



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2023-24 Mental Health Application

## Part I: Youth Mental Health Awareness Training Plan

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## Introduction

### Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

#### MHAA Plan Assurances

##### The Charter School Assures

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives

Yes

Other sources of funding will be maximized-to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

##### A charter governing board policy or procedure has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes

Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined ins. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined ins. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. s. 1006.041, F.S.

Yes

## District Program Implementation

<b>Evidence-Based Program</b>	Youth Mental Health First Aid
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<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: Dayspring currently employs one 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.</li> <li>• School Nurses: Dayspring contract with Pasco School District for School Nurse. . Tier 1 supports include: health screening, immunization monitoring, promote school-wide health interventions, monitor for communicable disease, and provide health/wellness guidance for students and staff.</li> <li>• School Social Workers: Dayspring contract with Pasco School District for social workers. The school social worker provides tier one services by utilizing a direct service delivery model to promote a connection between schools, families, and the community.</li> <li>• School Psychologists: Dayspring Academy contract with Pasco School district for School psychologists. Tier 1 supports include: providing comprehensive school psychological services based on data- informed decisions through a collaborative, comprehensive problem-solving process utilizing current evidenced-based research in the areas of academic, behavioral, and social emotional.</li> </ul> <p>Interventions/Resources:</p> <ul style="list-style-type: none"> <li>• BayCare Health Services: Dayspring contracts with BayCare to provide training of its facility and treatment for mental health services.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Positive Behavioral Interventions &amp; 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.</li> <li>• 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.</li> </ul>	

<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>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: 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.</li> <li>• School Nurses: Each provides health expertise, guidance and support and serves as a liaison to advocate for healthcare and a healthy school environment. Services at the tier 2 level include: development and review of Individualized Healthcare Plan (IHP) for students with chronic health conditions, provide access to appropriate resources for identified student health needs, consult with parents and/or medical professionals regarding health concerns, participate in multi-disciplinary team process to support student health needs and academic success, provide small group health counseling and consultation, and monitor EWS data (attendance, discipline, GPA) regarding health implications.</li> <li>• School Social Workers: Services at the tier 2 level include: classroom observations, collaborative intervention planning and implementation, group counseling services, assessment of student or family needs and connecting with community partners to address various systemic topics or needs.</li> <li>• School Psychologists: Services at the tier 2 level include problem-solving student needs, monitoring service effectiveness, facilitating skills group counseling (social skills, anger management, stress reduction, etc.), classroom observations, assessment and interpretation of behavioral data to monitor response to interventions, consulting with school-based intervention teams, and mentoring of students.</li> <li>• Community Mental Health Supports: Dayspring currently has collaborative agreements with local community mental health agencies to provide mental health services. These services range from outpatient supports to more intense and targeted mental health services.</li> </ul> <p>Interventions/Resources:</p> <ul style="list-style-type: none"> <li>• BayCare interventions: Dayspring contract with BayCare services to provide group and individual counseling and intervention in conjunction with our school staff.</li> </ul>
<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>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> </ul>

- 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, 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, and consider health implications, and provide individual health counseling and consultation.
- 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 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 & individualized Behavior Intervention Plans, and psychological assessment.

#### 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
- 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, 2023*

**2.5:900**

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

**3:1000**

**School Social Worker***Current Ratio as of August 1, 2023***0***2023-2024 proposed Ratio by June 30, 2024***0****School Psychologist***Current Ratio as of August 1, 2023***0***2023-2024 proposed Ratio by June 30, 2024***0****Other Licensed Mental Health Provider***Current Ratio as of August 1, 2023***0***2023-2024 proposed Ratio by June 30, 2024***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 will be School counselors in order to address the needs of the students. These funds will assist in paying for three FT counselors. The estimated cost for three FT counslors is \$210,000. Without funds, Dayspring would not be able to have third counselor and would increase ratios.

**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).**

Dayspring conducts an annual needs assessment of the needs for personnel. The needs assessment established the need for more school counselors as a result of pandemic.

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

Dayspring has strong relationship with Baycare services. Baycare provides on campus and off campus support and intervention for students and families upon referral.

**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.**

Dayspring has various Mental Health providers. The Agency we use is BayCare Services. The services used are Mental Health Counseling, Family and group counseling and Behavior intervention.

The contract/MOU with Baycare indicates required licenses to provide the services must be required. All direct services are provided by a LCSW, LMHC, LMFT, LCP or Psychiatrist. All Case Management services are provided.



## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

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

\$ 51,850.00

#### Unexpended MHAA funds from previous fiscal years

\$ 0.00

#### Grand Total MHAA Funds

\$ 51,850.00

### MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1006.041 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

MHAA_23-24_DSA_4301.pdf
<i>MHAA Expenses report</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

Monday 6/5/2023