

At Your Service! Your Student Services Newsletter



*Redefining Student Services:
Psychological Services, School Social Work,
Health Services, FACE IT, School
Counseling, Prevention, Section 504,
Triage & Training and Crisis Response*

August 2019
Edition



Educating Hearts.
Inspiring Minds.

Collaborating Districts Initiative(CDI) Impact on Students and Schools

The [Collaborating Districts Initiative \(CDI\)](#) was organized in 2011 to help school districts across the country systemically integrate social and emotional learning (SEL) into all their work. To assess the impact of the CDI's efforts, CASEL entered into an ongoing data collection and evaluation partnership with the districts and American Institutes for Research (AIR). Data were collected to measure the implementation and resulting outcomes. Since implementation of the CDI, academic achievement has improved consistently in reading and math. Teachers have become more effective. Attendance and graduation rates are up. Suspensions and expulsions are down. Students feel safer and more connected to school. While the availability of data varied by district, qualitative and quantitative outcomes are promising. External evaluations also showed consistent year-to-year improvements in school culture and climate, as well as student outcomes. **The bottom line: Even very modest investments in SEL can pay off for individuals, schools, and society.**

Improved academics:

- The three districts that use the National Assessment of Educational Progress (NAEP) ([Austin](#), [Chicago](#), and [Cleveland](#)) all improved their reading and math scores during the CDI implementation years.
- In [Anchorage](#), [Austin](#), [Chicago](#), [Cleveland](#), [Oakland](#), and [Nashville](#), GPAs were higher at the end of the 2015 school year than before the CDI started. The improvements were particularly noticeable in Chicago, going from an average of 2.19 in the three years before the CDI to 2.65 in 2015, an increase of nearly 21%.
- [Nashville](#), the only district with consistent standardized tests across the CDI years, showed improvements in both ELA and math achievement.

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Improved behavioral outcomes:

- [Chicago's](#) graduation rate increased 15% during the CDI years.
- Attendance improved in four of the six districts that collected this data.
- Suspensions declined in all five of the districts that collected this data.
- Districts also reported that students' social and emotional competence improved, based on student and teacher surveys.

Improved school environment:

- School climate, as measured by district surveys in [Chicago](#) and [Cleveland](#), improved during the CDI years. In [Anchorage](#) climate began an upward trajectory before the CDI and sustained that same significant and positive growth during the CDI years.



The Florida Department of Education announced on June 29, 2018, the selection of the evidenced-based Youth Mental Health First Aid training. This is a six-hour face-to-face course that facilitates mental health literacy and gives adults the necessary skills to interact with youth who are developing a mental health problem or experiencing a mental health crisis. This includes helping adults working with youth identify, understand and respond to signs of mental illness. This is required by Florida Statutes section 1012.584, titled *Continuing education and in-service training for youth mental health awareness and assistance*.

The Florida Department of Education understands that training all school employees in Youth Mental Health First Aid will be a multi-year endeavor and an ongoing process. To assist school districts in providing additional capability to provide online youth mental health awareness training, Florida Department of Education has partnered with Kognito Gold Standard Modules to provide supplementary online training in the near-term.

You may be aware that Pinellas County Schools currently has multiple levels of training for Mental Health Awareness. The gold level is the previously mentioned 6-hour Youth Mental First Aid Training. We have been providing this for the past 5 years and we encourage all staff to attend. The silver level is the 3-hour Mental Health Awareness face to face training and the bronze level that all staff will complete this school year is the one-hour on-line Kognito training.

Kognito recognizes the connection between mental health, school safety, attendance, and academic performance. This training teaches educators and school personnel to be the effective eyes and ears of student mental health. The mission is to drive conversations that change lives. Part of the on-line

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training are the At-Risk Training Simulations. They are a suite of online, evidence based, professional development programs that are presented through unique roleplay simulations.

