



Tim Forson
Superintendent of Schools

40 Orange Street
St. Augustine, Florida 32084
(904) 547-7500
www.stjohns.k12.fl.us

**2019-20 MENTAL HEALTH ASSISTANCE ALLOCATION PLAN
CERTIFICATION FORM**

SCHOOL BOARD

Beverly Slough
District 1

Tommy Allen
District 2

Bill Mignon
District 3

Kelly Barrera
District 4

Patrick Canan
District 5

ATTENTION: Andrew Weatherill
Andrew.Weatherill@fldoe.org

Due: August 1, 2019

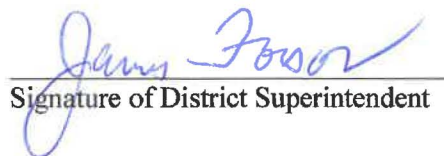
Richard Corcoran, Commissioner
Florida Department of Education

Dear Commissioner Corcoran:

This letter certifies that the St. Johns County School Board approved the school district's Mental Health Assistance Allocation Plan on July 9, 2019, 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), Florida Statutes (see attached Mental Health Assistance Allocation Plan Checklist). This letter further certifies that legislative funding allocated to implement the school district's plan does not supplant funds already allocated for school-based mental health services and the funds will not be used to increase salaries or provide bonuses. The school district's approved plan with expenditures is attached.

School (MSID) Number	Charter School Name

Note: Charter schools not listed above will be included in the school district Mental Health Assistance Allocation Plan.


Signature of District Superintendent

James Forson
Printed Name of District Superintendent

Attachments: Mental Health Assistance Allocation Plan Checklist
District Mental Health Assistance Allocation Plan
Charter School Mental Health Assistance Allocation Plans

*The St. Johns County School District will inspire good character and a passion for lifelong learning
in all students, creating educated and caring contributors to the world.*



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Charter School Mental Health Assistance Allocation Plan Selection 2019-2020

It is the intention of St. Johns Community Campus Charter School **to be included** in the St. Johns County School District Mental Health Assistance Allocation Plan for the 2019-2020 School Year.

OR

It is the intention of _____ Charter School **to not be included** in the St. Johns County School District Mental Health Assistance Allocation Plan for the 2019-2020. By choosing this option, the school must develop their own governing board approved plan which details the charter school's mental health assistance program and proposed expenditures in accordance with section 1011.62(16), Florida Statutes (see attached *Mental Health Assistance Allocation Plan Checklist*) and submit for district approval. This letter further certifies that legislative funding allocated to implement the district's plan does not supplant funds already allocated for school-based mental health services nor will the funds be used to increase salaries or provide bonuses.

Charter School Administrator Signature:

Date:

6/27/2019

Date approved by the charter school governing board:

July 25, 2019



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Charter School Mental Health Assistance Allocation Plan Selection 2019-2020

It is the intention of SAPMS Charter School **to be included**
in the St. Johns County School District Mental Health Assistance Allocation Plan for the
2019-2020 School Year.

OR

It is the intention of _____ Charter School **to not be included**
in the St. Johns County School District Mental Health Assistance Allocation Plan for the
2019-2020. By choosing this option, the school must develop their own governing board approved
plan which details the charter school's mental health assistance program and proposed expenditures
in accordance with section 1011.62(16), Florida Statutes (see attached *Mental Health Assistance
Allocation Plan Checklist*) and submit for district approval. This letter further certifies that legislative
funding allocated to implement the district's plan does not supplant funds already allocated for
school-based mental health services nor will the funds be used to increase salaries or provide
bonuses.

Charter School Administrator Signature:

Date: 6/27/19

Date approved by the charter school governing board: July 10, 2019



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Charter School Mental Health Assistance Allocation Plan Selection 2019-2020

It is the intention of Therapeutic Learning Center Charter School to be included in the St. Johns County School District Mental Health Assistance Allocation Plan for the 2019-2020 School Year.

