

Department of Education Updates May 16, 2018

Florida Organization of Instructional Leaders

Jacob Oliva

Executive Vice Chancellor

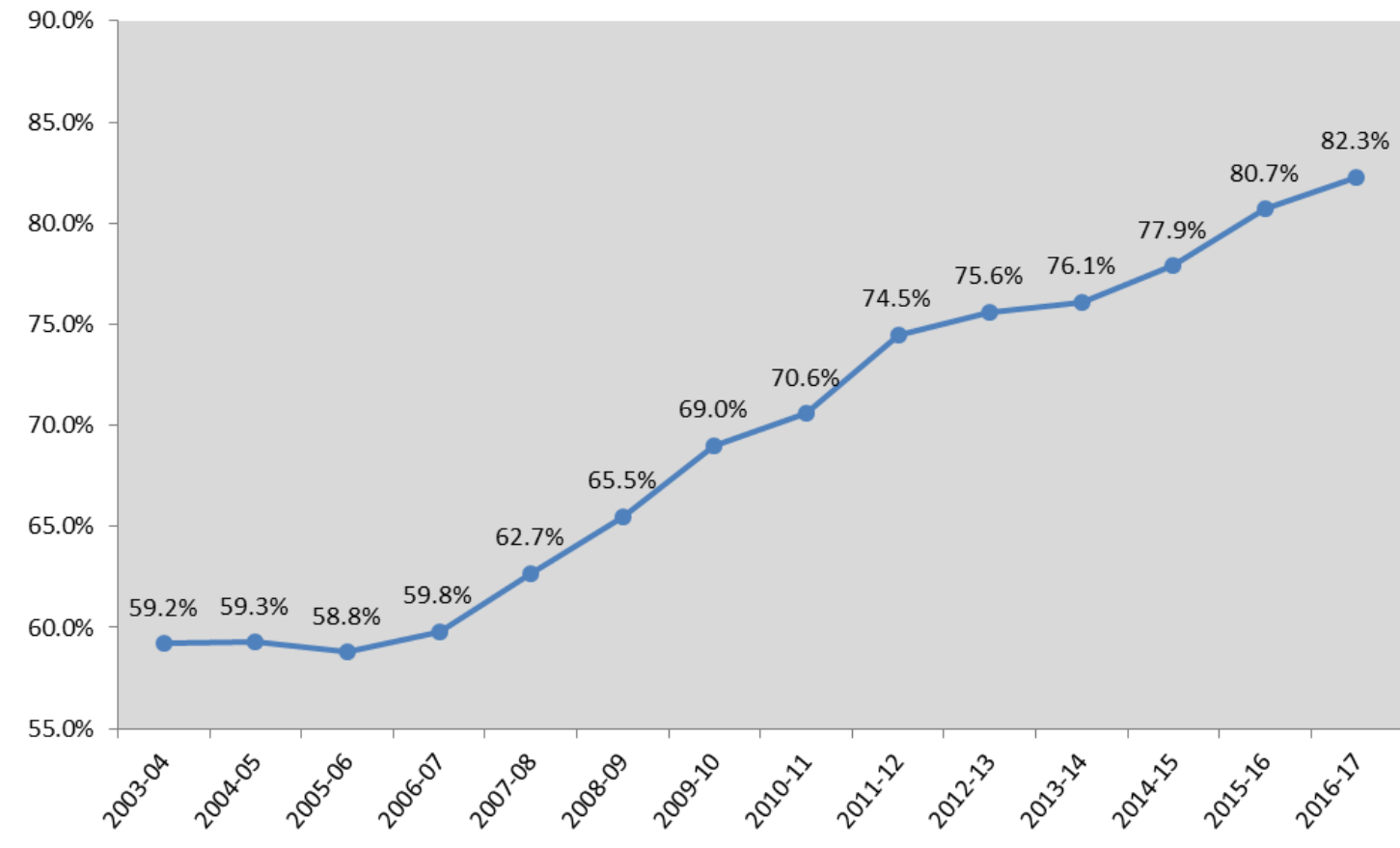


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82.3

Florida's Graduation Rate 2003-04 to 2016-17



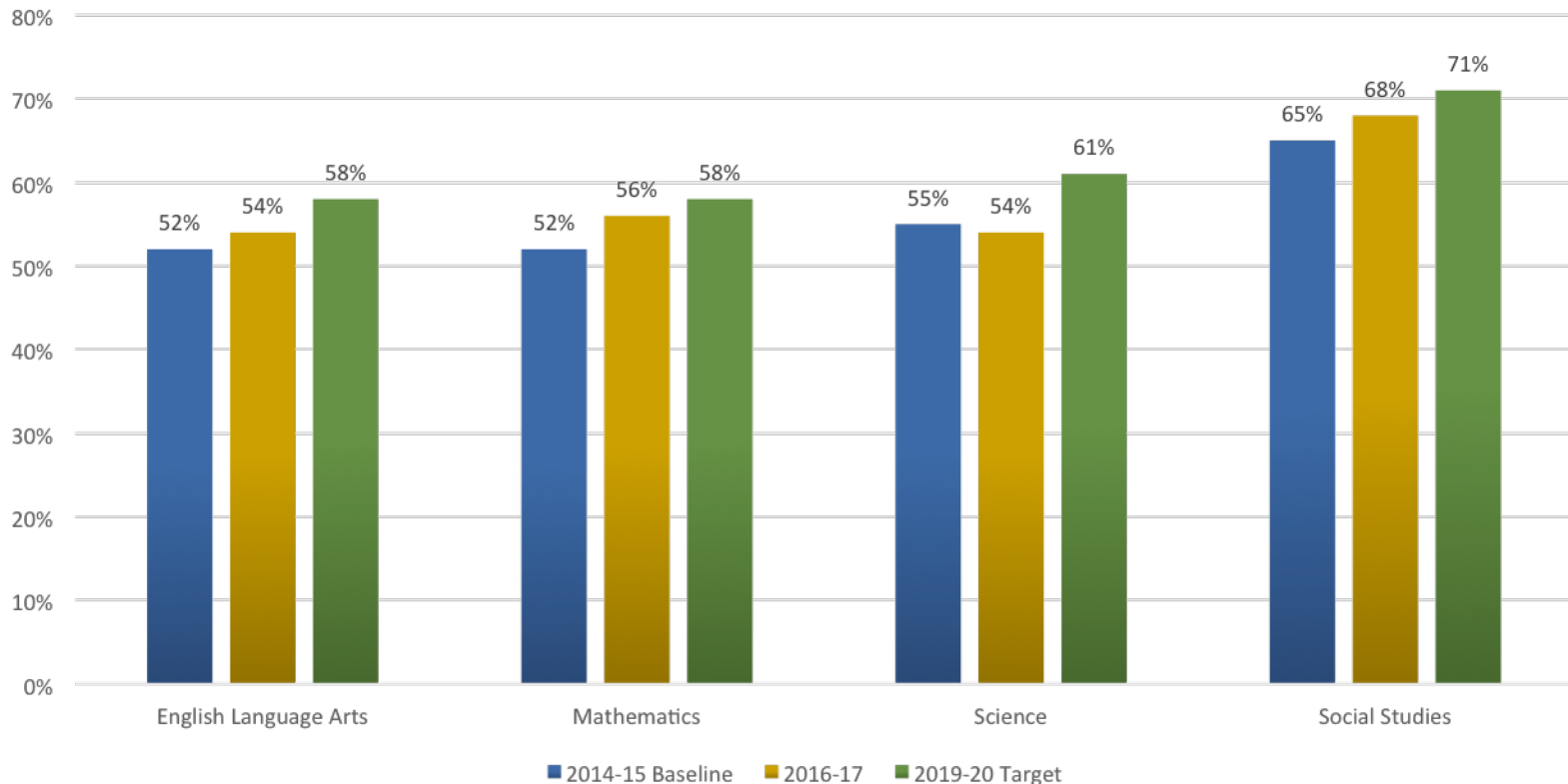
1

2

Goal 1 – Highest Student Achievement

Target = 6
percentage point
increase

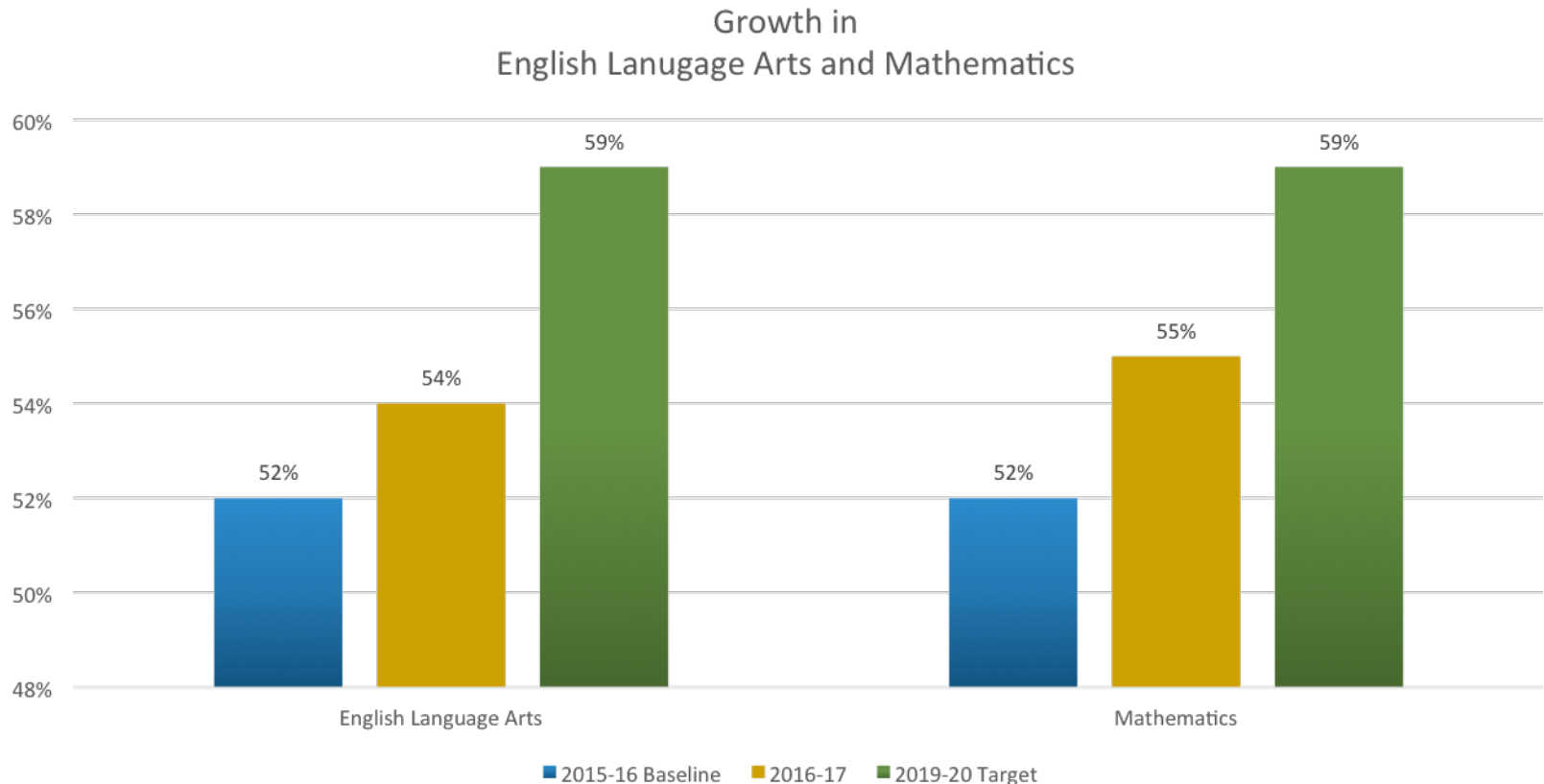
Student Achievement on Statewide Assessments



