

MENTAL HEALTH PLAN

Hillsborough County Public Schools

2023-2024



Hillsborough County Public Schools
Addison Davis, Superintendent of Schools

School Board

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Special Thank You to our:
District Mental Health Team
Student Services Leadership Team
Local Planning Team Members
Community Advisory Council
Student Advisory Council

Background

During the 2018 session of the Florida Legislature, considerable attention was given to student safety and mental health resulting from the February 14, 2018 school shooting at Marjory Stoneman Douglas High School in Parkland, Florida. Details surrounding the school shooting brought to light the significant mental health history of the perpetrator, thus creating a sense of urgency regarding reinforcing the structural and physical safety of school buildings while also providing needed mental health supports for students.

In May 2019, the Florida Legislature provided additional requirements (Senate Bill 7030) for school districts based on recommendations of the Marjory Stoneman Douglas High School Public Safety Act (MSDHPSA) Commission. Governor Ron DeSantis signed this legislation into law in May 2019.

Hillsborough County Public Schools (HCPS) will continue to meet the requirements of the Marjory Stoneman Douglas School Safety Act (SB7026) and the Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission (SB7030).

HCPS will continue to align with state laws, rules, and regulations regarding the mental health allocation.

Essential Requirements

The Florida Department of Education (FLDOE) requires that all school district mental health plans will provide mental health assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses. Furthermore, the legislation governing the use of the Mental Health Assistance Allocation authorizes the district to refer certain students for mental health services. Students referred for mental health services include, but are not limited to:

- Students who are chronically violent or disruptive,
- Students expelled due to possession of a firearm, and
- Students who have made threats against the school

School-based problem-solving teams identify and respond to mental health concerns by focusing on a Multi-Tiered System of Support (MTSS) to identify and connect students and families to appropriate mental health services. Funds are utilized to assign additional student services personnel to expand clinical support to enhance school-based services and reduce the ratio of students to staff to better align with nationally recommended ratio models. The district provides direct services to students by allocating legislative funds to licensed mental health professionals and community mental health providers to deliver mental health services to students. HCPS collaborates with primary mental health providers to ensure appropriate services and positive outcomes for the students. In addition, local behavioral health care providers offer services to meet student needs through contracts and inter-agency agreements.

Continued professional development will improve the early identification of risk factors and reduce the likelihood of at-risk students developing social, emotional, or behavioral problems or substance abuse disorders. This will also strengthen the provision of early intervention services as well as provide mental health services to at-risk students dealing with trauma and violence, anxiety, depression, or suicidal tendencies, with the overarching goal of reducing the likelihood of mental health illness.

House Bill 1421 (HB 1421) School Safety legislation impacts the HCPS Mental Health Plan by continuing to require professional development opportunities to school district employees including certifying to the state that at least 80% of school personnel in elementary, middle, and high schools have been trained in youth mental health awareness. The legislation also requires that each school district adopts a family reunification plan if a school is closed or unexpectedly evacuated due to natural or manmade disaster. This legislation also requires the district to adopt and adhere to the same suicide screening instrument and that the instrument is approved pursuant to F.S. 1012.583.

The goal of the HCPS Mental Plan is to provide the necessary supports and interventions in a timely manner to ensure students' needs are met. SB 7030 requires that a mental health screening or assessment be provided within 15 days of a referral for school-based or community-based mental health services. School-based mental health services will be initiated 15 days after screening or assessment has been completed. Community-based mental health services will begin within 30 days after the school or district has generated a mental health referral.

In addition, parents of a student receiving services under this subsection are provided information about other behavioral health services available through the student's school or local community-based behavioral health services providers. A school may meet this requirement by providing information about and Internet addresses for web-based directories or guides for local behavioral health services. Also, individuals living in a household with a student receiving services under this subsection are provided information about behavioral health services available through other delivery systems or payors for which such individuals may qualify, if such services appear to be needed or enhance those individuals' behavioral health would contribute to the improved well-being of the student.

Threat Management Teams

As required by state legislation, all school sites have a School-Based Threat Management Team (SBTMT) that is led by the principal or designated administrator(s) and consists of mental health professionals, law enforcement, a staff with instructional expertise, and staff familiar with the student. School and district staff are trained to use a standardized threat management protocol endorsed by the FLDOE and adopted into HCPS threat management procedures. Additionally, the District collaborates with Public Consulting Group, Inc. to incorporate the written protocol into a robust online threat management documentation, intervention, and tracking software tool. Initial and ongoing training for all site-based staff and key stakeholders is provided. The online threat management database will be utilized to improve access to threat management information.

