

HIGHLANDS SCHOOL DISTRICT STUDENT SERVICES PLAN

Student Services include the programs and services that support the overall instructional mission of a school district by ensuring that students attend the knowledge and competencies necessary to derive the maximum benefit from the instructional programs. For the purposes of this plan, Student Services shall include counseling services, health services, psychological services, social work services, nutrition and services to students who are homeless. Persons delivering student services shall be specifically licensed or certified as required by statute or regulation.

The following barriers to learning can be addressed by a comprehensive program of student services, working in collaboration with other school staff, the family and the community:

- Excessive absence and tardiness
- Lack of engagement in classroom learning
- Bullying and sexual harassment
- Family issues
- Grief and loss
- Cultural Diversity
- Poor nutrition
- Homelessness
- Drug/alcohol use
- Immigration status
- Relocation
- Military deployment
- Unemployment of parent/guardian
- English Language Learner
- Mental Health Issues
- Inappropriate referrals for special services
- Pregnancy and sexually transmitted diseases
- Drop outs
- Misbehavior and resulting suspension and expulsion.
- Victim of or witness to violence

Student Services includes three domains:

1. Developmental Services – Services that address the students’ developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, social work services and services to students who are homeless. These services support students in addressing their academic, behavioral, health, personal and social development issues.
2. Diagnostic, Intervention and Referral Services – Services that address the needs of students who are experiencing problems attaining educational achievement appropriate to their learning potential. Student services staff uses diagnostic

services to identify barriers that limit a student's success in school. Intervention services actively engage student services staff in activities planned to reduce or eliminate specific barriers to academic success. Student services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance.

3. Consultation and Coordination Services – Services used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional. Consultation and coordination services may be used to assist in the diagnosis, intervention, or referral of students who face barriers to success. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.

The role of Student Services in removing barriers to learning (such as those defined earlier) involves adhering to a set of standards no less rigorous than the academic standards. The HSD Student Services Staff will adhere to the following standards:

Type I: Direct Responsibility of the student support staff, programs, and Services

- 1a. Continuous enhancement of regular classroom strategies to enable learning
- 1.b. Continuous enhancement of programs and systems for a full range of transition supports.
- 1.c. Continuous enhancement of programs to strengthen home and school connections
- 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.
- 1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.
- 1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Type II: Standards that require the active involvement by Student Services Staff in cooperation with administration, instruction, home and community.

1. Establishment of an integrated infrastructure framework for a comprehensive, multifaceted and cohesive component for addressing barriers to learning and teaching.
2. Appropriate resource use and allocation for developing, maintaining, and evolving the component.
3. Capacity building for developing, maintaining and evolving the component.
4. Formative and summative evaluation and accountability are fully integrated into all planning and implementation.

DOMAIN I. Developmental Services

Service A: Counseling

Activity 1: Guidance counselors will provide transition activities for students moving from elementary school to middle school and from middle school to high school.

Authority: HSD School board policies 112

Standard: 1.b. Continuous enhancement of programs and systems for a full range of transition supports.

Time Frame: Spring and Summer of each school year

Delegation of responsibility: Supervisor of Guidance and appropriate building principals will oversee the activities

Evaluation: Staff observation and Parent/student satisfaction surveys

Activity 2: At the secondary level, guidance counselors will coordinate the bullying prevention program. At the elementary level, the guidance counselor will work with the social workers to coordinate the program.

Authority: HSD School Board policies 249

Standards:

1 a. Continuous enhancement of regular classroom strategies to enable learning

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Time Frame: Through out the school year

Delegation of responsibility: Refer to Board policy 249

Evaluation: On-going data collection by guidance and social workers

Activity 3: Guidance counselors will provide information about educational opportunities of the school's instructional program at all levels of the school system. This information will be provided through the programs of studies, agenda books, parent/teacher conferences, and specialized programs.

Authority: 22 PA Code § 12.41(c) (2)

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

Time Frame: Throughout the school year

Delegation of Responsibility: Supervisor of guidance counselors

Evaluation: Review of permanent products

Activity 4: Guidance counselors will provide career information and assessments so that students and parents or guardians might be aware of the world of work and a variety of career options available to individual students. For students receiving services under Sec. 14 and in need of transition (to post secondary placements), the transition coordinator will also provide information and assessments

Authority: Part 300, Federal Regulations § 300.29; § 300.47; §300.348 ; 22 PA Code § 12.41 (c) (3); §14. 101 (definitions)

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

Delegation of responsibility: Supervisor of Guidance Counselors; Director of Special Education Services

Time Frame: Throughout the school year

Evaluation: Review of permanent products

Activity 5: Guidance counselors, in conjunction with administration and other staff, will disseminate information about the availability of the student assistance program (ProjectCONNECT)

Authority: 22 PA Code § 14. 42

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

Delegation of responsibility: Director of Special Education and Supervisor of Guidance Counselors

Time Frame: Throughout the school year

Evaluation: Review of permanent products

Service B: Health

Activity 1: School nurses will provide basic health services as outline in Article XIV of the Public School Code of 1949 (24 P. S. §§ 14-1401—14-1423) for students and information to parents or guardians about the health needs of their children.