Note: Percent Level 3 or higher

Goal 1 – Highest Student Achievement

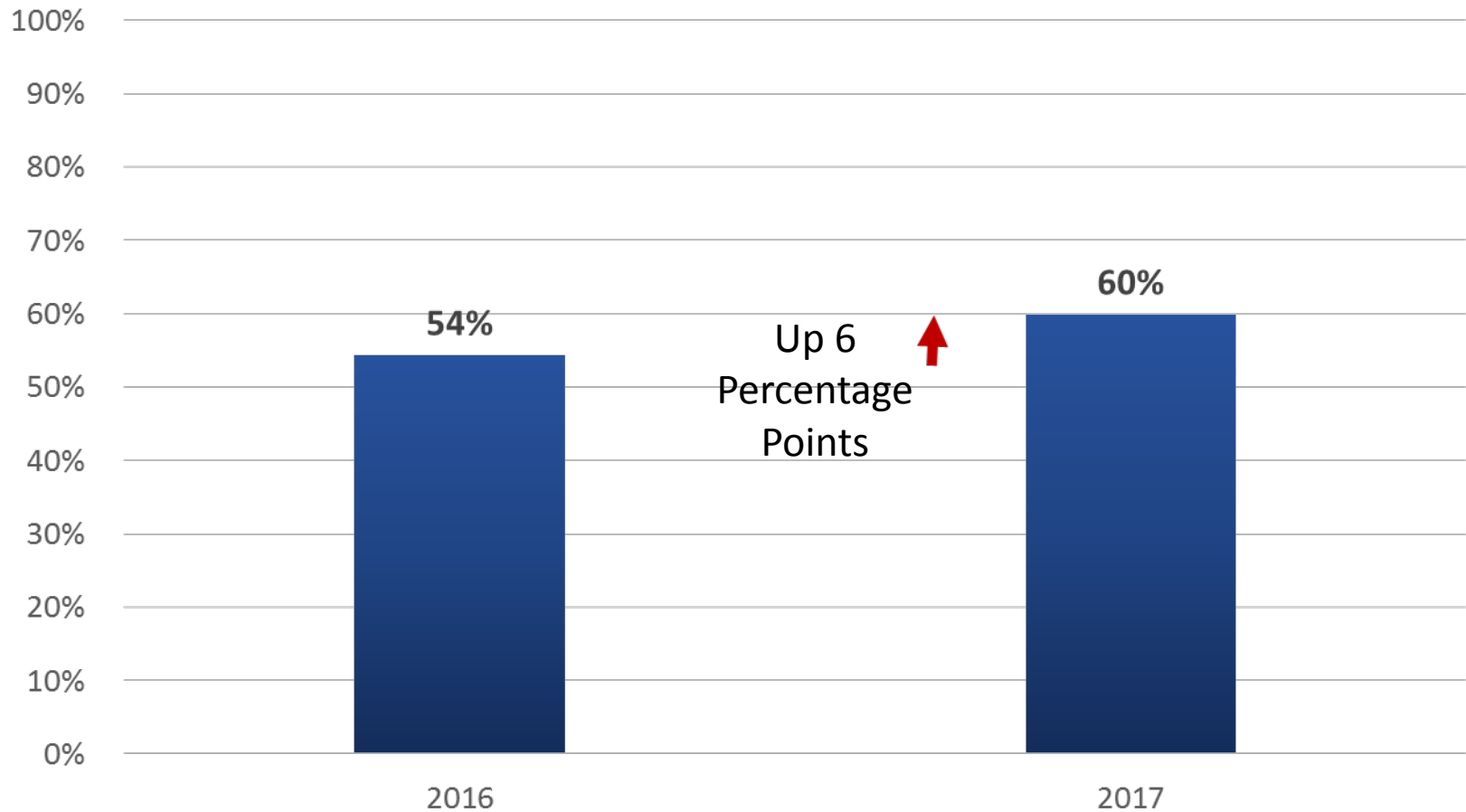
Target = 7 percentage point increase



Note: Based on school grades learning gains calculation

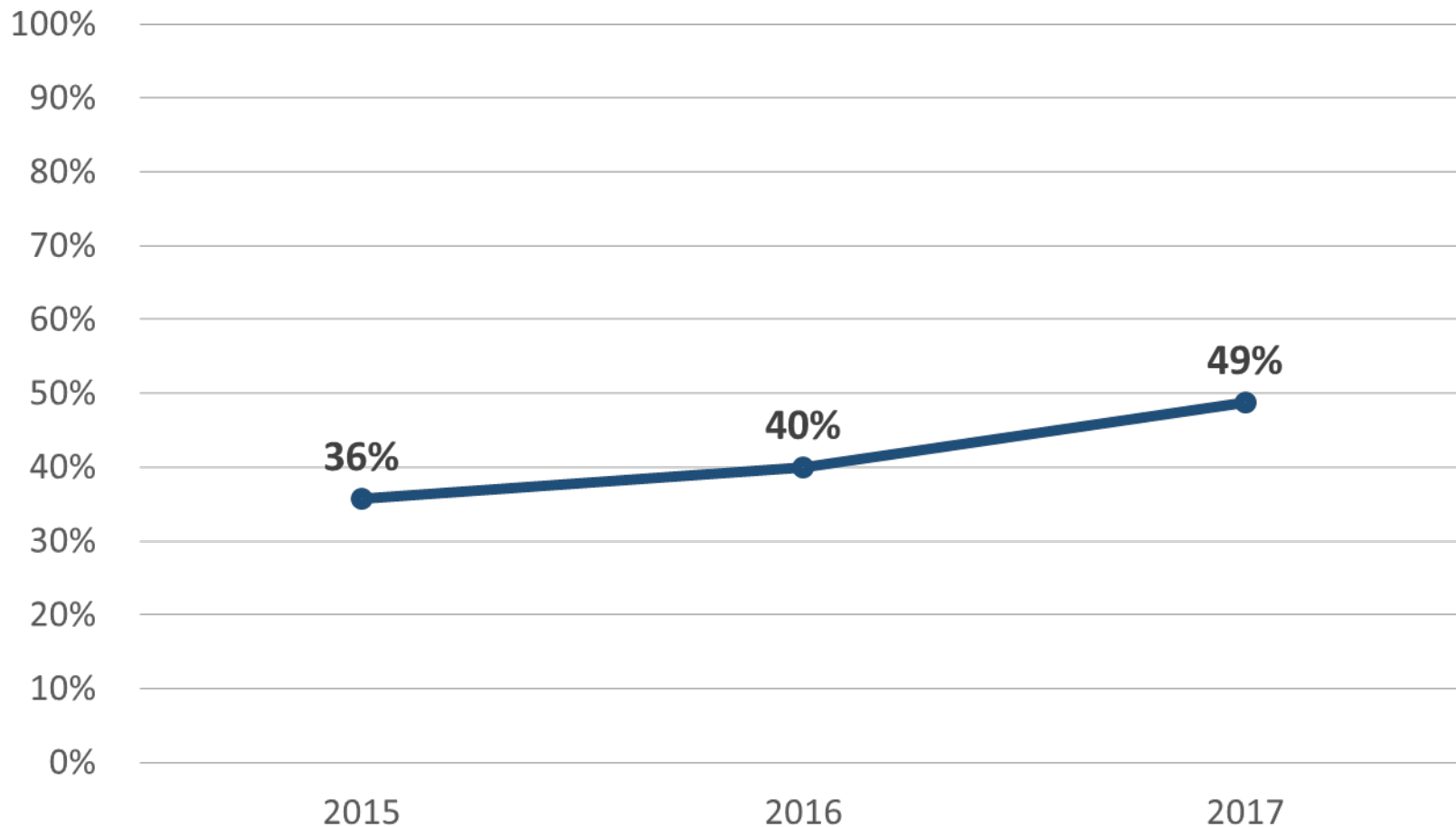
Algebra 1

Achievement Level 3 and Above



Algebra 2

Achievement Level 3 and Above

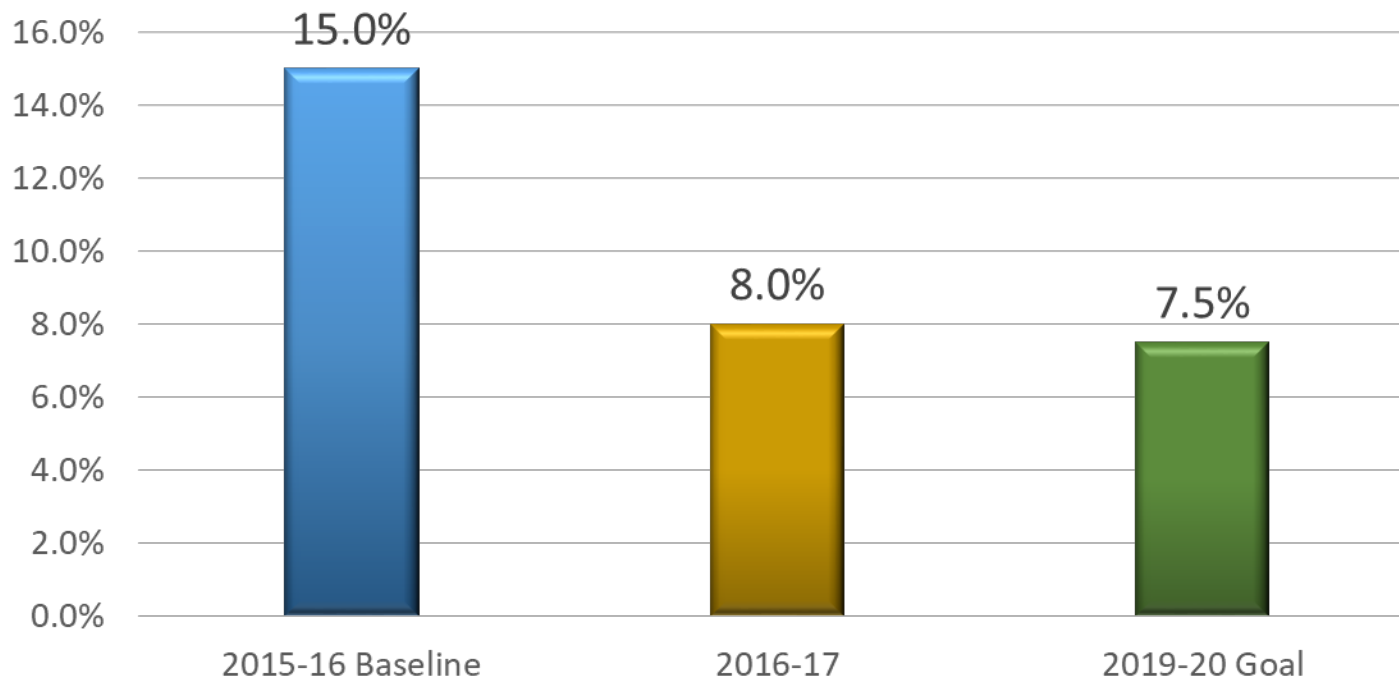


1,834

61

Goal 1 – Highest Student Achievement

Metric 6: Reducing the Percent of Low-Performing Schools



Target = 7.5
percentage
point
decrease



MOVING THE NEEDLE

In keeping with the Florida Department of Education's mission, the strategic plan was developed with four overarching goals in mind.



STUDENT ACHIEVEMENT

- Performance and growth
- Closing the gap
- Completion



MAXIMUM ACCESS

- Educational choice
- More students pursuing higher education opportunities



SKILLED WORKFORCE

- Higher wages
- More jobs



RETURN ON INVESTMENT

- Increase efficiency across all Florida public education systems

To learn more, visit <http://bit.ly/2jfRprh>

HOW WILL WE MEASURE SUCCESS?

Strategic plan progress will be tracked using the following metrics:

Student Achievement on Florida Assessments

Continued Achievement Growth on Florida Assessments

Closing the Achievement Gap

High School Graduation Rate

High School Graduation Rate Plus

Reduction in Percent of Low-Performing Schools

Postsecondary Completion Rate

Postsecondary Continuation Rate

Associate Degree Articulation Rate

Access to High-Quality Educational Options

Postsecondary Employment Rate

Initial Wages

Return on Investment

Agency Effectiveness

To learn more, visit <http://bit.ly/2jfRprh>






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NAEP

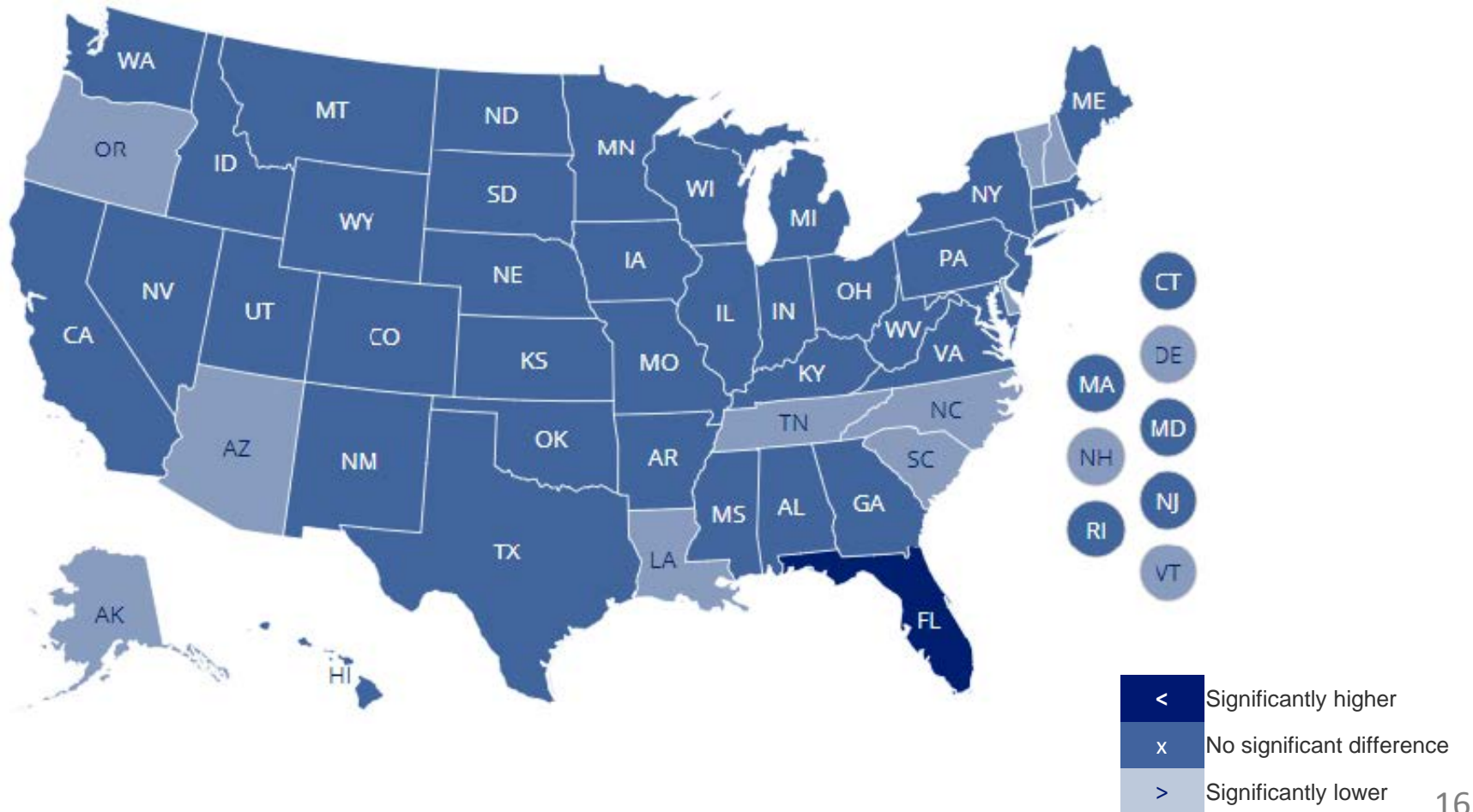
Florida Students Lead the Nation in Reading and Math on NAEP

