

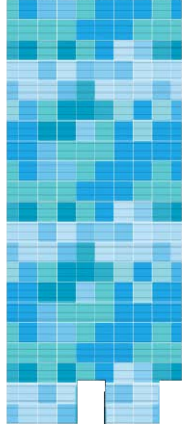
AMM
2013



In Collaboration with...

Florida Department of
EDUCATION

Engaging All Learners



Student Services Variety Pack!

Updates
Administrators Management Meeting
September 18, 2013

Heather Diamond
David Wheeler
Curtis Jenkins

Student Support Services Project,
University of South Florida,
Florida Department of Education,
Bureau of Exceptional Education &
Student Services



High Achievement & Life Satisfaction

Correlated Characteristics:

1. Grit
2. Zest
3. Social Intelligence
4. Gratitude
5. Optimism
6. Curiosity
7. Self-control

~ Paul Tough, *How Children Succeed*,
2012

Who are WE these days?



Why does SSSP exist as an Organization?

Given the reality and variety of existing barriers to learning, SSSP exists to develop and promote the implementation of a state-wide system of comprehensive, multi-tiered supports so that all students access effective academic and behavioral instruction and interventions.

What does SSSP intend to accomplish?



- The SSSP is committed to
 - Provide policy and legislative analysis
 - Provide statewide leadership development
 - Provide technical assistance and training
 - Develop, promote, and support innovative practices for SS personnel and other educators that target early assessment, intervention and prevention, and transition activities

What shared beliefs must drive our behavior in order to accomplish our vision?



We believe in:

1. Applying evidence based practices internally and externally by using multiple sources of data within the team-based planning and problem solving process
2. Integrating and aligning efforts across areas of expertise both vertically and horizontally to result in a unified, efficient system
3. Connecting our efforts to student outcomes by improving student engagement

How do we evaluate our progress?

Multiple sources of data:

- SASSIE
- BEESS – Project Tracking System
- Workplans
- BEESS Strategic Plan
- Stakeholder Survey Data
- Student-centered Data

Where do we focus our energy within the BEESS Strategic Plan?

■ K-12

■ Best Practices in Literacy and STEM

- Indicator 3c - Percentage of students with disabilities proficient against grade level and alternate academic achievement standards for reading and mathematics.

Reading: 2012-2013 > 40%

2017-2018 > 71%*

Math: 2012-13 > 37%

2017-18 > 72%*

- Provide and support a comprehensive student support services model, applied within the multi-tiered system of support, that can be used by district teams
 - to implement systems of care to ensure mental, physical, and emotional health and safety
 - to ensure that learners may access effective instruction and interventions
 - to show evidence of an increase in district implementation with fidelity.



Photo courtesy Get Out in the Ozarks
<http://getoutozarks.com>

Hot Topics

Student Progression and CCSS
Evaluation Models
School Based Mental Health
FERPA/USA
Child Abuse Prevention
DOP/Student Engagement Conference
Asthma and Diabetes Guidelines
Epinephrine Auto Injectors
Interagency Agreements
Others?

Engage – Journal Activity 1

Engage – Journal Activity 2

Student Progression & CCSS



Senate Bill 1076

effective July 1, 2013

Memorandum

<http://info.fldoe.org/docushare/dsweb/Get/Document-6786/dps-2013-116.pdf>

K-12 Technical Assistance for FAQs

<http://info.fldoe.org/docushare/dsweb/Get/Document-6787/dps-2013-116a.pdf>

Student Progression & CCSS



<http://vimeo.com/fcim/review/60200090/5e5ff3bc3e>

Student Services Personnel & CCSS

<http://sss.usf.edu/resources/format/pdf/ccss.pdf>

Middle Grades Promotion

S. 1003.4156, F.S.

- To be promoted to grade 9, successful completion of
 - Beginning in 2012-2013, students enrolled in high school Geometry or Biology must take the EOC
 - 30% of the student's final course grade must include results
 - Passing grade must be earned to earn high school credit
 - Beginning in 2012-2013, one course must be at least a one-semester civics education course
 - Beginning in 2013-2014, a student must take the Civics EOC and 30% of the student's final course grade must include results
 - Beginning in 2011-2012, students enrolled in high school Algebra 1 must pass the EOC in order to earn high school credit

Students enrolled in Algebra 1, Geometry, or Biology must take the EOC and are not required to take the corresponding grade-level FCAT.

Middle Grades Promotion

S. 1003.4156, F.S.

- To be promoted to grade 9, successful completion of
 - One course in career and education planning
 - Completed in 6th, 7th or 8th grade
 - **Course must be Internet-based**
 - Customizable to each student
 - Research-based to assist students to identify educational and career options and goals
 - Must emphasize entrepreneurship skills
 - Provide diploma designation options details
 - Provide information on assessment, scholarship and opportunities to earn college credit in high school
 - Including career dual enrollment courses

Districts can develop their own program/template to help students complete this requirement of the course.

Florida CHOICES - www.flchoices.org

Florida CHOICES is the state's career planning resource available to all Middle and High Schools to use.

The screenshot shows the Florida CHOICES website interface. At the top left is the logo with the text "FLORIDA Choices" and a map of Florida. To the right is a search bar with the text "Search:" and a right-pointing arrow, with the subtext "En español cuando disponible". Below the search bar are links for "Sign In | Create an Account | Talk to Us | Need Help?". A navigation menu contains five items: "HOME" (with a house icon), "CAREER PLANNING", "HIGH SCHOOL PLANNING", "COLLEGE PLANNING", "FINANCIAL AID PLANNING", and "YOUR PORTFOLIO".

The main content area features a large image of four diverse students. Below the image is a blue banner with the text "HIGH SCHOOL STUDENTS > Make your path to college a clear & easy one." Below this is a section titled "WHO ARE YOU?" with six portrait photos of students. Each photo has a label below it: "MIDDLE SCHOOL STUDENT", "HIGH SCHOOL STUDENT", "COLLEGE OR POSTSECONDARY STUDENT", and three unlabeled photos below.

