

Clay County District Schools

2020-2021 Mental Health Assistance Allocation Plan



FLOE Plan Checklist Elements

I. Mental Health Assistance Allocation Plan

Delivers evidence-based mental health assessment, diagnosis, intervention, treatment and recovery through a multi-tiered system of supports.

All programmatic elements will be evidence-based and consistent with professional standards linked to the service. Clay County District Schools recognizes that efforts to address social and emotional and mental and behavioral health needs of our students and staff will need to be a priority in planning for our schools to reopen. Our district established SEL priorities: Sense of Wellness, Sense of Connectedness, and Sense of Safety will continue to be our focus as we seek to ensure that all staff and students feel their physical and mental needs are met in a culturally relevant and equitable manner. These CASEL informed focus areas will guide the district wide awareness and prevention Tier I efforts. The evidenced-based 7 Mindsets program will be thoroughly incorporated into all 41 schools on a daily/weekly basis delivered within the classroom setting to increase social emotional learning competencies which serve as an effective prevention strategy. Florida required instruction areas of mental and emotional health, substance use and abuse, and child trafficking prevention will be provided through Suite 360 Mental Health/Prevention curriculum to all students. Multiple complementary programs (e.g., Sanford Harmony, Second Step, Bully Prevention, Suicide Prevention, Red Ribbon Week,) will also be launched throughout the district as a means of offering a comprehensive approach towards awareness and prevention.

The Performance Matters/Unify dashboard has been developed to include an Early Warning System that considers failing grades, absences, and suspension events as a way to regularly monitor for students that may be at risk for disengagement from the learning process. These evaluation processes and methods will aid in identifying students needing additional supports to ensure their success.

When supplemental supports are needed beyond what might be considered the “core” SEL curriculum (Tier I prevention), students will be referred to the Student Success Team. This multi-disciplinary, school based team, directed by school social workers, will use universal data tools and other identified behavioral and emotional indicators to evaluate students at risk, and engage the planning and problem-solving process to identify needs and intervention strategies. The Student Success Team will be

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composed of school administrators, school counselors, teachers, parents, and when appropriate, the student to evaluate and discuss possible Tier II early interventions and supports.

These interventions and supports may include, but are not limited to: school based group or individual counseling, community referrals, special education services, or referrals to outside mental health services. Expected outcomes will be determined prior to the intervention, and the Student Success Team will monitor the progress of interventions and follow up when necessary to adjust or redirect services.

Students needing further assistance will be referred to the Student Success Team for further support of Tier III interventions. In the instance of acute or crisis care, students will be referred to a district mental health professional for assessment. Appropriate referrals for the given situation that may include, individual mental health counseling with a district mental health counselor or outside provider, the school based threat assessment team, or the county Mobile Response Team. Further supports may include, but are not limited to referrals to SEDNET or the Community Action Treatment Team for on-going services. All interventions will have expectations and student outcomes that are determined prior to the service delivery.

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

Students that present with one or more mental health disorders, including the manifestation of substance use will be supported through the district's system of care that includes referrals for community agencies, Student Assistance Program, and the Family Education Program. Students attending our alternative school, Bannerman Learning Center will engage with the restorative justice and intervention curriculum, Suite 360 Intervention.

Include direct employment of school-based mental health services providers (i.e., school psychologists, school social workers, school counselors and other licensed mental health professionals) to reduce staff-to-student ratios and meet student mental health assistance needs.

Administrative staff oversees and supports the mental health efforts within the district, enabling direct-care mental health staff to have fewer planning and researching

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obligations towards effective programming and implementation. This in turn provides additional one on one and group time with students.

Offering a complete system of care for our students includes the collaboration of physical health services that are often needed for students with medical needs related to their mental health care. Administrative oversight for district nurses coordinates and encourages this work.

Funding the positions of social worker and school psychologist positions decreases the staff-to-student ratio to provide more direct services to additional students. District wide mental health clinicians allow for the district to provide a liaison to families following a Baker Act, as well as further supporting the district crisis response team.

Identifies strategies 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).

School-based mental health positions provide greater opportunity for a range of preventative, early intervention, and intervention services to a greater number of students. The administrative support towards the programs that are implemented by these direct-care staff also create additional time for student interactions. The district will continue to work with local university programs to provide internship assignments in school social work, school psychology, and school counseling. The use of interns in these areas enables still more direct student services provisions for students.

