



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# 2023-24 Mental Health Application

## Part I: Youth Mental Health Awareness Training Plan

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## Introduction

### Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

#### MHAA Plan Assurances

##### The Charter School Assures

One hundred percent of state funds are used to establish or 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

Other sources of funding will be maximized-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

A system is included 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

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

##### A charter governing board policy or procedure 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-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, 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 ins. 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 ins. 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, 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

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to 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. s. 1006.041, F.S.

Yes

## District Program Implementation

<b>Evidence-Based Program</b>	ReThink Ed
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
<p>Awareness of Self &amp; Others</p> <p>Self-Management</p> <p>Social Skills</p> <p>Social Awareness</p> <p>Self-Care</p> <p>Trauma</p> <p>Additional BrainPop and Nearpod Video Resources to support Program</p>	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<p>The ReThink Ed program will be implemented K-12 via SEL/Resiliency 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 and 3 lessons</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>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>	Health Information Project (HIP)
<b>Tier(s) of Implementation</b>	Tier 1, Tier 2
Describe the key EBP components that will be implemented.	
Provide practical information focusing on a myriad of critical health issues such as depression, suicide, obesity, abuse	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<p>The HIP curriculum will be delivered to Students in grade 9 by Peer Health Educators in 11 and 12 grade. The Peer Health Educators are selected by an Application process and interview. These Students are then trained extensively on Each health topic under the supervision Of the sponsor, a member of the mental Health team.</p> <p>The health topics will be delivered once a month via classroom presentations.</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.	
Through interactive peer-led discussion sessions, students will receive pertinent information on various health topics through an innovative approach. Students will also learn preventive healthcare and help in accessing health care services in their community.	

<b>Evidence-Based Program</b>	Teen Mental Health First Aid (tMHFA)
<b>Tier(s) of Implementation</b>	Tier 1
Describe the key EBP components that will be implemented.	
Teen Mental Health First Aid (tMHFA) teaches teens in grades 10-12, or ages 15-18, how to identify, understand and respond to signs of mental health and substance use challenges among their friends and peers.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
The tMHFA training will be delivered in 6 interactive (in- person) classroom sessions of 45 minutes each by one of our 3 staff members who are certified tMHFA trainers; one instructor for every 150 students. One entire school grade level (11th grade) will be trained in the upcoming school year.	
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.	
Teaches high school students about common mental health challenges and what they can do (implement the Teen Mental Health First Aid Action Plan) to support their own mental health and help a friend who is struggling.	

<b>Evidence-Based Program</b>	Student Assistance Program (SAP)
<b>Tier(s) of Implementation</b>	Tier 2, Tier 3
Describe the key EBP components that will be implemented.	
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.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
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.	
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.	
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.	

## Direct Employment

### MHAA Plan Direct Employment

#### School Counselor

*Current Ratio as of August 1, 2023*  
**1:420**

*2023-2024 proposed Ratio by June 30, 2024*  
**1:420**

#### School Social Worker

*Current Ratio as of August 1, 2023*  
**1:2100**



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

**1:2100**

### **School Psychologist**

*Current Ratio as of August 1, 2023*

**0**

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

**0**

### **Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2023*

**1:525**

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

**1:420**

## **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 district'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. During 23-24 we plan to add one additional clinician to the SAP Team to service our students.

**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)

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

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 Partner

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:

Camelot Community Care

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:

Function -6100 Contracted Mental Health Services

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)

\$ 112,524.00

#### Unexpended MHAA funds from previous fiscal years

#### Grand Total MHAA Funds

\$ 112,524.00

### 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.) 1006.041 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:

MHAA_Planned_Exp_Report_2023-2024_PPCS_High_06-5121_.pdf
23-24 MHAP Planned Expenditures Form (06-5121)
<a href="#">Document Link</a>
City_Commission_Agenda_Mental_Health_Approvals_051723.pdf
Board Approval 05/17/23
<a href="#">Document Link</a>

## Charter Governing Board Approval

This application certifies that the **Broward County Public 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**

Wednesday 5/17/2023