

# Bureau of Student Support Services (BoSSS)



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## Objectives of the Session

To meet YOUR Student Support Services Team

To deepen your understanding of our roles, what we do, who you can contact for leadership, expertise, guidance, research-based strategies, policy support, products, training and technical assistance related to our work

To better understand how we can help you!



## Director

Andrew Weatherill, M.S.

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850-245-7840

# Bureau of Student Support Services

As Director, I support and facilitate:

- Statewide efforts for implementing a unified, integrated, data-based multi-tiered system of supports in Florida schools
- Technical assistance for department, bureau staff and district leadership for the disciplines of school psychology, school counseling, school social work, and school nursing Medicaid, and Youth Mental Health First Aid.
- Oversee and evaluate the school psychology, school counselor, school nurse, school social work and Medicaid consultants; Youth Mental Health First Aid Training (YMHAT) director and training support



# + Vision and Mission of Student Support Services



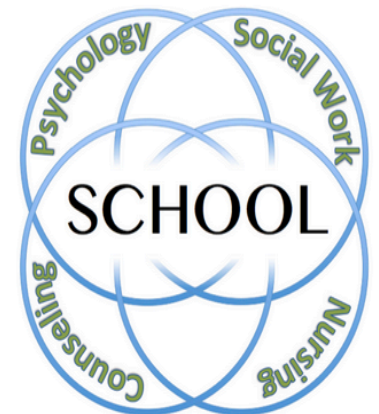
- **Our Vision** is a comprehensive, fully integrated multi-tiered system of supports that meets the needs of the full range of learners.
- **Our Mission** is to provide expertise and leadership for supporting the academic, social, emotional, mental, physical and behavioral development of all students.

Each of the four student services professional disciplines shares common areas of focus and common goals for all students and their families. Examples of common areas on which student services professionals focus their work are

- Attendance
- School improvement efforts
- Graduation
- Bullying
- Drug-abuse
- Mental health services
- Positive school climate
- Early warning systems
- Student engagement
- Accommodations for students with disabilities
- Suicide
- Drop-out and child-abuse prevention
- Threat assessments

When student services are integrated, each discipline's unique contributions remain essential and must be coordinated (planned) in order to maximize the effectiveness of those services to all students.

Each of the four student services professional disciplines contributes unique skills, knowledge, experience and perspective to the collective work. For example, school social workers are typically most experienced with the family and community connection, school counselors have expertise of student progression requirements, school nurses typically have the expertise to manage the needs of students with chronic health conditions and school psychologists have expertise in assessment and data analysis.





## Integrated Student Services in Schools: Action Guide



### Did you know...

Effective academic instruction is necessary, but not sufficient, for highest student achievement?

Want more? [Click here.](#)



University of South Florida

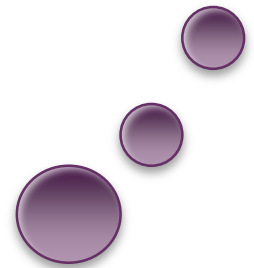
## Student Support Services Project

Existing to support the social, emotional, behavioral, physical and academic growth of all students.



# Gallery Walk

## Student Support Services







# Scenario

~1~

Gallery Walk



The random moment sample participant is in a YMCHAT during their sample moment. Your district needs more information on YMCHAT.



## Youth Mental Health Awareness

Dr. Curtis Williams  
Program Director  
[Curtis.Williams@fldoe.org](mailto:Curtis.Williams@fldoe.org)  
850-245-0475

- Coordination and facilitation of program development and adjustments through collaboration with YMHAT providers and all Florida school districts.
- Facilitation of YMHAT allocation process for all Florida school districts, including review of applications, corresponding sub-agreements, budget amendments and invoices, providing guidance, technical assistance and support for successful completion and disbursement.
- Collaboration with statewide stakeholders such as safety specialists, district directors, grant managers and school personnel, providing technical assistance and support for YMHAT.
- Create, maintain and manage statewide YMHAT data, including ongoing monitoring of statewide training activities.



