



2021-2022 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation Plan

Jackson County School District

Deadline for submission to ShareFile:
on or before August 1, 2021

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Purpose

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mental health. This application is separated into two primary sections: Part I includes the YMHAT Plan and Part II includes the MHAAP

Part I. Youth Mental Health Awareness Training Plan

In accordance with section (s.) [1012.584](#), Florida Statutes (F.S.), the YMHAT allocation is to assist districts with providing an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

Part II. Mental Health Assistance Allocation Plan

In accordance with s. [1011.62\(16\)](#), F.S., the MHAA Plan allocation is to assist districts in establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

The application must be submitted to the Florida Department of Education (FDOE) ShareFile <https://fldoe.sharefile.com/r-rc3dac894fc9c4e6c9ff43fbc331a4286> by the deadline August 1, 2021.

There are two submission options for charter schools:

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

YMHAT Objective: provide an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

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Part I. Youth Mental Health Awareness Training Plan and Projected Budget

Section A: YMHAT Training Plan

1. What is the percentage of employees currently trained and certified in YMHAT?
There are 90.7 % of employees trained and certified as of 08/26/2021 (date)
2. Explain the training goal(s) for the upcoming 2021-2022 school year.
Jackson County School District aspires to train all remaining untrained staff and new hires during the upcoming school year to attain one hundred percent of all staff trained.
3. In addition, the annual goal for the 2021-2022 school year is to train:
100 % of employees as of 06/30/2022 (date)
4. Explain the training goal(s) for the next 3-5 years.
For the next three to five years, Jackson County School District aspires to train all newly hired staff on an annual basis, so that we maintain 100 percent of all staff trained, once it is achieved. Jackson County School District also plans to begin YMHFA recertification of staff that their certification expires during each school year time frame.
5. What is the procedure for training new personnel to the district?
The procedure for training new personnel is 1.) identification of new personnel that lack YMHFA training, 2.) scheduling training on a date that is convenient for staff, and 3.) conducting the training in a local, convenient location. The district hired School Mental Health Administrator maintains records of all district employed staff and their training dates for tracking purposes to maintain certification compliance. Jackson County School District presently employs eight YMHFA trainers, so our district has the ability to train the untrained staff internally.
6. Explain how the district will utilize the following three YMHAT programs:
<ul style="list-style-type: none"> • Youth Mental Health First Aid (YMHFA)
YMHFA is an interactive training course designed for adults who frequently interact with youth. The course is designed to reduce behavioral health stigma and empower those outside of the behavioral health workforce to identify behavioral health problems and respond with appropriate linkage to resources. Research shows YMHFA training is effective in increasing mental health literacy and confidence among non-mental health workforce professionals to a level similar to that of their mental health workforce colleagues. YMHFA is utilized by our district to address awareness of these behavioral health issues, suicide awareness, and mental health awareness, as well as assisting our staff in responding appropriately to each student's needs being exhibited. Jackson County School District plans to continue to train all newly hired staff to maintain compliance with the state requirement.
<ul style="list-style-type: none"> • YMHFA Recertification
YMHFA recertification will be utilized by our district to continue to address awareness of behavioral health issues, suicide awareness, and mental health awareness, as well as assisting our staff in responding appropriately to each student's needs being exhibited. Jackson County School District plans to recertify all previously trained staff in YMHFA that are employed by the district, to maintain compliance with the YMHFA certification requirement and meet the requirements set by the state. Jackson County School District will initiate YMHFA recertification trainings during the 2021-22 school year, due to numerous staff employed by the district requiring the recertification, due to their certification expiring.
<ul style="list-style-type: none"> • Kognito At-Risk Modules (at all three levels: elementary, middle, high school)
Jackson County plans to begin Kognito training with instructional staff this school year. The State is still providing Kognito At-Risk (Elementary, Middle, and High) to all districts at no cost.

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Section B: YHMAT Projected Budget

