

BROWARD COUNTY PUBLIC SCHOOLS

Detailed Mental Health Assistance Allocation Plan

SB 7026: Public Safety

“Marjory Stoneman Douglas High School Public Safety Act”

PURPOSE: To request State allocated funding to support the expansion of comprehensive mental health services designed to address prevention, intervention, and postvention across the District, utilizing the Multi-tiered System of Supports (MTSS) framework of service delivery.

In light of the recent school shooting, it is not sufficient to simply react to a tragedy that seems to have roots in the compromised mental health functioning of an individual. As an educational system, emphasis must be given to prevention to mitigate mental health issues, knowing that early identification and intervention is the best approach to treat mental illness.

Broward County Public Schools (BCPS) recognizes that an inclusive approach to the delivery of mental health services is essential to student success and requires the involvement of our community partners, employees, and families.

Delivering Evidence-based Mental Health Services

1. Describe awareness/prevention efforts that address mental health issues at Tier 1:

Broward County Public Schools has a Mental Health Leadership Team that meets monthly to collaborate and develop prevention and awareness programs that align with the District’s Social Emotional Learning initiative. In the 2016-2017 school year, the Mental Health Leadership Team established a mental health campaign known as TALK (Tell Another – Listening Is Key). As part of this campaign the team also developed the District’s Mental Health and Wellness Portal (www.bcps-mentalhealth.com), which is designed to destigmatize mental illness and make the District’s mental health resources easily accessible to the community. The district’s leadership team also meets bi-monthly as a Mental Health Consortium. This consortium includes community behavioral health partners and allows the district’s mental health leadership to communicate initiatives and to review community events that must be disseminated to schools. In May of every year, the district observes Mental Health Awareness Month to help others by fighting stigma, providing support, educating the public and advocating for equal care. Additionally, prevention efforts across the district include suicide prevention trainings, Youth Mental Health First Aid trainings, and school-based Health and Wellness fairs. The Youth Mental Health First Aid training and curriculum is both research and evidence-based and is produced by the National Council for Behavioral Health. The training is offered to teachers, administrators and staff.

The District is currently finishing its third year of a social and emotional learning initiative designed to incorporate these skills into all areas of the curriculum. Social and emotional learning enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Five core competencies have been adopted by the District to be incorporated in all subject areas and grade levels. These competencies are: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making and Relationship Skills. Extensive professional development has been provided to school teams and teachers, as well as a research-based social and emotional learning curriculum, known as *Sanford Harmony*, which is used in our elementary schools and some middle schools.

2. Describe awareness/prevention efforts that address substance abuse issues at Tier 1:

Broward County Public Schools, through the Department of Diversity, Prevention & Intervention (DPI), provide education and awareness of substance use in an effort to promote the academic success, health, and well-being of students. This department provides schools with curriculum and materials to promote awareness and prevention. Every October, BCPS observes National Substance Abuse Prevention Month. This observance highlights the vital role of substance abuse prevention in

both individual and community health, while remembering those who have lost their lives to substance abuse. Broward Schools observes World No Tobacco Day (WNTD) every year on May 31. Sponsored by the **World Health Organization (WHO)** since 1987, its goal is to highlight the health risks associated with tobacco use and encourage governments to adopt effective policies to reduce smoking and other tobacco use. Additionally, prevention efforts across the district include Red Ribbon Week and school-based Health and Wellness Fairs.

3. Describe evidence-based targeted mental health interventions that are available to address mental health needs at Tier 2:

Broward County Public Schools

The BCPS system provides various types of professional development and evidence-based programs that target mental health interventions for students and teachers.

These trainings and interventions include;

- Examining Responses to Trauma to Build More Positive Connections to Students
- Connecting Social and Emotional Learning with Mental Health
- The Positive Impact of Social and Emotional Learning

The evidence-based programs include, Naviance, LEAPS, Sanford Harmony, and Cloud 9 (SEL Mental Health).

