

The background is a solid light blue. In the four corners, there are decorative line art elements resembling circuit boards or neural networks. These elements consist of thin, light blue lines that branch out and terminate in small circles, creating a symmetrical, geometric pattern.

# ***LCS MENTAL HEALTH UPDATES***

***Ashley Anderson, LCSW***

# LCS VIOLENCE PREVENTION

Every school has a Threat and Suicide Risk Assessment Team that must investigate ANY & EVERY time a person communicates a threat to harm themselves or to harm someone else. This communication could be through the following:

- Drawings
- Writings
- Social Media
- Verbal threats
- Parent reports
- Student reports
- Teacher or other staff reports

**\*All LCS staff should report information about a threat to school administration/designee immediately!**

# Three additional ways to report a threat or concern:



**By Phone:**

**850-922-KIDS**

**850-922-5437**



**By Email At:**

**922kids@leonschools.net**



**Or Use The  
Link Below:**

**FortifyFl Tips -**

**<https://www.getfortifyfl.com/Tip.html>**

# LCS SUICIDE PREVENTION

Suicide is the second leading cause of death among youth age 15-24. **Approximately one out of every 15 high school students reports attempting suicide each year.** One out of every 53 high school students reports having made a suicide attempt that was serious enough to be treated by a doctor or a nurse.

# WHAT IS SUICIDE ASSESSMENT?

Suicide assessment is a problem-solving approach to suicide prevention that involves assessment and intervention with student who have threatened suicide or harm to themselves.

# Multidisciplinary Team

Principal or Assistant Principal

Usually leads team.

Mental Health Staff  
(Masters in School Counseling,  
Social Work, School Psychology or  
other mental health field)

Team member to conduct mental health assessments.

Team member to take lead role in follow-up interventions.

**Licensed Mental Health Professional**

Required if requesting Baker Act Evaluation

**Law Enforcement**

Required if imminent risk or needs transport due to Baker Act

# STEP 1: STUDENT INTERVIEW

- HB 142 Requires that LCS and MRT adopt the same Suicide Assessment tool (MRT was already using the Columbia). See updates to po5350

## COLUMBIA-SUICIDE SEVERITY RATING SCALE Screen Version - Recent

SUICIDE IDEATION DEFINITIONS AND PROMPTS		Past month	
Ask questions that are bolded and <u>underlined</u> .		YES	NO
Ask Questions 1 and 2			
1) <u>Have you wished you were dead or wished you could go to sleep and not wake up?</u>			
2) <u>Have you actually had any thoughts of killing yourself?</u>			
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.			
3) <u>Have you been thinking about how you might do this?</u> E.g. "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it...and I would never go through with it."			
4) <u>Have you had these thoughts and had some intention of acting on them?</u> As opposed to "I have the thoughts but I definitely will not do anything about them."			
5) <u>Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</u>			
6) <u>Have you ever done anything, started to do anything, or prepared to do anything to end your life?</u> Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc. If YES, ask: <u>Was this within the past three months?</u>		YES	NO

■ Low Risk  
■ Moderate Risk  
■ High Risk

LCS po5350

## Responding to Low or No Risk Assessments

- Once all the information has been gathered, the designated team member should contact the parent to discuss reasons for the assessment, all the information that was gathered and discuss a response plan to include initiating any services for the student.
- When an assessment results in a change in related services or monitoring, a student's parent(s) must be notified as soon as possible.



## Responding to MODERATE OR HIGH RISK ASSESSMENTS

- Once all the information has been gathered, the team will likely contact a mental health professional or Law Enforcement Officer to complete a Baker Act Evaluation.

# CONTACT MENTAL HEALTH PROFESSIONAL



NEW  
2021

**Senate Bill 590** (<https://www.flsenate.gov/Session/Bill/2021/590/BillText/er/PDF>)

Requires schools to make a *reasonable attempt* to contact, in person or via telehealth, a mental health professional capable of initiating an involuntary examination prior to initiating an involuntary examination (Baker Act) (unless the child poses an imminent danger to themselves or others). The mental health professional may be available to a school district either by contracts or interagency agreements with a local community behavioral health provider, a managing entity, or a local mobile response team. Alternatively, the mental health professional may be a direct or contracted employee of the school district.

## **Apalachee Center Mobile Response Team**

*Available to anyone 24/7*

**(800)324-0774**

***(Also applies to Threat Assessments)***

LCS po5350

## If the assessment results in a BAKER ACT:

- The administrator or designee should contact the parent/guardian and summarize the reasons for the interview and the results. The guardian must be notified prior to the student being removed from school, unless such notification might jeopardize the health and safety of the student (notification can be delayed up to 24 hours.)

