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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>   | Leader in Me Program |
| <b>Tier(s) of Implementation</b>  | Tier 1, Tier 2       |
| Describe the key EBP components that will be implemented.   |                      |
| <p>Established supports that are utilized at Lutz Prep include positive behavior systems, school and class-wide family engagement activities and events, positive attendance, and 7 habits recognition and reinforcements. Lutz Prep relies on systems and teams to ensure that interventions are evidence-based. (Ex. Multi-tiered system of support - MTSS, fidelity checks, action teams, and problem-solving learning teams). Embedded into the daily schedule, LP is committed in offering school-wide SEL time for all grade levels K-8 to implement Leader in Me in their classroom and/or grade level. This is intentional time to promote student success through the whole child approach.</p>  |                      |
| <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>Students are surveyed SEL questions as well as interact with both teachers and behavior specialist (guidance counselor) through ongoing classroom/small group time. We also modified a referral form for staff to utilize for students' SEL needs when Tier 1 daily whole group SEL time (LIM) is not enough support. Additional communication is shared with our families for awareness of our Guidance Counselor and Mental Health Therapist and what they each offer should students need additional supports outside of the daily classroom leader in me time(s). LP uses MTSS along with a PSLT approach where as we are monitoring achievement and academics, we are equally focused on SEL needs. The majority of our staff members at LP has taken the YMHFA training course. As new staff joins our school, we continue to monitor the need for additional YMHFA trainings. Parents are provided on-going information including resources in a newsletter shared from our school counselor/behavior specialist.</p>             |                      |
| <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>Staff members are trained in CASEL approved Leader in Me program through ongoing coaching and trainings throughout the school year. We focus on student supports by continuing our MTSS model that address student needs academically, emotionally, and behaviorally within the model. As needed, BayCare Behavioral Health and our contracted Mental Health Therapist 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 students, Lutz Prep continues to partner with mental health care professionals to provide these assessments. We have staff in place to conduct assessments, partner with professionals for diagnosis, implement interventions, and 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, 2023*

**1:782**

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

**1:782**

### **School Social Worker**

*Current Ratio as of August 1, 2023*

**1:782**

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

**1:782**

### **School Psychologist**

*Current Ratio as of August 1, 2023*

**1:782**

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

**1:782**

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

*Current Ratio as of August 1, 2023*

**1:782**

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

**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.**

Serve in a role as an additional adult other than the classroom teacher when a student needs or requires increased support outside of the classroom learning environment. Ongoing classroom guidance lessons and strategies, as well as small group sessions are available by the guidance counselor/behavior specialist on a weekly basis.

**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).**

The guidance counselor/behavior specialist in this role is not responsible for scheduling CST's, nor are they assigned as the school testing coordinator or responsible for student scheduling. Instead, their primary focus is providing services to students in a counseling role where their time is intentional and allocated directly to 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.**

This role includes collaboration and conducting a needs-based survey. This survey will help guide us in determining which students are identified in being served by our school guidance counselor, or which students are at-risk to receive contracted or outside services. MTSS and PSLT's are utilized to provide staff support in helping to identify at-risk students as well. Youth Mental Health First Aid Training is either provided for staff or staff is encouraged to attend a YMHFA training offered by the district. School staff is additionally trained in threat assessment processes and procedures. If needed,

Lutz Prep has also partnered with a company for transportation in a student crisis situation if warranted.

**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)

BayCare Mental Health Services, YMHFA - Tracy Daniels is a Pathways Master Level Practitioner who provides services to adults on campus for YMHFA training

Deborah Sickmon, Baycare Wellness & Safety Educator who 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 2023-2024 Florida Education Finance Program (FEFP)**

\$ 41,946.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 41,946.00

**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_LUTZPREP.pdf |
| <i>Lutz Preparatory MHA 23-24 expenditures</i>          |
| <a href="#">Document Link</a>                           |

**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 7/27/2023