Categories	Detailed Description, number of activities within each category	Cost Per/Each	Total Projected Budget by Category
1. Stipends (Detailed # of personnel and stipend cost per person)	Jackson County School District must complete training of the remaining 9.3% of YMHFA untrained employees. The district will also have to complete training for all newly hired employees. If the employees are requested to be trained on a scheduled work day, substitutes must be hired to cover their work area. The district presently has 90.7 percent of all staff trained in YMHFA, but this number does not include the new hires for the 2021-22 school year. The number of substitutes hired will vary based on the number of instructional and paraprofessional staff requiring training, which will change the monetary amount needed for each substitute, based on the position to be paid and the daily rate of pay.	Paraprofessional substitute pay estimate/\$10.00 hour for a 7.5 hour day - = \$75/day multiplied by 32 staff = \$2,400.00 Instructional substitute pay estimate/\$13/hour for an 8 hour day = \$104/day multiplied by 42 staff = \$4,368.00	\$6,768.00
2. Materials (Detail # of units x individual unit cost, plus shipping)	Jackson County School District presently has enough instructional materials for all YMHFA trainings necessary for this school year. JCSD does not need to purchase additional training materials at this time. The only purchase we need to make currently is for eight presentation easels for conducting YMHFA trainings.	\$145.875 each easel/ multiplied by 8 trainers	\$1,167.00
3. National Council (YMHFA) Training (Detailed description of each training activity to include # of personnel and individual training costs)	Jackson County School District presently employs eight YMHFA trainers, so our district has the ability to train the untrained staff internally for initial YMHFA trainings. JCSD has an estimated 32 staff that will have to be recertified in YMHFA using the online YMHFA 2 hour training for recertification.	\$30.00/per person Multiplied by 32 staff	\$960.00
4. Additional Kognito Modules (Provide the name of training module and cost)	Jackson County plans to begin Kognito training with instructional staff this school year. The State is still providing At-Risk (Elementary, Middle, and High) to all districts at no cost.	0.00	0.00
TOTAL 2021-2022 BUDGET:			\$8,895.00

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Part II. Mental Health Assistance Allocation Plan s. [1011.62 \(16\)](#), F.S.

Section A: MHAA Plan Assurances

The district assures...

✓	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 or incentives.
✓	Maximizing the use of other sources of funding 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
✓	The district website includes local contacts, information and resources for mental health services for students and families.
✓	Includes a system 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.

A school board policy or procedure has been established for...

✓	Students referred for a mental health screening assessed within 15 calendar days of referral.
✓	School-based mental health services initiated within 15 calendar days of identification and assessment.
✓	Community-based mental health services initiated within 30 calendar days of referral coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in student care.
✓	Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62 , 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. Procedures include 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.
✓	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, or the local mobile response team, or be a direct or contracted school district employee.

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Section B: Planned Outcomes

Identify one or two specific and measurable outcomes for your district's plan to achieve through the 2021-2022 evidence-based mental health program.

- 1.) Increase mental health access for students enrolled in the Jackson County school system, as evidenced by an increase in mental health services provided to students by five percent, which are initiated through the internal referral process. Mental health services will be provided by direct hired mental health staff, after consent has been granted by parent/guardian. Edgenuity/Purpose Prep mental health instruction will be provided to one hundred percent of students enrolled in 6th-12th grades as required, to increase awareness of mental health issues or needs.
- 2.) Jackson County School District will conduct a minimum of one Bounce Back/ Cognitive Behavioral Intervention for Trauma in Schools (CBITS) scheduled instructional group session to completion for each selected school within the district, as designed by the developers of the program, to assist students who participate in decreasing their significant symptoms of PTSD (child and parent report), anxiety, and psychosocial dysfunction.

Section C: District Program Implementation

Please include the following in this section:

1. Evidence-Based Program (EBP) and Description

Name and provide the essential elements of the EBP you will be implementing through a Multi-Tiered System of Supports (MTSS) using one or more of the preferred EBP/Practices found in [Blue Menu of Evidence-Based Psychosocial Interventions for Youth](#) and the [SAMHSA Evidence-Based Practices Resource Center](#).

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

***If you will be using another EBP other than those provided above please explain using the same format listed.**

2. EBP Implementation

This should include:

- Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.
- 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.

3. Outcome Measures

- Provide the outcome measures of your EBPs and how each aligns with your overall annual program goals in Section 2

4. Multi-tiered System of Support (MTSS)

- Identify the tier(s) of the EBP being implement

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Table 1: District Program Implementation