## Youth Mental Health Awareness

Joseph Ashmore  
Training Support Specialist  
[Joseph.Ashmore@fldoe.org](mailto:Joseph.Ashmore@fldoe.org)  
850-245-0475

- Statewide planning, organizing, coordinating and scheduling the YMHFA trainings for instructors.
- Provide YMHAT technical assistance and support with statewide stakeholders such as district directors, safety specialists, grant managers and school personnel.
- Maintain statewide YMHFA instructor training data and document progress for YMHAT.

## **Section 1012.584, F.S.; Continuing education and in-service training for youth mental health awareness and assistance—**

(1) Beginning with the 2018-2019 school year, the Department of Education shall establish an evidence-based youth mental health awareness and assistance training program to help school personnel identify and understand the signs of emotional disturbance, mental illness and substance use disorders, and provide such personnel with the skills to help a person who is developing or experiencing an emotional disturbance, mental health or substance use problem.

## **Section 1012.584, F.S.; Continuing education and in-service training for youth mental health awareness and assistance—**

(2) The Department of Education shall select a national authority on youth mental health awareness and assistance to facilitate providing youth mental health awareness and assistance training, using a trainer certification model, to all school personnel in elementary, middle and high schools. Each school safety specialist shall earn, or designate one or more individuals to earn, certification as a youth mental health awareness and assistance trainer. The school safety specialist shall ensure that all school personnel within his or her school district receive youth mental health awareness and assistance training.



## YMHAT Statistics for SY 2019-2020

Through collaborative efforts from the department and YMHAT during school year 2019-2020 the following was accomplished:

- 537 Certified Instructors through YMHAT
- 23,159 Certified YMHFA First Aiders through YMHAT
- 148,765 online activations for Kognito Gold Standard Modules
- 127,231 online completers for Kognito Gold Standard Modules

\*Data and statistics from June 30, 2019, through July 30, 2020.

## YMHAT Comprehensive Data Year-to-Date

Through collaborative efforts from the department, SEDNET/ YMHAT and Project AWARE, the following has been accomplished since 2014:

- 1,736 YMHFA-certified instructors throughout the state (including community members)
- 128,742 certified YMHFA First Aiders throughout the state (including community members)
- 215,885 Online Activations for Kognito Gold Standard Modules
- 183,597 Online Completers for Kognito Gold Standard Modules

## YMHAT SY 2020-2021

The YMHAT program, in partnership with the department, is currently issuing YMHAT allocations directly to districts according to a department allocations schedule.

- Application deadline is March 16, 2021, for allotted allocations.
- Sub-agreements are currently being finalized for districts with completed applications.
- District staff will be charged with oversight of all district allocated funds.
- District School Safety Specialists (or designees) will continue to maintain data on all YMHFA trainers, “first aiders,” and Kognito completers within their respective district.

## YMHAT SY 2020-2021

- FLDOE and YMHAT project administration conducts state-sponsored trainings for YMHFA instructor trainings, including virtual online classes introduced during the COVID-19 pandemic. Please consult with YMHAT administration for all YMHFA instructor training needs.
- Instruct district contacts to respond to surveys as soon as possible.
- Training slots are filled according to response time, districts' needs and resources.
- If you have a need for YMHFA instructors, please coordinate with your district contact and email the names and email addresses of the staff to be trained.



# Scenario

~2~

Gallery Walk



Student services and ESE staff have requested information regarding the Mental Health Assistance Allocation Plan.





## School Social Work and Mental Health

Martha Rodriguez, LCSW

[Martha.Rodriguez@fldoe.org](mailto:Martha.Rodriguez@fldoe.org)

850-245-0063

- Provide training and technical assistance:
  - Evidenced-based mental health and substance abuse prevention/intervention strategies
  - Recovery and trauma-informed practices
  - SEA and Community-based Care Liaison
  - Mental Health Assistance Allocation Plan and Suicide Prevention Certified Schools



# Scenario

~3~

Gallery Walk



Your district needs additional information on Section 504 and ESE policies and procedures.



