



Student Support Services Update

Florida School Health Association (FSHA) Spring Conference • April 27-29, 2022

Beverley Wilks, School Social Work Consultant

Beverley.Wilks@fldoe.org

850-245-7851



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

www.FLDOE.org



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Description

This presentation will provide an overview of some frequently asked questions relating to Attendance and Senate Bill (SB) 590



Agenda



Introductions

Attendance Code/PK-12 Database
Manuals

Intervention Strategies for Truancy

Evidence-Based Practices for
Improving Attendance

SB 590 Overview and FAQs

Questions and Answers

Daily Attendance Codes

Code **Definition/Example**

AD1

Blank Present

E Excused absence as defined by district policy

H Hospital/Homebound student scheduled in a hospital program in another district pursuant to the rule regarding alternately-assigned students, 6A-6.03020(6), FAC. (Code H should not be counted as a day absent, but rather should be considered a day of non-enrollment.)

Q A pupil shall be deemed to be in attendance if away from school under a “stay-home” directive on a school day and engaged in an educational activity which constitutes a part of the school-approved instructional program as defined in 6AER21-01.

T Tardy

U Unexcused absence as defined by district policy

The following codes may optionally replace Code U.:

AD2

D Unexcused absence related to discipline as defined by district policy

N Unexcused absence not related to discipline as defined by district policy

PK-12 Database Manuals

The Student Information System houses all available data elements that can be used to support school districts with the proper coding of students who are enrolling, withdrawing or graduating from a school district in Florida.

Updates on all available codes may be accessed at <https://www.fldoe.org/accountability/data-sys/database-manuals-updates>.

For additional technical support, you may refer the following links:

- [Additional School Year Reporting Guidelines](#).
- [Appendix A: Attendance Recordkeeping Required Codes for Grades PK-12 Students](#).
- [Automated Student Attendance Recordkeeping Handbook](#).

Attendance Requirements to Maintain Driving Privileges

Students are required to attend school to maintain their driving privileges

- Schools must report any habitually truant minor over 14 years old with the Department of Highway Safety and Motor Vehicles (DHSMV) per section (s.) [1003.27](#), Florida Statutes (F.S.).

Actions initiated by DHSMV:

- **Licensed minors** will lose their driving privilege unless they comply with attendance requirements; and
- **Unlicensed minors** may not apply for a license until:
 - Attendance requirements are satisfied, or
 - The student reaches the age of 18.

Reinstatement of Driver's License

A student's license may be reinstated if the student has, either:

- Attended school for 30 consecutive school days without any unexcused absences, or
- Earned a high school diploma or State of Florida diploma.