The SBTMT is expected to meet regularly, and at least monthly, and document meetings during the school year to ensure coordination of resources, assessments, and interventions for students. Reporting protocols for SBTAT actions will include notification to relevant groups (e.g., parents, guardians, law enforcement, and teachers) as needed.

The District-Based Threat Management Team (DBTMT) will hold monthly meetings and review procedures and protocols related to threat management, referral, care coordination, information sharing, transition/return-to-school, and needs assessment. This team will also problem-solve with schools on specific student interventions and safety protocols. The district has partnered with the University of South Florida to hire a mental health coordinator to oversee procedures and mandates related to threat management.

When a student transfers to a new school within the district, student records are transferred within three days. Online threat assessments and monitoring plans automatically transfer to the receiving school upon enrollment. These records may include verified reports of serious or recurrent behavior, patterns, including threat assessment evaluations and intervention services, psychological evaluations, therapeutic treatment plans, and therapy/progress notes, as appropriate. School security will assist to expedite the transfer of records as needed.

Suicide Prevention and Mobile Response Team

The district has implemented a comprehensive Suicide Prevention Protocol. The protocol was revised in 2017 to include current research methods and updated demographic information, to integrate Youth Mental Health First Aid (YMHFA) training, and to address 2016 Florida Statute 1012.583 and State Board of Education initiatives to address youth suicide awareness and prevention for instructional personnel. In 2021, the protocol was revised again to meet new legislative requirements, including incorporating de-escalation strategies, suicide screening tool standards, and mobile response team utilization.

In August 2021, HCPS implemented a District Mobile Response Team (DMRT) to facilitate the stabilization of students experiencing a mental health crisis in their least restrictive environment, thereby reducing the risk of trauma while coordinating care for the present crisis as well as potential future crises. The district has entered into a collaborative partnership with Gracepoint Mental Health Care. Through consultation, the DMRT may determine the need to deploy a Gracepoint licensed mental health professional trained in crisis intervention, to complete a more comprehensive suicide risk assessment following parent/guardian consent. The Gracepoint MRT provides an array of services including completion of the suicide risk assessments, development of safety or crisis plans, and facilitating transportation to stabilization services, as needed. Diversion services, such as follow-up care management and mental health service referrals, are offered if the student is de-escalated and deemed to not require an involuntary examination at that time.

All stakeholders play a role in suicide prevention, intervention, and follow-up intervention or postvention. Student Services professionals including School Counselors, School Psychologists, and School Social Workers have specific training and knowledge regarding helping a student who is at risk of suicide. Additional team members include Administrators, School Resources Deputies/Officers (SRDs/SROs), School Nurses, and faculty/staff with Youth Mental Health Certification. The district will continue to follow state recommendations for suicide prevention, screening, and interventions while utilizing the newly implemented District Mobile Response Team.

House Bill 5101 (HB 5105), mandates that parents or individuals living within the household be informed about behavioral health services available through their respective school district, local community-based providers, or other delivery systems. HB 5105 mandates that de-escalation procedures must include strategies to de-escalate a crisis situation for a student with developmental disabilities.

Additionally, HB 945 Children's Mental Health and signed into law by Governor Ron DeSantis in 2020 states that families will be provided information regarding utilizing a Mobile Response Team (MRT), a community resource for families with youth who are experiencing a mental health crisis. Furthermore, HB 945 mandates the use of de-escalation strategies to avoid an involuntary examination, unless any delay in the student's removal would increase the likelihood of harm to the student or others. When a student is involved in a crisis at school which includes harm to self, the District MRT will be utilized when possible.

Legislation also requires school districts to utilize evidence-based protocols developed to improve successful utilization of the MRT. All School Student Support Services will complete the Columbia Suicide Screener to assess the initial risk level of self-harm.