- Florida – Only State to Improve Significantly in Grade 4 Math, and Grade 8 Reading and Math

	2015	2017
Grade 4 Reading	227	228
Grade 4 Math	243	246 
Grade 8 Reading	263	267 
Grade 8 Math	275	279 

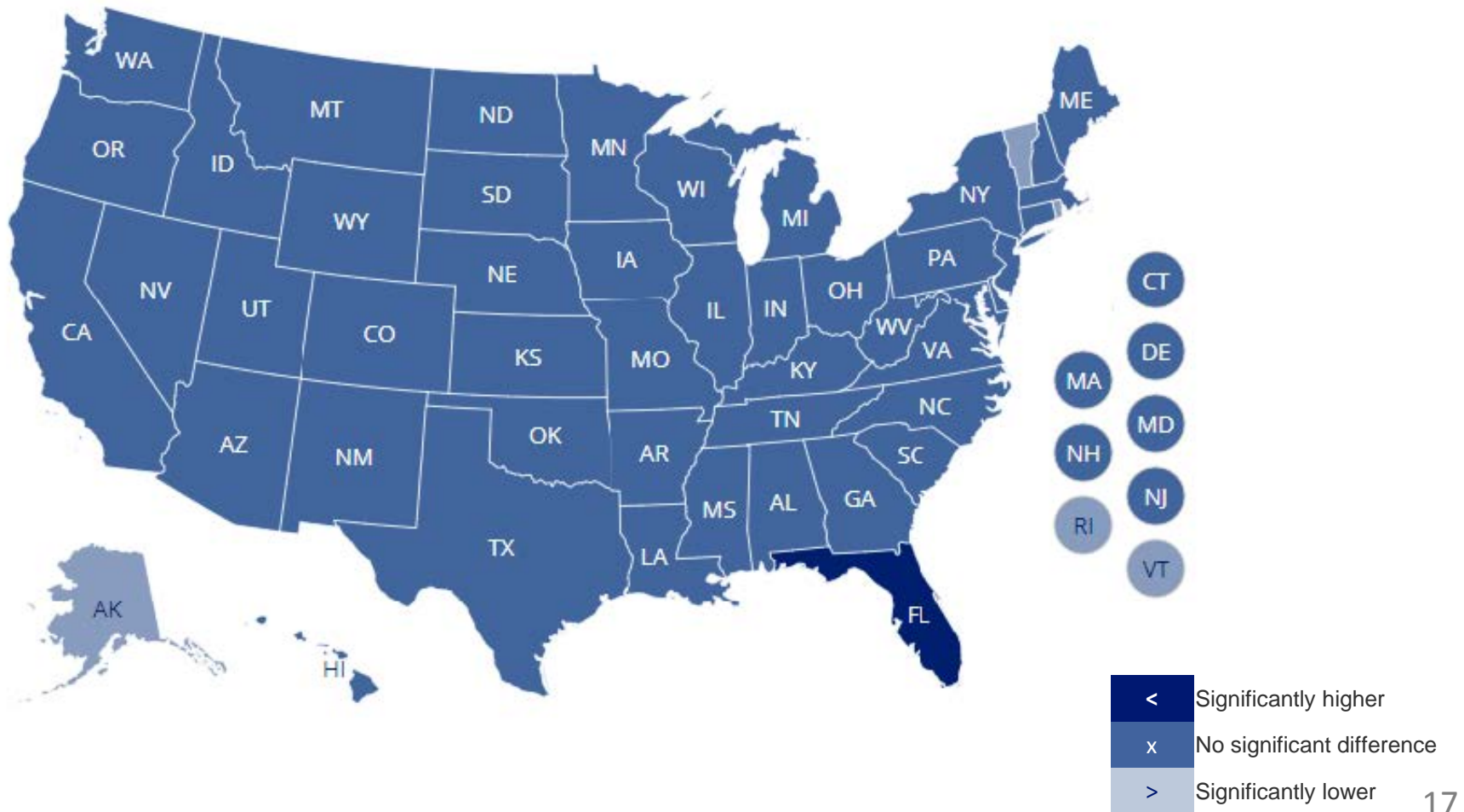
NAEP Mathematics – Grade 4

Florida is the only state with a significant score increase from 2015 to 2017



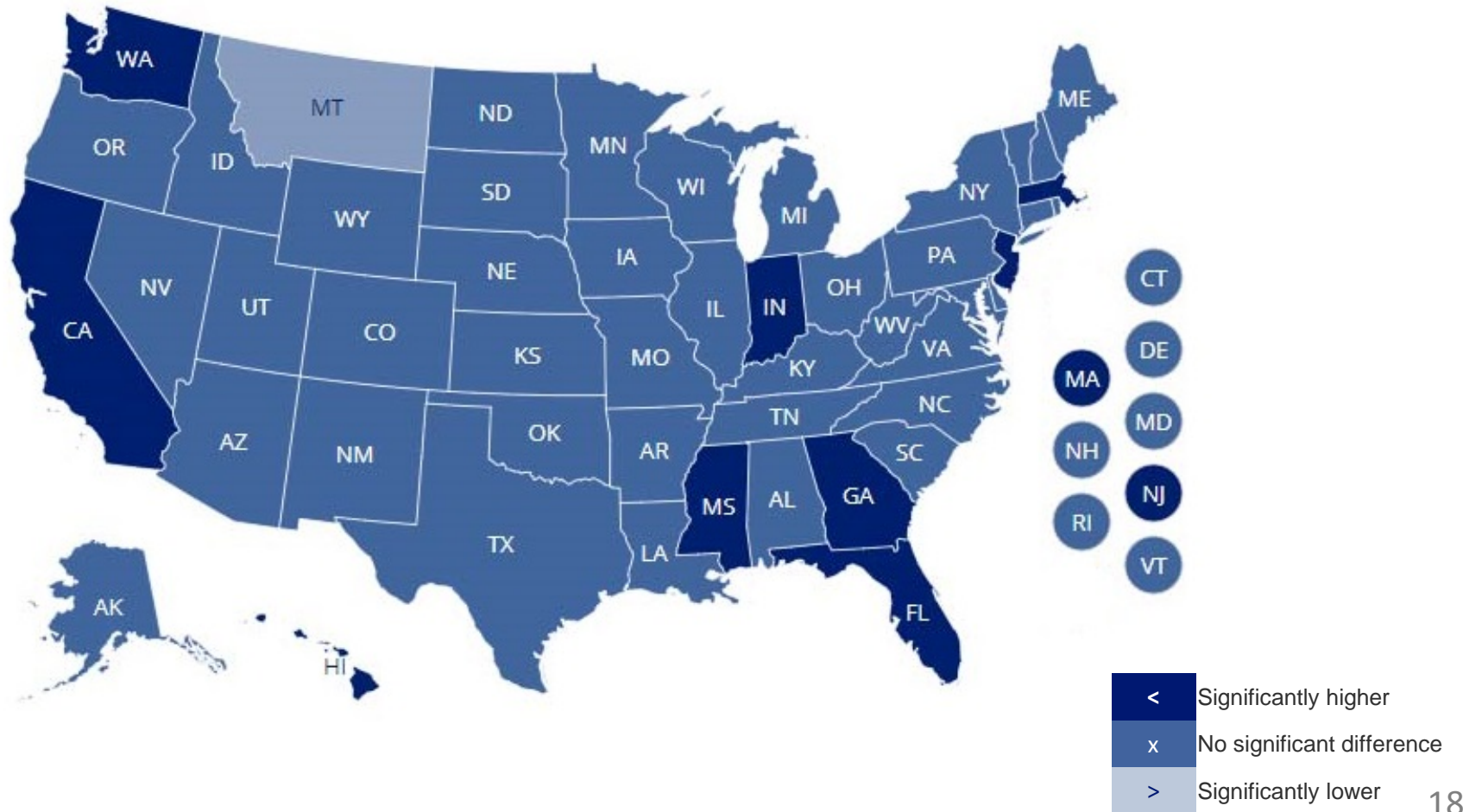
NAEP Mathematics – Grade 8

Florida is the only state with a significant score increase from 2015 to 2017



NAEP Reading – Grade 8

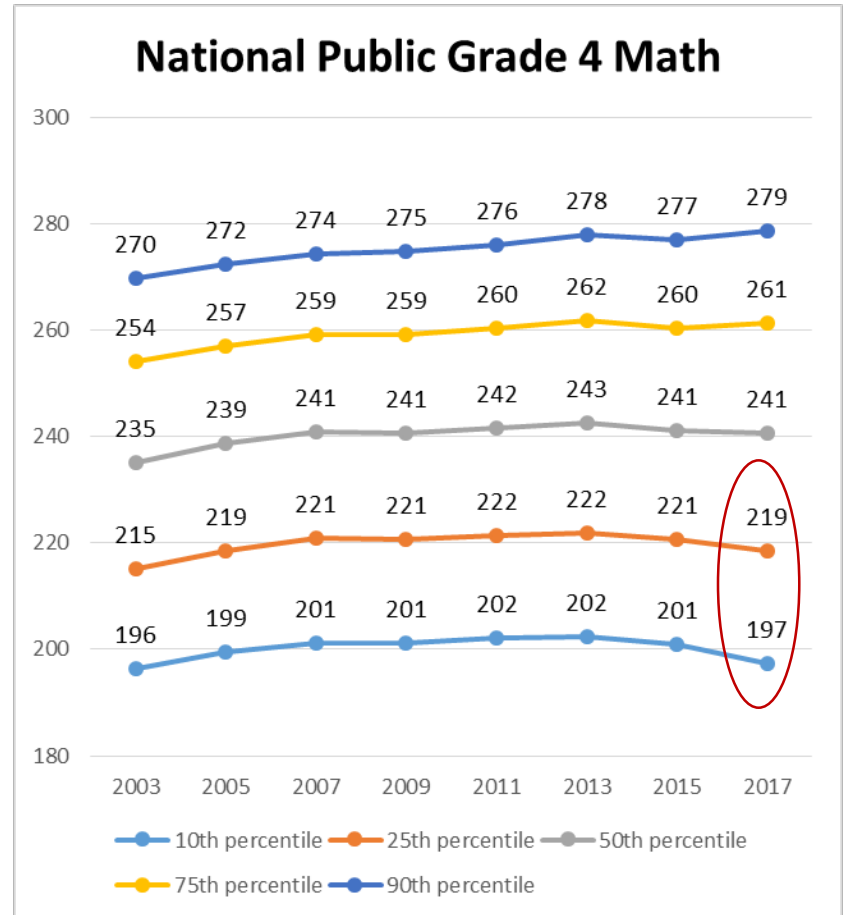
Florida is one of 9 states with a significant score increase from 2015 to 2017



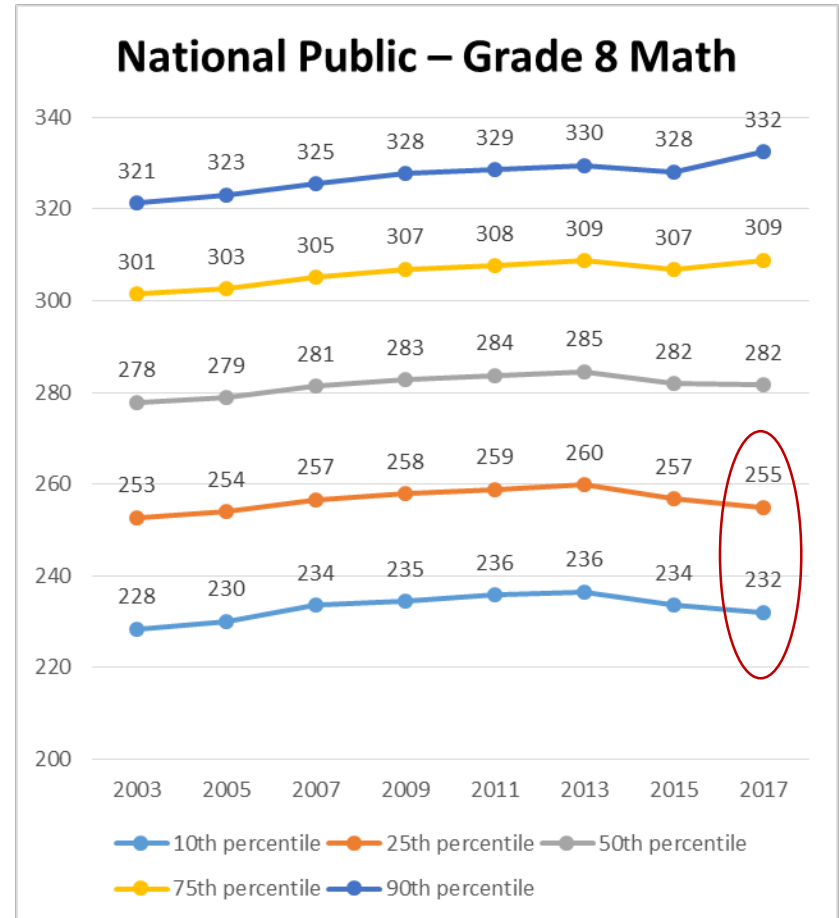
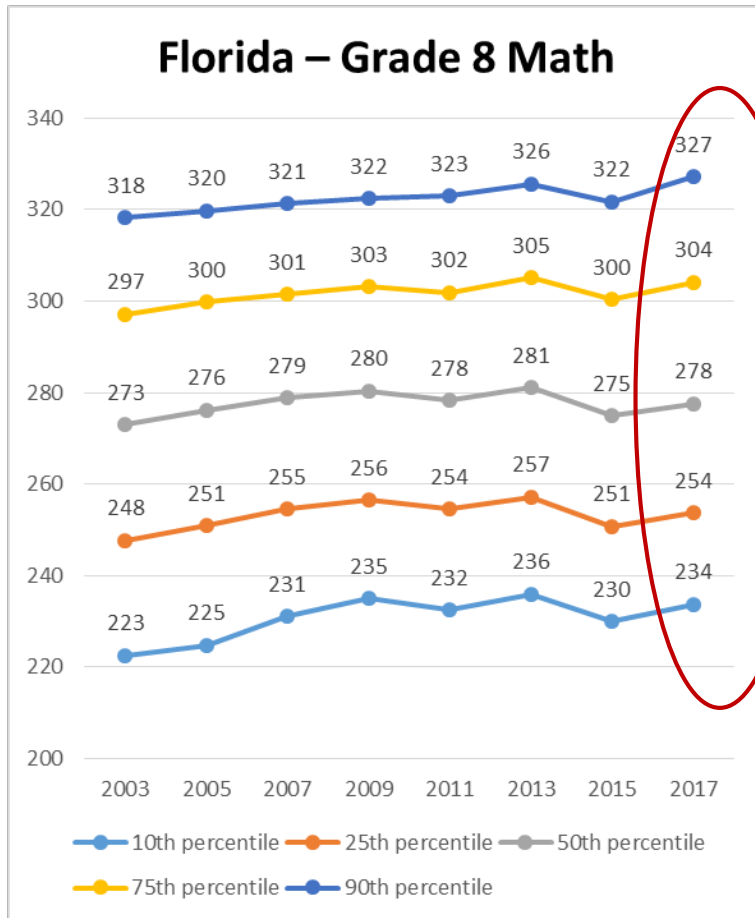
Florida Subgroup Performance Leads the 50 States

