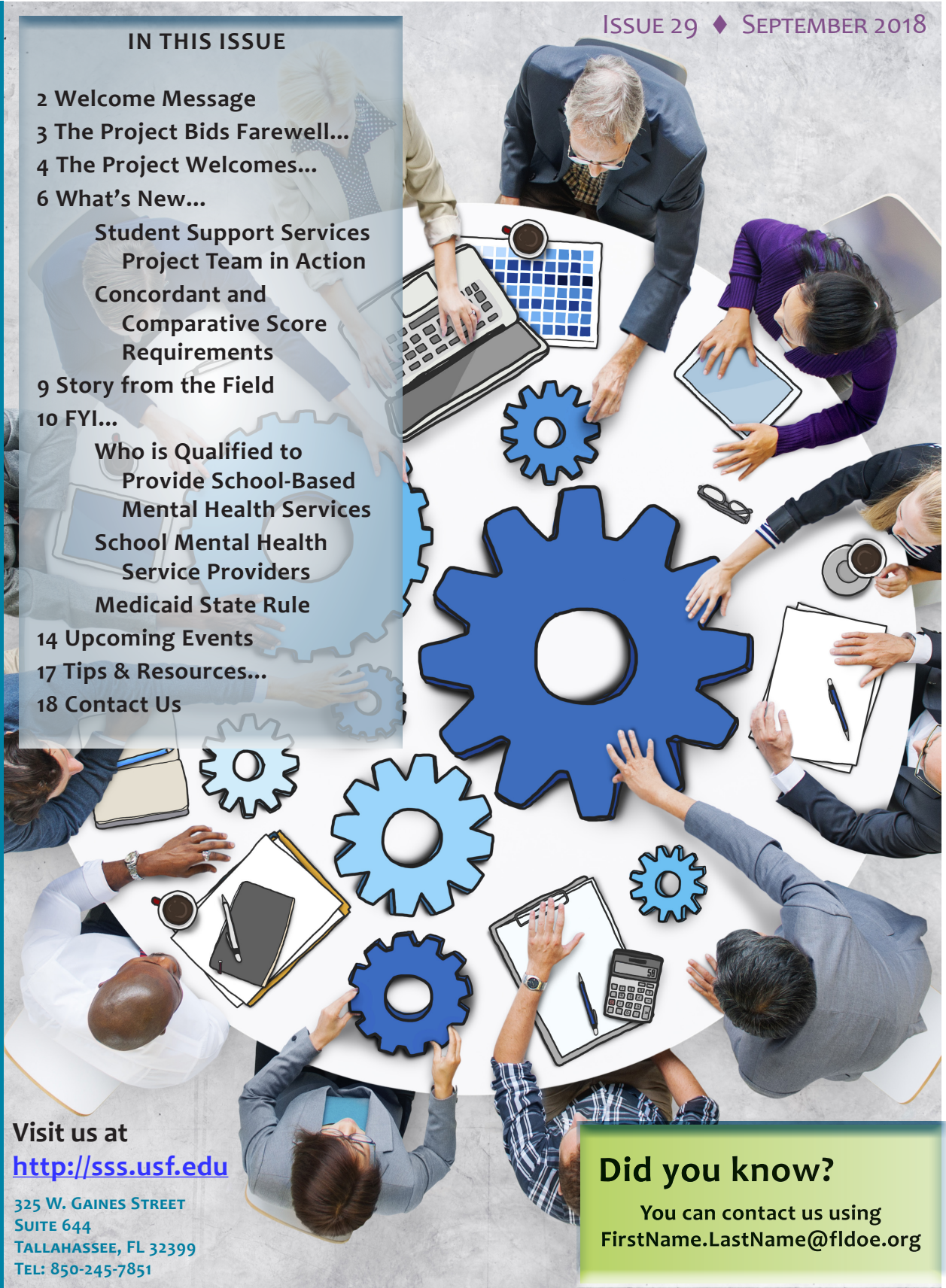


Student Support Services

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You can contact us using
 FirstName.LastName@fldoe.org



In Collaboration With...



FLORIDA DEPARTMENT OF EDUCATION

Welcome to the Start of a New School Year...

And new opportunities to ensure that all students have a successful year!

This Newsletter truly reflects both the challenges and opportunities that we face together to ensure that our schools are safe and productive places. We all know that students have to be “ready” to learn and that their “readiness” can be affected by so many factors—attendance, social-emotional challenges, mental health issues, physical health issues and family factors among others. Student Support Services are designed to “level the playing field” to ensure that all students are ready to learn. The Mental Health Assistance Allocation Plan provision of SB 7026 has provided a structure and support to address the needs of students with diagnosed mental health issues or those at risk of being diagnosed. These students require both supplemental and intensive supports in order to engage fully the high quality of instruction available in Florida’s schools. See the School-based Mental Health Services: Student Support Services Project Team in Action on page 6.

Providing evidence-based, appropriate services and supports to these students requires a skilled student support services team in every school and the Engaging Stakeholders article on page 7 highlights a number of professional learning and supports available to districts to ensure that student support services team members feel that they have the skills to provide high quality services. The article, Who Is Qualified to Provide Mental Health Services on page 10 should answer many of your questions regarding who has the training necessary to provide these services and who can be included in your district plan.

