorder, ADHD and other disruptive behavior disorders. |
| Restorative Practices  | Administrators, Teachers, School Personnel | To train staff in a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.  |
| Trauma Informed Care   | Administrators, Teachers, School Personnel | To teach an approach which recognizes and acknowledges trauma and its prevalence. The training also provides tools for fostering sensitivity when working with individuals who have experienced traumatic situations.                              |
| Positive Behavior Intervention Supports (PBIS) Training and Implementation in all schools        | All school personnel                       | To reduce or eliminate poor behavior schoolwide through the encouragement of positive behaviors.   |
| Compassion Fatigue Training  | Teachers, administrators, counselors       | This training will help create a working environment that promotes resilience and reduces  |

|   |   |   |
|---|---|---|
|   |   | compassion fatigue among staff.   |
| Multi-Tiered Systems of Support (MTSS) training | Administrators, teachers, counselors                                | MTSS is "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). |
| Character Education                             | All Schools   | To provide a curriculum that promotes core values such as respect, justice, citizenship, and responsibility.  |
| The Signs of Suicide Prevention Program (SOS)   | Middle and High School Staff  | To provide a school-based depression awareness and suicide prevention program that is geared toward middle and high school students.  |
| PREPaRE   | School Psychologists  | The NASP PREPaRE curriculum provides relevant school personnel with comprehensive training on how to establish and serve on school safety and crisis response teams.  |
| Crisis Prevention Intervention                  | Administrators, ESE staff, bus drivers, additional identified staff | To teach personnel prevention strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.  |
| Cloud9World                                     | Kindergarten through Grade Five                                     | Newly implemented Social Emotional Learning program   |

## Evidence-based Targeted Mental Health Interventions at Tier 2

| <b>TIER 2 – Strategic Interventions for students who need more support (in addition to Universal Interventions)</b>                    |   |   |
|--|---|---|
| <b>Intervention</b>  | <b>Description of Intervention</b>  | <b>Target Group</b>   |
| Check in/Check Out (CICO)<br><i>(This is generally implemented by the school's Behavior Specialist or Guidance Counselor).</i>         | Students check in with an adult at the beginning and end of each school day. CICO is a very effective strategy for positively encouraging good behavior.  | Students who have been identified as having behavioral issues based on the number of referrals they have received               |
| Zones of Regulations<br><i>Various personnel throughout the district have been trained in implementing this program.</i>               | A curriculum geared toward helping students gain skills in consciously regulating their actions which in turn lead to increased control and problem solving.  | Appropriate for all ages<br><br>Currently implemented at Gadsden Central Academy and various classrooms throughout the district |
| Group Counseling<br><i>Group Counseling sessions are facilitated by Guidance Counselors, School Psychologists, and Social Workers.</i> | Students with similar concerns and/or behaviors come together to work with a trained Mental Health provider.  | Students who are identified by school personnel   |
| Peer Support Groups  | Student-led groups where students provide knowledge, experience and social/emotional support to each other. School Counselors assist the students with the formation of these groups.   | Upper elementary through secondary  |
| Music Therapy  | Music Therapy- Music Therapy is the clinical and evidence-based use of music interventions to accomplish selected goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program. | Gadsden County contracts with a local provider to deliver Music Therapy services to various at-risk groups of students.         |
| Mentoring<br><i>Various district personnel will serve as mentors to students as the need arises.</i>                                   | The overall purpose of the mentoring experience is to provide opportunities for students (mentees) to learn and benefit from the knowledge, wisdom, and   | Students who are referred for additional support  |



|  |  |  |
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|  | expertise of more experienced individuals (mentors). Mentors can provide the support, guidance, and tools to help students.                                  |  |
| Overcoming Obstacles Life Skills Program   | This curriculum covers various topics such as: anger management, stress management, confidence, career planning, bullying, study skills and personal health. | Students who are identified as “at-risk” based on Early Warning Systems Indicators |
| Home Visits<br><i>Home visits will be conducted by the district social workers who may be accompanied by additional personnel such as the teacher, guidance counselor or resource officer to address various issues.</i> | Home Visits promote healthy relationships and encourage engagement between students, parents and educators.  | Students who are identified as “at-risk” based on Early Warning Systems Indicators |

### Evidence-based Practices at Tier 3

| <b>TIER 3 – Comprehensive and Intensive Interventions (for students who need individualized interventions)</b> |   |  |
|--|---|--|
| <b>Intervention</b>  | <b>Description of Intervention</b>  | <b>Target Group</b>  |
| Individual Mental Health Counseling  | A process through which students work one-on-one with a trained mental health clinician in a safe, caring, and confidential environment.                      | Students who continue to have social-emotional challenges despite the intensity of interventions provided at the Tier 2 level of supports, are referred for Individual Counseling. |
| Family Systems Counseling  | Trained personnel work with families to nurture change and development. In general, the better a family functions, the lower the stress level of all members. | Family therapy can be crucial for families in which there is illness or other similar problems.  |

|   |   |  |
|---|---|--|
| Functional Behavioral Assessments and Behavior Intervention Plans | A Functional Behavioral Assessment (FBA) is an approach to understanding why a child acts a certain way. It uses a variety of techniques to understand what's <i>behind</i> inappropriate behaviors. This information is then used to formulate an appropriate Behavior Intervention Plan. Trained individuals within the district such as Behavior Specialists and School Psychologists conduct FBA's and develop Behavior Intervention Plans. | Students who have been identified as needing an Individualized Behavior Intervention Plan (based on student data). |
|---|---|--|

