



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



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).

Outcome # 1. Lutz Preparatory will utilize the Mental Health funds given to implement resources to help train educators in how to detect and respond to mental health issues.

Outcome # 2. Lutz Preparatory will create a one page informational resource to help connect children and families with appropriate behavioral health services available.

Charter Program Implementation

| | |
|---|----------------------|
| Evidence-Based Program | Leader in Me Program |
| Tiers of Implementation | |
| Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies. | |
| Implement Leader In Me Lighthouse and TUF with continued monitoring, and revising as needed. | |
| 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. | |
| Develop a referral/request form for MH Services available to staff and families. | |
| 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 referral system will allow our guidance counselor, admin team and mental health counselor track these students. The form will help move the process forward. | |

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|---|----------------------|
| Evidence-Based Program | Leader in Me Program |
| Tiers of Implementation | |
| Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies. | |
| <p>Universal supports in place at Lutz Prep involve positive behavior systems, school and class wide family engagement activities, events and positive attendance recognition and reinforcements. Our school relies of processes and teams to ensure that interventions are evidence based. Ex PSLT and MTSS.</p> <p>Lutz Prep is committed to offering school wide SEL time daily for all grade levels to implement LIM within their classroom and grade level. When addressing student success and considering the whole child.</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>When students enroll we do ask SEL questions as well as establish ongoing classroom/small group time with our guidance counselor. We also have a referral form for staff to utilize for student SEL needs when Tier 1 Daily whole group SEL time (LIM) is not enough support. We also make sure that our families know that we have a Guidance Counselor and Mental Health therapist on staff should students need additional SEL support that the daily classroom Leader In Me time. Additionally, we also use MTSS along with the PSLT approach so that as we are looking at achievement we are also focused on SEL needs. Also, the majority of our staff has take YMHFA training. As new staff joins our school we will monitor the need for additional YMHFA trainings. Parents are provided on going information, resources and training available t o all families as well as a monthly MH Newsletter from our Guidance Counselor.</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>The entire staff is trained in the CASEL approved Leader in Me program ongoing throughout the school year. We also partner with Baycare Behavioral Health to address and be aware of substance abuse issues. We target student support by continuing our MTSS model that address student needs academically, emotionally, behaviorally within that model. Baycare Behavioral Health and our private contractor provide targeted interventions to students who have been diagnosed or identified as at risk. They begin with a comprehensive assessment to best determine which services are necessary by the child's individual need. Due to the critical need of appropriate screening/assessment tools required to properly support student, Lutz Prep will continue to partner with mental health care providers to provide these assessments. We have the proper staff in place to conduct assessments, partner with professional for diagnosis, Implement Intervention, partnership to provide treatment with and support from school staff and contracted mental health professionals.</p> | |

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1:782

2022-2023 proposed Ratio by June 30, 2023

1:782

School Social Worker

Current Ratio as of August 1, 2022

1:782

2022-2023 proposed Ratio by June 30, 2023

1:782

School Psychologist

Current Ratio as of August 1, 2022

1:782

2022-2023 proposed Ratio by June 30, 2023

1:782

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

1:782

2022-2023 proposed Ratio by June 30, 2023

1:782

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.

Provides an additional adult other than the classroom teacher when a student needs or requires additional support outside the classroom learning environment. Ongoing classroom guidance lessons, small groups provided by the guidance counselor. Students with the greatest needs have the options to see our contracted MH counselor weekly.

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).

The school guidance counselor is not responsible for scheduling the CST's nor are they in charge of testing for the school. Therefore the additional time in the guidance counselors schedule is allocated to direct student services.

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

The role includes collaboration and additionally conducting a needs based survey. This will help foster help us determine who will be identified being served by the School based Guidance Services or contracted or outside services. MTSS and PSLT are utilized to provide staff support to help identify at risk students. Youth Mental Health First Aid Training is either provided for staff and/or staff is encouraged to attend YMHFA training offered by the district. School staff is also trained in threat assessment processes and procedures. We also also partnered with a company for transportation in a student crisis situation when help outside of the school is needed.

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.

Shelby Keirn, contracted mental health counselor on Campus Mental Health weekly Counseling services

Bay Care Mental Health Services- YFAMH Tracy Daniels, Pathways Master Level Practitioner Provides services to the adults on campus in regard to YMHFA training

Deborah Sickmon, Baycare Wellness and Safety Educator Provides Educational and Wellness workshops for students with parent permission given

Transcare: Transportation of students to crisis center if necessary

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 35,097.00

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

\$ 0.00

Grand Total MHAA Funds

\$ 35,097.00

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:

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| MHAA_Planned_Expenditures_Report_2022-2023_(004).pdf |
| <i>Lutz Preparatory MHA 22-23 expenditures</i> |
| Document Link |

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

Thursday 7/28/2022