Thanks to the team in Pinellas County for contributing a great “story from the field” (page 9) (Mental Health Awareness Training in Pinellas) to share their journey in delivering mental health awareness training. (Note: please send us your “stories” to share—the more we share the more resources we have to support this mental health initiative!).

A strong, robust partnership has developed at the state level between Just Read, Florida! and the Student Support Services team in the Bureau of Exceptional Education and Student Services (BEES). This partnership is focused on using a multi-tiered system of supports (MTSS) structure to delivery evidence-based, impactful reading instruction and how to use data to develop, implement and evaluate those practices. The article on page 11 describing this collaboration addresses some myths and provides recommendations for best practices. Thanks to the Just Read, Florida! leadership for the great opportunity to collaborate. Also, do not forget to check out the Did You Know article on page 8 to find out how students can meet assessment graduation requirements and learn more about the math and science waiver requirements.

Finally, don’t forget that September is Attendance Awareness Month (a great time to remember the importance of attendance as part of that “readiness” and that chronic absenteeism is an urgent issue) and September 26th is DADS Take Your Child to School Day. Check out the link on Family and Community Outreach and Engagement on page 15 for some great ideas and strategies.

Let us know how we can support you in making this Fall a great start to the year!

Dr. George Batsche, Co-Director, Student Support Services Project



Our Man for All Seasons and A Time for Every Season – Dr. George Batsche

“ *Leadership is the ability to get
extraordinary achievement
from ordinary people.* ”

~ Brian Tracy

The day we all knew would come sometime soon, has come too soon!

Dr. George Batsche, Project Director for the Student Support Services Project in the Florida Department of Education (FDOE), recently announced that he would be entering retirement effective October 1, 2018, after nearly 30 years of visionary leadership. During his tenure at the University of South Florida, Dr. Batsche has served as the Director of the Institute for School Reform, Coordinator and Professor in the Graduate Program in School Psychology, Co-Director of the Florida Statewide Problem Solving/Response to Intervention (PS/RtI) and the Florida Statewide PS/RtI Technology/Universal Design for Learning, and Co-Director of the MTSS statewide project. Additionally, he serves as the Vice-Chair of the Professional Advisory Board for the National Center for Learning Disabilities.

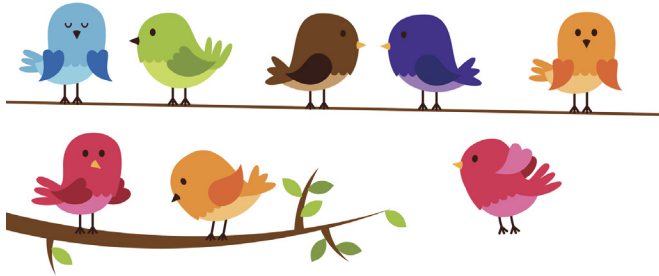
Dr. Batsche is recognized nationally as a leader in educational reform and systems change and has pioneered innovative, forward-thinking legislation, policies and practices that have a substantial impact on positive student outcomes. George’s experience includes work as a university professor and researcher, school psychologist, district-level administrator, building principal and consultant to school districts and state agencies regarding implementation of PS/RtI and MTSS to ensure equity in access for all students. In acknowledgement of his contributions, he was the recipient of the National Association of School Psychologists’ Lifetime Achievement Award in 2018.

We could go on and on with Dr. Batsche’s accomplishments and accolades, but for us in Florida, and especially for us at the Student Support Services Project, this is personal as well as professional. George has been our leader, mentor and friend. He has provided the visionary leadership to Florida’s RtI/MTSS efforts, advocated for systems reforms at the state level, and with grants from the FDOE, been the architect of a statewide system to support implementation unparalleled nationally. We in Florida are extremely fortunate and proud to call him one of our own!

Now, you don’t have to be around Dr. Batsche very long to learn that distinctions between night and day do not exist. He is like the Energizer® Bunny™ that just keeps going and going! And you might think that a man of his stature and accomplishment has no life, but that could not be further from the truth. He is the consummate family man – grandfather, father and husband, who wisely and deservedly desires to invest more time in and with them.

George, the Student Support Services Project staff will miss your visionary leadership and support but are profoundly grateful for having had the privilege of working with and for you. We speak on behalf of Student Services leadership and colleagues in each of the disciplines across the state in expressing our sadness in losing an icon, our appreciation for your vision and leadership and our best wishes in this next chapter of the George M. Batsche journey!

The Student Support Services Project Welcomes...



I am passionate about removing barriers and providing increased opportunities for students. I look forward to getting to know you better and collaborating with you to provide supports for the success of all students.

I hope you have an amazing 2018-19 school year!

Beth Moore

Dr. Beth Moore as the Student Support Services Project's new director and **Andrew Weatherill** as our new school counseling consultant. Beth and Andrew introduce themselves below.

Dr. Beth Moore

Hello,

I am so happy to be a new member of the Student Support Services Project. It has been a pleasure to serve in the director's position for the last four months.

