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Director’s Message

Welcome to the July, 2017 Student Support Services Newsletter. As many of our readers transition into summer schedules, they begin to focus on a “look back” and reflection on the school year and “look forward” to identifying practices that further strengthen their impact as educators.

This newsletter certainly provides topics that fit right into this summer flow. “Partnering with Parents”, using a multi-tiered system of supports approach, reinforces our knowledge and skills around the impact of including parents as partners in our collective work with children and youth. Research as consistently indicated that regardless of background or socioeconomic status students with involved parents are more likely to attend school regularly, have better social skills and improved behavior, earn better grades and credits and enroll in higher level courses. Engaging and supporting parents in this process improves outcomes for everyone! Parent involvement is critical to good attendance patterns and this newsletter issue continues to focus on strategies to build those patterns.

Having engaging school environments, one such strategy, can be enhanced through the use of personalized learning. We know that anytime students have choices around and ownership of their learning, improved student outcomes are evident. Personalized learning is one way to accomplish those choice and ownership goals. The National Center for Learning Disabilities has partnered with the Bill and Melinda Gates Foundation to bring the focus of personalized learning to meet the needs of English learners and students with disabilities (http://www.ncld.org/archives/reports-and-studies/personalizedlearning). In addition, parent engagement and personalized learning has been one focus area for the Understood.org, the parent empowerment and support structure for parents of children with learning and attention issues (www.understood.org).

Good attendance, parent involvement and student engagement lead to more successful high school and post-secondary experiences. Two articles in this newsletter focus on high school course planning and options (personalizing learning opportunities) and planning for successful post-secondary opportunities. Although these articles address separate topics, consistent themes that run through them include the importance of school-parent partnerships, personalizing learning and effective planning for high school and post-secondary success—all of which result improved outcomes for students—the real reason we all do the work we do. Best wishes for a restful summer.

Dr. George Batsche
Director
Student Support Services Project
Planning for Next School Year: Partnering with Parents

The school year has ended and it is natural that we take this time to think about what went well this year and what we can do differently or deeper or better next year.

In Florida schools, we are familiar with using a framework of instructional delivery that consists of multiple levels of intensity to deliver instruction matched to student needs. In short, educators provide increasing levels of intensity intervention when students need more supports.

When thinking about ways to involve parents, we can apply this same multi-leveled logic and framework. As students’ needs increase, we should think about increasing the intensity of parent engagement and involvement as part of the supports for students. In other words, the intensity and nature of parent involvement should increase as students need more support; this will mirror and integrate with the increasing intensity of school supports.
A few questions to ponder are:

◊ How does your district or school increase parent engagement and supports for students who show they need more supports?

◊ How can we increase the intensity and nature of parent involvement as students’ needs increase? What does this look like?

◊ How do you let parents know about the multi-tiered framework and what to expect?

We have two parent resources that may help you engage parents in the upcoming school year. The first resource, the Parent Guide to Multi-tiered System of Supports, provides an overview of the multi-tiered system of supports and answers common questions parents often have. This is appropriate to share at the beginning of the school year with all parents.

The second resource, Parent Information for Students Receiving Intensive Interventions, provides information to parents of students receiving intensive interventions and answers many questions parents have about what to expect. This is appropriate to provide to parents whose children are receiving intensive interventions. You may want to add local contact information on the brochures. For assistance with adding local contact information, contact Marsha Studdard at studdard@usf.edu.

Positive Strategies to Boost School Attendance

Summer break is the perfect opportunity to plan strategies to engage students and their families to increase school attendance. These strategies can set the tone for positive school attendance in the upcoming school year.

This is an ideal time to identify faith-based and community stakeholders that can provide continued outreach to families. Forming a community attendance group will establish a link with these community partners that already have trust and positive relationships with the families of students who attend your schools. It will also send the message that attendance is a community issue. Once the community partners are identified, activities and support to families to address barriers to attendance can be planned for the school year.

Many students participate in academic enrichment programs at their school during the summer as well as neighborhood recreational center programs. You may want to consider hanging posters, providing parents with handouts, or using other messaging tools to remind parents of the importance of attendance. Free posters can be found on the Attendance Works website at http://www.attendanceworks.org/ as well as parent handouts, which can be printed at no cost.

