Owen J. Roberts School District
Mental Health Strategic Plan

Developed in Coordination with the Chester County Consortium for Mental Health and Optimal Development Led by The University of Pennsylvania

Updated September 23, 2025

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WELCOME MESSAGE

The following Mental Health Strategic Plan provides a detailed overview of our district's ongoing efforts to support the mental health, well-being, and optimal development of all members of the Owen J. Roberts School District community.

This strategic planning work was initiated through OJR's participation in the Chester County Consortium for Mental Health and Optimal Development – a collaboration led by the Chester County Intermediate Unit and the University of Pennsylvania. During the 2022-23 school year, our district was represented at the consortium by a multi-disciplinary team of teachers, counselors, psychologists, and administrators representing all schools and grade-levels across the district.

The document that follows (*which is updated annually) contains two main sections. First, we provide descriptions of the programming and support systems already in place to promote mental health, well-being, and optimal development across OJR SD. In addition, we highlight the roles and responsibilities of existing professional staff members within the district who directly support our programs.

Second, we have created indexes of local community-based service providers and partner agencies who offer behavioral health and/or social services in and around the district. These indexes include a general description of the services provided by each agency along with information on how to contact/access agency support.

As with all work in education, the strategic plan presented below is a work in progress that will require ongoing maintenance, continued refinement, and future investment in order to thrive. We recognize that open dialogue among all stakeholders will be required to grow our mental health, well-being, and optimal development initiative in the OJR community, and we welcome everyone's collaboration in this effort.

Sincerely,
The Owen J. Roberts School District Mental Health Strategic Planning Committee

Mental Health Strategic Mission

Throughout the Owen J. Roberts School District, we are committed to creating a community where everyone feels LOVED, SAFE, and HEARD.

Mental Health Strategic Plan: 2024 Progress Update Addendum

Click here to view a progress update from the 2023-2024 school year

***Updates moving forward will be embedded within the plan**

EXISTING PROGRAMS, SUPPORTS, AND PERSONNEL

Elementary Programming:

Universal Programs - All elementary schools have dedicated site-based school counselors who support our K-6 students, staff, and families. Counselors provide developmental guidance lessons for students in grades K-6 in collaboration with homeroom teachers. The sequence of lessons for each grade level, based on research from the Collaborative for Academic, Social, and Emotional Learning (https://casel.org), is presented in five thematic units, each focused on a core social-emotional competency (see Appendix 1).

Theme 1: Self-Awareness (Transitioning to School and Identifying Emotions)
Theme 2: Self-Management (Growth Mindset and Coping Strategies)
Theme 3: Social Awareness (Friendship Skills & Appreciating Diversity/Uniquenesses)
Theme 4: Relationship Skills (Empathy, Communication & Conflict Resolution)
Theme 5: Responsible Decision Making

In addition to introducing and teaching core competencies, the developmental guidance lessons also provide common language and a framework that homeroom teachers can draw on in order to embed and reinforce relevant skills during daily lessons and interactions. Starting in grade 3, all OJR elementary students will also continue the process of reflecting on their own strengths and weaknesses through completion of a social emotional competency self-assessment (see Appendix 2), which will be completed 2 times per year (late fall; early spring).

In addition to supporting the delivery of structured lessons aimed at skill building, our elementary counselors also spearhead implementation of programs that promote a positive school culture along with processes to support conflict resolution. Programs at the elementary level that promote a positive school climate include: StartWithHello, Positive Behavior Interventions and Supports (PBIS), and character education.

Finally, from a prevention standpoint, Safe2Say Something lessons are explicitly taught to all students in grades 5 and 6. The Safe2Say Something system teaches youth how to recognize warning signs and signals, especially within social media, of individuals who may be a threat to themselves or others and say something, using our anonymous reporting system.

Supplemental Programs and Supports - For students who demonstrate needs that are not likely to be addressed through universal programming alone, our elementary schools are also equipped to provide a variety of supplemental social, emotional, and behavioral supports, which vary in intensity depending on the presenting needs of each student.

As a first line of supplemental support, elementary school counselors are available to meet with students, individually or in small groups, to work through the various challenges, conflicts, and stressors that may arise on any given day. In the event that more targeted support is required, our counselors also offer small-group counseling on a range of issues frequently encountered by our students. Topics covered on a recurring basis through small group counseling may include: Coping Skills, Grief and Loss, Executive Functioning Skills, Resilience, Changing Families, Social Skills, and Anger Management/Emotional Regulation. Additional support with these and other topics is also available for families and guardians, as well as staff, in the form of consultation, resource sharing, and collaboration with outside supports where applicable.

Finally, for students demonstrating significant social, emotional, and/or behavioral needs in the school setting, our elementary schools are also equipped to offer individualized support, which may include mentoring and daily check-in/check-out interventions, functional behavior assessment (FBA) and positive behavior support plan development, and problem-focused individual counseling and/or skills development lessons. These more individualized services may be provided to students through either general education or special education programming. When provided through general education programming, such services are intended to be short-term and preventative, and progress is closely monitored by a school-based problem-solving team. For students receiving special education, services may be provided on a more long-term basis, with progress monitored in accordance with a student's individualized education program (IEP).