My previous position was in the BEESS, where I served as a senior educational program director with the responsibility of overseeing instructional support services for children with disabilities. Prior to working in BEESS, I worked in instructional, counseling and leadership positions at the school, district and college levels.

My educational background includes a bachelor's degree in elementary education and a master's degree and a doctoral degree in educational leadership.

I enjoy spending time with my family, which includes my husband, our three sons, their wives and four grandchildren. We enjoy going to the beach, fishing and traveling together.

Take Action...

Contact Beth at
cbmoore@usf.edu or
beth.moore@fldoe.org
or call 850-245-0970
if you have any questions!

...continued

Andrew Weatherill

Greetings,

I am excited to serve in the role of the Student Support Services Project's school counseling consultant. I have currently been in this role since February of this year. My educational background includes an undergraduate degree in psychology and a Master of Science in School Counseling from Palm Beach Atlantic University in West Palm Beach, Florida. I serve on the board of the Florida School Counseling Association (FSCA), as a liaison to the Florida Department of Education (FDOE), and as a member of the American School Counselor Association.

Prior to accepting this position, I served as the Pinellas County K-12 guidance services specialist. I also served as an elementary school counseling intern in Palm Beach County and a middle and high school counselor in Pinellas County.

I am blessed with a wonderful family. I have a wife, three daughters and a child on the way! I enjoy traveling, hiking, fishing, cooking, football, hockey and working around the house.

I love being a school counselor! I am a strong believer that every moment we have with our youth can change their future pathway. Because of that, we as counselors should take advantage of every opportunity, no matter how big or small, to encourage, educate and support our youth to assist them with their journey toward success. Join me in making a difference in our students' lives each and every day!

Please do not hesitate to contact me for assistance at weatherilla@usf.edu or Andrew.Weatherill@fldoe.org or call 850-245-7851.

Wishing everyone an excellent 2018-19 school year!



Andrew Weatherill, M.S.

Resources...

What resources are available on the FDOE Graduation Requirements web page?

- ◊ The academic advisement flyer, "What Students and Parents Need to Know for Students Entering Grade Nine in the 2014-15 School Year and Forward" (updated July 2018).
- ◊ The Secondary Student Progression Frequently Asked Questions, which is annually updated to answer questions related to student progression.
- ◊ Graduation Requirements for Florida's Statewide Assessments (updated July 2018).
- ◊ The Florida Counseling for Future Education Handbook, which is annually updated to provide school counselors and advisors with a comprehensive academic advising resource to guide student planning for postsecondary education in Florida. Inside you will find the following:
 - ♦ middle school progression and promotion requirements,
 - ♦ high school progression and graduation requirements,
 - ♦ career planning,
 - ♦ Florida's college readiness initiatives,
 - ♦ acceleration mechanisms,
 - ♦ seamless transition guidance,
 - ♦ financial aid updates,
 - ♦ postsecondary programs and degrees...

And much more! Check it out today!
<http://www.fldoe.org/academics/graduation-requirements>.

What's New?

School-based Mental Health Services: Student Support Services Project Team in Action

The Student Support Services Project team has been actively promoting comprehensive school-based mental health services and providing technical assistance and guidance regarding implementation of mental health assistance allocation plans. Following the tragic school shootings at Marjory Stoneman Douglas High School on February 14th, the Student Support Services Project team has been supporting FDOE and school districts with implementation of the Marjory Stoneman Douglas High School Public Safety Act (SB 7026). For an overview of SB 7026 see the FDOE's [2018 Legislative Review Book](#), or to view the entire bill, go to <http://www.flsenate.gov/Session/Bill/2018/7026/BillText/er/PDF>.

Mental Health Assistance Allocation Plan

One of the provisions of SB 7026 is the Mental Health Assistance Allocation, section (s.) 1011.62(16), Florida Statutes (F.S.), which was enacted to expand school-based mental health care. District plans must focus on delivering evidence-based mental health treatment through the provision of mental health assessment, diagnosis, intervention, treatment and recovery to students with one or more mental health or co-occurring substance abuse diagnoses (including students at high risk for such diagnoses) AND coordination of services with primary care and community mental health providers. Information regarding a district's responsibility for the Mental Health Assistance Allocation was communicated in the Chancellor's memo to district superintendents on June 1, 2018.

The Student Support Services Project team planned and led three regional meetings in Boca Raton, Tampa and Tallahassee during the month of June. The intended audience was district-level leadership and student services teams, and the purpose of these meetings was to share information and facilitate the development of the Mental Health Assistance Allocation Plans. The Chancellor's memo with checklists and the Resource Notebook distributed to district teams can be downloaded at http://sss.usf.edu/regional_meetings/regional.html.



The Florida Channel featured state mental health initiatives, including the Summer Regional Trainings, on the June 21st Capital Update (<https://thefloridachannel.org/videos/cu-2116/>). Here is your team in Tallahassee on June 21. Pictured standing, left to right, are Andrew Weatherill and Curtis Jenkins, school counseling consultants and seated, left to right, are Dr. David Wheeler, school psychology consultant, Dr. George Batsche, Project Co-Director, Iris Williams, school social work consultant and Erin Sampson MTSS liaison.



