

2017-18 School Climate & Culture 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
Positive Behavioral Interventions & Supports Model School Status	<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
STRIVE <i>- Systemic Tiered Responsive Interventions Validated by Evidence</i> — CLIMATE TRANSFORMATION GRANT	<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"> • 36 QEA/Transformation Schools; 4 charter 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 86 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 (Eugene Butler MS) • 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, proof of concept model—designed to increase mental health service access for students by having providers school-based. 	<ul style="list-style-type: none"> • 12 schools in a designated feeder pattern: Ribault HS, Raines HS, A.P. Randolph HS, Northwestern MS, Ribault MS, Carter G. Woodson ES, ML King ES, Rufus Payne ES, Rutledge Pearson ES, S.A. Hull ES, Sallye B. Mathis ES and St. Clair Evans ES
DUVAL 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 patten: 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 Hotlines/Technical Support	<ul style="list-style-type: none"> • Bullying Hotline • Crisis Hotline • 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
Alternative Education Centers	<ul style="list-style-type: none"> • Social Work Services • School Psychological Services • Transition Services • School Counseling 	<ul style="list-style-type: none"> • Alden Road Exceptional Student Center 252 • Grand Park Center 14 • Bridge to Success Academy at West Jacksonville 54 • Marine Science Education Center 32

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		<ul style="list-style-type: none"> Mattie V. Rutherford Alternative Education Center 6 Mt. Herman Exceptional Student Center 164 Palm Avenue Exceptional Student Center 170 Schools for the Future Academy 11 Youth Development Programs 182
MC-USA NON-VIOLENCE PROJECT	<ul style="list-style-type: none"> Motivational Coaches Middle School Students identified through Early Warning Indicators 	<ul style="list-style-type: none"> Ribault, Jefferson Davis, Northwestern, Landmark, Lake Shore, Southside, Stilwell, Highlands, Oceanway, and JEB Stuart; duPont, Fort Caroline, Twin Lakes, Arlington, Mayport, Gilbert, Mandarin, and Butler; Kirby-Smith, Fletcher, Kernan, Landon, LaVilla, and James Weldon Johnson
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. 	<ul style="list-style-type: none"> SS - All elementary and middle schools

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<p style="text-align: center;">PROFESSIONAL LEARNING MODULES</p>	<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. • 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. • 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 • Teaching with Poverty in Mind course covers why and how the effects of poverty have to be addressed in classroom teaching and school and district policy. Topics include what poverty does to children's brains and why students raised in poverty are especially subject to stressors that undermine school behavior and performance. • 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. 	<ul style="list-style-type: none"> • ALL Schools

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	<ul style="list-style-type: none"> • Positively Motivating Others • 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 • 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: • 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 	