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p><u>Bounce Back</u> Bounce Back is a school-based group intervention for elementary students exposed to stressful and traumatic events. Bounce Back teaches students ways to cope with and recover from traumatic experiences, so they can get back to doing what they want to do and need to do. It is comprised of 10 one hour group sessions, two to three individual sessions, and one to three parent education sessions that last over a three-month period. Group sessions are typically held during school hours and cover a range of topics such as relaxation training, cognitive restructuring, social problem solving, positive activities, trauma-focused intervention strategies, and emotional regulation and coping skills. These topics and methods derive from established successful interventions for children with post-traumatic stress disorder (PTSD), including a gradual approach of anxiety-provoking situations, and a modified trauma narratives approach.</p>	<p>Jackson County School District employed School Mental Health Counselors will administer the sessions to elementary aged students. Students will learn to identify feelings, and their links to thoughts and actions, using published storybooks to relate concepts and connect engagement activities, and create personal storybooks as an age-appropriate concrete trauma narrative. Student participation will be encouraged with games and activities specific to age groups and with “courage cards” tailored to each student. Group sessions are very structured and include agenda setting; review of activity assignments; introduction of new topics through games, stories and experiential activities; and assigning activities for the next group meeting. Group sessions are small, with only four to six students all in the same age range. The School Mental Health Counselors review the skills the children are learning in Bounce Back, with the student’s parent. Parents can support the children practicing the skills at home. The Jackson County School District employed School Mental Health Counselors will help each child develop a “My Story” trauma narrative. Near the end of the program, the Jackson County School District employed School Mental Health Counselor meets with the parent and child to share the child’s story. The Bounce Back program is a trauma-informed equitable program; appropriate for children and families of diverse ethnic and social backgrounds.</p>	<p>Improve: Post-traumatic stress symptoms (parent and child reported), anxiety symptoms (child reported), emotional regulation (parent reported), and emotional/behavioral problems (parent reported). In terms of risk and protective factors, improve on measures of social adjustment (child reported). Tied to Goal 2</p>		X	

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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Edgenuity/Purpose Prep</p> <p>Jackson County School District has chosen to partner with an online internet based comprehensive mental health program through Edgenuity in cooperation with Purpose Prep. The curriculum meets the ruling beyond the minimum requirement of instruction with course specification per grade that is developmentally appropriate and skill building, which advances each year with student progression. The curriculum will include the following components as required by the State Board of Education Rule 6A-1.094121, F.A.C.: 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; 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.</p>	<p>The Edgenuity/Purpose Prep 6th-12th grade mental and emotional health curriculum will be delivered in an online internet based comprehensive mental health program through Edgenuity in cooperation with Purpose Prep. The curriculum has course specifications per grade that are developmentally appropriate. Instruction will be delivered in the following courses:</p> <p>Grade Level:</p> <p>6th Grade- History</p> <p>7th Grade -History</p> <p>8th Grade- History</p> <p>9th Grade- Personal Fitness or History</p> <p>10th Grade- History</p> <p>11th Grade- History</p> <p>12th Grade -History</p> <p>*Students in upper grade levels taking dual enrollment/early admit courses will still be required to complete the mental and emotional health curriculum requirements via our online internet based comprehensive mental health program through Edgenuity in cooperation with Purpose Prep.</p>	<p>Improve:</p> <p>Recognition of signs and symptoms of mental health disorders (student reported); Mental health awareness and assistance(student reported); Awareness of resources, including local school and community resources(student and parent reported); Process for accessing treatment(student reported). Tied to Goal 1.</p>	X		

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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>CBITS Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is a school-based group intervention for 5th-12th grade students exposed to stressful and traumatic events. Cognitive Behavioral Intervention for Trauma in Schools (CBITS) is comprised of 10 one hour group sessions, two to three individual sessions, and one to three parent education sessions that last over a three-month period. CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events, such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters. Group sessions are typically held during school hours and cover a range of topics such as relaxation training, cognitive restructuring, social problem solving, positive activities, trauma-focused intervention strategies, and emotional regulation and coping skills. These topics and methods derive from established successful interventions for children with post-traumatic stress disorder (PTSD), including a gradual approach of anxiety-provoking situations. and a modified trauma narratives approach.</p>	<p>Jackson County School District employed School Mental Health Counselors will administer the sessions to students in grades 5th-12th. The Jackson County School District employed School Mental Health Counselors will use a skill-building, early intervention approach with this program. The Jackson County School District employed School Mental Health Counselors will implement CBITS using their format of ten student group sessions, one to three individual student sessions, two caregiver meetings, and an optional school staff information session. Group sessions will be small, with only four to six students all in the same age range. The Jackson County School District employed School Mental Health Counselors will use the session structure of beginning with an agenda; reviewing their progress through assigned activities; working through a series of interactive discussions, games, or exercises; and receiving activities to practice before the next meeting. The Jackson County School District employed School Mental Health Counselors will help each child develop a “My Story” trauma narrative. Near the end of the program, the Jackson County School District employed School Mental Health Counselor meets with the parent and child to share the child’s story. The CBITS program is a trauma-informed equitable program; appropriate for children and families of diverse ethnic and social backgrounds.</p>	<p>Improve: Post-traumatic stress symptoms (parent and child reported), anxiety symptoms (child reported), emotional regulation (parent reported), and emotional/behavioral problems (parent reported). In terms of risk and protective factors, improve on measures of social adjustment (child reported). Tied to Goal 2.</p>	X		