## School Psychology

Jesus Aviles, SSP, NCSP

[Jesus.Aviles@fldoe.org](mailto:Jesus.Aviles@fldoe.org)

850-245-7847

- Evaluations
  - Psych-Educational Assessments
  - Timeline Compliance
- Americans with Disabilities Act Section 504
  - 504 Disability Determination
  - 504 Plan Determination
- ESE Strategic Policies & Procedures (SP&P)
  - Part 1, H-1: Initiating Evals
  - Part 1, H-2: Conducting Evals
  - Part 1, G: Gen Ed Intervention Procedures
- BEESS Strategic Team Lead
  - Disproportionality
  - Timeline Compliance
- School-based Mental Health Support



# Scenario

~4~

Gallery Walk



Your district needs more information on the types of mental health services provided by school counselors in elementary and middle school.



## School Counseling

Damera Hopkins, M.Ed.

School Counseling Consultant

~ Elementary and Middle School ~

[Damera.Hopkins@fldoe.org](mailto:Damera.Hopkins@fldoe.org)

850-245-7844

- Kindergarten/First Grade Entry Requirements
- Third Grade Retention/ Promotion Requirements
- Middle School Student Progression
- Military Liaison
  - Interstate Compact on Educational Opportunity for Military Children
- School-based Mental Health





# Scenario

~5~

Gallery Walk



Your district needs more information on the types of mental health services provided by school counselors in high school.



## School Counseling

Felicia Trumpler, MA.Ed.

School Counseling Consultant

~ High School ~

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850-245-0457

- High School Counseling
  - Academic and Career Advisement
- Secondary Student Progression
  - Technical assistance statutes/rules
- High School Graduation Requirements
  - Statewide Assessment
- Postsecondary Transition
- School-based Mental Health
- Interstate Compact on Educational Opportunity for Military
  - Military LeadChildren Contact



# Scenario

~6~

Gallery Walk



Your district has a question regarding the psychosocial assessment and FERPA regulations.



TBA  
School Social Work

School Social Work Consultant  
850-245-7851

- Attendance
  - Compulsory Attendance Laws
  - Positive Attendance Prevention and Intervention Strategies
  - Truancy Intervention
- Parent and Student Engagement
- Child Abuse Identification and Reporting
- Foster Care Students
- School-based Mental Health
- FERPA



# Scenario

~7~

Gallery Walk



Your district needs information about Florida Statutes and Florida Administrative Code requirements that pertain to the provision of student health services.



## School Health

Teresa Masterson, M.Ed., BSN, RN

School Nurse Consultant

[Teresa.Masterson@fldoe.org](mailto:Teresa.Masterson@fldoe.org)

850-245-7841

- Provide guidance related to Florida school health policy and procedures
- Collaborate with districts to promote quality nursing and school health services to address the health needs of every student
- Support School Nurses as vital IEP/Section 504 team members
- Encourage partnerships between families, schools and community agencies for student health and academic success



# Scenario

~8~

Gallery Walk



The district is looking for a free online program to support the process of developing compliant Section 504 and IDEA documents, and capturing service documentation for Medicaid reimbursement.





Portal to Exceptional  
Education Resources  
(PEER) and  
Medicaid Tracking System  
(MTS)

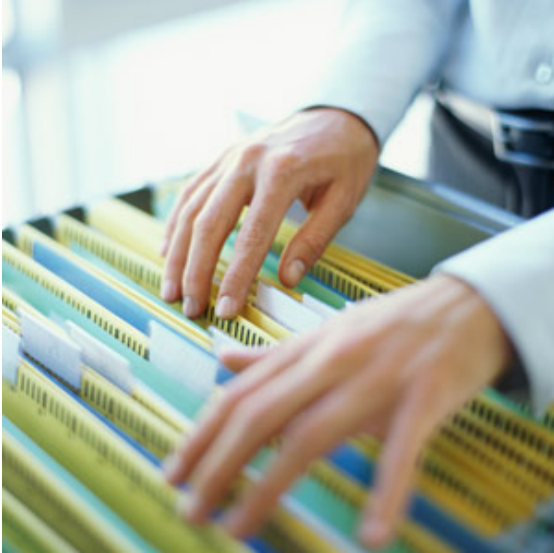
Thomas Garrett  
Program Analyst

[Thomas.Garrett@fldoe.org](mailto:Thomas.Garrett@fldoe.org)