# Student Identification Cards

As of 12/13/22, any student ID grades 6-12 published by LCS should include per F.S.S. 1008.386(3):

- National Suicide Prevention Lifeline: 988
- See Something, Hear Something, Say Something: 850-922-KIDS
- Florida Fortify: [www.getfortifyfl.com](http://www.getfortifyfl.com)
- Apalachee Mobile Response Team 24/7: (800) 342-0774

# Suicide Prevention Professional Development

- LCS must have 80% of all staff trained in **Youth Mental Health First Aid (YMHFA)**, the youth suicide awareness and prevention training adopted by FLDOE.
- All LCS staff are required to complete 2 hours of online self-paced Suicide Awareness and Prevention training every 3 years.

# What is Threat Assessment?

Threat assessment is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way.

# What is the purpose of school threat assessment?

1. Prevent violence
2. Help troubled students
3. Avoid over-reactions to student misbehavior

# **A threat is an effort to solve a frustrating problem.**

- Threat assessment is concerned with helping a frustrated person solve a difficult problem.
- Solving the problem not only helps the person, it reduces the risk of violence.
- Threat assessment teams are problem solvers!



# Multidisciplinary Team

Principal or Assistant Principal	Usually leads team.
School Resource Deputy or other LE Officer	Advises team, responds to illegal actions and emergencies.
Mental Health Staff (Masters in School Counseling, Social Work, School Psychology or other mental health field)	Team member to conduct mental health assessments.  Team member to take lead role in follow-up interventions.
<b>Optional team members</b> Teachers, paraprofessionals, other staff	Report threats, provide input to team.

Per s. 1006.07(7)(a), F.S.

# Initial Threat Evaluation:

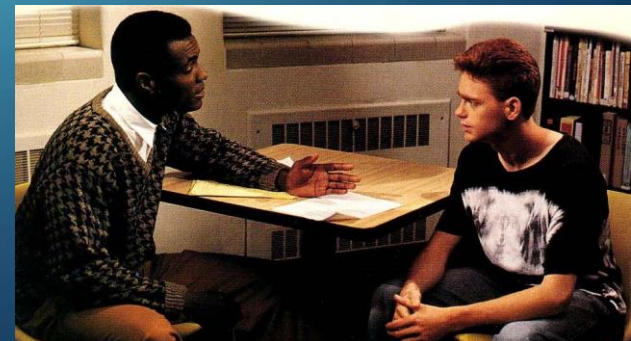
When a threat is reported, the threat assessment team should begin an initial evaluation of the situation pursuant to district policies (**po 8475**). It is considered a best practice to begin this evaluation the same day the report is received.

If there is an indication that violence is imminent, a crisis response is required by calling 911 and following local crisis or emergency response plans.

If there is not an imminent threat present, or once the imminent threat is contained, the threat assessment team leader should ensure the threat is evaluated using the CSTAG model and in accordance with district policies.

# STEP 1. EVALUATE THE THREAT.

- Obtain student's explanation of the threat's meaning and his/her intentions.
- Obtain witness perceptions of the threat's meaning if needed.
- Obtaining parent/guardian interview if needed.



# CONTINUUM OF THREATS

Substantive

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

Transient

No Threat

# Responding

- Once all the information has been gathered, the designated team member should contact the parent to discuss the reason for the interview, all the information that was gathered and discuss a response plan to include initiating any services for any students involved.
- When an assessment results in a change in related services or monitoring, a student's parent(s) must be notified as soon as possible.

# RULE: 6A-1.0018, F.A.C.

## School Safety Requirements and Monitoring

- All reported threats, even those determined not to be a threat, must be documented by the Threat Assessment team. Documentation must include the evaluation process and any resultant action.
- Because the purpose of the threat assessment is to identify and intervene in the response to threat to school safety, **completing a threat assessment does not require parent consent**; however, a parent must be notified if the threat assessment process reveals information about the student's mental, emotional, or physical health or well-being, or results in a change in related services or monitoring. (*LCS notifies the parents of all student involved in any threat*)

# RULE: 6A-1.0018, F.A.C.

## School Safety Requirements and Monitoring

- **Non-Threats:** In order to protect students from stigma and unintended consequences, reported threats which are determined by the threat assessment team not be a threat at all, meaning the threat does not rise to the level of transient or substantive, may be maintained by the threat assessment team, but must not be maintained in the student's file, unless one of the following conditions are met:
  - The parent of the student who was the subject of the non-threat finding requests that the record be retained in the student's file;
  - The threat assessment team has made a determination that the non-threat finding must be retained in order to ensure safety of the school community or to ensure the well-being of the student. (Such determination and reasoning for maintaining the record must be documented with the non-threat finding).



# Follow-up and Support: Plan to Support Student

A **Plan to Support Student** should be initiated and completed with the school team, to include the parent and student, immediately or as soon as the student returns to school.