OR

It is the intention of _____ Charter School to not be included in the St. Johns County School District Mental Health Assistance Allocation Plan for the 2019-2020. By choosing this option, the school must develop their own governing board approved plan which details the charter school's mental health assistance program and proposed expenditures in accordance with section 1011.62(16), Florida Statutes (see attached *Mental Health Assistance Allocation Plan Checklist*) and submit for district approval. This letter further certifies that legislative funding allocated to implement the district's plan does not supplant funds already allocated for school-based mental health services nor will the funds be used to increase salaries or provide bonuses.

Charter School Administrator Signature:

Am. Judson

Date: 6/27/2019

Date approved by the charter school governing board: July 25, 2019

Mental Health Assistance Allocation Plan

ST. JOHNS COUNTY SCHOOL DISTRICT
BOARD APPROVED JULY 9, 2019

Mental Health Allocation Plan

The St. Johns County School District has developed a Mental Health Allocation Plan that addresses the delivery of evidence-based mental health services to support all levels of need:

Tier 1:

Elementary school students will receive classroom lessons to introduce and support competencies regarding American School Counselor Association Mindsets and Behaviors for Student Success Standards, which will help students manage emotions and apply interpersonal skills. In addition, CASEL Social Emotional Competencies will be integrated and practiced in elementary classroom English Language Arts instruction through Being a Reader, Being a Writer, and/or Making Meaning. Middle school students will receive lessons to support substance abuse prevention and safe and healthy relationships. High school HOPE classes will be enhanced by providing supplemental mental health awareness instruction provided by licensed mental health counselors (including typical mental health issues, self-interventions, where to get extra help). Also at the high school level, school-wide prevention programs addressing topics including substance abuse, suicide, bullying and dating violence will be implemented. The District Crisis Response Team will provide training and support to develop school-based crisis response teams for supporting students and staff in the event of disaster or loss. FortifyFL training will be provided as mandated by the State of Florida.

We will begin piloting Sources of Strength at seven of our schools. Sources of Strength is a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on. This is an evidence-based program, which won the National Public Health Practice Award in 2005.

Tier 2:

School based counseling will be provided from a school counselor, school social worker or school psychologist (brief solution-focused counseling, Heart Math, and/or group counseling focusing on family issues, anxiety, anger management, and/or social skills). Additional interventions may include prevention groups provided by a district mental health counselor, wellness check-in/check-out procedure, mentor program, referral to community agencies (grief, parenting, behavior, substance abuse, domestic violence, etc.), Student Support Plan (concern for harm), and/or on-site mental health clinic (30-minute sessions will be available two hours per week at each school site for single session counseling or screening students for further services).

Tier 3:

Tier 2 services may be provided along with the addition of individual and/or group counseling with a district mental health counselor or outside provider. Social worker will help coordinate with outside agencies for more intensive services, if approved by student's parent/legal guardian. The Mobile Crisis Response Team will be utilized when a student crisis situation is indicated.

Includes description on supports that address mental health needs (assessment, diagnosis, intervention, treatment, and recovery).

Least intensive supports will be identified and addressed through the use of assessments such as Early Warning System indicators, the Crisis Consultation form or the Comprehensive School Threat Assessment guidelines. The Multi-Tier System of Supports (MTSS) framework and problem-solving process will be utilized to identify a need or diagnosis and if necessary, determine appropriate intervention and/or treatment strategies.

Students needing more intensive supports will be identified through assessment tools such as the Crisis Consultation form, the Comprehensive School Threat Assessment guidelines, by the MTSS team or District Mental Health Counselor. Supports may include short-term individual or group counseling with district mental health personnel or a community agency provider.

Students needing the most intensive supports will be identified through the Crisis Consultation Form, the Comprehensive School Threat Assessment guidelines or by the MTSS team. If necessary, Baker Act Procedures will be implemented and the Mobile Crisis Response Team (MCRT) utilized. Supports may include referral to the Community Action Treatment team, a community agency or a primary care provider.