On the right side, there is a "SIGN IN" section with input fields for "Account name:" and "Password:", a "SIGN IN" button, and links for "New to this site?", "Create an Account", and "Forgot your account name or password?". Below that is a "RESOURCES" section with a list of links: "Florida Dept. of Education", "Division of Career & Adult Education", "Career Cruiser", "Parent Primer", and "Florida Bright Futures Scholarship Program". At the bottom right is a "GUIDEWAYS" section with a double-headed arrow and the text "Not sure where to start? We can help!" and a link "Begin Guideways".

8 Course Standards



Florida Department of Education

CAREER AND EDUCATION PLANNING COURSE STANDARDS

STUDENTS WILL:

- 1.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 2.0 Develop skills to locate, evaluate, and interpret career information.
- 3.0 Identify and demonstrate processes for making short and long term goals.
- 4.0 Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
- 5.0 Understand the relationship between educational achievement and career choices/postsecondary options.
- 6.0 Identify a career cluster and related pathways through an interest assessment that match career and education goals.
- 7.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
- 8.0 Demonstrate knowledge of technology and its application in career fields/clusters,

www.fldoe.org/workforce/ced

NEW

Standard Diploma Requirements 2013-2014 - 9th Grade Cohort S. 1003.4282, F.S.

- School district notification requirements
 - Must be in writing
 - Must include
 - Standard diploma requirements
 - Available designations
 - State scholarship programs and postsecondary admissions eligibility requirements

- Private schools must make this information available to students and their parents

Course and Assessment Requirements

2013-2014 - 9th Grade Cohort

S. 1003.4282, F.S.

- 4 credits in English Language Arts (ELA),
 - The four credits must be in ELA I, II, III, and IV
 - includes accelerated courses (dual enrollment, advanced placement, International Baccalaureate and Advanced International Certificate of Education)
 - Refer to [2013-2014 Course Code Directory](#)
 - A student must pass 10th grade FCAT Reading (or ACT/SAT concordant score) until the state transitions to the Common Core 10th grade ELA assessment in order to earn a standard high school diploma

NEW

Course and Assessment Requirements

2013-2014 - 9th Grade Cohort

S. 1003.4282, F.S.

- 4 credits in mathematics, including Algebra I and Geometry
 - Algebra I EOC results **count 30 percent of the final course grade**, the student must pass the EOC
 - Geometry EOC **results count 30 percent of the final course grade**
 - **Algebra II not required**; but if selected when the state transitions to the common core assessments, the Algebra II common core assessment results count 30 percent of the final course grade
 - **Industry certification courses that lead to college credit may substitute for up to two mathematics credits (Algebra I and Geometry may not be substituted)**

NEW

Course and Assessment Requirements 2013-2014 - 9th Grade Cohort S. 1003.4282, F.S.

- 3 science credits
 - 1 credit Biology I (Biology EOC results count 30 percent of the final course grade)
 - 2 credits in equally rigorous (ER) science courses
 - 2 of the 3 required science credits must have a laboratory component
 - Industry certification courses that lead to college credit may substitute for up to one science credit (Biology may not be substituted)

NEW



Course and Assessment Requirements 2013-2014 - 9th Grade Cohort S. 1003.4282, F.S.

3 social studies credits

1 credit World History

1 credit U.S. History (U.S. History EOC
Assessment results count 30 percent of
the final course grade)

.5 U.S. Government

.5 Economics

Must include financial literacy

Online Course Requirement

- 1 course within the 24 credits must be completed through online learning
 - Excludes drivers education (2013-14 - 9th grade cohort only)
 - School district may not require student to take course outside the school day or in addition to a student's courses for a given semester

- Does not apply to
 - A student who has an IEP that indicates it would not be appropriate
 - An out-of-state transfer student enrolled in a public school who has 1 year or less remaining
 - A student who plans to earn a standard diploma via an
 - Academically Challenging Curriculum to Enhance Learning (ACCEL) option
 - IB or AICE curriculum program

Biology 1 and Geometry Credits S.1003.4282, F.S.

- All students enrolled in high school as of 2012-2013
 - Who earned a passing grade before 2013-2014
 - Shall be awarded a credit in that course if the student passed the course
 - EOC results are not required as 30% of the final course grade
 - A school district may have a policy to require that the EOC results constitute 30% of the final course grade
 - Student is not required to pass the EOC

NEW

Standard Diploma Awarding

NEW

	24-Credit Program s. 1003.4282, F.S.	ACCEL Program s. 1002.3105(5), F.S.
Credit Requirements	24 credits	18 credits (minimum)
Academic Core	4 - English/Language Arts 4 - Mathematics 3 - Science 3 - Social Studies 1 - Fine Arts	4 - English/Language Arts 4 - Mathematics 3 - Science 3 - Social Studies 1 - Fine Arts
Physical Education	1 credit	Not required
Electives	8 credits	3 credits
Assessment Requirements	Same	Same
Grade Point Average Requirements	2.0 on a 4.0 scale	2.0 on a 4.0 scale

Standard High School Diploma Designations

S. 1003.4285, F.S.

■ Scholar Designation

- Meet the 9th grade cohort requirements for a standard diploma based based on the year the student entered 9th grade
- Pass the Grade 11 ELA common core assessment (when state transitions)
- 1 credit in Algebra II (in addition to 30% of course average)
 - Pass Algebra II common core assessment (when state transitions)
- 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology I EOC assessment (in addition to 30% of course average)
- 1 credit in chemistry or physics and 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC assessment (in addition to 30% of course average)
- 2 credits in the same world language
- 1 credit in AP, AICE, IB, or a dual enrollment course (any subject area)

■ Merit Designation

- Attain 1 or more industry certifications under s. 1003.492, F.S.

NEW



Acceleration Options S. 1003.4295, F.S.

