

2024-25 |

HOPE

COMMUNICATION

RESILIENCE

WELLNESS

KINDNESS



FAMILY

POSITIVITY

AWARENESS

WELLNESS

MENTAL
HEALTH

Broward

MENTAL HEALTH APPLICATION

Mental Health Assistance Allocation Plan



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

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I. Introduction

Plan Purpose

The purpose of the Mental Health Assistance Allocation (MHAA) is to provide funding to assist school districts in establishing or expanding school-based mental health care; train educators and other school staff in responding to mental health issues; and connect children, youth and families who may experience behavioral health issues with appropriate services.

These funds are allocated annually in the General Appropriations Act to each eligible school district. Each school district shall receive a minimum of \$100,000, with the remaining balance allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.

Charter schools that submit a plan separate from the school district are entitled to a proportionate share of district funding. 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. (*Section [s.] 1006.041, Florida Statutes [F.S.]*)

Submission Process and Deadline

The application must be submitted to the Florida Department of Education (FDOE) by **August 1, 2024**.

There are two submission options for charter schools:

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

II. MHAA Plan

A. MHAA Plan Assurances

1. District Assurances

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.



Other sources of funding will be maximized to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).



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



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 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.



Mental Health Assistance Allocation Plans for charter schools that opt out of the District's MHAA Plan are reviewed for compliance.



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.



The MHAA Plan must be focused on a multi-tiered 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. Section 1006.041, F.S.



2. School Board Policies

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.



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



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



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.



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, Florida Administrative Code.



Assisting a mental health services provider or a behavioral health provider as described in s. 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 in s. 393.063, F.S.



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, 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.



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.



B. District Program Implementation #1

Evidence-Based Program (EBP)

Cognitive Behavioral Therapy

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

Cognitive behavioral therapy, or CBT, is a short-term therapy technique that can help people find new ways to behave by changing their thought patterns. Engaging with CBT can help people reduce stress, cope with complicated relationships, deal with grief, and face many other common life challenges.

Early Identification

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.

CBT will be used by family therapists in the Family Counseling Program when students and families request services, do not have a history of trauma, and are not suffering from post-traumatic stress symptoms. CBT will also be utilized by school social workers to provide CBT interventions when triaging students and families for services.

High Risk Students

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 students at high risk of such diagnoses.

80% of students who participate in mental health treatment whereby the CBT model is used will demonstrate an improvement in their mental health as evidenced by a decrease of 2 points on their Mood Feelings Questionnaire score from pre to post assessment intervention. 80% of students and families triaged by school social workers whereby CBT is provided, will demonstrate increased insight of identified problem evidenced by completion of intake assessment with one of the community agencies.

B. District Program Implementation #2

Evidence-Based Program (EBP)

WhyTry

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

WhyTry is an evidence-based social and emotional learning (SEL) program. Sessions focus on teaching important life skills: decisions have consequences, dealing with peer pressure, obeying laws and rules, and plugging into a support system.

Early Identification

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.

School social workers will conduct group sessions with students at the middle and high school levels, which include 10-minute to 1 hour solution focused sessions. Students will practice resiliency, and social and emotional skills, so they are better prepared for all the challenges of life.

High Risk Students

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 students at high risk of such diagnoses.

Select students at Tier 3 will receive one on one individual counseling and support. Students will display the ability to recognize, understand, manage, express, and reflect on their thoughts, interactions, mindsets, and emotions, as evidenced by student report and school social worker observations.

B. District Program Implementation #3

Evidence-Based Program (EBP)

Riding the Waves

Tier(s) of Implementation

Tier 1

Describe the key EBP components that will be implemented.

Riding the Waves is a prevention curriculum developmentally appropriate for 5th grade students. Lessons target identifying and coping with stress for elementary school. Lessons address healthy emotional development, depression, and anxiety. This curriculum's overarching goal is to build the emotional skills within children to prevent suicide at its earliest stages.

Early Identification

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 Suicide Prevention Specialists will assist schools in delivering this curriculum to students by request of administration.

High Risk Students

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 students at high risk of such diagnoses.

N/A

B. District Program Implementation #4

Evidence-Based Program (EBP)

Look Listen Link

Tier(s) of Implementation

Tier 1

Describe the key EBP components that will be implemented.

LOOK LISTEN LINK is an evaluated, classroom-based prevention curriculum geared for students in 6th, 7th, and 8th grades. It aims to teach students not only facts about stress, anxiety, depression, and suicide prevention, but also practical life skills to help a friend who may be struggling with these issues.

Early Identification

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 Suicide Prevention Specialists will assist schools in delivering this curriculum to students by request by administration.

High Risk Students

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 students at high risk of such diagnoses.

N/A

B. District Program Implementation #5

Evidence-Based Program (EBP)

H.E.L.P. (Help Every Living Person)

Tier(s) of Implementation

Tier 1

Describe the key EBP components that will be implemented.

