



Student Support Services

BOE Standing Curriculum Committee Meeting

January 10, 2018

Background Information

- ◆ PLANS Proposal was revised and resubmitted requesting additional staffing to address social-emotional and behavioral needs of students, most particularly at the middle level.
- ◆ 2015-2016 Audit identified a five high-leverage areas for raising student achievement and cost-effectively using limited resources. Of which the following was one of the five.
 - ☞ Consider increasing the amount of counseling services and behavior supports provided to students.

The proposal has been revised and resubmitted annually since 2007.

Current Student Services Staffing

School	Enrollment	Social Workers	School Psychologist	School Counselors
Chaffee	327	0.5 FTE	1.0 FTE	0
Green	298* ♦	0.4 FTE	1.0 FTE	0
Paterson	388* ♦	0.6 FTE	1.0 FTE	0
Reynolds	446*	0.5 FTE	1.0 FTE	0
Kellogg	630	0	1.0 FTE	3.0 FTE
Wallace	676 ♦	0	1.0 FTE	3.0 FTE
NHS	1287 ♦	2.0 FTE	1.0 FTE	7.0 FTE
Transition	15			

* PK included in enrollment

♦ District special education classroom

Audit

Summary statements:

- ◆ Psychologists play an important role in supporting students both with and without IEPs in the district. The IEP process is an important responsibility for psychologists all across the country.
- ◆ Social Workers are an important resource for supporting the social and emotional health of students. In the district currently, social workers are one of the front lines of support for students' emotional needs.
- ◆ Middle School Counselors provide a variety of supports to schools and students in the management of student records, coordinating Section 504 plans, managing academic issues, scheduling students, collaborating with colleagues, and providing direct support to students.

Audit Data

School Social Worker Breakdown of Time	
Counseling/Crisis Intervention	43%
PPT Meetings	2%
SRBI Meetings	2%
Attend Other Meetings	11%
Agency Coordination	2%
Collaboration with colleagues	13%
Paperwork	7%
Parent communication	8%
Developing student plans	2%
Assigned school duties	2%
Student observation	1%
Other –travel, lunch, scheduling students	7%

Audit Data

School Psychologist Breakdown by Time	
Counseling/Crisis Intervention	32%
IEP Testing / Assessment	12%
PPT Meetings	6%
IEP Writing	1%
SRBI Meetings	1%
Attend Other Meetings	10%
Agency Coordination	3%
Collaboration with colleagues	13%
Paperwork	5%
Parent communication	5%
Developing student plans	4%
Assigned school duties	2%
Student observation	2%
Other	4%

Audit Data

Middle School Counselor Breakdown by Time	
Counseling/Crisis Intervention	28%
SRBI Meetings	2%
PPT Meetings	4%
Attend Other Meetings	8%
Collaboration with colleagues	12%
Paperwork	8%
Parent communication	7%
Developing student plans	7%
Assigned school duties	4%
Student observation	3%
504 Coordination	2%
Other duties (student records, scheduling, academic issues, etc.)	15%

Current Practices & Challenges

Marilena, Clare &
Seth

PK-21

Mandates

Magnet/Parochial

Middle School
Administrators

Student Needs

Parent/Family Needs

School Climate & PBIS

Newington Public Schools Survey Data



Current Caseloads

CASELOAD &/or SERVICES	TOTALS / AVERAGES*	COMMENTS
Total Number of Caseloads Reported	2936	School Counselors have an average caseload of 205 students
Total Number of Caseloads with IEP or 504 Plan	660	
Direct counseling of students with an IEP/504 /EIP (district, magnet and parochial)	8.4 hours wkly *	Includes School Counselors, Social Workers & School Psychologists
Direct counseling of non-identified students	9.2 hours wkly *	
Time spent testing - identification or IEP reviews/triennial (district, magnet and parochial)	School Psychologists average 20 hours per week	I have evaluated 33 students as of Dec. 22nd, 2017. Last year, I evaluated almost 80 students. Total testing time is approximately 10 hours. Report writing is approximately 5 hours a report and is always done at home. New referral reports are more comprehensive than a re-evaluation. 14 new referrals thus far and 8 of those referrals went to testing. Intern is assisting some testing and is seeing 4 students who have IEP hours.
Time spent in meetings (PPT, grade level, parent meetings, department meetings, etc.)	8.4 hours wkly *	Includes School Counselors, Social Workers & School Psychologists
Time spent in contact with DCF or other agencies	1.5 hours wkly *	

