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Introduction

Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

MHAA Plan Assurances

The District 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

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

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 school 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	Cognitive Behavioral Therapy
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Cognitive Behavioral Therapy (CBT) is another key component that can address the mental health needs of students at Florida Virtual School. CBT is a widely recognized and evidence-based therapeutic approach that focuses on the connection between thoughts, emotions, and behaviors. It aims to help students identify and modify negative or unhelpful thought patterns and behaviors that contribute to their mental health challenges.</p> <p>CBT in the context of virtual schooling can provide students with valuable skills to manage stress, anxiety, and other emotional difficulties that may arise from the unique challenges of online learning. By teaching students how to identify and challenge unhelpful thoughts related to their schoolwork, self-esteem, or social interactions, CBT equips them with practical strategies to reframe negative thinking and develop healthier coping mechanisms. Florida Virtual School will be offering CBT through Tier 1, Tier 2 and Tier 3 interventions.</p> <p>Tier 1 will be weekly Wellness Wednesdays that are offered and available to all students. These sessions will teach students valuable skills that will positively impact their academic performance, social interaction and self-esteem. In addition, as a Tier 2 intervention, small groups working on specific skills sets will be available to identified students that need additional support along with individual coaching sessions. Finally, for students and families that need more intensive support Florida Virtual School will be offering intensive CBT therapy options through our LevelUP program. This is a 8-10 week program that will be available to students needing more intensive support.</p> <p>The collaborative nature of CBT aligns well with the virtual learning environment, as therapists or counselors can work closely with students remotely through video conferencing or other digital platforms. This allows for regular check-ins, goal-setting, and the provision of ongoing support, even when students are physically distant. Moreover, CBT provides students with a structured framework for problem-solving, goal-setting, and developing effective time management and study skills, all of which are crucial for success in virtual learning environments.</p> <p>By integrating CBT into the mental health support services at Florida Virtual School, students can develop a stronger sense of self-awareness, emotional regulation, and resilience. This therapeutic approach empowers them to take an active role in their mental well-being and equips them with practical tools to navigate challenges and setbacks effectively. Ultimately, by addressing the unique mental health needs of students in the virtual school setting, CBT can contribute to their academic success and overall well-being.</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>Florida Virtual School (FLVS) will implement Cognitive Behavioral Therapy (CBT) through a multi-faceted approach to improve the early identification of social, emotional, or behavioral problems, substance use disorders, and the likelihood of at-risk students developing mental health challenges. By integrating CBT into our mental health support services, FLVS will be able to assist students dealing with trauma, violence, as well as depression, anxiety disorders, and suicidal tendencies. We plan to implement CBT through the following ways.</p>	

Early Identification: FLVS has developed a comprehensive screening process to identify students who may be at risk of social, emotional, or behavioral problems. This screening involves self-report assessments, teacher observations, and parent input. FLVS quickly identifies students who may benefit from CBT interventions.

Training for Staff: FLVS has provided training to student services team members, school counselors, and other relevant staff members on recognizing early warning signs of mental health issues and understanding the principles of CBT. This training has equipped staff with the skills to identify students who may need additional support and refer them to appropriate mental health professionals. Our mental health providers provide virtual therapy sessions to students in need. Through secure video conferencing (Zoom) students are able to receive individualized CBT sessions to address their specific mental health concerns.

Support Groups and Workshops: FLVS offers virtual support groups and workshops that focus on CBT techniques. These groups provide a safe space for students to share their experiences, learn from others, and develop healthy coping strategies. The workshops teach students practical skills related to stress management, emotional regulation, and problem-solving.

Trauma-Informed Approach: FLVS has adopted a trauma-informed approach to address the needs of students who have experienced trauma or violence. CBT is adapted to incorporate trauma-focused techniques, helping students process and heal from traumatic experiences. This approach aims to create a supportive and safe environment that acknowledges the impact of trauma on students' mental health and fosters resilience.

Crisis Intervention and Referral: FLVS has established a system for immediate crisis intervention and referral for students who exhibit acute signs of distress, depression, anxiety, or suicidal tendencies. Trained Student Services staff members provide immediate support while connecting students with emergency resources, families, and local mental health services to ensure that students are safe and receive the necessary resources to address their individual mental health needs.

By implementing CBT in these ways, FLVS has improved the early identification of mental health concerns, provide targeted interventions, and equipping students with the necessary skills to manage their social, emotional, or behavioral challenges. This approach not only supports students dealing with trauma, violence, or substance use disorders but also helps prevent the development of more severe mental health conditions such as depression, anxiety disorders, or suicidal tendencies

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.

School-based mental health professionals will encourage students to discuss how they think about themselves, classmates and the world around them. Counselors will work with students to teach them to think about how their actions affect their thoughts and feelings. CBT teaches that when we change our thoughts and actions then our feelings will change and improve. CBT interventions, provide instructional techniques such as explicit teaching and use of modeling, role-playing, feedback, reinforcement, and cognitive components that include cognitive modeling. Changing students' inner dialogue and teaching them better ways to think can influence their behaviors such as bullying, hitting, pushing, or teasing. Students can learn to develop and use self-instruction to inform more positive behavioral choices. CBT will provide intervention treatment for students that are struggling with a variety of issues.

