

**Page Unified School District
Report: Task 3 –**

**Coordination of PUSD Internal
Student Support Services –Part I**



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Introduction

The Page Unified School District (PUSD) is located in Coconino County, Arizona and serves students from the city of Page and surrounding communities, including the Navajo Nation. The PUSD includes four schools which serve a total of approximately 3,000 students ranging from pre-Kindergarten to Grade 12 (see *Exhibit 1: PUSD Schools*).

Exhibit 1: PUSD Schools Enrollment

School	Number of Students	Grade Range
Desert View Elementary	Approx. 700	Pre K to Grade 5
Lake View Elementary	Approx. 600	Kindergarten to Grade 5
Page Middle School	Approx. 700	Grade 6 to Grade 8
Page High School	Approx. 1000	Grade 9 to Grade 12

In 2008 PUSD applied for and received a *Safe Schools/Healthy Students Grant* from the U.S. Department of Education. The grant proposal included a plan for addressing and positively impacting the overall safety, academic success, drug prevention, and mental health needs of PUSD students. The proposal also identified and delineated the following four specific elements:

- ❖ ***Element #1:*** to increase the levels of safety and emergency preparedness in all schools.
- ❖ ***Element #2:*** to reduce alcohol, tobacco, and other illegal or irresponsible drug use by students.
- ❖ ***Element #3:*** to reduce student behavioral, social, and emotional barriers to academic achievement.
- ❖ ***Element #4:*** to increase integration, coordination, collaboration and resource sharing among education, mental health, social service, and juvenile justice agencies in order to positively impact student mental health.

In 2009, LeCroy & Milligan Associates was contracted to address the issues related to Element #4. As a first step, a needs assessment was conducted in order to assess the overall level of integration and coordination of services for students with mental health needs. Upon completion of the needs assessment, a report was submitted describing the current level of coordination and integration as well as a number of challenges currently facing PUSD with regard to the provision of mental health services for students.



The report also included a number of recommendations for addressing these challenges. In 2010, PUSD contracted with LeCroy & Milligan Associates to investigate a number of these challenges and provide recommendations for addressing them (see LeCroy & Milligan Associates, 2010).

Although findings from *Page Unified School District: Student Mental Health Needs Assessment 2010* suggest that a number of improvements had been made which positively impacted the delivery of mental health services to PUSD students, a number of specific challenges remained, including the following:

- ❖ ***External Referrals*** – The results of the *Needs Assessment Report* indicated that although a centralized process for referring students with mental health needs to external agencies was in place, a number of challenges were still apparent, including the following: (1) it is unclear how the decision is made to refer a student to a specific agency; (2) there is some indication that the referral process is not adhered to in all cases; and (3) it appears that there may be a number of potential external agencies available of which PUSD is unaware.
- ❖ ***Tracking Student Mental Health Needs*** – The results of the *Needs Assessment Report* indicated that although some schools within PUSD (as well as individual staff members) had created a variety of informal procedures for collecting this information, there was a significant amount of inconsistency regarding how the information was tracked. This situation leads to a significant amount of difficulty in tracking PUSD student mental health needs.
- ❖ ***Differentiating Between Behavioral Problems & Mental Health Issues*** – The results of the *Needs Assessment Report* indicated that staff members (i.e., teachers, counselors, and administrators) are having a difficult time differentiating between students who are exhibiting behavioral problems and those who are exhibiting behaviors that may be reflective of a mental health issue. It is clear that this issue is one faced by a variety of professions (e.g., policing) and that there may be empirically-based literature available to address the issue.
- ❖ ***Coordination of PUSD Internal Student Mental Health Support Services*** – the results of the *Needs Assessment Report* indicated that there are a variety of services available to students with mental health needs at both the school and district level. It is also clear that there is a lack of coordination between these programs.



- ❖ ***Coordination of Safe Schools/Healthy Students Elements*** – the results of the *Needs Assessment Report* indicated that there is a lack of communication and coordination across the four elements (i.e., safety/emergency preparedness, alcohol & tobacco use, barriers to student achievement, and student mental health) that comprise the *Safe Schools/Healthy Students Project*.

- ❖ ***Cultural Issues*** – the results of the *Needs Assessment Report* indicated that there is a need to increase awareness of cultural issues related to the effective delivery of mental health services to PUSD students. For example, increased information is needed regarding the level to which agencies can deliver services in languages other than English.

Based on the above challenges, it was suggested that a plan of action be implemented to address each of the above issues. This plan includes six tasks which will be addressed individually by LeCroy & Milligan Associates Inc. during 2010-2011. This plan is discussed in the following section.



