The Heat is on in Florida

...and aren’t we lucky to live in the Sunshine State?

Life is a series of seasons and transitions. The grace with which we move through the changes defines the quality of our experiences. As the school year closes and the special summer Legislative session begins, we’ve been compelled to focus our attention on budgets. Time and money... of course! It seems that addressing any problem or planning any improvement effort requires lots of attention to the availability of these two resources. But are we missing something?

I would like to suggest that our most valuable resource is each other. If we learn to collaborate in such a way that we are able to capitalize on the incredible human capacity within us and around us, our goals would indeed become so much more attainable! But how? We already “get along,” right? Yes, but what if we ramped it up a notch? What would our impact on students ultimately be?

First and foremost, we have to take care of ourselves and support the well-being of others. Just as the mission of our student support services team concerns the academic, social, emotional, physical, and behavioral wellness of all students, so must we tend to these dimensions of our lives in order to be effective at work. We acknowledge that students may not be able to engage in learning without feeling safe, fed, comfortable, and accepted. Doesn’t it also stand to reason that in order for us to achieve rigorous professional goals at highest possible levels, we must also have our physical, social, and emotional needs met in the work environment?

Secondly, we can improve the quality and productivity of our interactions. There are many general ways to collaborate, but there are specific ways to collaborate really well. Recently, I browsed resources from the Thinking Collaborative at http://www.thinkingcollaborative.com/. The Center on Adaptive Schools asserts that there are four types of leadership roles that we could strive to serve with proficiency: Facilitator, Presenter, Coach, Consultant.
The Heat is on... (continued)

To **facilitate** means “make easier.” A facilitator is one who conducts a meeting in which the purpose may be dialogue, shared decision making, planning or problem solving. The facilitator directs the procedures to be used in the meeting, choreographs the energy within the group, and maintains a focus on one content and one process at a time. The facilitator should rarely be the person in the group with the greatest role or knowledge authority.

To **present** is to teach. A presenter’s goals are to extend and enrich knowledge, skills, or attitudes and to help these to be applied in people’s work. A presenter may adopt many stances (expert, colleague, novice, or friend) and use many strategies of presentation (lecture, cooperative learning, or study groups). Premier presenters are guided by clarity of instructional outcomes and the continual assessment of goal achievement.

To **coach** is to help a group take action toward its goals while simultaneously helping it develop expertise in planning, reflecting, problem solving and decision making. The coach takes a nonjudgmental stance and uses the tools of, open-ended questions, pausing, paraphrasing, and probing for specificity. The skillful coach focuses on the perceptions of group members and their thinking and decision-making processes to develop the resources for self-directed learning.

To **consult** means to be an information specialist or an advocate for content or process. As an information specialist, the consultant delivers technical knowledge to a group. As a content advocate, the consultant encourages group members to use a certain strategy, adopt a particular program or purchase a specific brand of equipment or material. As a process advocate, the consultant attempts to influence the group’s methodology (e.g., recommending an open meeting rather than a closed one in order to increase trust in the system). To consult effectively, one must have trust, commonly defined goals and the group’s desired outcomes clearly in mind.

Each of these roles define the way in which we interact with others with intentional goals or outcomes in mind. Quality indicators for each role could help us self-assess and improve the quality of our collaboration. For instance, the qualities of a good facilitative leader include clarity, consciousness, competence, confidence, and credibility.
Clarity is either achieved or not, based on the way we talk with each other. Did you know that there are differences between having a conversation, deliberation, dialogue, and discussion? When we are aware of the differences, we are better able to guide interactions toward productive outcomes. The purpose of a conversation is to share thoughts and experiences. The purpose of a deliberation is to evaluate or assess a situation. The purpose of a dialogue is to seek to understand various viewpoints and deeply held assumptions. The purpose of a discussion is to analyze elements of a situation and take actions toward solutions or finalize decisions.

Imagine if you are leading or participating in a meeting where the expectation is to make a decision based on rational analysis, but members of the group have no understanding of each other’s underlying assumptions, emotions, or viewpoints. The “discussion” may become muddled by “dialogue,” because emotions based on existing beliefs and assumption may be impeding next steps. A skilled facilitator could recognize the need to switch to “dialogue” before moving to “discussion.” Intentional understanding and proficient engagement in these kinds of interactions are much more purposeful and provide great clarity to groups, thereby increasing the effectiveness of collaborative teamwork.

