

Jordan-Elbridge CSD



Counseling Plan

Last updated 8.18

MISSION

To cultivate the best in personal growth and achievement

VISION

Providing the best in educational opportunities by...

- Sustaining a culture that supports the intellectual and developmental needs of all
- Being committed to excellence in education and exceeding expectations
- Building a safe, dynamic learning environment where all are valued and respected
- Expanding our home-school-community partnerships
- Operating in a fiscally responsible manner

VALUES

JE Eagles are...

Just and caring

Excellent in all that they do

Ethical in their behaviors

Accepting of all

Global thinkers

Learners first

Examiners of why and how

Selfless

GOAL

- “The ultimate goal of the school counseling program is to support the school’s academic mission.”
- “Ensuring academic achievement for every student includes counselor initiated activities designed to meet the needs of under-served, under-performing and under-represented populations.”
-American School Counselor Association
(ASCA)

CHARACTERISTICS

- Quality programs are about:
 - Counseling
 - Leadership
 - Assessment
 - Technology
 - Managing Resources
 - Teaming
 - Collaboration
 - Data-Driven Decisions
 - Advocacy
- American School Counselor Association
(ASCA)

PHILOSOPHY

- We agree that we have a shared responsibility to remove barriers in order to enable students to reach their full academic potential.

ASCA ETHICAL STANDARDS FOR COUNSELORS

1. Responsibilities to Students **Supporting Student Development**

School counselors:

- A. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.
- B. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling.
- C. Do not diagnose but remain acutely aware of how a student’s diagnosis can potentially affect the student’s academic success.

- D. Acknowledge the vital role of parents, guardians, and families. Are concerned with students' academic, career, social and emotional needs and encourage each student's maximum development.
- E. Respect students' and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.
- F. Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.
- G. Provide effective, responsive interventions to address student needs.
- H. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students.
- I. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.

2. Responsibilities to Students

Confidentiality

School counselors:

- A. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff.
- B. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality.
- C. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare.
- D. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods.
- E. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives.
- F. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended.
- G. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal.

- H. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the release of confidential information may potentially harm a student or the counseling relationship.
- I. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies.
- J. Recognize the vulnerability of confidentiality in electronic communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.
- K. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying sensitive information.
- L. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information on a need-to-know basis.
- M. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized for data in transit.
- N. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security standards and the law.

3. Responsibilities to Students: Comprehensive Data-Informed Program

School counselors:

- A. Collaborate with administration, teachers, staff and decision makers around school-improvement goals.
- B. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional development opportunities for all students.
- C. Review school and student data to assess needs including, but not limited to, data on disparities that may exist related to gender, race, ethnicity, socio-economic status and/or other relevant classifications.
- D. Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps.
- E. Collect process, perception and outcome data and analyze the data to determine the progress and effectiveness of the school counseling program.
- F. Use data-collection tools adhering to confidentiality standards.
- G. Share data outcomes with stakeholders.

4. Responsibilities to Students

Academic, Career and Social/Emotional Plans

School counselors:

- A. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness.
- B. Provide and advocate for individual students' prek-postsecondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education.
- C. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling.
- D. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, and perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

5. Responsibilities to Students

Dual Relationships and Managing Boundaries

School counselors:

- A. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students.
- B. Establish and maintain appropriate professional relationships with students at all times.
- C. Avoid dual relationships beyond the professional level with school personnel, parents, guardians and students' other family members when these relationships might infringe on the integrity of the school counselor/student relationship.
- D. Do not use personal social media, personal e-mail accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district.

6. Responsibilities to Students

Appropriate Referrals and Advocacy

School counselors:

- A. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed.
- B. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support.
- C. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.
- D. Develop a plan for the transitioning of primary counseling services with minimal interruption of services.

- E. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview.
- F. Attempt to establish a collaborative relationship with outside service providers to best serve students.
- G. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student.
- H. Ensure there is not a conflict of interest in providing referral resources.

7. Responsibilities to Students

Group Work

School counselors:

- A. Facilitate short-term groups to address students' academic, career and/or social/emotional issues.
- B. Inform parent/guardian(s) of student participation in a small group.
- C. Screen students for group membership.
- D. Use data to measure member needs to establish well-defined expectations of group members.
- E. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed.
- F. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.
- G. Facilitate groups from the framework of evidence-based or research-based practices. Practice within their competence level and develop professional competence through training and supervision.
- H. Measure the outcomes of group participation (process, perception and outcome data).
- I. Provide necessary follow up with group members.