Overview of 2010-2011 Project

LeCroy & Milligan Associates was contracted to provide consultation and other services to assist in addressing the six tasks described above (see *Appendix A: PUSD Detailed Scope of Work*). It was agreed that each of the tasks would be addressed individually and that separate reports would be provided for Tasks 1-4. A final comprehensive report will be provided in June 2011 that summarizes each of the individual reports, looks at coordination of the Safe Schools/Healthy Students elements (Task 5) as well as addresses issues of cultural competence (Task 6). As indicated by the PUSD Detailed Scope of Work (*Appendix A*), each of the tasks includes a number of specific activities. These activities are described below.

Exhibit 2: Activities for PUSD 2010-2011

Task 1 – Referrals to External Mental Health Service Agencies
<ol style="list-style-type: none"> 1. Provide a comprehensive list of local mental health service providers (inclusive of description, capacity, service limitations, eligibility, staff, and contact information). 2. Develop an application process for external agencies seeking referrals from PUSD.
Task 2 – Tracking Student Need & Usage of Mental Health Services
<ol style="list-style-type: none"> 1. Conduct a focus group with counselors & social workers to discuss process. 2. Conduct interviews with PUSD personnel to identify challenges. 3. Conduct interviews with external mental health agencies to discuss referral process and issues related to feedback. 4. Review the implementation of the American School Counselor Association (ASCA) model. 5. Review the current system for recording need and usages, including the watch group structure and risk assessment tools. 6. Examine the implications of potential legal/confidentiality issues. 7. Develop a formalized process for recording need and usage. 8. Provide an implementation plan. 9. Provide a training session for staff on the referral process.
Task 3 – Coordination of PUSD Internal Student Support Services: Part I*
<ol style="list-style-type: none"> 1. Conduct a literature review on the issue. 2. Conduct interviews with PUSD staff involved in internal student support services. 3. Provide observations on the current status of PUSD internal student support services. 4. Provide preliminary recommendations on improving the coordination of PUSD internal student support services, including recommendations on what additional work needs to be completed for Task 4. 5. Create a draft flow-chart detailing the coordination of internal student support services at PUSD.
Task 4 - Coordination of PUSD Internal Student Support Services: Part II**
<ol style="list-style-type: none"> 1. Discuss findings from Task 3 with PUSD staff. 2. Conduct interviews with PUSD staff to gather additional information on internal student support services 3. Provide final recommendations on improving the coordination of PUSD internal student support services. 4. Provide a final flow-chart detailing the coordination of internal student support services at PUSD. 5. Compile a list of student support services offered by each school as well as by PUSD as a whole. 6. Provide additional resources to assist PUSD in improving their internal student support services.
Task 5 - Coordination of Safe Schools/Healthy Students Elements
<ol style="list-style-type: none"> 1. Identify and contact key individuals involved in all elements of the Safe Schools/Healthy Students Project. 2. Conduct interviews with key individuals to identify areas of overlap. 3. Provide recommendations for ensuring that all elements are coordinated.
Task 6 - Attention to Cultural Issues
<ol style="list-style-type: none"> 1. Identify the level of current cultural and linguistic competence for student safety and health services. 2. Conduct a literature review on cultural, linguistic, and competence issues related to mental health delivery.
<p>*Please note that changes were made to Task 3 and Task 4 as requested by the Project Director. Additional information on these changes is provided below.</p>



As consultants working in a dynamic school environment, it was acknowledged early in the project that the tasks might shift in order to best meet the needs of the Page Unified School District. Based upon conversations with the Safe Schools/ Healthy Students project director and other PUSD staff during a December site visit, it was determined that it was necessary to shift the purpose of Task 3 and Task 4. Originally the purpose of Task 3 was to focus more specifically on distinguishing between mental health and behavioral issues. However, it became clear that this question existed within the context of a larger system, specifically the coordination of PUSD internal student support services overall.

For this reason, it was decided that Task 3 and Task 4 would be a two part review of the coordination of the PUSD internal student support services, focusing, where appropriate, on mental and behavioral health support services as originally proposed. Specific activities for Task 3 and Task 4 are included in *Exhibit 2* above.

Guiding Principles

It is important to note that that each of the tasks to be addressed will be guided by the following principles:

- ❖ ***Best Interests of the Student*** – It is clear that the focus of Element #4 of the *Safe Schools/Healthy Students Project* is to ensure that the mental health needs of PUSD students are addressed as effectively as possible. As such, any proposed processes will be based on first ensuring that the needs of the student are addressed.
- ❖ ***Informed “Frontline” Approach*** – It is recognized that many of the processes to be developed will have direct implications for teachers, counselors, and other staff members. As such, it imperative that the development and implementation of these processes be informed by these individuals. In order to ensure this, efforts have been made to ensure that each task includes the opportunity for frontline staff input through interviews, focus groups, and information sessions.
- ❖ ***Inclusive Process*** – It is recognized that the issue of PUSD student mental health is one that includes the PUSD (and its four schools), external mental health agencies, students, parents, the Navajo Nation, and the community. As such, efforts will be made to ensure that all processes are developed and implemented within a framework that seeks input from all of these groups whenever possible.



