

2015 CEIS
"Academic Start to Finish"
REFERRAL

NOTE: Please provide all of the requested information. The SODAS PROBLEM SOLVING PROFESSIONAL cannot begin services, and/or contact parents/families/youth whose information is missing or incomplete. Missing or incorrect information will prohibit service provision.

Form Instructions: Type this form and the information for the attached permission slip will automatically populate. Click the buttons at the bottom of the page for ease of use. The permission slip must be signed by the guardian(s). **Both the school referral and the permission slip must be given to the onsite PROBLEM SOLVING PROFESSIONAL, BEFORE SODAS services can begin.** The "2015 CEIS Academic Start to Finish" problem solving professional will contact the student and consult with Guidance as each SODAS process is completed. **Keep this referral and the permission slip information confidential.**

The student: (youth name), born (DOB),
who is in the (grade) and who attends (school name)
is being referred to the 2015 academic start to finish program.

The parents/legal guardians are: (enter names),
who reside at: (enter street address)
(city) (state) (zip)
can be reached at: (enter phone1) or (enter phone2).

This referral is being made by:
ESE Office Principal Teacher Guidance SRO OTHER

Referring party contact information:
(enter your name) (enter your phone#)

Please be sure to review the following statement for this referral:
This referral IS ONLY FOR SODAS PROBLEM SOLVING SERVICES - it is NOT a counseling referral. (note: counseling referrals require a different referral form).

Attached to this referral is the permission slip that has to be signed by the parent/guardian. With this referral the school is asking the counselor(s), with parental consent, to interview the student as soon as possible.

This referral is for the following service and the following reasons:
Dropout Prevention and the CEIS 2015 Academic Start to Finish SODAS problem solving
English Fail Math Fail English & Math Fail Attendance (student) Suspensions

Referring Party Signature: _____ Date: / /

The Problem Solving Professional(s) for the 2015 CEIS Start to Finish program: **the practice of Kurt LaRose MSW LCSW and his assignee.**

Office & Contact Information

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- 2015 CEIS ACADEMIC START TO FINISH PROBLEM SOLVING PERMISSION SLIP & FAQ'S -
Taylor County School District MARCH - JUNE 2015

PERMISSION FOR THE 2015 CEIS ACADEMIC START TO FINISH PROGRAM

Dear Parent / Guardian, your child, _____, who is in the _____ grade, has been referred to the Academic Start to Finish problem solving program. The purpose of this referral is to assist in coming to solutions related to completing high school. This program could be called a "Drop Out/Prevention/Problem Solving" program - however - it is the goal of the program to join with students in determining all options in relationship to success and partner with them to find long term solutions. This is NOT a counseling service.

Your child will be seen in a group or in individual meeting, after being referred through the guidance office at the high school. The meeting with the problem solving professional will occur on one or two occasions. YOU MAY BE CONTACTED TO PARTICIPATE - IF YOU SO DESIRE. The start to finish problem solving services can only be provided if you give permission. The professionals who will be working in this program have passed criminal background checks and are licensed by the state licensing boards in behavioral / mental health service; however - THIS PROGRAM IS NOT COUNSELING BASED AND NO MENTAL HEALTH SERVICES ARE PROVIDED. If you agree to allow your child to participate please complete this form, print your name and sign. **Return the form to school as this program is time limited, running from March 2015 to the first week of June 2015.**

I, _____ (parent / guardian printed name) agree to allow my child _____ (child's full name) born on ____ / ____ / ____ (DOB) to participate in 2015 CEIS ACADEMIC START TO FINISH PROGRAM that will take place at the high school beginning in March.

I understand and agree that my child and this referral information will be stored/entered/maintained in a digitally encrypted and password protected, secure server managed by a third party. I acknowledge that the high school guidance department, the district administration and the onsite problem solving professional (and the office of Kurt LaRose MSW LCSW CHT CSW Qualified Supervisor) - will share PROBLEM SOLVING information to complete the one or two meetings that MAY take place in the Start to Finish program. I acknowledge and agree that youth participation and program administration occurs in the school, is coordinated between the school, the district office, the onsite problem solving professionals, and the private practice of LaRose. I acknowledge and agree that due to these logistics, it is possible for others to know of meetings onsite at the school; I understand that PROBLEM SOLVING information may be shared between the above named parties. I understand that I may participate in one or more of these meetings if I so request it.