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Section D: Direct Employment

Table 2: MHAA Plan Direct Employment

Position	Current Ratio as of August 1, 2021	2021-2022 Proposed Ratio by June 30, 2022
School Counselor	19:5,933	23:5,933
School Social Worker	0:5,933	0:5,933
School Psychologist	1:5,933	1:5,933
Other Licensed Mental Health Provider	0:5,933	0:5,933

Direct employment policy, roles and responsibilities	Description
<p>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.</p>	<p>Jackson County School District hired a fifth School Mental Health Counselor for the 2020-21 school year with the MHAA funding, due to the increasing number of students in need of mental health services. Jackson County School District plans to continue to employ during the 2021-2022 school year, four full time School Mental Health Counselors and one full-time District School Mental Health Administrator, instead of contracting with mental health providers, with the allocation provided for the Mental Health Assistance Senate Bill 7026/7030. Jackson County School District plans to maintain our current level of services by maintaining a total of five School Mental Health staff during the 2021-22 school year, as funded through the SB 7026/7030 allocation. The current mental health staff to student ratio for the 2021-22 school year will be 1:296 , due to our average enrollment for the district presently being 5,933 total student enrollment. The current ratio includes only staff that are DOE certified School Counselors or School Psychologist, with the majority of the positions being paid by the district’s general fund. The proposed ratio provided includes the additional four staff that are working toward DOE certification, which would decrease our ratio to 1:247, if the proposed ratio is achieved. The onboarding of the additional school based providers will decrease the ratio for our district. With the need for mental health services increasing, our district applied for and was granted funds through the GEER act. With the additional GEER funding, our district hired two additional School Mental Health Counselors to assist in reducing the School Mental Health Counselor to student ratio. The School Mental Health Counselors are placed at schools in the district by the number of mental health needs presented within each school environment. The number of students being served for mental health needs is constantly monitored by the District School Mental Health Administrator to determine if additional needs arise, so that they can be met expeditiously.</p>

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Direct employment policy, roles and responsibilities	Description
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.	<p>Jackson County School District hired a fifth School Mental Health Counselor for the 2020-21 school year, due to the increasing number of students in need of mental health services. Jackson County School District plans to continue to employ during the 2021-2022 school year, four full time School Mental Health Counselors and one full-time District School Mental Health Administrator, instead of contracting with mental health providers, with the allocation provided for the Mental Health Assistance Senate Bill 7026/7030. Jackson County School District employs a Medicaid billing specialist for the district. The school mental health counselors hired with the Mental Health Assistance Allocation have been trained by the Medicaid billing specialist to complete the required documentation and filing procedures to request reimbursement for mental health services provided for students to maximize funding from Medicaid for services provided by district employed counselors. With the need for mental health services increasing, our district applied for and was granted funds through the GEER act. With the additional GEER funding, our district hired two additional School Mental Health Counselors to assist in reducing the School Mental Health Counselor to student ratio. The School Mental Health Counselors are placed at schools in the district by the number of mental health needs presented within each school environment. The number of students being served for mental health needs is constantly monitored by the District School Mental Health Administrator to determine if additional needs arise, so that they can be met expeditiously. With the addition of the two full time School Mental Health Counselors funded by the GEER Act, the student to School Mental Health Counselor ratio is reduced from 1:1,187 to 1:848. Jackson County School District also presently employs seventeen school-based School Counselors, one Behavior Analyst, and one School Psychologist to provide services to students.</p> <p>In addition, Jackson County School District has collaborated with Florida Department of Education, Bay County School District, and Gulf County School District to apply for a SAMHSA/Project AWARE grant. Within this application, Jackson County School District requested funding to hire an additional three Mental Health Counselors. If this grant is awarded and funded, the additional three Mental Health Counselors would increase our mental health staff in the district to a total of ten, which should allow school- based providers to spend more time providing mental health services to meet student’s mental health needs.</p>
Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.	<p>Upon a student self-reporting, parental report, or referral by Jackson County School District faculty or staff, individual screening services and mental health services will be provided by the district employed School Mental Health Counselors once parental consent is obtained for services, as funded by the Mental Health Assistance Senate Bill 7026/7030 allocation, within fifteen days of the referral being received</p>

