



Part I: Youth Mental Health Awareness Training Plan

Table of Contents

Introduction	3
Part I. Mental Health Assistance Allocation Plan	4
Section A: MHAA Plan Assurances	4
Section B: Planned Outcomes	5
Section C: Charter Program Implementation	5
Section D: Direct Employment	9
Section E: MHAA Planned Funds and Expenditures	11
Section F: Charter Governing Board Approval	11

Introduction

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 II includes the YMHAT Plan and Part III includes the MHAA Plan.

Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with 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.

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

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

Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

MHAA Plan Assurances

The Charter School Assurances

One hundred percent of the state funded proportionate share is 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.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives.

Yes

Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

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

Yes

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.

Yes

A Charter school board policy or procedures has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

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

Yes

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

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, Florida Administrative Code.

Yes

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. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined 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. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

Planned Outcomes

Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).

Based on the 2021-2022 Mental Health Assistance Allocation Plan Outcome and Expenditures Report, SLAM Academy Tampa Elementary will increase the number of students who receive mental screenings or assessments by 10% during the 2022-2023 school year.

Based on the 2021-2022 Mental Health Assistance Allocation Plan Outcome and Expenditures Report, SLAM Academy Tampa Elementary will increase the number of students who receive services or assistance by the school's guidance counselor.

Charter Program Implementation

Evidence-Based Program	Positive Behavioral Interventions and Support (PBIS)
Tiers of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Positive Behavioral Interventions & Support (PBIS) is an evidence-based/three-tiered framework to improve and integrate all of the data, system, and practices affecting student outcomes every day. It is a way to support everyone to create the kinds of schools where all students are successful. (https://flpbis.cbcs.usf.edu/index.html)	
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.	
PBIS will be delivered through a three-tiered framework. Each tier will align to the type of support students need. Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Tier 1 practices: school-wide positive expectations and behaviors are taught, established classroom expectations aligned with school-wide expectations, a continuum of procedures for encouraging expected behavior, a continuum of procedures for discouraging problem behavior and procedures for encouraging school-family partnership. Tier 2 systems, data, and practices provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before those behaviors start. Tier 2 supports often involve group interventions with 10 or more students participating. The support at this level is more focused than Tier 1 and less intensive than Tier 3. Tier 2 practices: increased instruction and practice with self-regulation and social skills, increased adult supervision, increased opportunities for positive reinforcement, increased pre-corrections, increased focus on possible function of problem behaviors, and increased access to academic supports. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 practices include function-based assessments, wraparound supports, and cultural and contextual fit.	
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.	
Through the use of this evidence-based program, students will have improved student outcomes in academic performance, social-emotional competence, reduced bullying behaviors, and decreased rates of student-reported drug/alcohol abuse. Students will also have reduced exclusionary discipline in office discipline referrals, suspensions, and physical restraint. Students at any tier will be monitored by the Student Services team and their progress will be reviewed on a monthly basis. As per HB 1557, parents will be notified on any changes in a student's services or monitoring related to the student's mental, emotional, or physical health or well-being. A student that requires mental health care assessments will be referred within 15 days of the referral to our School's coordinating outside mental health agency for evaluation with parental permission. In addition, families will receive informational resources on behavioral health services through other delivery systems or payors	

for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student. Our school will meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

The mental health agency or treating medical physician will provide the diagnosis, intervention strategies, and treatment plan for the student. The parent will authorize all documents to be shared with the school in order for the Student Services team to implement the plan and assist with recovery services within 15 days of receipt. The School may also create a School Based Plan using the information provided by the parents to implement school appropriate mental health services. Upon receipt of a Mutual Consent of Release by the parents, the School will communicate with the Mental Health Agency to ensure Community-Based Mental Health Services are initiated within 30 days of the referral. The Student Services team will monitor services, support, and progress on a bi-weekly basis.

