FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

2023-24 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Table of Contents

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, ora school resource officer or school safetyofficerwho 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 te lehealth, 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	Social Emotional Learning (SEL)--Smiling Minds
Tier(s) of Implementation	Tier 1

Describe the key EBP components that will be implemented.

Key features and components of the Smiling Mind Emotional Learning Program include:

Mindfulness Meditation: Smiling Mind offers guided mindfulness meditation sessions that help participants focus on the present moment, increase self-awareness, and cultivate a sense of calm and clarity. These meditation exercises are typically audio-based and range from short, beginner-friendly sessions to longer, more advanced practices.

Age-Appropriate Programs: The program caters to different age groups, with specific content tailored to suit the developmental needs of children, teenagers, and adults. This approach ensures that participants receive content appropriate for their stage of life and comprehension level.

School-Based Initiatives: Smiling Mind has also developed programs specifically for schools, collaborating with educators to integrate mindfulness practices into the classroom environment. These initiatives aim to support students' social and emotional development, enhance focus and concentration, and create a positive learning atmosphere.

Workplace Programs: Smiling Mind recognizes the importance of mental well-being in the workplace and offers corporate programs designed to reduce stress, increase resilience, and improve overall employee satisfaction and productivity.

Short Sessions for Daily Practice: The program emphasizes short, regular practice sessions, making it accessible to busy individuals. These short exercises can be easily incorporated into daily routines, allowing participants to reap the benefits of mindfulness even with limited time.

Scientifically Informed: Smiling Mind bases its practices on scientific research, incorporating evidence-based techniques from fields like psychology and neuroscience. This evidence-based approach enhances the credibility and effectiveness of the program.

User-Friendly Interface: The Smiling Mind app provides a user-friendly interface that allows individuals to track their progress, set goals, and access a range of resources on mindfulness and mental well-being.

Overall, the Smiling Mind Emotional Learning Program has gained recognition for its ability to empower individuals with valuable tools for emotional regulation, stress management, and overall mental health improvement. Its adaptability to different age groups, accessibility, and evidence-based foundation make it a popular choice for schools, workplaces, and individuals seeking to incorporate mindfulness practices into their lives.

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.

The implementation of evidence-based mental health services, particularly through Smiling Minds, will have a profound impact on our students' well-being by addressing various concerns, including early identification of social, emotional, or behavioral problems, substance use disorders, and other challenges.

Here's an outline of how this implementation will assist our students:

Early Identification and Intervention: By utilizing the Smiling Minds program, we aim to foster greater self-awareness and emotional regulation among our students. Regular mindfulness and meditation practice can enhance their ability to recognize and address social, emotional, and behavioral challenges at an early stage. This early identification will enable our school-based mental health providers to intervene promptly and offer appropriate support to students in need.

Reducing At-Risk Behaviors: The evidence-based techniques offered by Smiling Minds can contribute to reducing the likelihood of at-risk students developing social, emotional, or behavioral problems. Mindfulness practices have been shown to improve emotional resilience and coping skills, empowering students to navigate challenges more effectively and make healthier choices.

Addressing Mental Health Conditions: Implementing Smiling Minds as an evidence-based mental health intervention aligns with our commitment to supporting students dealing with depression, anxiety disorders, or suicidal tendencies. The program's focus on emotional well-being and stress reduction can be instrumental in complementing therapeutic interventions and promoting a positive mental state.

Trauma-Informed Practices: Mindfulness practices have been recognized for their efficacy in assisting individuals dealing with trauma and violence. By incorporating Smiling Minds into our mental health plan, we seek to create a trauma-informed environment where students feel safe and supported, facilitating their healing and resilience.

Whole-School Approach: Our mental health plan encourages a whole-school approach to mental health. By integrating Smiling Minds into our school culture and curriculum, we aim to create a supportive and nurturing environment that prioritizes the mental well-being of every student, staff member, and faculty.

Data-Driven Evaluation: To ensure the effectiveness of the Smiling Minds program, we will employ data-driven evaluation methods. Regular assessment and monitoring of its impact on our students' mental health will enable us to make informed decisions and tailor our approach to meet their specific needs.

We are committed to fostering a school environment that promotes mental health, emotional well-being, and overall resilience among our students. The integration of evidence-based practices such as Smiling Minds aligns with our dedication to providing the highest quality support to our school community.

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.

