



Children and Youth Subcommittee Meeting – Commission on Mental Health and Substance Use Disorder

March 15, 2024



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org

Agenda

- Building Resiliency
- Student Support Pathways for Resiliency
- Rule 6A-1.094124, Florida Administrative Code (F.A.C.), Required Instruction Planning and Reporting
- Youth Mental Health Awareness Training (YMHAT)
- Rule 6A-4.0010, F.A.C., Youth Suicide Awareness and Prevention
- Mental Health Assistance Program (MHAP)



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Resiliency Updates

BUILDING *Resiliency*

RESILIENCY EDUCATION STANDARDS

- ✓ Character
- ✓ Personal Responsibility
- ✓ Mentorship and Citizenship
- ✓ Critical Thinking and Problem Solving

SCHOOL STAFF TRAINING

80% or more of school staff receive youth mental health awareness training.

MENTAL HEALTH ASSISTANCE ALLOCATION AND FLORIDA SAFE SCHOOLS ASSESSMENT TOOL

District funding and planning tools to strengthen school safety and support school staff training, services and resources.

RESILIENCY TOOLKIT

Dynamic resources for students, parents/caregivers, educators and community partners.

FLORIDA SPECIFIC YOUTH SURVEY

Results on students' resiliency and behaviors will inform student instruction, resources, supports, and staff training.

RESILIENCY EDUCATION, CIVIC AND CHARACTER EDUCATION AND LIFE SKILLS EDUCATION

School districts provide 5 hours of data-driven instruction annually to students in grades 6-12 related to resiliency, character development, and mental health.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Student Support Pathways for Resiliency

Building Resiliency

- Currently in development are two pathways of student support and mentorship:
 - Resiliency Coach
 - Resiliency Endorsed Educator
- [March 22, 2023, Press Release](#)



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Required Instruction

Rule 6A-1.094124, F.A.C., Required Instruction Planning and Reporting

- An amendment to the Required Instruction Planning and Reporting rule updated the resiliency education, civic education and character education components of required instruction.
- Resiliency Education: Civic and Character Education and Life Skills Education shifts how Florida supports the health and well-being of its students by empowering resilient students.

Rule 6A-1.094124, F.A.C.

Required Instruction Planning and Reporting

(4) Resiliency Education: Civic and Character Education and Life Skills Education.

(a) Civic and character education, and life skills education that builds confidence and supports mental health, are combined to develop and prepare more resilient students. The purpose of aligning these two components of statutorily required instruction is to initiate a first-in-the-nation approach to connecting the concepts of students' readiness, resiliency and, when necessary, response and recovery.

(b) School districts must annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 related to civic and character education and life skills education through resiliency education using the health education standards adopted in Rule 6A-1.09401, F.A.C., Student Performance Standards. The instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

Rule 6A-1.094124, F.A.C., Required Instruction Planning and Reporting Updates

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
 - a. Empathy, perseverance, grit, gratitude and responsibility;
 - b. Critical thinking, problem solving and responsible decision-making;
 - c. Self-awareness and self-management;
 - d. Mentorship and citizenship; and
 - e. Honesty.
3. Recognition of signs and symptoms of mental health concerns;

Rule 6A-1.094124, F.A.C., Required Instruction Planning and Reporting Updates

4. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
5. Strategies to support a peer, friend or family member through adversity;
6. Prevention of suicide;
7. Prevention of the abuse of and addiction to alcohol, nicotine and drugs; and
8. Awareness of local school and community resources and the process for accessing assistance.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

District Information

Miami-Dade County
School District

Lee County
School District

Mental Health Assistance Program

Miami-Dade County
Public Schools

Sally J. Alayon,
*Assistant Superintendent,
Office of Mental Health and
Student Services*

