



# Cool Thoughts for Hot Topics in Student Services

**Student Support  
Services Project**

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Tallahassee, FL 32399  
850-245-7851

<http://sss.usf.edu>

Florida Department of Education  
Bureau of Exceptional Education and  
Student Services



*In Collaboration with...*



## Welcome!

### Our Time Together:

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- Introductions, Setting the Stage
- Iris Williams
  - Community Involvement/  
Attendance
- Dr. David Wheeler
  - Youth Suicide Awareness and  
Prevention Training
- Dr. Dianne Mennitt
  - Emergency Guidelines For  
Schools
- Helen Lancashire
  - Student Progression
- Q & A



- Learning supports that support school-based mental health
- Strategies for maximizing student engagement across the K-12 system
- Technical assistance on maximizing Medicaid reimbursements
- Opportunities to share best practices across districts, including successful / innovative models for integrating student services within a multi-tiered system of supports
- Access to professional development, resources (including remote access – webinars, conference calls)

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## + Florida District's Strategies that Lead to Positive Attendance Trends

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Table 1- Consistently Low Chronic Absenteeism Rate Districts

District	2014-15 - Percentage of Students Absent 10% or More Days					
	K-5		6-8		9-12	
	%	Change from 2010-11	%	Change from 2010-11	%	Change from 2010-11
COLLIER	6.10%	-0.59%	7.36%	-0.40%	11.20%	-2.83%
PALM BEACH	11.84%	1.42%	5.40%	-2.68%	8.48%	-1.21%
SARASOTA	11.37%	0.27%	9.79%	6.65%	11.86%	-4.05%
SEMINOLE	9.46%	1.07%	10.39%	0.48%	13.51%	4.44%

Table 2- Declining Chronic Absenteeism Rate Districts

District	2014-15 - Percentage of Students Absent 10% or More Days					
	K-5		6-8		9-12	
	%	Change from 2010-11	%	Change from 2010-11	%	Change from 2010-11
BROWARD	9.75%	0.08%	7.80%	-7.30%	20.67%	-13.07%
ESCAMBIA	16.61%	1.25%	12.48%	-9.94%	13.01%	-11.85%
ST. JOHNS	5.21%	-1.13%	7.34%	-5.04%	18.93%	-3.33%
TAYLOR	24.22%	-9.05%	33.60%	0.55%	36.22%	1.28%

## + Table 3- Themes in Order of Most to Least Frequently Reported Activities or Practices

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Consistently Low Chronic Absenteeism Districts	Declining Chronic Absenteeism Districts
<ul style="list-style-type: none"> <li>School level interventions</li> </ul>	<ul style="list-style-type: none"> <li>Utilization of student services personnel</li> </ul>
<ul style="list-style-type: none"> <li>Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>Frequent examination of attendance data at school and district level</li> </ul>
<ul style="list-style-type: none"> <li>Utilization of student services personnel</li> </ul>	<ul style="list-style-type: none"> <li>Parent involvement</li> </ul>
<ul style="list-style-type: none"> <li>Frequent examination of attendance data at school and district level</li> </ul>	<ul style="list-style-type: none"> <li>Identified attendance policy procedures</li> </ul>
<ul style="list-style-type: none"> <li>Usage of attendance data for problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>School level interventions</li> </ul>
<ul style="list-style-type: none"> <li>Identified attendance policy procedures</li> </ul>	<ul style="list-style-type: none"> <li>Usage of attendance data for problem-solving</li> </ul>
<ul style="list-style-type: none"> <li>Interventions involving the legal system</li> </ul>	<ul style="list-style-type: none"> <li>Interventions involving the legal system</li> </ul>
<ul style="list-style-type: none"> <li>Identified existence of an attendance policy</li> </ul>	<ul style="list-style-type: none"> <li>Identified existence of an attendance policy</li> </ul>
<ul style="list-style-type: none"> <li>Administrative team involvement</li> </ul>	<ul style="list-style-type: none"> <li>Identified data system used to ensure accuracy of data collection</li> </ul>
<ul style="list-style-type: none"> <li>Professional development</li> </ul>	
<ul style="list-style-type: none"> <li>Recognition of good or improved attendance</li> </ul>	
<ul style="list-style-type: none"> <li>District level interventions</li> </ul>	



