

South Jefferson Central School District



Reopening 2.0

An Addendum

05/30/23

South Jefferson Central School District
Mannsville Manor Elementary School
Maynard P. Wilson Elementary School
South Jefferson Middle and High Schools
Reopening Plan

This plan is a result of the tremendous efforts of tireless staff and stakeholders including parents, all staff, the Board of Education, local public health officials, local emergency management officials, county representatives, officials from Samaritan Medical Center and Jefferson Lewis BOCES. The plan represents mandatory elements as required by the New York State Education Department (NYSED) and the New York State Department of Health (DOH). 2.1 Updates includes adjustments and changes based on the operations of the District during the 2022-2023 school year.

Student and staff health and safety is the foundation of this plan and is paramount to the mission of the District:

The District, in partnership with the highly supportive Spartan Community, strives to provide a safe, positive learning environment that engages, challenges, and nurtures each student as they grow academically, socially, and emotionally

The Board of Regents convened four regional, virtual Task Force meetings between June 15th and June 24th, 2020. More than 1650 parents, students, teachers, administrators, school board members participated and provided feedback. The Task Force included a representative from South Jefferson Central School District as well as other representatives from Jefferson and Lewis Counties.

Key principles in the development of the NYSED guidance include:

- Health, safety, and well-being of children and adults in school
- Educational equity
- One size does not fit all, flexibility
- Collaboration
- Reopening schools is not a singular event and will be fluid and changing given conditions related to COVID-19

The District recognizes this pandemic is impacting our world, state, and Spartan Community in ways we are just beginning to understand. Our community, families, and staff have suffered physically, emotionally, financially, and educationally. This is our time to move forward. This is our time to recover. This is our time to rebuild. This is our time to engage. This is a time of continued flexibility and patience as this plan will change and is dependent on conditions beyond our control.

The major change from the approved Reopening Plan from August 2020 and addendums include a pre-pandemic school setting including no restrictions of physical distancing and a return to academic and extracurricular expectations.

The District is following the guidelines outlined in the NYS Department of Health *Interim Guidance for In-Person Instruction* (April 9, 2021) and the NYS Department of Health *Interim Guidance for Public Transportation Activities* (June 26, 2020). A review of guidelines dated August 22, 2022 with additional adjustments made to our reopening plan and implementation of these plans.

In addition to the Reopening 2.0 Team, the following stakeholders were engaged and included in the development of the plan:

- The parents of 1,752 students responded to a survey sent on 03/25/21.
- 89 staff members responded to a survey sent in early April, 2021.
- A Virtual Town Hall was hosted on 04/26/21.
- An updated community survey was sent in May 2023.
- The Board of Education

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Communication / Family and Community Engagement

Introduction: Frequent, fact-based, transparent communication is at the heart of reopening and this plan. Communication and family and community engagement is more important than ever before. Working to keep all stakeholders informed benefits our students, families, and community.

The Reopening Team includes administrators, department supervisors, teachers, technology leaders, district health professionals, and representatives from the South Jefferson Teachers' Association and representatives from CSEA.

Mandatory Requirements:

Stakeholder Input

In addition to the Reopening Team, the following stakeholders were engaged and included in the development of the plan:

- The parents of 1,752 students responded to a survey sent on 03/25/21.
- 89 staff members responded to a survey sent in early April, 2021.
- A Virtual Town Hall was hosted on 04/26/21.
- Parents : 958 parents responded to a survey providing insight, feedback, and preferences on different models of instruction, communication, potential needs, and on health and safety issues.
- The Board of Education
- Staff: All staff were surveyed. 182 staff members responded to the survey representing all levels of employee stakeholders. Staff provided insight, feedback, and preferences on different models of instruction, health and safety priorities, cleaning and disinfecting priorities, different models of instruction, and challenges and successes from our experiences this spring.
- Jefferson County Public Health Officials
- Jefferson County Emergency Management Officials
- Jefferson County Executives
- Samaritan Medical Center Officials, Carthage Area Hospital Officials, Lewis General Hospital Officials
- Jefferson Lewis BOCES
- Superintendents from Area Schools
- District Medical Director, members of the teacher's union and CSEA
- The North Country Family Health Center (school-based community clinic)

Communication Plan

The school will provide communication in the languages spoken at home among families and throughout the school communities. Plans will be available and accessible to those who are visual and/or hearing impaired through the use of technology that can read text, etc. The District will rely heavily on Parent Square, a mass communication tool, as the foundation for communicating with parents and the community. The District will use Parent Square to notify students, staff, and visitors/the community and provide information on:

- Instructions for accessing buildings and grounds and screening protocols
- Training on hand hygiene, proper face covering wearing, social distancing, respiratory hygiene, and other required training topics as determined by NYSED and/or the DOH.
- All entrances have signage related to the screening required before admittance.
- CDC and DOH Guidance is present throughout the building encouraging/requiring all to use PPE, socially distance, handwash, wearing acceptable face coverings, and respiratory hygiene
- Students and staff will be taught how to follow new COVID-19 protocols safely and correctly. This will include videos posted through Parent Square and in-person lessons for students and professional development for staff.
- The District will continue using social media (Facebook) as a communication tool.
- The District has a dedicated section devoted to Reopening on the District's website.
- Communication will stress adherence to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings, when social distancing cannot be maintained.
- Regular updates will be provided through Parent Square, the dedicated section on the website, direct contact/phone calls, social media, local news outlets, and email.
- The District is using both Google Forms and Parent Square surveys to gather ongoing input from stakeholders.
- The District will communicate the proper procedures and protocols for visitors before they arrive at any one of our schools or District Office. Visitors will have a number to call before entering our building, will need to wear a mask, and will be asked a series of COVID-19 symptom related questions.

Additional Closure / Positive Case

In the event of a positive case of COVID-19 within our schools or buildings, all stakeholders will be notified immediately using all existing communication platforms mentioned above. These methods will include:

- Notifying local public health officials, staff, and parents and guardians of any possible case of COVID-19 while maintaining confidentiality consistent with all applicable federal and state privacy laws.
- The District will follow all directives from Jefferson County Public Health.
- The District will protect private information while assisting and cooperating with any contact tracing efforts.

Health Coordinator

Mrs. Lou Ann Gleason, District RN Supervisor, is the designated main contact upon the identification of positive COVID-19 cases. Mrs. Gleason will be able to answer questions from students, faculty, staff, and parents regarding the COVID-19 public health emergency and the health and safety measures implemented by the District.

Health and Safety

Introduction: Whether instruction is provided in-person, remotely, or through a hybrid model, the health and safety of students and adults in our schools is paramount. It is the main driving factor considered for reopening schools. Health and safety must factor in first with every decision and every action taken by the District.

The Centers for Disease Control and Prevention (CDC) and the New York State Department of Health (DOH) will be continually monitored so that the District remains current with the latest COVID information and guidance. Mrs. Lou Ann Gleason, will serve in this capacity as the District Health Coordinator.

Mandatory Requirements:

Number of Students and Staff

The guidance requires appropriate social distancing of at least 6 feet. The guidance also requires all to wear cloth face coverings when not able to socially distance. Given these requirements, the number of students attending school for in-person instruction will be reduced to a number allowing those in attendance to meet minimal requirements. This will be somewhere between having 1/3 to 1/2 of students attend on any given day. All students and staff will remain socially distanced. When social distancing is not possible, all students and staff will be required to wear a mask.

Stakeholder Input

In addition to the Reopening Team, the following stakeholders were engaged and included in the development of the plan:

- Parents: 958 parents responded to a survey providing insight, feedback, and preferences on different models of instruction, communication, potential needs, and on health and safety issues.
- The Board of Education
- Staff: All staff were surveyed. 182 staff members responded to the survey representing all levels of employee stakeholders. Staff provided insight, feedback, and preferences on different models of instruction, health and safety priorities, cleaning and disinfecting priorities, different models of instruction, and challenges and successes from our experiences this spring.
- Jefferson County Public Health Officials
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- The North Country Family Health Center (school-based community clinic)

Communication Plan

See Communication / Family and Community Engagement section of this plan.

General Assurances

See also Written Protocols and Appendix A of this document:

- All students' parents/guardians and staff will use Parent Square, the District's communication tool daily to answer questions related to temperature and other questions that may indicate a risk of exposure to COVID-19 before entering the school buildings. Any student whose parents are not able to do the temperature check nor answer the daily required questions will be screened when they arrive at school.
- Ill students and staff will be assessed by the nurse (RN) in the building or medical director if available. This assessment will be mostly in-person although tele-medicine may be deployed if an RN is not available. This may mean waiting in a designated isolation area to be seen by nursing staff. If an RN is not available, ill students and staff will be sent home to follow up with a health care provider.
- Students and staff with a temperature signs of illness, and/or having a positive response to the daily questionnaire will be sent to the designated isolation area in the building. Students will be supervised prior to being picked up. In most cases, students will be escorted to their parent/guardian's car.
- All visitors, guests, contractors, and vendors will need to call a designated number in a building. They will be read questions from the health screening. If they answer no to the required questions, they will be allowed in the vestibule. Their temperature will be taken before entry into the building. They will need to wear face coverings while in the building. This will be communicated as outlined in the communication section of this plan as well as signage at each main entrance with the number to call before entering.
- After providing documentation that students or staff may be at high risk or live with someone at high risk, the school will make appropriate accommodations which could include increased PPE protocol, remote learning, and other options that help reduce the risk of spreading germs.
- The District has placed an order that would give students up to three face coverings. These coverings are sized depending upon age. The District has on hand, disposable paper masks for students and/or staff who may forget their face covering or need one. While the availability for N95 masks is non-existent or low, the District has KN95 masks as well as other PPE for school health professionals and staff.
- Please see Appendix A for a flow chart
- The District will not be offering school run before or aftercare programs for students to start the 20-21 school year with. Students arriving before class starts will be seated in a socially distanced location like the cafeteria, auditorium, or gymnasium remaining there until the beginning of their school day. They will be supervised by adults. Adults and students will need to wear face coverings.
- The District has met with executives from Samaritan Medical Center, Lewis County General Hospital and Carthage Area Hospital. If emergency room capacity is an issue, hospital liaisons will

work together with the district and Public Health officials to make decisions about in-person instruction continuing. Hospital capacity is a required indicator for in-person instruction.

