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Student Services Week

We are pleased to announce that February 6-10, 2012, is Student Services Week in the state of Florida.

This provides an opportunity for school personnel to focus attention on the support services provided by school counselors, school nurses, school social workers, school psychologists, and career education staff. The Student Services support system is an integral part of the total public education system that enables students to learn and teachers to teach, and strengthens the engagement of families to schools, thus maximizing student achievement. We salute your Student Services personnel and encourage your district's recognition of these front-line champions.



Here are a few suggestions on how to celebrate and increase awareness of Student Services programs in your setting:

Host week-long activities, i.e., sponsor a tea or coffee break for your faculty and have a pamphlet available with facts about student services provided by counselors, school social workers, school psychologists, and school nurses (teachers love handouts that they can post for quick reference).

Host a punch for students in the school cafeteria or host a reception for families and provide information on student services activities.

Place a student services week poster up in the hallway. Ask for space on a bulletin board. Place an article or flyer in your school or district newspaper. Include PR announcements at schools and honor your student services personnel at your school board meetings.

Celebrate Student Services Week!



Story From The Field: Automated External Defibrillators (AED)

As a school nurse, my health department colleagues and I service multiple schools. While away from my base school one morning I received a phone call on my cell phone. A Guidance Counselor was calling to say a student was in full arrest and the "AED was being administered." My usual 9 to 10 minute trip back to the school took about 6 minutes! Upon reaching the school, I arrived on the heels of an ambulance which fortunately turned out to be a second unit. I entered the weight room where the event occurred and found the student surrounded by first responders, paramedics, and school staff including the school health tech and principal's secretary. The student was breathing on his own, but unconscious, with rapid, grunting respirations. He was receiving supplemental oxygen and was transported to the local hospital for stabilization.

I later learned that he had been talking with friends before beginning weight training and had just "gone out" hitting his head on the wall on the way to the ground. Unable to get any response a student ran to the school's clinic to get the health tech who had just arrived. Upon reaching the victim, she immediately assessed the student and determined he was unconscious, not breathing, and was unable to detect a pulse. By handheld radio she called for assistance and to bring the AED. In the interim she started CPR despite being post surgery for a condition in her wrist. She completed 4 cycles of CPR supported by the weight coach providing mouth-to-mouth respirations and then was relieved by the principal's secretary. After two additional cycles the AED's pads were in place and the fully automated machine took over. After analyzing, shocks were administered. With concurrent calls to 911 and support from school staff, Advanced Life Support was on the scene quickly and the student was subsequently transported.

Epilogue: While further tests were to be conducted, the next day the student was awake and voicing concern about missing football practice.

Due to quick thinking and a calm response by the staff a life was saved. Subsequent review of the AED's data clearly shows that the moment the pads were applied and active the student was in ventricular fibrillation. The staff followed procedure, responded appropriately, and the AED did the job it was designed for. All in all it was a textbook response.

It is with some measure of satisfaction that, while I was not on scene for the actual response, I conducted an AED drill for the very personnel who did respond only weeks before. I am grateful for the positive outcome.

Performance Evaluations for Student Support Services Personnel

The Student Success Act requires districts to adopt a performance evaluation system that incorporates student learning growth and instructional practices based on the Florida Educator Accomplished Practices (FEAP's) indicators. Because the FEAP's and the district's instructional framework primarily reflect practices of classroom instructional personnel, the instructional practices component of evaluations should be modified to reflect the professional practices of non-classroom instructional personnel, which include student services disciplines.

To assist districts with the task of developing a performance evaluation system relevant for student services, the Student Support Services Project is collaborating with the Bureau of Educator Quality and student services stakeholders to develop a state evaluation model for student services personnel. The state evaluation model will reflect evidence-based practices that positively impact student achievement and behavior and the functions/practices relevant to the professional roles and responsibilities of school counselors, school social workers, and school psychologists.

The state student services evaluation model will provide districts with a framework for evaluating the performance of student services personnel. Districts will have the option of adopting or modifying the state student services evaluation model or developing their own performance evaluation model for student services. Expected date of dissemination of the state student services evaluation model: April 2012.



Graduation Requirements Implementation

In nearly every state today, students can meet the requirements for high school graduation and still be unprepared for success in college or the workplace. Employers and college leaders are placing a greater emphasis on high-level mathematics and communications skills. Most states are currently aligning high school standards and assessments with the knowledge and skills required for success after high school. This initiative requires all students to take rigorous courses to prepare them for life after high school.