- a. Naviance provides students with an understanding of their strengths and worth in life. The program also provides students with an understanding of career goal interests that can lead to the best-fit life path.
- b. LEAPS, is an evidence-based program that uses real world applications in both social and mental health. A LEAPS lesson takes social and mental health concepts and brings a practical implementation of SEL to targeted skills for students and educators.
- c. Sanford Harmony is an evidence-based program that empowers students to communicate, cooperate, connect, embrace diversity and practice conflict resolution skills. This is a teaching program that cultivates strong classroom relationships with all students.
- d. Cloud 9 is an evidence-based social and emotional learning program for educators, titled: "A Pathway to Greater Mental Health." The professional development includes the following trainings: The Gateway to Mental Health; Behaviors vs. Core Character Strengths; Teaching SEL; Integrating SEL into Classroom Instruction; Promoting SEL in Every Classroom.

Group Counseling is provided as needed by Broward Schools' mental health professionals, i.e. family therapists, school counselors, school psychologists, and school social workers. Various clinical modalities include Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Cognitive Behavioral Therapy, Brief Solution Focused Therapy, to name a few.

Center for Mind-Body Medicine in partnership with Broward County Public Schools

Working and/or living through a traumatic event can negatively affect emotional and physical health, social functioning, and economic well-being. A workshop titled "Tools for Moving Through and Beyond Trauma" is designed to give participants evidence-based practical tools for preventing and managing life's inevitable stresses, building resilience and self-awareness. This approach, is grounded in our biology and psychology, is designed to transform even the most devastating trauma into an opportunity for discovering personal meaning and purpose.

Objectives include opportunities to:

- Experience several evidence-based mind-body medicine techniques as tools to relieve stress, transform trauma, and enhance health and wellbeing
- Understand the connection between caregiving, stress, and chronic illness
- Understand how mind-body skills groups are structured to create trauma healing and,

- Recognize the importance of a community response to dealing with crisis.

4. Describe intensive evidence-based mental health interventions and services that are available to address mental health needs at tier 3:

Broward County Public Schools has a Family Counseling Program which consists of 34 licensed family therapists. The Family Counseling Program utilizes the Brief Strategic Family Therapy, Brief Solution Focused Therapy and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) models. The Brief Strategic Family Therapy model focuses on the family as a system. The therapist works with the family to determine where the breakdown of the system occurred and then assists the family with returning to a level of healthy functioning. Brief Solution Focused Therapy is a short-term, strength-based model that meets the client where they are, assists them with identifying their strengths and support systems while helping the client return to optimal functioning. In cases of trauma, Family Therapists use TF-CBT, a model proven to assist in healing Post-Traumatic Stress Disorder. To determine success of treatment, various outcomes are measured relating to improvement in the following areas: school, individual mental health, and family functioning.

Additionally, school-based staff make referrals to Behavioral Health Partners who use evidenced based models such as Functional Family Therapy, Trauma Focused Cognitive Behavioral Therapy, Adolescent Focused- Cognitive Behavioral Therapy, Family Strengthening Models and many others.

Students who have been identified with a disability (Individual Educational Plan/504 Plans) are provided counseling as a related service based on the individual's need.

How will the five (5) nurses embedded in the plan provide this service?

As integral members of school behavioral health service teams, the five (5) school nurses role and responsibilities will include the following:

- Promote student success by developing and implementing Section 504 plans, the health portion of the Special Education Individual Education Program (IEP), and the Individualized Healthcare Plan (IHCP). Using these tools, the school nurse can assist in the re-entry of students into the school environment following homebound instruction or hospitalization and serve as a care coordinator among community behavioral health and primary care providers, the family, and school personnel.
- Work on the front lines in the school clinic/health room and/ classroom to recognize warning signs such as changes in school performance, mood changes, complaints of illness before or during the school day, problems at home, self-harm, and suicidality.
- Provide behavioral health screening and basic behavioral health skills that include education about mental health and substance use disorders, psychotropic medication information, and cognitive behavioral skills.
- Assist with care coordination as a critical component of comprehensive behavioral health services, and regularly make referrals and connect parents and children with school and community behavioral health resources.
- Provide ongoing assessment, monitor treatment compliance, and provide timely feedback to families, physicians and mental health professionals regarding a student's response to treatment, thus allowing for better medical management of behavioral health conditions and health outcomes.

