



Part I: Youth Mental Health Awareness Training Plan

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Introduction

Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

MHAA Plan Assurances

The Charter School Assures

One hundred percent of state funds are used to establish or 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

Other sources of funding will be maximized-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

A system is included 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

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

A charter governing board policy or procedure 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-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, 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 ins. 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 ins. 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, 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

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to 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. s. 1006.041, F.S.

Yes

District Program Implementation

Evidence-Based Program	Monique Burr Foundation for Children: Prevention Education Programs
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Patel High School will utilize curriculum content developed by the licensed mental health professionals at the Monique Burr Foundation. Lessons will include:</p> <ul style="list-style-type: none"> Mental Illness Reducing Stigma Mental Health and Wellness Coping Skills and Resilience Substance Use/Abuse The Effects of Drugs Refusal Skills Help and Resources Self-Harm Suicide Help and Resources <p>Resources provided by the foundation include:</p> <ul style="list-style-type: none"> Facilitator scripts and turnkey lesson PowerPoints Class Notes Sheets for lessons Parent Information Sheets Safety Checks (pre- and post-tests, instructions, and answer keys) Safety Briefs for administrators, teachers, and school staff/PTA <p>The lessons are designed to:</p> <ul style="list-style-type: none"> Helps schools meet many required mental health and substance abuse prevention requirements Aligned with many Common Core Education Standards Helps schools meet many required Health Instruction Standards Aligned with American School Counselor Association's Mindsets and Behaviors for Student Success 	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>PHS School Counselors will administer all of the lessons with the students during a dedicated 45 minute time period that focuses on the Monique Burr Foundation's Social-Emotional and Mental Health curriculum. Learners are meeting in small cohorts of no more than 20.</p> <p>Parents will be informed of resources, school procedures, and given assistance in identifying and addressing risk-factors of children with mental health needs via the School Counselor's monthly newsletter which will include links, pdfs, Power Points, videos, and the information presented to students in the lessons administered.</p> <p>Parent Information sessions: Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families and communities work together to support learning, learners tend to earn higher grades, attend school more</p>	

regularly, stay in school longer, and enroll in higher level programs. A focus on parental education and involvement will continue to be a focus with the development of a Parent Mental Health training, where parents are educated on topics such as: bullying (physical, verbal and cyber), social media, sexting, sex trafficking and other issues negatively affecting a learner's physical, emotional and mental health.

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 Monique Burr Foundation includes supplemental resources that will be utilized to create additional curriculum for students. The content will be administered in the same 45 minute format, and presented to parents and guardians via the Counselor Newsletter and other school communications to parents. Mental Health diagnosis, intervention, and recovery services will be provided by community agencies with licensed professionals equipped to provide those specific services. The district's charter school Social Worker and/or Psychologist will be consulted as needed to provided the same interventions to our students.

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:233 x 3

2023-2024 proposed Ratio by June 30, 2024

1:220 x 3

School Social Worker

Current Ratio as of August 1, 2023

N/A

2023-2024 proposed Ratio by June 30, 2024

N/A

School Psychologist

Current Ratio as of August 1, 2023

N/A

2023-2024 proposed Ratio by June 30, 2024

N/A

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

N/A

2023-2024 proposed Ratio by June 30, 2024

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.

PHS has one full-time certified school counselor with a mental health first-aid certification. Additionally, 100% of staff will receive Youth Mental Health First-Aid training by 09.01.2023.

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).

PHS will develop Social-Emotional Learning lessons that will be presented during 45 instructional sessions. Students will have the opportunity to indicate they would like to speak with a qualified professional following the lesson presentations. Consultations with a district charter SW or Psychologist will be requested as needed.

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

The PHS Threat Assessment Team will assist schools in problem solving unique situations, review at-risk data or systemic issues for at-risk learners. The TAT will meet monthly or more often if warranted. PHS will use an established referral and follow-up process for learners in need of Tier 3 interventions. PHS will provide parent(s)/legal guardian(s) of a learner identified in need of Tier 3 interventions with a list of local mental health services provided.

PHS personnel (including the guidance counselor and a school administrator) will be in communication with parent(s)/legal guardian(s), primary care physician, and mental health provider(s) given legal consent to exchange information (per FERPA requirements) regarding a learner identified in need of Tier 3 interventions and receiving treatment. Recommendations made by mental health provider(s) and/or primary care providers will be considered and implemented in the school setting, unless it is not possible or appropriate to provide those recommendations.

One-on-one counseling at school by the school counselor and in collaboration with outside agencies to provide counseling to learners that have experienced trauma and violence, and/or been a victim of abuse, and/or have a diagnosed mental health disorder.

Specific and appropriate accommodations will be provided, as needed to aid a learner with mental health needs in the recovery process.

PHS will establish partnerships with community mental health service providers, such as: St. Joseph's Hospital (Baycare Health Systems), Tampa General Hospital, and GracePoint Wellness Center.

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 there are the local resources available when needed:

BayCare Behavioral Health

St. Joseph's Hospital <https://baycare.org/services/behavioral-health> Grace Point Wellness Center <https://www.gracepointwellness.org/>

Tampa General Hospital <https://www.tgh.org/services/psychology-neuropsychology-services>

University of South Florida (USF) Psychiatric and Behavioral Neurosciences <https://health.usf.edu/medicine/psychiatry>

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)

\$ 34,861.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 34,861.00

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.) 1006.041 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:

No files were uploaded

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 7/19/2023