

Student Support Services

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FYI

Student Services and the Every Student Succeeds Act

The Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act and replaces No Child Left Behind, was signed into law by President Obama on December 10, 2015. ESSA includes provisions that will help to ensure success for students and schools. For an overview of the ESSA and links to relevant resources, including the text of the law, visit the U.S. Department of Education's web page at <http://www.ed.gov/essa>.

There are a number of provisions of ESSA relevant to student services professionals, especially in Title IV, Part A – Student Support and Academic Enrichment Grants. ESSA addresses services to promote healthy students, safe and supportive school environments, and expand access to school-based mental health services and awareness as part of a comprehensive program to meet student needs, all of which align with Florida's multi-tiered system of supports and integrated student services.

Did you know...

ESSA recognizes the critical role of student services professionals helping every student succeed!

Student services professions are explicitly recognized in ESSA. State-licensed or state-certified school counselors, school psychologists, and school social workers are identified as "school-based mental health services providers." School counselors, school social workers, school psychologists, and school nurses are identified as "specialized instructional support personnel" involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services as part of a comprehensive program.

ESSA recognizes the importance of prevention and intervention services by authorizing funding to develop and implement comprehensive programs that are coordinated with other school and community agencies; that foster safe, healthy, and drug-free environments that support academic achievement; and promote parent involvement.

FYI

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ESSA-funded activities that support safe and healthy students may include:

- ◇ Schoolwide positive behavior interventions and supports.
- ◇ School-based mental health services, which may be provided by school-based mental health services providers.
- ◇ Professional development and training for school personnel in prevention, education, early identification, and intervention.
- ◇ Training for school personnel related to suicide prevention; effective and trauma-informed practices in classroom management; crisis management and conflict resolution techniques; human trafficking; school-based violence prevention strategies; drug abuse prevention; and bullying and harassment prevention.
- ◇ Programs that support a healthy, active lifestyle that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students.
- ◇ School counseling and mentoring for all students.
- ◇ Establishing learning environments that are essential for school readiness and academic success.

ESEA promotes equity by upholding critical protections for disadvantaged and high-need students, including the implementation of local plans to reduce exclusionary, disciplinary practices.

Under ESEA, accountability systems must include academic indicators (including student growth if they choose) as well as at least one indicator of school quality such as school climate, school safety, or student and family engagement.



It is encouraging to see ESSA's recognition of the critical role of student services professionals in helping every student succeed.

2016 Florida Legislative Regular Session

The 2016 Florida Legislature convenes from January 12, 2016, until March 11, 2016. Legislative calendars and weekly schedules are available at <http://www.flsenate.gov/Session/Calendars/2016>.

Did you know...

The Student Support Services Project team vision is a comprehensive, fully integrated multi-tiered system of supports that meets the needs of the full range of learners?

FYI ...continued

U.S. Department of Justice Clarifies Documentation for Accommodations on High-Stakes Tests

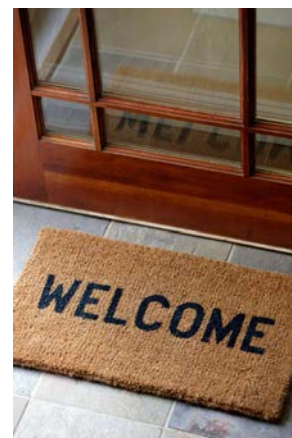
The U.S. Department of Justice (DOJ) recently published technical assistance clarifying the obligation of testing entities that offer exams related to applications, licensing, certification, or credentialing for secondary, postsecondary, professional, or trade purposes. The publication acknowledges having received numerous complaints about excessive and burdensome documentation demands for accommodations on high-stakes tests (e.g., GED, SAT, GRE, MCAT). This publication addresses the obligations of entities that offer such exams and includes information about who is entitled to testing accommodations, what types of testing accommodations must be provided, and what documentation may be required of the person requesting testing accommodations.

Counselors, students, and families of students with disabilities taking college entrance exams will be pleased to learn that DOJ's position is that **formal public school accommodations on an individualized education program (IEP) or Section 504 Plan generally provide sufficient documentation to support a request for testing accommodations on the SAT, ACT, and other high-stakes tests.** Per DOJ, "if a candidate previously received testing accommodations under an IEP or a Section 504 plan, he or she should receive the same testing accommodations for a current standardized exam or high-stakes test." The publication also clarifies that testing entities should respond to testing accommodation requests in a timely manner and should not impose earlier registration deadlines on individual requesting testing accommodations.

