



MASTER PLAN

Student Services Department

School Social Work, Family Counseling,
Child Abuse & Neglect, Homeless Education,
Mentoring Tomorrow's Leaders,
Home Education, and Foster Care

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CHIEF:	Daniel Gohl
SUPERVISOR OF PLAN:	Michaela Pope/Laurel Thompson
COURSE GROUP:	10477115

Purpose/Intention

The programs within the Student Services Department provide much support to the classroom teacher and school administration. It is not only the identified student who benefits from the services provided.

There are secondary and tertiary benefits to family counseling. Secondary benefits are identified through the student's relationships within the classroom and the school at large. When a student is not misbehaving in the classroom, more learning time occurs in a classroom with a teacher who can focus more on teaching and less on behavior management. When a student is behaving in a respectful and responsible manner, fewer conflicts among peers occur and consequently more academic productivity results. Students can recognize their intellectual potential more clearly. The school administration benefits as the administrators can focus more on the business of school and less on the individual maladies of a "problem" student. Consequently, there are less suspensions, referrals, and removal from the classroom.

Tertiary gains are recognized in the community. With better academic functioning, appropriate behavior, and daily attendance in school, there are less community problems, and students are less inclined to spend time idly on the streets or in other socially unacceptable ways. The community at large benefits in the long-term as these students later become productive members of society, living their lives and raising their families in mature, responsible fashion. When self-esteem is enhanced positive behavior results.

Needs Assessment/Baseline Statement

The Student Services Department resolves an average of 89 percent of issues presented, whether the resolution is a referral for school social work, family counseling, homeless services, foster care needs, child abuse/neglect problems, an educational program that enhances peer relationships within the academic setting, or re-engaging students back into the classroom. The thousands of service hours expended by the Student Services staff is an excellent investment in the future of our students and our county. Because of the uniqueness of the student services staff, in-service classes must cover a wide variety of topics. Additionally, required courses associated with state licensure must be taken within licensure time frames.

A mentally and emotionally healthy child is able to learn better. For the children of Broward District Schools to reach their maximum academic potential, the Student Services Department provides support interventions to teachers and school administrators by offering ancillary services to those students in need. The Student Services Department consists of School Social Work, Family Counseling, Foster Care, Child Abuse and Neglect, Homeless Intervention, Home Education, and Mentoring Tomorrow's Leaders.

These services provide students with the external tools necessary for a successful school experience. Many children are bringing more than their homework and lunch to school with them.

They are often burdened with the emotional crises of their environments. Abandonment, neglect, family dysfunction, substance abuse, economic crises, and other social malfunctions hamper a student's ability to focus on their academic responsibilities; additionally, behavioral issues, poor attendance, and classroom disruptions demonstrate the internal breakdowns that affect them and their classmates.

The Student Services Department personnel face these problems daily. They are responsible for working on resolution of these dysfunctions. For these maladies to be effectively eradicated, the Student Services staff needs to be equipped with the skills necessary to address anything that comes their way.

Job-embedded in-service training for Student Services employees differs from that of the classroom teacher. Not only must the Student Services employee have training and knowledge concerning classroom procedures and educational protocol, but these employees must also know the psychological, legal, and social skills that are required to effectively promote productivity in the classroom and better mental health. These staff members must be professionally prepared for cases that are brought to them. They must also be updated on changes in laws, statutes, and procedures that affect the outcome of a case.

The in-service classes for the Student Services Department are designed to provide ongoing education for this vital set of services.

