

MENTAL HEALTH ASSISTANCE ALLOCATION PLAN CHECKLIST
 Due August 1, 2020

Mental Health Assistance Allocation Plan (s. 1011.62(16)(a) and (b), F.S.)	
<input checked="" type="checkbox"/>	Delivers evidence-based, mental health assessment, diagnosis, intervention, treatment and recovery, through a multi-tiered system of supports.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Includes 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.
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	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 (plan must specify the type of services that are provided in the agreement).
<input checked="" type="checkbox"/>	States how the plan will establish school board policies and procedures that ensure for all schools, including charter schools, to ensure:
<input checked="" type="checkbox"/>	1. Students referred for a mental health screening are assessed within 15 days of referral;
<input checked="" type="checkbox"/>	2. School-based mental health services are initiated within 15 days of identification and assessment; and
<input checked="" type="checkbox"/>	3. Community-based mental health services for students are initiated within 30 days of referral.
<input checked="" type="checkbox"/>	Describes 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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Describes the process for coordinating mental health services for students at charter schools that are part of the school district's plan.
<input checked="" type="checkbox"/>	Identifies strategies to:
<input checked="" type="checkbox"/>	1. Improve the early identification of social, emotional or behavioral problems or substance abuse disorders;
<input checked="" type="checkbox"/>	2. Improve the provision of early intervention services; and
<input checked="" type="checkbox"/>	3. Assist students dealing with trauma and violence.
Expenditures (s. 1011.62(16), F.S.)	
<input checked="" type="checkbox"/>	Number of school-based mental health providers funded by the allocation and licensure/certification for each.
<input checked="" type="checkbox"/>	Number of community-based mental health providers funded by the allocation and licensure for each.
<input checked="" type="checkbox"/>	School district expenditures for services provided by contract-based collaborative efforts or partnerships with community mental health program agencies or providers.
<input checked="" type="checkbox"/>	Other expenditures (specify type and amount).
Expenditure Assurances (s. 1011.62(16), F.S.)	
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Mental health assistance allocation funds do not supplant other funding sources OR increase salaries or provide staff bonuses.
<input checked="" type="checkbox"/>	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).
Program Implementation and Outcomes (s. 1011.62(16)(d); F.S.)	
<input checked="" type="checkbox"/>	Identifies the number and ratios 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 services providers by licensure type).
<input checked="" type="checkbox"/>	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 services 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.
Plan Approval and Submission (s. 1011.62(16)(c), F.S.)	
<input type="checkbox"/>	Local school board approved the district plan. Date of Approval:
<input type="checkbox"/>	Approved plan was submitted to the Commissioner of Education by August 1, 2020 (attached).

Principal Signature: *[Handwritten Signature]*
 Board Chair Signature: *[Handwritten Signature]*

Date: 5/27/2020

Date: 6/8/2020



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

Valora Cole 6/8/2020
Print Name Date

Talya M Taylor 5-27-2020
Signature Date

Valora Cole
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

Print Name Date

Signature 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 providers 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.

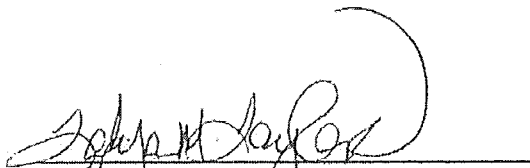
PROGRAM IMPLEMENTATION AND OUTCOMES

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