IN THIS ISSUE

2 Utilizing a Shared Vision...
4 Florida Students Aim High with Dual Enrollment
5 Preparing Dual Enrollment Students for Success in the Florida College System
6 What’s New? The Solar Eclipse... Coming to PEER
7 Parent Tips to Help Students Transition to...
8 Increase Positive Attendance...
9 Let’s Keep Our Kids Cyber Safe!
10 Resources for the 2017-18 School Year
12 More Information... Introduction to Medicaid Certified School Match Program
13 Upcoming Events
14 Contact Us

Visit us at http://sss.usf.edu

325 W. Gaines Street
Suite 644
Tallahassee, FL 32399
Tel: 850-245-7851

In Collaboration With...
Utilizing a Shared Vision among...

Student Services Professionals and Building Principals to Improve Student Outcomes

Consider the following questions:
What is the sum of 5 plus 5?
What two numbers add up to 10?

How do these two questions differ, and how might this apply to your work as a student services director, supervisor or professional?

While the first question has one answer, the second question has many solutions, including negative numbers and fractions. As presented by Seelig (2013), “These two problems, which rely on simple addition, differ only in the way they are framed. In fact, all questions are the frame into which the answers fall. And as you can see, by changing the frame, you dramatically change the range of possible solutions.”

Often, student services professionals encounter barriers “getting into” some schools or they often feel like they are “selling” their wares or profession to very busy principals who are—justifiably—focused on student outcomes.

When talking with principals about the role of student services professionals, related to the positive impact on student outcomes, reframing the discussion toward the unique needs of the students in the school and the school’s goals might bring the conversation closer to common ground and more solutions for student services staff. This leads us to the concept of developing a shared vision to focus our work as educators to improve student learning.

According to Senge (2006), a shared vision is more than an idea that we sell to others to get them to buy-in to our vision, or a vision imposed by one person on others. Rather, it represents what you and others want to create or accomplish together. While a shared vision comes from the personal vision of individuals, it is best discovered through conversations and talking with others, building a sense of commitment and common purpose.

The beginning of a new school year is an appropriate time to help your staff prepare for conversations with leaders in the school they serve, particularly given new school assignments for administrators and student services staff, as well as new data related to student needs. Reframing the discussion away from school assignments and toward devoting skill sets of uniquely qualified student service professionals to meet the needs of students in the school will go a long way toward developing a shared vision at the building level.

What steps can you take to prepare your staff to engage in conversations around how they can support their assigned schools?

◊ Revisit (or develop) your district’s vision statement, mission statement and goals. These provide the foundation and the focus of the work of all educators in your district.
◊ Gather your staff together and unpack the skills and competencies each profession brings to the schools (see page 4 for resources).
◊ Brainstorm how these skills integrate with district and school goals in the broad areas of: a. Supportive school environment b. Family and community involvement c. Effective leadership d. Public and collaborative teaching e. Ambitious instruction and learning (see Florida’s Continuous Improvement Management System (CIMS) for DIAP and SIP templates).

...continued
Use the brainstorm to develop templates, crosswalks or blueprints outlining how your district student services professionals are equipped with skills to directly support schools and improve student outcomes in the areas (a-e) above.

Provide talking points or support for new student services professionals to help engage in conversations with principals about how they can collaboratively work toward common goals of improving student achievement in their schools.

Have your staff work together in integrated teams (school counselor, school psychologist, school nurse, school social worker) to discuss the goals and needs of the schools that they serve together and how they might integrate their work at that school site.

Tools for student services professionals come from the individual disciplines and organizations that have developed position statements on the role of the individual student services profession.

For example, the American School Counselor Association's, “The Role of the School Counselor,” outlines that the skills counselors bring make them uniquely qualified to address students’ academic, career, and social and emotional development needs. Also available, see this video on how school counselors contribute to student success.

Similarly, the School Social Work Association of America published, “School Social Worker’s Role,” and outlines the need for social workers in schools and the impact of their work providing support to students, families, school staff and communities.