- ❖ ***Informed Decision-Making*** – It is recognized that, in addition to the importance of implementing effective processes for dealing with student mental health issues, each of the above tasks also has implications for future decisions on a variety of issues (e.g., resource allocations, grant applications). As such, efforts will be made to also provide decision-makers with the data and information they need to make effective decisions.

- ❖ ***Efficiency, Practicality, & Sustainability*** – It is recognized that any proposed processes or procedures must be efficient, practical, and sustainable. As such, efforts will be made to ensure that all proposed tasks are: (1) informed by the current standards, codes, and guidelines to which PUSD adheres, (2) designed in a manner that ensures efficiency and effectiveness, and (3) designed in a manner that best allows for sustainability.

- ❖ ***Transparency*** – It is recognized that any proposed processes and procedures must be implemented in a manner that encourages and displays transparency for the PUSD, individual schools, and external mental health service providers.



Task 3: Coordination of PUSD Internal Student Support Services—Part I

This section of the report examines the coordination of the PUSD internal student support services system. The section is divided into five parts: (1) a brief introduction to the topic, (2) a description of the information gathering process, (3) a summary of the information gathered, (4) initial recommendations based on this information, and (5) a presentation of several draft documents created for the program based on these recommendations.

Introduction

Youth come to school to further their education. Few would argue with this assertion. Yet as is the case with most aspects of the modern world, it is far from that simple. There are numerous barriers and challenges that prevent individual students from being able to fully engage in the educational experience, from challenges with transportation, school supplies, and homelessness, to mental health and behavioral issues that impact a student’s learning. In order to help overcome these barriers to education and to better meet the needs of a diverse array of student needs, most schools recognize the need for additional support services.

There are multiple definitions available for what are considered “student support services.” Most of the definitions point to the varied programs that provide prevention, intervention and other services to students and families through means such as education and counseling. A frequently utilized definition is from the Elementary and Secondary Education Act (ESEA, as reauthorized under the No Child Left Behind Act, Sec. 9101, paragraph 36) which defines “pupil services personnel” as “school counselors, school social workers, school psychologists, and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services.” These are the individuals considered to be providing pupil (or student) support services (National Alliance of Pupil Service Organizations, 2007). Student support services professionals provide direct services to youth, particularly those experiencing problems that create barriers to learning (Smith & Hexdall, 2010).

While many support services are available, recent literature suggests that just having support services may be insufficient. An article by the UCLA Center for Mental Health in Schools posits that support services are frequently “fragmented, overspecialized, counter-productively competitive, unsustainable, and fundamentally marginalized in policy and practice” (2010). This same article argues for the need to take a systems approach based first on creating an operational infrastructure within each school. This infrastructure is then fortified with linkages and connections to resources in the community and in the home creating an intervention continuum and coordinated approach. They propose that an effective systems approach has several key subsystems: preventative efforts, early intervention upon identification of problem, and addressing severe problems.



The following sections provide information and recommendations on the PUSD student support system and its coordination.

Information Gathering Process

In order to assess the internal student support services system and its coordination, it was imperative to first gather information from key individuals through focus groups as well as a number of individual interviews. Data was collected from meetings with individuals including counselors, principals, deans, other administrators, student services staff, program staff, and community liaisons. Notes were also taken during observations of several meetings, including a WatchTeam meeting and a Core Management Team meeting which included external mental health service providers. This meeting included a brief presentation reviewing the tasks completed thus far and requesting any comments on the recommendations made. A final meeting was also held with the superintendent of schools.

Different questions were asked throughout this process, in order to obtain data from the perspective of these different stakeholders. Some of the specific questions that were asked are included in *Exhibit 3* below:

Exhibit 3: Selection of Questions asked During Information Gathering Process

Questions on the Support Services Available	
• <i>What do you consider to be the Student Support Services available at PUSD?</i>	• <i>What types of support do students receive?</i>
Questions on Roles and Responsibilities	
• <i>What role do you play in the student support service process? What role do teacher's play?</i>	• <i>Please describe the work of the different student support teams (i.e. Student Support Team, IEP, et.).</i>
Questions on the Student Support Service Process	
• <i>How are students identified for support services?</i>	• <i>What protocols do you have in place?</i>
• <i>What follow-up is conducted?</i>	• <i>Do you distinguish between mental and behavioral health needs in this process?</i>
Other Questions	
• <i>Do you think there is a shared understanding of what are considered student support services in PUSD and how they are accessed?</i>	• <i>How would you recommend improving the student support service system?</i>
• <i>What data is collected on students who need or access support services?</i>	• <i>Is there anything else we should consider when looking at the student support service system at PUSD?</i>



Summary of Information Gathered

A number of central themes emerged based on the information gathered from PUSD staff:

Theme 1

- ❖ *There are many elements of student support service systems in place that are aligned with best practices.*

The PUSD student support service system currently includes many components that literature suggests may contribute to successful systems. Exhibit 4 includes a brief description of some of the components and the research that supports their use.