8. Responsibilities to Students

Student Peer-Support Program

School counselors:

Safeguard the welfare of students participating in peer-to-peer programs under their direction. b. Supervise students engaged in peer helping, mediation and other similar peer-support groups.

9. Responsibilities to Students

Serious and Foreseeable Harm to Self and Others

School counselors:

- A. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others.
- B. Use risk assessments with caution.
- C. Do not release a student who is a danger to self or others until the student has proper and necessary support.
- D. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being.

10. Responsibilities to Students

Underserved and At-Risk Populations

School counselors:

- A. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- B. Advocate for and collaborate with students to ensure students remain safe at home and at school.
- C. Identify resources needed to optimize education.
- D. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.
- E. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.
- F. Advocate for the equal right and access to free, appropriate public education for all youth.
- G. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

11. Responsibilities to Students

Bullying, Harassment and Child Abuse

School counselors:

- A. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions.
- B. Report suspected cases of child abuse and neglect to the proper authorities.
- C. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports.
- D. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect.
- E. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

- F. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- G. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- H. Establish a reasonable timeline for purging sole-possession records or case notes.

12. Responsibilities to Students

Student Records

School counselors:

- A. Abide by the Family Educational Rights and Privacy Act (FERPA).
- B. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- C. Recognize the difficulty in meeting the criteria of sole-possession records.
- D. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication.
- E. Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws.
- F. Establish a reasonable timeline for purging sole-possession records or case notes.

13. Responsibilities to Students

Evaluation, Assessment and Interpretation

School counselors:

- A. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.
- B. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.
- C. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.
- D. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.
- E. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.
- F. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand. g. Monitor the use of assessment results and

interpretations and take reasonable steps to prevent others from misusing the information.

- G. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- H. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

14. Responsibilities to Students Technical and Digital Citizenship

School counselors:

- A. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development.
- B. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.
- C. Promote the safe and responsible use of technology in collaboration with educators and families.
- D. Promote the benefits and clarify the limitations of various appropriate technological applications.
- E. Use established and approved means of communication with students, maintaining appropriate boundaries.
- F. Advocate for equal access to technology for all students.

15. Responsibilities to Students Virtual/Distance School Counseling

School counselors:

- A. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings.
- B. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling.
- C. Implement procedures for students to follow in both emergency and non-emergency situations when the school counselor is not available.
- D. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients.
- E. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling.
- F. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

16. Responsibilities to Parents/Guardians

School counselors:

- A. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/ guardians as appropriate.
- B. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development.
- C. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- D. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- E. Inform parents of the mission of the school counseling program and program standards in academic, career and social/ emotional domains that promote and enhance the learning process for all students.
- F. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student.
- G. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests.
- H. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student and parent.
- I. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another.

17. Responsibilities to the School

School counselors:

- A. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students.
- B. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students.
- C. Provide leadership to create systemic change to enhance the school.
- D. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program.
- E. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role.
- F. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or damaging to the school's mission, personnel

- and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy.
- G. Advocate for certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program to fill openings.
 - H. Advocate for equitable school counseling program policies and practices for all students and stakeholders.
 - I. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community.
 - J. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility.
 - K. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.
 - L. Promote cultural competence to help create a safer more inclusive school environment.
 - M. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research.
 - N. Promote equity and access for all students through the use of community resources.
 - O. Use culturally inclusive language in all forms of communication.
 - P. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists, speech pathologists, administrators.
 - Q. Work responsibly to remedy work environments that do not reflect the profession's ethics.
 - R. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

18. Responsibilities to Self

School counselors:

- A. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling.
- B. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices.
- C. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials.
- D. Adhere to ethical standards of the profession.
- E. Engage in professional development and personal growth throughout their careers.

- F. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness.
- G. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job.
- H. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise.
- I. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.
- J. Refrain from refusing services to students based solely on the school counselor's personally-held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.
- K. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.
- L. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district.
- M. Respect the intellectual property of others and adhere to copyright laws and correctly cite others' work when using it.

NYS COMMISSIONER'S REGULATIONS: SECTION 100.2 (J)
Updates effective as of December 30, 2015:

- ✓ Public schools are to change the word guidance to school counseling and the title guidance counselor to school counselor.
- ✓ Public schools are to establish a school counseling program that provides services to PreK-12 students
- ✓ Public schools are to establish a school counseling program in which services are delivered by certified school counselors.
- ✓ Public schools are to publish their school counseling program on the district's website.

