

# **Sandy Creek School Counseling Plan**

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## **Sandy Creek Central District Comprehensive School Counseling Plan Foundation**

Our district is located in Northern Oswego County, with Lake Ontario on the western border and the vast Tug Hill Plateau on the eastern front. The twin villages of Sandy Creek and Lacona are located between Syracuse to the south and Watertown to the north. Our school district enjoys the advantages of rural living with the education and cultural opportunities of nearby larger cities.

The Sandy Creek Central School District provides educational programming to 800+ students in Pre-Kindergarten through Twelfth Grade, grouped by grade level. All grade levels follow an inclusion model and the district is well-known for its successful program. State-of-the-art technology is at the fingertips of each Sandy Creek student. Features include a distance learning classroom, numerous computer labs, and all students have access to a chromebook with internet access.

The district is proud of its 90% graduation rate and the fact that 75% of the graduates continue in some form of post-secondary programming. The district completed a 33 million dollar renovation project. The project nearly doubled the size of the district's single school building. The district offers state-of-the-art educational and athletic facilities to its students, staff and community.

The mission of the Sandy Creek Central School District is to provide all students the knowledge and skills necessary to be self-directed, lifelong learners by providing the highest quality education in partnership with parents, staff, and community.

**Kevin Seymour, Superintendent**  
**Amy McCormack, Director of Curriculum and Instruction**  
**Steven Newcombe, Middle/High School Principal**  
**Tim Filiatrault, Elementary School Principal**  
**James Hunt, Assistant Principal/Athletic Director**  
**Lacey Marriott, Middle School Counselor**  
**Tanya VanOrnum, NCC, LMHC, High School Counselor**  
**Buffy Peterson, School Social Worker K-5**  
**Brittany Clark, School Social Worker 6-12**  
**Jennifer Moscarelli, Licensed Social Worker 6-12**  
**Nick Netto School Psychologist K-12**  
**Whitney Oak, School Psychologist 6-12**

## **District School Counseling Philosophy**

The Comprehensive School Counseling Plan for the district plays a critical role in supporting all three expectations stated in the mission statement for our students. The School Counseling Plan is multifaceted and involves all members of the school community. School counselors provide direct counseling services to students. Just as importantly, career- and college-ready objectives are incorporated into curriculum, special activities, school policies and practices. Ongoing activities are directed toward maintaining and monitoring student records, coordinating services for students, providing feedback to students and parents, providing exposure and information about community and career options to support the academic and personal development of the whole child.

### **Vision Statement:**

Sandy Creek Central School District offers challenging, supportive programming to help all students reach their highest potential in academic, personal development and lifelong career fulfillment.

*SCCS: Scholarship + Character = Career Success*

**Mission Statement:**

The primary mission of our school is to help each student discover and achieve his or her highest potential in a positive climate. To fulfill that purpose, we must continually strive to provide an educational environment that is both challenging and supportive. It is vital that we offer every student the opportunity to develop a lifelong dedication to learning. Our purpose is to foster academic, social, personal, and career development. We are committed to assisting our students achieve independence, self-understanding, respect for diversity, and acceptance of others. We support our students while they gain the ability to take responsibility for themselves and become productive members of society.

**Our specific expectations for SCCS students fall under three major categories:**

1. Academic
2. Personal and social responsibilities and development
3. Career, military, and college investigation and planning

**The Role of the School Counselor**

School counselors serve a vital role on the team of educators who promote student success. Through leadership, collaboration, and advocacy, counselors strive to promote equity and access to appropriate programs. School counselors support a safe learning environment and encourage all students to find their path to success. School counselors address the needs of all students through relevant prevention and intervention programs that are a part of a comprehensive school counseling program.

**The school counselor is responsible for the following:**

- Providing individual/group counseling services for academic and personal needs
- Crisis Counseling--Trauma Informed Training Certified
- Referrals for outside counseling
- Interpreting Student's GPA with goal setting
- Academic Performance and Outcomes compared with Individual Student Goals
- Career/College counseling with academic planning and transitional planning
- College Testing Coordination
- ASVAB and Military Coordination
- Assisting with college applications and FAFSA
- OnPoint Referrals for Postsecondary Education Success
- Individual and Master Scheduling
- Distance Learning and Dual Credit Opportunities
- Facilitating Parent- Teacher Conference
- Participating on CDEP planning committee
- Participation on Crisis Committee
- Participation in Oswego County Counselors' Association
- Participation on Oswego County Suicide Prevention Coalition
- Participation on Oswego County Child Protective Agency Committee (CPAC)
- Participation at Committee of Special Education Meetings
- Participation on Student Behavioral Interventions Team (SBIT)
- Participation on DASA Committee
- Participation on School Counseling Comprehension Planning Committee

### **The Role of School Psychologist**

School psychologists are uniquely qualified members of school teams who can provide direct educational, behavioral, and mental health services for children and youth, as well as work with families, school administrators, educators, and other professionals to create supportive learning and social environments for all students.

School Psychologists at Sandy Creek spend the majority of their time in assessment-related activities dealing with the evaluation, identification, diagnosis, and placement of children with disabilities. In addition, School Psychologists may provide behavioral interventions and consultations for at-risk students.

### **The School Psychologist is responsible for the following:**

- Conduct evaluations to determine eligibility for Special Education
- Present evaluation findings at CSE meetings
- Conduct Functional Behavior Assessments and write Behavior Intervention Plans
- Review and manage Behavior Intervention Plans
- Facilitate small social groups
- Provide crisis counseling
- Provide individual counseling for students with Individualized Education Plans
- Attend SBIT meetings
- Support teachers with behavior management
- Kindergarten screenings
- Consultation with staff members about the individual needs of students
- Referrals for outside counseling
- Parent conferences
- Participation on Crisis Committee
- Act as a liaison per the district's Response to Intervention plan



## **Role of the School Social Worker**

School Social Workers bring unique knowledge and skills to the school system and enhance the district's ability to meet its academic mission, by maintaining and supporting the mental, emotional, behavioral, cognitive and social functioning of student learners.

School social workers are effective members of an interdisciplinary team and bring unique skills, abilities and a systems perspective to act as a consultant to teachers, parents and others to facilitate the understanding of how factors in the home, school and community affect student learner outcomes.

School Social Worker promotes the development of a positive school environment that supports a sense of belonging and connectedness, the development of positive relationships, enhanced self-esteem and empowerment that benefits the student, the school and broader community.

School Social Work practice includes:

Identifying psychological, cultural, sociological, emotional, legal, economic, and environmental factors that impact student learning.

Implementing appropriate school programs in response to demonstrated needs, which may include:

- crisis intervention,
- conflict resolution,
- violence and bullying prevention,
- child abuse prevention,
- positive self-image,
- social skills and character education,
- individual or group crisis or support counseling.

Forming collaborative relationships with community agencies and practitioners to address the needs of student learners.

Understanding theories of child development, poverty, trauma and grief and their application to students' health and school success

Utilizing family strengths and structures to enable families to function for their children's education and well-being.

Serving as a liaison between school and home to support school success and connectedness of the student and the family.

Providing resources and information on community services/agencies and making referrals to appropriate agencies.

### **National Association of Social Workers Code of Ethics Summary**

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles based on social work core values, that inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct, and to provide a basis for adjudication.

The Code identifies core values on which social work's mission is based, summarizes ethical principles that reflect the profession's core values, establishes a set of specific ethical standards that guide social work practice, and provides the basis on which the public can hold a practitioner accountable.

#### **Summary of Principles**

1. Social worker's primary goal is to help people in need and to address social problems.
2. Social workers challenge social injustice.
3. Social workers respect the inherent dignity and worth of the person.
4. Social workers recognize the central importance of human relationships.
5. Social workers behave in a trustworthy manner.
6. Social workers practice within their areas of competence, and develop and enhance their professional expertise.

Ethical standards are articulated under social workers' ethical responsibilities to clients, to colleagues, in practice settings, as professionals, to the social work profession, and to broader society.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

## **School Counselor Standards**

School Counselors should have the knowledge to successfully implement and evaluate a results based school counseling program that aligns with NYS and the ASCA National Model.