Elementary Mental and Behavioral Health Professionals:

ELEMENTARY
School Counselors - OJR school counselors work to enhance all students' learning experiences with a comprehensive continuum of opportunities which promote awareness, provide exploration of interests and develop areas of strength. In collaboration with our stakeholders, we will ensure students have equitable access to programs that equip them with personal, academic and career related skills. Our program will empower Owen J. Roberts students to identify and maximize their potential and enhance college and career readiness. The District's Chapter 339 K-12 School Guidance Plan outlines the continuum of supports and services provided by our school counseling team. Jen Morgan (East Coventry)..... jmorgan@ojrsd.net Christine Quinn (East Vincent)..... cquinn@ojrsd.net Gabrielle Baylor (French Creek)..... gbaylor@ojrsd.net Kelly Haines (North Coventry)..... khaines@ojrsd.net Sarah Weber (West Vincent).....sarahweber@ojrsd.net
Social Worker - School social workers operate with a clear understanding that our students must have their basic needs met in order to successfully access their education. Their work includes supporting unhoused students/families, connecting families with community resources, helping build partnerships, and supporting students/families in our English Language Development program. In addition, our school social workers also play a key role in supporting families and students with problematic attendance. Jen Marshall (East Vincent)..... jmarshall@ojrsd.net
Board Certified Behavior Analyst (BCBA) - BCBAs support students who are exhibiting behaviors that interfere with learning. OJR elementary schools share two

BCBAs, who are available to provide assistance for students in both general education and special education programs - helping teams collect and analyze relevant behavioral data to better understand why problematic behaviors occur. Following this analysis, the BCBA also helps teams devise behavior support plans with strategies to reduce problem behaviors and build up replacement behaviors.

David Herring (All District Elementary Schools)..... dherring@ojrsd.net

Registered Behavior Technician (RBT) - RBTs work under the direct supervision of the elementary BCBA to assist with the implementation of behavioral interventions. OJR's RBTs assist teams with data collection, model the steps of behavioral interventions for staff involved in implementation, and assist with troubleshooting should an intervention not effectively address behavior of concern. RBTs may also serve to support students directly by teaching coping strategies and self-regulation.

Carrie Miller (All District Elementary Schools)..... camiller@ojrsd.net

Mental Health Scholastic Coach - Our elementary mental health scholastic coaches, though only part-time employees, are key members of the school counseling team. They work closely with school guidance counselors to identify students who would benefit from additional support. They facilitate groups and work one-on-one with students to support their academic, social, and/or emotional needs.

Erin Alfano (French Creek - p/t)..... ealfano@ojrsd.net

OPEN (West Vincent - p/t).....

Laura Del-Fra (East Vincent - p/t)..... ldelfra@ojrsd.net

Don Altemus (North Coventry - p/t)..... daltemus@ojrsd.net

OPEN (East Coventry - p/t).....

School Psychologists - OJR school psychologists provide a combination of direct and consultative service at the elementary level. Direct service is provided primarily through the process of individual student evaluation - which is a process used to determine 1) whether a student is eligible for additional supports and services, and 2) what types of supports and services are likely to be most effective in addressing the student's needs. School psychologists also provide consultative support in our elementary buildings - helping teams work through problem-solving processes to address a wide range of issues, from universal programming, to targeted group supports, to individual student intervention plans.

Jen Higgs (East Coventry, East Vincent)..... jhiggs@ojrsd.net

Shanna Hill (French Creek)..... shill@ojrsd.net

Karlene Rutherford (North Coventry, East Vincent)..... krutherford@ojrsd.net

Michele Lenahan (West Vincent)..... mlenahan@ojrsd.net

Mental Health Clinicians - The elementary mental health clinicians are contracted professionals who provide direct service for students receiving special education. Specifically, students who have a disability and identified need for mental health counseling work with our MHCs either individually or in small groups to prompt growth in targeted areas of need (e.g., social skills, coping skills, etc.)

Briana Stairiker (EV, FC, NC, and WV).....

Stacy White (East Coventry)..... swhite@ojrsd.net

School Nurses – Our school nurses are frontline healthcare professionals and at times, the first school staff to identify students with symptoms of stress, anxiety, depression, and other behavioral health challenges. Our school nurses not only act as a medical resource, but can connect how students' emotions can present as somatic symptoms. The school nurse's office is a vital entry point for assisting students in obtaining appropriate school-based referrals and access to community resources.

Nicole Blasek (East Coventry).....nblasek@ojrsd.net

Amy DePaul (East Vincent)..... adepaul@ojrsd.net

Deb Weber (French Creek)..... dweber@ojrsd.net

Betsy Phy (North Coventry)..... ephy@ojrsd.net

Becky Kilfoy (West Vincent)..... rkilfoy@ojrsd.net

Middle School Programming:

Universal Programs - OJR Middle School is committed to supporting the social, emotional, and behavioral development of all students through a comprehensive, school-wide approach. This model includes a Positive Behavior Interventions and Supports (PBIS) framework that promotes shared expectations and reinforces positive conduct across the school community. In addition, we are striving to expand our use of restorative practices—strategies that help students reflect on behavior, repair relationships, and grow from challenges and conflict.

Looking ahead to the 2025-26 school year - and based on our learnings through program evaluation efforts over the past two years - the middle school will be evolving its approach to social-emotional learning. While previous efforts focused on explicit instruction in core social and emotional competencies, the new model will create more opportunities for staff and students to build community through choice and meaningful dialogue. Students will be able to participate in a flexible period one to two times per week, selecting activities that match their interests (*provided they've met their other responsibilities as members of the school community). Furthermore, we will dedicate time each week to structured, reflective discussions that help staff and students connect, share perspectives, and engage in restorative conversations.

Through this shift, we aim to create a more engaging, responsive, student-centered environment that supports both individual growth and a strong sense of belonging for all learners. To help evaluate our efforts, all 7th and 8th grade students will complete select portions of the Student Engagement Instrument (SEI; see Appendix 3) at the end of each marking period. The SEI is a research-based self-report measure of student engagement and will provide valuable student-perspective data in three key areas: Peer Support at School, Teacher-Student Relationships, and Control and Relevance of Schoolwork.

Complementing these building-wide efforts, the middle school counseling and student assistance teams also lead important prevention efforts aimed at teaching all students how and when to access different types of mental, behavioral, or health/safety support services offered by the school. For example, prevention-oriented presentation led by different members of the middle school counseling team and provided to all students at OJR MS include: Accessing the Middle School counseling office, Accessing/reporting concerns to the student assistance program (SAP), BARK reporting, Safe-2-Say reporting, and Healthy

relationships. In addition, all students complete an educational unit on mental health as part of the required 8th-grade health course.

Supplemental Programs and Supports - For students who demonstrate needs that are not likely to be addressed through universal programming alone, our middle school is also equipped to provide different forms of supplemental social, emotional, and behavioral support, which may vary in intensity depending on the presenting needs of each student.

