

SCCS Student Support Services & Guidance Plan



SCCS Student Support Service Staff

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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 crises 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 work with school staff, parents, administrators and community members to ensure that students receive needed services and referrals. This comprehensive plan is designed to meet the developmental needs of *all* students. We believe that all children can achieve **SuCCesS**.

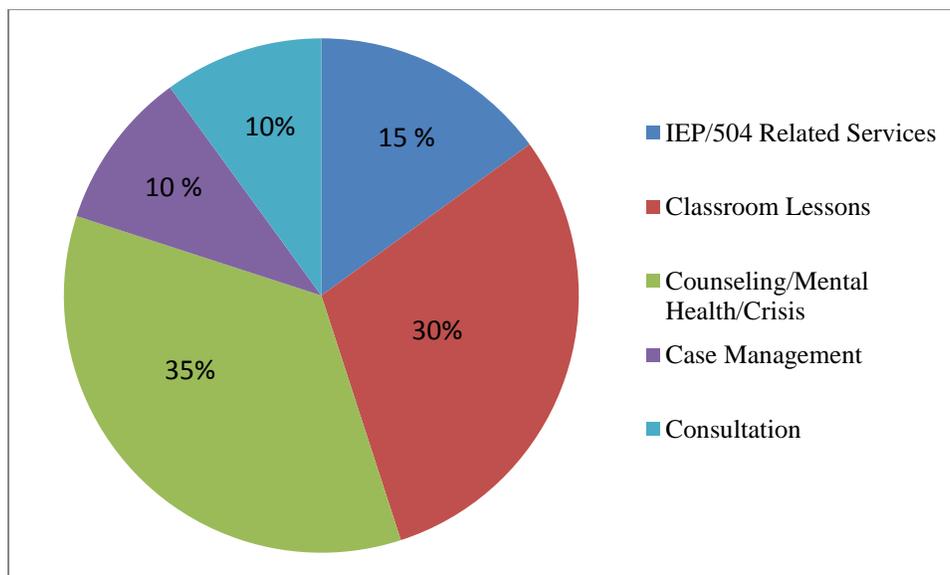
Elementary School Counselor - K-6

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.

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 child previously thought unattainable.

