

# Legacy Academy Charter School

1923 Knox McRae Drive

Titusville, Florida 32780

## Mental Health Assistance Allocation Plan Senate Bill 7030 2020-2021

Section 1011.62(16), Florida Statutes, states that the mental health assistance allocation was created to provide funding to assist school districts in establishing or expanding 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 who may experience behavioral health issues with appropriate services.

Legacy Academy Charter, Inc. has developed a detailed Mental Health Assistance Plan which includes proposed expenditures consistent with the statutory requirements for the Mental Health Allocation Plan in accordance with Section 1011.62 (16), Florida Statutes. Legacy Academy Charter, Inc. Governing Board has approved the following plan.

### **Focuses on delivering evidence-based mental health services:**

Legacy Academy Charter, Inc. believes that we must work toward integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a multi-tiered system of supports (MTSS). Ensuring that mental health and safety programs are appropriately integrated into the school's overall MTSS framework is essential for successful and sustainable improvements in school safety and academic achievement. Evidence-based mental health services provided by a part time Social Worker and programs implemented by school staff at Legacy Academy Charter, Inc. will include the following:

**Mental Health America (Tiers 1 and 2):** Mental Health America (MHA) is an online resource dedicated to promoting mental health as a critical part of overall wellness, including prevention services for all, early identification and intervention for those at risk, integrated care, services and supports for those who need it, with recovery as the goal. Much of their current work is guided by the Before Stage 4 (B4Stage4) philosophy that mental health conditions should be treated long before they reach the most critical points in the disease process. Included in their resources is an online screening tool that can be used by staff, parents, and students. The resources from Mental Health America will be shared with staff and parents at the beginning of the school year.

**Sanford Harmony (Tiers 1 and 2):** Sanford Harmony is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management and developmental awareness. It is part of the responsive classroom approach that supports social and emotional competencies of cooperation, assertiveness, responsibility, empathy and self-control. It builds community through teacher led lessons, classroom check-ins and home-school connections.

**PACER's National Bullying Prevention Center Curriculum, K-12 (Tier 1):** This is anti-bullying curriculum for teachers to use in their classroom with students. PACER's National Bullying Prevention Center provides innovative resources for students, parents, educators, and others. It also recognizes bullying as a serious community issue that impacts education, physical and emotional health and safety and well-being of students.

**Check-In, Check-Out (Tier 2):** Check-In, Check-Out from the book Responding to Problem Behavior in Schools, 2<sup>nd</sup> Ed: The Behavior Education Program, is a highly effective researched-based intervention that can be changed and adapted to suit any school or situation. The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement. Teachers will provide feedback on the sheet throughout the day and then students check-out at the end of the day with an adult. The sheet is sent home to be signed and returned the following day at check-in.

**Behavioral Contracts (Tiers 2 and 3):** The Behavior Contract is a simple positive reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out, in detail, the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document. Also, because the student usually has input into the conditions that are established within the contract for earning rewards, he or she is more likely to be motivated to abide by the terms of behavior contract, than if those terms had been imposed by someone else.

**PBIS Resources for Teachers and Staff (Tiers 1, 2 and 3):** Positive Behavior Interventions and Supports (PBIS) is an approach that schools can use to improve school safety and promote positive behavior. It's also a way for schools to decide how to respond to a child who experiences behavioral challenges. PBIS has a few important principles:

- Every child can learn proper behavior.
- Stepping in early can prevent more serious behavior problems.
- Each child is different, and schools need to provide many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Following a child's behavior progress is important.
- Schools must gather and use data to make decisions about behavior problems.
- According to several studies, PBIS leads to better student behavior. In schools that use PBIS, students receive fewer detentions and suspensions. There's less bullying and students also have better grades.

**Threat Assessment (Tier 3):** The Threat Assessment Team will meet a minimum of once a month for the coordination of resources, assessment and interventions with individuals whose behavior may pose a threat to the safety of school staff and/or students. They will also reconvene as necessary when a student is at risk. Interventions may include, but are not limited to, a referral to the Brevard Public Schools Threat Assessment Team, referral for mental health services, and/or referral to existing evidence-based programs and services. After providing emergency intervention and assessment of the situation, the school-based Security Specialist or Resource Officer may determine the need for a Baker Act if there is imminent threat to self or others. The team will contact other agencies involved with the student and any known service providers to share information and coordinate any necessary follow up actions.

**Direct employment of school-based mental health service providers. Includes description of supports that addresses mental health needs (assessment, diagnosis, intervention, treatment and recovery):**

Legacy Academy Charter, Inc. will address students' mental health needs using the following resources:

**Social Worker (assessment, diagnosis, intervention, treatment, and recovery):** the social worker will work in conjunction with other school site and community mental health care providers to assist families with social, emotional, and physical development needs to ensure student success. The Social Worker can provide the following supports and services:

- Complete Risk Assessments and threat assessments, as needed.
- Identify the need for Baker Act and diagnose, accordingly.
- Provide training in mental health awareness for students and school staff to improve early identification of any social, emotional, behavioral problems, or substance abuse disorders.