The most common and frequently used form of supplemental support for social-emotional and behavioral concerns at the middle school is the drop-in counseling appointment. Our school counselors are available on an as needed basis to meet with and counsel students through the wide range of social-emotional challenges that they may confront during their middle school / adolescent experiences.

For students who require more sustained support and intervention, the middle school is also equipped to offer individualized support, which may include scheduled check-ins with trusted adults, structured access to a "Take-5" room during periods of acute dysregulation (or to prevent such dysregulation from occurring), short-term individual counseling, or functional behavior assessment (FBA) and positive behavior support plan development. These more individualized services may be provided to students in either general education or special education programs. When provided through general education programming, such services are intended to be short-term and preventative, and progress is closely monitored by a school-based problem-solving team. For students receiving special education, services may be provided on a more long-term basis, with progress monitored in accordance with a student's individualized education program (IEP).

Finally, with regard to mental health specifically, additional supplemental supports at the middle school are guided by the Student Assistance Program (SAP). The middle school has a designated, full-time student assistance counselor, who leads a team of trained volunteer staff members to gather information about referred students. Once information has been gathered, the team reviews student cases, communicates with families, and, where appropriate, mobilizes building and/or community resources to address student needs. District-provided student support offered through SAP may include matching a student with a staff mentor or initiating short-term individual counseling with a school-based counselor. Additional supports

facilitated through SAP, but not directly provided by the district, may include access to programs/services at school via partner organizations (e.g., BH Works Mental Health Screenings, YWCA Programming), or facilitation of family connections with community-based service providers.

Another key role of SAP at OJR MS is to provide support for students experiencing acute mental health crises and/or those who present with long-term mental health needs that necessitate interagency coordination. The SAP counselor serves as the point of contact for outside agencies and works with families, students, teachers, and other relevant service providers to support students during transitional periods.

Middle School Mental and Behavioral Health Professionals:

Middle School
School Counselors - The mission of Owen J. Roberts school counselors is to enhance all students' learning experiences with a comprehensive continuum of opportunities which promote awareness, provide exploration of interests and develop areas of strength. In collaboration with our stakeholders, we will ensure students have equitable access to programs that equip them with personal, academic and career related skills. Our program will empower Owen J. Roberts students to identify and maximize their potential and enhance college and career readiness. Our Chapter 339 K-12 School Guidance Plan outlines the continuum of supports and services provided by our school counseling team. Courtney Campbell (Middle School / P-Z) ccampbell@ojrsd.net Noah Fickler (Middle School / H-O) nfickler@ojrsd.net Stephanie Barefoot (Middle School / A-G) sbarefoot@ojrsd.net
Student Assistance Program Counselors (SAP) - The middle school has one full-time Student Assistance Counselor and one full time Program Coordinator who oversees the operation of the building's Student Assistance Program (SAP). SAP counselors support students and families in a variety of ways including connecting families with community resources, providing direct counseling services to students in school, responding to students during mental health crises, and supporting students following a crisis occurrence and/or mental health placement (e.g., coordinating with teachers and implementing transition plans to help students reacclimate to day-to-day school activities). Caroline Gatto (Middle School / Program Coordinator) cgatto@ojrsd.net Kailin Fortna (MS SAP Counselor) kfortna@ojrsd.net

Board Certified Behavior Analyst (BCBA) - BCBAs support students who are exhibiting behaviors that interfere with learning. OJR High School and Middle School share one full-time BCBA, who is available to provide assistance for students in both general education and special education programs - helping teams collect and analyze relevant behavioral data to better understand why problematic behaviors occur. Following this analysis, the BCBA also helps teams devise behavior support plans with strategies to reduce problem behaviors and build up replacement behaviors.

Jenn Abraham (Middle School / High School)..... jabraham@ojrsd.net

Registered Behavior Technician (RBT) - RBTs work under the direct supervision of the elementary BCBA to assist with the implementation of behavioral interventions. OJR's RBTs assist teams with data collection, model the steps of behavioral interventions for staff involved in implementation, and assist with troubleshooting should an intervention not effectively address behavior of concern. RBTs may also serve to support students directly by teaching coping strategies and self-regulation.

Lavonda Roberts..... lroberts@ojrsd.net

School Psychologists - OJR school psychologists provide a combination of direct and consultative service at the secondary level. Direct service is provided primarily through the process of individual student evaluation - which is a process used to determine 1) whether a student is eligible for additional supports and services, and 2) what types of supports and services are likely to be most effective in addressing the student's needs. School psychologists also provide consultative support at the secondary level - helping teams work through problem-solving processes to address a wide range of issues, from universal programming, to targeted group supports, to individual student intervention plans.

Kristin Green (Middle School / 9th Grade)..... kgreen@ojrsd.net

Mental Health Clinicians - Middle School mental health clinicians are contracted professionals who provide direct service for students receiving special education.

Specifically, students who have a disability and identified need for mental health counseling work with our MHCs either individually or in small groups to prompt growth in targeted areas of need (e.g., social skills, coping skills, etc.).

Carly Elmer (Middle School)..... celmer@ojrsd.net

Stephanie Young (Middle School)..... syoung@ojrsd.net

School Nurse – Our school nurses are frontline healthcare professionals and at times, the first school staff to identify students with symptoms of stress, anxiety, depression, and other behavioral health challenges. Our school nurses not only act as a medical resource, but can connect how students' emotions can present as somatic symptoms. The school nurse's office is a vital entry point for assisting students in obtaining appropriate school-based referrals and access to community resources.

