



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2021-2022 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation Plan

St. Johns Classical Academy

Deadline for submission to ShareFile
on or before August 1, 2021

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Purpose

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 mental health. This application is separated into two primary sections: Part I includes the YMHAT Plan and Part II includes the MHAAP

Part I. Youth Mental Health Awareness Training Plan

In accordance with section (s.) [1012.584](#), Florida Statutes (F.S.), the YMHIAT allocation is to assist districts with providing an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem. Completed by Clay County School District-

Part II. Mental Health Assistance Allocation Plan

In accordance with s. [1011.62\(16\)](#), F.S., the MHAA Plan allocation is to assist districts in 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) ShareFile by the deadline **August 1, 2021**.

There are two submission options for charter schools:

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

Part I. Youth Mental Health Awareness Training Plan

YMHAT Objective: provide an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

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Part II. Mental Health Assistance Allocation Plan s. [1011.62 \(16\)](#), F.S.

Section A: MHAA Plan Assurances

The school assures...

- ☐ **YES** One hundred percent of state funds are 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 providestaff 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** The district website includes local contacts, information and resources for mental health services for 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.
- ☐ **A school board policy or procedure has been established for...**
- ☐ **YES** Students referred for a mental health screening assessed within 15 calendar days of referral.
- ☐ **YES** School-based mental health services initiated within 15 calendar days of identification and assessment.
- ☐ **YES** Community-based mental health services initiated within 30 calendar days of referral coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in student care.
- ☐ **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. Procedures include 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.

Section B: Planned Outcomes

Identify one or two specific and measurable outcomes for your school's plan to achieve through the 2021-2022 evidence-based mental health program.

St. Johns Classical Academy will ensure that 15% of its faculty and staff will complete the Mental Health Training offered through Clay County District Schools. This training incorporates many of the practices found in the Blue Menu. With approximately 75 employees, our goal is to have 11 employees trained by the end of the 2021-2022 school year.

All faculty and staff will be trained in SJCA's Mental Health Plan, which includes all information found in this document. This will be completed prior to the end of the 2021-2022 school year.

Section C: District Program Implementation

Please include the following in this section:

1. Evidence-Based Program (EBP) and Description

Name and provide the essential elements of the EBP you will be implementing through a Multi-Tiered System of Supports (MTSS) using one or more of the preferred EBP/Practices found in [Blue Menu of Evidence-Based Psychosocial Interventions for Youth](#) and the [SAMHSA Evidence-Based Practices Resource Center](#).

Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.

***If you will be using another EBP other than those provided above please explain using the same format listed.**

2. EBP Implementation

This should include:

- 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.
- 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.

3. Outcome Measures

- Provide the outcome measures of your EBPs and how each aligns with your overall annual program goals in Section 2.

4. Multi-tiered System of Support (MTSS)

- Identify the tier(s) of the EBP being implemented.

Appendix Examples

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Table 1: District Program Implementation

1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<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.</p> <p>All teachers and staff members are instructed to refer a student to administration if they recognize signs that a student might need further support.</p> <p>Virtues: Honest, Integrity, Respect, Wisdom, Citizenship, Courage, Humility, Perseverance, and Responsibility.</p>	<p>The SJCA counselor will visit students in grades 2nd-12th to discuss the following topics and ways to cope, who to reach out to for help, and ways to identify their possible problems.</p> <p>*Topics are adjusted to be age-appropriate</p> <ul style="list-style-type: none"> • Tattletale • Resiliency • Emotional management • Lies we believe • Vaping • Alcohol • Friendships • Toxic relationships • Gossip and rumors • Healthy coping skills • How to say no • Conflict management • Stress and anxiety • Suicide and depression • Career paths • Decision making skills • Communication skills • Marijuana myths • Aggression • Sudden attendance issues 	<p>The school counselor will keep track of all students he meets with, their individual needs, behaviors, recommendations, etc. Through the use of this process, students in grades 2 and up will learn to deal with real-life problems and stressors, as well as how to identify them. Also, this will increase level of peer and teacher support. All of these learned skills will likely show a drop in mental health problems.</p>	X	X	

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|--|--|--|--|--|
| | <ul style="list-style-type: none">• Signs of depression• Lack of engagement• Comments about suicide• Signs of cutting or desire to cut.• Signs of drug or alcohol use or the desire to use.• Death or illness in family• Drop in grades• Divorce or separation of parents• Drug/alcohol addiction of a family member | | | |
|--|--|--|--|--|

Each of the above grade levels will have these classes 5 times per year for at least one hour. During the discussion, the counselor will teach peers (and teachers) the signs to watch out for in those around them so that they may contact help for someone in need.