Authority: 22 PA Code § 14.21 (c) (4)

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Delegation of Responsibility: See HSD Policies 203, 203.1, 209, 209.0, 210, 210.1, 234, and others.

Time Frame: Throughout the school year

Evaluation: Review of permanent products

Activity 2: School nurses will complete screenings and provide services as outlined in the HSD nurses' manual.

Authority: HSD Policy 209

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Time Frame: School Terms

Delegation of responsibility: See Board Policies 209 and 209.2

Evaluation: Observations by supervisor of nurses and building principals, review of permanent products

Activity 3: School nurses will monitor the fulfillment of immunization requirements as per Board Policy 203.

Authority: HSD 203

Standard:

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Time Frame: Throughout the school year

Delegation of responsibility: See Board Policy 203.

Evaluation: Review of records

Service C: Psychology

Activity 1: School psychologist will provide psychological counseling for exceptional students who have been identified as requiring such related services as part of their IEPs.

Authority: § 300.24 (b) (2)

Standard:

1a. Continuous enhancement of regular classroom strategies to enable learning

Delegation of Responsibility: Superintendent of Schools and Director of Special Education

Time Frame: Upon request

Evaluation: Progress reports/minutes of IEP meetings.

Service D: Social Work

Activity: Social workers will facilitate small groups on prosocial skills

Standard: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 22PA Code Chapter 12

Delegation of Responsibility: Director of Pupil Personnel Services

Time Frames: As needed

Evaluation: Observation by Director of PPS, Pre/Post program questionnaires concerning the application of appropriate skills, teacher reports of classroom behavior change

Service E: Service to Homeless Students

Activity: The coordinator for services for students experiencing homelessness will ensure that the annual notice is included in district publications, that posters are periodically distributed within the community, and that new registrants in the district are informed of available services and asked about their eligibility for such services.

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.

Authority: 42 U.S.C Sec. 11431 et seq, SC 1306, Title 22, Sec. 11.18; HSD policy 251

Delegation of Responsibility: Assistant Superintendent

Time Frames: Throughout the school year.

Evaluation: Review of permanent products.

Service F: Nutritional Services

Activity 1: The food service director will assure the identification of students eligible for free and reduced breakfast and lunches. The food services director will assure that identified students receive breakfast and lunch.

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Authority: 7 CFR 245; HSD Policies 246 and 808

Delegation of Responsibility: Business manager

Time Frames: Throughout the school year.

Evaluation: Review of permanent products

Activity 2: The food services department will assure that a nutritious snack is available for students in the K-4 Preschool program.

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Authority: 7 CFR 245; HSD Policies 246 and 808

Delegation of Responsibility: Business manager; Title I coordinator

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

DOMAIN II: Diagnostic, Intervention, and Referral Services provide diagnostic service to identify barriers that limit a student's success in school. Intervention services activity engage student services staff in activities planned to reduce or eliminate specific barriers to student success. Student services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community –based services for assistance.

Service A: Counseling

Activity 1: Guidance Counselors will make appropriate referrals to ProjectCONNECT (HSD's Student assistance program, Elementary student assistance program, and instructional support program) and will follow up on ProjectCONNECT recommendations.

Standards:

- 1.c. Continuous enhancement of programs to strengthen home and school connections
- 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.
- 1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed

Authority: Act 211 of 1990; HSD 227, 819

Delegation of Responsibility: Supervisor of ProjectCONNECT and building principals.

Time Frames: Throughout the year

Evaluation: PDE student assistance database reports.

Activity 2: Guidance counselors will conduct assessments of students with suicidal ideation.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: HSD 819

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 3: At the Secondary level, guidance counselors will coordinate the bullying intervention program and will work with students in regard to this program.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: HSD 249

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 3: The diversity counselor will, in conjunction with the building principal, conduct investigations of all sexual harassment complaints involving students.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: Title IX, 42 U.S.C.; HSD 248

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 4: The guidance counselor will participate in the interviews of students who may have been abused and will facilitate the reporting of such abuse as necessary to Children, Youth and Family Services

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 23 PA C.S.A 6301; HSD 806

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 5: The guidance counselors will review data and complete the yearly screening students of suspected to have gifted abilities.

