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## Introduction

### Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

#### MHAA Plan Assurances

##### The District 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

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

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 school 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>	Behaviors for Student Success Standards
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>Lessons will help students manage emotions and apply interpersonal skills by: Belief in development of whole self, including a healthy balance of mental wellness, life skills and physical well-being; Sense of acceptance, respect, support and inclusion for self and others in the school environment; Positive attitude toward work and learning; Self-confidence in ability to succeed; Belief in using abilities to their fullest to achieve high-quality results and outcomes; Understanding that post-secondary education and life-long learning are necessary for long term 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>At the elementary level, through classroom lessons, school counselors will provide lessons based on the American School Counselor Association (ASCA) standards. Counselors will teach one lesson per month throughout the school year.</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>Behaviors for Student Success Standards is a Tier 1 program, in which school counselors will provide classroom lessons to help students increase interpersonal skills and manage emotions, which will help support schools in reducing Tier 2 and Tier 3 behaviors.</p>	

<b>Evidence-Based Program</b>	Character Counts
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
<p>Middle and high school students will participate in eight lessons throughout the school year to include:                  Lesson 1 - Character Pillar of Fairness, Bullying Prevention, Internet Safety education, resources for getting help for self and others. Evidence-based resources: StopBullying.gov, Character Counts, NetSmartz, Safer Smarter Teens, Teen Safety Matters, Sources of Strength.                  Lesson 2 - Character Pillar of Responsibility, awareness of signs and symptoms correlating to substance use and abuse, resources for getting help for self and others. Evidence-based resources: Character Counts, Stanford University Tobacco Prevention Toolkit.                  Lesson 3 - Character Pillar of Citizenship, mental wellness basics, stigma and support, risk and protective factors, developing healthy activities, gratitude. Evidence-based resources: Character Counts, Sources of Strength, Youth Mental Health First Aid.                  Lesson 4 - All Character Counts Pillars, suicide awareness and prevention, getting help for self and others, volunteering/acts of generosity. Evidence-based resources: Character Counts, Sources of Strength, Florida S.T.E.P.S.                  Lesson 5 - Character Pillar of Respect, effective listening strategies, child trafficking, resource for getting help for self and others. Evidence-based resources: Character Counts, Youth Mental Health First Aid, Safer Smarter Teens, Teen Safety Matter, Sources of Strength.                  Lesson 6 - Character Pillar of Caring, healthy relationships, empathy, forgiveness, positive friends. Evidence-based resources: Character Counts, One Love, Green Dot, Sources of Strength.                  Lesson 7 - Character Pillar of Trustworthiness, managing strong emotions, have the courage to do the right thing, build a good reputation. Evidence-based resources: Character Counts, Stanford Harmony, Zones of Regulation.                  Lesson 8 - All Character Counts, stress management, developing healthy coping skills, importance of self-care, GRIT/Perseverance. Evidence-based resources: Character Counts, SAMHSA, Youth Mental Health First Aid, Sources of Strength.</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>At the middle and high school levels, all lessons provided are written and recorded by a district mental health task force composed of licensed counselors, teachers, and district staff with content area expertise. Teachers will play the lessons in their classrooms and pause it a various times to complete a teacher-guided application activity with students. Teachers will be reminded of when to pause by the prompts in the videos and will be provided training and a facilitation guide to assist in this process.</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>This is a Tier 1 program. The focus of the mental health lessons will be the impact of stress and teaching learners about their own mental wellness. Additional topics covered will be the influence the brain has on each person and the impact our environment can have on our mental health. Learners will also discuss</p>	

how mental health is likened to physical health and that mental health is fostered through the choices we make, including our ability to notice when our mental health is at risk. Learners will learn about behaviors and factors that maintain and contribute to positive mental health, how stress contributes to mental health, and behaviors and factors that threaten positive mental health.

Teachers will use these lessons to teach students how to have safe and healthy relationships. Students will learn about control and manipulation that can result from an imbalance of power and will be aware of the potential danger of being controlled by others as these tactics can be used by human traffickers. They will also understand that human trafficking can occur anywhere and to anyone. Students will learn the definition and risks of human trafficking. Students will also be introduced to a scenario that demonstrates risky situations and red flags shown by a teen in a vulnerable position, how traffickers maintain control and the impacts of trauma bonds will be reviewed. They will learn methods of reporting suspected or actual human trafficking. Students will review how to advocate for themselves and others.