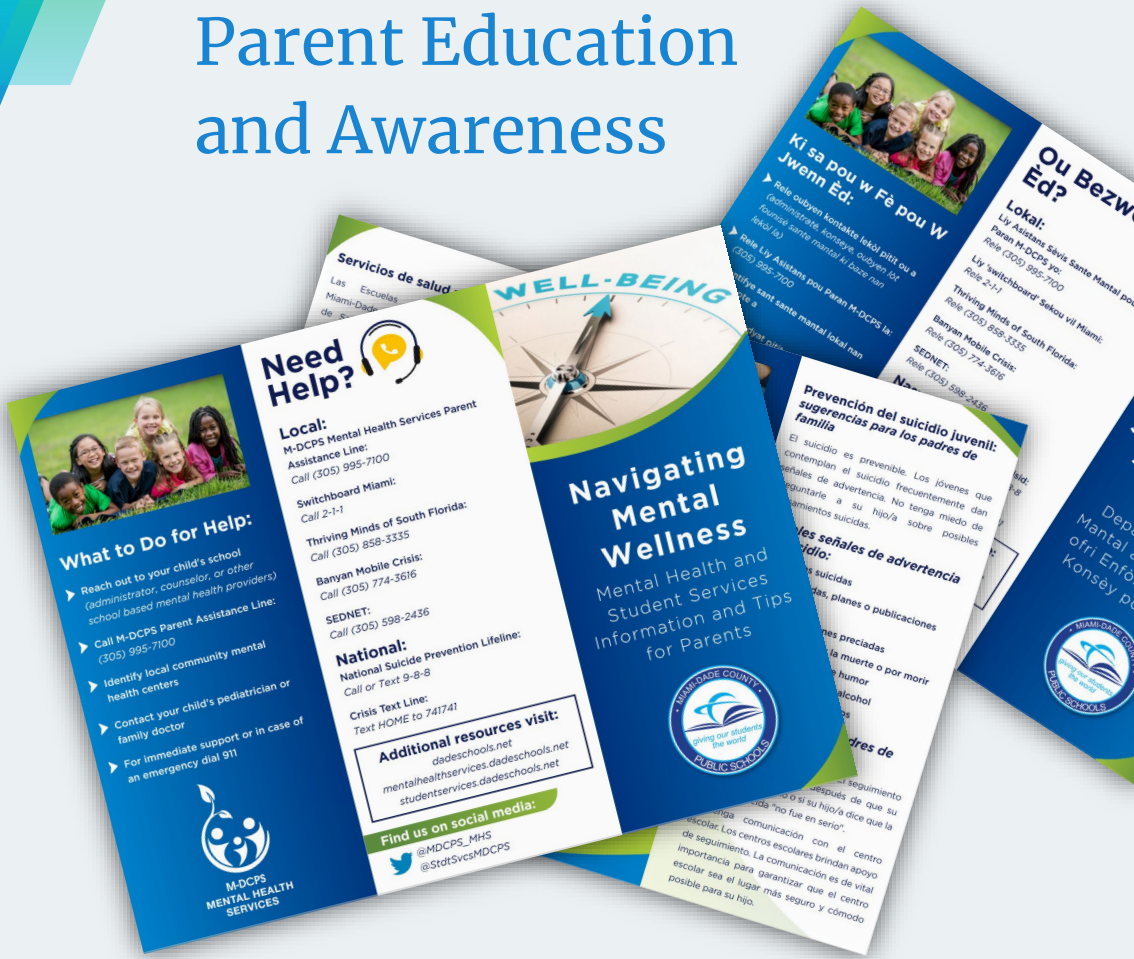
A large, stylized compass rose is the central focus of the image. The compass is silver and blue, with a prominent blue arrow pointing towards the top right. The word "WELL-BEING" is written in large, bold, blue capital letters along the top edge of the compass's circular face. The background of the compass face is a light beige color with faint grid lines. The overall image is set against a dark blue background with a green diagonal stripe and a light blue diagonal stripe.


5 -Hour Required Instruction Implementation

- Required topics are run through Language Arts classes with the certified teacher and a mental health professional
- Utilize Suite360, research-based lessons that includes:
 - Recognition of signs and symptoms
 - Prevention of Suicide
 - Prevention of the abuse of and addiction to alcohol, nicotine, and drugs
 - Awareness of local school and community resources and the process for accessing access

Additional communication via supplementary programs, presentations, resources fairs etc.

Parent Education and Awareness






WELL-BEING


Mental Health Parent Assistance Line

(305) 995-7100




HOURS OF OPERATION

8:00 a.m. - 8:00 p.m.
7 Days a Week



M-DCPS MENTAL HEALTH SERVICES

FIND US ON SOCIAL MEDIA:

 @MDCPS_MHS | mentalhealthservices.dadeschools.net
 #MDCPSMentalHealth

School District of Lee County Mental Health Services

*Lori Brooks, Director
School Counseling & Mental Health Services*



PERSONAL | PASSIONATE | PROGRESSIVE



Five-Hour Required Instruction Implementation



- One Wednesday per month district-wide
- District developed video lessons
- Student Wellness Plan
- Parental involvement:
 - Monthly parent/guardian communication
 - Lesson video posted for parents/guardians
 - Family engagement in their student's learning
- Facilitated by certified teachers
- Support from school mental health team



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Youth Mental Health Awareness Training

Section (s.) 1012.584, Florida Statutes (F.S.), Continuing education and in-service training for YMCHAT

- (1) Beginning with the 2018-2019 school year, **the Florida Department of Education (FDOE) shall establish 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.

