



# Cahn

**DISTINGUISHED  
PRINCIPALS FELLOWSHIP**

Creating a Culture of Awareness, Empathy, and Care Coordination

Focusing on Mental Health at LEOMS High School.

(LEOM'S Cares Program)

Mr. William Aristide – Cahn Fellow

[WAristide@dadeschools.net](mailto:WAristide@dadeschools.net)

Ms. Constance Robinson – Cahn Ally

[CRobinson@dadeschools.net](mailto:CRobinson@dadeschools.net)

Law Enforcement Officers Memorial Senior High School

300 NW 2nd Avenue

Miami, FL 33128

Cahn Cohort 20 (Tenacious 20)

2022-2023

The coronavirus pandemic has led to drastic measures around the country, which have also affected the education system. Schools were closed in the spring of 2020 in almost every state in this country, and many children and young people were involved in distance learning. What effect these measures have on children's and young people's learning performance is important in view of the time pressure under which educational policy decisions must be taken. The State of Florida had our own set of issues pertaining to this topic. One of the critical effects of the pandemic is the effects of mental health related issues on students in schools.

Our Cahn project involved creating and developing a mental Health program (LEOM'S Cares), aimed at helping students become active and engaged participants in their own mental health care and contributes to creating a more supportive and responsive school environment for all. The project involved the active participation of teachers, students, parents, community members, counselors, mental health specialists and community-based organizations. Our project also aimed to shift student perspectives from feeling of isolation and discomfort to mental health concerns and challenges to having a better understanding of their own mental health issues to having feelings of the school community being a safe place to interact with others and knowing that we are all in this together.

## INTRODUCTION

Our Cahn project focused on building a full-scale wrap around services and support mental health program aimed to help students at Law Enforcement Officers Memorial Sr. High

School. With the many medical and emotional issues associated with the pandemic and Covid 19 related issues, students across the country were dealing with issues of depression and isolation. As of August of 2020, more than 290 of our 340 students (85%), of our students remained home as a result of the pandemic. This staggering number truly impaired and impacted the overall academic learning of students and obstructed the mental health of students at Law Enforcement Memorial Sr. High School. In this respect, one can speak of this being a global issue with children across the world.

For example, there are many studies that have shown that quite a few students returned to school in 2022 with major mental health issues such as withdrawal behaviors, bullying others or being bullied, excessive irritability, loneliness, sharing thoughts of harming oneself, bragging about having access to weapons (guns, and knives), and possible use of illicit drugs. However, the situation is dynamic, and schools were now put in the position of reacclimating students to schools where the majority of them were literally not in the physical school building.

Mental health problems are the product of the interaction of many factors. During adolescence, these influencing factors may include personal issues, negative family influences, peer relationships, and broader circumstances such as school adaptation. Existing studies have explored the influence of various factors such as gender, place of residence, single and non-single child, and socioeconomic status on adolescent mental health, as well as the correlation between physical activity (PA) and mental health. The findings suggest that there is a positive correlation between PA and mental health and that enhancing PA can reduce MHP in adolescents.

Thus, the aim of this paper is to use a rapid review to obtain empirical data on the effect of school mental health issues on children's and young people's learning performance. I am proud to say that we introduced our LEOM'S Cares Program Initiative in September of 2022 and based on in-house data and District-wide data, we noticed a tremendous increase in students' self-esteem being raised, students and families having a very positive cultural perspective of their school, and young people having a much better acceptance and ownership of their mental health concerns.

The LEOM'S Care Initiative focused on a 7-point plan, which is as follows: 1. The Health Information System (HIP) 2. LEOMH'S Cares Electronic Newsletter 3. Mental Health School Counseling 4. Mental Health Awareness Club 5. Mental Health Workshops/PD's for Teachers. 6. Urgent Inc. After School Program and 7. Edgenuity Mental Health Support. Our year-long journey examined the process of initiating and maintaining a successful program, while ensuring that it is nourished as it evolves over time and remains part of the fabric of our school. It is our intent to best approach developing high school students so that they thrive in their school career and grow healthy relationships.

We can all agree that 2020 and 2021 have been rough years for everyone, but teens and young adults are among those hit hardest by mental health concerns. A recent CDC report of 5,400 people found that 25% of respondents between the age of 16-24 had contemplated suicide in the previous 30 days. Jennifer Rothman, senior manager of youth and young adult initiatives at the National Alliance on Mental Illness in Arlington, Virginia, notes that suicide hotlines had seen a significant increase in calls over the 2020-2021 time period. "We're hearing more calls about anxiety, a lot of stress and depression among teenagers," she says.

With school re-openings in full swing in 2022 in Miami-Dade County Public Schools, there was a lot of uncertainty for high school and college age students about what this next year will look like. Some college age students had returned to their campuses, only to be told their classes will be held online. Some are cooped up at home, separated from their usual cohort of teachers and friends. There is still no clear path forward about how this pandemic may proceed, and when life will resemble some version of "normal" again.

