FASSA and FLDOE Student Support Services Call

May 1, 2020
Student Support Services Project/USF
Bureau of Exceptional Education and Student Services

FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Mental and Emotional Health Instruction

- Can we get clarification on the reporting requirements for the three rules of Mental Health instruction, child trafficking, and substance use and abuse?
    - The guidance provided on April 14th, 2020 stated the following requirements are still a priority for the Florida Department of Education and districts should make every effort to provide the required instruction and reporting:
        - 5 hours mental and emotional health education, grades 6-12 (6A-1.094121).
        - Child trafficking prevention education, grades K-12 (6A-1.094123).
        - Substance use and abuse prevention education, grades K-12 (6A-1.094122).
        - Annual reports, in addition to the required instruction per s. 1003.42(2), Florida Statute are due by July 1.

Mental Health and Crisis Response

- Regarding Suicide Risk Assessment, what does our certification allow us to do for students who are not on campus that are requiring immediate assistance?
  - Your current plan can be adapted to fit the virtual setting.
  - If a concern is raised, and the student is not in imminent danger a student services staff should be contacted to conduct a suicide risk assessment.

- If a student is at "Elevated" or at "Serious Risk" how should we proceed as the student is not on our school campus and is at home? How do we ensure the safety of the student in crisis?
  - If danger is imminent, contact local law enforcement.
  - When possible, involve adult that is home with the student.

Counseling as a Related Service

- Most webinars and guidance address the need for consent for telehealth but if it is Tier 3 is this still required or recommended?
  - Under ESSA, a State, local educational agency, or other entity receiving funds under this title shall obtain prior written, informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service. Should consult with your general counsel for locally determined.

- How are other districts communicating disclosure issues related to use of Zoom or other virtual platform with parents?
  - Districts-please share what you are doing in the chat box

4

Sharing of Confidential Information

- Are there any statutes, policies, guidance documents that can be shared to support the electronic sharing of confidential information (e.g., psych/social work reports) in the most secure manner?
  - FERPA is a privacy rule and does not include explicit information on security standards.
  - School districts should work with their information security officers and attorneys to review information security requirements and terms of service.
  - For more information please see the guidance from the US Department of Education (USDOE) from March 2020 https://studentprivacy.ed.gov/sites/default/files/resource_document/file/FERPAandVirtualLearning.pdf.

5

Referral and Consent Issues

- Should referrals for initial evaluations be generated at this time?
  - Decisions about initial evaluations should be made on an individual-case basis and in consultation/agreement with parents.
  - OSERS/OCR Supplemental Fact Sheet

- Is it appropriate to obtain consent for a comprehensive evaluation via mail or email?
  - District-determined decision and made in agreement with parent (consult with school board attorney).
  - Consider secure ways of obtaining consent (Docusign, password protected, certified mail, etc.) or verbal consent documenting date parent provided verbal consent.
  - Be clear about what components of a full, and individual evaluation will be conducted during distance learning.

60-day evaluation timeline

- Will districts be accountable for 60-day evaluation timeline?
  - No waiver to the 60-day evaluation timeline.
  - To the extent practical, continue to conduct required evaluations and reevaluations virtually or by phone.
  - For evaluations that are postponed and extend beyond the evaluation timeline, document the reason for the delay and communication with parent, and establish a plan to complete expeditiously when students return.
  - FDOE Q & A Guidance (March 19th)
  - If SLD is the suspected disability, consider extension by mutual agreement.

Face-to-face evaluations

- What is the FDOE guidance on face-to-face evaluations?
  - If an evaluation requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens (OCR Fact Sheet, March 16th).
  - Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents (OCR Fact Sheet, March 16th).
  - If face-to face evaluation procedures are not feasible, this should not delay completion of components that can be conducted remotely (FDOE Q&A, March 19th).
  - District responsible for considering the health, safety, and well-being of students and staff (OSERS/OCR Supplemental Fact Sheet).