Written Protocols

The District has written protocols in the General Assurances section and in Appendix A related to the following health and safety areas:

- Instructions for staff on observing for signs of illness in students and staff and where to direct symptomatic persons including a dedicated isolation area in each school building
- Instructions for parents/guardians to observe for signs of illness in their child that require staying home from school
- Providing accommodations to all students and staff with documented high risk conditions or who live with a person at high risk (see general assurances).
- Steps taken if there is a confirmed COVID-19 case in the school
- Staff and students returning to school following illness or diagnosis of a confirmed COVID-19 case or following a quarantine due to contact with a confirmed COVID-19 case. A return to school will be coordinated by the District Health Coordinator and the Jefferson County Public Health office. (see the flow chart in Appendix A)
- Cleaning and disinfecting schools following CDC guidance (see the Facilities section of this plan)
- District / school run before and after care programs (when applicable)

COVID-19 Safety Coordinators

Christina Chamberlain, Superintendent of Schools, and Rebecca Dalrymple, Grants and HR Director, will serve as the District COVID-19 Safety Coordinators. The superintendent is responsible for monitoring and managing compliance with all aspects of the District reopening plan. Each building principal will serve as the building level COVID-19 Safety Liaison. The superintendent, director and principals, together with the District Health Coordinator, the District Medical Director, the Director of Buildings and Grounds, and the Jefferson County Public Health office will work to continually monitor reopening activities and align activities to mandated requirements, guidance, and compliance items.

Please see Appendix A for further information related to Health and Safety.

Facilities

Introduction: Our Buildings and Grounds Department has always played a critical and essential role in educating our students by ensuring a clean and safe learning environment. Now, more than ever, this department will be on the forefront of reopening our District and schools. The Buildings and Grounds Department will play a vitally important role in making sure our buildings are configured and maintained in a way to provide the maximum protection possible from spreading COVID-19.

Mandatory Requirements:

General Health and Safety Assurances

All guidance related to health and safety will be followed. The general health and safety mandates include:

- Cleaning frequently touched spaces regularly to prevent spread of infection. Cleaning and disinfecting of frequently touched areas will be documented and logged. This information will be kept in the office of the Director of Buildings and Grounds.
- All existing and any new alcohol-based hand-rub dispensers have been installed properly and in accordance with FCNYS2020 Section 5705.5
- The District does not anticipate any project submissions. Any unforeseen project submissions dedicated to 'COVID-19 Reopening' will be labeled as such. All submission will be submitted to the OFP for full review.

Fire Code Compliance

Should alterations be made to any of the physical spaces to accommodate the required guidance, all proposed changes will be submitted by the Director of Buildings and Ground and / or the Superintendent. Proposed changes will be submitted to the Office of Facilities Planning (OFP) to ensure any proposed change meets the 2020 New York State Uniform Fire Prevention and Building Code and the State Energy Conservation Code.

Doorways

Doors that have closers with automatic hold opens are throughout our buildings. These doors are normally held in the open position and close when an alarm goes off (fire alarm, lock-down, etc.). The function, position and operation of these type of doors in the South Jefferson Central School District will remain the same and will not be changed during reopening.

Inspections and Lead Testing

All statues related to the Building Conditions Survey or Visual Inspections have not changed nor have the submission deadlines. The South Jefferson Central School District will meet the deadlines for the Visual Inspection.

The statutory requirement for lead testing remains unchanged. Water sampling will not be conducted if/when the building is vacant and the District will work to conduct sampling during normally occupied operation.

Space Utilization and/or Alterations

At this time, the District does not intend to alter existing physical spaces, expand square footage, use tents or otherwise change the existing layout of school buildings other than all that is required for maintaining socially distanced classrooms and learning spaces. The District does not plan to use temporary dividers at this time.

Should the District need to make alterations, like temporary dividers and/or acquire space, the Office of Facilities Planning and school architects will be involved in the process and work will not move forward without approval and without meeting the mandatory Space Expansion Requirements as detailed in the Reopening Guidance.

Plumbing Facilities and Fixtures

- Sinks and soap is available at all times and throughout all buildings to meet the frequent handwashing guidance.
- The number of toilet and sink fixtures meet the minimum standards of the New York State Building Codes. When possible, the number of toilets may be limited to decrease the amount of time spent on cleaning those and to increase the time spent on cleaning and disinfecting a smaller number of toilets and areas of high/frequent contact like sinks and soap dispensers.

Drinking Water

One drinking fountain is required for each one hundred occupants in our buildings. South Jefferson Central School District will reduce the number of active drinking fountains in each building while still meeting the minimum requirements. Each building is equipped with bottle / water filling stations. The filling stations will be utilized along with a minimum number of traditional drinking fountains.

Ventilation

Adequate, code required ventilation – including both natural and mechanical ventilation, will be maintained. Any air cleaning equipment that may support reopening will be submitted to the Office of Facilities Planning for review and approval.

All unit ventilators have been checked and maintained on a regular schedule as evident by the schedule and log kept. They are all in working order and will continue to be cleaned and maintained as per schedule.

All air filters are changed as part of regular maintenance and as documented by the logs kept. All intake areas (not unit ventilators) have been deep cleaned. Cleaning of air intake areas will be cleaned on schedule or sooner if needed and will be documents in a log book.

Emergency Drills

Introduction: Preparing our staff and students to respond in the event of an emergency of any kind is of primary concern to the SJCS D Safety Team. Safety drills are conducted and logged each year in compliance with Education Law 807 as well as Fire Code Section 404. All staff and students are instructed on how to respond to each of the five functional annexes related to fire or emergency.

Mandatory Requirements:

The South Jefferson Central School District will continue to follow all existing mandates including and not limited to:

- 8 evacuation drills and 4 lockdown drills per year
- Blocking egress routes during 4 evacuation drills
- Ensuring that ALL students are trained in all emergency procedures and take place in Lockdown and Fire drills.

- Any proposed changes to the school spaces related to Fire Code compliance will be submitted to the Office of Facilities Planning (OFP.)
- The operation of automatically closing fire alarm door systems will remain unchanged.

Drill Requirements for students

- Drills will be conducted on a schedule that ensures that all students physically take part in both fire drills and lockdown drills.

Drill Requirements for staff

- All district staff will be trained and receive refreshers on the proper procedures for evacuation and lockdown drills.

NYS Public schools are required to meet minimum requirements for health and wellness of the students. Education Law requires all public schools to conduct a minimum of 12 drills annually: (8) Fire Drills and (4) Lock Down Drills. SJCS D has a fully devised plan for planning and preparing for, and responding to emergencies.

SJCS D maintains health and safety of our students and staff as our highest priority. We recognize that planning and preparation for, and responding to emergencies is of the utmost importance.

In the event of a real emergency, we will rely on our training and follow protocol outlined in our functional annexes. By practicing both, students will learn the difference between a drill and an actual emergency and how to respond appropriately in either circumstance.

The functional annexes used to maintain health and safety are:

SHELTER IN PLACE:

Used to shelter students and staff inside the building (i.e. blizzard or outside emergency that requires us to shelter students during or after school hours)

HOLD IN PLACE:

Used to limit movement within the building while dealing with short-term emergencies (ie. medical emergency or fluid spill in the hallway, etc.)

EVACUATION:

Used to clear students and staff from the building.

These drills may be conducted on a staggered schedule whereas classrooms are released at different times to maintain appropriate social distancing per NYSED recommendations.

LOCKOUT:

Used to prohibit unauthorized access to the school building if conditions outside the building pose a potential or imminent concern.

LOCKDOWN:

Used to secure students and staff during incidents that pose an immediate threat of violence in or around the building.

Teachers and students should stay hidden and quiet until physically released by Emergency Response Team members or law enforcement personnel. Any teacher or student unable to immediately exit a restroom should remain in the restroom and stay quiet and out of sight and may consider barricading the door.

The Incident Commander, or his/her designee, will coordinate a response with local law enforcement agencies and immediately notify the Superintendent of Schools.

Cleaning and Disinfecting Guidelines and Procedures

Daily logs will be used to document the scope of cleaning and disinfecting by staff. The logs will include information to include the date and time of cleaning/disinfecting, the employee responsible, the product used.

Below is a list of procedures that will be deployed by Buildings and Grounds staff:

- Scheduled cleaning and disinfecting of all touched surfaces during the regular school day. Cleaning and disinfecting will include frequently touched surfaces such as door handles, sink handles, urinal handles, doors, light switches, counter tops, desk tops, computer key board, mouse, teacher’s desk, etc. This procedure will be done several times a day and recorded using the disinfecting log.
- Only US Environmental Protection Agency (EPA) approved disinfectants against COVID-19 are used.
- Read all labels and follow instructions.
- Keep products away from children.
- Wear proper PPE.
- Clean surfaces with soap and water prior to disinfecting, cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area.
- Change out cleaning cloths frequently.
- Be sure to keep surface wet for required dwell time for disinfectant to kill germs.
- Electronics will be wiped down with disposable wipes containing at least 60% alcohol.
- Wear disposable gloves when handling dirty laundry from a person who has been sick.
- Launder items according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely.

DAILY CLASSROOM CLEANING/DISINFECTING

- Clean and disinfect high touch surfaces.
- Clean and disinfect classroom desk and chairs.
- Clean and disinfect door handles and push plates.
- Clean and disinfect bathroom and fixtures.
- Clean and disinfect light switches.
- Clean and disinfect telephones (minimum 60% alcohol based wipes)
- Clean and disinfect computer keyboard and mouse.
- All trash receptacles emptied and trash removed from the room.

- Floors swept and dust mopped.
- Floors wet mopped with neutral cleaner
- Floors wet mopped with EPA approved disinfectant.
- Window in classroom door cleaned.
- Walls are spot cleaned.
- Vacuum carpet daily if applicable.
- Each classroom will be provided with microfiber cloths and EPA approved disinfecting solution.

RESTROOMS AND LOCKER ROOMS

- Clean and disinfect toilets, sinks and shower areas.
- Clean and disinfect high touch surfaces, drinking fountains, door handles and push plates.
- All trash receptacles emptied and trash removed.
- Floors wet mopped with neutral cleaner.
- Floors wet mopped with EPA approved disinfectant.
- Clean and disinfect all doors and partitions.
- Walls are spot cleaned.
- Flush floor drains.

DAILY COMMON AREAS/HALLWAYS/AUDITORIUM

- Clean and disinfect high touch surface areas.
- Clean and disinfect door handles, push plates, light switches, drinking fountains, handrails elevator buttons, vending machines and handrails.
- All trash receptacles emptied and trash removed.
- Floors swept and dust mopped.
- Floors wet mopped with neutral cleaner and disinfected with EPA approved disinfectant.
- Tables and furniture wiped down with neutral cleaner and disinfected.
- Walls spot cleaned.
- Carpets vacuumed and spot cleaned.

DAILY NURSES OFFICE

- Clean and disinfect health cots regularly.
- Discard or launder covering after each use.
- Clean and disinfect cots regularly.
- Clean and disinfect high touch surfaces.
- Clean and disinfect door handles, push plates, light switches, computers, keyboards, mice, telephone and all cabinet handles.
- All trash receptacles emptied and trash removed from the room.
- Floors swept and dust mopped.
- Floors wet mopped with neutral cleaner.
- Floors mopped with disinfectant.
- Bathroom swept and mopped with neutral cleaner and disinfectant.