The National Association of School Psychologists also published “Who are School Psychologists,” outlining what school psychologists are trained to do in addition to traditional assessment and evaluation, including mental health interventions, instructional support, family-school community collaboration, resilience and risk factor analysis, behavioral interventions and more.

Additionally, school nurses have a critical role in the provision of comprehensive health services to students in schools. See, “The Role of the School Nurse in Providing School Health Services,” for ways school nurses can contribute to improved outcomes, such as health assessment and health plans, managing emergencies, health screenings, management of chronic health needs, assisting with Section 504 plans and individual education plans (IEP) and more.

Finally, the learning supports provided by student services professionals reduce a wide array of barriers to learning that arise across the student population. Teams of student services professionals coordinating learning supports in collaboration with each other, parents, community representatives and other educators using data-based planning and problem solving are best able to provide integrated supports to increase student engagement for highest student achievement.

Did you know...

The four partnership disciplines of Student Services are School Social Work, School Counseling, School Nursing and School Psychology.
See our Action Guide for more ideas about facilitation and implementation of an Integrated Student Services Model at: http://sss.usf.edu/integrated/fissm/Action_guide.html.

Utilizing a Shared Vision among...Student Services Professionals and Building Principals to Improve Student Outcomes


More Florida Students Aim High with Dual Enrollment

As the emphasis on career planning increases, more students are encouraged to select an advanced curriculum that aligns with postsecondary goals. One acceleration program, dual enrollment, is an option that allows secondary students, including home education students and students with disabilities, to take postsecondary coursework and simultaneously earn credit toward a high school diploma, a career certificate, an industry certification, or an associate or baccalaureate degree at a Florida public or eligible private institution.

There has been a steady increase in the number of students who have taken at least one dual enrollment course. There was a 32 percent increase in the number of students completing at least one dual enrollment course over a five-year period (49,121 in 2011-2012 to 64,925 in 2015-2016).

All students in Grades 6-12 who meet certain eligibility requirements or additional eligibility requirements as determined in the articulation agreement must be allowed to participate in dual enrollment. Students must meet the following eligibility criteria:

◊ Be enrolled as a student in a Florida public or nonpublic secondary school (Grades 6-12), or in a home education program;
◊ Have a 3.0 unweighted high school grade point average (GPA) to enroll in college credit courses, or a 2.0 high school unweighted GPA to enroll in career dual enrollment courses;
◊ For college credit courses, achieve a minimum score on a common placement test pursuant to Rule 6A-14.064, Florida Administrative Code (F.A.C.);

...continued
Meet any additional eligibility criteria specified by the postsecondary institution in the Dual Enrollment Articulation Agreement; and
Cannot be scheduled to graduate prior to the completion of the dual enrollment course.

The following resources are available to help students and their families learn more about dual enrollment:

- Dual Enrollment Frequently Asked Questions
- 2017-2018 Dual Enrollment Course – High School Subject Area Equivalency List
- General Education Core Course Options*
  *required for all associate in arts or baccalaureate degrees.

Preparing Dual Enrollment Students for Success in the Florida College System

Dual enrollment provides eligible students the opportunity to earn college credits before formally enrolling in college. According to the Florida Department of Education (FDOE), students who enter the Florida College System with dual enrollment credits complete the associate degree in half the time it takes students who enter without dual enrollment credits. Advising plans focused on general education core, meta-major gateway courses and common prerequisites give dual enrollment students an early start to complete associate degree requirements and upper-division admissions requirements. Dual enrollment is a beneficial acceleration mechanism when planned out properly.

Here are a few steps to help school counselors develop advising plans that prepare students for success in the Florida College System.

**Step 1: Have Students Select a Major or Meta-Major**

Selecting a major will ensure students enroll in courses leading to a degree and allow the student to meet program requirements often through general education core requirements. For students who are unsure of a major, meta-major academic pathways are eight groupings of similar academic majors that have similar core courses. The purpose of meta-majors is to help students and advisors select gateway courses and develop advising plans that align with the intended major and career goals. Associate-degree-seeking students who are undecided on a particular major can use meta-majors to plan coursework that aligns with a broad career field they want to enter. Rule 6A-14.065, F.A.C. lists the meta-majors and clearly defines the math gateway courses required for each meta-major. Math gateway courses differ based on meta-major.