8

Remote/Virtual Assessments

- Under certain conditions evaluators may have greater flexibility in conducting evaluations remotely.

- Decision to administer assessments in a nontraditional manner should be made on an individual-case basis taking into account a number of factors, including:
  - Availability of appropriate technology;
  - Competency and training of the evaluator;
  - Impact on the examinee's test performance;
  - Ethical and contextual considerations

- Unless the assessment was standardized in a telepractice mode, this must be considered when interpreting the assessment results.

9

Developmental Delays

- What will happen if the reevaluation of a student currently identified as Developmentally Delayed (DD) cannot be completed prior to the student's 6th birthday?
    - Document attempts to evaluate and communication with parents.
    - The student would be dismissed and receive tiered supports and monitoring commensurate with their level of need.
- What about extension of DD beyond age 6?
- Are other counties completing evaluations for students who the evaluator has never met, and if so, how?
    - Districts-please share what you are doing in the chat box

504 meetings

- What is the district's responsibility for holding 504 meetings?
    - To the extent feasible and with parent agreement hold meetings virtually.
    - More flexibility with Section 504 than IDEA.
    - Continue to provide services on 504 plan.
    - Review when student returns to school.

    Ensure that students with a 504 plan have access to virtual instruction and distance learning!

School Health

- Is there any guidance related to personal protection equipment (PPE) for clinic staff when they return? Should the district expect to provide PPE?
  - Technical assistance/guidance below has been provided by the National Association of School Nurses (NASN) that includes
    - Facemask considerations for Healthcare Professionals in Schools
    - Interim guidance from CDC
    - Guidance to school nurses seeking facemask protection in their schools
    - Collaboration with school administrators and local health departments

    The guidance can be found at
    NASN https://www.nasn.org/nasn/nasn-resources/practice-topics/covid19

12

Medicaid

- Guidance related to Medicaid from federal and state Medicaid agencies on SSS website at
- http://sss.usf.edu/covid19/index.html
- Guidance includes, among other items:
  - Telemedicine requirements for services that will be billed to Medicaid
  - USDOE-FERPA and coronavirus frequently asked questions
  - HIPAA-FERPA joint guidance from Health and Human Services and USDOE
  - Centers for Medicare and Medicaid Services FAQ
  - Health and Human Services - Notification of enforcement discretion for telehealth remote communications during the Covid-19 public health emergency

Resources

- [Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (COVID-19)](#)

- [Helping Children Cope with Changes Resulting from COVID-19](#)

- [Virtual Service Delivery in Response to COVID-19 Disruptions](#)

- [Talking with children about Coronavirus Disease 2019](#)

- [School Psychologists Providing Telehealth Services](#)

- [The School Counselor and Virtual Counseling](#)

- [Planning for Virtual/Distance School Counseling During an Emergency Shutdown](#)

- [Student Support Services COVID-19 Resources](#)

+ Project Contacts

Student Support Services Project
325 W. Gaines Street, Suite 644
Tallahassee, FL 32399

Andrew Weatherill
Project Director
Andrew.Weatherill@fldoe.org
Dr. José Castillo
Principal Investigator
jmcastil@usf.edu

850-245-7851

sss.usf.edu

Curtis Jenkins
School Counseling Consultant
Curtis.Jenkins@fldoe.org

Felicia Trumpler
School Counseling Consultant
Felicia.Trumpler@fldoe.org

Dr. David Wheeler
School Psychology Consultant
David.Wheeler@fldoe.org

Iris Williams
School Social Work Consultant
Iris.Williams@fldoe.org

Anne Glass
Medicaid Consultant
Anne.Glass@fldoe.org

Nanci English
EMACS/Medicaid Coordinator
Nanci.English@fldoe.org

Jan Oberschlake
Program Analyst, PEER
Jan.Oberschlake@fldoe.org

Thomas Garrett
Program Analyst, PEER/MTS
Thomas.Garrett@fldoe.org

TBD
School Nurse Consultant

Is it appropriate to have student PS meetings at this time? Yes!

