

Southern Cayuga CSD
Student Support Services &
Guidance Plan

2020-21



SCCS Student Support Service Staff

Mr. Mark Johnson	Elementary School Counselor Grades PK-6
Mr. Nathaniel Van Hall	Jr High School Counselor Grades 7-8 District DASA Coordinator
Mrs. Lindsay Osborne	School Psychologist Grades K-12
Mrs. Lisa Carnicelli	Sr High School Counselor Grades 9-12 College & Career Planning

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Student Support Services Overview

The Southern Cayuga Central School Student Support Services Comprehensive Plan encompasses prevention and intervention services as well as developmental and programming needs for grades K-12. Our efforts are aimed at allowing students to develop an appreciation, awareness and competencies in the areas of academics, careers, social and personal development. Students’ developmental needs are met through the delivery of planned programs provided by the 4 support services staff members.

Intervention services such as individual and group counseling, bullying prevention, and crisis services are provided to students as needed. The passage of life creates unavoidable stress and potential tragedy that children are not adequately prepared to handle. The Student Support Staff provide services to all children enabling them to continue to focus on the importance of school while allowing for the continuance of emotional health. The Student Support Services Staff works with school staff, parents, administrators and community members to ensure that students receive needed services and referrals (See Appendix A). This comprehensive plan is designed to meet the developmental needs of *all* students. We believe that all children can achieve **SuCCesS**.

COVID – 19

To meet the growing need of social/emotional well-being during the global pandemic, the Student Support Services Team has worked collaboratively to develop new resources and referrals to address mental health, behavioral, and emotional support. As a team, we recognize the need for additional supports for faculty, staff, students, and parents. Therefore, the following supports in addition to our current comprehensive counseling plan have been established.

Professional Development for Faculty and Staff

Support Service Staff will facilitate professional development opportunities for faculty and staff with the goal of better supporting the student population. Faculty and staff will meet once a month for faculty meetings and during regularly scheduled staff development days for professional development and updates in regards to COVID-19. During this time, the Support Service Staff team will update faculty/staff on new information in regards to the pandemic, teach new protocols to better support student social/emotional wellbeing, and survey faculty concerns to further dialogue and identify areas of question or concern. Further conversations facilitated by the Support Services Team will include strategies to develop resiliency/coping skills, behavior plans, and how to address student safety concerns. Safety concerns may include items such as the proper use of Personal Protective Equipment (PPE).

Multi-Tiered Systems of Support

Some of the ways that the Support Services Team may provide assistance to faculty and staff include using the Multi-Tiered Systems of Support model (MTSS). Our team utilizes the BESS in K-7 to screen for SEL and determine the best student placement for services.

-Tier 1 – Support Service Staff will provide in class collaboration, assisting teachers with student concerns about COVID-19 protocols.

-Tier 2 – Support Service Staff will provide counseling services for student behavioral and/or emotional concerns.

-Tier 3 – Support Service Staff will provide referrals to parents and students for outside services in regards to concerns surrounding COVID-19. For a list of possible referrals, see Appendix A.

Tools for Social/Emotional Learning

Support Service Staff will continue to provide social emotional learning (SEL) through the following tools:

-Therapeutic Crisis Intervention in Schools (TCIS) – Support Service Staff Team member is a certified Trainer in TCIS. Southern Cayuga faculty and staff have attended trainings in TCIS and will utilize this training in identifying students in crisis, deescalating the situation, and creating a trusting relationship to further support students.

-Second Step – A program designed to teach social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help students thrive. Skills learned during Second Step lessons include resiliency skills which students can use during times of increased stress, including COVID-19.

-Responsive Classroom – A student centered social/emotional learning approach.

-Rachel’s Challenge – Providing a framework for Inspiration, Courage, and Kindness, Rachel’s Challenge offers numerous daily lessons to students on positive mental attitude.

-Zones of Regulation – Offered to students in grades K-6, this program is designed to help students with self-regulation and emotional control.

-Mind Yeti - A subset of the second step program- this fun interactive mindfulness approach has proven calming to some of our youth.

-Mind up Curriculum - A program designed to foster children’s well-being through educational programs based in neuroscience and mindful practice. The stressors associated with COVID-19 necessitate more mindful and relaxing techniques to enable resilience and a healthy mental health.

Additional Support

-Support Service Staff will facilitate optional support groups for faculty/staff every week for those who are interested. Support groups will take place after school hours.

