

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*

April 2019
Edition



Northeast High School Sandy Hook Promise Say Something National Site for Call to Action Week



During the week of February 25th – March 1st, Sandy Hook Promise hosted its [Fourth Annual Say Something Call-to-Action Week](#). Mark Barden, Co-Founder and Managing Director of Sandy Hook Promise, and father of Daniel who was killed in the Sandy Hook Elementary shooting, visited the students of Northeast High School to discuss the power that each student has to prevent violence and save lives when they Say Something to a trusted adult.

Across the country, students in grades 6-12 nationwide learned how to recognize the warning signs of violence and self-harm, including bullying, depression, eating disorders, and substance, physical, or sexual abuse and how to properly share any observed signs with a trusted adult. Through Say Something, every student is empowered to help others and their community, becoming upstanders rather than bystanders.

According to research, in 4 out of 5 school shootings, the attacker told someone of his/her plans prior to the attack and 70% of people who complete suicide told someone of their intention or gave some type of warning. SHP's programs work to proactively prevent tragedy by reinforcing the power within young people to stop violence before it starts.

Say Something is delivered at no cost to schools and organizations by SHP. The program can be taught in the classroom, through assemblies, or by student ambassadors. Since its inception, Sandy Hook Promise has educated over 1 million youths and adults in its Know the Signs Programs in all 50 states on mental health and wellness, identification of at-risk behaviors and how to take action and get help before a situation escalates. Those trained are now able to spread SHP's vital message to help prevent violence BEFORE it happens and create a culture of connectedness and inclusion throughout their community.

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Belle of the Ball Project is a 501(C) 3 non-profit organization, which provides prom and homecoming dresses to high school girls in Pinellas, Hillsborough, Pasco, Polk, Hernando, Citrus, and surrounding counties for their high school dances.



Our mission statement is “No girl should be denied the opportunity to attend her high school dance because of financial difficulties”. We are a 100% volunteer organization and rely on donations and volunteers. For volunteer and donation information, please visit our website. We distribute dresses twice yearly, usually 4 dates in the fall for homecoming and 4 dates again in the spring for prom. High school girls can also get dresses for home-school dances and military balls during these dates. Our volunteers have created a beautifully decorated 5,000 sq. ft. boutique for girls’ shopping enjoyment. Girls can choose from over 3,000 dresses organized by size and color. Many of the dresses are new with tags. Girls qualify for a dress if they appear in person and attest that they are currently having financial difficulties. No documentation is necessary. Girls also qualify if they have been referred by school or agency officials, or other non-profit organization. No referral letter is required. We operate on the honor system.

Our 3,000+ dress boutique is located at 1210 Holt Ave. Clearwater, FL 33755. Our boutique is open ONLY on designated shopping days. We are not open year round. All shopping days are held on Saturdays between the hours of 10am and 2pm. No appointments are necessary, nor do we make them.

PROM 2019 shopping day dates, and times

Saturday - MARCH 23rd - 10am to 2pm

Saturday - APRIL 6th - 10am to 2pm

Saturday - APRIL 13th - 10am to 2pm

These are the ONLY days to receive a dress.

For additional information please visit our Website: Belleoftheballproject.com

Facebook: [Tampa Bay Area Belle of the Ball](#) Twitter: [BelleOfTheBall@TBayBelleofBall](#)

To contact us:

Office phone: 1-877-77BELLE (1-877-772-3553)

To volunteer: volunteerbelle.info@gmail.com

To donate: donationsbelle.info@gmail.com

Founder and CEO Susan Schwartz: Sschwa1004@aol.com

COO Joe Marteski: Joemarteski@live.com

The School Board of Pinellas County is neither sponsoring nor affiliated with this event.

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Olweus Bullying Prevention Program

The Olweus Program (pronounced Ol-VAY-us) is a comprehensive approach that includes schoolwide, classroom, individual, and community components. The program is focused on long-term change that creates a safe and positive school climate. It is designed and evaluated for use in elementary, middle and high schools (K-12). The program's goals are to reduce and prevent bullying problems among schoolchildren and to improve peer relations at school. The program has been found to reduce bullying among students, improve the social climate of classrooms, and reduce related antisocial behaviors, such as vandalism and truancy.

