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School Safety and Mental Health: Legislation and Reporting Requirements

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PRESENTERS

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School Safety Legislation and Reporting Requirements

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Presentation Outline

- School Environmental Safety Incident Reporting (SESIR) Monthly Data Collection and Updates
- House Bill (HB) 1421 Implementation
- Rule Requirements and Updates
- Reporting of Involuntary Examinations
- Mental Health Legislative Reporting Requirements
- Youth Mental Health Awareness Training (YMHAT)



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SESIR Monthly Data Collection

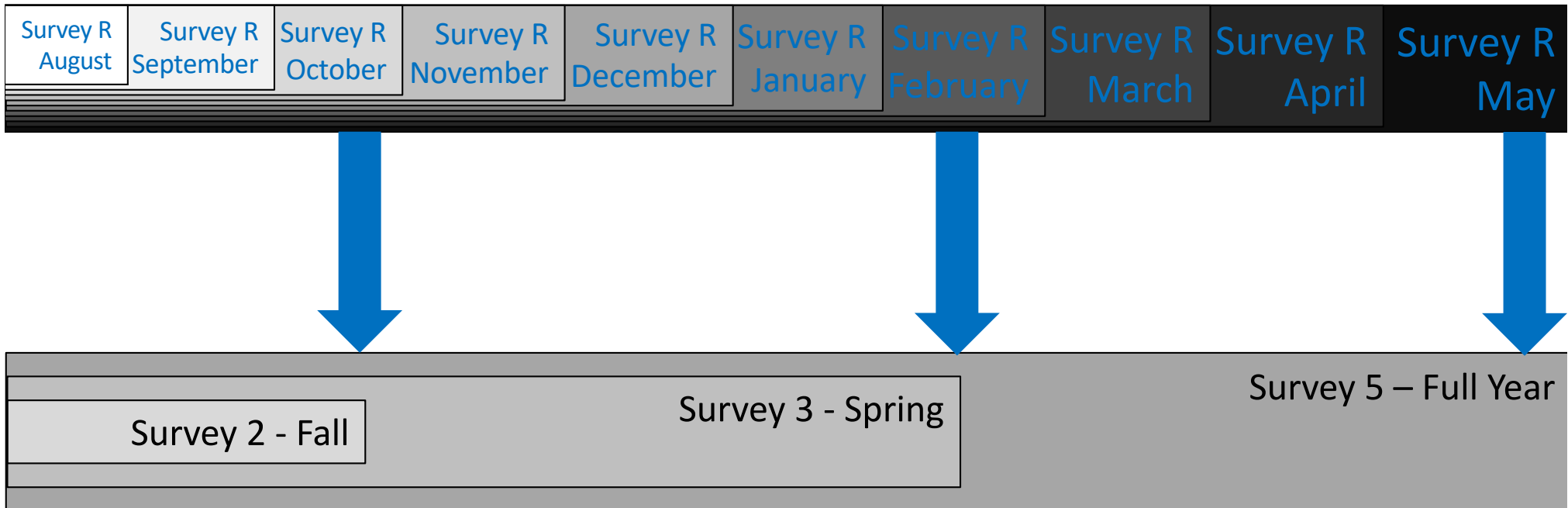
Monthly Survey R Submission

Includes:

- [School Environmental Safety Incident Report](#) data
- [Student Discipline/Resultant Action](#) data
- [Student Demographic Information](#) only for students that were disciplined

FileName	Submission Type	Received	UpdateTime	Row Count	Success	Rejects	Duplicates
DPS53.GQ.F60954.Y0322R.txt	Discipline	2022-04-08 16:21:30.000	2022-04-08 16:28:22.000	7564	7564	0	0
DPS53.GQ.F62946.Y0322R.txt	SESIR	2022-04-08 16:21:30.000	2022-04-08 16:27:20.000	650	650	0	0
DPS53.GQ.F60775.Y0322R.txt	Demographic	2022-04-08 16:21:29.000	2022-04-08 16:25:24.000	5478	5478	0	0

Monthly Survey R Compared to Surveys 2, 3 & 5



Level I – Most Serious

Aggravated Battery

Arson

Homicide

Kidnapping

Sexual Battery

Level II

Burglary

Drug Sale/Distribution

Physical Attack

Robbery

Weapons Possession

Sexual Assault

Level III

Disruption On Campus

Drug Use/Possession

Hazing

Fighting

Larceny/Theft

Sexual Harassment

Sexual Offenses (Other)

