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Have you Heard of Restorative Justice... What Does this Look Like in Schools?

What is Restorative Justice?

According to Howard Zehr (2002), “Restorative justice is a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible.”

The concept of restorative justice (RJ) is not new. It has been embedded throughout history in ancient cultures as a way of dealing with harms between individuals and communities. Foundational values of RJ are based in respect, responsibility, community, and healing.

The framework or philosophy of RJ can be applied in the school setting in the context of school discipline, conflict resolution, relationship building, social emotional literacy, and awareness and sensitivity training. It is not meant to supplant current initiatives, but restorative practices can work alongside effective programs to provide tools to build a supportive, safe, and healthy school climate, such as Positive Behavior Support (PBS).



What the Research Says

According to the Conditions for Learning, a recommended policy from the [School Discipline Consensus Report](#), “District codes of conduct reflect and reinforce positive school climates and advance the goal of keeping all students in safe and supportive schools—by articulating clear expectations for student and adult behavior, as well as exhausting appropriate graduated and restorative responses to students’ minor misconduct before resorting to suspension.” (Morgan, Salomon, Plotkin, & Cohen, 2014, p 24.)

Furthermore, “Restorative practices promote strong interpersonal relationships and community building. They also provide students with meaningful opportunities to be accountable for their actions and responsible for helping to make their school a safe and nurturing place. Students are taught basic social skills to problem solve and de-escalate conflict, thereby contributing to healthier school climates. The restorative approach encourages youth who have misbehaved to take responsibility by repairing harm and restoring relationships with the parties affected by the wrongdoing. Adults learn to employ a continuum of preventive restorative practices, most of which address problems that could spark misbehavior if left unattended.” (Morgan et al., p.31.)

Florida Schools: RJ in a Multi-tiered System of Supports

Schools in Florida are responsible for taking proactive steps to prevent misconduct using evidence-based practices, as well as establishing alternatives to suspension and expulsion, as appropriate, and can do this by implementing positive behavior support programs that include RJ approaches (http://www.fldoe.org/core/fileparse.php/3?url/fdoe_position_on_zero_tolerance.pdf).

“Prevention measures should not continue to be outweighed by reactive interventions and should consider both student behaviors and adult responses. A tiered approach to interventions is needed to support every student’s success and to ensure restorative steps are pursued whenever possible before more serious disciplinary actions are imposed.” (Morgan et al., 2014, p. 4.)

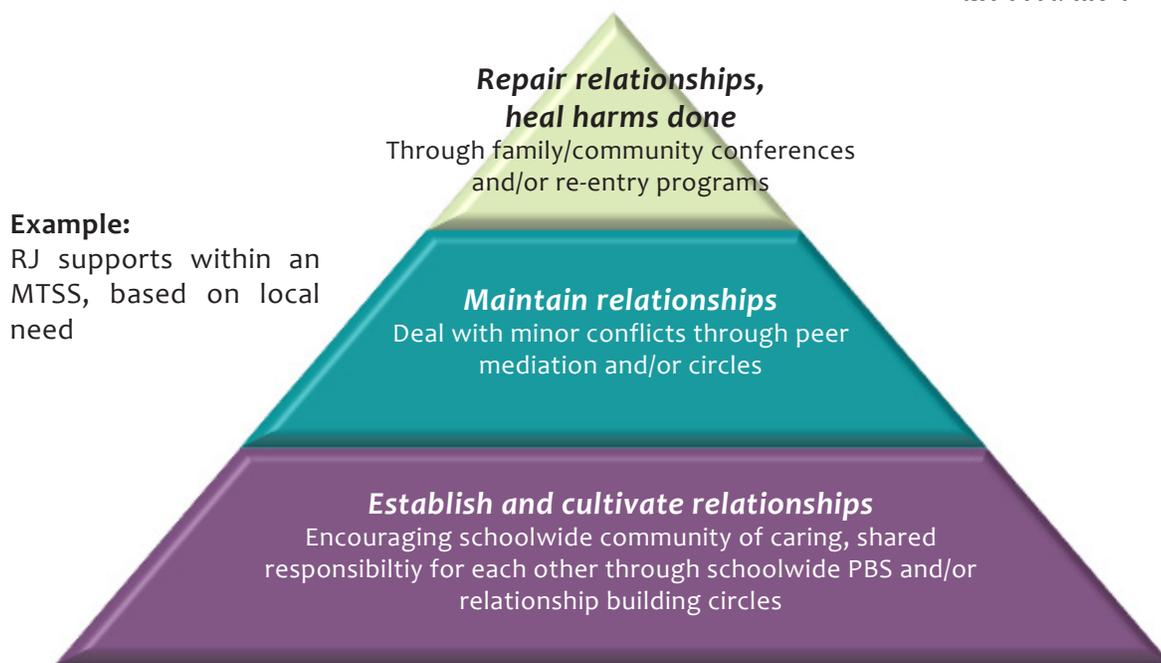
Within a multi-tiered system of supports (MTSS), tier 1 might include relationship-building circles—circles to deliver curriculum or establish group agreements and expectations. For schools with a large number of students engaging in minor misconduct or schools that want to break

