



MASTER PLAN

Student Services

2022-2023

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Course Group Number: 10477115

STUDENT SERVICES DEPARTMENT

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 can 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, Attendance, Family Counseling, Foster Care, Child Abuse and Neglect, and Homeless Education. 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 them accordingly. The goal is to promote and safe and supportive environment for the students and remove any barriers that may impede their ability to receive high quality instruction.

Job-embedded in-service training for Student Services employees differs from that of the classroom teachers. Not only must the Student Services employees 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 better mental health and productivity in the classroom. 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.

Post MSD tragedy, the HB1421 – School Safety requires that school districts annually certify, beginning July 1, 2023, that at least 80 percent of school personnel received the mandatory youth mental health awareness training.

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

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Attendance Program

DESIRED OUTCOME: All staff responsible for recording or modifying student attendance will be able to record accurate student attendance following District Policy 5.5 and protocols coordinated by the BCPS Attendance Office. Administrators will be able to support teachers and clerical staff with attendance procedures that align with Florida Statutes, Broward School Board Policies, and local school protocols.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
90 – 100% of school-based staff responsible for recording and maintaining student attendance complete training.	71 – 89% of school-based staff responsible for recording and maintaining student attendance complete training.	51 – 70% of school-based staff responsible for recording and maintaining student attendance complete training.	Less than 50% of school-based staff responsible for recording and maintaining student attendance complete training.
100% of school-based administrators have completed training.	More than one school-based administrator has completed the Canvas attendance training.	One school-based administrator has completed the Canvas attendance training.	
Daily attendance reports from Pinnacle account for 95-100% of enrolled students.	Daily attendance reports from Pinnacle account for 85-94% of enrolled students.	Daily attendance reports from Pinnacle account for 70-84% of enrolled students.	

Data Collection Plan: Attendance Program			
Level of Evaluation	Instrument/Data Type	Frequency	Person Responsible
District: Completion of Training Courses	Online Course via Canvas	1x	Coordinator, District Attendance
School and District: Schoolwide Data	Pinnacle reports, BASIS data, Student Information System	Quarterly and Annual Attendance Brief	Coordinator, District Attendance
School and District: Daily Attendance Records	Pinnacle Report under the Administrative tab: "Broward – Attendance Code Counts"	School = Daily District = Quarterly and as needed for remediation.	School = Principal District = Coordinator, District Attendance

Participant

DESIRED OUTCOME: The Student Services Department provides trainings that increase the knowledge of School Board Policies and Florida state laws related to compulsory student attendance. The District Strategic Plan measures the number of students that attend more than 90% of school days. By reviewing attendance data, participant adheres to the procedures of the Broward Truancy Intervention Program to support the District Strategic Plan, School Board policies, Florida State Laws, and to ensure appropriate interventions are being provided and students receive the tools necessary for a successful school experience.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Participants are fully informed about the School Board policies and Florida State Laws related to compulsory student attendance.</p> <p>Participants have developed all of the skills needed to identify those students/families in need of attendance interventions and can explain the rationale for providing these interventions. Additionally, each participant can identify and implement appropriate attendance interventions.</p>	<p>Participants have developed a strong knowledge base about the School Board policies and Florida State Laws related to compulsory student attendance.</p> <p>Participants have developed many of the skills needed to identify those students/families in need of attendance interventions and can explain the rationale for providing these interventions.</p>	<p>Participants have some knowledge of the School Board policies and Florida State Laws related to compulsory student attendance.</p> <p>Participants have developed some of the skills needed to identify those students/families in need of attendance interventions.</p>	<p>Participants have limited knowledge of the School Board policies and Florida State Laws related to compulsory student attendance.</p>

Data Collection Plan: Participants

Level of Evaluation	Instrument/Data Type	Frequency	Person Responsible
Quality and Fidelity of Implementation	Feedback in LAB	1x/workshop	Instructors
Impact on Practice	BASIS/ Student Information System case notes	1x/intervention	Social Workers, Administrators, other staff responsible for responding to attendance concerns.
Impact on Student Attendance	Attendance reports from BASIS, Optispool, Data Warehouse, Student Information System, and Pinnacle	Ongoing, weekly, monthly, quarterly and annually.	Social Workers, Administrators, District Attendance Coordinator