Threat/Intimidation

Trespassing

Vandalism

Other Major Offenses

Level IV – Least Serious

Alcohol

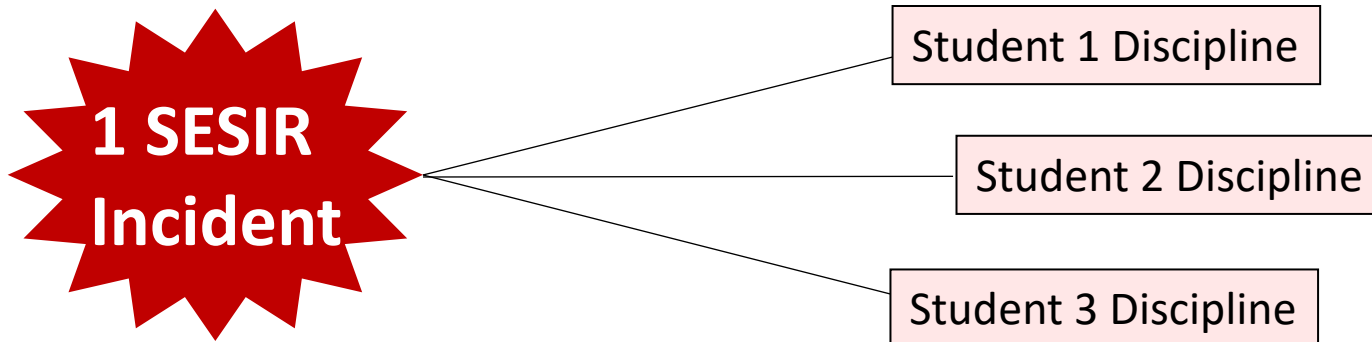
Tobacco

Bullying

Harassment

SESIR Reporting

- SESIR reporting is per incident. Report only ONE incident even when there are multiple individuals involved in the same incident. Adults may be involved in a reported incident.
- Disciplinary actions are reported per student.



SESIR Rule 6A-1.0017, Florida Administrative Code (F.A.C.)

- Approved by the State Board of Education on July 14, 2021
- Outlines requirements for reporting disruptive or criminal incidents to the Florida Department of Education (FDOE)
- The rule includes superintendent and principal responsibilities for SESIR reporting and training

6A-1.0017 School Environmental Safety Incident Reporting (SESIR).

(1) Purpose. The purpose of this rule is to set forth the requirements school districts must use to report disruptive or criminal incidents to the Florida Department of Education so that the data can, in turn, be used in required state and federal reports, including EdFacts, the United States Department of Education, Office for Civil Rights; Data Collection (required by 20 U.S.C. 3413(c)(1)), the Gun Free Schools Act report (required by 20 U.S.C. 7961(d) and (e)), the Every Student Succeeds Act report cards (required by 20 U.S.C. 6311(a)(1) and (2)), and state reports on Bullying and Harassment (required by Section 1006.147, F.S.). SESIR data is also used to design and evaluate interventions to provide a safe learning environment. SESIR is not a law enforcement reporting system.

(2) Definitions.

(a) "Locally-defined incident" means an incident that is a violation of a local code of student conduct, but does not meet the definition of any incident reportable to SESIR.

(b) "Rank order level" means a classification of incidents, from Level I to Level IV, that determines which incident must be reported when more than one incident occurs during a single episode. The rank order level of each incident is noted under the incident definitions found in subsection (7) of this rule.

(c) "Related element" means a factor that was present during or contributed to the incident but was not the main offense. All related elements that are applicable are required to be reported with SESIR incidents.

(d) "School district" or "district" means a Florida school district, the Florida Virtual School (Section 1002.37, F.S.), the Florida School for the Deaf and Blind (Section 1002.36, F.S.), and Developmental Research (Laboratory) Schools (Section 1002.32, F.S.).

(3) Analysis of incidents.

(a) In order to determine whether an incident must be reported in SESIR, the following three (3) criteria must be met:

1. The incident meets one of the SESIR incident definitions listed in subsection (7).
2. The incident occurred on a K-12 school campus, on school-sponsored transportation, during off-campus school-sponsored activities, or off campus where the incident is accomplished through electronic means, if the incident substantially disrupts the educational process or orderly operation of a school.
3. Where the incident was carried out by a student, taking into account developmentally age appropriate behavior and disability, if any, the student had the capacity to understand his or her behavior and the inappropriateness of his or her actions.