Although not exclusive to college entrance exams, this guidance should facilitate the participation of individuals with disabilities on high-stakes tests with allowable accommodations and significantly reduce the amount of paperwork and documentation to obtain accommodations on the SAT and ACT. To view the document, visit http://www.ada.gov/regs2014/testing_accommodations.html.

Welcome...

It is with great pleasure that we welcome Phyllis Conlin, R.N., as the School Health Program Administrator for the Florida Department of Health (FDOH) Division of Community Health Promotion. Previously, Phyllis worked 11 years at the Tallahassee Pediatric Foundation as a Nursing Supervisor, Educator, and Case Manager. Please mark your calendar to "meet" Phyllis on the next school health conference call scheduled for Tuesday, January 26, 2016.



Get Ready!
Student Support
Services Week
begins
February 1-5, 2016

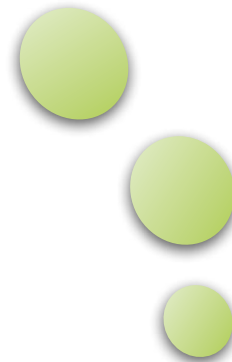
Recently Asked Questions...



When a Student Who is Habitually Truant and Enrolls in Home Education

How will the local school district home education office know if a newly enrolled student has been found to exhibit a pattern of nonattendance?

When a school's team determines that a student has been found to exhibit a pattern of nonattendance, the law requires that the principal or designee must notify the superintendent of schools and the district home education office when the student withdraws from school and enrolls in home education.

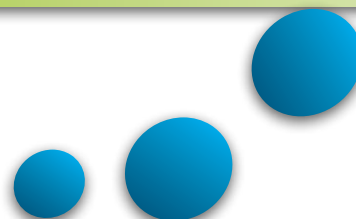


How will the home education review committee know the student and parent are in compliance with compulsory school attendance?

The home education review committee shall review the student portfolio every 30 days until the committee is satisfied that the parent is in compliance with home education regulations. The first portfolio must be submitted to the home education office within 30 calendar days of the date of enrollment.

Who is responsible for tracking the attendance of a home school student who has been reported to have a pattern of nonattendance?

The parent and the student will be assigned a home education review committee. This committee is composed of a district contact from the home school office and two home educators selected by the parent.



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What happens if a parent fails to submit a portfolio?

If the parent fails to submit a portfolio, the home education review committee will notify the district superintendent, or designee, who will terminate enrollment in home education and require the parent to enroll the student in an attendance option that meets the definition of “regular school attendance” within three days of termination.

Does the student have to enroll in a public school?

Not necessarily. “Regular school attendance” means the actual attendance of a student during the school day as defined by law and rules of the State Board of Education. Regular attendance may be achieved by attendance in

- ◇ a public school supported by public funds;
- ◇ a parochial, religious, or denominational school;
- ◇ a private school supported in whole or in part by tuition charges or by endowments or gifts; or
- ◇ a private tutoring program.

What happens if the parent does not enroll the student in an attendance option within three days of withdrawal from home education?

Failure of a parent to enroll a student in an attendance option will constitute noncompliance with the compulsory attendance requirements and may result in criminal prosecution.

To read the Florida statute regarding compulsory school attendance visit http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1003/Sections/1003.21.html.

Recently Asked Questions...

International Classification of Diseases (ICD) and the ICD-10



The ICD is the standard diagnostic tool for epidemiology, health management and clinical purposes, including analysis of the general health situation of population groups. The ICD contains codes that are used to track diseases and other health conditions worldwide such as direct surveillance of epidemic or pandemic outbreaks, statistical analysis of diseases and therapeutic actions. The World Health Organization (WHO) owns and publishes the ICD. According to WHO, the ICD is the foundation for identifying global health trends and statistics. It allows the world to compare and share health information using a common language.

Who uses the ICD?

ICD is used by health care providers, researchers, health information managers and coders, policy-makers, insurers, and patient organizations to classify diseases and other health problems recorded on many types of health and vital records, including death certificates and health records. It is also used by health care providers, including school district staff, when seeking reimbursement from public (such as Medicaid) and private insurers.

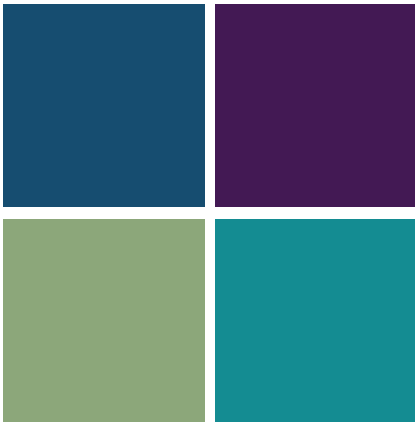
Why is it important for school district student services staff to know about the ICD and ICD-10?

