



STUDENT SERVICES A COMPREHENSIVE & INTEGRATED BLUEPRINT FOR SUPPORT

Pennsylvania is a leader in recognizing that student academic achievement requires a systemic approach focused on instruction that integrates supports that enable teaching and learning. The goal of the Pennsylvania Department of Education is to lead and serve the educational community to enable each individual to grow into an inspired, productive, fulfilled lifelong learner. Although academic achievement is the priority for educators, to enable all students to succeed academically we also must address non-academic factors in a three-tiered approach from universal, school-wide, developmental supports and prevention (foundations - all students), to selected and targeted (diagnostic - for students experiencing problems), to consultation and coordination (intensive - for students experiencing chronic problems). Student success is every child graduating from high school ready for post-secondary opportunities, regardless of background, condition or circumstance.

Students may face a number of barriers to learning that include: bullying, child abuse/neglect, cultural diversity, divorce/ blended families, drug and alcohol use/abuse, English language learning, family issues, grief and loss, homelessness, immigration status, low socioeconomic status, mental health issues, military deployment, physical illness, poor nutrition, relocation, sporadic parental involvement, teen pregnancy/parenting, unemployment of parent/guardian and being a victim or witness to violence. These barriers to learning need to be addressed in order to increase graduation rates and student achievement. Student services address these barriers to promote student achievement. 22 Pa Code, Chapter 12 ("Chapter 12") requires school districts to promote a comprehensive and integrated student services program based on the needs of its students, as evidenced by the submission of a Pre K-12 Student Services Plan.

In order to achieve the goals set forth in our Strategic Plan as well as our Pre K-12 Student Services Plan, the Student Services Department at Derry Township School District is focused on developing and promoting resilience within our students. The Student Services Department utilizes a Response to Instruction and Intervention (RtII) framework to support our students to feel safe, connected, and successful.

For more information regarding Chapter 12 Student Services [please click here:](#)

FOUNDATION IS RESILIENCE

Research indicates that certain life experiences foster resilience while others reduce resilience. Many strategies developed across all tier levels seek to build resilience. Resilience refers to that capacity to learn from failure, to be motivated by challenges, to believe in your own abilities to cope with extreme and stressful life situations and to “bounce back” (Goldstein & Brooks, 2005).

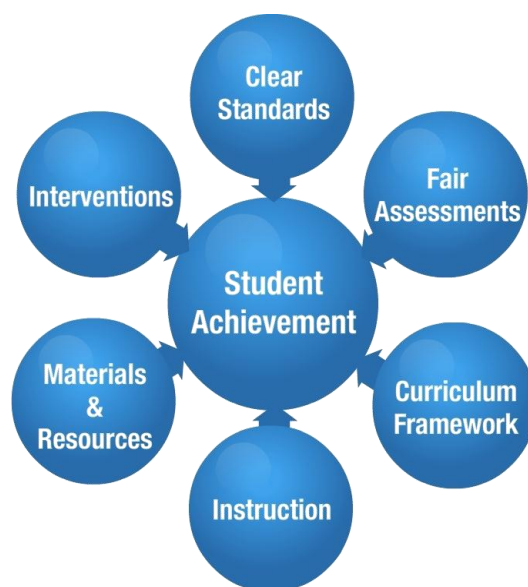
Resilience is not all or nothing. You can be a little or a lot resilient. You can be resilient in some situations, but not others. Consequently, it can be promoted, nurtured and taught. (Reivich, K., 2010). In the Derry Township School District, we have infused the promotion of resilience into our everyday operation through the adoption and support of **C.O.C.O.A.** principles by all staff and students. To learn more about **C.O.C.O.A.** [please click here](#):

Protective factors that enhance resilience include:

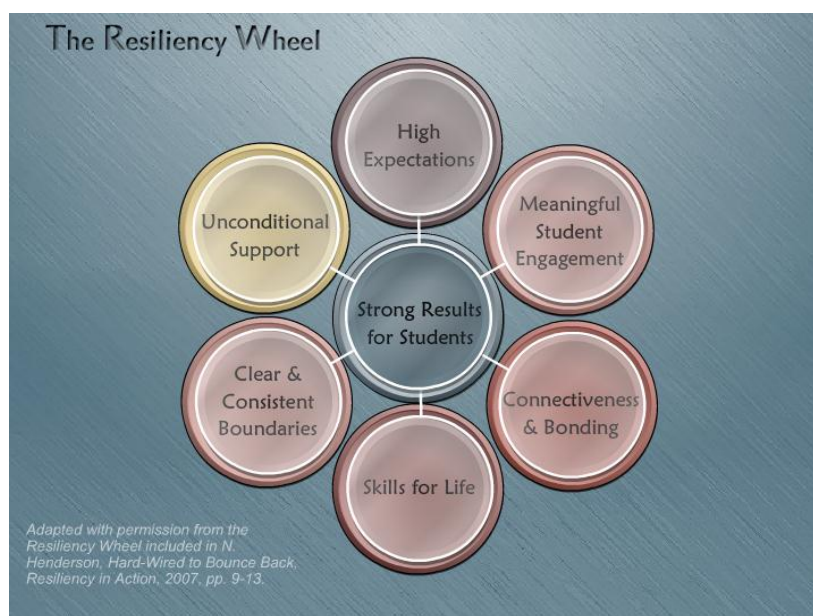
- Promoting a sense of belonging in the home/school community
- Ensuring students have healthy relationships with at least one invested adult
- Contributing to positive social behaviors and problem-solving skills
- Fostering a sense of communal belonging
- Minimizing family stress
- Minimize risk factors
- Strengthening healthy family relationships
- Clear standards and expectations for behavior
- Clear procedures & boundaries in all school settings (e.g., classroom, hallway, cafeteria, etc.)
- Opportunity to make meaningful contribution
- Basic physical health needs being met or addressed

DTSD's Promoting Resilience Promotes the goals of the
[Pennsylvania Standards Aligned System](#)

For more information regarding Pennsylvania Department of Education Standards Aligned System please click here:



For more information regarding the Resiliency Wheel [please click here](#):



STUDENT SERVICES DEPARTMENT PERSONNEL

Student services personnel work within and across the tiers. Student Services include school counseling services, school nursing and health services, and school psychological services.

School Counselor

A school counselor is a certified educator trained in school counseling with unique qualifications and skills to address all students' academic, personal/social and college/career development needs. School counselors maximize student achievement by providing attention to each student's developmental stages through prevention and intervention programs, as well as, consulting with parents and teachers to enhance their effectiveness in helping students.

School Nurse

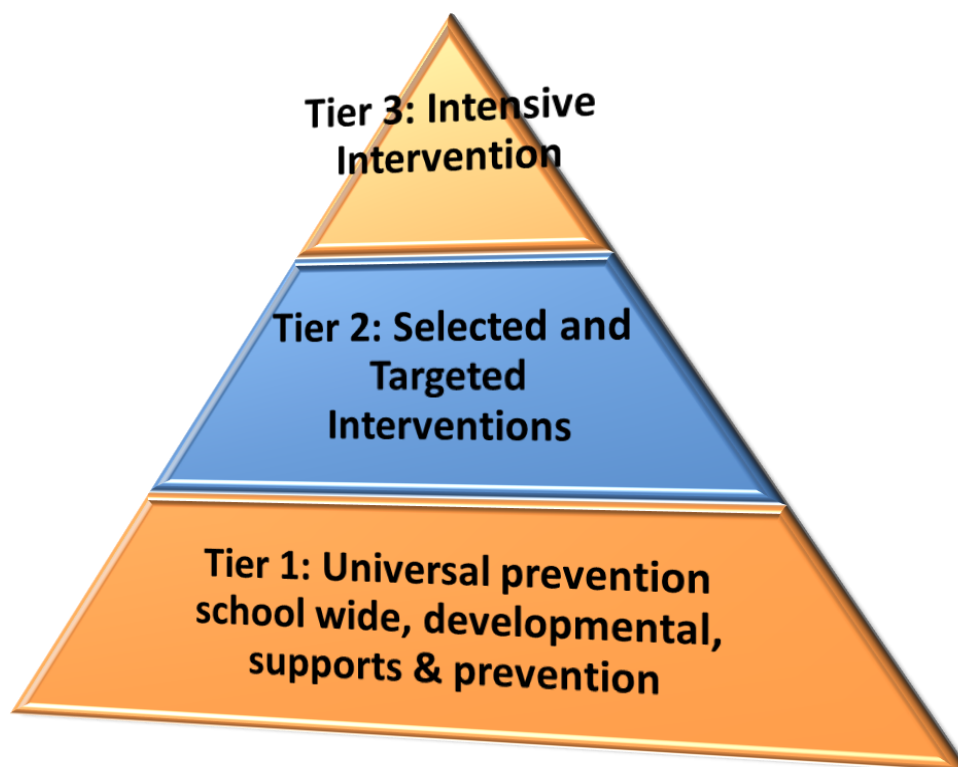
School nursing is a specialized practice of professional nursing that advances the well-being, academic success and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety including a healthy environment; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning (NASN, 2010). The NASN Scope and Standards of Practice is supported and followed by Derry Township School District.