We are delighted to share our commitment to delivering evidence-based mental health care through the incorporation of the Smiling Minds program. As part of our comprehensive mental health plan, we are dedicated to providing assessment, diagnosis, intervention, treatment, and recovery services to students who may be experiencing one or more mental health or co-occurring substance abuse diagnoses, as well as those at high risk of such diagnoses.

Our approach to implementing evidence-based mental health care with Smiling Minds includes the following key elements:

Comprehensive Mental Health Assessment: Our school-based mental health providers will conduct thorough assessments to identify students in need of support. These assessments will consider social,

emotional, behavioral, and academic factors to ensure a comprehensive understanding of each student's unique mental health needs.

Accurate Diagnosis: We recognize the importance of accurate diagnoses in providing effective care. Our mental health providers will employ evidence-based tools and methodologies to ensure precise and reliable diagnoses, enabling targeted interventions for each student.

Evidence-Based Interventions: The Smiling Minds program, with its foundation in mindfulness and meditation, aligns with evidence-based practices for promoting mental well-being through tangible, regular practice. This approach will be integrated into our intervention strategies to support students in developing emotional regulation, stress reduction, and coping skills.

Tailored Treatment Plans: Each student's treatment plan will be individualized to address their specific mental health or co-occurring substance abuse diagnoses. Our school-based mental health providers will collaborate with students, parents, and other relevant stakeholders to develop personalized plans that consider the student's unique strengths and challenges.

Ongoing Monitoring and Support: Throughout the treatment and recovery process, we will provide ongoing monitoring and support to assess the effectiveness of interventions. Regular feedback and progress evaluations will inform adjustments to treatment plans as needed, ensuring continuous improvement in care.

Early Intervention and Prevention: Smiling Minds will play a significant role in our early intervention and prevention efforts. By promoting emotional well-being and mindfulness practices, we aim to reduce the likelihood of mental health challenges developing or escalating in at-risk students.

Coordinated Care: Our school-based mental health providers will collaborate with external mental health and substance abuse professionals to ensure coordinated care for students requiring specialized services beyond our scope. This collaborative approach enhances the continuity of care and promotes seamless transitions between services.

At Victory Charter School Tampa, we believe that fostering a supportive and compassionate environment is essential for our students' well-being and success. By delivering evidence-based mental health care through Smiling Minds and other targeted interventions, we are committed to promoting the mental health of our students and creating a positive and nurturing school community.

Evidence-Based Program	Positive Behavioral Interventions and Supports (PBIS)
Tier(s) of Implementation	Tier 1, Tier 2

<div align="center">Describe the key EBP components that will be implemented.</div>

The implementation of the Positive Behavioral Intervention and Supports (PBIS) plan is a cornerstone of mental and emotional health and support for the school. PBIS is an evidence-based framework that promotes a positive and supportive school climate, fostering social, emotional, and behavioral well-being among our students. We are eager to describe the key components of PBIS that we will be implementing at our school.

1. School-Wide Expectations: We will establish clear and positive behavior expectations that apply to all students across the entire school campus. These expectations will be explicitly communicated, emphasizing core values such as respect, responsibility, and kindness.

2. Positive Reinforcement: PBIS emphasizes the use of positive reinforcement to acknowledge and reward desired behaviors. We will implement a system of reinforcement, such as verbal praise, tangible rewards, or recognition, to encourage and promote positive actions in students.

3. Data-Based Decision Making: Our PBIS implementation will involve data collection to assess the effectiveness of interventions and strategies. We will analyze behavioral data regularly to identify patterns, evaluate progress, and make data-informed decisions for continuous improvement.

4. Multi-Tiered System of Support (MTSS): PBIS operates on a multi-tiered approach, providing varying levels of support based on student needs. We will offer universal supports to all students, targeted interventions for those requiring additional assistance, and intensive interventions for students with significant behavioral challenges.

5. Teach and Model Expected Behaviors: Our school community, including teachers, staff, and administrators, will actively teach and model expected behaviors. We will use explicit instruction to ensure that students understand what is expected of them in different settings and situations.

6. Behavior Intervention Planning: For students requiring targeted or intensive support, we will develop behavior intervention plans (BIPs) as a Tier 3 process. These plans will be individualized and based on functional behavioral assessments, addressing the specific needs of each student.

7. Family and Community Involvement: PBIS implementation extends beyond the school walls. We will actively involve families and the broader community in promoting positive behaviors and supporting students' social and emotional development.

8. Professional Development: Our staff will receive ongoing professional development to ensure a deep understanding of PBIS principles and effective implementation strategies. This training will empower educators to create a positive and supportive learning environment.