H.E.L.P. (Helping Every Living Person) is an evaluated classroom suicide prevention curriculum for students in 9th, 10th, and 11th grades. Topics include stress and healthy coping skills, depression and impact on teens' lives, causes and warning signs of suicide, and skills to intervene with a friend who may be considering suicide.

Early Identification

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 Suicide Prevention Specialists will assist schools in delivering this curriculum to students by request of administration.

High Risk Students

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 students at high risk of such diagnoses.

N/A

B. District Program Implementation #6

Evidence-Based Program (EBP)

PREPaRE

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

PREPaRE trains school based mental health professionals and educators in how to fulfill the roles and responsibilities of each member on school crisis response teams. This curriculum will assist our mental health staff who respond to crises, to be able to develop appropriate crisis plans and teams that incorporate the areas of preparedness, prevention, response and recovery, on a short-and long-term basis.

Early Identification

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 PREPaRE model describes crisis response team activities as occurring during the five mission phases of a crisis: (a) prevention, (b) protection, (c) mitigation, (d) response, and (e) recovery. Broward schools will be focusing on providing the curriculum to our mental health professionals to assist in de-escalation and identifying students who may require additional intervention in response to a crisis.

High Risk Students

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 students at high risk of such diagnoses.

Mental health professionals will be the first layer of intervention in assessing students in terms of their mental health, resiliency and capacity for coping with the crisis. Students who are more at risk and require intensive intervention also bring other concerns that staff will be equipped to manage such as physical health and safety risk within our schools.

B. District Program Implementation #7

Evidence-Based Program (EBP)

RUMERTIME

Tier(s) of Implementation

Tier 2, Tier 3

Describe the key EBP components that will be implemented.

RUMERTIME is a strategy based on Social and Emotional First Aid training of five culturally responsive, social-emotional problem-solving steps.

Early Identification

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.

School social workers will conduct 6 or more sessions with students at the elementary and/or middle school level to include individual and group sessions, while practicing the strategy; staff review skills being learned by observation and student reports.

High Risk Students

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 students at high risk of such diagnoses.

Students in need of more intensive intervention, will receive one on one individual counseling and support. Students will display ability to recognize, understand, manage, express and reflect thoughts and feelings, by self report and observation.

C. Direct Employment

1. MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2024: **1:458**

School Counselor

2024-2025 proposed Ratio by June 30, 2025 **1:437**

School Social Worker

Current Ratio as of August 1, 2024: **1:1403**

School Social Worker

2024-2025 proposed Ratio by June 30, 2025 **1:1350**

School Psychologist

Current Ratio as of August 1, 2024: **1:1768**

School Psychologist

2024-2025 proposed Ratio by June 30, 2025 **1:1768**

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2024: **1:3863**

Other Licensed Mental Health Provider

2024-2025 proposed Ratio by June 30, 2025: **1:3748**

2. 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.

This year we continue to hire additional school social workers and family therapists which will further decrease the ratios of mental health professionals to students. We will be adding therapists to schools within the zones, particularly those in which we have seen an increase in counseling referrals. Additional school social workers will be assigned full time to schools with high needs and some schools will be provided with an additional full time school social worker. In addition, we are in the process of opening 3 Wellness Centers which will be staffed with school social workers, family counselors and behavior techs. This will further increase capacity and the ability for staff to provide more in-depth support to students.

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).

Our school board has emphasized the importance of our mental health professionals providing direct services to students, with a subsequent request for review and revision to job descriptions. Senior leadership has also supported the work of mental health staff and advocated for additional support in high need schools. This past year, through referendum dollars, the position of Student Support Instructional Specialist was created to provide a layer of prevention for students exhibiting behavioral and mental health issues. These individuals are assigned full time to a school and their role is to be visible on campuses, work closely with students with discipline concerns, returning from a suspension, transitioning back to school from DJJ sites, discharged from the hospital following a Baker Act, and making referrals for counseling both to school based and community providers. The result is an increase in time spent by our mental health professionals providing direct mental health services to 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.

Referrals are made to our Family Counseling Program and school social workers who are trained in various EBPs and provide assessment and intervention. Through a contract with our managing entity, referrals can be made for students with severe mental health conditions and those with dual diagnoses. Many of our community providers are trained in CBT. Our Suicide Prevention Specialists

deliver Tier 1 suicide prevention curriculum at each grade level, elementary, middle and high. The PREPaRE training provides another level of support in serving our students in the delivery of crisis intervention.

3. 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.

Health Provider: Broward Behavioral Health Coalition and network providers.

Services Provided: Contract with Broward's managing entity to provide assessment, outpatient individual and group sessions, case management, medical services; in-home and at the various provider locations.

Health Provider: Noel A. Cabrera, M.D., Child, Adolescent, and Adult Psychiatrist (M.D.)

Services Provided: Consultant Agreement with the Psychological Services Department for psychiatric evaluations to fulfill Child Find obligations, as needed.