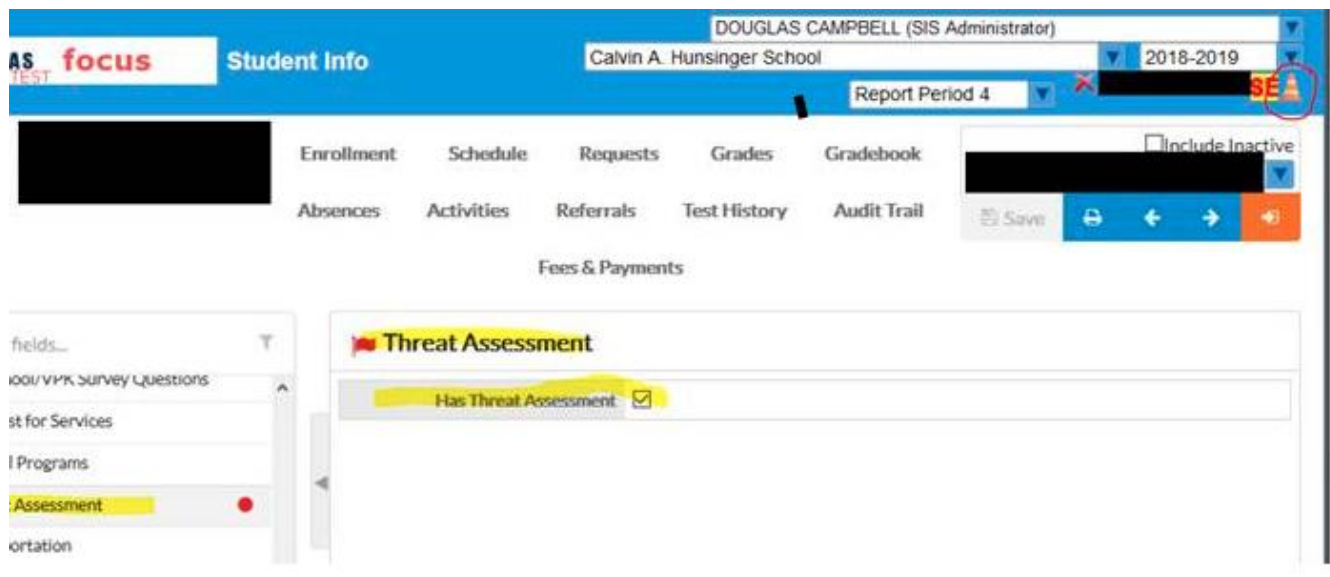
The training builds skills and self-confidence of staff to recognize students in distress, talk to them, and, if needed, make a warm hand-off to support. In the simulations, you will meet a virtual coach and learn what to do when concerned about a student, how to bring up concerns, increase connectedness, build resilience, and link to support. You will engage in interactive scenarios with virtual students, lead conversations with those students who show signs of anxiety, depression, and thoughts of suicide. Virtual students in the simulation will respond like actual students, meanwhile, the virtual coach will provide real time support and performance feedback.

There are 3 classes open on PLN for Kognito, one for administrators, one for support staff and one for instructional staff. The component is currently open, so please log on to PLN to register for your appropriate class. Contact Lisa Depaolo with any questions at depaolol@pcsb.org.

Threat assessment Icon in Focus



You may have noticed a safety cone icon when you view some students records in Focus. The icon appears when a student has had a threat assessment. When you hover over the icon it will direct you to call the prevention department at 588-6130 for more information. We are working to upload all threat assessments into Focus so that principals and select others can read the full assessment. Until then, please call the office to obtain information needed to ensure all students safety.

A screenshot of the AS focus Student Info interface. The top navigation bar is blue and contains the user name 'DOUGLAS CAMPBELL (SIS Administrator)', the school 'Calvin A. Hunsinger School', and the school year '2018-2019'. Below the navigation bar, there are several tabs: Enrollment, Schedule, Requests, Grades, Gradebook, Absences, Activities, Referrals, Test History, and Audit Trail. A 'Threat Assessment' icon (a small orange and white cone) is visible in the top right corner of the interface. The main content area shows a 'Threat Assessment' section with a checkbox labeled 'Has Threat Assessment' which is checked. On the left side, there is a sidebar with a search field and a list of items, including 'Assessment' which is highlighted in yellow.