Students at Law Enforcement Officers Memorial Sr. High School had very similar stressors as they dealt with the topic of mental health. One week before the first day of school a 9<sup>th</sup> grade boy named A.D., his mother, older sister, and the mother's boyfriend walked into my school to register the young man. His previous middle schools' grades indicated he was highly intelligent and had great behavior scores. At first glance, it seemed like an all-American beautiful family. The boy had recently moved from New York City and was also a professional ice skater. Our school welcomed him with open arms, and he made friends very quickly. In the second week of the school year, I was watching the television news with my family at home and heard a bizarre story of a man shooting and killing his girlfriend in front of her 14-year-old son in their apartment. As crazy as the story was, I was now challenged with the reality that the woman was the mother of my brand-new student A.D. from New York. That incident triggered my desire to create a mental health program for my students, teachers, and parents that will provide a wrap-around support & services implementation meant to simply, "help people."

Our problem of practice centers around the topic of positive mental health practices for students at Law Enforcement Officers Sr. High School. The aim of this research is to investigate and implement effective engagement strategies to increase ways of dealing with mental health issues at Law Enforcement Sr. High School in Miami, Florida. We will identify the most significant factors in mental health in teenagers, using surveys and interviews, followed by comprehensive professional counseling, conducting workshops and trainings to measure the effectiveness of our mental health strategies and programs. With mental health being the centerpiece of this project, we created an Umbrella program called, "LEOM'S Cares." This project aims to better understand young people's experiences in our post pandemic society as it relates to mental health. Research shows that extended periods of loneliness and isolation can deteriorate mental and physical health outcomes over time, leading to depression, musculoskeletal disorders, and even chronic disease. Studies have also shown that, social isolation has really taken a toll on young people, many of whom had been out of traditional schools for more than two years.

The participants were 25 students who were randomly selected from the 9<sup>th</sup> to 12<sup>th</sup> grades at Law Enforcement Officers Memorial High School. The project's Ally, Ms. Constance Robinson met with the group of students and conducted the survey study. Self-reported questionnaires were used to collect data. Multivariate logistic regression models were used to investigate associations between mental health and related factors. Results: The positive rate of having MHP (mental health professionals) involved in their lives among high school students was 27.0%. Female, intimate friends of the opposite sex, poor family economic status, father's educational level of primary school or below, low social competence, and high antisocial behavior were significantly associated with higher odds of having MHP ( $p < 0.05$ ) as a part of their lives. Students' self-reported odds of having obsessive-compulsive disorder, interpersonal sensitivity, and depression were inversely related to their mother's educational level. Compared with students who did not exercise, students who engaged in more than 30 min of physical activity 5–6 times per week had 60% lower self-reported odds of depression. Conclusions: We recommended strengthening the prevention, early detection, and providing services and treatment from mental health professionals for high school students, especially those whose parents have low educational attainment, inactivity, and high disruptive behaviors.

As we strive to address the impact of Covid 19 on the students of LEOMS, we surveyed students in a pre and post response to the topic: Psychological Impact of Co-vid 19 on school aged children. The following questions were presented to students during this survey:

- Did you experience emotional abuse by a parent or an adult in the home and if so, how often?
- Do you know of anyone in your family who suffered a mental breakdown during the pandemic?
- Did you experience racism during the pandemic? Did you feel connected or disconnected to school during the pandemic?
- Was any family member hospitalized during the pandemic and how long?
- Was any family member quarantined in your home during the pandemic?
- Did you see more negative or positive news in social media during the pandemic?
- Do you think teen violence increased or decreased during the pandemic?
- How do you think you and your peers adjusted to the sudden change to online learning and instruction during the pandemic?

As a result of this survey, students responded in the following manner:

- Isolation
- Nervous
- Withdrawn
- Sad
- Unsafe
- Suicidal
- Anxiety
- Fear
- Hopelessness
- Stressed

With 2022-2023 being such an important year, it was my Ally and I intention to develop and bring about tremendous positive improvements around the topic of mental health at LEOMS.'

The following shows actions taken during this pivotal school year.

As the principal of the school, one of the very first things that I did this past year was reintroduced the Health Information Program—commonly referred to as HIP to the school. The program was founded in 2009, the program is a student-led, non-profit organization that strives to inform young adolescents on several topics regarding both their physical and mental well-being. Over the course of over a decade, HIP has taught and informed over 425,000 underclassmen and has trained over 21,000 upperclassmen in hopes of educating the youth of real-world concerns that may influence them. It encompasses several key components and elements that make the organization unique to any other—most importantly, HIP highlights the significance of peer-to-peer communication by allowing high-school juniors and seniors to educate their younger schoolmates. In turn, this cultivates a welcoming and private environment that allows students to relate to other students of similar ages as opposed to a teacher. HIP stresses the importance of health by covering a wide array of subjects, ranging from substance abuse to relationships to mental health and even disorders. Using thoughtful classroom discussions and engaging activities, the students at my school were able to serve as peer-health educators (PHEs)—sowing the seeds of knowledge and caution within their younger peers.