-Support Service Team members will, the week prior to school starting, provide training to faculty/staff on behaviors and emotions they may witness from students.

-Support Service Team members will meet with students in classrooms during the first week of school to ensure that all students are aware of expectations and have an opportunity to discuss fears. During this time, students will be made aware that we may return to online learning at any time.

-Support Service Team will collect data from faculty/staff, parents, students, and community members, using results to better climate and improve support for students and families.

As a counseling group, we are excited to welcome the students and staff back to SCCS. We look forward to working with all stakeholders as we transition back to the relative normalcy of the school day. We recognize that additional social/emotional and mental health needs may have increased during the last several months. Based on this likelihood, we plan to thoroughly assess, educate and proactively approach the new school year utilizing the best practice principles as a trauma-informed school.

Elementary School Counselor - PK-6

Elementary age children are at the beginning stages of learning about academics, classroom rules and expectations, and friendship interactions. They are developing an understanding of themselves and those around them as they interact in the school environment. These interactions create a wide range of emotions that the student must process and then they must learn to display acceptable school behavior. This is a great time of learning as the children are beginning to develop friendships, values and character, work ethic, confidence in their abilities and personal independence.

The elementary school counseling program is imperative for students to continue to learn, grow and adjust to changes in the world around them. The school counselor assists each student in developing readiness skills for social/emotional development, career awareness and exploration, bully prevention and academic development. The school counselor helps remove obstacles for each child that impedes their ability to be successful in the school setting. A comprehensive elementary school counseling program provides specific instructional, preventative, and intervention experiences that enable each child to proceed in life with preparatory skills necessary to achieve their goals. School counselors encourage and advocate for strong mindsets. This includes a holistic approach to well-being, belief that you can succeed, a sense of belonging, merits of being a lifelong learner, having a positive attitude, and using our abilities to our fullest.

The elementary school counseling program benefits from strong collaboration and connections with classroom teachers, parents, community members, administration and professionals. The leadership provided by school counselors can help facilitate connections that create worlds of opportunities that the student previously thought unattainable.

Direct student services including:

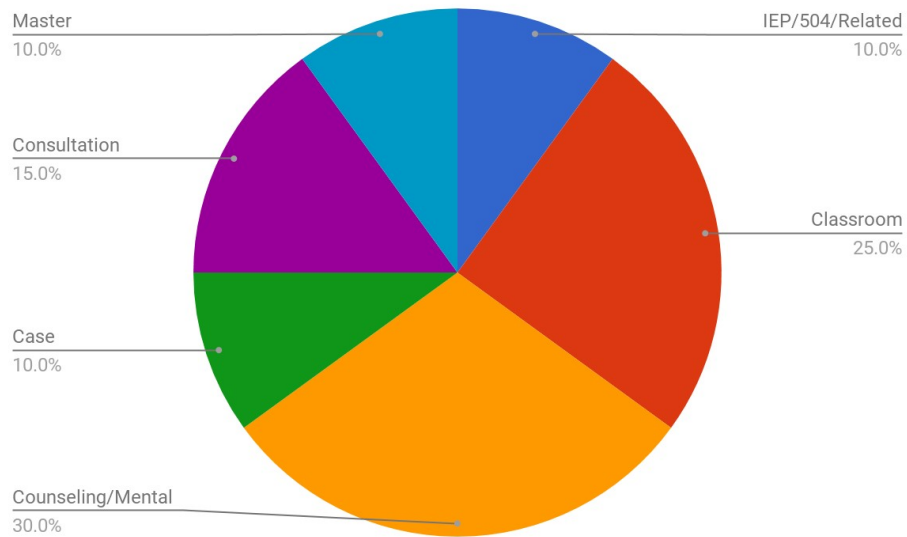
- school counseling core curriculum
 - instruction - direct instruction, team teaching, developing learning activities
 - group activities – planned activities outside the classroom promoting academic, career or social/emotional development
- individual student planning
 - appraisal – assist students in evaluating interests abilities, skills and achievement
 - advisement – assist students in goal setting based on academic, career and social/emotional data
- responsive services
 - counseling – in individual or small group settings school counselors provide planned, short-term and goal-focused counseling. School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources.
 - crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations

Indirect student services including:

- consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations.
- collaboration – work with other educators, parents and the community to support student achievement
- referrals – support for students and families to school or community resources for additional assistance and information.