School Psychologist

School psychologists are uniquely qualified members of school teams that support teachers' ability to teach and the children's ability to learn. They provide direct educational, behavioral, and mental health services for children and youth, as well as work with families, school administrators, educators, and other professionals to create supportive learning and social environments for all students that strengthen the connections between home and school (NASP, 2010). The NASP Model for Comprehensive and Integrated School Psychological Services is supported and followed by Derry Township School District.

Instructional Support Teacher (HMS)

The Instructional Support Teacher is a specialized role designed to support teachers in their instruction, coordinate/consult with staff and families with the goal of assisting students to be successful in academics and student work skills. They provide direct and consultative support to students across academic and behavior domains and staff across management, instructional and curricular areas. They provide case management services and actively collaborate with others to build student capacity and to facilitate communication with family. The Instructional Support Teacher facilitates and coordinates the teaming process and the screening process.



Developmental

(Tier 1: Universal prevention school wide, developmental, supports & prevention)

School Counselor:

- Developmentally appropriate lessons target social/emotional skill building and address pertinent prevention topics
- Individual Student Planning - Helping students develop personal goals and plans
- Focuses on individual goal setting; emphasis placed upon the development of a plan will result in student success
- College and career/vocational counseling/awareness/self-discovery

School Nurse

- Health Curriculum and Wellness Programs - Promote health and safety, inform students of normal development
- Monitor and ensure health of students and staff
- Disaster and Emergency Preparedness
- Ensure compliance with health requirements (i.e., immunization/vaccination, vision and hearing screening, BMI, etc.)
- Epi Pen trainings
- Chart and immunization compliance auditing

School Psychologist

- Develop, implement, and evaluate prevention and intervention programs based on risk and protective factors that are precursors to severe learning and behavioral problems
- Evaluate and synthesize a cumulative body of research findings as a foundation for effective service delivery incorporating techniques for data collection, analyses, and accountability of services at the individual, group, and system levels
- Support implementation of programs promoting diversity, school safety and climate and improving psychological health
- Research and consultation regarding behavior management programs, school improvement and evidence-based interventions

Instructional Support Teacher (HMS)

- Coordinate screening process and teaming process
- Consult with teachers to support best practices and instructional strategies across curricular areas
- Facilitate team meetings and case management process as well as transitions from 5th to 6th grade and 8th to 9th grade

Diagnostic, Information and Referral (Tier 2: Selected and Targeted Interventions)

School Counselor:

- Responsive Services - that help students' immediate or future needs based on events and conditions in their lives. These services include individual or group counseling and Student Assistance Programs
- Crisis Intervention
- Therapeutic Groups (anger, grief, divorce, etc.)
- Coordination of referral processes