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History Bookmarks Tools Help

https://focust.pcsb.org/focus/Modules.php?modname=Student

UMRA PRODUCTION All_Fields Focus-BETA TEST TEST All Fields TRAIN

focus Student Info DOUGLAS CAMPBELL (SIS Administrator)

Screen Simple List Customized List

at Assessment: Yes

Students

Student	Student ID	Grade	Sch
[REDACTED] SE	[REDACTED]	07	Cal

Student has threat assessment on file. Contact Department of Student Services (727 588-6307) for details.

Declaration: October 2019 is College and Career Month

Throughout the month of October all K-12 school counselors will be working with students to discuss post-secondary options. This could look like classroom lessons in elementary schools, using [Xello](#) to explore their interests in middle schools, or [Apply Yourself](#) Florida, part of the American College Application Campaign week in high schools.

Why October? Because students are:

- Completing early admission applications
- Gathering letters of recommendation
- Writing essays for applications, and scholarships

The window for the Free Application for Federal Student Aid opens October 1st.

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Both the [American School Counselor Association](#) and the [College Board](#) have outlined mindsets and components to having a comprehensive college and career exploration program and stress its benefits. Exposing students to different options for their future as early as possible is critical. Whether it be a college degree or industry certification, 75% of all jobs in the 21st century require some form of post-secondary education. Evidence suggests that students who meet with a school counselor to discuss college, financial aid, etc. are [3 times more likely to attend college and 7 times more likely to apply for financial aid](#). There is also research that suggests college and career exploration increases student achievement, school attendance, and an overall sense of well-being.

There will be more information about how this will look at your school coming in August. So please plan to discuss this with your school counselor(s) and embrace the opportunity to expand your student's worldview!

School Matters!



School Attendance Team (Child Study Team) Overview Part 2

How to establish a school attendance team? Once the principal has determined the group organization, composition, and roles of the team members, they are ready to convene the attendance team. The principal should take these steps to ensure team success.

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Steps to organizing the school attendance team:

1. Determine whether an existing team will take on the work of attendance improvement or if a new team will be established.
2. Hold the first meeting and ensure team members understand chronic absence, how it contributes to students falling behind academically, and the distinction between chronic absence and truancy.
3. Review and agree on the group norms and roles/responsibilities.
4. Review the standard meeting agenda and set a regular meeting schedule for the year, ideally weekly.
5. Review Attendance Works' Teaching Attendance E-Learning Modules.
6. Review the school's chronic absence data, including year-to-date, year-over-year, and subgroup rates.
7. Review and understand the district's regulations, guidance, protocols and practices around attendance.
8. Map the school's tiered intervention strategy for preventing and reducing chronic absence.
9. Assess the school's attendance practice, existing tiered strategies, and develop an attendance improvement plan.
10. Use school data to set schoolwide and student sub-group goals for attendance improvement.

Attendance Works has developed an attendance team rubric and practice self-assessment. This tool can help principals assess the level of proficiency of the attendance team in key strategic areas of the structure and process. Find the [Attendance Team Self-Assessment Tool](#).

Child Study Team Meeting – Sample Agenda

The attendance team should meet regularly (ideally weekly when chronic absence rates exceed 5 percent) to review the school's attendance data and coordinate schoolwide efforts to reduce chronic absence. The agenda should ensure that there is sufficient time to review and monitor the team's attendance strategy so that the team does not become overly focused on individual students with the highest levels of absence. Often attendance teams spend most of their time discussing individual students with the highest level of absences (Tier 3) and/or students who are truant. This does not allow enough time for the team to discuss prevention or early intervention strategies for students who are at risk of becoming chronically absent. These early prevention strategies could reduce the number of students who become chronically absent. Exclusively focusing on individual students also takes away from the team's time to examine trends and common attendance barriers for groups of students. If the team does not have longer than 60 minutes to meet, consider reserving Tier 3 students for a sub-committee of members who are directly responsible for their intervention plans.