Credit Acceleration Program (CAP) allows a student to earn high school credit if the student passes the state assessment in

Algebra 1

Algebra 2 (available 2014-2015)

Geometry

United States History

Biology

Statewide, Standardized Assessment Results Waiver – S. 1008.22(3)(c)2, F.S.

What requirements must a student meet to be considered for an assessment results waiver?

A student must meet all of the following criteria:

- Be identified as a student with a disability, as defined in s. 1007.02(2), F.S.
- Have an active IEP
- Have demonstrated, as determined by the IEP team, achievement of the course standards

Required Remediation

S. 1003.4156 (2)(3), F.S. – Middle Grades

S. 1003.4282(5), F.S.- 2013-2014

9th Grade Cohort

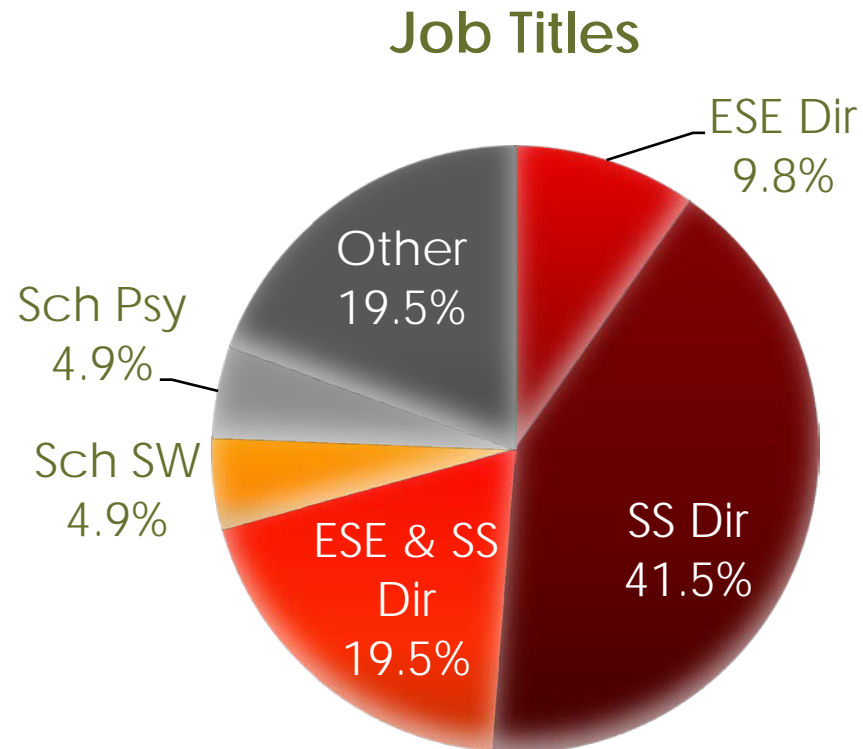
- Students who score **Levels 1** or 2 on FCAT Reading, the following year must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.
- Students who score Levels 1 or 2 on FCAT Mathematics or the Algebra 1 EOC, the following year must be enrolled in and complete a remedial course or a content area course in which remediation strategies are incorporated into course content delivery.
- Please see the [Secondary Reading Placement Chart](#) for more information on placement of middle grades and high school students in reading intervention.

Student Services Personnel Evaluation Model (SSPEM)

Survey Summary
(July 2013)

Response RATES by Job Titles

- 41 total



Responses by 36 districts

Bay (1)	Highlands (1)	Pasco (1)
Bradford (1)	Hillsborough (1)	Pinellas (1)
Brevard (5)	Holmes (1)	Polk (1)
Calhoun (1)	Indian River (1)	Sarasota (1)
Charlotte (1)	Jefferson (1)	Seminole (1)
Columbia (1)	Leon (1)	St. Johns (1)
Dixie (1)	Levy (1)	St. Lucie (1)
Duval (1)	Liberty (1)	Sumter (1)
Glades (1)	Manatee (1)	Taylor (1)
Hamilton (1)	Nassau (1)	Washington (1)
Hardee (1)	Okaloosa (1)	Broward (1)
Hernando (1)	Osceola (2)	Okeechobee(1)

Is your district currently using the SSPEM for student services personnel evaluations?

- YES = 7

Brevard, Calhoun, Hardee, Jefferson, Leon, Manatee, Okaloosa

- Student Services Professionals being evaluated with the SSPEM

School Social Workers	5
School Psychologists	5
School Counselors	3
School Nurses	1

Although the district is not using the sspem, what is the district using to evaluate student services personnel?

- Teacher Evaluation (e.g., Danielson, Marzano, Hybrid) = 18
- District-Developed Evaluation for SS Personnel = 10
- Other = 6

Although the district is not using the sspem, is their any interest in adopting the sspem?

- Yes = 18

Bradford

Brevard

Columbia

Duval

Glades

Hernando

Holmes

Liberty

Manatee

Okaloosa

Osceola

St. Lucie

Pasco

Okeechobeee

How can the SSSP support the implementation of district evaluation systems for student services personnel?

Recommendations/ Suggestions

- Qualitative Data/Best Practices
- Define/clarify student services personnel roles
- Training and TA
- Share district SSEPM results
- Separate instrument to evaluate SS disciplines
- Definitions for Performance-levels
- Raise district and school level awareness of SSEPM
- Develop VAM for itinerant personnel
- Training: Rubric; Observations; Examples of evidences
- Validation study results

