



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2022-23 Mental Health Application

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	8
Section E: MHAA Planned Funds and Expenditures	10
Section F: Charter Governing Board Approval	10

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's task force developed the following measurable outcomes for the 2022-2023 school year for Victory Charter School Tampa 6-12:

(1) Reduce the number of suicidal thoughts among students in grades 6-12 from 3 to zero through the usage of

additional a la carte mental health support from an in-house counselor and contracted agencies.

(2) Reduce the number of behavior occurrences in the 2022-2023 by 15% when compared to the incidents during the 2021-2022 school year through the implementation of our school-wide Positive Behavior Interventions and Supports System (PBIS).

(3) Increase the number of mental health strategies students in grades 6-12 have in their day-to-day the Social Emotional Learning Mental Health Course for grades 6-12 in Edgenuity.

Charter Program Implementation

Evidence-Based Program	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.	
Implement a schoolwide PBIS program to reduce disruptive behaviors. Description (source https://www.pbis.org/) PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone especially students with disabilities – to create the kinds of schools where all students are successful. PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's implemented well, students achieve improved social and academic outcomes, school experience reduced exclusionary discipline practices, and school personnel feel more effective.	
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.	
Victory Charter School Tampa will implement the multi-tiered framework in all grade levels (K-5). Behavior expectations will be made clear to all students by conducting student explorations of the Code of Student Conduct and the components of the school-authored PBIS slogan, "THE CODE". This slogan stands for the following: ● Take learning seriously ● Honor everyone and everything ● Enjoy the quest ● Come to class prepared ● Own your actions ● Do the right thing ● Evolve and level up The implementation will support students in making the right choices to avoid disruptive behaviors, through rewarding students for turning the expectations into daily practices. Students will receive points daily for exhibiting the behavioral expectations. To keep track of the points, the school will purchase the digital program HERO (https://www.herok12.com/). Because HeroReady standardizes the rewards and consequences for infractions, not only does processing instances become quick and seamless, it establishes non-discriminatory practices. Class-to-class equitable discipline policies will show students they're being treated fairly, which fosters trust and respect. All points for demonstrating the expected practices will be tracked in the system and students and parents will be able to monitor their rewards in the app. Each month students will use their points to purchase incentives that will be part of the Knight Store.	
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.	
Reduced the number of behavior occurrences in the 2021-2022 by 15% when compared to the 2020-2021 incidents through the implementation of our school-wide Positive Behavior Interventions and Supports System (PBIS).	

Evidence-Based Program	PURPOSE PREP
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.	
Implement PURPOSE PREP, a suite of SEL Courses for students in grades 6-12, including but not limited to: Climate & Culture, Transformation, Restorative Practices & Principles, and Trauma-Informed Living. Description (source dgenuity.com/solutions/social-and-emotional-learning/#courses) Edgenuity provides educators with powerful SEL solutions that can reduce behavior referrals and negative behaviors, increase student success, and build social skills. The SEL content provides dynamic and unique activities across a wide library of courses, all thoughtfully taught by more than 80 engaging and diverse experts. This curriculum is aligned to the Collaborative for Academic, Social and Emotional Learning (CASEL) competencies, Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports best practices. Description (source dgenuity.com/solutions/social-and-emotional-learning/#courses) Edgenuity provides educators with powerful SEL solutions that can reduce behavior referrals and negative behaviors, increase student success, and build social skills. The SEL content provides dynamic and unique activities across a wide library of courses, all thoughtfully taught by more than 80 engaging and diverse experts. This curriculum is aligned to the Collaborative for Academic, Social and Emotional Learning (CASEL) competencies, Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports best practices.	
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.	
Victory Charter School Tampa will integrate the Social and Emotional Learning Purpose Prep Digital Program into the social studies course throughout the entire year. The nine course modules will be integrated as follows: 6th Grade Climate & Culture Transformation Restorative Practices & Principles Mental Health & Wellness 7th Grade Trauma-Informed Living Character & Leadership Development Personal Development 8th - 12 Grade Unlock Your Purpose Social & Emotional Success College & Career Readiness	

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.	
Will increase the mental health strategies students in grades 6-12 have in their day-to-day toolbox to address life circumstances through the implementation of the PURPOSE PREP in grades 6-12.	
Evidence-Based Program	School Counseling Program
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.	
Implement an in-school counseling program in grades K-5. Description Hire a full-time certified counselor and a part-time support person to provide mental health support for students in grades K-5. In addition, outsource other mental health support specialists as needed.	
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.	
Victory Charter School Tampa will hire an in-house counselor, part-time support person and outsourced mentalhealth support specialists as needed. They will implement different types of in-school counseling services to provide the students needing Tier 1-3 mental health support. (1) Individual Sessions: The counselor will meet with the students one at a time. The sessions could be about an issue the student is having, emotionally or academically, or it could be a time to check in about an old issue. (2) Small Group Sessions: The counselor will meet with a group of about 5-8 students at a time and encourage them to share with each other. The topics could include but not be limited to: family issues, making friendships, handling bullying, coping skills, and more. (3) Class Seminars: The counselor will teach students different sets of academic and social skills during class.	
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.	
Reduce the number of suicidal thoughts among students in grades K-5 from 1 to zero through the usage of additional a la carte mental health support from an in-house counselor and contracted agencies.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1

2022-2023 proposed Ratio by June 30, 2023

1

School Social Worker

Current Ratio as of August 1, 2022

0

2022-2023 proposed Ratio by June 30, 2023

0

School Psychologist

Current Ratio as of August 1, 2022

0

2022-2023 proposed Ratio by June 30, 2023

as needed basis based on student need

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

0

2022-2023 proposed Ratio by June 30, 2023

as needed basis based on student need

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 in-school counselor allows for school-based mental health services to be provided to all students requiring said services within the school. Having an a la carte mental health service provider will allow for students to be provided with specific service at a smaller student ratio.

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 in-school counselor will follow a structured schedule that will allow them to service each student in the appropriate modality.

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

The in-school counselor will utilize our PBIS system as well as utilize the a la carte mental health services providers in order to provide services to students.

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.

Mental Health Provider funded by FEFP

1. The Stepping Stones - School Psychologist services
2. The Stepping Stones - Behavior Analyst services
3. The Stepping Stones - Mental Health Counseling
4. The Stepping Stones - Social Worker

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 7,897.00

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

\$ 0.00

Grand Total MHAA Funds

\$ 7,897.00

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:

7850__MHAA_Planned_Expenditures_Report_2022-2023.pdf
<i>MHAA Planned Expenditures Report 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

Tuesday 7/26/2022