Jane Sullivan (Middle School).....jsullivan@ojrsd.net

High School Programming:

Universal Programs – The OJR High School utilizes an approach to universal programming rooted in positive, productive relationships and the daily connection of students to opportunities with personal value. In 2025–2026, the high school enters its second year of implementing a daily flexible (flex) period - a 26-minute block of time during 4th period in which students have the autonomy to assign themselves to any adult or activity in the building. A student's flex period location can change daily. Students can use the flex period to get academic support, collaborate with peers, engage with athletic or club meetings, spend time with peers and adults that they don't typically see during the day, catch up on work, or simply disconnect and take a break in the middle of the day. On any given day, there are upward of 30 unique sessions taking place that students can opt into. The goal of this structure is to give students agency in the design of each day while providing opportunities to spend time with peers and adults with whom they feel connected. The hope is that this structure will further foster belonging, connection, and a healthy association with the school community.

In conjunction with the flex period, and in an effort to gather input directly from students regarding their unique perspectives and experiences at OJRHS, the 2025–2026 school year marks the third year of universal screening using the Student Engagement Instrument (SEI; see Appendix 3). The SEI is a research-based tool designed to measure students' self-reported levels of school engagement across multiple domains: peer support at school, teacher-student relationships, family support for learning, control and relevance of schoolwork, future goals and aspirations, and intrinsic motivation. Administered in the fall, winter, and spring, SEI data provide school leaders and faculty with valuable insight into the student perspective. At the group level, this data can be analyzed to identify ways to promote increased engagement across the student body or for specific groups/cohorts of students. With three years of implementation, longitudinal data can now be reviewed to identify trends across cohorts and to evaluate whether major initiatives are contributing to changes in student engagement. At the individual level, students reporting significantly reduced levels of engagement may also be identified as candidates for supplemental support.

As an added component of our universal program, and new for the 2025–2026 school year, this year's 9th grade cohort will be the first to participate in an eight-session seminar designed to support their transition into high school and

establish a foundation for long-term success. The seminar introduces students to the OJRHS community, available resources, and opportunities for involvement, while explicitly teaching skills in executive functioning, social-emotional learning, and healthy study habits. Organized into three modules—navigating high school, navigating learning, and navigating social and emotional well-being—the program provides consistent opportunities for students to build connections, strengthen organizational and interpersonal skills, and develop strategies for managing stress and practicing self-care. By engaging every 9th grader in this proactive experience during their first year, the high school ensures that all students begin their journey with the tools, relationships, and strategies necessary to support both academic achievement and personal well-being.

All OJR HS students also receive support with college and career readiness planning throughout their high school career. Examples of career readiness activities include: building a post-secondary resume, self-assessment (e.g., Career Interest Profiler and Strengths Explorer), individual and small-group planning meetings, the Wildcat Futures Program, the College Fair, and the Reality Fair. Additional information can also be found in our Owen J. Roberts Chapter 339 Comprehensive Guidance Plan.

Finally, from a prevention perspective, the high school counseling, student assistance, and health education teams also offer a range of educational experiences aimed at developing a well-informed, resilient, and conscientious student body - equipping students with the skills to help themselves and/or their peers in times of need. Examples of mental health education programs and experiences offered at the high school level include: Accessing/Reporting Concerns to the Student Assistance Program (SAP - all students), Healthy Habits Focus Areas (9th grade), Teen Mental Health First Aid (Health Classes), and Healthy Relationships Presentation (Health Classes).

Supplemental Programs and Supports - For students who demonstrate needs that are not likely to be addressed through universal programming alone, our high school is also equipped to provide different forms of supplemental social, emotional, and behavioral support.

The most common and frequently used form of supplemental support for social-emotional and behavioral concerns at the high school is the drop-in counseling appointment. Our school counselors are available on an as needed basis to meet with and counsel students through the wide range of social-emotional challenges that they may confront during their high school / adolescent experiences.

For students who require more sustained support and intervention, the high school is also equipped to offer individualized support under certain circumstances, which may include scheduled check-ins with trusted adults, enrollment in a "structured study hall" for support with work management, short-term group or individual scholastic coaching and/or counseling, or even functional behavior assessment (FBA) and positive behavior support plan development. These more individualized services may be provided to students in either general education or special education programs. When provided through general education programming, such services are intended to be short-term and preventative, and progress is closely monitored by a school-based problem-solving team. For students receiving special education, services may be provided on a more long-term basis, with progress monitored in accordance with a student's individualized education program (IEP).

Finally, with regard to mental health specifically, additional supplemental supports at the high school are guided by the Student Assistance Program (SAP). The high school has a designated, full-time student assistance counselor, who leads a team of trained staff members to gather information about referred students. Once information has been gathered, the team reviews student cases, communicates with families, and, where appropriate, mobilizes building and/or community resources to address student needs. District provided student supports may include matching a student with a staff mentor or initiating short-term individual counseling with a school-based counselor. Additional supports facilitated through SAP, but not directly provided by the district, may include access to programs/services at school via partner organizations (e.g., BH Works Mental Health Screenings), or facilitation of family connections with community-based service providers.

Another key role of SAP at OJR HS is to provide support for students experiencing acute mental health crises and/or those who present with long-term mental health needs that necessitate inter-agency coordination. The SAP counselor serves as a primary point of contact for outside agencies and works with families, students, teachers, and other relevant service providers to support students during transitional periods.

In addition to the many services provided by the SAP office in response to immediate student need, SAP counselors offer different proactive student groups throughout the year. These groups bring students with similar needs and experiences together, provide a space for students to discuss those commonalities, and develop strategies to help students manage any challenges that they may face.