Engage – Journal Activity 3

Engage – Journal Activity 4



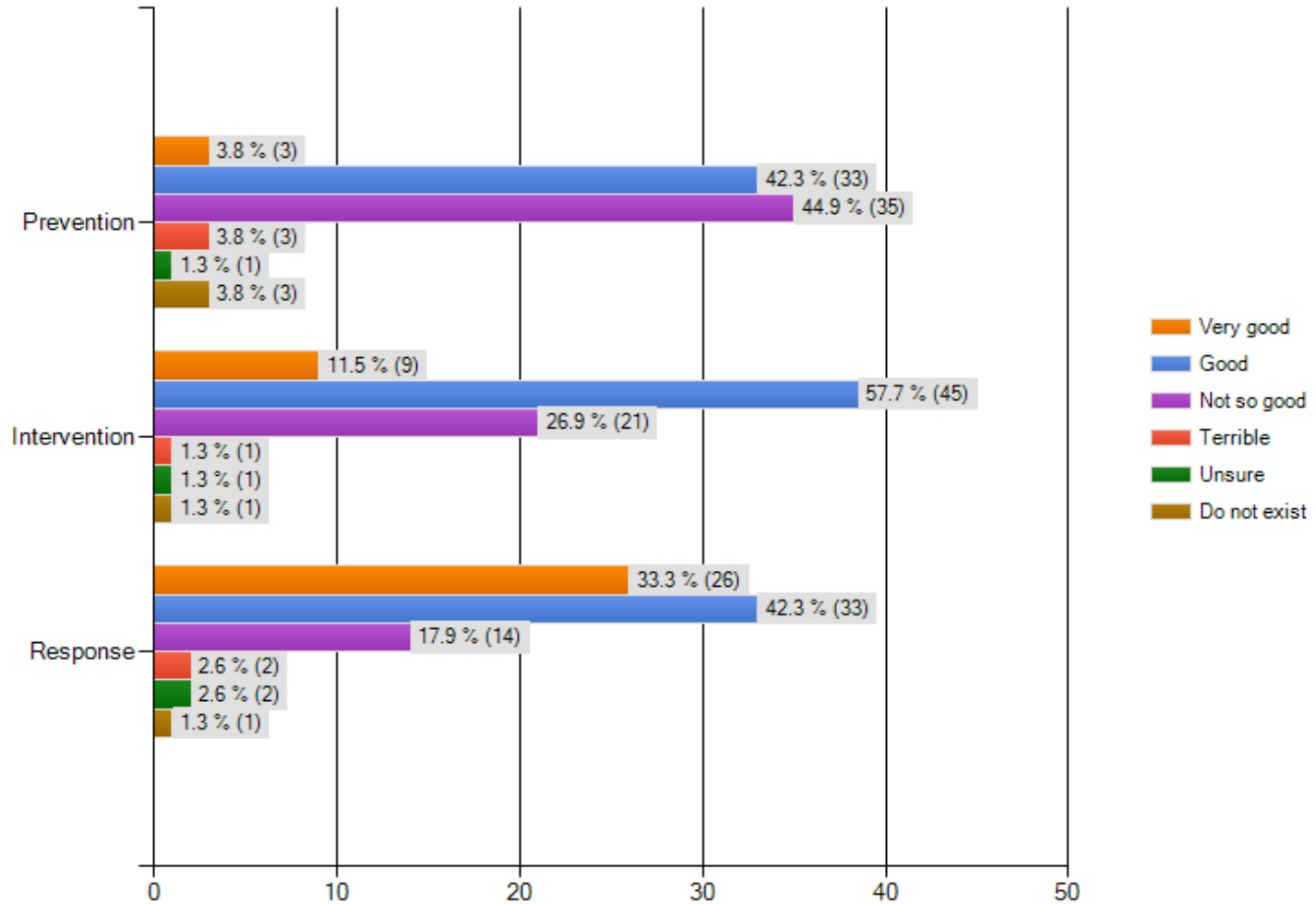
Mental Health in Schools Survey

Administered March 22, 2013 through April 5, 2014
using SurveyMonkey®

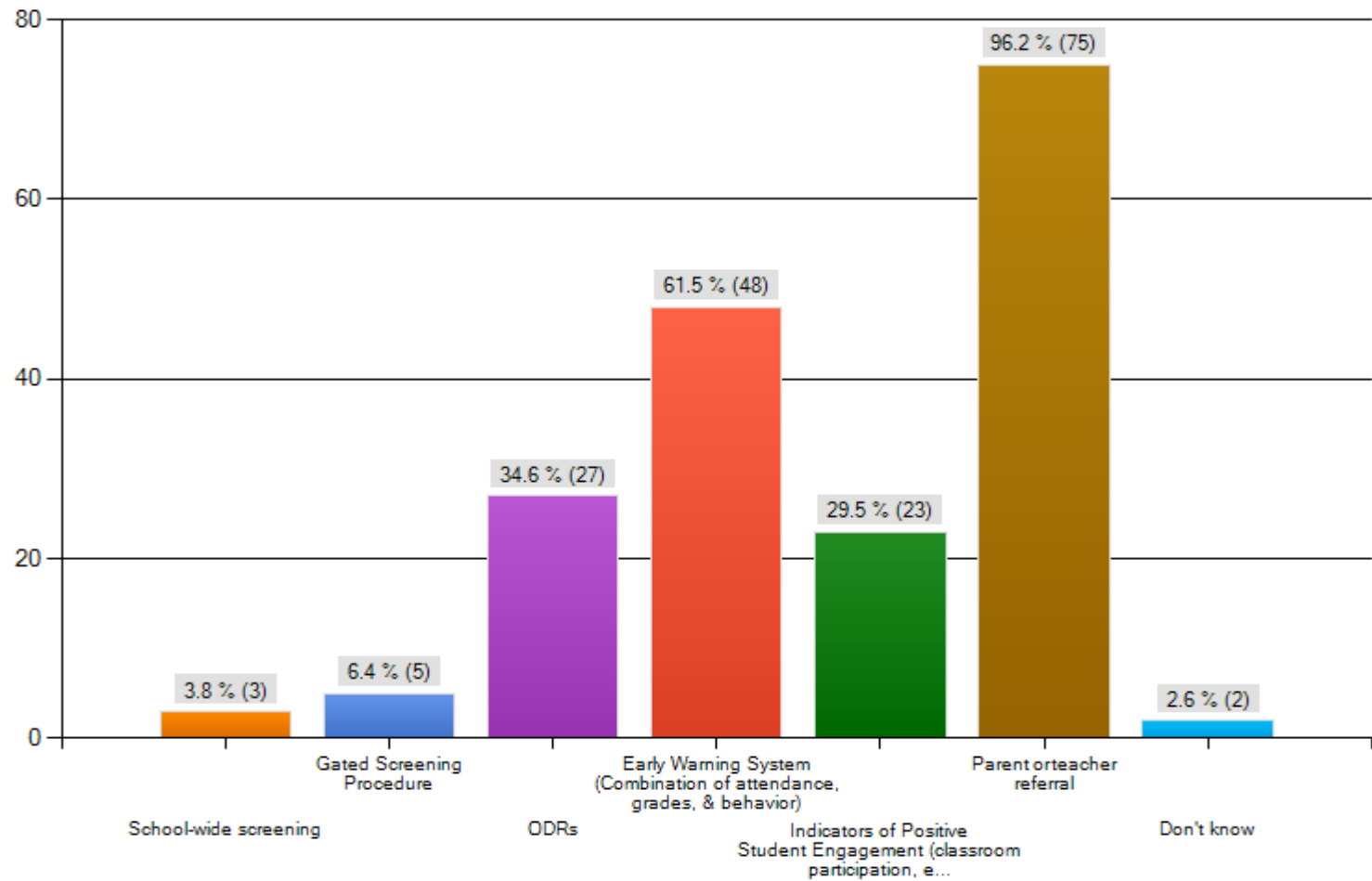
Data was needed to determine...