Family Therapists

DESIRED OUTCOME: Family Therapists 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 Therapist 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. Family Therapist 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. Family Therapist utilizes community resources to address ongoing support and to provide additional services. At termination of services family therapist measures attainment of treatment outcomes via data collected from school, family, and community.</p>	<p>Family Therapist 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. Family Therapist serves as liaison with school personnel to address academic and behavioral needs. Family Therapist seeks community resources to address ongoing support. At termination of services family therapist measures attainment of treatment outcomes via data collected from school, family, and community.</p>	<p>Family Therapist sets treatment objectives with understanding of the student and family needs; serves as a conduit between home and teacher; conducts supportive counseling sessions. Family Therapist does not address ongoing needs. At termination of services family therapist measures attainment of treatment outcomes via data collected from school, family, and community.</p>	<p>Family Therapist sets treatment objectives without full understanding of the needs of the student and family and conducts counseling sessions without psychotherapeutic content. Family Therapist does not interact with school personnel and does not address ongoing needs.</p>

Data Collection Plan: Family Therapists

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

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.</p> <p>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.</p> <p>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 LAB	1x/workshop	Instructors
Impact on Practice	Case notes and BASIS Data iObservation	1x/case 2x/year	Social Workers Supervisor
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 LAB 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 LAB Evaluation Form	1x/workshop	Instructors
Impact on Practice	Case Example Requirement Form iObservation	Ongoing	Instructors

Participant 1.0

DESIRED OUTCOME: Participants will learn to minimize social isolation, empathize with others, and create a more inclusive and connected school culture. Participants will also learn to look for warning signs and threats – especially on social media – of someone at risk of hurting themselves or others, and how to speak up to a trusted adult or report anonymously before a tragedy can occur. The early-prevention measures in this program empower everyone to help keep schools and communities safe.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
Participants have developed greater awareness of the parameters of social isolation, lack of empathy, and lack of inclusiveness that may impact school culture negatively. Participants have developed more knowledge and skill needed to identify warning signs of self-harm and threat to others and have developed the ability to take steps to prevention and in keeping schools and communities safe. 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 social isolation, lack of empathy, and lack of inclusiveness that may impact school culture negatively. Participants have developed more knowledge and skill needed to identify warning signs of self-harm and threat to others and have developed the ability to take steps to prevention and in keeping schools and communities safe. 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 social isolation, lack of empathy, and lack of inclusiveness that may impact school culture negatively. Participants have developed more knowledge and skill needed to identify warning signs of self-harm and threat to others and have developed the ability to take steps to prevention and in keeping schools and communities safe.	Participants have developed greater awareness of the parameters of social isolation, lack of empathy, and lack of inclusiveness that may impact school culture negatively.

Data Collection Plan: Participants

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

Staff			
DESIRED OUTCOME: Staff are fully aware and understand the importance of total wellness, both mental and physical. Staff actively engages in both mental and physical wellness, by practicing mindfulness, self-care, and steps towards wellbeing resulting in well-balanced staff to provide services to students and their families.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Staff develop greater awareness of mindfulness, self-care, and the importance of practicing both. Staff actively engage in mindfulness practice, self-care, and well-being practice. Staff are trained in mindfulness and self-care practice, and subsequently can support others and teach them about mindfulness and self-care. Staff become well-balanced in their dealing with colleagues, students, and their family, as evidence by self-report and peer reviews.	Staff develop greater awareness of mindfulness, self-care, and the importance of practicing both. Staff actively engage in mindfulness practice, self-care, and well-being practice. Staff are trained in mindfulness and self-care practice, and subsequently can support others and teach them about mindfulness and self-care.	Staff develop greater awareness of mindfulness, self-care, and the importance of practicing both. Staff actively engage in mindfulness practice, self-care, and well-being practice.	Staff develop greater awareness of mindfulness, self-care, and the importance of practicing both. Staff NOT actively engage in mindfulness practice, self-care, and well-being practice.