...continued

Engaging Stakeholders

In a collaborative effort among the Student Support Services Project team, bureaus within FDOE, and additional BEESS discretionary projects, districts received shared resources through multiple mediums (webinars, conferences and regional meetings) to support their comprehensive school mental health planning and implementation.

In support of the promotion of comprehensive school-based mental health services, the Student Support Services Project has actively engaged stakeholders in the following training efforts:

Supporting Safe and Successful Schools Webinar

April 12, 2018

A call was held with district Exceptional Student Education (ESE) and Student Services directors throughout the state to discuss currently available state resources and frameworks that support safe and successful schools. Our partners who presented along with the student services team were the former Office of Safe and Healthy Schools, Title IV, PBIS, SEDNET, PS/Rtl and Project AWARE.

Florida Association of District School Superintendents (FADSS)

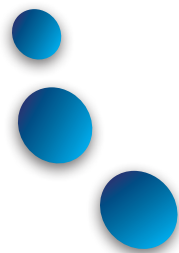
April 26, 2018

In collaboration with the partners from the Supporting Safe and Successful Schools webinar, the Student Support Services Project team presented tiered support for safe and successful schools with district superintendents and informed stakeholders of upcoming technical assistance in completing their Mental Health Assistance Allocation Plan.

Did you know?

The acronyms used for discretionary projects are:

- ♦ FDLRS—Florida Diagnostic and Learning Resources System
- ♦ PBIS—Positive Behavioral Interventions and Support Project
- ♦ PS/Rtl—Problem Solving/Response to Intervention Project
- ♦ SEDNET—Students with Emotional/Behavioral Disabilities Network
- ♦ AWARE—Advancing Wellness and Resilience Education



What's New?

Florida Organization of Instructional Leaders (FOIL)

May 16, 2018

In collaboration with the partners from the Supporting Safe and Successful Schools webinar and FADSS, the Student Support Services Project team presented tiered support for safe and successful schools to district instructional leaders and informed stakeholders of upcoming technical assistance in completing their Mental Health Assistance Allocation Plan.

Safe and Successful Schools | Summer Regional Trainings

June 4-5, 2018: Boca Raton, FL; June 6-7, 2018: Tampa, FL; June 20-21, 2018: Tallahassee, FL

The Student Support Services Project team presented the requirements within Florida Statutes for the Mental Health Assistance Allocation Plan, provided guidance and facilitated collaboration among districts and discretionary projects (i.e., PS/Rtl, PBIS, SEDNET and FDLRS) to begin developing the district plan. Resources from the trainings are available at http://sss.usf.edu/regional_meetings/regional.html.

Safe and Successful Schools: Charter School Webinar

June 14, 2018

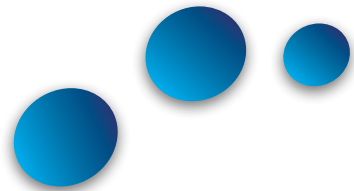
Charter schools were presented with the requirements within Florida Statutes for the Mental Health Assistance Allocation Plan and provided technical assistance on charter school plan development.

Did you know ?

A student can meet assessment graduation requirements by earning a concordant or comparative score by taking one of the assessments shown in the table below. Effective June 28, 2018, Rule 6A-1.09422, Florida Administrative Code (F.A.C.), was amended to include the concordant and comparative score requirements for the Grade 10 Florida Standards Assessments (FSA) English Language Arts (ELA) and FSA Algebra 1 end-of-course (EOC) assessments. The scores in the following table may be used to satisfy the assessment graduation requirements.

| Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading | |
|---|-----|
| Available for all students who entered grade 9 in 2010–11 and beyond: | |
| SAT Evidence-Based Reading and Writing (EBRW)* | 480 |
| ACT English and Reading subtests** | 18 |
| Available only for students who entered grade 9 prior to 2018–19: | |
| SAT EBRW* | 430 |
| SAT Reading Subtest* | 24 |
| ACT Reading | 19 |
| Algebra 1 EOC (FSA or NGSSS) | |
| Available for all students who entered grade 9 in 2010–11 and beyond: | |
| PSAT/NMSQT Math*** | 430 |
| SAT Math**** | 420 |
| ACT Math | 16 |
| Available only for students who entered grade 9 prior to 2018–19: | |
| PERT Mathematics | 97 |
| Additional information and footnotes are available in Graduation Requirements for Florida’s Statewide Assessments | |

What’s New?



For further explanation and guidance, see [Rule 6A-1.09422, F.A.C., Concordant and Comparative Score Annotation and FAQ.](#)



Did you know?

The 2019 Regular Legislative Session will convene March 5 through May 3, 2019, and the 2018-2019 Interim and Session Committee Meeting Schedules are published at <https://www.flsenate.gov/Session/Calendars/2019>.



Mental Health Awareness Training in Pinellas

The Marjory Stoneman Douglas High School Public Safety Act requires school districts to develop plans for use of the mental health funding allocation. **Pinellas County has developed** a multifaceted plan to ensure mental health and wellness for all students. The components of this plan include expanding awareness and prevention efforts, increasing access to student services staff, strengthening community partnerships, and refining threat assessment procedures.

