



Part I: Youth Mental Health Awareness Training Plan

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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 mentalhealth. 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).

1. 70% or more of the students will rate the school as a 3 or higher on their perception of school physical and psychological safety as measure on the end of the year Panorama school survey.
2. 70% or more of the students will rate the school as a 3 or higher on their perception of the social and learning climate of the school as measure on the end of the year Panorama school survey.

Charter Program Implementation

Evidence-Based Program	Move This World
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Move This World (MTW): A CASEL- aligned social emotional learning program which uses videos, movement and creative expression to help students, educators and families develop emotional intelligence skills for long term 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.	
<p>Schools implement Move This World's curriculum seamlessly into their day with short evidence-based videos that introduce a common language and methods for expressing emotion. Move This World's programs lead to deeper self awareness, stronger relationships, effective communication and a culture of safety and support. MTW was developed with educators in alignment with the Collaborative for Academic, Social, and Emotional Learning (CASEL).</p> <p>Staff will receive initial training for MTW during the beginning of the year training in July 2022. Additionally, staff will receive a minimum of 4 hours of refresher trainings during the school year.</p>	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
The Student Success Advisor and School Social Worker will support teachers to implement the daily lessons with fidelity through conducting weekly walkthroughs.	

Evidence-Based Program	Evidence-Based Psycho-Social Interventions
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.	
<p>Small group sessions will be held weekly during school hours to discuss a range of topics inclusive of the following, but not limited to: behavior modeling and training, anger control, problem solving, restorative justice circles and social skills training.</p> <p>These topics are derived from staff completing a screen tool of students in need of additional support with emotional regulation and coping strategies.</p>	
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.	
<p>The School Social Worker will engage in evidence-based psycho-social interventions with referred students.</p> <p>Staff will complete a request for School Social Worker support form. Once received, the SSW will complete an intake form and schedule a meeting with the parents to discuss a plan for therapy.</p>	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<p>Students will be clustered in appropriate group sessions, no more than six students per group. Group sessions are structured around an agenda that includes modeling, role-playing, performance feedback, and generalization—to teach essential pro-social skills to school aged students.</p> <p>SSWs use posters, individual skill cards, classroom trackers and homework reports to support student implementation of the necessary strategies in the classroom setting and beyond.</p>	

Evidence-Based Program	Licensed Mental Health Therapy
Tiers of Implementation	Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Specialized Therapeutic behavioral health services for individual students and families.	
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.	
An in- house referral process is established in which the IDEA SSW identifies students with Tier 3 mental health needs, the family is contacted to discuss a counseling referral, and the referral is provided to HEADS USA staff for engagement. When possible the IDEA SSW obtains a release of information from the student's legal guardian to ensure that student progress can be staffed through multidisciplinary team meetings with school staff and other service providers.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<p>Should the student have additional psychosocial needs, the HEADS USA clinician will facilitate referrals to other services including, substance abuse assessment and treatment, medication management, Targeted Case Management, Transitional Trauma Team, or mentorship programming.</p> <p>IDEA SSWs and HEADS USA mental health clinicians meet biweekly to identify and discuss students presenting with social, emotional, or behavioral problems or substance abuse disorders. The SSW refers identified students to HEADS USA clinicians for a mental health screening which is completed within 15 days.</p> <p>HEADS USA clinicians initiate mental health services within 15 days of identification and assessment for students presenting with Tier 3 mental health needs.</p> <p>Should a student require referral to community-based mental health services not provided by HEADS USA clinicians, the SSW will ensure those services are initiated within 30 days of referral.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1:500

2022-2023 proposed Ratio by June 30, 2023

1:500

School Social Worker

Current Ratio as of August 1, 2022

1:500

2022-2023 proposed Ratio by June 30, 2023

1:500

School Psychologist

Current Ratio as of August 1, 2022

1:1000

2022-2023 proposed Ratio by June 30, 2023

1:000

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

1:500

2022-2023 proposed Ratio by June 30, 2023

1:500

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.

Employing 1 counselor¹ and one social worker per site places our schools at the ratio of 1:250 allowing us to provide consistent service delivery throughout the school day. Our team is available throughout the day to respond to student needs as they arise.

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).

We host training opportunities with school leaders to determine the roles and responsibilities for our mental health workers. We create goals for direct service hours and provide training on scheduling direct services provided to students.

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

The school based mental health providers will oversee the implementation of the evidence based mental health program at IDEA. They are responsible for monitoring and evaluating program effectiveness.

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.

1. HEADS USA, Individual & Family Therapy
2. Luz Lema #968794, School Based Counselor Small Group Therapy

MHAA Planned Funds and Expenditures

Allocation Funding Summary**MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)**

\$ 36,806.00

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

\$ 0.00

Grand Total MHAA Funds

\$ 36,806.00

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:

IDEA_HOPE_MHAA_Planned_Expenditures_Report_2022-2023_(004)_(1)_44_.pdf
<i>Planned Funds and Expenditures 22-23</i>
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 7/27/2022