Desired Outcomes and Performance Indicators

Family Counselors			
DESIRED OUTCOME: Family Counselors provide counseling and support to identified students and their families, resulting in improved academic and behavioral functioning as evidenced by data collected and recorded at termination of services.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Family Counselor identifies needs of students and family, sets treatment objectives to address those needs, teaches behavioral skills to students and families aligned with the needs, conducts psychotherapeutic sessions with students and family.</p> <p>Family Counselor serves as liaison between family and school personnel to address and resolve academic and behavioral needs, linking academic dysfunction to family issues that hinder academic success.</p> <p>Family Counselor utilizes community resources to address ongoing support and to provide additional services.</p> <p>At termination of services family counselor measures attainment of treatment outcomes via data collected from school, family, and community.</p>	<p>Family Counselor identifies needs of students and family, sets treatment objectives to address needs, teaches behavioral skills to students and families, and conducts counseling sessions with students and family.</p> <p>Family Counselor serves as liaison with school personnel to address academic and behavioral needs.</p> <p>Family Counselor seeks community resources to address ongoing support.</p> <p>At termination of services family counselor measures attainment of treatment outcomes via data collected from school, family, and community.</p>	<p>Family Counselor sets treatment objectives with understanding of the student and family needs; serves as a conduit between home and teacher; conducts supportive counseling sessions. Family Counselor does not address ongoing needs.</p> <p>At termination of services family counselor measures attainment of treatment outcomes via data collected from school, family, and community.</p>	<p>Family Counselor sets treatment objectives without full understanding of the needs of the student and family and conducts counseling sessions without psychotherapeutic content. Family Counselor does not interact with school personnel and does not address ongoing needs.</p>

Data Collection Plan: Family Counselors			
Level of Evaluation	Instrument/Data Type	Frequency	Person Responsible
Quality and Fidelity of Implementation	Feedback in MyLearningPlan	1x/workshop	Instructors
Impact on Practice	Case files and notes Satisfaction Surveys C-GAS, iObservation	1x/case, compiled quarterly	Family Counselors, Instructors
Impact on Student Achievement	Behavior referrals, intervention outcomes, grades, attendance, behavior reports.	Ongoing, compiled quarterly	Family Counselors

School Social Workers

DESIRED OUTCOME: Social Workers provide a needs assessment on identified students and their families. Based on the outcomes of the needs assessment the social worker provides counseling, support, and/or referrals to community agencies resulting in improved academic and behavioral functioning.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Social Worker identifies needs of students and family, sets outcome objectives to address those needs, teaches academic and behavioral skills to students and families aligned with their needs, conducts intervention sessions with students and family.</p> <p>Social Worker serves as liaison between family and school personnel to address and resolve academic, behavioral, and societal issues, linking and resolving them to promote academic success.</p> <p>Social Worker utilizes community resources to address ongoing support and to provide additional services.</p> <p>At termination of services social worker measures success of interventions via data collected from school, family, and community.</p>	<p>Social Worker identifies needs of students and family, sets outcome objectives to address needs, teaches behavioral skills to students and families, conducts intervention sessions with students, family, and school personnel.</p> <p>Social Worker serves as liaison with school personnel to address academic and behavioral needs.</p> <p>Social Worker seeks community resources to address ongoing support.</p>	<p>Social Worker sets outcome objectives with understanding of the student and family needs; serves as a conduit between home and teacher; conducts supportive intervention sessions. Social Worker does not address long-term needs.</p> <p>At termination of services social worker measures success of interventions via data collected from school, family, and community.</p>	<p>Social Worker sets objectives without full understanding of the student's/family's needs; conducts interventions without in-depth content. Social Worker does not interact with school personnel and does not address ongoing needs.</p>

Data Collection Plan: Social Workers

Level of Evaluation	Instrument/Data Type	Frequency	Person Responsible
Quality and Fidelity of Implementation	Feedback in MyLearningPlan	1x/workshop	Instructors
Impact on Practice	Case notes iObservation	1x/case 2x/year	Social Workers District Coordinator
Impact on Student Achievement	Behavior referrals, intervention outcomes, grades, attendance, behavior reports.	Ongoing, compiled quarterly	Social Workers