High School Mental and Behavioral Health Professionals:

High School
School Counselors - The mission of Owen J. Roberts school counselors is to enhance all students' learning experiences with a comprehensive continuum of opportunities which promote awareness, provide exploration of interests and develop areas of strength. In collaboration with our stakeholders, we will ensure students have equitable access to programs that equip them with personal, academic and career related skills. Our program will empower Owen J. Roberts students to identify and maximize their potential and enhance college and career readiness. Our Chapter 339 K-12 School Guidance Plan outlines our continuum of supports and services provided by our school counseling team. Meghan Nuding (High School / A-Co)..... mnuding@ojrsd.net Brittany Williams (High School / Cp-Gr)..... bwilliams@ojrsd.net Kelly Karas (High School / Gs-Ku)..... kkaras@ojrsd.net Vasilis Phyrillas (High School / Kv-Mo).....vphyrillas@ojrsd.net Jen Arnst (High School / Mp-Pa & All TCH)..... jarnst@ojrsd.net Michael Pagano (High School / Pb-Si)..... mpagano@ojrsd.net Jennifer Gadaleta (High School / Sj-Z)..... jgadaleta@ojrsd.net
Student Assistance Counselor (SAP)- The high school has one full-time Student Assistance Program Coordinator who oversees the operation of the building's Student Assistance Program (SAP). The high school also has two additional full-time contracted SAP counselors providing direct counseling support for students in need. SAP counselors support students and families in a variety of ways including connecting families with community resources, providing direct counseling services to students in school, responding to students during mental health crises, and supporting students following a crisis occurrence and/or mental

health placement (e.g., coordinating with teachers and implementing transition plans to help students reacclimate to day-to-day school activities).

Victoria Morgan (High School / Program Coordinator)..... vmorgan@ojrsd.net

Amanda Heffron (High School Counselor)..... aheffron@ojrsd.net

Ashley Clark (High School SAP Counselor) ..... aclark@ojrsd.net

Social Worker - School social workers operate with a clear understanding that our students must have their basic needs met in order to successfully access their education. Their work includes supporting unhoused students/families, connecting families with community resources, helping build partnerships, and supporting students/families in our English Language Development program. In addition, our school social workers also play a key role in supporting families and students with problematic attendance.

Julie Gonzalez (High School + MS consultation) ..... jgonzalez@ojrsd.net

Scholastic Coach (Executive Functioning) - Scholastic coaches are part-time staff members, but also key contributors to the high school counseling department. The high school designates one scholastic coach to work with students (one-on-one or in small groups) to support their development of key executive functioning skills so that they can manage their day-to-day academic responsibilities more effectively (and with less accumulated stress).

Hannah Fredrick (High School - p/t)..... hfredrick@ojrsd.net

OPEN (High School - p/t).....

Board Certified Behavior Analyst (BCBA) - BCBAs support students who are exhibiting behaviors that interfere with learning. OJR High School and Middle School share one full-time BCBA, who is available to provide assistance for students in both general education and special education programs - helping teams collect and analyze relevant behavioral data to better understand why problematic behaviors occur. Following this analysis, the BCBA also helps teams

devise behavior support plans with strategies to reduce problem behaviors and build up replacement behaviors.

Jenn Abraham (Middle School / High School)..... jabraham@ojrsd.net

School Psychologists - OJR school psychologists provide a combination of direct and consultative service at the secondary level. Direct service is provided primarily through the process of individual student evaluation - which is a process used to determine 1) whether a student is eligible for additional supports and services, and 2) what types of supports and services are likely to be most effective in addressing the student's needs. School psychologists also provide consultative support at the secondary level - helping teams work through problem-solving processes to address a wide range of issues, from universal programming, to targeted group supports, to individual student intervention plans.

Kristin Green (Middle School / 9th Grade)..... kgreen@ojrsd.net

Dan O'Brien (High School)..... dobrien@ojrsd.net

Mental Health Clinicians - High School mental health clinicians are contracted professionals who provide direct service for students receiving special education. Specifically, students who have a disability and identified need for mental health counseling work with our MHCs either individually or in small groups to prompt growth in targeted areas of need (e.g., social skills, coping skills, etc.)

Kate Mancino ..... kmancino@ojrsd.net

Keith Truver..... ktruver@ojrsd.net

School Nurse – Our school nurses are frontline healthcare professionals and at times, the first school staff to identify students with symptoms of stress, anxiety, depression, and other behavioral health challenges. Our school nurses not only act as a medical resource, but can connect how students' emotions can present as somatic symptoms. The school nurse's office is a vital entry point for assisting students in obtaining appropriate school-based referrals and access to community resources.

Lisa Bailey (High School)..... lbailey@ojrsd.net

OJR CRISIS RESPONSE PROTOCOLS

The Owen J. Roberts School District utilizes standard crisis response protocols whenever a student is identified as being a potential threat to themselves and/or others.

Suicide Risk and Response - The district's response protocol for suicidal risk is modeled off of the work of Dr. Terri Erbacher and colleagues (Suicide in Schools: A Practitioner's Guide to Multi-Level Prevention, Assessment, Intervention, and Postvention, 2015). In abbreviated form, this protocol requires the following action steps.

1.) **Immediate Response (completed by staff member who identifies concern)**
   a.) Supervise student at all times to ensure safety
   b.) In the event that someone is in immediate danger, call 911
   c.) Notify building administrator and School or SAP counselor

2.) **Risk Screening (completed by trained school personnel)**
   a.) Complete Youth Suicide Risk Screening Form
   b.) Determine whether a full Suicide Risk Assessment is required
   c.) If Screening indicates that Suicide Risk Assessment is **not** required:
      i.) Consult with SAP or School Counselor
      ii.) Contact parent/guardian to inform of screening and collaborate to develop a plan that meets the student's presenting needs.
   d.) If Screening indicates that full Suicide Risk Assessment is required, proceed with step 3.