School Counselor: Elementary Level Area Responsibilities

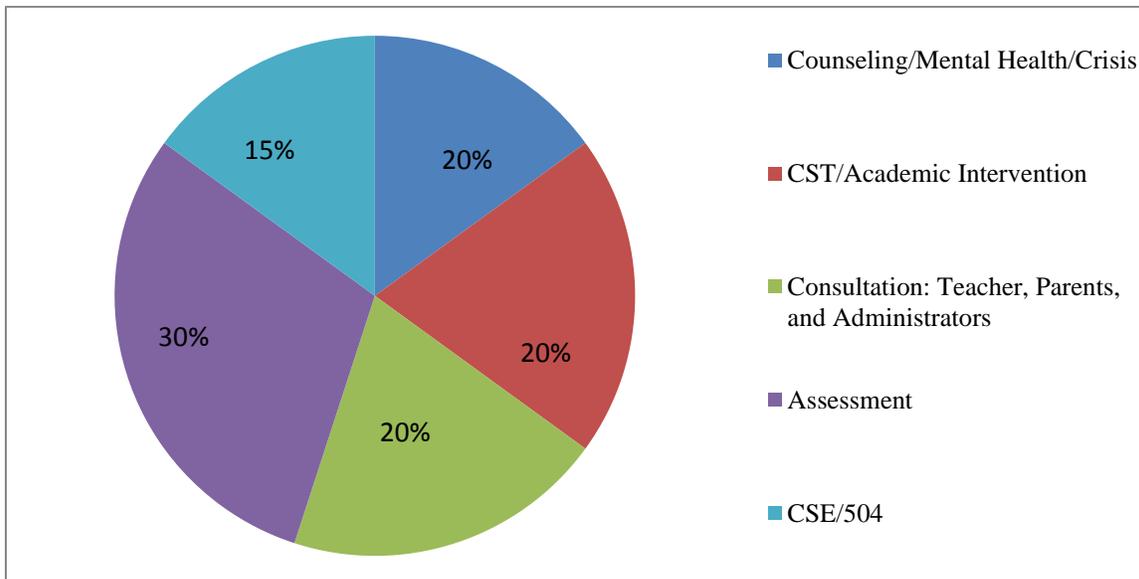


School Psychologist - K-12

“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



School Psychologist- K-12 Area Responsibilities

Mental Health

- Provide counseling (second step, 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, SBIT team, and BET team to develop 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 new method in meeting student needs and determine if a student has a learning disability, New York State Law July, 2012)
- Provide professional develop on curriculum based measurements for both reading and math: Dynamic Indicator of Basic Early Literacy Skills (DIBLES), STAR, writing fluency probes.
- Train tutors to conduct academic intervention.

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 (PBIS, SOS)
- Promote school policies and practices that ensure the safety of all students by reducing school violence, bullying, and harassment (second step)
- Respond to crises by providing leadership, direct services, and coordination with needed community services

Curriculum and Instruction

- Participate in the Curriculum Counsel
- 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
- Facilitate Section 504 meetings

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

Jr/Sr High School Counselor - Grades 7-9

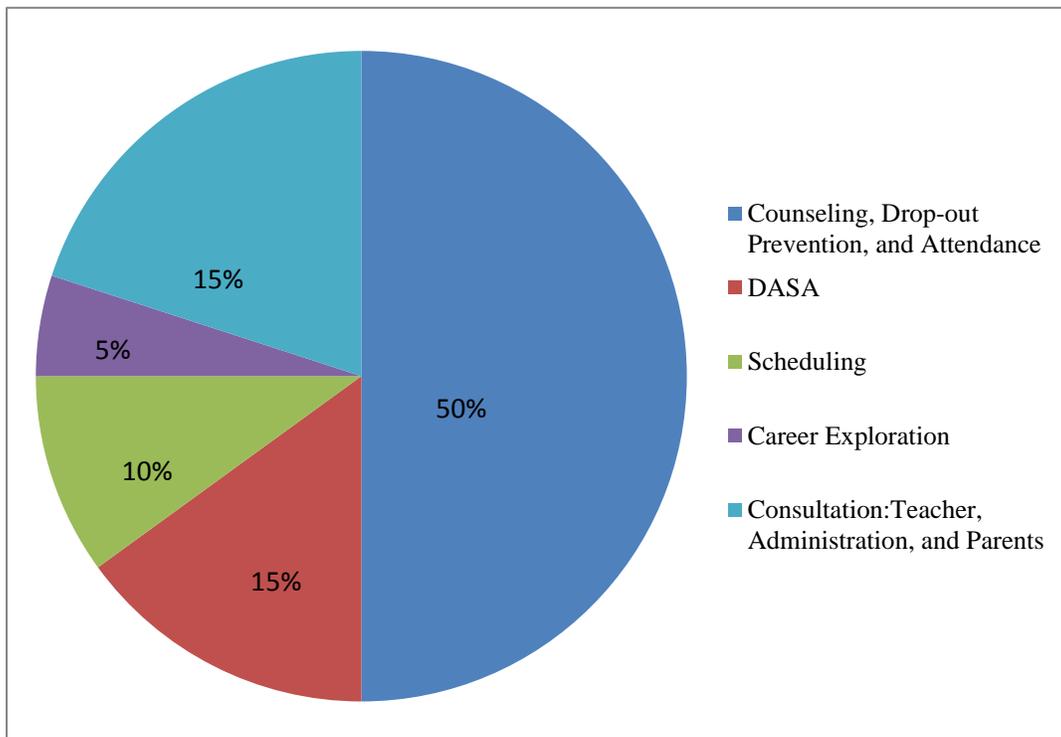
The challenges that face middle school students are many. These challenges include transitions from elementary to junior high school, puberty, family changes, friendships and for some much more. Mounting expectations that come with the transition from one teacher to many as well as the developmental task of seeking self-identity and independence, fulfilling responsibilities, navigating peer relationships, bully prevention, and exploring personal interests are among the challenges that face our students in these years.