Evidence-Based Program	Early Intervention Services and Supports
Tiers of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Early intervention services and supports to address mental health concerns are provided for students who have been identified through needs assessments, screening, referral or other teaming processes as experiencing mild distress, functional impairment, or being at risk for a given problem or concern. When mental health needs are identified early and supports put in place, positive youth development is promoted and the chronicity and severity of mental health concerns can be eliminated or reduced. (http://www.schoolmentalhealth.org/Resources/Early-Intervention-and-Treatment-Tiers-2--3/) As per HB 1557, parents will be notified on any changes in a student's services or monitoring related to the student's mental, emotional, or physical health or well-being.	
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.	
Tier 2 early intervention services and supports will be provided by our school's Student Services Team through: small group interventions for students identified with similar needs, brief individualized interventions (e.g., motivational interviewing, problem solving), mentoring, and/or low intensity classroom-based supports such as a daily report card, daily teacher check-in, and/or home/school note system. Tier 3 mental health treatment address mental health concerns for students who are already experiencing significant distress and impaired functioning. They will be provided by our school's counselor or by community organizations where we have obtained parental permission and Consent for Mutual Exchange. Examples include individual or group school appropriate therapy for students who have been identified with social, emotional, and/or behavioral needs. (http://www.schoolmentalhealth.org/media/SOM/Microsites/NCSMH/Documents/Quality-Guides/Early-Intervention-and-Treatment-Services-Guide-(Tiers-2-and-3)-2.18.pdf)	
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.	
Through the use of this evidence-based program, a reduction in mental health issues will be evident as mental health treatment in schools has strong effects when the treatment is integrated into students' academic setting. Fidelity monitoring will be used to assess how the program is being implemented and will determine if the outcome measures are being met. The Fidelity Monitoring Checklist will be used for fidelity monitoring planning (https://dm0gz550769cd.cloudfront.net/shape/6a/6ace1f979015ac4593afa1281ec7361d.pdf). Students at any tier will be monitored by the Student Services team and their progress will be reviewed on a monthly basis. As per House Bill 1557, parents will be notified on any changes in a student's services or monitoring related to the student's mental, emotional, or physical health or well-being. A student that requires mental health care assessments will be referred within 15 days of the referral to our School's coordinating outside mental health agency for evaluation with parental permission. In addition, families will receive informational resources on behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student. Our school will	

meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

The mental health agency or treating medical physician will provide the diagnosis, intervention strategies, and treatment plan for the student. The parent will authorize all documents to be shared with the school in order for the Student Services team to implement the plan and assist with recovery services within 15 days of receipt. The School may also create a School Based Plan using the information provided by the parents to implement school appropriate mental health services. Upon receipt of a Mutual Consent of Release by the parents, the School will communicate with the Mental Health Agency to ensure Community-Based Mental Health Services are initiated within 30 days of the referral. The Student Services team will monitor services, support, and progress on a bi-weekly basis.

Evidence-Based Program	
Tiers of Implementation	[none selected]
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1 to 100

2022-2023 proposed Ratio by June 30, 2023

1 to 100

School Social Worker

Current Ratio as of August 1, 2022

2022-2023 proposed Ratio by June 30, 2023

School Psychologist

Current Ratio as of August 1, 2022

2022-2023 proposed Ratio by June 30, 2023

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

2022-2023 proposed Ratio by June 30, 2023

Direct employment policy, roles and responsibilities

Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.

The direct employment of school based mental health service providers will reduce staff-to-student ratios as the lower the number, the better the mental health services will be. This will allow for the mental health service provider to focus on mental health goals, strengths, and academic challenges. In addition, this will ensure the mental health service provider has time to monitor therapy progress and work with coordinating agencies on the treatment plan. The focus will be on quality rather than quantity of mental health services.

Describe your school'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).

Our School will create a schedule that the student services personnel will implement to increase the amount of time he/she will spend providing direct mental health services. The schedule will include the time slots allotted for the appropriate duties: individual student academic planning and goal setting, school counseling classroom lessons based on student success standards, short-term counseling to students, referrals for long-term support, collaboration with families/teachers/administrators/community for student success, advocacy for students at IEP/504 meetings and other student-focused meetings, and data analysis to identify student issues, needs and challenges. Our School will review the caseload of students assigned to the student services personnel on a quarterly basis to ensure all student mental health needs are being met within the schedule.

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

The roles of the school based mental health providers and community-based partners to ensure implementation of our School's evidence-based mental health program will be to:

- 1) Promotes mental health and reduce stigma by enhancing mental health literacy of students, educators and parents;
- 2) Promote appropriate and timely access to mental health care through early identification, support, triage and referral from schools to health services, or through site-based mental health interventions;
- 3) Enhance effective linkages between schools and health care providers;
- 4) Provide a framework in which students receiving mental health care can be seamlessly supported in their educational needs within usual school settings; and
- 5) Involves parents and the wider community in addressing the mental health needs of youth.

Community Contracts/Interagency Agreements

List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.

Community Action Treatment (CAT) Teams (Hillsborough) Gracepoint 813-239-8453
SEDNET, Nancy Nolan, (813) 724-4666

Services Provided

- Crisis management
- Strengthen the family and support systems for youth to assist them to live successfully in the community

- Improve school related outcomes such as attendance, grades, and graduation rates
- Decrease out-of-home placements
- Improve family and youth functioning
- Decrease substance use and abuse
- Decrease psychiatric hospitalizations
- Transition into age-appropriate services
- Increase health and wellness

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)

\$ 722.00

Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan

\$ 0.00

Grand Total MHAA Funds

\$ 722.00

MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1011.62 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

7824_- SLAM_Academy_Tampa_Elementary_MHAA_Planned_Expenditures_Report_2022-2023_49019_.pdf
7824 Planned Funds and Expenditures
Document Link

Charter Governing Board Approval

This application certifies that the **Hillsborough County Public Schools** governing board has approved the 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(14), F.S.

Governing Board Approval date

Wednesday 6/22/2022