D. MHAA Planned Funds and Expenditures

1. Allocation Funding Summary

MHAA funds provided in the 2024-2025 Florida Education Finance Program (FEFP):	14,758,713
Unexpended MHAA funds from previous fiscal years:	5,454,000
Grand Total MHAA Funds:	20,212,713

2. 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, F.S.

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.

Uploaded Document:

[Broward MHAA_Planned_Expenditures_Report_2024-25 7.1.24.pdf](#) 

E. School District Certification

This application certifies that the School Superintendent and School Board approved the district's MHAA 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 MHAA in accordance with s. 1006.041(14), F.S.

Note: The charter schools listed below have **Opted Out** of the district's MHAA Plan and are expected to submit their own MHAA Plan to the District for review.

Charter School Number and Name

5209 Ascend Academy Charter High School

Charter School Number and Name

5410 Ben Gamla Charter School

Charter School Number and Name

5001 Ben Gamla Charter School North Campus

Charter School Number and Name

5392 Ben Gamla Charter School South Broward

Charter School Number and Name

5022 Bridgeprep Academy of Broward K-8

Charter School Number and Name

5116 Bridgeprep Academy of Hollywood Hills

Charter School Number and Name

5051 City/Pembroke Pines Central

Charter School Number and Name

5121 City/Pembroke Pines Charter High School

Charter School Number and Name

5051 City/Pembroke Pines East

Charter School Number and Name

5081 City/Pembroke Pines Middle Central

Charter School Number and Name

5081 City/Pembroke Pines Middle West

Charter School Number and Name

5051 City/Pembroke Pines West

Charter School Number and Name

5091 Coral Springs Charter School

Charter School Number and Name

5355 Eagles Nest Charter Academy

Charter School Number and Name

5356 Eagles Nest Middle Charter School

Charter School Number and Name

5325 Hollywood Academy Of Arts & Science

Charter School Number and Name

5362 Hollywood Academy Of Arts And Science Middle School

Charter School Number and Name

5171 Imagine Charter School At North Lauderdale Elementary

Charter School Number and Name

5024 Imagine Schools At Broward

Charter School Number and Name

5044 Imagine Schools Plantation Campus

Charter School Number and Name

5161 North Broward Academy Of Excellence

Charter School Number and Name

5371 North Broward Academy Of Excellence Middle

Charter School Number and Name

5801 Panacea Prep Charter School

Charter School Number and Name

5014 Renaissance Charter Middle School At Pines

Charter School Number and Name

5049 Renaissance Charter School At Cooper City

Charter School Number and Name

5020 Renaissance Charter School At Coral Springs

Charter School Number and Name

5710 Renaissance Charter School At Pines

Charter School Number and Name

5023 Renaissance Charter School At Plantation

Charter School Number and Name

5048 Renaissance Charter School At University

Charter School Number and Name

5141 Somerset Academy

Charter School Number and Name

5221 Somerset Academy Charter High

Charter School Number and Name

5007 Somerset Academy Charter High Miramar

Charter School Number and Name

5211 Somerset Academy Davie Charter School

Charter School Number and Name

5391 Somerset Academy East Preparatory

Charter School Number and Name

5405 Somerset Academy Elementary (Miramar Campus)

Charter School Number and Name

5263 Somerset Academy Elementary South

Charter School Number and Name

5224 Somerset Academy Key Charter High School

Charter School Number and Name

5413 Somerset Academy Key Middle School

Charter School Number and Name

5151 Somerset Academy Middle

Charter School Number and Name

5406 Somerset Academy Middle (Miramar Campus)

Charter School Number and Name

5021 Somerset Academy Neighborhood

Charter School Number and Name

5388 Somerset Academy Pompano (K-5)

Charter School Number and Name

5387 Somerset Academy Riverside

Charter School Number and Name

5419 Somerset Academy Riverside Charter Middle School

Charter School Number and Name

5002 Somerset Academy Village Charter Middle School

Charter School Number and Name

5396 Somerset Arts Conservatory

Charter School Number and Name

5056 Somerset Parkland Academy

Charter School Number and Name

5030 Somerset Pines Academy

Charter School Number and Name

5006 Somerset Preparatory Academy Charter High At North Lauderdale

Charter School Number and Name

5003 Somerset Preparatory Academy Charter School At North Lauderdale

Charter School Number and Name

5441 Somerset Preparatory Charter Middle School

Charter School Number and Name

5004 Somerset Village Academy

Charter School Number and Name

5053 Suned High Of South Broward

Charter School Number and Name

5054 Somerset Academy Miramar South

Charter School Number and Name

5861 Suned High School Of North Broward

Charter School Number and Name

5052 West Broward Academy

Charter School Number and Name

5555 International Studies Academy High School

Charter School Number and Name

5556 International Studies Academy Middle School

Certification Date:

07/23/2024