## Strategies That Work

Implementing the following with consistency and fidelity, making data-based decisions, and problem solving using

1. MTSS framework
2. PBIS to create Tier 1 intervention and prevention strategies
3. Parent / Student Engagement
4. Integrated Student Service Support



## Youth Suicide Awareness and Prevention Training – HB 7029

Dr. David Wheeler



## The School's Role in Youth Suicide Prevention



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- Create a safe & supportive learning environment.
- Educate school personnel & students about suicide prevention and intervention.
- Establish protocols for suicide intervention and postvention.
- Refer at-risk students for risk assessment and intervention.
- Link youth & family to community resources.
- Provide follow-up counseling and support.



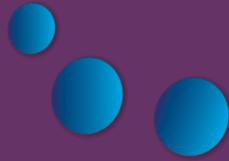
## Section 1012.583, F.S. – Youth suicide awareness & prevention training

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- FDOE to develop list of approved training materials in consultation with Statewide Office for Suicide Prevention and suicide prevention experts.
- Criteria for approved materials:
  - Must include training on how to identify appropriate mental health services & how to refer youth & families
  - May include self-review materials
  - May include materials currently used that meet criteria established by the department
- “Suicide Prevention Certified School” designation for schools that require all instructional personnel to participate in the youth suicide awareness training.



## Survey of Current Trainings



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- 30 districts responded (45%)
- Most provide training for staff responsible for suicide intervention
  - YMHFA the most common
- 2/3 offer training in youth suicide awareness for instructional personnel
  - YMHFA accounted for 1/2 of all trainings
- 1/3 offer a 2-hour training in youth suicide awareness for instructional personnel



## Youth Suicide Awareness Workgroup

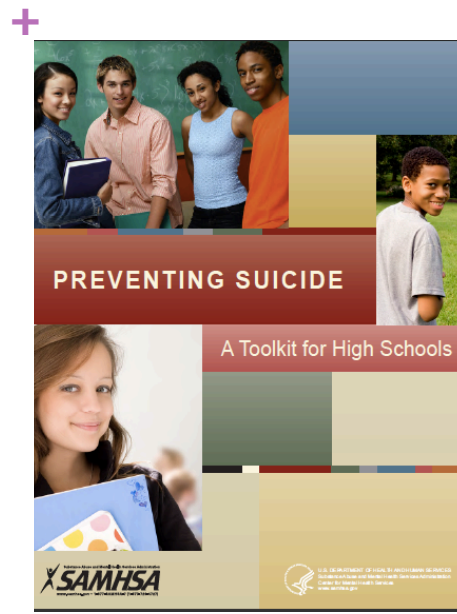


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- Establish review criteria for youth suicide awareness & prevention training materials.
- Review youth suicide awareness & prevention training materials.
- Adopt list of youth suicide awareness & prevention training materials for department approval.
- Make implementation recommendations.

## + Review Criteria for FDOE-Approved Training Materials

- Target K-12 personnel
- Identify appropriate mental health services
- Include youth suicide prevalence data
- Cover risk and protective factors
- Evidence based
- At least 2 hours in length
- Provide information on how to refer youth
- Address common suicide myths
- Include youth suicide resources
- Pre- and/or post-test



### Youth Suicide Prevention School-Based Guide

#### The Guide: Overview

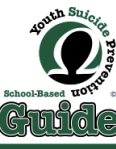
The Youth Suicide Prevention School-Based Guide is designed to provide accurate, user-friendly information. First, checklists can be completed to help evaluate the adequacy of the school's suicide prevention program. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that are supported by research in reducing the incidence of suicidal behavior, with references that schools may refer to in greater detail. A resource section with helpful links is also included. The Guide will help to provide information to schools to assist them in the development of a framework to work in partnership with community resources and families.

The issue briefs and resource/links section, their content and recommendations will continually evolve as new research is conducted, the best available evidence is evaluated, and prevention programs are utilized and tested.