Exhibit 4: PUSD Student Support Service System Alignment with Best Practices

Best practice principle: Build partnerships with parents	
PUSD practices	Literature on best practices
<p><i>Efforts are taken to involve parents in the student support process.</i></p> <p>PUSD currently includes talking with parents as an important part of the process when students are exhibiting behavioral or mental health issues or are being considered for internal or external services. One method is that two community liaison staff were hired with the role of going out to parents' homes to provide information, obtain signatures, or whatever else might be needed. This method helps to contact the Native American parents, some of whom live in isolated locations on the reservation or in neighboring areas, and are difficult to reach. The liaisons are Native American and so can effectively navigate some of the cultural and/or linguistic issues that might arise.</p>	<p>Research suggests that it is important to build partnerships with families of children with behavioral disorders. For example, family advocates are often involved in well-functioning systems of care (Fette & Estes, 2009). Family involvement is also the first principle in the "wrap-around" process, which is a team-based service planning and coordination process intended to improve outcomes for children and youth with emotional and behavioral disorders (Sutter & Bruns, 2009). Parent involvement is also supported by the ecological model for risk and protective factors, which is a model that acknowledges individuals function within a network of individual, family, school, and community contexts that affect their risk avoidance. Youth are affected by their home and community environments (Bronfenbrenner, 1986). One study found that parental support was a primary protective factor among Native American students within this ecological framework (Mmari, Blum, & Teufal-Shone, 2010).</p>



Best practice principle: Build student support infrastructure	
PUSD practices	Literature on best practices
<p><i>PUSD is creating a student support infrastructure.</i></p> <p>PUSD is putting in place many elements of a student support infrastructure. For example, PUSD has established student support teams at each school which are designed to effectively coordinate services and referrals and help to make sure each student is provided with the support he or she needs. This student support team is multi-disciplinary, in that it includes staff who have different types of expertise and involvement with the students (including counselors, administrators, etc.). The teams seek input from multiple informants, in order to make sure they have a full picture of the issues a student is having. The teams approach is to help each specific student based on the information they have and the potential resources, services, and referral options available. They strive to base their decisions on observable behaviors, track progress, and follow-up on students. These are all characteristics of an effective support system that are identified in the Resource Manual for Intervention and Referral Services which was developed by the New Jersey Department of Education as part of a Safe and Drug Free Schools Program (2001) among other sources.</p>	<p>Other research backs the importance of student support infrastructure. For example, the UCLA Center for Mental Health in Schools published an article entitled “Mental Health in Schools: Why Focus on School Policy?” (2010). They suggest that developing a comprehensive and integrated system requires developing an operational infrastructure within each school that implements interventions on a daily basis. This infrastructure includes linkages to community and home resources. In addition, the PUSD system has many of the elements of the wrap-around process which makes use of evidence based treatments through a systems of care framework. The wrap-around process has 10 central principles: 1) family voice and choice; 2) team-based; 3) natural supports; 4) collaboration; 5) community-based; 6) culturally competent; 7) individualized; 8) strengths-based; 9) unconditional; and 10) outcome-based (Sutter & Bruns, 2009).</p>
Best practice principle: Use the ASCA model	
PUSD practices	Literature on best practices
<p><i>PUSD is currently working to use the ASCA model.</i></p> <p>While a full evaluation of the implementation of this model was not conducted, multiple staff noted that this best</p>	<p>In 2003, The American School Counselor Association (ASCA) published its model for school counseling programs. The ASCA Model includes four components, which are the Foundation, the Delivery System, the</p>



practice model was the model PUSD was working to incorporate.

Management System, and Accountability. In addition, the ASCA Model incorporates the four themes of leadership, advocacy, collaboration, and systemic change as an indication of how critical it is for school counselors to work in these areas to maximize the program's impact on student achievement and student behavior. More information on the ASCA model is provided in *Appendix B*.

Theme 2

❖ *There are different perspectives on what comprises the student support service system, who is involved, how it works, and individuals' roles/responsibilities in the system.*

PUSD staff were asked to describe the student support system at PUSD, as well as the specific elements with which they were involved and its coordination. Individuals often knew a great deal about individual elements of the system, for example, the counseling available or the student support team; however, individuals did not seem to express an understanding of the overall support service or how individual support services are related. There also seemed to be a lack of clarity regarding individuals' roles and responsibilities in the system. In addition, there did not seem to be a clear process for how to access the system, for example, who they should go to for what or how decisions are made regarding what services are received, etc.