DAILY CLERICAL/ADMIN OFFICES / MEDIA CENTER

- Clean and disinfect high touch surfaces: door handles, push plates, light switches, phones, computer keyboards and mice.
- Wipe down all counters and hard surface areas.
- All trash receptacles emptied and trash removed from rooms.
- Vacuum and spot clean carpet areas.
- All floors swept and dust mopped.
- All floors mopped with neutral cleaner.
- All floors mopped with disinfectant.
- All door windows cleaned.
- Spot clean walls.
- Clean and disinfect all bathrooms.

ATHLETIC AREAS

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment.
- Clean and disinfect mats and other equipment regularly.
- Clean and disinfect high touch surfaces: handles on equipment, athletic equipment, door handles, push plates, light switches, phones, and desk tops.
- Sweep and dust mop floors
- Mop floors with neutral cleaner
- Mop floors with disinfectant.
- Clean and disinfect all hard surface high touch areas.
- Clean and disinfect drinking fountains.

KITCHEN/CAFETERIA

- All kitchen equipment will be cleaned with soap and water daily.
- All kitchen equipment will be disinfected and sanitized with approved food grade sanitizer daily.
- All kitchen coolers, freezers, hot cart door handles will be sanitized frequently throughout the day.
- All floors will be swept and mopped during the day as needed.
- All floors will be swept and wet mopped at the end of each day with EPA approved disinfectant.
- Cafeteria tables will be cleaned several times a day with soap and water.
- Cafeteria tables will be sanitized several times each day.
- Trash will be removed after each feeding.
- Spot mopping will be done after each feeding.
- Cafeteria and kitchen floors will be swept and mopped at the end of each day with EPA approved disinfectant.
- All serving line sneeze guards and equipment will be washed with soap and water frequently daily.
- All serving line floors will be swept and spot mopped frequently daily.
- All serving line floors will be swept and wet mopped with EPA approved disinfectant at the end of each day.

TRANSPORTATION DEPARTMENT / BUSES

- All high touch areas will be cleaned with soap and water frequently daily.
- All high touch areas will be disinfected frequently daily.
- Bathrooms will be cleaned and disinfected frequently daily.
- All office areas and bathrooms will be cleaned with soap and water wet mopped with EPA approved disinfectant daily.
- Drivers lounge will be cleaned with soap and water and disinfected with EPA approved disinfectant frequently daily.
- Drivers lounge will be swept and wet mopped with disinfectant daily.
- Buses will be swept, cleaned with soap and water and disinfected after each run.
- Buses will be swept, cleaned with soap and water disinfected and wet mopped with EPA approved disinfectant at the end of each day.

Nutrition

Introduction: Key to the successful learning environment at South Jefferson Central School District is our nutrition program. The District recognizes that students perform at their best when they are well nourished. Quality school meals help students focus on learning. Our food service department, or School Food Authority (SFA) will ensure all students will have access to healthy meals, regardless of the learning model being deployed by the District.

Mandatory Requirements:

All Students enrolled in the SFA Have Access to School Meals

Access to meals will be provided to all students enrolled in the SFA who attend in person at school as well as students attending remote learning opportunities.

Health and Safety Guidelines

All mandatory health and safety guidelines are addressed. The District COVID-19 Safety Coordinator and the District Health Coordinator planned with the directors of buildings and grounds and food service to ensure all guidelines are met. (See Health and Safety section of this plan).

Food Allergies

Students with food allergies will eat in the cafeteria in designated areas. The District will continue to follow required food allergen protocols that include:

- A picture of the student and copy of the menu with acceptable items will be distributed to all cooks, servers, cashiers, teachers and distributors.
- Preparation of food for the students with allergies will be done first, and packed in an area away from any potential contaminants.

- Proper disinfecting of work area will be handled prior to any food preparation to ensure with 100% certainty that all tools and surfaces are allergen free.
- Gloves will be worn when preparing food and changed frequently during preparation.
- Limited staff will only handle approved food, to avoid cross contamination.
- All ingredients/product labels will be checked thoroughly every time it is being served.
- Students with allergies should be first in line to ensure all surfaces are free of allergens.

Hand Hygiene, Lessons, and Signage

- All students will receive training in hand hygiene and respiratory hygiene.
- All students are required to wash their hands before and after eating lunch.
- All students will pass by a hand sanitizing station to use after they wash their hands and before they eat their lunch. A list of students with allergies to hand sanitizer will be provided to cafeteria monitors in each building. These students will still be required to wash their hands before lunch and before returning to the classroom after lunch.
- Students will be instructed on not sharing food nor beverages. Parents will be informed of this requirement as well.
- Signage outside all cafeteria entrances and in the cafeteria will reinforce the training students receive and outline the hand hygiene and no sharing expectations.
- Cafeteria monitors will be trained in helping remind and monitor students' hand hygiene and no food sharing requirements.

Cleaning and Disinfecting and Sanitizing

Between each meal, the buildings and grounds team will clean and disinfect before the next group arrives for lunch. This will be documented in a daily log that will be on file in the director of facilities office.

See the Facilities section of this plan.

Child Nutrition Program

Compliance with the Child Nutrition Program is required. The District will ensure compliance and keep records documenting compliance in the food services director's office. Minimally, compliance includes operating under all guidelines established by the Child Nutrition Program, and continue to safely provide nutritionally balanced, low-cost or free lunches to children each school day. We ensure that all meal pattern requirements will be met for both Breakfast and Lunch, whether it be for meals consumed on-site in our cafeterias, or meals pick-up for consumption off-site. We will be applying for the following waivers in order to best serve our students: Non-Congregate Feeding Waiver, Meal Service Time Flexibility Waiver, Parent/Guardian Meal Pick-Up, Offer versus Serve Flexibility Waiver, and Meal Pattern Flexibility Waiver.

Communication

Communication with families is critical. Please see the Communication Section of this plan that outlines communications systems for all departments and buildings. In addition to communication outlined in that section, the Food Services Department prepares and disseminates a quarterly newsletter. These

newsletters will outline all health and safety precautions related to food service and eating in our schools.

Transportation

Introduction: Transporting our students safely and efficiently is critical to our schools and community. The school bus is an extension of the classroom. School bus drivers are often the first staff our students have contact with each and every day and may be the last staff they see each afternoon. Maintaining positive relationships while ensuring safety measures are in place are critical aspects of reopening schools.

Mandatory Requirements:

Existing Mandates

The South Jefferson Central School District will continue to follow all existing mandates including and not limited to the transportation related to:

- Students who are homeless (McKinney-Vento)
- Students in foster care
- Students with disabilities
- Students attending non-public schools

All students are entitled to transportation by the District to the extent required by law. Students attending non-public, parochial schools will be provided transportation even if South Jefferson Central School District is not busing children for in-person instruction in our schools if the non-public school is in session.

School Bus Requirements

- All buses will be cleaned at least once daily using EPA approved products and disinfected daily as documented by a cleaning log. High contact spots, like hand rails, will be wiped down after each a.m. and p.m. run.
- Buses used for multiple runs in one day will be cleaned between each run with special attention given to disinfecting high contact spots like hand rails, etc.
- There will be no hand sanitizer on school buses not will anyone on the bus carry personal bottles of hand sanitizer. Hand sanitizer is available in pump or spray dispensers in multiple locations throughout the Transportation Department including main office area, employee learning room, and bus garage/mechanics area as well as each bathroom.
- Our wheelchair buses accommodate two students in a wheelchair at a time and chairs will be placed meeting safety and compliance requirements.

School Bus Staff Requirements

- All district staff, including transportation staff, will be trained and receive refreshers on the proper use of PPE, socially distancing, and the signs and symptoms of COVID-19. (See Health and Safety).

- All staff, including transportation staff, will be provided with gloves. Gloves will be used for anyone who must have direct physical contact with students.

Student Requirements

- Students will be trained and provided periodic reminders about the proper usage of PPE, the concept and importance of social distancing, and the signs and symptoms of COVID-19. Please see the Health and Safety section of this plan and Appendix A.

Social Emotional Well-Being

Introduction: The challenges faced by students, families, the community and our schools are unprecedented. Social emotional learning (SEL) and supporting the whole child is more important now than it ever has been before. Students will be approaching instruction, regardless of the model, with anxiety, fear, grief, uncertainty, and unprepared to self-manage some of our new normal. South Jefferson Central School District and each building has been working with a local specialist for the past two school years on helping students who have experienced adverse childhood experiences (ACES) and trauma. The District will continue to use a trauma responsive approach to focus in on and address the social and emotional well-being of our students.

Adults who work in our schools are also experiencing these unprecedented challenges. They, too, are feeling anxious, uncertain, fearful, grief, and ambiguity. The District will continue to support staff through frequent check-ins and referrals to our Employee Assistance Program.

Mandatory Requirements:

District and Building Level Counseling Plan

The District and each building comprehensive counseling plan was reviewed by the district-wide Pupil Services Team (PST), required stakeholders, and then by each building-level PST. School counselors, a school social worker, a school psychologist, the District RN supervisor, the District SRO, building principals are all members of both the district-wide PST and serve on the PST in their respective buildings. (Please see appendix B for the revised Comprehensive Counseling Plan).

Once reviewed, the comprehensive counseling plan will be shared with stakeholders who will offer input and feedback.

Referrals for Support

Parents, guardians, teachers and students may contact the school counselor by calling the building. PST staff will work with parents on helping meet student and family needs and by helping families access outside service agencies.

Counseling staff will maintain an online Counselor’s Corner that contains resources and information to support students, families, and staff. Counselors will continue to use a district-wide data base that tracks student social emotional need, tracks outreach provided by the District to the student and/or family, and

tracks needed follow-up. The building PST team meets at least weekly and uses this inform support provided.

Professional Development

Professional development on the social emotional needs of our students is critical. PST will offer support to staff as needed and staff will have access to the following, online PD modules:

- Exploring Social-Emotional Learning through Games
- Keeping Routines for Special Education Students
- Creating Self-Portraits for Social Emotional Learning
- Remote Learning: Social Emotional Learning for Middle and High School
- Remote Learning: Social Emotional Learning for Upper Elementary
- Remote Learning: Social Emotional Learning for Primary Students
- Mindfulness Activities
- Social Emotional Learning with Storyboards
- Coronavirus: Managing Stress and Anxiety
- Coronavirus: Preparing your Household
- Stress Management
- Student Mental Health
- Conflict Management
- Bullying Recognition and Response
- De-escalation Strategies
- Disruptive Student Behavior
- Student Drug and Alcohol Use
- Youth Suicide: Awareness, Prevention, and Postvention

School Schedules and Attendance

Introduction: Health and safety protocols, followed by flexibility and prioritization are key elements when consider scheduling options for students. This plan addresses in-person instruction

- Prioritizing social and emotional supports during the transition helping students prepare for learning
- Identifying the learning gaps
- Establishing and teaching new health and safety protocols and routines.