#### The Guide

- Identifies and defines the elements of a comprehensive, school-based suicide prevention program.
- Examines the scientific literature to determine which of those elements are supported by research in reducing the incidence of suicide and suicidal behavior.
- Contains checklists and self-assessment instruments that may be completed by schools to evaluate the adequacy of their suicide prevention programs.
- Provides a guide to help school administrators and their partners add program elements that would result in more comprehensive programs and/or would replace unproven strategies with proven strategies.
- Was reviewed, in its original form, by national experts in suicide prevention, behavioral and physical health providers, and community-based school personnel, advocates, families, and youth.

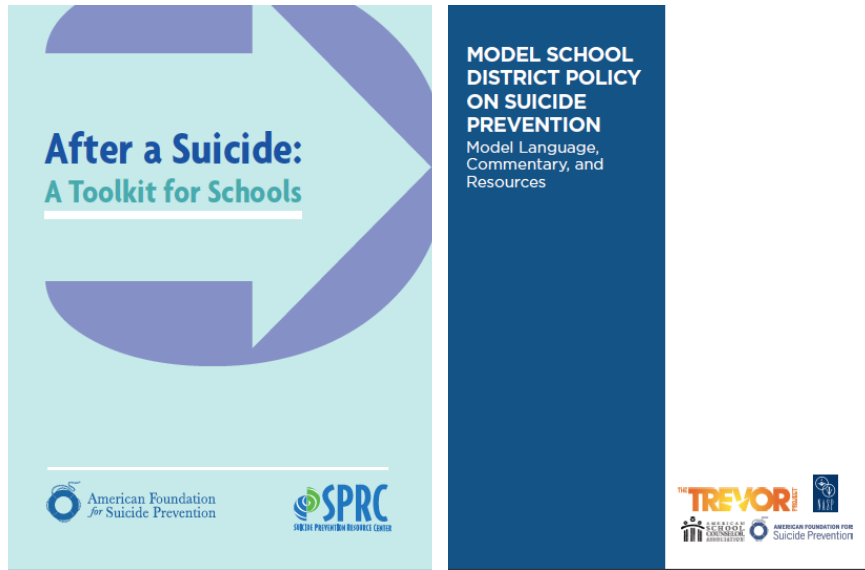
### Overview



Prepared By:  
Katherine J. Laxar  
Stephen Roggenbaum  
Karen Bissel



**Suggested Citation:** Laxar, K. J., Roggenbaum, S. B., Bissel, K. (2013). Youth suicide prevention school-based guide—Overview. Tampa, FL: University of South Florida, College of Behavioral & Community Sciences, Louis & Peter Field, Moore Family Institute, Department of Child & Family Studies [JMH Series Publication #213-03 Rev 2013].  
This publication is also available on-line at: <http://www.youthsuicideprevention.org>



**+ Training for Student Services Staff –  
School Mental Health Services Providers**

Program	Format	Length	Evidence-Base
Applied Suicide Intervention Skills Training (ASIST) <a href="https://www.livingworks.net">https://www.livingworks.net</a>	Onsite	2 days	NREPP BPR
Connect Program (NAMI) <a href="http://www.theconnectprogram.org">http://www.theconnectprogram.org</a>	Onsite	6 hrs.	BPR
QPRT (QPR Institute) <a href="http://www.qprinstitute.com/professional-training">http://www.qprinstitute.com/professional-training</a>	Online	3-12 hrs.	NREPP BPR
Lifelines Trilogy: Suicide Prevention, Intervention, & Postvention <a href="http://www.sptsusa.org/training-programs/">http://www.sptsusa.org/training-programs/</a>	Onsite	3 days	NREPP BPR
School Suicide Prevention Accreditation Program <a href="http://www.suicidology.org/training-accreditation/school-suicide-prevention-accreditation">http://www.suicidology.org/training-accreditation/school-suicide-prevention-accreditation</a>	Online	10 hrs.	BPR



# SAFE-T

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## Suicide Assessment Five-step Evaluation and Triage

1

**IDENTIFY RISK FACTORS**  
Note those that can be  
modified to reduce risk

2

**IDENTIFY PROTECTIVE FACTORS**  
Note those that can be enhanced

3

**CONDUCT SUICIDE INQUIRY**  
Suicidal thoughts, plans,  
behavior, and intent

4

**DETERMINE RISK LEVEL/INTERVENTION**  
Determine risk. Choose appropriate  
intervention to address and reduce risk

5

**DOCUMENT**  
Assessment of risk, rationale,  
intervention, and follow-up



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Substance Abuse and Mental Health Services Administration  
[www.samhsa.gov](http://www.samhsa.gov)

