



## Part I: Youth Mental Health Awareness Training Plan

---

## Table of Contents

---

<b>Introduction</b>	<b>3</b>
<b>Part I. Mental Health Assistance Allocation Plan</b>	<b>4</b>
<b>Section A: MHAA Plan Assurances</b>	<b>4</b>
<b>Section B: Planned Outcomes</b>	<b>5</b>
<b>Section C: Charter Program Implementation</b>	<b>6</b>
<b>Section D: Direct Employment</b>	<b>10</b>
<b>Section E: MHAA Planned Funds and Expenditures</b>	<b>13</b>
<b>Section F: Charter Governing Board Approval</b>	<b>13</b>

## Introduction

The purpose of the combined mental health application is to streamline and merge two programs into one application. The Youth Mental Health Awareness Training (YMHAT) Plan and the Mental Health Assistance Allocation (MHAA) Plan are to provide supplemental funding to districts so schools can establish, expand and/or improve mental health care, awareness and training and offer a continuum of services. These allocations are appropriated annually to serve students and families through resources designed to foster quality mental health. This application is separated into two primary sections: Part II includes the YMHAT Plan and Part III includes the MHAA Plan.

### Part I. Mental Health Assistance Allocation Plan

In accordance with s. 1011.62, F.S., the MHAA Plan allocation is to assist districts with establishing or expanding school-based mental health care; training educators and other school staff in detecting and responding to mental health issues; and connecting children, youth and families who may experience behavioral health issues with appropriate services.

### Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by August 1, 2023.

There are two submission options for charter schools (MHAA Plan Only):

- Option 1: District submission includes charter schools in their application.
- Option 2: Charter school(s) submit a separate application from the district.

## Part I: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

### MHAA Plan Assurances

#### The Charter School Assurances

One hundred percent of the state funded proportionate share is 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.

Yes

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

Yes

Maximizing the use of other sources of funding to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

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

Yes

#### A Charter school board policy or procedures has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

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

Yes

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

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-40010, Florida Administrative Code.

Yes

Assisting a mental health services provider or a behavioral health provider as described in s. 1011.62, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined in s. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

### Planned Outcomes

**Identify two specific and measurable goals that will be accomplished within the 2023-24 school year, and specify which component of Charter Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).**

We plan to increase Mental Health Services for our K-12 students. We have added two additional licensed Mental Health Clinicians to our Student Assistance Program (SAP), which now includes four providers to service and support our students, as well as to refer services for the families. The SAP team primarily provides individual and group school-based therapy. Additionally, we have executed a practicum training agreement with Nova Southeastern University. We now have two doctoral-level practicum trainees providing school based therapy services 20 hours a week. We have also submitted a request to hire one additional mental health therapist for the SAP team for 23-24 school year. This team works closely with our school counselors and social workers to identify and screen students who are in need of group and/or individual therapy services. The services are tracked through an electronic database managed by the clinicians. We hope that having these on site mental health providers will help to ensure that our students in need will receive their services more quickly and with fidelity. Nevertheless, we will continue to make use of the providers referred from our Social Worker using community-based providers.

We also plan to increase the usage of RETHINK ED, evidence-based program (EBP), to ensure that our TIER 1 is being implemented with fidelity. Further, as ReThink Ed is relatively new to our schools, so we will be conducting training for our instructional staff. The Tier 2 and Tier 3 will be implemented by the mental health team members and school counselors using these program resources.

### Tracking outcomes

Any student, grades 3-12, receiving therapy services through SAP completes a mental health screener on a monthly basis (BASC-3 BESS) to track treatment response. In addition, any students grades K-12 in the SAP program, are assessed by a mental health clinician using a semi-structured intake form. The ReThink Ed has Tiers 1-3 Curriculum. The Tier 1 students will be monitored using this curriculum (80% of the students). The Tier 2 (10-15%) students will be monitored by the school counselor using ReThink Ed and other appropriate curriculum. Also, these students may receive support referral provided by our Social Worker. Students identified for Tier 3 (1-5%) will receive mental health services provided by either our SAP Clinicians or Community Providers. These students will be progress monitored to determine the progress the students are making based on the therapeutic interventions. It is possible that duplicate students are represented in screener counts if they were screened by more than one source (i.e., ReThink Ed and SAP). In addition, students whose parents opt out of screening are not included.

The school has an embedded SEL Program Schedule which requires our teaching staff to instruct students using the ReThink Ed Curriculum. This curriculum program is also used by our school counselors for classroom instruction, as well as for small group and individual counseling and support services. The curriculum is enhanced and supported using Brain Pop Video lessons which are good at engaging the students with the content.

The School Counselors, with the assistance of the social worker, refer students and families to on site (SAP Clinicians) and/or community-based therapy or other support providers. Multiple outside community partners for mental health and family support services will be utilized with the guidance of our Social Worker.