- Coordinate services with primary care and mental health providers involved in a student's care.
- Communicate with other agencies and staff, as needed and appropriate.
- Communicate with and collaborate with parents and guardians.
- Provide or refer to existing researched or evidence-based programs.
- Develop or collaborate on the development of treatment plans and safety plans.
- Provide appropriate follow-ups for recovery services.

**School Psychologist (assessment, diagnosis, intervention, treatment, and recovery):** Each school is assigned a School Psychologist through Brevard Public Schools. School Psychologists provide services to the schools including direct support to students for mental health assessment, intervention, treatment, recovery services, assist students dealing with trauma/violence and referrals for outside diagnosis and early intervention services.

**BPS Crisis Response Manual:** Legacy Academy Charter, Inc. will use the Brevard Public Schools' Crisis Response Manual. It is designed to provide schools with information and guidance for preventing, mitigating, preparing for, responding to, and recovering from crisis situations. Training on the updated manual will be provided during the 2020-2021 school year.

Furthermore, Legacy Academy Charter, Inc. will ensure that students referred for a mental health screening are assessed within 15 days of the referral; school-based mental health services are initiated within 15 days of identification and assessment; and community-based mental health services for students are initiated within 30 days of referral.

**Strategies to increase the amount of time that school-based student services personnel spend providing direct services to students.**

**Sanford Harmony:** Support staff will push-in to facilitate this program in every classroom, weekly. It is part of the responsive classroom approach that supports social and emotional competencies of cooperation, assertiveness, responsibility, empathy and self-control. It builds community through teacher led lessons, classroom check-ins and home-school connections.

**Check-In, Check-Out:** Support staff meets with individual students to build a positive connection, daily.

**Contracts and interagency agreements with one or more local community behavioral health providers.**

School-community agency collaboration is critical to providing the full continuum of mental health services to students. Legacy Academy Charter, Inc. will communicate, collaborate, and coordinate efforts to serve students with the agencies and programs that provide services to students experiencing or at risk of an emotional disturbance or mental illness. The school will establish a partnership with the Brevard Health Alliance in order to support students and families on a referral basis. The school will collaborate with the following:

- State and local law enforcement
- The Department of Juvenile Justice
- The Department of Children and Families
- The Department of Health and other health care providers

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

The school-based ESE/Student Services Coordinator will coordinate services with primary care and mental health providers involved in a student's care. Legacy Academy Charter, Inc. will follow the Brevard Public Schools process

for sharing information in order to facilitate communication between the providers and schools. Services from outside providers may be provided at the school, once permission is obtained from the parent.

### **Program Implementation and Outcomes**

#### **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):**

The school-based part-time Social Worker will keep a record of all services provided to students including screenings, assessments, counseling services (individual and group), and services provided by community agencies. In accordance with SB 7030, a report will be submitted on the program outcomes and number of students served through the program or referred to community services.

#### **Identifies number and credentials of mental health service providers employed by the school:**

Legacy Academy Charter, Inc. will not employ mental health service providers. The school will contract with licensed mental health providers.

#### **Identifies number and credentials of mental health service providers contracted with the school:**

Legacy Academy Charter, Inc. will contract with a licensed Social Worker at a minimum of twice a month to provide services for students.

### **Expenditures**

#### **Documents 90% of expenditures allocated to direct mental health services or coordination of such services with primary care and mental health providers:**

Legacy Academy Charter, Inc. will spend 100% of its Mental Health Assistance Allocation on hiring a part-time Social Worker to provide mental health assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and students at risk of such diagnoses. It will also provide training in mental health awareness for school staff.

The school Social Worker will provide the following supports and services:

- Complete Risk Assessment and threat assessments, as needed
- Identify the need for a Baker Act and diagnose, accordingly
- Provide training in mental health awareness for students and school staff
- Coordinate services with primary care and mental health providers involved in a student's care
- Communicate with other agencies and staff, as needed and appropriate
- Communicate with and collaborate with parents and guardians
- Provide or refer to existing researched or evidence-based programs
- Develop or collaborate on the development of treatment plans and safety plans
- Provide appropriate follow ups for recovery services

#### **Includes assurances that Mental Health Assistance Allocation does not supplant other funding sources or increase salaries or provide staff bonuses:**

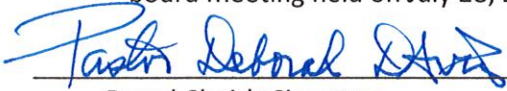
The Mental Health Assistance Allocation will not be used to supplant other funding sources, increase salaries, or provide staff bonuses.

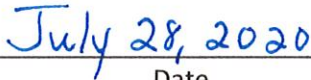
**Describes how school will maximize use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement and any available grant opportunities):**

Legacy Academy Charter, Inc. will maximize the use of other funding sources to provide school-based mental health services through Medicaid reimbursement and any available grant opportunities.

**Plan Approval and Submission**

Legacy Academy Charter, Inc. Board of Directors, approved the Mental Health Assistance Allocation Plan at the board meeting held on July 28, 2020.

  
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Board Chair's Signature

  
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Date