Encourage principals to include a letter or message to parents asking for their assistance in promoting attendance in their back-to-school materials and information. The letter should be written to solicit parental support and offer helpful tips rather than with a punitive focus. Principals may also be encouraged to include activities that stress attendance at open house, back-to-school night, or other pre-school activities.

For additional information and resources, visit Attendance Works.
What is Personalized Learning?

How can student services professionals help teachers optimize the classroom environment to meet the needs of a broad range of learners?

As educators, we share a common commitment to improve educational outcomes for all students, including students with disabilities, English language learners, and students at risk of not graduating on time with their peers. Most of us would agree that we want to see students and adults reach success in school, in work, and in life. To accomplish this, our students need equal access to educational opportunities. Across the nation, there is a growing movement and approach to providing equitable access and opportunity for all students: personalized learning.

As a classroom teacher, I admit that the first thought that came to my mind when I heard the words “personalized learning” was individualized instruction. Immediately, my next thought was that this seemed unlikely and even impossible for one teacher in a classroom of over 20 students to implement and successfully sustain over a long period of time; however, when I took a closer look, I changed my mind.

While there is no single definition for personalized learning, the National Center for Learning Disabilities provides the following definition: “Students’ learning experiences—what they learn, and how, when, and where they learn it—are tailored to their individual needs, skills, and interests, and enable them to take ownership of their learning. Although where, when, and how they learn might vary according to their needs, students also develop deep connections to each other, their teachers, and other adults.”

According to the Alliance for Excellence, “Personalized learning is a student-centered approach designed to help all students develop the knowledge, skills, and abilities to prepare them for college, career, and life.”

As I learned more, I realized that I had already implemented the components of personalized learning in my classroom without knowing it was called personalized learning. For example, under a personalized learning approach, teachers assist students with becoming prepared for life, college, and career by adopting the following practices:

◊ Develop caring and trusted relationships with students. Students who develop these relationships put more effort into their schoolwork.
◊ In the classroom, simple things add up: greet students at the door, treat students with respect, call parents with good news (not just complaints), attend ball games or community events that students are engaged in outside of school, ask about students’ interests, get to know your students.
◊ Link the curriculum to students’ interests, strengths and goals.
◊ Survey and interview students, survey or conference with parents, find texts and activities to match interests, engage in teacher/student data chats, goal setting, and student self-graphing of their progress.
◊ Provide each student with targeted support in areas with which they struggle.
◊ Use Florida’s multi-tiered system of supports framework, which helps us accomplish this.
◊ Create flexible learning environments that incorporate multiple instructional approaches along with effective use of technology.

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For example, rather than relying on printed text alone, I recorded myself—or arranged for older students, teachers or administrators to record themselves—reading texts, assignments, instructions, etc., for the independent and center activities. When learning content is the goal, find multiple ways for students to “access” the content and show their learning (e.g., videos, text-to-speech, blog, vlog, peer-to-peer work, online tutorials and Google Docs).

◊ Connect learning to real-world applications, especially outside the classroom, through internships, community partnerships, etc.

See http://www.ncld.org/wp-content/uploads/2016/04/PL-RoadmapForEducators.Fin_.pdf. For young students, incorporate virtual and real field trips, guest speakers, etc.

The principles of universal design for learning (UDL) outline this approach, including focusing on design and engineering the learning environment so that students have multiple ways to engage in learning, access content and express their learning (see http://www.udlcenter.org/aboutudl/udlguidelines).

While planning for UDL principles takes a lot of work on the front end, it pays off greatly when students are going home exhausted from working and learning, not from listening to me deliver instruction all day. This approach encourages students to grow into expert learners. “Expert learners” are students who are resourceful and knowledgeable; strategic and goal-directed; and purposeful and motivated (see http://www.udlcenter.org/aboutudl/expertlearners).

To be honest, I fell into this approach by what I initially viewed as a failure or lack of skill on my part. The first time I moved from an ESE classroom to a second grade general education classroom was midyear (January) and the math block was after lunch, recess, and special activity (in that order, every day). I just could not hold their attention in whole-group math instruction at 1:30 in the afternoon. To ensure that learning occurred with this challenging schedule, I shifted from whole-group math instruction to small-group instruction, and incorporated independent small-group and individual activities using technology, manipulatives, journaling and peer learning. With the help of my experienced peer teachers, I was able to understand how to offer multiple ways students could explain and show their learning in the independent and peer groups they were engaged in while I was working with smaller groups of students. Because they were not just “sitting and getting” whole-group math instruction, I saw their capacity to be self-directed learners increase over time.