COMPREHENSIVE PLAN

- The District's counseling program is based on the ASCA National Model and is comprised of the following components:

Elementary Components

1. **School Counseling Curriculum-35-45%**
 - Comprised of structured lessons
 - Delivered to all students
 - Designed to develop social, emotional, and behavioral competencies
 - Delivered as an integrated part of the academic curriculum
 - Based on collective needs as determined by student records including discipline and attendance logs
 2. **Responsive Services-30-40%**
 - Comprised of individual, group and crisis counseling combined with consultations, referrals, mediations as warranted
 3. **System Support-10-15%**
 - Comprised of professional development activities, consultation, collaboration, and teaming
 4. **Individual Planning -5-10%**
 - Comprised of helping a given student set and reach a personal goal specific to future plans
- **The PreK-5 school counseling program is delivered by counselors with the assistance of teachers and other staff as described below:**
 - 1.1 Is designed in coordination with the teaching staff and principal
Includes the services of 2 certified school counselors and a certified school psychologist
 - 1.2 Prepares students to participate effectively in their current and future educational programs
Actions:
 - ❖ Attend parent/teacher conferences as requested
 - ❖ Review report cards, conduct informal observations, and offer teachers suggestions specific to a given child's profile
 - ❖ Review discipline records and collaboratively formulate informal behavior management plans
 - ❖ Review discipline records, conduct a functional behavior assessment, and develop a behavior improvement plan
 - ❖ Interpret behavior scales as requested
 - ❖ Make referrals to outside agencies as appropriate
 - 1.3 Includes interventions for students with attendance problems
Actions:
 - ❖ Attend parent/teacher conferences as requested
 - ❖ Conduct home visits
 - ❖ Collaborate with outside agencies including child protective services

- 1.4 Includes interventions for students with academic problems
- Actions**
- ❖ Monitor students' academic progress by accessing Mastery Connect trackers and grade level Google Drive sheets
 - ❖ Attend parent/teacher conferences as requested
 - ❖ Attend instructional support team (IST) meetings as requested
 - ❖ Attend committee on special education (CSE) and 504 meetings as requested
 - ❖ Attend grade-level professional learning community (PLC) meetings
 - ❖ Conduct WILL groups to develop executive functioning skills, motivation, and a growth mind set
- 1.5 Includes interventions for students with behavioral problems
- Actions**
- ❖ Deliver positive behavior interventions and supports (PBIS) lessons to classes in a co-teaching model as requested
 - ❖ Provide individual and small group counseling to reinforce the building's PBIS program known as *SOAR* (safety first, offer respect, acts of kindness, and responsibility and teamwork)
 - ❖ Provide individual and small group counseling
 - ❖ Conduct home visits
 - ❖ Attend parent/teacher conferences as requested
 - ❖ Conduct informal student observations and provide management suggestions to staff
 - ❖ Develop behavior management plans and interaction guidelines
 - ❖ Conduct functional behavior assessments and develop behavior improvement plans and interaction guidelines
 - ❖ Assist with the development and interpretation of progress monitoring tools
 - ❖ Facilitate conflict mediation
 - ❖ Submit referrals to IST and/or the CSE
 - ❖ Make referrals to outside agencies as appropriate
 - ❖ Conduct DASA investigations as requested
- 1.6 Includes interventions for students with adjustment problems
- Actions**
- ❖ Provide individual and small group counseling
 - ❖ Conduct home visits
 - ❖ Develop home/school communication protocols
 - ❖ Develop home/school tools to improve student's executive functioning abilities
 - ❖ Facilitate friendship groups
- 1.7 Educates students concerning avoidance of child sexual abuse
- Actions**
- ❖ Provide lesson support as requested
 - ❖ Make referrals to outside agencies as appropriate

1.8 Encourages parental involvement

Actions

- ❖ Serve as liaison between family and school
- ❖ Extend personal invitations to attend school events
- ❖ Arrange for transportation to and from school events
- ❖ Make home visits
- ❖ Provide situational-specific resources
- ❖ Make referrals to outside agencies as appropriate