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- **5 min Aggregate Data presentation**

High-level picture of all students by tier and by attendance categories (satisfactory, at-risk, chronic absence, severe chronic absence) and changes since last meeting.

- **10 min Early Warning Students**

Review list of students who are on the “cusp” of moving from one tier to another; discuss the reasons for the absence, identify interventions and assign a person to implement the intervention.

- **25 min Tier 2 Intervention Strategy**

Review common causes of chronic absence; discuss possible solutions to the barriers students are experiencing, analyze the patterns across groups of students and identify systemic interventions (e.g., walking, school bus), assign responsibility and/or discuss progress of intervention strategies and attendance improvement outcomes.

- **15 min Tier 1 Prevention Strategy**

Tier 1 interventions: Discuss status and impact of Tier 1 interventions, including successes, challenges, and new strategies using the year-long calendar of activities.

- **5 min Team Assignments review and next steps agreement**

Tier 2 and 3 – Case Management

- **30 min Tier 2 and 3 students:** Review individual Tier 2 and 3 students; discuss the causes of the absence, assign interventions and/or discuss progress of interventions, attendance improvement outcomes, and community and agency support.

*Your area social worker for attendance will be providing a toolkit with this information and more, at the beginning of the school year.

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Resource Round up!

Each month a different community resource will be highlighted



Neighborhood Family Centers

Starting in 1993, JWB created a network of eight Neighborhood Family Centers (NFCs) to provide comprehensive, core family support services. Each site uniquely serves its diverse citizens and promotes the necessary protective factors that foster child well-being and strengthen families. Services are easy to access, thanks to site locations in the highest-need neighborhoods throughout the county. Each NFC provides specialized services and resources designed to meet the unique needs of its families. While hundreds receive direct and ongoing services from their nearby NFC, hundreds more benefit from one-time workshops, classes, and annual efforts such as back-to-school events and free tax preparation through the Volunteer Income Tax Assistance (VITA) program.

CAP NFC

401 East Dr. MLK Jr. Drive
Tarpon Springs, FL 34689
P: 727.934.5881

Clearwater NFC

900 North Dr. MLK Jr. Avenue
Clearwater, FL 33755
P: 727.442.5355

GRAYDI NFC

12601 130th Avenue North
Largo, FL 33774
P: 727.595.1684

High Point NFC

5812 150th Avenue North
Clearwater, FL 33760
P: 727.533.0730

Hispanic Outreach Center NFC

612 Franklin Street
Clearwater, FL 33756
P: 727.445.9734

Lealman & Asian NFC

4255 56th Avenue North
St. Petersburg, FL 33714
P: 727.528.7891

Mattie Williams NFC

1003 Dr. MLK Jr. Street North
Safety Harbor, FL 34695
P: 727.791.8255

Sanderlin NFC

2335 22nd Avenue South
St. Petersburg, FL 33712
P: 727.321.9444

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YOUTH MENTAL HEALTH FIRST AID

TRAINING LOCATION	DATES FOR 2019	TIME	PLN SECTION #
Administration ABC203	Aug. 27 th & Aug. 28 th	4:00-8:00	96986
Administration B213	Sept. 23 rd & Sept. 24 th	4:00-8:00	96987
Administration ABC203	Oct. 21 st & Oct. 23 rd	4:00-8:00	96988
Administration B213	Dec. 17 th & Dec. 18 th	4:00-8:00	96989
Administration ABC203	March 2 nd & March 4 th	4:00-8:00	96990

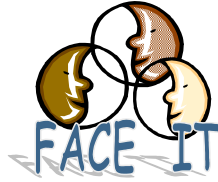
You can earn 6 ESE hours, Component points, Certificate of Distinction points, Trade day hours and, above all, valuable and useful knowledge when completing the Youth Mental Health First Aid (YMHFA) USA 6-hour education program. Participants in YMHFA are introduced to the unique risk factors and warning signs of mental health problems in youth, including anxiety, depression, psychosis, eating disorders, ADHD, other disruptive behavior disorders, and substance use disorder. YMHFA emphasizes the importance of early intervention, and teaches individuals how to help a youth who is in crisis or experiencing an emotional or mental health challenge. Participants learn a core five-step action plan to support a youth that may be developing signs and symptoms of mental illness or experiencing an emotional crisis. The skills acquired are applicable in any setting whether it is school, home or community.