850-245-0947

- PEER and MTS
  - Manage application development life cycle, which includes:
    - Project management
    - Requirements management
    - Software development [supervise]
    - Testing
    - Quality assurance
    - Deployment
    - Maintenance
  - Technical assistance, support and training

# + Benefits of using MTS 3.0



- Available at **NO COST** to districts.
- Providers can document speech therapy services, physical therapy services, and occupational therapy services, as well as nursing services.
- Providers can generate personal reports of their documented services.
- Administrators can create detailed reports related to documented services.
- Using two (2) student data files, MTS 3.0 produces a 270 Medicaid Eligibility Request file that is submitted to AHCA.
- MTS 3.0 processes the AHCA produced 271 Medicaid Eligibility Response file.
- Administrators can generate billing batches that include administrations, services and evaluations determined eligible for submission to AHCA for reimbursement.



## PEER

Jan Oberschlake

Systems Analyst

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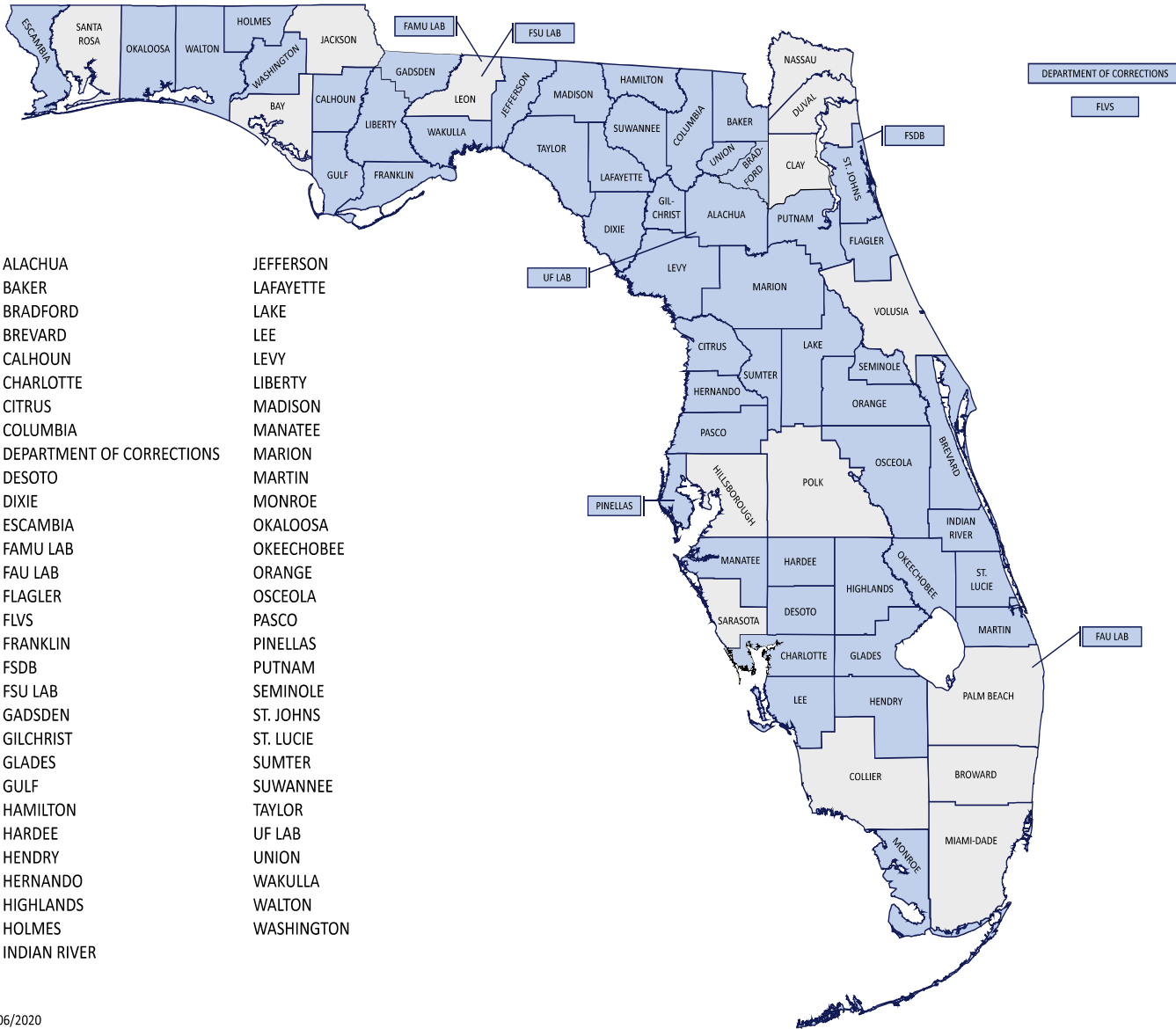
850-245-0948