**Step 2: Focus on General Education Core Requirements**

The General Education Core requirements are required of all students attending Florida public colleges and universities. The statewide general education core consists of required courses within communication, humanities, mathematics, natural sciences and social sciences. All public colleges and universities must offer and accept courses completed under the general education core requirements. General education core requirements should be the first priority for students seeking an associate or baccalaureate degree. Additionally, general education core courses should be selected to meet major program prerequisites. School counselors can find the general education core requirements in Rule 6A-14.030, F.A.C.

---

**Did you know...**

There has been a steady increase in the number of students who have taken at least one dual enrollment course.

---

1 The eight meta-majors are: Arts, Humanities, Communication and Design; Business; Education; Health Sciences; Industry/Manufacturing and Construction; Public Safety; Science, Technology, Engineering, and Mathematics (STEM); and Social and Behavioral Sciences and Human Services.
Step 3: Explore the 2+2 Articulation Agreement and Statewide Common Prerequisites

Students who complete an Associate in Arts degree at a Florida College System institution are guaranteed admission to one of the 12 state universities. Admission into a specific program at a given university is not guaranteed without meeting the admission and common prerequisite requirements.

School counselors can help students identify state-approved common prerequisites in the Common Prerequisite Manual. All baccalaureate programs offered through the Florida College System and State University System are listed in the Common Prerequisite Manual. Each program listed will include the college or university that offers the degree program and the common prerequisites required for admission to the upper division of the baccalaureate degree program. Students should also refer to institution catalogs to confirm program admission and graduation requirements.

The Florida College System served more than 50,000 dual enrollment students in the 2015-16 academic year. To ensure dual enrollment students continue to be successful, it is important for students to consider the listed steps on a path to success in the Florida College System.

Meta-major resources are found here: https://www.floridacollegesystem.com/students/programs/meta-major_academic_pathways.aspx.

The Solar Eclipse of 2017... Eclipse Kit

The Solar Eclipse of 2017—To prepare for this rare sight, an Eclipse Kit has been developed with activities suitable for families, community outreach and summer camp programs. People of all ages can learn about the sun, moon and eclipses through fun hands-on STEM activities. The kit includes an activity guide as well as a number of online extension resources at https://eclipse2017.nasa.gov/eclipse-kit.

Coming to PEER

PEER, the Portal for Exceptional Education Resources, is an online application available to school districts at no charge that allows users to create a wide variety of documents for students with disabilities. Users can create IEPs, educational plans for gifted students, matrices, and more. Fifty-three school districts in Florida currently use PEER.

The Bureau of Exceptional Education and Student Services is excited to announce an exciting new feature coming to PEER in the fall: Section 504 plans. With this feature, student services personnel can create and maintain Section 504 plans in PEER, and they will easily be able to run reports to see how many students in their district are eligible under Section 504. Stay tuned for more information!

Take Action...

Contact us at PEERSupport@fldoe.org to learn more or for a demonstration.
Parent Tips to Help Students Transition to Middle School

Students moving to middle school experience tremendous change. Not only are they changing physically, socially and emotionally, but they change from the relative comfort of one or two teachers in elementary school to the multiple expectations of seven or eight teachers in middle school. This can create much unrest at home and at school. Students need the help of parents and student services staff to support and guide them through this tough transition. Below are a few tips for parents to support a student’s transition to middle school.

◊ Insist students use a daily planner. Often provided by schools, daily planners are essential tools for student success. Parents should require their students to record all homework assignments in the planner and then check the planner every day. If planners are not provided, it is easy enough for students to create their own.

◊ Use the course syllabus. The syllabus provides information about classroom policies, procedures, expectations and timelines for major classroom projects and assignments. Parents should read the syllabus with their child.

◊ Set a time and place for homework and study. Parents and students should work to pick a time and place where homework is completed every day. The area should be as free from distractions as possible. Each study area should have all necessary supplies readily available.