Overall utilization and rationale of school nurses importance and role in the coordination of care on the mental team:

School nurses recognize that positive behavioral health is essential for academic success. School nurses are critical to the school mental health team in that they can help address and reduce the stigma of a behavioral health diagnosis, decrease fragmentation of care, and remove barriers to behavioral health services. School nurses, because of their regular access to students and their experience with care coordination, are also uniquely equipped to assist school and community-based behavioral health professionals in providing services including prevention, assessment, early identification/intervention, and treatment of mental illness and substance use disorders.

Description of Supports that Address Mental Health Needs (assessment, diagnosis, treatment, and recovery)

5. Describe the mental health screening and assessment procedures:

Broward County Public Schools has a comprehensive electronic database known as Behavioral and Academic Support Information System (BASIS) that provides data needed to drive decision-making and instruction in schools. The data includes student assessment results, attendance data, discipline information, and demographic information. The data is analyzed to create at-risk indicators that guide school-based teams to prioritize student needs. Each school has a Collaborative Problem-Solving Team (CPST) that meets frequently to discuss students with academic, behavioral, or social/emotional concerns. Further data is collected through review of records, observations, interviews, etc. This information is then used to develop intervention plans tailored to the individual student's need. The intervention plan may include individual or group counseling provided by school-based mental health professionals.

Psychological evaluations are conducted for students suspected of having a disability and possibly needing more intensive services. Counseling and additional services can be added to a student's IEP, as warranted. Psychiatric evaluations are conducted as a component of the referral process to consider a change of placement to a separate day school for a student needing a more therapeutic setting. Psychosocial evaluations are conducted as a part of Emotional or Behavioral Disability (EBD) evaluations or to obtain more information regarding a student's social/developmental history when determined by the CPS team.

The District's Family Counseling Program provides free individual, family, and group counseling services. The goal of the program is to promote student academic performance, responsible behavior in school, and regular attendance. School-based teams and district mental health professionals also refer students and families to community providers for additional services.

The District has a SEDNET (Multiagency Network for Students with Emotional Behavioral Disabilities) Coordinator who communicates with the local receiving facilities to address unique needs of students who have been hospitalized under the Baker Act. In applicable cases, SEDNET receives referrals and sends them out to school-based ESE Specialists. This referral can lead to a CPS team meeting, an IEP team meeting, a reevaluation plan meeting, or an initial referral for an evaluation.

Broward County Public Schools' (BCPS) School Counseling program is based upon the American School Counselor Association (ASCA) National Model. This comprehensive, research-based model's mindsets and behaviors describe the knowledge, skills, and attitudes students need to achieve academic success, social-emotional development, and college/career readiness. The ASCA National Model's standards for students form the basis for service delivery in all district schools, grade levels PK-12. In addition, the ASCA School Counselor Competencies outline the knowledge, skills, and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and meet the needs of our diverse student population.

6. Describe the procedures for coordination and support:

Broward County Schools' Mental Health Leadership Team meets bi-monthly as a Mental Health Consortium with community behavioral health partners. This allows the district's mental health

leadership to communicate initiatives and to review community services that are being offered in an effort to increase wraparound services to students and families.

Broward County Public Schools has a comprehensive electronic database known as Behavioral and Academic Support Information System (BASIS) that provides data needed to drive decision-making and instruction in schools. The data includes student assessment results, attendance data, discipline information, and demographic information. The data is analyzed to create at-risk indicators that guide school-based teams to prioritize student needs. Each school has a Collaborative Problem-Solving (CPS) Team that meets frequently to discuss students with academic, behavioral, or social/emotional concerns. Further data is collected through review of records, observations, interviews, etc. This information is then used to develop intervention plans tailored to the individual student's need.

The District's Family Counseling Program provides free individual, family, and group counseling services to enhance student mental wellness. The goals of the program include promoting student academic performance, responsible behavior in school, regular attendance and improved individual functioning. In addition, by involving the family in the therapeutic process, the program focuses on improving family relationships.