**Knowledge:** School Counselors have earned Permanent School Counseling Certification through NYS in areas of individual counseling, group counseling, career counseling, ethics, developmental and learning theories. Established benchmarks are in place for ensuring school counseling students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs (ASCA). School counselors understand these areas and apply their learning and experience in these areas in a non judgemental, unbiased manner while working with students and families.

### **Abilities and Skills:**

- Plans, implements, and evaluates the school counseling program
- Identifies and implements effective student programming
- Utilizes eclectic holistic counseling methods
- Demonstrates leadership within the school and community
- Advocates for all students and promotes their successes
- Collaborates with parents, staff, and all stakeholders to support student success
- Identifies best practices of collaboration
- School counselors assess student standardized testing and data
- Counselors communicate assessments results to students and parents
- Facilitates group meetings effectively
- Understands the impact on school, district, and state policies and procedures
- Utilizes assessment and data to continuously improve upon programming
- Utilizes technology to enhance student, parents, and staff experiences

**Attitudes:**

At Sandy Creek Central School, school counselors promote:

- All students can learn, grow, and be resilient as they reach their highest potential academically, socially, and emotionally.
- Students should have a voice in their programming and education should be geared towards all students.
- Effective school counseling is a collaborative process that involves the student, educators, parents and the community.
- Decisions must be made with transparency.
- Diversity must be respected along with eclectic and diverse views.
- Students should know that they have a team of professionals at work for them to ensure a safe, equitable, quality education.
- Counselors must have high expectations for all students and must be leaders within their district.
- Counselors strive to eliminate learning barriers for students to ensure achievement and success

School Counselors will demonstrate professional behaviors in all aspects of the school counseling program by adhering to federal, state, district standards and policies, regulations and procedures.

**References:**

ASCA Ethical Standards: [schoolcounselor.org/ethics](http://schoolcounselor.org/ethics)

ASCA School Counselor Competencies:  
[schoolcounselor.org/asca/media/asca/home/ACCompetencies.pdf](http://schoolcounselor.org/asca/media/asca/home/ACCompetencies.pdf)

**Overall Program Goals:**

<b>Academic Domain</b>	<b>Career Domain</b>	<b>Interpersonal and Intrapersonal Domain</b>
All students will graduate with a diploma or other exit credential.	All students will have a career plan with goals to work towards after graduation.	All students will demonstrate the ability to function independently with the skills necessary to be a productive and contributing member of society.

**Student Competencies: Elementary School**

<b>Academic</b>	<b>Career</b>	<b>Interpersonal and Intrapersonal Domain</b>
<ul style="list-style-type: none"> <li>● All students will be academically ready for middle school courses and expectations by the end of 5th grade.</li> <li>● All students will demonstrate growth toward proficiency on benchmark assessments.</li> <li>● All students will set goals for their own learning.</li> <li>● All students will demonstrate a positive attitude towards learning.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will demonstrate the ability to communicate information to a variety of audiences, in a variety of media.</li> <li>● All students will be able to identify their own interests and talents by the end of 5th grade.</li> <li>● All students will recognize the value of regular school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will demonstrate the ability to advocate for themselves and others.</li> <li>● All students will show independence by keeping track of their belongings and using their academic planner.</li> <li>● All students will be able to communicate their feelings to adults and peers.</li> <li>● All students will be able to identify</li> </ul>

		trusted adults in the school and community.
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**Student Standards: Middle School**

<b>Academic</b>	<b>Career</b>	<b>Interpersonal and Intrapersonal Domain</b>
<ul style="list-style-type: none"> <li>• All students will be academically ready for high school courses and expectations by the end of 8th grade.</li> <li>• All students will demonstrate growth toward proficiency on benchmark assessments.</li> <li>• All students will recognize the value of a high school diploma and how it leads to future success.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will have completed research on a career option by the end of 8th grade.</li> <li>• All students will understand their programming including academic classes, and offerings at Citi BOCES</li> <li>• All students will participate in a mock job interview by the end of 8th grade.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will demonstrate the ability to accept responsibility for behavior.</li> <li>• All students will demonstrate the ability to effectively and appropriately express their feelings.</li> <li>• All students will demonstrate their understanding of acceptable boundaries between themselves and peers.</li> <li>• All students will understand appropriate and safe uses of social media.</li> </ul>

## Student Standards: High School

Academic	Career	Interpersonal and Intrapersonal Domain
<ul style="list-style-type: none"> <li>● All students demonstrate a positive attitude towards learning.</li> <li>● All students will have a GPA and successful completion of coursework consistent with their post-secondary plans.</li> <li>● All students will score within proficiency bands on the Common Core assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will be able to use technology as required to be competitive in career and/or college environment.</li> <li>● All students will display responsibility, productivity, and positive personal presentation as needed for the workplace.</li> <li>● All students will develop an attainable goal within a career field of interest.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will demonstrate the ability to make healthy choices for life in order to live productively and independently.</li> <li>● All students will be able to effectively utilize resources and appropriate support systems within the community.</li> <li>● All students will develop a positive self image while accepting responsibility for their behaviors.</li> </ul>



## **The School Counseling Program Intervention Tiers**

**Tier 1: School Counseling Comprehensive Services for all Students**

**Tier 2: Intentional and Specific Curriculum, Small Groups and Individual Planning**

**Tier 3: Responsive Targeted Small Group and Individual Support**

**Tier 4: Responsive Specialized Interventions**

### Interventions: Elementary School

Tiers and Roles	Academic	Career	Interpersonal and Intrapersonal Domain	Assessment/ Evaluation
<p><b>Tier 1 Elementary: Teachers Support Staff Administration Parents School Psychologist School Social Worker</b></p>	<p>The development of a positive school culture that supports learning and encourages student growth. The culture is supported by school-wide activities such as:</p> <ul style="list-style-type: none"> <li>• Quarterly award ceremonies</li> <li>• Graduation walk-through</li> <li>• Literacy Nights</li> <li>• Hour of Code Events</li> <li>• Guest readers</li> <li>• Leader in Me initiative</li> </ul> <p>Consistent, transparent</p>	<p>Classroom-based personal hygiene presentation to 5th graders</p> <p>Career-exploration opportunities available to all students, including:</p> <ul style="list-style-type: none"> <li>• Career survey administered to 5th grade students</li> <li>• Career Day</li> <li>• Classroom-based lessons on community roles</li> <li>• Yearbook "Career Page" for pre-K students</li> <li>• 2nd Grade Career Exploration Research Paper</li> </ul>	<p>Implementation of the SEL program: Well Being</p> <p>Morning Program to develop a sense of community and belonging at school</p> <p>Fire Safety demonstration to increase students' personal safety awareness</p> <p>Classroom-based Mindfulness Lessons</p> <p>Staff are all trained to recognize signs of abuse and follow mandated reporter protocol</p> <p>Bus/School Posters COMET CARES with helplines and</p>	<p>Pre and post tests</p> <p>Attendance data</p> <p>Behavioral referrals percentages monthly</p> <p>Counseling Referrals percentages yearly</p> <p>DSS call percentages per year</p> <p>Surveys at events</p>

	<p>communication with families, including:</p> <ul style="list-style-type: none"> <li>• Facebook posts</li> <li>• Newsletters</li> <li>• School website</li> <li>• Open House</li> <li>• Parent-Teacher</li> <li>• Conferences</li> </ul> <p>Classroom lessons directly teaching study and organizational skills</p> <p>Academic planner provided to each student in grades 1-5</p> <p>Access to the school summer rec program</p>	<p>Morning Program providing opportunities for students to practice public speaking</p> <p>Access for all students to current technology, including:</p> <ul style="list-style-type: none"> <li>• Chromebooks, iPads, and other devices in classrooms</li> <li>• Technology class for all students, K-5</li> <li>• Hour of Code evening programs</li> </ul> <p>Classroom jobs assigned to students</p> <p>Second grade career research project</p>	<p>resources</p> <p>School-wide Health Fair every 3 years</p> <p>PE incorporation of Mental Health Awareness lessons</p>	
<p><b>Tier 2 School Social Worker</b></p> <p><b>Elementary School</b></p>	<p>Small group counseling encouraging students to recognize the cause for and consequences</p>	<p>Extracurricular leadership clubs, including:</p> <ul style="list-style-type: none"> <li>• Leadership Council</li> <li>• Elementary Student</li> </ul>	<p>Morning check-ins with groups of students struggling to adapt to the school routine</p>	<p>Review of numbers of morning check-ins with teacher feedback on adjustment</p>