Standards: none

Authority: 22 PA Chapter 16

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 6: The guidance counselors will gather data, such as curriculum-based assessments, observations, and functional behavioral assessment as part of the MDE process.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 22 PA Code Chapter 14

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 7: The elementary guidance counselor will prepare and present lessons related to character development topics and other topics as identified by the building principal(s)

Standards: 1a. Continuous enhancement of regular classroom strategies to enable learning

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 22 PA Code, Chapter 12

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Observation by supervisor

Activity 8: The guidance counselors will assist in meeting the needs of students traumatized by events at school (i.e., deaths of peers) or within the community (fires, natural disasters).

Standards:

- 1.c. Continuous enhancement of programs to strengthen home and school connections
- 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.
- 1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.
- 1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Authority: 22 PA Code, Chapter 12

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 9: The guidance counselors will assist students/families in finding tutors when they are needed.

Standards:

- 1a. Continuous enhancement of regular classroom strategies to enable learning
- 1.c. Continuous enhancement of programs to strengthen home and school connections
- 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 22 PA Code, Chapter 12

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 10: The guidance counselors will find teachers for homebound students as directed by principals

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 24 P.S. Sec. 1239

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Service B: Health

Activity 1: The school nurse will respond to student illness and/or injury in a timely fashion.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: SC 510. Title 22 sec. 7.13; HSD Comprehensive School Safety Plan

Delegation of Responsibility: Supervisor of School Nurses

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 2: The School Nurse will administer medication as per HSD policy and procedure.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: SC 510. Title 22 sec. 7.13; HSD policy 209, 210, 210.1

Delegation of Responsibility: Supervisor of school nurses

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 3: School Nurses will monitoring of illness/absence patterns and reporting to Health Department as per statutory requirement. (203, 203.1

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority :SC 510. Title 22

Delegation of Responsibility: Supervisor of School Nurses

Time Frames:

Evaluation

Activity 4: : Guidance Counselors will make appropriate referrals to ProjectCONNECT (HSD's Student assistance program, Elementary student assistance program, and instructional support program) and will follow up on ProjectCONNECT recommendations.

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed

Authority: Act 211 of 1990; HSD 227, 819

Delegation of Responsibility: Supervisor of School Nurses and building principals.

Time Frames: Throughout the year

Evaluation: PDE student assistance database reports.

Activity 5: The School Nurse will coordinate services for pregnant students (234)

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed

Authority: SC 1326 Title 22 Sec 12.1

Delegation of Responsibility: Supervisor of School Nurses

Time Frames: As needed

Evaluation: Review of records

Activity 6: The School Nurse will, in conjunction with a school counselor, school social worker, or principals, participate in data gathering for the reporting of suspected child abuse. The school nurse will complete the physical examination portion of the mandated reporting State form 151

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed

Authority: 23 PA C.S.A 6301; HSD 806

Delegation of Responsibility: Supervisor of Guidance

Time Frames: As needed

Evaluation: Review of SAP records, observation by supervisor

Service C: Psychology

Activity 1: The school psychologist will serve as chair person of the MDE/GMDE teams and will monitoring time lines/areas of compliance related to MDE/GMDE. The school psychologist will review all Evaluation and Re-Evaluation Reports completed by other staff in the district and by contractors.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 34 CFR 300; 22 PA Chapters 14 and 16.

Delegation of Responsibility: Superintendent of Schools

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 2: The school psychologist will complete psychological assessment of students referred for MDE/GMDE or for full Re-evaluation. The school psychologist will prepare the evaluation or re-evaluation reports for students receiving full psychological assessments and other as appropriate.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 34 CFR §300.24(b)(9) ; 22 PA Chapters 14 and 16.

Delegation of Responsibility: Superintendent of Schools

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 3: As directed by the Superintendent of schools, the school psychologist will complete assessments of risk for suicide and risk for violent behavior

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: Assignment by Superintendent of Schools

Delegation of Responsibility: Superintendent of Schools

Time Frames: As needed

Evaluation: Review of reports

Activity 4: The School psychologist will coordinate postvention services within the district when there have been deaths or other tragic events

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Authority: Assignment by Superintendent of Schools

Delegation of Responsibility: Superintendent of Schools

Time Frames: As needed

Evaluation: Feedback solicited from principals, parents, and others.

Activity 5: The school psychologist will provide consultative support to other student services staff and administrative staff in regard to mental health issues, functional behavior assessment, child abuse reporting, sexual harassment complaint investigation, and homelessness.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises

Authority: Assignment by Superintendent of Schools

Delegation of Responsibility: Superintendent of Schools

Time Frames: As needed

Evaluation: Observation by supervisor

Service D: Social Work

Activity 1: Social workers will make appropriate referrals to ProjectCONNECT (HSD's Student assistance program, Elementary student assistance program, and instructional support program) and will follow up on ProjectCONNECT recommendations.

