



COUNSELING/SOCIAL SERVICES SUPPORT PLAN



2013-2018

PACIFICA SCHOOL DISTRICT VISION FOR COUNSELING/SOCIAL SERVICES

Pacifica School District recognizes mental health as an essential component of our students' development and will deliver consistent counseling and social services to support a positive and healthy school community.



COMMITTEE AND WORKING GROUP

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PRINCIPLES OF COUNSELING/SOCIAL SERVICES

<p><u>COLLABORATION</u></p> <p>Working in partnership with students and families creates opportunities for connections that nurture our students and enrich our community.</p>	<p><u>CONSISTENCY</u></p> <p>Consistent policies and procedures ensure efficiency, equality and clarity.</p>	<p><u>COMMUNICATION</u></p> <p>Counseling and social services will advocate for transparent communication with diverse audiences.</p>	<p><u>POSITIVE SCHOOL CLIMATE</u></p> <p>Counseling and special services work to support a positive school climate.</p>	<p><u>PROFESSIONAL STANDARDS/DEVELOPMENT</u></p> <p>The Pacifica School District will continue to allocate necessary funds to ensure adequate mental health (mh) services which are provided by appropriately trained service providers who use research based interventions.</p>
<ul style="list-style-type: none"> ▪ Appropriate levels of support will be consistently provided to all stakeholders through open and proactive collaborative efforts ▪ Families, agencies, district staff and service providers will be acknowledged for their individual contributions in creating an effective program for the whole child. ▪ Parents and/or guardians will be respected and valued for their knowledge base and role as an essential member of the social services team. ▪ P S D recognizes the value and role of family and school collaboration and is responsible for connecting with families for the benefit of the child. 	<ul style="list-style-type: none"> ▪ Established referral processes will be consistently utilized when seeking appropriate mental health services for the child, decisions will be made based on data collection. ▪ Programs and policies that affect the child's wellbeing that are currently in place will be universally implemented by PSD mental health team. ▪ A common language that is understandable to all involved will be consistently implemented when the mh team provides assessment, treatment, evaluation, counseling, supervision and consultation 	<ul style="list-style-type: none"> ▪ District administration will implement and advocate for a variety of levels of support to mental health providers (counselors, psychs., interns, behavior therapist) when appropriate services are deemed necessary for the child. ▪ Opportunities for communication amongst all stakeholders will include transparency, honesty and clarity. ▪ All mental health providers will effectively communicate information for diverse audiences such as parents, teachers and other school personnel and community members. 	<ul style="list-style-type: none"> ▪ In order for all students to feel safe and welcome on campus, it is important to create and foster a positive school climate. ▪ Counseling and special services contain a variety of highly trained educators who support the growth of student's social-emotional competence. These supports will be offered in multiple settings depending on student, school and community need. ▪ Ample counseling and special services staff will be present on a consistent basis at each school site to deliver these services. 	<ul style="list-style-type: none"> ▪ Pacifica School District will provide support (e.g., funding, time, supervisn.) to ensure all stakeholders have sufficient access to continuing prof. develop. at a level necessary to remain current regarding developments in professional practices that benefit children, families and schools. ▪ PSD will provide technological support, access to resources, access to data. ▪ School district will ensure outside agency services meet the standards & expectations of the school district. ▪ Utilizing research based data informs programs and assures effectiveness, reliability and validity. ▪ Data base decision making will be implemented throughout PSD's responsive services (one on one, small group, classroom and school wide).

STRATEGIC AREAS OF FOCUS FOR COUNSELING/SOCIAL SERVICES

The table below provides a summary of eight strategic areas of focus identified by the Counseling/Social Services Committee as essential for equipping students to acquire, evaluate, demonstrate, and communicate knowledge and 21st Century capacities. These areas of focus engage counseling and social services in promoting rigorous, differentiated and holistic learning. Inspired by the National Association of School Psychologists Standards (NASP), the American School Counselor Association Standards (ACSA) and the Association for Behavior Analysis International Standards (ABAI), they emphasize using counseling and social services to support content learning and character development. Finally, for increased coherence, these focus areas reflect collaboration with the Strategic Planning Committee and the other PSD curriculum and support plan committees.