Includes contracts or interagency agreements with local behavioral health providers or Community Action Team services to provide behavioral health services on or off the school campus.

Current agreements with outside providers will continue to include the use of the county Mobile Response Team, the Community Action Treatment Team, Student Assistance Program, Cognitive Behavioral Intervention for Trauma in Schools (CBITS), individual and group therapy, and case management.

States how the plan will establish school board policies and procedures for all schools, including charter schools, to ensure:

1. Students referred for a mental health screening are assessed within 15 days of referral;

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Student Success Teams will meet on a biweekly basis to ensure assessment occurs within 15 days of referral.

2. School-based mental health services are initiated within 15 days of identification and assessment; and

All referrals for mental health services provided by school-based staff, whether originated by a Student Success Team, a social worker, a school counselor, or administrator will be administered through a universal referral process that will be tracked by district mental health staff. This consolidated process will allow for administrative tracking of assessments and referrals to follow statute guidelines.

3. Community-based mental health services are initiated within 30 days of referral.

All referrals for mental health services provided by community based mental health agencies, whether originated by a Student Success Team, a social worker, a school counselor, or administrator will be administered through a universal referral process that will be tracked by district mental health staff. This consolidated process will allow for administrative tracking of assessments and referrals to follow statute guidelines. All agreements with outside providers will detail this criteria for services rendered.

Describes the process for coordinating mental health services with a student's primary mental health care provider and other mental health providers involved in the student's care.

The district currently has an information sharing agreement with local facilities that take in juvenile Baker Acts, allowing the district to communicate quickly with the family and school regarding a re-entry plan for the student's return to classes. In addition, all students referred to outside provider mental health services, will have a signed release on file indicating sharing procedures between provider and school staff.

Identifies strategies or programs to reduce the likelihood of at-risk students developing social, emotional or behavioral problems; depression; anxiety disorders; suicidal tendencies; or substance abuse disorders.

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Complementary to 7 Mindsets, Suite 360 Mental Health/Prevention and the SEL priority focus district wide, school district personnel as well as community agencies provide a variety of targeted programs to address at-risk students' needs. Programs include, but are not limited to: Suite 360 Restorative Justice and Intervention, Alcohol Literacy Challenge, Sanford Harmony, and Second Step.

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

St. Johns Classical Academy and Clay Charter will be submitting their own Mental Health Assistance Allocation Plans that have been approved by their respective governing boards.

Identifies strategies to:

1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;

All district staff will engage with Kognito's Florida School Personnel Mental Health Awareness Training to learn best practices in identifying the common indicators of psychological distress and approaching at-risk students, and making a warm hand off to support. Additionally, we will continue with our on-going plans to educate staff and certify them in Youth Mental Health First Aid (YMHFA) which creates a broader net of awareness in our staff to recognize signs and symptoms in students. The district will create a multi disciplinary work group to evaluate the levels of early identification and develop and enact a plan to improve needed areas.

2. Improve the provision of early intervention services; and

The concentrated use of Student Success Teams will increase the facilitation of needed referrals for all Tier II and Tier III services. The district will create a multi-disciplinary work group to evaluate the effectiveness of this aspect of its System of Care and develop and enact a plan to improve needed procedures.

3. Assist students dealing with trauma and violence.

To equip our educators to support students during the COVID-19 pandemic, Clay County will provide Kognito's Trauma-Informed Practices for K-12 Schools. This training will give educators tools for creating trauma informed classrooms to promote

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the well-being of students who have undergone Adverse Childhood Experiences (ACEs). The district will continue to collaborate with SEDNET to provide services to students who have experienced trauma or violence. A specific group for students who have experienced trauma and/or violence will be provided through an outside provider at several elementary schools using CBITS.

II. Expenditures

Number of school-based mental health providers funded by the allocation and licensure/certification for each.

<u>Position & Credential</u>	<u>Staff #</u>
Administrator of Mental Health & Wellness, LCSW	1
Coordinator of Nursing, Registered Nurse, AS	1
Mental Health Clinician, LMHC, Registered LMHC Intern	1.5
Social Worker, LCSW, FDOE Certification in School Social Work PK-12	1.24
School Psychologist, FDOE Certification in School Psychologist PK-12	.7
Specialist-District Level, FDOE Certification in various areas	.65

Number of community-based mental health providers funded by the allocation and licensure for each.