The Olweus Program has been implemented in more than a dozen countries around the world, and in thousands of schools in the United States. There are no training costs for your school as we provide the training and the materials. We have two trainings scheduled for summer and teams will receive a stipend or trade time for attending:

June 3 rd and June 4 th	8:30-3:30 (must attend both days)	Largo High School
July 18 th and July 19 th	8:30-3:30 (must attend both days)	Admin. Bldg. ABC 203

Please contact Jennifer Lotti and lottij@pcsb.org or 727-588-5117 to register your team or for more information. Trainings can also be provided at your school site. Call or email for more details.

E-Cigarette Use on the Rise

There has been an increase in the number of students utilizing e-cigarettes on campus, at school sponsored events and in the community. Youth are now using e-cigarettes with liquid THC which can result in felony charges if caught. The Prevention Department along with community partners such as the Department of Health and Nova Southeastern University would like to come out and educate parents on the dangers of vaping. The mission is to alert parents of how this usage can impact their kids medically, educationally, and in many cases legally. The numbers of students being caught and assigned to the Tobacco Clinic has tripled in recent years. The number of students reassigned and arrested for Vaping THC and various other forms of Marijuana has also increased drastically. Educating, supporting and collaborating with parents and the community is one of the first steps to solving this nationwide epidemic.

Dangers of Vaping Video:

<https://drive.google.com/open?id=1w3kNCQIjoGx9mmBw99dUMpHxLjRi0CsD>

Please contact Lisa DePaolo, Managing Officer of the Prevention Department to schedule a SAC meeting, PTA meeting, or to discuss another way we can support your school.

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Mental Health Awareness

A three-hour mental health awareness training is now being offered through the Prevention Department. The training provides information on mental health disorders, who can provide treatment, who can provide assistance in your school, and examples of community resources.

The following is a list of upcoming training being provided throughout the district. If you have any questions contact Mary Knight-Martin, knight-martinm@pcsb.org

Leila Davis Elementary	3/25/19	Section # 94063
Westgate Elementary	3/27/19	Section # 93914
Administration Building	4/2/19	Section # 93754
St Pete High School	4/18/19	Section # 93896
Largo High	6/3/19	Section # 93680
Largo High	6/3/19	Section # 93681
Largo High	6/4/19	Section # 93682
Largo High	6/4/19	Section # 93683
Administration Building	6/26/19	Section # 94291
Administration Building	7/22/19	Section # 94292

Trauma Informed Care Training

The Prevention Team offers training in Trauma Informed Care. During this 3-hour training, participants will learn how trauma impacts student learning. In addition, they will learn how they can make their classroom and the school more trauma-sensitive. Specific interventions and strategies will be shared. Signs and symptoms of trauma in children will also be discussed.

Here are some scheduled trainings that are approaching. Sign up on PLN if you would like to participate! Participants can earn 3 component points. Trade hours are available for trainings taken outside of normal contract hours. Course # 20239

Admin. Bldg. Room B213	3/22/19	4:30 – 7:30 pm	Section # 92642
Largo High	6/3/19	8:30 – 11:30 am	Section # 93669
Largo High	6/3/19	12:30 – 3:30 pm	Section # 93670
Largo High	6/4/19	8:30 – 11:30 am	Section # 93671
Largo High	6/4/10	12:30 – 3:30 pm	Section # 93672
Admin. Bldg. Room ABC203	6/26/19	12:30 – 3:30 pm	Section # 93105
Admin. Bldg. Room B213	7/22/19	8:30 – 11:30 am	Section # 93127

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Creating a Safe Learning Environment for LGBTQ Students, Staff and Families

Please see below for an exciting training opportunity. If you have taken this training before, don't despair! It has been revised and PCS employees are able to receive component points yearly for the same workshop. One last perk: we are offering stipends or trade hours for instructional staff. Please feel free to share this with other PCS friends and coworkers who might be interested.

Course Description/General Objective(s):

Participants will gain insight into the challenges facing LGBTQ youth, families and staff. Participants will have a better understanding of PCSB policies and practices that support the legal, ethical and safety needs of LGBTQ youth, families and staff. Participants will gain access to a wide variety of resources and support in creating a safe and civil environment for LGBTQ students as well as ALL students, families and staff. Students who feel accepted at school are more engaged in learning, motivated and committed to achieving the highest level of education.