Parent/Guardian Sign: _____ Date Signed: ____ / ____ / ____
Address: _____
Phonel: _____ Phone2: _____ Other: _____

Note: THIS FORM MUST BE RETURNED TO THE SCHOOL AS SOON AS POSSIBLE. THE MORE PERMISSION SLIPS THE SCHOOL HAS THE GREATER NUMBER OF YOUTH WHO CAN BE SEEN FOR THIS PROBLEM SOLVING APPROACH TO ACADEMIC START TO FINISH SOLTUIONS. SPACE IS LIMITED. A REFERRAL AND YOUR PERMISSION DOES NOT ENSURE AVAILABILITY. Should you need to speak to the ONSITE PROBLEM SOLVING PROFESSIONAL, you may contact the school and leave a message asking for a return phone call. *The problem solving professionals(s) who will be working with your child is/are: the practice of Kurt LaRose MSW LCSW and his assignee.

Contact Information:

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What is the 2015 CEIS Academic Start to Finish Program?

The Start to Finish program is about high school dropout prevention. Rather than focusing on “drop out prevention” the program here addresses reasons to “start and finish” an education. It’s not quite as simple as just telling a child what they probably already know. The key to the program is it’s use of the SODAS problem solving method (an approach that has been around and published since 1973). SODAS is a simple way where students come to conclusions – jointly while talking with a person who is trained in using the method. The Start to Finish program emphasizes a collaboration between the student and a problem solving professional – so that the student perspective is the primary way school decisions are addressed (in both its advantages and disadvantages); the professional simply offers alternatives along the way. The CEIS abbreviation is related to how the program is funded, thus it is a part of the program title; the abbreviation stands for Coordinated Early Intervening Services, a part of other educational programs where state and federal funds are more specifically targeted. Youth who meet certain criteria are statistically known to be at greater risk of stopping high school, before graduation. Three areas are key as risk factors: when a student has difficulty with math (meaning there is one or more class failures), English (also one or more class failures), and both Math and English (failures in the two, whether it is one in each subject or more). The risks are greater not only in these three criteria, but also the risk can be seen as increasingly greater as a student advances to later years in school (for example a Freshman – 9th grade - has a risk, and a Senior - 12th grade – by later age and year in school could be a more immediate risk. Attendance (whether it is something initiated by the student or the school) is a factor as well. The 2015 CEIS Academic Start to Finish Program is being implemented by the School Counseling Program professionals who are licensed in mental/behavioral health interventions. The start to finish program IS NOT COUNSELING and IT IS NOT a MENTAL HEALTH SERVICE. The role of the problem solving professional is to use SODAS with a youth, where the problem solving professional, the youth perspectives, alternatives and collaborative solutions each become protective factors (increase the chance of staying in school). For more answers to frequently asked questions please see the following:

COMMON FAQS and CONCERNS...	WAYS TO CONSIDER IT DIFFERENTLY ...
<input type="checkbox"/> My child cannot do these subjects.	<input type="checkbox"/> It may be true the child cannot complete the requested tasks. But it’s also true that if a requested task leads to the thought of giving up – then the subject matter is irrelevant. When the student can come up with reasons, besides failures, where school might still work – they may also decide to continue, instead of giving up. To continue doesn’t guarantee success; it DOES provide the school and youth a second or third chance to ‘fix’ whatever the actual subject problem is. The chance to ‘fix’ something - is a key in problem solving. The child would have to be present for that chance to occur.
<input type="checkbox"/> The teacher cannot help my child. Unless there is a different teacher involved, this will not work.	<input type="checkbox"/> Teachers and children ‘clash’ all of the time. Since schools first started and since children have first attended – this problem is common and an aged-old one. When the SODAS problem-solving tool is used the focus is moved from “who and what is wrong” to a conclusion based focus. Here, the problem is moved from the PEOPLE (from blaming a teacher or blaming a child for example) to the advantages and disadvantages in continuing to work with someone – for a different solution.
<input type="checkbox"/> This program isn’t realistic. Some children have problems. Some teachers have problems. Some problems are allot bigger than a math class failure, an English class failure. Some problems are just too big to be fixed.	<input type="checkbox"/> Because the ‘problem solving professional’ is ALSO licensed as a behavioral and mental health professional – any bigger or underlying concern can be detected as the problem solving tool is used. Licensed mental health professionals are trained to identify barriers to problem solving (whether it is academic, social interactions, environmental, or mental health etc.). If these kinds of barriers are found they will likely occur when problem solving tools fail. In that case – it is probably true that ‘some problems’ may need other kinds of solutions. Lastly, it doesn’t hurt to try to use a problem solving tool – to see if there is a way to ‘stay the course’ and graduate from high school. If statistics indicate that students who do not perform well in one or two subjects are also the same students who have a much higher percentage in dropping out of school – this is a correlation (as one thing goes down, the other things goes up) – it is not necessarily a cause. The goal here is to enable a child to see how staying in school may increase their chance to try again, try another way, and/or to succeed anyway.

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