

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

David Broskie, Interim Superintendent
Clay County District Schools

Carol Studdard, Chair
Clay County District Schools

Date Board Approved: _____