The district will look to continue our agreements and contracts with Right Path Behavioral Health, Clay Behavioral Health Center, Youth Crisis Center, Children's Home Society, and River's Edge Counseling to provide mental health services. Services will be contracted on an as needed basis in a delivery format (in person/tele-health) that is most appropriate for the given situation. A shared funding model between the agencies and the district is currently being researched to capitalize on medicaid funding options. These agencies all employ staff who are Licensed or Registered under Chapter 491 and the Florida Department of Health to provide clinical, counseling, and psychotherapy services.

School district expenditures for services provided by contract-based efforts or partnerships with community mental health program agencies or providers.

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The district is currently contracting with 7 Mindsets for SEL programming, Evolution Labs for mental health and restorative justice and intervention curriculums, and Kognito for trauma informed practice training for a total of \$350,174.00. The district is working on contracts with our community partners to pay for a percentage of mental health staff allocations up to \$100,000 total. All of these initiatives are funded through the Mental Health Assistance Allocation.

Other expenditures (specify type and amount).

District wide activities that promote a Sense of Wellness and a Sense of Connectedness are funded by \$181,678.91 of the Mental Health Assistance Allocation.

III. Expenditure Assurances

One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff detecting and responding to mental health issues; and connect children, youth, and families with appropriate mental health services.

Additional staff allocations and training that are specific to mental health services or the coordination of such services will continue to be combined with existing staff to provide direct and coordinated interventions, increase awareness among instructional and school administrative staff, maximize Medicaid and third-party insurance reimbursement, and serve as a point of contact for primary care and community health care providers. The total award does not supplant other funding sources or serve as bonuses/increased salary for staff.

Mental health assistance allocation funds do not supplant other funding source OR increase salaries or provide staff bonuses.

By increasing awareness among instructional staff on mental illness signs and symptoms, strengthening coordination of mental health services both internally and with community service providers, and regularly monitoring at risk and treatment indicators, the majority of the work will continue to focus on identification and access. This process will be maximized by leveraging existing staff, community mental health providers, coordination and service delivery, and identification/monitoring tools. No district staff will be provided an increase in hourly rate or provided bonuses as a result of this work; other general funds, Department of Defense Education Agency grants, federal Title I

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programming, Medicaid and IDEA funding will continue to support these initiatives and not be supplanted by the Mental Health Assistance Allocation.

Describes how district will maximize use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants.

The district will continue to capitalize on its current Department of Defense Education Agency grant, Medicaid Fee for Services reimbursement claiming, and Title IV grant programming to help support social-emotional curriculum and mental health services.

IV. Program Implementation and Outcomes

Identifies the number and ratio of FDOE-certified or licensed school-based mental health services providers employed by the district (i.e., school psychologists, school social workers, school counselors, and other mental health service providers by licensure type.)

<u>Title/Description</u>	<u>Number of Staff</u>	<u>Credentials</u>
School Counselor	85	FDOE Certified in Professional Guidance & Counseling K-12, LMHC
School Social Worker	18	FDOE Certified in School Social Worker PK-12, LCSW
School Psychologist	18	FDOE Certified in School Psychology PK-12
School Mental Health Professional	8	LCSW, LMHC, Registered mental health interns
Specialist - District level	4	FDOE Certified in various areas

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Includes system for tracking the number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments; number of students referred to school-based mental health service providers; number of students referred to community-based mental health services providers; number of students who received school-based interventions, services or assistance; and number of students who received community-based interventions, services or assistance.

All district referrals for interventions, services or assistance, as well as those made to community agencies will be entered into the student record database. All students who are assessed by the Student Success Team will be documented and recorded in the student database as well.

V. Plan Approval and Submission

A blue ink signature of David Broskie, written in a cursive style.

**David Broskie, Interim Superintendent
Clay County District Schools**

A blue ink signature of Carol Studdard, written in a cursive style.