Our District requires that an Authorization for Release and/or Request for Information be obtained with the parent's signature to be able to communicate with community providers, including the student's primary care physician. Additionally, consent is obtained from parents to make referrals to community providers.

Broward County Public Schools maintains regular communication and attends meetings with local agencies including: Department of Juvenile Justice (DJJ), Florida Department of Children and Families (DCF), local residential and group treatment providers, Agency Health Care Administration (AHCA), managing entities, managed care plans, local funders to discuss needs in community for youth and family. Our District's SEDNET Coordinator also maintains regular attendance at Local Review team (LRT) meetings to examine and assist with the unique needs of youth referred through one of the identified agencies in the Children's Cabinet (DCF, DJJ, APD, SEDNET).

7. Describe process for identifying and delivering evidence-based mental health interventions.

Each school holds CPS team meetings at schools to identify at-risk students. The use of at-risk indicators (office discipline referrals, absenteeism, etc.) trigger school-based teams to meet and discuss student needs. As a result, students needing mental health services can be referred to school based mental health professionals.

The school district advertises the availability of free counseling services through the Family Counseling Program to parents providing them with the opportunity to see counseling services on their own. The Family Counseling Program also accepts referrals from administrators, school social workers, school psychologists, school counselors, teachers, and friends of students. Students are also able to refer themselves.

Healthcare personnel in school clinics may identify and provide referral for students needing mental health evaluation. Students are also identified through SEDNET referrals that are received from hospitals, residential providers, and day treatment providers. The school-based team then determines whether services are warranted. Students with an IEP or 504 Plan can also be identified for counseling as a related service based on the individual's need.

8. Describe process for identifying and delivering evidence-based substance abuse interventions

Students who have been suspended for substance –related infractions are referred to Substance Abuse Counselors/Abeyance Case Managers that conduct substance abuse evaluations. In addition, consultation and intervention services may be provided for students who have not committed a drug or alcohol related offense but are at high-risk for drug and/or alcohol involvement. Substance abuse

referrals can come from school-based administration, guidance counselors, teachers, parents, etc. Students may also seek out services on their own.

Delivery of services is determined after the Substance Abuse Case Manager conducts an assessment. The case manager will develop a plan and monitor the student or refer to one of the Behavioral Health Partners specializing in substance abuse treatment. If the Substance Abuse Case Manager determines the student does not have a significant substance abuse issue, they will refer the student to the Family Counseling Program for mental health intervention.

Describes the Collaborative Partnerships with Community Providers and Agencies

9. Describe procedures for referring students to school-based mental health interventions and community-based mental health providers for treatment:

Broward County Public Schools has a comprehensive electronic database known as Behavioral and Academic Support Information System (BASIS) that provides data needed to drive decision-making and instruction in schools. The data includes student assessment results, attendance data, discipline information, and demographic information. The data is analyzed to create at-risk indicators that guide school-based teams to prioritize student needs. Each school has a Collaborative Problem-Solving Team (CPST) that meets frequently to discuss students with academic, behavioral, or social/emotional concerns. Further data is collected through review of records, observations, interviews, etc. This information is then used to develop intervention plans tailored to the individual student's need. The intervention plan may include individual or group counseling provided by school-based mental health professionals.

The school district advertises the availability of free counseling services through the Family Counseling Program to parents providing them with the opportunity to see counseling services on their own. The Family Counseling Program also accepts referrals from administrators, school social workers, school psychologists, school counselors, teachers, and friends of students. Students are also able to refer themselves.

School-based teams and mental health professionals within Broward County Public Schools obtain legal guardian consent to release information to community-based mental health providers for treatment. Referrals are tracked through Broward County Public School's electronic system known as BASIS. Referrals and the timeline in which services are established are tracked. School mental health professionals may also consult with families on possible referrals to the Community Action Treatment (CAT) team via Smith Community Mental Health. The team is comprised of a psychiatric registered nurse, clinician, youth and adult support case manager. The agency will help determine if the student meets criteria and if not connect them to a more appropriate resource.