Student services professionals are often the glue in a school environment, bridging relationships and building collaborative efforts for the good of the whole child. It is our responsibility to find ways of collaboration that maximize our impact on students and their families, regardless of the time and money landscape. The good news: we are brilliant! Let’s look within and among us this summer in preparation of making the most of the coming school year.

Wishing you ample shade and fun times!
For Your Information...

School districts often update and revise their policies and procedures over the summer. To assist districts we have included a list of School Health Guidelines, 2015 Regular Legislative Session information, and Student Progression information. We hope you find these resources helpful.

School Health Guidelines

Emergency Guidelines for Florida Schools (2011)

Food Allergy Guidelines (2013) Centers for Disease Control and Prevention (CDC) and Life-Threatening Allergies Guidelines (FY 2006-07) FDOE Technical Assistance Paper

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

Guidelines for the Use of Service Animals by Students with Disabilities (2015)

Immunization Guidelines for Florida Schools (2013)

Individual Health Care Plans and Section 504 White Paper (2012)

Managing Students with Seizures Guidelines

Nursing Guidelines for the Care and Delegation of Care for Students with Diabetes in Florida Schools (2015)

School-Based Mental Health Resources (2015)

School Health Administrative Guidelines (2012)


Teenage Parent Programs Resource Manual

Managing Students with Seizures - The Epilepsy Foundation is now offering an online continuing education course designed to provide school nurses with information, strategies, and resources to ensure a safe learning environment for students with seizures. This FREE, on-demand web course awards nurses 3.2 contact hours through the CDC Training and Continuing Education Online system at http://www.epilepsy.com/get-help/services-and-support/training-programs/managing-students-seizures-school-nurse-training.

2015 Legislation

The Florida Department of Education issued the following memorandums related to 2015 Legislation.

Senate Bill 954
Involuntary Examinations of Minors (DPS: 2015-77)

Senate Bill 7078
Child Welfare (DPS: 2015-84)

Legislative Review Book

Student Progression

Information on 2015 legislative changes related to student progression was released in a memorandum on May 8, 2015 – Student Progression: New Requirements, Changes and Continued Requirements (DPS: 2015-70).
School Health Program Announcement

Congratulations to Peggy Deason Howland, School Health Program Administrator, who announced her retirement from the Florida Department of Health (FDOH) on June 18, 2015. Best wishes Peggy! We certainly will miss your leadership and support. Until further notice, please use the updated chart below to contact your FDOH Central Office liaisons.

Susan Speake, RN, BS, Interim Section Administrator
School, Adolescent, and Reproductive Health Section
Phone: (850) 245-4475
Email: hsf.sh_feedback@flhealth.gov

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<tr>
<th>County Liaison for School Health</th>
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<tr>
<td>School Health Program Administrator</td>
<td>Bay Calhoun Dade Escambia Franklin</td>
<td>Gulf Holmes Jackson Liberty Monroe Okaloosa Santa Rosa Walton Washington</td>
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<td>Ernest Bruton, BS (850) 245-4444, Ext., 2939 <a href="mailto:Ernest.Bruton@flhealth.gov">Ernest.Bruton@flhealth.gov</a></td>
<td>Brevard Broward Citrus Hernando Indian River</td>
<td>Pasco Pinellas Lake Osceola Polk</td>
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<td>Registered Nurse Consultant (850) 245-4475, Ext., 2975 Vacant</td>
<td>Columbia Dixie Gadsden Gilchrist Hamilton</td>
<td>Jefferson Lafayette Leon Levy Orange</td>
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<td>Leslie Wurster, MSW, MPA (850) 245-4444, Ext., 2936 <a href="mailto:Leslie.Wurster@flhealth.gov">Leslie.Wurster@flhealth.gov</a></td>
<td>Charlotte Collier Desoto Glades Hardee</td>
<td>Hendry Highlands Lee Manatee Martin</td>
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<td>Karen Farrington, BS (850) 245-4444, Ext., 2931 <a href="mailto:Karen.Farrington@flhealth.gov">Karen.Farrington@flhealth.gov</a></td>
<td>Alachua Baker Bradford Clay Duval</td>
<td>Hillsborough Flagler Marion Nassau Putnam</td>
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| Sally Hugo, MEd (850) 245-4444, Ext., 2531 Sally.Hugo@flhealth.gov | Brevard Hernando Indian River | | }
NEW: Section 504 Online Course

The Section 504 Online Introductory Course is a 10-module, self-paced study that provides an overview of Section 504 of the Rehabilitation Act of 1973. The course is designed to assist student services professionals and other individuals responsible for the education of students with disabilities. The online course modules have been updated to reflect changes in Section 504 and current guidance from the Office for Civil Rights. This course is a complement to the District Implementation Guide for Section 504.