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Whether you are a teacher, administrator or student services professional, if you are interested in using this approach, consider the following tips:

**Start small.** Choose one class period or subject area to begin. Planning is where the bulk of the work happens, and frequent collaboration with teachers and experts in the school is critical. A team approach is especially helpful when thinking about designing multiple ways for students to access content and express their learning.

◊ Student services professionals: Are you able to participate in planning meetings? How might your skills be useful to help teachers better know their students and provide a flexible learning environment?

**Observe others.** Teachers rarely have the opportunity to observe other teachers at their school or district modeling their excellent instructional techniques. As a school or district leader, find which teachers are already utilizing personalized learning approaches and allow others to observe, learn and ask questions. Preserve and protect time for teachers to regularly engage in data-driven planning.

◊ Student services professionals: How can you contribute to data-driven planning?

**Involve other stakeholders.** Engage and connect with parents and other available resources. Parents can help provide valuable information about their child’s interests, strengths and goals. Involving district- and state-level resources (such as problem solving/response to intervention) to provide training, coaching and technical assistance for implementing UDL in classrooms broadens the opportunities available to students. Instructional coaches are a valuable resource for modeling, coaching, problem solving and providing instructional resources.

◊ Student services professionals: How can you help teachers make the school-to-home connection and community connections and partnerships?

Finally, district teams should engage student service professionals! When it comes to social/emotional learning; behavioral supports; and physical and mental health supports, your student services team can provide expertise in these areas to help engage and promote healthy learners in your schools.

◊ Do not forget your Student Support Services Project as a state resource... website: sss.usf.edu.

For student service professionals, the take-away question is, “How can I help provide supports for teachers and students to create a flexible learning environment to meet the needs of a broad-range of learners?”

Let us know your thoughts and ideas. How do student services professionals provide supports in your district classrooms?

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**Take Action...**

Participate in planning meetings to help teachers better know their students and provide a flexible learning environment.
Florida Colleges Focused on Helping Students Get Started on the Right Pathway

Florida has long been a leader in the higher education ecosystem. The majority of this leadership has been centered on student articulation, which has supported high levels of completion and transfer within and across sectors of higher education. The latest evolution in this strand of leadership is the development of informing student choice. In the Florida College System, we are going about it in three ways, all centered on the idea of meta-majors. Meta-majors are eight groupings of similar academic majors that have similar core courses.* They allow a student to start in a program of study early, while also giving enough flexibility that if students change majors they are not losing credits, which delays time to degree; negatively impacts transfer; and costs students more money.

One way students will benefit from meta-majors is in high school, what we call Starting Early and On-Target. We, in conjunction with other divisions in the Florida Department of Education, have begun to examine every dual-enrollment course offering with the intent of placing each into a meta-major pathway. This will ensure the credits students earn in high school apply to their major and are not chosen at random.

Another way we are informing student choice is by creating academic maps for students to follow that outline the courses they need to graduate. Researchers from Columbia University refer to this shift as moving from a free-choice mentality to a more focused degree program selection. By coupling this tailored approach with meta-major pathways aligned to student interests, we are able to ensure the concerns of the past about narrowly tracking students are not revisited, while also ending the opposing position of allowing students to aimlessly wander through a course catalog. While this approach includes academic maps, there are other components related to advising and student services; broadly this framework is referred to as Guided Pathways.

We are working to leverage technology to inform choice. We have partnered with the Department of Economic Opportunity to create the State Colleges Projections Portal, which provides each college a clear understanding of the jobs needed in their service area. We benefit from the Florida Shines website that shares a wealth of detailed information for interested students. And last, we have developed a web-based application, www.FindMyCollegeMajor.org, that allows Floridians to search by zip code for programs offered in the local area, along with information about workforce outcomes for the selected program, including average wages of program graduates, tuition costs, and average time to program completion. The focus is to help students who have never been to college with the opportunity to explore their options and, we believe, arrive at college the first day with a major in mind.

All of these efforts are strategies we are investing our time and energy in to help students graduate and enter the workforce quickly, thereby earning credits of value, and saving students and the state money.

For more information, please contact the Division of Florida Colleges at 850-245-0407 or visit www.floridacollegesystem.com.