- Florida Ranks #1 in Grade 4 Math Performance for
 - Black students,
 - Hispanic students,
 - Students eligible for free/reduced lunch, and
 - Students with disabilities
- Florida Ranks #1 in Grade 4 Reading Performance for
 - Hispanic students

Florida's NAEP Scores Increased at all Levels while the Nation's Lowest Performers Decreased



Florida's NAEP Scores Increased at all Levels while the Nation's Lowest Performers Decreased



Florida Students in Urban Districts Outscored their Peers

- **Grade 4 Reading**

- #1 - Miami-Dade
- #2 - Hillsborough
- #3 - Duval

- **Grade 4 Math**

- #1 - Duval
- #2 - Miami-Dade
- #3 - Hillsborough

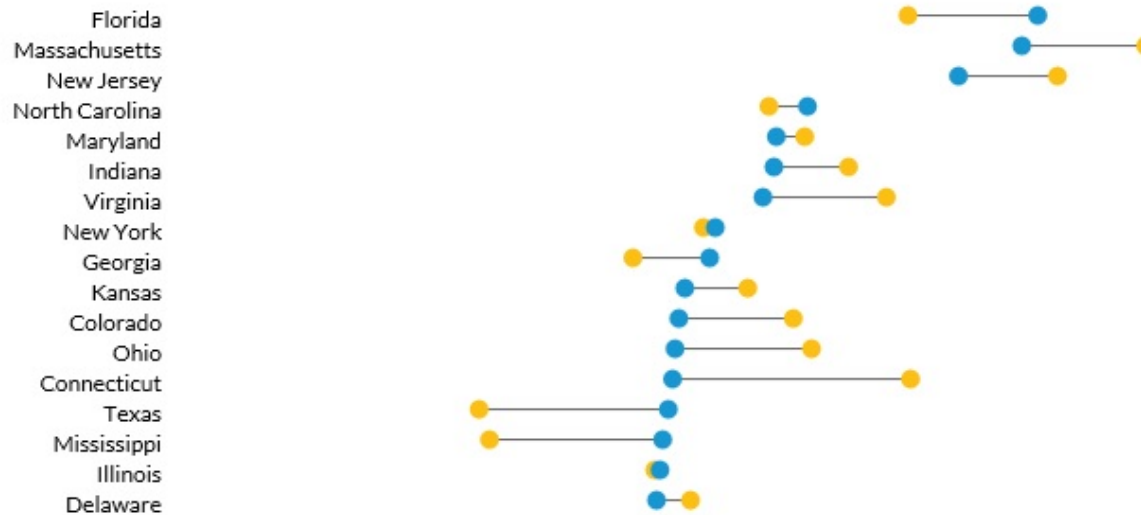
- **Grade 8 Reading**

- #1 - Hillsborough
- #3 - Duval

Unadjusted v. adjusted scores

● Unadjusted ● Adjusted

2017 4th grade reading with controls for age, race/ethnicity, frequency of English spoken at home, special education status, free or reduced-price lunch eligibility, and English language learner status

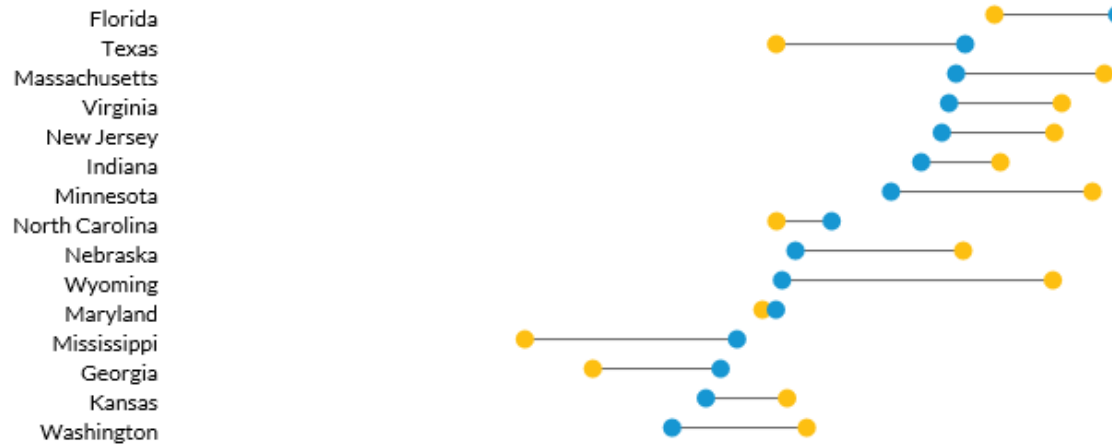


<http://apps.urban.org/features/naep/>

Unadjusted v. adjusted scores

● Unadjusted ● Adjusted

2017 4th grade math with controls for age, race/ethnicity, frequency of English spoken at home, special education status, free or reduced-price lunch eligibility, and English language learner status

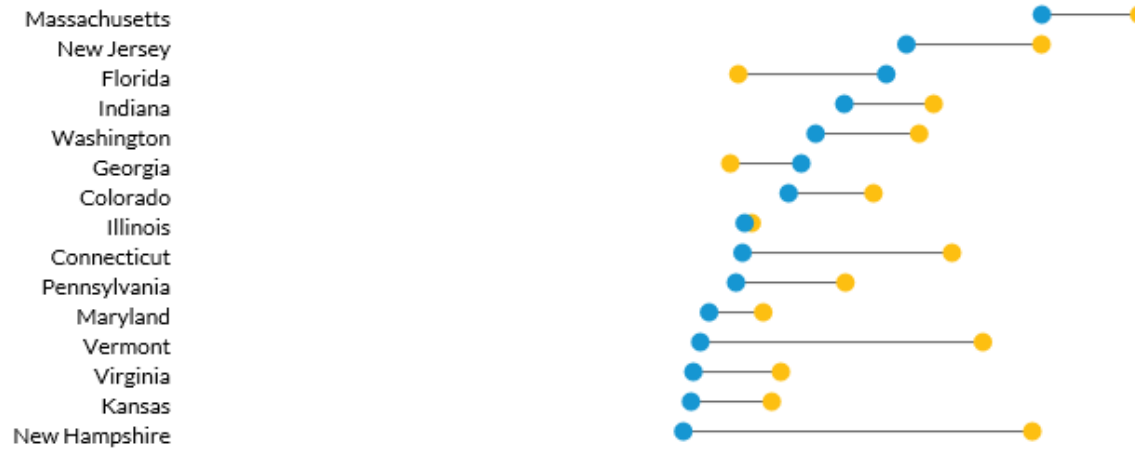


<http://apps.urban.org/features/naep/>

Unadjusted v. adjusted scores

● Unadjusted ● Adjusted

2017 8th grade reading with controls for age, race/ethnicity, frequency of English spoken at home, special education status, free or reduced-price lunch eligibility, and English language learner status



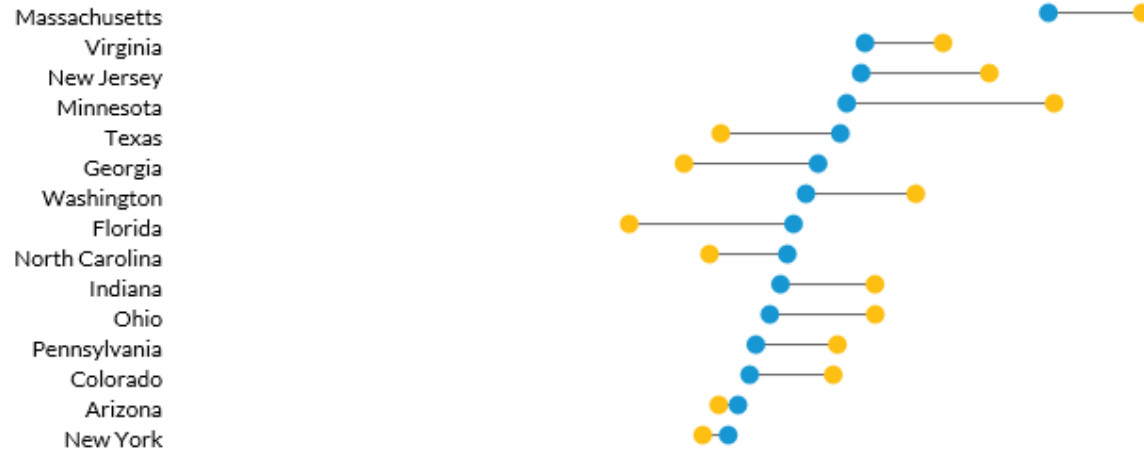
<http://apps.urban.org/features/naep/>

Unadjusted v. adjusted scores

● Unadjusted

● Adjusted

2017 8th grade math with controls for age, race/ethnicity, frequency of English spoken at home, special education status, free or reduced-price lunch eligibility, and English language learner status



<http://apps.urban.org/features/naep/>



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Next Steps

Four of the factors that make a difference (Balfanz)

- K-12 Student Attendance
- K-12 Teacher Attendance
- 9th Grade Promotion
- K-12 Behavior

National High School Center EWS Indicators (ABC)

Indicator	Threshold
Attendance	Student missed 10% or more of instructional time (absences)
Behavior	Locally validated thresholds (e.g., referrals, in- or out-of-school suspension, behavior grades)
Course Performance	Failure in one or more courses Earned 2.0 or lower GPA (on a 4-point scale)

(Early Warning Systems in Education at the American Institutes for Research, 2012; Therriault, O’Cummings, Heppen, Yerhot, & Scala, 2013)



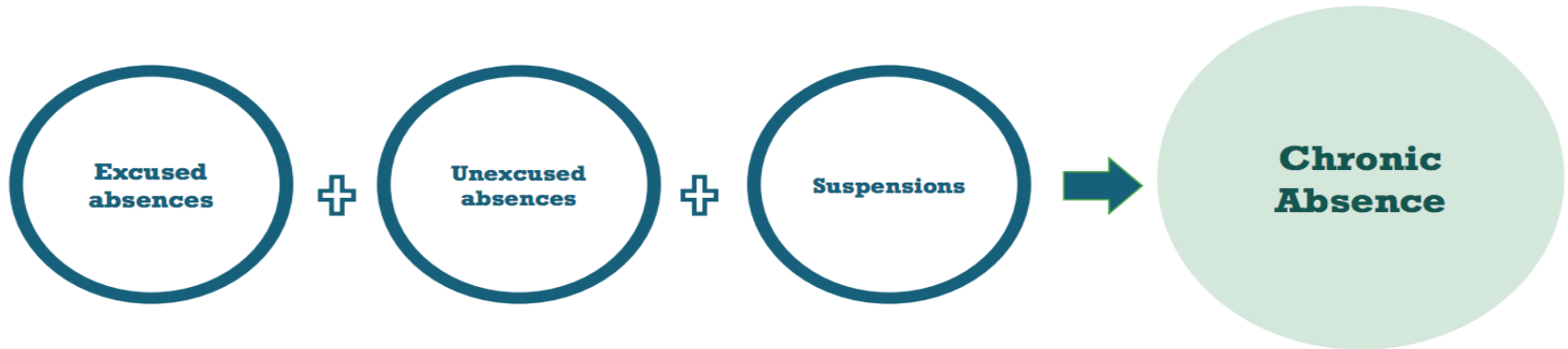
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K-12 Student Attendance



What is Chronic Absence?