9. Data Monitoring and Evaluation: We will continuously monitor the effectiveness of PBIS through data tracking and evaluation. Regular review and analysis of behavioral data will enable us to identify successes, challenges, and areas for improvement.

10. Sustainability and Scaling Up: PBIS is designed for sustainability and scalability. As we witness positive outcomes and improvements, we will work toward scaling up the program to benefit more students and maintain its long-term impact.

By implementing the key components of PBIS, we aim to create a safe, nurturing, and inclusive school environment where students thrive academically and emotionally. Our commitment to evidence-based practices, such as PBIS, reflects our dedication to supporting the holistic well-being of our students.

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.

We are excited to share our plan for implementing evidence-based mental health services through Positive Behavioral Interventions and Supports (PBIS) to improve the early identification of social, emotional, or behavioral problems and substance use disorders, as well as to reduce the likelihood of at-risk students developing social-emotional or behavioral issues, depression, anxiety disorders, or suicidal tendencies. Additionally, we will outline how PBIS will assist students dealing with trauma and violence.

Early Identification of Social, Emotional, or Behavioral Problems and Substance Use Disorders:

1. Universal Screening: PBIS includes universal screening to identify students who may be at risk of social, emotional, or behavioral challenges, including substance use disorders. Through data collection and analysis, we can identify students who may benefit from additional support.

2. Establishing Clear Behavior Expectations: We will implement evidence-based practices to establish clear behavior expectations throughout the school community. This will enable us to identify deviations from expected behaviors, allowing for timely intervention and support.

3. Behavior Data Tracking: PBIS emphasizes data collection to monitor student behavior. Analyzing this data will help us identify trends and patterns, allowing for early identification of students who may be struggling through focus on students that are not accruing PBIS points at a similar rate as their peers.

Reducing Likelihood of At-Risk Students Developing Mental Health Issues:

1. Tiered Supports: PBIS operates on a multi-tiered system of support, allowing us to provide targeted interventions and assistance to students at risk of developing mental health challenges. By offering proactive support, we aim to prevent the escalation of issues.

2. Positive Reinforcement: The implementation of PBIS includes a focus on positive reinforcement for desired behaviors. Recognizing and reinforcing positive actions will encourage students to continue exhibiting healthy behaviors.

3. Social-Emotional Learning (SEL) Integration: PBIS will work in conjunction with SEL programs to foster social and emotional skills in students. SEL equips them with tools to cope with challenges and make positive choices, reducing the likelihood of developing mental health concerns.

Assistance for Students Dealing with Trauma and Violence:

1. Trauma-Informed Approaches: PBIS will incorporate trauma-informed practices to create a safe and supportive environment for students who have experienced trauma or violence. Understanding the impact of trauma, we will provide empathetic and responsive care.

2. Supportive School Climate: Through PBIS, we aim to cultivate a positive and inclusive school climate where students feel safe and supported. This atmosphere can aid in healing and recovery for those affected by trauma and violence.

3. Targeted Interventions: PBIS allows for targeted interventions and supports for students dealing with trauma and violence. Behavior intervention plans and counseling services will be tailored to meet individual needs.

At Victory Charter School Tampa, our implementation of PBIS as an evidence-based mental health service reflects our dedication to supporting the holistic well-being of our students. By fostering a positive and nurturing school environment, we strive to enhance students' social, emotional, and behavioral development, ensuring their academic success and overall happiness.

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.

We are thrilled to outline how our Positive Behavioral Interventions and Supports (PBIS) framework will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students who may have one or more mental health or co-occurring substance abuse diagnoses, as well as to students at high risk of such diagnoses.

Mental Health Care Assessment and Diagnosis:

1. Comprehensive Screening: We will utilize evidence-based screening tools to assess students' mental health and identify those who may require additional support. These screenings will help us detect potential mental health concerns and co-occurring substance use issues.

2. Data-Driven Decision Making: Our school-based mental health providers will use data-driven decision-making processes to assess the severity of mental health concerns and co-occurring substance abuse diagnoses accurately. This approach will enable us to tailor interventions based on individual needs.

3. Collaboration with External Professionals: Our mental health providers will collaborate with external professionals, including mental health specialists and substance abuse counselors, to conduct comprehensive assessments and diagnoses.

Evidence-Based Mental Health Care Intervention and Treatment:

1. Multi-Tiered Support: PBIS operates on a multi-tiered system, providing varying levels of support to students based on their needs. Interventions will be evidence-based and tailored to address specific mental health or co-occurring substance abuse diagnoses.