Middle School Components

1. School Counseling Curriculum-25-35%

- Comprised of structured lessons
- Delivered to all students
- Designed to develop social, emotional, and behavioral competencies
- Delivered as an integrated part of the academic curriculum
- Based on collective needs as determined by student records including discipline and attendance logs

2. Responsive Services-30-40%

- Comprised of individual, group and crisis counseling combined with consultations, referrals, mediations as warranted

3. System Support-10-15%

- Comprised of professional development activities, consultation, collaboration, and teaming

4. Individual Planning-15-25%

- Comprised of helping a given student set and reach a personal goal specific to future plans

High School Components

1. School Counseling Curriculum-15-25%

- Comprised of structured lessons
- Delivered to all students
- Designed to develop social, emotional, and behavioral competencies
- Delivered as an integrated part of the academic curriculum
- Based on collective needs as determined by student records including discipline and attendance logs

2. Responsive Services-25-35%

- Comprised of individual, group and crisis counseling combined with consultations, referrals, mediations as warranted

3. System Support-15-20%

- Comprised of professional development activities, consultation, collaboration, and teaming

4. Individual Planning-25-30%

- Comprised of helping a given student set and reach a personal goal specific to future plans

- **The secondary school counseling program, inclusive of the middle and high school, is delivered by counselors with the assistance of teachers and other staff as described below:**

1.1 Includes the services of 3 certified school counselors, 2 licensed social workers, and a certified school psychologist

1.2 Includes a review of students' academic progress

Actions:

- ❖ Create data walls
- ❖ Attend parent/teacher conferences as requested
- ❖ Attend CSE and 504 meetings as requested
- ❖ Attend grade level/department PLC meetings as requested

1.3 Includes a provision of career exploration activities

Actions

- ❖ Create student accounts in the Naviance Career and College Readiness program
- ❖ Hold individual scheduling appointments beginning in grade 8
- ❖ Review students' career plans in Naviance on an annual basis
- ❖ Includes instruction to help students learn about careers & career planning skills
- ❖ Schedule students to take electives in which the curriculum includes career exploration activities

1.3 Addresses student attendance problems

Actions

- ❖ Make home visits
- ❖ Collaborate with outside agencies including child protective services
- ❖ Arrange for tutoring services
- ❖ Arrange for alternative transportation
- ❖ Offer alternatives to traditional schedules
- ❖ Contact the ACCESS Team

1.4 Provides interventions for students with academic problems

Actions

- ❖ Assign to the late night learning lab
- ❖ Coordinate peer tutoring,
- ❖ Coordinate academic intervention services (AIS),
- ❖ Submit referral to the IST
- ❖ Submit referral to the CSE
- ❖ Develop student/parent/teacher communication tools to supplement the portal
- ❖ Facilitate the implementation of 504 accommodation plans
- ❖ Communicate special alerts
- ❖ Facilitate schedule adjustment
- ❖ Provide individual and group counseling services

APPENDIX #1

School Year: _____

Semester: _____

Individual Counseling Caseload

Counselor _____

Student (first and last initial)	Grade Level	Referred By	Goal(s) and Exiting Measure (s)	Data to be collected

APPENDIX #2

School Year: _____

Semester: _____

Small Group Counseling Caseload

Counselor _____

Group Members (first and last initial)	Referred By	Goal(s) and Exiting Measure (s)	Data to be collected