An important component of the expanded awareness and prevention effort is training for all staff. Student services leadership in Pinellas County produced a video that is available to school leaders for the new school year. The goal is to provide a relevant and meaningful training that administrators can fit into their pre-school training schedule.

The video provides **an overview of school safety and mental health** topics and shares information about district trainings available in related areas, including trauma informed care, mental health awareness, and suicide, violence and bullying prevention.

Story from the Field

After viewing the video, staff will receive a link to a survey about which of these trainings they have completed within the last three years. Principals will receive the results of the survey, and a Mental Health and Wellness Planning Rubric. This rubric is designed to help school leaders determine what gaps in training exist at their schools and to plan professional development to address them. The plans were submitted to **student services leadership** for review to ensure each school has a viable plan for increasing their staff's knowledge and preparedness for identifying and responding to students' mental health needs. Training district staff on these topics will assist in the identification and appropriate referral of students with mental health issues.

In addition, the Pinellas County School District is partnering with Sandy Hook Promise to provide a continuum of violence prevention training to students, families, community partners and staff. The Sandy Hook Promise anonymous reporting app (Say Something Anonymous Reporting System [SSARS]) will be fully implemented as well, all at no cost to the district. All of these prevention and training efforts are to ensure that there is a strong foundation of Tier 1 supports for **mental health and wellness and are a key** foundation for the entire plan for the Pinellas County School District.

Submitted by Donna Sicilian, LCSW, Ed.S.
Executive Director, Student Services
Pinellas County School District



Who is qualified to provide school-based mental health services?

As schools seek to expand evidence-based school mental health care, it is vitally important that individuals providing school-based mental health services are properly trained and appropriately credentialed. Both federal and state law provide guidance on determining who meets qualified school-based mental health services criteria.

The Every Student Succeeds Act (ESSA) defines school-based mental health services providers as state-certified school counselors, school psychologists, master's-level school social workers, or other state-licensed mental health professionals qualified under state law to provide mental health services to children and adolescents ([s. 4102\(6\) of Public Law 114-95](#)). The definition includes FDOE-certified mental health professionals licensed under Chapter 490 or 491, and physicians and psychiatrists ([s. 394.455, F.S.](#)). ESSA also identifies state-certified school counselors, school psychologists and school social workers as “specialized instructional support personnel,” who provide assessment, diagnosis, counseling, educational and therapeutic services as part of a comprehensive program to meet student needs.

Certification requirements for school counselors ([Rule 6A-4.0181, F.A.C.](#)), school psychologists ([Rule 6A-4.0311, F.A.C.](#)), and master's-level school social workers reflect graduate level coursework and supervised experiences in group and individual counseling. The Individuals with Disabilities Education Act and Florida State Board of Education rules ([Rule 6A-6.03441\(dd\), F.A.C.](#)) define counseling services as “services provided by qualified social workers, psychologists, school counselors, and other qualified personnel” and further specifies school-based mental health services provided in the definitions of psychological services and social work services in schools. Additionally, the Affordable Care Act and the Agency for Health Care Administration recognize school psychologists and school social workers as behavioral and mental health services providers for whom reimbursement is allowable.



The Student Support Services Project team has been promoting the role of student services professionals as school-based mental health providers in technical assistance and in meetings with superintendents and district-level leadership. The professional associations at the state and national levels have also been promoting the training and skills that student services professionals offer (see <https://www.nasponline.org/resources-and-publications/resources/mental-health/school-psychology-and-mental-health/school-based-mental-health-services> and the joint position statement from FSCA, the Florida Association School Psychologists (FASP), and the Florida Association School Social Workers (FASSW) – Student Services Personnel, School Safety, and Student Mental Health).

In contrast to other mental health professionals, student services professionals are uniquely trained and qualified to provide mental health prevention and intervention services to school-age children. The emphasis on mental services in schools opens the door of opportunity for an expanded role of student services professionals. **So, when you hear the question “Who can provide mental health services in your school or district?” raise your hand high and rise to the opportunity!**

Did you know?

State-certified student services professionals—school counselors, school psychologists, master's-level school social workers, or other state-licensed mental health professionals are qualified to provide school-based mental health services.



A Collaborative Effort Between the Student Support Services Project and Just Read, Florida!

An effort initiated this summer to encourage the use of the MTSS framework throughout the school year and into the summer to provide research and evidence-based services for ALL students. After conducting the summer on-site visits, two misconceptions are prevalent across several school districts in Florida:

1. **MTSS is just for exceptional education and**
2. **The state requires that interventions be in place for a specified time frame before evaluations for eligibility can be conducted.**

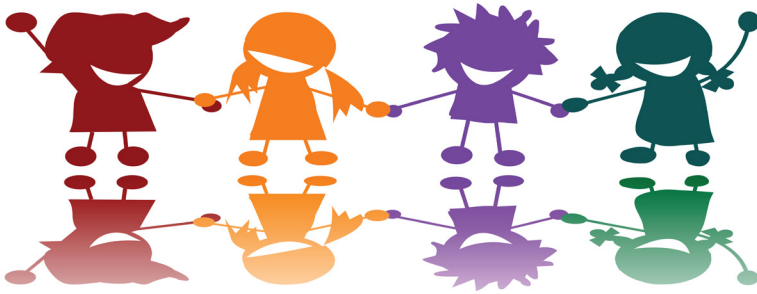
MTSS is an evidence-based framework to ensure successful education outcomes for ALL students (both students with disabilities and students without disabilities) by using a data-based problem-solving process to provide, and evaluate the effectiveness (response to instruction and intervention) of multiple tiers of integrated academic, behavior, and social-emotional instruction and intervention supports matched to student need in alignment with the grade-level Florida standards. Based on [Rule 6A-6.0331, F.A.C.](#), General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services, it is the local school district's responsibility to develop and implement MTSS, which integrates a continuum of academic and behavioral interventions for students in grades K-12 who need additional support to succeed in the general education environment.