Admin. Bldg. Room ABC203	3/28/19	5:00 - 8:00 pm	Section # 92394
Largo High School	6/4/19	8:30 - 11:30 am	Section # 93679
Largo High School	6/4/19	12:30 - 3:30 pm	Section # 93775

Please Contact Melissa Newman at newmanme@pcsb.org or 528-5788 ext. 2001 for more information.

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Courses for January 2019!

No2Bullying launching 3 courses for PCS:

- 3rd - 5th grader course
- Course for 6th - 8th grade
- Current High School Course

NEW



EDUCATE • IDENTIFY • PREVENT • REPORT

An online interactive bullying/cyberbullying education and prevention course for PCS students.

Pinellas County Schools Partnership

Contact Dorene Daughtry in the Prevention Office for more information at daughtryd@pcsb.org or 727-588-5135.

Program features:

- Fully customized and branded online course for Pinellas County Schools
- Information and testing on the PCS policy on bullying
- Relevant, updated content
- Best practices in current online learning
- SCORM compliant course with tracking and testing reports
- Highly interactive course
- Promotes student accountability
- Student certification



www.safercampuslife.com

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Prevention Department Upcoming Trainings

Creating a Safe Classroom Environment to Prevent and Reduce Bullying Behaviors
Course # 20768

Admin. Bldg. Room ABC 203	3/25/19	5:00 - 8:00 pm	Section # 92330
Admin. Bldg. Room B213	6/12/19	8:30 - 11:30 am 12:30 - 3:30 pm	Section # 93758 Section # 93759
Admin. Bldg. Room B213	7/24/19	8:30 - 11:30 am 12:30-3:30	Section # 93864 Section # 93865

Safe Teams 1: Investigating Reports of Bullying, Harassment and TDVA
Course # 20810

Admin. Bldg. Room B213	6/5/19	8:30 - 11:30 am 12:30 - 3:30 pm	Section # 93869 Section # 93870
Admin. Bldg. Room B213	6/6/19	8:30 - 11:30 am 12:30 - 3:30 pm	Section # 93872 Section # 93873
Admin. Bldg. Room B213	6/10/19	8:30 - 11:30 am	Section # 93751
Admin. Bldg. Room B213	6/11/19	12:30 - 3:30 pm	Section # 93755
Admin. Bldg. Room B213	6/18/19	8:30 - 11:30 am 12:30 - 3:30 pm	Section # 93761 Section # 93762
Admin Bldg B213	6/26/19	8:30-11:30 12:30-3:30	Section # 93781 Section # 93782
Admin. Bldg. Room B213	7/23/19	8:30 - 11:30 am	Section # 93784
Admin. Bldg. Room B213	7/24/19	12:30 - 3:30 pm	Section # 93865

Safe Teams 2: School Safety/Safe Learning Environment/School Culture
Course # 20251

Admin. Bldg. Room B213	6/10/19	12:30 - 3:30 pm	Section # 93752
Admin. Bldg. Room B213	6/11/19	8:30 - 11:30 am	Section # 93753
Admin. Bldg. Room B213	7/23/19	12:30 - 3:30 pm	Section # 93785

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Driver's Education for Low Income Youth

For Recipients of Certain Public Assistance Programs

CALE America and Suncoast Safety Council recognize that having a driver's license can positively impact the future of a young adult. Our joint goal is to make driver's education and training programs available to low income families in Pinellas County.

What is It?

The program helps low income individuals in Pinellas County meet DMV requirements and complete a comprehensive driver's education and training course in order to obtain a Florida driver's license.

Who is Eligible?

Low income households with teens and young adults between 15-25 years old who participate in one of the following assistance programs. Suncoast Safety Council **will require documentation** of your participation.

Types of public assistance programs that qualify;

- Section 8/Public housing
- Food stamps – SNAP/SUNCAP (SSI recipients)
- Medicaid
- Social Security – SSD/SSI
- Florida KidCare / Florida Healthy Kids
- Head Start
- WIC Nutritional Program
- Unemployment
- Temporary Cash Assistance – TCA/TANF
- Veterans assistance programs (VA) (Not VA Medical)
- Refugee cash assistance (RCA)/ Refugee Medical Assistance (RMA)

NOTE: Free school lunch program is NOT a qualifier.