Evidence-Based Program	Dialectical Behavioral Therapy (DBT)
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Dialectical Behavioral Therapy (DBT) offers specific components that can effectively address the mental health needs of students at Florida Virtual School (FLVS). DBT combines elements of cognitive-behavioral therapy with mindfulness practices, creating a comprehensive and integrative approach to supporting student's mental well-being. DBT aims to enhance resiliency by teaching students skills in four key areas: mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. By learning these skills, students can better manage intense emotions, tolerate distressing situations, and improve their relationships, ultimately fostering greater resiliency in the face of life's challenges.</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>Students will be exposed to DBT skill-building strategies through our Wellness Wednesday lessons. These lessons will focus on building skills in emotion regulation, mindfulness, distress tolerance, and interpersonal effectiveness. School-based mental health professionals will run small groups for identified students that might require additional support in the skills previously identified. Upon identification of students, parents/guardians will be contacted to discuss the treatment approach and proceed with parental consent.</p> <p>In addition, FLVS will offer targeted intervention services for students that need intensive counseling support. This will be a tier 3 intervention that will be offered to students with parental permission. Students will participate in DBT Skills Class as well as 1:1 counseling with a licensed DBT certified counselor. Participating in a DBT Skills class offers numerous benefits for students at Florida Virtual School (FLVS). These classes focus on teaching essential skills in mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness. Students will gain practical tools to navigate their emotions, cope with stress, and enhance their relationships. The benefits of attending these classes include developing a greater understanding of one's own emotions, building resilience to handle distressing situations, and improving communication and interpersonal skills. Through the structured curriculum and interactive exercises, students acquire valuable techniques that can be applied in their daily lives, leading to improved emotional well-being, increased self-awareness, and a greater ability to face challenges with confidence. Additionally, the supportive group environment fosters a sense of belonging and provides opportunities for peer learning and support, which can further enhance students' growth and progress in managing their mental health.</p>	
<p>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.</p>	
<p>Student Services Team members will meet with students on a weekly basis, or as needed based on the student's individual needs. Staff will provide opportunities for skills group sessions in the areas of interpersonal, distress tolerance, emotion regulation and mindfulness skills. Staff will consult with parents at least twice a month, or more, based on individual student needs.</p> <p>Students that participate in the Intensive DBT Therapy program will participate in weekly DBT Skills Building Class as well as weekly 1:1 counseling sessions for up to 10 weeks.</p>	

Evidence-Based Program	Solution-Focused Brief Counseling (SFBC)
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Solution-Focused Brief Counseling (SFBC) is a counseling approach that focuses on identifying and amplifying a student's existing strengths and resources to create positive change. It aims to help students overcome challenges by envisioning and working towards their desired future, rather than analyzing past problems. By encouraging students to identify their own solutions and build on their strengths, it promotes a sense of empowerment, self-efficacy, and resiliency. This approach emphasizes a collaborative and goal-oriented process, helping students develop practical strategies to overcome obstacles and adapt to difficult situations, ultimately enhancing their ability to bounce back from adversity.</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>School-based mental health professionals who receive a student referral will provide SFBT services with parental consent. Staff will focus on using SFBC techniques such as detailing, mind mapping, mindfielding, cheerleading, amplifying and reframing and refocusing. These techniques are strength-based approaches that emphasize resilience to elicit positive change in students.</p>	
<p>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.</p>	
<p>By engaging students in a collaborative and strength-based process, SFBC empowers them to take an active role in their mental health journey, facilitates goal attainment, and promotes overall well-being. The school-based mental health professionals will work with students to identify achievable goals and collaboratively develop an action plan to address their concerns. Emphasis is placed on identifying and implementing practical solutions that can lead to positive changes.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:1,478

2023-2024 proposed Ratio by June 30, 2024

1:1,435

School Social Worker

Current Ratio as of August 1, 2023

1:9,759

2023-2024 proposed Ratio by June 30, 2024

1:9,759

School Psychologist*Current Ratio as of August 1, 2023***1:9,759***2023-2024 proposed Ratio by June 30, 2024***1:9,759****Other Licensed Mental Health Provider***Current Ratio as of August 1, 2023***1:3,753***2023-2024 proposed Ratio by June 30, 2024***1:3,485****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.**

Direct employment of school-based mental health services providers, such as school psychologists, school social workers, school counselors, and other licensed mental health professionals, will significantly reduce staff-to-student ratios at Florida Virtual School (FLVS). By utilizing the Mental Health allocation, FLVS has been able to hire over 30 staff members to support the Mental Health needs of students at FLVS. Our proposal for the 23-24 school year involves the possibility of adding an additional licensed mental health counselor and school counselor to the team for the 23-24 school year.