The Florida Department of Education (FDOE) is committed to improving public schools from Pre-Kindergarten to postsecondary to better ensure success for our students in the 21st century. Florida content standards have been revised by the State Board of Education to include the Common Core State Standards in Mathematics and English Language Arts along with the Next Generation Sunshine State Standards.

These standards prepare Florida's students to effectively engage, communicate, and compete

globally with students around the world. Florida's standards incorporate important skills such as critical thinking, problem solving, creativity, innovation, collaboration, and communication. The current standards adopted by the State Board of Education are found at the Florida Standards website, <http://www.floridastandards.org>.

Florida on the Rise, <http://www.fldoe.org/families/FloridaontheRise.asp>, provides an audio podcast series that describes why Florida has increased the rigor of the graduation requirements created by Senate Bill 4 as well as specific information about graduation requirements.

For information related to state graduation requirements implementation, please contact Helen Lancashire at hlancash@usf.edu or (850) 245-7840.

Poised to Lead

The Education Trust with the support of the MetLife Foundation released a report that outlines how school counselors can help identify policies and practices that move students toward success. *Poised to Lead: How School Counselors Can Drive College and Career Readiness* highlights schools and districts across the United States that are working to strengthen counselor participation in management that focuses on success for all students. For more information visit <http://www.edtrust.org/dc/publication/poised-to-lead>.

Immunization Guidelines

In accordance with amended [Rule 64D-3.046, Florida Administrative Code \(F.A.C\)](#), [Immunization Guidelines](#) for Florida Schools, Childcare Facilities, and Family Daycare Homes has been updated. For the 2012-2013 school year, there must be documentation of at least one dose of polio vaccine administered on or after the fourth birthday. The requirement is four doses with the following exceptions:

- ◆ If a 4th dose is administered prior to the 4th birthday, a 5th dose is required.
- ◆ If a 3rd dose is administered after the 4th birthday, a 4th dose is NOT required.

College Readiness Evaluation and Postsecondary Preparation Instruction 2011-2012

The 2011 Legislature amended section 1008.30(3), Florida Statutes (F.S.), to require the evaluation of college readiness for select students prior to grade 12 and to require that those students with identified deficiencies complete appropriate postsecondary preparation instruction prior to high school graduation. This helps prepare students for entry into college level credit courses as well as gainful employment.

Beginning with the 2011-2012 school year, college readiness evaluation using the common placement test in use by the Florida College System, the Postsecondary Education Readiness Test (P.E.R.T.), is required for students (current juniors) who score

- ◆ Grade 10 Florida Comprehensive Assessment Test (FCAT) 2.0 Reading
 - ◇ Level 2 or 3
- ◆ Grade 10 FCAT Mathematics
 - ◇ Levels 2, 3, or 4

Students who score below the required college-ready cut score must be provided with and complete postsecondary preparation instruction in grade 12 prior to graduation. Students may demonstrate college readiness through other assessments in addition to the P.E.R.T. Students who score at or above the college-ready cut-scores on any of the equivalent assessments listed below do not need to take the P.E.R.T.:

College-Ready Cut Scores							
P.E.R.T.		Accuplacer (CPT)		SAT-1		ACT	
Mathematics	113	Elementary Algebra	72	Mathematics	440	Mathematics	19
Reading	104	Reading	83	Verbal	440	Reading	18
Writing	99	Writing	83			English	17

Districts may choose which postsecondary preparation instruction courses to offer. Administrators, school counselors, and teachers are encouraged to consider courses carefully prior to selecting the most appropriate course for student enrollment. The only courses that are approved to satisfy the postsecondary preparation instruction requirement are the following:

- ◆ Math for College Success (1200410)-0.5 credit
- ◆ Reading for College Success (1008350)-0.5 credit
- ◆ Writing for College Success (1009370)-0.5 credit
- ◆ English 4: College Prep (1001405)-1.0 credit
- ◆ Math for College Readiness (1200700)-1.0 credit.

Students who enroll in Math for College Success, Reading for College Success, and Writing for College Success may not earn core academic credit to satisfy graduation requirements. These courses will satisfy elective credit for State University Admission purposes and Bright Futures 4-year Gold Seal Scholarship requirements. Refer to the Comprehensive Course Table to verify eligibility information, https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Math for College Readiness and English 4: College Prep count as 1.0 credit courses and will satisfy

- ◆ Core mathematics and English graduation requirements
- ◆ Bright Futures Scholarship Program eligibility requirements
- ◆ State University System admission requirements.

For information regarding the P.E.R.T., please visit the FDOE's P.E.R.T. website at <http://www.fldoe.org/cc/pert.asp>. A 16-minute video presentation, P.E.R.T. Overview, is posted online.