HIP also deploys a variety of education-focused technologies to facilitate the instruction and learning of several key topics. This allows students to privately respond to questions without the need of speaking aloud in case of any sensitive information. Finally, HIP prioritizes the quality of their instruction by training each of their peer-health educators using practice and after-school trainings. PHEs are trained to manage classrooms, spark engaging and fruitful discussions, and retain the attention of students while generating a positive and confidential environment. To this day, HIP remains the only school initiative that allows peer-to-peer education and has partnered with over 100 schools within the State of Florida.

As the program entails, some of our juniors and seniors would come into freshmen and sophomore classes at a designated time once a week for a couple of months and teach the underclassmen about a new topic every week. These topics ranged from drugs and alcohol to the importance of sleep, health, and mental health and illnesses. Shaun Malo, a graduating senior said, “While I had been exposed to these topics in the past through the media, HIP allowed me to be informed on these topics and how they can and will affect my life as I grew up.” Sean also stated that, “There is no doubt that all the topics discussed were important, but the conversations on mental health particularly stood out to me. “

For some context, many of my students started their freshman year of high school online due to the pandemic and eventually moved to in-person school later in the year. It is no secret that many students struggled during this isolation with their mental health due to the sudden lack of face-to-face interaction with people their own ages. Many of my student’s mental health declined, and isolation was a major concern. Unfortunately, many students with mental health disorders feel like they are the only ones who have ever felt like this, and that they are alone in this feeling. Programs like HIP allow students to learn that they are not alone, and everyone struggles with their mental health at one point in their life.

When our country went into this pandemic, the subject of mental health was a highly stigmatized and sensitive subject that would not be discussed openly in a classroom. After the pandemic though, it seems that more and more students were opening up about their struggles and HIP was just another example that being open about these topics was not only okay, but it can help you feel better.

Additionally, HIP was a student-taught program, something that I had never seen done before. In speaking about the HIP Program, graduating student Kylie Baker, said, "When the PHEs, or peer health educators, first walked in the classroom, I believed that this would be like a group project, but when they started presenting, I was shocked to see that this was a coordinated, highly informative, and educational presentation.". Student, John Griffin said, "While the teachers in our school are amazing, they aren't our age anymore." These topics are sensitive, and it is easier to hear this information come from someone our age rather than the person who also teaches us math, language arts, or history." The students believe that hearing this information come from someone in the same position as them makes these conversations that are difficult to have easier, it removes some of the tension that can present itself due to these touchy subjects such as depression, suicide, and overall mental health problems.

Twelfth Grader, Natalie Rojas said, "For these reasons and many more, it was an easy decision to join HIP in my 11th-grade year and become a PHE. After going through the program, myself, I knew the importance of informing and teaching the freshmen about these topics." For one to be allowed to teach the freshmen, a student must go through training on each module. These trainings are essential because they refamiliarize students with the information and prepare them for the sensitive issues that they will have to talk about. Topics such as suicide are delicate and cannot be mishandled, these trainings ensured not only that we knew what we were talking about, but that we knew the sensitivity of these matters. Natalie further states, that "talking to a class of about 20 freshmen about issues like suicide, eating disorders, PTSD, and many more mental health disorders needs to be taken seriously, and while you do not want to be so serious that the freshmen lose interest, the whole point of these presentations is that we can communicate why these topics need to be talked about." Not only does HIP teach and inform students on these topics, but it also provides students with different ways to receive help and guidance if they or someone they know is struggling.

HIP is a program that I truly believe every high school should have. HIP strives to destigmatize these topics such as mental health and allows for an open discussion between students. Senior Justino Rodriguez said, "this year is my final year of high school, and I am now part of the board of HIP. This position is not one I take lightly because I know the importance this program has on our school, especially to the freshmen class. This year, I and the board hope to provide the incoming freshmen class with a safe space to not only learn about these subjects but also share their thoughts and feelings." Mental health struggles are a subject that has been stigmatized for many years but now through this program and my actions outside of HIP I hope to destigmatize this subject as much as I can for the upcoming class so that they can see that everyone struggles and it's not something to be ashamed of, but they must get the adequate help they deserve.

In today's fast-paced and demanding world, the importance of mental health cannot be overstated. Recognizing this need, our high school has taken a proactive step by establishing the LEOM'S Cares Electronic Newsletter. This electronic newsletter stands as a beacon of hope and understanding, aiming to shed light on mental health issues, provide education, and bridge the gap between school and community resources. Our goal is to create a safe and stigma-free newsletter where students can engage in open discussions, learn, and lead projects that contribute to the well-being of our entire school community. The newsletter comes out twice a month.

### *Empowering Education and Awareness*

At the core of the Mental Health Awareness Club's mission is the promotion of mental health education and awareness. Through workshops, seminars, and engaging activities, we seek to equip our students with the knowledge and tools necessary to understand and manage their mental well-being. By destigmatizing conversations about mental health, we enable students to recognize the signs in themselves and others, fostering a supportive and empathetic atmosphere within the school.