Section 1012.584, F.S., Continuing education and in-service training for YMCHAT, continued

- (2) The FDOE shall select a national authority on youth mental health awareness and assistance to facilitate providing youth mental health awareness and assistance training, using a trainer certification model, to all school personnel in elementary, middle and high schools. Each school safety specialist shall earn, or designate one or more individuals to earn, certification as a youth mental health awareness and assistance trainer. **The school safety specialist shall ensure that all school personnel within his or her school district receive youth mental health awareness and assistance training.**

Section 1012.584, F.S., Continuing education and in-service training for YMHAT, continued

- (5) **No later than July 1, 2023, and annually thereafter by July 1**, each school district shall **certify** to the Department, in a format determined by the Department, **at least 80 percent of school personnel in elementary, middle and high schools** have received the training required under this section.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Rule 6A-4.0010, F.A.C., Youth Suicide Awareness and Prevention

Rule 6A-4.0010, F.A.C., Youth Suicide Awareness and Prevention

- The purpose of this rule is to set forth the suicide risk assessment instruments approved for use; to require that school districts and local community-based mental health services providers use the same instrument; to provide criteria for continuing education and in-service training materials covering youth suicide awareness and prevention; and to set forth criteria for Suicide Prevention Certified Schools.
- Rule 6A-4.0010, F.A.C., Youth Suicide Awareness and Prevention, was approved by the State Board of Education on October 19, 2022.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Mental Health Assistance Programs (MHAP)

Significant Investments in Mental Health

Florida Education Finance Program (FEFP) funding
Mental Health Assistance Allocation

2019-2020:
\$75 million

2020-2021:
\$100 million

2021-2022:
\$120 million

2022-2023:
\$140 million

2023-2024:
\$160 million

MHAP Purpose

- [Section 1006.041, F.S.](#) - Each school district must implement a school-based mental health assistance program that includes:
 - Training classroom teachers and other school staff in detecting and responding to mental health issues.
 - Connecting children, youth and families who may experience behavioral health issues with appropriate services.

MHAP Plan

Plans must be focused on delivering evidence-based mental health care treatment to children and include:

- Provision of mental health 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.
- Coordination of services with the student's primary care provider and other mental health providers caring for the student.
- Direct employment of service providers or a contract-based collaborative effort or partnership with one or more local community mental health programs, agencies or providers.

MHAP Plan, continued

- Policies and procedures, including contracts with mental health services providers which will ensure that:
 - Students are 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 days after referral.
 - School-based mental health services must be initiated within 15 days after identification and assessment; and
 - Support by community-based mental health services providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.

MHAP Plan, continued

- Parents of a student receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health services providers.
- Individuals living in a household with a student receiving services under this subsection are provided information about behavioral health services available through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in such individuals' behavioral health would contribute to the improved well-being of the student.

MHAP Plan, continued

- Strategies or Programs to:
 - reduce the likelihood of at-risk students developing mental or behavioral health problems;
 - improve the early identification of mental or behavioral health problems or substance use disorders;
 - improve the provision of early intervention services; and
 - assist students in dealing with trauma and violence.
- Procedures to assist a mental health services provider or a behavioral health provider or a school resource officer or a 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.](#)
- Policies of the school district must require that in a student crisis situation, 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 themselves or others, before initiating an involuntary examination pursuant to [s. 394.463. F.S.](#)



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

District Information

Miami-Dade County
School District

Lee County
School District

Mental Health Assistance Program

Miami-Dade County
Public Schools

Sally J. Alayon,
*Assistant Superintendent,
Office of Mental Health and
Student Services*