I. LEARNING THAT IS RIGOROUS		
I.A. - Promote collaboration and support for all staff involved	I.B. – Consistent efforts in communication will include common language and transparency	I.C. – Staff will follow professional standards and ethics as well as attend ongoing professional development
II. LEARNING THAT IS DIFFERENTIATED		
II.A. – Focus will be on a positive school climate		II.B. – Utilization of Research-Based Interventions
III. LEARNING THAT IS HOLISTIC		
I.A.- Provide Access to comprehensive and consistent Mental Health Services	I.B. – Provide for stable funding sources and adequate personnel	I.C. – Community resources will be accessed and outreach Involvement will occur, including parental involvement

2013-2015 COUNSELING/SOCIAL SERVICES AT A GLANCE

RESOURCES: NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS STANDARDS (NASP), THE AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS (ACSA), AND THE ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL STANDARDS (ABAI)

TIMELINE/KEY PEOPLE (NUMBERS CORRESPOND TO ACTIVITIES)	ACTIVITIES	MEASUREMENT/ EVIDENCE	FUNDING SOURCE(S)
8/2013 - ongoing <ul style="list-style-type: none"> • Assoc Supt, IS (Integrated Services); Principals (#1) • Assoc. Supt. (#2-6) • District Mental Health Staff (#1-6) • SEPAC, PTO, Pacifica Resource Center, Peninsula Conflict Resolution Center, GGRC, CCS, BHRS, Boys & Girls Club, Youth Services Bureau, Pyramid (# 3) 	I. Collaboration – working in partnership <ol style="list-style-type: none"> 1. Principals to process SST, RTI actions to ensure consistency and best practice 2. Develop process to ensure all families are included in communication systems at the schools 3. Develop meeting schedules with agencies, special education staff, Social Service/School Climate Team, SEPAC to ensure strong collaboration: Agencies – e.g. BHRS, SELPA, YSB 4. Staffing meeting: Psychologists, Mental Health Agency, Admin. 5. Stipends will be provided for collaboration with agencies/district meetings if outside the contracted hours 6. A staff development day will be allocated for collaboration between counselors and school psychologists 	<input type="checkbox"/> LC, Staff Agendas (#1) <input type="checkbox"/> Calendar (#3) <input type="checkbox"/> Anecdotal Records (#1,2) <input type="checkbox"/> Logged SST's (#1) <input type="checkbox"/> Referrals (#1) <input type="checkbox"/> Meeting notes (#1,2) <input type="checkbox"/> Survey materials (#2) <input type="checkbox"/> Staff meetings (#4) <input type="checkbox"/> Wellness center (#3,4) <input type="checkbox"/> Hiring process for social services administrator (#3, 4)	General Sp Ed- District/SELPA
8/ 2013 – ongoing <ul style="list-style-type: none"> • Mental Health personnel (#1-3) • Special education service providers (#1,2) • Site and district level administration (#1-3) 	II. Consistency – policies & procedures <ol style="list-style-type: none"> 1. Create Consistent referral processes- SST Team, IEP Team, Crisis Report, Behavior Specialist, School Counselor, YSB, Other Service Providers (ie: Speech, OT, PT,) 2. Develop a common language including: dictionary of Special Education terms, district-wide definition of “Bullying,” matrices (school-wide) 3. Regularly assess need for supplies –e.g. assessment materials, office materials, office space 	<input type="checkbox"/> District wide referral forms (#1) <input type="checkbox"/> Staff meeting notes (#1,2) <input type="checkbox"/> Consistent documentation in cumulative files (#1,3) <input type="checkbox"/> Memo to the principal (#1-3) <input type="checkbox"/> Meeting notes from SST's and IEP's (#1) <input type="checkbox"/> Meeting notes-evaluation of current and new policies (#1) <input type="checkbox"/> Special Education meeting notes (#1) <input type="checkbox"/> Informational handbook linked to common language (#2) <input type="checkbox"/> Completed matrixes (#2)	General Sp Ed- District/SELPA
8/ 2012 ongoing <ul style="list-style-type: none"> • Special education service providers (#3, 4) • Site and District level administration (#1-4) • Mental Health personnel (#1-4) 	III. Communication – transparency <ol style="list-style-type: none"> 1. All Mental Heath will take efforts to communicate effectively to diverse audiences 2. Tools will be utilized to retrieve feedback regarding how effective communication occurs amongst all stakeholders 3. Regular communication will occur between site administration, general education, and mental health staff to assure students receive the support they need to access mental health services 4. Communication amongst stakeholders will include transparency, honesty and clarity. 	<input type="checkbox"/> Include questions regarding communication in annual survey (#1-4) <input type="checkbox"/> Review numbers of grievances filed with district (#1-4) <input type="checkbox"/> Parent satisfaction survey (#1, 4) <input type="checkbox"/> Use of session rating scales at end of IEP, SST, etc. (#1,4) <input type="checkbox"/> Assess favorable impression of meeting process (#1,2,4)	General Sp Ed- District/SELPA

