



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2022-23 Mental Health Application

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 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).

The School Safety/Threat Assessment team will meet on a monthly basis with the purpose of reviewing current safety protocol, updating procedures as necessary, and determining appropriate coordination of resources, assessment, and responsive interventions for learners with identified mental health needs. For individuals(s) whose behavior poses a safety threat to PES, interventions will be provided. Interventions are based on the level of threat, and could be any of those listed in Tiers 2 and/or 3. Outside referrals will be provided to families, based on identified needs. The School Safety/Threat Assessment team will also serve to meet the needs of all learners (Tier 1 interventions) by establishing school-wide procedures, utilizing best practices in teaching, increasing awareness of mental health needs and how to respond, and training of faculty and staff.

Charter Program Implementation

Evidence-Based Program	Community Building Sessions Program
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.	
Patel Elementary School (PES) will use Frameworks as the evidence-based program that will support the Social-Emotional Learning (SEL) initiative imbedded into our Project-Based Learning (PBL) model. Frameworks of Tampa Bay is a nonprofit organization whose mission is to empower educators, youth services professionals, and parents and guardians with training, coaching, and research-based resources to equip students with social and emotional skills. Through training and supporting adults, Frameworks helps children build skills needed to face challenges and uncomfortable emotions in constructive ways.	
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.	
PES will provide teachers with training with the Frameworks curriculum and resources through Community Building Sessions. The Guidance Counselor will also support the teachers in the implementation of the lessons and skills that support SEL. In addition, the Guidance Counselor will assist with informing parents of resources, school procedures, and give assistance that helps identify and address any risk-factors of children with mental health needs. When schools, parents, families and communities work together to support learning, learners tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. PES will complete an annual school-wide survey to gain feedback from stakeholders regarding prevention and awareness practices. PES will use feedback data to make revisions to the MHAAP.	
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.	
By incorporating resources and support from Frameworks, students will be able to express themselves effectively and thus will be more equipped to problem-solve and handle conflicts appropriately. By educating the whole child and focusing on their social-emotional needs as learners, there will be an increase in a sense of culture and community and a decrease in behavior incidents that negatively impact student achievement. Our goal is to have no less than 95% student participation in all our SEL initiatives.	

Evidence-Based Program	Community Building Sessions Program
Tiers of Implementation	Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Patel Elementary School (PES) will use Frameworks as the evidence-based program that will support the Social-Emotional Learning (SEL) initiative imbedded into our Project-Based Learning (PBL) model. Frameworks of Tampa Bay is a nonprofit organization whose mission is to empower educators, youth services professionals, and parents and guardians with training, coaching, and research-based resources to equip students with social and emotional skills. Through training and supporting adults, Frameworks helps children build skills needed to face challenges and uncomfortable emotions in constructive ways.	
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.	
PES will provide small-group counseling targeting specific at-risk populations or students demonstrating at-risk behaviors, such as learners of divorced families, learners with social anxiety, etc. based on needs of current population and consent of families and learners.	
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.	
Targeted support will address student's academic, social, emotional, and behavioral needs through the use of out mental health plan. Our goal is to increase awareness, prevention, and provide early interventions based on student need. For some students requiring supplemental support, interventions can range from social skills training targeting an identified area of need, or coordinating a student or adult mentor for potential at-risk students. PES is reviewing partnership opportunities with multiple community mental health agencies who can provide treatment and recovery services to those students who have an identified need.	

Evidence-Based Program	Community Building Sessions Program
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.	
Patel Elementary School (PES) will use Frameworks as the evidence-based program that will support the Social-Emotional Learning (SEL) initiative imbedded into our Project-Based Learning (PBL) model. Frameworks of Tampa Bay is a nonprofit organization whose mission is to empower educators, youth services professionals, and parents and guardians with training, coaching, and research-based resources to equip students with social and emotional skills. Through training and supporting adults, Frameworks helps children build skills needed to face challenges and uncomfortable emotions in constructive ways.	
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.	
At the beginning of the school year, the student services team will work collaboratively to identify students that would benefit from small group lessons that focus on SEL and self-regulatory skills. Students will meet once a week with the Guidance Counselor and will plan small-group activities that reinforce SEL skills. In addition, teachers will work closely with these identified students in "walking through" making right decisions and analyzing consequences and accountability.	
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 observations by teachers and the Guidance Counselor, students will demonstrate an increase in self-regulatory behaviors and decision making skills that will lead to a decrease in discipline referrals to administration and increase student engagement. In addition there will be a decrease in parent/student reported: 1. Anxiety symptoms 2. Symptoms of Depression 3. Emotional/behavior problems	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1:288 ratio

2022-2023 proposed Ratio by June 30, 2023

1:288 ratio

School Social Worker

Current Ratio as of August 1, 2022

N/A

2022-2023 proposed Ratio by June 30, 2023

N/A

School Psychologist

Current Ratio as of August 1, 2022

N/A

2022-2023 proposed Ratio by June 30, 2023

N/A

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

N/A

2022-2023 proposed Ratio by June 30, 2023

N/A

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.

Patel Elementary School has one full-time certified school counselor with a mental health first-aid certificate. The school counselor at PES, using our SEL program, will work in conjunction school psychologist and school social worker to train teachers to watching for and addressing mental health issues and warning signs in student using in-school resources as well as community-based resources.

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).

The school counselor will work in conjunction with our students, teachers, and parents. Job descriptions have been clearly outlined to ensure that the primary goal of the school counselor lies in meeting the needs of our students and providing any professional development to our staff in order to help meet our student's academic, social, and emotional needs.

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 counselor works directly with teachers, students (and parents as needed), as well as any outside agencies that will collaborate with school personnel and families especially when students are exhibiting mental health issues, are in crisis, or are at risk.

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.

We do not have contracts with these agencies, but these are the local resources available when needed:

1. Baycare Behavioral Health/St. Joseph's Hospital <https://baycare.org/services/behavioral-health>
2. Grace Point Wellness Center <https://www.gracepointwellness.org/>
3. Tampa General Hospital <https://www.tgh.org/services/psychology-neuropsychology-services>
4. University of South Florida (USF) Psychiatric and Behavioral Neurosciences <https://health.usf.edu/medicine/psychiatry>
5. SEEDS <https://seedstherapy.org/our-services/?adlt=strict>
6. COVE Behavioral Health <https://www.covebh.org/youth-services/>

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 11,440.00

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

\$ 0.00

Grand Total MHAA Funds

\$ 11,440.00

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:

MHAA_Planned_Expenditures_Report_2022-2023.pdf
<i>MHAA Planned Funds and Expenditures 2022 2023</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