Standards:

1.c. Continuous enhancement of programs to strengthen home and school connections

1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed

Authority: Act 211 of 1990; HSD 227, 819

Delegation of Responsibility: Director of Pupil Personnel Services

Time Frames: Throughout the year

Evaluation: PDE student assistance database reports.

Activity 2: Social workers will provide individual and small group counseling on specific topics (bereavement, students with parents serving overseas, students with parents who are incarcerated, etc.)

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: Assignment by Superintendent of Schools

Delegation of Responsibility: Director of Pupil Personnel Services

Time Frames: Throughout the year

Evaluation: Observation by supervisor

Activity 3: At the elementary level, the social workers will participate in interviewing students who are thought to have been abused and will facilitate the reporting of such abuse to the proper authorities.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 23 PA C.S.A 6301; HSD 806

Delegation of Responsibility: building principals, director of pupil personnel services and assistant superintendent.

Time Frames: As needed

Evaluation: Review of CYF forms

Activity 4: At the elementary level, the social worker will coordinate functional behavioral assessments and preparation of behavior intervention plans for students who have not been identified as eligible for special education services as defined by Chapter 14.

(For students who are receiving support services through special education – excluding GATE – the special education teacher will coordinate the FBA).

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: Assignment by Superintendent of Schools

Delegation of Responsibility: Director of Pupil Personnel Services

Time Frames: As needed

Evaluation: Review of assessment and resulting behavior plan

Activity 5: The social workers will participate in postvention services within the district when there have been deaths or other tragic events

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Authority: Assignment by Superintendent of Schools

Delegation of Responsibility: Director of Pupil Personnel Services

Time Frames: As needed

Evaluation: Observations by supervisor.

Activity 6: In the elementary buildings, the social worker will serve as liaison with community agencies for students receiving community support services.

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: Assignment by Superintendent of Schools

Delegation of Responsibility: Director of Pupil Personnel Services

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

Activity 7: In elementary buildings, social worker will service as liaison between school and family for students experiencing homelessness or who are children of migrant workers. liaison for 251 migrant students 142

Standards: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

Authority: 42 U.S.C Sec. 11432 SC 1306

Delegation of Responsibility: Director of Pupil Personnel Services and Coordinator of services to homeless students.

Time Frames: As needed

Evaluation: Review of records, observation by supervisor

DOMAIN III: Consultation and Coordination Services are services provided to students who are experiencing chronic problems that require multiple services by teams or specialists. Consultation services are used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional. Consultation and coordination services may be used to assist in diagnosis, intervention, or referral of students who may face barriers to success. Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.

Service A: Counseling

Activity 1: Guidance counselors will consult with staff members and parents to make referrals for community services when such services fall outside the scope of the student services professional.

Standards: Type I: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Type II: 1. Establishment of an integrated infrastructure framework for a comprehensive, multifaceted and cohesive component for addressing barriers to learning and teaching.

Authority: 22 PA Code Chapter 12; Act 211 of 1990

Delegation of Responsibility: Supervisor of Guidance

Timelines: Throughout the year

Evaluation: Observation by supervisor

Service B: Health

Activity 1: School nurses will consult with staff members and parents to make referrals for community services when such services fall outside the scope of the student services professional.

Standards: Type I: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Type II: 1. Establishment of an integrated infrastructure framework for a comprehensive, multifaceted and cohesive component for addressing barriers to learning and teaching.

Authority: 22 PA Code Chapter 12; Act 211 of 1990

Delegation of Responsibility: Supervisor of School Nurses

Timelines: Throughout the year

Evaluation: Observation by supervisor

Service C: Psychology

Activity 1: School psychologists will consult with staff members and parents to make referrals for community services when such services fall outside the scope of the students services professional.

Standards: Type I: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Type II: 1. Establishment of an integrated infrastructure framework for a comprehensive, multifaceted and cohesive component for addressing barriers to learning and teaching.

Authority: 22 PA Code Chapter 12; Act 211 of 1990

Delegation of Responsibility: Superintendent of Schools

Timelines: Throughout the year

Evaluation: Observation by supervisor

Service D: Social Work

Activity 1: Social workers will consult with staff members and parents to make referrals for community services when such services fall outside the scope of the students services professional.

Standards: Type I: 1.d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing personal and school crises.

1.e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support.

1.f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Type II: 1. Establishment of an integrated infrastructure framework for a comprehensive, multifaceted and cohesive component for addressing barriers to learning and teaching.

Authority: 22 PA Code Chapter 12; Act 211 of 1990

Delegation of Responsibility: Director of Pupil Personnel Services

Timelines: Throughout the year

Evaluation: Observation by supervisor