Additionally, if a school professional who is assessing for suicidality believes that a student is at risk for suicide, they may contact Henderson Behavioral Health's Youth Emergency Services (YES) team for additional support or assessment to consider the possibility of a hospitalization under the Baker Act. If the YES team determines that the student meets criteria, they will help the school arrange for transportation to a local receiving facility.

SEDNET referrals are generated by residential sites, local Baker Act receiving facilities, and day treatment facilities when the youth is moving towards a discharge. These referrals are sent to Broward County Public Schools' SEDNET office via a case manager. The case manager contacts the family to discuss the referral and the unique needs of the family. With parental consent, the SEDNET case manager communicates with the school-based mental health professionals and the student's home school to examine the needs of the student. The case manager tracks the referral and also maintains contact with the family to assist with connections to community-based supports.

10. Describe procedures for referring students to community-based substance abuse treatment:

Delivery of services is determined after the Substance Abuse Case Manager conducts an assessment. The case manager will develop a plan and monitor the student or refer to one of the

Behavioral Health Partners specializing in substance abuse treatment. If the Substance Abuse Case Manager determines the student does not have a significant substance abuse issue, they will refer the student to the Family Counseling Program for mental health intervention.

Describes Process for Coordinating Mental Health Services with a Student's Primary Care Provider and other Mental Health Providers including Procedures for Information Sharing.

11. Describe your process for coordinating mental health services with a student's primary care provider or other mental health providers.

Broward County Public Schools actively participates in the Coordinated Council of Broward – a multi-agency entity that serves to coordinate mental health and other services to students and families. The District also has a robust Behavioral Health Partnership that vets community agencies and allows them access to students on campus for additional mental health services as needed. This initiative mitigates the barriers to access that some students and families experience. Additionally, with parental consent, upon discharge of students who are involuntarily hospitalized, the clinical staff from the District are notified so that additional mental health services might be provided as needed.

Our District requires that an Authorization for Release and/or Request for Information be obtained with the parent's signature to be able to communicate with community providers, including the student's primary care physician and mental health providers. District mental health professionals make every effort to collaborate with primary care and community providers in achieving the student's treatment goals.

Students with prescribed medications are approved for medication administration on campus. Medical documentation is provided as outlined in School Board policy. Medications are administered under the care of a licensed health care practitioner.

12. Describe procedures for information sharing:

Following FERPA guidelines, an Authorization for Release and/or Request for Information is obtained to share information with the student's primary care providers or other mental health providers, except in the event of an emergency.

Formal agreements between the district and agencies requires the entities to disclose the specific educational records to be shared with legitimate educational interests and that all information will be held confidential.

13. Describes how you will document how many students are referred for services and how many students receive school-based and community services:

- **Family Counseling Program:** Student demographic information is entered into a local database and the total number of referrals is reported annually.
- **School Social Work Program:** Student referrals are documented in the Behavior and Academic Support Intervention Services database (BASIS). The BASIS database also includes the number and types of interventions provided per student.
- **Psychological Services:** for a psychoeducational evaluation, referrals are created in BASIS and sent into the district office to be opened and assigned to a school psychologist. The database includes types of referrals, consent received dates, and evaluation completion dates. When a student is referred to a school psychologist for mental health counseling, the services are documented by the individual practitioner in Accelify. This includes student names, type of services provided, frequency/duration, and date/time of service.
 - **Exceptional Student Education Counseling:** When it is determined through data collection (i.e. observations, prior interventions) that a student who has an IEP may benefit from counseling, then the IEP team convenes to determine if the service is needed. The counseling is then added as a related service to the IEP and documented in Accelify as it occurs.

- **School Counseling (Guidance):** Formal and informal referrals for school counseling services are made by staff, students, or stakeholders via school-based systems. Interventions are documented in the student information system based upon the service delivery model and American School Counselor Association (ASCA) standards.
- **Nursing (Student Health):** Students with chronic health conditions requiring counseling services are referred to the school social worker. The total number of referrals are entered on a Monthly Summary Log and reported to Florida Department of Health.
- **Community Providers:** Referrals through BASIS to community providers can be tracked to identify the number of referrals and status of the referral.