Services Offered:



- 4-Hour Traffic Law and Substance Abuse Education Course (TLSAE/DATE) in class, online or on-site group class available (Required to get permit)



- Driver's Education in classroom or online. We also offer on-site group classes in Pinellas County.



- Four, 1.5 hour one-on-one driving lessons in our state-licensed driver training vehicle



- Road test in a Suncoast Safety Council vehicle

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Say Something Anonymous Reporting System (SS-ARS) App

Tips are actively coming through Sandy Hook Say Something Anonymous Reporting System (SS-ARS) App. For tips specific to bullying, cyberbullying, harassment, intimidation, hazing and/or TDVA, the Prevention Department will submit the information into K12 Anonymous Alerts, within 1 working day. This will initiate a new report in K12 Anonymous Alerts.

The process for investigating, determining substantiated or unsubstantiated reports, and closing an incident within 10 working days in K12 remains the same. Please make sure to also close the report within 10 days in the SS-ARS tip platform. Thank you for your support.

For additional guidance please contact Lisa DePaolo at Depaolol@pcsb.org or 727-588-6095.

SAVE CLUBS

Now that all our middle and high schools have been trained in utilizing the SS-ARS App, initiating a Students Against Violence Everywhere (SAVE) Promise Club is a great way to sustain the program. SAVE Promise Clubs are a place for students to show their leadership, creativity and passion for protecting their friends, schools and communities from violence BEFORE it happens.

SAVE Promise Clubs are led by students, and are a powerful approach to preventing gun violence (and other forms of violence and victimization) because they recognize the unique role that young people play in making their schools and communities safer. Each school will need to name a Sandy Hook Promise Adult Champion to act as the SAVE Clubs Advisor. A SAVE Promise Club can be a stand-alone club or embedded into an existing club, such as PMAC, GSA, Safety Clubs, Student Council, or another student leadership, civic or kindness club. Many SAVE Promise Clubs are successful meeting only once or twice a month and organizing four (4) activities throughout the year.

SS-ARS along with an active SAVE Club can produce a safer learning environment for all of our students. We would love to see what you are doing on your campus! Please share any activities or initiatives that your SAVE Club is planning or are currently engaged in with us. For any additional information or assistance, feel free to contact Mary Knight-Martin at KNIGHT-MARTINM@pcsb.org, Evelyn Bailey at evelyn.bailey@sandyhookpromise.org or Lisa Depaolo at Depaolol@pcsb.org. Thank you.

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YOUTH MENTAL HEALTH FIRST AID

TRAINING LOCATION	DATES FOR 2018	TIME	PLN SECTION #
ADMIN Room E111	April 2 nd and 3 rd	3:30 - 7:30	92362
Largo High School	June 3 rd	8:30 - 3:30	93685
Largo High School	June 4 th	8:30 - 3:30	93686
Largo High School	June 3 rd & 4 th	8:30 - 12:30	93687
ADMIN Room E111	June 10 th	8:30 - 4:30	93976
ADMIN Room E111	June 13 th	8:30 - 4:30	93977
ADMIN Room ABC203	June 17 th and 18 th	8:30 - 12:30	93886
ADMIN Room ABC203	June 24 th	8:30 - 4:30	93885
ADMIN Room B213	July 8 th and 9 th	12:30 - 4:30	93978
ADMIN Room ABC203	July 10 th	8:30 - 4:30	93984
ADMIN Room B213	July 11 th	8:30 - 4:30	93988
ADMIN Room E111	July 16 th and 17 th	8:30 - 12:30	93990
ADMIN Room ABC203	July 23 rd	8:30 - 4:30	93989
ADMIN Room E111	July 29 th and 31 st	8:30 - 12:30	93991

You can earn 8 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 8-hour education program.

Participants in YMFA 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

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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 # 20459
For more information please contact: Vicki Koller, MSW (Project Manager) (727) 588-6040 or kollerv@pcsb.org



Training Opportunity

The Prevention Department will be facilitating 2-hour trainings for the Say Something Anonymous Reporting System (SS-ARS) App. Training will consist of a brief overview of the Say Something Program, utilization of the reporting system, how to manage the tips coming in, and other information pertinent of SS-ARS. This training is for all new Principals and Assistant Principals who have not received the SS-ARS training prior to stepping into their role. We also encourage any administrator who would like a refresher to attend.