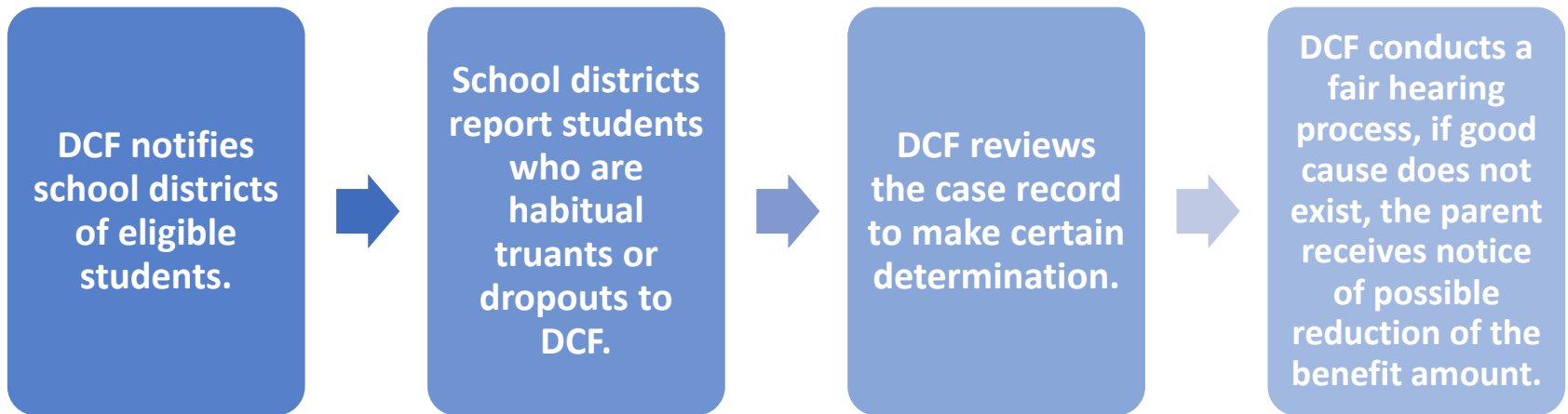
Hardship Waivers

The student's public school principal or the designee of a student's private school can waive the suspension of driver's license with verification of the following hardships:

- Employment (based on verification of substantial financial contribution to their family's needs).
- Medical care (need for transportation, for the student or their household, to access required treatment).

Learnfare Program

Requires the Department of Children and Families (DCF) to reduce the amount of temporary cash assistance for families with students who are identified as habitual truants or dropouts per s. [414.1251](#), F.S.



If a sanction is imposed to the benefit amount, the benefits may be reinstated when the truant student's substantially improved attendance is confirmed, or after a student who has dropped out of school has re-enrolled in school, attains a high school diploma or its equivalent, enrolls in preparation for the GED, or enrolls in another educational activity approved by the district school board.

Evidence-Based Practices for Improving Attendance

- **Positive Engagement** with families and students.
- **Actionable Data** to help you identify students with too many absences.
- **Capacity Building** to help build a culture of attendance in your classroom, school or district.



Attendance Works

Additional Resources for Evidence-Based Practices for Improving Attendance and Using Needs Assessments to Address Chronic Absenteeism

- [How to Text Message Parents to Reduce Chronic Absence Using an Evidence-Based Approach](#)
- [Reduce Absences in Early Grades with Personalized Postcards: A STEP-BY-STEP GUIDE FOR DISTRICTS](#)
- [Reason for Chronic Absenteeism \(RCA\) Among Florida Secondary Students](#)
- How can needs assessments support efforts to address chronic absenteeism?



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

SB 590 Overview and FAQs

Modifications of Several Provisions Related to
School Safety and Mental Health
as a Result of SB 590

Overview – Keys to Understanding

The Bill

- [SB 590 – School Safety](#)

Florida Statutes Impacted by the Bill

- [381.0056](#) School Health Services Program
- [394.463](#) **Involuntary Examination**
- [1001.212](#) Office of Safe Schools
- [1002.20](#) K-12 Student and Parent Rights
- [1002.33](#) Charter Schools
- [1006.07](#) District School Board Duties ... Discipline and School Safety
- [1006.12](#) Safe-School Officers at Each Public School
- [1008.386](#) Florida Student Identification
- [1011.62](#) Funds for Operation of Schools

Overview – Keys to Understanding – continued

The Memo

- [DPS: 2021-86 – Modifications to Provisions Related to School Safety as a Result of SB 590](#)

The Three Major Components Impacted by Bill:

1. Notifications
2. Documentation and Reporting
3. Policies and Procedures

The Three Major Components

Notification – Initiation of an Involuntary Examination

- Requires public schools, including charter schools, to make a reasonable attempt to notify the parents of a minor student before the student is removed from school, school transportation or a school-sponsored activity for an involuntary mental health examination (Baker Act), unless the child poses an imminent danger to themselves or others.
 - ✓ Defines “a reasonable attempt to notify” as “the exercise of reasonable diligence and care by the principal or the principal’s designee to make contact with the student’s parent, guardian or other known emergency contact whom the student’s parent or guardian has authorized to receive notification of an involuntary examination.”

