



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

Evidence-Based Program	Cognitive Behavioral Therapy
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
People's emotions and behavior are influenced by their perceptions. In other words, change your thoughts, to change your feelings, to change your behavior. This works on the three levels of cognition: core beliefs, dysfunctional assumptions and negative automatic thoughts.	
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.	
Counselors will utilize psychoeducational in order to teach students how to recognize cognitive distortions, change faulty thinking, and replace with positive self-affirming statements. Counselors will use Socratic questioning in order to help students gain clarity on the problems they are experiencing. Counselors will teach students practice strategies to help them manage anxiety, cope with intense emotions and make better choices to improve their mental health.	
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.	
The students at PA-NPR present with multiple diagnosis such as Attention Deficit Hyperactivity Disorder (ADHD), autism, Oppositional Defiant Disorder (ODD), PTSD, depression, General Anxiety Disorder, Panic Disorder, Mood Disorder, etc. We are made aware of these diagnosis through individual student IEPs, provided psychiatric evaluations, and/or initial parent/student interviews and staff input. Clinical Intervention is based upon previous established clinical diagnosis, inventories administered upon parent meeting, IEP information, or evaluations provided. Intervention is determined by what is impacting the student socially/academically across all school settings. Goal building and goal setting is conducted with the student relative to the student diagnosis and expected outcomes. Identified interventions are implemented in relation to diagnosis within individual or group therapy settings. Intermittent evaluation of student's progress using face-to-face interviews (parent, student, teachers, and support staff), observations, and inventories are utilized. Services are decreased as goal completion/satisfaction occurs. Additional provision of resources and support are provided as needed. The student is discharged from services once goals have been met.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:116

2023-2024 proposed Ratio by June 30, 2024

1:116

School Social Worker

Current Ratio as of August 1, 2023

1:116

2023-2024 proposed Ratio by June 30, 2024

1:116

School Psychologist

Current Ratio as of August 1, 2023

2023-2024 proposed Ratio by June 30, 2024

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:116

2023-2024 proposed Ratio by June 30, 2024

1:116

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.

The employment of our LMHC, RCSWI and school counselor allow for students who have counseling services in their IEPs as related services to be seen as described in their IEPs while providing additional mental health support services for those students who do not have the related service in their IEPs but whom require mental health supports.

PA-NPR's established policies and procedures increase the amount of time the LMHC and RCSWI spend on providing direct mental health services to our students. At Pepin, only our newly hired school counselor participates in master schedule building, credit reviews, transcript reviews or graduation requirements.

Our LMHC and RCSWI's sole responsibilities are to provide mental health support and counseling to our students. They provide supports to parents and families as well as resources for additional community-based mental health partners. PA-NPR's counselors work closely with the district mental health team and mobile response units.

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).

Pepin Academies-New Port Richey (PA-NPR) has a school-wide Positive Behavioral Interventions and Supports (PBIS) plan in place as well as Restorative Practices (RP) strategies that are implemented with fidelity across our campus. In addition, we have a full-time behavior specialist, a behavior assistant, one Licensed Mental Health Counselor (LMHC), one Registered Clinical Social Work Intern (RCSWI) and one full-time school counselor for the 2023-24 school year. They provide positive behavioral supports for all ESE students. Our mental health counselors provide instruction in social and emotional areas during individual, small group and whole group (maximum of fifteen students) formats throughout the school year. Our counselors provide not instruction and supports as indicated by the student's Individual Education Plan (IEP) and offer interventions to manage mental health concerns. Our counselors work closely with families and private/community mental health services providers to deliver wrap-around services for our students. Students and staff receive on-going and annual bully prevention, suicide awareness, and substance abuse prevention training. We work closely with the Pasco County Sheriff's Office (PCSO), Pasco County Behavioral Health Intervention Team (BHIT) and BayCare to provide additional training and resources to our students and staff. Our

staff receives annual training on PBIS and RP strategies and initiatives during preplanning and on-going throughout the school year. Our counselors provide self-care resources and training to our staff through the use community resources and classroom level supports. Our school provides social skills and prosocial behavior strategies 1x monthly. Our counselors attend professional development and present information to staff and students.

Mental Health First Aid Awareness and Training: PA-NPR is committed to ensuring that all staff receive Mental Health First Aid training. As of 5/30/2023 we have 52% of our staff trained in Mental Health First Aid. Our training goal for the 2023-24 school year is to have at least 80% or more of our staff trained by June 2023.

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

Our teachers, mental health counselors, behavioral specialist/behavior assistant, ESE Specialists, and administrators, meet no less than monthly to discuss student-specific mental health concerns striving for early detection, identification and response to mental health issues. Procedures and the referral process to address mental health concerns are reviewed annually with staff during preplanning along with a visual reminder of the required steps should a concern arise. Our mental health counselors provide instruction and skill-building during individual, small group and whole group (maximum of fifteen students) throughout the school year to address topics such as defiance, impulsivity, anxiety, friendships, social problem solving, etc. Counselors provide therapeutic interventions to include Cognitive Behavioral Therapy techniques (CBT) Solution Focused techniques, aspects of Mindfulness, and Brief Therapy to assist with acquirement of more effective problem solving, coping, and social skills. Family supports and trainings are also offered. School counselors develop a plan of care for students identified as at-risk of developing mental health challenges. Strategies to address mental health concerns include teaching self-regulation/coping strategies. School staff works closely with families to provide additional mental health supports outside of the school setting. PA-NPR has established a relationship with BayCare Mental Health providers as well as other outside agencies/providers to assist Pepin families in obtaining the supports needed outside the academic setting. Our mental health counselors use a variety of evidence-based practices (e.g. CBT, DBT, etc.) for small groups and individuals to reduce mental health symptoms stemming from disorders such as depression, anxiety, and posttraumatic stress. Trauma-Informed Therapy is an essential part of our mental health support plan. Trauma informed interventions are used to promote reductions in negative behaviors.

We work with the District Crisis Intervention Team to offer support and assistance to students, families, and staff when a crisis occurs. The DCIT provides both direct and indirect psychological first aid and intervention services. The DCIT delivers additional follow up supports depending on the nature and severity of the crisis. The DCIT teams consist of trained school psychologist, social workers, school nurses and school counselors. Most DCIT members have been trained in PREPaRe to assist Pasco schools and charter schools in case of an emergency.

Additionally, PA-NPR has access to the districts' Mobile Response Team (MRT) to provide on-demand crisis intervention services in any setting in which a behavioral health crisis is occurring, including schools. Mobile response services are available 24/7 by a team of professionals and paraprofessionals, who are trained in crisis intervention skills to ensure timely access to supports and services. In addition to helping resolve the crisis, teams work with the individual and their families to identify and develop strategies for effectively dealing with potential future crises. (Bay Care)

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.

We currently have no community contract or interagency agreements. Our counselors work closely with families and private/community mental health services providers to deliver wrap-around services for our students. Students and staff receive on-going and annual bully prevention, suicide awareness, and substance abuse prevention training. We work closely with the Pasco County Sheriff's Office (PCSO), Pasco County Behavioral Health Intervention Team (BHIT) and BayCare to provide additional training and resources to our students and staff. Our staff receives annual training on PBIS and RP strategies and initiatives during preplanning and on-going throughout the school year. Our counselors provide self-care resources and training to our staff through the use community resources and classroom level supports. Our school provides social skills and prosocial behavior strategies 1x monthly. Our counselors attend professional development and present information to staff and students.

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 17,594.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 17,594.00

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_Planned_Expenditures_Report_2023-2024.pdf
MHAA planned Funds and Expenditures Form
Document Link

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

Wednesday 6/7/2023