School districts seek reimbursement from Medicaid for many services provided by district student services staff to students with disabilities. This includes school psychologists, school social workers, school counselors, school nurses, and other staff providing behavioral services. Each service provided by school district staff that is billed to Medicaid must contain an ICD-10 diagnosis code.

What is the ICD-10?

The ICD-10 is the latest version of the ICD. The codes in the ICD-10 were in development for many years prior to the required use of these codes in the United States on October 1, 2015.

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Is there a crosswalk between the ICD-9 and ICD-10 codes?

No, there is no direct crosswalk between the codes. Although some codes match exactly between the ICD-9 and ICD-10, most codes are more descriptive and provide increased specificity. There are many crosswalks available on the internet, but caution should be used when determining codes, and any code that is chosen using the crosswalk should be looked up on the “List of Tabular Diseases” found at <https://www.cms.gov/Medicare/Coding/ICD10/2016-ICD-10-CM-and-GEMs.html>.

What is ICD-10 coding in school districts?

ICD-10 coding is the process of school district staff transforming descriptions of medical diagnoses and procedures into universal code numbers. The diagnosis codes are usually taken from a variety of sources within a student’s record, such as a health care provider’s orders, prescriptions, or descriptions of treatment plans. Coding can be performed by the provider of the service that is billed to Medicaid or by another district staff person who reads the description of the service provided or diagnosis from a health care provider and assigns a diagnosis code to the service.

Did you know...

The ICD-10:

- ◇ Has been translated into 43 languages
- ◇ Is used by more than 100 countries
- ◇ Was endorsed by the World Health Assembly in May 1990 and member states of the WHO began using in 1994
- ◇ First classification edition was published in 1893 and was known as the International List of Causes of Death
- ◇ Contains over 68,000 codes (compared to 13,000 in the ICD-9)

What's New?

TAPs

Updated Technical Assistance for General Education Interventions and Initial ESE Evaluations

The Florida Department of Education released two updated technical assistance papers (TAPs) on November 20, 2015: DPS: 2015-151, *General Education Intervention Procedures*; and DPS: 2015-152, *Evaluation, Determination of Eligibility, Reevaluation, and the Provision of Exceptional Student Education Services*. The new TAPs replace DPS: 2011-04, *General Education Intervention Procedures, Child Find and the Initial Provision of Exceptional Student Education Services to Eligible Students*. DPS: 2015-151 and DPS: 2015-152 can be downloaded from the BEESS web page on Technical Assistance Papers, Notes, and Memos at <http://www.fl DOE.org/academics/exceptional-student-edu/beess-resources/technical-assistance-papers-memos-note.shtml>. The revised TAPs separate guidance on general education interventions from guidance on initial evaluation and placement for exceptional student education.

DPS: 2015-151 describes the application of problem solving and response to intervention within a multi-tiered system of supports framework used to address the academic and behavioral needs of students based on the requirements of Rule 6A-6.0331, Florida Administrative Code (F.A.C.) This TAP updates guidance based on revisions to 6A-6.0331, F.A.C., including language to reflect Florida's multi-tiered

system of supports framework and clarifies the relationship between problem solving, response to intervention, and the multi-tiered system of supports. The TAP also includes guidance on the use of Coordinated Early Intervening Services funding for interventions with students who have not been identified as being a student with a disability and clarification of who can provide general education interventions.

DPS: 2015-152 also updates technical assistance based on revisions to 6A-6.0331, F.A.C. The TAP includes new technical assistance relating to when a district would have reason to suspect that a student might be a student with a disability (i.e., child find); the 30-day timeline for responding to child find obligations and responding to parent requests for an evaluation; the 60-day evaluation timeline; and updated guidance on consent based on section [1003.5715](#), Florida Statutes. The TAP also addresses the qualifications for administering assessments and interpreting results of individually administered diagnostic assessments.

We recommend that directors and coordinators of student services review district policies to ensure that district guidance and practice are consistent with revised rules and ensure that student services staff is aware of and familiar with the updated guidance.

What's New?

Approved Rules

The following rules were approved by the State Board of Education on December 4, 2015. The effective and posting date for these rules is anticipated to be January 2016.