Register for a training on Professional Learning Network (PLN) today! Course # 29116

For more information please contact: Vicki Koller, MSW (Project Manager) (727) 588-6040 or kollerv@pcsb.org



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FAMILIES ACTING COLLABORATIVELY TO EDUCATE AND INVOLVE TEENS

FACE IT is an Alternative to Reassignment for students who offend with alcohol and other drugs on campus or at school functions. FACE IT allows for a waiver of up to Three (3) days of the mandatory *3-day suspension.

GOAL

Empower families to help youth avoid and stop using alcohol, tobacco, and other drugs.

Students will

- Learn about the consequences and effects of using or possession of alcohol, tobacco, and other drugs.
- Reduce or eliminate incidents of alcohol, tobacco, and other drug use and possession at school and in the community.
- Learn, practice, and apply healthy life skills.

Parents/Caregivers will:

- Learn about the consequences and effects of using alcohol, tobacco, and other drugs.
- Enhance parenting tools and skills.
- Develop and provide clear no alcohol, tobacco, or other drug use rules for their children.

Families will:

- Improve family relationships and communication.

Process

- School administrator will give families the FACE IT Program brochure, information sheet, and Alternative to Reassignment form.
- Families will contact the Prevention Office to register for the FACE IT program at 727-588-6130 or online at <https://asd.pcsb.org/SchoolWiresForms/Facelt/>.
- A confirmation email will be sent to principal, assigning administrator, and the family regarding the offending student's compliance with all the necessary registration information.
- Upon successful completion of the FACE IT program, students will receive the completed Alternative to Reassignment form to be given back to the school Administrators.
- If failure to comply with the FACE IT program occurs, school administrators will be notified by email and/or phone communication to being the reassignment process.

Start Dates for the 2019/2020 School Year:

- September 3rd at Palm Harbor University High
- September 4th at Dixie Hollins High School
- September 5th at Clearwater High School
- September 5th at Lakewood High School

The FACE IT process will remain the same:

- Program information – [Face It](#)
- Registration- <https://asd.pcsb.org/SchoolWiresForms/Facelt/>

For additional information on the FACE IT Program, please contact Lisa DePaolo in the Prevention Office at 588-6130 or Middlebrooksf@pcsb.org

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Section 504

Congratulations!

on Outstanding Compliance!

(data pull: 7/16/2019)

