



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2022-23 Mental Health Application

## Part I: Youth Mental Health Awareness Training Plan

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## Introduction

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mentalhealth. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

### Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

### Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2022.

There are two submission options for charter schools (MHAA Plan Only):

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

## Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

### MHAA Plan Assurances

#### The Charter School Assurances

One hundred percent of the state funded proportionate share is used to 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

Maximizing the use of other sources of funding 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

Includes a system 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 providers; the number of students referred to community-based mental health services providers; the number of students who received school-based interventions, services or assistance; and the number of students who received community-based interventions, services or assistance.

Yes

#### A Charter school board policy or procedures 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-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, 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 in s. 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 in s. 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, or 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

## Planned Outcomes

**Identify two specific and measurable goals that will be accomplished within the 2022-23 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).**

Goal 1: 100% of teachers will receive training on the evidence-based Youth Mental Health First Aid (YMHFA) program to help teachers recognize the signs of mental illness and assist students in getting professional help. To be completed by June 1st, 2023

Goal 2: 80% of students will complete the evidence-based mental health program, Everfi, for the purpose of increasing school-based 9-12 grade mental health awareness and support for supports. To be completed by June 1, 2023

## Charter Program Implementation

<b>Evidence-Based Program</b>	EverFi
<b>Tiers of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, 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.	
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.	

<b>Evidence-Based Program</b>	Erika's Lighthouse
<b>Tiers of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Mental Health screening and assessment procedures will be established by the IRCHS Social Worker 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.	

<b>Evidence-Based Program</b>	PBIS (Positive Behavior Intervention Support )
<b>Tiers of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<p>Tier 2 mental health interventions will include the following: student support groups led by IRCHS school Social Worker which will focus on emotional and behavioral interventions. The student support groups will engage students in positive interventions through small group counseling on campus, individual counseling focused on self-awareness, self-management, social-awareness, relationship skills and responsible decision-making.</p> <p>Tier 3 targeted mental health intervention will include the following: Individualized counseling support and intervention coordinated by the IRCHS school Social Worker 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 the IRCHS Social Worker to develop and implement a behavioral support plan, progress monitoring and intensified communication with all school personnel.</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.	
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.	



<b>Evidence-Based Program</b>	Panorama
<b>Tiers of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Social Emotional surveys and data tracking tool	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Utilize student surveys to measure students' SEL and well-being, implement interventions from Panorama Playbook, and complete student check-ins	
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.	
Program will help the school support student SEL with research-backed surveys and actionable data reports	

<b>Evidence-Based Program</b>	Teen Intervene Program
<b>Tiers of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Substance abuse and prevention program.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Evidence-based program helping adolescents (ages 12-19) struggling with drug and alcohol use. Brief Intervention 3 meetings – 2 with student 1 meeting with a parent Person-centered approach	
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 and increase in psychoeducation regarding teen drug/alcohol use.	

<b>Evidence-Based Program</b>	Cognitive Behavioral Therapy (CBT)/Solution Focused Brief Therapy focuses on thoughts, feelings, and behavior.
<b>Tiers of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Social Worker implemented and session based strategy.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Implemented by the licensed clinical social worker employed by the school. The school & staff will identify students that need direct clinical services (individual/group) 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.	

<b>Evidence-Based Program</b>	Kognito's online suicide prevention training
<b>Tiers of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
Suicide prevention, situational avatar-based software	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, 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, 2022*

**2:750**

*2022-2023 proposed Ratio by June 30, 2023*

**2:750**

#### School Social Worker

*Current Ratio as of August 1, 2022*

**1:750**

*2022-2023 proposed Ratio by June 30, 2023*

**1:750**

#### School Psychologist

*Current Ratio as of August 1, 2022*

*2022-2023 proposed Ratio by June 30, 2023*

#### Other Licensed Mental Health Provider

*Current Ratio as of August 1, 2022*

2022-2023 proposed Ratio by June 30, 2023

## 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 a full-time licensed clinical social worker who significantly impacts the student-to-teacher ratio through direct services offered to those students in need of mental health support.

**Describe your school'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 Social Worker, 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.

**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 IRCHS Social Worker, who will coordinate with MTSS and the Wellness Team to support students receiving intensive community health services. The IRCHS Social Worker 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 IRCHS Social Worker, 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

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

**MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)**

\$ 32,966.00

**Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan**

\$ 0.00

**Grand Total MHAA Funds**

\$ 32,966.00

**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.) 1011.62 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_2022-2023.pdf
<i>IRCHS MHAA planned Funds and Expenditures Form</i>
<a href="#">Document Link</a>

**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 6/9/2022