2013-2015 COUNSELING/SOCIAL SERVICES AT A GLANCE (CONT.)			
TIMELINE/KEY PEOPLE (NUMBERS CORRESPOND TO ACTIVITIES)	ACTIVITIES	MEASUREMENT/ EVIDENCE	FUNDING SOURCE(S)
8/ 2012 ongoing <ul style="list-style-type: none"> School site personnel (certificated and classified) and site level administration (#1,2) Mental Health personnel: psychologists, counselors, interns (#1,2) 	IV. Positive School Climate <ol style="list-style-type: none"> Counseling and social services staff will work with personnel across Pacifica School District to support a positive school climate Ample counseling and special services are recommended and ratios of staff to students will be made available. District will work towards staffing sties according to national average recommendations (based on budget) 	<input type="checkbox"/> Staff roster of who is on school climate team (#1) <input type="checkbox"/> Agenda/minutes of meeting (#1,2) <input type="checkbox"/> Data that shows staff to student ratios for mental health support (Grade 6-8 counselors, BHRS, psychologist support, Youth Services Bureau) (#2) <input type="checkbox"/> Agenda, minutes, materials of meeting for Tier 1 training (#1) <input type="checkbox"/> SWPBIS liaison meeting notes, school and district newsletters (#1) <input type="checkbox"/> School climate surveys of staff, parents, and students (#1) <input type="checkbox"/> Annual staffing documentation generated by human resources, site administration (#2)	General Sp Ed- District/SELPA
8/ 2012 ongoing <ul style="list-style-type: none"> Mental Health staff (#1-4) Site and district Administration (#1, 2, 4) 	V. Professional Standards Development – MH Services by Trained Providers <ol style="list-style-type: none"> All social services personnel will receive updated information about local trainings and professional development from district office staff, district administration will support the membership of social services personnel to professional organizations (ie: NASP, ASCA, BACB) Pacifica School District will provide technological support, access to resources and access to data so that school services personnel will be given access to training on student information systems (ie: Synergy, Parent/Student VUE, Data Director) Data based decision making will include District IT staff working with social services staff to add a social services tab/page to the current student information data system Mental Health staff will collaborate and share resources Pacifica School District will utilize research-based data social services personnel will adopt and utilize research based programs (ie: SWPBIS) on each campus 	<input type="checkbox"/> Documentation of trainings attended (#1,2) <input type="checkbox"/> Support/funding of staff professional organization (#1) <input type="checkbox"/> Yearly trainings for staff on Synergy/Parent Vue/Data Director(#2) <input type="checkbox"/> Logs of yearly collaboration meetings (#3,4) <input type="checkbox"/> Logs of supervision and interns (#1) <input type="checkbox"/> Additional social services tab (#2)	General Sp Ed- District/SELPA

2013-18 COUNSELING/SOCIAL SERVICES

I. COLLABORATION - WORKING IN PARTNERSHIP WITH STUDENTS AND FAMILIES CREATES OPPORTUNITIES FOR CONNECTIONS THAT NURTURE OUR STUDENTS AND ENRICH OUR COMMUNITY

ACTION STEPS AND ACTIVITIES	YEAR 1	YEAR 3	YEAR 5
	Review <ul style="list-style-type: none">Identify obstacles and strengths to collaboration:<ul style="list-style-type: none">Within schoolsWith familiesWith agencies	<ul style="list-style-type: none">Re-evaluate and recommend changes to improve collaboration, such as staffing and identify possible revenue sources:<ul style="list-style-type: none">Within schoolsWith familiesWith agencies	<ul style="list-style-type: none">Evaluate current collaboration processes.<ul style="list-style-type: none">Within schoolsWith familiesWith agencies
	Identify appropriate levels of support <ul style="list-style-type: none">Coordinate supports through SST process; review progressDetermine a referral process at each site to collect referrals and monitor social supportsDetermine a regular social services support team meeting time and date	<ul style="list-style-type: none">Hold regular social services support team meetingsA Wellness Coordinator will be hired to provide training, supervision to interns and direction	<ul style="list-style-type: none">Development of wellness center to provide resources to the community, place to refer parents, lending library and parenting groups
	Increased Collaboration <ul style="list-style-type: none">Increase collaboration time with outside agencies to 3 meetings per year	<ul style="list-style-type: none">Coordinate with local universities and training programs	
	Collaboration with Agencies <ul style="list-style-type: none">A stipend will be provided for time worked outside of contract hours for collaboration with agencies and for district meetings		
	Staffing Assignments <ul style="list-style-type: none">Psychologists will work with Mental Health staff and Director to determine appropriate staffing assignments		
	Staff Development <ul style="list-style-type: none">A staff development day will be allocated during the start of the school year for collaboration between counselors and school psychologists		