School Nurse

- Intervention for actual or potential health problems
- Safe administration of medications
- Medical History and physical/mental assessment

School Psychologist

- Evaluation services including eligibility for special education services, socio-emotional development and mental health status
- Assessment of academic skills and aptitude for learning
- Intervention services including psychological counseling to help resolve problems that interfere with learning
- Management of school crises in concert with school administrators and school based team

- Promote the development and maintenance of learning environments that support resilience and academic growth, promote high rates of academic engaged time, and reduce negative influences on learning and behavior

Instructional Support Teacher (HMS)

- Design, coordinate, and monitor individualized action plans to support student success
- Consult with classroom teachers to support best practices with students of concern
- Coordinate/manage academic/behavior intervention process

Consultation and Coordination Services (Tier 3: Intensive Intervention)

School Counselor:

- System Support - Include consultation and/or coordination and professional development
- Making referrals to community agencies
- Individual Intensive Intervention, function based intervention, and classroom intervention
- Individual Counseling
- Consultation with staff, families, and community agencies

School Nurse:

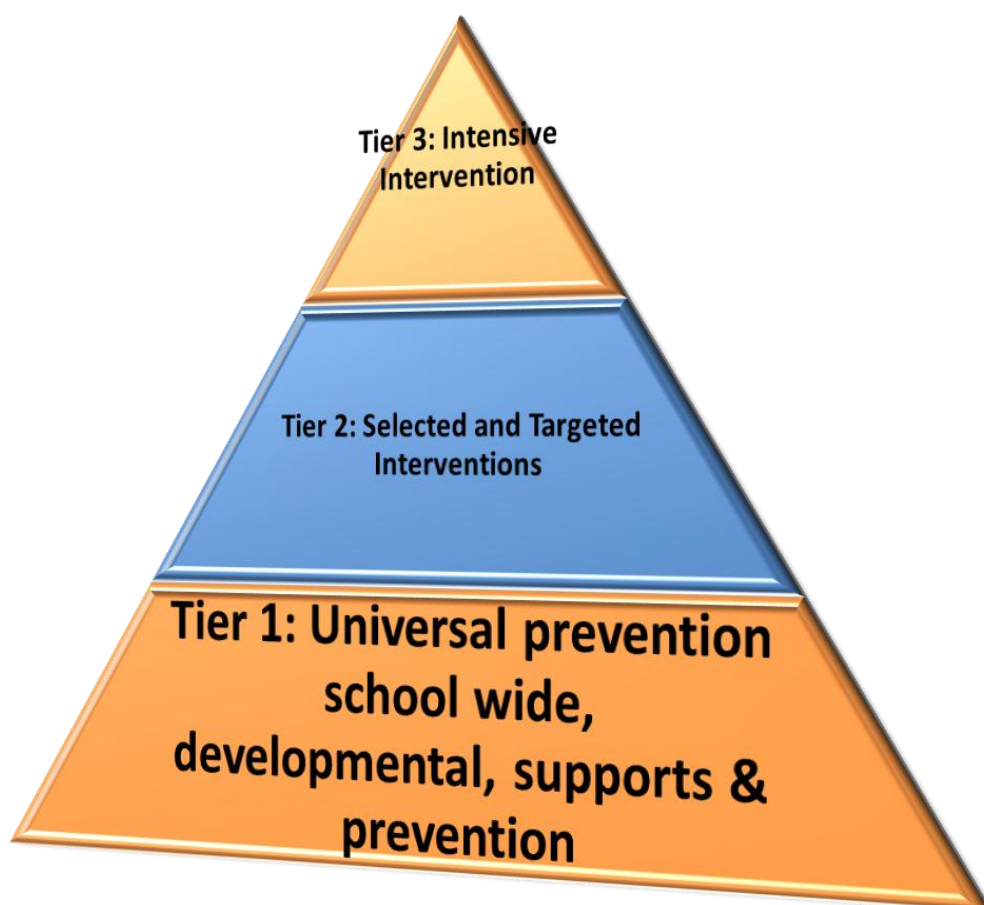
- Care and case management for children with chronic health problems
- Identification of health needs
- Referrals to appropriate providers (i.e., audiologist, physicians, ophthalmologists, etc.)
- Health plans and 504 plans