**Carol Studdard, Chair
Clay County District Schools**

Date Board Approved: 7/21/2020

2020-21 MENTAL HEALTH ASSISTANCE ALLOCATION
PLAN CERTIFICATION FORM

ATTENTION: Andrew Weatherill
Andrew.Weatherill@fldoe.org

Due: August 1, 2020

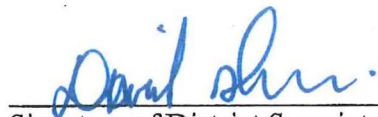
Richard Corcoran, Commissioner
Florida Department of Education

Dear Commissioner Corcoran:

This letter certifies that the Clay County District School Board approved the district's Mental Health Assistance Allocation Plan on 7/21/20, 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 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 district's approved plan with expenditures and Mental Health Assistance Allocation Plan Checklist are attached

School (MSID) Number	Charter School Name
0664	Clay Charter Academy
0667	St. Johns Classical Academy

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



Signature of District Superintendent

David S. Broskie

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

Clay County District Schools

2020-2021 Mental Health Assistance Allocation Plan Intention

It is the intention of St. Johns Classical MSID Number 06607, to submit our own Mental Health Assistance Allocation Plan and opt out of the Clay County District Schools Plan.

Charter School Administrator

[Signature] 7/8/2020
Daniel M. Johnson
Print Name Date

Governing Board Approval

[Signature]
Diane Hutchings
Print Name Date

OR

It is the intention of _____, MSID Number _____, to be included in the _____ Mental Health Assistance Allocation Plan.

Charter School Administrator

Print Name Date

Governing Board Approval

Print Name Date

Mental Health Plan Tiers of Care

St. Johns Classical Academy's Response to the Marjory Stoneman Douglas Act (SB 7026)

SJCA Threat Assessment Team

Mr. Johnson and Mrs. O'Neal- Administration/Team Lead

Mr. Griffin- Mental Health

Mr. Ross- Teacher

Mrs. Hines- Teacher

Mrs. Rogish- SRO

Tier 1 * Prevention is Key

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 administration if they recognize signs that a student might need further support.

Virtues: Honest, Integrity, Respect, Wisdom, Citizenship, Courage, Humility, Perseverance, and Responsibility.

Tier 2 * Student Success Team

Students might need an additional layer of support if they are experiencing any of the following symptoms:

Aggression

Sudden attendance issues

Signs of depression

Lack of engagement

Comments about suicide

Signs of cutting

Signs of drug or alcohol use

Death or illness in family

Drop in grades

Divorce or separation of parents

Drug/alcohol addiction of a family member

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:

Administration

Social Worker (if available)

Parent

Teacher

Student (if appropriate)

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.

Tier 3 * Intensive Therapy

If Tier 2 is not successful, then the student is referred to the counselor from Clay Behavioral. The student will meet with the counselor on a regular basis (see credentials below) to receive more intensive mental health therapy.

If the counselor determines that the student needs a more qualified clinician or additional off-site care, then they will use one or more of the following resources:

Ken Griffin, SJCA Academy Advisor, Counselor

Clay Behavioral Mobile Response Team 1-800-223-4512

Clay County Sheriffs Office

Social Worker

Allison Tharaldsen, BS
Children's Case Manager
Clay Behavioral Health Center
Office: 904-278-5644 ext. 2004
Cell: 904-910-0331

Elizabeth Franco LMHC, CCTP
Director of Clinical Operations
Clay Behavioral Health Center
Elizabeth.franco@firstinclay.org
(904) 291-5561 x2150

Additional Information

All data will be stored in Focus, so the student has a paper trail of supports. Additionally, the information will be printed and kept in the student's file. Focus will be used to track all students in all tiers.

Student Success Teams will meet on a biweekly basis to ensure assessment occurs within 15 days of referral.

The increasing number of SJCA staff who have been trained in Youth Mental Health First Aid creates a broader net of awareness to recognize signs and symptoms in students. SJCA will create a plan to evaluate the levels of early identification and enact a plan to improve needed areas.

The concentrated use of Student Success Teams will increase the facilitation of needed referrals for all Tier II and Tier III services. The district will create a multi-disciplinary work group to evaluate the effectiveness of this aspect of its System of Care and develop and enact a plan to improve needed procedures.

SJCA will expand its current contract with Clay Behavioral as needed.

SJCA is part of the Clay County School District, so parts of this plan are closely mirrored to theirs.

One hundred percent of state funds are used to expand school-based mental health care; train educators and other school staff detecting and responding to mental health issues; and connect children, youth, and families with appropriate mental health services.

Community-based mental health services are initiated within 30 days of a referral.

Clay behavioral and SJCA will coordinate mental health services with a student's primary mental health care provider as needed.

At this time, SJCA has one contracted counselor; however, that number will be increased as needed.

100% of state funds will be used to expand SJCA's school-based mental health services.

