



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	Evidence Based group and individual therapy sessions-
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>Innovations Charter School (ICS) has school based therapists and counselors on site and who will administer one hour group therapy sessions for students during the school day for those students identified as students in need of tier 2 and tier 3 services</p> <p>PBIS tracking and Ripple Effects SEL software used for direct identification, data tracking, evidence based curriculum and interventional support</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>ICS has a dedicated professional in charge of managing the mental health services at the school with a goal to assist in the reduction of the disruptive behaviors exhibited via our PBIS system. This measure will provide the students with appropriate and intermediate interventions daily. Students will learn to cope with stress and impulsiveness in a variety of situations through individual and group therapy. The group therapy will provide an opportunity to explore topics amongst their peers in an interactive environment to receive timely feedback in a safe environment. Games, stories, situations, role play software (Ripple Effects) and group conversation to be used.</p> <p>Any student identified to as needing more intensive support will be provided a referral to an agency with the appropriate resources during and after school hours via partnerships for collaboration and communication for student support services.</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>The group and individual therapy offered in house will be from qualified personnel and/or contractors combined with outside agencies partnerships. The goal is to reduce the delinquent and disruptive behaviors. These negative behaviors impede instruction and learning. Behaviors range from disrespect toward authority figures, fighting, destroying property, disrupting the educational environment, profanity, threats and intimidation.</p>	

Evidence-Based Program	Evidence Based group and individual therapy sessions- Delinquent and Disruptive Behaviors
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>ICS will administer one hour group therapy sessions for the students. Individual sessions and parent education will be administered as necessary to assist youth and their families. These services will be available throughout the academic year.</p> <p>All groups will be completed within school hours covering a range of topics from impact of behaviors to impulsive decision making; These topics and methods have been proven to be successful with students experiencing delinquent or disruptive behaviors.</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>ICS will have an onsite qualified professional in charge of managing mental health services to be sure our students get the services that are identified and needed to reduce the negative behavior that impedes learning. Once students are identified, groups will be made based on needs for daily interventions and tracking. Students will learn to cope with stress and impulsiveness in a variety of situations through group therapy.</p> <p>The group environment will provide the students with an opportunity to explore topics amongst their peers and receive feedback in a safe environment. The groups will be small in nature and structured to assist in facilitating new understanding of pertinent topics.</p> <p>Students in need of additional intensive support will be paired via referral to an outside agency for qualified counsel in house during school hours or after hours. School will provide follow up for success.</p> <p>Ripple Effects SEL Software and PBIS will be used for curriculum and student data tracking.</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>The goal is to reduce delinquent and disruptive behaviors that impede learning.</p> <p>Students may be identified to be delinquent or disruptive via a self report, parent report, involvement in the legal system, on probation, or referrals from classroom teachers and observational data.</p>	

Evidence-Based Program	Evidence Based group and individual therapy sessions- Anxious and Avoidance Behaviors
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
<p>ICS will administer one hour group therapy sessions for the students. Individual sessions and parent education will be administered as necessary to assist youth and their families. These services will be available throughout the academic year.</p> <p>Groups will be held within school hours covering several topics from substance abuse to motivation. The methods and interventions have been proven to be successful with youths experiencing anxiety and avoidance behavior which impedes academic and social success.</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>ICS will have an onsite qualified professional in charge of managing mental health services to be sure our students get the services that are identified and needed to reduce the anxious and avoidance behaviors that impedes learning. PBIS will be used to identify there behaviors and check in/check out system will be used track progress. Once students are identified, groups will be made based on needs for daily interventions and tracking. Students will learn to cope with stress and impulsiveness in a variety of situations through group therapy.</p> <p>The group environment will provide the students with an opportunity to explore topics amongst their peers and receive feedback in a safe environment. The groups will be small in nature and structured to assist in facilitating new understanding of pertinent topics.</p> <p>Students in need of additional intensive support will be paired via referral to an outside agency for qualified counsel in house during school hours or after hours. School will provide follow up for success.</p> <p>Ripple Effects SEL Software and PBIS will be used for curriculum and student data tracking.</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>The goal is to reduce anxious and avoidant behaviors for our students school wide, to influence the learning environment toward calm learning place.</p> <p>Examples of the type of behaviors range from panic or anxiety attacks, avoidance, acting out, expression of suicidal ideations due to inability to cope with stress. Student skipping school due to anxiety, feelings of helplessness, or any unique behaviors that manifest.</p> <p>Students may be identified to be delinquent or disruptive via a self report, parent report, involvement in the legal system, on probation, or referrals from classroom teachers and observational data.</p>	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

1:185

2023-2024 proposed Ratio by June 30, 2024

2:185

School Social Worker

Current Ratio as of August 1, 2023

0

2023-2024 proposed Ratio by June 30, 2024

1:185

School Psychologist

Current Ratio as of August 1, 2023

1:185

2023-2024 proposed Ratio by June 30, 2024

2:185

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

1:185

2023-2024 proposed Ratio by June 30, 2024

2:185

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 school mental health staff will be able to pull out and assist students in individual or small groups for services thus assisting in staff- student ratios. School based in house counselors, Therapists and behavior specialists will provide additional staff for school and student wellness.

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 school will constantly assess the effectiveness of the services rendered and the behavioral outcomes from the services rendered. Part of this process will involve looking at the total time allocation per staff member with plan, do, study data plan.

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

The community based mental health provider and community based partners will be used in addition to the services available in house. Any students that need more intensive interventions will be

identified, and our in house mental health professional will work with outside agencies, parents and community support to develop a more comprehensive therapy and wellness plan per individual student needs.

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.

Seeds of Pine Hills
Chrysalis Health
Procure Therapy

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 7,951.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 7,951.00

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
<i>Planned Funds and Expenditures Report 2023.2024 Innovations Charter School (ICS)</i>
Document Link

Charter Governing Board Approval

This application certifies that the **Orange 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