### *Beyond Support: A Stigma-Free Haven*

While not a support group in the traditional sense, our club serves as a stigma-free haven for students. It offers a safe space for open conversations about mental health, allowing individuals to share their experiences and thoughts without fear of judgment. This peer-led initiative facilitates a sense of belonging and understanding, making the journey toward mental well-being a collective effort.

### *Bridging the Gap: School and Community Resources*

In collaboration with community mental health resources, our club acts as a bridge connecting students with the professional support they may need. Seeking help can be challenging, and so our club is here to guide students toward the appropriate resources within our school and in the community.

### *Empowerment Through Leadership*

One of the hallmarks of the Mental Health Awareness Club is the opportunity for students to take the lead in organizing projects that revolve around mental health and wellness. By spearheading initiatives focused on reducing the stigma associated with mental health, our members learn valuable leadership skills while making a tangible impact on our school environment. This hands-on approach empowers students to be change-makers, fostering a sense of agency and responsibility toward the mental well-being of their peers.



Last year, The Mental Health Awareness Club organized a week-long event dedicated to raising awareness about mental health. The event featured a series of workshops, seminars, and interactive sessions designed to educate students about various aspects of mental well-being. Topics included stress management, self-care strategies, understanding different mental health conditions, and fostering resilience. The week culminated in a school-wide assembly where club members shared personal stories and insights, emphasizing the importance of open dialogue and support.

**Artistic Expression Showcase:** Understanding the power of creativity in promoting mental health, the club organized an artistic expression showcase. This event encouraged students to use various forms of art – such as painting, poetry, music, and dance – to express their emotions and experiences related to mental health. The showcase not only provided a platform for self-expression but also sparked meaningful conversations about the role of art in healing and self-discovery.

**Guest Speaker Series:** Recognizing the significance of learning from experts in the field, the club arranged a guest speaker series featuring mental health professionals and advocates from the community. These experts delivered insightful talks on topics ranging from destigmatizing mental health to navigating challenges in adolescence. The series allowed students to gain valuable insights, ask questions, and engage in meaningful discussions with individuals who have dedicated their careers to mental health advocacy. This initiative not only expanded students' knowledge but also connected them with local resources for continued support.

These activities from last year's Mental Health Awareness Club highlight the diverse approaches used to achieve the club's objectives. By offering a mix of educational events, creative outlets, and opportunities for interaction with experts, the club continues to foster a culture of understanding, empathy, and support surrounding mental health within the school community.

In conclusion, the Mental Health Awareness Club stands as a testament to our commitment to the holistic well-being of every student. Through education, awareness, and meaningful projects, we aim to cultivate a culture of empathy, support, and understanding. By breaking down the walls of stigma, we are not just creating a club – we are building a movement that will shape the mental health landscape of our school for years to come.

## Faculty Meeting Mental Health Trainings

During monthly Faculty Meetings/PD's, our Student Services Team provides Mental Health training for all faculty and staff. Topics included Mental Health During the Holidays, Social Emotional Learning, The effect of mental health in schools, and Teacher Mindfulness. The faculty professional developments received very positive feedback from staff members. It also helped our staff to have a better understanding regarding the topic of mental health and identify warning signs of mental health issues amongst teenage students.

Our ultimate objective is to create a culture of mental health support and understanding within our school community. We believe that every voice matters, and through open discussions, educational events, and impactful projects, we will break down the barriers of stigma. By empowering both faculty and students we will be advocates for mental health, we are laying the foundation for a future where seeking help is seen as a sign of strength, and where everyone can thrive emotionally and academically.

## Urgent Inc. Program

Urgent Inc, is an after school program that partners with Law Enforcement Officers Memorial Sr. High School. Their goal is to spark the imagination and creativity of students, while also promoting their reading development, social skills, and physical fitness. Through a variety of artistic media, the program provides new learning opportunities that help students discover their hidden talents, build skills, and identify and use their multiple intelligences. By culminating in project-based learning, the program also deals with real world issues such as mental health when dealing with high school aged students. The program offers students the chance to develop their creativity and critical thinking skills while fostering social-emotional growth and physical wellness.

## Edgenuity Mental Health Modules

We were very pleased to see a tremendous increase in our students completing the Edgenuity Mental Health Modules which is taught by high school English teachers in the state of Florida. The modules encourage student interaction with relevant topics to build confidence to make more positive, healthy choices. Students complete the modules by their Junior year and receive community service hours upon successful completion of the program. Below you will find the 7 Unit modules meant to assist teenagers with mental health issues facing our society. The successful completion of the modules suggest that young people have been made aware of the issues surrounding the topic of mental health in our society.