Rtl, which is embedded within the problem-solving critical component of MTSS, may not be used to delay evaluation. An evaluation may be initiated any time a disability is suspected or upon a parent's request. Rule 6A-6.0331(1)(f), F.A.C., states, "Nothing in this section should be construed to either limit or create a right to FAPE [free and public education] under rules 6A-6.03011-.0361, F.A.C., or to delay appropriate evaluation of a student suspected of having a disability." The state does not stipulate a required time period that interventions must be in place before an evaluation can be initiated. We highly suggest that conversations among your ESE and academic departments be held annually to ensure common language and common understanding on your district's protocols for teacher and parent recommendations for evaluation are reviewed to ensure all stakeholders (family and community, teachers, school, and district administration) are informed and your district's policies are aligned with Florida statutes.

It is recommended that school districts and school-based leaders annually review their district's K-12 Reading Plan, ESE Policies and Procedures, the district and school improvement plans, and the district's MTSS plan to ensure that a continuum of tiered support is provided to all students through an MTSS framework and data-based decisions are aligned to Florida statutes and the district's plans.

FYI



Another recommendation is that district and school-based MTSS teams consist of stakeholders who can advocate for general education (i.e., instructional and curriculum directors, instructional and reading coaches, student services directors), ESE (i.e., ESE directors, school-based ESE teachers, instructional reading coaches, referral coordinators, student services directors), behavior (i.e., student services directors, school counselors, school psychologists, school social workers, referral coordinators), attendance (i.e., student services directors, school counselors, school psychologists, school social workers, referral coordinators), and mental health (i.e., student services directors, school counselors, school psychologists, school social workers, school nurses, referral coordinators) to ensure the perspectives related to the needs of **ALL students are represented** in the decision-making process.

Did you know?

Who currently serves on your MTSS team? Is there an integrated representation from general education and exceptional education that consistently collaborates with your PS/RTI Regional Coordinator for MTSS implementation and systems coaching?

For more information on MTSS and how to receive district-level assistance with MTSS development, implementation and sustainability, please contact Erin Sampson, FDOE MTSS Liaison, at sampson@usf.edu or Erin.Sampson@fldoe.org.



Medicaid State Rule Medicaid in Schools

A development workshop was held in April for Rule 59G-4.035, F.A.C., for school-based Medicaid services in schools. This program is currently called the Medicaid Certified School Match Program.

This proposed rule incorporates new policy and, upon adoption, will replace the current Medicaid Certified School Match Coverage and Limitations Handbook that has been in use since 2005. The new rule will significantly reduce the content of the current policy handbook and much of that policy will be found in other rules (e.g., the documentation requirements for services). The draft policy includes provisions and requirements for participation of private and charter schools. In the past, charter schools could only participate in the match program if their contracts with the school districts allowed for the participation.

...continued

The proposed rule will implement the concept no-cost care, which means that under certain conditions school districts will be able to seek Medicaid reimbursement for services provided to all students who are Medicaid recipients (not just those students who have the reimbursable services referenced on the individual educational plan or individualized family support plan). The rule also makes additions to the behavioral providers that may provide reimbursable services in schools, changes documentation requirements and changes plan-of-care requirements.

The workshop was just the first step in the rule-making process, and we will continue to keep the district Medicaid contacts and ESE/student services directors apprised of progress on the rule.

Professional Development Courses Available



The Personnel Development Portal at <http://pdportal.florida-ese.org/descriptions.aspx> makes online courses available to school district staff.

Examples of online courses available to increase graduation success in the portal are:

- ♦ Integrated Student Services
- ♦ MTSS
- ♦ Graduation Requirements
- ♦ Secondary Transition
- ♦ Early Warning System

In-service credits toward renewal of a Florida Educator's Certificate may be available. The portal recommends that you contact your school district's professional development office before beginning the course to verify the requirements that must be fulfilled for the course to gain in-service credits.



Math and Science Waivers for Industry Certifications Earned...

Did you know Math and Science waivers may be used for students who have earned certain industry certifications, which articulate for college credit? For an industry certification to be used in place of a math or science course, the industry certification must be listed on the current Career and Professional Education Act Industry Certification Funding List **AND have** an active Gold Standard Statewide Articulation Agreement in place.

It is important to stay up-to-date on available industry certifications and articulation agreements, as changes occur annually. Please refer to the following links:

<http://fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-cert-funding-list-current.stml>

<http://fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml>

Take Action...