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Direct employment policy, roles and responsibilities	Description
	<p>by the Jackson County School Mental Health Administrator for the district. Screening will take place to assess the students' mental health status and assess the present mental health needs of each referred student. If the assessment/screening reflects a need for services beyond the counseling services provided within the educational setting, a referral will be made to a local collaborating mental health agency /service provider/primary care provider chosen by the parent/guardian in a collaborative effort to address the mental health needs of the students in compliance with the requirements of the Mental Health Assistance Allocation of Senate Bill 7026/7030. The local collaborating mental health agency/service provider/primary care provider will be responsible for insurance billing for mental health services provided to assess, diagnose, and provide treatment/recovery services to maximize 3rd party health insurance and Medicaid. The local collaborating mental health agency/service provider will initiate services within thirty days of receipt of the referral. Jackson County School District presently has a total of eleven Memorandum's of Understanding with local providers to assist our district in providing expeditious, individualized care to meet the needs of our students. The MOU's ensure our district's ability to collaborate the care of our students and outcomes for the individual.</p> <p>Jackson County School District collaborates with Life Management Center through a referral process for students to receive services from the Mobile Response Team or Community Action Team to assist the students and parents in dealing with emotional and behavioral needs that will include family and student mental health services, health care, psychiatric evaluation, medication management (if necessary), case management services, and any other additional services necessary, as determined by service providers. Jackson County School District collaborates with Northwest Florida Health Network, formerly Big Bend Community Based Care, to provide the opportunity for telehealth services for students through the usage of the Let's Talk Interactive technology at ten school sites for the 2021-22 school year. The telehealth services platform is HIPAA compliant and has the capability to expand mental health and medical services available within the schools. Northwest Florida Health Network has assisted in providing the technological resources at each school site selected. Jackson County School District will continue to collaborate with Northwest Florida Health Network through documentation, collaborative meetings, and information sharing as needed, upon signed receipt of parental/student permission to share confidential and privileged information, to ensure compliance with Family Educational Rights and Privacy Act (FERPA).</p>

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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.

Table 3: MHAA Plan Contracts or Interagency Agreements and Services Provided

Mental Health Provider:	Agency:	Services Provided:	Funding Source:
Various Mental Health practitioners	Anchorage Children’s Home Family Counseling	Collaborative/ indirect services	
Various Mental Health practitioners	Community Wellness Counseling and Support, LLC	Collaborative/ indirect services	
Various Mental Health practitioners	Florida Therapy Services	Collaborative/ indirect services	
Various Mental Health practitioners	Gulf Coast Children’s Advocacy	Collaborative/ indirect services	
Various Mental Health practitioners	Emerald Coast Behavioral Hospital	Collaborative/ indirect services	
Various Mental Health practitioners	Hope Springs Counseling	Collaborative/ indirect services	
Various Mental Health practitioners	Life Management Center	Collaborative/ indirect services	
Various Mental Health practitioners	Panhandle Therapy Center, LLC	Collaborative/ indirect services	
Various Mental Health practitioners	Spires Behavioral Healthcare Center	Collaborative/ indirect services	
Various Mental Health practitioners	Northwest Florida Health Network	Collaborative/ indirect services; telehealth machine management	

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Section E: Planned Expenditures

Table 4: MHAA Planned Expenditures

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	\$58,094.49
School district expenditures for mental health services provided by staff who are employees of the school district:	\$287,753.13
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	0.00
Other expenditures (see below):	\$97,496.36
Total MHAA expenditures:	\$385,249.49

Other expenditures (specify details such as type, supplies, training and amount):

Type: Narrative description with detailed cost	Total Amount
Materials and Supplies: Therapy Resource Materials and Manipulatives; art therapy supplies; play therapy supplies; therapy books; counseling games and activities	\$5,000.00
Materials and Supplies: Office Supplies	8,000.00
Equipment-Non-Capitalize: Update mental health counselor computers/printers, if necessary	\$4,000.00
Professional Development for District Hired School Mental Health staff-Cognitive Behavior Therapy training; Play Therapy)	\$9,000.00
Technology related rentals/online services/ Edgenuity/Purpose Prep 6 th -12 th grade Mental Health annual instruction purchase for district	\$17,500.00
Technology set up, preparation, and monitoring services for Youth Mental Health First Aid trainings (funds to supplement YMHFA unfunded training needs)	\$1,000.00
Mileage: In-county for daily travel reimbursement for School Mental Health Counselors	\$10,000.00
Estimated potential salary and benefit increases for mental health services provided by staff that are employed by the school district	\$42,996.36
Total Other Expenditures:	\$97,496.36

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District Certification

This application certifies that the Jackson County 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 section 1011.62(16), F.S.

School (MSID) Number	Charter School Name
	Not Applicable

Note: Charter schools not listed above will be included in the school district youth mental health awareness plan and mental health assistance allocation plan. If you have more Charter schools to add, please list them on a separate sheet.

Signature of District Superintendent

Printed Name of District Superintendent

Board Approval Date