14. Describe other outcome data that will be used to evaluate effectiveness of services (e.g., Early Warning System Indicators, Youth Risk Behavior Survey data, and school climate/student engagement data):

The Family Counseling Program uses increase in Children's Global Assessment Scale (CGAS) scores, improvements in academics, attendance and reduction in behavioral referrals as well as improvement in family functioning to evaluate the effectiveness of treatment.

School Social Workers (SSWs) use increase in Children's Global Assessment Scale (CGAS) scores, improvements in academics, attendance and reduction in behavioral referrals as outcome measures. In addition, SSWs use data obtained from the disposition codes of the social work referral, which include referrals to counseling, and additional services.

School Psychologists participate in collaborative-problem solving teams that analyze student's progress monitoring data to determine intervention effectiveness. Interventions are modified if they are not showing effectiveness and students are evaluated if suspected of having a disability and in need of more intensive supports.

15. Identify the number and credentials of mental health services providers employed by the district.

- 34 Family Therapists are licensed with the following: LCSW, LMFT, LMHC. All have Master's degrees or higher.
- School Social Workers have a minimum of a Master's degree; some also have a Ph.D., Ed.S and CAP (Certified Addiction Specialist).
- 120 School Psychologists (with a Master's degree or higher) are assigned to schools
- 44 ESLs counselors all with a Master's degree or higher (75% are licensed in the following areas LMHC, LMFT, LCSW and some have the following degrees, PhD, Psy.D. Ed.D.)
- 436 Certified School Counselors, each with a Master's degree or higher.

16. Identify the number and credentials of mental health service providers contracted by the district.

- Broward Schools has a contract with a Child & Adolescent Psychiatrist (M.D.)
- Psychological Services has consultant agreements with a Child & Adolescent Psychiatrist (M.D.) and a Pediatric Neurologist (M.D.)
- 2/3 of the District's current nursing staff (ARNP, RN, LPN) are provided through contractual agreements with community agencies

17. Documents 90% of expenditures allocated were allocated to direct mental health services or coordination of such services with primary care and mental health providers.

5 Nurses	1 per Region	\$395,000
10 Family Therapists	2 per Region	\$790,000
10 School Counselors	2 per Region	\$790,000
10 School Psychologists	2 per Region	\$790,000
10 School Social Workers	2 per Region	\$790,000
10 Behavior Analysts	2 per Region	\$790,000
5 EAP Counselors	1 per Region	\$395,000
Total Personnel		\$4,740,000
Training & Materials (7.6%)		\$360,000
TOTAL		\$5,100,000

Tier 1 – To have an effective Tier 1 core - 1st criteria schools need to have 80% or greater of their students with 0-1 referrals; 2nd criteria: less than 15% with 2-5 referrals; 3rd criteria: less than 5% with greater than 5 referrals. Schools can determine these numbers from BASIS referral data and risk factors to determine schools that have the greatest behavioral needs.

- Schools with highest suspensions
- Schools with high office discipline referrals (ODR)
- Schools with the greatest pattern of non-attendance
- Schools with excessive overage students
- Schools with highest number of Behavior Intervention Committee (BIC) referrals
- Support school-wide initiatives focusing on SEL and/or Reimagining Middle Grades

Tier 2

- Provide targeted prevention/intervention to students identified at the schools with the greatest need, as noted on Tier 1.
- Mental health professionals will provide more targeted counseling services, either individual or small group, e.g. social skills, prevention groups
- Behavioral analysts will provide schools with assistance to create targeted behavioral interventions individual student behavior plans, PBIP's and FBA's.
- Determine and provide specific supports to the school-based CPS team as it relates to targeted student interventions.
- Provide consultation/offer services to SEL liaison.
- Provide consultation/offer services staff at middle schools regarding Reimagining Middle Grades initiatives.

Tier 3

- Have mental health professionals provide more intensive and frequent counseling services
- Provide intensive support to students referred for expulsion/substance abuse abeyance
- Center schools – identify the needs of students not meeting with success in their current placement
- Enhance therapeutic services to the disciplinary centers
- Provide wraparound services for students referred to BIC; identify needs/plan, work on the transition to the BIC center and return to boundary school.
- Provide wraparound services to students referred to PROMISE, enhancing the case management process to include close monitoring and counseling.
- Provide intensive transition services to students returning from the hospital for psychiatric reasons, for example, Baker Act, residential placements.
- Behavioral analysts will provide schools with assistance to create individual student behavior plans, PBIP's and FBA's.