Provide parents with resources!

September is Attendance Awareness Month

The month of September is nationally recognized as Attendance Awareness Month. Highlighting the importance of positive school attendance can educate both students and parents on the effects chronic attendance patterns have on academic performance and graduation outcomes.

Parents and guardians are vital in promoting good attendance habits and are an essential partner to ensure students arrive to school on time. After-school and early education providers have an opportunity to partner with parents to provide the support and guidance needed to develop good attendance habits. Attendance Awareness Month is a prime opportunity to engage parents of prekindergarten students and those who participate in after-school programs in activities that may include:

- ♦ Posting signage in the classroom and around the school that stresses the importance of establishing a habit of good attendance.
- ♦ Planning an engaging activity at the beginning of the school day or during the first hour of after-school programs to motivate the children to come to school.
- ♦ Consider special activities during the month of September that may be continued throughout the school year such as Perfectly Punctual.

[Attendance Works](#) has toolkits that provide activities and materials to engage all stakeholders. There are pamphlets and other downloads to share, as well as activities to involve those in the community. There are also ideas to engage students such as a poster contest, competitions between grade levels, and morning announcements encouraging positive attendance.



Virtual College Week



VIRTUAL COLLEGE WEEK
Presented by FloridaShines

**Oct 2-4
2018**

Free Live Webinars

FUNDED BY THE
STATE OF FLORIDA

Who should attend:

Florida High School Juniors & Seniors

Virtual College Week offers a variety of webinars featuring experts in the area of college and university admissions, scholarships, financial aid, and career planning.

Giveaways:

Enter a drawing to WIN a **College Swag Bag** filled with items from colleges and universities in Florida.

Presented by:

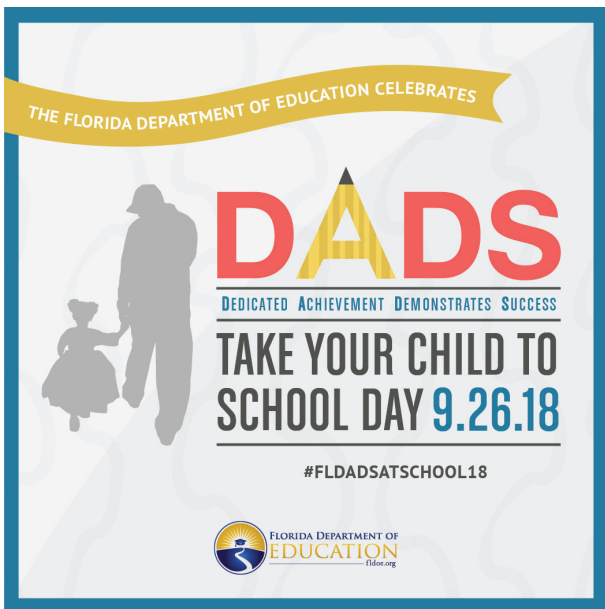
FloridaShines

A service of the Florida Virtual Campus

Email: collegenight@fvc.org

virtualcollegeweek.org

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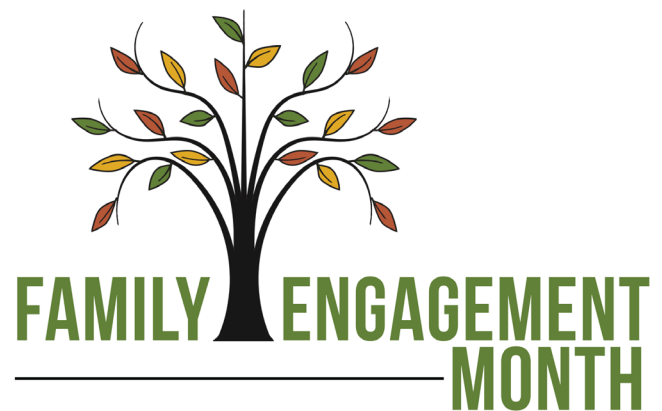
FDOE’s fourth annual **DADS Take Your Child to School Day** will be observed statewide on Wednesday, September 26, 2018. While appreciative of the role of mothers, this initiative offers an opportunity to highlight the impact fathers and male role models have when taking an active role in a child’s education. Research shows when fathers are actively involved in their child’s education, students perform better academically, have fewer discipline problems and become more responsible adults. Information about DADS Take Your Child to School Day has been shared with district superintendents, principals, and community and faith partners to request their support in engaging dads. Suggestions for meaningful ways to engage and inform dads and male role models on September 26, may be found at [Family & Community Outreach and Family Engagement](#).

Some strategies to create year-round impact on father participation include informing dads and community partners of the many ways to be involved in student education through volunteering and mentoring, encouraging dads to attend school events, join parent groups and gather contact information for important updates about their child’s progress. Our hope is that as many schools as possible will participate in the **2018 DADS Take Your Child to School Day** with meaningful engagement to last not only this day, but every day! For more information, contact Bonita Hampton, director of family engagement, at Bonita.Hampton@fldoe.org or 850-245-0842.

November is Florida Family Engagement in Education Month

Florida Family Engagement in Education Month is a time to celebrate the important role parents and families play in their children’s education. When schools work together with families to support learning, children are more motivated to succeed, and not just in school, but throughout life.

