



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 K-12 Student Services Plan.

In order to achieve the goals set forth in our Comprehensive Plan as well as our K - 12 Student Services Plan, the Pupil Services Department at Coatesville Area School District is focused on developing and promoting resilience within our students. The Pupil Services Department utilizes a Multi-tiered Systems of Support framework in grades K-7 to support our students to feel safe, connected, and successful. In grades K-12, schools have begun implementing school wide Positive Behavioral Supports and are implementing interventions to support literacy development and remedial courses to support the ability for students to meet their graduation goals.

For more information regarding Chapter 12 Student Services please click here:

<https://casetext.com/regulation/pennsylvania-code-rules-and-regulations/title-22-education/part-i-state-board-of-education/subpart-a-miscellaneous-provisions/chapter-12-students-and-student-services/services-to-students/section-1241-student-services>

Creating a System the Promotes Health, Wellness, and a Positive Learning Environment

Research has shown that resilience leads to improved outcomes for students because it is related to students' beliefs that they have the ability to influence their environment. Resilient students are high in autonomy and self-efficacy – they experience feelings of confidence and believe that things will work out.

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 Coatesville Area School District, we promote the development of resilience into our everyday operation by creating innovative educational experiences which are funded by the taxpayers, supported by the community, delivered by dedicated teachers and administrators, to ensure all students will become responsible, contributing global citizens.

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

The Coatesville Area School District adheres to the goals and guidelines outlined in the Pennsylvania Standards Aligned System. For more information regarding Pennsylvania Department of Education Standards Aligned System please click here: <https://www.pdesas.org/standard/>



Strategies to Create Systems of Support and Mitigate Risk Factors in an Educational Environment

- 1. Provide Opportunities for Meaningful Participation:** This strategy views young people as resources and involves them as active participants. They take on responsibility by making decisions, planning, evaluating and implementing projects.
- 2. Increase Bonding or Connectedness:** Strengthening connections between the individual and pro-social persons or activities, e.g. in schools increase family involvement, create engaging afterschool programs
- 3. Set and Communicate High and Realistic Expectations:** High and realistic expectations are excellent motivators; cooperative and interest-based learning strategies such as service learning are effective
- 4. Set Clear and Consistent Boundaries:** Be consistent and fair in implementing policies and regulations; this might be most effective in combination with youth participation
- 5. Provide Care and Support:** Caring relationships are elements of promoting resiliency. Research increasingly points out that supportive environments and climates are essential for learning
- 6. Teach Life Skills:** Teaching skills such as conflict resolution and cooperation will help young people navigate environmental challenges

Source: Nan Henderson and Mile Milstein. Resiliency in Schools: Making it Happen for Students and Educators. Thousand Oaks, CA: Corwin Press, 2003.

Descriptive Text Source: Nan Henderson, et al. Schoolwide Approaches for Fostering Resiliency. San Diego, CA: Resiliency in Action, 2000.

Pupil Services Department Programs and Personnel

Student Services – CASD School Board Policy - 146

Special Education

The district shall offer each student with a disability education programs and services that appropriately meet the student's needs for educational, instructional, transitional and related services. A student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district's general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.[1][2][3][4][5][6]

Definitions

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. School-aged children who have identified disabilities but do not require special education may be entitled to accommodations or services or to enroll in courses of study in the district which serve students with disabilities pursuant to other law or Board policy.[7][8][9][10][11]

Individualized Education Program (IEP) - the written educational statement for each student with a disability that is developed, reviewed and revised in accordance with federal and state laws and regulations.[12][13]

CASD School Board Policy - 113 Special Education

Student Discipline and Behavioral Support

The Coatesville Area School District strives to provide programs and services for all students to facilitate a positive, safe, and orderly school environment. We help prepare students behaviorally for academic success and establish a foundation for academic success by providing preventative and responsive behavioral support for all stakeholders.