SJCA will maximize the use of Medicaid reimbursement and any other third party payments or grants to help fund mental health care.

For questions, contact Ashley O'Neal
Ashley.oneal@stjca.org

Clay County District Schools

2020-2021 Mental Health Assistance Allocation Plan Intention

It is the intention of Clay Charter Academy, MSID Number 10-0664, to submit our own Mental Health Assistance Allocation Plan and opt out of the Clay County District Schools Plan.

Charter School Administrator

Governing Board Approval

Talya Taylor

Print Name

Date

 5-27-2020

Signature

Date

Valerie Cook

Print Name

Date

Signature

Date

OR

It is the intention of _____
MSID Number _____ to be included in the
_____ Mental Health Assistance Allocation Plan.

Charter School Administrator

Governing Board Approval

Print Name

Date

Signature

Date

Print Name

Date

Signature

Date

Clay Charter Academy
MSID#10-0664
Mental Health Assistance Plan
Updated March 2020

Clay Charter Academy recognizes the connections between mental health and student academic performance. Our teachers help to support mental health in the classroom by being culturally sensitive, creating awareness and supporting students based on their individual needs.

Clay Charter Academy is committed to increasing access to mental health supports for its students. Clay Charter Academy's mental health team guides and monitors this plan's implementation. Regularly scheduled meetings of the team provide a forum for professional collaboration and allow for monitoring of screenings, referrals, interventions, and student progress.

DELIVERING EVIDENCE-BASED MENTAL HEALTH SERVICES THROUGH A MULTI-TIERED SYSTEM OF SUPPORTS

Tier 1: Promotion and Prevention

For students: Clay Charter Academy's curriculum will infuse social emotional learning and character education, which may include such topics as self-management, self-awareness, responsible decision-making, relationship skills, and social awareness, as examples.

For staff: Clay Charter Academy's employees will receive professional development to encourage positive attitudes and competency in mental health and substance abuse awareness.

Tier 2: Promotion and Prevention Using Small Groups, Embedded Strategies and Targeted Support for Identified Students

Clay Charter Academy will support students through the use of small groups to teach self-regulation; improve social skills and provide an opportunity for peer mentoring, as some examples. Clay Charter Academy will enter into collaborative partnerships with community mental health providers and agencies. When students are identified as needing additional support through appropriate referral and screening processes, Clay Charter Academy will refer students and families to those local providers and agencies for targeted mental health interventions.

Tier 3: Promotion, Prevention and Intervention to Decrease Symptoms

Clay Charter Academy will secure licensed mental health providers who will work on site to provide evidence-based mental health interventions and services to students requiring

individualized, intensive counseling and support. Cognitive Behavioral Therapy (CBT) and Trauma Focused CBT, with a brief solution-based focus, will address affective/emotional, cognitive/thinking-based, and behavioral problems. For students with substance abuse issues, interventions may include a focus on developing and employing coping skills and psychoeducation through the use of *Seeking Safety* to address substance abuse. Students receiving tier 3 interventions will have individual treatment plans, which will be reviewed regularly and adjusted based on progress monitoring data.

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 DIAGNOSES

As referenced above, Clay Charter Academy will secure licensed mental health providers, which may include a Board-Certified Behavior Analyst, Licensed Clinical Social Worker and/or Licensed Mental Health Counselor/Substance Abuse Counselor. These professionals will provide evidence-based mental health and substance abuse interventions. At-risk students will be identified using screening and assessment procedures described below.

STAFFING OF SCHOOL-BASED MENTAL HEALTH SERVICES PROVIDERS TO REDUCE STAFF-TO-STUDENT RATIOS AND MEET STUDENT MENTAL HEALTH ASSISTANCE NEEDS

Clay Charter Academy will secure licensed mental health providers who will work on site for a total number of hours commensurate to a minimum of 90% of the school's mental health assistance allocation to meet the mental health assistance needs of our students. Clay Charter Academy will maximize third-party billing opportunities, through Medicaid and commercial insurance, when applicable, to allow for increased financial resources to allow for expanded provider service schedules and a reduction in staff-to-student ratios.