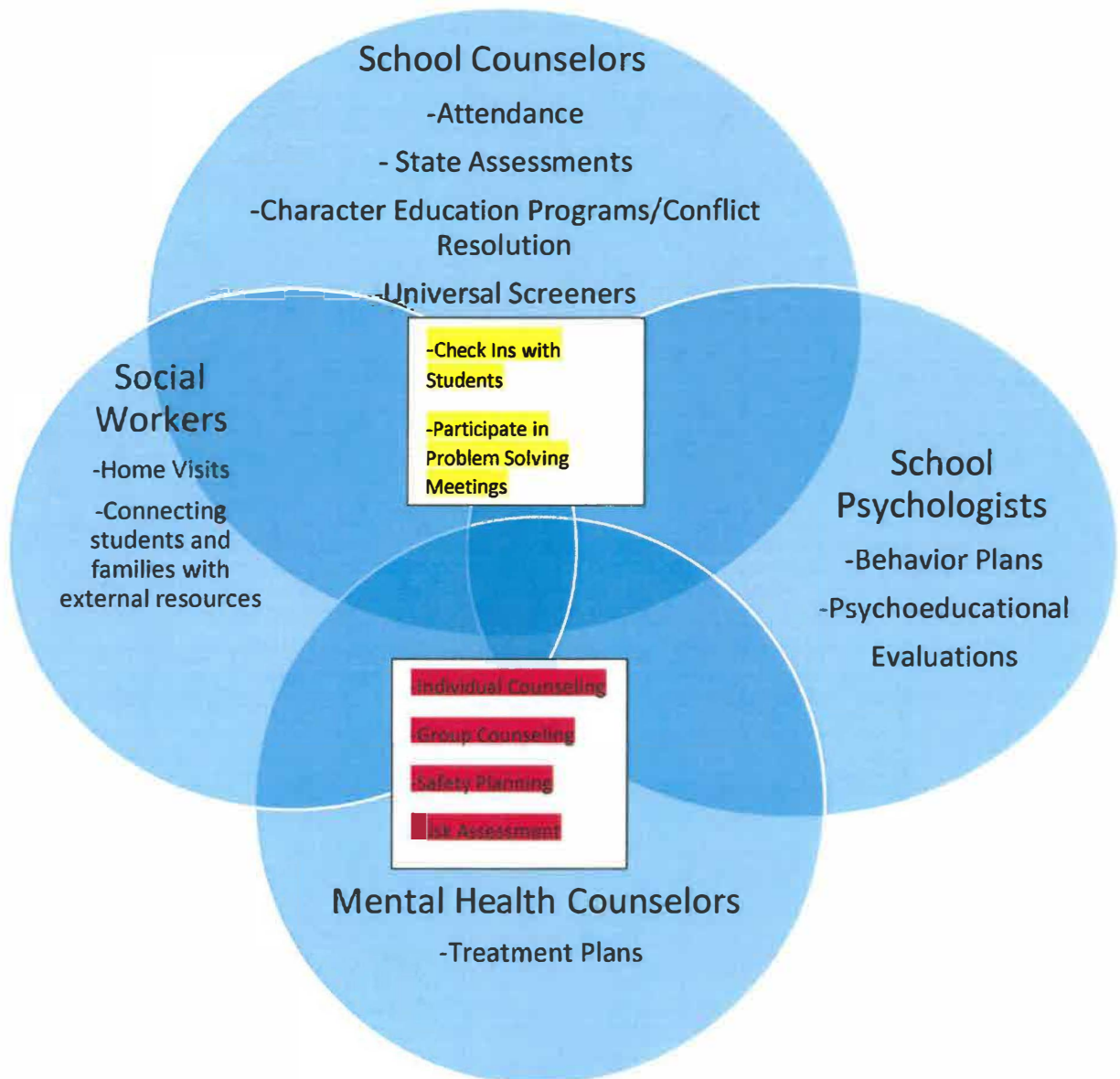
### **Supports That Address the Mental Health Needs of Our Students**

The following is a list of mental health supports available to students within the Gadsden County School District:

- Licensed Mental Health Counselors – The district currently contracts with two Licensed Mental Health Counselors who provide Individual Counseling to students.
- School Psychologists- The district currently has five school psychologists who provide with individual counseling, group counseling or consultation support to Teachers/Parents.
- School Counselors – Each school has a school counselor who is readily accessible to address the daily mental health needs of students. Additionally, school counselors facilitate groups, and are usually a point of contact between the school and other outside agencies that address the mental health needs of our students. Many Guidance Counselors are also actively involved in the Check In/Check Out program.
- Social Workers – Social workers facilitate individual and group counseling, and assist with risk assessments. Social workers connect students and families with external resources, and conduct home visits.
- Behavior Specialists – Each school within the district has a behavior specialist who generally responds to behavioral challenges. Behavior Specialists are also frequently involved in the Check In/ Check Out program.