WELL-BEING

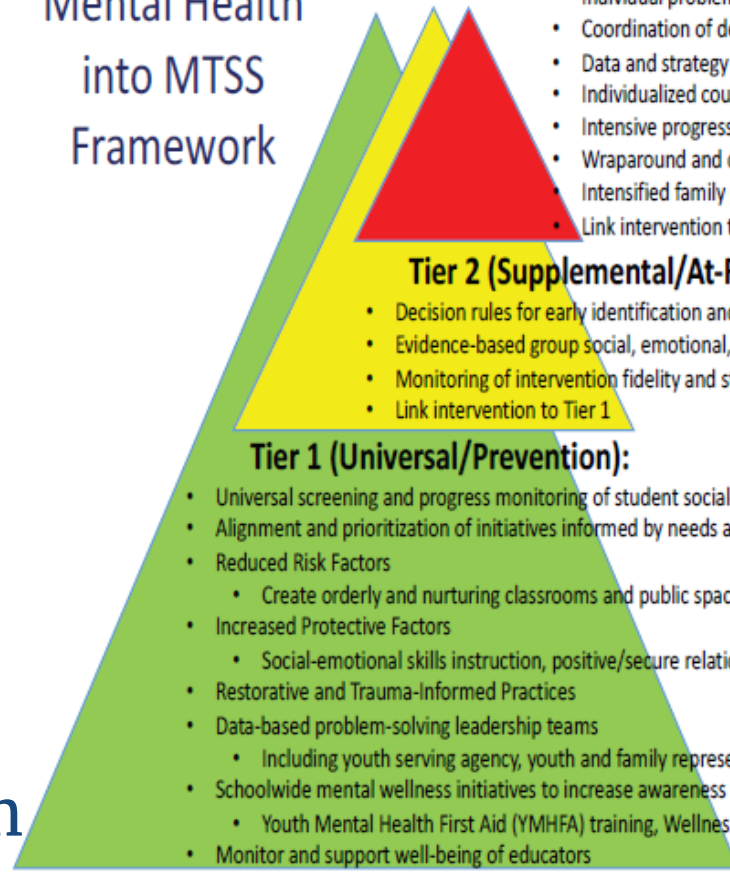
A compass rose is shown on a light-colored, textured surface. The compass has a silver-colored metal base and a blue arrow pointing towards the word "WELL-BEING". The word "WELL-BEING" is written in large, blue, sans-serif capital letters along the top edge of the compass's circular scale.

Mental Health Services Program Implementation

Integrating Mental Health into MTSS Framework



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Tier 3 (Individualized/Intensive):

- Individual problem-solving teams
- Coordination of decision—rules and referral and follow-up procedures
- Data and strategy sharing between school and agency staff
- Individualized counseling and intervention, behavior support plans
- Intensive progress monitoring
- Wraparound and crisis prevention and response planning
- Intensified family partnership and communication
- Link intervention to Tiers 1 and 2

Tier 2 (Supplemental/At-Risk):

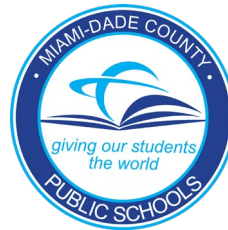
- Decision rules for early identification and access
- Evidence-based group social, emotional, and behavioral interventions based on need
- Monitoring of intervention fidelity and student progress
- Link intervention to Tier 1

Tier 1 (Universal/Prevention):

- Universal screening and progress monitoring of student social-emotional health and school climate
- Alignment and prioritization of initiatives informed by needs assessment and resource mapping
- Reduced Risk Factors
 - Create orderly and nurturing classrooms and public space, fair and positive discipline, curtailed bullying
- Increased Protective Factors
 - Social-emotional skills instruction, positive/secure relationships, predictable environment
- Restorative and Trauma-Informed Practices
- Data-based problem-solving leadership teams
 - Including youth serving agency, youth and family representatives
- Schoolwide mental wellness initiatives to increase awareness and reduce stigma
 - Youth Mental Health First Aid (YMHFA) training, Wellness Fairs, Behavioral Health Campaigns
- Monitor and support well-being of educators



School-Based Mental Health Professionals



Mental Health Coordinators (MHCs)

School Counselors

School Social Workers

School Psychologists

Trust Counselors

Community-Based Mental Health Providers and Partners



Health Connect/The Children's Trust

- University of Miami
- Community Health of South Florida, Inc.
- Citrus Family Care Network
- Jessie Trice Community Health System
- Borinquen
- Nicklaus Children's Hospital