negative cycles or continual escalation of minor misconduct, a tier 1 school-wide approach is necessary. Successful schools have focused on establishing positive learning environments where the behavioral norms are “clearly and consistently revisited, and where students feel comfortable talking about disagreements” (Morgan et al., p. 80).

While creating consistent checks and supports for students in all classrooms establishes a schoolwide support system, there will be situations when these supports are not enough. Examples of supplemental or tier 2 restorative practices might include peer mediation or circles to restore and repair the classroom. Intensive restorative practices might include victim-offender meetings, youth court, reentry processes, family and community group conferences, and restitution planning (see MTSS Figure 1).

To learn more about RJ, visit <http://www.directionservice.org/cadre/restorativejustice.cfm>.

MTSS Figure 1



Triage and Training Team

**Donna Sicilian, Executive Director
Student Services, Pinellas County
Schools**

In an effort to support schools with problem solving and the provision of services to at-risk students, Pinellas County developed the Triage and Training Team in 2012. This team is comprised of MTSS area specialists, social workers, educational diagnosticians, behavior specialists and other resources as needed.

Requests are made to the district leadership team by the school leadership for support of problem solving for academics and behavior. This can be schoolwide support, support for a class or teacher, or support for an individual student. A form titled “Triage and Training Support Request Form” was developed for this purpose. It allows the school team to explain what they are asking for in terms of support from the district leadership team and requires that they include the existing intervention efforts and response data.

The team supports further problem solving for academic and behavioral improvements schoolwide, for classrooms, or for individual students. District leadership team members coach, train, review, support, and provide links to other resources as needed.

After a request is made, an MTSS area specialist and social worker contact the school to arrange an initial visit within one to two days. At the initial visit the team reviews and discusses suggestions with the school team, including the principal. District leadership team members are deployed as needed and training and supports are provided. An action plan is developed in collaboration with the school team. Another form was developed for this purpose and it is titled “Action Plan Template for Collaborative Problem Solving: Consult with Triage and Training Team.” Data is collected



and reviewed and ongoing problem solving with feedback to the principal and area superintendent is provided. A flowchart that explains these processes is provided as well. The team provides a fresh set of eyes, expert advice, and assists the school in tapping into resources they may not have access to otherwise. The goal is to work collaboratively with the schools that make a request in an effort for all students to reach highest student achievement.

Pinellas County has developed multiple documents in effort to support the Triage and Training Team. Please email Donna Sicilian, Executive Director, Student Services, at siciliand@pcsb.org to request examples.

For Your Information ...

13th Annual Suicide Prevention Day

The Suicide Prevention Coordinating Council, Florida Suicide Prevention Coalition, Statewide Office of Suicide Prevention, and the American Foundation for Suicide Prevention collaborated to convey that suicide is preventable through the 13th Annual Suicide Prevention Day was held at the Capitol in Tallahassee on March 19, 2015. Approximately 13 organizations including coalitions and non-profits hosted an informational table to spread the word about their efforts and their services. Over 40 individuals attended. John Bryant, Assistant Secretary for the Substance Abuse and Mental Health Office at the Department of Children and Families (DCF), delivered an inspiring speech about collaborations among suicide prevention advocates toward suicide prevention efforts. Local musicians Belle and the Band played “Piney Grove” and “Fallen Angel” songs. Major Jim Russell was also a guest speaker.

Suicide Prevention Day at the Capitol is one of the many ways in which the Suicide Prevention Coordinating Council collaborates with state agencies and other community organizations on suicide prevention efforts. Currently, the Council is working on the completion of the 2011–2015 Statewide Plan for Suicide Prevention objectives. On March 18, the Council met to discuss the 2016–2020 plan. Its goal is to draft a new plan using the 2012 National Strategy for Suicide Prevention. In addition to creating this plan, the Council will generate a report to the Governor highlighting its 2015 efforts, as well as its recommendations to reduce suicide in Florida.