Meeting the standards defined by the American School Counselors Association: The Essential Role of the Elementary School Counselor. schoolcounselor.org

School Counselor: Elementary Level Area Responsibilities



<i>IEP/504/Related Services</i>	<i>10%</i>
<i>Classroom lessons/Related assemblies/projects</i>	<i>25%</i>
<i>Counseling/Mental Health/Crisis/Referrals</i>	<i>30%</i>
<i>Case Management</i>	<i>10%</i>
<i>Consultation</i>	<i>15%</i>
<i>Master Schedule/Student Schedules/School Tool</i>	<i>10%</i>

Jr High School Counselor - Grades 7-8

There are many changes that junior high students encounter as they transition from elementary to junior high and young adulthood. Learning to balance developmental changes, extracurricular activities and academics are some of the challenges they encounter as they transition. Social and emotional development is heightened and a key component at this stage of adolescence as they seek acceptance, identity and independence, while fulfilling responsibilities, navigating peer relationships and exploring personal interests.

The role of a Jr High School Counselor in these years include, transitioning students from elementary to junior high school. The scheduling and individual transition meetings initiates the relationship between student and counselor. Together counselor and student navigate the next two years of scheduling classes, addressing academic and personal needs, helping them to discover his/her individuality while exploring interests and developing 21st Century Skills, and opportunities to connect with the world around them. Some students experience more personal stressors than others and may seek counseling support as well.

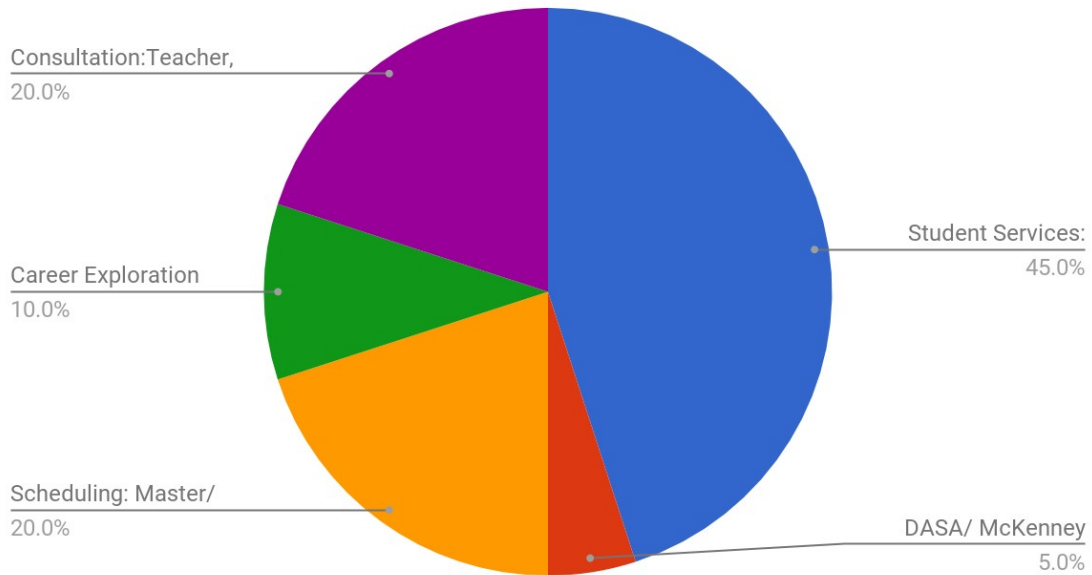
Please refer to the attached detailed pages which will specifically define the various responsibilities of a Jr High school counselor.

Direct student services including:

- School counseling core curriculum
 - Instruction – direct instruction, team teaching, developing learning activities
 - Group activities – planned activities outside the classroom promoting academic, career or social/emotional development
- Individual student planning
 - Appraisal – assist students in evaluating interests abilities, skills and achievement
 - Advisement – assist students in goal setting based on academic, career and social/emotional data
- Responsive services
 - Counseling – in individual or small group settings school counselors provide planned, short-term and goal focused counseling. School counselors do not provide therapy or long-term counseling in schools; however, school counselors are prepared to recognize and respond to student mental health needs and to assist students and families seeking resources.
 - Crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations.
- Indirect student services including:
 - Consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
 - Collaboration – work with other educators, parents and the community to support student achievement
 - Referrals – support for students and families to school or community resources for additional assistance and information

School Counselor: Jr High School Level Area Responsibilities

Students



<i>Student Services: Counseling, Truancy, Alt. Ed, Referrals</i>	<i>45%</i>
<i>DASA/ McKinney Vento</i>	<i>5%</i>
<i>Scheduling: Master/ Ind students</i>	<i>20%</i>
<i>Career Exploration</i>	<i>10%</i>
<i>Consultation:Teacher, Administration, and Parents</i>	<i>20%</i>

Sr High School Counselor - Grades 9-12

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. High school counselors have an impact on these years by implementing a comprehensive school counseling program and collaborating with school staff, parents and the community to create a safe and respectful learning environment. High school counselors enhance the learning process and promote academic, career and social/emotional development. High school counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community.