Examples:

- Manage or modify student behavior
- Rehabilitate students to re-enter the mainstream
- Access and utilize student learning styles and communicate to the home school
- Identify/diagnose problems/needs of students
- Facilitate an effective learning environment for students who have violated rules in the code of student conduct
- Provide alternatives for students who have violated rules in the code of student conduct
- Allow students who have displayed behavioral issues to progress academically
- Implement Positive Behavior Interventions and Supports in all grades K-12
- Implement support personnel to monitor climate and culture (Climate coaches, Behavioral Support Staff, Mental Health Staff, Guidance Counselors)
- Implementation of Social Emotional Learning screening and interventions – grades K-7
- Tiered levels of academic and behavioral supports
- Implementation of data teams to monitor student progress and provide appropriate interventions
- Ongoing review of Student Code of Conduct, procedures, and practices

CASD Board Policy – 218 – Student Discipline

CASD Board Policy – 233 – Suspension and Expulsion

CASD Board Policy – 131.1 – Discipline of Students with Disabilities

CASD Board Policy – 131.2 – Behavior Support for Student with Disabilities

Guidance Counseling

The Coatesville Area School District school Counseling Department provides a comprehensive program addressing the academic, career, and personal/social development of all students. In partnership with the school community, counselors provide opportunity to develop a foundation that allows students to identify and explore individual abilities and interests. School counselors facilitate a support system that promotes academic and personal achievement and fosters the skills necessary for students to grow and contribute as productive members of a global society. CASD school guidance counselors support students by:

- Providing a developmentally appropriate counseling program to address academic, social/emotional, and career related school wide and individual needs
- Identifying individual biological, psychological, and social needs of students and referring students and families to appropriate school based and community based resources and human services agencies
- Supporting students in recognizing options and making choices in vocational and academic educational planning
- Evaluating and interpreting data to increase achievement as well as supporting the implementation of interventions to help remove the barriers to student learning
- Supporting student success through comprehensive and expanded outreach activities, counseling services, and teaching that support life-long learning
- Collaborating with staff and community
- Promoting holistic wellness, joy in learning, the development of healthy relationships between peers and adults within the school environment

CASD Board Policy 112 – Guidance Counselors

PROGRAM DESCRIPTION

The English Language Development program is for students whose primary home language is other than English. The goal of the ELD (English Language Development) program is to increase proficiency levels for English learners (ELs) in the areas of listening, speaking, reading, writing, grammar and vocabulary, and to provide students with the capacity to succeed in school, both academically and socially. The ELD program specialist also acts as a liaison between school and home. Recognizing the diversity of T/E students, the ELD program specialists foster each child's participation in the T/E schools while preserving the child's own language and cultural heritage.

The District shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the District's EL students. The district's program shall:

- Align to state academic content standards for the appropriate grade levels of EL students.
- Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.
- Incorporate the use of state assessments and ELD criteria.
- Provide equitable access to content for EL students at all proficiency levels.
- Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.
- Provide interventions and supports that are directly aligned with the needs and language proficiency levels of each student.

CASD Board Policy 138 – Language Instruction Educational Program for English Learners

Section 504

The district shall provide to each qualified student with a disability enrolled in the district, without cost to the student or parent/guardian, a free and appropriate public education (FAPE). This includes provision of education and related aids, services, or accommodations which are needed to afford each qualified student with a disability equal opportunity to participate in and obtain the benefits from educational programs and extracurricular activities without discrimination, to the same extent as each student without a disability, consistent with federal and state laws and regulations.

The Board encourages students and parents/guardians who believe they have been subjected to discrimination or harassment to promptly report such incidents to designated employees.

The Board directs that complaints of discrimination or harassment shall be investigated promptly, and corrective action be taken for substantiated allegations. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

The district shall not intimidate, threaten, coerce, discriminate or retaliate against any individual for the purpose of interfering with any right or privilege secured by this policy.

Definitions

Qualified student with a disability - a student who has a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the district's educational programs, nonacademic services or extracurricular activities.[10][11]

Section 504 Team - a group of individuals who are knowledgeable about the student, the meaning of the evaluation data and the placement options for the student. This could include, as appropriate, documentation or input from classroom teachers, counselors, psychologists, school nurses, outside care providers and the student's parents/guardians.[4][8]

Section 504 Service Agreement (Service Agreement) - an individualized plan for a qualified student with a disability which sets forth the specific related aids, services, or accommodations needed by the student, which shall be implemented in school, in transit to and from school, and in all programs and procedures, so that the student has equal access to the benefits of the school's educational programs, nonacademic services, and extracurricular activities.[12]

Gifted Education

The Board directs that the district's gifted education program shall provide the following:

System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.

Screening and evaluation process that meets state requirements, to determine students' educational needs.

Procedures to determine whether a student is mentally gifted.

Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).

Safeguards for the due process rights of gifted students.

Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP).

The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines.