Theme 3

❖ *There are varying amounts of buy-in and support for the student support service system.*

The staff at PUSD seem dedicated to their work and sincerely want to help the youth of PUSD. However, there is a perception that some individuals do not have as much buy-in for the support service system or do not see it as something with which they need to be involved. Staff clearly have a lot of responsibilities, and so limitations on the time that they have available may be one reason for their reservations. Additional data collection is required to determine whether this is a widespread concern and the reasons for this lack of buy-in.



Theme 4

- ❖ *Communication between some elements of the student support services system could be improved.*

Individual student support services communicate about student progress, and the staff involved on this team are aware of the issues that students face and the actions taken to help students. As noted earlier, a multi-disciplinary team is a best practice approach to student support services. However, it still seems that communication between some of the different student support service elements could be improved. For example, there does not appear to be a system in place to inform a student's teacher about progress being made with support services, or to inform the community liaisons who may end up having contact with that student's parents. In addition, there appeared to be a lack of clarity on some meeting times and on who was required to be at which meetings.

Theme 5

- ❖ *Staff does not have a procedure for distinguishing between mental health and behavioral issues.*

It appears that there is not a common method for determining whether students have a mental health issue or a behavior issue. Some staff noted that there was a tendency to diagnose students as having a mental health issue instead of resolving classroom behavior issues as they arise. It was mentioned that staff may jump prematurely to diagnostic statements about students' mental health, rather than noting specific behavioral issues. This occurs both in PowerSchools as well as verbally.¹ Other staff felt that there was not a need to distinguish between behavioral and mental health issues, but rather assess what students need based on severity of the problem. In general, several people noted that the development of additional classroom behavior management skills might be worth considering.²

Theme 6

- ❖ *Attendance and classroom behavior issues need to be considered within the context of the student support service system.*

Many PUSD staff noted that attendance is a major issue among PUSD students and requires significant staff time and resources. In addition, staff mentioned that classroom behavior issues are common and that some of these are referred for support services instead of being addressed within the classroom. It will be important to address attendance and classroom management issues as the system evolves.

¹ It should be noted, the consultant did not review records to determine the prevalence of this type of reporting.

² It should be noted that no teachers were interviewed during this process, so this does not include their perception of the issue.



Theme 7

- ❖ *Efforts are taken to collect data on students, however, there are limitations to this process that impact how the data can be used.*

The PowerSchools system allows for tracking some important information on youth. However, it appears complicated to fill out a new report for a student, as many fields are undefined. Student support staff may not always input the information into the students' record, including information from student support teams. In addition, teachers do not have access to the log portion of the PowerSchools where student issues are tracked, leaving them out of this communication loop and preventing them from adding important information about the student's classroom behavior. Some staff noted that this is due to confidentiality reasons. Lastly, specific observable behaviors and clear actions taken are not always noted in the data collected on students. This observation supports earlier findings about the limitations of the PowerSchools system for data collection.

Initial Recommendations

The following are some initial recommendations based on the observations noted above. These are considered *initial* observations, as this the first part of a two-part task designed to look at the coordination of the student support services system. A February site visit will be conducted at which time these recommendations will be discussed, and additional data will be collected in order to inform the final recommendations for student support service coordination. The recommendations were formed taking into consideration the guiding principles.

- 1) Compile a list of all the internal student support services available, along with basic information about these services.***

A list of internal support services would help to provide information to all staff about the services available. In addition, it would provide useful information to the student support team about the different services, and characteristics such as referral procedures and eligibility. It will also allow for a future assessment of any gaps or overlaps in services. A sample form is included in *Appendix C* which could be used to collect this information.

- 2) Create a flow chart that shows how staff should use and access the student support system.***

It is not currently clear how decisions are made regarding what student support services are accessed. For example, there do not seem to be clear guidelines for when a student should be referred to the Student Support team, or what should be handled by the teacher and/ or counselor. A flow chart with decision criteria could be used to show which support services should be accessed, for what purpose, and when. This flow chart might also indicate the flow of communication required in the system. An analysis of the flow chart might indicate gaps or overlaps in the student support process that can be improved.



A draft flow chart is provided in *Appendix D* that is based on the consultant site visit and the information available from the student support services office. One goal for the second part of this task could be to refine this draft flowchart based on feedback from PUSD staff.