- Mental health professionals will provide more intensive counseling services, either individual or treatment groups, e.g. grief

**Note: These services are being proposed for general education students

18. Include assurances that Mental Health Assistance Allocation does not supplant other funding sources OR increase salaries or provide staff bonuses?

This plan addresses District service limitations and enhances the quality and fidelity of program implementation. Targeted and/or intensive interventions will be provided based on unique school needs. This does not replace current service delivery, nor will it be used for salaries or staff bonuses. All staff in this plan will be newly hired.

19. Describe how the district will maximize use of other sources of funding to provide school-based mental health services, where appropriate (e.g., Medicaid reimbursement, 3rd party payments, grants).

The Family Counseling Program with Broward County Public Schools is funded through a grant from Broward County Community Partnership Division/Children's Services. The Family Counseling Program has been receiving this grant for more than 15 years. Since the program continues to meet/exceed outcomes with students and families required by the grant, we anticipate to maintain this successful partnership and continue the level of grant approval each year.

Broward County will continue to seek reimbursement for services through Medicaid, and grant opportunities.

Grant funding from The New York Life Foundation will allow Broward County Public Schools to engage in consultative services with the National Center for School Crisis and Bereavement. The partnership will allow an interdisciplinary team of medical, mental health, and school professionals to support short-term and long-term recovery in the aftermath of the crisis at Marjory Stoneman Douglas High School. This will include educational and mental health resources in crisis management tools, professional development and training, community presentations, and support to students, families, and staff.

The School Emergency Response to Violence (SERV) Grant is intended to address the long-term recovery efforts that may be needed following a traumatic event. Extended Services grants may provide for up to 18 months to help students, teachers, and school staff recover from a traumatic event. The SERV grant will provide for:

- Technical assistance on developing an appropriate recovery plan for addressing student needs and assessing the Federal, State, and local resources available to the LEA, IHE, and community to carry out this response.
- Mental health assessments, referrals, and services related to the traumatic event (with the goal of restoring victims/survivors to their pre-incident levels of functioning)
- Overtime for teachers, counselors, law enforcement and security officers, and other staff
- Substitute teachers and other staff as necessary
- Emergency transportation such as expenses incurred during evacuation
- Transportation and other costs to operate school at an alternative site
- Repairs of minor damage caused by the traumatic event (Extended Services Grants only)
- Temporary security measures such as non-permanent metal detectors and additional security guards and security cameras This list is not meant to be exhaustive. Applications to fund other services will be considered if the proposed activities are not among the list of services and activities that may not be funded (see response to FAQ Question 5); and are necessary to restore the learning environment.

Currently, BCPS partners with the United Way of Broward County to provide Tier 1 substance abuse prevention programs to the District's 234 schools. This partnership involves programs that are directly run

by the United Way, such as Project Brain, Choose Peace, Sweet and Delicious, the Broward Youth Coalition (substance abuse and mental health prevention), and our annual Above-the-Influence District-wide awareness event. In addition, the United Way funds various agencies throughout the county to deliver substance abuse education programs that are evidence-based to our students. We help to coordinate the agencies to ensure that services are spread evenly throughout our schools and in schools that have the greatest need. In addition, sexual health education is provided to all students in Grades K-12 through support from the Center of Disease Control and the District. As part of the age-appropriate curriculum, substance abuse is discussed with sexual health due to the correlation between the two.

The District is applying for additional grant opportunities, including: BJA STOP School Violence Prevention and Mental Health Training Program (USDOJ); BJA STOP School Violence Threat Assessment and Technology Reporting Program (USDOJ); Community Champions Grant Program (Florida Panthers, NHL); Title IV, Part A, Student Support and Academic Enrichment (FLDOE); COPS (USDOJ); and Safe Haven (USDOJ).