APPENDIX #5

Scheduling Card

Students's Name _____				Grade 9 Entry Date: _____											
REGENTS GRADUATION REQUIREMENTS				TEST REQUIREMENTS-REGENTS				SEQUENCE IF NECESSARY							
<input type="checkbox"/>	English 9	1st Year Math	<input type="checkbox"/>	<input type="checkbox"/>	English Regents (85 or higher)										
<input type="checkbox"/>	English 10	3rd Year Math	<input type="checkbox"/>	<input type="checkbox"/>	Math A Regents (85 or higher)										
<input type="checkbox"/>	English 11	2nd Year Math	<input type="checkbox"/>	<input type="checkbox"/>	Global Studies Regents (85 or higher)										
<input type="checkbox"/>	English 12	1st Year Science	<input type="checkbox"/>	<input type="checkbox"/>	US History Regents (85 or higher)										
<input type="checkbox"/>	Glbl Studies I	2nd Year Science	<input type="checkbox"/>	<input type="checkbox"/>	Science Regents (85 or higher)										
<input type="checkbox"/>	Glbl Studies II	3rd Year Science	<input type="checkbox"/>	<input type="checkbox"/>	Second Language Proficiency Exam										
<input type="checkbox"/>	US History	For. Lang. (1 Cr)	<input type="checkbox"/>	<input type="checkbox"/>	(OR 1 credit in Second Language)										
<input type="checkbox"/>	Govt. & Econ	P.E. - 4 Yrs. (2 Cr)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	90.0 Average = Diploma with Honors	** Students acquiring 5 units in Occ studies or arts may be exempted from the 3-unit requirement in second language. They must have 1 unit in a second language which may be earned either through a									
<input type="checkbox"/>	Art and/or Music -(1Cr)	Health (.5 Cr)	<input type="checkbox"/>	<input type="checkbox"/>											
FOR ADVANCED DESIGNATION REGENTS				FOR ADVANCED DESIGNATION REGENTS											
DIPLOMA, ADD:				DIPLOMA, ADD:											
<input type="checkbox"/>	Foreign Language (2 Cr) OR			<input type="checkbox"/>	Math B Regents										
<input type="checkbox"/>	5 unit sequence in Occupational Ed or the Arts			<input type="checkbox"/>	2nd Science Regents	<input type="checkbox"/> Career and Technical Endorsement									
<input type="checkbox"/>				<input type="checkbox"/>	Foreign Language Regents										
<input type="checkbox"/>				<input type="checkbox"/>	90.0 Average = Diploma with Honors										
<input checked="" type="checkbox"/>	Regents Diploma			<input type="checkbox"/>	Regents Diploma with Honors			<input type="checkbox"/>	Regents Diploma w/ Adv. Designation			<input type="checkbox"/>	Regents Diploma with Adv. Designation with Honors		

APPENDIX #6

Elbridge Elementary Interaction Guidelines Definition and Procedures

Definition:

Interaction Guidelines are a support document designed to effectively outline a set of positive staff actions that will be offered to specific students who are experiencing behavioral challenges. The purpose of the document is to outline what teams believe is necessary to create an environment where the student's need to rely on negative behaviors to communicate unmet needs is decreased, through proactively meeting those needs whenever possible, and the development of more effective prosocial methods of communicating those needs. Interaction Guidelines are intended to increase consistency of positive approaches among all adults (may include support staff and parents/families as necessary) working with an individual student, and are not designed to prescribe punitive reactive methods. Should reactive methods be deemed necessary by the team of adults working with the student, a formal Behavior Intervention Plan should be considered. See attached addendum for more information about the contents and format of IG's.

Determination Procedure:

Any adult working with a student may unilaterally initiate the process of IG Development review. Initiation of the process does not guarantee that IG's will be developed, but everyone has the right to insure that a student's situation is carefully reviewed and considered. The referring adult(s) will fill out the IG referral form (see attached) and submit the form directly to the school psychologist.

The school counselors will act as the coordinators for the entire process of IG review and development. All referrals will be submitted directly to a counselor, who will:

- Immediately mark the referral with date of receipt and their signature, and submit a copy of the referral to the principal.
- Begin the determination process. At their sole discretion, or at the direction of the principal, the review process may or may not include any of the following:
 - Direct observation
 - Staff interview
 - Record review
 - Parent interview
 - Team meetings
- Provide a written response/determination (utilizing the original referral form) directly to the referring individual (with a copy to the principal) within two calendar weeks of referral.

The school counselors, with supervision and support from the principal, will be solely responsible for determining whether or not IG's will be written in all circumstances, with some minor exceptions outlined below:

- Classroom teachers may initiate and develop IG's for any of their students (with input and assistance from all adults working with the student). Prior to implementation, however, the IG's must be submitted to the school counselors for review. The school counselors remain the point persons and have the authority to modify and determine overall necessity of the IG's, and have the discretion to determine that the IG's will not be implemented.
- The IG review process may also be initiated by appropriate committees. Should any committee determine that IG's might be a helpful and appropriate intervention, a

representative of the committee will fill out the IG referral form and submit it to the school counselors for review as outlined above. Under only rare circumstances will a committee recommendation be overturned by the principal, and a full written response will be provided to the committee,

APPENDIX #7

**Elbridge Elementary
Interaction Guideline Referral**

Directions: Please complete all areas below and submit directly to the school psychologist.

Date of Submission _____

Student Name _____

Referring Staff Member _____

Student's Primary Classroom Teacher _____

Reason for Referral:

School Psychologist Use Only

Date of Receipt: _____

Determination:

