



SB 7026

MENTAL HEALTH COMPONENTS
WHAT ARE THE REQUIREMENTS?

Presenters



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SB 7026



- ▶ SB 7026 is comprehensive legislation that focuses on public safety and school safety.
- ▶ An important component of the legislation is providing students and their families access to mental health services.
- ▶ This presentation will provide a broad overview of the legislation focusing on the mental health provisions and requirements for school districts.

Multi-Agency Responsibility

- Local school districts
- Local law enforcement
- Department of Education (DOE)
- Department of Children and Families (DCF)
- Department of Juvenile Justice (DJJ)
- Department of Health
- Agency for Health Care Administration (AHCA)
- Florida Department of Law Enforcement (FDLE)
- Attorney General – Department of Legal Affairs

Mental Health Assistance Allocation

SB 7026 - Section 29

- Created to provide funding to assist school districts in establishing or expanding school-based mental health care.
- \$100,000 base funding with remaining distributed based on UWFTE student enrollment. Eligible charter schools entitled to proportionate share of district funding.

Mental Health Assistance Allocation



- At least 90% must be expended on specified plan elements (see below).
- Allocated funds may not supplant funds already provided for mental health services.
- Encouraged to maximize 3rd party health insurance and Medicaid.

Mental Health Assistance Allocation



The plans must be focused on evidence-based mental health treatment and include:

- Provision of mental health assessment, diagnosis, intervention, treatment and recovery services to students with mental health or co-occurring substance abuse diagnoses and students at high risk of diagnoses (90%)

Mental Health Assistance Allocation



- Coordination of such services with a student's primary care provider and with other mental health providers involved in the student's care (90%).
- Direct employment of service providers, or a contract-based collaborative effort or partnership with one or more local community mental health programs.

Mental Health Assistance Allocation



Plan Submission Requirements/Timelines:

- School district must develop and submit plan to school board for approval.
- Charter school must submit plan to its governing board; and once approved, must be provided to the sponsor or school district.

Mental Health Assistance Allocation



Plan Submission Requirements/Timelines:

- School districts must submit approved plans, including approved charter school plans, to the Commissioner **by August 1** of each year.
- Beginning **September 30, 2019**, and annually thereafter, each school district must submit to DOE a report on its program outcomes and expenditures for the previous fiscal year and include specified information.

Summary of Major Funding Provisions Mental Health Related

- Section 36 - \$69,237,286 – Mental Health Assistance Allocation.
- Section 37 - \$6,700,000 – Youth Mental Health Awareness and Assistance Training.
- Section 41 - \$344,393 – Office of Safe Schools.
- Section 42 - \$97,500,000 – Safe Schools Allocation

Summary of Major Funding Provisions Mental Health Related

- Section 45 - \$400,000 – Mobile Suspicious Activity Reporting Tool (FortifyFL)
- Section 47 - \$9,800,000 to DCF to procure additional Community Action Treatment Teams.

Summary of Major Funding Provisions Mental Health Related

- Section 48 - \$18,300,000 to DCF for additional Mobile Crisis Teams.
- Section 50 - \$3,000,000 to DOE for centralized data repository and analytics resources.

Student Discipline and School Safety

SB 7026 - Section 24

SAFETY AND SECURITY BEST PRACTICES–

Each district school superintendent must establish policies and procedures for the prevention of violence on school grounds, including the assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community.


Student Discipline and School Safety



Each district school superintendent must designate a school administrator as a **school safety specialist** for the district who shall:

- Provide training/resources to students/staff relating to mental health awareness/assistance, emergency procedures, and school safety/security.
- Serve as the district liaison with local public safety agencies on school safety.
- Conduct a school security risk assessment at each public school using the school security risk assessment tool developed by the Office of Safe Schools.


Threat Assessment Teams



THREAT ASSESSMENT TEAMS--


Each district school board must adopt policies for the establishment of threat assessment teams at each school whose duties include the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Office of Safe Schools. A threat assessment team must include persons with **expertise** in counseling, instruction, school administration, and law enforcement.

Threat Assessment Teams




- Upon preliminary determination that student poses a threat of violence/physical harm to himself/herself or others, a team must **immediately report** its determination to the superintendent or designee.
- The superintendent shall immediately attempt to notify the parents.
- Nothing precludes school district personnel from acting immediately to address an imminent threat.

Threat Assessment Teams




- Upon preliminary determination by the team that a student poses a threat of violence or exhibits significantly disruptive behavior or need for assistance, the team may obtain criminal history record information.
- Such information may not be disclosed by a team member beyond the purpose for which such disclosure was made.

Threat Assessment Teams



- Notwithstanding any other provision of law, all state and local agencies and programs providing services to students with or at risk of an emotional disturbance or mental illness may share records or information.
- If an immediate mental health or substance abuse crisis is suspected, school personnel must follow policies established by the team to engage behavioral health crisis resources.

Threat Assessment Teams



- Behavioral health crisis resources including mobile crisis teams and School Resource Officers (SROs) trained in crisis intervention, must provide emergency intervention/assessment, make recommendations, and refer the student for appropriate services.

Threat Assessment Teams



- Onsite school personnel must report all situations/actions taken to the team which must contact other agencies/providers involved with the student to share information and coordinate actions.
- Finally, each team must report quantitative data to the Office of Safe Schools.

Student Discipline and School Safety

- CONTROL OF STUDENTS - Requires each student at time of initial registration for school in the school district to note previous referrals to mental health services.
- The district school superintendent of the receiving school district may refer students to mental health services identified by the school district when appropriate.

Code of Student Conduct



- CODE OF STUDENT CONDUCT – must include policies to be followed for the assignment of violent or disruptive students to an alternative educational program or referral of such students to mental health services identified by the school district.
- Notice that any student who is determined to have brought a firearm or weapon must also be referred to mental health services identified by the school district.

Code of Student Conduct

- Notice that any student who is determined to have made a threat or false report must be referred to mental health services identified by the school district for evaluation or treatment, when appropriate.

Notification by Court

SB 7026 - Section 25

The legislation requires a court, within 48 hours of the finding, to notify the appropriate district school superintendent of the name and address of any student the court refers to mental health services.

Zero Tolerance for Crime & Victimization

SB 7026 - Section 27

- Requires the threat assessment team to consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act that would pose a threat to school safety.
- Language is retained that provides that zero-tolerance policies do not require the reporting of petty acts of misconduct or misdemeanors to law enforcement.

Zero Tolerance for Crime & Victimization

SB 7026 - Section 27

- New language is added to provide that if a student commits more than one misdemeanor, the threat assessment team must consult with law enforcement to determine if the action should be reported to law enforcement.

Department of Children and Families

Key Functions

- Serves as the State Mental Health Authority, Single State Agency for Substance Abuse Services, and State Methadone Authority.
- Designates receiving facilities for involuntary assessments under the Baker and Marchman Acts.
- Operates three (3) State Mental Health Treatment Facilities, contracts for four (4) State Mental Health Treatment Facilities, including the Sexually Violent Predator Program.

Department of Children and Families

Key Functions

- Allocates state and federal funds, and contracts with Behavioral Health Managing Entities (7) to support a statewide system of care for behavioral health prevention, treatment, and recovery services.
- Establishes performance and financial accountability outcomes and measures to ensure success.
- Manages contracts for limited services (i.e., CAT teams, residential treatment programs) and workforce development.

Department of Children and Families Key Functions

- Promulgates and implements administrative rules and statewide policies.
- Licenses and regulates all substance abuse providers in the state.

Managing Entities



- Section 394.9082, F.S., authorizes DCF to contract with managing entities for the management of behavioral health services.
- DCF contracts with 7 managing entities to:
 - ❑ Plan, coordinate, and contract for the delivery of community Substance Abuse and Mental Health (SAMH) services
 - ❑ Improve access to care
 - ❑ Promote service continuity
 - ❑ Purchase services
 - ❑ Support efficient and effective delivery of services

Managing Entities

➤ Duties

- ❑ Conduct community needs assessments
- ❑ Develop provider network and service array
- ❑ Assist counties to develop a designated receiving system
- ❑ Promote care coordination activities
- ❑ Collaborate with stakeholders (housing, private receiving facilities, local government, criminal justice, child welfare)
- ❑ Monitor network providers
- ❑ Provide data and implement shared data systems



Northwest

Northeast

MANAGING ENTITY

Big Bend Community Based Care

Circuits 1, 2, 3 and 14 - HQ: Tallahassee

Serving Bay, Calhoun, Escambia, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Santa Rosa, Taylor, Wakulla, Walton, and Washington counties.