**Charter Program Implementation**

<b>Evidence-Based Program</b>	ReThink Ed
<b>Tiers of Implementation</b>	Tier 1, Tier 2, Tier 3
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
<p>Awareness of Self &amp; Others  Self-Management  Social Skills  Social Awareness  Self-Care  Trauma</p> <p>Additional BrainPop and Nearpod Video Resources to support Program</p>	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<p>The ReThink Ed program will be implemented K-12 via SEL block. Teachers under the direction of the mental health team members will be provided program training and lessons in order for them to implement the designated weekly lessons.</p> <p>The school counselors will conduct a needs assessment to all students to see what additional services will be needed to assist students with greater needs and/at risk behaviors.</p> <p>Additionally teachers, staff and/or parents may request additional support for a student or group of students that would require tier 2/3 lessons</p>	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<p>Tier 1 students: will take quizzes after each lesson to help determine student mastery of SEL skills.</p> <p>Tier 2 students: will be monitored through regular check-ins with the school counselor to determine their progress and continued needs.</p> <p>Tier 3 students: will have more frequent check-ins and sessions, and may be referred to community based mental health partners for additional support services.</p>	

<b>Evidence-Based Program</b>	Student Assistance Program (SAP)
<b>Tiers of Implementation</b>	[none selected] Tier 2 and Tier 3
<p>Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.</p> <p>Student Assistance Program (SAP) -offers individual and group therapy services delivered by a team of licensed mental health therapists. Clinicians are trained in and utilize EBTs (i.e., CBT, Solution-Focused Therapy, TF-CBT, Behavioral Therapy, etc.) as well as manualized treatments (e.g., Coping Cat) based on student presenting problems.</p>	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, behavioral problems or substance use disorders, as well as the likelihood of at-risk students developing social, emotional, behavioral problems, depression, anxiety disorders, suicidal tendencies, and how these will assist students dealing with trauma and violence.</p> <p>Students identified with clinically elevated mental health concerns (based on the BASC-3-BESS screener) are provided with weekly individual or group therapy services. The screener can screen for presentations related to anxiety and depression as well as issues related to self-regulation or other behavioral and emotional issues. Students receiving SAP services are screened for suicidal risk and substance use as well. After obtaining parent consent, an intake is conducted and a tailored treatment plan is created for the student. An evidenced-based therapy approach is then selected and sessions are provided on site, 30 minutes each week. Students will continue to receive therapy services until treatment plan goals/objectives are met and/or the student demonstrates a decline in clinical elevations on the BASC-3-BESS.</p>	
<p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p> <p>As noted, students are screened for both suicide and substance use by their clinician. Those students that present with higher risk are provided the appropriate evidenced-based therapy service, such as CBT or TF-CBT, and are monitored regularly via risk assessment and the BASC-BESS screener. In addition, ongoing safety planning is incorporated into the treatment of those students and clinicians work closely with families to link them to additional community resources as needed.</p>	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*

**2:1335 (1:668)**

*2023-2024 proposed Ratio by June 30, 2024*

**2:1335 (1:668)**

#### School Social Worker

*Current Ratio as of August 1, 2023*

**1:1335**

*2023-2024 proposed Ratio by June 30, 2024*

**1:1335**



### School Psychologist

*Current Ratio as of August 1, 2023*

**N/A**

*2023-2024 proposed Ratio by June 30, 2024*

**N/A**

### Other Licensed Mental Health Provider

*Current Ratio as of August 1, 2023*

**4:1335 (1:334)**

*2023-2024 proposed Ratio by June 30, 2024*

**5:1335 (1:267)**

### Direct employment policy, roles and responsibilities

**Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.**

To reduce staff-to-student ratios and meet student mental health assistance, the Pembroke Pines Charter Schools have direct employment of school-based mental health service providers including but not limited to: contracted social workers, school counselors, 5 certified mental health school-based professionals. Further, we have budgeted (22-23) and have requested to hire an additional Mental Health Professional (in addition to the current SAP 4 Clinicians) to help to manage and arrange for school-based therapy and community based referrals therapy and other services for our K-12 system. We look to continue to expand the SAP program and clinicians. One way we have done this is by entering a practicum training agreement with a local university and now have two doctoral-level clinicians providing therapy services under the supervision of the SAP clinical director.

**Describe your school's established policies and procedures 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).**

Strategies to increase the amount of time student services personnel spend providing direct mental health services.

Based on prior school year's data collection, administrators will review and revise student support personnel allocation and assigned roles based on mental health assistance needs.

Administrators collaborate with mental health team members to determine the best allocation of roles to service the student population.

Student support team members collaborate to determine the best use of team resources to support specific individualized student needs.

We contract additional mental health staff (e.g., Social Workers & School Psychologists via Venture Design) to help to support student needs and to assist student services personnel.

The City has allocated financial resources in the 22-23 School Budget to hire two additional Mental Health Professionals (Student Assistance Program Coordinator and 3 total School Mental Health Therapist) to help to ensure that students are being properly referred and in receipt of therapy and other support services to help with their Mental Health challenges. We plan to continue to increase the clinicians within the SAP program to support more students and families.

**Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.**

Throughout the year we conduct a K-12 Student Needs Assessment Survey through Rethink Ed that identifies students in need. The program has Tier 1, 2 and 3 Lessons which are designed to address student needs.

The school has built in SEL in the schedule which requires all students to participate in Rethink Ed lessons implemented by the classroom teachers under the direction of the school counselors. Also, teachers enhance the curriculum with additional BrainPop video lessons.

School counselors also conducted Needs Assessment with teachers using Google Surveys to help determine real-time needs to help guide their support service needs.

The school counselors, with the assistance of the social workers, contracted through Venture Design, refer students and families to multiple outside Community Partners for Mental Health Therapy and other support services (See community providers list).

**Community Contracts/Interagency Agreements**

**List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.**

**MENTAL HEALTH PROVIDER:**

Venture Design  
(School Board of Broward County)SS

**TITLE:**

Contracted Social Workers

**SERVICE PROVIDED:**

Broward Schools Contract to Secure Social Worker support Services for the K-12 Broward Charter Schools

**FUNDING SOURCES:**

Function -6100 Contracted Services

**MENTAL HEALTH PROVIDER:**

Department of Children & Families

**TITLE:**

Community Provider

**SERVICE PROVIDED:**

Collaboration with our Social Worker to support our students and families.

**FUNDING SOURCES:**

Community Partner

MENTAL HEALTH PROVIDER:

City of Pembroke Pines Police Department

TITLE:

SRO and TAT Team Members

SERVICE PROVIDED:

SRO is a member of each school's Threat Assessment Team and collaborates on all student health and safety concerns. Also, Wellness Checks are conducted by the SRO and/or the TAT Team in cases of students who pose a threat to the school, students, staff or self.

FUNDING SOURCES:

City Police Budget- Community PartnerSSS

MENTAL HEALTH PROVIDER:

The Institute for Children and Family Health

TITLE:

Community Mental Health Provider

SERVICE PROVIDED:

Our School Counselors and/or Social Worker collaborate with this community provider to secure therapy services for students having been identified as being in need.

FUNDING SOURCES:

Community Partner

MENTAL HEALTH PROVIDER:

Chrysalis

TITLE:

Community Mental Health Provider

SERVICE PROVIDED:

This community provider affords students and families with therapy services after conducting student and family needs assessment.

FUNDING SOURCES:

Community Partner

MENTAL HEALTH PROVIDER:

Memorial Health Services

TITLE:

SERVICE PROVIDED:

Our School Counselors and/or Social Worker collaborate with this community provider to secure therapy services for students having been identified as being in need

FUNDING SOURCES:

Community Partner

MENTAL HEALTH PROVIDER:

Big Brothers, Big Sisters Program

TITLE:

Community Provider

SERVICE PROVIDED:

Student Mentor Program

FUNDING SOURCES:

Community Partner

**MENTAL HEALTH PROVIDER:**

Active Community Health Center

**TITLE:**

Community Mental Health Provider

**SERVICE PROVIDED:**

Our Social Worker works with this provider to refer students to receive therapy services and additional after school and summer programs for students having been identified as being in need of their programs.

**FUNDING SOURCES:**

Community Partner

**MENTAL HEALTH PROVIDER:**

Smith Community Mental Health

**TITLE:**

Community Mental Health Provider

**SERVICE PROVIDED:**

Our Social Worker has identified this provider as one who actively provides mental health services to support students having been identified as in need.

**FUNDING SOURCES:**

Community Partner

**MENTAL HEALTH PROVIDER:**

Center for Autism and Related

Disabilities (CARD)

**TITLE:**

Community Mental Health Provider

**SERVICE PROVIDED:**

Provides outreach, support, and education to children and families with ASDs.

**FUNDING SOURCES:**

Community Partner

**MENTAL HEALTH PROVIDER:**

Nova Southeastern University

Psychology Services Center

**TITLE:**

Community Mental Health Provider

**SERVICE PROVIDED:**

Provides assessment, individual therapy, group therapy, family therapy, psychological evaluations, and behavior therapy services to children and their families.

**FUNDING SOURCES:**

Community Partner

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2023-2024 Florida Education Finance Program (FEFP)

2023-2024 Projected Mental Health Allocation- \$65,095

Unexpended MHAA funds from previous fiscal years as stated in your 2022-2023 MHAA Plan

\$ 0.00

Grand Total MHAA Funds

2023-2024 Projected Mental Health Allocation- \$65,095

MHAA planned Funds and Expenditures Form

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1011.62 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

23-24 MHAAP Expected Expenditures Form for City of Pembroke Pines Charter Middle 06-5081
<a href="#">Document Link</a>

Charter Governing Board Approval

This application certifies that the **City of Pembroke Pines Charter Schools** governing board has approved the Mental Health Assistance Allocation Plan, 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(14), F.S.

Governing Board Approval date

5/17/2023