

STUDENT SERVICES



OXFORD
SCHOOL DISTRICT

Why are Student Services Important

The mental health of today's young people is reaching **crisis levels**.

A recent CDC survey **discovered** that 37% of U.S. high school students reported regular mental health struggles during the COVID-19 pandemic. According to The Trevor Project, 45% of LGBTQ youth **seriously considered attempting suicide** in the past year.

The American Academy of Pediatrics, the Children's Hospital Association and the American Academy of Child and Adolescent Psychiatry **recently declared** this crisis a national emergency.

As the mental health conversation has evolved, schools have become at the forefront of mental health initiatives. 30% of all students who receive mental health services find that support in schools — making our education system **the most accessed mental health delivery system** by children and adolescents.





The Issues Students Are Facing

In our new study from [Springtide Research Institute](#) that surveyed over 3,000 students and interviewed 80 more, students said their schools often provide “performative,” “inconsistent” and “reactive” mental health interventions — like providing support dogs during finals week — ***but fail to sustain a mental-health friendly culture at school that supports students consistently.***

What are Student Services and How are We Attempting to ~~Battle~~ Some of These Concerns:

- x MTSS (behavioral and academic)
- x SEL (Tier 1, 2 and 3)
- x Trauma-Informed Mental Health
- x Clinical Psychologist Intern
- x Oxford Wellness Sit and Learn Collabs with Behavioral Coaches
- x Restorative Consequences/Discipline
- x Subgroups (SPED, Gifted, Section 504)





What Can We Do?

We must expand the conversation from the individual — that is, moving away from asking what one person can be doing differently to improve their own mental health — and begin to address the issue as a collective concern: What can organizations, groups and schools specifically do to better support the mental health of their young people?

“School connectedness is a key to addressing youth adversities at all times – especially during times of severe disruptions,”. “Students need our support now more than ever, whether by making sure that their schools are inclusive and safe or by providing opportunities to engage in their communities and be mentored by supportive adults.”

School Culture Matters!



MTSS

Tiered Framework for Support

The OSD has adopted an MTSS framework that is preventive, instructional, and responsive to the strengths, needs, and values of its students, families, and community. It provides schools with a data informed decision making process which can guide the purposeful integration of proactive and responsive supports. The multi-tiered framework provides the structure through which academic and behavioral support is provided within the school environment for all students.



TIER 3

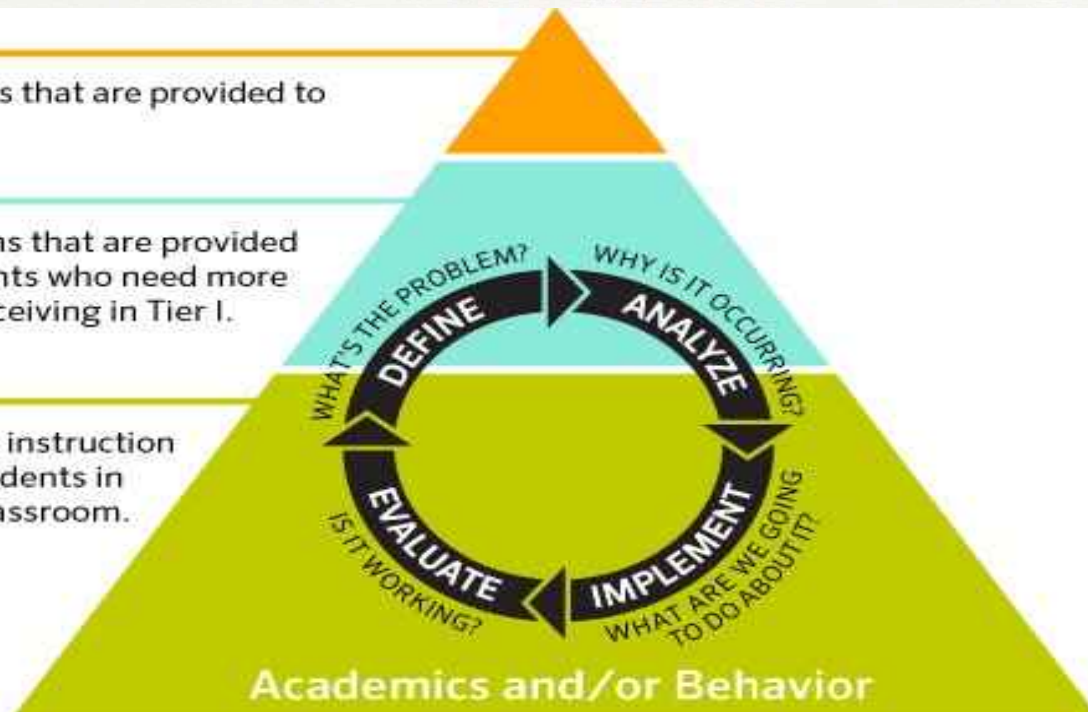
refers to the interventions that are provided to individual students.

TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier 1.

TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



SEL is also approached using this tiered system of supports. Social-emotional skills are developed through practices and strategies during Tier 1 instruction and Tier II and Tier III levels of support address individual student needs. The tiered framework of support is ideal for increasing equity in student outcomes.



STUDENT BEHAVIOR CATEGORIES

The following behavior categories are designed to recognize the impact student behavior has on the school environment and on learning. They encourage awareness of students' social-emotional development and emphasize the importance of helping students achieve academically and develop SEL (Social-Emotional Learning) competencies. **(SECOND STEP will support you in this).**

Behaviors that Impede Academic Progress

These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.

Behaviors Related to School Operations

These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.



Relationship Behaviors

These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.

Behaviors that Present a Safety Concern

These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.

Behaviors that Endanger Self or Others

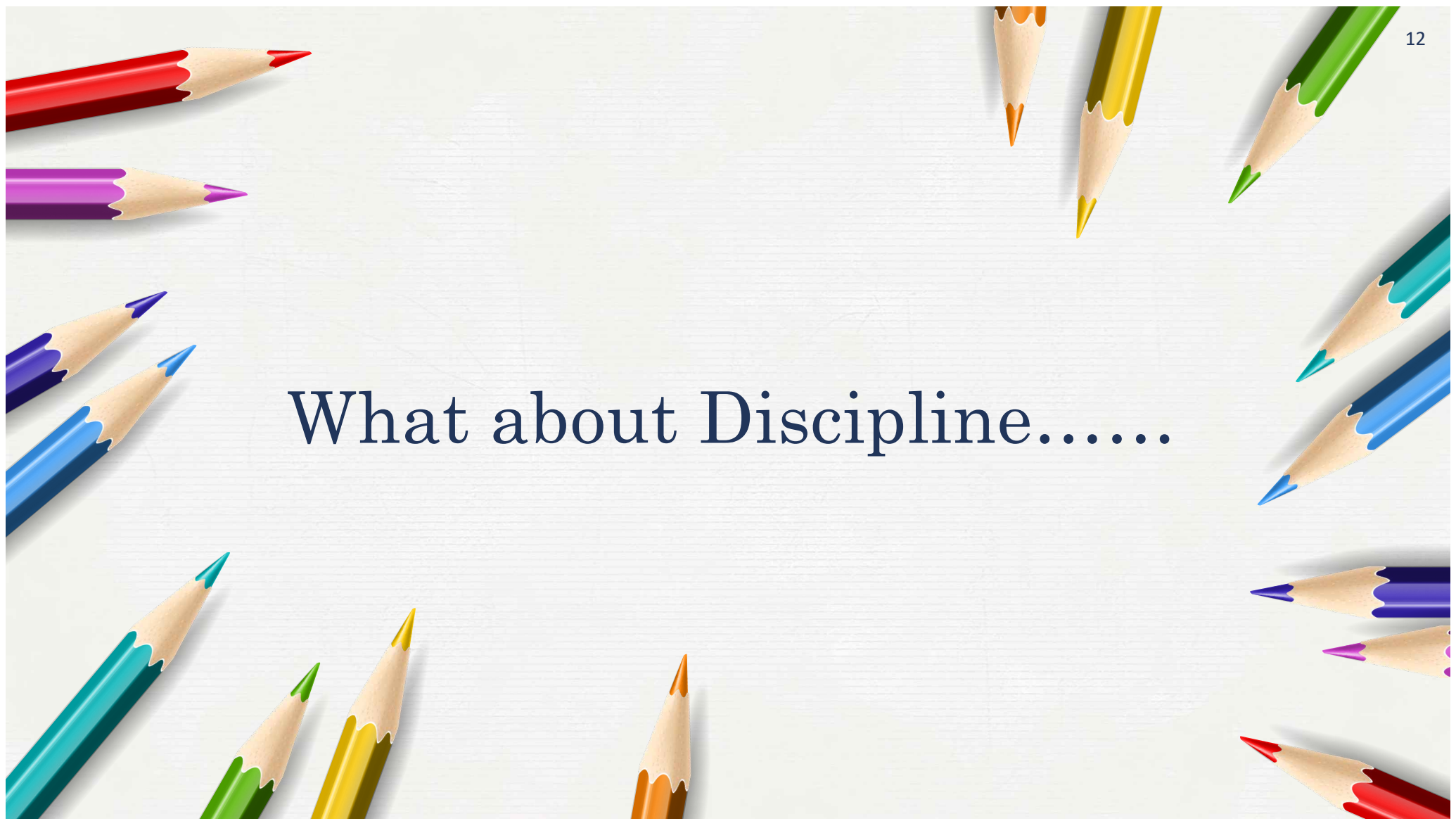
These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

