



GMCS' STUDENT --- SERVICES PLAN



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INTRODUCTION

Each school entity shall have a written plan for the implementation of a comprehensive and integrated program of student services based on the needs of its students. The services offered will differ from school to school depending on their size and the needs of its students. The following services are provided to students at GMCS. They are an integral part of the instructional program. They provide information to students and parents or guardians about educational opportunities and how to access them. The services provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of future career options.

- Developmental: guidance counseling, psychological services, health services, and supports addressing academic, behavioral, health, personal and social development issues.
- Diagnostic, interventional and referral services.
- Consultation and coordination services

Persons delivering student services are specifically licensed or certified as required.

1. DEVELOPMENTAL

- Personal/Social Counseling:

The School Counseling Department raises awareness and provides resources for the ongoing mental health needs of our students. The school counselor conducts SAP meetings to prevent and intervene when students begin to struggle with behavioral, emotional, academic, and attendance issues. The counselor's goal is to increase prevention and education through frequent school counseling lessons, small group lessons and individual meetings. The advisory committee focuses on resources and community involvement opportunities for our students. GMCS also offers Art Therapy by a board-certified art therapist. This entails counseling through creative art projects to enhance the therapeutic experience.

- Academic Counseling:

The school counselor is involved in the RTI and MTSS process through teacher-based team meetings to address behavioral concerns that interfere with student academic achievement. The school counseling department updates and incorporates the introduction of career clusters as well as educates on multiple learning styles and personality traits to raise interest and awareness. Developmental guidance lessons introduce career clusters, school, and work habits through an interactive curriculum.

- Career Counseling:

The School Counselor implements career education through guidance lessons. Furthermore, the addition of the Career Fair and Jr. Achievement increases interest as well as awareness of careers.

- Health Services:

The purpose of the School Health Services is to strengthen the educational process. Coordinated health services augment student learning, optimize student well-being, and ensure compliance with federal and state school health legislation. School Health Services provide care for ill or injured staff and students, verify immunization compliance or exemptions, administer medications, perform mandated health screenings, and maintain student health records.

GMCS Board acknowledges that the health needs of individual students may necessitate the administration of medication during school hours. Medication management includes safe handling, storage, training, and documentation. Medication Administration procedures will follow current Federal and Pennsylvania Law, professional guidelines, and regulations. To ensure the safety of all students, all medications, including over the counter drugs, are to be

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taken and stored in the nurse's office. PA law requires a nurse to administer medications at school. Medication Administration Law requires (1) A PA Licensed Care Provider's prescription order with the name of the medicine, the dosage, the time intervals, duration of treatment, and any other pertinent information [or valid pharmacy label] and (2) Parent/guardian consent are required for all medication administered at school.

Administration of medicine and emergency care:

1. Routine administration by the school nurse or designee
2. Emergency administration by CEO/Principal or designated school staff
3. Student self-administration

Life threatening conditions require swift action and intervention. The Board permits designated school staff and students to give specifically identified Emergency Medications such as epinephrine auto-injectors, rescue inhalers, insulin, and glucagon. The school Nurse will provide annual training, assess staff and student learning by return demonstration, and obtain signed provider and parent/guardian consents.

- Social Work Services

The school social worker plays a critical role in schools and educational settings. The school social worker provides services to students to enhance their emotional well-being and improve their academic performance. The school social worker will assist students, families, and teachers in addressing issues such as truancy, social withdrawal, overaggressive behaviors, rebelliousness, and the effects of physical, emotional, or economic issues on student success.

2. DIAGNOSTIC, INTERVENTION, REFERRAL

- Response to Intervention (Rtl)

Gettysburg Montessori Charter School's Response to Intervention is based upon a fluid, three-tiered model of instruction. The fluidity allows for constant movement between tiers as students progress.

Tier 1

All students in the class receive differentiated instruction from the classroom teacher. They implement Universal screening procedures to monitor students' progress weekly or bi-weekly.

Classroom Teachers differentiate instruction and monitor progress for students in Tier 1 and will collect additional data from various programs, observations, and progress monitoring through Acadience.

Tier 2

A student who has been identified as at-risk from the Universal Screener receives assistance from intervention programs or groups to fill gaps in learning. Clear goals are established, and progress is monitored weekly or bi-weekly. The student continues to receive instruction from the classroom teacher along with additional support from the intervention program or group.

The RTI Team meets to set a specific goal for the subject areas (including social/emotional/behavioral) in which the student is struggling as well as specific interventions to meet that goal.

Interventions are put in place, implemented with fidelity across settings, and data is collected for six weeks. After six weeks, the RTI Team meets to review data.

If the student has made gains, the goals stay the same. If no gains have been made, the goal stays the same and new interventions are put into place.

Interventions will be implemented for an additional six weeks and data will be collected. After six weeks, the RTI team will review information to determine course of action.

If the student makes gains, he or she will be placed back into Tier 1. If no gains have been made, the student will be placed in Tier 3.

Tier 3

Students identified as significantly below grade level from the Universal Screener receive intensive, direct instruction to fill gaps in learning. Instruction is explicit and systematic with weekly progress monitoring. The classroom teacher and interventionist work together to align lessons so that concepts are constantly reinforced. A student who continues to struggle while receiving interventions from the classroom teacher and intervention programs will be referred to the Child Study Team.

RTI Team meets and sets a specific goal for the subject areas (including social/emotional/behavioral) in which the student is struggling as well as specific interventions to meet that goal.

Interventions are put in place, implemented with fidelity across settings, and data is collected for six weeks. After six weeks, the RTI Team meets to review data.

If the student has made gains, the goals stay the same. If no gains have been made, the goal stays the same and new interventions are put into place.

Interventions are implemented for an additional six weeks and data is collected.

After six weeks, the RTI team shares information with the Child Study Team. If the student makes gains, he or she will be placed back into Tier 2. If no gains have been made, a formal meeting will be scheduled with the student's parents, Classroom Teacher, Intervention Teacher, Special Education Teacher, and any other necessary personnel to determine the next steps.

3. CONSULTATION AND COORDINATION

- Care and Concern

GMCS' staff realizes the importance of recognizing behaviors of students that may be concerning. If that happens, the staff completes a Care and Concern form that is submitted to the administration, special education coordinator, and school counselor, to determine the next steps.

- Student Assistant Program

The Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of SAP is to help students overcome these barriers so that they may achieve, advance, and remain in school.

- Student Attendance Improvement Plan

The SAIP provides comprehensive school and home-based assessment and treatment plan for students who present with school refusal behavior and related mental health challenges.