## **ENHANCED FL-MENTAL HEALTH: GRADE 9-12**

**2022 - 2023**

### **CONTENT OUTLINE SCOPE AND SEQUENCE**

#### **UNIT 1**

MENTAL WELLNESS  
EMOTIONAL AUDIT  
CELEBRATING YOURSELF AND YOUR DIFFERENCES

#### **UNIT 2**

MENTAL HEALTH AWARENESS  
LIVING YOUR BEST LIFE

#### **UNIT 3**

RECOGNIZING HATE SPEECH  
BEING A CHAMPION  
DIVERSITY AND SOCIAL JUSTICE

#### **UNIT 4**

OVERCOMING ANXIETY  
HELPLESSNESS TO HOPEFULNESS  
REACHING OUT

#### **UNIT 5**

OVERCOMING CHALLENGES  
SUICIDE PREVENTION AND PERSONAL FULFILLMENT  
COMMUNITY AND PURPOSE

#### **UNIT 6**

SUBSTANCE ABUSE PREVENTION  
MOVING FORWARD  
MAPPING YOUR FUTURE  
SUBSTANCE ABUSE AND YOUR PURPOSE

#### **UNIT 7**

PERSONAL SAFETY I  
PERSONAL SAFETY II

## RESULTS

Pursuant to Florida House Bill 1421, at least 80 percent of school personnel must receive required Youth Mental Health First Aid training no later than July 1, 2023. This evidence is monitored at the beginning of each month for success. As of August 15, 2023, we are proud to say, 100% of our faculty and staff has met the State of Florida threshold of training, of at least 80 percent of school personnel receiving a required Youth Mental Health First Aid training no later than July 1, 2023.

In 2018, the Florida Department of Education established an evidence-based youth mental health awareness and assistance training program to assist school personnel identify signs of emotional disturbance, mental illness, and substance abuse disorders and provide personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health, or substance use problem.

### ***Edgenuity (Mental Health Modules)***

The Florida Department of Education has tasked specifically English Language Arts Teachers to deliver the Mental Health modules. In 2022 - 2023, Grade 11 was broken into seven units with topics ranging from anxiety to substance abuse, as well as resources available to all persons needing additional support. Grade 11 was then broken down into 100 videos. Each video ranges from approximately 5 to 7 minutes. Educators at my school were instructed to have their students record notes from each video in his/her composition book.

Previously, these mental health modules were delivered through Edgenuity. Edgenuity has now become Imagine Learning. Generally, the Miami-Dade County School District will put out a Weekly Briefing in December delineating the content for each grade level. We are proud to announce that all (76) 100% of the graduating students from the Class of 2023 at LEOHMS High School completed all 7 modules.

I can honestly say, I enjoyed my total Cahn experience. Where else can I find opportunities to learn from world class educators who genuinely demonstrated a love for the work that they do on a regular basis. I found the sessions focused on leadership attributes that can only build us all for potential greatness. The required reading was both stimulating and educational. The topics discussed spoke to positive communication skills, equity, fairness, authentic leadership and exemplified justice for all.

I thoroughly enjoyed many aspects of the program; however, the Gettysburg experience was phenomenal. To go to a place that showed us how this great nation began was outstanding. The various leaders on both the Union and Confederate sides were outstanding. Regardless of the side, the leadership skills learned will remain with me for the rest of my life. However, the most touching experience to me was the visit to the Goodwill Lincoln Cemetery established in 1865 for African American Soldiers and citizens of Gettysburg, Pennsylvania. I find it amazing that the colored troops died for the independence of this nation, and they were not allowed to be buried next to the white troops they gave their lives to fight with at that time. Their skin color was the only reason why they were denied the opportunity to be buried in the National Cemetery. The Gettysburg Museum was also an amazing experience, seeing the many images of war resulting in over 600,000 people dying was astonishing. This experience is best described by a quote I saw at the museum by Sojourner Truth, the quote simply said, "It is hard for the old slaveholding spirit to die but die it must."

With regards to my personal goals, building greater self-awareness is something that I'm still working on as a leader. I still reflect on things that I have learned in the Cahn program and how I can incorporate that knowledge into my current situation. Oftentimes, people may feel that principals may have all the answers. That is far from the truth. Although I am a seasoned administrator, I still can benefit from being more efficient as a leader. I can also be a more active listener. Additionally, I can be more receptive to some of the thoughts of my team members.

The Cahn program has taught me that the culture and foundation of a school start with its leadership/principal. If you want a school that facilitates open communication and teamwork, you must embody those traits. Consequently, if you set a poor example, your teachers and staff will likely follow that as well. It is my job to recognize that as a leader, I should lead during this time with exemplary actions and a compassionate heart. I should lead by example and not illustrate what bad leadership looks like. The Cahn Program has shown me that good leaders are also mentors. My team looks to me for coaching, counseling, and guidance, so mentorship should be a priority when setting goals.

The Cahn Fellowship Program has provided us the opportunity to grow as a team. The program has taught us that, more than ever before, leaders must quickly learn and deploy core leadership skills, communicate, and negotiate for success, manage change, develop a broad

strategic perspective, and expand their professional and personal networks. Cahn's intense leadership development program helps both principals and allies in their growth and development. It has helped us to design strong core management concepts, build key leadership skills, and explore and advance our personal leadership style. As participants, we gained a cross-functional view of management through sessions led by experts in the field.