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1. EBP and Description	2. EBP Implementation	3. Outcome Measures	4. MTSS		
			1	2	3
<p>Students who have self-reported or have been reported by a peer or teacher for any of the following (see implementation for response):</p> <p>Depression Anxiousness or extreme stress Depression Defiant Behavior Eating Disorders Substance Abuse Signs of Suicide</p>	<p>A Student Success Team is put in place for any student that is referred by a teacher or staff member. The meeting is held within 15 days of the referral. The multi-disciplinary, school-based team typically consists of:</p> <ul style="list-style-type: none"> Administration School Counselor Social Worker (if available) Parent Teacher Student (if appropriate) <p>The team will meet to decide on a plan that will best help the student. A goal is set, and a follow-up date is decided upon. The purpose of the follow-up meeting is to determine if the plan worked and if any further steps should be taken.</p> <p>If this plan is not successful, then the student is referred to the counselor at St. Johns Classical Academy, Mr. Ken Griffin. The student will meet with the counselor on a regular basis (see credentials below) to receive more intensive therapy.</p> <p>If the counselor determines that the student needs a more qualified clinician or additional care, then they will use one or more of the following resources:</p> <p>Clay Behavioral Mobile Response Team Clay County Sheriff's Office Social worker School Psychologist</p> <p>Additionally, if requested by the parent, the school counselor will help the family find treatment outside the school so the student can benefit from additional and more frequent counseling.</p>	<p>This plan prevents a student from seriously harming themselves or those around them. Because 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. This plan also identifies outside factors that may be causing the mental health problems, such as an abusive parent.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Section D: Direct Employment

Table 2: MHAA Plan Direct Employment

Position	Current Ratio as of August 1, 2021	2021-2022 Proposed Ratio by June 30, 2022
School Counselor	1/830	1/830
School Social Worker- Clay County School District as needed	n/a	n/a
School Psychologist	1/830	1/830
Other Licensed Mental Health Provider	1/830	1/830

Direct employment policy, roles and responsibilities	Description
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 employment of the SJCA counselor 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 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.	The SJCA counselor will visit students in grades 2 nd -12 th to discuss the following topics and ways to cope, who to reach out to for help, and ways to identify their possible problems. Each of the above grade levels will have these classes 5 times per year for at least one hour. During the discussion, the counselor will teach peers (and teachers) the signs to watch out for in those around them so that they may contact help for someone in need.
Describe the role of school based mental health providers and community-based partners in the implementation of your evidence based mental health program.	In addition to the response above, the SJCA certified school counselor meets with students individually throughout the year as needed. If needed, he will contract with Clay Behavioral for cases that he is not qualified to assist with.

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.

Table 3: MHAA Plan Contracts or Interagency Agreements and Services Provided

Mental Health Provider:	Agency:	Services Provided:	Funding Source:
n/a will contract as needed	Clay Behavioral Health Center (904) 291-5561 x2150	All mental health	SJCA

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Section E: Planned Expenditures

Table 4: MHAA Planned Expenditures

Allocation Expenditure Summary	Total
Unexpended Mental Health Assistance Allocation funds from previous fiscal years:	\$0.00
School district expenditures for mental health services provided by staff who are employees of the school district: prediction- approximately \$26,000	34,728
School district expenditures for mental health services provided by contract-based collaborative efforts or partnerships with community-based mental health program agencies or providers:	n/a
Other expenditures (see below):	\$ 0.00
Total MHAA expenditures:	\$ 0.00

Other expenditures (specify details such as type, supplies, training and amount):

Type: Narrative description with detailed cost	Total Amount
All funds are used to pay the salary of our certified counselor, Ken Griffin	\$49,335.12
Total Other Expenditures:	\$ 0.00

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District Certification

This application certifies that the Clay County School Board approved the school'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 section 1011.62(16), F.S.

School (MSID) Number	Charter School Name
0667	St. Johns Classical Academy

Note: Charter schools not listed above will be included in the school district youth mental health awareness plan and mental health assistance allocation plan. If you have more Charter schools to add, please list them on a separate sheet.

Signature of District Superintendent

Printed Name of District Superintendent

Board Approval Date

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Charter School Certification

This application certifies that St. Johns Classical Academy Charter School Governing Board approved the school's Mental Health Assistance Allocation Plan, which outlines the 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(16), F.S.

Charter School Administrator Signature:

Ashley O'Neal

Governing Board Approval Date:

July 15, 2021

This example of a charter school documentation form may be used internally by the district to document a charter school's intention to submit their own Mental Health Assistance Allocation Plan or participate with the school district.

EXAMPLE

CHARTER SCHOOL DOCUMENTATION FORM

It is the intention of St. Johns Classical Academy Charter School to submit our own Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:

Governing Board Approval Date:

Ashley O'Neal

July 15, 2021

OR

It is the intention of _____ Charter School to be included in the _____ School District Mental Health Assistance Allocation Plan.

Charter School Administrator Signature:
