



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



2022-23 Mental Health Application

Part I: Youth Mental Health Awareness Training Plan

Part II: Mental Health Assistance Allocation Plan

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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 II. Youth Mental Health Awareness Training Plan

In accordance with section (s.) 1012.584, Florida Statutes (F.S.), the YMHAT Plan allocation is to assist districts with providing an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

Part III. 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, 2022.

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: Youth Mental Health Awareness Training Plan and Projected Budget

YMHAT Training Plan

YMHAT Objective: provide an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

Currently Trained and Certified

In accordance with House Bill (HB) 1421 (2022), each school district shall submit a report to the Florida Department of Education (FDOE) confirming at least 80 percent of school personnel in elementary, middle, and high schools have received youth mental health awareness training. Additionally, as required in s. 1012.584, F.S., each school safety specialist shall ensure all school personnel within his or her school district receive youth mental health awareness and assistance training.

This report should include the total number and percentage of personnel trained district-wide, and those physically located at the elementary, middle and high schools. As a result, each district will report two sets of numbers:

- District-wide percentage and total number of personnel trained
- School-wide percentage and total number of personnel trained

District Staff

Total # of employees

9,333

Total # of employees trained

1,083

Total percentage trained

12%

Elementary Schools

Total # of employees

10,669

Total # of employees trained

3,931

Total percentage trained

37%

Middle Schools

Total # of employees

3,350

Total # of employees trained

1,001

Total percentage trained

30%

High Schools**Total # of employees**

7,095

Total # of employees trained

1,820

Total percentage trained

26%

Total Districtwide Personnel**Total # of employees**

30,447

Total # of employees trained

7,835

Total percentage trained

26%

As of what date

Monday 7/25/2022

Explain the training goal(s) for the upcoming 2022-2023 school year.

There are 30,447 employees in Broward County Public Schools and as of July 25, 2022, 26% employees have completed the Youth Mental Health First Aid training. By June 30, 2023, 80% of all staff will be trained in Youth Mental Health First Aid. The Mental Health Supervisor and Instructional Facilitator will coordinate 45 trainings each month to all BCPS staff through our Professional Development Support System (PDSS) after school hours. These courses will be made available in person or through a virtual option. Each virtual course can have a maximum of 30 participants and must include 2 instructors per course. In-person trainings can have a maximum of 50 participants with three instructors.

It is projected that each school year approximately 70 school sites will receive site based training based on availability of certified trainers, and independent vendor. In addition, the Mental Health Supervisor and Instructional Facilitator will pair each YMHFA instructor (Regional Support) to two school sites based on where their assignments are in the district. The YMHFA instructor will work with the principal to schedule site-based trainings to all staff. Each Regional Support Instructor will be responsible for scheduling at least 4 trainings per month.

Annual Goal

In addition to the percentage listed above, the annual goal for the 2022-2023 school year is to train what percentage of employees?

54%

As of what date

Friday 6/30/2023

Explain the training goal(s) for the next 3-5 years.

For the next 3-5 years BCPS will increase the number of trainers by 10%. Approximately 450 trainings (online and in-person) will be scheduled by district coordinators. This will include all staff such as secretarial, custodial, food service, transportation, security, instruction and other non-instructional staff. In 5 years, 100% of the BCPS staff will be trained in YMHFA.

What is the procedure for training new personnel to the district?

The Mental Health Supervisor and Instructional Facilitator will collaborate with the Human Resources Department to identify all new employees and their assigned location. New staff will be trained within the first 90 days of their hire date. Throughout the school year, the Instructional Facilitator will monitor the new hires and email each staff with available training sessions to ensure that they are trained within 90 days.

Explain the district's plan for recertifying staff or maintaining certification of school district personnel.

BCPS will utilize Relias (vendor), which is approved by the National Council to provide recertification opportunities for staff who need recertification after three years. The Instructional Facilitator will monitor PDSS to determine which employees will need to be recertified and follow-up with an email advising them of available sessions that they can register to attend. We will collaborate with PDSS for records and monitoring of those that are in need of upcoming re-certification, so it is done in advance. Recertification list will be monitored by the instructional facilitator to ensure that staff is compliant with recertification timelines.

YMHAT Projected Budget

1	Stipends		\$299,200.00
	Budget Narrative	Per Employee	2022-23
	2040 employees x \$120 (\$15/hour for 8 hours)= \$244, 800. 136 trainers x \$400 per session= \$54, 400. (\$244,800+ \$54,400= \$299, 200)	\$260.00	\$299,200.00
2	Employees		\$0.00
3	Materials		\$543.00
	Budget Narrative	Per Unit	2022-23
	Precise Rolling Carts for trainers- 6 x \$40.49= \$242.94. Post-It Easel Flip Charts- 6 packs x \$41.48 = \$248.88. Pens- 4x \$5.89= \$23.56. Shipping and Handling- \$27.62. (\$242.94+\$248.88+ \$23.56+\$27.62=\$543.00)	\$29.00	\$543.00
4	National Council (YMHFA) Training		\$56,000.00
	Budget Narrative	Per Employee	2022-23
	30 participants for 68 sessions (30 x 68 = 2040). 2040 x \$25 (price per manual) = \$51, 000. Additional 200 manuals- 200 x \$25= \$5000. \$51,000 + \$5,000= \$56, 000.	\$25.00	\$56,000.00
Total:			\$355,743.00

Part II: Mental Health Assistance Allocation Plan

s. 1011.62, F.S.

MHAA Plan Assurances

The District 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

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

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

Yes

A school 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-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 2022-23 school year, and specify which component of District Assurance 1.a. directs that goal (refer to the Guidance Tab if needed).

Goal 1 - Develop protocols with Broward's managing entity, Broward Behavioral Health Coalition, to streamline referral processes by all mental health professionals in Broward Schools, utilizing their new on-line system. By June 30, 2023, 75% of mental health professionals providing direct services will be trained and utilizing the system to make referrals.

Goal 2 - By June 30, 2023, 80% of personnel district-wide, will have been trained in YMHFA, to include charter schools.

District Program Implementation

Evidence-Based Program	Cognitive Behavioral Therapy
Tiers of Implementation	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.	
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.	
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>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.</p> <p>CBT will also be utilized by school social workers to provide CBT interventions when triaging students and families for services.</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>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.</p> <p>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.</p>	

Evidence-Based Program	WhyTry
Tiers of Implementation	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.	
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.	
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.	
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, social and emotional skills, so they are better prepared for all the challenges of life.	
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.	
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.	

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

Evidence-Based Program	Riding the Waves
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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.	
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.	
The Suicide Prevention Specialists will assist schools in delivering this curriculum to students by request of administration.	
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.	
N/A	

Evidence-Based Program	LOOK LISTEN LINK
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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.	
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.	
The Suicide Prevention Specialists will assist schools in delivering this curriculum to students by request by administration.	
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.	
N/A	

Evidence-Based Program	H.E.L.P. (Helping Every Living Person)
Tiers of Implementation	Tier 1
Describe the key EBP components that will be implemented as well as any related activities, curricula, programs, services, policies and strategies.	
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.	
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.	
The Suicide Prevention Specialists will assist schools in delivering this curriculum to students by request of administration.	
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.	
N/A	

Evidence-Based Program	PREPaRE
Tiers of Implementation	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.	
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.	
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.	
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.	
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.	
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.	

Direct Employment

MHAA Plan Direct Employment

School Counselor

Current Ratio as of August 1, 2022

1:401

2022-2023 proposed Ratio by June 30, 2023

1:401

School Social Worker

Current Ratio as of August 1, 2022

1:1446

2022-2023 proposed Ratio by June 30, 2023

1:1446

School Psychologist

Current Ratio as of August 1, 2022

1:2099

2022-2023 proposed Ratio by June 30, 2023

1:2065

Other Licensed Mental Health Provider

Current Ratio as of August 1, 2022

1:4267

2022-2023 proposed Ratio by June 30, 2023

1:4267

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.

Use of allocation funds since it's inception has reduced ratios year after year. We started with 55 positions and with the additional positions hired since last year, our ratios have improved with a total of 84 staff. Although we are not increasing the number of direct service staff, contractual services with our partners will further decrease staff to student ratios.

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).

Presentations to principals at the beginning and throughout the school year, emphasize the importance of our mental health professionals engaging in direct service. Staff are also provided with guidance which are shared with school staff to increase capacity and knowledge of resources which further increases the time staff are able to meet with students directly. Staff funded by the allocation are distributed throughout the district in teams to address crisis and acute needs. The configuration also allows for immediate response to support schools and 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 each implement the EBP's as part of the assessment and intervention. Suicide prevention specialists work with schools to delivery the suicide prevention curriculum. Staff work with the behavioral partners in referring students with more in-depth needs. Many of the agency providers are also trained in CBT.

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.

Broward schools is utilizing alternate funding to contract with our managing entity for services. We also have agreements with the following:

Mental Health Provider: Pediatric Neurologist (M.D.)

Agency: Neuro Network Partners

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

Funding Source: General Funds

Mental Health Provider: Child, Adolescent, and Adult Psychiatrist (M.D.)

Agency: Noel A. Cabrera, M.D.

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

Funding Source: General Funds

Mental Health Provider: FLDOH Licensed School Psychologist, Ph.D.

Agency: Community Rehab Associates

Services Provided: Assigned to schools to conduct psychoeducational evaluations; eligibility determinations; counseling; crisis response, etc.

Funding Source: Referendum

MHAA Planned Funds and Expenditures

Allocation Funding Summary

MHAA funds provided in the 2022-2023 Florida Education Finance Program (FEFP)

\$ 11,816,649.00

Unexpended MHAA funds from previous fiscal years as stated in your 2021-2022 MHAA Plan

\$ 5,383,405.00

Grand Total MHAA Funds

\$ 17,200,054.00

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.) 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:

MHAA_Planned_Expenditures_Report_2022-2023_-_8.14.22.pdf
<i>Broward MHAA Planned Expenditures 2022-2023 8.14.22</i>
Document Link

School District Certification

This application certifies that the **Broward County Public Schools** School Superintendent and School Board approved the district's 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.

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

Charter Schools Opting Out

5209 - Ascend Career Academy
5410 - Ben Gamla Charter School
5791 - Avant Garde Academy
5015 - Avant Garde Academy K8-Broward
5392 - Ben Gamla Charter School South Broward
5001 - Ben Gamla Charter School North Campus
5182 - The Ben Gamla Preparatory Academy
5022 - BridgePrep Academy of Broward K-8
5116 - Bridge Prep Academy of Hollywood Hills
5121 - City of Pembroke Pines High
5081 - City of Pembroke Pines Middle West
5051 - City of Pembroke Pines Central
5038 - Broward Math and Science Schools
5091 - Coral Springs Charter School
5355 - Eagles' Nest Charter Academy
5356 - Eagles' Nest Middle Charter School
5325 - Hollywood Academy of Arts and Science Elementary
5362 - Hollywood Academy of Arts and Science Middle
5111 - Imagine Charter School at Weston
5024 - Imagine School at Broward
5044 - Imagine Schools - Plantation Campus
5556 - International Studies Academy Middle School
5555 - International Studies Academy High School
5161 - North Broward Academy of Excellence Elementary
5371 - North Broward Academy of Excellence Middle
5801 - Panacea Prep Charter School
5014 - Renaissance Charter Middle School at Pines
5710 - Renaissance Charter Schools at Pines
5049 - Renaissance Charter School at Cooper City
5020 - Renaissance Charter School at Coral Springs
5023 - Renaissance Charter School at Plantation
5048 - Renaissance Charter School at University
5263 - Somerset Academy Elementary South
5141 - Somerset Academy
5151 - Somerset Academy Middle
5396 - Somerset Arts Conservatory
5221 - Somerset Academy Charter High School
5007 - Somerset Academy Charter High School Miramar Campus

5021 - Somerset Academy Neighborhood
5441 - Somerset Preparatory Charter Middle School
5211 - Somerset Academy Davie Charter School
5391 - Somerset Academy East Preparatory
5413 - Somerset Academy Key Middle School
5224 - Somerset Academy Key Charter High School
5405 - Somerset Academy Charter School Miramar
5406 - Somerset Academy Miramar Middle
5054 - Somerset Academy Miramar South
5030 - Somerset Pines Academy
5388 - Somerset Academy Pompano
5056 - Somerset Parkland Academy
5387 - Somerset Academy Riverside
5419 - Somerset Academy Riverside Charter Middle School
5003 - Somerset Preparatory Academy Charter School at North Lauderdale
5006 - Somerset Preparatory Academy Charter High School at North Lauderdale
5004 - Somerset Village Academy
5002 - Somerset Academy Village Charter Middle School
5861 - SunEd High School of North Broward
5053 - SunEd High School of South Broward
5052 - West Broward Academy

School Board Approval Date

Tuesday 7/19/2022