◊ Build a study supplies kit. The kit should contain pencils, pens, paper, scissors, and any other items necessary for completing assignments. Having study materials together in one place will keep students from wasting time looking for them.

◊ Participate in frequent communication with teachers. Parents should introduce themselves to teachers early in the school year. Let teachers know to contact them if they have questions or concerns. Communicate with teachers periodically even if there is no reason for concern.

Did you know...

Moving to middle school can be a rocky time for students and parents? These parent tips will help ease the transition and help students be successful.
Increase Positive Attendance Using a Systems Approach

Addressing chronic absenteeism and promoting positive attendance requires an organized effort and collaboration with families and community partners. Using a systems approach can assist in cultivating relationships with stakeholders and provide effective strategies and interventions to address chronic attendance.

The systems approach uses actionable data, capacity building, strategic partnerships, shared accountability and positive engagement to help the school district, family and the community address chronic absenteeism. Using data, this approach engages stakeholders in meaningful conversations and results in action plans based on identified barriers. The approach also promotes positive messaging in the community as well as a positive school climate to motivate students to attend school on a regular basis.

Your school district may want to consider this framework when developing prevention and intervention strategies to combat chronic absenteeism. It supports the development of effective strategies by using data unique to the students in your school district. It also provides an opportunity to make attendance a community effort.

There will be sessions on attendance that will address components of this model at the upcoming Educational Strategies and Student Engagement Institute, which is taking place September 18-21. The strand includes data collection tools that may be used to develop effective interventions, a panel featuring several districts that have implemented strategies with positive outcomes in decreasing absenteeism, and a community stakeholder who will present a campaign for positive attendance messaging to the community.

If you would like more information on the systems approach, please visit Attendance Works.
Let’s Keep Our Kids Cyber Safe!

Smart phones, tablets and computers accessing the Internet are wonderful tools for learning and entertainment; yet at this point they are so ubiquitous in our life that keeping our kids safe is often a challenge.

Examples of the need for proactivity on the part of all adults include the need for accurate information on suicide prevention and awareness and promoting a message of hope (See page 9 of our Student Support Services July 2017 Newsletter and the statement from the American Foundation for Suicide Prevention warning parents about social media games that increase the risk of suicide).

Our partners in FDOE’s Safe and Healthy Schools have provided two toolkits to help educators keep our students safe. The two Comprehensive Health Education toolkits offer more than Internet safety and can be accessed from FDOE’s safe and healthy schools web page at http://fldoe.org/schools/safe-healthy-schools/healthy-schools/comprehensive-health-edu.stml.

Specific to Internet safety, the tool kits focus on the knowledge of maximizing the personal safety and security risks while using the Internet and self-protection from computer crime and predators.

The elementary tool kit includes:
- Bullying/Cyberbullying
- Cyberbullying Training Video for Teachers
- FDOE Child Human Trafficking Toolkit
- FDOE Safe Schools Internet Safety
- National Center for Missing and Exploited Children
- NetSmartz Workshop
- Safe Florida

The secondary tool kit includes:
- Bullying/Cyberbullying
- FDOE Safe Schools
- Naming in a Digital World: Creating a Safe Persona on the Internet
- National Center for Missing and Exploited Children
- NetSmartz Workshop
- Real Life Stories and Teaching Material
- Safe Florida

Please share these with your staff and school principals and encourage your teachers to unite with families and parents to keep harmful and unwanted influences away from our students.
Coming Soon!

The Florida Counseling for Future Education Handbook is annually updated to provide school counselors and advisors with a comprehensive academic advising resource to guide student planning for postsecondary education in Florida.

The guide includes information and answers to questions about middle and high school progression and promotion requirements, career planning, Florida’s college readiness initiatives, acceleration mechanisms, diploma designations, credit-by-exam, financial aid and updated postsecondary programs, degrees and requirements. The revised edition will be posted in September on the Graduation Requirements web page.