Academie DaVinci Charter School	Gulfport Elementary School	Pinellas Park Elementary School
AMI KIDS Center for Personal Growth	Highland Lakes Elementary School	Pinellas Park High School
Anona Elementary School	James B. Sanderlin PK-8	Pinellas Preparatory Academy
Athenian Academy	John Hopkins Middle School	Pinellas Primary Academy
Azalea Elementary School	Juvenile Detention Center	Plato Academy Clearwater
Azalea Middle School	Kings Highway Elementary Magnet	Plato Academy Palm Harbor
Bardmoor Elementary School	Lake St. George Elementary School	Plato Academy Pinellas Park
Bauder Elementary School	Lakeview Fundamental Elementary	Plato Academy Seminole
Bay Point Elementary School	Lakewood Elementary School	Plato Academy St. Petersburg
Bay Vista Fundamental Elementary School	Lakewood High School	Plato Academy Tarpon Springs
Bayside High School	Largo High School	Plumb Elementary School
Belcher Elementary School	Largo Middle School	Ponce de Leon Elementary School
Belleair Elementary School	Lealman Avenue Elementary School	Rawlings Elementary
Blanton Elementary School	Leila Davis Elementary School	Richard O Jacobson Technical High School at Seminole
Brooker Creek Elementary School	Lynch Elementary School	Ridgecrest Elementary School
Campbell Park Elementary School	Madeira Beach Fundamental	Safety Harbor Elementary School
Carwise Middle School	Maximo Elementary School	San Jose Elementary School
Charles Britt Academy	McMullen-Booth Elementary School	Sandy Lane Elementary School
Chi Chi Rodriguez Academy	Meadowlawn Middle School	Sawgrass Lake Elementary School
Clearwater Fundamental Middle School	Melrose Elementary School	Seminole Elementary School
Clearwater Intermediate	Midtown Academy	Seminole Middle School
Cross Bayou Elementary School	Mildred Helms Elementary School	Seventy-Fourth St. Elementary
Curlew Creek Elementary School	Mount Vernon Elementary School	Sexton Elementary School
Curtis Fundamental Elementary	New Heights Elementary School	Shore Acres Elementary School
Cypress Woods Elementary School	North Shore Elementary School	Skycrest Elementary School
Discovery Academy of Science	Northeast High School	Skyview Elementary School
Disston Academy	Northwest Elementary School	Southern Oak Elementary School
Douglas L. Jamerson Elementary	Oakhurst Elementary School	St. Petersburg Collegiate High School
Dunedin Elementary School	Oldsmar Elementary School	Starkey Elementary School
Dunedin Highland Middle School	Orange Grove Elementary School	Sunset Hills Elementary School
East Lake Middle School Academy of Engineering	Osceola Fundamental High School	Sutherland Elementary School
Eisenhower Elementary School	Osceola Middle School	Tarpon Springs Elementary School
Enterprise Charter High School	Ozona Elementary School	Tarpon Springs Fundamental Elementary School
Fairmount Park Elementary School	Pace Program	Tarpon Springs Middle School
Forest Lakes Elementary School	Palm Harbor Middle School	Thurgood Marshall Fundamental Middle School
Frontier Elementary School	Pasadena Fundamental Elementary School	Tyrone Middle School
Fuguitt Elementary School	Perkins Elementary School	Walsingham Elementary School
Garrison-Jones Elementary School	Pinellas Central Elementary School	Westgate Elementary School
Gulf Beaches Elem Magnet	Pinellas Gulf Coast Academy	



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Section **504** COMPLIANCE ADVISOR

Your Guide to Understanding and Administering Section 504

New Compliance Advisor Issues Now Available on 504 eLearn!

The Compliance Advisor has one goal: to show schools how to carry out sound Section 504 policy. Every page of every issue is filled with explanations of the law, best practices, case summaries and compliance tips – giving schools the complete compliance picture in both the practical and legal aspects.

Recent Issue Features [July](#)

HIGHLIGHTS

Ask 3 questions to assess reasonableness of accommodation, modification request

How do you determine whether a requested accommodation or modification is “reasonable”? Here’s one “test” you can use.

Page 3

Prepare gen ed teachers to attend, participate in Section 504 meetings

General education teachers may not be as accustomed to the idea of attending students’ Section 504 meetings as their special ed peers. Here are a few things you can do to help them feel comfortable.

Page 5

Your quick guide to who you need to include on the Section 504 team

A student’s Section 504 team must include a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. So, who is that exactly?

Page 6

Meeting minutes, agenda help mom with disability participate in IEP process

Case name: *Eastern Carver County (MN) Sch. Dist., 74 IDELR 144 (OCR 2018).*

Ruling: OCR found insufficient evidence that a Minnesota school district discriminated against a mother with cognitive disabilities by not providing her with specific accommodations during her child’s IEP meetings. It dismissed her disability discrimination complaint.

What it means: Section 504 and ADA Title II protect all persons with disabilities, not just students. Even though this district lacked proof that a parent had a disability, it demonstrated its compliance with Section 504 and Title II when it provided her an agenda of the IEP meeting and meeting minutes, and offered to meet with her to discuss the IEP process and answer any of her questions.