Considerations:

- How were student PS meetings conducted before distance learning? What can transfer?

- Team members

- Involvement of/support to parents (especially if no/limited access to internet)

- Time/Platform/Phone

- Available or needed data

Recommendations:

- Use virtual meeting software with screen share capabilities

- Establish clear norms & roles/responsibilities
  - Facilitator
  - Notetaker
  - Timekeeper

- Identify likely available data pre/post school closures

- Facilitate team members' access to student data/info prior to meeting

PS/RtI

Guidance re: students receiving Tier 2 and Tier 3 support

Considerations:

- What was being provided prior to distance learning?
  - Tier 1? Tier 2? Tier 3?

- What can feasibly be provided now for small group and intensive instruction?
  - Solid Tier 1 is foundational—even in distance learning
  - Tier 2 and 3 should build upon Tier 1 distance learning instruction (more time, narrowed focus, smaller groups)

- Who/what/when/how

- Progress monitoring

Recommendations & Resources:

- Recommendations
  - Ensure building off solid Tier 1
  - Utilize modules in learning management systems & virtual meeting software to augment Tier 1 instruction
  - Online/web-based intervention programs can work, but be careful

- Resources
  - Tiered instruction in a distance learning environment doc available soon
  - Facilitated Conversations webinars
  - May Statewide webinar: Release Mead/JRF

PS/RtI

How is MTSS addressed in Virtual World

Considerations

- Leadership
- Communication/Collaboration
- Problem Solving
- Tiered Support
- Infrastructure
- Data Evaluation

Thinking outside the (brick and mortar) box!

Recommendations

- Define and focus on Tier 1
- Problem-solve barriers to access
  - "Attendance"
  - Engagement
- Identify intervention and progress monitoring resources for Tier 2 and 3 supports
- Provide guidance and support
- It won't be perfect, and that's OK!

Guidance re: Data Points/Eligibility Determination

"How" Considerations:

- What data are available from before March 2020?

- Making best decisions possible with data you have

- Balance: compliance with good faith effort

- Remember
  - Lack of access/opportunity is not a disability
  - BUT, we have a responsibility to evaluate if we suspect a disability

- COMMUNICATION

- DOCUMENTATION

Recommendations

- Pull-in data from Tier 1, 2, & 3 supports already collected (this is no different than before)

- Determine what is a reasonable amount of time for growth to be demonstrated

- Identify which data sources can be accessed reliably via distance

- Have important discussions re:
  - Rule-outs
  - Quality of data/demonstrated RTI
  - Impact of instructional environment
  - Other