STRATEGIES TO INCREASE THE AMOUNT OF TIME STUDENT SERVICES PERSONNEL SPEND PROVIDING DIRECT MENTAL HEALTH SERVICES

Clay Charter Academy's screening process will allow the school to be able to identify students who are at the greatest need of intervention. Using a multi-tiered system of supports, Clay Charter Academy is able to allocate resources based on student needs. Students who are identified as needing Tier 3 interventions will have the greatest number of touchpoints by student services personnel, followed by those identified as needing Tier 2 supports. Students at the Tier 1 level will benefit from school-wide social-emotional programming and monitoring by their teachers who will receive training on mental health awareness and how to recognize student warning signs. As members of Clay Charter Academy's mental health team, student services personnel will also participate in discussions regarding student screening, referrals, intervention, and progress which will further guide how student services personnel will allocate their time. As stated above, Clay Charter Academy will also maximize third-party billing opportunities, to provide additional funding to allow for expanded provider service schedules

which will then increase the amount of time student services personnel spend providing direct mental health services to our students.

CONTRACTS/INTERAGENCY AGREEMENTS WITH LOCAL BEHAVIORAL HEALTH PROVIDERS TO PROVIDE BEHAVIORAL HEALTH SERVICES ON OR OFF THE SCHOOL CAMPUS

Clay Charter Academy has established an agreement with a local behavioral health provider to support the behavioral health needs of our students. The agreement affords our students the opportunity for screening, evaluation, treatment planning, small group and/or individual services, and progress monitoring. The agreement also provides for classroom functional behavior assessments. Additionally, Clay Charter Academy will continue to expand upon its relationships with other behavioral health providers in the community.

PROCEDURES TO ENSURE TIMELY ASSESSMENT AND TREATMENT

Clay Charter Academy's licensed mental health provider records all referrals for school-based assessments in a secure, cloud-based system. The system will populate the 15 day requirement for assessment and the follow up 15 day requirement to initiate school-based services. This system will send notifications to appropriate personnel at benchmarked dates to ensure that these deadlines are adhered to. A report will be run monthly to ensure that no students are out of compliance with these requirements. If a student or the family is not-responsive after multiple attempts to make contact to initiate consent for assessment and/or service initiation, this will be noted as a means to document any compliance concerns with the timelines. For community-based providers, the collaborative partnership agreement will reflect an understanding that services are to be initiated within 30 days of referral and that Clay Charter Academy's mental health liaison will be contacted when the provider makes initial contact with the family. Assuming that the family signs a mutual consent to allow for information to be shared between the provider and the school, the referral provider will be required to share assessment date and initiation of services date with the mental health liaison as well. The mental health liaison will maintain this information and review it on a monthly basis.

COORDINATION OF MENTAL HEALTH SERVICES WITH PRIMARY MENTAL HEALTH CARE PROVIDER OR OTHER MENTAL HEALTH PROVIDERS

During the enrollment process, Clay Charter Academy will collect data from the parent/guardian of the student regarding any mental health services the student receives outside of the school. In addition, parents/guardians will be asked to share contact information for the student's primary mental health care provider. Parents will be asked to sign a mutual release form to allow our mental health team to discuss applicable information with those providers. The Clay Charter Academy team will initiate contact with the external providers to coordinate supports for students.

STRATEGIES OR PROGRAMS TO: REDUCE THE LIKELIHOOD OF AT-RISK STUDENTS DEVELOPING SOCIAL, EMOTIONAL OR BEHAVIORAL PROBLEMS; DEPRESSIONS; ANXIETY DISORDERS; SUICIDAL TENDENCIES; SUBSTANCE ABUSE DISORDERS; IMPROVE THE EARLY IDENTIFICATION OF SOCIAL, EMOTIONAL OR BEHAVIORAL PROBLEMS OR SUBSTANCE ABUSE DISORDERS; IMPROVE THE PROVISION OF EARLY INTERVENTION SERVICES; AND ASSIST STUDENTS DEALING WITH TRAUMA AND VIOLENCE

Screening/Assessment

During the first year of plan implementation, Clay Charter Academy will utilize a universal screening process for all students that will identify indicators for students with or at-risk of having or developing mental health or substance abuse issues. In subsequent years, new-students and students in designated grade levels will participate in screening. This screening process will allow Clay Charter Academy to identify students in need of Tier 2 and/or Tier 3 interventions. For students in need of these targeted/intensive interventions, additional screening and/or assessment may occur. Examples of instruments may include the CDC's Adverse Childhood Experiences (ACEs) Survey, Beck Youth Inventory, Family Inventory Assessment or others at the discretion of the mental health team.