Data Collection Plan: Staff			
Level of Evaluation	Instrument/Data Type	Frequency	Person Responsible
Quality and Fidelity of Implementation	Feedback in LAB	1x/workshop	Instructors
Impact on Practice	Training participation Non-work-related activities	1x/case, compiled quarterly.	Staff, Instructors
Impact on Student Achievement	Behavior referrals, intervention outcomes, grades, attendance, behavior reports.	Ongoing, compiled quarterly.	Staff

Participant 2.0

DESIRED OUTCOME: Participants are equipped with specific skills needed to recognize the early signs of mental health in a student that may potentially culminate into a crisis and assist the student to get the help needed. Participants will be able to effectively manage student behaviors, individually or in groups, by implementing evidence-based strategies. Participants will be able to engage students in the learning process using positive emotional, behavioral, and instructional strategies.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Participants have developed greater awareness of the early signs of mental illness, including the parameters of social isolation, behavior indications, and socioemotional stability, as manifested in a student. Participants have acquired more knowledge and skill needed to identify warning signs of mental illness in a youth and have developed the ability to take steps to prevention and assist the youth to get the necessary mental health help without delay. Participants are also aware of the mental health resources available within the District and in the County (community) and are more able to follow through with a referral or the required procedures and steps. Additionally, each participant possesses the skills and knowledge to provide guidance to others about mental health resources.</p>	<p>Participants have developed greater awareness of the early signs of mental illness, including the parameters of social isolation, behavior indications, and socioemotional stability, as manifested in a student. Participants have acquired more knowledge and skill needed to identify warning signs of mental illness in a youth and have developed the ability to take steps to prevention and assist the youth to get the necessary mental health help without delay. Participants are also aware of the mental health resources available within the District and in the County (community) and are more able to follow through with a referral or the required procedures and steps.</p>	<p>Participants have developed greater awareness of the early signs of mental illness, including the parameters of social isolation, behavior indications, and socioemotional stability, as manifested in a student. Participants have acquired more knowledge and skill needed to identify warning signs of mental illness in a youth and have developed the ability to take steps to prevention and assist the youth to get the necessary mental health help without delay.</p>	<p>Participants have developed greater awareness of the early signs of mental illness, including the parameters of social isolation, behavior indications, and socioemotional stability, as manifested in a student.</p>

Data Collection Plan: Participant

Level of Evaluation	Instrument/Data Type	Frequency	Person Responsible
Quality and Fidelity of Implementation	Feedback in LAB Evaluation Form Attendance data	1x/workshop	Instructors

Impact on Practice	Case Example Requirement Form iObservation Pre/post test	Ongoing 1x/workshop	Instructors
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Mid-Year and End-of-Year Evaluation Plan		
Quality and Fidelity of Implementation		
Participant Reactions		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
All Audiences	Feedback in LAB Evaluation Forms Attendance data	Summary of Feedback Results Summary of Evaluation Results Attendance Data Evaluation
Participant Learning		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Educators Leadership Staff Support Staff Community Liaisons	Case Example Requirement Form Case notes and BASIS Data iObservation Pre/post test Training participation	Summary of Pre/post test Summary of Case notes and BASIS Data Training participation Review
Organizational Support		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
Educators Leadership Staff Support Staff Community Liaisons	Department Mid-Year Report	Annual Summary Report
Impact on Practice		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Family Therapists	Case Files and Notes Satisfaction Surveys MFQ, iObservation	Case File Annual Review Survey Summary iObservation Final Evaluation
Social Workers	Case Notes BASIS Data iObservation	Case Notes Annual Review BASIS Data 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 Therapists and Social Workers	Behavior referrals, intervention outcomes, grades, attendance, behavior reports.	Annual Review and Analysis of Intervention Outcomes Resolution of Issues