



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2023-24 Mental Health Application

## 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

<b>Evidence-Based Program</b>	Positive Behavior Interventions and Support
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>PBIS is utilized at Florida Connections Academy as a framework to support student academic success. The three tiered program provides opportunities to support students' social and emotional learning, identify students who may be at risk for developing habits and or behaviors that may impede their success, and adding supports needed to assist them based on individual needs.</p>	
<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>At the Tier 1 level, school data teams will regularly and consistently review various data points in relation to student achievement and behavior, as well as parent satisfaction. The data points include, but are not limited to, a Universal Mental Health Screener (PVS Back to School Survey), the Parent Satisfaction Survey , English Language Arts and Math benchmark scores, and school created needs assessments. School PBIS teams will create school-wide expectations for students to be shared via webmail communications and live lessons on a consistent basis in an effort to coach students in accepted behaviors.</p> <p>School counselors will use information gleaned from collected data points to identify social, emotional, and behavioral needs of students as a whole and to drive supportive instruction. The school wide live lessons provided will address social-emotional learning, resiliency, character building and school success skills using EverFi SEL platform, Harmony SEL, Inspire SEL and counselor created materials. Elementary programs will utilize Student of the Month and a house system for character building and recognition for meeting school-wide expectations.</p> <p>Middle grades programs will utilize grade-level teams for character building, positive recognition, and team building activities. Each grade level team will host a monthly celebration for students meeting their goals.</p> <p>High school programs will utilize Starmail and weekly lunch bunches, along with clubs to engage high school students.</p> <p>All levels will utilize STARmail and positive phone contacts, as well as opportunities to build culture and community through optional virtual field trips, Lunch Bunch live lessons, and virtual assemblies.</p> <p>Tier 2 implementation includes Tier 1 strategies with an additional layer of support for targeted groups of students based on the disaggregation of school-wide data, results of screeners, surveys and needs assessments, and referrals by self, parents and staff.</p> <p>These supports include small group instruction in targeted skills for academic and/or social, emotional and behavioral deficits. Small group sessions are provided virtually in a synchronous live lesson classroom with direct instruction and skill practice. Additionally, various student engagement strategies and opportunities are offered through our Student Success Administrators.</p> <p>Tier 3 implementation includes both Tier 1 and Tier 2 strategies with a more individualized layer of student support.</p> <p>School counselors and a Licensed Mental Health Counselor will provide one-on-one "check-ins" on a prescribed schedule to help students set goals for improvement, coach through targeted skills, discuss academic, behavioral and goal progress, and monitor mental wellness. When students' needs require services outside the scope provided by the school or are recommended to be applied in conjunction with</p>	

private counseling, students and caretakers will be provided with community-based referrals for mental health resources as needed.

School-based MTSS teams will plan and implement individualized attendance plans, behavior plans and Functional Behavior Assessments.

School-based Crisis Team will conduct suicide risk (Columbia Protocol) and threat assessments (CSTAG Protocol).

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.

Tier 1 supports are measured and tracked in a school-wide tracking system as well as in individual student data views (similar to a private electronic student file). Analyses of our school improvement plan data, data team tracking documents, needs assessments results, mental health screening data, and student and parent satisfaction surveys are conducted at regular intervals.

Tier 2 supports are measured through ongoing progress monitoring of attendance, private IssueAware tickets, student logs, student gradebook data, student progress report details, behavior plan data and data collected regularly within the Tier 1 supports. They are documented using district MTSS protocols.

Tier 3 supports are measured through individualized attendance plan tracking, functional behavior assessment data, private IssueAware tickets, student logs, gradebooks and progress reports. They are documented using district MTSS protocols and CSTAG threat assessment protocols.

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**325:1**

*2023-2024 proposed Ratio by June 30, 2024*

**325:1**

#### School Social Worker

*Current Ratio as of August 1, 2023*

**NA**

*2023-2024 proposed Ratio by June 30, 2024*

**NA**

#### School Psychologist

*Current Ratio as of August 1, 2023*

**NA**

*2023-2024 proposed Ratio by June 30, 2024*

**NA**

#### Other Licensed Mental Health Provider

*Current Ratio as of August 1, 2023*

**750:1**

*2023-2024 proposed Ratio by June 30, 2024*

**750:1**

## **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.**

School counselors and advisory teachers are employed to support student overall success. They work collaboratively with teachers to identify and provide additional layers of support to students in need. Last school year, we added a new role, escalation specialist, to provide a first line of defense support to families identified as being in "escalation" which is based on low attendance, insufficient contacts, low participation, or low performance.

**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).**

School counselors have dedicated increased time spent providing direct services to students based on our current school population's needs. As the team has grown, we have moved to grade level band teams to increase expertise and dedicated relationships with the students served.

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

School counselors and contracted mental health partners are providing small group and one-to-one counseling for students who display early warning signs of distress, academic struggles and possible challenges with mental health in an effort to improve mental wellness. Families are referred to community-based resources in their geographic area based on need and availability

## **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.**

Florida Connections Academy is a statewide virtual school servicing students in grades K-12 across the state. Our Counseling Team maintains a list of public organizations and resources by district so we may provide suggested local support for students and families who may benefit from these agencies.

## **MHAA Planned Funds and Expenditures**

### **Allocation Funding Summary**

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

\$ 286,371.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 286,371.00

**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:

<a href="#">FCA_MHAA_Planned_Expenditures_Report_2023-2024.pdf</a>
<i>Planned Expenditures Template</i>
<a href="#">Document Link</a>

**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**

Thursday 7/27/2023