School Psychologist:

- Consultation services, including assisting others in understanding child development, and strengthening relationships between school personnel, parents and the community
- Making referrals to community agencies
- Collaborate in the design and delivery of instructional strategies and/or individual plans that promote a child's academic achievement
- Advocate for families and support parents in their involvement to address individual students' needs

Instructional Support Teacher (HMS)

- Manage/monitor 504 plans and coordinate meetings with families
- Conducts individual academic screenings and gathers data regarding students demonstrating concerns
- Works directly with students to develop appropriate work skills and habits to be successful in school



TIER 1. UNIVERSAL PREVENTION, SCHOOL WIDE, DEVELOPMENTAL, SUPPORTS & PREVENTION

Universal Prevention School Wide, Developmental, Supports & Prevention:

- Supports population based strategies that may be universally implemented
- Fosters a sense of **C**ommunity, promotes taking advantage of **O**pportunity, promotes demonstration of **C**itizenship, promotes taking **O**wnership, and doing what it takes to be successful in **A**cademics and extra-curricular activities
- Raises awareness of what makes students vulnerable, and develop strategies to reduce vulnerabilities and increase coping skills
- Aims to develop resiliency by identifying student strengths, mitigating risk factors and promoting coping strategies that enhance well-being
- Is an approach that needs to recognize the coexistence of risk factors (ie: substance abuse, family conflict, homelessness, abuse, neglect, and a range of emotional disorders, etc.)

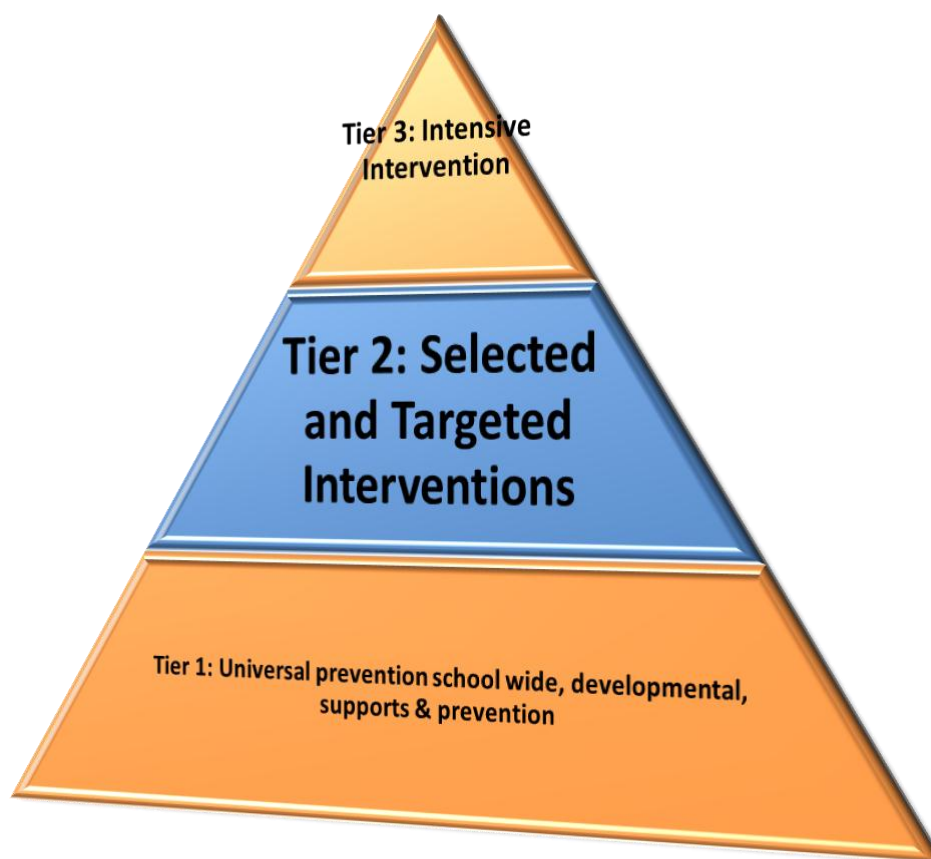
These strategies are developed and implemented to increase the emotional, social, and physical health of large groups of students. Efforts are directed at promoting strengths, well-being and positive developmental outcomes.