3.) **Risk Assessment (completed by 2-person teams of trained personnel)**
   a.) Complete Youth Suicide Risk Assessment (YSRA)
   b.) Determine Level of Risk: Low, Moderate, or High (as defined on YSRA)
   c.) Discuss recommendations with School/SAP counselor and building administrator
   d.) Notify parent/guardian and proceed with recommendation(s)

4.) **Post Risk Assessment Action Steps (managed by counseling / SAP staff)**
   a.) Student is found to be at Low Risk:
      i.) Counselor coordinates efforts to ensure safety with parent/guardian

ii.) Counselor assists family to connect with community resources

b.) Student is found to be at Moderate Risk:
   i.) Counselor completes each of the above steps
   ii.) Counselor and student complete Safety Plan Form
   iii.) Counselor refers student to SAP program (Secondary)

c.) Student is found to be at High Risk:
   i.) Counselor completes each of the above steps
   ii.) Counselor completes and forwards Valley Creek Crisis referral directly to VCC (if referring)
   iii.) Counselor provides clinical information to Crisis Center and/or Hospital

5.) <u>Re-Entry Planning</u> (for students returning to school following a period of temporary withdrawal due to acute mental health crisis)

a.) Convene a team meeting to develop a supportive plan prior to the student's return
b.) Develop/Update Safety Plan with student and parent
c.) Transition plan established for student with daily check-ins for 5-10 school days depending on severity
d.) Continue to keep Team informed of student's needs

School Threat Assessment - The school threat assessment response protocol is enacted to ensure the safety of all members of the Owen J. Roberts community following observation of a violent threat (i.e., an expression of intent to harm someone). In abbreviated form this protocol requires the following action steps:

1.) **Reporting (completed by staff member who observes the threat):**
   a.) Any threat reported to or observed by a staff member is immediately sent to Administration to initiate appropriate responsive action.

2.) **Screening (completed by administrator)**
   a.) Administrator or School/SAP Counselor completes Violent Risk Threat Screening tool
   b.) Administrator communicates screening results to the OJR Chief of Security and Safety-WE don't do this for a screening
   c.) School Threat Assessment Team (Administrator, School/SAP Counselor, and OJR Chief of Security and Safety) makes initial determination of threat severity (Transient, Substantive, or Very Serious/Substantive)
   d.) Screening Response Options:
      i.) Transient threat - Notify parents/guardians and add services as needed
      ii.) Substantive (Serious or Very Serious) threat - Alert Violent Risk Threat Assessment Team to begin the process of a full Violent Risk Threat Assessment (VRTA)

3.) **Violent Risk Threat Assessment (completed by VRTA Teams)**
   a.) VRTA team members with knowledge of the student complete the Violent Threat Assessment (e.g., school/SAP counselor, school psych).
   b.) Mental health professionals not involved in the assessment conduct a review of the student's educational records
   c.) Administration engages with parents to check on their knowledge of the threat and any other concerns or stressors

4.) **Post Violent Risk Threat Assessment Response (completed by VRTA Teams)**
   e.) Take precautionary measures
   f.) Inform intended victims and parents
   g.) Look for ways to resolve conflict
   h.) Discipline student when appropriate
   i.) Implement and monitor safety plan (only if serious substantive threat)

Staff Training and Policy Adherence - Per district policy, school administrators and counseling/psychology staff participate in yearly training to learn and/or review the district's crisis response protocols. Trainings cover the following topics:

1.) Responsibilities of threat assessment team members
2.) Process of identifying, reporting, assessing, responding to and intervening with threats.
3.) Identifying and avoiding racial, cultural or disability bias
4.) Confidentiality requirements under state and federal laws and regulations, and Board policies
5.) Student Assistance Program process
6.) Youth suicide awareness, prevention and response
7.) Safe2Say Something procedures
8.) Multi-tiered systems of support (MTSS)

COMMUNITY-BASED SERVICE PROVIDERS / PARTNER AGENCIES

Parents/guardians seeking more information or assistance accessing available services are encouraged to contact their child's SAP counselor, school counselor, school social worker, or IEP case manager.

Behavioral Health Services in Chester County:

Agency	Service(s) Description
Child Guidance Resource Center CGRC 484-454-8700	-Applied behavior analysis (ABA) for children with developmental delays -Support for autism spectrum disorders (ASD) -Family therapy and coaching -Wraparound, Behavioral Health, and Counseling **Accepts Medical Assistance only*
Holcomb Behavioral Therapists - Exton Holcomb 610-363-1488	-Supports for individuals with mental health, substance abuse, intellectual and developmental disabilities, and co-occurring disorders **Accepts Medical Assistance primarily, but some counselors accept major insurance*
Human Services - Downingtown Human Services 610-873-1010	-Individual, family and group therapy -Dialectical behavior therapy -Mobile mental health treatment **Accepts Medical Assistance*
Creative Health Services CreativeHS 610-327-1503	-Outpatient therapy -Children's partial program -Wraparound program -Adolescent drug and alcohol prevention program **Accepts Medical Assistance only*

Malvern Community Health Services MalvernCHS 610-970-5000	-Children's wraparound services -Behavioral health services -Counseling -Psychiatric treatment. **Accepts Medical Assistance*
Devereux Children's Behavioral Health Services (CBHS) Devereux (610) 933-8110	-Individual and family counseling -Children's partial program -Wrap-Around Services **Accepts Medical Assistance*
Child and Family Focus Child and Family Focus 484-392-7767	-Outpatient therapy -Wraparound program -Family advocate -Service and youth outreach -On My Way program for young people with Schizophrenia or Bipolar with psychotic features **Accepts Medical Assistance*
Penn Psychiatric Center PPCMH 610-917-2200	-Services addressing a wide array of serious mental health concerns. **Accepts all major insurances and Medical Assistance*
Department of Children, Youth and Families Chester County CYF 610-344-5800	-Protective services -Life skills education -Intensive brief services, -Family treatment services -Reunification services -Child and adolescent services team
Crime Victims CVCofCC 610-692-7420	-Victim advocate program -Harassment programs in schools

Social Service Community Partnerships and Resources:

Agency	Service(s) Description
Community Health and Dental Care CH-DC 610-326-9460	-Medical services -Dental services -Vision services -Mental Health services
YWCA - Tri-County Area YWCA 610-323-1888	-Early education -Adult education -Lifespan recreational programs; Volunteer opportunities -Advocacy programming for women and racial and social justice issues
Crime Victims Center of Chester County CVCofCC 610-692-7420	-Preventative Programming for Youth -Legal Assistance -Housing Assistance
Family Services of Chester County FamilyService 610-696-4900	-Counseling services -Strengthening Family program -Financial stability center -Supportive Housing Program
Chester County Maternal and Child Health Consortium CCMCHC (610) 344-5370	-Healthy Start Program -Empowering Families Program -Fatherhood Program -Support with application for Medical Assistance -Bilingual assistance available