<b>Evidence-Based Program</b>	HeartMath
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
HeartMath will use biofeedback to teach students how to reset their Autonomic Nervous System (ANS) by using emotional self-regulation and coherence building skills. Students will be able to self-monitor their own progress through interactive programs. Once the skills are learned, they will be able to use them throughout their lives without the need for biofeedback equipment.	
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.	
Heartmath may be used as a Tier 1, 2, or 3 intervention. Teachers in our school district's behavior units, school counselors, district mental health counselors, behaviorists, and some general education teachers may utilize HeartMath. All staff utilizing HeartMath will receive training from our District Mental Health Counselor who has received training on the product. The training will also include District protocols for using HeartMath. When being used as a Tier 1 intervention, teachers will notify parents if they plan to utilize the product and no student data will be collected. Teachers will work with their class to help reduce stress, control impulses and improve academic focus by gaining and maintaining self-control over their emotional responses to stressful events. The same skills will be focused on when being used as a Tier 2 or 3 intervention. Students will be identified through the school level MTSS process for Tier 2 or 3 interventions. Parents of any student recommended to utilize HeartMath as a Tier 2 or 3 intervention will be notified of the product and must provide written consent prior to use.	
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.	
When being used as a Tier 2 or Tier 3 intervention this program can assist students in learning how to self regulate their emotions and behaviors. In a small group setting or individual session, data will be collected using an achievement graph for each student, with the goal of changing the baseline of the Autonomic Nervous System for the participating students. Parental consent will be gained through the RTI process for collecting data.	

**Direct Employment**

**MHAA Plan Direct Employment**

**School Counselor**

*Current Ratio as of August 1, 2023*

**1:432**

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

**1:456**

**School Social Worker**



*Current Ratio as of August 1, 2023*

**1:4068**

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

**1:3894**

### **School Psychologist**

*Current Ratio as of August 1, 2023*

**1:2122**

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

**1:2201**

### **Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2023*

**1:2625**

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

**1:2664**

## **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.**

To reduce the staff-to-student ratios, St. Johns County School District has utilized the MHAA to hire additional staff each year. Since 2021, SJCS D has added 4 mental health counselors for a total of 19, 3 social workers for a total of 13, and 1 school psychologist for a total of 23. Also helping to reduce the staff-to-student ratio, SJCS D employs 111 school counselors.

**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).**

MTSS referrals receive mental health screening within 15 days and services will be initiated within 15 days. MOU/contracts with community-based service providers require that services be initiated within 30 days. We participate in a monthly review of mental health referral numbers with Flagler Health + Care Connect.

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

School based mental health providers and community-based partners will provide direct services as part of the MTSS continuum. This could include assemblies and presentations for Tier 1 and individual/group counseling for Tier 2 and Tier 3.

## **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.**

1. All Therapies Support Inc. - provides direct mental health counseling support
2. BetterHelp - provides direct mental health counseling support through telehealth services, only
3. Children's Home Society - provides direct mental health counseling support

- 4. EPIC Behavior Healthcare - provides direct mental health counseling support
- 5. Impower - provides direct mental health counseling support through telehealth services, only
- 6. New Growth Counseling - provides direct mental health counseling support
- 7. Youth Crisis Center - provides direct mental health counseling support
- 8. St. Augustine Youth Services - provides Mobile Crisis Team, CAT Services and direct mental health counseling support.

**MHAA Planned Funds and Expenditures**

**Allocation Funding Summary**

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

\$ 2,840,289.00

**Unexpended MHAA funds from previous fiscal years**

\$ 937,269.00

**Grand Total MHAA Funds**

\$ 3,777,558.00

**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*

**School District Certification**

This application certifies that the **St. Johns County School District** School Superintendent and School Board approved the district's 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 s. 1006.041(14), F.S.

**Note:** The charter schools listed below have **Opted Out** of the district's Mental Health Assistance Allocation Plan and are expected to submit their own MHAAP to the District for review.

**Charter Schools Opting Out**

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**School Board Approval Date**

Wednesday 7/19/2023