(b) SESIR incidents that meet the requirements of paragraph (3)(a) of this rule must be reported regardless of whether:

1. The incident was carried out by a student, a person other than a student, or where the person who carried out the incident is unknown;
2. The victim of the incident is a student, a person other than a student, or where the victim is unknown;
3. The incident occurred when school was in session or not. SESIR incidents occur 365 days a year at any time of the day or night; or

(4) Disciplinary action is taken by the school district and regardless of whether law enforcement action is taken.

(5) General SESIR reporting conventions.

(a) All incidents meeting the requirements of subsection (3) of this rule must be reported by school districts to the Department of Education.

(b) A school district must not report an incident which meets the requirements of subsection (3) of this rule as a locally-defined incident in lieu of reporting the incident to the Department of Education.

(c) SESIR is an incident-based reporting system, which means that a single incident is reported, even where there are multiple offenders or victims, or multiple incidents that occur within one episode.

1. If there is more than one incident in a single episode, districts are required to report only one incident based upon rank order level, beginning with incidents that are classified as Level I.
2. If there are multiple incidents that have the same rank order level, districts must report the incident that caused the most injury or damage to property.

(d) When reporting a SESIR incident, districts are required to report all related elements as described in subsection (8) of this rule that are present or contribute to a reported incident. A related element must be reported even where it duplicates the incident. For example, when reporting an Alcohol incident, the Alcohol-related element must also be reported.

(c) School districts must report SESIR incidents to the Department during the survey periods and using the elements set forth in Rule 6A-1.0014, F.A.C., Comprehensive Management Information System.

www.flrules.org/gateway/ruleNo.asp?id=6A-1.0017

SESIR and Survey R Requirements

- Codes of conduct must support accurate SESIR reporting.
- Student information systems must capture all required SESIR and discipline data elements.
- Reported incidents must align with SESIR incident definitions.
- Superintendent and principal determine which school-level staff are required to be trained.
- Proper alignment of SESIR and disciplinary actions must be prioritized.

Questions?

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HB 1421 – School Safety Implementation

Not yet signed

HB 1421 Requirements

- FortifyFL and False Tips
- Marjory Stoneman Douglas Commission: Oversight Authority
- FDOE Commissioner: Oversight Enforcement
- Office of Safe Schools (OSS): Model Family Reunification Plan
- OSS and Department of Juvenile Justice: Directory of Diversion Programs
- SBOE: Rule on Emergency Drills
- OSS: Publication of SESIR
- Safe-School Officers: Arrest authority, notification requirements, Guardian pre-requisites

HB 1421 Requirements (continued)

- OSS: Florida Safe Schools Assessment Tool address all-hazard preparedness and response to include newly mandated reunification plans
- Update on youth mental health awareness and assistance training
- Mental health crisis intervention training requirements for all safe-school officers
- Districts must adopt policies relating to suicide screening instruments



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Rule Requirements and Updates

School Safety Requirements and Monitoring
Rule [6A-1.0018](#), F.A.C. – Amendments to Rule

Alyssa's Alert

- School districts are required to maintain current listings of mobile alert panic systems implemented by all public schools, including charter schools.
- Such list shall include the school name, address, and MSID number, and vendor or application implemented.
- School districts are required to provide the list to the Office at SafeSchools@fldoe.org by August 1, 2022. Thereafter, school districts must update this information within five (5) school days of a school opening or closing, or when any other change occurs that impacts the accuracy of district-provided information.

School Security Risk Assessments and FSSAT

- School districts are required to ensure accuracy of current school listings in the FSSAT application, including school name, address, and MSID number. School districts are required to report to the Office within five (5) school days of a school opening or closing, or when any other change occurs that impacts the accuracy of district-provided information in FSSAT.

Student Identification Cards

- Each district must establish policies requiring that student identification cards issued to students in grades 6 through 12 include telephone numbers for national or statewide crisis and suicide hotlines and text lines pursuant to section (s.) 1008.386, Florida Statutes (F.S.).

Bullying and Harassment Prevention

- (a) Pursuant to s. 1006.147, F.S., each school district must adopt a policy prohibiting bullying and harassment of students and employees that is consistent with the Department's Model Policy Against Bullying and Harassment and meets all requirements in s. 1006.147(4), F.S. The policy must be reviewed at a minimum every three (3) years.

- (b) Each school principal must implement the district's policy in a manner that is ongoing throughout the school year and is integrated with the school's curriculum, bullying prevention and intervention program, discipline policies, and other violence prevention efforts.