Employing more licensed mental health professionals allows for a greater number of students to receive individualized attention and support. With lower staff-to-student ratios, mental health professionals can dedicate more time and resources to each student, ensuring their unique needs are met effectively. This increased availability enables our mental health professionals to provide ongoing support, conduct thorough assessments, and develop personalized treatment plans for students who require additional assistance. Additionally, the direct employment of these professionals has helped in early identification and intervention of mental health concerns for our students. With a lower caseload, mental health professionals have been able to proactively identify students who may be struggling with social, emotional, or behavioral challenges. Through regular check-ins, counseling sessions, and assessments, they have been able to identify warning signs, implement appropriate interventions, and provide timely support to students who may require it.

By expanding our mental health team, FLVS has been able to offer a comprehensive range of services and support. Licensed mental health professionals bring diverse expertise, enabling them to address a wide range of mental health concerns and provide specialized interventions when needed. They offer individual counseling, group therapy, crisis intervention, and preventive mental health education. This comprehensive approach ensures that students have access to the appropriate level of care and support, contributing to their overall well-being and success in the virtual 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).

Recognizing the importance of addressing the social, emotional, and mental health needs of students, FLVS has implemented a dedicated student services team whose primary objective is to

support students' direct mental health needs.

The student services team at FLVS is comprised of school psychologists, school social workers, school counselors, and other licensed mental health professionals. These professionals are specifically trained and equipped to provide direct mental health services to students. They prioritize the well-being of students and actively work to create a supportive and nurturing virtual learning environment.

To ensure that all staff members are well-prepared to address mental health concerns, FLVS is committed to providing comprehensive training on recognizing the warning signs of mental health issues. This training extends beyond student services personnel and includes all staff members who interact with students regularly. By equipping the entire staff with knowledge about mental health concerns and their warning signs, FLVS aims to create a holistic and integrated approach to supporting students' well-being.

FLVS recognizes that early identification of mental health concerns is crucial. By providing training to all staff members, FLVS ensures that educators and support staff are equipped to identify signs of distress, emotional struggles, or behavioral changes in students. This proactive approach enables early intervention and appropriate referral to student services personnel for further assessment and support.

In terms of resource allocation, FLVS demonstrates a strong commitment to supporting student mental health by dedicating resources to facilitate the provision of direct mental health services. This includes hiring additional student services personnel, ensuring adequate staffing levels to address the needs of the student population effectively. FLVS also invests in ongoing professional development opportunities for their student services team, enabling them to stay updated on best practices and evidence-based interventions in the field of mental health.

Overall, FLVS is committed to providing comprehensive support to address the social, emotional, and mental health needs of its students. Through the implementation of a dedicated student services team, investment in training for all staff members regarding mental health concerns, and resource allocation to enhance direct mental health services, FLVS strives to create an inclusive and supportive learning environment that promotes the well-being and academic success of all its students.

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

Florida Virtual School (FLVS) recognizes the importance of collaborating with outside community-based partners to provide comprehensive mental health support to students in need. Two partners that FLVS has utilized are Dial Care and Chrysalis Health. Both have played crucial roles in the implementation of FLVS' evidence-based mental health program.

Dial Care is a community agency that offers telehealth services, including mental health support, to individuals in need. FLVS has partnered with Dial Care to provide virtual counseling and therapy sessions to students who require ongoing support. Through secure video conferencing and phone conversations, students can access licensed therapists or counselors from Dial Care without the need for in-person appointments, 7 days a week. This partnership allows FLVS to extend mental health services beyond their internal student services team and ensure that students have access to timely and professional support often outside the typical working hours.

Chrysalis Health is another community agency that FLVS has collaborated with to enhance its mental health program. Chrysalis Health specializes in providing behavioral health services, including

counseling, case management, and psychiatric care. By partnering with Chrysalis Health, FLVS can offer a broader range of mental health services to students. This partnership enables students to access specialized interventions and support, such as psychiatric evaluations and medication management, through Chrysalis Health's team of licensed professionals. The involvement of Dial Care and Chrysalis Health has been instrumental in the implementation of FLVS' evidence-based mental health program. These community agencies bring expertise, resources, and a wider network of mental health professionals to support FLVS' efforts. They work in collaboration with FLVS' student services team, ensuring a seamless integration of services and a comprehensive approach to student mental health.

By partnering with Dial Care and Chrysalis Health, FLVS expands its capacity to provide evidence-based mental health interventions and support to students in need. These partnerships strengthen FLVS' ability to address a diverse range of mental health concerns and offer specialized services that align with best practices in the field. Ultimately, this collaborative approach enhances the effectiveness and impact of FLVS' mental health program, ensuring that students receive the comprehensive support they require to thrive in their virtual learning environment

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.

Community Partnerships: Dial Care and Chrysalis Health

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 2,697,933.00

Unexpended MHAA funds from previous fiscal years

\$ 688,690.00

Grand Total MHAA Funds

\$ 3,386,623.00

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:

No files were uploaded

School District Certification

This application certifies that the **Florida Virtual School** School Superintendent and School Board approved the district's 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 s. 1006.041(14), F.S.

Note: The charter schools listed below have **Opted Out** of the district's Mental Health Assistance Allocation Plan and are expected to submit their own MHAAP to the District for review.

Charter Schools Opting Out

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School Board Approval Date

Tuesday 9/12/2023