The Three Major Components – continued

Notification: Initiation of an Involuntary Examination – continued

Requires the principal/designee to, at a minimum, use available methods of communication to notify a parent, guardian or other known emergency contact following the decision to initiate an involuntary examination a student. The methods of communication should include, but are not limited to, telephone calls, text messages, emails and voicemails.

- A principal/designee who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

The Three Major Components – continued

Notification: Initiation of an Involuntary Examination – continued

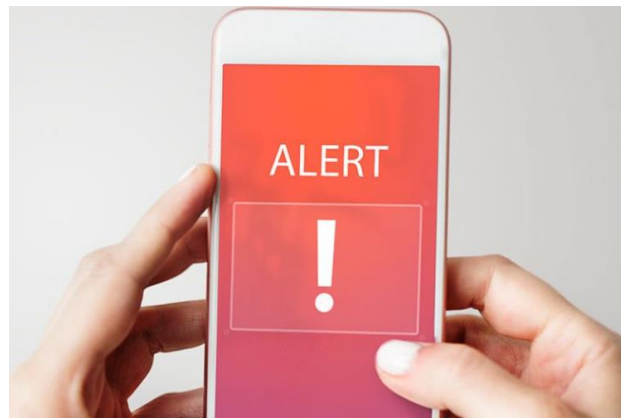
A principal/designee may delay the required notification, which must take place no more than 24 hours after the removal.

- If that principal/designee reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.
- If that principal/designee believes the delay to be in the student's best interest and a report has been submitted to the central abuse hotline, pursuant to s. [39.201](#), F.S., based upon knowledge or suspicion of abuse, abandonment or neglect.

The Three Major Components – continued

Notification: Threats, Emergencies and Data

- Provides that parents of students in public schools, including charter schools, have the right to timely notification of threats, unlawful acts and significant emergencies, as well as access to school safety and discipline incidents as reported in the School Environmental Safety Incident Report (SESIR).



The Three Major Components – continued

Documents and Reports

- Requires a principal or their designee to document the method, number of attempts and the outcome of each attempt made to contact the student's parent, guardian or other known emergency contact, only allowing a delay of notification for no more than 24 hours if it is necessary to avoid jeopardizing the health and safety of the student.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Involuntary Examinations

Data Elements to be Collected
by School Districts
Following Each
Initiation of an Involuntary Examination



Elements of the Involuntary Examination Reporting Application



- School and School District Information (pre-populated)
- Student Demographic Data
 - Race, Gender, Ethnicity, Grade Level, ELL Status, Student ID#
- Student ESE and 504 Status
 - Exceptionalities, Disabilities
- Crisis Event Information
 - Location, Date, Time
- Notification Information
 - Date, Times, Methods, Outcomes, Noted Delays with Rationale
- De-escalation Information
 - Name of Trained Personnel, Technique
- Involuntary Examination Initiation Information
 - Name of Qualified Professional, Role/Credentials of Initiator

Frequently Asked Questions: SB 590

- What is the criteria a person must meet in order to be taken to a receiving facility for an involuntary examination (if there is reason to believe that the person has a mental illness and because of his or her mental illness)?
 - As per s. **394.463(1)(a), F.S.** –
 - The person has refused voluntary examination after conscientious explanation and disclosure of the purpose of the examination; **or**
 - The person is unable to determine for himself or herself whether examination is necessary; **and**

Frequently Asked Questions: SB 590 – continued

- As per **s. 394.463(1)(b), F.S.**
 - Without care or treatment, the person is likely to suffer from neglect or refuse to care for himself or herself; such neglect or refusal poses a real and present threat of substantial harm to his or her well-being; and it is not apparent that such harm may be avoided through the help of willing family members or friends or the provision of other services; **or**
 - There is a substantial likelihood that without care or treatment the person will cause serious bodily harm to himself or herself or others in the near future, as evidenced by recent behavior.