I am truly grateful for my Cahn Alumni Advisors for being great supporters in this amazing opportunity. Both Scott Saperstein and Raul Garcia stood with us the entire journey. Special thanks to Rouben J. Yaghdjian, for his unending support and guidance. I would be remiss to not recognize my colleague fellows Greg Beckford, Tamela Brown, Cadian Colman, Christina M, Ravelo and Scott Weiner. Kudos also goes out to the five allies coming from the great city of Miami.

As a program designed to help Distinguished Principals all over the country, I am truly grateful for the opportunity. While the program engages amazing educators, it still enhances our collective strength to support the future of educational leadership. I am aware that the program was created by TC Innovations and was made possible through the generosity of Charles and Jane Cahn. I would be remiss to not acknowledge the hard work and dedication of Dr. Barbara McKeon and her amazing staff. The work that was done by Barbara and her staff will never be forgotten by me.

My Ally and I met regularly to discuss our mental health program implementation. Feedback is encouraged and noted. Monthly faculty meetings are conducted using leadership models as well as delegating decision-making authority to my Ally. This experience has helped us in the expansion of our personal action plan to implement and sustain the LEOM'S Cares program at Law Officers Memorial Sr. High School.

CONSTANCE B. ROBINSON, Ally

The Cahn Fellowship program has allowed me to better understand the role of principals and how effective leadership and its various styles can make the difference in a schools' culture and climate. The most interesting workshops to me focused on effective feedback, working with teams and educational leadership in a socio-political setting.

I enjoyed the exercise on reflective listening. I was able to get a better understanding of the elements of a positive feedback experience. The different ways of knowing were instrumental, socializing, self-authoring and self-transforming. Of these elements, I realized that I am truly a self-transformer. I am very open to collaboration, exploring alternatives, and embracing change.

My next area of interest was working with teams. This developing approach to leadership helped me understand the value of teams and being a team player. When one realizes the effectiveness of teaming, it transforms you and helps you realize that working all together helps build teams and organizational units

The last area of interest was the information on educational leadership in socio-political settings. During this workshop, different dimensions of leadership were discussed. The exploration of the 5 tensions in exercising leadership was most intriguing. One of the five was

Leadership and Authority. I learned that authority driven principals' rule by position which only alienates teachers and staff. On the other hand, conventional leadership is inclusive of building confidence in everyone's ability to express ideas, opinions and problem solve. As a counselor for over 25 years, I have experienced many leadership styles. Some of those styles were more authoritarian rather than leadership. I've learned that being a leader may present conflict with management styles posed to being a leader with a more authoritative approach.

I will embrace the experience and knowledge that I gained throughout the Cahn Fellowship Program and implement some of the strategies that I feel will enhance my role as a counselor and as a member of the learning community of LEOMS.

#### ACKNOWLEDGEMENTS

The Cahn Fellow and Ally thank:

The entire Law Enforcement Officers Memorial Sr. High School family – it definitely involved faculty, students, parents, community, and partners! This work took all of us working together to help with the mental health of students at this school.

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The Cahn Staff for their tireless work and effort in ensuring a valuable experience for

educational leaders. As said before, Dr. Barabara McKeon and her staff are simply the best. Specifically, we are grateful to Mr. Cahn and his investment in our advancement as leaders and more importantly, the overall progression of students, teachers, families and stakeholders throughout this country.

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Our Cahn Family – those fellows and allies who contributed to project ideas and professional growth. Our personal families whose love and support fuel us to be better and who sacrifice us being away for travel. To my beautiful wife, Allison and my son William. As well as Constance's husband, Edward and their daughter Amora. Our families will always continue to be our why!

Our Miami Cahn Group – an amazing group of leaders that I thoroughly enjoyed spending time with this past year. Thanks to: Greg for always keeping the conversations light and interesting. He was also my buddy to hang out late nights in the various cities. Tamela for always being a positive force on the team and the consummate professional, Cadian for always giving great advice and reminders, Christina for having a great attitude and lovely spirit, Scott for his sense of humor and tireless energy. I would also like to thank the hard work of all our allies for their tireless work. We have created memories that will last a lifetime. Tenacious Twenty will always be the best!