<p><b>Psychologist</b></p> <p><b>Administrati on</b></p> <p><b>Teachers</b></p> <p><b>Support Staff</b></p> <p><b>CSE Behavioral Specialist</b></p>	<p>of academic issues</p> <p>Arranging and facilitating additional Parent-Teacher meetings for struggling students</p> <p>Periodic academic intervention re-grouping for Math and ELA</p> <p>Afterschool Homework Help Club.</p> <p>Summer camps</p> <p>Attendance letters, phone calls, and conferences</p> <p>Stuff a Bus Supply give away</p>	<p>Council</p> <ul style="list-style-type: none"> <li>● Climate Committee</li> </ul>	<p>Small group lessons reinforcing appropriate social skills</p> <p>Small group lessons supporting executive function development</p> <p>Parent-teacher or parent-counselor conferences for struggling students</p> <p>Calming Applications</p> <p>Brain Break, such as Go Noodle</p>	<p>Academic progress checks</p>
<p><b>Tier 3 School Psychologist</b></p> <p><b>School Social Worker</b></p> <p><b>Support Staff</b></p> <p><b>Parents</b></p>	<p>Referral to School-Based Intervention Team (SBIT) and facilitation of SBIT meetings.</p> <p>Collecting RTI</p>	<p>Applications for school-wide responsibilities:</p> <ul style="list-style-type: none"> <li>● Morning Program Assistants</li> <li>● Pledge of Allegiance</li> <li>● Bus</li> </ul>	<p>Morning check-ins with small groups of students struggling to adapt to school routines</p> <p>“Lunch Bunch”</p>	<p>Review of SBIT results</p> <p>Percentages of CSE referrals compared year to year</p>

<b>Administrati on CSE Behavioral Specialist</b>	<p>data to present to SBIT and CSE committees.</p> <p>Scheduling student support services, such as OT, PT, and Speech.</p> <p>Targeted interventions in small groups of 1-3, based on the school's academic RTI plan</p>	<p>Buddies</p> <ul style="list-style-type: none"> <li>• Nurse's Office Helpers</li> </ul>	<p>small group meetings for more intensive counseling needs</p> <p>One-on-one counseling for students with social or emotional special needs</p> <p>Social stories and visual schedule cues</p> <p>SBIT referral for student support services</p> <p>Regular communication with parents including parent meetings to support student success</p> <p>Referral to School Health Base Center</p>	
<b>Tier 4 Admin. School Psychologist School Social Worker Parents</b>	<p>Placement at off-campus programs</p>		<p>Individual morning check-ins with students struggling to promote successful day</p>	

			Individual Behavior Management Plans	
			Referral to outside agency for individual or family counseling	

**Interventions: Middle School**

<b>Tiers and Roles</b>	<b>Academic School Counselors Assist with:</b>	<b>Career Counselors Consult on the following:</b>	<b>Interpersonal and Intrapersonal Domain Counselors Promote these Opportunities:</b>	<b>Assessment/ Evaluation</b>
<p><b>Tier 1 - Building-wide Middle School</b></p> <p><b>Administration</b>  <b>Teachers</b>  <b>Counselors</b>  <b>Social Worker</b>  <b>Parents</b>  <b>Support Staff</b>  <b>School</b>  <b>Psychologist</b></p>	<p>Development of a positive school culture that supports development sense of investment in academic improvement through building-wide activities such as:</p> <p>Quarterly awards ceremonies  Honor Roll designation</p> <p>Classroom-based lessons to help students learn methods to resolve academic problems</p> <p>Consistent, transparent communication with families,</p>	<p>Classroom technology use, including iPads, Chromebooks and other devices</p> <p>Classes taught in conjunction with the district's media specialist to apply technology skills to content area learning</p> <p>Career Project to investigate interests, which is then shared with school counselors to assist with high school</p>	<p>Clear cut expectations of behavior for all students within Code of Conduct</p> <p>School-wide anti-bullying programs including character ed awards and programming</p> <p>School wide promotion of mental health awareness as well as suicide prevention awareness</p> <p>Bus/School Posters COMET CARES with helplines and resources</p> <p>Classroom-base</p>	<p>Analyze Behavioral Percentages monthly</p> <p>Analyze Attendance Data</p> <p>Analyze percentage of counseling referral from previous years</p> <p>Analyze Farnham Data</p> <p>Analyze APPS Data</p> <p>Analyze County Data on drug use and abuse</p> <p>Analyze County Data from Suicide Prevention Coalition</p>

	<p>including: Facebook posts Newsletters School website Parent-Teacher Conferences SchoolTool Parent Portal  Parent Square</p> <p>5th to 6th grade orientation</p> <p>Inviting parents to participate in academic planning meetings for students in 8th grade</p> <p>“5A” time available to all students for extra help</p>	<p>scheduling</p> <p>Hallway bulletin boards providing a sense of community and reinforcement of leadership skills</p> <p>Participation in Career Class for 7th and 8th grade students</p> <p>Student participation in mock interviews by the end of 8th grade</p> <p>Bulletin board displays with college and career feature</p> <p>Participation in extracurricular activities to explore interests and talents</p>	<p>d lessons on identifying sexual abuse for 6th and 8th graders as part of the Health curriculum</p> <p>Word of the Month discussed in classrooms</p> <p>Breakfast, lunch, after school snacks, and dinner served at school</p> <p>Summer breakfast and lunch programs for all students</p> <p>School wide Health Fair every 3 years</p> <p>PE implementation of Mental Health Awareness Lessons</p> <p>6-8 Signs of Drug use/abuse letter</p> <p>Use of Farnham Presentations</p>	
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			Use of APPS Presentations	
<b>Tier 2 Teachers Counselors School Psychologist Social Worker Parents Administration</b>	<p>Monitoring students' grades through School Tool at least once every two weeks, and conference with students to discuss progress</p> <p>Individual counseling to help students recognize cause for and consequences of academic issues</p> <p>Communicate with parents about and refer students to After School Program as supplement to regular academic and AIS program</p> <p>In conjunction with classroom teachers and</p>		<p>Behavioral referral process with consequences that address behavioral difficulties in a constructive manner with counselors, dean, and principal</p> <p>Group counseling for students, including facilitated peer mediation as needed</p> <p>Teacher consultation regarding student concerns</p> <p>Use of Student Resource Officer</p>	

	<p>administrators, identify and schedule students into appropriate AIS program or RTI interventions</p> <p>Assisting Middle School teams in communicating with parents and schedule adjustments for students</p> <p>Attendance letters, phone calls, and conferences</p>			
<p><b>Tier 3 Counselors Teachers School Psychologist Social Worker Parents Administration</b></p>	<p>Working with teachers weekly to monitor and support progress of struggling students</p> <p>Referring students to SBIT and facilitating SBIT meetings</p> <p>Helping students acknowledge</p>		<p>Facilitating parent-teacher meetings for struggling students</p> <p>One-on-one counseling for students</p> <p>Referral to the SBIT committee for behavioral needs</p> <p>“Lunch Bunches” for additional</p>	

	<p>a need for improvement through individual counseling</p> <p>Arranging and facilitating parent-teacher meetings for struggling students</p> <p>Collecting RTI data to present to SBIT and CSE committees</p>		<p>counseling</p> <p>After School Program</p> <p>Crisis counseling for students in immediate distress</p> <p>Referral to School-Based Health Center for counseling services or to Liberty Resources</p>	
<p><b>Tier 4 - School Psychologist Social Worker Counselors Parents Administration</b></p>	<p>Regional Summer School enrollment</p> <p>Off-campus programs for students who need an alternative education setting</p>		<p>Referral to outside agencies for individual or family counseling or substance abuse treatment</p>	