PS/RtI

District Share Out

Pinellas

Flagler

Pasco

Brevard
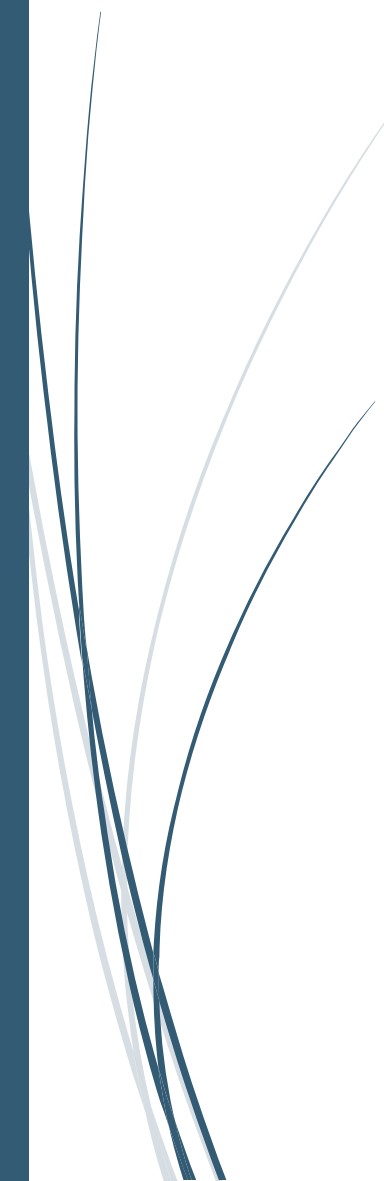
District Share Out

Pinellas

❖Attendance & Engagement

❖Suicide Prevention

❖Threat Assessment

❖Counseling

Attendance & Engagement

- Child Study Team

- School-Based Engagement Strategies

- Attendance Indicators

Suicide Prevention

- Familiar District Contact

- Increased Community Support

- Sandy Hook Anonymous Reporting System

Threat Assessment

- School-Based Team

- District-Based Team

Counseling

- Service to Students as Priority

- Medicaid Billing Requirements

- Parent Notification for Group Counseling

Coping with Covid-19 Through Connections

- YouTube videos for Primary & Secondary

- Developed my Multi-Disciplinary Student Services Team

- Common Content Available to all Schools

District Share Out

Flagler

FLAGLER COUNTY SCHOOL DISTRICT

MH Outreach & Services

PARENT ASSISTANCE & SUPPORT SESSIONS (PASS) & "POWER HOURS"

- Each school psychologist is hosting a weekly one-hour Zoom meeting for parents. Some psychologists are hosting solo, while others are hosting along with members of the school's mental health team, i.e. school counselors, contracted MH counselors, behavior specialists, etc.

- Sessions take place from 5:00pm-6:00pm and require preregistration. Parents include their concerns on their registrations, so we can be prepared with responses to their specific questions and concerns.

- Questions and concerns can be related to student and/or parent MH issues. Topics include, but are not limited to: stress, anxiety, depression, anger, frustration, confusion, lack of motivation, etc.

- First session is hosted by each school, but subsequent sessions will probably be grouped by level, i.e. elementary, middle, and high.

- Information was shared via SIS emails to parents, posting on school websites and social media pages, displayed on school marquees, etc.

OFFICE HOURS/TELECOUNSELING/ CHECK-INS

- Each psychologist has set up "office hours" on our calendars, during which we are available for individual appointments, phone calls, or Zoom sessions.

- We have each obtained a Google Voice number that rings to our personal cell phones to give students & parents the ability to contact us without having to give out our personal numbers.

- Teachers have been provided with our schedules, Google Voice numbers, and links to our calendars for appointment scheduling, to share with their parents and students. Our info has also been posted to Schoology folders (Flagler's virtual learning platform).

- IEP Counseling students are provided their counseling via Zoom sessions per the schedule specified on their IEP's.

- Check-in/Check-out students receive virtual services via Zoom on the schedule they were receiving them prior to the closure of school.

PSYCHOEDUCATIONAL & SOCIAL SKILLS GROUPS

- Some psychologists facilitated student groups prior to school closure. Topics included stress & anxiety, grief & loss, anger management, social skills, etc. These groups are still being offered in a virtual format on the same schedule they were being offered when school was in session.

- Groups were, and are, mixed ESE/MTSS/Gen Ed students.

- Follow-up activities are provided for students to complete (voluntarily) to reinforce learning during virtual group sessions.

District Share Out
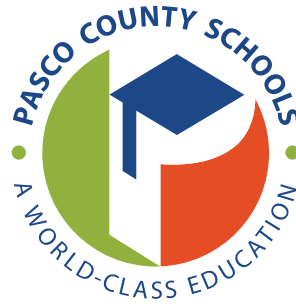
PASCO

Pasco County Schools

Mental Health Team

Threat to self

Wonderings/Worries:
- CSSRS via phone – are any other districts using a standardized screening tool virtually with students regardless of age?
- How are families/adult in home being included throughout the screening?