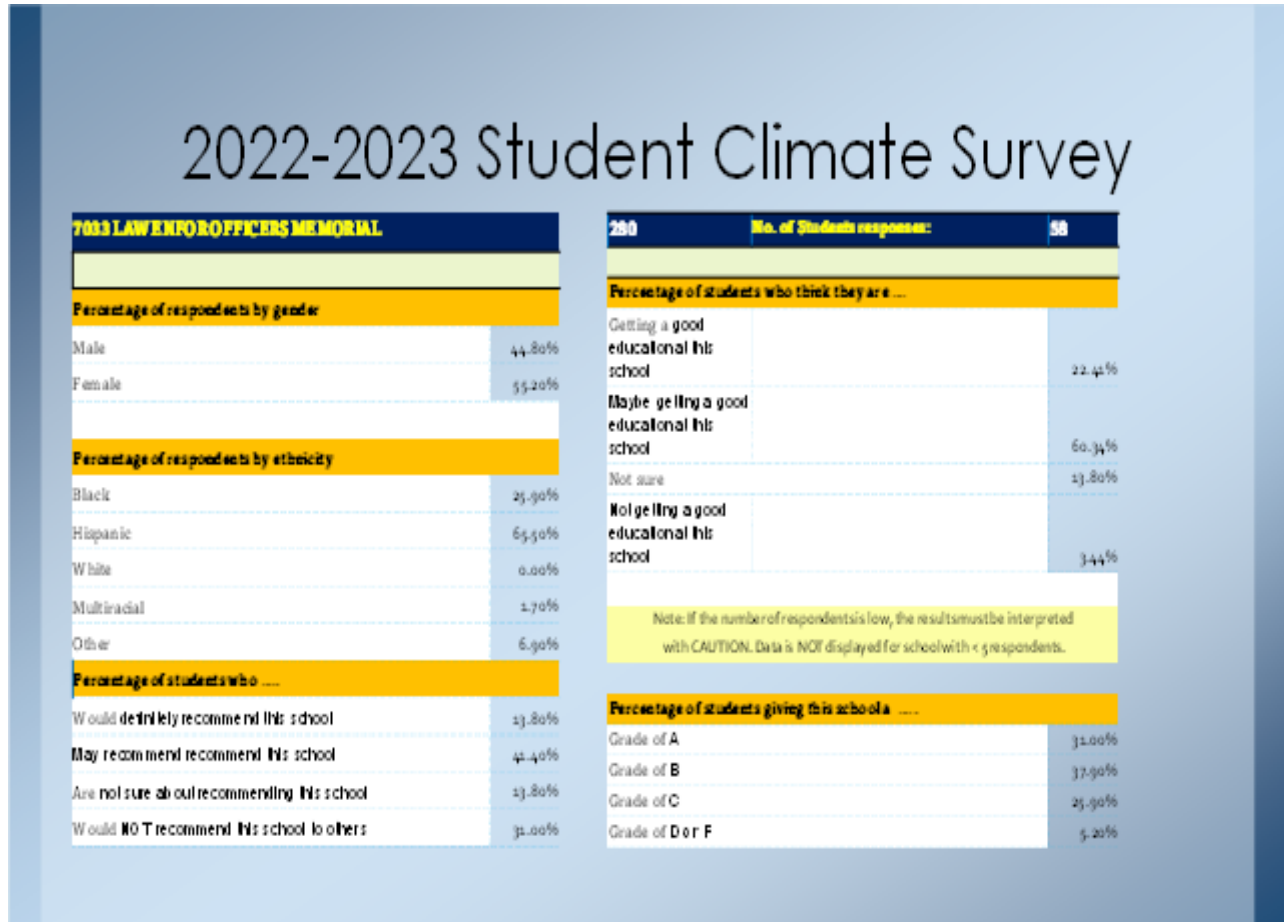
The Miami-Dade County Public School District values the opinions of parents, students, and staff members. The survey attempts to find out about schools and the education students receive. Individuals are asked to complete the School Climate Surveys to provide honest feedback. The School Climate Surveys are an integral part of the district's efforts to promote school improvement and educational accountability. School Climate Surveys of parents, students, and staff are administered annually in the Miami-Dade County Public School district



since the early 1990s. The purpose of these surveys is to gather information regarding what these groups think about the school. for the purpose of this report, I have included various climate surveys and some empirical findings:

### 2022-2023 Student Climate Survey

#### Appendix A



As a result of the 2022-2023 Student Climate Survey several data-points were recognized. A) 92% felt safe in this school. B) 86% of students would recommend this school to others. C) 82% of students enjoy their education at the school. D) 75% of students would give this school a letter grade of A or B.

#### Appendix B

### Parent Climate Survey

# 2022-2023 Parent Climate Survey

As a result of the 2022-2023 Parent Climate Survey several data-points were recognized. A) 83% felt the school is a safe place. B) 92% felt that the teachers were friendly and easy to talk to. C) 83% of parents felt the school was responsive and responded to their needs in a good time. D) 83% of parents felt their child was getting a good education at the school.

**Appendix C**  
Staff Climate Survey

# 2022-2023 Staff Climate Survey

## 7033 - Law Enforcement Officers Memorial HS

Percentage of respondents by Gender	
Male	88%
Female	6%
Didn't specify	6%

Percentage of respondents by Ethnicity	
White	16%
Black	40%
Hispanic	32%
Multiracial	0%
Didn't specify	12%
Other	0%