House Bill 899 (2022) expands upon involuntary reporting mandates, requiring School Districts to implement policy that will require the superintendent to annually report the number of involuntary examinations initiated at schools, on transportation or at school events/activities to the Florida Department of Education (FLDOE). It further requires the FLDOE to submit this data to the Department of Children and Families to analyze district trends and patterns, study the root cause of such trends, and make recommendations to reduce inappropriate involuntary examinations. All initiated involuntary examinations located on school grounds, school transportation, or at a school sponsored activity must be documented in the Involuntary Examinations, Restraint and Seclusion (IERS) platform.

Data and Evidence Reviewed

Multiple data sources are considered to identify the mental health needs among the student population. Each school submits mental health data monthly to assist with problem-solving and intervention planning. The mental health database is reviewed and shared regularly with district and school leaders. Data sources reviewed include:

- Mental Health Screenings, Referrals, and Services Provided
- District-Wide Threat Management, Suicide Screening, Mobile Response Team Outcomes, and Involuntary Examinations
- Panorama Survey (students)
- Annual School Health Report
- School Environmental Safety Incident Report (SESIR) Data
- School-based Early Warning System (EWS) data

Process for Identifying and Delivering Evidence-Based Interventions

The district relies on processes and teams already embedded in the schools to ensure that interventions are evidence-based. Problem-Solving Leadership Teams (PSLT) meet at all school sites at least monthly, to analyze both school and individual data using Response to Intervention (RtI) and MTSS framework to approach problem solving.

These practices and supporting teams use a problem-solving model that includes problem identification; problem analysis and barrier identification; action plan and implementation; and progress monitoring and evaluation to address concerns. The district utilizes screeners and programs to reduce the likelihood of at-risk students developing social, emotional, or behavioral health problems, depression, anxiety disorders, suicidal tendencies, or substance use disorders. The PSLT is led by school administrators and includes classroom teachers, student services staff, and exceptional student educators, to systematically consider school, small group, and individual issues. Parent involvement is actively sought and is an essential component in all processes. By utilizing the PSLT team and processes, the district can identify social, emotional, or behavioral problems or substance use disorders, to improve the provision of early intervention services, and to assist students in dealing with trauma and violence.

Currently, referrals to both internal and external service providers for academic and other wraparound services are available to students through recommendations by student services personnel. These recommendations result in specific efforts to differentiate and personalize support and to establish systems that will enhance the identification and delivery of student interventions along the spectrum of available services.

Existing Referral Procedures for School-Based and Community-Based Services

Upon receiving referrals for mental health support, student services personnel assess the student's needs and coordinate service delivery. All referrals comply with the Family Educational Rights and Privacy Act (FERPA) protections of student privacy as well as the Health Insurance Portability and Accountability Act (HIPAA) requirements for medical information. Current processes allow for referral or service delivery through the following mechanisms:

- On-site by student services personnel
- On-site by contracted community agencies
- Community referrals created by district personnel for services in the community, and/or
- Agency access letters allowing for private providers to initiate and deliver services on school campuses.

Capacity and Credentials of Current Mental Health Providers

Current HCPS mental health professionals are typically referred to as Student Services personnel. These personnel include school counselors, school psychologists, and school social workers. Student Services personnel provide prescriptive, ongoing support that is designed to meet the evolving needs of students. Services are provided to meet students' academic, physical, and resiliency needs and involve connecting students and families to the vast array of community agencies and resources available to provide further support. Student Services staff collaborate with all stakeholders to assist with academic and behavioral difficulties, develop interventions and monitor students' response to interventions. The following categories detail each mental health professional category in additional detail:

School Psychological Services (HCPS)

HCPS school psychologists have advanced degrees and are FLDOE certified and/or licensed, and many have specialized training and experience in a variety of areas. School psychologists may also possess credentials such as certification by the National School Psychology Certification Board or by the Behavior Analyst Certification Board.

The Department of Psychological Services is comprised of 140 credentialed school psychologists and psychologists employed by the district, who help students succeed academically, socially, and emotionally. Services provided by school psychologists include but are not limited to individualized psychoeducational evaluations and behavioral assessments, support for developing interventions to assist students in both general education and special education settings, short-term counseling, crisis counseling, and consultation with parents and educators.

School Counseling Services (HCPS)

In HCPS, school counselors are FLDOE certified/licensed educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career and social/emotional development needs by implementing a comprehensive school counseling program that promotes and enhances student success.