Contracted Agencies

- Ayuda, Inc.
- Chrysalis, Health Inc.
- Citrus Health Network, Inc.
- DTT Coaching Services, LLC
- Empowering Youth, Inc.
- Florida International University
- Healthy Connections CMHC, Inc.
- Invo Healthcare Associates, LLC
- Jewish Community Services of S. Florida, Inc.
- Neurohealth Professionals of FL, LLC
- Prosperity Social & Community Development Group, Inc.
- The Village South/West Care

Thriving Mind of South Florida -
Managing Entity for Miami-Dade and
Monroe County

Student Mental Wellness Programs/Initiatives and Partnerships



- Teen Mental Health First Aid
- Ending the Silence
- Great Minds-Great Athletes
- Mindfulness Champions
- Let Me Show you the Way
- Mental Wellness Clubs
- Values Matter Miami
- Health Information Project

M-DCPS Resources

mentalhealthservices.dadeschools.net

studentservices.dadeschools.net

parentacademymiami.com

Parent Assistance Line (305) 995-7100



School District of Lee County Mental Health Services

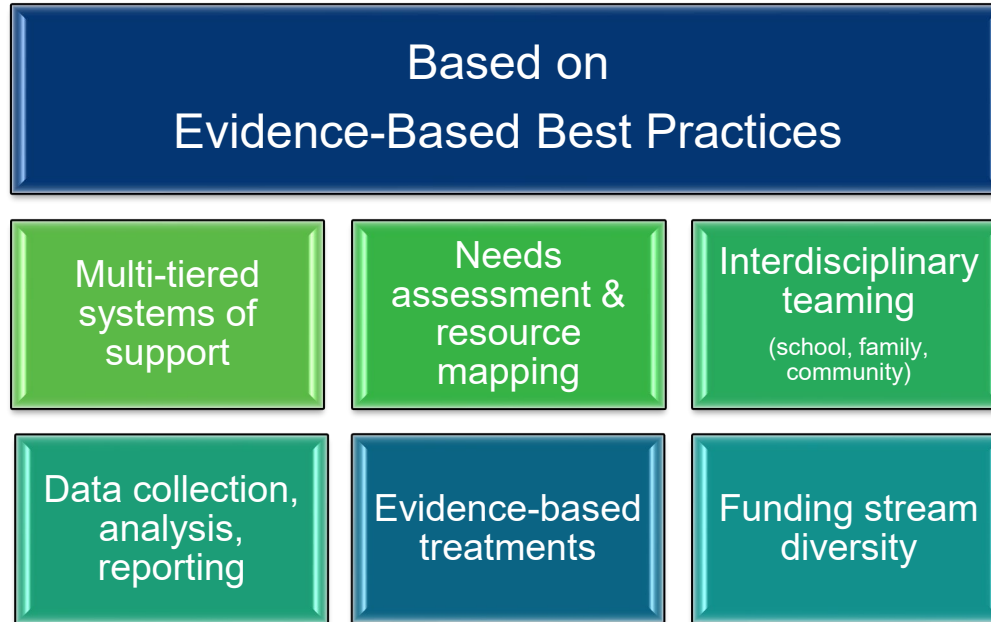
*Lori Brooks, Director
School Counseling & Mental Health Services*



PERSONAL | PASSIONATE | PROGRESSIVE



Comprehensive School Mental Health





School Mental Health Team

- *Each school has an interdisciplinary school mental health team*
- *School mental health team members:*
 - School Counselors
 - School Social Workers
 - School Psychologists
 - Licensed Mental Health Professionals (LCSW, LMHC, LMFT)
 - School nurses—recognize somatic complaints and possible mental health concerns
- *Input provided to team by:* Parent/guardian, student, teachers, administrators, community service providers, ESE/ESOL representative and others involved in student's context



Community Partnerships



United Way of Lee,
Hendry, and Glades



Parent Awareness & Education



PERSONAL | PASSIONATE | PROGRESSIVE
Vol. 4, Quarter 3 - 2024

Teen Dating Violence Awareness Month Part 2

February is Teen Dating Violence Awareness Month

It Can Happen to Anyone

Teen dating violence (TDV) is a serious, yet preventable, public health problem in the United States that affects millions of young people. Domestic violence of any kind does not discriminate. People of any age, gender, sexuality, religion, education level, or economic status can be a victim or perpetrator. Teen dating violence is a type of domestic violence that occurs between two young people in a close relationship. As a partner to maintain power and control over the other partner, the abuser may use physical, emotional, or psychological abuse. Dating abuse and violence can evolve slowly, making it difficult to recognize. When a relationship has gone from being healthy to unhealthy, it is often a result of behaviors, not the relationship itself. Many teens do not realize that dating violence is a serious form of violence. Many teens do not know about it.

