



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>	CIJS Mental Health Plan
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>The following supports will be implemented within the school to address mental health needs:</p> <ul style="list-style-type: none"> <li>o Awareness efforts will be coordinated on professional development days with the staff and teachers. Awareness efforts may include Mental Health First Aid, Restorative Practices, Trauma Informed Care, and Behavioral De-escalation. These efforts are included in Tier One supports as they will benefit all students.</li> <li>o Tier System of Supports</li> <li>o Tier One preventative services will be available to ALL students through Tier One Behavioral Supports, such as Character Education and character education activities.</li> <li>o Tier Two Interventions that will be available include the following – <ul style="list-style-type: none"> <li>• Small Group Counseling targeting specific coping strategies or relevant topics</li> <li>• Small Group Targeted Social Skills Training</li> </ul> </li> <li>o Tier 3 Interventions that will be provided includes the following – <ul style="list-style-type: none"> <li>• Individualized mental health counseling based on student need</li> <li>• individualized social skills training</li> <li>• individualized behavior planning</li> </ul> </li> <li>o The Comprehensive State Threat Assessment Guidelines (CSTAG) Instrument as well as structural interviews will be completed by qualified personnel as needed to measure the threat level (Low, Middle, or High) of a student who CIJS suspects may be a harm to themselves or others. Interventions will be determined by the School-Based MTSS team, which will include a mental health expert.</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>When a student makes a threat, school administration, law enforcement, and the mental health designee all have a part in the response.</p> <ol style="list-style-type: none"> <li>1. Threat Response Incident Form is completed by a member of the Threat Response Team</li> <li>2. The Form is reviewed by the team (include Staffing Specialist, if the student has an IEP or a Section 504)</li> <li>3. Administration will determine if the Code of Conduct was violated and if discipline is necessary</li> <li>4. Administration and the School Counselor will work with law enforcement to determine the steps needed to keep the campus and other students safe.</li> <li>5. The Mental Health Designee will use the Threat Response Flow Chart to determine what services the student may require.</li> <li>6. Law Enforcement will determine whether a Baker Act is necessary.</li> </ol>	
<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><b>Mental Health Threat Assessment Team Meetings</b></p> <p>The Threat Assessment Team will meet monthly to discuss the progress of any students that had an incident involving a threat in which an Incident Form was completed. In an effort to be proactive, the team will also discuss any student that demonstrates a need in extra supports.</p> <ul style="list-style-type: none"> <li>o The meeting will discuss the following: <ul style="list-style-type: none"> <li>• The implementation of plans and supports</li> </ul> </li> </ul>	

- Whether the plans and supports are successful
- Further supports that may be needed

### 3.3. Mental Health Threat Assessment Team Records

Meeting notes will be completed at each meeting by the Mental Health Designee. These notes will be signed by all participants and will be housed in a binder in the Administrations Office. 3.4. Mental Health

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

1

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

1

#### 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.**

- Documents and provides the ongoing list of students to be discussed
- Acts as note keeper during the meeting
- Provides information regarding what mental health plans and resources are in place, whether the resources are being utilized and if further resources may be necessary

**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).**

Provides information on students they are currently working with · Provides information regarding additional resources that the mental health designee may not be aware of

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

Documents and provides the ongoing list of students to be discussed  
 · Acts as note keeper during the meeting  
 · Provides information regarding what mental health plans and resources are in place, whether the resources are being utilized and if further resources may be necessary

**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.**

Law Enforcement (SRO)  
 Mental Health Designee and/or Director of Behavior and  
 Psychology  
 Staffing Specialist  
 School Psychologist (If  
 applicable)

**MHAA Planned Funds and Expenditures**

**Allocation Funding Summary**

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

\$ 0.00

**Unexpended MHAA funds from previous fiscal years**

\$ 0.00

**Grand Total MHAA Funds**

\$ 0.00

**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:

*No files were uploaded*

**Charter Governing Board Approval**

This application certifies that the **School District of Osceola County, FL** 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**

Tuesday 6/27/2023