March 22 nd , 2019 10:00 – 12:00 pm	Section #94273	Discovery Room
April 22 nd , 2019 9:00 – 11:00 am	Section #94274	Discovery Room

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SPRING ATTENDANCE SLUMP

As spring break has passed, daylight savings time is upon us and we are actively planning our summer adventures; we don't want to forget about the spring attendance slump that tends to happen in our schools. Although most of the research targets school districts that run September – June, the research and recommendations could be applied to school systems utilizing an August-May school calendar year. Expectations between teachers and parents can often drive student attendance in the last several weeks of school. Below are some reasons, strategies and recommendations for combating the spring attendance slump at your school. This information was taken from the 2014 TASC Resource Guide article titled "Avoiding the Attendance Slump: Strategies to Maximize Learning Time in June".

REASONS FOR THE SPRING SLUMP

- **Culminating events early in June:** When prom or graduation events occur early or even in mid-June, they signal that the school year is over, and remaining days are optional. Looking at daily attendance rates confirms this trend.
- **The need to prepare for the next school year:** In describing the desires for programs to end early, the previously mentioned administrator said, "[Teachers] preferred to use the last two weeks of school to clean up their rooms, finalize their school paperwork, finish end of the year projects and portfolios, [and] prepare for final report cards."
- **Post-testing mindsets:** Schools with significant attendance drops noted that after the New York state tests are over in April, parents and students become more relaxed and feel that the year is basically over.
- **Early vacations:** Schools with big June slumps noted that parents don't seem to value the final weeks of school and pull students out to begin summer vacations early. This is often seen at schools that seem to wind down throughout June.
- **School trip policies:** While some schools use field trips as an incentive to boost June attendance, others caution that these trips may lower attendance, because students who are prohibited from going on the trip (due to high costs, missing permissions slips, or policies against participation by students with behavioral infractions or low attendance during the year) are unlikely to attend school on the day of the trip.
- **Wind-down of work with school partners:** Not all after-school programs run for the 36 weeks that school is in session, and many do not run programming in the final few weeks of school due to funding constraints, contract requirements, or desires of school leaders or faculty. As one administrator noted, "The teachers and school administration expressed concern that having programming until the last day of school would be too much of a strain on the educators. This reinforces the idea with parents and students that the school year is winding down."

STRATEGIES SCHOOLS CAN USE FOR AVOIDING THE SPRING SLUMP

A number of strategies are listed below that can help to avoid a spring slump and maintain good attendance through the end of the school year. These strategies can help increase end-of-year student engagement and make use of extra learning time to meet broad school goals.

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- **Mentoring programs:** These programs that pair students with an adult or younger/older student, gives a purpose to the student and a commitment that must be fulfilled throughout the end of the year.
- **Spirit week:** Similar to mentoring programs, schools use time late in the year to build positive school culture with events such as spirit week to keep students engaged and meet non-academic school and student goals.
- **Shows/showcases:** Schools often credit the preparation for and participation in end-of-year shows/showcases in their expanded learning program for keeping end-of-year attendance high. As one school noted, "Students very much want to be a part of it. It's sort of their farewell to the program."
- **Field trips** Field trips are cited as a great way to keep students engaged as the year winds down, if policies include children on trips rather than exclude them. A middle school in New York schedules four major school trips during that last month. Those trips are used to incentivize attendance during the school day and the expanded day.
- **Intentional or incentivized scheduling:** Moving key events such as graduations and proms to the final days of school often proves effective in maintaining student participation. In some cases, good attendance is a prerequisite for participation in these events. This year, in Pinellas County, finals and graduation are scheduled much closer to the actual last day of school.

RECOMMENDATIONS

Attendance is a team effort. Engage parents, teachers and students in boosting end-of-year attendance. How parents, teachers and students regard the importance of late spring months is a critical lever in ensuring attendance. Schools leaders can lead discussions with stakeholders. In doing so, they can recognize burnout, but discuss the importance of late-year attendance and ask for ways to ensure that time in June is used to meet school goals. Teams could review which school goals are particularly conducive to activities in post-testing months. Strong learning activities in the spring can signal to parents that there is less focus on preparation for state tests and more focus on opportunities that enable children to engage in the community around them and practice newfound skills in applied settings. Teachers can promote the importance of attendance in May and June to their peers and to families. Strategies to relieve the need for end-of-year clean up, perhaps engaging volunteers or community partner staff to clean up classrooms, or offering data entry support, might free up time for teachers to focus on instruction. A team that includes community partners can meet regularly to discuss attendance issues throughout the year.