- Music Therapists- The district contracts with Music Therapists to provide music therapy to at-risk groups of students.
- Parent Services – Parent services generally assists families with accessing needed resources such as food, clothing and shelter. Additionally, in conjunction with the district’s Exceptional Student Education (ESE) department, they host parent training seminars.
- Volunteer Program – Volunteers generally provide additional support to students with academic and behavioral challenges within the classroom environment.
- Check/Connect Mentors – Various individuals within the district have been specifically trained as Check/Connect mentors.
- Learning Alternative Behaviors – Learning Alternative Behaviors is an agency that partners with the district to provide individual counseling to students.
- Apalachee Center for Mental Health – Apalachee Center for Mental Health is an agency that partners with the district to provide individual counseling to students.
- Florida Therapy Services- Florida Therapy Services is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- Capital City Youth Services – Capital City Youth Services is an agency that partners with the district to provide individual counseling to students.
- AMI Kids – AMI Kids is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- DISC Village – DISC Village is an agency that partners with the district to provide substance abuse prevention and treatment.
- Florida State University – Florida State University partners with the district to provide individual counseling and medical care to students.
- Community Wellness -

# District Mental Health Providers





## **Screening Procedures for Determining which Students Need Mental Health Interventions and Treatment, and Coordination and Supports for Students Receiving These Services:**

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be “at-risk” based on Teacher/ or Parent referrals. Parent permission is obtained before a student is screened using the SAEBRS.

After students are identified using the EWS or SAEBRS data, a Problem Solving/Multi-Tiered System of Supports Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the providers indicated above. Providers have referral forms that must be completed by the school/parent prior to the initiation of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Multi-Tiered System of Supports (MTSS) meetings, Parent/Teacher conferences and Individual Educational Planning meetings. Providers are also encouraged to communicate frequently with the parent and school personnel.

In some instances, students have already been receiving services from an outside agency/provider prior to a Problem Solving/MTSS meeting or a Parent/Teacher conference. In these instances, once the school is informed (usually by the parent or caseworker) that the student is receiving these services or has a medical condition that may adversely impact their academic progress or daily functioning, a release of information is signed to facilitate communication between the school and the agency and to obtain any evaluations that have been conducted.

Information from outside agencies are used in conjunction with school data to determine level of support that students require within an educational setting.

\*Students referred for a mental health screening are assessed within 15 days of referral.

## **Evidence-based Mental Health Services for Students with One or More Co-occurring Mental Health or Substance Abuse Diagnoses and Students at Risk of Such Diagnosis:**

- Check in/Check Out (CICO) – This program consists of students checking in with an adult at the beginning and end of each school day. CICO is a very effective strategy for positively encouraging good behavior. Students who have been identified as having behavioral issues based on the number of referrals they have received in the system,

participate in the Check In/Check Out program to monitor their behaviors. This is generally implemented by the school's Behavior Specialist or Guidance Counselor.

- **Zones of Regulations** – A curriculum geared toward helping students gain skills in consciously regulating their actions which in turn lead to increased control and problem solving. Various personnel throughout the district have been trained in implementing this program.
- **Group Counseling** – Students with similar concerns and/or behaviors come together to work with a trained Mental Health provider. Group Counseling sessions will be facilitated by Guidance Counselors, School Psychologists, and Social Workers.
- **Peer Support Groups** – Student-led groups where students provide knowledge, experience and social/ emotional support to each other. School Counselors assist the students with the formation of these groups.
- **Music Therapy**- Music Therapy is the clinical and evidence-based use of music interventions to accomplish selected goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program. Gadsden County contracts with a local provider to deliver Music Therapy services to various at-risk groups of students.
- **Mentoring** – A mentor guides a less experienced person by building trust and modeling positive behaviors. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee. Various district personnel will serve as mentors to students as the need arises.
- **Overcoming Obstacles Life Skills Program** – this curriculum covers various topics such as: anger management, stress management, confidence, career planning, bullying, study skills and personal health. This curriculum will be presented in a group format to students who are identified as “at-risk” based on Early Warning Systems Indicators.
- **Home visits** – help to promote healthy relationships and encourage engagement between students, parents and educators. Home visits will be conducted by the district social workers who may be accompanied by additional personnel such as the teacher, guidance counselor or resource officer to address various issues.
- **Individual Mental Health Counseling** - is a process through which students work one-on-one with a trained mental health clinician in a safe, caring, and confidential environment. Students who continue to have social-emotional challenges despite the intensity of interventions provided at the Tier 2 level of supports, are referred for Individual Counseling.

- **Family Systems Counseling** - The focus of Family Systems Counseling is to work with families to nurture change and development. Because the family is such an important part of a person's social support network, family therapy can be crucial for families in which there is illness or other similar problems. In general, the better a family functions, the lower the stress level of all members.
- **Functional Behavioral Assessments and Behavior Intervention Plans** - A Functional Behavioral Assessment (FBA) is an approach to understanding why a child acts a certain way. It uses a variety of techniques to understand what's *behind* inappropriate behaviors. This information is then used to formulate an appropriate Behavior Intervention Plan. Trained individuals within the district such as Behavior Specialists and School Psychologists conduct FBA's and develop Behavior Intervention Plans.

### **Process for Identifying and Delivering Evidence-based Mental Health Interventions:**

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be "at-risk" based on Teacher/Parent referrals. Parent permission will be obtained prior to the administration of the SAEBRS.

After students are selected using the EWS or SAEBRS data, a Problem Solving/MTSS Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the district mental health providers. Providers have referral forms that must be completed by the school/parent prior to the initiation of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Problem Solving/MTSS meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

District Teams meet to discuss appropriate research-based interventions to be used with students based on current literature and the demographics of our students. A comprehensive list of evidence-based interventions used within the district, is published in the district's MTSS manual.

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

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

## **Process for Identifying and Delivering Evidence-based Substance Abuse Interventions**

When identifying markers of substance abuse are present, the suspected abuse is investigated by appropriate school personnel. If addiction support is needed for the student, a referral is made to DISC Village. Additionally, parent reports of substance abuse or self-referrals are also forwarded to DISC village for additional support. DISC Village specializes in substance abuse issues.