High school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with educational reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.

High school counselors define and focus the comprehensive school counseling program based on the school's academic, attendance and behavioral data. Identifying student needs through this data and consulting with administrators guides program development. High school counselors provide equitable and appropriate services by addressing students' academic, career and social/emotional developmental needs in addition to balancing delivery methods, recognizing students learn in multiple ways. The end result of this work is reflected in improvement in academic, attendance and behavioral outcomes related to academic development, college and career readiness and social/emotional development.

The ASCA National Model provides a flexible framework high school counselors use to develop a comprehensive program designed to meet their students' unique needs. The delivery of these services includes:

Direct student services including:

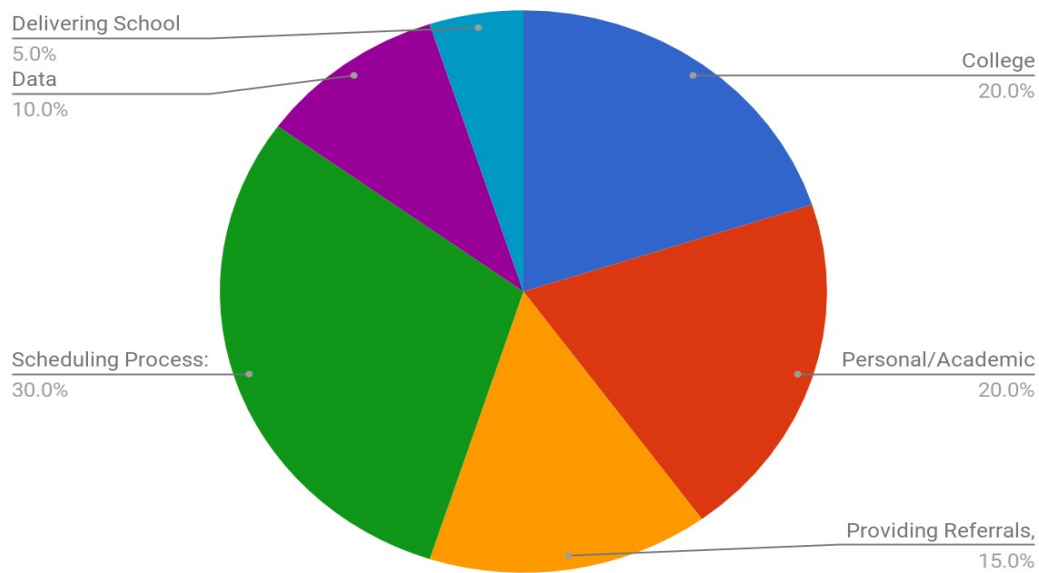
- School counseling core curriculum
 - Instruction – direct instruction, team teaching, developing learning activities
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 - Crisis response – provide support and assistance to students and families as they navigate crisis and emergency situations

Indirect student services including:

- Consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
- Collaboration – work with other educators, parents and the community to support student achievement
- Referrals – support for students and families to school or community resources for additional assistance and information

Parts of this section were taken from American School Counselor Association: The Essential Role of High School Counselors (schoolcounselor.org)