- Technical assistance, support and training, which also includes:
  - Developing user guides and tutorial videos for PEER resources
  - Organizing PEER readiness activities for interested districts
- Develop and maintain application requirements including quality assurance
- Develop test automation

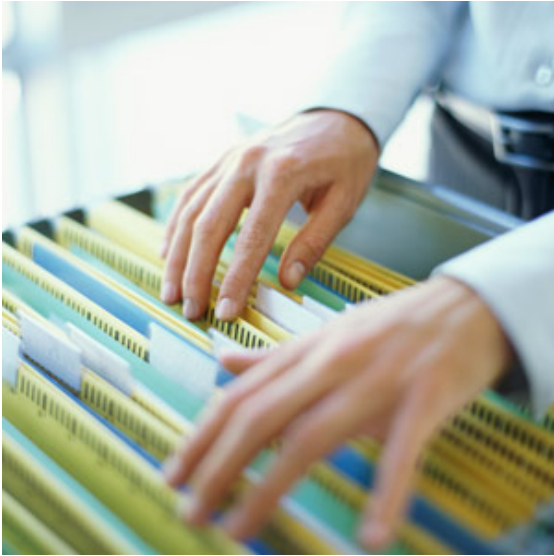


# PORTAL TO EXCEPTIONAL EDUCATION RESOURCES

BUREAU OF EXCEPTIONAL EDUCATION AND STUDENT SERVICES



# + Benefits of using PEER



- PEER is available at **NO COST** to districts.
- PEER is **COMPLIANT**.
  - The PEER team works diligently to ensure that all forms comply with the requirements in IDEA and Florida Statutes.
- PEER encourages **BEST PRACTICE**.
  - While ensuring compliance, PEER also encourages best practice throughout the creation of the IEP, with resources and reminders embedded throughout the document.
  - PEER implements a process approach designed to focus on individual student needs and discourages a “filling out the forms” type of approach.



# Available Features in PEER

- Evaluation and Eligibility
  - Notice and Consent for Initial Evaluation
  - Determination of Eligibility
  - Consent for the Initial Provision of ESE Services
  - Notice and Consent for Re-evaluation
  - Written Summary of Group's Analysis – InD
  - Written Summary of Group's Analysis – SLD/LI
- Individual Educational Plans (IEP)
- Educational Plans (EP)
- Services Plans (SP)
- Progress Reports for IEPs, EPs, and SPs
- Meeting Notices for IEP, EP, and SP Meetings
- Matrix of Services and Matrix Reviews
- Prior Written Notices (PWN)
- Conference Notes
- Section 504 of the Rehabilitation Act of 1973
  - Notice and Consent for Evaluation/Re-evaluation
  - Evaluation/Re-evaluation
  - Committee Meeting Notice
  - Plan
- Administrative Reports

# + New Tools Available in PEER (2020)



## PEER Training Resources

For access to the PEER Training site, contact [PEERSupport@fldoe.org](mailto:PEERSupport@fldoe.org). Click [here](#) to access the PEER backup documents and forms.