NPS Survey Data

- ◆ In general, the average caseload for a middle school counselor is **220** students.
- ◆ On average, middle school counselors report spending **23** hours per week in counseling sessions with students (includes SWD, 504, SRBI plan, general education).
- ◆ In general, the average caseload for a high school counselor is **184** students.
- ◆ On average, high school counselors report spending 19 hours per week in counseling sessions with students (includes SWD, 504, SRBI plan, general education).
- ◆ On average, school counselors spend **9.4** hours per week in meetings.

NPS Survey Data

- ◆ On average, school psychologists spend **6.25** hours per week testing.
- ◆ On average, school psychologists spend **8.75** hours per week in meetings.
- ◆ On average school staff spend 3 hours per week contacting or following up with outside agencies (DCF, 211, facilities/institutions, other mental health service providers).
- ◆ In general, non-identified students (without an IEP, 504, EIP Plan) who present with a social, emotional or behavioral issue are provided support via the Early Intervention Team (EIP) referral process and/or are provided small group or individual counseling by the social worker or school counselor. In critical situations the school psychologist is primary.

NPS Survey Data

- ◆ In general, parents of students on a behavior plan or receiving counseling services are contacted on a weekly basis by the service provider which may also include a daily parent communication system. When a student is in crisis a parent may be contacted daily.
- ◆ Although home visits occur infrequently, when conducted the SRO, security guard, social worker and or principal/assistant principal make the visit as partners/team.
- ◆ In general behavior plans for identified students are managed by school counselors, school psychologists, social workers and school administrators.
- ◆ In general behavior referrals for general education students are managed by school counselors, SRBI behavior team/EIP and/or school administrators.

NPS Survey Data

- ◆ According to principals, social workers, school psychologists and school counselors the most significant need to address social, emotional and behavioral needs are social workers, school psychologists, professional learning for staff on how to support students with these needs, and resources to strengthen school-home connections.

“I believe the number of students in need of social & emotional support is greater than our resources. Social workers’ and school counselors’ caseloads of students they meet with on a weekly basis are quite full .”

HS Assistant Principal

“All the pieces my job entails (counseling, evaluation, consultation with parents and teachers, developing systemic behavioral intervention, developing behavior plans) are all critical to helping address social, emotional and behavioral needs. It is often challenging to find the time to address all these needs and pieces. With the inclusion of magnet/ private school evaluations, psychologists are spending a good deal of time addressing the needs of students at other schools. This does distract from one’s ability to focus on our district schools.”

School Psychologist

“I currently have a student who spends, at least 3 hours a day with me, just to keep her coming to school.”

School Psychologist

Student Services Counseling Allocations

School	Enrollment	Social Workers	School Psychologist	School Counselors
Chaffee	327	0.5FTE .22 Counseling/Crisis Intervention	1.0 .32 Counseling/Crisis Intervention	0
Green	298* ♦	0.4FTE .17 Counseling/Crisis Intervention	1.0 .32 Counseling/Crisis Intervention	0
Paterson	388* ♦	0.6 .26 Counseling/Crisis Intervention	1.0 .32 Counseling/Crisis Intervention	0
Reynolds	446*	0.5 .22 Counseling/Crisis Intervention	1.0 .32 Counseling/Crisis Intervention	0
Kellogg	630	0	1.0 .32 Counseling/Crisis Intervention	3.0 .84 Counseling
Wallace	676 ♦	0	1.0 .32 Counseling/Crisis Intervention	3.0 .84 Counseling
NHS	1287 ♦	2.0FTE .86 Counseling/Crisis Intervention	1.0	7.0
Transition	15		.32 Counseling/Crisis Intervention	

* PK included in enrollment

♦ District special education classroom