Some specific activities that might boost attention and attendance are as follows:

- Award parents monthly certificates or rewards for getting children to school on time.
- Assemble a school team to welcome students at the door every morning.
- Have regular, brief all-school assembly meetings and publicly acknowledge children who have good attendance.
- Reward students that have improved their attendance over the course of the year as well as the students that have met the 100% mark.

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- Offer applied and accelerated learning opportunities. Making use of the relative freedom of post state test time. This provides educators opportunities to try new instructional techniques, offer acceleration lessons to prepare students for the following school year, or offer applied and hands-on learning opportunities that are difficult to conduct during the earlier months. Late spring is a wonderful time to do field-based science and math work in nearby parks or neighborhoods. Prepping young people for a summer of reading, such as the READS project, can reap literacy benefits and capitalize on summer months for extra learning. These kinds of engaging projects can send a message to parents that it is important to send their children to school after state testing time.
- Continue after-school programs until the end of the school year.

LOOKING AHEAD

School staff and their community partners are experts in making the most of limited resources on behalf of young people. Working together to take advantage of June school days will help ensure students have extra time practicing a skill, developing a talent, or working on projects in an environment without the pressures of state tests. Just as with any change, the entire school community must come together to develop and test strategies to boost June attendance. These strategies will pay dividends in minimizing the effects of summer learning loss, accelerating learning for the following school year, and supporting young people to reach their full potential.

What to do When a Child Protection Investigator Comes to Your School

1. Front office staff will ensure that the investigator signs in including their name and case number. They cannot run the CPI's drivers license through the badge pass system.
2. Front office staff should immediately notify an administrator.
3. Administrator should ask the CPI investigator if the case is institutional abuse, i.e. is the suspected abuser a school employee?
4. Administrator should ask which law enforcement agency(ies) is/are involved?
5. Administrator should ask whether their presence during the interview would be helpful. The CPI investigator and Law Enforcement Officer make the final decision whether school staff are present during the interview or not.
6. If the interview relates to institutional abuse, you may notify the family of the student to be interviewed unless CPI advises differently. If it is not institutional abuse, the family is not to be contacted by school staff. CPI will contact the family as part of their investigation.
7. If it is institutional abuse, the administrator should contact the Office of Professional Standards immediately to ensure they are aware.

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Resource Round up!

Each month a different community resource will be highlighted



Family Services Initiative Overview

FSI is a collaborative prevention model built on a collective impact framework that includes boundary spanning to reach across Pinellas County's numerous social service agencies to help struggling families who have an unexpected event and request assistance to meet their basic needs.

Examples of FSI's immediate prevention efforts include (1) rental and utility assistance for families to remain in their current housing; (2) beds and bedding to eliminate infant co-sleeping with parents and provide safe sleeping space for children; and (3) kinship care navigation to enable children to continue to attend school. This assistance is intended to reduce each family's involvement with deeper-end services. The goal is to restore the families to independence.

FSI convenes community members in a structured way to achieve social change. Components include: common agenda, shared measurement, mutually reinforcing activities, continuous communication, and a strong backbone organization.

2-1-1 Tampa Bay Cares, Inc. offers FSI information and referrals for families who call for help. Personal Enrichment through Mental Health Services (PEMHS) coordinates up to 30-days of navigation for families who require wraparound services. Central Florida Behavioral Health Network (CFBHN) coordinates utilization management to monitor use. These organized efforts originated in 2012 to improve outcomes for children and parents through efficiency, advocacy, and leveraging resources. The Juvenile Welfare Board of Pinellas County (JWB) serves as FSI's backbone organization and, in addition, provides a financial resources pool for incidentals and staffing of the system at 2-1-1, PEMHS, and CFBHN.

FSI holds two regular meetings every Friday. The first is a 90-minute meeting to convene core partners and stakeholders for a discussion of FSI challenges and opportunities, including case review, procedure and process manual updates, information gathering, and frontline staff training. The meeting is attended by representatives from 60 Pinellas County faith-based, government, and social service agencies. The goal of the meeting is to pool resources to prevent a family's problems from compounding. A second meeting with core partners follows to discuss modifications to the process, infrastructure, and procedures as needed. In addition, JWB holds a monthly internal staff FSI meeting for fiscal oversight of expenditures. For more information, contact: Karen Boggess, JWB Performance and Evaluation Manager, kboggess@jwbpinellas.org 727-453-5653 or call 211

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Section 504

Congratulations on Outstanding Compliance!