**Interventions: High School**

<b>Tiers and Roles</b>	<b>Academic</b>	<b>Career</b>	<b>Interpersonal and Intrapersonal Domain</b>	<b>Assessment and Evaluations</b>
	<b>Counselors assist with following:</b>	<b>Counselors conduct/ consult on following:</b>	<b>Counselors provide the following opportunities:</b>	<b>Counselors assist with:</b>
<b>Tier 1 - Building-wide Administration Teachers Counselors Social Worker School Psychologist Parents Support Staff</b>	Promotion of a positive school culture that encourages individual growth and investment in academics through school-wide initiatives such as: Honor Roll/High Honor Roll lists College credit-bearing courses Online and Distance Learning classes Annual awards ceremony Class meetings  Consistent, transparent	Annual one-on-one meetings with students grades 9-12 for career planning by counselors  Utilizing SCOIR for career and college inventories, searches, and development of applications  Emails/Parent Square from School Counseling Office to parents and students regarding scholarship opportunities, important application	Clear-cut expectations for student behavior communicated to students through published Code of Conduct and meetings with administration  Promotion of service to school and community through community service graduation requirement and service learning projects  Drug use and mental health awareness units for 10th graders	Compare Percentage of DASA reports yearly  Analyze attendance, behavioral referrals, academic data every 5 weeks  Grade Level Team Meetings  Analyze Farnham Data  Analyze APPS Data  Analyze County Data on drug use and abuse  Analyze County Data from Suicide

	<p>communication with families, including:  Parent Square  School Facebook posts  Newsletters  School website  Open House  Parent-Teacher Conferences  SchoolTool  Parent Portal</p> <p>Classroom-based lessons to help students learn study skills and methods to resolve academic problems</p> <p>College visits and college fairs for juniors and seniors</p> <p>“Comet Time” study halls for all students</p> <p>Monitoring trends in report card data and sharing results with teachers and administration</p>	<p>deadlines, financial aid, and military recruitment</p> <p>Extracurricular clubs promoted and available for exploring interests</p> <p>Regular use of current technology in the classroom, including:  Chromebooks, iPads, and other devices  Access to educational sites and tools such as SchoolTool, Google Classroom, Schoology, IXL, and Castle Learning  Classroom instruction in conjunction with the district’s media specialist</p> <p>Military recruiter presentations for all students</p> <p>Interest Inventories completed in grades 9-12</p>	<p>through Health curriculum</p> <p>Annual training for all staff in suicide prevention and mental health awareness</p> <p>School wide promotion of mental health awareness as well as suicide prevention awareness</p> <p>Bus/School Posters  COMET CARES with helplines and resources</p> <p>Spirit Week and thematic days to encourage positivity and a sense of community</p> <p>Use of Farnham Presentations</p> <p>Use of APPS Presentations</p> <p>PE Implementation of Mental Health Awareness</p>	<p>Prevention Coalition</p>
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	<p>Scheduling meetings with students grades 9-12 that include personalized goal-setting and goal-tracking</p> <p>Extracurricular and athletic eligibility policies based on academic performance</p>	<p>Classroom-based lessons for seniors on graduation requirements, college and trade school applications</p> <p>Classroom-based lessons on interview skills, resumes, and cover letters for all students by the end of 12th grade</p> <p>BOCES Orientation Trip for all 10th graders to explore trades</p> <p>Career Fair and College Fairs open to all students</p> <p>20 hours of community service required for 12th grade students to encourage exploration of community agencies and networking</p>	<p>lessons</p> <p>Breakfast, lunch, after school snacks, and dinner served at school</p>	

<p><b>Tier 2 Administration Teachers Counselors School Psychologist Social Worker Parents</b></p>	<p>Positive communication with parents for students doing well or showing improvement</p> <p>Scheduling students into Guided Study or lab/ COMET classes based on academic need</p> <p>5- and 10-week meetings with teachers and parent contact to discuss student progress</p> <p>Monitoring students' grades through SchoolTool at least once every two to three weeks, and conferencing with students to discuss progress</p> <p>Attendance letters, phone calls, and conferences</p>	<p>Access to ASVAB preparation materials for students seeking to enlist in the military which includes career inventory</p> <p>Workplace internships for BOCES CTE students</p> <p>PSAT, SAT, and ACT prep and registration materials provided for students.</p> <p>PSAT site during October</p> <p>OnPoint referrals to assist student throughout their entire college careers</p>	<p>Behavioral referral process with consequences that address behavioral difficulties in a constructive manner with counselors, and principal</p> <p>Group counseling, including peer mediation as needed</p> <p>Informal "check-ins" with students</p> <p>Utilize Student Resource Officer</p>	
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	<p>Informal consultation with administration and CSE department regarding student progress</p> <p>Communicating with parents about and referring students to After School Program as supplement to regular academic and AIS program</p> <p>In conjunction with classroom teachers and administrators, identifying and scheduling students into appropriate AIS program or RTI interventions</p> <p>Collaborating with teachers to monitor and support student progress</p> <p>Individual counseling to</p>			
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	help students understand the causes for and consequences of academic failure			
<b>Tier 3 Counselors School Psychologist Teachers Social Worker Parents</b>	<p>Arranging and facilitating parent-teacher meetings for struggling students</p> <p>Monitoring students' grades through SchoolTool on a weekly basis, and conferencing with students to discuss progress</p> <p>Collecting RTI data to present to the SBIT and CSE committees</p> <p>Referring students to SBIT and facilitating SBIT committee meetings</p>	<p>Instruction in assistive technology, including keyboarding skills, provided for students with special needs</p> <p>Access V-R referrals</p>	<p>Individual counseling for students struggling with issues in or out of school</p> <p>Parent meetings for struggling students</p>	

	<p>Assisting students in forming a personalized plan for improvement through individual academic counseling</p> <p>Identification of potential course failures at the third quarter and rewriting student schedules to accommodate new needs</p>			
<p><b>Tier 4</b></p> <p><b>Counselors</b></p> <p><b>Psychologist</b></p> <p><b>Social Worker</b></p> <p><b>Parents</b></p> <p><b>Admin.</b></p>	<p>Summer School for credit recovery</p> <p>Attendance tracking for chronically absent students</p> <p>Behavior Intervention Plan for individual students</p>	<p>CDOS exit credential for students with special needs or seeking CTE-based graduation pathways</p> <p>Job shadowing opportunities for students seeking a CDOS exit credential</p> <p>Make Sense Shop and Comet Cafe job skills programs for</p>	<p>One-on-one crisis counseling for students in distress</p> <p>Meeting with parents and administrators for students in crisis</p> <p>Contracting safety plans with students in crisis</p> <p>Referral to on-campus services, such as Farnam,</p>	

		<p>students with disabilities</p> <p>Placement at off-campus workplace skills programs, such as Project Explore</p>	<p>APPS, Liberty Resources or the School-Based Health Center</p> <p>Referral to outside agencies for counseling or substance abuse treatment</p> <p>Involvement of law enforcement as needed to ensure student safety</p>	
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## **Oswego County Services**

### **Mental Health**

ARISE in Fulton: (315) 671-2955

Behavioral Health Services Mental Health and psychiatric services at Oswego Hospital:  
oswegohealth.org (315) 349-5511

Hutchings Psychiatric Center Child and Adolescent Crisis Respite House Referrals:  
(315)-426-7770

Crisis Line for Oswego County: (315) 343-8162

Integrative Counseling Services in Oswego: (315) 342-9255

Liberty Resources Brownell Center in Fulton: (315) 598-4642

Mobile Crisis Hotline: 315-251- 0800

Oswego County Catholic Charities: (315) 598-3980 Youth counseling and emergency services

Oswego County Division of Mental Hygiene: (315) 963-5361 Mental Health Services, Addictions Services, and Developmental Disability Services