*The eight meta-majors are (a) Arts, humanities, communication and design; (b) Business; (c) Education; (d) Health sciences; (e) Industry/manufacturing and construction; (f) Public safety; (g) Science, technology, engineering and mathematics; and (h) Social and behavioral sciences and human services.
Suicide Prevention and “13 Reasons Why”

The controversial Netflix series 13 Reasons Why depicts the fictional story of a teenage girl who dies by suicide and recounts the experiences that led to her decision to take her life. Although this series may bring to the forefront a number of issues that young people face, suicide prevention experts have raised concerns about how suicide is portrayed in the series. In the National Association of School Psychologists (NASP) document “13 Reasons Why Netflix Series: Considerations for Educators,” states, “the series, which many teenagers are binge watching without adult guidance and support, is raising concerns from suicide prevention experts about the potential risks posed by the sensationalized treatment of youth suicide.”

The interest the series has generated provides an opportunity to raise awareness and provide educators, parents, and students with accurate information on suicide prevention and intervention, and promote a message of hope.

Given the important role of schools in preventing youth suicide, we suggest using the following resources to support your efforts to address concerns raised by the series and promote a healthy dialogue about suicide risk and prevention:

◊ NASP has published “13 Reasons Why Netflix Series: Considerations for Educators,” which provides cautions and guidance for educators and families. This and other suicide-related resources can be downloaded from the NASP website.

◊ The Suicide Prevention Resource Center has developed a list of the most common questions from parents, schools, media, and community leaders with resources to help talk about the series and suicide risk and prevention, http://www.sprc.org/13-reasons-why.


◊ The Student Support Services Project has a list of suicide awareness and prevention resources, including Florida Department of Education (FDOE)-approved youth suicide awareness training materials, http://sss.usf.edu/resources/topic/suicide/index.html.

We trust that these resources will assist you in raising awareness and supporting vulnerable youth in your schools and communities.
High School Course Information

Given the number of statutory and rule changes we have had in the last several years related to high school graduation requirements and course waivers and substitutions, we would like to provide you with information to clarify the following topics:

Credit Recovery Courses

Credit Recovery courses are credit bearing courses with specific content requirements defined by the Next Generation Sunshine State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (or end-of-course [EOC] assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by section 1003.436(1)(a), Florida Statutes (F.S.), requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course.

Did You Know...

Credit Recovery courses should only be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an EOC assessment retake.

Credit Acceleration Program

The Credit Acceleration Program (CAP) allows for a student to earn high school credit in courses required for high school graduation through an EOC assessment, an advanced placement (AP) examination, or a College Level Examination Program (CLEP) by attaining a passing score on the corresponding assessment or examination without enrollment in or completion of the course.

To administer this program, course numbers are included in the Course Code Directory (CCD) for students who take and pass an EOC assessment, AP examination, or a CLEP.

For a student who graduates in the 2016-17 school year or later, a grade of “T” is recorded on the transcript in the grade column. “T” is defined as a passed exam (applicable only to AP, EOC and CLEP). This is reflected in the Course Grade data element (109225) located in the Student Information System on the PK-12 Database Manuals web page at http://www.fldoe.org/accountability/data-sys/database-manuals-updates/.

Online Course Requirement

The Online Course Requirement required under s. 1003.4282(4), F.S., requires that at least one course within the 24 credits required for a standard high school diploma be completed through online learning. The options for meeting this requirement include:

◊ An online course taken in Grade 6, 7, or 8.
◊ An online course taken through Florida Virtual School, a State Board of Education-approved virtual education provider, a high school, or an online dual-enrollment course. Students enrolled in a full-time or part-time virtual instruction program meet this requirement.
◊ Completion of a blended learning course (effective July 1, 2017).
◊ Completion of a course in which a student earns a nationally recognized industry certification in information technology (as identified on the CAPE [Career and Professional Education] Industry Certification Funding List).

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To implement this option, course number 0200985, IT Competency Examination, has been included in the CCD. All other options utilize the corresponding course number for the course established in the CCD.

◊ Passage of an information technology certification examination without enrollment in or completion of the corresponding course. To implement this option, course number 0200985, IT Competency Examination, has been included in the CCD. All other options utilize the corresponding course number for the course established in the CCD.

Course Substitutions

Section 1003.4282, F.S., authorizes the substitution of up to two mathematics credits and one equally rigorous science credit toward high school graduation for a student receiving a passing score on an industry certification examination. Only one substitution per industry certification attained is allowed.