The course modules cover a variety of topics including the definition of a disability under Section 504; child find; evaluation requirements; eligibility determination; development and implementation of a Section 504 plan; medical conditions and Individual Health Care Plans; procedural safeguards; and disciplinary protections. The online course also includes a chart that illustrates similarities and differences between Section 504 and the Individuals with Disabilities Education Act and a module addressing the application of Section 504 to postsecondary programs and activities, including career and technical education.

The online course modules provide an opportunity for individual or group professional development. Participants completing the online course which includes pre- and post-tests and suggested readings, will be awarded a certificate and three in-service points. If approved by the district, the in-service points may be used toward partial completion of the 20 in-service points teaching students with disabilities that is required for recertification.

The Section 504 Course is available on the Student Support Services website and will soon be available on the Professional Development Alternatives portal.

School-Based Mental Health Resources

The Student Support Services website now has a downloadable document with hyperlinks to selected state and national resources supporting mental health and school safety. This resource provides easy access to resources supporting mental health across a variety of topics including school climate and student engagement, evidence-based practices; awareness and prevention of mental health challenges; bullying prevention and intervention; suicide prevention and intervention; and crisis response. These School-Based Mental Health Resources are available here http://sss.usf.edu/resources/format/pdf/School-based%20Mental%20Health%20Resources.pdf.

The Curriculum Planning and Learning Management System (CPALMS)

CPALMS has created a new website providing learning resources for students.

FloridaStudents.org is a website designed for students as a supplement to classroom instruction. This site now contains over 200 high quality, standard focused tutorials in all English/language arts, mathematics, science and civics. The number of student tutorials is on target to exceed 400 tutorials by the end of the summer. The site also contains more than 2,000 additional learning resources. It is to be used exclusively for and by students and is not designed or intended for integration into classroom instruction.

Additionally, this website contains a link to the Official SAT® Practice website, a free resource for students that is provided by the College Board and Khan Academy.
Something New! (continued)

The SAT® Practice website contains the following:

◊ Four official full-length practice tests
◊ Eight diagnostic quizzes
◊ Thousands of practice questions, video lessons, and hints
◊ Instant feedback on student progress

We encourage student services staff to review these websites and ensure that students and parents are aware of these important free learning resources. Both sites may be linked to student and parent portals on district/school websites.

Upcoming Events

Florida Association of School Social Workers Conference and Attendance Symposium

Are you a student services professional or school/district administrator looking for professional development opportunities that deepen your ability to support positive student attendance patterns, and more, broadly, student engagement? Well, look no further because the Florida Association of School Social Workers’ 69th Annual School Social Work Conference will be held October 26–27, 2015, in Tampa, FL, and will feature a one day, hands-on attendance symposium!

This professional development will be ideal for school social workers, school nurses, school psychologists, school counselors, and school and district administrators, as well as agency partners who collaborate on attendance such as Children in Need of Services / Families in Need of Services Program and the State Attorney’s offices.

The content for the Attendance Symposium will be built on contemporary research showing that factors affecting attendance patterns include quality of instruction, opportunities for student affiliation and engagement, parent and community supports and incentives, and student support services. The content is aligned with the 2015 Educational Strategies and Student Engagement Institute and will extend the learning experience for those who attend both events. For more details, visit http://www.fassw.org/conferences/state-conference-2/.

FASP Summer Institute
July 15–17, 2015, Naples Grande Beach Resort
For more information visit http://www.fasp.org/Events/Summer_Institute.html.

2015 State University System (SUS) Admissions Tour
Registration is now open. Visit http://www.flbog.edu/about/cod/asa/admissionstour.php. Select the location that is most convenient for you. This will lead to the Eventbrite registration page.

Florida School Counselor Association Convention
October 22–24, 2015, DoubleTree Hilton SeaWorld, Orlando
For more information visit http://www.flaschoolcounselor.org/prof-dev/2015-fsca-convention.