1. What part a **multi-tiered system of supports** plays in implementing Mental Health services (prevention; intervention; response) in public schools.
2. If school-based Mental Health services are provided within a **positive student engagement** framework.
3. What **existing services** are provided to public school students (K-12) who have mental health needs or other behavioral issues.
4. What **role student services personnel** (school social workers; school psychologists; school counselors; school nurses) play in collaboration among schools, law enforcement, mental health agencies, and other local organizations.
5. If students with mental health needs are **receiving Mental Health services and/or treatment**.

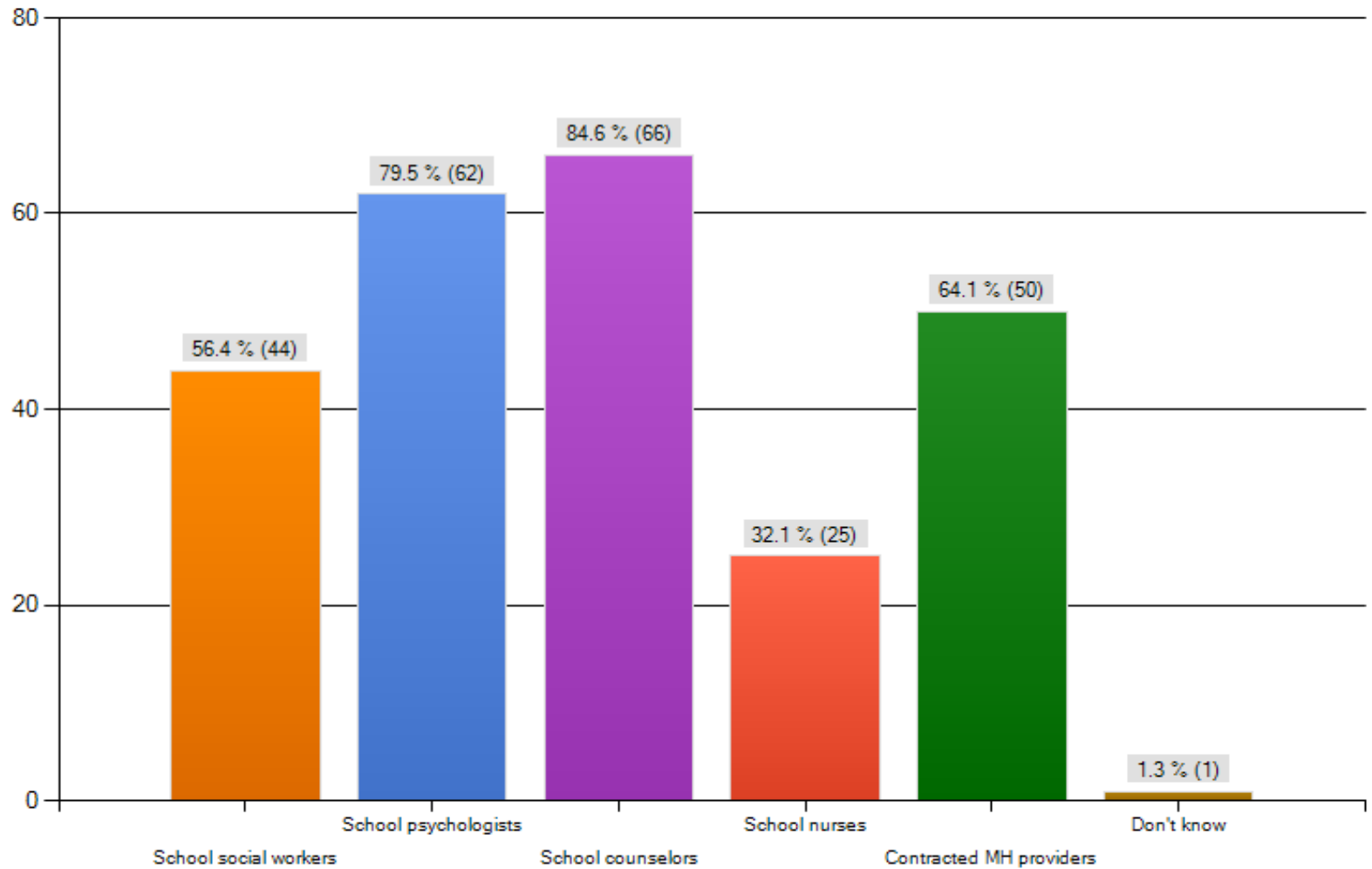
Please rate the school-based mental health services in your district.