HCPS employs 175 elementary school counselors, 120 middle school counselors, and 166 high school counselors. Beyond traditional sites, there are school counselors serving the district virtual franchise, hospitalized or homebound students, incarcerated students, students in alternative education programs, students with disabilities in exceptional student education centers, students in foster care, homeless students, teen parents, adult students, and technical college students.

School Social Work Services (HCPS)

School Social Workers have a Master of Social Work (MSW) from a graduate institution accredited by the Council on Social Work Education. Currently, the Department of School Social Work Services includes 252 School Social Workers. Approximately 75 School Social Workers are also Licensed Clinical Social Workers (LCSW).

School Social Workers serve early childhood through adult education in all the district's elementary, middle, and high schools. Many school social workers have specialized assignments (e.g., attendance remediation and dropout prevention, bilingual team, homeless services, foster care services, crisis intervention team, mental health counseling for identified students).

School Health Services (HCPS)

School Health Services staff are an integral part of the school, ensuring the mental, physical, and emotional health and safety of students and staff. HCPS employs school health employees with varying credentials. These include Health Assistants (HAs), Licensed Practical Nurses (LPNs), Registered Nurses (RNs), Advanced Practice Registered Nurses (APRNs), and a Physician. These employees support the student clinics in each school and provide a range of health services to students. Currently, the district employs the following:

Mental Health Community Partnerships

Partnerships with community agencies and providers will be a key foundation of this model.

Contracted Partners through the Mental Health Allocation:

Central Florida Behavioral Health Network (CFBHN)- Managing Entity

Network of Contracted Mental Health Providers

- Children's Home Society
- Chrysalis Health
- Cove Behavioral Health
- Crisis Center of Tampa Bay
- Gracepoint
- Health Connect America, (HEADS)
- Invo Healthcare
- Northside Behavioral Health Center

- Success 4 Kids and Families
- Clear Path

The School Board has approved CFBHN to serve as the managing entity of contracted community providers, who will deliver evidenced-based mental health services to students including:

- Mental Health Assessments
- Mental Health and Co-Occurring Diagnoses
- Mental Health Interventions
- Mental Health Treatments
- Mental Health Transition/Recovery Supports
- Telehealth Services

Gracepoint Mobile Response Team

The School Board has approved Gracepoint to serve as our contracted community partner to provide crisis care and on-demand crisis intervention services during school hours. The purpose of this contract is to provide meaningful alternatives to inpatient treatment, when appropriate. The services include, but are not limited to:

- Crisis care evaluation/assessment
- Development of safety and/or crisis care plans
- Supportive crisis counseling and education
- Care management
- Facilitate stabilization services
- Facilitate transportation services

Invo HealthCare

The School Board has approved Invo HealthCare to serve high needs schools by providing the following services:

- Mental health assessments
- Treatment plans
- Behavior support
- Counseling services
- Family and school consultation

Over 140 schools have a therapist on campus providing direct services to students from the list of contracted community agencies pictured above.

Thousands of students and families have received mental health services through our contracted partnerships.

Other Local Partnerships:

Agency for Community Treatment Services, Inc. (ACTS)
 Agency for Health Care Administration
 Agency for Persons with Disabilities
 AMI Kids
 Bay Area Behavioral Services
 BayCare Behavioral Health
 Child and Family Counseling Program, Gracepoint
 Department of Children and Families, Guardian Ad Litem
 Department of Juvenile Justice
 Department of Health
 Eckerd Youth Alternatives
 Federal, state, and local courts

Federal, state, and local law enforcement agencies
 Florida Hospital
 PACE Center for Girls
 Tampa Bay Crisis Center
 Tampa General Hospital
 University of South Florida Health Psychiatry

Community Advisory Council:

This committee is comprised of community stakeholders including individuals serving in corporate and/or government leadership positions in the community at large. This committee includes mental health professionals, parents of students in HCPS, and school district staff. The Community Advisory Council meets quarterly to provide input on policies and procedures guiding the implementation of the Mental Health Plan, community partnerships and/or funding opportunities, and professional development opportunities.