Crisis Response Resources:

Agency	Service(s) Description
Valley Creek Crisis Center Valley Creek Crisis 610-280-3270	-Telephone crisis counseling -Walk-in crisis service -Mobile crisis outreach -Operates a warm-line staffed by Certified Peer specialists
988 Suicide and Crisis Lifeline 988lifeline.org #988	-Confidential support for people in distress -Prevention and crisis resources
Chester County Teen Talk Line 855-852-TEEN	-Connects young people (ages 12-18) with trained call-takers -Call Center: live from 3-7pm -Works with Valley Creek Crisis Intervention Center to refer to mobile crisis for high-risk youth
Child Line 1-800-932-0313	-Report suspected child abuse

APPENDIX 1: K-6 Developmental Guidance Lessons Scope and Sequence

	Self-Awareness	Self-Management			Social Awareness		Relationship Skills		Responsible Decision
	SEPTEMBER IDENTIFYING EMOTIONS	**OCTOBER** GROWTH MINDSET/ GOAL SETTING	**NOVEMBER** RESPONSIBILITY	**DECEMBER** COPING SKILLS	**JANUARY** FRIENDSHIP/ EMPATHY	**FEBRUARY** DIVERSITY AND TOLERANCE	**MARCH** PROBLEM SOLVING/ CONFLICT RESOLUTION	**APRIL** LEADERSHIP/ GRIT	**MAY** CONNECTION/ SELF-ESTEEM
K	Pout Pout Fish Feelings Awareness Lesson	Flight School Goal Setting Lesson	Lacey Walker, Nonstop Talker Impulse Control Lesson	Bear Feels Scared Worry and Coping Lesson	Oh Bother, Someone Won't Share Friends Lesson	The Spiffiest Giant Including Others Lesson	The Bad Seed Problem Solving Lesson	Mindfulness Activities: Rainbow Relaxation	The Last Day of School Year Growth Lesson
1	The Color Monster Feeling Exploration Lesson	The Smart Cookie Perseverance Lesson	A Bad Case of Tattle Tongue Tattling or Telling Lesson	The Good Egg Self-Expectation Lesson	Wilma Jean the Recess Queen Learning About Others Lesson	The Big Umbrella Finding Commonalities Lesson	Are We Still Friends? Perspectives and Fairness Lesson	Mindfulness Activities: Mental Health Superpowers	I Like Myself Self Confidence Lesson
2	The Way I Feel Emotion Spinner Lesson	The Most Magnificent Thing Growth Mindset Lesson	No, David Responsible Behavior Lesson	The Very Hungry Worry Monster Worry Monster Lesson	Big Friends Friendship Lesson	The Sandwich Swap Knowing Self and Others Lesson	The Story of Fish & Snail Apologizing Lesson	Mindfulness Activities: Balloon Man	Wonder Self-Identity Lesson
3	When Miles Gets Mad Emotion Lesson and Guessing Game	The Girl Who Never Made Mistakes Mistakes are Positive Lesson	I Can't Find my Watchamacalit Personal Responsibility Lesson	Soda Pop Head Strong Feelings and Breathing Lesson	The Invisible Boy Friendship and Inclusion Lesson	Spaghetti in a Hot Dog Bun Treating Others with Kindness Lesson	Be Kind Sticky's for Kindness Lesson	Mindfulness Activities: Strengthen Your Focus	Ricky, the Rock that Couldn't Roll Grit Lesson
4	Ravi's Roar My Cope Cake Lesson	After the Fall Grit and Growth Mindset Paper Plane Lesson	I Did It, I'm Sorry Accountability Lesson	Wilma Jean the Worry Machine Calm Down Card and Coping Lesson	The Cool Bean Fitting In Lesson	Hello My Name is Octicorn Identity Lesson	The Honest-to-Goodness Truth Conflict Resolution Lesson	Mindfulness Activities: Grounding Gratitude Lesson	Brave Every Day Yoga and Calm Down Lesson
5	The Day You Begin Blob Tree/Feeling Identification Lesson	Bubble Gum Brain Growth Mindset Escape Room Lesson	Superheroes are Everywhere Superheroes in Our Lives Lessons	Ruby Finds a Worry Coping Strategies Exploration and Identification Lesson	Enemy Pie Friendship Lesson	Red A Crayon Family Shield and Culture Lesson	Tease Monster Peace Talk and Conflict Resolution Lesson	Mindfulness Activities: Body Scan Gratitude Lesson	Humble Pie Self Esteem Lesson
6	Carmela Full of Wishes Knowing Self Lesson	When Grandma Gives You a Lemon Tree Change Your Playlist Lesson	But It's Not my Fault Taking Ownership Lesson	Too Perfect Clay & Rock Problems and Coping Strategies Lesson	Sorry! Friendship and Peer Pressure Lesson	The Name Jar Stereotypes Lesson	Trouble Talk Relational Aggression Lesson	Mindfulness Activities: Heartbeat for Mindfulness Gratitude Lesson	Scribble Stones Finding our Purpose Lesson

APPENDIX 2: Social and Emotional Competency Assessment

Social and Emotional Competency Short-Form Assessment

Directions: *Please tell us how easy or difficult each of the following are for you.* Response Options: *1 = Very Difficult; 2 = Difficult; 3 = Easy; 4 = Very Easy*

Self-Awareness: Self-Concept

1. Knowing what my strengths are.

Self-Awareness: Emotion Knowledge

2. Knowing when my feelings are making it hard for me to focus.
3. Knowing the emotions I feel.
4. Knowing ways I calm myself down.

Social Awareness

5. Learning from people with different opinions than me.
6. Knowing what people may be feeling by the look on their face.
7. Knowing when someone needs help.