Guidelines

The district shall make the Permission To Evaluate form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request.[8]

CASD School Board Policy – 114 – Gifted Education

Home and School Visitor

At CASD, the Home & School Visitor position serves as a liaison between home, school and the community, and functions in the following roles:

- Attendance/Truancy
- Residency
- Homeless Student Liaison
- Foster Care Point of Contact

CASD School Board Policy – 204- Attendance

CASD School Board Policy – 200 – Residency

CASD School Board Policy – 251 – Homeless Students

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Mental Health Resources

Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and young people, use appropriate problem-solving skills, have nonaggressive behaviors, and add to positive school culture. Although many students are mentally healthy, the Center for Mental Health in Schools estimates that between 12 and 22 percent of school-aged children and youth have a diagnosable mental health disorder. Because children and youth spend the majority of their time in school, schools play an increasingly critical role in supporting these students and providing a safe, non-stigmatizing, and supportive natural environment in which children, youth, and families have access to prevention, early intervention, and treatment through school-based mental health programs. Further, schools provide a natural setting in which students can receive needed supports and services and where families are comfortable and trusting in accessing these supports and services.

The Coatesville Area School District provides a comprehensive program of supports and services designed to accomplish the following goals:

- Develop evidence-based programs to provide positive school climate and promote student skills in dealing with bullying and conflicts, solving problems, developing healthy peer relationships, engaging in activities to prevent suicide and substance use, and so on
- Develop early intervention services for students in need of additional supports such as skill groups to deal with grief, anger, anxiety, sadness, and so on
- Develop treatment programs and services that address the various mental health needs of students
- Develop student and family supports and resources
- Develop a school culture in which teachers and other student support staff are trained to recognize the early warning signs of mental health issues with students
- Develop a referral process to ensure that all students have equal access to services and supports
- Provide training and supports to teachers and students to identify students who are in immediate need of additional supports
- Implement interventions that are designed to identify students who are in need of additional supports to address social/emotional needs
- Provide support staff trained in the implementation of trauma informed care
- Designate a threat assessment team to protect health, safety, and welfare of students and school community and provide resources to address student needs

CASD Board Policy – 146.1 - Trauma Informed Approach

CASD Board Policy - 819 – Suicide Awareness

CASD Board Policy – 236 – Student Assistance Program

CASD Board Policy – 236.1 – Threat Assessment

Positive School, Family, and Community Relationships

The Coatesville Area School District believes that students do better in school when their families are involved in their education. Students whose families participate in their education have higher levels of attendance, homework completion, academic outcomes, and graduation rates.

Educators and families from all backgrounds are seen and valued as experts in a child's education. And community members are viewed as helpful contributors and supporters of schools. Positive school-family partnerships can also help cultivate students' social and emotional well-being through methods that build relationships and through practical hands-on ways for families to become involved in their child's education.

Relationally, schools can build strong partnerships with parents through two-way communication, by collaborating on what's best for each student, and cultivating positive relationships between teachers and parents.

This partnership is built on shared values and emphasizes the strengths that all stakeholders bring to the table. The trust and respect that is fostered helps to cultivate a sense of belonging in the school community among students and their families, which in turn creates a caring school climate.

CASD Board Policy – 920 – Parental/Family Involvement

CASD Board Policy – 900 – Community

CASD Board Policy – 918 – Title 1 Parental Involvement

Nurse/Health Services

The Coatesville Area School District school nurse is available to provide for the daily healthcare of students in order to maximize their learning potential. The school nurse maintains student health records, performs state required health screenings, and administers medically prescribed medications. The school nurse responds to school illnesses and accidents and conducts health related classroom instruction, serving as a consultant for health-related matters.

CASD Board Policy 209 – Health Examinations/Screenings

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School Psychologists

Coatesville Area School District school psychologists work with preschool and school age children, their teachers and their families in order to promote successful transitional and educational experiences. Psychological services include assessment and consultation about learning, social and behavior problems. School psychologists tailor their services to the particular needs of each child and each situation. Specialized training in human behavior, child development and education provides psychologists with the skills to ensure that each student learns in a safe, healthy and supportive environment.

In accordance with federal and state laws, school psychologists conduct formal assessments that are a component of a comprehensive evaluation when considering student eligibility for special education programming.