Mandatory Requirements:

Attendance

Student engagement and attendance are critical and directly related to learning. All teachers' classrooms are rostered in Google Classroom. When students engage in remote learning, their parents and/or the student, dependent upon age, will be required to daily check in using Google Classroom and/or a module in Parent Square. Another tool used to track attendance will be School Tool. The work assigned to student who are remote learning will also be used as a measure of attendance and engagement as well as used for grading purposes.

Attendance of any school-age student of compulsory age will be taken by the following mechanisms:

In-person instruction: School Tool

Remote instruction: Parent Square Module, Google Classroom, School Tool

All resident students of compulsory age who do not attend South Jefferson Central School District schools attendance will be recorded in accordance with guidelines related to their school setting (non-public school, home schooling, etc.).

Students will not be allowed to drop out of school until they have exceeded the compulsory school age or have moved out of the district as per NYSED regulations and school law.

Budget and Fiscal Matters

Economic Overview: The initial New York State Executive Budget proposed in January 2020 called for statewide increases to school aid for the 2020-21 school year. As the COVID-19 crisis emerged and the final budget was enacted, the statewide school aid increase did not materialize. Foundation Aid was frozen for all districts and included a pandemic adjustment which further reduced Foundation Aid and supplanted it with the anticipated Federal Cares Restoration Supplement.

School and District Preparedness

The District will evaluate unappropriated fund balance throughout the fiscal year and closely monitor costs and expenses. The District may have to use unappropriated fund balance which is set aside for times of fiscal hardship. Additional strategies include ongoing budget maintenance and oversight in order to mitigate losses due to unbudgeted costs associated with responding to COVID-19 as well as anticipated revenue shortfalls caused by a shrinking economy. The District is aware that the situation has the potential to be long-lasting. The State now has the authority to reduce school district aid should State revenues come in at a lesser amount than what was planned for in the Executive Budget. Creative staffing and strategic use of fund balance will be deployed to face any shortfalls.

Mandatory Requirements

The 180 days of session requirement is still in statute, and there are currently no statutory provisions that would allow a school district to provide fewer than 180 over the course of the 22-23 school year.

All existing State Aid reporting requirements and deadlines will be maintained.

Technology and Connectivity

Introduction: Technology is critical to all functions of our district and school buildings. In order for students to be productive and successful, they must understand how to access and use digital technologies. Equitable access to technology and internet services is a priority.

Mandatory Requirements:

Access Needs Determination

The District surveyed families in March assessing access to devices and to highspeed broadband internet. The District surveyed families again this summer to determine the student and staff needs as they relate to access to highspeed internet.

The District will provide **each** student in Grades 2 through 12 with a Chromebook. Each student in grades PreK through 1st will be provided with an iPad. Faculty in need of a device will receive either an iPad or Chromebook depending on what is needed to first meet students' needs. Unless there is a complete shutdown of one or more of the buildings, faculty will also be able to access technology and devices in their classrooms.

Addressing the Needs

As noted, the District is able to provide each student in grades PreK through 12 with a device. Staff who need a device will also be accommodated. The District is providing highspeed internet access at each of the three school campuses. The location of these access points are as follows:

Wilson Elementary: Back parking lot behind the school building

Mannsville Elementary: Bus garage

MS/HS – Clarke Building: The red barn in the south side parking lot

The District is collaborating with two towns (Lorraine and Rodman) to offer connectivity to some families who live in a more rural setting. Internet connection is in place and students and families will be able to access these sites starting in the fall.

Participation and Demonstration Pathways

Students will be provided multiple ways to participate in learning and to demonstrate mastery of Learning Standards. Some of those pathways include and are not limited to:

- Use of Google Education Suite including Google Classroom
- Weekly deadlines
- Flexibility and limiting assignments that need to be printed at home
- Consistent communication and lesson design/templates
- Choice Boards with activities requiring varied levels of technology access (some to no access choices)
- Paper packets of materials
- Project based learning
- Cloud based services

- Resources from professional organizations:
<https://ncte.org/resources/resources-virtual-instruction-online-learning/> and
<https://www.nctm.org/ARCs/>.

Teaching and Learning

Introduction: South Jefferson Central School District will provide engaging, Standards based, learning opportunities in a way that helps students feel connected and safe. Relationships between student and

teacher are at the heart of education. The District recognizes students, families, and staff are yearning for a return to routines and a sense of normalcy. Individual student needs and equity will guide the teaching and learning experiences provided by the District. Flexibility will also be key as the District plans for potentially shifting between models of instruction depending on regional conditions related to the pandemic.

Mandatory Requirements:

Continuity of Learning

The District has plans for in-person learning

- Prioritizing social and emotional supports during the transition helping students prepare for learning
- Identifying the learning gaps
- Establishing and teaching new health and safety protocols and routines

A tool used to track attendance will be School Tool. The work assigned to students who are remote learning will also be used as a measure of attendance and engagement as well as used for grading purposes.

Attendance of any school-age student of compulsory age will be taken by the following mechanisms:

In-person instruction: School Tool

Remote instruction: Parent Square Module, Google Classroom, School Tool

Students will be provided multiple ways to participate in learning and to demonstrate mastery of Learning Standards. Some elements include and are not limited to:

- Use of Google Education Suite including Google Classroom
- Weekly deadlines
- Aligned assessments
- Flexibility and limiting assignments that need to be printed
- Consistent communication and lesson design/templates
- Choice Boards with activities requiring varied levels of technology access (some to no access choices)
- Paper packets of materials
- Project based learning
- Cloud based services
- Resources from professional organizations:
<https://ncte.org/resources/resources-virtual-instruction-online-learning/> and
<https://www.nctm.org/ARCs/>.

New York State Learning Standards

All instruction will be aligned with the outcomes in the NYS Learning Standards. Teachers will engage in a prioritization process that helps identify the priority, essential standards and plan for instruction and learning aligned with these priorities.

Equity

With equity, health and safety at the forefront of all instructional decisions, South Jefferson Central School District is committed to providing clear and equitable opportunities for instruction that are accessible to all students. Regardless of the instructional delivery method (in-person, remote learning, or through a hybrid model), these opportunities will be aligned with New York State standards and will include routine scheduled times for students to interact and seek feedback and support from their teachers on a daily basis. Providing equitable educational opportunities will be accomplished through the use of aligned paper packets, providing all students with instructional devices (Chromebooks/iPads), and equal access to highly qualified New York State certified teachers.

Formative, Standards aligned assessments are critical to equity. These assessments will guide the pace of instruction and teachers will differentiate instruction based on aligned assessments.

Connections and Communication

All instruction, regardless of the model, will include regular and substantive interaction with appropriately certified teachers. Ways to accomplish this regular and substantive interaction will include and are not limited to:

- Use of communication tools including Google Education Suite (classroom and Google Meet)
- The building secretary, whether the model is hybrid or remote, will be the first point of contact for parents with questions about instruction or technology. Parents will be directed to the person most able to answer their questions based on the type of support needed.
- Parents with social emotional concerns should reach out directly to the school counselor's office.

Consistent and transparent communication is a driver of this reopening plan. Please see the communication section of this plan.

Early Learning: Mandatory Requirements

The District run Prekindergarten programs will be included in and follow all the mandatory requirements outlined above and throughout this plan as applicable.

Early Learning: Reopening Plan

The District will submit a Prekindergarten Reopening Plan to the Office of Early Learning.

Early Learning: Contracted Services

The District does not contract for Prekindergarten services and provides those directly to students. The District does rent space to a community Head Start Program. The superintendent has met with the director and the head teacher, reviewed requirements, and ensures they will be following the same requirements and protocols that the entire district is following.

Special Education

Introduction: South Jefferson Central School District recognizes that students with disabilities were particularly impacted by the closing of our schools in spring 2020. The District's reopening plan will provide a framework to ensure that all students with disabilities continue to have available to them a free and appropriate public education that emphasizes special education and related services designed to help meet their unique needs.

Mandatory Requirements:

Free Appropriate Public Education (FAPE)

Regardless of the model implemented, in-person, virtual, or hybrid, the manner and delivery of services provided to students with disabilities will likely require modifications to highlight student and staff safety. Administrators will communicate with parents/guardians/caregivers and other school staff to collaborate on a shared understanding of what FAPE will look like in the school environment. These conversations will be documented and confirmed in writing with parents/guardians/caregivers in order to ensure each stakeholder's responsibility, input, and understanding of their role.

Provision of Services

Case managers and related service providers will contact parents/guardians/caregivers as soon as possible during early August to allow adequate time to identify issues, concerns, and parent participation depending upon the model selected. Counseling staff will work with families and students to reduce potential student anxiety about returning to school. A survey was conducted of all parents. Parents indicated any unique needs or concerns. The District used this information to further plan for supports for students with disabilities.

Collaboration/Communication

In reviewing student's individual education plans (IEPs), it may be necessary for the Committee on Special Education to meet to review possible adjustments to service delivery, individual goals and support to school personnel and/or training for parents/caregivers. The District will offer multiple means to hold CSE meetings including in-person and remote/virtual meetings while meeting all regulatory requirements. Although current regulations do not require the development of a distance learning plan, the committee may determine that amendments to an IEP are necessary to ensure access and progress toward individual student goals.

Please also see the Communication section of this plan.

Access to all services

Case managers and primary special education teachers will work with all staff having an educational interest with students with disabilities to plan for and deliver all required accommodations, modifications, and support services.

Access to necessary accommodations, modifications, supplementary aids and services including technology will be monitored by each student's case manager.

Documentation of Services

Special Education programs and services will be documented on students' IEPs. Progression toward goals on each student's IEP will be shared with parents. This will minimally happen on the same frequency as parents of general education students receive feedback if not more often depending on the goal and the progress made. Parents are able to ask for a CSE Program Review at any time.

Teachers and related service providers will begin the assessment of individual students, both through formal and informal measures, in an appropriate time frame within the start of the school year in order to identify areas of significant regression. This data will inform planning, instructional design, and potential service recommendations for students. Data from ongoing assessments will also be used to determine the need for possible compensatory services.

In-Person

Teachers and related service providers will incorporate approved learning management systems (Google Suite) within classrooms and therapy rooms to address continuity and equity should some students require remote learning or schools face temporary closures.

Bilingual Education and World Languages

Introduction: The spring 2020 COVID-19 crisis was extremely challenging for all students, and South Jefferson recognizes particular difficulties for our English Language Learners (ELL). As South Jefferson plans to reopen, whether in-person, hybrid or remote model, ELL's will be given special consideration to ensure that their development does not stall. Because language development is an interactive and socially driven process, in-person instruction should be a priority, with a focus on legal requirements and a focus on proactively addressing inequalities. Educators will ensure the learning environment is maintained by communicating to develop parameters and expectations in which all students feel the power to speak and they are respected. ELL's must be afforded the opportunity for full and equal participation whether it be through an in-person, hybrid or remote model of instruction.