3) *Create a list of roles and responsibilities for student support services.*

There did not seem to be clear information available on the roles different teachers, administrators, and staff have in the student support system. One element of creating buy-in for the student support system can be to ensure all staff clearly understand the role they are expected to play in the system, what meetings they are responsible for attending, what tasks they are expected to complete, etc. Administrators at the school and/or district level could consider creating a clear list of these roles and responsibilities. The list of roles and responsibilities for classroom teachers might also highlight the types of classroom behavior management strategies that should be employed with students prior to referring them for counseling or disciplinary action. It will also help to identify who is responsible for determining student need for support services. Clear roles and responsibilities might also help improve the communication within the system, as it would suggest, for example, who is required to communicate with the teacher about a student who is referred to counseling services.

4) *Provide additional training on mental health, behavior issues, and classroom management.*

Findings suggest staff are not clear on how to distinguish between mental health and behavioral issues. Additional training could be provided to key staff on these topics. In addition, some staff mentioned that improved classroom management might help teachers address more behavior issues within the classroom. PUSD could provide training to teachers to help them understand their role in the management of behavior issues and in the overall student support process.

5) *Create a common student support services vision for PUSD.*

There was a sense among staff that there was not a shared vision or commitment for the student support services system. Sharing the list of services, roles/responsibilities, and the flow chart might help to create a common understanding of the student support services system. This shared understanding could help improve buy-in. In addition, developing a shared mission, vision, and goals for the student support services at PUSD could develop more commitment. It would be recommended that teachers, support staff, and administrators, shape the format or content of the vision. Additional training on the student support services for all PUSD staff might be helpful, once all of the documents and processes are fully in place.



6) *Continue to refine and build on the student support teams that PUSD has in place.*

As noted above, PUSD has many elements of an effectively coordinated student support system, including established student support teams. As these teams continue to progress, there are many resources available to help this process, for example the I&RS Manual from the New Jersey Department of Education that has data collection forms, flow charts, etc.



Information Regarding Guiding Principles

In addition to providing PUSD with an efficient, user-friendly, and sustainable process for recording student mental health need, the proposed recommendations are also responsive to the guiding principles identified for all proposed tasks. Information regarding how the recommendations fit with the guiding principles is provided below.

Best Interests of the Students – The proposed recommendations are designed to help ensure that students in need of support receive the services that they need, as efficiently and effectively as possible. When processes, roles, and services are clear, and staff buy-in to their importance, it is more likely that students will receive the services that best address the issues they face and that any necessary follow-up takes place. Thus, these recommendations will be for the best interest of the student.

Informed “Frontline” Approach – The proposed recommendations represents a “frontline” approach in that they were informed by the insights provided by PUSD, counselors, social workers, and administrators. Many of the specific aspects of the recommendations, for example the need for a common student support services vision, came directly from PUSD staff during interviews and meetings.

Inclusive Process –The proposed recommendations were developed through an iterative method that included the input of stakeholders. The process was developed based on the challenges identified by various stakeholders in the *Needs Assessment Report* and previous *Tasks* (see LeCroy & Milligan Associates, 2010). In addition, it was refined to meet the current needs of PUSD. In addition, the second part of Task 3 will request additional feedback from PUSD on the recommendations thus far, which will inform the final recommendations on the coordination of internal student support services.

Informed Decision-Making – The proposed process will increase the level of informed decision-making by ensuring that those involved in making decisions have the information they need. For example, based on these recommendations they will have more information on the internal services available and on roles/responsibilities in this process. This information will help enable them to make the most informed decisions possible about what support services students need. In addition, the flow chart and roles/responsibilities list will also help to ensure that the appropriate people, those most informed to make a decision about support services, are the people involved in the process.



Efficiency, Practicality, & Sustainability – Given the fact that PUSD staff have a number of responsibilities when it comes to serving students, the proposed recommendations were designed to be efficient, user-friendly and sustainable. While some initial work will be required, long-term they will likely be able to increase the efficiency and sustainability of the student support system. They will help ensure processes are in place for support services, and these processes can be continued after grant funding ends. In addition, the Student Support Services Form (*Appendix C*) was created as a quick way to compile the necessary information about the student support services, requiring only minimal time from the staff involved.

Transparency – The transparency of the proposed recommendations is important for two reasons. First, by providing information on the different student support services available, PUSD is indicating a willingness to fully share what services are available and who is eligible to receive them. Second, by engaging in a transparent process, PUSD is encouraging staff, parents and other community members to provide input into the process.