The role of a Jr/Sr High School Counselor in these difficult years is crucial. Transitioning students from elementary to junior high school initiates the relationship between student and counselor. Together counselor and student navigate the next 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 in those times of trouble seek the support of the school counselor.

It has been said, “ It takes a village to raise a child” and in these difficult years, junior high school counselors can be a catalyst in drawing school staff, administrators, parents and community together to assist each student in reaching his/her full potential. Please refer to the attached detailed pages which will specifically define the various responsibilities of a Jr/Sr High school counselor.

School Counselor: Jr/Sr High School Level

Area Responsibilities



Jr/Sr High School Counselor - Grades 10-12

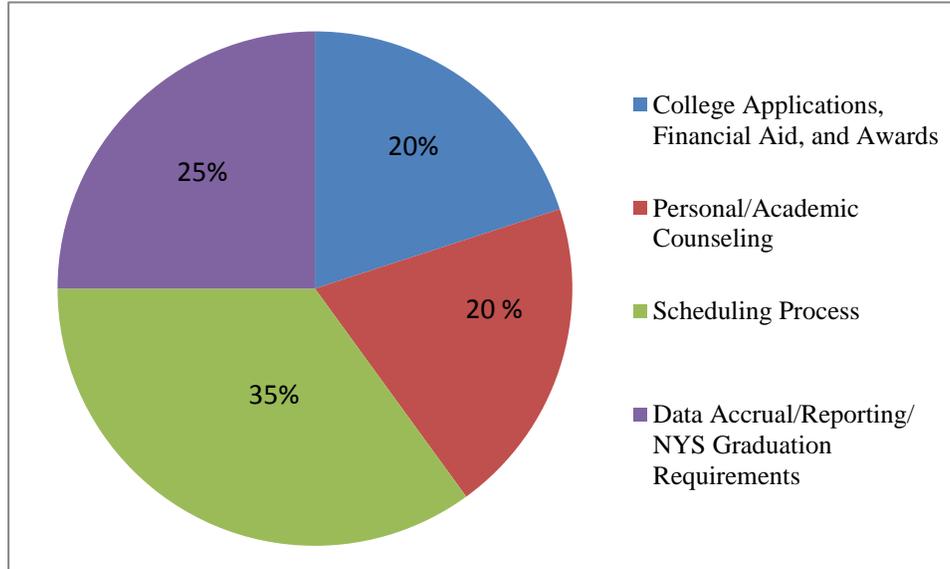
The high school years represent an educational turning point in the lives of students. Students are preparing for postsecondary options which include college, vocational training, work or military. Career guidance, academic planning and 21st Century Skill integration are critical to help all students transition to the world after high school. These students are influenced by parents, family members, peers and school. Amid the turbulence and growth, high school youth balance continued parental involvement and dependence with the need to become independent thinkers. Amid the typical challenges of adolescent development some students may also face obstacles such as substance abuse, depression/anxiety, peer/dating conflict and issues related to self-harm, suicide and dating/family abuse. Over the course of the high school years these struggles create a personal challenge for all individuals as they formulate a stable sense of identity.

The student services office at the high school is charged with meeting those student social-emotional needs while also maintaining all student records, documenting graduation credit accrual, tracking New York State graduation requirements, as well as dealing with data recording, transmission and documentation of all data accurately and in the most current manner.

It is clear that over the past several years the demands of data, student records and exam requirement information have encroached on counseling and guidance for academic and personal needs of students.

School Counselor- Jr/Sr High School Level

Area Responsibilities



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.