## + Suicide Prevention Resources

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- Statewide Office of Suicide Prevention (DCF)  
<http://www.myflfamilies.com/service-programs/mental-health/suicide-prevention>
- Center for Disease Control and Prevention  
<http://www.cdc.gov/violenceprevention/suicide/>
- SAMHSA <http://www.samhsa.gov/suicide-prevention>
- Society for Prevention of Teen Suicide  
<http://www.sptsusa.org>
- American Foundation for Suicide Prevention <https://afsp.org>
- Suicide Prevention Resource Center  
<http://www.sprc.org>
- National Suicide Prevention Lifeline  
<http://www.suicidepreventionlifeline.org>

# + Emergency Guidelines For Schools

Dr. Dianne Mennitt

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## EMERGENCY GUIDELINES FOR SCHOOLS

2016 FLORIDA EDITION



### LIST OF CONTENTS

Guidelines for helping an ill or injured student when the school nurse is not available.

- > AEDs
  - > Allergic Reaction
  - > Asthma and Difficulty Breathing
  - > Behavioral Emergencies
  - > Bites
  - > Bleeding
  - > Blisters
  - > Bruises
  - > Burns
  - > CPR (Infant, Child and Adult)
  - > Choking
  - > Child Abuse
  - > Communicable Diseases
  - > Cuts, Scrapes and Scratches
  - > Diabetes
  - > Diarrhea
  - > Ear Problems
  - > Electric Shock
  - > Eye Problems
  - > Fainting
  - > Fever
  - > Fractures and Sprains
  - > Frostbite
  - > Headaches
  - > Head Injuries
  - > Heat Emergencies
  - > Hypothermia
  - > Menstrual Difficulties
  - > Mouth and Jaw Injuries
  - > Neck and Back Pain
  - > Nose Problems
  - > Poisoning and Overdose
  - > Pregnancy
  - > Puncture Wounds
  - > Rashes
  - > Seizures
  - > Shock
  - > Splinters
  - > Stabs/Gunshots
  - > Stings
  - > Stomach Aches and Pain
  - > Teeth Problems
  - > Tetanus Immunization
  - > Ticks
  - > Unconsciousness
  - > Vomiting
- Also includes:
- > Emergency Plans and Procedures
  - > Calling EMS
  - > Safety Planning
  - > Infection Control
  - > Special Needs
  - > Recommended First Aid Supplies
  - > Emergency Phone Numbers



American Academy of Pediatrics  
ADVANCING THE HEALTH OF ALL CHILDREN  
The Center



## Emergency Guidelines For Schools–2016 Florida Edition

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- To download the guidelines, go to <http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/documents/emergency-guidelines-for-schools-2016.pdf>
- To purchase hard copies of the guide, go to <https://targetprintmail.presencehost.net/emergency-guidelines-for-schools-manuals.html>



## How to Use the Emergency Guidelines

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- Colored Flow Chart format with Key to Shapes & Colors (p. 5)
- Aligns with Rule 64F-6.004, F.A.C., Meeting Emergency Health Needs
- Symptoms arranged in alphabetical order:
  - Allergic Reaction (p.17)
  - Asthma (p.18)
  - Bites (Human & Animal, p. 20)
  - Correction for Head Injury (p. 45), <http://www.cdc.gov/headsup/>

## + Key Topics

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- When to call Emergency Medical Services (EMS) 9-1-1 (p. 6)
- Emergency Procedures for Injury or Illness (p. 7)
- Student Injury Report Form & Guidelines (pp. 8-10)
- Planning for Students with Special Needs (pp. 11-13)
- Infection Control (p. 14)
- Automated External Defibrillators (AED, pp. 15 & 16)
- Cardiopulmonary Resuscitation (CPR, pp. 25-28)
- Choking (p. 29)
- Communicable Diseases (pp. 31 & 32)

## + School Safety & Emergency Preparedness

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- Examples of School Safety Plans (pp. 70-91)
  - Shelter-in-place Procedures
  - Crisis Response Evacuation Kit for Schools
  - Developing a *To-Go-Kit* for school campus & classrooms
  - Recommended First Aid Equipment & Supplies
  - School Staff Responsibilities
  - When EMS should be contacted



# Student Progression

Helen Lancashire

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## Florida Administrative Codes Revised...