Self-Management: Emotion Regulation

8. Getting through something even when I feel frustrated.
9. Being patient even when I am really excited.

Self-Management: Goal Management

10. Finishing tasks even if they are hard for me.
11. Setting goals for myself.

Self-Management: School Work

12. Doing my schoolwork even when I do not feel like it.
13. Being prepared for tests.

Relationship Skills

14. Respecting a classmate's opinions during a disagreement.
15. Getting along with my classmates.

Responsible Decision-Making

16. Thinking about what might happen before making a decision.
17. Knowing what is right or wrong.

Additional Question: "*Is there an adult at my school whom I can trust to help me if needed?*"

**Instrument developed by Washoe County School District in partnership with the Collaborative for Academic, Social, and Emotional Learning (CASEL) and accessed via https://measuringsel.casel.org/access-assessment-guide/*

APPENDIX 3: Student Engagement Instrument

Student Engagement Instrument

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ✓ ✗ ◒ ◔

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. My family/guardian(s) are there for me when I need them.	①	②	③	④	⑤
2. After finishing my schoolwork I check it over to see if it's correct.	①	②	③	④	⑤
3. My teachers are there for me when I need them.	①	②	③	④	⑤
4. Other students here like me the way I am.	①	②	③	④	⑤
5. Adults at my school listen to the students.	①	②	③	④	⑤
6. Other students at school care about me.	①	②	③	④	⑤
7. Students at my school are there for me when I need them.	①	②	③	④	⑤
8. My education will create many future opportunities for me.	①	②	③	④	⑤
9. Most of what is important to know you learn in school.	①	②	③	④	⑤
10. The school rules are fair.	①	②	③	④	⑤
11. Going to school after high school is important.	①	②	③	④	⑤
12. When something good happens at school, my family/guardian(s) want to know about it.	①	②	③	④	⑤
13. Most teachers at my school are interested in me as a person, not just as a student.	①	②	③	④	⑤
14. Students here respect what I have to say.	①	②	③	④	⑤
15. When I do schoolwork I check to see whether I understand what I'm doing.	①	②	③	④	⑤
16. Overall, my teachers are open and honest with me.	①	②	③	④	⑤
17. I plan to continue my education following high school.	①	②	③	④	⑤
18. I'll learn, but only if the teacher gives me a reward.	①	②	③	④	⑤
19. School is important for achieving my future goals.	①	②	③	④	⑤
20. When I have problems at school my family/guardian(s) are willing to help me.	①	②	③	④	⑤

Please Turn Over ☞

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
21. Overall, adults at my school treat students fairly.	①	②	③	④	⑤
22. I enjoy talking to the teachers here.	①	②	③	④	⑤
23. I enjoy talking to the students here.	①	②	③	④	⑤
24. I have some friends at school.	①	②	③	④	⑤
25. When I do well in school it's because I work hard.	①	②	③	④	⑤
26. The tests in my classes do a good job of measuring what I'm able to do.	①	②	③	④	⑤
27. I feel safe at school.	①	②	③	④	⑤
28. I feel like I have a say about what happens to me at school.	①	②	③	④	⑤
29. My family/guardian(s) want me to keep trying when things are tough at school.	①	②	③	④	⑤
30. I am hopeful about my future.	①	②	③	④	⑤
31. At my school, teachers care about students.	①	②	③	④	⑤
32. I'll learn, but only if my family/guardian(s) give me a reward.	①	②	③	④	⑤
33. Learning is fun because I get better at something.	①	②	③	④	⑤
34. What I'm learning in my classes will be important in my future.	①	②	③	④	⑤
35. The grades in my classes do a good job of measuring what I'm able to do.	①	②	③	④	⑤

Additional Question: "*Is there an adult at my school whom I can trust to help me if needed?*"

**For more information on the Student Engagement Instrument (SEI), including details about the assessment's development, reporting characteristics, and associated intervention programs please visit https://checkandconnect.umn.edu/sei/default.html*

APPENDIX 4: End-of-Year Student Assistance Statistics

Category	2023	2024	2025
Referrals to SAP (Middle School)	210	177	205
Referrals to SAP (High School)	66	70	87
Drug & Alcohol Screening (Policy Violations)	17	26	18
Mental Health Screening	7	7	13
Referrals to Valley Creek/ER	35	27	33
Inpatient Hospitalization	22	13	14
PHP/IOP Participation	61	53	32
Suicide Assessments (Repeated)	14	14	30
Suicide Attempts	8	5	6
Residential Mental Health Treatment	—	5	8

APPENDIX 5: Sample Crisis Event Detailed Procedures

1. Make a SAP referral for the student and begin the process of data collection from teachers (Parents are aware at this point and are part of the continued support process).
2. Begin the student out-of-placement checklist process
3. Notify the secretary (attendance), teachers, counselors, and administrators about student crisis
4. Communicate with the social worker at the inpatient program
5. Coordinate with family step down level Partial Hospitalization Program (PHP)
6. Make a clinical referral to PHP/authorize insurance
7. Assist in making the appointment for PHP and help with agency and family for transportation
8. Update placement tracker, attendance, teachers, school counselors, and student services providers about the new placement
9. Remind teachers to add work to the virtual binder, monitor teacher input, and student work completion
10. Schedule discharge meeting with the agency, parent, school, and student service providers
11. Participate in the discharge planning meeting
12. Complete the transition meeting document
13. Update team members about transition days, stressors, and coping strategies
14. Set up a re-entry meeting and invite all team members
15. Lead a re-entry meeting and explain transition monitoring with the student
16. Check-in and out with student
17. Based on monitoring form feedback from students, contact PHP placement and parents
18. Review student grades
19. Review grades with the school counselor and determine where a medical grade is necessary.
20. Coordinate with attendance to ensure all of the absences are coded correctly
21. Meet with the student upon return to school and create a safety plan
22. Have copies of the plan go home to parents for signature
23. Update staff on the safety plan

24. Provide individual counseling upon request when the student uses the "anytime pass" due to extreme distress
25. At the end of the transition period, reconvene with the team to determine the next steps
26. In the event the transition period does not go well for the student, and depending on the number of placements for the student, request guidance to start Child Study Team (CST) process
27. Attend CST meeting
28. Consult with the school psychologist if applicable
29. Attend the initial IEP meeting if applicable