

2019-20 Office of Student Discipline & Support Services Initiatives Duval County Public Schools

The following initiatives work together to integrate and enhance school culture and climate through meeting the needs of children/youth, and desired learning outcomes for all students. They include processes/structures for Positive Behavioral Interventions & Supports, mental health literacy to enhance educators understanding of childhood development and behavioral/mental health needs, and mentoring opportunities to help youth develop a healthy framework for the future.

Grant/Initiative	Primary Focus	DCPS Schools Involved
<p style="text-align: center;">POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS</p> <p style="text-align: center;">MODEL SCHOOL STATUS</p>	<p>PBIS refers to a systems change process for an entire school, with the underlying theme focused on teaching behavioral expectations in the same manner as any core curriculum subject. The focus is on preferred behaviors instead of what not to do.</p> <p>There are two model school programs,</p> <ul style="list-style-type: none"> • <i>Positively Duval</i> is a local recognition and meant to serve as a first step in applying for the state award. • <i>FLPBIS Model School</i> is a state award administered through the USF FLPBIS Project. <p>Both model school programs are meant to recognize school-based systems that exemplify best practices in the implementation of positive behavior support systems and the fidelity with which data is utilized with a problem-solving framework in order to improve a tiered service delivery model.</p>	<ul style="list-style-type: none"> • All district public schools
<p style="text-align: center;">STRIVE</p> <p style="text-align: center;"><i>- Systemic Tiered Responsive Interventions Validated by Evidence</i></p> <p style="text-align: center;">–</p> <p style="text-align: center;">CLIMATE TRANSFORMATION GRANT</p>	<p>Reinforcing Multi-tiered Systems of Support (MTSS) to improve school climate in 36 highest need schools. Provide staff with professional development and targeted technical assistance, using integrated data systems, coaching, and coordination with other related programs to successfully implement a MTSS framework to improve the learning environment.</p>	<ul style="list-style-type: none"> • 50 QEA/Transformation Schools <p>Grant activities and established structures are translated into non-grant schools across the district</p>

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FULL SERVICE SCHOOLS	<p>The Full Service Schools collaboration enables United Way and its partners to connect nearly 3,500 students and families to a critical range of therapeutic, health and social services and address non-academic barriers to success in school.</p> <ul style="list-style-type: none"> • Focus is on improving behavioral health and community issues • Therapists provide counseling to students at the hub or at the school • Parent involvement is mandated in order for students to receive services 	<p>8 hubs serving 87 schools via feeder patterns:</p> <ul style="list-style-type: none"> • Arlington Family Resource Center (Terry Parker HS) • Beaches Resource Center (Fletcher HS) • Englewood Family Resource Center (Englewood HS) • Greater Springfield Family Resource Center (Andrew Jackson HS) • Historic James Weldon Johnson Family Resource Center (Bridge at West Jax) • Ribault Family Resource Center (Ribault HS) • Sandalwood Family Resource Center (Sandalwood HS) • Westside Family Resource Center (Jax Heights ES)
FULL SERVICE SCHOOLS PLUS	<ul style="list-style-type: none"> • School behavioral health model—designed to increase mental health service access for students by having school-based therapist accessibility every day. 	<ul style="list-style-type: none"> • 40 highest need schools.
FULL SERVICE SCHOOLS EXPANSION (MENTAL HEALTH ALLOCATION – SENATE BILL 7026)	<ul style="list-style-type: none"> • Students will have access to a mental health clinician 2-3 days per week who will provide individual counseling to referred students. 	<ul style="list-style-type: none"> • 63 schools that are not Full Service Schools or Full Service Schools PLUS sites.
PROJECT AWARE	<ul style="list-style-type: none"> • Focus is on integrating school and community-based mental health supports within a multi-tiered framework which includes a shared school, family, community, and systems vision and agenda • This integrated multi-tiered mental health support system will significantly improve access to mental health services for youth and their families and achieve improved educational, social, emotional, and post-secondary outcomes for youth. • Focus on coordination of family, school, mental/behavioral health, juvenile justice, and other systems. Goal is to increase school safety, social-emotional wellness, and improved access to coordinated mental health supports and services. 	<ul style="list-style-type: none"> • 6 schools in a designated feeder patter: JEB Stuart MS, Jeff Davis MS, Bayview ES, Normandy Village ES, Jax Heights ES and Westview K8 • YMHFA Training for ALL schools