Critical Considerations:
Have phone tree & know who you will contact.
Keep child in your contact – phone/zoom
Parent is primary care taker if in the home.
If in doubt, call MRT/LEO

- CSSRS section A-work the document
- parent safety planning options
- problem solve if can't get in touch with student/parent

- MRT/LE connection if risk is high and/or unable to safety plan with parent

- SB TAT safety plan

Threat to Others

Wonderings/Worries:
- We have not had any threats to others – is that similar?
- Are you continue to use of Student Services use of CSTAG model?

Critical Considerations:
- Have phone tree & know who you will contact.

- SB TAT member is unable to reach guardian of student making a threat,

- A weapon and victim are accessible (weapon describe in the home and victim lives in proximity), and

- The situation cannot be easily resolved

- Respond - Safety Planning & Support
- Monitor – SB TAT

- Assess- interview, assessment findings, key observations
  - Problem solve if we cant get in touch with student
- Respond – Resolve conflict, Consideration of Duty to Warn, Law Enforcement Support, Safety Planning & Support, Discipline
- Monitor – SB TAT

Safety Planning strategies

Home Safety planning

- Natural Resources - Probably most critical component of safety planning is in the home with the parents. The Student Generated Safety Plan would help the student with strategies & resources. Our team will need to help the family think through ways to make the home safe depending upon the student needs and variables within the home (weapons, medication, etc.).

Safe Home

- Help the family think through creating a safe home – weapons, medication, & dangerous objects

Strategies for Student Services support of student through safety planning:

- *Virtual Check-In/Check-Out* -vary intensity based upon need

- *Virtual counseling – e.g. coping strategy instruction or counseling*

- *FAST PASS – Google voice number used so that student can quickly access – have Student Services team members phone numbers & MRT numbers ready in order to respond to crisis if needed.*

Student Plan HERE

Safety Plan HERE

Worries/Wonderings

What is the guidance from the state?

- Use of virtual platforms for counseling? Vs. Medicaid billing? Communication of use of platform? Consent for Tier 3 counseling?

- Student engagement- balancing connection with compliance?

- Mental Health Allocation compliance for 19-20 and planning for 21-20?

- SEL/Mental Health - teacher/student/family engagement in resources provided. Analytics on the use of these resources?

