



## Part I: Youth Mental Health Awareness Training Plan

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## Introduction

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mentalhealth. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

### Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

### Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

## Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

### MHAA Plan Assurances

#### The Charter School Assurances

One hundred percent of the state funded proportionate share is used to 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

Maximizing the use of other sources of funding 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

Includes a system 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 providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Yes

#### A Charter school board policy or procedures 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-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, 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 in s. 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 in s. 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, or 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

## Planned Outcomes

**Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).**

- 1) To expanded services to students with school-based mental health care;
- 2) to train educators and other school staff in detecting and responding to mental health issues;
- 3) to connect children, youth, and families who may experience behavioral health issues with appropriate services.

## Charter Program Implementation

<b>Evidence-Based Program</b>	Youth Mental Health First Aid training
<b>Tiers of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>Tier 1: Universal Strategies-focus on promoting social and emotional well-being and development of all students.</p> <p>Tier 2: Selected, brief strategies to support students at risk of or with mild mental health challenges.</p> <p>Tier 3: Intensive, ongoing strategies to support those with significant mental health needs.</p>	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<p>Tier 1: Universal Strategies-focus on promoting social and emotional well-being and development of all students.</p> <ul style="list-style-type: none"> <li>- School Counselor</li> <li>-School Nurses</li> <li>-School Social Worker</li> <li>- School Psychologist</li> </ul> <p>Tier 2: Selected, brief strategies to support students at risk of or with mild mental health challenges.</p> <ul style="list-style-type: none"> <li>- School Counselor</li> <li>-School Nurses</li> <li>-School Social Worker</li> <li>- School Psychologist</li> <li>- Community Mental Health Supports</li> </ul> <p>Tier 3: Intensive, ongoing strategies to support those with significant mental health needs.</p> <ul style="list-style-type: none"> <li>• BayCare Services: Dayspring contracts with BayCare to implement intense mental and behavioral intervention for families and students.</li> <li>• School Counselors: Services at the Tier 3 level include: assisting in the development and implementation of 504 plans and counseling, referring to community counseling services, works collaboratively to provide crisis response with students identified at-risk for self-harm and/or harm to others, works to develop re-entry plans for those students when intensive intervention occurs, participates on multi-disciplinary school teams focused on providing wraparound services to struggling students, provides individual student planning focused on dropout prevention and on time graduation.</li> <li>• School Nurses: Services at tier 3 level include: develop, review and update IHP for students with severe chronic health problems, provide more frequent and individualized interventions for intensive health needs, provide intensive and individualized interventions as part of multi-disciplinary team, support the eligibility process related to special education services (H/HB, OHI, IEP, 504, etc.), advocate for and assist individual students in the management of their chronic illness to improve attendance and academic performance, provide intensive child-specific training for staff in management of chronic illnesses, provide emergency crisis intervention supports, continue to monitor EWS data (attendance, discipline, GPA) and consider health implications, and provide individual health counseling and consultation.</li> <li>• Social Workers: Services at the tier 3 level include: individual counseling services, risk assessments, collaboration with outside mental health and substance abuse treatment providers, and consultation with</li> </ul>	

parents. For significant students and/or program needs, the service of intensive case management and implement therapeutic intervention is provided.

- School Psychologists: Services at the tier 3 level include: problem-solving individualized needs & monitoring of services, individual counseling services, development of Functional Behavior Assessments (FBA) and individualized Behavior Intervention Plans (BIP), and psychological assessment.
- School Based Behavior Specialist: Services at the tier 3 level include: development of Functional Behavior Assessments (FBA) and individualized Behavior Intervention Plans (BIP), in-class support for high magnitude behavior, staff training for implementation of individual strategies related to the BIP, collaboration with outside mental health providers, and consultation with parents.
- Specialized Support Requests: The availability of the Specialized Support Request process to obtain some of the following tier 3 services: classroom observations, specific training of research-based behavioral strategies, assessment and interpretation of behavioral data, and modeling of instructional techniques, parent training on targeted behavior skills, and consulting with school-based teams. This team consists of Board Certified Behavior Analysts and district behavior staff.

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.

#### Screening & Assessment:

Students can be referred for mental health counseling or substance abuse treatment services in school and through community based services. Referrals for these services can come from the staff, students or parents, as most referrals come through the School Based Intervention Team. Services are then provided on campus by a trained staff member.

Other data sources and incidents that will be used for screening/assessment:

- Early Warning Systems
- Students Baker Act
- Students expelled
- Students court ordered for mental health
- Data sharing with law enforcement: At-Risk Youth

#### Intervention/Treatment/Recovery:

- Refining of current assessment procedures to delineate threat to self and threat to others
- Alignment of law enforcement and school district procedures to ensure effective collaboration when providing assistance/support for all threats
- Development of the Pasco County District Threat Assessment Team to assist schools in problem solving unique situations and the collaboration of resources
- Develop data sharing between local law enforcement agencies and BayCare (Baker Act facility)
- TOOLS program
- Tier 3 student services response plans updated
- Safety & Reintegration plan will be developed to support students that have been Baker Acted: Notification to the Pasco County Mental Health Liaison with contact with the school- based student services staff.