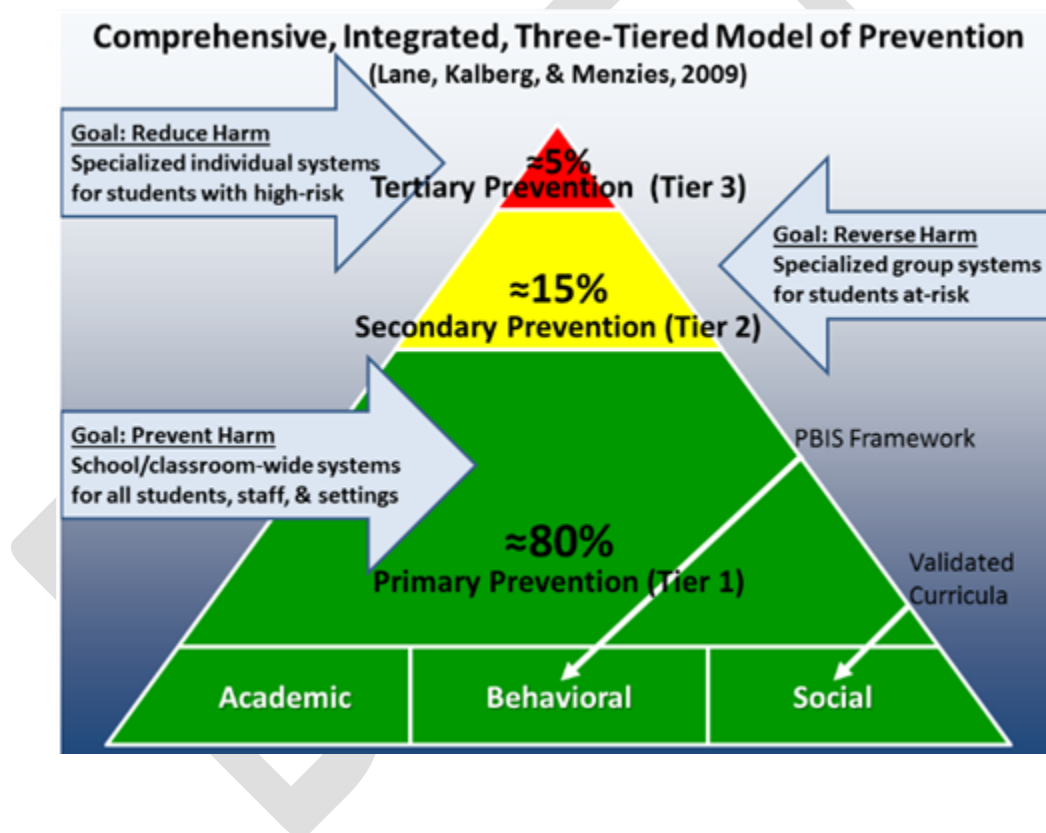
As part of Multidisciplinary Teams, they assist in developing program recommendations and making placement decisions. School psychologists also provide consultation to data teams, administrative committees, individual teachers, parents and other professionals, when needed. In addition, school psychologists serve as integral members of crisis intervention teams that respond to critical situations having a general impact on the student population.

CASD School Board Policy – 113.3 – Screening and Evaluation for Student with Disabilities

Coatesville Area School District – A Tiered System of Support

Pupil services personnel work with students across all tiers, including students eligible to receive special education services. Student services personnel include special education teachers and support personnel, behavioral technicians, mental health therapists and social work providers, guidance counselors, school psychologists, and school nurses.

Collaborating with general education teachers and administrators, pupil services personnel work to support the provision of tiered levels of support ranging from universal school wide developmental supports and prevention, selected and targeted interventions, and intensive interventions.



Tier 1 – Universal Prevention, School wide, Developmental, Supports & Prevention

Objectives:

- Support populations - based strategies that may be universally implemented
- Raise awareness of what makes students vulnerable, and develop strategies to reduce vulnerabilities and increase coping skills
- Aim to develop resiliency by identifying strengths, mitigating risk factors and promote coping strategies than enhance well-being
- Implement an approach that recognizes 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, 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 management structures and procedures to assist all school staff in carrying out their roles and responsibilities with student
- 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 and Targeted Interventions

Objectives:

- Targets those at-risk of ongoing academic, social, emotional and/or physical concerns to reduce the intensity, severity and duration
- Minimize 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
- Providing school-based processes where students can access support as needed
- Monitoring and evaluating programs to determine their effectiveness

Tier 3 – Consultation and 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 create, implement, and monitor individualized plans
- Involves individual coaching, training, mentoring, and teaching
- Parent consultation and collaboration are included to provide a comprehensive approach to ensuring that student needs are met

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, pupil services personnel may 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 pupil services department and/or referral to outside resources.

Strategies:

- Identify the professional(s) who can provide the interventions to most effectively meet the needs of students and their families
- Determine a plan of action for service delivery and ongoing communication
- Coordinate community-based services – as needed
- Strengthen relationship 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 is given to effective service integration (i.e., case management, involvement in support groups, systematic monitoring of progress).