For questions related to student identification, placement, and course selection, please contact Ms. Helen Lancashire, School Counseling Consultant, at Helen.Lancashire@fldoe.org or (850) 245-7840. For questions related to district P.E.R.T. administration, please contact the local school district P.E.R.T. contact. For general P.E.R.T. questions, please submit questions to PERT@fldoe.org.

Attendance–Engagement: Implications for Policy and Practice

It's no surprise to anyone that patterns of nonattendance and truancy are early warning signs of academic failure. The continuum of truancy to delinquency typically includes other behaviors that result in suspension, expulsion, and drop out. Students with the highest truancy rates and non-attendance patterns continue to have the lowest academic achievement. Blah, Blah, Blah, Blah, Blah. Blown-away? Of course not.

A call to meaningful action stems from a body of research, which claims that school success is best defined by high school completion rates and by positive educational outcomes for students. Victory, in this regard, is achieved when students and their families are active participants in the learning process and the school environment. How will you know it when you see it? Look for evidence of positive school climate, family and community connectedness, and student-focused programs/activities.

Echoed in this discourse is the National Center for School Engagement (NCSE) assertion that simply getting students to attend school is not enough. NCES surmises that students must be engaged in learning, encouraged to sustain the effort, and supported to reach their potential. School engagement then, includes school, family, and community partnerships that are dedicated to school completion for every student. These findings and resulting practices and policies serve to solidify the role of attendance in the broader context of school engagement. The potential for leadership and practice in this area is significant. This body of knowledge serves as impetus for strengthening efforts in support of educational opportunities and success for Florida's public school students.

(National Center School Engagement/NCSE <http://www.schoolengagement.org>).

Sesame Street– Helping Military Families

Talk, Listen, Connect was developed by Sesame Street to help families during military deployment. In recognition of the contribution made by the United States Armed Forces—the Army, Navy, Air Force, Marines, Coast Guard and Reserves—Talk, Listen, Connect is a bilingual outreach program designed for military families and their young children to share. The videos and resource material help families deal with issues like deployment, homecoming, changes, and grief. Check out the website at www.sesameworkshop.org/tlc.



Implementation Guide for Section 504

In the Department of Education's continued effort to improve student rates of learning and provide the necessary supports for students with disabilities, we have made the publication titled A District Implementation Guide for Section 504 available online at our Bureau Resource and Information Center site, <http://www.fldoe.org/ese/pubxhome.asp>.

This document is a revision of Meeting the Needs of Students, published by the Department in 2005. It provides an overview of the requirements and benefits of Section 504 of the Rehabilitation Act of 1973 and revisions to the Americans with Disabilities Act Amendments Act (ADAAA). This guide is a useful resource for school district and school based administrators in complying with the federal and state laws and regulations focusing on the education of students with disabilities.

Districts are strongly encouraged to confer with local school board attorneys in assisting school based administrators and teachers in understanding and complying with the requirements of this federal legislation. Please make sure your school staff are aware that the guide is available online.

We encourage you to share the guide as a training information tool for the school staff in your district. This will provide an opportunity for district specific information to be shared. Questions regarding this guide can be directed to Bettye Hyle, Student Support Services, at (850) 245-7851 or bettye.hyle@fldoe.org.

Celebrations

February 6-10, 2012
Student Services Week &
National School Counseling Week

March 4-10, 2012
School Social Work Week

May 9, 2012
National School Nurse Day—
celebration suggestions are
available at
[http://www.nasn.org/AboutNASN/
NationalSchoolNurseDay](http://www.nasn.org/AboutNASN/NationalSchoolNurseDay)

Upcoming Events

- ◆ January 30-31, 2012, American Council of School Social Work (ACSSW) National Conference, New Orleans, LA. Information and registration are available at <http://www.acssw.org/>
- ◆ February 3-4, 2012, Florida Association of School Nurses (FASN) Annual Conference, Orlando, FL. Information and registration are available at <http://www.fasn.net>
- ◆ February 21-24, 2012, National Association of School Psychology (NASP) 2012 Annual Conference, Philadelphia, PA. Information and registration are available at <http://nasponline.org/>
- ◆ March 28-31, 2012, School Social Work of America (SSWAA) Annual Conference, Baltimore, MD. Information and registration are available at <http://www.sswaa.org/>
- ◆ May 10-11, 2012, Florida School Health Association (FSHA) Annual Conference, Orlando, FL. Information and registration are available at <http://www.fsha.net/>
- ◆ June 23-26, 2012, American School Counselor Association (ASCA) Annual Conference, Minneapolis, MN. Celebrating ASCA's Diamond Anniversary. Information and registration are available at <http://www.schoolcounselor.org/>