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2022*

**.5:210**

*2022-2023 proposed Ratio by June 30, 2023*

**1:210**

### **School Social Worker**

*Current Ratio as of August 1, 2022*

**1:210**

*2022-2023 proposed Ratio by June 30, 2023*

**1:210**

### **School Psychologist**

*Current Ratio as of August 1, 2022*

**1:210**

*2022-2023 proposed Ratio by June 30, 2023*

**1:210**

### **Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2022*

**0**

*2022-2023 proposed Ratio by June 30, 2023*

**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.**

Dayspring currently employs .5 school-based certified school counselors that are assigned to schools based on student population and identified unique school needs. All schools have a minimum of one school counselor, with some secondary schools having additional counselors depending on grade level, total population and unique school needs. The school counselor provides tier one services working proactively with students through the provision of school-wide lessons/interventions focused on health and wellness, decision-making, emotional regulation and conflict resolution. Dayspring will hire and additional School Counselor: bring total to 1.

**Describe your school'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 address student mental health concerns through a process of referral and identification generated by school administrators, faculty/staff, self/peer, parent/guardians or a community-based care provider. Services at the tier 2 level include when a referral is made, the school counselor will work with the family to determine current insurance coverage. If the student lacks insurance, they will be engaging with the school social worker to provide a referral to the contracted agency.

#### **Screening & Assessment:**

Students can be referred for mental health counseling or substance abuse treatment services in school and through community based services. Referrals for these services can come from the staff, students or parents, as most referrals come through the School Based Intervention Team. Services are then provided on campus by a trained staff member.

Other data sources and incidents that will be used for screening/assessment:



- Early Warning Systems
- Students Baker Acted
- Students expelled
- Students court ordered for mental health
- Data sharing with law enforcement: At-Risk Youth

#### Intervention/Treatment/Recovery:

- Refining of current assessment procedures to delineate threat to self and threat to others
- Alignment of law enforcement and school district procedures to ensure effective collaboration when providing assistance/support for all threats
- Development of the Pasco County District Threat Assessment Team to assist schools in problem solving unique situations and the collaboration of resources
- Develop data sharing between local law enforcement agencies and BayCare (Baker Act facility)
- TOOLS program
- Tier 3 student services response plans updated
- Safety & Reintegration plan will be developed to support students that have been Baker Acted: Notification to the Pasco County Mental Health Liaison with contact with the school-based student services staff.

#### **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 address student mental health concerns through a process of referral and identification generated by school administrators, faculty/staff, self/peer, parent/guardians or a community-based care provider. Services at the tier 2 level include when a referral is made, the school counselor will work with the family to determine current insurance coverage. If the student lacks insurance, they will be engaging with the school social worker to provide a referral to the contracted agency.

- BayCare Health Services: Dayspring contracts with BayCare to provide training of its facility and treatment for mental health services.
- Bullying Prevention: School Counselors deliver classroom lessons that focus on understanding what bullying is and is not, recognizing bullying behaviors, responding to bullying situations, and promoting school safety.
- District School Crisis Intervention Team (CIT): Dayspring uses the Pasco School District CIT. The primary purpose of the Crisis Intervention Team is to offer support and assistance to students, families, and staff when a crisis occurs. The CIT provides both direct and indirect emotional psychological first aid intervention services.
- Early Warning System (EWS): EWS is currently being utilized to have data readily available that is housed at the school or district level to accurately predict which students are at-risk or off-track for on-time high school graduation.
- Morning Meet ups (Parent programs): The focus for Morning Meet up Program is to provide various parent trainings and supports. The Morning Meet up program helps to ensure parents are educated on topics such as: bullying (physical, verbal and cyber), social media, sex trafficking and other issues negatively affecting a student's physical, emotional and mental health.
- Positive Behavioral Interventions & Supports (PBIS): Increase capacity of schools utilizing Positive Behavior Support through a proactive approach establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success.
- Social Emotional Learning (SEL): Collaborate with an outside provider to assist with embedding SEL in instructional practices to support students in developing the necessary skills to reflect on their own learning, master academic content, engage in positive social interactions, and become lifelong learners.

#### **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.**

BayCare Services: Dayspring contracts with BayCare to implement intense mental and behavioral intervention for families and students.

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

**MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)**

\$ 9,307.00

**Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan**

\$ 0.00

**Grand Total MHAA Funds**

\$ 9,307.00

### 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.) 1011.62 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:

DSA_Jazz_MHAA_forms_2.xls
<i>DSA Jazz MHAA forms 2</i>
<a href="#">Document Link</a>

## Charter Governing Board Approval

This application certifies that the **Pasco County 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 5/31/2022