Identifies evidence-based mental health services for students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnosis.

Students with one or more co-occurring mental health or substance abuse diagnoses and students at risk of such diagnosis will be identified through the Early Warning System and the Multi Tiered System of Supports framework. Once identified, evidence-based services will be coordinated between the primary care provider, community mental health/substance abuse care provider, and school-based or district mental health resources.

Describes the collaborative partnerships with community providers and agencies.

Provider agreements are entered into between the St. Johns County School District and community providers/agencies to provide individual and/or family assessment, behavior management services, individual, group and family counseling, parent education, treatment plans, case management and/or other therapeutic services as specified by the plan of care. In return, community providers/agencies are permitted to meet with students on campus (strict procedures/requirements are in place per the agreement). Agencies will be encouraged to maximize third party health insurance benefits and Medicaid claims for services.

Community agencies will provide awareness prevention & intervention training to staff, students and parents. School counselors and social workers will facilitate referrals for students and their families needing counseling services, shelter and/or coordination of services.

States how the plan will establish school board policies & procedures that ensure for all schools, including charter schools, to ensure: 1. Students referred for a mental health screening are assessed within 15 days of referral; 2. School-based mental health services are initiated within 15 days of identification and assessment; and 3. Community-based mental health services for students are initiated within 30 days of referral.

District will build into MTSS policies and procedures that students referred for a mental health screening are assessed within 15 days of referral and that school-based mental health services are initiated within 15 days of identification and assessment. District will build into MOUs and contracts with community-based mental health service providers that services for students are to be initiated within 30 days of referral.

Describes process for coordinating mental health services with a student's primary care provider and other mental health providers, including procedures for information sharing.

After the student is brought to the Multi Tiered System of Supports (MTSS) problem solving team, the school social worker and MTSS team will have parents/guardians provide releases to receive and share information with the student's primary care provider and/or other mental health providers. The MTSS will also ask the school nurse for any relevant information including clinic data for the student.

Included in agreements with outside agencies, community providers/agencies must maintain records, submit generic non-client specific cumulative outcome data to the St. Johns County School District and meet standards as necessary to bill Medicaid or other 3rd party providers for necessary mental health and related services.

The Mobile Crisis Response Team will provide detailed information on the services it provides as required per their provider agreement and in compliance with Florida law. In addition, school social workers have built relationships with Baker Act receiving facilities to encourage parents to release information when a student is hospitalized from home.

Identifies how many students are screened/assessed, how many students are referred for services, and how many students receive services/assistance (school-based and community).

Students can be referred to the Multi Tiered System of Supports (MTSS) team for services by their school counselor, dean, administrator, staff, parents or students can self-report. The MTSS problem solving team will screen/assess student needs. As students receive screenings and assessments, logs will be kept by the MTSS team, school psychologists, school social workers, mental health counselors, and outside agencies. The school social workers and MTSS team will compile this data to report to the School Board and State.

Identifies number and credentials of mental health services providers employed by the district.

For the 2019-2020 school year, mental health services will be provided by the following District Staff: 80 school counselors who hold state certification in Professional Guidance and Counseling K-12, 19 school psychologists who hold state certification in School Psychology, 13 mental health counselors (10 who hold state Department of Health certification and 3 who hold state certification in Professional Guidance and Counseling K-12), and seven school social workers who are either licensed mental health counselors, licensed clinical social workers, or certified by the Florida Department of Education as school social workers.

Identifies number and credentials of mental health services providers contracted by the district.

Currently we have Provider Agreements with ten licensed mental health service agencies, who provide counselors that are either licensed mental health counselors or registered mental health interns. We include in our provider agreements that the School District will offer a private space on campus for the agency to work with students onsite and encourage the agency to maximize third party health insurance benefits and Medicaid claiming for services.