**PEER Overview** [[User Guide](#) | [Tutorial Video](#)]

**Administrative Reports** [[User Guide](#) | [Tutorial Video](#)]

### Evaluation & Eligibility

Notice and Consent for Initial Evaluation [[User Guide](#) | [Tutorial Video](#) (0:04:55–0:15:43)]

Notice of Eligibility/Ineligibility [[User Guide](#) | [Tutorial Video](#) (0:15:44–0:24:49)]

Consent for Initial Provision of ESE Services [[User Guide](#) | [Tutorial Video](#) (0:24:50–0:27:24)]

Notice and Consent for Reevaluation [[User Guide](#) | [Tutorial Video](#) (0:27:25–0:39:50)]

Written Summary of Group's Analysis - Intellectual Disability (InD) [[User Guide](#) | [Tutorial Video](#)]

Written Summary of Group's Analysis - Specific Learning Disability (SLD)/Language Impairment (LI) [[User Guide](#) | [Tutorial Video](#)]

### Plans

Individual Educational Plan (IEP) [[User Guide](#)]

Educational Plan (EP) [[User Guide](#)]

Progress Reports [[User Guide](#) | [Tutorial Video](#)]

**Meeting Notices** [[User Guide](#) | [Tutorial Video](#) (Creating a Notice) | [Tutorial Video](#) (Dashboard Features)]

### Section 504

Section 504 Notice and Consent for Evaluation/Reevaluation [[User Guide](#) | [Tutorial Video](#) (0:04:47–0:13:00)]

Section 504 Evaluation/Reevaluation [[User Guide](#) | [Tutorial Video](#) (0:13:01–0:35:00)]

Section 504 Committee Meeting Notice [[User Guide](#) | [Tutorial Video](#) (1:02:04–1:04:51)]

Section 504 Plan [[User Guide](#) | [Tutorial Video](#) (0:35:01–1:02:03)]

**Super User Features** [[Tutorial Video](#)]





# Administrative Reports

## Reports

### Individual Educational Plan (IEP)

[Admin Reports \[Old\]](#)

[Student Report](#)

[Special Education Report](#)

[Supplementary Aids and Services Report](#)

[Extended School Year Services Report](#)

[Related Service Report](#)

[Gifted Services Report](#)

[Assessment Accommodation Report](#)

[General Classroom Accommodation Report](#)

[LRE: 3 to 5 Report \[NEW\]](#)

[LRE: 6 to 21 Report \[NEW\]](#)

[LRE: District Summary Report \[NEW\]](#)

[Inactive Status Review Report](#)

### Matrix of Services

[Matrix of Services Report \[NEW\]](#)

[Matrix of Services \(w/ Domains\) Report \[NEW\]](#)

### Educational Plan (EP)

[Student Report](#)

[Inactive Status Review Report](#)

[Specially Designed Instruction Report \[NEW\]](#)

[Related Services Report \[NEW\]](#)

### Services Plan (SP)

[Student Report](#)

[Inactive Status Review Report](#)

[Services Report \[NEW\]](#)

[Classroom Accommodations Report \[NEW\]](#)

[Assessment Accommodations Report \[NEW\]](#)

### PEER Data Import

[Data Load Summary Report](#)

### Manually Added Students

[Manually Added Students Reconciliation Report \[NEW\]](#)

### Section 504 Plan

[Section 504 Plan Student Report \[NEW\]](#)

[Section 504 Plan General Classroom Accommodation Report \[NEW\]](#)

[Section 504 Plan Assessment Accommodation Report \[NEW\]](#)



# PEER Tools in Development

- Revision of the IEP
- Revision of the SP
- Revision of the EP
- Manifestation Determination
- Behavior Intervention Plan



# Explore PEER



- Go to <https://portal.test.fldoesso.org>
- Click **EDUCATORS**
- Click **SSO Hosted Users**
- Enter username and password
  - Username:  
[2500-DistrictUser01@filler.net](mailto:2500-DistrictUser01@filler.net)
  - Password: Training2016
- Click **PEER** from Resources & Assessments

# + Questions



For more information or to schedule a demo,  
visit us at [PEERSupport@fldoe.org](mailto:PEERSupport@fldoe.org)



# Scenario

~9~

Gallery Walk



Your school district is looking for additional support with their Medicaid in School's program to maximize their reimbursement.