- Rule [6A-1.094221](#), F.A.C. – revised June 23, 2016
  - Addresses alternative standardized reading assessment and the use of student portfolios for good cause promotion from grade 3 to 4.
  - Provides three new alternative assessments
    - I-Ready
    - STAR Enterprise
    - NWEA-MAP
    - Resource: [Third Grade Guidance](#) web page
- Rule [6A-1.094222](#), F.A.C. – revised January 7, 2016
  - Mid-year promotion of retained third graders
  - Portfolio criteria for mid-year promotion of students has been changed to allow additional district flexibility

# High School Graduation Requirements

[www.fldoe.org/academics/graduation-requirements](http://www.fldoe.org/academics/graduation-requirements)

## Academic Advisement Flyers - What Students and Parents Need to Know

- [Students Entering Grade Nine in the 2016-2017 School Year \(PDF\)](#)
- [Students Entering Grade Nine in the 2016-2017 School Year - Spanish \(PDF\)](#)
- [Students Entering Grade Nine in the 2016-2017 School Year - Haitian-Creole \(PDF\)](#)
- [Students Entering Grade Nine in the 2015-2016 School Year \(PDF\)](#)
- [Students Entering Grade Nine in the 2015-2016 School Year - Spanish \(PDF\)](#)
- [Students Entering Grade Nine in the 2015-2016 School Year - Haitian-Creole \(PDF\)](#)
- [Students Entering Grade Nine in the 2014-2015 School Year \(PDF\)](#)
- [Students Entering Grade Nine in the 2014-2015 School Year - Spanish \(PDF\)](#)
- [Students Entering Grade Nine in the 2014-2015 School Year - Haitian-Creole \(PDF\)](#)
- [Students Entering Grade Nine in the 2013-2014 School Year \(PDF\)](#)
- [Students Entering Grade Nine in the 2013-2014 School Year - Spanish \(PDF\)](#)
- [Students Entering Grade Nine in the 2013-2014 School Year - Haitian-Creole \(PDF\)](#)

## Standard High School Diploma Designations

Students may earn one or more designations on their standard high school diploma—the scholar designation and the merit designation per s. 1003.4285, F.S. Requirements are listed in the graduation requirements charts by grade nine entering cohort year.

## State Assessments for High School Graduation

Information related to statewide assessment requirements is available in [Graduation Requirements for Florida's Statewide Assessments \(PDF\)](#).


## Transfer Students

If a student transfers into a Florida public high school from out of country, out of state, a private school or a home school, the student's transcript is reviewed to determine if the student is required to take a Florida end-of-course (EOC) assessment in accordance with Rule [6A.1.09241](#), F.A.C., *State Uniform Transfer of High School Credit*. Refer to the [High School Mathematics Statewide Assessments by State \(PDF\)](#) chart for a listing of statewide assessment mathematics exit exams and Algebra 1 statewide assessments.

## Graduation Program Planning

[FloridaShines](#) provides an array of academic advising, career readiness and distance learning resources for students and parents. These state-funded academic advising services make it easy for high school students to prepare for college or a career after graduation by enabling them to evaluate their progress toward high school graduation, college and career readiness and scholarship eligibility. In addition, they can explore Florida's college and university offerings (both traditional and distance learning programs), learn about financial aid and apply for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida's colleges and universities.