Coordinated System of Care

As part of the assessment process, Clay Charter Academy will collect data from the parent/guardian of the student regarding community mental health services the student receives. Parents will be asked to sign a mutual release form to allow our mental health team to discuss applicable information with the agency. This team will initiate contact with the external provider to coordinate supports for students.

Clay Charter Academy's mental health providers will be required to establish a collaborative partnership with community-based mental health/substance abuse treatment agencies. Should a student require additional or more specialized treatment (psychiatric care, medication management, Baker Act, etc.), Clay Charter Academy will refer to these community-based agencies following their procedures.

All school staff will receive training on mental health awareness and how to identify warning signs of mental health concerns, substance abuse and childhood trauma. Clay Charter Academy has also partnered with a third-party agency which has developed suicide/self-harm protocols for the school to follow, in addition to district required procedures. Training components for staff includes Clay Charter Academy's referral process to allow students of concern to be brought to the attention of the school's mental health team.

Clay Charter Academy's mental health team will meet regularly. At these meetings, the team will discuss screening results, students in need of referral, status updates of students currently

receiving interventions, concerns/challenges/successes noted by members of the team, as well as additional actions requiring further follow up.

The school will utilize a multi-tiered system of supports as previously described to meet the needs of our students. Based on the results of the screening process conducted by Clay Charter Academy, students in need of tier 2 or tier 3 intervention will be identified and referred to the school's mental health/substance abuse providers and/or community partners.

Clay Charter Academy will also establish a collaborative partnership with community-based mental health/substance abuse treatment agencies. Should a student require additional or more specialized treatment (psychiatric care, medication management, Baker Act, etc.), Clay Charter Academy will refer to these community-based agencies following their procedures.

EXPENDITURES & EXPENDITURE ASSURANCES

Number of school-based mental health provides funded by the allocation and licensure/certification for each	Board Certified Behavior Analyst: 1 Licensed Clinical Social Worker/Licensed Mental Health Counselor/Licensed Marriage & Family Therapist: 1
Number of community-based mental health providers funded by the allocation and licensure for each	0

Clay Charter Academy estimates that its 2020-2021 Mental Health Assistance Allocation will be \$20,322.40 (based on 764 students at \$26.60 per student). The following expenditures will be adjusted based on the proportionate share of the 2020-2021 allocation passed through by Clay County District Schools. Clay Charter Academy's estimated breakdown of expenditures is as follows:

Estimated Student Screening Costs	\$191.00
Estimated Costs for Board Certified Behavior Analyst	\$1,829.02
Estimated Costs for Licensed Clinical Social Worker/Licensed Mental Health Counselor/Licensed Marriage & Family Therapist	\$16,270.14
Estimated Indirect/Administrative Costs	\$2,032.24
Estimated Total Expenditures	\$20,322.40

Clay Charter Academy provides assurance that 100% of the Mental Health Assistance Allocation funds will be 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. Clay Charter Academy provides assurance that Mental Health Assistance Allocation funds do not supplant other funding sources or increase staff salaries or provide staff bonuses.

Clay Charter Academy's mental health providers will maximize use of other sources of funding to provide school-based mental health services. Clay Charter Academy will seek Medicaid and commercial insurance reimbursement when applicable for allowable expenditures with appropriate parental consent. Clay Charter Academy may also research additional opportunities for funding, such as grants.

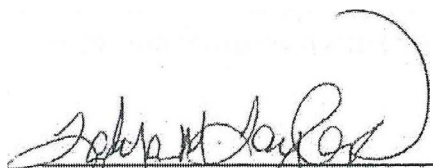
PROGRAM IMPLEMENTATION AND OUTCOMES

Number and ratio of FDOE-certified or licensed, school-based mental health services providers secured by Clay Charter Academy	2 licensed, school-based mental health service providers 0.27 FTE
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Clay Charter Academy's mental health team will utilize a recording system to maintain and track data for the following indicators:

- Number of students at high risk for mental health or co-occurring substance abuse disorders who received mental health screenings or assessments
- Number of students referred to school-based mental health services providers
- Number of students referred to community-based mental health services providers
- Number of students who received school-based interventions, services or assistance
- Number of students who received community-based interventions, services or assistance


This data will be reported to the state annually by September 30th of each year.



Talya Taylor, Principal
Clay Charter Academy

5-27-2020

Date



Valora Cole, Board Chairperson
Florida Charter Educational Foundation, Inc.

6/8/2020

Date