Mandatory Requirements:

Identification process for all enrolled during COVID-19 school closure in 2019-20 and summer 2020

South Jefferson Central School will complete the ELL identification process before October 8, 2020 for all students enrolled during school closure or summer 2020. Identification begins with the registration process for any new student entering the district through use of a NYS language questionnaire. The New York State Identification test for English Language Learners (NYSITELL) is also used to assess the English language level of new students whose home or primary language is other than English.

Provision of required instructional units of study

South Jefferson will maintain the required units of study (CR Part 154-2) based on the most recent measure of English language proficiency level as evidenced in their most recent NYSESLAT or their NYSITELL assessment during in-person or hybrid instruction.

Communication with parents/guardians to ensure engagement

South Jefferson will keep the unique needs of parents of ELLs in mind and provide support and guidance on the logistics and functionality of a remote or hybrid learning model - including interpretation and translation needs to ensure they have equitable access to critical information regarding their children's education. All communication for parents/guardians of ELLs will be in their preferred language and mode of communication.

APPR

Introduction and Summary: All teachers and principals will be evaluated. This evaluation is pursuant to what is outlined in the District's currently approved APPR plan.

Certification, Incidental Teaching, and Substitute Teaching

Introduction and Summary: All District teachers hold valid and appropriate certificates for their teaching assignments. Only allowable exceptions will be considered as applicable under the Commissioner's regulations (changed in July 2020) for incidental teaching. All regulations will be followed as they relate to the use of substitute teachers.

Athletics and Extracurricular Activities

Introduction: Both interscholastic sports and extracurricular activities are critical and important aspects of student life and of our Spartan community. They are part of the fabric of our school program. Knowing how critical these are to the overall well-being and success of students, the District will plan on bringing back activities that can be conducted in a safe environment.

The New York State Public High School Athletic Association (NYSPHSAA) has established a COVID-19 Task Force. The Task Force will provide guidance when New York high school student-athletes are allowed to return to athletics. The Task Force is considering things like practice requirements, fan attendance, resocialization efforts, protocol, procedures, transportation, etc. The most recent guidance can be found at the NYSPHSAA website: <http://www.nysphsaa.org/>

Please see Appendix C for more information that will help guide a return to interscholastic athletics.

Appendices

Appendix A:

The following recommendations are subject to change and are not meant to supersede any regulatory agency.

For most employers, protecting workers will depend on emphasizing basic infection prevention measures. As appropriate, all employers should implement good hygiene and infection control practices, including:

- **Promote frequent and thorough hand washing.** This includes providing employees, the school community, and visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% alcohol.
- **Encourage workers to stay home if they are sick.**
- **Encourage respiratory etiquette**, including covering coughs and sneezes.
- **Discourage workers from using other workers' phones, desks, offices, computers, other devices, other work tools and equipment**, when possible.
- **Provide workers with up-to-date education and training on COVID-19 risk factors** and protective behaviors (e.g., healthy hand hygiene practices, cough etiquette and care of PPE).
- **Train workers who need to use protective clothing and equipment.** This includes: how to put it on, use/wear it, and take it off correctly in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all workers.
- **Train all teachers and staff in the above safety actions.** Consider conducting the training virtually, or if in-person, ensure that social distancing is maintained.

Training topics to consider for all staff and substitutes (this is not an all inclusive list)

- **Proper hand washing.**
 - [Hand washing video](#) (1:26).
- **Proper cough & sneeze etiquette.**
- **Operating procedures (various).**

- Entrance into the building
- Cleaning procedures.
- Sick child pickup procedures.
- Staff that are sick or suspect a sickness. (Plan a space/room that can be used to isolate symptomatic staff members, volunteers, or students).
- **Proper cleaning techniques.**
- **Hazard Communication – Right-To-Know.**
 - Proper use of chemicals.
 - No chemicals from home.
 - Transfer of hand sanitizer in smaller containers.
- **Exposure Control Plan** – with a focus on Pandemic/COVID-19.
- **Personal Protective Equipment - PPE.**
 - Proper type, use, and size.
 - Provide training for staff and students on wearing, putting on and removing PPE.
 - Use of face masks (Donning/Doffing) (Cloth vs. Surgical)
 - [Face mask don/doff video](#) (2:38)
 - <https://www.youtube.com/watch?v=PQxOc13DxvQ>
 - Masking recommendations for Schools:
www.health.state.mn.us/diseases/coronavirus/schools/masks.html
 - Send fact sheets home with students that provide similar education for parents.
- **Mental Health Training**
 - Crisis identification.
 - Mental health and wellbeing.
 - Coping techniques.
 - Mindfulness and empathy.
 - Loss/sicknesses of parents, grandparents, friends, school members etc.
 - Behind on school work/class-work.
 - Having to send the child back to school.
 - Secondary traumas.
 - Increased anxiety/stress.
 - Increase in abusive tendencies.
 - Isolated/lonely.
 - Change in routine.
 - Relocation.
 - Unemployment situation/job loss.
 - News, constant bad news.
 - Previous mental health issues worsening.
 - Frustration with use/knowledge of remote technology.

YouTube – CDC Ad Council Videos

- Protect Yourself https://youtu.be/Ltl_uasz6to

- How to Protect Against the Coronavirus <https://youtu.be/Dh2dCWk85Zw>

Safe Schools – Utica National (Trainings Available for COVID Response)

- CDC Hand Washing
- Respiratory Protection
- PPE
- Coronavirus Awareness
- Coronavirus – CDC Guidelines for making and wearing Cloth Masks
- Coronavirus – Cleaning and disinfecting your workplace
- Coronavirus – Managing Stress and Anxiety
- Coronavirus – Preparing your Household
- Coronavirus – Transitioning to a Remote Workforce

Department of Health and CDC Guidance Documents

<https://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-first-guidance-3-9-20.pdf>

<https://www.healthychildren.org/English/ages-stages/gradeschool/school/Pages/When-to-Keep-Your-Child-Home-from-School.aspx>

https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fspecific-groups%2Fguidance-for-schools.html

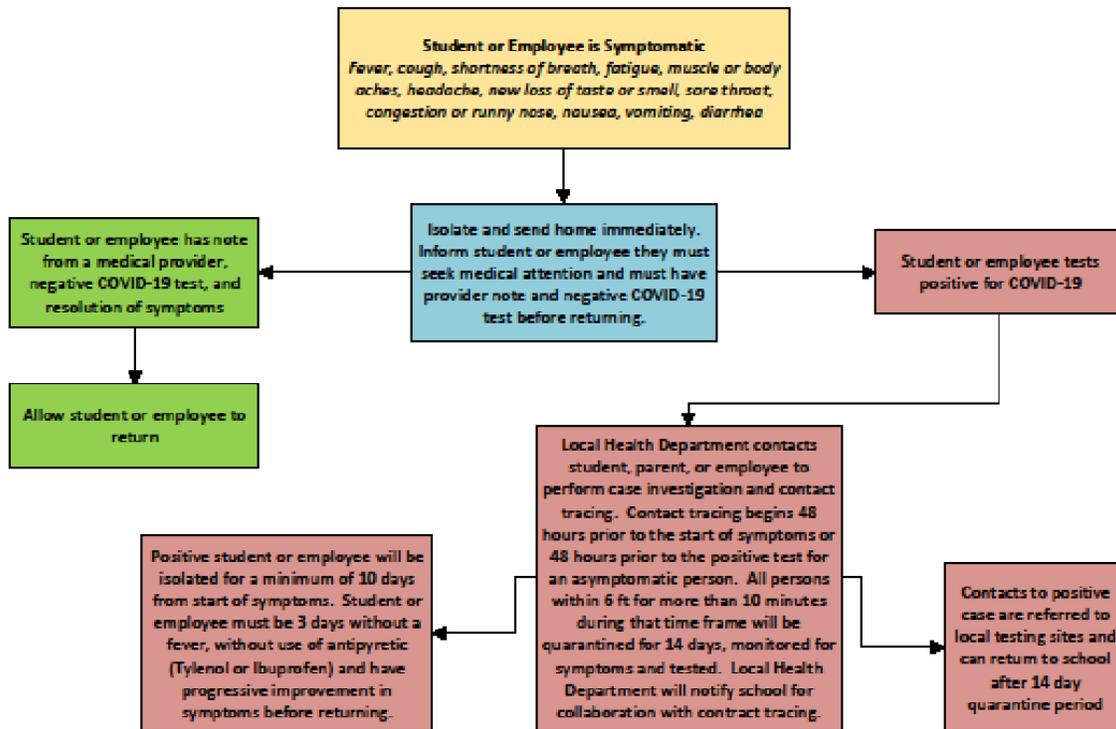
<https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/worker-safety-support/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

<https://www.cdc.gov/coronavirus/2019-ncov/php/open-america/staffing.html>

South Jefferson Central School District
School Protocol for Symptomatic or Positive COVID-19 Student or Employee
 Updated 08/12/20



Pinadmin/COVID-19/school protocol for symptomatic and positive

Health Checks

The Centers for Disease Control and Prevention (CDC) keep an up to date list of symptoms of Coronavirus on its website. This list is not all inclusive as some individuals may display other symptoms or none at all. As of 7/13/2020, the following are listed as the most common symptoms of COVID-19:

- Fever or chills (100°F or greater)
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

All staff will be educated to observe students or other staff members for signs of any type of illness:

- Flushed cheeks
- Rapid or difficulty breathing (without recent physical activity)
- Fatigue, and/or irritability
- Frequent use of the bathroom

Students exhibiting these signs with no other explanation for them should be sent to the school health office for an assessment by the school nurse. Those students will be isolated in a separate area. If a school nurse is not available, the school should contact the parent/guardian to come pick up their ill child as soon as possible.

Students who may require screening to be completed at school must be treated in a confidential manner and must have the screening completed as quickly as possible to minimize time away from class. According to the guidance in the Recovering, Rebuilding, and Renewing: The Spirit of New York’s Schools Questions (reopeningguidance@nysed.gov 22).

If any of the screening questions have a positive response:

- those students/staff should be isolated from others and sent home immediately
- Students should be supervised in the isolated area while awaiting transport home
- Students/Staff should be referred to a healthcare provider and resources on COVID-19 testing

Staff Guidance:

Staff are required to notify the school when they develop symptoms or if their answers to the questionnaire change during or outside school hours. Staff should report this information to their supervisor during school hours or if the change occurs after hours call the sub-line to allow for follow up tracking. Schools should encourage staff to complete required screenings prior to arrival at school including a daily temperature check and completion of a screening questionnaire.

Per NYSDOH, schools are prohibited from keeping records of student, faculty, staff, and visitor health data (e.g., the specific temperature data of an individual), but are permitted to maintain records that confirm individuals were screened and the result of such screening (e.g., pass/fail, cleared/not cleared).