2015 Child Protection Summit
September 9–11, 2015, JW Marriott Grande Lakes Orlando
For more information visit http://floridafapa.org/event/2015-child-protection-summit/.
**Every School Day Counts:**

**Promoting Positive School Attendance**

The complexities of issues that contribute to chronic absenteeism from school are intertwined along a continuum of intrapersonal, sociological, familial, and school-related factors. Therefore, educators must analyze, monitor and evaluate student attendance data to implement effective solutions to increase student attendance and engagement. The impact of chronic absenteeism from school affects standardized test scores, grades, behavior, graduation rates, and dropout rates.

According to Robert Balfanz’s (2012) longitudinal research, the same population of students with high rates of absenteeism in kindergarten had decreased rates of absenteeism in third and fourth grades, but the rates of absenteeism increased again in middle school. Among this group, the highest rates of chronic absenteeism are often observed in the 12th grade. This pattern of chronic absenteeism is most prevalent among economically disadvantaged students who would benefit the most from being in school every day (Balfanz, 2012).

The good news is that schools and school districts can increase student attendance by frequently monitoring attendance data, creating healthy school climates, engaging students, and collaborating with internal and external partners.

Students miss school for a variety of reasons including out of school suspensions and housing instability. To reduce poor school attendance, schools and school districts can use an Early Warning System (EWS) to promote success for all students. The benefits of implementing an EWS are:

- Offers real-time data for monitoring
- Allows districts to identify patterns, trends, and school effectiveness at keeping students on-track
- Identifies at-risk students who are likely to experience adverse outcomes early to alter student trajectories (Davis, Herzog & Legters, 2013)

By analyzing EWS data, school- and district-level personnel can develop a problem-solving strategy to engage students who are at risk for chronic absenteeism, academic failure, grade retention, and dropping out of high school. Considering that chronic absenteeism is most prevalent among economically disadvantaged students, homeless liaisons and student services professionals are critical partners with helping schools to foster positive school attendance for students. Key suggestions for fostering positive school attendance include:

- Ensuring that every student feels close to at least one adult at school
- Implementing high standards and expectations and positive academic support
- Applying fair and consistent attendance and disciplinary policies
- Exploring innovative ways to involve and engage parents
- Providing ongoing monitoring and dissemination of data to staff
- Collaboration! Collaboration! Collaboration!

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doi: 10.1080/108024669.2013.745210
Medicaid and Schools: MTS and EMACS Update

The Medicaid Tracking System (MTS) 3.0 is available at no cost to school districts for capturing required documentation for Medicaid claims for services provided through an Individualized Education Plan or Individualized Family Support Plan to Medicaid eligible students. Current MTS 3.0 functionality includes documenting and billing for speech therapy services, physical therapy services, occupational therapy services and nursing services. We anticipate the addition of behavioral services functionality in August 2015.

The Electronic Medicaid Administrative Claiming System (EMACS) will be operational as of the beginning of the third quarter 2015 (July – September) sampling period. The EMACS replaces the Medicaid Administrative Claiming System (known as the MACS) that has been used by Seminole County School District for quarterly random moment sampling data management services for a consortium of school districts since 2002. Districts will be able to continue to receive paper forms from Seminole County School District if they choose.

The Florida Department of Education has recently issued a preapproval to provide funding to Seminole County School District so that the data management services provided will be at no cost to participating districts. Once the agreement is in place with the Seminole County School District, districts will be notified that there will be no further charges to participating districts beyond what will have been incurred for the third quarter prior to beginning the third quarter sample.

If your district is not one of the more than 50 school districts currently in the Seminole County School District Data Management Consortium, and you would like additional information about participating, contact Anne Glass at aglass@usf.edu or 850-245-7838. If your district is interested in the MTS 3.0, contact Thomas Garrett, at MTSSupport@fldoe.org.

Trivia Questions for Your Entertainment

Q-1. How does Student Support Services and the FDOE support Medicaid billing in the schools?

Q-2. What University of South Florida Project funded by BEESS and located in the FDOE provides expertise and leadership for supporting the academic, social, emotional, physical, and behavioral development of all students?

Q-3. What is the third leading cause of death among Florida youth?

Q-4. Can a student graduate from high school with less than 24 credits?

Answers

A-1: No, the 18-credit ACCF
A-2: The Student Support Services Project
A-3: Suicide
A-4: Yes, the 18-credit ACCF