Persistently Dangerous Behaviors

These behaviors contribute to schools deemed as persistently dangerous.



What about Discipline.....



Restorative Practices

The use of restorative practices as a response to behavior provides an opportunity for a student to learn from an experience in an effort to improve. Restorative practices focus on what happened, who was affected and how things can be made right. The student has an opportunity to understand the impact of his or her actions on others and repair the harm that was done and/or repair any relationships that may have been damaged by his or her behavior.



Restorative Consequences

Simplistic/Consistent

Discipline

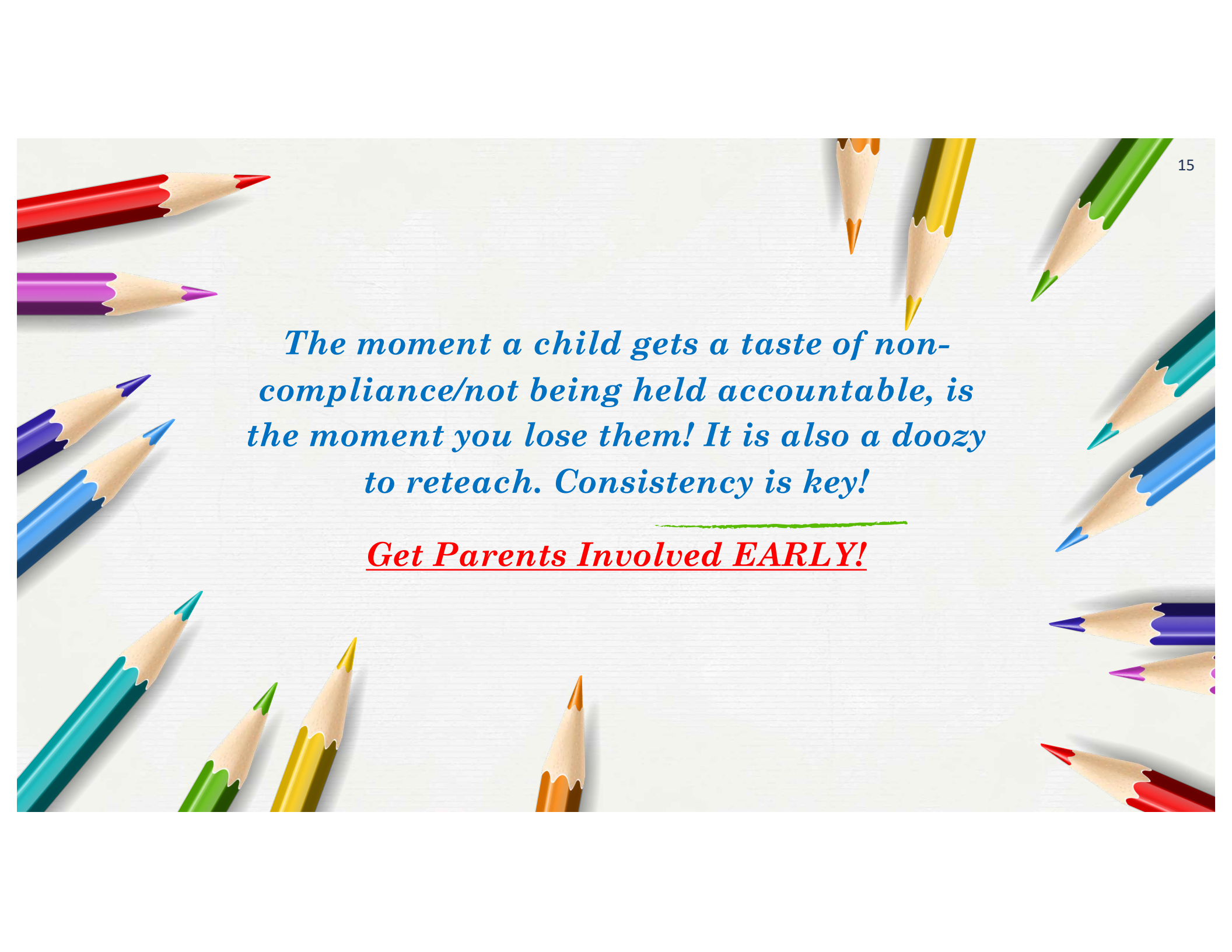
Learning
Opportunities

So students
understand what
and why

Alternative
Programming

If there is a need
for a smaller
atmosphere





The moment a child gets a taste of non-compliance/not being held accountable, is the moment you lose them! It is also a doozy to reteach. Consistency is key!

Get Parents Involved EARLY!

Trauma-Informed and Mental Health

- x Being trauma-informed in schools means **being informed about and sensitive to trauma, and**
- x **providing a safe, stable, and understanding environment for students and staff.**
- x It **DOES NOT** mean not having consequences.....





RESTORATIVE PRACTICES

Give students
voice

Create
accountability

Repair harm

Build
relationships
and trust

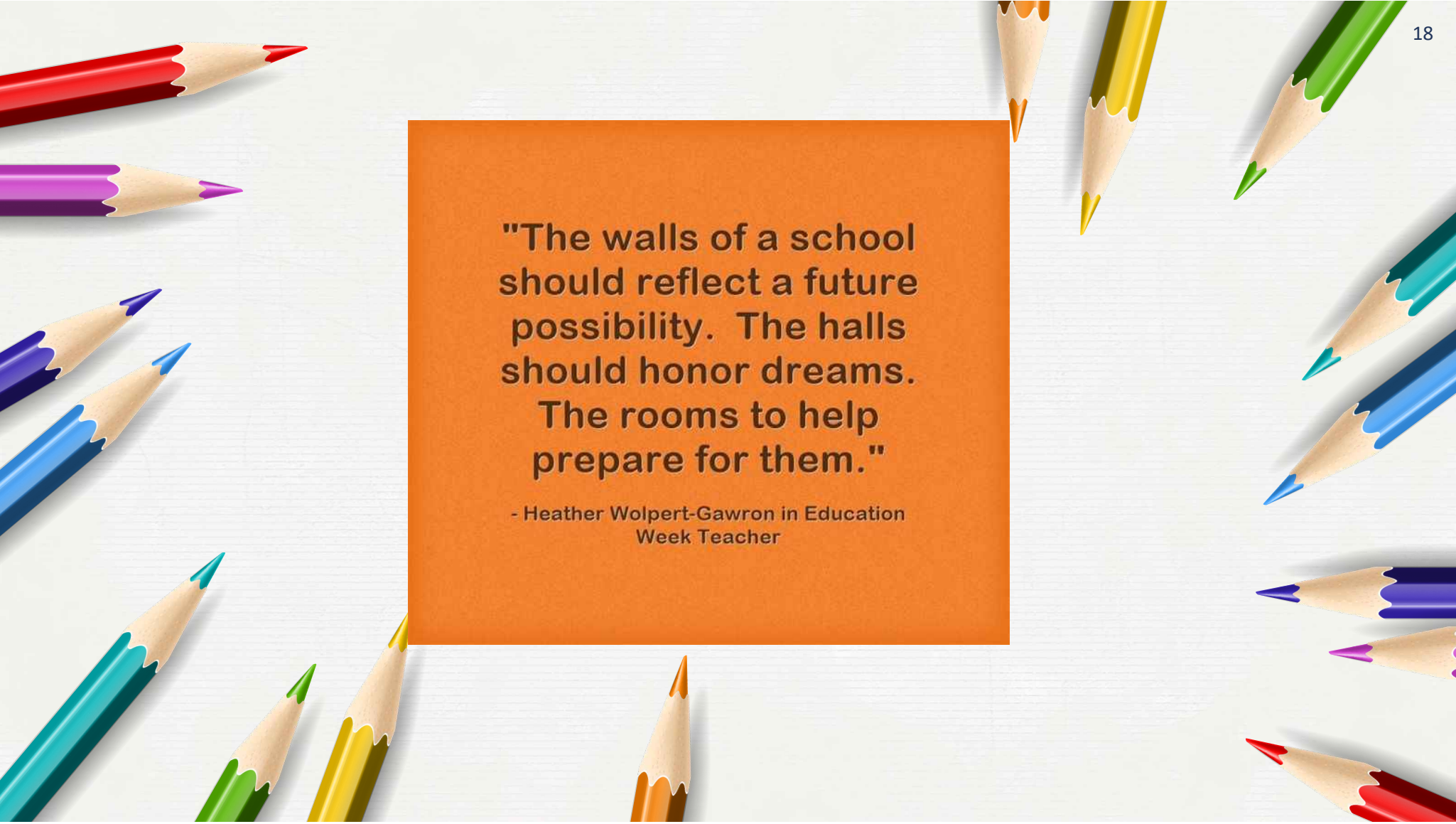
Teach conflict
resolution
skills

Allow
students to
see impact of
actions

The use of restorative practices helps to improve school climate, increase school safety, decrease suspensions and decrease disproportionality in discipline.

**"The walls of a school
should reflect a future
possibility. The halls
should honor dreams.
The rooms to help
prepare for them."**

**- Heather Wolpert-Gawron in Education
Week Teacher**



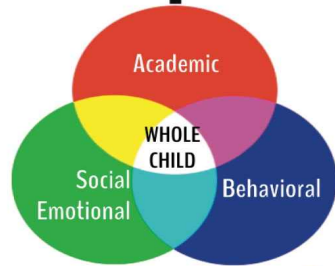
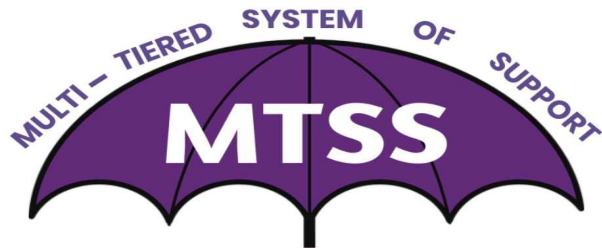


Student Services are Here
to Support You!



OXFORD SCHOOL DISTRICT

Behavior Coaches



ALL MEANS ALL



LaToya McClay
Bramlett Elementary

- Licensed Therapist
- Play Therapy