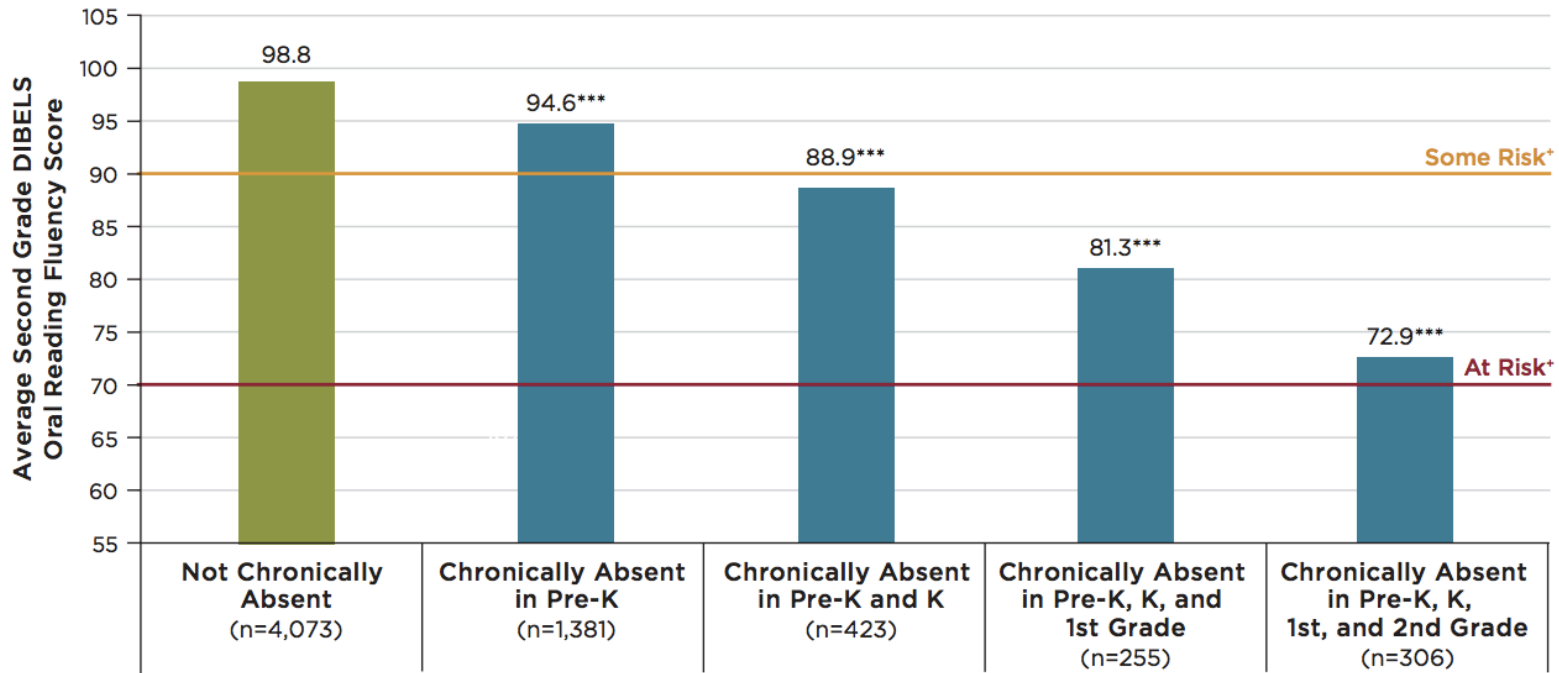
Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason.**



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

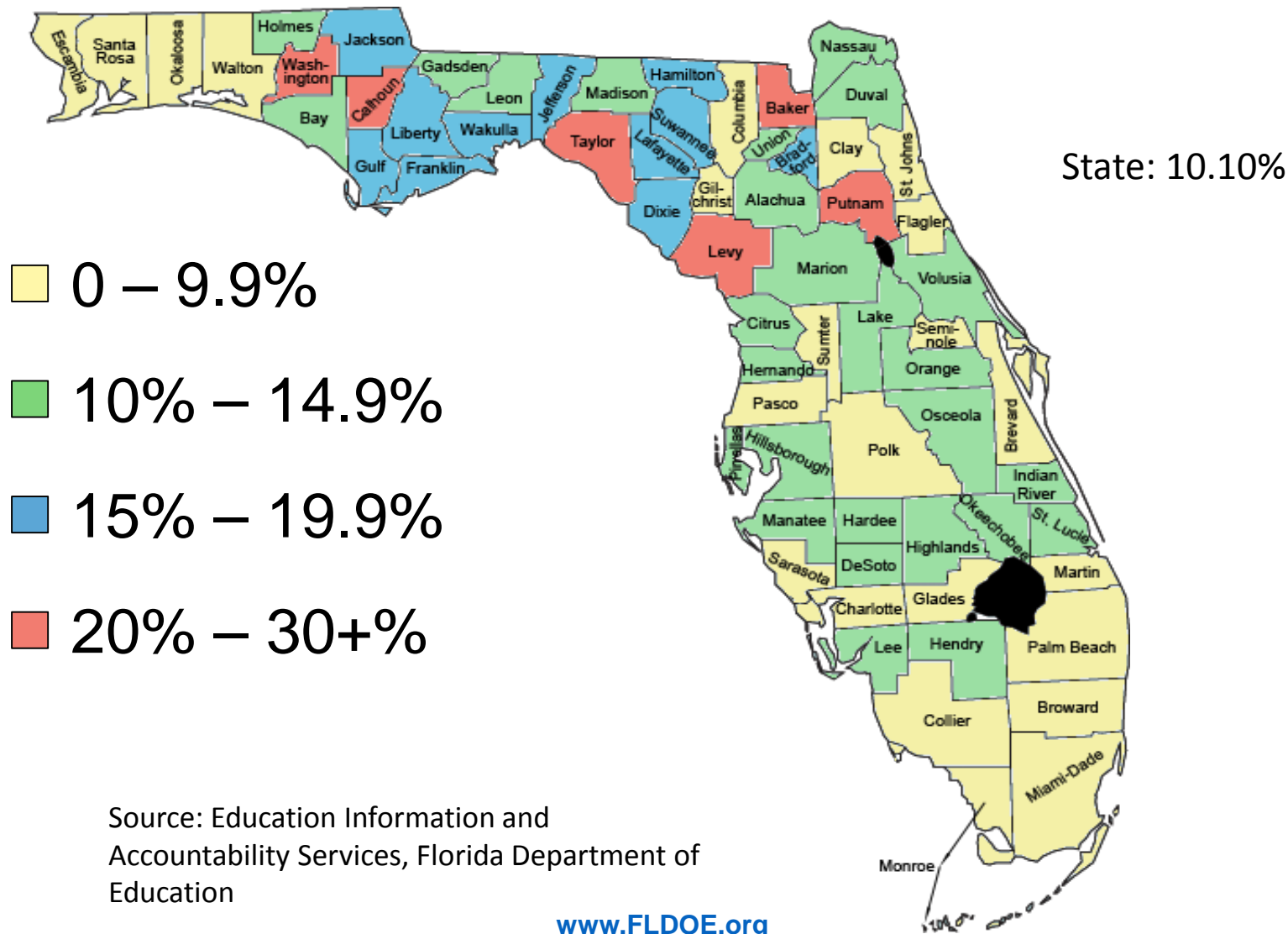
Impact of Chronic Absence During Early Years

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.



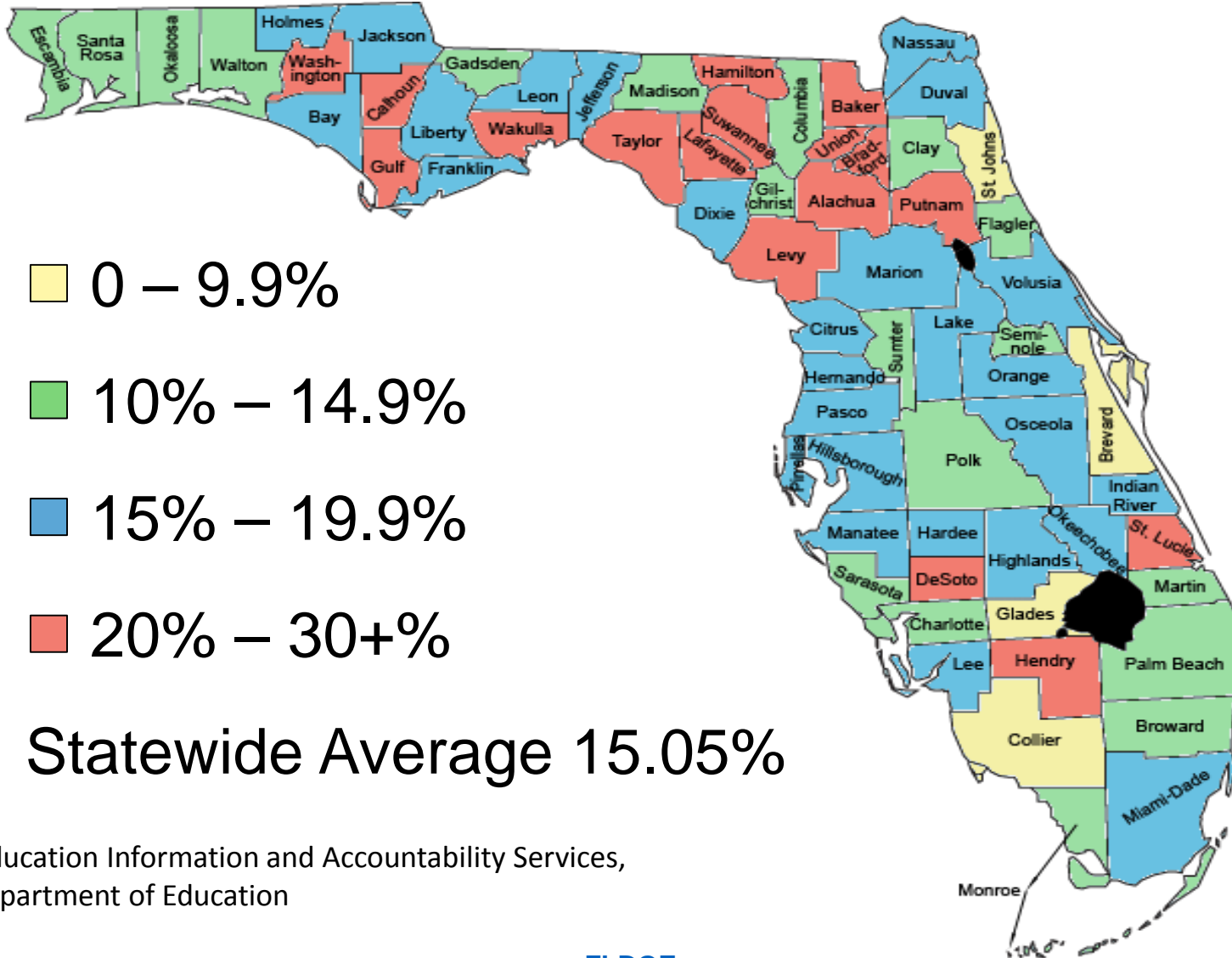


2015-16 Chronic Absenteeism* Rates by District * % Absent 21 or More Days (Final Survey 5)



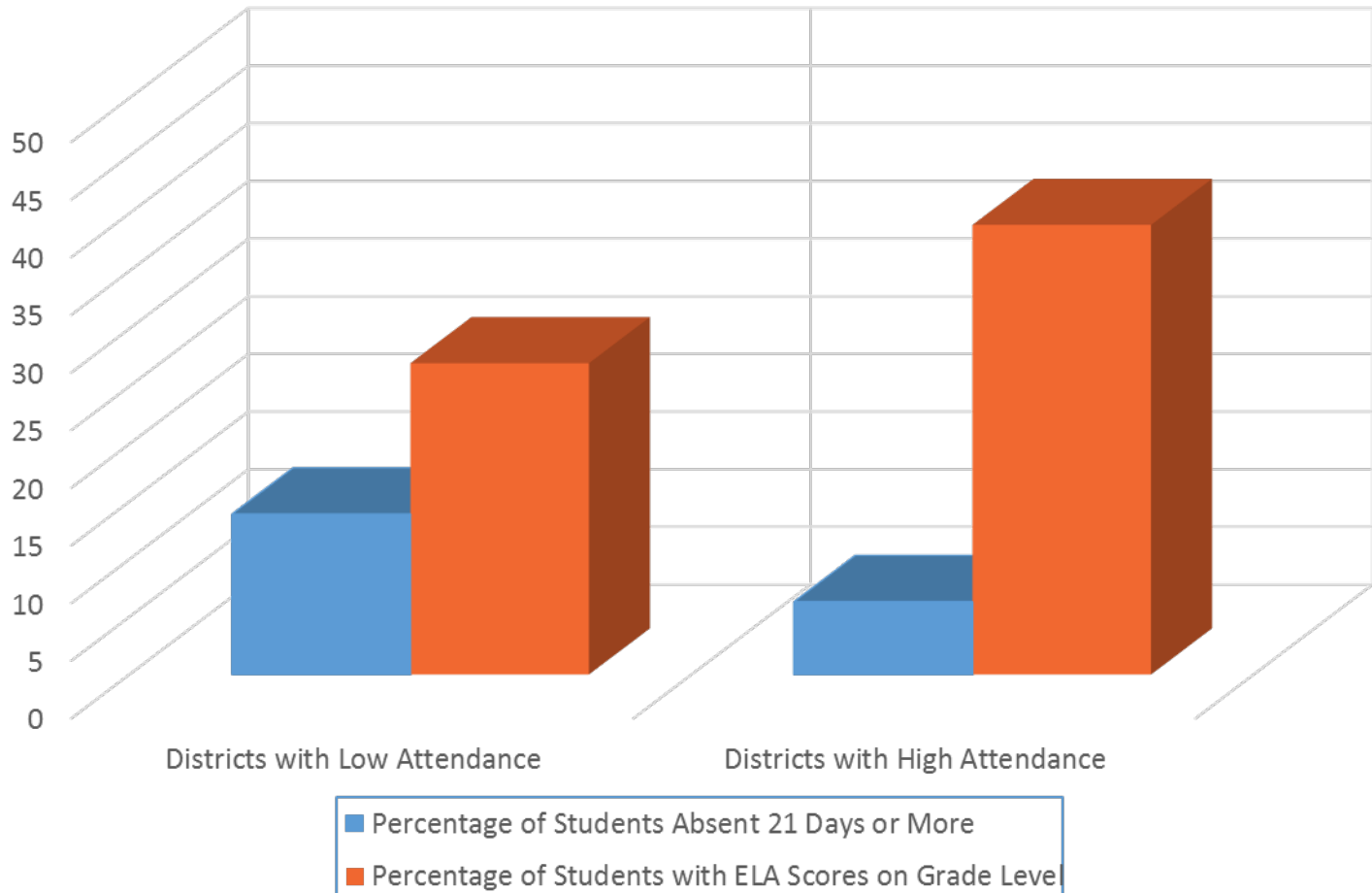
Source: Education Information and Accountability Services, Florida Department of Education