Parent Information on COVID – 19

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. Please watch for these symptoms of COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting (more common in children)

- Diarrhea (more common in children)

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

When to Seek Emergency Medical Attention

Look for **emergency warning signs*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately:**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you. **Call 911 or call ahead to your local emergency facility:** Notify the operator that you are seeking care for someone who has or may have COVID-19. **Your student should not attend school if their temperature is 100 degrees or above (without any fever reducing medication) or if they have any of the symptoms above.**

[Multisystem inflammatory syndrome in children \(MIS-C\)](#) is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. We do not yet know what causes MIS-C. However, we know that many children with MIS-C had the virus that causes [COVID-19](#), or had been around someone with COVID-19. MIS-C can be serious, even deadly, but most children who were diagnosed with this condition have gotten better with medical care.

Contact your child's doctor, nurse, or clinic right away if your child is showing [symptoms](#) of MIS-C. **Seek emergency care right away** if your child is showing any of these [emergency warning signs of MIS-C](#) or other concerning signs.

Contact your child's doctor, nurse, or clinic right away if your child is showing **symptoms of MIS-C:**

- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Be aware that not all children will have all the same symptoms. **Seek emergency care right away** if your child is showing any of these **emergency warning signs of MIS-C** or other concerning signs:

- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion

- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

Sources: <https://emergency.cdc.gov/han/2020/han00432.asp>

<https://www.cdc.gov/ncird/index.html>

Instructions for Faculty and Staff: Observe Students and Staff for Symptoms of COVID – 19:

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19 and should be sent to the School Nurses’ Office:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting (more common in children)
- Diarrhea (more common in children)

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

When to Seek Emergency Medical Attention:

Look for **emergency warning signs*** for COVID-19. If someone is showing any of these signs, **seek emergency medical care immediately – Dial 0 – and Call for a CODE BLUE:**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

*This list is not all possible symptoms.

Notify the operator that you are seeking care for someone who may have COVID-19 Signs and Symptoms.

Multisystem inflammatory syndrome in children (MIS-C) is a condition where different body parts can become inflamed, including the heart, lungs, kidneys, brain, skin, eyes, or gastrointestinal organs. We do not yet know what causes MIS-C. However, we know that many children with MIS-C had the virus that causes [COVID-19](#), or had been around someone with COVID-19. MIS-C can be serious, even deadly, but most children who were diagnosed with this condition have gotten better with medical care.

If these symptoms are present the student’s doctor, nurse, or clinic should be contacted right away.

Seek emergency care right away if the student is showing any of these [emergency warning signs of MIS-C](#) or other concerning signs:

- Fever
- Abdominal pain
- Vomiting
- Diarrhea
- Neck pain
- Rash
- Bloodshot eyes
- Feeling extra tired

Be aware that not all children will have all the same symptoms.

Seek emergency care right away if the student is showing any of these **emergency warning signs of MIS-C** or other concerning signs:

- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

Sources:

- <https://emergency.cdc.gov/han/2020/han00432.asp>
- <https://www.cdc.gov/ncird/index.html>

Appendix B



South Jefferson

Central



School District Comprehensive Counseling Plan

Updated 07/29/20 to reflect needed changes and revisions related to COVID-19

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South Jefferson Central School



District

Plan

Comprehensive Counseling

District-wide Mission Statement:

The South Jefferson Central School is committed to providing a safe, positive learning environment that engages, nurtures, and challenges each student as they grow academically, socially, and emotionally.

District-wide Vision Statement:

Vision of the South Jefferson Central School District is the improvement of student achievement. respect, compassion, citizenship, and effective communication will be demonstrated by all.



South Jefferson Central School



District

Comprehensive Counseling

Plan

Counseling Mission Statement:

The South Jefferson Central School Counselors' mission is to help all students become successful lifelong learners and problem solvers. The mission of the Pre-K-12 School Counseling Program at South Jefferson Central School is to provide all students with engaging comprehensive school counseling services that promote academic, career and social/emotional development and meet local, state and national school counseling standards. The School Counselors welcome and provide opportunities for parent involvement in the educational experience of each student. In collaboration with other educators, parents and community members, School Counselors encourage the mindset that all students have potential for growth and development; design and implement a challenging curriculum that promote student growth, leadership, responsibility and integrity through the application of these skills both in the classroom as well as in the broader community; and ensure that the needs and goals of every student are addressed.

Counseling Vision Statement:

All students will participate in a rigorous curriculum through high quality opportunities presented through diverse learning environments for self-directed personal growth supported by the comprehensive school counseling program that facilitates strategic partnership between the school, family, and community. As successful lifelong learners and productive, respectful citizens our students achieve their fullest potential by being a positive influence in our school and our community.

Benefits of School Counseling Programs

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

BENEFITS OF THIS PROGRAM FOR STUDENTS:

1. Prepares students for the challenges of the 21st century through academic, career, and personal/social development.
2. Relates educational programs to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides advocacy for students.



10. Encourages facilitative, co-operative peer interactions.
11. Fosters resiliency factors for students.
12. Assures equitable access to educational opportunities.
13. Help students with social-emotional needs related to COVID-19, the pandemic, and school closure

BENEFITS OF THIS PROGRAM FOR TEACHERS:

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance role.

Benefits of School Counseling Programs (continued)

BENEFITS OF THIS PROGRAM FOR PARENTS:

1. Prepares children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a system for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

BENEFITS OF THIS PROGRAM FOR ADMINISTRATORS:

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating school counseling programs

BENEFITS OF THIS PROGRAM FOR THE COMMUNITY:

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work

10 5 18 Activity / Description	Domain / Strand/ Competency	Target Population/ Grade Level	Timeline	Staff Involvement	Resources	Markers of Success
Push in lessons implementing the South Jefferson Central School District Health & Wellness Curriculum	C:A1.3 C:A1.4 PS:A1 PS:A2 A:A1	K-5	Year Long	School Counselors Health Teachers Physical Education Teachers	District Health & Wellness Curriculum	Completion of lessons and informal student assessments
Bullying Intervention Program	PS:A1 PS:A2 PS:B1	K-5	Year Long	School Counselors Classroom Teachers	Supplemental Resources Kindness Club	Referral Data, Attendance, Lesson Plans
Pupil Service Team Meetings	Standards A, PS, and C	K-5	Year Long	School Counselors Home School Coord. Administrator SSO Nurse	School Tool Community Agencies In House Mentors	Strategies, Notes, and Action Plans
Instructional Support Team	AA:A2 A:A3	K-5	Year Long	School Counselor	Student assessment	Individual Intervention

(Rtl Facilitator)	A:B1 A:B2			Social Worker Administrator AIS / Reading Teachers	data, Teacher referral,	Plan, Student Data, and Agenda Notes
Teacher Consultation	A:A2 A:B1 A:B2	K-5	Year Long	School Counselors Social Worker	Teacher Report, Student Information	Strategies Developed and Teacher Feedback
Parent Communication / Conferences	A:A2 A:B1 A:B2 PS:A2	K-5	Year Long	School Counselor HSC	School Tool Website	Parent Communication Student Grades Home Visits Meeting Notes
Individual, IEP/504, and Group Counseling	Standards A, PS, and C	K-5	Year Long	School Counselors	Teacher, IEP Case Manager, IEP / 504 CSE Committee Parents Outside Agencies	IEP Goals Student Stability Class Attendance Student Grades
Administer Initial and Updated Psycho-educational and Achievement Testing	Standards A, PS, and C	K-5	Year Long	School Psychologist Retired Teachers	Parent / Guardian Assmt Materials Outside Agencies	Evaluation Reports Communications IEP / 504
Behavioral Evaluations / Functional Behavioral Assessments	PS:A1 PS:A2 PS:B1 & B2 PS:C1	K-5	Year Long	School Counselor School Psychologist	Assmt Materials IEP Case Managers Teachers	Student Behavior Plans Student Data
Crisis Intervention	PS:B1 PS:C1	K-5	Year Long	School Counselor School Psychologist	PST Team Community Resources CPI Training	Student Safety Plan Referrals Parent Communications

				Social Worker Administration		Student Data
Attendance Review & Intervention	A:A2 A:A3 PS:A1 C:A2	K-5	Year Long	PST	School Tool Parent Letter School Policies Community Agencies	Student Attendance Records Parent Communication
Facilitate Peer Tutoring	A:A3 A:B1 PS:A2	K-5	Year Long	School Counselor Classroom Teacher	Staff Referral	Attendance Records Student Data
New Student Transition	PS:A1 PS:A2 A:A3	K-5	Year Long	School Counselor	NewComers Club Student Transcripts	Student attendance and grades Teacher Feedback Parent Communication
Holiday Support	PS:A1 PS:A2	K-5	November / December	PST	Student Data Staff Referral	Angel Tree Donations Number of Families Served
Kindergarten Registration	A:A1 A:A2 A:A3 PS:A1	K	April	School Counselors Nurse Teachers	Parent/Guardian Information Testing Materials PK data	Students Registered Parent Feedback
Transition to Middle School	A:A2 A:A3 A:C1 PS:A2	5	June	School Counselors MS Guidance Classroom Teachers HSC	At-Risk Student List School Visits	Successful Transition Student Attendance

Activity / Description	Domain / Strand/ Competency	Target Population/ Grade Level	Timeline	Staff Involvement	Resources	Markers of Success
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Master Scheduling	A:B2	6-8	January - September	Counselors Administrator	SchoolTool	Student Schedules
6th Grade Orientation	A:A2 A:A3 A:B2 PS:B1 PS:C1	6	August	Counselors Principals Faculty Food Service	Parent Letter Website	Attendance Agenda Feedback
Open House	A:A2 A:B2	6-8	September	All Staff	Parent Letter Website Community Agencies	Attendance Parent Feedback Team Reflections
Transition Day	A:A2 A:B1 PS:A1 PS:B1	6-8	June and September	All MS Staff 5th Gr Staff	Schedules Parent-Student Handbook	Student Participation Parent Feedback
Life Skills Lessons	C:A1 PS:A1 PS:A2	6-8	Year long	Counselors Psychologist	Curriculum Teaching Materials	Student Behavior Data
Teacher Team Meetings / Consultation	A:A2 A:B1 A:B2	6-8	Year long	Counselors Psychologist Principal Teachers	Schedules	Meeting Schedules / Notes Student Records
Support PBIS / Positive School Environment (Spartan Pride)	PS:A1 PS:A2 PS:B1 PSC:1	6-8	Year long	Counselors Social Worker Psychologist Administrators All Staff	PBIS Team BOCES SchoolTool	Established Goals Common Language Student Behavior Data
New Student Reception	PS:A1 PS:A2	6-8	September	Counselors Administration Food Service Dept.	Student Council	Attention Student Participation Feedback
New Student Buddy System	PS:A1 PS:A2	6-8	Year long	Counselors Administration	SchoolTool Current Students	Student Pairing List Feedback
Parent Conferences / Communication	A:A2 A:B1 A:B2 PS:A2	6-8	Year long	All Staff Counselors Administration HSC	School Tool Website	Parent Communication