FDOE recognizes the vital role that schools and families play throughout a child’s educational journey. To help schools celebrate Florida Family Engagement in Education Month, a [toolkit](#) has been created.



Upcoming Events

16th Annual National Alliance for Medicaid in Education (NAME) Conference

Renaissance Baltimore Harborplace Hotel, October 14-17, 2018, Baltimore, MD
<https://www.medicaidforeducation.org/conference/2018-baltimore-md>.

45th Annual FASP Conference

The Omni Orlando Resort at ChampionsGate, Orlando, FL, October 24-27, 2018. Featured presenters include Dr. Russell Barkley, who is the keynote speaker; Dr. Marc Brackett, founding director of The Yale Center for Emotional Intelligence, who is presenting a workshop on “RULER,” which is a whole-school, evidence-based approach to social and emotional learning; and Dr. Marilyn Monteiro, who will offer two workshops on autism diagnosis. A strand of the conference focuses on creating safe and supportive schools, fostering students’ mental health, and reducing school violence. For more information, visit http://www.fasp.org/Events/Annual_Conference.html.

Section 504 Resources Coming to PEER

The Portal to Exceptional Education Resources (PEER) development team is excited to announce the release of Section 504 resources into our TEST environment. These features will be available for review for several weeks before going live for our users. The ability to review these resources is not limited to school districts that use PEER. If you are interested in reviewing the new features, please contact us at PEERSupport@fldoe.org.

72nd Annual FASSW Conference

The Holiday Inn Tampa Westshore Airport, Tampa, FL, October 24-26, 2018. The featured keynote speaker is Rober Lucio, Ph.D., L.C.S.W., an associate professor of graduate social work in the School of Education and Social Services at Saint Leo University. Dr. Lucio has also worked as a social worker, consulted with school districts to enhance social workers’ use of evidence-informed interventions and has been actively involved in school behavioral health.

The FASSW Annual State Conference pulls together top resources in social work and education, to reaffirm and expand the specialized instructional support professionals’ knowledge base, and specifically improve social work services within the Florida school districts. The conference theme is Clinicians Advocating for Student Wellness, Success, and Safety.

Other breakout sessions include information on trauma-focused interventions, evidence-based and informed and innovative interventions, violence prevention, human trafficking, positive school climate, diversity issues, and a plethora of other topics.

- ♦ Included in your registration is a daily continental breakfast and plated lunch (except for the pre-conference)
- ♦ 14 CEUs for the full conference, 6 CEUs for the pre-conference only.
- ♦ Reservations for the hotel at the discounted rate of \$119, plus parking, must be made by October 1, 2018, at 5:00 p.m. by calling the hotel directly at 813-289-8200.
- ♦ Reservations made after October 1, 2018, will be accepted on a space-available basis at the higher contract rate, or rate available at that time.
- ♦ Hotel cancellations are honored if made by 6:00 p.m. on the day prior to scheduled arrival.

Please keep checking the [FASSW](http://www.fassw.org) website for the online registration link.

Hispanic Heritage Month Art and Essay Contests!



Governor Rick Scott and First Lady Ann Scott have announced the 2018 Hispanic Heritage Month contests for students. Florida K-12 students are invited to participate in the essay and art contests. **All entries for both contests must be received no later than 5:00 p.m., EDT, October 15, 2018.** For more information, rules, forms and other guidance, please visit <http://www.floridahispanicheritage.com/student-contests/>.

Tips & Resources...

FloridaShines

The FloridaShines website has many excellent resources for your students to get organized and prepared for this school year!

Resources to assist students with:

- ♦ [Managing Your Time](#)
- ♦ [Note Taking Skills](#)
- ♦ [Developing Study Skills](#)
- ♦ [Test Taking Strategies](#)
- ♦ [Using Your Planner Effectively](#)

Helpful Tools for Success

- [2017-2018 College & Career Planner \(PDF\)](#) >>

Did you know?

FloridaShines has [Planning Checklists](#) for high school students by cohort!



9th Grade

Freshman College Checklist

Discover your interests and get involved.



10th Grade

Sophomore College Checklist

Explore careers and get valuable work experience.



11th Grade

Junior College Checklist

Select colleges and plan to visit.



12th Grade

Senior College Checklist

Finalize college preparations and graduate high school!

Contact us

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Thought Bubbles

1.

Middle school students who are academically prepared for the rigors of high school are more likely to finish high school college and career ready.

2.

MTSS is not just for ESE... interventions are provided based on student need, not eligibility status.

3.

Resource mapping throughout the tiers is a best practice to ensure teachers are aware of available and vetted standards-aligned resources.

4.

School liaison officers are military civilian employees who serve as the primary point of contact for military families on school-related issues. They represent and inform Command staff and facilitate partnerships between military families and the local school system.

5.

Successful academic performance does not rule out substantial limitation.

6.

Where can school counselors go to learn more about advising students about middle and high school progression and promotion requirements, career planning, Florida's college readiness initiatives, diploma designations, financial aid and updated postsecondary programs, degrees and requirements? Click [here](#) to find out!