2015-16 SWD Chronic Absenteeism Rates by District

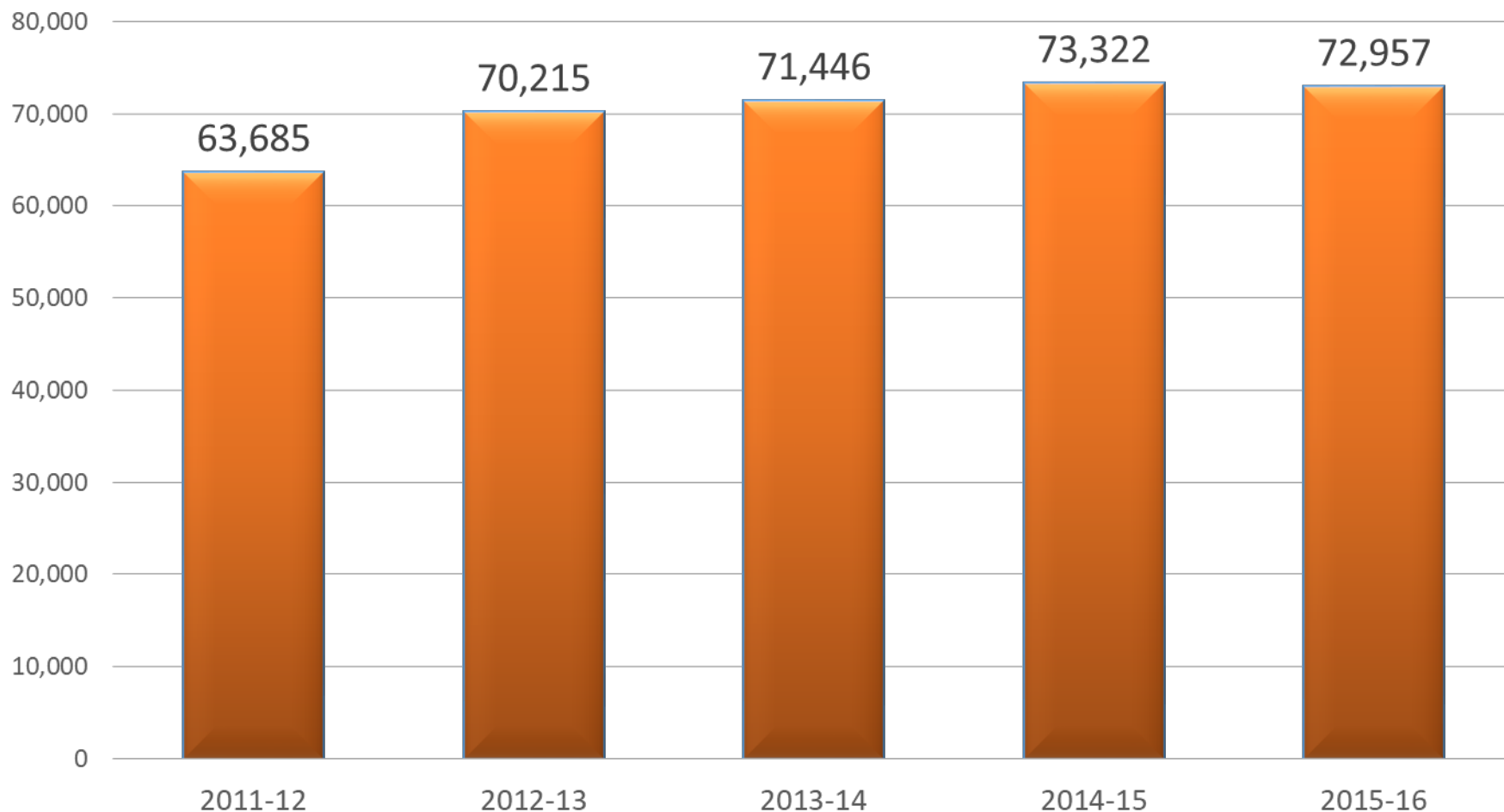


Source: Education Information and Accountability Services,
Florida Department of Education

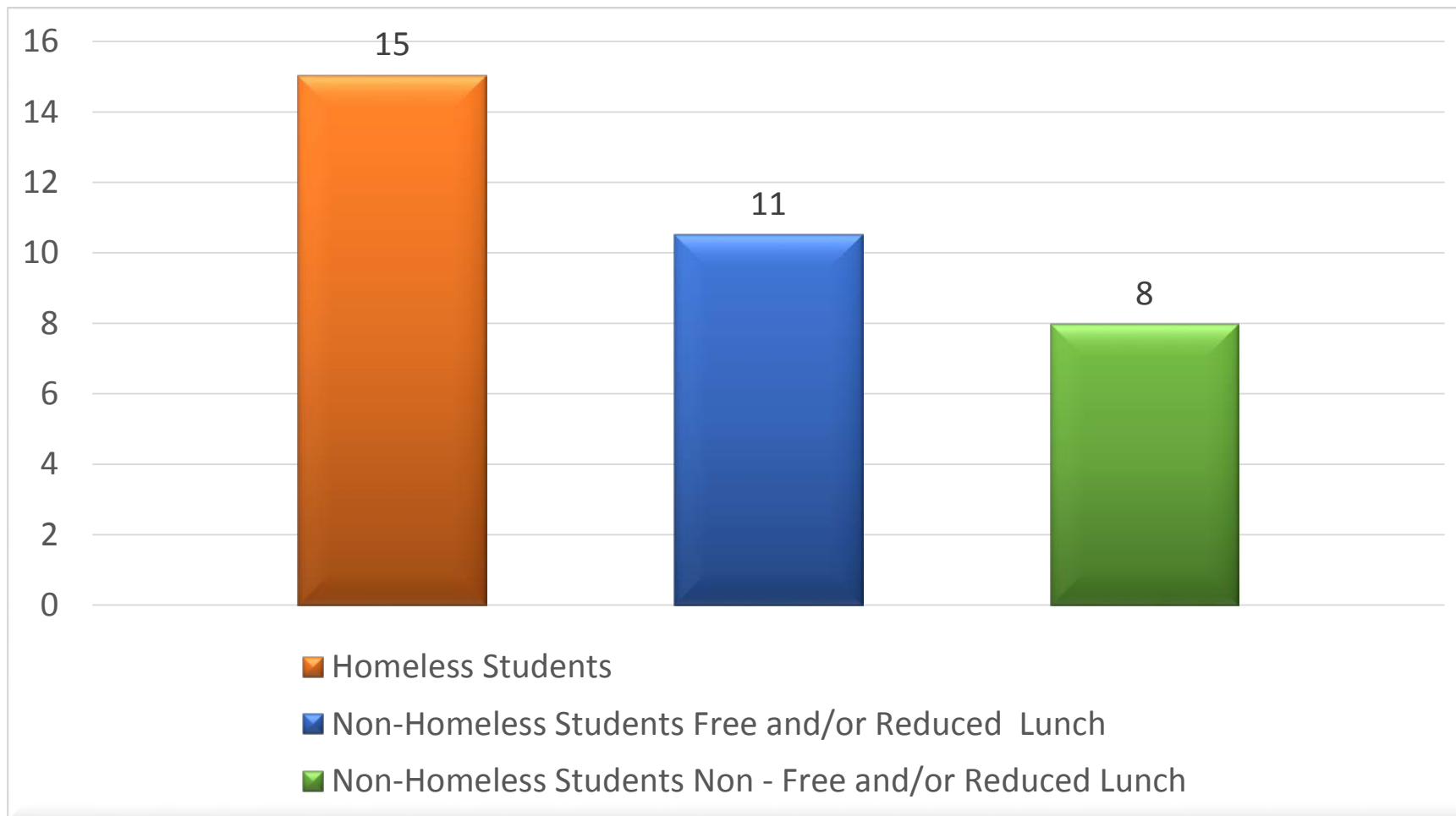
African American English Language Arts Performance



Number of Identified Homeless Children and Youth



Average Days Absent





Invest in Prevention and Early Intervention

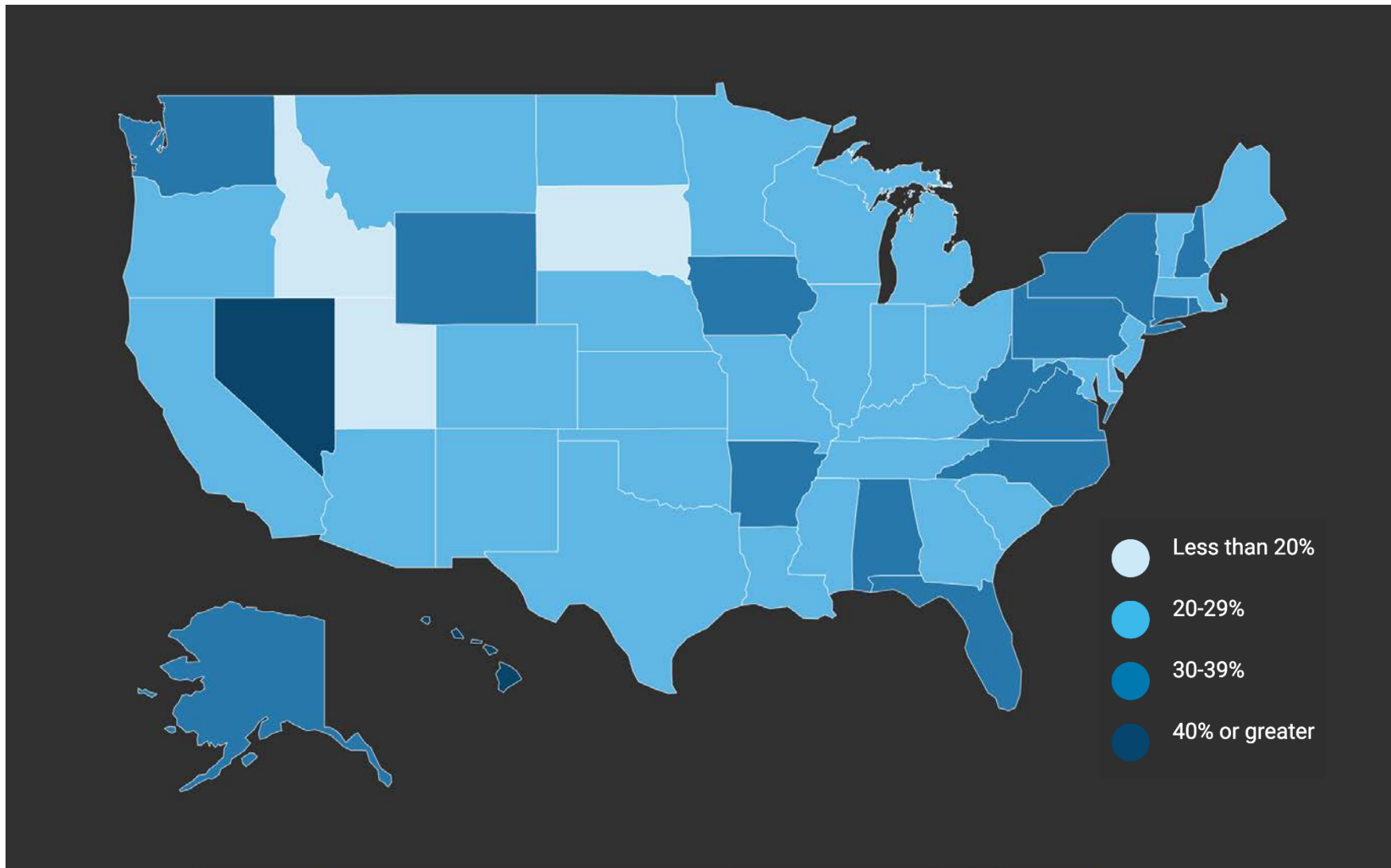




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K-12 Teacher Attendance

National Teacher Attendance Trends





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Eliminating Gaps

30,000,000

“When a child is deprived of food, there is public outrage. And this is because child hunger is correctly identified as a moral and economic issue that moves people to action. We believe that the poverty of vocabulary should be discussed with the same passion as child hunger.”

-Too Small to Fail



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FLDOE Updates

HURRICANE INFORMATION

Board of Education

Commissioner Pam Stewart

Division of Accountability,
Research & Measurement

Division of Blind Services

Division of Career & Adult
Education

Division of Educator Quality

Hurricane Information

Governor Rick Scott has activated the Florida Disaster Fund to support individuals who are impacted by Hurricane Irma. The Florida Disaster Fund helps provide financial support to Florida's communities in times of disaster. To make a contribution, please visit www.FloridaDisasterFund.org or text DISASTER to 20222 to make a one-time donation of \$10.