						Student Grades Home Visits Meeting Notes
Spartan Helpers	A:B1 A:A3 PS:A1 PS:A2 PS:C1	6-8	Year long	MS and HS Counselors Administration Teachers	Student Schedules	Student Data Attendance Log Student Participation
Peer Tutoring	A:A3 A:B1	6-8	Year long	Counselors Teachers	Student Schedules	Student Data
Pupil Services Team (MS and District)	Standard A Standard B Standard C	6-8	Year long	Counselors Administrators Social Worker HSC Nurses SRO	PST Teams Community Agencies Families Law Enforcement	Crisis Preparedness and Response Plan School Safety Plan Student Data Communications
Academic Intervention Services	Standard A	6-8	Year long	Counselor Teachers	Parents Administration AIS Services	Student Attendance and Participation Student Grades
Individual, 504, and Group Counseling	Standard A Standard B Standard C	6-8	Year long	Counselors Social Worker Psychologist Administration	IEP Case manager IEP CSE Committee Parents	Student Stability / Class attendance Student Grades
Academic Counseling (Eligibility)	Standard A	6-8	Year long (end of every 5 weeks)	Counselors Psychologist Teachers Admin	SchoolTool Option B Agreement Parents	Participation Clubs/ Activities Student Grades
Spa Program	PS:B1 PS:C1	6-8	Year long	Counselors PE Teachers Social Worker HSC	Student Council	Spa Usage Data Feedback

				Nurse		Student Attendance
Administer Initial and Updated Psycho-educational and Achievement Testing	Standard A Standard B Standard C	6-8	Year long	Psychologist Retired Teachers	Parent/Guardian Testing Materials Outside Agencies	Evaluation Reports Communications IEP / 504
Behavior Evaluations / Functional Behavior Assessments	PS:A1 PS:A2 PS:B1 PS:C1	6-8	Year long	Counselors Psychologist	Assessment Materials IEP Case ManagerS Teachers	Student Behavior Plan Student Data
Crisis Intervention	P	6-8	Year long	Counselors Psychologist Administration	PST Team Social Worker Community Resources	Student Safety Plan Referrals Parent Communications Student Data
Committee on Special Education	Standard A Standard B C:A1	6-8	Year long	PST Team	IEP CSE Chairperson	Updated IEP Meeting Attendance Student Data and Reports
Attendance Review	A:A2 A:A3 PS:A1 C:A1	6-8	Year long	PST	SchoolTool Parent letter School Policies Community Agencies	Student Attendance Records Parent Communication
Holiday Support	P	6-8	November and December	PST	HS Student Council Community Org.	Angel Tree Donations # Families Served
Career Jam	Standard C	8	May	Counselor Teachers Administration	BOCES Local businesses and employers	Career Plan Student Feedback

			g (day 3)			
Academic Counseling; Year long academic counseling, course selections, transcript review, failing grade ineligible student meetings every 5 weeks,	A:A1 A:A2 A:A3	9-12	Year long Every 5 weeks as progress reports and report cards come out	Counselors Administrator Teachers Coaches	Academic Support Services PLATO Extracurricular Activities Eligibility Program	Eligibility Contracts Communications At-risk students identified Scheduling changes Parent meetings 4 year plan
Assist with the college application process	A:B2 C:C1	12	August - December	Counselors	College Admissions & Financial Aid	Common Application SOAR Letters of recommendations
9th grade orientation	A:A2 A:A3 A:B2 PS:B1 PS:C1	9	August	Counselors Psychologist Faculty & Staff Administrators	Student handbook Current students	Attendance Rates Agenda Reflection notes
New Student Orientation:	A:C1 PS:A2	9-12	August	Counselors Psychologist Peer helpers	Student handbook Current students	Attendance Retention Feedback from students and parents
Enrichment Day	PS:A1 PS:B1 PS:C1	9	October	Psychologist Counselor Teachers Administration	SOS Curriculum Personality & Learning styles assessments	Student feedback Documentation for Career Folders
Open House	A:A2 A:B2	9-12	September	All Staff	Community organizations	Attendance Parent feedback
College Information & Financial Aid Night	A:B2 C:A1 C:B1 C:C1	9-12	September	Counselors College Financial Aid officers	JCC Staff FAFSA	Attendance Parent feedback Common application completion

Spartan Helpers: Pair up MS students with appropriate HS students for a in house mentor program	A:C1 A:A3 PS:A1 PS:A2 PS:C1	9-12	Initially in October , continue to monitor year long	MS and HS counselors Psychologist Students	Student schedules	Attendance log Retention Student report cards
Parent communications and conferences	A:A2 A:B1 A:B2	9-12	Year long	Counselors Psychologist Teachers Administrators	School Tool	Report cards Emails/letters
Support PBIS and positive school environment (Spartan Pride)	PS:A1 PS:A2 PS:B1 PS:C1	9-12	Year long	Counselors Psychologists Administrators Teachers Club Advisors	PBIS Team School Tool BOCES	Established goals Common language Behavioral Data
Career & Tech Counseling	A:B2 Standard C	10	Year long	Counselors Psychologist BOCES Staff Teachers	BOCES website and Information Parents	Completed application process 10th grade career project
<u>Individual Counseling</u> for academic, career and personal/social	Standard A Standard C Standard P	9-12	Year long	Counselors Psychologist MSW Teachers	School Tool Community organizations PST	Student participation Student records Family Communication Referrals to providers
<u>IEP Counseling & 504 Counseling</u>	Standard A Standard C Standard P	9-12	Year long	Psychologist Social Worker	Counselors MSW IEP Case manager	Student participation Student records Family communication Referrals to outside providers
<u>Group Counseling</u>	Standard A Standard C Standard P	9	Year long	Psychologist MSW	Counselors MSW IEP Case manager	Student participation Student records Family communication

						Referrals to outside providers
Behavior Evaluations/Functional Behavior Analysis	PS:A1 PS: A2 PS: B1 PS: C1	9-12	Year long	Psychologist	Counselor Teachers IEP case managers	Functional Behavior Plan Student Records
Crisis Intervention	PS:C1	9-12	Year long	Counselors Psychologist Administrators	SOS curriculum PST team Community agencies	Safety plans Outside referrals Documentation w/ parents
Career Portfolio Development	Standard C	9-12	Year long	Counselors Teachers	Community organizations & local businesses Career & Tech program Military representative	Employability profiles Documented Work based learning hours Career portfolio Senior Transition Checklist
Workforce 2020	Standard C	12	November	Counselors English 12 Teacher	NYS Department of Labor resources BOCES Workplace	Completed Resume Employer to student feedback sheets Job application completion
Higher Ed Day	A:B2 A:C1 Standard C PS:A1	11	October	Counselors Administrators	College Admissions Representatives JCC	Develop a personal action plan Student Attendance
Course Selection Presentation	Standard A Standard C	9-12	January & February	Counselors Teachers	NYSED Website College Admissions	4 year plan Review transcript Student career plan
Facilitate PSAT/SAT & AP testing programs	A:B1 A:B2 C:A1 C:B1	10-11	Year long	Counselors	College Admissions Representatives	Test results College acceptance

					College Board	
Committee on Special Education	Standard A Standard C Standard P	9-12	Year long	Psychologist - Counselors Teachers Student Parent	IEP case manager Outside agencies ACCESS VR	IEP Student Records Meeting attendance record
Administer initial & updated Psychoeducational & Achievement Testing	Standard A Standard C Standard P	9-12 as recommended	Year long	Psychologist Teachers	Parent/guardian Testing materials Outside agencies	Communication with parents/guardians Testing reports
Response to Intervention (Rtl)	Standard A Standard C	9-12	Year long	Psychologist Teachers Counselors	Learning Center Academic Intervention Services	Student Records Parent Communications
District-wide Pupil Service Team member	PS:C1	9-12	Year long	Psychologist Counselors Administrators Social Worker Home School Coordinator Nurses SRO	Community agencies Law enforcement	Crisis preparedness, response and recovery plan School safety plan
Transition planning for students with disabilities (ACCESS VR)	Standard A Standard C Standard P	11 & 12	Year long Annual reviews	Psychologist Disability services representatives	NYSED ACCESS VR Community Agencies	Application Transition plan
Scholarship Committee	A:B2 C:B1 C:C2	11 & 12	Spring	Counselors Teachers Administration	Transcripts Student Inform. Sheets Scholarship database Community org.	Scholarship applications Awarded monies

**SJCS COMPREHENSIVE CAREER EXPLORATION CURRICULUM 9TH -
12TH**

<i>8th Grade Transitioning Orange Documentation</i>			
<i>What</i>	<i>Who</i>	<i>When</i>	<i>How</i>
<i>Smart Parts</i>	<i>High school Guidance</i>	<i>May-June</i>	<i>Classroom</i>
<i>How Do You Learn?</i>	<i>High School Guidance</i>	<i>May- June</i>	<i>Classroom</i>
<i>What's My Bag?</i>	<i>High School Guidance</i>	<i>May-June</i>	<i>Classroom</i>
<i>Goal Sheet for High School</i>	<i>High School Guidance</i>	<i>May-June</i>	<i>Classroom</i>
<i>9th Grade Freshmen- Blue Documentation</i>			
<i>What</i>	<i>Who</i>	<i>When</i>	<i>How</i>
<i>Career Jam</i>	<i>Guidance</i>	<i>-Occurs in September but requesting that it happens in March/April -All ninth grade students attend</i>	<i>BOCES</i>
<i>Learning Styles/Preferences Personality Assessments</i>	<i>Guidance</i>	<i>2nd semester- Prior to IEP implementation</i>	<i>Classroom Presentation</i>

<i>CDOS Skills Assessment</i>	<i>Case Manager</i>	<i>2nd semester- Prior to IEP implementation</i>	<i>Academic Support/Resource Room</i>
<i>Career Development Plan</i>	<i>Guidance</i>	<i>2nd semester- Prior to IEP implementation</i>	<i>Academic Support/Resource Room</i>
<i>Tracking Work Based Learning</i>	<i>Case Manager (tracking form)</i>	<i>Ongoing</i>	<i>IEP Development time</i>
<i>Exiting Option Dialogue</i>	<i>Case Manager CSE (brochure)</i>	<i>Spring semester</i>	<i>CSE Annual Review</i>

10th Grade Sophomores- Green Documentation

<i>What</i>	<i>Who</i>	<i>When</i>	<i>How</i>
<i>Career Development Plan- (Career DNA)</i>	<i>Guidance/English</i>	<i>October (Fall)</i>	<i>During English Classes</i>
<i>Vocational Presentations</i>	<i>BOCES</i>	<i>December</i>	<i>During Social Studies</i>
<i>Visitation/Application Vocational Process</i>	<i>Guidance/Case Manager</i>	<i>January/ February</i>	<i>During English Classes</i>
<i>CDOS Skills Assessment</i>	<i>Case Manager</i>	<i>Winter- Prior to IEP implementation</i>	<i>Academic Support/Resource Room</i>
<i>Tracking Work Based Learning</i>	<i>Case Manager (tracking form)</i>	<i>Ongoing</i>	<i>IEP Development time</i>
<i>Exiting Option Dialogue</i>	<i>Case Manager CSE (brochure)</i>	<i>Spring semester</i>	<i>CSE Annual Review</i>