## Medicaid

Nanci English, B.S.  
Medicaid Consultant

[Nanci.English@fldoe.org](mailto:Nanci.English@fldoe.org)

850-245-5075

- Medicaid in Schools
- Collaboration with Agency for Health Care Administration (AHCA) and national partners
- FDOE Electronic Medicaid Administrative Claiming System (EMACS)
- FDOE Medicaid Tracking System
- Project Liaison for EMACS discretionary projects



## Types of School District Medicaid Claiming

### Medicaid in Schools

- Fee for service: includes physical therapy, occupational therapy, speech therapy, behavioral, nursing, transportation, augmentative alternative communication
- Administrative claiming: reimbursement for administrative services (for example, care planning and coordination, referrals to Medicaid providers) surrounding the fee for service





# Medicaid in Schools

Certified School Match Program –  
Fee for Service

- School districts receive Medicaid reimbursement for
  - Services referenced in an individual educational plan or individualized family support plan
  - Students who are under the age of 21
  - Students who have Medicaid parental consent
  - Students who are Medicaid eligible
- Districts provide the service, then seek reimbursement through Medicaid
- Rate study to set district specific rate
- Districts have received over \$1.9 billion through the program since its inception in 1997



# Medicaid in Schools

## Medicaid Administrative Claiming Program

- School districts receive Medicaid reimbursement for administrative services
  - Time spent by school district staff on Medicaid administrative activities is captured using time studies
  - School districts are reimbursed for some of their costs associated with school-based health and outreach activities which are not claimable under the Medicaid Certified School Match “fee for service” program
    - Job code certification



# Changes to Medicaid Policy/Rule

CS/HB 81

- CS/HB 81: Health Care for Children
  - Approved by the Governor June 23, 2020
  - Effective date of July 1, 2020
  - Applies only to school districts, not charter/private
  - Removes the requirement that certified match is only available for school-based services provided through an IEP or IFSP
  - Draft coverage policy and the rule making process



## Updates

- Denied procedure codes
  - Identified the issues
  - Corrections
- Denied claims exceeding one year
  - NCCI edits
- Fee schedule discrepancies
  - Verification through the web portal
  - Comments resubmitted
- CARES Act Provider Relief Funds
  - Phase 2
  - Phase 3
- Charter/Private school enrollment
  - Rendering providers

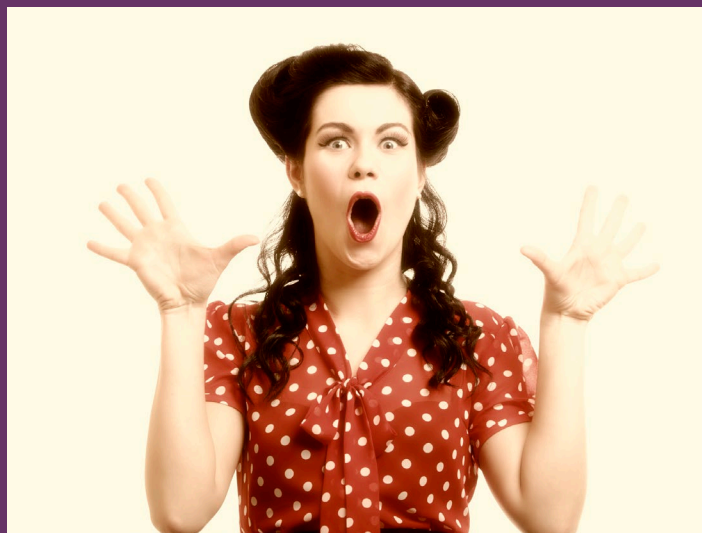


## Support provided by BoSSS

- Dedicated staff to answer any questions related to Medicaid in schools
- Medicaid in schools 101 sessions
- Quarterly Medicaid calls with districts, AHCA staff, vendors
- Advisory group
- Action plans
- Student Support Services Project Website
- Demos of FDOE systems