Oswego County Suicide Coalition: (315) 963-5361

Oswego Hospital Child and Family Services: (315) 326-3555

Suicide Prevention Lifeline: 1-800-273-8255 (TALK) Crisis Text Line: Text Start to 741-741 [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Todd Ray LCSW in Oswego: (315) 692-0645 Youth Counseling  
Suicide and Crisis Lifeline 988

### **Addiction**

Farnham Family Services: (315) 342-4489

Harbor Lights: (315) 963-0777

Oswego County Council on Alcoholism and Addictions (COCOAA): (315) 342-2370 53

Third Street Oswego NY or 4 Tower Drive Fulton NY (315) 598-6707 Prevention programs K-12 along with group and individual counseling

Prevent Underage Drinking: [Talk2Prevent.ny.gov](http://Talk2Prevent.ny.gov)

### **Insurance/Housing**

Child Health Plus Insurance: 1-800- 698-4543

Fidelis Child Health Insurance: 1-888-343-3547

Housing Assistance: (315) 349-8263

## **Youth Services**

Camp Hollis Team Challenge Course: (seasonal) (315)349-3241

Department of Social Services: (315) 963-5000

Oswego County Opportunities Youth Services: 315 342 7532 and 24 Hour Hotline  
315-342-1600 or 1-877-342-7618

Oswego County Youth Bureau: (315) 349-3451 Summer Camps, parenting classes,  
Americorps, and recreation

Oswego County Youth Court: 315-349-3451

The Path for Homeless Teens: (315) 342-7532

Youth Advisory Council: (315) 349-3451

## **Abuse/Assault**

Abuse and Assault Hotline: (315) 342-1600

Child Abuse Hotline: 1-800-342-3720

Domestic Violence Services to aid Families: (315)342-1600

Services to Aid Families (SAF) Crisis Hotline for Sexual Assault: (315) 342-1600

Victim Compensation for NYS: 1-800-247-8035 [www.ovs.ny.gov](http://www.ovs.ny.gov)

Child Advocacy Center of Oswego County: (315)592-4453

Vera House Crisis Line: (315) 468-3260

## **Family Services**

Family Assessment Response (FAR) Oswego County Children and Family Services  
(315) 963-5117

Friendship Shop in Sandy Creek: (315) 387-6673

Food Pantry in Sandy Creek: (315) 387-5323

New Justice Conflict Resolution: provides mediation over child care and custody  
arrangements

(315) 343-8370

WIC Services: (315) 343-1311 or 1-888-730-3803

**Law Enforcement/Legal Services**

Free Legal Clinic: (315) 806-6164

Oswego County Department Of Social Services Person in Need of Supervision (PINS):  
(315) 963-5445

Oswego County Family Court: (315) 349-3350

State Police: (315) 298-1444

Underage Drinking Reporting Hotline to State Police: 1-800-UNDER21

Community, Social and Government Services Database:

<https://211cny.com/>

Oswego County Community Services Directory:

<http://www.oswegocounty.com/com%20serv%202018.pdf>

## **Manage**

School Counselors self-assess yearly their own competencies and formulate professional development plans to support goals along with administration. School Administrators guide the selection, recruitment, and yearly evaluation of the school counselors.

The program implementation cycle will consist of organizing, planning, designing, implementing and evaluating.

**Organizing** and updating what we currently do and identifying where improvements can be made

**Planning** how to assess the current program through surveys and feedback from students, parents, staff, and community members.

**Designing** the school counseling plan in an easily understood document that is shared with all stakeholders.

**Implementing** program improvements and continually utilizing school counselor competencies to promote student success.

**Evaluating** yearly the comprehensive program with all input from all groups of stakeholders through surveys and meetings as well as utilizing attendance reports, academic reports, assessment results, completion rates, and college and career readiness rates.

After reviewing all data and evaluations, **SMART** goals should be developed for the following academic year.

**SMART** Goals are:

Specific

Measurable

Achievable

Relevant



Time-bound

**Smart Goals for 2022-23 School Year:**

- Continue career plans for 6-12 grade students
- Continued incorporation of mental health awareness
- Continued strategizing how to best use RTI models and increase student achievement by utilizing program outcomes of the ABC's ( attendance/achievement, behavior, coursework/college and career accessibility )

**Data to Consider:**

- Look at percentage of completed career plan
- Attendance
- Behavioral Referrals
- Counseling Referrals
- Grades and standardized test scores
- School Report Card
- Percentage Students accepted to college vs enrollment
- Employment percentage after HS for last three years

**Assess**

- Strengths: direct and indirect student services
- Areas that need strengthening: student attendance and parent engagement
- Short Range Goals: Individual meetings with high risk students, casing meetings with support staff, referrals
- Long Range Goals: Each student has an appropriate plan for academic success while monitoring overall mental health
- Areas to consider for Professional Development : ASCA resources and workshops, NYSCA resources and workshops, CDC resources

## **Use of Time Assessment**

### **Direct Students Services:** (80% recommended)

Individual and Group Counseling  
Individual Academic Planning  
Interpreting Student Records  
Interpreting Testing  
Counseling for attendance  
Counseling for behavior issues  
Collaboration with Teachers for Presentations  
Collaboration with Principal to identify and resolve student issues  
Participating in Individual Education Meetings  
Analyzing Data

### **Indirect Student Services:** (20% recommended)

Developing the school counseling curriculum based on needs assessments  
Maintain Advisory Board  
Consultation with other counselors and support staff  
Necessary documentation completed and stored  
Continue updating comprehensive school plan  
Continue sharing of information with all stakeholders  
Professional Development  
Delivery Lesson Plans/Action Plans  
School Counseling Curriculum continued development  
Program Curriculum PK- 12 Goals

1. Interpersonal Effectiveness: Positive student self concept
2. Intrapersonal Effectiveness: Effective interactions and relationships
3. Personal Health and Safety: Promote wellness and positive coping skills
4. Post-Secondary Education and Career Readiness: Understanding the connection of high school academics to the world of work and postsecondary pursuits

The four goals fall in the four prong structure of Guidance Curriculum, Responsive Services, Individual Planning and System Support.

Guidance planning is where students develop their academic potential as well as their interests and career goals.

Responsive Services is when an intervention is made for students who are having immediate personal issues that interfere with educational, social, and or personal development.

Individual planning happens throughout middle and high school and monitors the student's plans and progress.

System support is our effort in supporting teachers, staff, community and parents in promoting educational, career, personal, and social development of our students.

### **Specific Topics for Group/Class Work with the Counselors for 2022-23 School Year**

PK Intro to Mental Health Support Staff

K Promote positive view of school activities

1 Personal Health and Safety activities

2 Identifying Feelings Activities

3 Positive Self Esteem Activities

4 How to express anger appropriately and deal with conflict activities

5 Decision Making and Goal Setting/ MS Expectations

6 Introduction to School Counselors

7 Healthy vs Unhealthy Relationships; Responsible Technology Use with respect to privacy/ Legal ramifications

8 The responsibilities of becoming a Freshman in High School

9 Career, college, Military or trade pathways

10 Professional Skills including Resumes, Interviews, Thank you's, and Phone Etiquette

11 College visits, Internships, Resume building

12 Preparing for Adulthood on your own

**Accountability**

1. Counselors utilize logs to utilize as process data and an evaluation tool of how their time is allocated
2. Evaluation of Student Standards
3. Reexamine data points
4. Utilize pre and post tests needs surveys to determine perception data
5. Program audit utilizing the Synopsis of Standards for a School Counseling Audit (adapted from Gysbers, N.C., and Henderson P. 2012)
6. Analyze Student Outcome Data in areas of achievement, attendance, and behavioral referrals.

April 2, 2018

Dear School and Community Member,

Sandy Creek Central School District is embarking on a journey to strengthen our district's Comprehensive School Counseling Plan by the year 2020.

We would like to set up an advisory committee with multiple stakeholders involved so we can implement the strongest programming available for our students. We are requesting your assistance. We invite you to participate in monthly meetings beginning in May with us so we can hear your input and feedback in order to continuously improve our school counseling program.

Your role would be to advise us on program goals, review program results, make recommendations, and engage in public relations.