Student Advisory Council:

This committee is comprised of high school students and district staff who serve as adult advisors to support the committee meetings and communications with school district leadership. The Student Advisory Council provides input in the following areas:

- Student involvement in creating and promoting positive school cultures
- Student needs that may affect the scope or type of wellness and intervention services provided within the Mental Health Plan
- Ideas regarding the promotion and delivery of information and services provided under the Mental Health Plan in a student-friendly manner through social media and other communication platforms

Description of Mental Health Services from Mental Health Allocation

- Additional Student Services Personnel
 - The addition of FLDOE Certified/Licensed student services personnel are hired to assist the district with meeting the nationally recommended ratio model of school-based mental health service providers to students.
 - These personnel will provide direct services within the scope of their departmental role as described above, with an emphasis on meeting mental health and resiliency needs in their assigned schools. Some of these services may include but are not limited to mental health screenings, suicide and threat management, crisis intervention, and individual or group counseling for students at school sites.

District-Wide Mental Health Professionals Staff to Student Ratios for Hillsborough County Public Schools Including those funded through the Mental Health Plan

	<u>2022-23</u>	<u>2023-24</u>
School Counselors:	1:423	1:400
School Psychologists:	1:1,266	1:1,319 (critical shortage)
School Social Worker:	1:785	1:732

- The Supervisor, Clinical Care, Student Services reports directly to, and partners with, the General Director, Student Services to accomplish the following:
 - Represent the district at the State Mental Health Coordinator
 - Work with district personnel and contracted community mental health providers.
 - Coordinates the Mental Health Plan and participates in ongoing needs assessment and collaboration between and among mental health providers, including contracting with mental health providers.
 - Oversees the District Mental Health Clinicians, who provide direct support to schools and families.
 - Helps to oversee the district threat management process, including:
 - Trains and collaborates with the SBTAT and the DBTAT in performing necessary duties and

coordinates the collection of mental health data as related to MSDHSPSA.

- The Licensed District Mental Health Clinicians will work with interdisciplinary teams to address the mental health needs of students and families. These individuals will be the primary point of contact between the district and contracted mental health providers, in compliance with FERPA and HIPPA. Duties include but not limited to:
 - Collaborate and consult with site-based student services staff and other stakeholders regarding suicide screenings, threat management, mental health referrals, Mobile Response Teams, MTSS interventions and care delivery.
 - Work closely with students and families to discuss mental health services and ensure a smooth transition for students following inpatient or residential treatment.
 - Train stakeholders in the areas of mental health, crisis response, threat management and evidence-based counseling programs.
 - Collect and monitor mental health data and provide ongoing feedback regarding compliance.
- The Supervisor of Emotional Wellness Student Services reports directly to, and partners with, the General Director, Student Services to support mental health by completing the following:
 - Provide professional development resources that promote student behavior management and mental health awareness, prevention and intervention programs and initiatives.
 - Support schools with Tier 2 and Tier 3 interventions to include skill building related to social emotional learning to targeted students.
 - Create and disseminate mental health professional development content, in collaboration with other divisions, and performs necessary duties related to MSDHSPSA.
 - Oversee the Coordinators, Emotional Wellness, and job responsibilities include data entry, compliance monitoring, and program evaluation.
- The Coordinators of Emotional Wellness ensure implementation of mental health plan and the following initiatives:
 - Monitor compliance of policies, procedures, and practices that align with the district's mental health plan.
 - Develop and provide mental health outreach and creation/delivery of professional development opportunities as it pertains to mental health services.
 - Design and implement professional development programs to support social and emotional learning curriculum and instruction using best practices, including research on learning theory and content standards.
- The Quality Assurance Department Manager reports directly to, and partners with, the General Director to ensure the department is supporting schools and providing mental health services that enable each student to excel. Specifically, the Quality Assurance Department Manager is responsible for:
 - Monitor and assess the efficacy and cohesion of the department's strategies.
 - Oversee the implementation of the mobile response teams.
 - Update policies and programs through the design and monitoring of performance measures and strategic data collection and reporting.
 - Support Student Services' communication strategy, coordination, and leads strategic projects and initiatives as needed.
- The District Mobile Response Team (DMRT) consists of licensed mental health personnel acting as District Mental Health Clinicians and District Mental Health Specialists. The DMRT supports and consults with Student Services school teams caring for a student in a mental health crisis. The purpose of this team is to facilitate the stabilization of students in their least restrictive environment, reduce the risk of trauma, and coordinate care for the present mental health crises.
 - Use evidence-based inquiry and screening to facilitate support, including but not limited to the following:
 - Collaborate and consult with site-based student services staff and other stakeholders regarding suicide screenings

