Mental and Emotional Health Education Implementation Plan

FLORIDA DEPARTMENT OF EDUCATION
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State Board of Education Rule:	[6A-1.094121](#) Mental and Emotional Health Education
Name of the School District	Duval County Public Schools
Superintendent of the School District	Dr. Diana Greene
Implementation Period: (*MM/YY – MM/YY*)	08/2019-06/2020
Submission Date to the Commissioner	11/26/2019
Direct URL to the Implementation Plan as posted on the school district website	https://dcps.duvalschools.org/Domain/7571
School District Contact(s) for this Plan *(name and email address)*	Heather Albritton, albrittonh@duvalschools.org Katrina Taylor, eunicek@duvalschools.org

Select the specific subject area(s) of the courses in which instruction will be delivered:

☐ Art – Visual Arts	☐ Experimental Education	☐ Peer Counseling	☐ World Languages
☐ Computer Education	☐ Health Education	☐ Physical Education	☒ Other ALL COURSES
☐ Dance	☐ Library Media	☐ Research/Critical Thinking	
☐ Drama – Theatre Arts	☐ Mathematics	☐ Science	
☐ English/Language Arts	☐ Music Education	☐ Social Studies	

Select the qualification(s) of the instructors for the above courses:

☒ Florida Certified Teacher
☐ Community-based Expert
☐ School Nurse
☐ School Counselor
☐ School Psychologist
☐ Other

Please explain the rationale for delivering the instruction in the courses selected above for each grade level.

Duval County Public Schools provides this required instruction through Wellness Wednesdays at each grade level, 6-12. Each month, DCPS has scheduled an early release day for professional development and school-based planning (see attached calendar). To ensure continuity across the district, Wellness Wednesday (WW) is intended to create a school-wide pause to focus on mental and emotional health instruction. Schools are given autonomy to implement WW as it appropriately fits within their schedule (i.e. within homeroom, during the lunch hour, at the end of the day in the final class prior to dismissal, etc.). Students are coded into one of two research courses (MJ Research for grades 6-8, and Research 3 for grades 9-12, as noted below). School bell schedules are shortened the required 30-40 minutes to provide the appropriate window for instruction and transition at each grade level.

WW provides all teachers the opportunity to facilitate this instruction and deepen the bond between teacher and student. Our goal is to foster an environment where students and teachers can communicate freely regarding mental and emotional health issues. By spreading the responsibility out equally across content areas, no one specific area is viewed as being a safe individual or space. The school as a whole becomes a space where all faculty are viewed as caring, invested individuals here to support the whole child. In excess of the ruling, DCPS offers this instruction in grades K-12, not just the secondary level. Additionally, employees also receive information that aligns with the

WW lessons each month for their own education on how to handle mental and emotional health concerns. Courses in which students are enrolled are as follows:

6: M/J Research 1700010
7: M/J Research 1700010
8: M/J Research 1700010
9: Research 3 1700320
10: Research 3 1700320
11: Research 3 1700320
12: Research 3 1700320

Please describe the methods for delivering the instruction for each grade level.

The instruction takes place on the 10 scheduled early release days of each month. The 30-minute lessons include a guide and interactive video for teachers of all subject areas to facilitate with their students. Lessons and guides are posted in OneNote in a Wellness Wednesday folder for all teachers to access.

During the specified time block at each school, teachers simply pull up the video link and play the recorded instruction, pausing to facilitate discussions or interactive activities as needed. Instruction is provided in whole group settings. Students will participate in a variety of instructional methods including, but not limited to the following: direct instruction (via paced video lesson), large and group discussions, peer to peer learning, cooperative activity, role play, and independent learning.

Due to the variance in comfort level when discussing these sensitive topics, we've created the scripted multimedia video lessons to minimize stress or angst on the teacher's behalf. By utilizing the district created lessons, we can ensure that all students are being exposed to a unified message, consistent and quality instruction, and provided with local, state and national resources if needed.

6: Multi-media video lessons are loaded into OneNote for instruction. Teachers download the video link to facilitate instruction following along the scripted lesson guide and video. Direct instruction, teacher facilitated discussion, small group discussion, one on one discussion, skill-building activities, and role play are considered the main mode of instruction.
Students Will Be Able To (SWBAT)-
- Define mental health and stigma
- Provide examples of how stigma effects the image of mental health
- Explain how appropriate health care can promote personal health
- Provide examples of positive support strategies
- Define bullying and understand the difference between bullying and cyberbullying
- Understand the different roles in preventing bullying: bystander, upstander, victim, bully
- Understand strategies to support self and others as it relates to bullying
- Analyze personal responsibility for expressing emotions and feelings
- Evaluate the outcomes of identifying sources of help for their emotions
- Identify a safe adult to discuss concerns relating to self or others
- Identify signs of suicidal behavior and strategies for helping self or others

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- Identify a safe adult to discuss concerns relating to self or others
- Develop coping mechanisms for emotional health
- Identify signs of suicidal behavior and strategies for helping self or others
- Understand where and how to access resources, both in the community and at school

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- Identify a safe adult to discuss concerns relating to self or others
- Develop coping mechanisms and strategies to support peers, friends or family with mental health concerns
- Identify signs of suicidal behavior and strategies for helping self or others
- Understand where and how to access resources, both in the community and at school
- Understand the effects of drugs, alcohol and addiction on mental and emotional health of self and others

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SWBAT-
- Define mental health and stigma
- Provide examples of how stigma effects the image of mental health
- Propose examples of positive support strategies that will help improve responses during stressful situations
- Analyze bullying and non-bullying situations and increase knowledge on the difference between bullying and cyberbullying
- Compare how peers can influence health behaviors with regard to different roles in bullying: bystander, upstander, victim, bully
- Analyze personal responsibility for expressing emotions and feelings
- Evaluate the outcomes of identifying sources of help for their emotions
- Identify a safe adult to discuss concerns relating to self or others
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- Develop a plan for self-care and set goals for future wellness plans

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Please describe the materials and resources that will be utilized to deliver the instruction for each grade level.

6: Lessons and activities are developed by DCPS staff certified in health education and licensed mental health professionals. Lessons include resources and materials from the following organizations:
- Calm Classroom
- NAMI
- Sanford Harmony
- Suicide Prevention Hotline
- Jason Foundation
- www.pacer.org
- Mindful Schools
- Seize the Awkward
- Dan Seigel's Hand-Brain Model
- https://www.youtube.com/watch?v=1i9OktVsTWo
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- https://www.youtube.com/watch?v=64LNwrd0fHg
- https://youtu.be/kelO5bA-xls
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