Hurricane Irma

Florida Virtual School Offers Assistance to Displaced Students

Florida Virtual School (FLVS) will provide remote access to educational resources to all Florida students who were displaced by Hurricane Irma. Additionally, FLVS will provide access to digital educational materials to help the hardest hit school districts as they work to return to normal operations.

Schools and districts interested in assistance should contact Larry Banks, Director of District and Franchise Solutions for FLVS, at 407-484-4031 or lbanks@flvs.net. Individual students should visit www.flvs.net to begin the registration process or email info@flvs.net for special accommodations. Military families should reach out to Caprice Woodburn, Sr. Manager of Florida Services for FLVS, at 239-850-9366 or cwoodburn@flvs.net.



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ESSA

ESSA Update

- In December we received feedback on the ESSA state plan from USED
- Changes to address USED feedback
- No changes to Florida's state accountability systems
- Preserve the focus on increased student achievement
- Proposed the addition of some federal calculations to satisfy ESSA requirements and one waiver request
- Resubmitted the state plan on 4/20/18



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Instructional Materials

Where we are currently:

- 2017-18 Science IM Adoption
 - Reviews ongoing
- 2018-19 Math
 - Intent to Bid will close 5/11
 - Final bids due 6/8
 - Reviews will begin in August
- 2019-20 ELA
 - Specifications out by Fall 2018
 - Courses called for out at same time

HB 989

- Effective July 1, 2017
- Impacts sections 1006.28 and 1006.40, F.S.
 - Revises district school board responsibilities:
 - IM information on district website
 - Public access to IM before district adoption
 - Parents or a resident of the county may challenge IM adoption
 - Establish a clear plan for IM objections and process for resolution
 - Public hearing for challenges with a hearing officer
 - 50% of IM allocation should be on state adopted list and standards aligned
 - Does not need to be digital or electronic
 - Prohibits pornographic materials

Statutory Information

- Current statutes and other information can be found on the main website:
<http://www.fldoe.org/academics/standards/instructional-materials>

Pilot Programs

Prohibited by Florida Statute 18 months prior to adoption

- **1006.32, F.S. Prohibited acts.—**

(3) A district school board or publisher may not participate in a pilot program of materials being considered for adoption during the 18-month period before the official adoption of the materials by the commissioner. Any pilot program during the first 2 years of the adoption period must have the prior approval of the commissioner.

- IM P&P (pg 2):

For purposes of section 1006.32(3), F.S., a “pilot program” is defined as an arrangement in which a school or school district accepts instructional materials from a publisher who will bid those materials in the subsequent adoption either on loan, for free or at a reduced price, within eighteen months prior to the April 1 adoption date.

Contact Information

Cathy Seeds, Director of Library Media &
Instructional Materials


Cathy.Seeds@fldoe.org

850-245-0903

IM Website

<http://www.fldoe.org/academics/standards/instructional-materials>

Florida Standards Implementation Guide



English Language Arts

Complex Texts & Academic Vocabulary

The Language Arts Florida Standards (LAFS) outline a progressive development of reading comprehension so that all students advancing through the grades are prepared to read literature and literary nonfiction independently and proficiently. The LAFS progression underscores the growing complexity of the texts that all students must read to be ready for college and career. Through the authentic teaching and learning of speaking, listening, reading, writing and language standards all students acquire and use vocabulary in and across subject areas.

Building Knowledge

The Language Arts Florida Standards (LAFS) include separate standards for reading literature and informational text in grades K-12. Reading standards for literacy in history/social studies and reading standards for literacy in science and technical subjects are included at the secondary level (6-12). The LAFS build student content knowledge across grade levels and subject areas through the inclusion of teaching and learning with informational texts. Content-rich texts and appropriate standards-based instruction provides all students with extensive opportunities to develop strong general knowledge, acquire vocabulary and learn about the world around them on their path to college and career readiness.

Text Based Evidence

The Language Arts Florida Standards (LAFS) require all students to engage in evidence-based speaking, listening, reading and writing. Beyond engaging students in tasks that emphasize prior knowledge and personal experience, the LAFS emphasize citing and integrating evidence from multiple texts and different mediums to accurately produce and synthesize information, engage in analysis and support claims/controlling ideas for a range of discipline-specific tasks, purposes and audiences.



Florida Standards Implementation Guide



Mathematics

Focus

The Mathematics standards allow for the teaching and learning of mathematical concepts focused around major clusters at each grade level, enhanced by supporting and additional clusters. Focus on the major clusters will help students gain strong foundations and the ability to apply the math they know to solve problems inside and outside the classroom.

Coherence

Mathematics is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years.

Rigor

Rigor refers to a deep, authentic command of mathematical concepts. The following components of rigor should be pursued in the classroom with equal intensity:

Conceptual Understanding:

The standards call for conceptual understanding of key concepts. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

Procedural skill and fluency:

The standards call for speed and accuracy in calculation. Students must practice core functions in order to have access to more complex concepts and procedures.

Application:

The standards call for students to exercise critical thinking in order to choose the appropriate concept for application. Opportunities should be provided in the classroom at all grade levels for students to apply math concepts in "real world" situations. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.



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Schools of Excellence

Schools of Excellence

- Created with HB 7069 in 2017; first list presented to State Board for designation in October 2017.
- List published at <http://www.fldoe.org/policy/state-board-of-edu/meetings/2017/2017-10-18>.
- To be eligible, schools had to:
 - receive a grade of “A” or “B” in each of the most recent three school years (2014-15, 2015-16 and 2016-17), and
 - rank at the 80th percentile or higher for their school type for at least two of the last three years.

Schools of Excellence

- There are 643 schools in 47 districts.
 - 347 elementary, 116 middle, 96 high and 84 combination schools
- Schools shall retain the designation for up to three years, if they continue to meet the criteria.

Schools of Excellence

Administrative flexibilities outlined in the law:

- Exemption from any law or rule that requires a minimum period of daily or weekly instruction in reading.
- Principal autonomy as provided under section 1012.28(8), F.S.
- Instructional personnel may substitute one year of employment at the school for 20 inservice points, up to 60 points total in a five-year cycle, toward the renewal of a professional certificate.
- Exemption from compliance with school district policies establishing times for the start and end of the school day.
- Calculation of class size compliance based on the average number of students at the school level.

Schools of Excellence

- General Information

<https://info.fldoe.org/docushare/dsweb/Get/Document-8082/dps-2017-142.pdf>

- Professional Certificate Renewal Credit FAQ

<https://info.fldoe.org/docushare/dsweb/Get/Document-8175/dps-2018-05.pdf>



2018 Legislative Update

2018 Legislation Impacting K-12 Education

- HB 7055 Various
- HB 495 DROP, Computer Science, Student Safety, Assessment
- HB 29 Military and Veterans Affairs (Medal of Honor instruction, certification)
- HB 1279 Fiscal Accountability
- HB 577 Graduation Requirements (preapprenticeship)
- HB 731 Home Education
- HB 7087 Sales Tax Holiday
- SB 7026 Public Safety
- 2018-19 Budget

HB 7055 – Education

- **HOPE Scholarship**
- Commissioner Emergency Coordination
- Charter Schools
- High-Performing Charter Schools
- **Schools of Hope**
- **Scholarship Program Accountability**
- **Reading Scholarship**
- Patriotic Programs
- **CPR Instruction**
- **Dual Enrollment**
- Student Assessment Program
- Supplemental Academic Instruction
- Principal Autonomy Pilot Program
- **Title I**
- Collective Bargaining
- School Leader Preparation Programs
- Struggling Reader Endorsement
- Best and Brightest Teacher Scholarship
- **Education Plant Survey**
- **School District Construction Flexibility**
- Charter School Capital Outlay Funding

HB 7055 - Education

Scholarship Programs

- Provides for increased accountability for private schools participating in scholarship programs
- Creates the Hope Scholarship program for students who were subjected to an incident to attend another public school or private school
- Creates the Reading Scholarship for students in grades 3-5 who scored below a level 3 on ELA assessment

Title I

- Allows districts to reserve 10 percent of Title I funds for administration and other funds to provide educational services aligned with the approved Title I plan and clarifies the use of carry-forward funds.

Schools of Hope

- Appropriates \$140 million in additional funds to be carried forward for five years

HB 7055 - Education

State Requirements Educational Facilities (SREF)

- Allows districts to exempt themselves from any provisions in the State Requirements for Educational Facilities (SREF code or manual) that limit the ability of a school to operate in a facility on the same basis as a charter school if the regional planning council determines there is sufficient shelter capacity within the district.

Dual Enrollment

- Removes the requirement that home and private school students provide their own instructional materials.

CPR

- Schools districts are encouraged to provide CPR training. If provided, the instruction must be based on a nationally recognized program that uses specified guidelines.

HB 495 - K-12 Public Education

Deferred Retirement Option Program (DROP)

- Extends participation in DROP for instructional and administrative personnel beyond the 60-month period to have a termination date that is the last day of the last calendar month of the school year

Student Safety

- Strengthens authority for sanctioning teachers for misconduct
- Requires school district to report misconduct even if the teacher is no longer employed by the district
- Protects students by prohibiting an authority figure from engaging in a relationship with a student that is 18 years old

Computer Science & Technology Instruction

- [HB 495](#) section 3 amended s. 1007.2616, F.S., to:
 - provide a definition of computer science
 - require that computer science courses be identified in the Course Code Directory and published on the FDOE website by July 1, 2018
 - require public middle schools as well as high schools to give their students opportunities to enroll in computer science courses (includes combination schools offering any of grades 6-12)
 - require districts to provide access to identified courses through [FLVS](#) or other means if not offered in the district

Computer Science & Technology Instruction

- The list of courses is available here:
<http://www.fldoe.org/core/fileparse.php/7746/urlt/1819CompSci.pdf>
- The list is open to change as new courses that fit the criteria are added
- Currently the only general education courses available are AP, IB and AICE courses
- If you would like to submit a course, either for 6-8 or 9-12, the procedure to be followed is here:
<http://www.fldoe.org/policy/articulation/ccd/>

Computer Science & Technology Instruction

- To be considered a general education computer science course the following criteria must be met:
 - A minimum of 70% of the benchmarks must be from the state adopted [computer science standards](#) (the remaining benchmarks/standards must include the applicable ELD standards and other content standards such as ELA and mathematics as appropriate)
 - The course must include benchmarks addressing algorithmic processes (found under CS-CS.2)

Contact Information

Katrina Figgett, Director of Science, Mathematics & Instructional Technology

Katrina.Figgett@fldoe.org

850-245-0758

HB 29 - Military and Veterans Affairs

- Provides for children of active duty members priority attendance in the Florida Virtual School
- Extends a temporary certificate for two years if the requirements for the professional certificate, have not been fulfilled due to the military service of an applicant's spouse
- Creates a pathway for veterans to become school principals
- Waives initial general knowledge, professional education, and subject area examination fees and certification fees for certain military individuals
- Requires FDOE to coordinate outreach efforts to educate veterans about apprenticeship and career opportunities
- Allows ROTC instructors to receive funds through the Florida Teachers Classroom Supply Assistance Program

Military Transfer Reminders

Section 1000.36, F.S.

- Schools must accept unofficial hand carried records
- Students must be allowed to continue academic program in which they were enrolled in the previous state
- Receiving schools must accept exit or end-of-course exams required for graduation from a school in the sending state
- If a student who transfers in their senior year is ineligible to graduate in the receiving state after all alternatives have been considered, both the sending and receiving state must ensure a diploma from the sending state if the student meets that state's graduation requirements

Other K-12 Legislation

HB 1279 - School District Accountability

- Provides for fiscal transparency and accountability of education spending

HB 577 - High School Graduation Requirements

- Allows students to earn credit for performing arts, speech and debate or practical arts upon completion of a preapprenticeship program

HB 731 - Home Education

- Outlines parents and districts responsibilities for home school students

HB 7087 - Taxation

- Provides for a sales tax holiday on clothing and school supplies from August 3rd - August 5th, 2018.

SB 7026 - Public Safety

- Office of Safe Schools – Director hired May 1, Special Agent Damien Kelly
- Guardian Program
- Community Action Treatment Teams
- School Safety Awareness Program
- Public Safety Commission
- Educational Multiagency Services
- Safe School Officers
- Florida Safe Schools Assessment Tool
- Education and Training for Youth Mental Health Awareness and Assistance
- Marjory Stoneman Douglas High School Memorial
- Safe Schools Allocation
- Active Shooter Training
- Fixed Capital Outlay Cost for Physical Security of School Buildings
- Acquisition of a Centralized Data Repository and Analytics

Governor's Letter of March 23 posted at www.fldoe.org/safe-schools

www.fldoe.org/safe-schools

OFFICE OF SAFE SCHOOLS

Best Practices

District Mental Health Assistance Allocation (Conference Report Calculation) (PDF)

District Safe School Allocation (Conference Report Calculation) (PDF)

DOE Bill Summary of HB 7026 (PDF)

Public Safety Chapter 2018-3, Laws of Florida

Office of Safe Schools

In the wake of the tragic shooting at Marjory Stoneman Douglas High School that took the lives of 17 Florida students and educators, the Florida Legislature passed and Governor Rick Scott signed SB 7026, the [Marjory Stoneman Douglas High School Public Safety Act](#). This legislation outlines significant reforms to make Florida schools safer, while keeping firearms out of the hands of mentally ill and dangerous individuals.

On March 23, 2018, [Governor Rick Scott sent a letter](#) (PDF) to district superintendents and school board members that outlined the progress that has been made in implementing the law. It also included the deadlines that the Florida Department of Education and each school district must meet. The timeline below will guide the department's work as we collaborate with stakeholders to implement fully the Marjory Stoneman Douglas High School Public Safety Act. This webpage will be updated regularly, as more information is available and implementation deadlines are met.