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	<ul style="list-style-type: none"> • Increase mental health awareness as well as mental health literacy of educators and other youth-serving adults through Youth Mental Health First Aid training • Direct training of classroom teachers and school-based staff to increase the ability of teachers to recognize early signs of mental health disorders so that timely referrals can be made and targeted interventions can be designed and implemented • Youth Mental Health First Aid Training component • On-going training of the Mental Health First Aid curriculum for all district and school-based staff. 	
ANCHOR Grant and NAVIGATION Grant	<ul style="list-style-type: none"> • Designed to increase mental health service access for students and provide education and supports for military families. Students will have access to a Licensed Mental Health Therapist on site to address the needs of military children and families. 	<ul style="list-style-type: none"> • ANCHOR - Finnegan Elementary School and Venetia Elementary School • NAVIGATION – Ramona Elementary, Mayport Elementary, Stockton Elementary and Windy Hill Elementary
SOCIAL WORK SERVICES	<ul style="list-style-type: none"> • School social workers are the link between the home, school and community providing direct and indirect services to students, families and school personnel. • These services include, but are not limited to: assessment and screening, counseling and support groups, crisis intervention, home-school collaboration, advocacy, services to families, services to school staff, coordination of community agency services, classroom presentations, and attendance and truancy. 	<ul style="list-style-type: none"> • All district schools are supported through social work services
DISTRICT CRISIS RESPONSE	<p>The District Crisis Response team goal is to assist school personnel in meeting the immediate emotional needs of the students, faculty and staff following a crisis event in order to facilitate a return to normalcy. This is essential in order to minimize the negative impact on student learning and mental health. The District Crisis Response is available to schools after an event that affects groups of students, grade levels or the entire school.</p> <ul style="list-style-type: none"> • Crisis Hotline 904.390.2535 • Baker Act Liaison with community agencies • Child Guidance Center Rapid Response Team 	<ul style="list-style-type: none"> • All district schools are supported through District Hotlines/Technical Support

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BULLY PREVENTION	<p>DCPS takes all reported acts of bullying seriously. In accordance with Florida Statute 1006.147, "The Jeffrey Johnston Stand Up for All Students Act", the Duval County School Board adopted Anti-Bullying Policy 10.20 to address bullying in the district. Bullying should be reported to the designated school administrator and investigations of alleged incidents will be investigated at the school-level.</p> <ul style="list-style-type: none"> • Incidents of bullying or harassment can be reported as follows: <ul style="list-style-type: none"> ○ In person at the school ○ In writing (link to report form) ○ By Phone by calling 904-390-2255 ○ Via Text at 390Call@Duvalschools.org • If bullying is reported anonymously, please provide enough details for school staff to investigate. 	<ul style="list-style-type: none"> • All district schools are supported through District Hotlines/Technical Support
HEARING OFFICE	<ul style="list-style-type: none"> • When students are recommended for placement at an Alternative Education Center, Alternative Intervention Program or Conduct Review, the Hearing Office oversees the process for providing an impartial discipline process for schools and students. • The Hearing Office works with the Office of Student Discipline and Support Services with relation to School Climate and Culture • The Hearing Office provides ongoing training for school Deans of Discipline to assist with the discipline process and all Code of Student Conduct related policies and procedures 	<ul style="list-style-type: none"> • ALL Schools are supported
TEEN PARENT SERVICES	<ul style="list-style-type: none"> • Teen Parent Service Center is a transitional program that works to facilitate the well-being and self-sufficiency of teen parents by providing and coordinating ancillary services to ensure that teen parents remain in school, earn a high school diploma and become productive citizens and caregivers for their children. These services support a healthy pregnancy, healthy children, and the well-being of the whole family. This holistic approach is predicated on the belief that when teen parents are healthy and feel well, and have quality childcare, they perform better academically. 	<ul style="list-style-type: none"> • All district schools are supported