Teens dating violence, like other forms of abuse, can have a long-term impact on the victims and families of the victims. Children who are victims of emotional, physical, or sexual abuse are at a higher risk for health problems as adults. Children who are the hands of a trusted person, such as a parent, can be better understood and supported.

Conversations surrounding teen dating violence among United States teens are increasing. This newsletter includes information that a parent looks for when talking to their child about dating violence. This newsletter includes information that a parent looks for when talking to their child about dating violence. This newsletter includes information that a parent looks for when talking to their child about dating violence.

PERSONAL | PASSIONATE | PROGRESSIVE

Human Trafficking Hidden in Plain Sight

"Unhealthy relationships can start early in life" -Center for Disease Control

Human Trafficking Hidden in Plain Sight

Human trafficking, or modern-day slavery, is defined by U.S. law as the use of force, fraud, or coercion to compel a person into commercial sex acts, labor, or services against their will. It is a fundamental violation of human rights. There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States. It can happen in any community, including right here in the United States. It can happen to anyone, regardless of age, race, gender, nationality, socioeconomic status, education level or citizenship status.

To be considered human trafficking, either force, fraud, or coercion must exist. That indicates that the victim has not consented to his or her own actions. Free will. Examples of force include physical or sexual abuse or assault, or threats of harm to self or others, debt bondage, psychological manipulation, or document confiscation. Fraud could include false promises of work or living conditions, withholding promised wages, or contract fraud. Coercion may include threats of harm to self or others, debt bondage, psychological manipulation, or document confiscation.

January has been designated as National Human Trafficking Prevention Month, reaffirming the United States' commitment to protect and empower survivors of all forms of human trafficking, to prosecute traffickers, and to bring an end to human trafficking in the United States and around the world.

PERSONAL | PASSIONATE | PROGRESSIVE

SCHOOL-BASED MENTAL HEALTH SERVICES

A guide to resources for students and families

The School District of Lee County offers a multi-tiered system of support for mental health and wellness. Each school has a School Mental Health Team (SMHT) that meets weekly to discuss how best to assist each student that may need additional support. The school-based team facilitates the home and school partnership to address concerns that may impact the students' well-being and academic success. SMHTs include helping professionals such as school counselors, social workers, licensed mental health professionals, school psychologists, and school nurses. Students must have a Consent for School-Based Services completed and signed by the parent/guardian to receive school-based mental health services.

Types of School-Based Mental Health Support

- Mental Health Consultation:** Parent/guardian collaboration in identifying and addressing the appropriate school-based mental health services for a student. A parent/guardian, teacher, or school counselor is encouraged to consult with a SMHT whenever there is a concern for a student that may be experiencing a mental health challenge. School-based mental health consultation provides a student with immediate support needs and a referral to appropriate services. SMHTs also provide information on available and free assessment as needed.
- Check-In/Check-Out:** Short-term individual support to assist students with mental health or situational concerns. This intervention may be an especially good fit for students who would benefit from brief check-ins related to academic, social or emotional support in a clinical setting, or positive behaviors.
- Small Group:** Psychosocial groups are part of targeted interventions for students at risk of developing a mental health challenge. These groups focus on prevention and promotion of wellness through the use of small groups and embedded strategies (e.g., structured self-regulation strategies for a student experiencing anxiety).
- Intensive Level:** Individual or small group counseling sessions using evidence-based interventions may be initiated with parent/guardian consent and facilitated at a student's school by a Licensed Mental Health Professional (LMHP).
- Community Referral Pathways:** Mental health support can continue outside of school and in addition to school-based support. In collaboration with the parent/guardian and with their consent, an appropriate mental health agency referral is generated.

Let's Talk! Reach out to a member of your School Mental Health Team to discuss mental health challenges your student may be experiencing.