LEGAL SPOTLIGHT YOU BE THE JUDGE

Did a district violate Section 504 by failing to provide a hard copy of a textbook? **Page 2**

Quick Tips for 504 meetings

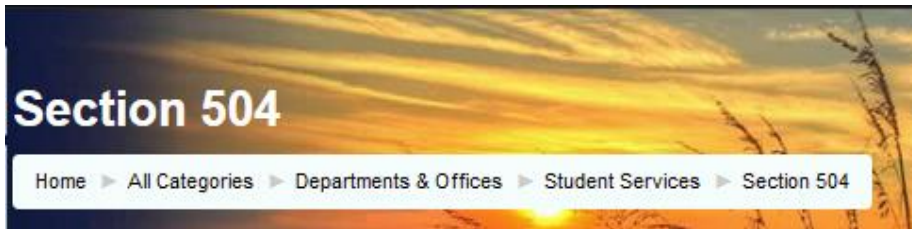
Provide input form to teachers who can’t attend a 504 meeting. It may not be necessary or possible to include all of a student’s teachers at his 504 meeting. Instead, send a form or a survey asking them what information they have about the student and what interventions they’ve tried.

Record discussions in 504 meeting notes. Consider memorializing discussions that occur during 504 meetings in notes, said Carl Corbin, a school attorney with School and College Legal Services of California. If there’s ever a question later about whether a particular service was discussed and why the team rejected it, the district will have a written record of what occurred, he said.

Don’t limit 504 teams to one annual meeting. Remember that you can call a 504 team meeting at any point during the year to address specific accommodations or other issues, said Betsey Helfrich, school attorney with Mickes O’Toole in St. Louis. Sometimes 504 case managers mistakenly think they only have one annual meeting to address problems, she said. Staff can call another meeting at any time to address an issue, she said. ■

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Section 504 eLearn



ESE: FLDOE Section 504 Online Introductory Course

Open to: All School Staff

In-service Credit: 3 ESE re-certification points

How do I complete this component?

- 1) Enroll in PLN: Course **20496** (Section 91720 available through 6/30 or Section 95073 begins July 1)
- 2) Go to: <http://sss.usf.edu/resources/topic/section504/504course/index.html>
- 3) Complete all the assignments and activities in the course.
- 4) When you receive your completion certificate, upload to PLN course # 20496.
- 5) Once submitted, email MAUCKH@pcsb.org to receive course survey and credit.

Course topics:

- ❖ Introduction to Section 504
- ❖ A Section 504 Disability
- ❖ Child Find and Section 504 Evaluations
- ❖ Section 504 Disability and Need for Section 504 Plan Determination
- ❖ Developing and Implementing a Section 504 Plan
- ❖ Medical/Health Conditions and Individual Health Care Plans
- ❖ Procedural Safeguards and Grievance Procedures
- ❖ Discipline
- ❖ Comparison of Section 504 and IDEA 2004
- ❖ Postsecondary Students and Section 504

Section 504 Training – 504 Coordinators / Student Services staff & Administrators

Description: Participants will enhance their knowledge of the requirements of Section 504 and the Americans with Disabilities Amendment Act of 2008 as relates to protections, services, and legal requirements for students with disabilities and will use knowledge to implement district processes and procedures for Section 504 compliance.

Who: 504 Coordinators, Student Services staff and Administrators

Where: Discovery Room, 305 Fourth St. SW Largo, FL 33770 – across the street from the Administration Building

When: July 29, 2019

Time: 12:30 – 3:30

Registration: Professional Learning Network (PLN) enrollment required

Course: 19798

Section: 95072

Student Services

Health Services 588-6320
Sara O'Toole, Managing Officer
Holly Minarik-Collins,
Administrative Assistant

Prevention Office 588-6130
Lisa DePaolo, Managing Officer
Paula Mohl, Administrative
Assistant

Bullying Prevention 588-6348
Joan Reubens, Coordinator

Section 504 588-6296
Sarah Douglas, Coordinator

Psychological Services 588-6054
Michael Cowley, Managing Officer
Hope Mauck, Administrative
Assistant

School Counseling 588-6053
Jonathan Blair, Managing Officer
Sonja Cooper, Administrative
Assistant

School Social Work 588-6355
Tari Connell, Managing Officer
Carole Stucki, Administrative
Assistant