2013-18 COUNSELING/SOCIAL SERVICES			
II. CONSISTENCY - CONSISTENT POLICIES AND PROCEDURES ENSURE EFFICIENCY, EQUALITY AND CLARITY			
ACTION STEPS AND ACTIVITIES	YEAR 1	YEAR 3	YEAR 5
	Referral and Documentation Process <ul style="list-style-type: none"> Create a district wide referral processes to SST Team, IEP Team, Crisis Report, Behavior Specialist, School Counselor, YSB, Other Service Providers Determine appropriate data to be collected and reviewed for referrals Determine documentation protocols Evaluate current and new policies and procedures Identify appropriate counseling and social services documentation with respect to confidentiality to be placed in cumulative files across the district 	<ul style="list-style-type: none"> Communicate referral process to target audience Include necessary documentation for students who have accessed counseling and social services in cumulative files across the district 	
	Common Language <ul style="list-style-type: none"> Begin to develop a common language District-wide definition of "Bullying" Matrices (school-wide) 	<ul style="list-style-type: none"> Regularly update Pacifica School District procedural handbook and disseminate to all Special Education Staff and Mental Health providers Create a dictionary of Special Education terms and disseminate to staff 	<ul style="list-style-type: none"> Regularly update Pacifica School District procedural handbook and disseminate to all Special Education Staff and Mental Health providers Communicate special education terms to target audiences Update common language in dictionary of special education terms
	Supplies <p>Adequate number of telephones, secure filing cabinets, keys, office supplies, and art supplies will be provided for mental health staff (on-going)</p> <ul style="list-style-type: none"> Appropriate assessment supplies will be provided for mental health assessments All records will be kept in a securely locked filing cabinet All offices will have phones Identify art supplies, assessment materials, and office supplies needed. Determine if current office space is appropriate. (Continue through year 5) Complete needs assessment for necessary supplies 		

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III. COMMUNICATION – COUNSELING AND SOCIAL SERVICES WILL ADVOCATE FOR TRANSPARENT COMMUNICATION WITH DIVERSE AUDIENCES			
ACTION STEPS AND ACTIVITIES	YEAR 1	YEAR 3	YEAR 5
	Personnel /Parent Support All mental health providers will communicate effectively to diverse audiences by... <ul style="list-style-type: none">Determine ways to clarify communication with county program, North County Collaborative, and inter-district personnelProvide access to legal and ethical codes for each type of mental health and social service providersNeeds assessment to identify barriers to communication	All mental health providers will communicate effectively to diverse audiences by... <ul style="list-style-type: none">Discussing levels of confidentiality and what may be appropriate for and with different stakeholdersProvide opportunities for clarification (ie: clarification for parents about psychology evaluations and special education terminology)Staffing meetings to exchange information prior to complicated meetingsReview results of needs assessmentUtilize county/state/federal resources to support effective communication (ie: SELPA facilitator)Determine who will collect information with district employees about out of district students prior to IEP meetings (email, phone)	All mental health providers will communicate effectively to diverse audiences by... <ul style="list-style-type: none">Staffing meetings to exchange information prior to complicated meetingsReview county/state/federal resources to support effective communication (ie: SELPA facilitator)
	Tools Tools will be utilized to retrieve feedback regarding how effective communication occurs amongst all stakeholders- <ul style="list-style-type: none">Session rating scale (SRS) to be developed for use with IEP meetingsRequest that all staff include contact information on reportsComplete needs assessment to identify interagency communication in the IEP process	<ul style="list-style-type: none">Session rating scale: Implement and pilot at one school, make reference guide available, ongoing staffing meetings with district, county, North County Collaborative, and inter-district personnel, ongoing assessment of efficacy of school counseling programs, expand PEF surveyReview needs assessment and determine appropriate point person for communication between agencies	
	Student Support <ul style="list-style-type: none">Site administration will support students when they need to receive Mental Health services (ie: missing class)Collaboration between site administration, general education and mental health staff to identify barriers to seeing students on a regular basis.	<ul style="list-style-type: none">Evaluate whether current procedures to pulling out students is effective to participating parties	
	Communication amongst stakeholders will include transparency, honesty and clarity <ul style="list-style-type: none">Identify barriers to communicationStakeholders will be aware of each members professional ethics and legal guidelines		

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IV. POSITIVE SCHOOL CLIMATE – COUNSELING AND SOCIAL SERVICES WORK TO SUPPORT A POSITIVE SCHOOL CLIMATE