1. Adapt Behavioral Services
2. Betty Griffin House
3. Big Bear Behavioral Health
4. Children's Home Society of Florida
5. Daniel Memorial, Inc.
6. Jewish Family & Community Services
7. EPIC Behavioral Healthcare
8. St. Augustine Youth Services [also manages our Mobile Crisis Response Team (MCRT) and Community Action Team (CAT)]
9. SMA Healthcare
10. Youth Crisis Center

Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.

District will support charter school MTSS teams as students move to Tier 2 and Tier 3 support. Charter school MTSS teams will refer students for community-based mental health services through the District Student Services Department who handles all referrals to community-based mental health services. This allows the District to monitor compliance with the new guidelines (ie. community-based mental health services for students are initiated within 30 days of referral.)

- **Describe awareness/prevention efforts that address mental health issues.**

Elementary school students will receive classroom lessons to introduce and support competencies regarding American School Counselor Association Mindsets and Behaviors for Student Success Standards, which will help students, manage emotions and apply interpersonal skills. In addition, CASEL Social Emotional Competencies will be integrated and practiced in elementary classroom English Language Arts instruction through Being a Reader, Being a Writer, and/or Making Meaning. Middle school students will receive lessons to support substance abuse prevention and safe and healthy relationships. High school HOPE classes will be enhanced by providing supplemental mental health awareness instruction provided by licensed mental health counselors (including typical mental health issues, self-interventions, where to get extra help). Also at the high school level, school-wide prevention programs addressing topics including substance abuse, suicide, bullying and dating violence will be implemented. The District Crisis Response Team will provide training and support to develop school-based crisis response teams for supporting students and staff in the event of disaster or loss. FortifyFL training will be provided as mandated by the State of Florida.

We will begin piloting Sources of Strength at seven of our schools. Sources of Strength is a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on. This is an evidence-based program, which won the National Public Health Practice Award in 2005.

- **Describe the mental health screening and assessment procedures for determining which students need mental health interventions and treatment.**

Anyone, including the student, can submit a request to review the need for mental health support with the Multi Tiered System of Supports (MTSS) team. The MTSS team may refer the student to the district mental health counselor for a prevention group, a single counseling session or a screening session. The district mental health counselor will use these opportunities to observe the student and determine if further supports are needed (more intensive individual or group counseling).

- **Describe process for identifying and delivering evidence-based mental health interventions.**

Appropriately licensed and certified staff are hired to provide individual and group counseling interventions. In addition, performance/progress data are collected to identify whether or not interventions are working. Published counseling strategies and curricula are adapted as needed to meet student needs. District staff are active members of Professional Learning Communities to fine-tune their skills.

- **Describe procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment.**

Students will be referred via the Multi Tiered System of Supports team, the Threat Assessment Team, or the Mobile Crisis Response Team. The school social worker will gather the information and paperwork necessary to secure or refer school-based and/or community-based treatment from parents or legal guardians.

- **Describe other outcome data that will be used to evaluate effectiveness of services (e.g., Early Warning System indicators, Youth Risk Behavior Survey data, school climate/student engagement data).**

Outcome data that will be used to evaluate effectiveness of services. Data will include but not be limited to: number of students identified through the Early Warning System indicators, number of students that are referred to MTSS for mental health services, number of students who received screenings or assessments, number of students that are considered "WATCH" in the MTSS process, number of students receiving services from District employees or outside agencies, and behavioral data (i.e. professional observation during sessions, referrals, anecdotal reports).