Start Date: 4/1/2013

Lutheran Services Florida

Circuits 3, 4, 5, 7 and 8 - HQ: Jacksonville

Serving Alachua, Baker, Bradford, Citrus, Clay, Columbia, Dixie, Duval, Flagler, Gilchrist, Hamilton, Hernando, Lake, Lafayette, Levy, Marion, Nassau, Putnam, St. Johns, Sumter, Suwannee, Union and Volusia counties.

Start Date: 7/1/2012

Central Florida Behavioral Health Network, Inc.

Circuits 6, 10, 12, 13 and 20 - HQ: Tampa

Serving Charlotte, Collier, DeSoto, Glades, Hardee, Highlands, Hendry, Hillsborough, Lee, Manatee, Pasco, Pinellas, Polk and Sarasota counties.

Start Date: 7/1/2012

Central Florida Cares Health System

Circuits: 9 and 18 - HQ: Orlando

Serving Brevard, Orange, Osceola and Seminole counties.

Start Date: 7/1/2012

Southeast Florida Behavioral Health

Circuits 15 and 19 - HQ: Jupiter

Serving Indian River, Martin, Okeechobee, Palm Beach and St. Lucie counties.

Start Date: 10/1/2012

Broward Behavioral Health Network, Inc.

Circuit 17 HQ Fort Lauderdale

Serving Broward county.

Start Date: 11/6/2012

South Florida Behavioral Health Network, Inc.

Circuits 11, 16 - HQ: Miami

Serving Dade and Monroe counties.

Start Date: 10/1/2010

Circuit Border -----
Headquarter Offices ★

Central

Suncoast

Southeast

Southern

Community Action Teams

SB 7026 - Section 9

- Requires local child and adolescent mental health system of care to include the local educational multiagency network for severely emotionally disturbed students (SEDNET) to enhance collaboration/facilitate services.
- DCF must contract for community action teams (CATs) throughout the state with the 7 managing entities.
- A CAT must provide community-based behavioral health and support services to children, adolescents and young adults.

Community Action Teams

- The teams must use integrated service delivery approach and focus on the child, adolescent or young adult and his or family as active participants
- Coordinate with other key local entities including the school, SEDNET, child welfare system and DJJ.

Community Action Teams

- CAT teams serve eligible youth living in the community, which may include a licensed foster home or group home. CAT teams also serve youth returning to the community from residential treatment centers and juvenile justice commitment placements; however, CAT services are not provided to youth while in these placements. The goals of the CAT program are to:
 - ❑ Improve school related outcomes such as attendance, grades and graduation rates;
 - ❑ Decrease out-of-home placements;
 - ❑ Improve family and youth functioning;
 - ❑ Decrease substance use and abuse;
 - ❑ Decrease psychiatric hospitalizations;
 - ❑ Increase health and wellness; and
 - ❑ Transition into age appropriate services.

Community Action Teams



- Currently 28 CAT Teams Statewide; with at least one in each of the Department's six regions.
- Legislation provides for 13 additional CAT Teams to provide statewide coverage.

Mobile Crisis Response Teams

- Mobile crisis teams provide immediate assessment, intervention, recommendations, referral and support services.
- They also link individuals to appropriate community resources, typically on a 24-hours per day, 7-days a week basis.
- Currently 12 teams in 4 of the DCF regions (NW and NE Regions do not have teams).
- Legislation provides funding for additional mobile crisis teams to ensure reasonable access among all counties. DCF must consider the geographic location of existing mobile crisis teams and select providers to serve the areas of greatest need.

www.fldoe.org/safe-schools



FLORIDA DEPARTMENT OF
EDUCATION
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AAA

What are you looking for?



ACADEMICS

SCHOOLS

TEACHING

ACCOUNTABILITY

FINANCE

POLICY

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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



NATIONAL ASSOCIATION OF
SCHOOL PSYCHOLOGISTS



School Social Work
Association of America



National Association of
Elementary School
Principals



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

- Integrated Leadership Teams – expand teams and roles
- Effective data systems
- Strong Universal implementation
- Continuum of supports
- Youth-Family-School-Community Collaboration at All Levels – culturally responsive
- Evidence-based practices at all levels
- Data-based continuous improvement
- Staff Mental Health Attitudes, Competencies, and Wellness
- Professional development and implementation support
- 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 have Director in place.
- Provide professional development opportunities to school district personnel. By July 1, 2018, implement active shooter training.