Also found on the Graduation Requirements web page is the new Academic Advisement Flyer, “What Students and Parents Need to Know” for Students Entering Grade Nine in the 2014-15 School Year and Forward.

Student Health Guidelines for Florida Schools

Emergency Guidelines for Florida Schools (2016)

This edition includes flowcharts to guide step-by-step actions by school personnel for students in emergency situations when the school nurse is not on campus. The Emergency Guidelines includes valuable information about infection control, emergency planning for student health conditions, injury reporting, school safety and emergency preparedness.

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

Asthma Toolkit (2016), National Association of School Nurses (NASN)

These resources provide basic information about asthma; describe the medical and legal requirements for meeting the needs of students while in school, participating in school-sponsored activities or in transit to or from school or school-sponsored activities; and provide guidance for safe delegation to unlicensed assistive personnel. Additional asthma management resources and videos in English and Spanish are available without cost at https://iggyandtheinhalers.com/pages/clinic-resources.

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

2016 Sample Diabetes Medical Management Plan (template)

Diabetes Toolkit (2016), NASN

These resources provide guidance for school personnel to facilitate a student’s daily management of diabetes, improve school attendance and increase academically engaged time.

...continued
Guidelines for the Care of Students with Life-Threatening Allergies (2017)
Food Allergy and Anaphylaxis Toolkit (2014), NASN

These materials provide practical information and strategies for schools to protect the physical and emotional health of students with food allergies as well as policy guidance for school administrators in accordance with state and federal laws.

Guidelines for the Use of Service Animals by Students with Disabilities (2015)
Department of Justice Frequently Asked Questions

These guidance materials specify the required components to update local policy practices, and procedures for a service animal to accompany a student to school.

Immunization Guidelines for Florida Schools (2013)

This document provides complete information on school immunization requirements for Florida public and private schools.

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

This “White Paper” provides assistance for Section 504 Committees in making decisions for students with an individualized health care plan, as required by the Americans with Disabilities Act Amendments Act of 2008.

Managing Students with Seizures Guidelines

The Florida Epilepsy Foundation offers this no cost online continuing education course for school personnel to ensure a safe learning environment for students with seizures.

School Health Administrative Guidelines (2012)

This document provides reference and policy guidance for Florida school health administrators in accordance with Florida statutes and rules.


This Q&A document clarifies the nursing standards for delegation of health care services in Florida schools.

Section 504 Online Introductory Course (2015)

This course aligns with the Americans with Disabilities Act Amendments Act of 2008 regarding Section 504 issues and trends, including students with individualized health care plans.

Team Nutrition

An initiative of the United States Department of Agriculture, this website provides Prekindergarten (PreK) through Grade 12 nutrition education tools and resources in multiple languages for schools.

Youth Suicide and Self-Harm Prevention: 2017 Resource Guide

This resource guide includes evidence-based practices, technical assistance and toolkits for schools.
More Information...

It’s that time again! FloridaShines is hosting its annual Virtual College Week this fall, October 24-26. Virtual College Week is funded by the state of Florida and open to all Florida high school juniors and seniors, parents, and counselors looking for information on preparing for college, including where to go, what degree to earn and how to pay for it without breaking the bank.

New this year, Virtual College Week will feature conference-style webinars with brand new topics covering areas of Bright Futures, first-year experience, scholarships, college success tips and much more. Each session will feature a live Q&A, so be sure to bring your questions!

After the live events, FloridaShines will make available the presentation recordings and follow up information to connect students and parents with the institutions of interest. To register, or for more information, visit virtualcollegeweek.org, then connect with FloridaShines on social media, Facebook and Twitter for regular updates regarding Virtual College Week (use #VirtualCollegeWeek for Twitter).

Introduction to the Medicaid Certified School Match Program

The Florida Medicaid Certified School Match (MCSM) Program provides school districts the opportunity to receive Medicaid reimbursement for services provided to students with disabilities. Many educationally relevant services provided to students with disabilities under the Individuals with Disabilities Education Act (IDEA) also meet the state Medicaid agency definitions as health-related. Medicaid will reimburse such services provided to Medicaid-eligible students. Reimbursable services include therapy, behavioral, nursing and transportation.