### **Collaborative Partnerships with Community Providers and Agencies**

The following are a list of agencies that Gadsden County schools partners with:

- Learning Alternative Behaviors – Learning Alternative Behaviors is an agency that partners with the district to provide individual counseling to students.
- Apalachee Center for Mental Health – Apalachee Center for Mental Health is an agency that partners with the district to provide individual counseling to students.
- Florida Therapy Services- Florida Therapy Services is an agency that partners with the district to provide individual counseling and family systems counseling to students.
- Capital City Youth Services – Capital City Youth Services is an agency that partners with the district to provide individual counseling to students.
- DISC Village – DISC Village is an agency that partners with the district to provide substance abuse prevention and treatment.
- Florida State University – Florida State University partners with the district to provide individual counseling and medical care to students.
- State and local law enforcement – State and Local law enforcement assist in situations where students are considered to be a threat to themselves or others.
- The Department of Juvenile Justice – The Department of Juvenile Justice collaborates with the district with regard to students who have been involved in some form of criminal activity.
- Department of Children and Families – The Department of Children and Families collaborates with the district with regard to students in the foster care system and in instances where there are allegations of abuse and/or neglect.



- The Department of Health and other health care providers – The Department of Health collaborates with the district to insure the accessibility of health care for all students.
- Agency for Persons with Disabilities – The Agency for Persons with Disabilities provides supports and services for individuals with disabilities.
- The Statewide Guardian Ad Litem office - The Florida Guardian Ad Litem Program advocates for the best interests of abused, abandoned and neglected children.
- Multiagency Network for Students with Emotional and Behavioral Disabilities (SEDNET) - SEDNET is a collaborative resource for school districts, agencies, and families working to promote positive educational and community-based outcomes for children with Emotional/Behavioral Disabilities.

### **Process for Referring Students to School-based Mental Health Interventions and Community-based Mental Health Providers for Treatment:**

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS indicators but are perceived to be “at-risk” based on Teacher/Parent referrals. Parent permission will be obtained before the SAEBRS is administered.

After students are selected using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the providers indicated below. Providers have referral forms that must be completed by the school/parent prior to the commencement of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

In instances where a student is considered to be a threat to themselves or others, law enforcement is contacted. After the student has been evaluated by law enforcement they are then taken to a facility for a Psychiatric evaluation if one is deemed necessary. The school receives a document from the facility indicating that the student is now fit to attend school prior to the student returning to school.

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

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

## **Process for Referring Students to Community-based Substance Abuse Treatment**

When identifying markers of substance abuse are present, the suspected abuse is investigated by appropriate school personnel. If addiction support is needed for the student, a referral is made to DISC Village. Additionally, parent reports of substance abuse or self-referrals are also forwarded to DISC village for additional support. DISC village specializes in substance abuse cases.

## **Process for Coordinating Mental Health Services with a Student's Primary Care Provider**

School-community-agency collaboration is critical to providing the full continuum of mental health services to students.

Early Warning Systems data is used to identify students who are displaying academic, social/emotional, behavior and attendance problems and may be in need of additional support. Additionally, the SAEBRS (Social, Academic and Emotional Behavior Risk Screener) will be used when students are not identified based on EWS data but are perceived to be “at-risk” based on Teacher/Parent referrals. Parent permission will be obtained before the SAEBRS is administered.

After students are selected using the EWS or SAEBRS data, a Student Study Team/Problem Solving Team meeting is scheduled to discuss the necessary steps to address the needs of the student. If the student is deemed in need of additional support, a referral is made to one of the district providers. Providers have referral forms that must be completed by the school/parent prior to the commencement of services. Providers also have their specific assessment tools which they utilize during their first two meetings with students to determine whether or not the student is a proper fit for the services that they provide. Once services have been established, parents sign a release of records to facilitate open communication between the school and the agency/provider. This includes provision of any evaluations that have been conducted. Providers are invited to actively participate in Student Study Team meetings, Parent/Teacher conferences and Individual Educational Planning meetings. They are also encouraged to communicate frequently with the parent and school personnel.

In some instances, students have already been receiving services from an outside agency/provider prior to a Student Study Team meeting or a Parent/Teacher conference. In these instances, once the school is informed (usually by the parent or caseworker) that the student is receiving these services or has a medical condition that may adversely impact their academic progress or daily functioning, a release of information is signed to facilitate communication between the school and the agency and to obtain any evaluations that have been conducted.

Information from outside agencies are used in conjunction with school data to determine level of support that students require within an educational setting.

### **Documentation of Services**

Each school will document through conference notes and logs from the Problem Solving/Multi-Tiered System of Supports team meetings when a student is referred to a specific agency for Counseling. Once Counseling has commenced, a special code will be placed in Skyward (student database) to indicate students who are receiving counseling so that the total number of students receiving counseling services can be carefully monitored.

### **Outcome Data to Evaluate Effectiveness of Services**

In order to assess the effectiveness of services, Early Warning Systems data such as grades, referrals, and attendance will be analyzed. Additionally, students who were initially screened using the SAEBRS (since EWS data did not signal any red flags) will be reassessed using this measure to assess progress.