## Products offered to districts at no cost to assist in Medicaid revenue maximization



- Medicaid Tracking System (MTS 2.0)—paper-based fee for service billing
- Medicaid Tracking System (MTS 3.0)—electronic fee for service billing
- EMACS—administrative claiming

All products are fully supported by FDOE/SSS staff, including training, technical support, day-to-day assistance



## EMACS

Rebecca Moistner, BA  
EMACS Coordinator

[Rebecca.Moistner@fldoe.org](mailto:Rebecca.Moistner@fldoe.org)

850-245-7838

- Performs functions surrounding the School District Medicaid Administrative Claiming (SDAC) program in EMACS
- Collaborate, communicate, disseminate information and provide leadership to school districts regarding the EMACS program
- Manage data related to EMACS





STUDENT SUPPORT  
SERVICES PROJECT

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[Site Map](#)

Student Services  
Personnel  
◀ Evaluation Model  
and Guide



# + Additional Resources



## BEESS Portal Professional Development Alternatives

The BEESS Portal to Professional Development Alternatives (PDA) offers a variety of online courses for Florida educators that will increase their ability to respond to the needs of students with disabilities. The courses from the PDA site and the PD Portal site have been combined to create a “one-stop” for professional development related to students with disabilities.

### Facilitated Courses

To enroll or for more information about a course, contact your local [PDA Coordinator](#) at the FDLRS center that serves your district. If you are already enrolled, select Sign in to access a course.

### Independent Study Courses

Select Sign in to access courses or to begin the registration process.

# + Online Courses

## Multi-Tiered System of Support: An Introduction



This course provides an introduction to a Multi-Tiered System of Supports. Specifically, the course provides an overview of an MTSS, describes the critical components of multi-tiered instruction and intervention for academics (e.g., reading) and behavior, describes the problem-solving process and how it used to make data-based decisions about instruction and intervention, and discusses how an MTSS relates to special education eligibility and processes. Additionally, case studies are provided for participants to apply what they learned about an MTSS.

**Suggested Inservice Points: 6, Offered for 0.65 ASHA CEUs**

## Leading Within an MTSS



This course provides leaders with the context of Florida Department of Education's Multi-tiered Systems of Supports (MTSS) by leveraging the learning standards to assure all students succeed. It provides many resources and references, examples or models, and tools that can be used in your leadership role.

**Suggested Inservice Points: 5**

# + Online Courses, continued...

## Student Services for Inclusive Schools



This course examines the role of the student services professional in regard to the advancement of all students, including students with disabilities through an integrated student services model. Collaborative efforts within the school, alongside families, and through the community while supporting students with disabilities in the general curriculum is discussed. The course also presents specific tools and strategies for meaningful participation of student service professionals as a part of school-based problem-solving teams.

**Suggested Inservice Points: 20**

## Excellence in School Nursing



This course was developed by Florida school nurses to facilitate safe and effective school nursing practices in Florida schools. This course provides a foundation in the laws and rules that pertain to the Florida school health services program, incorporates the national scope and standards of school nursing practices, and utilizes a multi-tiered public health approach to develop, implement, and evaluate evidence-based school health services to support positive health and education outcomes for all students in Florida schools.

**Suggested Inservice Points: 8**



# Bureau Contacts

Bureau of Student Support Services  
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Curtis Williams  
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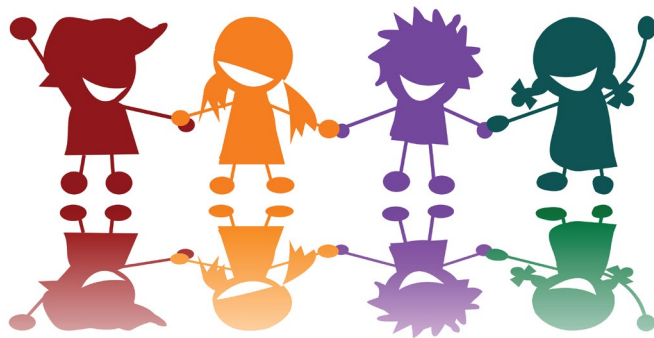
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# + Questions