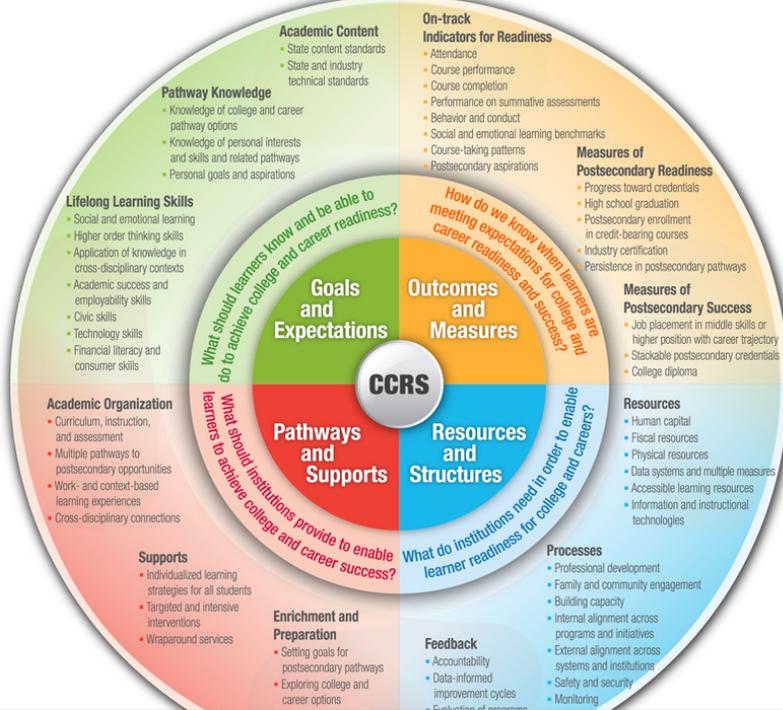
The Council meets on a quarterly basis. You can read about their efforts by visiting <http://www.myflfamilies.com/service-programs/mental-health/suicide-prevention>. On this web page, you can also read about suicide warning signs, knowing when someone is at risk for suicide, and ways you can help prevent suicide. The page provides resources for teens/young adults, parents/adults, military/vets, loss survivors, suicide attempt survivors, professionals. We invite you to visit the page. Should you feel you are in a crisis please call 1-800-273-8255.

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A New mobile app for suicide risk assessment from SAMHSA

Suicide Safe is a mobile app based on the Suicide Assessment Five-Step Evaluation and Triage (SAFE-T) approach. Suicide Safe is a training tool to help clinicians conduct suicide risk assessments using the SAFE-T. SAFE-T guides a 5-step suicide assessment that identifies risk and protective factors, conducts a suicide inquiry, determines risk level, and documents intervention and follow-up. Suicide Safe and SAFE-T are valuable resources for school mental health professionals to integrate suicide prevention strategies and address suicide risk among students.

The Suicide Safe app is a free download on Apple® and Android™ mobile devices. For more information, visit <http://store.samhsa.gov/apps/suicidesafe/>.



The College & Career Readiness & Success Organizer

Student services professionals and our K-12 Public Schools colleagues have a growing common understanding that our shared goal for students is to ensure their college, career, and life readiness upon successful graduation from high school. But what exactly does that mean and what are the indicators that students are “on-track” for reaching that outcome? We would like to share a tool published by the College & Career Readiness & Success Center at American Institutes for Research called the College and Career Readiness and Success (CCRS) Organizer. The tool and its companion brief is available at <http://www.ccrscenter.org/ccrs-landscape/ccrs-organizer>.

- ◇ What is the CCRS Organizer? The CCRS Organizer is a graphic that displays a consolidated overview of the many elements that impact a student’s ability to succeed in college and careers at both the institutional and individual levels. It is intended to be a comprehensive and visual representation of the complexities of college and career readiness and success.
- ◇ How can stakeholders use it? The CCRS Organizer can be used to facilitate discussions and inform collaboration within and across various stakeholder communities and to contribute to strategic planning, conceptualization and decision making, as well as alignment of strategies and initiatives to ensure that all students achieve college and career readiness and success.
- ◇ How was the CCRS Organizer developed? Originally created by the National High School Center, the revised CCRS Organizer incorporates feedback and insights provided by content-area experts representing diverse stakeholder communities, including workforce, early childhood education, career and technical education, community colleges, education nonprofits, and out-of-school time.

Upcoming Events



The 17th Annual Family Café will be held June 5–7, 2015, at the Caribe Royal in Orlando, Florida. This three-day event provides a venue for people with disabilities and their families to learn about available services, connect with policy makers, and network with each other. It features dozens of breakout sessions, a full exhibit hall, a series of keynotes, and multiple opportunities to interact with other families. Professionals are required to pay a \$150 registration fee. There is no registration fee for individual with disabilities and their family members or caregivers.