- Any SS leadership/members working on re-entry plans? Part of cross department workgroups on re entry plans?
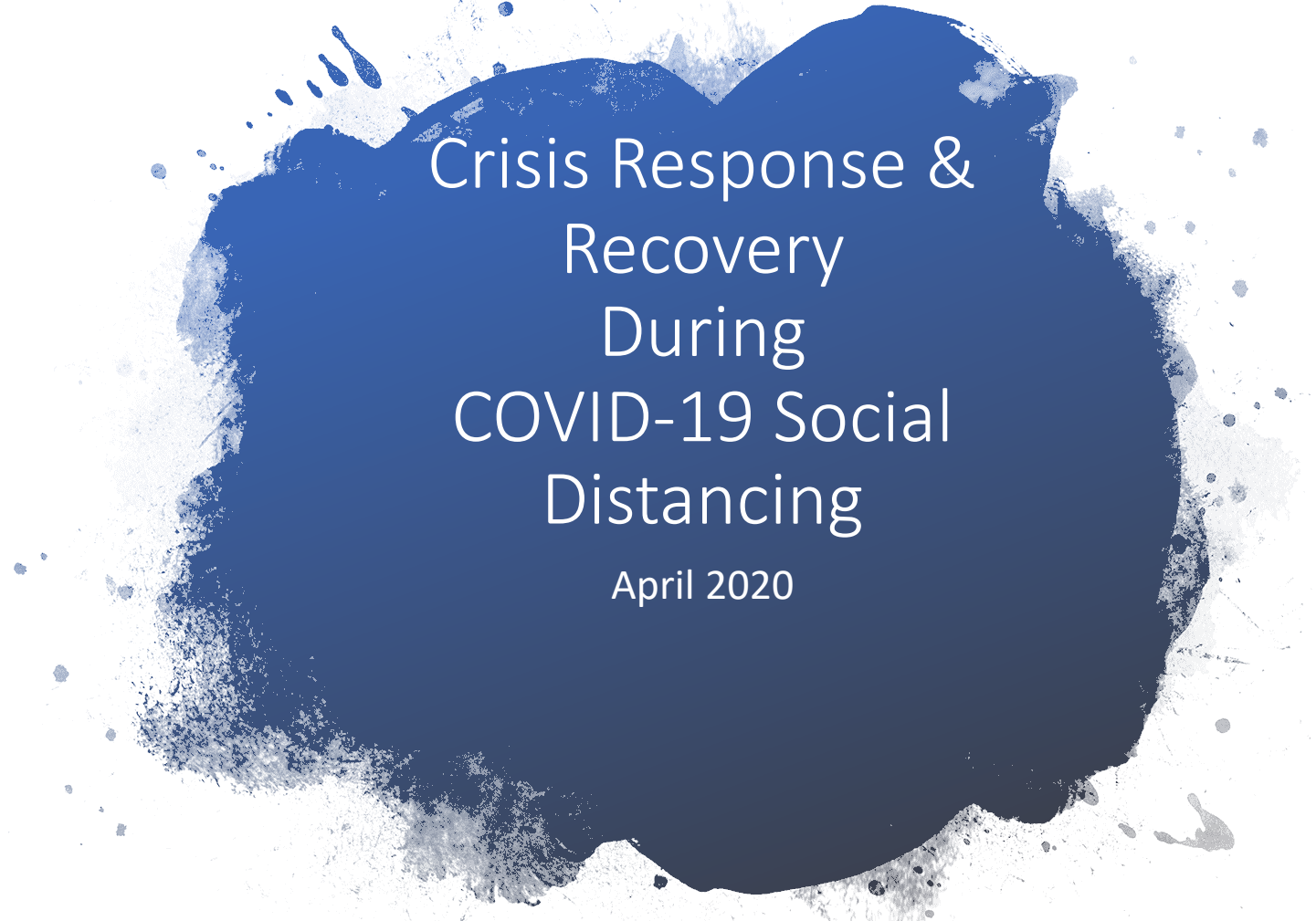
District Share Out

Brevard

Crisis Response &
Recovery
During
COVID-19 Social
Distancing

April 2020

CR&R Team Response and Recovery

What does this look like when we cannot be in the same space when delivering difficult news?

- Death of Student: Lessons Learned in COVID-19
- Death of Staff: Lessons Learned in COVID-19

Moving on to Recovery

- No Low-Point Crisis Recovery

Crisis Response Script within Social Distancing

Crisis Response Script with Social Distancing

Best Practices Prior to Contact

1. Be warm – use empathy and amplify respect
2. Consider the words and tone you use – it is amplified over the phone
3. Notice your body language – they won't be able to see you in person, but you should be aware of your nonverbal communication
4. If you need to ask a question, paraphrase or reflect first
5. Provide consistent communication by sharing facts that you know versus speculation. It is okay to not know all the answers, but it is important to be honest about what you do not know.
6. Ask Administration who may already be struggling and ask if it is best for them to reach out to those staff member since they have a preexisting relationship. Coordinate with administration on a check-in system with faculty and staff members so you can

Help district and school-based student services teams to think through several best practices prior to contacting
Example: Formats of delivery, using video or not, telephone calls, etc.

Providing Scripts with Responsive Thinking (Not just what to say)

Parent notification during social distancing – Death of student

Hi [insert parent name]. This is [name and title here].

Assess how the person sounds on the phone – are they in distress or expressing any concerning verbal behavior.

I am calling with some news, but before I share, I would like to see how you and your family are doing?

From your assessment and depending on how they answer the previous question, you can ask if they have anyone with them if you feel they will need immediate support.

I am sorry to say that I am calling to let you know that our [insert grade] student, [insert student name] died by [how]. It occurred [when]. I don't have any other details at this time.