- ◇ [6A-6.030121](#), Exceptional Student Education Eligibility for Students with Language Impairments and Qualifications and Responsibilities for the Speech-Language Pathologists Providing Language Services
- ◇ [6A-6.03018](#), Exceptional Education Eligibility for Students with Specific Learning Disabilities
- ◇ [6A-6.030191](#), Development of Educational Plans for Exceptional Students Who Are Gifted
- ◇ [6A-6.03028](#), Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities
- ◇ [6A-6.03313](#), Procedural Safeguards for Exceptional Students Who Are Gifted
- ◇ [6A-6.0253](#), Diabetes Management
- ◇ Repeal of Rule [6A-6.03032](#), Procedural Safeguards for Children with Disabilities Ages Birth Through Two Years
- ◇ Repeal of Rule [6A-6.0713](#), Habitual Truancy: Inter-Agency Agreements

The School Entry Health Examination, final rule [6A-6.024](#), became effective 12/02/2015.

Upcoming Events

Florida Association of School Nurses Annual Conference

February 5–6, 2016, The Florida Hotel & Conference Center, Orlando. For more information visit

<https://fasn.nursingnetwork.com/nursing-events/24931-florida-association-of-school-nurses-annual-conference>.

Florida School Health Association Annual Conference

May 4–6, 2016, Rosen Centre Hotel, Orlando. For more information visit

<http://fsha.net/conferences/>.

2016 Family Café

June 10-12, 2016. For more information visit

<http://www.familycafe.net/>.

National Association of School Psychologists 2016 Annual Convention

February 10–13, 2016, New Orleans, Louisiana. For convention program and

registration information, visit <http://www.nasponline.org/professional-development/nasp-2016-annual-convention>.

Did you know...

Rule [6A-6.0253,\(4\)](#), F.A.C., Diabetes Management states: The Department of Education, in collaboration with the FDOH, shall develop technical assistance regarding the care of students with diabetes, and shall identify and provide sources to school districts for training school personnel.

Student Support Services, in collaboration with the FDOH, developed the following resources:

[2015 Guidelines for the Care and Delegation of Care for Students with Diabetes in Florida Schools \(pdf\)](#)

[Guidlines—for the Care and Delegation of Care for Students with Diabetes in Florida Schools \(pptx\)](#)

High School, College, and Career Information...

MyCareerShines

To succeed in today's increasingly competitive and dynamic global economy, Floridians will need to continually adapt to the changing demands of the workplace. That's why Florida is implementing a new statewide, comprehensive education and career planning system for Sunshine State students. The system will help educators guide students through the process of learning about careers, planning for education, and preparing for work.

The system is called [MyCareerShines](#) and features a suite of age-appropriate online planning tools developed by Kuder®, an internationally recognized firm specializing in research-based assessments. Kuder Galaxy® is designed for students in elementary school; Kuder Navigator® is designed for students in middle and high school; and Kuder Journey® is designed for college students and adults. Navigator® and Journey® are available to students now and Galaxy® will be available next school year.

With the online planning tools, students can

- ◊ assess their interests and skills,
- ◊ explore an extensive catalog of careers,
- ◊ find information about colleges and financial aid,
- ◊ plan their educational path,
- ◊ create a resume, and
- ◊ prepare for a job search.

Navigator® is a helpful tool for fulfilling the legislative mandate that all middle school students complete a career and education planning course. It also provides a one-stop-shop of information and online guidance to high school students who are trying to decide what's next after graduation.

To date, more than 40,000 students statewide have created an account and taken at least

one assessment. The online tool offers assessments in career interests and skills confidence for all grades and an additional assessment for work values in high school. These research-based assessments are aligned to career clusters and occupational pathways to help students create a personalized plan that puts them on track to professional success.

Did you know...

MyCareerShines has been designed for not only elementary, middle, and high school students but includes Kuder Journey® for college students and adults.

MyCareerShines also offers administrative access to school counselors and educators who provide education and career guidance to students. The Administrative Database Management System allows users to support data-driven decision-making, track student participation, and identify and adapt to trends. If your school doesn't have administrative access, please contact the MyCareerShines main contact in your school district.

Since August, more than 5,000 educators have been trained on the new system. Training is available face-to-face and online. All training requests must be approved by the school district. To learn more about training opportunities or to request training, visit the [MyCareerShines Training Portal](#) today. To get the latest on training, implementation, and new features, visit the <http://Staff.MyCareerShines.org>.

MyCareerShines is a service of FloridaShines, Florida's Student Hub of Innovative Educational Services. The system is funded by the Florida Legislature and offered free of charge to all Floridians. The comprehensive education and career planning system is being implemented by the Innovation Institute at the University of West Florida.