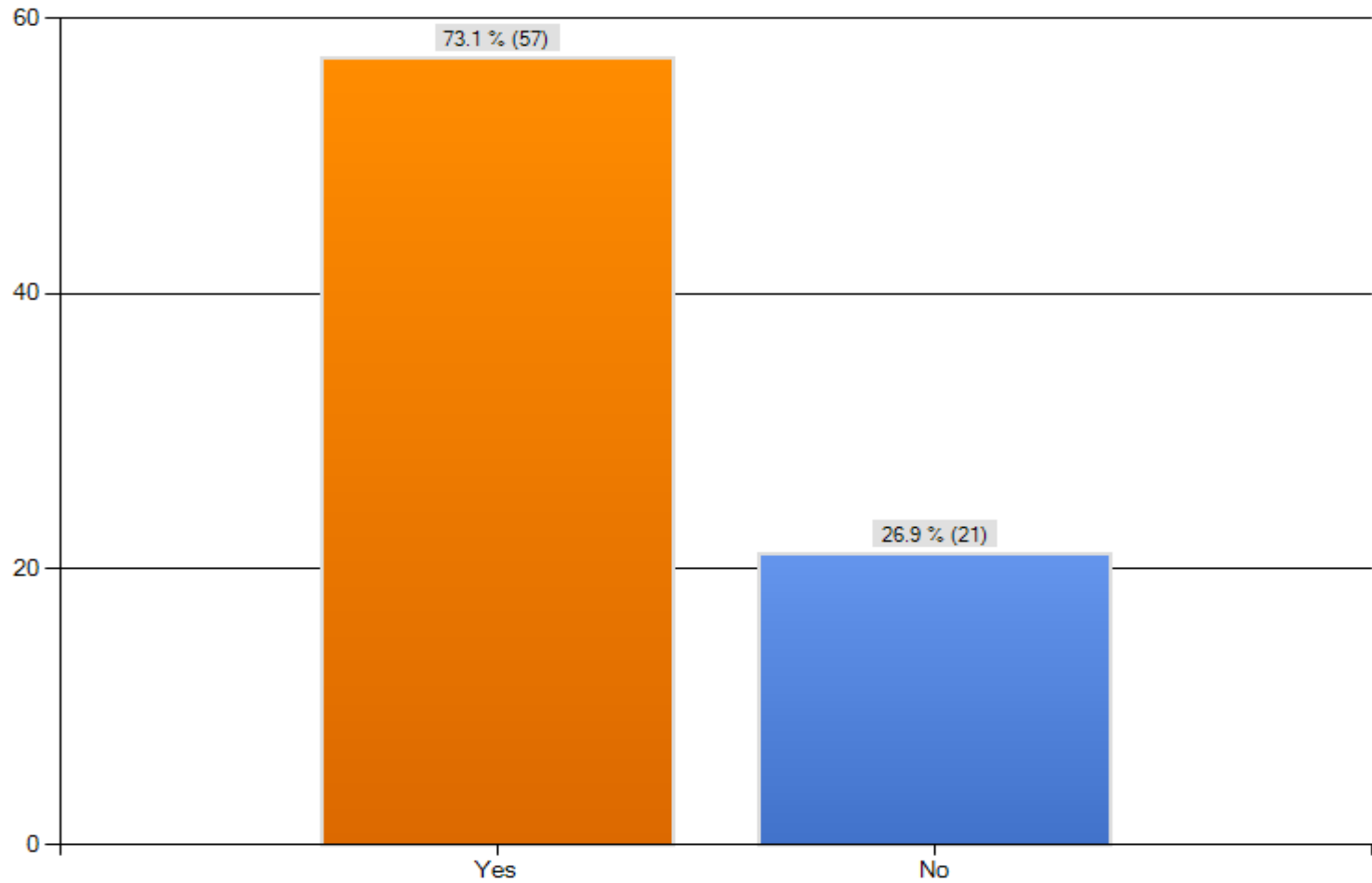


How are students identified as needing mental health services/support? (Please check all relevant screening methods.)



Who provides mental health interventions and supports for students in your district? (Please check all relevant providers.)