School Counselor- Sr High School Level Area Responsibilities



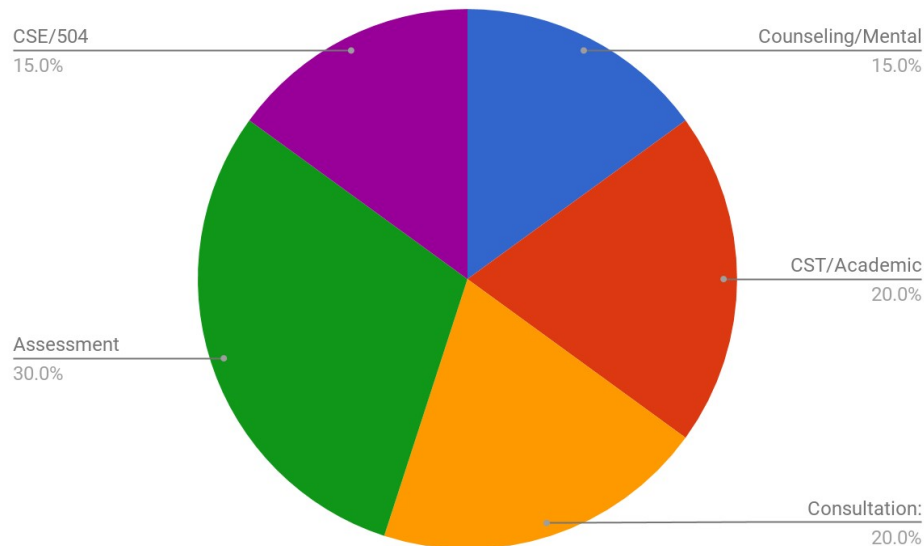
<i>College Applications, Financial Aid, and Awards</i>	<i>20%</i>
<i>Personal/Academic Counseling</i>	<i>20%</i>
<i>Providing Referrals, Consultation and Collaboration</i>	<i>15%</i>
<i>Scheduling Process: Master/Ind. Student Planning</i>	<i>30%</i>
<i>Data Accrual/Reporting</i>	<i>10%</i>
<i>Delivering School Counseling Curriculum</i>	<i>5%</i>

School Psychologist - K-12

“School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

School psychologists are highly trained in both psychology and education, completing a minimum of a specialist-level degree program (at least 60 graduate semester hours) that includes a year-long supervised internship. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems. School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National School Psychology Certification Board (NSPCB). The National Association of School Psychologists sets ethical and training standards for practice and service delivery (nasponline.org).”

School Psychologist: Area Responsibilities



<i>Counseling/Mental Health/Crisis</i>	<i>15%</i>
<i>CST/Academic Intervention</i>	<i>20%</i>
<i>Consultation: Teacher, Parents, and Administrators</i>	<i>20%</i>
<i>Assessment</i>	<i>30%</i>
<i>CSE/504</i>	<i>15%</i>

School Psychologist- K-12 Area Responsibilities

Mental Health

- Provide counseling (zones of regulation, lunch groups, individual therapy, and play therapy), instruction, and mentoring for those struggling with social, emotional, and behavioral problems
- Make referrals and help coordinate community support services
- Develop Functional Behavior Assessments (FBA) and Behavioral Intervention Plan
- Promote wellness and resilience by reinforcing communication and social skills, problem solving, anger management, self-regulation, self-determination, and optimism
- Design, implement, and garner support for comprehensive school mental health programming (SOS)
- Involved in crisis situations and de-escalating students, trained in Preventing and Managing Crisis Situations Training (PMCS)

Educational interventions

- Facilitate the Child Study Team (CST) academic interventions
- Collect and interpret student data to determine if they are responding to the interventions
- Help in the process of Response to Intervention, a method in meeting student needs and determine if a student has a learning disability, New York State Law July, 2012)
- Provides professional develop on curriculum based measurements for both reading and math

Consultation with Teachers

- Identify and resolve academic barriers to learning
- Design and implement student progress monitoring systems
- Design and implement academic and behavioral interventions
- Support effective individualized instruction

School Psychologists Work With Administrators to:

- Collect and analyze data related to school improvement, student outcomes, and accountability requirements
- Implement school-wide prevention programs that help maintain positive school climates conducive to learning
- Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment
- Respond to crises by providing leadership, direct services, and coordination with needed community services

Curriculum and Instruction

- Participate in the Directions Committee
- Participate in developing curriculum maps
- Work with special education on providing research based instruction, investigate and review researched based programs in both ELA and Math

Assessments

- Provide Comprehensive Evaluations for reevaluation and initial students with an Individualized Education Plan
 - Cognitive Testing
 - Achievement Testing
 - Memory testing
 - Social and Emotional screening
 - Inattention/hyperactivity screening
- Provide Comprehensive Evaluations for Students being initially referred to Committee on Special Education (CSE)
- Present results to the committee and Parents

Parents

- Identify and address learning and behavior problems that interfere with school success
- Evaluate eligibility for special education services (within a multidisciplinary team)
- Support students' social, emotional, and behavioral health
- Provide parents with resources in regards to their child's disability
- Enhance home–school collaboration
- Make referrals and help coordinate community support services

Students

- Provide counseling, instruction, and mentoring for those struggling with social, emotional, and behavioral problems
- Increase achievement by assessing barriers to learning and determining the best instructional strategies to improve learning
- Promote wellness and resilience by reinforcing communication and social skills, problem solving, anger management, self-regulation, self-determination, and optimism

Section-504 Coordinator

- Develop Section 504 Plans
- Complete Section 504 evaluations
- Facilitate Section 504 meetings

Parts of this section plan were taken from National Association of School Psychologist: What is a School Psychologist? (nasponline.com).