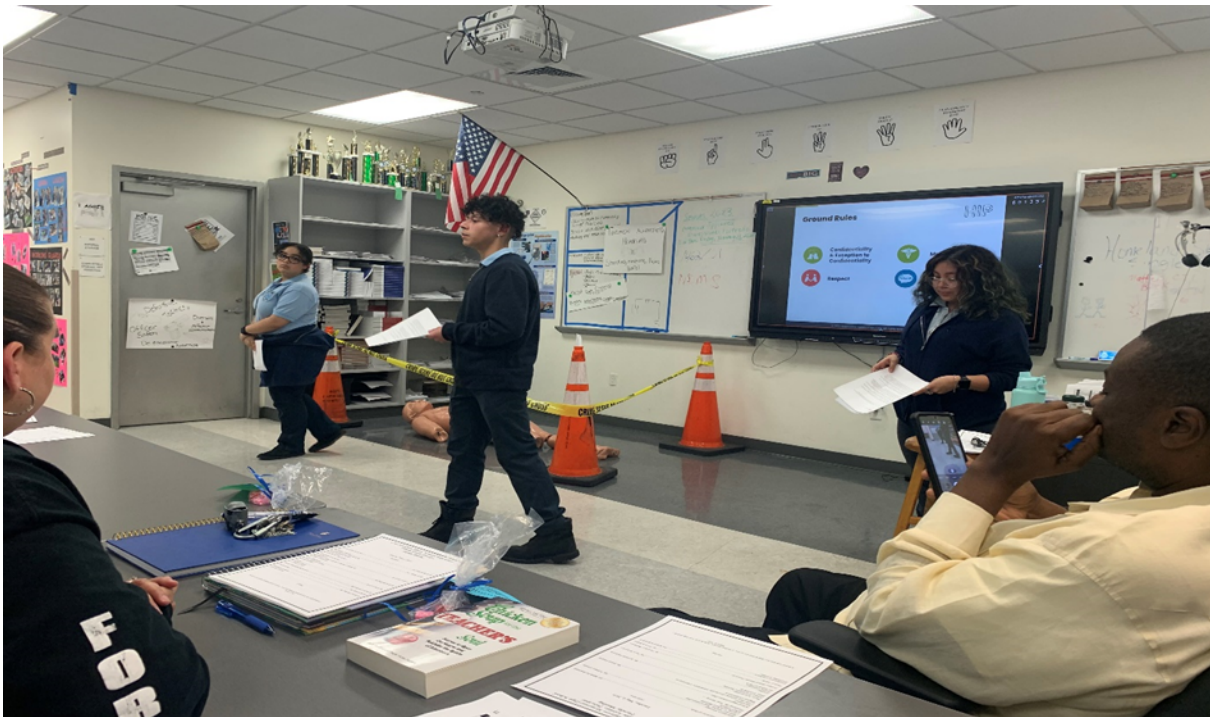
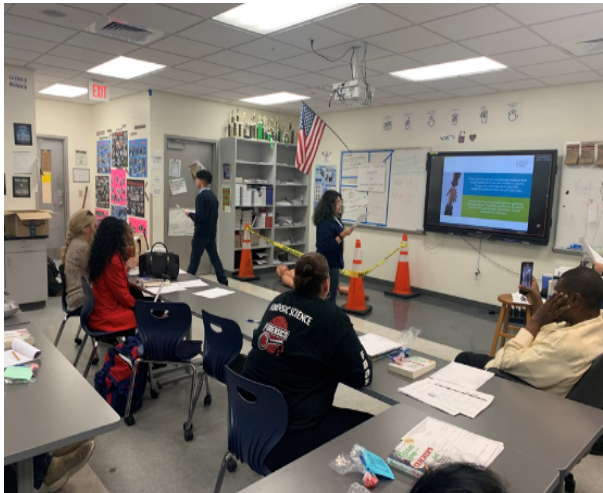
# of Teachers who responded to the survey:	25
<b>NOTE:</b> If the number of respondents is low (< 10), then the results of the survey should be interpreted with <b>CAUTION!</b>	

Percentage of respondents giving this school a grade of ...	
Grade of A	84%
Grade of B	8%
Grade of C	0%
Grade of D or F	8%

Percentage of respondents who ...	
Would recommend this school to others	92%
Are not sure about recommending this school	4%
Would not recommend this school to others	4%

As a result of the 2022-2023 Staff Climate Survey several data-points were recognized. A) 84% felt this was an A school B) 92% felt that they would recommend this school to others C) 82% of staff felt the school was responsive and responded to their needs in a good time. D) 90% of staff felt this was a safe place to work

**Appendix D**



**Appendix E**





# CARES

*Healthy Minds*



## Mental Health

Mental health refers to a person's condition with regard to their psychological and emotional well-being. It is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. Mental health has intrinsic and instrumental value and is integral to our well-being. It is determined by a complex interplay of individual, social, and structural stresses and vulnerabilities. At LEOMHS, we are introducing a

## *Creating Safe Spaces*

Every week, students in the journalism class at LEOMHS will dialogue with our school's therapist, Mr. Bell. Students in all grade levels will have the opportunity to suggest topics of discussion. The purpose of these conversations are to create "safe spaces" for students to discuss sensitive topics with support and guidance from a certified professional. Some of the topics include:

- Dealing with unexpected challenges
- Family dynamics
- Friendships
- Managing Anxiety & Stress
- Overthinking
- Perfectionism
- Teenage Dating



LAW ENFORCEMENT OFFICERS' MEMORIAL HIGH SCHOOL  
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