Listen and acknowledge feelings that they may be experiencing. You can validate them by agreeing with how they are feeling, such as, "yes, this is shocking and heartbreaking."
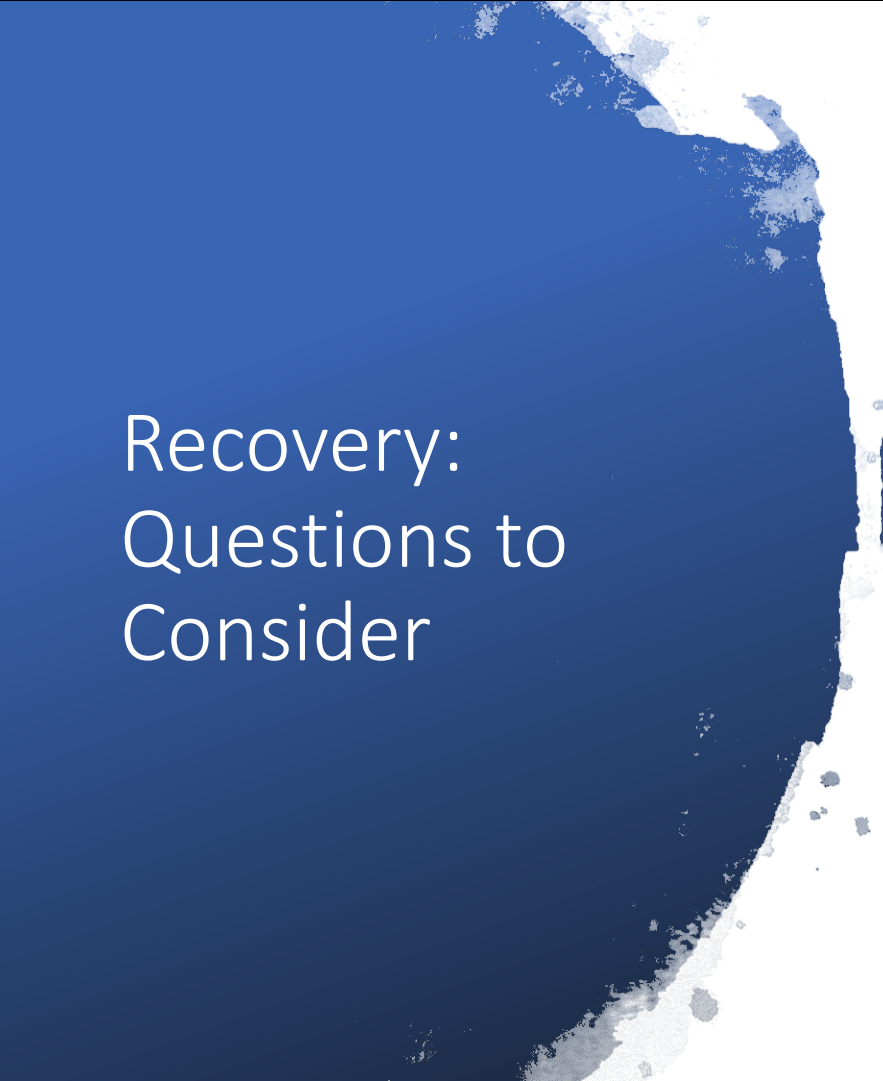
RECOVERY:

Low Point vs. No Low Point Crisis

For certain types of disasters, it may be impossible to assess the total damage for a while, even a lifetime. These are called "*NO Low Point*" Disasters.

- Health epidemics
- Environmental spills
- Chemical or nuclear accidents

Such disasters have:

- A beginning (sudden knowledge of threat or danger)
- A middle (the ongoing upheaval caused by the chronic threat)
- No foreseeable end (or no clear end)

Recovery: Questions to Consider

How can we learn to cope with constant uncertainty and fear of the unknown to re-establish a sense of safety?

- For our staff, students:
  - What efforts are we doing now?
  - Gaps?

How can we focus on returning to routine and establishing community bonds in our schools?

- Staff, students, gaps?

www.FLDOE.org