To qualify under the MCSM Program, students must meet all the following requirements: be Medicaid eligible on the date of service, be under age 21, be considered a student with a disability under State Board of Education Rule definitions, be entitled to school district services under IDEA, Part B or Part C, have Medicaid-reimbursable services referenced in their IEP or family support plan, and have Medicaid-reimbursable services recommended by a qualified Medicaid provider.

The Student Support Services Project team includes a Medicaid consultant who is available to assist you in understanding the Medicaid program in schools and to provide training and other resources to assist districts in fully participating in the Medicaid program. Frequent conference calls are held with district Medicaid contacts to discuss changes in the program and to provide training.

The Student Support Services Project website contains a Medicaid resources page where notes from conference calls, presentations and reimbursement information can be found. The Project also supports FDOE Medicaid Tracking Systems 2.0 and 3.0 which enable districts to file Medicaid claims with either paper or electronic documentation.

If you have questions about the Medicaid in schools program, contact Anne Glass at 850-245-7838, aglass@usf.edu or anne.glass@fldoe.org.
Did you know...

The 2018 Regular Legislative Session begins on January 9, through March 9, 2018, and the 2017-2018 Interim and Session Committee Meeting Schedules are published at https://www.flsenate.gov/Session/Calendars/2018.

August Is Child Safety Awareness Month

Child Safety Awareness Month is a great time to share all aspects of child safety with the start of the new school year. The Florida Department of Highway Safety and Motor Vehicles is spearheading child safety awareness activities throughout the month of August to bring attention to child safety, including proper use of safety belts and child restraints; school bus safety; bicycle and pedestrian safety; car and driveway safety; teen driver safety; as well as a child safety awareness campaign social media kit, print media kit and more at https://www.flhsmv.gov/safety-center/child-safety/

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

Destination Graduation: Together Ensuring Every Student Succeeds

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

The Student Support Services Project will conduct a special session at ESSEI for supervisors of school counselors, school social workers, school nurses and school psychologists. This will give them an opportunity to share with colleagues from around the state and provide professional development on topics of high interest. The session will be held Monday, September 18 at 8:00 a.m.

The Florida Department of Education invites you to participate in DADS Take Your Child to School Day 9.27.17

All Father Figures are Welcome, including stepfathers, grandfathers, uncles, brothers, foster fathers and other significant male role models.

Volunteers are needed for those without a male role model. Contact your local school district.
Thought Bubbles – Being in school on a regular basis...drives student SUCCESS

1. Exposure to Language: Starting in Pre-K, attendance equals exposure to language-rich environments.

2. Time on Task in Class: Students only benefit from classroom instruction if they are in class.


4. On Track for Success: Chronic absence is a proven early warning signal that a student is behind in reading by Grade 3, failing courses in middle and high school, and likely to drop out.

5. Postsecondary and Workforce Ready: Cultivating the habit of regular attendance helps students develop the persistence needed to show up every day for college and work.

6. Effective Practice: Schools, communities, and families can improve attendance when they work together.

Contact us

Dr. George Batsche
Project Director
batsche@usf.edu

Dr. Jose Castillo
Project Co-Director
jmcastillo@usf.edu

Dr. Jayna Jenkins
Project Coordinator
jayna@usf.edu

Thomas Garrett
Systems Liaison
thomas.garrett@fldoe.org

Anne Glass
Medicaid Consultant
aglass@usf.edu

Curtis Jenkins
School Counseling Consultant
cjtjenkins@usf.edu

Helen Lancashire
School Counseling Consultant
hlancash@usf.edu

Bethany Mathers
PEER/MTS Consultant
bethany.mathers@fldoe.org

Dr. Dianne Mennitt
School Nursing Consultant
dmennitt@usf.edu

Dr. David Wheeler
School Psychology Consultant
wheeler@usf.edu

Iris Williams
School Social Work Consultant
iriswilliams@usf.edu

325 W. Gaines Street
Suite 644
Tallahassee, FL 32399
Tel: 850-245-7851