If you are willing to serve on this advisory committee and are able to attend our meetings, please reply back to Tanya VanOrnum at (315) 387-3465, ext.1943 or [tvanornu@sccs.cnyric.org](mailto:tvanornu@sccs.cnyric.org)

Sincerely,  
SCCS School Counseling Department

### **Advisory Board Members**

Michael Stevens, Athletic Coordinator  
Jodi Whitney, English Teacher  
Heidi Metott, Board of Education Member  
Anna Brown, Community Member and Parent  
Peggy Manchester, Community Member  
Tanya VanOrnum, School Counselor  
Danielle James, School Counselor  
Amy McCormack, Administrator  
Kevin Seymour, Principal  
Tim Filiatraut, Principal  
Buffy Petersen, Social Worker  
Brittany Clark, Social Worker  
Whitney Oak, School Psychologist  
Nick Netto, School Psychologist

### **Advisory Meetings and BOE Presentations**

Advisory Meeting March 2018 ( completed)  
BOE Meeting August 2018 (completed)  
BOE Meeting 2019 ( completed)  
Review of Plan August 2020 (completed)  
BOE Meeting Fall 2020 (COVID)  
Summer 2021 Revising Plan (completed)  
Review of plan by team End of Aug 2021 (completed)  
BOE Meeting Fall 2021 (completed)  
BOE emailed plan Summer of 2022 (completed)  
BOE Meeting August 2023

## **Elementary School Calendar of Events**

**September** - Morning Program begins, Pre-K Parent Visits, STAR Benchmark Testing, SBIT Meetings begin, Elementary Open House, Family Book Fair, 5th Grade Conservation Day, Healthy Highway Begins, Instrument Night

**October** - SBIT Meetings, 5th Grade Leadership Council selected, Halloween Parade,, The NED Show

**November** - Parent Conferences, Veterans' Day Celebration and Reception, Thanksgiving Feast for 1st and 2nd grades and families, SBIT Meetings

**December** - K-12 Hour of Code family night, Holiday Concerts, SBIT Meetings

**January** - STAR Benchmark Testing, 2nd quarter Leader In Me Awards, SBIT Meetings.

**February** - UPK and Kindergarten Registration, SBIT Meetings.

**March** - 5th grade musical, SBIT Meetings, Reading Grand Prix begins, Math and Movement Family Night.

**April** - ELA testing grades 3-8, 3rd quarter Leader In Me Awards, SBIT Meetings.

**May** - Math testing grades 3-8, SBIT Meetings, STAR Benchmark Testing, Kindergarten Screening, Science Fair, Chorus/Band Concerts, Science Performance Test (grade 4), Pre-K career pictures for yearbook, 5th grade career pictures for graduation, Leader In Me activities, Bike Helmet Presentation, Hovercraft Project

**June** - Student Council 4th quarter Awards, Science written test (Grade 4), 1st grade Reading Tea, Kindergarten Graduation, Pre-K Sailabration, 5th Grade Graduation, Moving Up Day, Fun Day, Pre-K Screening,

**July**- Summer Recreation begins

**August** - Sundaes on Sunday an Introduction to Kindergarten for students and families

### **Middle and High School Calendar of Events**

**September**- Opening of School, Individual Scheduling changes, Individual Meetings with Seniors, Counseling Referrals Meeting, Suicide Awareness Month, Class Meetings 6-12, Recruiters start monthly tables, College Reps begin visiting, PSAT registration, Meeting with seniors in English 12 courses with counselors, SAT and ACT accounts and registrations, Financial Aid Night

**October**- Financial Aid opens, PSAT administration, Processing College Applications, College Day Fair, SCOIR Introduction/Refresher, SBIT meetings, 5 week grades, AIS letters mailed, Parent-teacher conferences arranged and facilitated, Letter of Recommendations, Continue working on postsecondary career plans, Middle School Celebration of Learning, After School Program begins, Homecoming week events

**November**- First quarter grades and intervention plans, Early Decision applications due, Continue working through SCOIR programming, Individual Academic/Career Planning begins

**December**- Individual Scheduling Meetings Begin with Juniors, Finishing processing college applications, CiTi BOCES CTE visit for Sophomores, Early Action applications due

**January**- Scholarship listings and applications are continually updated, Regents exams,

**February**- Master Scheduling

**March**- ASVAB, National College Fair, Junior Scholarships

**April**- SAT/ACT reminders and sign ups, Childabuse Awareness Month

**May**- Letters to parents about college board accommodation requests, letters to parents about college registration for senior year, end of year meetings with grade levels, Mental Health Awareness Month



**June-** Awards' Ceremony, Senior Exit Meetings, Regents, Graduation Parade in Elementary, Graduation

**July-** Summer School, Summer Regents Retakes, Credit Reviews for HS Students, Review School Counseling Plan

**August-** Regents, Finalize Master Schedule, Individual Schedule Changes, 6th grade Orientation, Finalize CSE schedules for programming, Welcome letters, New Student transition plans and review of records

# Comprehensive School Counseling Program Needs Assessment

## Student Needs Assessment

To assist counselors in planning activities for next year

Please write number using the scale provided below:

4=Very Important, 3= Somewhat Important, 2=Not very Important, 1= Not important at all

Issue	Score
Information about Alcohol and Substance Abuse	
Information about Weight/Eating Habits	
Information about dealing with loss	
Information about dealing with stress	
Information about Career Choices	
Information about College Choices	
Information on how to study	

Information on how to be organized	
Information on understanding our aptitude, abilities, and interests	
Information on relationships/friendships	
Information on parents separating/divorcing/family issues	

Please comment any other information that may be useful to you personally.

Referenced ASCA

## Comprehensive School Counseling Program Teacher Needs Assessment

To assist counselors in planning activities for next year  
Please write number using the scale provided below on how important you feel this issue is to address  
with students:

4=Very Important, 3= Somewhat Important, 2=Not very Important, 1= Not important at all

Issues	Score
Alcohol and Substance Abuse	
Eating Disorders	
Bullying	
Healthy Relationships	
Selecting appropriate courses	
Career Choices	
Post -Secondary Choices	

Understanding aptitudes, abilities and interests	
How to Study	
How to be organized	
Family Issues- Divorce/Separation	
Death and Loss	

Please comment any other important issues you feel students need to have addressed by the counseling program.

## Comprehensive School Counseling Program Parent Needs Assessment

To assist counselors in planning activities for next year

Please write number using the scale provided below on how important you feel this topic is to you.

4=Very Important, 3= Somewhat Important, 2=Not very Important, 1= Not important at all

Issue	Score
Exploring career opportunities	
Choosing appropriate courses	
Bullying/cyberbullying	
Educational opportunities after High School	
Problem solving and decision making	
Managing Time Efficiently	
Student health and wellness	
Managing conflict	

Coping with stress	
Maintaining healthy relationships	
Asking for help when needed	
Dealing with loss	

Please comment any other important issues you would like addressed by the counseling program.

## **June Evaluation of School Counseling Program with Students, Staff, and Administrative Feedback**

*Compare Data from last 3 years in the following areas:*

- How are students different because of the school counseling program?
- What is the impact of the program on student achievement?
- What is the impact of the program on attendance?
- What is the impact of the program on student behavior?
- How can we use this data for future district planning?

### **Current Practices**

**Our school counseling program contributes to student academic success in the following ways:**

Individualized Meetings and plans for 6th through 12th grade students

Consultation with teachers, parents, administration, and students.

