82.3
Florida’s Graduation Rate 2003-04 to 2016-17

59.2% 59.3% 58.8% 59.8% 62.7% 65.5% 69.0% 70.6% 74.5% 75.6% 76.1% 77.9% 80.7% 82.3%

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

2016: 54%
2017: 60%
Up 6 Percentage Points
Algebra 2
Achievement Level 3 and Above

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>36%</td>
</tr>
<tr>
<td>2016</td>
<td>40%</td>
</tr>
<tr>
<td>2017</td>
<td>49%</td>
</tr>
</tbody>
</table>
1,834
Goal 1 – Highest Student Achievement

Metric 6: Reducing the Percent of Low-Performing Schools

Target = 7.5 percentage point decrease

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Baseline</td>
<td>15.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>8.0%</td>
</tr>
<tr>
<td>2019-20 Goal</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Note: Percent of D and F Schools
2020 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

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/2IfRph
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

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 Reading</td>
<td>227</td>
<td>228</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>243</td>
<td>246</td>
</tr>
<tr>
<td>Grade 8 Reading</td>
<td>263</td>
<td>267</td>
</tr>
<tr>
<td>Grade 8 Math</td>
<td>275</td>
<td>279</td>
</tr>
</tbody>
</table>
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

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

Florida
Massachusetts
New Jersey
North Carolina
Maryland
Indiana
Virginia
New York
Georgia
Kansas
Colorado
Ohio
Connecticut
Texas
Mississippi
Illinois
Delaware

http://apps.urban.org/features/naep/
Unadjusted v. adjusted scores

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

Florida
Texas
Massachusetts
Virginia
New Jersey
Indiana
Minnesota
North Carolina
Nebraska
Wyoming
Maryland
Mississippi
Georgia
Kansas
Washington

http://apps.urban.org/features/naep/
Unadjusted v. adjusted scores

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

Massachusetts
New Jersey
Florida
Indiana
Washington
Georgia
Colorado
Illinois
Connecticut
Pennsylvania
Maryland
Vermont
Virginia
Kansas
New Hampshire

http://apps.urban.org/features/naep/
Unadjusted v. adjusted scores

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

Massachusetts
Virginia
New Jersey
Minnesota
Texas
Georgia
Washington
Florida
North Carolina
Indiana
Ohio
Pennsylvania
Colorado
Arizona
New York

http://apps.urban.org/features/naep/
Next Steps
Four of the factors that make a difference (Balfanz)

- K-12 Student Attendance
- K-12 Teacher Attendance
- 9\textsuperscript{th} Grade Promotion
- K-12 Behavior
National High School Center EWS Indicators (ABC)

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

(Early Warning Systems in Education at the American Institutes for Research, 2012; Therriault, O’Cummings, Heppen, Yerhot, & Scala, 2013)
K-12 Student Attendance
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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Average Second Grade DIBELS Oral Reading Fluency Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Chronically Absent (n=4,073)</td>
<td>98.8</td>
</tr>
<tr>
<td>Chronically Absent in Pre-K (n=1,381)</td>
<td>94.6***</td>
</tr>
<tr>
<td>Chronically Absent in Pre-K and K (n=423)</td>
<td>88.9***</td>
</tr>
<tr>
<td>Chronically Absent in Pre-K, K, and 1st Grade (n=255)</td>
<td>81.3***</td>
</tr>
<tr>
<td>Chronically Absent in Pre-K, K, 1st, and 2nd Grade (n=306)</td>
<td>72.9***</td>
</tr>
</tbody>
</table>

Some Risk*  
At Risk*  

Attendance Works, 2016
2015-16 Chronic Absenteeism* Rates by District
* % Absent 21 or More Days (Final Survey 5)

State: 10.10%

- **0 – 9.9%**
- **10% – 14.9%**
- **15% – 19.9%**
- **20% – 30+%**

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

[www.FLDOE.org](http://www.FLDOE.org)
2015-16 SWD Chronic Absenteeism Rates by District

- **0 – 9.9%**
- **10% – 14.9%**
- **15% – 19.9%**
- **20% – 30+%**

Statewide Average 15.05%

Source: Education Information and Accountability Services, Florida Department of Education
African American English Language Arts Performance

- Percentage of Students Absent 21 Days or More
- Percentage of Students with ELA Scores on Grade Level

Districts with Low Attendance

Districts with High Attendance
Number of Identified Homeless Children and Youth

- 2011-12: 63,685
- 2012-13: 70,215
- 2013-14: 71,446
- 2014-15: 73,322
- 2015-16: 72,957
Average Days Absent

- Homeless Students: 15 days
- Non-Homeless Students Free and/or Reduced Lunch: 11 days
- Non-Homeless Students Non-Free and/or Reduced Lunch: 8 days
Invest in Prevention and Early Intervention

**TIER 1**
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

**TIER 2**
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

**TIER 3**
- Coordinated school and interagency response
- Legal intervention (last resort)

- Students missing 20% or more of school (severe chronic absence)
- Students missing 10-19% (moderate chronic absence)
- Students missing 5-9% (at risk)
- Students missing less than 5% (satisfactory)
K-12 Teacher Attendance
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.”

-Toos Small to Fail
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.
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
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.

• **IMP&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

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

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.
Schools of Excellence
Schools of Excellence

- Created with HB 7069 in 2017; first list presented to State Board for designation in October 2017.


- 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

• Professional Certificate Renewal Credit FAQ
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](https://www.flvs.net) 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
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, the impact of delivering on the timelines 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
  • 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 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

**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 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

**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.

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

“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

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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)
Send questions to SafeSchools@fldoe.org