### **Number and Credentials of Current Mental Health Service Providers**

The Gadsden County School District employs school counselors at each school. The District employs school psychologists in order to provide services to support students with identified mental health needs. The table below indicates the number and credentials of mental health service providers in Gadsden.

| <b>Service Provider</b>           | <b>Number</b> | <b>Credentials</b>  |
|-----------------------------------|---------------|---|
| School Psychologist               | 5             | Master's Degree from an accredited educational institution.<br><br>Certification in School Psychology.  |
| School Counselor                  | 13            | Master's Degree from an accredited educational institution.<br><br>Certified by the state of Florida in Guidance and Counseling covering the level of assignment. |
| Licensed School Social Worker     | 1             | Masters of Social Work  |
| Licensed Mental Health Counselors | 1.5           | Licensed by the Florida Department of Health  |

**Number of students served during the 2019-2020 school year:**

Individual Counseling – 95

Small Group Conflict Resolution – 80

Grief Counseling – 9

Small Group – 20

Referrals from Dean or AP of Discipline – 30

Classroom Visits for Prevention/Intervention Purposes - 105

**Mental Health Allocation Plan Expenditures**

| <b>Resource Needed</b> | <b>Purpose</b>  | <b>Allocation</b>                 |
|------------------------|---|-----------------------------------|
| Social Workers (MSW)   | To provide on-going Mental Health Services                | 3 x \$56,100.00 =<br>\$168,300.00 |
| School Psychologist    | To provide on-going Mental Health Services                | 1 x \$61,000.00 =<br>\$61,000.00  |
| Charter FTE Allocation | Crossroad Academy Charter School is submitting their Plan | \$25,223.00                       |
|                        |   | Total = \$254, 523.00             |

**Expenditure Assurances**

√ 100 percent of funds will be used to expand school-based mental health care; train educators in responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

√ The Mental Health Assistance Allocation does not supplant other funding sources, increase salaries or provide staff bonuses.

√ The district will maximize use of Medicaid reimbursements and appropriate grants to provide school-based mental health services.



**MENTAL HEALTH ASSISTANCE ALLOCATION PLAN CHECKLIST**  
**Due August 1, 2020**

**District:**

| Mental Health Assistance Allocation Plan (s. 1011.62(16)(a) and (b), F.S.)   |                   |
|--|-------------------|
| Delivers evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.   |                   |
| Focuses on evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at high risk of such diagnoses.  |                   |
| Includes direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.   |                   |
| Identifies strategies 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).   |                   |
| Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus (plan must specify the type of services that are provided in the agreement).   |                   |
| States how the plan will establish school board policies and procedures that ensure the following for all schools, including charter schools: <ol style="list-style-type: none"> <li>Students referred for a mental health screening are assessed within 15 days of referral;</li> <li>School-based mental health services are initiated within 15 days of identification and assessment; and</li> <li>Community-based mental health services for students are initiated within 30 days of referral.</li> </ol>                  |                   |
| Describes process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.   |                   |
| Identifies strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.  |                   |
| Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.   |                   |
| Identifies strategies to: <ol style="list-style-type: none"> <li>Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;</li> <li>Improve the provision of early intervention services; and</li> <li>Assist students dealing with trauma and violence.</li> </ol>   |                   |
| Expenditures (s. 1011.62(16), F.S.)  |                   |
| Number of school-based mental health providers funded by the allocation and licensure/certification for each.  |                   |
| Number of community-based mental health providers (list individual not agency) funded by the allocation and licensure for each.  |                   |
| School district expenditures for services provided by contract-based collaborative efforts or partnerships with community mental health program agencies or providers.   |                   |
| Other expenditures (specify the expenditure type and amount).  |                   |
| Expenditure Assurances (s. 1011.62(16), F.S.)  |                   |
| One hundred percent of state funds are used to 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.   |                   |
| Mental health assistance allocation funds do not supplant other funding sources OR increase salaries or provide staff bonuses.   |                   |
| Describes how district will maximize use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).   |                   |
| Program Implementation and Outcomes (s. 1011.62(16)(d), F.S.)  |                   |
| Identifies the number and ratios of FDOE-certified or licensed, school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors and other mental health services providers by licensure type).  |                   |
| Includes system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; number of students referred to school-based mental health services providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance. |                   |
| Plan Approval and Submission (s. 1011.62(16)(c), F.S.)   |                   |
| Local school board approved the district plan.   | Date of Approval: |
| Approved plan was submitted to the Commissioner of Education by August 1, 2020 (attached).   |                   |



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2020-2021

### Mental Health Allocation Plan



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### Table of Contents

**School Information ..... Page 3**

**School Based Mental Health Defined.....Page 4**

**Mental Health Assistance Allocation Plan.....Pages 5-10**

- Delivery of Evidence-based Mental Health Services
- Includes description of supports that address mental health needs
- Identifies Evidence-based mental health services with one or more co-occurring mental health or substance abuse diagnoses and students at risk of a diagnosis
- Describes the collaborative partnerships with community providers and agencies
- Describes the process for coordinating mental health services with a student's primary care provider or other mental health providers
- 

**Program Implementation and Outcomes.....Pages 11-12**

- Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services
- Identifies number and credentials of mental health service providers employed by the school.
- Identifies number and credentials of mental health providers contracted by the district.
- Identifies academic, behavioral, and mental health services provided per session to scholars during the 2019-2020 school year.

**Expenditures.....Page 13**

- Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.
- Includes assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses.
- Describes how school will maximize the use of other sources of funding to provide school-based mental health services, where appropriate.

**Plan Approval and Submission .....Page 13-14**

- Charter school governing body approval.
- Local school board approval of the charter plan.