Students of different ages have different social, emotional, physical and intellectual needs. Consequently, while some primary prevention activities apply to the whole school population, others need to be focused on the needs of specific age groups.

Strategies:

Student services staff facilitate the development, implementation, and evaluation of strategies that foster resilience.

- Establish supportive district/school management structures and procedures to assist all school staff in carrying out their roles and responsibilities with students
- Assist in developing school policy and practice that clearly articulates and supports roles and responsibilities for all staff. This will enable student distress to be recognized early and acted upon appropriately
- Implement school policy and practice that supports all staff
- Work in partnership to collaborate with outside service providers
- Uses an inclusive approach to engage individuals and acknowledges their rights and responsibilities
- Enhance the skills of school staff to recognize a social, emotional, and/or behavioral need and then help to facilitate an appropriate plan of action
- Develop, implement and evaluate a range of strategies to find out more about students and their needs (e.g. surveys concerning their perceptions of their health and well-being and their sense of safety at school)
- Monitor and evaluate programs to determine their effectiveness
- Develop the skills of school staff to recognize the signs of distress and responding appropriately
- Establish structures and procedures to assist all school staff in supporting students by recognizing and addressing individual and group needs



TIER 2. SELECTED & TARGETED INTERVENTION

Selected & targeted intervention:

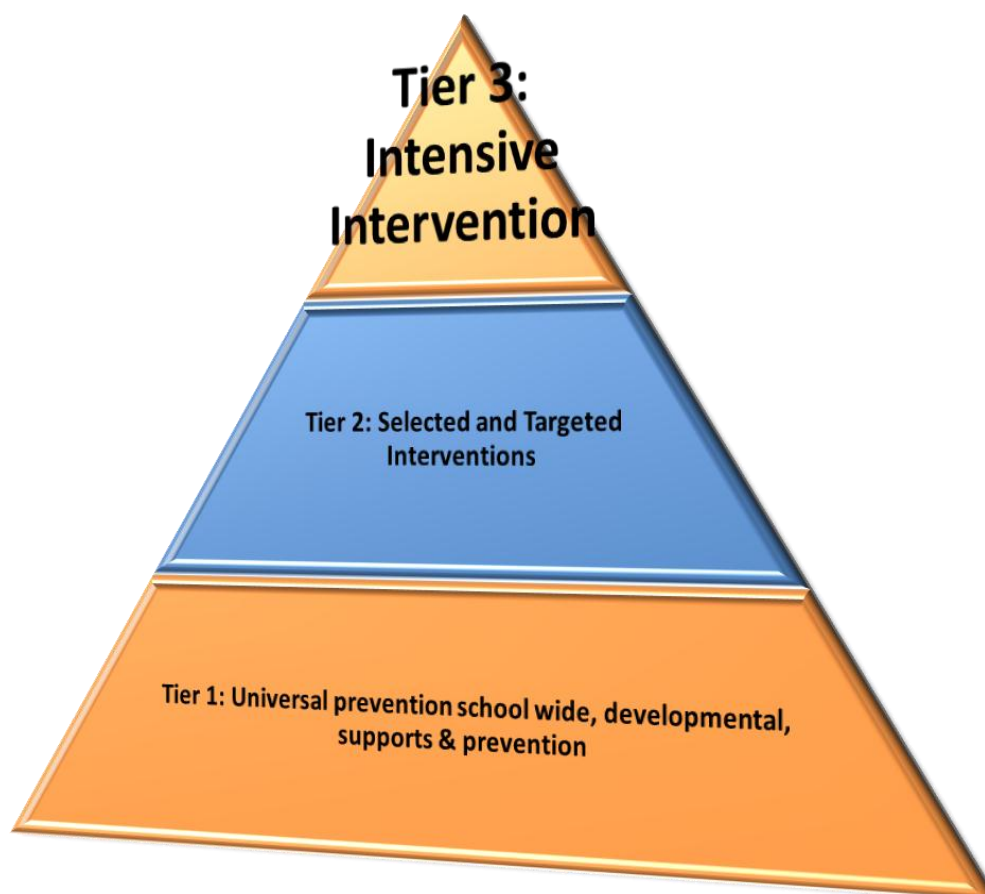
- Targets those at-risk of ongoing academic, social, emotional and/or physical concerns in order to reduce the intensity, severity and duration
- Minimizes potential impact through effective identification, assessment and management of students at-risk