(data pull: 3/18/2019)

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



At Your Service! Your Student Services Newsletter

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

March:

COVER STORY

3 steps to address student misuse of attendance waiver

HIGHLIGHTS

Q&A: Recognize triggers for evaluation under Section 504

Michael Joyce has unique insights to share on what is expected of your school district in terms of your obligation to identify students for services under Section 504. **Page 5**

Examples of mitigating measures — and why you can't consider them for 504 eligibility

What's a mitigating measure? This chart provides a non-exhaustive list of examples to share with your teams. **Page 6**

2-Min Tutorial: Know when to reevaluate a student after bullying allegations

If a student exhibits a sudden decline in grades, emotional outbursts, or an increase in absences or truancy following alleged bullying, it may be time to reconvene the IEP or 504 team. **Page 8**

LEGAL SPOTLIGHT **YOU BE THE JUDGE**

Did banning a parent from campus violate Section 504? **Page 2**

PRACTITIONER FILE

Questions to ask when conducting an investigation of disability harassment. **Page 9**

Key points

- Knowledge of mental health diagnosis triggers obligation to evaluate under 504
- Providing student individual health plan not sufficient for child find responsibilities
- Look at how you're communicating with families around what FAPE is, isn't

Does grading a student who has disability-related absences on the basis of attendance violate Section 504?

Not necessarily. Districts may adopt policies penalizing or rewarding students based on their attendance. However, when the absences of a student with a disability are disability-related, a school district must make reasonable accommodations to a facially neutral attendance policy.

That doesn't necessarily mean excluding the student entirely from attendance policies. For instance, in *Fayette County (GA) School District*, 44 IDELR 221 (OCR 2005), the district agreed to evaluate each of a student's absences and excuse those absences for which the student provided a doctor's note. ■

At Your Service! Your Student Services Newsletter

DECISIONS & GUIDANCE

Emails to, from parent show Ill. school offered pupil access to counseling

Case name: *Old Saybrook (CT) Pub. Schs.*, 73 IDELR 187 (OCR, Chicago 2018).

Ruling: OCR dismissed a parent's complaint alleging that a Connecticut district failed to implement a 504 plan provision allowing a student with anxiety to access counseling services during times of stress. Noting that the district offered to provide the student counseling when it became aware that the student might need it and that the parent declined the offer, OCR found no evidence of disability discrimination.

Timing of student's disenrollment, dad's email supports retaliation claim

Case name: *K.W. by Wiser v. The Ellis Sch.*, 58 NDLR 68 (W.D. Pa. 2018).

Ruling: The father of a fifth-grader with anxiety and ADHD could pursue retaliation claims against the Pennsylvania private school that discontinued his daughter's enrollment after he raised concerns about "disorganization" and harassment in an email to a school director. The U.S. District Court, Western District of Pennsylvania denied the school's motion to dismiss the parent's Section 504 and Title III claims.

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?

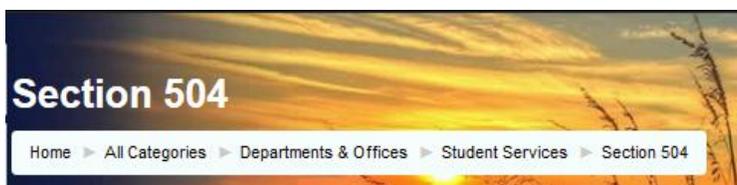
- 1) Enroll in PLN - Search Course # 20496, then select Section # 91720
- 2) Go to: <http://sss.usf.edu/resources/topic/section504/504course/index.html>
- 3) Complete all the assignments and activities in the course.
- 4) When you receive your completion certificate, upload to PLN course # 20496.
- 5) 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

504 eLearn

Topics include: Quick Start Guides, forms, related services procedures, accommodation guides, OCR Guidance, etc.



At Your Service! Your Student Services Newsletter

Student Services

Health Services 588-6320
Sara O'Toole, Managing Officer
Anita Bacchi, 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