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## School Information

**School Name:** Crossroad Academy Charter School of Business

**School Address:** 470 Strong Rd, Quincy, FL 32351

**School Number:** 9104

**School District:** Gadsden County

**Grades Served:** PreK3 - 12th

**School Contact:** Dr. Kevin Forehand

**Contact Telephone:** (850) 875-9626

**Email:** [Forehandk@gcpsmail.com](mailto:Forehandk@gcpsmail.com)



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### Definition of School Mental Health Services

“School-based mental health services include a broad spectrum of assessment, prevention, intervention, postvention, counseling, consultation, and referral activities and services. These services are essential to a school’s ability to ensure a safe and healthy learning environment for all students, address classroom behavior and discipline, promote students’ academic success, prevent and respond to crisis, support students’ social-emotional needs, identify and respond to a serious mental health problems, substance abuse issues and support and partner with at-risk families.” (*American Counseling Association*).

Crossroad Academy Charter School of Business shall establish a Mental Health Program that will provide extensive mental health services to students, teachers and families. Using a Multi-tiered Systems of Support (MTSS), to ensure “the continuum of need, enabling the school to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed. Access to adequate staffing of school-employed mental health professionals is essential to the quality and effectiveness of these services.” (*National Association of School Psychologists*).



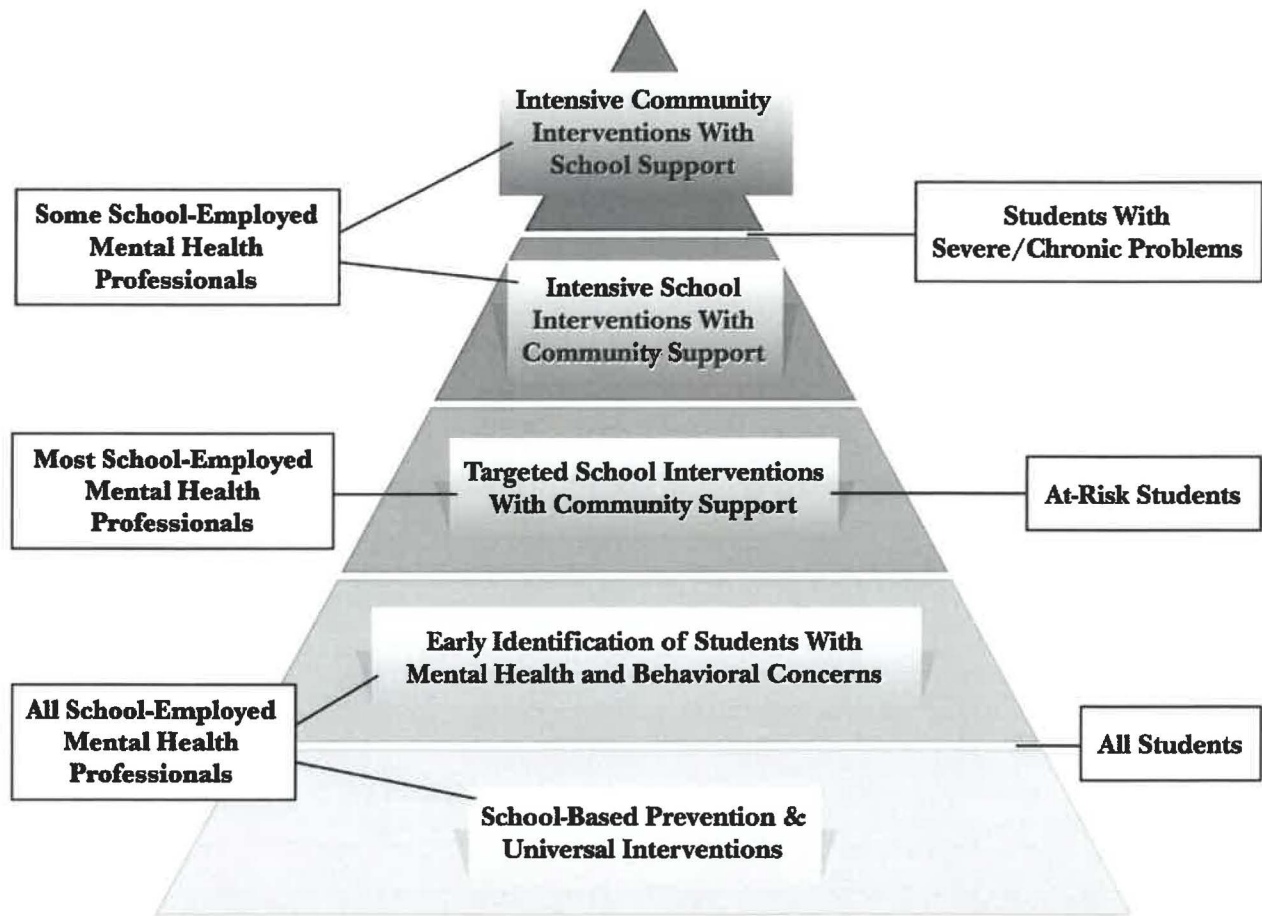


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### The Continuum of School Mental Health Services

Adapted from "Communication Planning and Message Development: Promoting School-Based Mental Health Services" in *Communique*, Vol. 35, No. 1. National Association of School Psychologists, 2006.