- **Describe how services will be delivered within a multi-tiered system of supports (universal/prevention, targeted, and intensive).**

Tier 1:

Elementary school students will receive classroom lessons to introduce and support competencies regarding American School Counselor Association Mindsets and Behaviors for Student Success Standards which will help students manage emotions and apply interpersonal skills. In addition, CASEL Social Emotional Competencies will be integrated and practiced in elementary classroom English Language Arts instruction through Being a Reader, Being a Writer, and/or Making Meaning. Middle school students will receive lessons to support substance abuse prevention and safe and healthy relationships. High school HOPE classes will be enhanced by providing supplemental mental health awareness instruction provided by licensed mental health counselors (including typical mental health issues, self-interventions, where to get extra help). Also at the high school level, school-wide prevention programs addressing topics including substance abuse, suicide, bullying and dating violence will be implemented. The District Crisis Response Team will provide training and support to develop school-based crisis response teams for supporting students and staff in the event of disaster or loss. FortifyFL training will be provided as mandated by the State of Florida.

We will also begin piloting Sources of Strength at three of our schools. Sources of Strength is a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on. This is an evidence-based program, which won the National Public Health Practice Award in 2005.

Tier 2:

School based counseling will be provided from a school counselor, school social worker or school psychologist (brief solution-focused counseling, Heart Math, and/or group counseling focusing on family issues, anxiety, anger management, and/or social skills). Additional interventions may include prevention groups provided by a district mental health counselor, wellness check-in/check-out procedure, mentor program, referral to community agencies (grief, parenting, behavior, substance abuse, domestic violence, etc.), Student Support Plan (concern for harm), and/or on-site mental health clinic (30-minute sessions will be available two hours per week at each school site for single session counseling or screening students for further services).

Tier 3:

Tier 2 services may be provided along with the addition of individual and/or group counseling with a district mental health counselor or outside provider. Social worker will help coordinate with outside agencies for more intensive services, if approved by student's parent/legal guardian. The Mobile Crisis Response Team will be utilized when a student crisis situation is indicated.

2018-2019 with MHA	Avg Sal/Benes	positions	IDEA		Operating		Mental Health	
			%	\$	%	\$	%	\$
School Psychologists	78,538.61	18	71.11%	1,005,278.50	17.78%	251,354.97	11.11%	157,061.51
Mental Health Counselors	67,403.61	12	50%	404,421.66		0.00	50%	404,421.66
Social Workers	69,300.00	2.5		0.00		0.00	100%	173,250.00
TOTALS:				1,409,700.16		251,354.97		734,733.17

This chart is to show that no Mental Health Allocation dollars are being used to supplant operating dollars for the 2018-2019 school year. Additional positions are being purchased with Mental Health Allocation dollars with no decrease in the amount of operating dollars allocated from prior year.

Total Mental Health Assistance Allocation (2018-2019):	\$ 995,078.00
Total Mental Health Assistance Allocation spent on personnel:	\$ 734,733.17
Sources of Strength:	\$ 80,000.00
Contract with EPIC and CHS:	\$ 120,000.00
Contracted Direct Mental Health Services:	\$ 60,344.83

2019-2020 with MHA	Avg Sal/Benes	positions	IDEA		Operating		Mental Health	
			%	\$	%	\$	%	\$
School Psychologists +2	78,538.61	20	65.00%	1,021,001.93	20.00%	314,154.44	15.00%	235,615.83
Mental Health Counselors	67,403.61	12	50%	404,421.66			50%	404,421.66
Social Workers	69,300.00	2.5					100%	173,250.00
Behavior Tech+2	48,150.00	6	75%	216,675.00			25%	72,225.00
TOTALS:				1,425,423.59		314,154.44		885,512.49

This chart is to show that no Mental Health Allocation dollars are being used to supplant operating dollars for the 2019-2020 school year. Additional positions are being purchased with Mental Health Allocation dollars with no decrease in the amount of operating dollars allocated from prior year.

Total Mental Health Assistance Allocation (2019-2020):	\$ 1,130,197.00
Total Mental Health Assistance Allocation spent on personnel:	\$ 885,512.49
Contract with EPIC and CHS:	\$ 120,000.00
Sources of Strength:	\$40,000
Youth Mental Health First Aid:	\$20,000
Threat Assessment Training:	\$20,000
Contracted Direct Mental Health Services:	\$ 44,684.51