The school district would determine which industry certification exams (passing scores) can yield course substitutions for mathematics and science. It is important to note that one qualifying industry certification attainment equates to one substitution credit. A student would need to earn three distinct industry certifications tied to college credit in order to earn the maximum three substitution credits (two for math and one for science). The eligible industry certifications that are tied to statewide college credit may be found at http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml.

Rule 6A-1.09963, Florida Administrative Code, provides additional substitutions for students with disabilities using eligible career and technical courses containing content related to the course for which it is substituting, for both core access and non-access courses. The technical assistance paper, “High School Graduation Options for Students with Disabilities,” provides additional clarification to determine if Career and Technical Education courses are eligible for substitution, and is available at https://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf.

Students who receive a course substitution earn course credit counted toward high school graduation. A course substitution does not factor into a student’s grade point average (GPA).

Physical Education High School Waiver Options

For students entering ninth grade in the 2007-08 school year and thereafter, the following waiver options are available for Physical Education.

Districts Choosing the Personal Fitness/Physical Education Activity Elective:

◊ Two seasons of an interscholastic sport at the junior varsity or varsity level waives the .5 credit in Personal Fitness and the .5 credit requirement in a physical education activity elective.

◊ One semester of marching band with a grade of “C” or better waives the .5 credit requirement of a physical education activity elective. (Note: Another option is to have this waive the performing arts requirement.)

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The student must still take the .5 credit Personal Fitness class to complete the requirement.
◊ One semester of a dance class waives the .5 credit requirement of a physical education activity elective. (Note: Another option is to have this waive the performing arts requirement.) The student must still take the .5 credit Personal Fitness class to complete the requirement.
◊ Two years in a JROTC class (#1500450 and #1500460) waives the .5 credit physical education activity elective and the full one-credit performing arts requirement (also #1500480). The student must still take the .5 credit Personal Fitness class to complete the requirement.

Districts Choosing Health Opportunities through Physical Education (HOPE)
◊ Two seasons of an interscholastic sport at the junior varsity or varsity level waives the full one-credit physical education requirement.
◊ Two years in an JROTC class (Year 1 waiver #1500450, Year 2 waiver #1500460) satisfies the full one-credit physical education requirement and the full one-credit performing arts requirement (also #1500480).

A course waiver number cannot be entered or placed on a student’s transcript until the student completes a season in its entirety. Students who complete waiver requirements do not earn credits required for graduation and the waiver requirements do not factor into a student's GPA.

Please remember to refer to the CCD and CPALMS to verify subject codes and course descriptions when trying to understand if a certain course will satisfy standard diploma graduation requirements and evaluating transfer student academic histories.

If you would like additional technical assistance please contact Helen Lancashire, School Counseling Consultant, at 850-245-7840 or hlancash@usf.edu.

Summer is a good time to update your school and district emergency preparedness plans and crisis intervention plans. See our Emergency Preparedness/Crisis Intervention web page for resources on planning and preparation.

The American Lung Association in Florida offers free Family Asthma Camp Weekends and Summer Asthma Camp Week. The long-term goals of asthma camp are to improve the overall health, well-being and school achievements of children and youth with persistent asthma. To learn more, view the Florida asthma camp information and videos at http://www.asthmacamps.org/.

Camp Boggy Creek offers families a free week-long summer camp specifically designed for children with chronic or life-threatening illnesses. View the camp information and FAQs available on the camp's website.

Florida Diabetes Camp programs are open to any child with type 1 diabetes, and financial aid is available. All camps feature a variety of land and water activities as well as age-appropriate diabetes education. To learn more, view the camp dates and FAQs at http://floridadiabetescamp.org/.

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School Counselors: Helping Parents Prepare Their Children for a New School Year

It will not be long before your students are packing their backpacks and heading back to school. Starting a new school year can be a time of great excitement but also great anxiety. School counselors can help parents calm their children's fears with a few tried and true tips.

Encourage parents to:

1. **Shop for school supplies together.** Kick start a child’s excitement about the new school year by shopping together for that new backpack and lunch box. Allowing the child to pick out their own items gives them some responsibility also.

2. **Connect with friends.** A familiar face can make a world of difference for a child heading back to school. Contact parents of last year's classmates to determine which are in class together this year and then schedule a play date to refresh those relationships.