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### Mental Health Assistance Allocation Plan

**Focuses on delivering evidence-based mental health services.**

- *What awareness prevention efforts are provided that address mental health issues at tier one?*
  1. Describe awareness/prevention efforts that address mental health issues
  2. Describe awareness/prevention efforts that address substance abuse

|  |   |
|--|---|
| Programs   | Tier 1 Universal: Programs that support the social and emotional development of all students.   |
| <b>Character Education</b>   | Character education is infused into our curricula every day and is designed to enrich the positive qualities of a scholar. Character education is based on the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring & Citizenship.  |
| <b>Motivation initiatives for all students</b>   | Quarterly students are selected by the teacher to be Super Scorpions, wherein scholars are recognized for exhibiting exemplary character, leadership, academic skills and an exceptional person.  |
| <b>School-wide Behavior &amp; Social Skills Development (Positive Behavior Supports)</b>   | A variety of Positive Behavior Supports systems are used as incentives to decrease problem behaviors, including but not limited to the following: scholars receiving Live School points which allows them to participate in school socials, VIP luncheons, field trips, etc.  |
| <b>Teacher, staff &amp; parent consultation (e.g. behavior plans, classroom management systems, behaviors at home, and conflict mediation)</b> | Each grade-group team is required to develop a stepwise behavior management plan that includes Rules, Rewards, and Consequences. Rules are standard school-wide (in an attempt to promote continuity as students' progress through each grade level).   |
| <b>Family Support</b>  | As a criteria of the school's contract parents are required to volunteer 10 hours a year, 4 academic conferences and attend 2 required PTO meetings. Each 4 <sup>th</sup> Thursday of the month themed Family Nights are hosted.  |
| <b>Universal screenings</b>  | During enrollment all parents must complete a mental health survey for their scholar. This survey screens for previous and/or current mental health diagnosis/treatment and history of suicide attempts. Students identified as needing additional support will be referred to the student support team and the school counselor. |



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- *What evidence based targeted mental health interventions are available to address mental health needs at Tier 2?*
  1. Describe evidence based targeted mental health interventions that are available to address mental health needs at Tier 2

|   |   |
|---|---|
| Programs  | Tier 2—Targeted: Targeted mental health and substance abuse prevention with small groups for students with similar concerns.  |
| <b>Social skills development</b>                                  | Social skills are essential to students overall success therefore administrators, teachers and staff are constantly using strategies to enhance our scholar's social skills. Establishing a safe, positive climate, kind culture that has a zero-tolerance of bullying, present teachable moments in the classroom such daily check-ins, assigning classroom jobs, the buddy system, an array of sports, clubs and organizations. |
| <b>Violence reduction, anger management &amp; peer mediation</b>  | Peer Support Groups for students identified as needing Anger Management/Peer Conflict Resolution.   |
| <b>Substance abuse and violence prevention (e.g. Life Skills)</b> | REAL Life Essentials course (selected high school students), Participation in Red Ribbon Week Campaign  |
| <b>Family Support</b>   | Academic and/or behavioral contracts are created for the scholar with parents, administrator, teachers, and counselor.<br>Referring scholars to social groups and mentoring programs.   |





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- *What intensive evidenced based mental health interventions and services are available to address mental health interventions and services that are available to address mental health needs at Tier 3?*

1. Describe intensive evidenced based mental health interventions and services that are available to address mental health needs at Tier 3.

|   |   |
|---|---|
| Programs  | Tier 3—Intensive: Individual therapeutic intervention based on a multi-disciplinary team referral or individual evaluations.  |
| <b>Individual assessment to determine eligibility and type of treatment</b> | Using Early Warning Systems indicators, the school's Watch List (students performing below academic level) and referrals from teachers, parents and self-referrals to identify students experiencing mental health and/or substance abuse issues the Social Worker will complete an initial bio-psychosocial, brief PHQ-9 Depression Screening (if applicable), brief suicide assessment (if applicable) to compose the student's treatment plan.   |
| <b>Individual treatment using evidence-based therapeutic approaches</b>     | Based upon the results of the biopsychosocial assessment, data collected from collaborative sources including but not limited to parents, teachers, primary care physician, the treatment plan is composed, the School Social Worker will assign an appropriate diagnoses (if applicable), using the Diagnostic and Statistical Manual 5 (DSM -5).<br>The therapeutic approaches used during therapy will vary depending upon the student's diagnoses. Common evidence based therapeutic approaches used to address Mental Health and Substance Abuse issues are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy, Behavioral Modification/Management, Strength/Solution Based models, etc. |



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**Includes description of supports that addresses the mental health needs (assessment, diagnosis, intervention, treatment, and recovery).**

- *Does your plan include mental health screening or assessment procedures for determining which students need mental health interventions and treatment?*
  - 1. Describe the mental health screening and assessment procedures.**

A referral is made to the school counselors when a concern for a student arises. Possible sources of referrals may include self-referral by students experiencing a problem, concerned peers, parent(s)/guardian(s), teachers, administrators, and/or other school personnel. Once a referral is received the school counselor assess the severity of need prior to scheduling the student for a session. Emergency interventions are required in those situations that need immediate attention, (e.g., peer concern about the personal safety of another student, death of a pet or family member, suicidal ideations, physical and/or sexual abuse). Mental health services are to be initiated within 10 days of identification and assessment. The counselor may determine that other resources would be appropriate, including referral to other individuals within the school system, such as a school administrator, and/or special personnel. An external referral may be deemed necessary when an issue presented is beyond the scope, training and/or expertise of school personnel. In the case of suspected abuse or neglect, the SC has a legal mandate to make a hotline call (Child Abuse/Neglect Reports by Mandated Reporters, Hotline Phone Call Information Form).

- *Does your plan include coordination and supports for students who received intensive community mental health services?*
  - 1. Describe the procedures for coordination and support.**

External referral is the process used when an issue presented is beyond the scope of expertise of the School Counselor and other school personnel or when there is not ample enough time to provide quality therapeutic services. Referrals to individuals in private practice or agencies may be necessary. Some issues, such as suicidal threats, may necessitate an immediate referral.

Mandated reporting of suspected child abuse and neglect would be another example of outside agency contact (Child Abuse/Neglect Reports by Mandated Reporters, Hotline Phone Call Information Form).