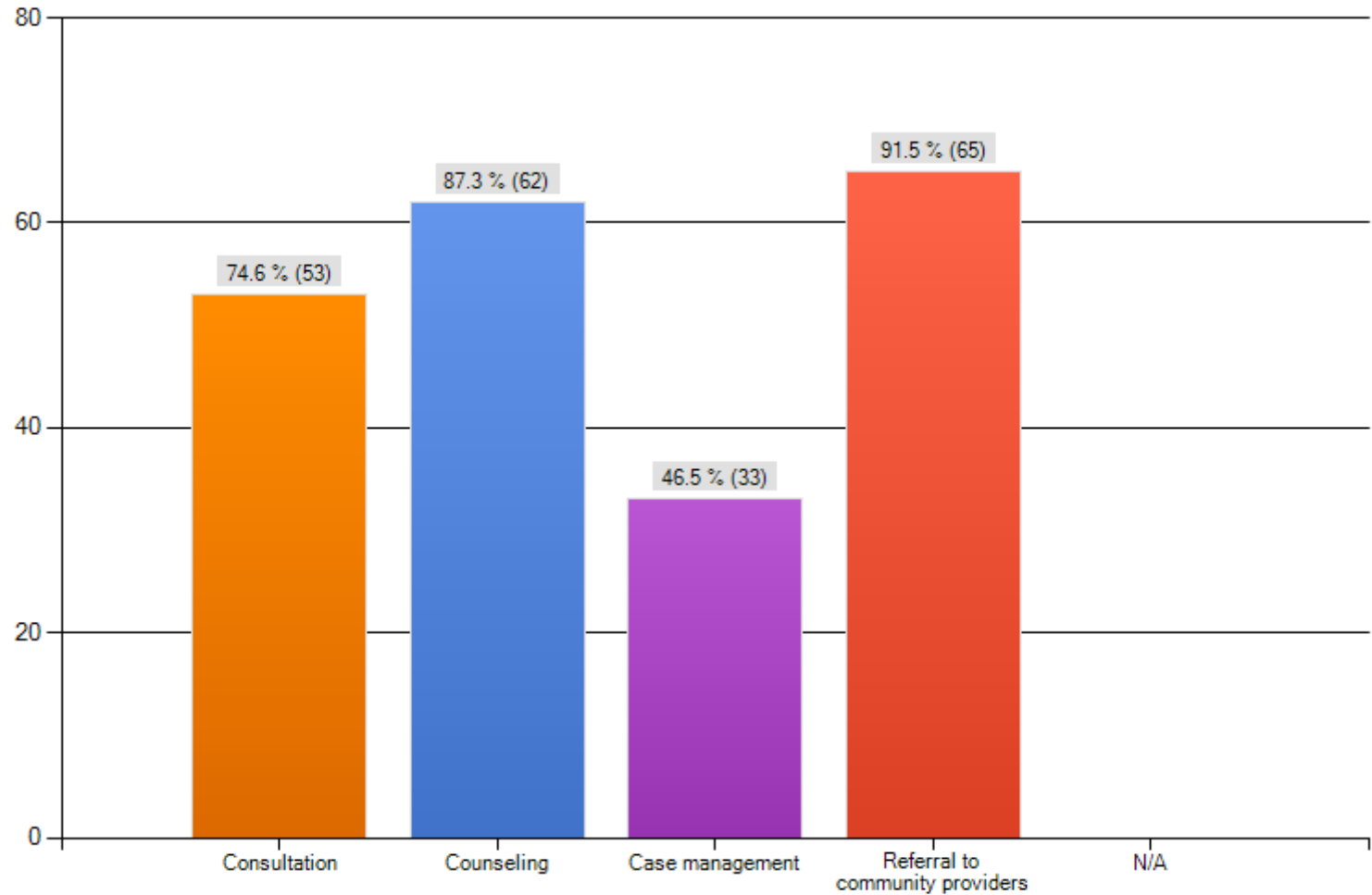


Are mental health services focused on increasing positive student engagement factors?

Common mental health *prevention services*

- Multi-tiered supports (Schoolwide/universal supports)
- Positive Behavior Support (e.g., PBS, CHAMPS, Tough Kids)
- Developmental guidance program
- Character education programs
- Bullying, Suicide, and Substance Abuse Prevention programs (e.g., Silence Hurts Initiative, Be Safe, HOPE curriculum, Kids at Hope)
- Social skills training (e.g., Skillstreaming, Stop and Think, Too Good for Violence)
- Early Warning Systems
- School climate initiatives
- Health education

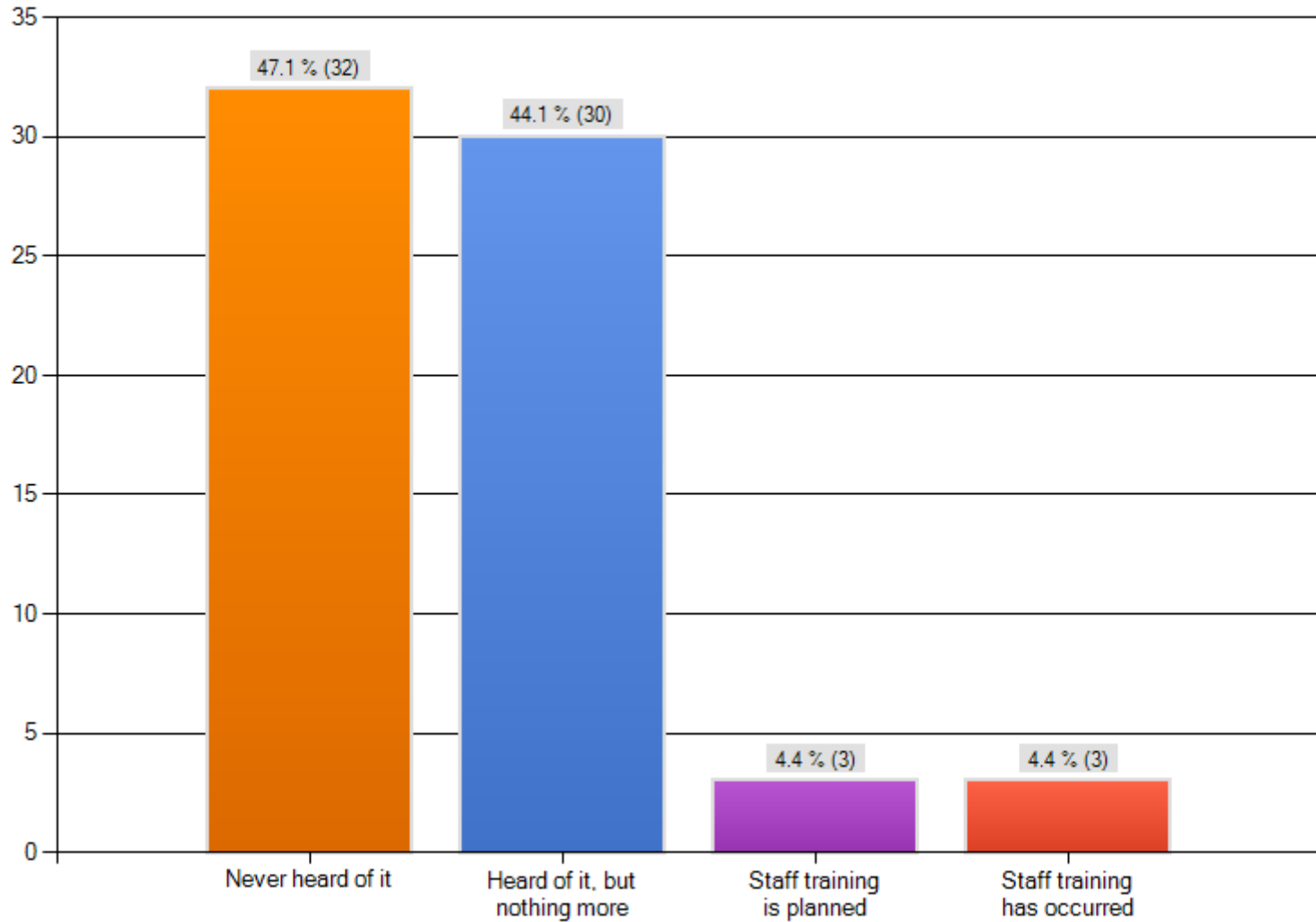
What mental health intervention services are provided in your district? (Please check all that apply.)