2. Behavior Intervention Plans (BIPs): For students requiring targeted support, our mental health providers will develop Behavior Intervention Plans (BIPs) based on functional behavioral assessments. These plans will include evidence-based strategies to address behavioral challenges effectively.

3. Counseling Services: We will offer individual and group counseling services delivered by licensed mental health professionals. Evidence-based counseling approaches, such as Cognitive-Behavioral Therapy (CBT) and Motivational Interviewing (MI), will be used to address mental health and substance abuse concerns.

4. Social-Emotional Learning (SEL) Integration: PBIS will integrate with SEL programs, promoting social and emotional skill development in students to foster resilience and coping abilities.

Recovery Services:

1. Continuum of Care: Our mental health providers will support students through the recovery process, providing a continuum of care that includes ongoing monitoring and support.

2. Relapse Prevention: For students in recovery from substance use disorders, we will implement evidence-based relapse prevention strategies to promote sustained well-being as part of the process to support students' journeys to exemplifying the PBIS characteristics and addressing disorder-based barriers to that process along the way.

3. Family and Community Involvement: Our mental health care services will extend to involve families and the community in the recovery process, fostering a supportive network.

By incorporating evidence-based mental health care within our PBIS framework, we aim to create a safe, caring, and inclusive environment where every student receives the necessary support for their mental health needs. Our commitment to evidence-based practices reflects our dedication to the well-being and success of our students.

Evidence-Based Program	
Tier(s) of Implementation	[none selected]
Describe the key EBP components that will be implemented.	

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.

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, 2023
1

2023-2024 proposed Ratio by June 30, 2024
1

School Social Worker

Current Ratio as of August 1, 2023

0

2023-2024 proposed Ratio by June 30, 2024
0

School Psychologist

Current Ratio as of August 1, 2023
0

2023-2024 proposed Ratio by June 30, 2024
0

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023
0

2023-2024 proposed Ratio by June 30, 2024
0

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.

At Victory Charter School Tampa, we understand the importance of addressing the mental health needs of our students in fostering a conducive and supportive learning environment. To achieve this goal, we have recognized the significance of reducing staff-to-student ratios, allowing us to provide more personalized care and support to each student.

By directly employing qualified school psychologists, school social workers, school counselors, and other licensed mental health professionals, we envision the following benefits leading to reduced staff-to-student ratios:

Tailored Support: Each student is unique, and their mental health needs may vary significantly. By employing a diverse team of mental health professionals, we can tailor support and interventions to match individual requirements, ensuring more effective outcomes.

Early Intervention: With lower staff-to-student ratios, our mental health providers will have the capacity to detect early signs of emotional and psychological challenges. This proactive approach enables timely intervention, preventing potential issues from escalating.

Increased Availability: Directly employing mental health professionals means they are fully integrated into our school community, readily available on campus, and easily accessible to students throughout the school day. This ease of access ensures that students can seek support when they need it most.

Collaboration and Coordination: By having a dedicated team of mental health providers, collaboration among educators, counselors, and other staff members becomes seamless. Effective communication and coordinated efforts enable a comprehensive approach to student care.

Reduced Caseloads: Lower staff-to-student ratios translate to reduced caseloads for each mental health provider. This allows them to invest more time in each student, building meaningful relationships and providing comprehensive support.

Improved Mental Health Services: The direct employment of mental health professionals enables us to

create a stable and committed team invested in the well-being of our students. This consistency fosters an environment of trust, which is essential for effective mental health services.

Enhanced School Climate: A reduction in staff-to-student ratios leads to an improved school climate. Students feel safer, supported, and valued, promoting a positive atmosphere for learning and personal growth.

Academic Performance: When students' mental health needs are adequately addressed, their ability to focus and engage in learning improves. This, in turn, can positively impact academic performance and overall student success.

Our commitment to providing exceptional mental health support has led us to invest in the direct employment of qualified school-based mental health services providers. By doing so, we are confident that our students will benefit from a more caring and personalized learning environment.

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).

At Victory Charter School Tampa, we recognize the vital importance of addressing the mental health needs of our students. To ensure that we are providing the necessary support and assistance, we have established the following policies and procedures:

Needs Assessment and Resource Allocation:
We regularly conduct comprehensive needs assessments to identify the mental health assistance requirements of our students. These assessments help us understand the specific challenges they face and allow us to allocate resources effectively, ensuring students that need the most mental health support receive it. Based on the assessment outcomes, we revise staffing allocations to ensure that our student services team can dedicate ample time to direct mental health services.