Yearly Review of School Report Card Data <https://data.nysed.gov>

**Our school counseling program prepares students for careers in the following ways:**

Small Classroom meetings 9-12 on varied topics

Individualized Meetings

College Fairs

College Reps and Military Visits to SCCS

Scoir use

ASVAB assessment

Parental Contact

**Our school counseling program addresses personal and social needs in the following ways:**

Individual and Group Counseling



Referrals to agencies  
Peer Mediation/Conflict Resolution  
Mailings home

**Our School Counseling involves parents in the following ways:**

Phone Calls  
Emails  
Conferences  
Web Site  
Parent Square

**Our School Counseling program uses data in the following ways:**

Examine Academic Progress  
Examine Attendance Rates  
Examine RTI data  
Examine Graduation Rates

Collect Process ( Number of Sessions and Participants), Perception (Survey data) and Outcome data (reports/results)

Comprehensive School Counseling Program Assessment (appendix 3 OCM BOCES)

1 None 2 Beginning 3 Developing 4 Full Practice				
<b>PK- 5 School Counseling Program</b>				
Available access to School Counselor				
Prepares Students to participate in future education and career planning				
Include Interventions for Attendance Issues				
Include Interventions for Academic Issues				
Includes Interventions for Behavioral Issues				
Includes Interventions for Adjustment Issues				
Educates Students about child abuse and inappropriate touching				
Encourages Parental Involvement				
Make Referrals to properly licensed professionals				
Annually update counseling plan for building				

1 None 2 Beginning 3 Developing 4 Full Practice				
<b>6-12 School Counseling Program</b>				
Includes services of personnel certified or licensed counselors				
Includes an individual annual review of each student’s educational progress and career plans by certified counselor				
Includes instruction at each grade level to help students learn about careers and career planning skills				
<b>Includes advisory, individual, and or group counseling for the following areas:</b>				
Enables students to benefit from the curriculum				
Provides Interventions for attendance issues				
Provides interventions for academic issues				
Provides interventions for behavioral issues				
Provides interventions for adjustment issues				
Provides advisement on developing and implementing career and college plans				
Encourages Parental Involvement				
School Counseling Curriculum instruction aimed at addressing student competencies related to career/college readiness, academic skills and social and emotional development				

Direct Services include responsive services, crisis response, group counseling, individual counseling, assessment and advisement.				
Indirect Services include referrals, consultation, leadership, and teaming				
1 None 2 Beginning 3 Developing 4 Full Practice				
<b>District Level Plan</b>				
Filed in District Office and available online				
Includes objectives and activities				
Includes specifications of staff members and other resources to accomplish objectives				
Includes Annual Assessment				
Formed Advisory Committee with scheduled meetings				
Create and submit an annual report to the Board of Education				

**Sandy Creek Central School District**

**Crisis Team Members:**

**Kevin Seymour, Superintendent**

**Amy McCormack, Director of Curriculum and Instruction**

**Steven Newcombe, MS/HS Principal**

**Tim Filiatraut, Elementary Principal**

**Tanya VanOrnum, NCC,LMHC, School Counselor**

**Lacey Marriott, Middle School Counselor**

**Nick Netto, School Psychologist**

**Whitney Oak, School Psychologist**

**Brittany Clark, School Social Worker**

**Buffy Peterson, School Social Worker**

**Samantha Keesey, Middle School/High School Nurse**

**Elizabeth Cranker, Elementary School Nurse**

**Fred Baird, School Resource Officer**

### **Protocol for a Student in Distress**

- 1) Keep the student safe with an adult present**
- 2) Notify the Site Administrator/Principal**
- 3) Identify staff member to complete screening**
- 4) Seek and compile information relevant to the situation**
- 5) Interview and Assess Student**
- 6) Assess what warning signs are being exhibited**
- 7) Assess current feeling and thinking**
- 8) Assess suicidal thinking and behavior**
- 9) Assess coping mechanisms and supports**
- 10) Notify Parent/Guardian**
- 11) Call 911 if you cannot reach parent/guardian**
- 12) Only an administrator will accompany a child in an ambulance**
- 13) Provide intervention and support**
- 14) Develop a suicide prevention plan for student while at school**

### **Elementary School**

**Interviews will be conducted by the School Psychologist or School Social Worker and the Elementary Principal will be notified.**

### **Middle and High School**

**A School Counselor or School Psychologist will conduct the interview and notify the building principal.**

**The CSE Chair, Nurses, and SRO will be notified as needed.**

### **Risk Factors**

- Depression**
- Substance use and abuse**
- Unusual thoughts and behavior or confusion about reality**
- Impulsivity**
- Aggression**
- Previous suicide attempt or family history of suicide**

## **Warning Signs**

- **Feelings-** depressed, isolated, withdrawn
- **Actions-** withdrawing, outbursts
- **Changes-** academic changes, personality changes
- **Threats-** threatening to harm self or others
- **Situations-** recent loss

## **Procedures for Reporting a Student Threat**

### **During School Hours**

**If you have direct knowledge of a threat do not leave the student alone.**

**Express concern and listen.**

**Express the need for more help**

**Contact your administrator.**

**Tell the administrator all the pertinent information and conduct a warm hand off (caringly explain to the student what is happening and why the new professional is involved) to the School Based Health Center or whoever will be doing the interview.**

**Parents are contacted.**

**911 is contacted if parents cannot be found or refuse to come in. An administrator will accompany the student.**

### **Outside of School Hours**

**Immediately contact your administrator who will contact parents. If the threat is imminent, call 911 and then your administrator.**

**Re-entry to school after a a mental health crisis including a suicide attempt**

- 1) A school-employed mental health professional or other designee will coordinate services with the student and parents.**
- 2) The parent or guardian will provide documentation from a mental health care provider that the student has undergone an examination and no longer a danger to self.**
- 3) The designated staff person will periodically check in with student to help student readjust to the school community.**

### **Postvention: After a death by suicide:**

- 1. Official fact gathering by administrative team**
- 2. Convene Crisis Team**
- 3. Parent/Guardian communication by building administrator**
- 4. Offer services and referrals to family members**
- 5. Parental Permission to release information about funeral services**
- 6. Follow up meetings with Crisis Team**
- 7. Identify who will be most likely affected by the death**
- 8. Make counseling services available within the school**
- 9. Superintendent deals with any and all media**
- 10. General Staff notification by crisis team**

### **Topics for interviewing**

- Beginning the interview with letting student know that someone has noticed warning signs and that you are concerned**
- Assess Current Feelings and Thinking**
- Assess Suicidal Thinking and Behavioral**
- Assess Coping Methods**
- Assess Supports**

### **Risk Assessment Interview Questions**

- How frequent and how long have you had thoughts of suicide?**
- What have you thought of doing?**
- Do you have the means to do that?**
- Have you harmed yourself in the past?**
- Have you come close to harming yourself in the past?**
- Are you planning to carry out your plans to harm yourself?**
- What have you done in the past?**
- Is there a family history?**
- What has stopped you before from acting on these feelings?**
- What has happened to make you feel this way?**
- What has been going on in your family?**



- **Any other stressors?**
- **What has helped in the past when you feel this way?**
- **Who do you have to talk to about these situations?**
- **How are you sleeping and eating?**
- **What other changes are you experiencing?**

## **Protocol for death of a staff member or student**

- 1. Official fact gathering by administrative team**
- 2. Convene Crisis Team**
- 3. Staff communication by crisis team**
- 4. Parent/Guardian communication by administration with counselor**
- 5. Offer services and referrals to family members**
- 6. Permission to release information about services**
- 7. Convene follow up meetings with Crisis Team**
- 8. Identify who will be most likely affected by the loss**
- 9. Make counseling services available within the school**
- 10. Superintendent deals with any and all media**

## **Recovery Plan :**

- 1. Remind staff, students, and community members about the supportive environment offered here along with resources available on site**
- 2. Offer referrals to outside support services as well**
- 3. Promote self care tips to all service providers within the building so they are able to continue helping others**
- 4. Consider all phases of recovery:**
  - Initial days and weeks: triage, assess, make referrals; also expect memorial suggestions and donations**
  - Monthly anniversaries bring back emotions and triggers**
  - Remember holidays and birthdaInitial days and weeks– memorial options, donations, people ys are especially difficult**
  - Prepare to address a wide range of emotions on the one year anniversary**
  - Beyond a year focus on promoting positive growth and continuing of services**