Office of Safe Schools



- 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.

Data Repository & Analytics

SB 7026 – Section 21

- Coordinate with FDLE to provide a centralized integrated data repository and data analytics resources by December 1, 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

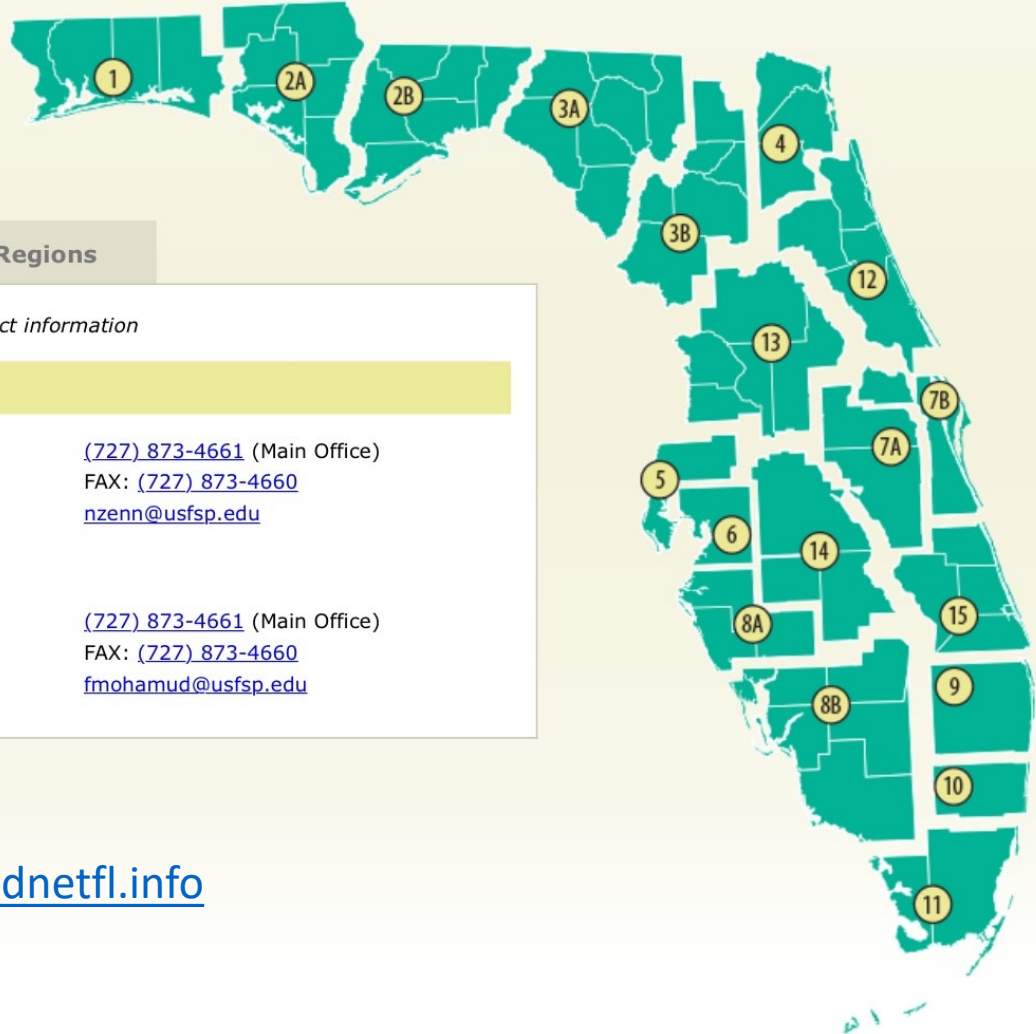
Multiagency network for students with emotional and behavioral disabilities (SEDNET) works with

- education
- mental health
- child welfare
- juvenile justice professionals,
- 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