Tamara Murphy-Rice
Della Davidson Elementary



Kimberly Wadley
Central Elementary

- Licensed Therapist



Morgan McNeil
Oxford Intermediate

- Licensed Therapist



Dilisa Toles
Oxford Middle School

- Emotional Disability (EmD) Certified



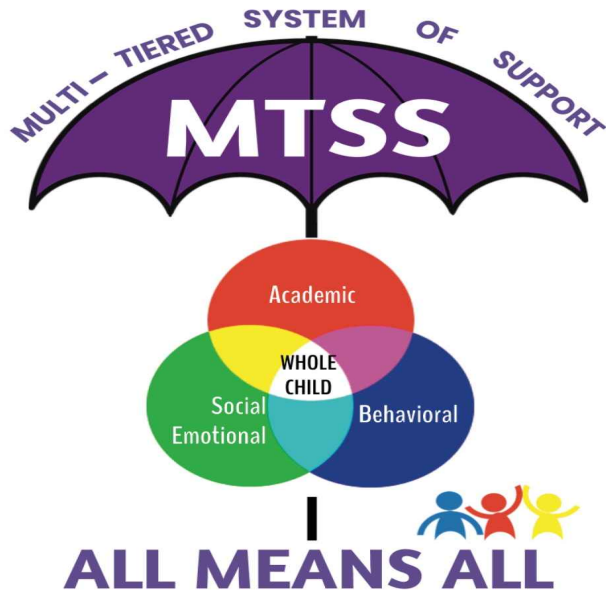
Shaun Kelly
Oxford High School

- Special Education (SpEd) Certified



OXFORD SCHOOL DISTRICT

Intervention Coordinators



Beth Parker
Bramlett Elementary

- Certified Academic Language Therapist (CALT)
- Dyslexia Trained



Dr. Rhonda Reed
Della Davidson Elementary

- Early Childhood and Reading Specialist



Molly McNeely
Central Elementary



Shenita Key
Oxford Middle School





Thank You for all you do! I am excited for the students of the OSD because of you!

Any questions?

You can find me at:

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