

## LCPC/LCSW

### Response to Board Chair Inquiry

May 8, 2019

#### **Q. What is the administrative vision of how this position integrates into the school system?**

*A. Our vision is this position will support students to achieve academic success despite the social and emotional challenges they are experiencing in their daily lives. This position provides direct layered support via appropriate counseling, interventions and therapy. As a licensed professional, this position works collaboratively with the student's team, which includes teacher, school/guidance counselor, parent, administrator, and outside agencies as needed. A growing number of our students (1 in 4) are not able to access their instructional programs due to their escalated social and emotional states, this position is crucial in intervening during these times, supporting students to re-engage in their educational program.*

#### **Q. What are the objectives of this position?**

*A. Based on the job description approved by the Board, this position provides:*

- direct service to students, and consults with staff members, families and appropriate outside agencies related to personal, social/emotional difficulties,
- group, individual and/or family counseling at no cost to the family,
- assist students with conflict resolution and anger management, participate in special education assessment meetings and assess students with mental health concerns,
- responds to mental health crisis situations and assists teachers with behavior management strategies, identify and report child abuse and neglect and help the school department receive support from outside agencies,
- allows learning in the classroom to take place without disruption from the dysregulated student.

#### **Q. How are the objectives evaluated?**

*A. The objectives of this position are evaluated utilizing outcomes from the Response to Intervention (RtI) objective outcomes along with anecdotal notes collected during student encounters. A review of individual student grades, school attendance and emotional state are monitored as well. Objective success is extrapolated via the formal evaluation process utilizing the Guidance/RISP/LCPC evaluation system and student success. The formal evaluation process was created in conjunction with staff, reviewed by the AEA, revised and approved by the School Board. Encounter data is collected to monitor the needs of the students and to ensure the right cases are referred to the position. The administrators observe and receive feedback from students, teachers, families, and community stakeholders.*

#### **Q. What is the expected outcome of having this position?**

*A. The expectation is that this position will address the needs of our students including severely traumatized students (25% of our student population), allowing administrators the time to be educational leaders, school counselors to deliver the guidance curriculum (K-6), for the guidance*

*counselors to provide student academic program planning and scheduling , for school nurses to deal with the physical and health needs of our students and manage chronic student health issues and records, for the RISP and Deans of Students to manage school attendance/truancy, support at risk students and for our teachers to provide instruction in a safe setting for all students.*

*Many of the responsibilities of the LCPC are to help students with areas of their lives beyond the classroom. They struggle with poverty, homelessness, neglect, abuse and substance abuse. These students will learn/use regulation/coping skills, social-emotional skills and executive functioning skills to increase their ability to access their academic skill set.*

**Q. How is this position utilized?**

*A. This position is utilized in the following manner: provide individual, group, and family counselling, assist student with conflict resolution and anger management, assist parents in accessing school and community resources, participate in special education assessment meetings, and Response to Intervention meetings, assess students with mental health concerns, respond to mental health crisis situations, assist teachers with behavior management techniques, help schools receive support from outside agencies, identify and report child abuse and neglect, support at risk students, i.e.: cutters, gender identity, depression, substance abusers, survivors of violence/abuse, etc.*

**Q. How do we measure the efficacy of that utilization?**

*A. Efficacy is measured utilizing data from school attendance, grades and graduation rates. The impacted students attend school, get their education and graduate. In addition we gather qualitative data about the students, teachers, families, and community members related to their interactions with this position.*

**Q. How does this position enhance the educational experience of all students?**

*A. This position/additional resource works with students experiencing chaos who have created chaos in the school setting and have interfered with all students learning by creating unsafe and unsettling learning environments. This position has assisted teachers to do the work they were trained and hired to do and for students to attend classes without the fear of explosive interactions and harm. The teachers have more time to teach rather than counsel. This position is also able to serve all students regardless of insurance and parental consent.*

**Q. How does this position integrate with the current supports in our schools (Principal, Assistant Principal or Dean, Guidance Counselor, Nurse, IEP)?**

*A. See graphic organizer. The above mentioned positions are not trained mental health therapists certified by mental health licensing boards. The Principal and Assistant Principals/Deans are trained educators who understand the developmental needs of students, managing instructional practices and the school code of conduct. The school counselors/guidance counselors serve a different role in an educational setting than a mental health professional does. The LCPC position is a member of the school team that addresses the unique needs of students for which the professional is trained and licensed to perform within the scope of their practice. The school nurse is trained to address the physical and medical needs of the students.*

**Q. Are the referrals warranted and what are the guidelines for someone referring a student to the LCPC?**

*A. At the elementary level usually the student is in the RtI process and is struggling with issues related to behavioral/emotional dysregulation and interventions and strategies have not been effective. For example, a non-special education student throwing furniture in the classroom would be a direct referral to the LCPC. If a student is suicidal they will be seen by the LCPC. At our schools, students who are experiencing depression, anxiety, self-injurious behaviors, anger management, conflict resolution issues, difficulty, poverty, and lack of basic needs who are unable to be available for learning will seek out the LCPC. Guidelines for accessing the LCPC are dependent of the severity of the student's emotional needs.*

**Q. Is it a situation where it is easier to send the student to the counselor?**

*A. Sending a student to the LCPC is not taken lightly. The LCPC can assess mental health issues that run deeper and provide support in schools and for the family, whereas school counselors are not trained to assess mental health, but rather refer for assessment. If a student is sent to the LCPC, there is a level of triage that takes places to ascertain the need for that type of service.*

**Q. Is there a feedback loop to gauge the quality of referrals?**

*A. The LCPCs connect daily with referring and affected staff. Feedback comes from teachers and families reach out to our LCPCs as do outside agencies. It is difficult to quantify the quality of referrals by levels of severity. The triage model is utilized based on the limited time during the school day and the amount of students who need this type of intervention. This is effective at this time.*

**Q. How is the follow up managed?**

*A. LCPCs at the elementary level check-in with all their students at least weekly if not daily. There is a team approach and other members of the RtI check in as well. Trusting relationships are developed and students connect with their LCPCs as needed. After a crisis, LCPCs debrief with teachers, staff and administrators and develop a plan that will support the student in skill building in order to avoid conflict in the future.*

**Q. Is the position purely reactive?**

*A. These positions are a reaction to what is happening in our community. We are reacting to domestic violence, substance abuse, neglect and poverty. In our school settings, the LCPC services are one of our last available resources before students are hospitalized, incarcerated, abused or even worse.*