References

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Appendix A: PUSD Detailed Scope of Work

Task	*Deliverables	Timeline
External Services - Development of a formal process for identifying external mental health services available to PUSD students	<ol style="list-style-type: none"> 1. Provide a comprehensive list of local mental health service providers (inclusive of description, capacity, service limitations, eligibility, staff, and contact information) 2. Develop an application process for external agencies seeking referrals from PUSD 	Summary Report – September 30, 2010
Need and Usage Process - Development and implementation of a formalized process for recording student mental health needs and usage (inclusive of external referrals)	<ol style="list-style-type: none"> 1. Focus group with Counselors & Social Workers to discuss process 2. Interviews with PUSD personnel to identify challenges 3. Interviews with external mental health agencies to discuss referral process and issues related to feedback 4. Review of implementation of ASCA model 5. Review of the current system including watch group structure and risk assessment tools 6. Examination of potential legal/confidentiality 7. Development of a formalized process 8. Implementation plan 9. Training session for staff on referral process 	Summary Report – November 30, 2010
Mental Health & Behavioral Issues - Development and implementation of a process for distinguishing between student mental health needs and behavioral issues	<ol style="list-style-type: none"> 1. Conduct literature review on issue 2. Interviews with PUSD staff involved in student mental health and behavioral issues 3. Describe current PUSD programs related to behavioral issues 4. Development of a process for distinguishing between student mental health needs and behavioral issues 5. Implementation plan 6. Training session for staff 	Summary Report – January 31, 2011
Coordination of PUSD Internal Mental Health Services - Assessment of the integration and coordination of services related to student safety and health (both within schools as well as across PUSD schools)	<ol style="list-style-type: none"> 1. Compile list of student safety and health services offered by each school as well as PUSD as a whole 2. Provide observations on potential integration of these services 3. Assistance in the development of a handbook that includes principles, procedures, etc. for all student support 	Summary Report – April 30, 2011
Coordination of Safe Schools/Healthy Students Elements – increasing communication and coordination across the four elements that comprise the SS/HS Project	<ol style="list-style-type: none"> 1. Identify and contact key individuals involved in all elements of the SS/HS Project 2. Interviews with key individuals to identify areas of overlap 3. Provide recommendations for insuring that all elements are coordinated 	Included in Final Report
Cultural Competence - Ensuring cultural and linguistic competence for services related to student safety and health	<ol style="list-style-type: none"> 1. Identify level of current cultural and linguistic competence for student safety and health services 2. Conduct a literature review on cultural, linguistic, and other competence issues related to mental health delivery 3. Provide observations on how to improve competence levels 	Included in Final Report – June 10, 2011
Final Report		June 10, 2010



Appendix B: Summary of ASCA Model

In 2003, The American School Counselor Association (ASCA) published its model for school counseling programs. The ASCA Model includes four components, which are the Foundation, the Delivery System, the Management System, and Accountability. In addition, the ASCA Model incorporates the four themes of leadership, advocacy, collaboration, and systemic change as an indication of how critical it is for school counselors to work in these areas to maximize the program's impact on student achievement and student behavior.

Foundation

The Foundation component of the ASCA Model includes the set of beliefs and the philosophy which guide the program; the mission, or program purpose; and the three student outcome domains of academic, personal/social, and career development. According to the *ASCA National Model: A Framework for School Counseling Program* (2003: American School Counseling Association), the assumptions which form the foundation upon which the school counseling program rests include the following:

A school counseling program:

- Reaches every student;
- Is comprehensive in scope;
- Is preventative in design;
- Is developmental in nature;
- Is an integral part of the total educational program for student success;
- Selects measurable student competencies based on local need in the areas of academic, career, and personal/social domains;
- Has a delivery system that includes school guidance curriculum, individual planning, responsive services and system support;
- Is implemented by a credentialed school counselor;
- Is conducted in collaboration with all stakeholders;
- Uses data to drive program decisions;
- Monitors student progress;
- Measures both process and outcome results and analyzes critical data elements; and
- Shares successes with stakeholders.

Delivery System

The school counseling program's delivery system includes the activities, interactions and areas in which counselors work to deliver the program. Within the delivery system there are four components: school counseling curriculum, individual student planning, responsive services, and system support.



The *school counseling curriculum* provides a vehicle for delivering information and connecting with every student in a systematic way. *Individual student planning* involves working with students and their families to develop and implement the student's individual learning plan directed toward identifying and achieving future academic and career goals. *Responsive services* address student's direct, immediate concerns and include counseling, consultation and referral. Finally, the *system support* component enables the school counseling program to be effective through a variety of support activities including professional development, consultation, collaboration, teaming, program management and operations.

Management System

The management of a school counseling program is an organized effort: concrete, clearly delineated and reflective of the school site's needs. It involves analysis of relevant data, development of action plans to meet objectives, and provision of organizational activities. It answers the questions of when and why certain activities will take place, who will implement them, and on what authority the school counseling program is delivered. Clear expectations and purposeful interaction with all stakeholders results in a school counseling program that is integrated into the total educational program, and provides student growth and development.