Incorporated Forms: Comprehensive School Threat Assessment Guidelines, Form CSTAG-2022

- Updates previously incorporated CSTAG forms, provided in a “fillable” format.
- Adds an optional page that provides summary information of the threat assessment –
“Threat Outcome Summary”

Incorporated Forms: Model Behavioral Threat Assessment Policies and Best Practices for K-12 Schools, Form BTAP-2022

- Provides updates to ensure alignment between policy and best practice language with statutory and rule requirements.

Incorporated Forms: Model Policy Against Bullying and Harassment, Form PABH-2022

- Incorporates into rule the policy as currently provided, while also adopting a name change.
- Provides guidance for development of school district or school policy as required by s. 1006.147, F.S.
- Local policies must be in substantial conformity with this FDOE developed policy and shall be reviewed every 3 years.

Ongoing Considerations

- District-issued ID cards must include crisis and suicide hotline information.
- Charter schools must be included in district safety efforts.
- Consider strategies to encourage staff members to download Alyssa's Alert on personal devices.
- Review composition of threat assessment teams, in compliance with section (s.) 1006.07, F.S., to ensure inclusion of trained law enforcement members.

Questions?

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Mental Health Legislative Reporting Requirements

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Legislation – HB 1421 (not yet signed)

SUICIDE SCREENING – Requirement

Each district school board shall adopt policies to ensure that district schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S.

Criteria for Approved Suicide Screening/Risk Assessment Instruments (Rule 6A-4.0010, F.A.C.)

- School-age appropriate
- Standardized
- Adequate reliability and validity
- Information on administration and training

Current Approved Suicide Screening Instruments (Rule 6A-4.0010, F.A.C.)

- Columbia – Suicide Severity Rating Scale (C-SSRS)
- Suicide Assessment Five-Step Evaluation and Triage (SAFE-T)
- SAFE-T with C-SSRS

HB 899 – Mental Health of Students

- Requires FDOE to share certain data with the Department of Children and Families (DCF) by July 1. Revises requirements for the Mental Health Assistance Allocation plan.
- Requires charter schools to comply with the reporting of involuntary examinations as identified in s. 1006.07(10), F.S.
- Requires that each district school board shall identify a mental health coordinator for the district per s. 1011.62, F.S. The mental health coordinator shall serve as the district's primary point of contact regarding the district's coordination, communication and implementation of student mental health policies, procedures, responsibilities and reporting.

Involuntary Examination Restraint and Seclusion (IERS) – Senate Bill 590 (2021)

- Pursuant to ss. 1002.20 and 1002.33, F.S., all public schools, including charter schools, are to make a reasonable attempt to notify the parent of a minor student before that student is removed from school, school transportation or a school-sponsored activity for an involuntary mental health examination. Additionally, the principal or the principal's designee must:
 - (a) Use all available methods of communication to contact the student's parent, guardian or known emergency contact, including phone calls, text messages, email, voicemail and other available methods of communication provided by the parent, and
 - (b) Document the method and number of attempts made to contact the student's parent, guardian or other known emergency contact and the outcome of each attempt. Please note: Each district school board shall adopt a policy to require the district superintendent to annually report to FDOE the number of involuntary examinations, as defined in s. 394.455, F.S., which are initiated at a school, on school transportation or at a school-sponsored activity and the number of children for whom an examination was initiated.
- Training link: <http://sss.usf.edu/resources/presentations/2022/iers/iers.html>.

Involuntary Examinations, continued

Documents and Reports

- Requires each district school board to adopt a policy mandating that the school superintendent annually report to the department the **number of involuntary examinations** initiated at a school, on school transportation or at a school-sponsored activity.
- Requires each school district to report to the department the **number of children** for whom an involuntary examination was initiated.

HB 899 – Mental Health Coordinator

Requires the Mental Health Coordinator to engage in the following activities:

- Coordinate with the Office of Safe Schools;
- Maintain records and reports regarding students;
- Facilitate the implementation of school district policies relating to the respective duties and responsibilities of the superintendent and principal;
- Coordinate with the school safety specialist on the staffing and training of threat assessment teams;
- Facilitate referrals to mental health services;
- Coordinate with the school safety specialist on the training and resources for students and district staff on youth mental health awareness and assistance; and
- Review, annually, the school district's policies and procedures regarding compliance for student mental health as it relates to state law and current best practices and make recommendation to the superintendent and the district school board when needed.