- By May 1, 2018, the Florida Department of Education will hire a Director for their newly created Office of Safe Schools.
- Upon SB 7026 becoming law, DOE immediately began working to implement active shooter training so each teacher, student, faculty member and school safety officer knows what to do during a crisis. This training must be done at least every semester.
- By July 1, 2018, superintendents must designate a district School Safety Specialist.
- By August 1, 2018, each school district must complete a security risk assessment for each public school campus. The assessment must be conducted in consultation with local law enforcement. Although the \$99 million in funding for school hardening will be distributed as quickly as possible, school districts should use existing funding to make any critical safety improvements immediately.
- Before the start of the 2018-2019 school year, DOE will begin to identify a security consulting firm for the independent, third-party review of the Florida Safe Schools Assessment Tool, as required by the new law.
- By September 1, 2018, each school should establish a threat assessment team with expertise in mental health counseling, academic instruction, law enforcement and school administration that will meet monthly to review any potential threats to students and staff at the school.
- By July 1, 2018, each school board, in coordination with their County Sheriff, is expected to determine how many people they intend to train using the Coach Aaron Feis Guardian Program. This program is 100 percent voluntary. Once participation decisions have been made, DOE will work with the Governor's Office and the Legislature to redirect any unused funding from this program to hire additional school officers.



A Framework for Safe and Successful Schools



Background of the Framework

- Joint statement that outlines evidence-based policies and practices for improving school safety and access to mental health supports for students.
- Released by ASCA, NAESP, NASP, NASRO, NASSP and SSWAA following Sandy Hook (2013).
- Resources to support implementation (2017)
 - Policy Recommendations for Implementing the Framework
<http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/a-framework-for-safe-and-successful-schools/policy-recommendations-for-implementing-the-framework-for-safe-and-successful-schools>
 - Assessing the Safety of the School Environment Using the Framework
<http://www.nasponline.org/Documents/Professional%20Development/PREPaRE/Assessing%20the%20Safety%20of%20the%20School%20Environment%20FINAL.pdf>

Florida's System of Supports for School-Based Mental Health Services

TIER 3

Individualized Intensive

Decision-rules & referral-follow-up procedures
Data and strategy sharing between school and agency staff
Individualized counseling/ intervention, behavior support plans
Intensive progress monitoring
Wrap around & crisis planning
Intensified family partnership and communication

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

TIER 1

Universal Prevention

Universal screening and progress monitoring
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
School-wide mental wellness initiatives to increase awareness and reduce stigma
Youth Mental Health First Aid Training, Wellness Fairs, Behavioral Health Campaigns

FOUNDATION

- a. Integrated Leadership Teams – expand teams and roles
- b. Effective data systems
- c. Strong Universal implementation
- d. Continuum of supports
- e. Youth-Family-School-Community Collaboration at All Levels – culturally responsive
- f. Evidence-based practices at all levels
- g. Data-based continuous improvement
- h. Staff Mental Health Attitudes, Competencies, and Wellness
- i. Professional development and implementation support
- j. Policy changes that protect confidentiality but promote mental health collaboration and flexibility

Office of Safe Schools

SB 7026 – Section 21

- Created in DOE and accountable to Commissioner of Education.
- By May 1, 2018, must hire the Director.
- Provide professional development opportunities to school district personnel. By July 1, 2018, implement active shooter training.
- Develop/implement School Safety Specialist Training Program for School Safety Specialists.
- Provide coordinated/interdisciplinary approach to providing technical assistance and guidance to districts on safety and security.

Florida Safe Schools Assessment Tool

SB 7026 – Section 28

- Establish/update school security risk assessment tool.
- Review security risk assessments. Must be completed by districts by August 1, 2018.
- Award grants to schools to improve safety and security, based upon recommendations of the security risk assessment.
- Memo went out April 27:
<https://info.fldoe.org/docushare/dsweb/Get/Document-8248/dps-2018-69.pdf>

School Safety Awareness Program

SB 7026 – Section 19

- In consultation with FDLE, procure a mobile suspicious activity reporting tool (FortifyFL).
- Require information reported in tool be promptly forwarded to the appropriate law enforcement agency or school official.
- Provide and develop a comprehensive training and awareness program on the tool.



FORTIFYFL
SUSPICIOUS ACTIVITY REPORTING APP

#FORTIFYFL






COMING THIS FALL



FORTIFYFL

"Our brave students can provide information that saves lives. The FortifyFL app will give them one centralized tool to report suspicious activity."
- Attorney General Pam Bondi







Data Repository & Analytics

SB 7026 – Section 21

- Coordinate with FDLE to provide a centralized integrated data repository and data analytics resources by December 1st, 2018 including:
 - Social Media
 - Department of Children & Families
 - Department of Law Enforcement
 - Department of Juvenile Justice
 - Local Law Enforcement

Multiagency Network of Services

SB 7026 – Section 23

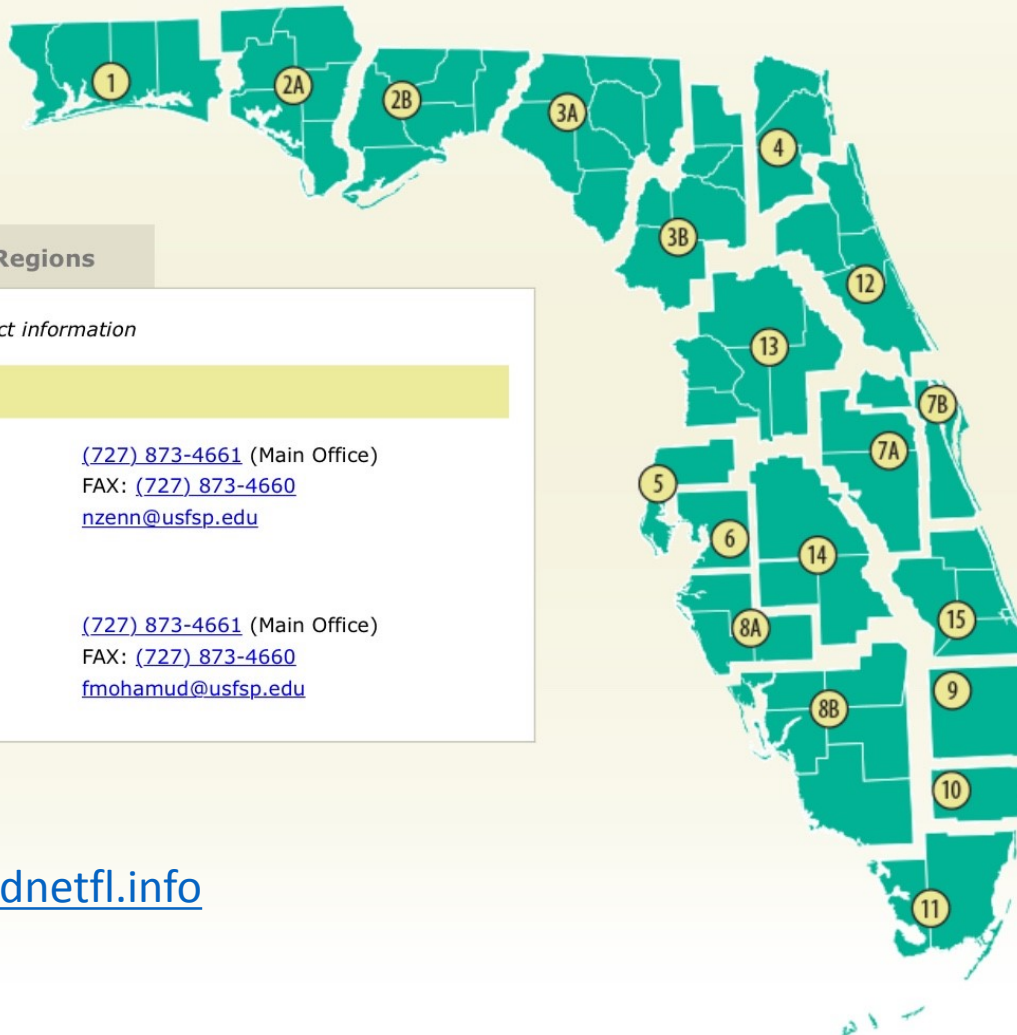
Multiagency network for students with emotional and behavioral disabilities (SEDNET) works with

- education
- mental health
- child welfare
- juvenile justice
- other agencies
- families

to provide children with mental illness or emotional and behavioral problems and their families with access to the services and supports they need to succeed.



SEDNET Regions



Statewide

Local Regions

SEDNET Administration Project's contact information

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Multiagency Network of Services (SEDNET) Responsibilities

- Support students in each school district in joint planning with fiscal agents of children's mental health funds, including expansion of school-based mental health services.
- Improve coordination of services and develop local response systems.
- Increase parent and youth involvement in local systems of care.
- Facilitate student and family access to effective services and programs.

Mental Health Training

SB 7026 - Section 30

Beginning with the 2018-2019 school year, DOE must 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
- substance use disorders

and provide such personnel with the skills to help a person who is developing or experiencing such problems.

Mental Health Training (*cont*)

- DOE must select a national authority on youth mental health awareness and assistance to provide the training, using a trainer certification model, to all school personnel in elementary, middle, and high schools.
- **Each** school safety specialist must 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.



Florida's "Now is the Time" Project AWARE, State Educational Agency Grant

U.S. Department of Health and Human Services
Substance Abuse and Mental Health Services
Administration, and Center for Mental Health Services



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Florida AWARE: Overall Purpose



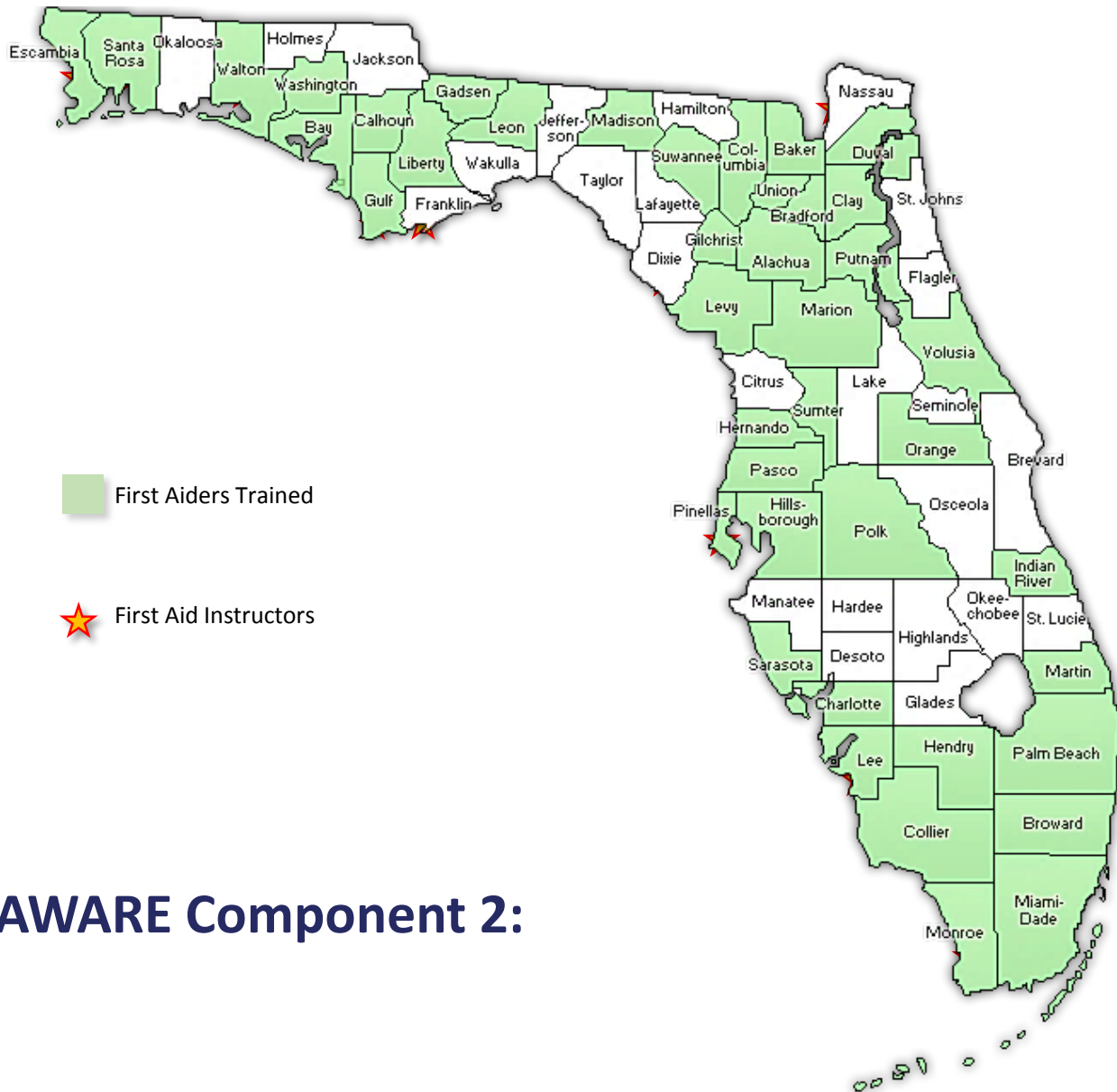
Build and expand the capacity of the State Educational Agency (Florida Department of Education) to increase youth mental health service access and improve related outcomes for youth and families

Component 1: Comprehensive Integrated Service

- Implement a model of service delivery (i.e., Multi-Tiered System of Supports) to expand and improve access to mental health supports by coordinating state and local resources.

Component 2: Promote Mental Health

- Implement Youth Mental Health First Aid (YMHFA)



Florida AWARE Component 2: YMHFA

Send questions to
SafeSchools@fldoe.org

www.FLDOE.org