Comprehensive School Counseling Program Outline

Program Goals: American School Counselors Association (ASCA) National Standards

3 Essential Domains

Academic Development:

- Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across their lifespan.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.
- Students will understand the relationship of academics to the world of work and to life at home and in the community.

SCCS Counseling Department Goal: To provide counseling services that will enable all students the opportunity to achieve academic success and to become competent life-long learners.

Career Development:

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training and the world of work.

SCCS Counseling Department Goal: Students will leave SCCS with the skills, knowledge and competencies to obtain careers that are aligned with their skill, abilities and interests. In achieving this goal, students will in turn be able to lead positive and productive lives within their communities.

Personal / Social Development:

- Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- Students will make decisions, set goals and take necessary action to achieve goals.
- Students will understand safety and survival skills.

SCCS Counseling Department Goal: The Counseling professionals at SCCS will implement programs that support the personal and social development of all students, with the goal of maximizing each student's potential for academic and personal growth.

Delivery System:

The comprehensive counseling services program describes the ways in which we are implementing our program. Components of a comprehensive school counseling program include the following:

Individual Student Planning (case management, individual appraisal, advisement and placement)

Responsive Services (consultation, personal counseling, crisis counseling, referral)

School Counseling Curriculum (classroom activities, group activities, interdisciplinary activities)

System Support (program development, program promotion, consultation with staff and teachers, parent and community outreach, research and program evaluation)

Individual Student Planning:

In keeping with the recommendations of the NYS Comprehensive School Counseling Model, the counseling department at SCCS is delivering the following counseling services. Counselors monitor student progress by using academic and personal information to assist students in their academic pursuits. Counselors meet individually with students and families to advise and assist in the educational placement of students in an effort to provide an educational program that best fits the needs of students’.

Responsive Services:

The counseling department at SCCS is addressing the immediate needs of the students, staff, families and community members on an ongoing basis through their work in the personal counseling, crisis counseling, consultation and the process of referral. When needed, counselors provide personal support or refer students and families to varying community agencies to support the mental and emotional health needed to be successful academically.

School Counseling Curriculum:

The K-12 instructional program is a comprehensive curriculum developed through individual classroom and small and large group activities. Most lessons are aligned with the National Counselor Standards and the NYS Learning Standards and categorized by domain (Academic Domain, Career Domain, Personal / Social Domain). Listed below are the standards our school counseling team follows.

(ASCA) National Standards

ACADEMIC

National Standard – Students will: Acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across life span.

National Standard – Students will: Complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college.

National Standard – Students will: Acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decisions.

National Standard – Students will: Employ strategies to achieve future career goals with success and satisfaction.

CAREER

National Standard – Students will: Employ strategies to achieve future career goals with success and satisfaction.

PERSONAL/SOCIAL

National Standard – Students will: Acquire the knowledge, attitude and interpersonal skill to help them understand and respect self and others.

National Standard – Students will: Understand safety and survival skills.

National Standard – Students will: Make decisions, set goals and take necessary action to achieve goals.

Appendix A

Outside Support Services

- **Drake and Bevier Mental Health Therapy**
796 W. Genesee St. Skaneateles, NY 13152
 - Jessica Bevier: (315) 730-3503
 - Amy Drake: (315) 730-8846
- **Jami Stanforth-Choueiry, MS, LMHC**
2 South Street, Suite 204 Auburn, NY 13021
 - Jami: (315) 370-9964
- **Linda Hopkins, LCSW**
313 North Tioga St., Suite 3, Ithaca, NY
 - Linda: (607) 229-6344
- **Integrative Counseling**
188 Genesee St., Suite 207 Auburn, NY 13021
(315) 253-4630
- **Cayuga Counseling Services**
(315) 253-9795
- **Cayuga County Mental Health**
(315) 253-0341
- **Jayda Calhoun, LMHC**
37 West Garden Street, Suite 207 Auburn, NY 13021
(315) 883-2526
- **Family and children's Services., Ithaca NY**
(607) 273 7494