



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2022-23 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Table of Contents

Introduction	3
Part I. Mental Health Assistance Allocation Plan	4
Section A: MHAA Plan Assurances	4
Section B: Planned Outcomes	5
Section C: Charter Program Implementation	5
Section D: Direct Employment	7
Section E: MHAA Planned Funds and Expenditures	8
Section F: Charter Governing Board Approval	9

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).

St. Johns Classical Academy will implement a school counseling program that includes virtue-based classroom instruction along with small group, large group and individual counseling services to reduce behavioral referrals by a minimum of 5% in the 2022-2023 school year. We are also aiming to increase attendance rates for students by a minimum of 5% as well by focusing on building character through this virtue-based curriculum.

80% of faculty and staff will be trained in the SJCA's Mental Health Plan, which includes all information found in this document. This will be completed prior to the end of the 2022-2023 school year.

Charter Program Implementation

Evidence-Based Program	St. Johns Classical Academy Curriculum & Virtues
Tiers of Implementation	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.	
<p>All students are supported through the curriculum at St. Johns Classical Academy. SJCA Virtues are incorporated into daily instruction throughout the school year. The Virtues are closely related to many of the social and emotional needs of students. Issues like bullying and self-harm are discussed with students, and positive solutions are provided. All teachers and staff members are instructed to refer a student to at the Academic Advisor (who serves as a guidance counselor) if they recognize signs that a student might need further support. The virtues we teach at SJCA are honesty, integrity, respect, wisdom, citizenship, courage, humility, perseverance, and responsibility.</p>	
<p>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>	
<p>All teachers will focus on teaching the SJCA virtues in their curriculum daily. The virtues are closely related to many of the social and emotional needs of students. All SJCA staff will attend the Youth Mental Health First Aid Training and implement the MHFA Action Plan (ALGEE) to any student that shows signs and symptoms.</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>If a student shows signs and symptoms and they are unable to make progress after implementing the MHFA Action plan, the student will be referred to the academic advisor. The academic advisor will consult with an administrator for a possible parent teacher and parent conference to discuss solutions to best meet student needs. If all parties involved do not see progress, the academic advisor will refer the student to the school nurse. The school nurse will keep track of all referred students, their individual needs, behaviors, recommendations, etc. Through the use of this process, students in all grades will learn to deal with real-life problems and how to identify them. This will also increase the level of teacher support. All of these learned skills will likely show a drop in mental health problems and behavior that usually results in referrals.</p>	

Evidence-Based Program	Students Who Self Reports
Tiers of Implementation	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.	
Students who have self-reported or have been reported by a peer, teacher, or staff member for any of the following (see implementation for response): depression, anxiety, defiant behavior, eating disorders, substance abuse, and signs of suicide. All students should be reported to the school nurse.	
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.	
A student that has been reported to the school nurse will meet with the student to implement the MHFA Action Plan (ALGEE). The school nurse will meet with the student on a regular basis to check in with the student. If the school nurse determine that the student needs a more qualified clinician or additional care, then they will use one or more of the following resources: Clay Behavioral Mobile Response Team, Clay County Sheriff's Office, or a District Social Worker. Additionally, if requested by the parent, the school nurse will help the family find treatment outside of the school so the student can benefit from additional and more frequent counseling.	
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.	
This plan prevents a student from seriously harming themselves or those around them. Since the student is receiving a higher level of support, they are provided with the appropriate tools and trained individuals who can successfully improve their mental health.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

0:869

2022-2023 proposed Ratio by June 30, 2023

1:869

School Social Worker

Current Ratio as of August 1, 2022

N/A

2022-2023 proposed Ratio by June 30, 2023

N/A

School Psychologist

Current Ratio as of August 1, 2022

0:869

2022-2023 proposed Ratio by June 30, 2023

0:869

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

0:869

2022-2023 proposed Ratio by June 30, 2023

1:869

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.

The school is currently looking to employ a certified counselor or mental health counselor. Also, the employment of the SJCA nurse and academic advisor prevents teachers and staff members from discussing sensitive topics during whole or small group instruction. This allows for one-on-one services for individual students and addressing their individual needs.

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).

All teachers will focus on teaching the SJCA virtues in their curriculum daily. The virtues are closely related to many of the social and emotional needs of students. All SJCA staff will attend the Youth Mental Health First Aid Training and implement the MHFA Action Plan (ALGEE) to any student that shows signs and symptoms. All staff members will be able to identify any signs and symptoms in a student and refer that students to the academic advisor. The academic advisor will then meet with administration for a parent teacher conference to determine the best options for the student. If all parties involved to not see an improvement, the students will be referred to the school nurse for specified help.

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

The school is currently looking to employ a certified counselor or mental health counselor. If needed, the school nurse will contact Clay Behavioral for cases that he/she is not qualified to assist. The school nurse will also network with private providers for additional resources as 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.

Clay Behavioral Health Center has been contacted for a possible contact as well as the need for possible assistance with the Mental Health Crisis Team. The school is also looking to hire on site mental health individuals. The school nurse will contract out as needed for all mental health services.

MHAA Planned Funds and Expenditures

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

\$ 32,380.00

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

\$ 0.00

Grand Total MHAA Funds

\$ 32,380.00

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_84__copy.pdf
MHAA Expenditures Form
Document Link

Charter Governing Board Approval

This application certifies that the **Clay County Schools** 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 7/28/2022