- 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



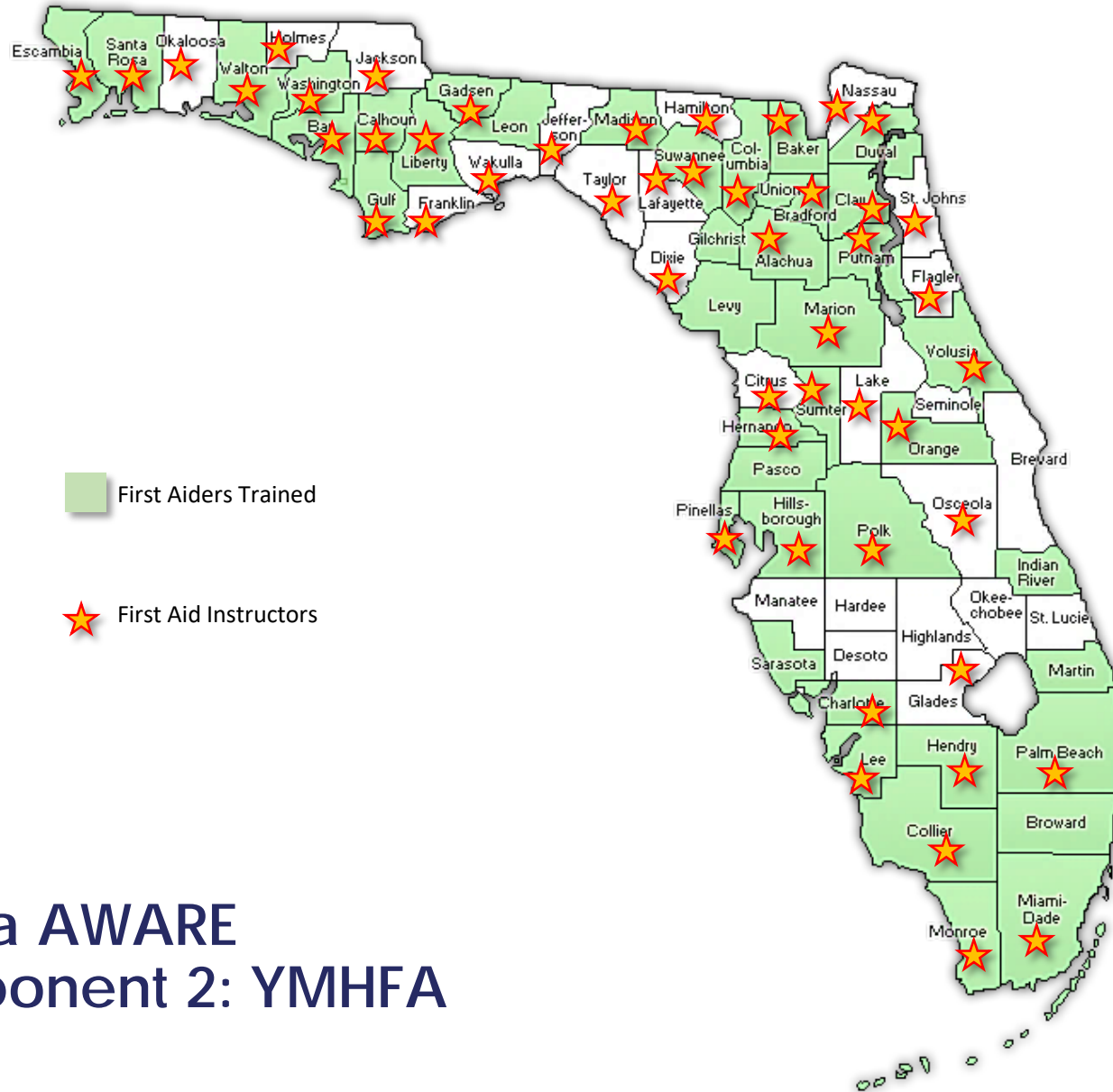
Build and expand the capacity of the State Educational Agency (Florida Department of Education) to increase youth mental health service access and improve related outcomes for youth and families

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



Back to the Beginning – Purpose

- Enhance understanding of the ideal model of mental health services in schools
- Identify what is needed to move from now to ideal
- Identify external community partner resources
- Develop strategies to collaborate between school districts and community partners to capitalize on partner resources