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



Florida Department of Education

## Secondary Student Progression

2016-2017 Frequently Asked Questions

Resource –  
[Secondary Student Progression: 2016-2017 Frequently Asked Questions](#)

[www.fldoe.org](http://www.fldoe.org)  
 33 W. Gibbs Street | Tallahassee, FL 32399-0400 | 850-245-0205



## Online Course – S.1003.4282(4), F.S.

Two new options:

- Completion of a course in which a student earns a nationally recognized industry certification in information technology, or passage of the information technology examination without enrollment or completion of the course
- Passage of an online content assessment by which the student demonstrates skills and competency in locating information and applying technology for instructional purposes without enrollment of the corresponding course or courses
  - The type of online content assessments that may be utilized is determined by each school district



## Credit Acceleration Program – S. 1003.4295, F.S.

Two new options:

- A student is allowed to earn high school credit in courses required for high school graduation without the requirement of enrolling in or completing the course through the passage of
  - An Advanced Placement (AP) examination
  - A College Level Examination Program (CLEP)

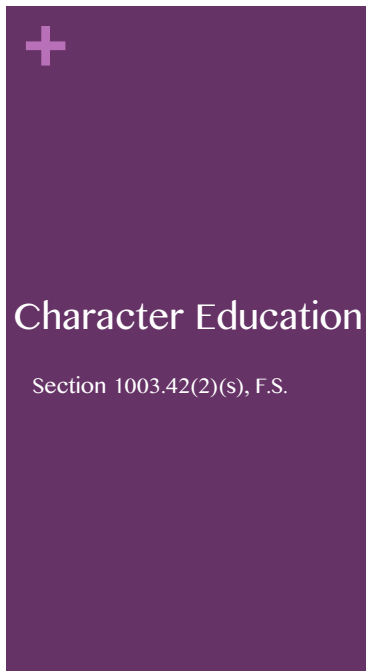
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## New CLEP Examination Courses

- The CLEP examination course names subject titles are listed in the [2016-2017 Florida Course Code Directory](#)
- Examples:
  - 2002375 CLEP Natural Science (EQ)
  - 1009380 CLEP College Composition (EN)

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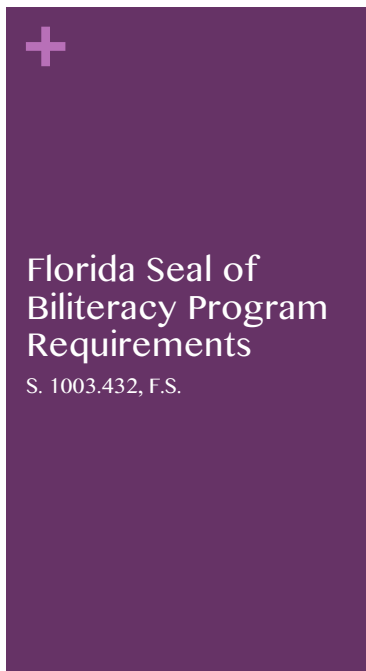


Character Education

Section 1003.42(2)(s), F.S.

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- Requires that the character-development curriculum for grades 9-12 shall, at a minimum, include instruction on developing life and career-related skills.
- The method used to satisfy the character-development curriculum required instruction is a district decision.



Florida Seal of  
Biliteracy Program  
Requirements

S. 1003.432, F.S.

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- To qualify, 2016-2017 high school graduates must
  - Earn four world language course credits in the same world language
    - 3.0 average on a 4.0 scale is required
  - Achieve a qualifying score on a world language assessment or
  - Satisfy alternative requirements as determined by the State Board of Education





## Secondary Transition for SWD Resources

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- [Secondary Transition](#) web page
- [Graduation Requirements Online Training Module](#)
- DPS: 2015-34 [High School Graduation Options for Students With Disabilities](#)
- DPS: 2015-16 [Waiver of Statewide, Standardized Assessment Results for Students with Disabilities](#)



## Questions



SWD

Withdrawal Code  
Information

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What is the withdrawal code (WD) for deferral of the receipt of a standard diploma?

WD1- Any student with disabilities who met all of the requirements to receive a standard diploma who deferred receipt of the diploma to remain eligible for Free Appropriate Public Education, per s.1003.4282(11)(c), F.S.

Will there be new withdrawal codes for the two options to earn a standard diploma for SWD?

No; however, it is recorded in the educational record

- “A” = SWD receiving a standard diploma via access courses option
- “B” = SWD receiving a standard diploma based on the academic and employment competencies option

# + Questions?

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## + Project Contacts

[sss.usf.edu](http://sss.usf.edu)

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# + Thank You!

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