Rooms in The Family Café block at the Caribe Royale are available at a special event rate of \$109 per night. To make a reservation, call the Caribe Royale at (407)238-8000 and ask for The Annual Family Café special rate. Limited financial assistance is available to cover the cost of the hotel at the Caribe Royale. To apply for assistance, simply check the “Financial Assistance” box on the registration form at http://www.familycafe.net/index.php?option=com_civicrm&task=civicrm/event/register&id=7&reset=1. Recipients will be selected by May 1st through a lottery process.



The 2015 Florida School Health Association (FSHA) Conference will be held May 13–15, 2015, at the Rosen Centre Hotel in Orlando, Florida. This conference provides essential training for school nurses, health educators, and counselors on critical topics related to school health, prevention, and safety. CEU/contact hours for licensure/certification will be offered. In an effort to offer an opportunity to attend the FSHA Conference, a limited number of registration fee scholarships are available at <http://fsha.net/conferences/>.



The Florida Association of School Psychologists (FASP) Summer Institute 2015 will be held July 15–17, 2015 at the Naples Grande Beach Resort in Naples, Florida. FASP strives to promote and to advocate for the mental health and educational development of Florida’s children, youth, and families and to advance school psychology in the state of Florida for the benefit of all students. Learn more about FASP and this year’s Summer Institute theme, “Invigorating and Educating in Paradise” at http://www.fasp.org/Events/Summer_Institute.html.



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

2015 State University System Admissions Tour (SUS)

The SUS Admissions Tour provides regional admissions workshops designed for middle and high school counselors, school administrators, and district level student services administrators. At these workshops, directors explain admissions philosophies, policies, and procedures so that educators can better meet the needs of their university-bound students. Representatives from the Florida State College System, K-12 Public Schools, and the Office of Student Financial Assistance are available as well.

The Tour dates and locations are:

August 25 – Florida State University (Panama City)

August 26 – University of North Florida

August 28 – University of Central Florida

September 8 – Florida International University

September 9 – Florida Atlantic University

September 10 – New College of Florida

September 11 – University of South Florida (Tampa)

We anticipate that registration information will be available in early May.

Contact:

Lynda A. Page, Associate Director

Academic and Student Affairs

Board of Governors

State University System of Florida

(850) 245-0466

Lynda.Page@flbog.edu

Trivia Questions for Your Entertainment

Q-1.
What is GS7?

Q-3.
The month of ____ is
designated as National
Child Abuse Prevention
Month

Q-2.
CTE course substitution provides a 24
credit diploma option with _____
and _____ requirements, available
only to students with disabilities.

See Answers on page 8.

April 2015

EVENT

National Child Abuse Prevention Month

National Child Abuse Prevention Month

April is recognized as National Child Abuse Prevention Month. During this month, communities are encouraged to discuss the important roles that schools, agencies, organizations and community stakeholders have in preventing and responding to child abuse and neglect. For children who are abused and neglected, schools may be the first line of defense for identifying and reporting child maltreatment to the DCF. Schools are the only places where children are seen daily over periods of time by mandatory reporters who are trained to report suspected abuse and neglect. As an expert in child development, school social workers can help schools and school districts to evaluate and/or develop standards for assisting victims of child abuse. While evaluating the related policies and procedures, consider the following questions.

- ◇ As required by s. 1012.98(12), F.S., have all K-12 teachers participated in continuing education training provided by the DCF on identifying and reporting child abuse and neglect. To access the Identifying and Reporting Child Abuse and Neglect course, please visit <http://www3.fl-dcf.org/RCAAN/>.
- ◇ Do K-12 teachers understand their legal responsibility (as required by section 39.205(1), Florida Statutes (F.S.) to report suspected child abuse and neglect?
- ◇ Is in-service training on recognition of child abuse and neglect and legal reporting requirements offered to all new teachers on yearly basis and to all returning teachers on a routine schedule, if not every year?
- ◇ Are routine classroom presentations made to students on personal safety, and are there instructions available on asking for help with personal problems?
- ◇ Is there a crisis management plan to assist families in crisis?
- ◇ Is there access to community resources to help maltreated students through support services in your community?

A-3: April

A-2: Academic and employment

records based on federal and state laws and regulations. [schedules/](http://dos.myflorida.com/library-archives/records-management/general-records-schedules/) to specify the minimum retention periods for student issued by the Florida Department of State at <http://dos.myflorida.com/library-archives/records-management/general-records-schedules/> to specify the minimum retention periods for student

A-1: General Records Schedule 7 (GS7) For Public School Pre-K-12 and Adult and Career Education (Effective February 19, 2015). The GS7 is

Answers