3. **Get children back to school bedtimes.** One way to help eliminate stressful school mornings is to set up a regular bedtime and morning routine. Parents should begin any routine change about a week before school starts.

4. **Set up a place for homework.** Parents should sit down with their children and together set a time and place to do each day’s homework. Parents should be available in case the child needs help on the homework.

5. **Decide on an after school plan.** Plan for where the child will go after school each day. Depending on the age of the child, decide if they go to a neighbor's house, an after school program, or stay home by themselves. This helps reduce any confusion especially during the first few weeks of school.

6. **Meet the teacher.** One of a child's biggest worries regarding a new school year is, “Will I like my teacher?” Parents should take advantage of school orientation days so that their children can meet their new teacher in a calm relaxed setting. If that is not possible, try to find the teacher’s picture on the school’s website or in a school yearbook.

School counselors can help parents prepare and organize for the new school year to help ensure children have a smooth start to the new school year. For additional information, visit the FDOE’s Family Engagement/Parental Involvement web page at [http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement.stml](http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement.stml).

**Did you know...**

[Florida Students Achieve](http://www.fldoe.org/schools/family-community/activities-programs/parental-involvement.stml) provides great resources to help parents prepare their student for a new school year!
FloridaShines Offers Online Tools for High School Students

FloridaShines is Florida’s student hub of innovative educational services, a suite of online tools, at no cost, to help high school students plan for college and careers.

The High School Academic Progress Evaluation is one of the most popular tools for high school students! With this tool, students can check their progress toward earning the credits required for a standard high school diploma as well as whether they are on track to meet the requirements for admission to a state university.

This is only one of the many services offered by FloridaShines for your students at no cost. To learn more about the services available, visit www.floridashines.org.

2017-18 School Immunization Requirements


Food Allergies Toolkit

The CDC Toolkit for Managing Food Allergies in Schools provides educational materials geared for all members of the school community, including parents, health care providers and school personnel. To download the CDC toolkit, visit https://www.foodallergy.org/cdc/toolkit.

Back-to-School Health Office Interactive Toolkit

The National Association of School Nurses Back-to-School Interactive Toolkit features a Back-to-School Family Checklist and Checklist for School Nurses, as well as practice topics, videos, resources, and professional development materials at https://www.nasn.org/nasn-resources/professional-topics/bts.

Did you know...

Attendance Works Tools & T.A. web page provides resources that may be implemented at the school, district and state levels.
15th Annual NAME Conference

The annual NAME (National Alliance for Medicaid in Education) conference is coming to Florida! The conference will be held October 15-18, 2017, in Ft. Lauderdale.

The 2017 annual NAME Conference Committee is busy planning a very productive and engaging experience for all those who attend. NAME’s mission is to advocate for program integrity for school-based Medicaid reimbursement, as well as to provide leadership, promote collaboration and facilitate a network to share information that is in the best interest of all stakeholders.

A draft agenda, registration and hotel information is available at http://www.medicaidforeducation.org/annual-conference/2017-ft-lauderdale-fl. Contact Anne Glass at 850-245-7851 or aglass@usf.edu or anne.glass@fldoe.org for additional information.

Destination Graduation: Together Ensuring Every Student Succeeds

The 2017 Educational Strategies and Student Engagement Institute will be held September 18-20 at the Rosen Plaza Hotel in Orlando. For additional information click the link above.

Register for the 2017 State University System of Florida Admissions Tour!

Did you know...

Since 1975, the Office of the Board of Governors along with the state university admissions directors have offered free workshops around the state in order to meet with middle and high school guidance counselors.
**Summer Planning Thought Bubbles**

1. **Think about what went well and what did not this year.** Decide what to continue, what to delete or who to partner with to help with deepening implementation next year.

2. **Do a quick survey of your peers and colleagues (district and school) to gather information on how your work and your role can help them meet their goals and visa versa.**

3. **Think about how you want to engage families and parents of students next year.**

4. **Make a list! How can you help your district and school administrators better understand the role of student services professionals and the impact on student achievement? Who do you need to partner with you to build knowledge and consensus?**

5. **Calendar! Plan the big events for the next school year across your district and schools. What professional development are you going to provide for student services professionals?**

6. **How can we (Student Support Services Project) provide support for you next year? Let us know!**

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