HB 899 – Mental Health Assistance Allocation Plan

Requires plans relating to the Mental Health Assistance Allocation to include the following policies and procedures:

- Any students referred to a school-based or community-based mental health services provider for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 days of referral. School-based mental health services must be initiated within 15 days after identification and assessment, and support by community-based mental health services providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.
- Parents of a student receiving services must be provided information about other behavioral health services available through the student’s school or local community-based behavioral health services providers. A school may meet this requirement by providing information about and Internet addresses for web-based directories or guides for local behavioral health services.
- Districts must provide individuals living in a household with a student receiving services information about behavioral health services available through other delivery systems or payers for which such individuals may qualify, if such services appear to be needed or enhancements in those individuals’ behavioral health would contribute to the improved well-being of the student.



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YMHAT and Section 1012.584, F.S.

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Section 1012.584, F.S., Continuing education and inservice training for youth mental health awareness and assistance

(1) Beginning with the 2018-2019 school year, **the FDOE shall establish an evidence-based youth mental health awareness and assistance training program** to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

Section 1012.584, F.S., Continuing education and inservice training for youth mental health awareness and assistance

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

Section 1012.584, F.S., Continuing education and inservice training for youth mental health awareness and assistance Proposed through HB 1421 (2022)

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

Youth Mental Health First Aid (YMHFA) Origin Activities for Florida School Districts

Pursuant to s. 1012.584, F.S., and subsequent Chancellor of K-12 Memorandum (June 29, 2018):

- YMHAT was centered on building an infrastructure by strengthening existing capacity through Project AWARE, SEDNET (network) and YMHA trainings.
- District School Safety Specialists (or designees) worked with SEDNET regions to conduct meetings to further identify and designate YMHA Trainers.
- District School Safety Specialists (or designees) maintained data on all YMHA trainers and “first aiders” within their respective district.

YMHFA Training Format

- The National Council for Behavioral Health introduced mental health first aid in 2008.
 - YMHFA is used in all 50 states and territories.
 - 19,000 instructors nationwide.
 - Over 2 million trained Americans.
 - 86 state associations.
 - Listed on the Substance Abuse and Mental Health Services Administration's (SAMHSA) Registry.
- YMHFA Instructor Certification – A three-day (24-hour) course that introduces the interactive program. To attain certification, instructor candidates must demonstrate mastery of the program through a written exam and an evaluated presentation.

YMHFA Training Format

YMHFA Certification Course – A six-hour course that teaches adults how to better identify, understand and respond to signs of mental illnesses, substance use disorders and youths who may be experiencing a mental health crisis. To attain certification, participants must demonstrate mastery of the program through a written exam.

Currently, the six-hour YMHFA course is offered in three formats:

1. Face-to-face instruction with a certified instructor.
2. Blended version, which includes individual study for course pre-work through an online format and follow-up face-to-face instruction with a certified instructor.
3. Full online option, which includes individual study for course pre-work and follow-up “live” instruction with a certified instructor through an online interface.

YMHFA Training Update – Increased Class Size

Starting on April 25, 2022, for in-person courses only, **YMHFA will allow up to 50 participants per First Aider course.**

Classes with 31 to 50 participants require:

- Two YMHFA Instructors.
- Third support person on-site, who can be a certified First Aider, Instructor or mental health professional.
- Third supporter does not need to participate in the training but must be “on-call” and able to respond (on-site).
- If the third supporter is a certified Instructor and sits in on the entire course, this may count as one professional development activity.
- **This pilot is exclusive to the state of Florida only and applies to 100 percent in-person courses (blended and online courses are excluded).**

YMHFA Instructor Certification Update

Starting July 1, 2022, YMHFA will offer a pilot of annual instructor certification requirements for Florida instructors:

- During year one, instructors are required to teach three courses.
- After year one, instructors are required to:
 - 1) Teach one course and complete four YMHFA professional development activities; or
 - 2) Teach one course and complete the YMHFA Instructor recertification course per year; or
 - 3) Teach three courses per year.

As a result of collaborative processes and reviews between FDOE and National Council, all instructors will maintain their certification requirements through July 1, 2022, if the instructor has taught at least one course since January 2020.

YMHFA Training Focus and Components – Overview

- Introduces participants to the unique risk factors and warning signs of mental health problems in adolescents.
- Builds understanding of the importance of early intervention.
- Teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge.
- The course is designed for adults who regularly interact with adolescents (teachers, school staff, coaches, youth group leaders, parents, etc.).

YMHFA Training Benefits for School Staff – Overview

- Informs on risk factors and warning signs of mental health and substance use problems.
- Provides information on anxiety, depression, psychosis, eating disorders, substance use disorder, ADHD and other disruptive behavior disorders.
- Provides a five-step action plan to help someone who is developing a mental health problem or is in crisis.
- Provides available evidence-based professional, peer and self-help resources.

Questions



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