At-risk students are provided early intervention to improve resilience through effective and appropriate support programs and services. These strategies are targeted at students who display a need for more direct and explicit skill development in the areas of coping skills, social skills, and other personal and social vulnerabilities. Meeting the needs of these individuals is coordinated and directed across school service systems.

Strategies

Student services staff facilitate the development and participate in implementation and evaluation of the following:

- Referral systems for school staff and families to help clarify emerging concerns and to link students with appropriate support
- Assessments of the social-emotional , physical, academic and behavioral status of students through data collection and review
- Using collaboration, additional assessments and screenings across domains to determine an appropriate type of intervention
- Planning and implementing appropriate services and programming to meet the identified needs of students
- Monitoring and evaluating programs to determine their effectiveness
- Providing school-based processes where students can access support as needed



TIER 3. CONSULTATION & COORDINATION (INTENSIVE INTERVENTION)

Intensive intervention

- Involves providing appropriate and effective services and support to students who are experiencing significant barriers to learning
- Student support staff provide parents, teachers, and administrators with skills necessary to support students experiencing significant needs and/or barriers to learning
- Student support staff make referrals to agencies, outside providers, etc. to access appropriate services
- Student support staff creates, implements and monitors individualized plans
- Involves individual coaching, training, mentoring and teaching
- Parent consultation and collaboration

Students may encounter barriers to learning that may require intensive coordinated intervention, such as issues around emotional, mental, and physical health, family difficulties, abuse and neglect, sexual identity, substance use, eating disorders, and learning, behavioral or social difficulties that may require short-term or ongoing support. When appropriate, student services staff recommend intensive coordinated interventions aimed at removing and/or coping with the barriers to learning and positively impacting school and social success. In some cases,

interventions involve a coordinated effort between various members of the student services department and/or referral to outside resources.

Strategies

Members of the Student Services department facilitate the following:

- Identifying the professional who can provide the interventions to most effectively meet the needs of students and their families
- Determining a plan of action for service delivery and ongoing communication
- Coordinating community-based services
- Strengthening relationships with community-based agencies to facilitate family access to supports
- Act as a liaison between families and local community services
- Develop and regularly review protocols to assist cooperation and collaboration between staff, schools and other service providers—need to clarify roles and responsibilities of all involved in intervention support for students
- Monitor, evaluate and modify the intervention by involving relevant school staff in the systematic monitoring of student progress

Particular attention needs to be given to effective service integration (i.e., case management, involvement in support groups, systematic monitoring of progress).

POSTVENTION

- Postvention is the work carried out to deal with the aftermath of traumatic incidents, such as suicide, in order to assist the survivors to cope with what has happened and to reduce the chances of further trauma
- Traumatic incidents are those which are extraordinary and beyond our normal ability to cope
- Postvention aims to provide appropriate support to students, their families and other members of the school community affected by emergency situations or traumatic incidents, particularly those involving death
- The specific situation will determine the actions a school will take. These actions will vary according to the degree to which the incident is public, the age of those affected
- The school will establish an Incident Response Plan to avoid confusion and stress among students and staff to ensure that the best possible help is available in a timely manner

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