Support Resources

If you or someone you know is in emotional distress or in a mental health crisis, call:

- National Suicide and Crisis Lifeline: Call 888-688-1588
- Crisis Text Line: Text HOME or HELLO to 734747
- Mobile Crisis Response Team: Call 844-399-4232
- SAMHSA National Helpline: 1-800-662-HELP (4357)

District Resource Links:

- Florida Mental Health Services
- Florida Department of Children and Family Services

SCHOOL MENTAL HEALTH TEAM MEMBERS:

- School Counselor
- School Social Worker
- School Psychologist
- School Nurse
- Licensed Mental Health Professional

PERSONAL | PASSIONATE | PROGRESSIVE

Human Trafficking Hidden in Plain Sight

Human trafficking, or modern-day slavery, is defined by U.S. law as the use of force, fraud, or coercion to compel a person into commercial sex acts, labor, or services against their will. It is a fundamental violation of human rights. There are approximately 30 million people enslaved throughout the world with 2.5 million located right here in the United States. It can happen in any community, including right here in the United States. It can happen to anyone, regardless of age, race, gender, nationality, socioeconomic status, education level or citizenship status.

To be considered human trafficking, either force, fraud, or coercion must exist. That indicates that the victim has not consented to his or her own actions. Free will. Examples of force include physical or sexual abuse or assault, or threats of harm to self or others, debt bondage, psychological manipulation, or document confiscation. Fraud could include false promises of work or living conditions, withholding promised wages, or contract fraud. Coercion may include threats of harm to self or others, debt bondage, psychological manipulation, or document confiscation.

January has been designated as National Human Trafficking Prevention Month, reaffirming the United States' commitment to protect and empower survivors of all forms of human trafficking, to prosecute traffickers, and to bring an end to human trafficking in the United States and around the world.

IN THIS ISSUE

- 1 What is Human Trafficking?
- 2 Types of Trafficking
- 2 Targeting Youth
- 2 The Traffickers
- 2 Grooming
- 2 Red Flags
- 3 Big Events and Trafficking
- 3 Why Victims Stay
- 3 Using Emojis
- 4 Protect Your Child
- 4 Additional Resources
- 4

January

National Human Trafficking Prevention Month

Mental Health and Wellness Portal

Coping with typical stressors of life

RECOVERY BEGINS HERE...

SalusCare

One call for behavioral healthcare services in Southwest Florida (239) 275-3222

What is Mental Health?

Coping with mental health concerns negatively impacts young people's ability to meet the many demands of school, including cognitive demands for learning; social and emotional demands for making friends and behaving according to school rules, norms, and expectations; and physical demands for being active throughout the school day. . . . more information about what is mental health

Topics

Educational and Community Resources

<p>ABC's for Families</p> <p>Attendance and behavior equals classroom success and dropout prevention.</p> <p>More Information</p>	<p>Baker Act</p> <p>Impairment of the mental or emotional processes that exercise conscious control of one's actions or of the ability to perceive or understand reality.</p> <p>More Information</p>	<p>Bully Prevention</p> <p>Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult.</p> <p>More Information</p>	<p>Child Abuse</p> <p>Intentional act that could reasonably be expected to result in physical or mental injury to a child.</p> <p>More Information</p>
<p>Childhood Trauma</p> <p>When a child feels intensely threatened by an event he or she is involved in or witnesses.</p> <p>More Information</p>	<p>Community Resources</p> <p>Available to support families outside of the academic day.</p> <p>More Information</p>	<p>Counseling</p> <p>Mental health professionals that assist families and connect them to community mental health resources.</p> <p>More Information</p>	<p>Crisis Response</p> <p>A team that focuses on addressing the emotional effects that may accompany a traumatic event.</p> <p>More Information</p>



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

MHAP Outcome and Expenditures Reporting Requirements

Section 1006.041, F.S., MHAP Outcome and Expenditures Reporting Requirements

- The is due September 30 annually.
- Each school district shall submit to FDOE a report on its program outcomes and expenditures for the previous fiscal year that, at a minimum, must include the number of each of the following:
 1. Students who receive screenings or assessments.
 2. Students who are referred to either school-based or community-based providers for services or assistance.
 3. Students who receive either school-based or community-based interventions, services or assistance.
 4. School-based and community-based mental health providers, including licensure type.
 5. Contract-based or interagency agreement-based collaborative efforts or partnerships with community-based mental health programs, agencies, or providers

Contacts

Dr. Peggy Aune

Vice Chancellor

Strategic Improvement

Peggy.Aune@fldoe.org

Dr. Andrew Weatherill

Senior Director

Student Support Services

Andrew.Weatherill@fldoe.org



www.FLDOE.org