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MENTORING PROGRAMS	<ul style="list-style-type: none"> • Achievers For Life (AFL) is a dropout prevention initiative. AFL targets sixth grade students exhibiting risk factors of school disengagement including low GPAs, low FCAT scores and excessive absences. Achievers For Life provides integrated, safety net services to students and families. • City Year mentors collaborate with teachers, administrators and community group volunteers in under-performing schools to raise student achievement and lower the dropout rate. CY members are college students or recent graduates who assist teachers in the classroom as well as work one-on-one and with small groups of students. 	<ul style="list-style-type: none"> • AFL - Arlington, Ft. Caroline, Matthew Gilbert, JEB Stuart, Jefferson Davis, Northwestern, Ribault and Stilwell middle schools • CY - Andrew Jackson HS, Edward White HS, Eugene Butler MS, Jean Ribault HS, Jean Ribault MS, Matthew Gilbert MS, Northwestern MS, William Raines HS
SOCIAL-EMOTIONAL/CHARACTER EDUCATION CURRICULUM	<ul style="list-style-type: none"> • Second Step teaches students social and emotional skills to help them succeed in school and in life. • Sanford Harmony is a Social Emotional Learning program that uses everyday practices and weekly lessons to build classroom culture and foster friendships between students. • Calm Classroom is a simple and accessible way to integrate mindfulness into the classroom culture. The daily practice of breathing, stretching, focusing and relaxation exercises cultivates a greater sense of self-awareness, mental focus and emotional resilience within educational spaces. 	<ul style="list-style-type: none"> • SS - All elementary and middle schools • SH – All elementary schools • CC - Bayview Elementary, Normandy Village Elementary, Jax Heights Elementary, Westview K8, Jeff Davis Middle, JEB Stuart Middle, Ribault High, A Philip Randolph, Ribault Middle, Northwestern Middle, Martin L. King Elementary, SA Hull Elementary, Rutledge Pearson Elementary, Rufus Payne Elementary, St Clair Evans Elementary, Carter G. Woodson Elementary, Sally B Mathis Elementary, Ramona, Lake Forest, Bridge To Success
PROFESSIONAL LEARNING MODULES	<ul style="list-style-type: none"> • Adult Mental Health First Aid training is designed to give members of the public key skills to help an adult who is developing a mental health problem or experiencing a mental health crisis. • Youth Mental Health First Aid training increase mental health awareness as well as mental health literacy of educators and other youth-serving adults. REQUIRED TRAINING PER SENATE BILL 7030 (Amendment to SB 7026). • Mental Health Friendly Classrooms introduces the classroom teacher to mental health development in children and youth, the associated barriers to identification and treatment, and its impact on classroom performance. 	<ul style="list-style-type: none"> • ALL Schools

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	<ul style="list-style-type: none"> • Mental Health MTSS training provides information to ensure common language and understanding of Multi-Tiered System of Support for mental health. Implementation Components are learned to move toward a common language in order for successful MTSS roll-out. • Trauma and Self Care training provides information on how traumatic experiences can affect every aspect of a child’s life and development. • Healthy Minds, Healthy training discusses mental health awareness and ways to access mental health services in the school and community to best serve the WHOLE child. • Managing The Cycle of Emotional Escalation training examines a recognizable sequence of stages in behavior and realizing that there is usually an underlying emotional component. • Tough Kid course looks at research-based, positive, practical classroom management strategies to not only manage the disruptive student but to also improve the classroom climate to maximize student learning time for all students • Substance Abuse Education and Prevention training provides information on Substance use in today’s teens and how it continues to remain a problem that directly affects academic performance. • Positively Motivating Others workshop module creates a safe, positive, productive environment of enabling outcomes, which promote positive behavioral change among all. Participants will learn how to use motivational concepts and strategies through video presentations as well as demonstrations, role-plays and feedback. • CHAMPS is a proactive and prosocial approach to classroom management covering eight aspects, which are vision, organization, clarifying expectations, teaching expectations, motivation, systematic monitoring, correction, and advanced motivation? This program will be implemented in thirteen elementary, middle and high schools with the possibility of district-wide implementation in the near future • Foundations is a proactive and prosocial approach to school-wide discipline and climate. This program will be implemented in thirteen elementary, middle and high schools with the possibility of district-wide implementation in the near future 	

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	<ul style="list-style-type: none"> • Restorative Justice is a positive, proactive, and instructional way of dealing with misbehavior. The program is led by a selected group of trained students mediators that will serve as role models and provide positive peer pressure for students to behave appropriately and assist in facilitation of small groups to remediate misbehavior • Cultural Competency training analyzes individual self-awareness and understanding of the impact that one's own judgments and perceptions have in situations and relationships with both colleagues and students • Crisis Intervention: Suicide Awareness - This training provides information to those who are interested in learning more about suicide prevention. Information on signs, symptoms, interventions, and resources will be provided. • Bullying Prevention: schools have many resources for the prevention of bullying and harassment. Some of these are Second Step, Discovery Education Health, HealthTeacher.com, Bully Free Classroom, Character Education, and Foundations. Additional Resources: http://stopbullying.gov/ Florida Department of Education http://www.fldoe.org/safeschools/bullying.asp 	