



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	EverFi
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
Supporting students in identifying threats to mental health early, and taking measures to increase factors that protect mental health. 2. Introducing students to the experiences of others in order to develop awareness and empathy, reduce stigma, and provide facts on the prevalence and symptoms of mental health conditions. 3. Fostering a mental health mindset to help students develop feelings of self-efficacy and skills that promote and model advocacy for self and others. Measurable Outcome	
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.	
Positive Behavior Systems (Student of the month Pack Point), Social Skills (Homebase lessons), Restorative Practices. Indian River Charter High School has a unique student support system in place called Home Base. All students are assigned to a Mentor/Home Base teacher upon enrollment. The Home Base program builds community, respect, social skills awareness and fosters an environment of tolerance and camaraderie. Awareness and prevention efforts to address mental health issues include social and emotional skills instruction occurring through activities such as: Home Base lessons, individual student Home Base meetings, cooperative learning strategies, restorative practices and positive character development.	
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.	
Goal 2: Through the use of evidence-based lessons students will be able to build a comprehensive solution that addresses prescription drug and alcohol usage, mental health awareness, and digital safety from multiple pathways. Evidence-based lessons will allow students to transform knowledge into action, supporting virtual peers and navigating the road to safe and healthy outcomes.	

Evidence-Based Program	Erika's Lighthouse
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
A depression and suicide awareness program, delivered by community partner , Mental Health Association. Students will receive a self-referral card at the end of the program in order to identify further need to speak with school social work or mental health professional Measurable Outcome GOAL 2	
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.	
Mental Health screening and assessment procedures will be established by a Mental Health Professional in conjunction with the MTSS team and Wellness Team. The screening process will utilize the School Mental Health Referral Pathways (SMHRP) toolkit referral forms, peer screeners, self-screener s, parent or guardian referral forms to initiate the process of mental health interventions and treatment.	
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 program will increase students' awareness and promotion of good mental health and reduce mental health stigma.	

Evidence-Based Program	PBIS (Positive Behavior Intervention Support)
Tier(s) of Implementation	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful. Measurable Outcome GOAL 1 and 2.	
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.	
Tier 2 mental health interventions will include the following: student support groups led by a Mental Health Professional which will focus on emotional and behavioral interventions. The student support groups will engage students in positive interventions in a small group setting, individual counseling focused on self-awareness, self-management, social-awareness, relationship skills and responsible decision-making. Tier 3 targeted mental health intervention will include the following: Individualized counseling support and intervention coordinated by the Mental Health Advocate in conjunction with community agencies, intensified family partnership and continuous wrap around communication. Once identified as a student at risk, the Multi-Tier Student Support (MTSS) will coordinate with a Mental Health Professional to develop and implement a behavioral support plan, progress monitoring and intensified communication with all school personnel.	
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.	
Goal 1: The outcomes from PBIS are what schools achieve through the data, systems, and practices they put in place. Families, students, and school personnel set goals and work together to see them through. In PBIS, outcomes might be improved student behavior, or fewer office discipline referrals.	

Evidence-Based Program	Substance Abuse Interventions
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
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.	
IRCHS contracts with the Substance Awareness Center of Indian River County (SAC)/Substance Abuse Free Indian River (SAFIR). These organizations provide life skills training and focus on substance abuse prevention in youth. All students, faculty and staff engage in random drug testing throughout the school year. Any student who is identified in need of substance abuse interventions participates in a drug-awareness program sponsored by the Substance Awareness Center of Indian River County. These mental health organizations/service providers, along with SAC/SAFIR are also able to provide individual/group services in school if several students are referred. Substance Abuse awareness include the identification and delivery of evidence-based substance abuse interventions.	
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.	
Reduction in teen drug and alcohol use	

Evidence-Based Program	Cognitive Behavioral Therapy (CBT)
Tier(s) of Implementation	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
Focused Brief Therapy focuses on thoughts, feelings, and behavior.	
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.	
The school & staff will identify and refer students that need direct clinical services (individual/group) to a social worker and will maintain caseloads or refer to community agencies offering evidence-based programming.	
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.	
Reduction in suicidal ideation, depression, and anxiety. Improved ability to emotionally self-regulate, and improved self-esteem.	

Evidence-Based Program	Kognito
Tier(s) of Implementation	Tier 1
Describe the key EBP components that will be implemented.	
online suicide prevention training	
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.	
Simulations incorporate evidence-based motivational interviewing techniques and realistic mental health scenarios for teachers. It allows users to practice conversations in a no-stakes environment and to grow more comfortable with those conversations in-person. Kognito's At-Risk simulations address mental health and suicide prevention across various settings including Pk12.	
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.	
Supports improved student wellness and school safety. This EBP is associated with goal 1.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2023

2:706

2023-2024 proposed Ratio by June 30, 2024

2:706

School Social Worker

Current Ratio as of August 1, 2023

2023-2024 proposed Ratio by June 30, 2024

School Psychologist

Current Ratio as of August 1, 2023

2023-2024 proposed Ratio by June 30, 2024

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2023

2023-2024 proposed Ratio by June 30, 2024

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.

Indian River Charter High School employs 2 full time School Counselors who significantly impact the student to teacher ratio through direct services offered to those students in need of mental health support.

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 Mental Health Professional, communicates and assists in developing a support plan in conjunction with outside agencies to ensure appropriate support is provided to the support while on camps. The Multi-Tier Student Support Team (MTSS) and the school Wellness Team will develop a support plan in conjunction with the outside agencies

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

Mental health support will be managed by the Mental Health Advocate who will coordinate with MTSS and the Wellness Team to support students receiving intensive community health services. The school will also contract with a Social Worker to provide additional support for students. The Mental Health Advocate will develop a school re-entry plan and will hold regular meetings with the student and parent to ensure a seamless re-entry into the school setting. Those students with one or more co-occurring mental health or substance diagnoses including students at risk of such diagnoses, will utilize services through an outside agency to provide needed support. Additionally, the Mental Health Advocate, MTSS and the Wellness Team will support the outside agency to ensure appropriate support systems are available on campus for those identified students. These students will be initially reviewed by the MTSS team for ongoing parent and student support.

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.

Mental Health Association Erica's Lighthouse, Crisis intervention, Outpatient referrals N/A

Behavioral Health Center of Vero Beach Crisis Intervention/stabilization N/A

VNA Grief counseling N/A

Elaine McGinty Indian River County School District School psychologist Indian River Charter High School

Emily Lersch IRCHS (contract) School Social Worker Indian River Charter High School

MHAA Planned Funds and Expenditures

Allocation Funding Summary

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

\$ 36,559.00

Unexpended MHAA funds from previous fiscal years

\$ 0.00

Grand Total MHAA Funds

\$ 36,559.00

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:

ntal_Health_Allocation_Plan_23-24_Revised_sbb.docx
<i>Mental Health Allocation Plan Worksheet w/Planned Expenditures Narrative</i>
Document Link

Charter Governing Board Approval

This application certifies that the **School District of Indian River County** 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 8/17/2023