- This plan could be used to support the needs of any student, even without a suicide or threat assessment.

**LEON COUNTY SCHOOLS**  
*Plan to Support Student*

Student Name: [REDACTED] Preferred Name: Preferred Pronoun:  
Student ID: [REDACTED] DOB: 05/04/2016 School: Sealey Elementary Meeting Date: 09/01/2022  
Parent Name:

**PLAN TO SUPPORT**

This plan is to be used for any student in need of additional support or supervision. All relevant parties, including parent/guardian, should participate to ensure that the school environment is both safe and supportive of the student. All school personnel assigned to this student should be notified of this plan on a need-to-know basis.

Leon County Schools was notified that the above student needed a plan to support by the following (check all that apply):

☐ Student  
☐ Parent/guardian  
☐ School Personnel  
☐ Law Enforcement/Handle with Care Notice  
☐ Suicide or Threat Assessment  
☐ Other:

**SAFETY CONCERNS**

A Plan to Support was initiated due to the following situation, issue(s) or concern(s):

**Parent/Guardian Invitation & Notification**

The parent/guardian of the above student was notified of the need for this support and was invited to the meeting.

Name of Parent/Guardian: Date of Notification:  
Method of Notification:  
If the guardian indicated they would not attend, please include reason:

If the guardian was **not** invited or notified, please explain (As a mandated reporter, if a student discloses abuse, abandonment or neglect, follow reporting requirements Florida Abuse Hotline 1-800-962-2873.)

**SUPPORT PLAN**

The following person attended the meeting:

Administration: Mental Health Staff:  
School Resource Officer/LE: Parent/Guardian:

LCS Plan to Support Student/Target page 1 of 5



# Prevention through Required Instruction

## Grades K-12

- **Child Trafficking Prevention Education** : Rule 6A-1.094123
- **Substance Use and Abuse Health Education**: Rule 6A-1.094122

## Grades 6-12

- **Resiliency Education: Civic and Character Education and Life Skills Education**: (Rule 6A-1.094124, F.A.C.) was originally approved by the State Board of Education on July 17, 2019. This rule established a minimum of five hours of required instruction related to mental and emotional health education for students in grades 6-12 and institutes procedures for school districts to document planning and delivery of instruction.

# LCS Mental Health Webpage

[www.leonschools.net/mentalhealth](http://www.leonschools.net/mentalhealth)

The screenshot shows a web browser displaying the Leon County Schools Mental Health webpage. The browser's address bar shows the URL [leonschools.net/Domain/7259](http://leonschools.net/Domain/7259). The page features a navigation bar with links for District Homepage, Our Schools, Translate Website, Website Editor Options, and a search bar. The main content area is titled "Mental Health" and includes a sidebar with links to Overview, Bullying & Harassment Forms, Local Resources, Suicide and Threat Assessment Forms and Documents, Child Trafficking Prevention K-12, and Mental and Emotional Health. The main text area states "HELP IS AVAILABLE 24 hours a day" and provides a list of resources for crisis support, including family members, school counselors, and various hotlines. A "National Suicide Prevention Lifeline" banner is also visible at the bottom of the main content area.

Leon County Schools

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## Mental Health

**Overview** »

**Bullying & Harassment Forms** »

**Local Resources** »

**Suicide and Threat Assessment Forms and Documents** »

**Child Trafficking Prevention K-12** »

**Mental and Emotional Health** »

**HELP IS AVAILABLE 24 hours a day**

If you are in crisis, experiencing difficulty, or suicidal thoughts, here are some things that you can do.

- Talk to a family member; or
- Talk to a school guidance counselor or school administrator; or
- Dial **2-1-1** or **(850) 617-6333**; or **211 Big Bend Resource Directory**
- Call Apalachee Mobile Response Team (MRT): **(800) 342-0774**; or
- Call the National Suicide Hotline at **9-8-8**; or
- Text **NAMI** to **741-741** to be connected to a free, trained crisis counselor on the Crisis Text Line.
- Call **LCS Safety & Security Center 850.922.KIDS(5437) 24/7 HOTLINE**
- **If you or someone you know is in a crisis or emergency, call 911 immediately.**

**"If you see something hear something, say something!" 850.922.KIDS (5437)**

**National Suicide Prevention Lifeline**  
Call 9-8-8

## CONTACT INFORMATION

### Support & Mental Health Services:

Ashley Anderson, LCSW  
850.487.7318

[andersona5@leonschools.net](mailto:andersona5@leonschools.net)

Tonja Fitzgerald, Director  
850.487.7309

[fitzgeraldt@leonschools.net](mailto:fitzgeraldt@leonschools.net)

If you need assistance, anyone can call 24/7:

Apalachee Center Mobile Response Team  
(800)324-0774

2\*1\*1  
850.922.KIDS