Accountability System

The key question, "how are students different as a result of the school counseling program?" is answered within the context of the accountability system. School counselors determine the effectiveness of the comprehensive school counseling program by measuring results, and use that information to inform program improvement. By collecting data, especially around change in students' knowledge, skills, and dispositions, the school counselor can evaluate the program's impact on student achievement, graduation rates, attendance, disciplinary referrals, and other student and system outcomes.



Appendix C: Sample Student Support Service Form

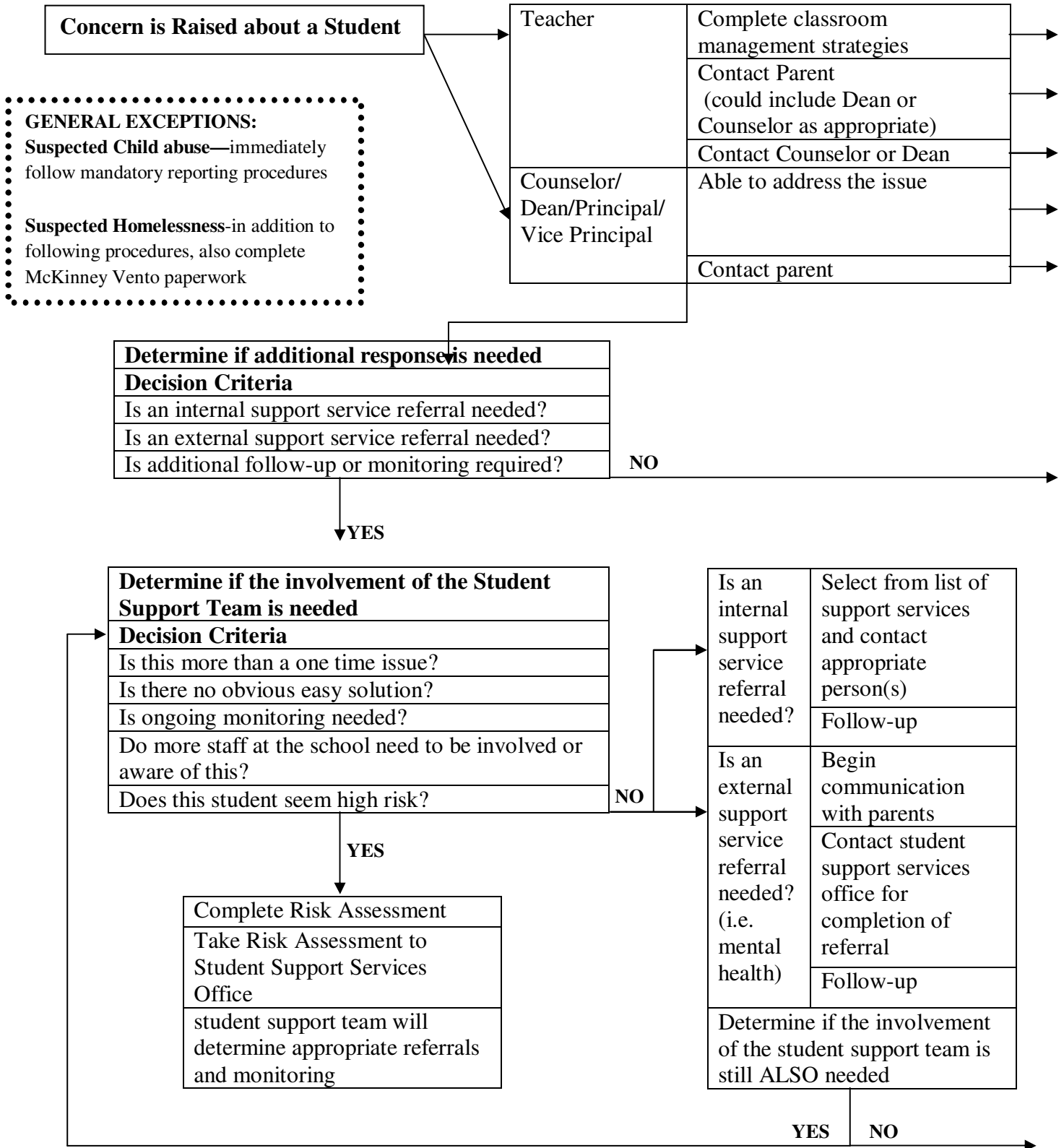
Student Support Service:		
Location:		
Primary Contact:		
	Phone Number:	Email:
Secondary Contact (if applicable):		
	Phone Number:	Email:
Eligibility Requirements:		
Referral Process:		
Other Notes:		

*Please Complete this Form and
Return it to Johna Platero in the Student Support Services Office
By February 14, 2011*

THANK YOU!!



Appendix D: Sample Flow Chart for PUSD Student Support Services



Please contact the Student Support Services Office with ANY questions you have regarding this process.
 Sharon Woodard_____. Johna Platero_____.