ACTION STEPS AND ACTIVITIES	YEAR 1	YEAR 3	YEAR 5
	School Wide-Positive Behavior Intervention Supports: <ul style="list-style-type: none"> Develop a school climate team at each Pacifica School District school site School climate teams will meet at each site will meet at least three times per year SWPBIS Liaisons will develop school climate surveys to support district goals Training is provided for school staff on positive behavior tier 1 strategies One liaison from each site will attend ongoing school wide positive behavior intervention strategy trainings School climate success will be acknowledged and celebrated through assemblies, school and district wide bulletins, and will be announced through social media 	<ul style="list-style-type: none"> School climate teams will continue to meet regularly throughout the school year Collect data on positive behavior Tier 1 strategies being used at each site School Sites will implement school climate surveys at the beginning and end of each school year School climate successes will be celebrated through a district wide school climate assembly. Input from all stakeholders (parent, teachers, students, and administration) will be used to determine what services are appropriate for individual students School climate data will be used to establish what school-wide additional focuses are needed 	<ul style="list-style-type: none"> Input from all stakeholders (parent, teachers, students, and administration) will be used to determine what services are appropriate for individual students School climate progress will be monitored through review of student suspensions, and staff, student and parent surveys. Input from all stakeholders (parent, teachers, students, and administration) will be used to determine what services are appropriate for individual students School climate data will be used to establish what school-wide services are necessary on campus Assess school climate progress through reviewing frequency of student suspensions
	Ample Staffing: <ul style="list-style-type: none"> Counseling and special services will include implementing and/or retrieving input from all stakeholders (parent, teachers, students, and administration) will be used to determine what services are appropriate for individual students Increase current school psychologist services from 3.9 FTE to 4.5 FTE Recommended ratios of staff to students will be made available. District staff and social services personnel will review national average recommendations (Year 1 – Board of Ed.) District will work towards staffing counseling services according to national average recommendations (based on budget) 	<ul style="list-style-type: none"> District will work towards staffing counseling services according to national average recommendations (based on budget) Increase school counseling staff from 2 full time employees to 4 full time employees to work towards supporting current ASCA recommendation of 1 counselor per 250 students 	<ul style="list-style-type: none"> District will work towards staffing counseling services according to national average recommendations (based on budget) Increase counseling staff from 4.0 full time employees to 6.0 full time employees Increase school psychologist staff from 4.5 full time employees to 7.0 full time employees District administration will continue to support release time and cost membership of social services personnel to professional organizations (i.e. NASP, ASCA, ABAI)

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V. PROFESSIONAL STANDARDS DEVELOPMENT – FUNDS WILL BE ALLOCATED TO ENSURE ADEQUATE MENTAL HEALTH SERVICES ARE PROVIDED BY TRAINED SERVICE PROVIDERS.

ACTION STEPS AND ACTIVITIES	YEAR 1	YEAR 3	YEAR 5
	Staff Development/Training <ul style="list-style-type: none"> All social services personnel will receive updated information about local trainings and professional development from district office staff (ongoing) District administration will provide release time of social services personnel to attend trainings from professional organizations (i.e. NASP, ASCA, ABAI) School services personnel will be given access to training on student information systems (i.e. Synergy, Parent/Student VUE, Data Director) Sites will train new staff on data information systems (ongoing) Before outside agencies place staff at Pacifica School District sites, there will be collaboration meetings with social services personnel at each site Pacifica School District will support the time it takes for supervision of interns (ongoing) 	<ul style="list-style-type: none"> District administration will support the membership costs of social services personnel to join professional organizations (i.e. NASP, ASCA, ABAI, CAMF) Social services staff will be trained on data entry for social services tab on the student information data system All social services staff will have access to training of online survey tools Wellness Coordinator will provide information about upcoming trainings 	<ul style="list-style-type: none"> District administration will continue to support release time and cost membership of social services personnel to professional organizations (i.e. NASP, ASCA, ABAI)
	Social Services <ul style="list-style-type: none"> District IT staff working with social services staff to add a social services tab/page to the current student information data system Determine who will input information and who will access student information on social services tab 	<ul style="list-style-type: none"> Data will be regularly updated by designated point people on the social services tab on the student information data system 	
	Shared Resources <ul style="list-style-type: none"> Personnel will share resources with each other Each social service provider will have a rating scale tool he/she uses when working with students 		
	Research-Based Programs <ul style="list-style-type: none"> Social services personnel will adopt and utilize research-based programs (i.e. SWPBIS) on each campus 		