

Ms. Monica Colucci, Board Member

**SUBJECT:               COMPREHENSIVE REVIEW OF SOCIAL EMOTIONAL LEARNING  
(SEL) MATERIALS**

**COMMITTEE:         ACADEMICS, INNOVATION, EVALUATION & TECHNOLOGY**

**LINK TO STRATEGIC  
PLAN:                 SAFE, HEALTHY, & SUPPORTIVE LEARNING ENVIRONMENTS**

With the significant rise in the number of students experiencing signs and symptoms of increased stress and anxiety and potential mental illness, concern for the health and well-being of our students is our highest priority. It is necessary to determine the best way to address such a sensitive and critical topic, keeping in mind that a “one size fits all approach” is not appropriate when it comes to the mental health of children in the educational setting. Based on this critical concern, we must thoroughly examine appropriate resources and strategies for prevention, intervention, and follow-up of mental health services to prevent this situation from reaching a crisis point.

Florida Statute 1014.02, states that the Florida “Legislature finds that it is a fundamental right of parents to direct the upbringing, education, and care of their minor children. The Legislature further finds that important information relating to a minor child should not be withheld, either inadvertently or purposefully, from his or her parent, including information relating to the minor child’s health, well-being, and education, while the minor child is in the custody of the school district. The Legislature further finds it is necessary to establish a consistent mechanism for parents to be notified of information relating to the health and well-being of their minor children.”

Rule 6A-1.094124, F.A.C., *Required Instruction Planning and Reporting*, provides, in relevant part that efficient and faithful teaching further means that any discussion is appropriate for the age and maturity level of the students, and teachers serve as facilitators for student discussion and do not share their personal views or attempt to indoctrinate or persuade students to a particular point of view that is inconsistent with the state academic standards and the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards.

In addition, school districts must annually provide a minimum of five (5) hours of data-driven instruction to students in grades 6-12 using the health education standards adopted in Rule 6A-1.094124, F.A.C. Rule 6A-1.094124, states that the instruction will advance each year through developmentally appropriate instruction and skill building and must address, at a minimum, the following topics:

1. Strategies specific to demonstrating resiliency through adversity, including the benefits of service to the community through volunteerism;
2. Strategies to develop healthy characteristics that reinforce positive core values and foster resiliency such as:
  - a. Empathy, perseverance, grit, gratitude, and responsibility;
  - b. Critical thinking, problem solving and responsible decision-making;
  - c. Self-awareness and self-management;

- d. Mentorship and citizenship; and
  - e. Honesty
3. Recognition of signs and symptoms of mental health concerns;
  4. Promotion of resiliency to empower youth to persevere and reverse the harmful stigma of mental health by reframing the approach from mental health education to resiliency education;
  5. Strategies to support a peer, friend, or family member through adversity;
  6. Prevention of suicide

Edgenuity/Imagine Learning Purpose Prep social emotional learning curriculum offers a series of videos that are being used in Miami-Dade County Public Schools and multiple school districts across the state of Florida to meet the minimum five (5) hours of data-driven instruction to students in grades 6-12 as required by Rule 6A-1.09401. In many instances, students watch video presentations individually without discussion or guidance on sensitive topics such as suicide, depression, anxiety, physical and sexual abuse. All modules/titles should be reviewed to ensure compliance with Florida law.

The purpose of this item is to request that the Superintendent review data from Edgenuity/Imagine Learning Purpose Prep and any other vendors utilized to teach Social and Emotional Learning to students within M-DCPS, discuss and explore alternate methods of meeting Florida Department of Education's Rule requirement of five (5) hours of mental and emotional health other than through unguided individually watched videos by students, closely review and monitor all instructional materials being presented as Social Emotional Learning, and remove Edgenuity/Imagine Learning Purpose Prep and other SEL instruction if it is determined that any materials conflict with Florida law.

This item has been reviewed and approved by the General Counsel's Office as to form and legal sufficiency.

**ACTION PROPOSED BY  
MS. MONICA CULUCCI:**

That The School Board of Miami-Dade County, Florida, direct the Superintendent to:

1. Review data from Edgenuity/Imagine Learning Purpose Prep SEL curriculum and any other vendors utilized to teach SEL to students within M-DCPS, discuss and explore alternate methods of meeting Florida Department of Education's Rule requirement of five (5) hours of mental and emotional health other than through unguided individually watched videos by students, closely review and monitor all instructional materials being presented as Social Emotional Learning, and remove Edgenuity/Imagine Learning Purpose Prep and other SEL instruction if it is determined that any materials conflict with Florida law; and
2. Present the findings/outcomes of the review of Edgenuity/Imagine Learning Purpose Prep SEL curriculum and any other vendors utilized to teach SEL to students within M-DCPS and present staff recommendations at the April 12, 2023, Academics, Innovation, Evaluation & Technology Committee meeting.