Frequently Asked Questions: SB 590 – continued

- Who are “health care practitioners capable of initiating an involuntary examination?”
 - As per **s. 394.463(2)(a)(3), F.S.** – A physician, a physician’s assistant, a clinical psychologist, a psychiatric nurse, an advanced practice registered nurse registered under [s. 464.0123](#), F.S., a mental health counselor, a marriage and family therapist or a clinical social worker may execute a certificate stating that he or she has examined a person within the preceding 48 hours and finds that the person appears to meet the criteria for involuntary examination and stating the observations upon which that conclusion is based.
 - Definitions/professional descriptions for each profession listed can be found in **s. 394.455, F.S.**

Frequently Asked Questions: SB 590 – continued

- Is there a date districts are required to submit their collected involuntary examination data?
 - With the introduction of the electronic Involuntary Examination Incident Report Form, involuntary examination data should be continually entered, which will satisfy the district's mandate to annually report the number of students and number exams initiated.

Frequently Asked Questions: SB 590 – continued

- When using a school-based mental health professional capable of initiating an involuntary examination, is it still necessary to include outside support?
 - Per s. 1011.62(14)(b)(6)-(7), F.S. –

(6) Procedures to assist a mental health services provider or a behavioral health provider as described in subparagraph 1. or subparagraph 2., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student’s crisis situation before initiating an involuntary examination pursuant to s. [394.463](#), F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined in s. [393.063](#), F.S.

Frequently Asked Questions: SB 590 – continued

- When using a school-based mental health professional capable of initiating an involuntary examination, is it still necessary to include outside support? – continued

(7) Policies of the school district must require that in a student crisis situation, school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. [394.463](#), F.S., unless the child poses an imminent danger to themselves or others, before initiating an involuntary examination pursuant to s. [394.463](#), F.S. Such contact may be in person or using telehealth as defined in s. [456.47](#), F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team or be a direct or contracted school district employee.

Frequently Asked Questions: SB 590 – continued

- Who is required to follow the guidelines pertaining to the “reasonable attempt to notify”?
 - As per s. [1002.20\(3\)\(I\)](#), F.S., the school principal or the principal’s designee shall make a reasonable attempt to notify the parent of a student before the student is removed from school, school transportation or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to s. [394.463](#), F.S.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Questions



Student Support Services

325 W. Gaines Street, Suite 644
Tallahassee, FL 32399
850-245-7851
StudentSupportServices1@fldoe.org
sss.usf.edu

Andrew Weatherill, M.S.

Director

Andrew.Weatherill@fldoe.org



In Collaboration with...



Jesus Aviles, SSP, NCSP
School Psychology Consultant

Jesus.Aviles@fldoe.org

Karla Bass, BSN, RN
School Health Consultant

Karla.Bass@fldoe.org

Nanci English, BS
Medicaid Consultant

Nanci.English@fldoe.org

Thomas Garrett
Program Analyst, PEER/MTS

Thomas.Garrett@fldoe.org

Damera Hopkins, MEd
School Counseling Consultant

Damera.Hopkins@fldoe.org

Rebecca Moistner, BA
EMACS Coordinator

Rebecca.Moistner@fldoe.org

Jan Oberschlake
Systems Analyst, PEER

Jan.Oberschlake@fldoe.org

Patricia Strickland
YMHAT Training Specialist

Patricia.Strickland1@fldoe.org

Felicia Trumpler, MA Ed
School Counseling Consultant

Felicia.Trumpler@fldoe.org

Beverley Wilks, MSW
School Social Work Consultant

Beverley.Wilks@fldoe.org

Curtis Williams, PhD
Director, YMHAT

Curtis.Williams@fldoe.org

Anna Williams-Jones, MA
School Psychology Consultant

Anna.Williams-Jones@fldoe.org

Support Staff

LaSandra.Barnhill@fldoe.org

Sebastian.Hill@fldoe.org

Liane.Schuessler@fldoe.org

Marsha.Studdard@fldoe.org



www.FLDOE.org



www.FLDOE.org