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**Identifies evidence- based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnosis.**

- ***Does your plan include a process for identifying and delivering evidence-based **mental health and substance abuse interventions**?***
  1. Describe the process for identifying and delivering evidence based mental health interventions.

Based upon the results of the biopsychosocial assessment, data collected from collaborative sources including but not limited to parents, teachers, primary care physician, the treatment plan is composed, the Social Worker will provide individual counseling or refer the student to an external agency. Common evidence based therapeutic approaches used to address Mental Health and Substance Abuse issues are Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy, Behavioral Modification/Management, Strength/Solution Based models, etc.

**Describes the collaborative partnerships with community providers and agencies.**

- ***Does your plan include detailed procedures for referring students to school-based mental health interventions, community-based mental health providers for treatment and substance abuse treatments?***
  1. Describe procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment.

School staff, students and parents will be able to submit referrals for students in need of mental health and/or substance abuse interventions by using the school's standard referral form or by word of mouth, expressing concerns to the school counselor. In the near future, we plan to implement an electronic student information system to receive and track internal and external referrals. Local community-based mental health providers are contacted by the school counselor when an external referral for services is deemed necessary. The following community based agencies provide or have previously provided mental health and/or substance abuse services to our students: **Capital City Youth Services (CCYS), North FL Therapy, FL Therapy, The Center for Health Equity, Inc. - Gadsden Woman to Woman, DISC Village and Big Bend Hospice, Tallahassee Behavioral Health Center, Gadsden County Health Department, Dr. Jessie Furlow Medical Center, FL Dept. of Children and Family Services.** Therapeutic sessions with community agencies are normally held once a week during the student's elective period; while others are seen at home or at the community provider's agency.



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**Describes process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing.**

- *Does your plan include a process to coordinate mental health services with a student's primary care provider or other mental health provider?*

When coordination of services with the student's Primary Care Provider (PCP) or other mental health providers are deemed necessary the Social Worker will notify the student's parent/guardian to receive consent to release information. The Social Worker will contact the PCP or mental health provider to make a referral on the student's behalf. In cases of suspected child abuse, parental consent is not required.

### Program Implementation and Outcomes

**Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community).**

- *Describe how you will document how many students are referred for services and how many students receive school based and community services.*

All student referrals will be tracked via Skyward SIS and manually logged by the School Counselor.

- *Describe other outcome data that will be used to evaluate the effectiveness of services*

Evaluating the effectiveness of services will be done by reviewing Early Warning System indicators to observe an improvement in the student's previously identified risk factors post intervention, a reduction in depression, suicidal ideation, anxiety, substance abuse which will reflect in clinician completing various assessments/screenings during various intervals of therapy and notable decrease in student's disciplinary referrals, receiving status update from parents and/or teachers, school counselor, PCP and community agencies.





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Identifies number and credentials of mental health services providers employed by the school/district.

| Mental Health Service Provider | Number and Credentials                      |
|--------------------------------|---|
| School Social Worker           | 1 -Registered Clinical Social Worker Intern |
| School Counselor               | 1 - Masters in Counseling                   |
| School Psychologist            | 1 - provided by the district                |

Identifies number and credentials of mental health services providers MOA with the school/district.

| Mental Health Service Providers                            |
|--|
| North Florida Therapy Services                             |
| Florida Therapy Services                                   |
| Capital City Youth Services                                |
| The Center of Health Equity, Inc. - Gadsden Woman to Woman |
| FL Dept. of Children and Family Services                   |
| Big Bend Hospice   |
| Tallahassee Memorial Health Care                           |
| Gadsden County Health Department                           |
| Dr. Jesse Furlow Medical Center                            |

Identifies behavioral/mental health services provided per session to scholars during the 2019-20 school year.

- ◆ Academic - 88
- ◆ Behavioral Intervention - 18
- ◆ Grief Counseling - 4
- ◆ Intervention - 78
- ◆ Parent Requested Visit - 19
- ◆ Personal Issue - 83



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| Description   | Quantity         | Estimated Cost | % Allocated to this Project |
|---|------------------|----------------|-----------------------------|
| <b>Estimated Total MHAA Allocation</b>  | <b>FEFP</b>      | <b>14,000</b>  | <b>100%</b>                 |
| <b>Provide instructional support materials to support the socio-emotional and mental health support services to increase the fidelity of the program</b>  | <b>as needed</b> | <b>\$4200</b>  | <b>30%</b>                  |
| <b>Contract for services with community-based mental health provider to provide a continuum of evidenced-based services.</b>  | <b>as needed</b> | <b>\$7000</b>  | <b>50%</b>                  |
| <b>Contract for professional development activities with experts for the delivery of content specifically related to mental health assessment, diagnosis, interventions and strategies for classroom teachers</b> | <b>as needed</b> | <b>\$2800</b>  | <b>20%</b>                  |
| <b>Total</b>  | <b>TBD</b>       | <b>\$14000</b> | <b>100%</b>                 |



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### Expenditures

**Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.**

### Proposed Planned Expenditures

- *Professional Development for administrators, teachers and staff (e.g. Youth Mental Health First Aid)*
- *Implementation of prevention/intervention programs (Tier 1 and 2) - to be determined*
- *Funds will not be used to supplant other funding sources or increase salaries or provide staff bonuses.*

**Describes how school will maximize the use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement, 3rd party payments, grants).**

Continual partnerships with community mental health service providers in addition to and becoming knowledgeable of Medicaid reimbursement to initiate payment of approved services.