It's never too early—or too late—to start planning for a brighter future, so get started with MyCareerShines today!

Helping Students Find Great College Matches

Finding a college that's a good fit is challenging for any student, but especially for those who are the first in their families to attend college. Academic undermatch occurs when a student's academic credentials permit him or her access to a college or university that is more selective than the postsecondary alternative he or she actually chooses.

Students who attend an academically matched college are more likely to complete their degree. Typically, low-income and first-generation students, rural students, and students without rigorous high school coursework undermatch.

Education Week provides a free one-hour long webinar, Helping Students Find a Good College Match, which spotlights how one high school counselor helps her first-generation students navigate the college-planning maze. In addition a review of national research offers guidance on the best ways to help first-generation and low-income students avoid key stumbling blocks on the road to college.

This webinar is available at <http://www.edweek.org/ew/marketplace/webinars/webinars.html#archived>.

Financial Aid 2016

Below are resources and initiatives available to assist you and the students and families within your district as you begin the 2016 year.

Navigating Your Financial Future

Navigating Your Financial Future (NyFF) offers a variety of free resources to assist secondary staff members in educating their students and families about paying for college that include:

- ◇ A link to order free brochures, posters, and bookmarks

- ◇ NyFF/Office of Student Financial Assistance (OSFA) publications
- ◇ Downloadable materials (PowerPoint presentations, flyers, posters)
- ◇ New toolkits: How to Host a Financial Aid Night and How to Host a Free Application for Federal Student Aid (FAFSA) Lab

You can learn more about these resources at the [NyFF](#) website.

Mapping Your Future

Mapping Your Future (MYF) is a nonprofit organization committed to helping students, families, and schools navigate the higher education and student loan processes through trusted career, college, and financial aid counseling and resources. Through OSFA's sponsorship, MYF is free to Florida schools, students, and families. You can learn more about their products and services on the [MYF](#) website. They also offer information and resources for middle and high school counselors at <http://www.mappingyourfuture.org/Counselors/>.

College Goal Sunday! Florida

Beginning in February 2016, these events are held statewide and offer students and families the opportunity to receive one-on-one assistance in completing the FAFSA. For more information related to this initiative, student and parent information, and locations, please visit the [College Goal Sunday! Florida](#) website.

National Training for Counselors and Mentors

National Training for Counselors and Mentors (NT4CM) is a comprehensive training program that delivers up-to-date information regarding federal and state student aid programs, scholarship searches, and financial aid fraud. Participants also learn how to access free resources such as fact sheets, brochures, and PowerPoint presentations that can be used in outreach to students. After the training, participants will receive ongoing information and support.

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Florida’s NT4CM workshops have finished; however, if needed, the OSFA can conduct webinars for interested participants. Please contact Lori Auxier, Director of Outreach Services, OSFA, at Lori.Auxier@fldoe.org.

The materials used to conduct this training can also be downloaded from the [OSFA Training](#) website.

Middle and High School Counselor Resources

OSFA provides many helpful links and resources at a dedicated web page for [middle and high school counselors](#). We encourage you to review these resources and share them with other educators involved with student postsecondary advisement in your district.

Florida College Access Network

The Florida College Access Network’s (FCAN) goal is to increase the percentage of Floridians aged 25 to 64 with a high-quality postsecondary degree or credential to 60 percent by 2025. They help communities work constructively alongside Florida schools and build partnerships with universities, colleges, schools, community organizations, businesses, parents, and students. Visit the [FCAN](#) website and explore [Florida Initiatives](#).

Take Action

Use the trivia questions and the newsletter at your next team meeting!

Trivia Questions

Q-1.
What is the most effective way to prevent absenteeism due to illness and infection among school staff and students?

Q-2.
What is the name of the event where students and families have the opportunity to receive one-on-one assistance in completing the Free Application for Federal Student Aid (FAFSA)?

Q-3.
What are the four primary disciplines of student services?

Q-4.
When a home education student is terminated for not submitting a portfolio, how many days will the parent have to enroll the student in an attendance option?

Hint:
All the answers are found in this newsletter.

Answers

- A-1: Regular handwashing with soap and water.
- A-2: College Goal Sunday; Florida
- A-3: School counselor, school psychologist, school social worker, and school nurse.
- A-4: 3 days

Prevention (SNAP) Toolkit at <http://www.itsasnap.org/snappdfs/SNAP%20Toolkit%20FINAL%204.pdf>.