- Ensure de-escalation strategies are implemented, parents are notified, and determine appropriate next steps for mental health care
- Determine the need to deploy a contracted licensed mental health professional to complete a more comprehensive suicide risk assessment at the school site
- The Analyst 2, Quality Assurance, Student Services reports directly to the Quality Assurance Department Manager and is responsible for the following activities:
 - Ensure the department is partnering with schools to provide the support and services that enable each student to excel.
 - Monitor the department's performance measures.
 - Develop and maintain strategic data collection and analysis processes.
 - Manage fulfillment of local, state, and federal reporting/grant requirements.
 - Supports other strategic projects and initiatives as needed.

Evidence-Based Programs and Services

The mental and emotional wellness services, programs, and initiatives, supported by this allocation, will ensure that existing and future evidence-based prevention and intervention programming continue to support our student's mental and emotional wellbeing. Currently, the district implements several evidence-based social, emotional, and behavior management frameworks and intervention programs. Programs are reviewed through the lens of the MTSS framework for students at each tier level. Funding from the MSDHSPSA allocation will further enhance existing initiatives and support the creation of systemic protocols for Tier 3 interventions. Current and future programs, initiatives and curricula include:

Tier 1 Programs and Initiatives Supporting Prevention and Awareness	
Positive Behavior Intervention and Supports (PBIS)	CHAMPS
Trauma Informed Practices	Community-Based Partnerships (MOAs)
Youth Mental Health First Aid (YMFHA)	Crisis Intervention Training
ACT Now! Mental Health Presentations	Teen Mental Health First Aid
CHOSEN curriculum	EverFi
Human Kinetics and Teen Mental Health	MH High School Curriculum Guide
Narcotics, Overdose, Prevention Education (NOPE)	Kids on the Block
MBF Teen Safety Matters	Monique Burr Foundation (MBF) Child Safety Matters
Panorama	Restorative Practices
7 Mindsets	Sandy Hook Promise-Start with Hello and SAVE Promise Clubs

Tier 2 and Tier 3 Programs and Initiatives Supporting Prevention and Awareness	
Check In/Check Out	Check and Connect
Committee for Children-Second Step Curriculum (For grades K-8) and in pre-kindergarten classrooms	Coping Cat
Match-ADTC	Problem Solving Strategies
Public Consulting Group Online Threat Management and Suicide Assessment and Monitoring Plans	Insights to Behavior
Individual and Small Group School-Based Counseling	Crisis Response/Counseling
5000 Role Models of Excellence	Nonviolent Crisis Interventions (NCI)

Professional Development Needs

Existing student and programmatic data suggest that professional development is needed for teachers, staff, administrators, student services personnel and district personnel to support mental health awareness, treatment, and prevention initiatives for students and their families. When appropriate, students and parents will also be invited to participate. Training will be scheduled for the following:

Professional Development Needs	
Counseling Skill Building	Early Warning Systems
Counseling Documentation	Data-Based Decision Making
Mental Health Awareness for Staff, Students, Families, and the Community	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) Universal Screening Tool
Mental Health Needs Among Lesbian, Gay, Bisexual, Transgender, Queer, or Questioning (LGBTQ+) Students	Suicide Prevention Protocol
PREPaRE Curriculum	Threat Management Protocol
MTSS Processes and Best Practices	Trauma Sensitive Practices
Resiliency Curriculum	Youth Mental Health First Aid (YMHFA)
Resiliency and Character Education Strategies (such as mindfulness)	De-Escalation Training
Sex Trafficking / Refugee Youth	Mobile Response Team Best Practices
Risk Assessment and Intervention	Compassion Fatigue and Self Care
Behavior Code	Best Practices with social media

Program Implementation and Outcomes

HCPS will demonstrate its commitment to meeting the requirements of the Mental Health Assistance Allocation through the provision of the following metrics will be submitted annually. The Outcomes and Expenditures Report Checklist include:

- Students who receive screenings or assessments
- Students who are referred to either school-based or community-based providers for services or assistance.
- Students who receive either school-based or community-based interventions, services, or assistance
- School-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation.
- Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers

The 2023-2024 Annual Mental Health Allocation Plan is hereby approved by the School Board of Hillsborough County, Florida.