Trainings used to support school-based mental health.

- Crisis Intervention Training (PREPaRE, NOVA)
- Bullying and Suicide Prevention Awareness and Training (e.g., Gate Keeper Training, Eight to Great, Early Warning Signs, Silence Hurts)
- American Red Cross Psychological First Aid
- Positive Behavior Supports
- Critical Incident Stress Management
- Risk Assessment/Threat Assessment Training

What is your familiarity with the Mental Health First Aid training?





Uninterrupted Scholars Act/FERPA: State Collaboration Update

DOE & DCF collaboration related to *FSFN Redesign Education Tab Workgroup*

- Include data from school systems
- Define data elements and sources to answer specific questions
- Revise “questions” related to desired student educational performance data

Uninterrupted Scholars Act/FERPA: NEXT STEPS

- Finalize, revise, or draft agreements with local school districts
- Continue joint communication; technical assistance; *training*
- Education Law Center - National Webinar RE: USA Featured Florida and Pennsylvania DOE/DCF collaboration to implement USA (*August 7, 2013*)
- 13th Annual Child Protection Summit (Orlando, Peabody) *Interactive Education Session* – DOE/DCF State Team (*August 29, 2013*)

Child Abuse Prevention

- Web-based Child Abuse Reporting Course
 - S 1012.98, Florida Statutes (F.S.), requires K-12 teachers participate in continuous education training developed by DCF, on identifying and reporting child abuse and neglect.
 - Department of Education and DCF developed content for a web-based course, based on FDOE, *Child Abuse Prevention Sourcebook for Florida School Personnel: A Tool for Reporting Abuse and Supporting the Child*.
 - *The 60-minute course helps teachers (and other school personnel) recognize signs of abuse in order to report suspected child abuse, neglect, and abandonment.*
 - Web-based course <http://www3.fl-dcf.com/rcaan>
 - Web-based course tracking <http://www3.fl-dcf.org/rcaan/reports/teachersCompleted.aspx>.



Lauren's Kids Discretionary Project

Purpose:

- Provide awareness and education related to the prevention of childhood sexual abuse
- Develop resource kits and curriculum modules for work with grades 1 through 3
- Promote resources to school districts and public

<http://laurenkids.org/>

October 28-30, 2013 Florida Mall & Conference Center

<http://www.cvent.com/d/z4qn64>

2013 Educational Strategies & Student Engagement Institute



Destination Graduation: Your Ticket to Success!

Engage – Journal Activity 5



Guidelines for the Care and Delegation of Care for Students
with Asthma in Florida Schools
2013

Mission:
To protect, promote, &
improve the health of all
people in Florida through
integrated state, county, &
community efforts.



Rick Scott
Governor

John H. Armstrong, MD, FACS
State Surgeon General &
Secretary

Asthma Guidelines Update

*Guidelines for the Care and Delegation of Care
for Students with Asthma in Florida Schools*
(2013) final draft has been approved for
statewide dissemination

To be posted on the Student Support Services
website this month at

<http://www.sss.usf.edu/resources/topic/health/index.html>

Diabetes Guidelines Update

- Interagency workgroup has drafted recommended revisions to update *Guidelines for the Care of Students with Diabetes in Florida Schools*
- Statewide review process to be conducted this Fall to obtain stakeholder input
- Plan to have updated Diabetes Guidelines approved for statewide dissemination in early 2014

2013 Legislation: Senate Bill 284

- FDOE Division of Public Schools Memo (DPS): 2013-83 at <http://info.fldoe.org/docushare/dsweb/Get/Document-6761/dps-2013-83.pdf>
- Amended [section 1002.20\(3\)\(i\), F.S.](#), Epinephrine Use and Supply, paragraphs 2 & 3
- Provides public and private schools with the OPTION to purchase and maintain a supply of epinephrine auto-injectors
- Interagency workgroup has been convened to address implementation of this legislation

Interagency Agreement to Coordinate Services for Children Served by More than One Agency

- The agreement was signed at the Florida Children and Youth Cabinet (Cabinet) meeting October 31, 2012 and continues until July 1, 2017
- The agreement shall be reviewed annually and can be renegotiated as needed
- The Cabinet level agency representatives shall receive and review the reports of local, regional and statewide activity provided by the State Review Team at each Cabinet meeting
- As lead agency for the first year of implementation, DCF responsible for coordinating meetings and tracking information

*Agency for Health Care Administration, Agency for Persons with Disabilities, Department of Children and Families, Department of Juvenile Justice, Department of Education, Department of Health, Guardian ad Litem, Florida Office of Early Learning

Interagency Agreement To Coordinate Services for Children Served by More than One Agency

Agency Participation

- A State Review Team, twenty Local Review Teams (by circuit) and six Regional Review Teams (by DCF regions) are in place and are meeting to resolve difficult cases and other interagency issues
- Every agency* has one or more representatives designated to serve on the State Review Team and on each Local and Regional Review Team



Where do you fit in?

Interagency Agreement
To Coordinate Services for Children Served by
More than One Agency

Engage – Journal Activity 6

Engage – Journal Activity 7

We are accessible!

Main Line: 850-245-7851

Website: <http://sss.usf.edu/>

Contacts: <http://sss.usf.edu/aboutus/contactus.html>

At the end of the day...

- You may have questions for us that you hesitate to ask in case we respond with an infuriatingly long answer.
- But, we promise to get right down to the point!

