FLORIDA DEPARTMENT OF EDUCATION
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2022-23 Mental Health Application

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).

Based on survey results from the 2021-2022 school 33% of our student population felt that bullying existed within our school. The goal for the 2022-2023 is to reduce this number by implemented evidence based programs and schoolwide anti-bullying initiatives.

We will ensure that 80% of our staff are trained in detecting and responding to mental health issues.

Charter Program Implementation

Evidence-Based Program	Sanford Harmony
Tiers of Implementation	Tier 1

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

Sanford Harmony is a social emotional learning program designed to build healthy relationships among students by having them engage in activities that promote understanding and respect. Classrooms teachers along with our Mental Health Counselors will work with his/her class to develop Harmony Goals, which describe the expectations for how to treat each other. Students will also participate in Meet Up and Buddy Up in their classrooms several times per week. In elementary this will be incorporated during their morning circle time with focused lessons each week with the school Mental Health Counselors. In middle school SEL lessons will be the primary focus of our learning strategies classes with the support of our Mental Health Counselors. Our schoolwide positive behavior program is tied to the core tenants of the Sanford Harmony program.

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.

We are fortunate to have 3 fulltime mental health counselors/ social workers on each of our campuses. Our counselors will work closely with our teachers to support the implementation of the Sanford Harmony program as well as incorporate the SEL skills into their group sessions. All students will know a counselor they can reach out to in case of trauma or emotional distress.

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.

As part of our application process students with specific mental health needs are identified thus allowing us to provide immediate services. All students on our campus have IEP's with annual reviews. Counseling and other health needs are reviewed annually or more frequently as needed per their IEP's.

Evidence-Based Program	EverFi
Tiers of Implementation	Tier 1

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

Everfi is an SEL resource designed to equip students with skills like empathy, leadership, conflict resolution, self-awareness, and resilience. Students in grades 7-12 will be engaged in SEL lessons weekly during their learning strategies or preparation for adult learning courses. Focused lessons will be introduced with the support of teachers and mental health counselors. Components of the EverFi program tie in directly to our Positive Behavior Support programs.

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.

During weekly instruction students will be engaged in lessons and discussions surrounding key topics impacting youth today - social emotional issues, substance abuse, depression, anxiety, suicide, trauma etc. During this discussions they will be able to identify trusted adults such as our mental health counselors that they can reach out to should they be experiencing any of these issues. In addition, students will have access to direct services to one of our mental health counselors should the need arise.

Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.

We are fortunate to have licensed and certified mental health counselors and social workers on our campuses. The counselors are available to provide intervention and assessments in the event of a crisis or if a student is high risk.

Evidence-Based Program	Youth Mental Health First Aid Training
Tiers of Implementation	Tier 1

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

Our goal is to have a minimum of 80% of our staff trained in Youth Mental Health First Aid. Youth Mental Health First Aid is designed to teach educators how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.

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.

We plan to utilize our mental health counselors to train staff using the Youth Mental Health First Aid format.
Topics covered in the training will address the identification of social, emotional, behavioral disorders, substance abuse, depression, anxiety and suicidal tendencies. It will give all participants foundational skills to assist with identifying students at risk.

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.

It is our goal by having 80% of our staff trained that we will be able to intervene and identify at risk students and get them to the help they require.

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022
1:889

2022-2023 proposed Ratio by June 30, 2023
1:889

School Social Worker

Current Ratio as of August 1, 2022
4:889

2022-2023 proposed Ratio by June 30, 2023
5:889

School Psychologist

Current Ratio as of August 1, 2022
1:889

2022-2023 proposed Ratio by June 30, 2023
1:889

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022
2:889

2022-2023 proposed Ratio by June 30, 2023
2:889

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.

Pepin Academies directly employs 7 mental health service providers (counselor, licensed clinical social workers and licensed mental health counselor). With an enrollment of 889 students, this is a total ratio of 7:889, which we believe to be substantial given our total student population.

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).

Pepin Academies utilizes contract services for school psychologists and school social workers to conduct evaluations. By contracting these services, Pepin Academies mental health service providers are able to spend 100% of their time on providing direct services to our students through individual counseling, small group counseling,

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

Pepin Academies utilizes contract services with Tampa Assessment Professionals for school psychologists and school social workers to conduct evaluations. In addition, we have a partnership with the Hillsborough Department of Children's Services Child and Family Counseling Program.

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.

Pepin Academies has a contract with Tampa Assessment Professional to provide psychological evaluations, behavioral assessments and social history assessments.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)
$ 38,114.00

Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan
$ 8,527.00

Grand Total MHAA Funds
$ 46,641.00

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 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

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
Monday 7/25/2022