**School Counselor**

**Evaluator**

**Position**

**Date**

**0=Unsatisfactory, 1=Basic, 2=Proficient, 3=Distinguished**

DUTIES AND RESPONSIBILITIES	
DESCRIPTION	RATING
<b>1. Major Function: Development and Management of a Comprehensive School Counseling Program</b>	
<b>1.1 Discusses the comprehensive school counseling program with the school administrator.</b>	
<b>1.2 Uses data to develop school counseling program goals, and shares the goals with stakeholders (i.e., administrators, teachers, students, parents, community and business leaders).</b>	
<b>1.3 Uses data to develop curriculum, small-group and closing-the-gap action plans for effective delivery of the school counseling program.</b>	
<b>1.4 Uses the majority of time providing direct and indirect student services through the school counseling core curriculum, individual student planning and responsive services and most of the remaining time in program management, system support and accountability. (Approximately 80 percent or more of time in direct and indirect services and 20 percent or less of time in program support.)</b>	
<b>1.5 Uses data to develop comprehensive programs that meet student needs.</b>	

<b>Observations and comments:</b>	
<b>2. Major Function: Delivery of a Comprehensive School Counseling Program</b>	
<b>Direct Services</b>	
<b>2.1 Provides direct student services (school counseling core curriculum, individual student planning and responsive services).</b>	
<b>2.2 Delivers school counseling core curriculum lessons in classroom and large-group settings.</b>	
<b>2.3 Provides appraisal and advisement to assist all students with academic, career and personal/social planning.</b>	
<b>2.4 Provides individual and group counseling to students with identified concerns and needs.</b>	
<b>Indirect Services</b>	
<b>2.5 Indirect student services are provided on behalf of identified students; strategies to include referrals, consultation and collaboration.</b>	
<b>2.6 Refers students and parents to appropriate school and community resources to support student achievement and success.</b>	
<b>2.7 Consults with parents and other educators to share strategies that support student achievement and success.</b>	
<b>2.8 Collaborates with parents, other educators and community resources to support student achievement and success.</b>	
<b>Observations and comments:</b>	
<b>3. Major Function: Accountability</b>	
<b>3.1 Identifies and analyzes school data to inform the school counseling program and measure program results.</b>	
<b>3.2 Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data.</b>	

<b>3.3 Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement.</b>		
<b>3.4 Monitors student academic performance, attendance and behavioral data to inform school counseling program goals.</b>		
<b>3.5 Conducts self-analysis to determine strengths and areas of improvement and plans professional development accordingly.</b>		
<b>3.6 Conducts a school counseling program assessment annually to review extent of program implementation and effectiveness.</b>		
<b>3.7 Shares school counseling program results data with relevant stakeholders.</b>		
<b>Observations and comments:</b>		
		<b>Total Score</b>
		<b>Average Score</b>
<b>Overall Performance Comments by Evaluator:</b>		

**ASCA National Model Template Form**

## 2020-2021 Reopening for Sandy Creek Central

*NYS Guidance: Social-Emotional Well-Being As school and district personnel adapt to environments that result in substantially less time spent interacting in-person, ensuring intentional and meaningful inclusion of social emotional learning (SEL) across all aspects of operating strategies is critical to support the well-being and success of students, staff, and families. Along with physical health and well-being, schools and districts must also prioritize social emotional well-being – not at the expense of academics, but in order to create the mental, social, and emotional space for academic learning to occur.*

### Reopening Plan Mandatory Requirements 2020-21:

*Ensure that a district-wide and building-level comprehensive developmental school counseling program plan, developed under the direction of certified school counselor(s), is reviewed. Plan was updated and emailed for review 7/27/2020*

*Establish an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists to inform the comprehensive developmental school counseling program plan. Proposal: Utilize the School Counseling Planning Board for this purpose*

*Address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.* Proposal: Casing Meetings K-12 held biweekly on Fridays with the following participants: Connex Care Counselor, Liberty Resource Counselor, School Psychologists, School Counselors, Farnham Counselor, APPS Counselor, and Social Worker. Meeting with everyone will also give a platform to discuss families in need as well as work together on difficult cases. ( Tanya VanOrnum will set up, facilitate, and keep records)

*Address professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.* Proposal: Trained Trauma Informed Team can look at implementing opportunities as well as continue with Self-Care updates to staff, and opening day presentations geared towards this.

## **PK through 12<sup>th</sup> grade Counseling Staff Plan 2021-22**

**Staff will focus on the 5 Social Emotional Competencies:**

**Self Awareness, Self Management, Social Awareness, Relationship Skills, Responsible Decision Making with a trauma informed lens.**

**Staff will promote a sense of belonging through pushing into classrooms, creating confidential space for students to voice concerns, and providing tiered support systems and referrals when necessary.**

**Staff will work with the principals to help address absenteeism and discipline referrals.**

**Staff will collaborate with teachers and principals to plan how to reach out to students with attendance issues and or academic issues through meetings, phone calls, home visits.**

**Staff will continue to communicate with families and provide information and support through phone calls, emails, letters, and meetings.**

**Staff will continue to suggest self-care for teaching and other staff members as well as informal check-ins.**



## **Threat Assessment Management System**

*( Follows strategies from the Salem-Keizer System- Assessing Student Threats )*

### **Level 1 Screening Site Team**

Middle School / High School

Administrator: Steven Newcombe

LMHC: Tanya VanOrnum

SRO: Fred Baird

Other Professional with Relationship with Student

Parent/Guardian

### **Elementary School**

Administrator: Tim Filiatrault

Social Worker: Buffy Peterson or School Psychologist: Nick Netto

SRO: Fred Baird

Other Professional with Relationship with Student

Parent/Guardian

- 1. Define the threat, behavior, or dangerous situation**
- 2. Evaluate if there is a plan and clear intentions to harm**
- 3. Any acquisition or access to weapons**

Student Interview

Witness Interview

Teacher/Staff Interview

Parent Interview

Notification Log—SchoolTool Discipline Module

Notification letter- SCCS Discipline Letter

Plan to protect target

Reentry plan for student

## **Level 1 Screening Site Team Deems Further Investigation so Level 2 Assessment Begins**

### **Level 2 Student Threat Assessment Team (STAT)**

Mental Health Worker or School Psychologist and any other pertinent crisis team members work with law enforcement and community mental health resources

Fill out Notification Log, Plan to protect Target, and Notification letter

Communicate appropriately with staff, students, parents and community members as needed

Provide staff, parents, community members with risk factor brochure and direct them to inform school administrator with any new concerns

## **PK through 12<sup>th</sup> grade Counseling Staff Plan 2022-23**

Staff will continue to communicate with families and provide information and support through phone calls, emails, parent square, letters, and meetings.

Staff will continue focusing on the mental health of our students to ensure their well being along with their ability to be successful academically.

Staff will continue with professional development to ensure knowledge of current trends in counseling along with new techniques to utilize within the school setting.

Staff will continue to focus and work with administration on the ABC's of Attendance/Achievement, Behavior, and Coursework/College and Career Accessibility

## **2023-24 Addendum**

### **Smart Goals for 2023-24 School Year:**

1. Continue career plans for 6-12 grade students with more support embedded for 5th and 8th grade transitions
2. Continued incorporation of mental health awareness with tiered services offered to our students
3. Continued strategizing how to best use RTI models and increase student achievement by utilizing program outcomes of the ABC's ( attendance/achievement, behavior, coursework/college and career accessibility )
4. Administration and Review of another School Culture Survey in the Spring

### **PK- 12 Grade Focus Topics**

PK Intro to Counseling Support Staff

K Promote positive view of school activities

1 Personal Health and Safety activities

2 Identifying Feelings Activities

3 Positive Self Esteem Activities

4 How to express anger appropriately and deal with conflict

5 Decision Making and Goal Setting/ Transitioning to MS/ Classroom Career Activities

6 Introduction to Counseling Support Staff/ Character Education/ MS Expectations

7 Healthy vs Unhealthy Relationships; Responsible Technology Use with respect to privacy/ Legal ramifications/ Getting Involved at School

8 Transitioning to High School/ Academic Choices for HS/ Career Planning

9 Exploring Career, College, Military and Trade pathways/ Staying Involved at School

10 Professional Skills including Resumes, Interviews, Thank you's, and Phone Etiquette

11 College visits, Internships, Resume Building

12 Preparing to transition into the Adult World with confidence and independence