Child Abuse and Neglect

DESIRED OUTCOME: Child Abuse Designees assigned to each school are able to serve as liaisons to school personnel in order to intervene when child abuse/neglect issues occur. They are able to instruct and guide school personnel on awareness of abuse issues and be able to report issues utilizing the appropriate state and District procedural steps.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Participants are aware of the parameters of child abuse and neglect and are able to report abuse and neglect to the Florida hotline. They are aware of the District reporting procedures, and follow through with the required steps. Additionally, each participant possesses the skills and knowledge to provide training and guidance to others.	Participants are aware of the parameters of child abuse and neglect and are able to report abuse and neglect to the Florida hotline. They are aware of the District reporting procedures, and follow through with the required steps.	Participants are aware of the parameters of child abuse and neglect and are able to report abuse and neglect to the Florida hotline. They are aware of the District reporting procedures, but do not follow through with the required steps.	Participants are aware of the parameters of child abuse and neglect but do not have the knowledge needed to complete the District and state reporting processes.

Data Collection Plan: Child Abuse and Neglect

Level of Evaluation	Instrument/Data Type	Frequency	Person Responsible
Quality and Fidelity of Implementation	Feedback in MyLearningPlan Evaluation Form	1x/workshop	Instructors
Impact on Practice	Case Example Requirement Form iObservation	Ongoing	Instructors

Student Services Clerical Staff

DESIRED OUTCOME: Student Services clerical staff is assigned specific tasks associated with data collection for the District and Broward County, all associated with specific program grants and contractual outcomes. The training must encompass all components of the various contracts that fund the programs in addition to the generalized clerical responsibilities connected to their job descriptions. Because these tasks are program-specific, no District offerings provide the necessary training and yearly updates that are required to take place. The Student Services Department must take responsibility for these training episodes.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Participants have developed greater awareness of the parameters of grant contracts and program outcomes, and have developed more knowledge and skill needed to complete the District and County data collection processes without assistance from other staff. They are aware of the District and County reporting procedures, and are more able to follow through with the required procedures and steps. Additionally, each participant possesses the skills and knowledge to provide training and guidance to others.	Participants have developed greater awareness of the parameters of grant contracts and program outcomes, and have developed more knowledge and skill needed to complete the District and County data collection processes without assistance from other staff. They are aware of the District and County reporting procedures, and are more able to follow through with the required procedures and steps.	Participants have developed greater awareness of the parameters of grant contracts and program outcomes, but do not have the knowledge needed to complete the District and County data collection processes without assistance from other staff. They are aware of the District and County reporting procedures, but are not yet fully able to follow through with the required procedures and steps.	Participants are aware of the parameters of grant contracts and program outcomes, but do not have the knowledge needed to complete the District and County data collection processes.

Data Collection Plan: Student Services Clerical Staff

Level of Evaluation	Instrument/Data Type	Frequency	Person Responsible
Quality and Fidelity of Implementation	Feedback in MyLearningPlan Evaluation Form	1x/workshop	Instructors
Impact on Practice	Case Example Requirement Form iObservation	Ongoing	Instructors

Mid-Year and End-of-Year Evaluation Plan		
Quality and Fidelity of Implementation		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
All Audiences	Feedback in MyLearningPlan Evaluation Forms	Summary of Feedback Results Summary of Evaluation Results
Impact on Practice		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Family Counselors	Case Files and Notes Satisfaction Surveys C-GAS, iObservation	Case File Annual Review Survey Summary iObservation Final Evaluation
Social Workers	Case Notes iObservation	Case Notes Annual Review iObservation Final Evaluation
Child Abuse & Neglect Workshop Participants	Case Example Requirement Form	Review Sample of Case Forms
Student Services Clerical Staff	Case File Completion and Accuracy Observation of Client Communication	Non-Instructional Employee Performance Evaluation
Impact on Student Achievement		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Family Counselors and Social Workers	Behavior referrals, intervention outcomes, grades, attendance, behavior reports.	Annual Review and Analysis of Intervention Outcomes Resolution of Issues