Collaborative Efforts:
Our school promotes a collaborative approach to mental health support. We work closely with teachers, parents, and community partners to create a network of support around our students. By fostering a collaborative environment, we maximize the time our student services personnel can spend directly providing mental health services, as we share responsibilities and resources.

Training and Professional Development:
To equip our student services personnel with the necessary skills and knowledge, we invest in ongoing training and professional development opportunities. This ensures that our staff stays up-to-date with best practices and evidence-based approaches in mental health support. By continually enhancing their expertise, our personnel can more efficiently address the needs of our students during direct service interactions.

Early Intervention and Prevention Programs:
We believe that early intervention and prevention are critical in addressing mental health concerns proactively. As part of our policies, we have implemented targeted programs that identify potential issues early on, allowing our student services team to intervene promptly and spend more time on preventative measures.

Case Management and Referral System:
To streamline and optimize mental health services, we have established a robust case management and referral system. This system allows for efficient communication and coordination among our student services personnel, ensuring that students receive the appropriate level of support and

intervention based on their unique needs.

Data-Driven Decision Making:
Data plays a crucial role in shaping our mental health policies. We analyze relevant data regularly to monitor the effectiveness of our programs and interventions. By using data-driven decision-making processes, we can adjust staffing allocations and service delivery strategies to better meet the evolving mental health needs of our student body.

We are committed to fostering a nurturing and supportive environment that prioritizes the mental well-being of our students. By implementing these policies and procedures, we aim to enhance the effectiveness and availability of direct mental health services, ensuring our students receive the care and support they need to thrive academically and emotionally.

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

At Victory Charter School Tampa, we recognize the critical importance of mental health in the overall well-being and academic success of our students. To ensure comprehensive support, we have collaborated with both internal and external stakeholders to create a robust mental health program. Here's a detailed overview of the roles our school-based mental health providers and community-based partners play in this endeavor:

School-Based Mental Health Providers:

Assessment and Identification: Our school-based mental health providers, including counselors and psychologists play a pivotal role in assessing and identifying students' mental health needs. Through regular evaluations and observations, they pinpoint areas where support is required and develop personalized intervention plans.

Direct Services: These providers deliver direct mental health services to students. This includes individual counseling sessions, group therapy, crisis intervention, and other evidence-based interventions tailored to meet each student's specific needs.

Collaborative Teamwork: Our school-based mental health providers work closely with teachers, administrators, and other staff members to create a supportive and integrated approach to student care. They actively participate in multidisciplinary team meetings to ensure a holistic understanding of students' challenges and strengths.

Prevention and Education: Our mental health providers are involved in implementing preventive measures and educational programs to promote positive mental health across the school community. They conduct workshops, seminars, and awareness campaigns on various topics related to mental well-being.

Community-Based Partners:

Extended Support Network: Community-based partners, including mental health agencies, non-profit organizations, and healthcare providers, form an extended support network that complements our in-house services. They play a crucial role in bridging any gaps and enhancing the scope of mental health assistance available to our students. At the school, both free and paid resources are utilized to provide mental health support.

Specialized Services: These partners offer specialized services that might not be directly available within the school. Their expertise adds depth to our mental health program, catering to diverse needs

such as trauma-focused counseling, substance abuse treatment, and family therapy.

Referral System: Our collaboration with community-based partners enables a seamless referral system. When a student requires specialized care beyond what we can provide on-site, our school-based mental health providers make appropriate referrals to these external agencies.

Parent and Community Engagement: Community-based partners actively engage with parents and the wider community to promote mental health awareness and provide resources for ongoing support beyond the school setting.

By combining the expertise and resources of our school-based mental health providers with the specialized services and community connections of our external partners, we create a comprehensive mental health program that addresses the diverse needs of our student population. Our evidence-based approach ensures that interventions are grounded in proven methodologies, increasing the effectiveness and positive outcomes of the support we offer.

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.

At Victory Charter School Tampa, we have a contract with Stepping Stones that offers the following services on an as needed basis related to behavioral health:
- School Psychologist
- Paraprofessional/Facilitator
- Board Certified Behavior Analyst
- Counselor
- Social worker

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)
$ 13,004.00

Unexpended MHAA funds from previous fiscal years
$ 0.00

Grand Total MHAA Funds
$ 13,004.00

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 Statues.

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:

7811___Victory_Charter_School_Tampa___MHAA_Planned_Expenditures_Report_2023-2024_copy.pdf
Budget Form

[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 7/25/2023