11th Grade Juniors- Yellow Documentation

<i>What</i>	<i>Who</i>	<i>When</i>	<i>How</i>
<i>Mini Myers Briggs</i>	<i>Guidance</i>	<i>Fall</i>	<i>English Classes</i>

<i>Higher Education Day (How to develop your personal plan)</i>	<i>Guidance</i>	<i>September</i>	<i>Study hall/Lunches</i>
<i>Understanding Your PSAT Scores Workshop</i>	<i>Guidance</i>	<i>December</i>	<i>Study hall/ Lunches</i>
<i>SAT Prep Workshop</i>	<i>Guidance</i>	<i>December</i>	<i>Lunches</i>
<i>Recipes for Success</i>	<i>Case Manager</i>	<i>December- January</i>	<i>Academic Support/Resource Room</i>
<i>CDOS Skills Assessment</i>	<i>Case Manager</i>	<i>2nd semester</i>	<i>Academic Support/ Resource Room</i>
<i>Career Development Plan</i>	<i>Guidance/Case Manager</i>	<i>2nd semester</i>	<i>During Course Selection</i>
<i>Tracking Work Based Learning</i>	<i>Case Manager (tracking form)</i>	<i>Ongoing</i>	<i>IEP Development time</i>
<i>Exiting Option Dialogue</i>	<i>Case Manager CSE (brochure)</i>	<i>Spring semester</i>	<i>CSE Annual Review</i>
<i>Keys to Your Future</i>	<i>Case Manager</i>	<i>Spring Semester</i>	<i>IEP Development time</i>

12th Grade Seniors- Pink Documentation

<i>What</i>	<i>Who</i>	<i>When</i>	<i>How</i>
<i>Senior Meetings</i>	<i>Guidance</i>	<i>September</i>	<i>English Classes</i>
<i>Workforce 2020</i>	<i>English Teachers/Guidance</i>	<i>December</i>	<i>English Classes</i>
<i>Recipes for Success</i>	<i>Case Manager</i>	<i>December- January</i>	<i>Academic Support/Resource Room</i>
<i>Career Development Plan/Final Future Plans</i>	<i>Guidance/Case Manager</i>	<i>Spring</i>	<i>Lunches/ Senior Opportunities</i>

<i>CDOS Skills Assessment</i>	<i>Case Manager</i>	<i>Winter- prior to IEP implementation</i>	<i>Academic Support/Resource Room</i>
<i>Final Employability Profile</i>	<i>Home School</i>	<i>Spring Semester</i>	<i>CSE Exit Summary</i>
<i>Tracking Work Based Learning</i>	<i>Case Manager (tracking form)</i>	<i>Ongoing</i>	<i>IEP Development time</i>
<i>Exiting Option Dialogue</i>	<i>Case Manager CSE (brochure)</i>	<i>Spring semester</i>	<i>CSE Annual Review</i>
<i>Keys to Your Future</i>	<i>Case Manager</i>	<i>Spring Semester</i>	<i>IEP Development time</i>

<i>Additional Opportunities for Grades 9th- 12th- White Documentation</i>		
<i>Career Chats</i>	<i>September-April</i>	<i>Host teachers</i>
<i>How to Search for Colleges Workshop</i>	<i>1st semester- 1st offering 2nd semester – 2nd offering</i>	<i>Study hall</i>
<i>Visiting with College Representatives @ SJ</i>	<i>Ongoing—Fall mostly</i>	<i>Guidance/Scheduled sporadically</i>
<i>My Majors-Online Assessment Tool Workshop</i>	<i>1st semester- 1st offering 2nd semester- 2nd offering</i>	<i>Study hall</i>
<i>Engineering Day at Air Brake</i>	<i>2nd semester (@ discretion of Airbrake)</i>	<i>Technology/Guidance</i>

ASCA National Standards for Students (COMPETENCIES AND INDICATORS)

Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1 Academic Development

~ **ACADEMIC DEVELOPMENT - ASCA National Standards for academic development** guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time-management and task-management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

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

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

~ CAREER DEVELOPMENT - ASCA National Standards for career

development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the lifespan.

Legend: C:A-1.1 = Career Domain, Standard A, Competency 1 and Indicator 1
Career Development

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

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and nontraditional occupations

C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time



C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a résumé C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

Career Standard C: Students will understand the relationship between personal qualities, education, training and the world of work. (continued)

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

~ PERSONAL/ SOCIAL DEVELOPMENT - ASCA National Standards for personal/social development guide school counseling programs to provide the

foundation for personal and social growth as students progress through school and into adulthood.

Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator
1 Academic Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict



South Jefferson Central School Counselors K-12

DOMAIN 1: ACADEMIC ACHIEVEMENT - School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking.

Indicator	Highly Effective	Effective	Developing	Ineffective
1.1 The school counselor utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor effectively utilizes data to monitor student achievement and works collaboratively with stakeholders to enhance student success.	The school counselor monitors student achievement and sometimes utilizes the data to enhance student success through collaboration.	The school counselor monitors student achievement but does not utilize the data to enhance student success.	The school counselor does not monitor academic achievement.
Notes:				
1.2 The school counselor demonstrates	The school counselor regularly engages in	The school counselor regularly engages in	The school counselor sporadically	The school counselor does not engage in

knowledge of current trends in student development and academic achievement.	professional development (e.g., attends relevant conferences, webinars, courses, in-services, reads professional journals, etc.) and incorporates new knowledge in her/his daily work.	professional development.	engages in professional development.	professional development.
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Notes:

1.3 The school counselor supports all students in making decisions, setting goals and taking appropriate action to achieve goals.	The school counselor encourages all students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists all students in identifying short-term and long-term goals and in developing appropriate action plans.	The school counselor generally encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor assists some students in identifying short-term and long-term goals in developing appropriate action plans.	The school counselor rarely encourages students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor rarely assists students in identifying short-term and long-term goals or in developing appropriate action plans.	The school counselor does not encourage students in using a decision-making/problem solving model and in developing effective coping skills for dealing with problems. The counselor does not assist students in identifying short-term long-term goals or in developing action plans.
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Notes:

1.4 The school counselor utilizes and sequences guidance activities and materials to impact all students' academic achievement.	Guidance activities and materials are appropriate for students, designed to make content and concepts relevant, and engage all students in appropriate decision making. Activities are logically sequenced within individual lessons.	Guidance activities and materials are generally appropriate for students, designed to make content and concepts relevant, and engage most students in appropriate decision making. The majority of activities are logically sequenced within individual lessons.	Guidance activities and materials are partially appropriate for students and engage some students in appropriate decision making. Some activities are logically sequenced within individual lessons.	Guidance activities and materials are not appropriate for students and do not engage students in appropriate decision making. Activities are not logically sequenced within individual lessons.
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<p>1.5 The school counselor supports all students in developmentally appropriate academic preparation essential for a wide variety of post-secondary options.</p>	<p>The school counselor consistently guides all students in establishing challenging academic goals and understanding assessment results. The counselor assists all students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.</p>	<p>The school counselor generally guides students in establishing challenging academic goals and understanding assessment results. The counselor assists some students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.</p>	<p>The school counselor rarely guides students in establishing challenging and academic goals and understanding assessment results. The counselor rarely assists students in applying knowledge of aptitudes and interests to goal setting and identification of post-secondary options consistent with students' interests and abilities.</p>	<p>The school counselor does not support students in academic preparation essential for a wide variety of post-secondary options.</p>
<p>Notes:</p>				

DOMAIN 2: STUDENT ASSISTANCE SERVICES

School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessary for lifelong learning through effective programming and collaboration.

Indicator	Highly Effective	Effective	Developing	Ineffective
<p>2.1 The school counselor assists all students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p>	<p>The school counselor consistently encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and effectively models appropriate behaviors.</p>	<p>The school counselor often encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and models appropriate behaviors.</p>	<p>The school counselor rarely encourages students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.</p>	<p>The school counselor does not encourage students to acquire the attitudes, knowledge or interpersonal skills so that they can understand and respect self and others and rarely models appropriate behaviors.</p>
<p>Notes:</p>				
<p>2.2 The school counselor facilitates all students' understanding of safety and survival</p>	<p>The school counselor consistently explains the student's right to a safe and secure</p>	<p>The school counselor often explains the student's right to a safe and secure school</p>	<p>The school counselor rarely explains the student's right to a safe and secure school</p>	<p>The school counselor does not explain the student's right to a safe and secure school</p>

skills and implements prevention programming to support students' healthy physical, social, emotional, and academic development including stakeholder collaboration.	school environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify resources; and implements prevention programming for students or stakeholders.	environment; helps students to differentiate situations that require peer support; provides adult assistance and professional help; assists students to identify school and community resources; and implements any prevention programming for students.	environment, helps students to differentiate situations that require peer support, adult assistance and professional help, assists students to identify school and community resources, or implements any prevention programming for students.	environment, help students to differentiate situations that require peer support, adult assistance and professional help, help students to identify school and community resources, or implement any prevention programming for students.
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Notes:

2.3 The school counselor provides individual counseling, classroom guidance, consultation, crisis intervention, and referrals.	The school counselor consistently addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor often addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor rarely addresses the diverse needs of students by providing individual counseling, group counseling, classroom guidance, consultation, crisis intervention, and referrals as appropriate.	The school counselor does not provide individual counseling, group counseling, classroom guidance, consultation, crisis intervention, or referrals.
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Notes:

DOMAIN 3: CAREER DEVELOPMENT

School counselors facilitate a comprehensive career program that develops an understanding of the relationship between school and work and supports students in application of strategies.

Indicator	Highly Effective	Effective	Developing	Ineffective
3.1 The school counselor facilitates a comprehensive career program that is age-appropriate and aligned with local, state, and national standards.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards, utilizing outside resources (i.e.family, community, work force), to expand career knowledge and experiences.	The school counselor facilitates age-appropriate career development, aligned with local, state, and national standards. Outside resources are occasionally used.	The school counselor rarely facilitates age-appropriate career development, aligned with local, state, and national standards.	The school counselor does not facilitate age-appropriate career development.

Notes:				
<p>3.2 The school counselor facilitates all students' understanding of the relationship between academics, personal qualities, education and training, and the world of work.</p>	<p>The school counselor helps all students understand the relationship between educational achievement and career success, explains how work can help students achieve personal success and satisfaction, and demonstrates knowledge of students' background, skills, and interests. Data include age-appropriate assessments, increasing awareness of interests, abilities, aptitude, and values. The counselor uses this knowledge to meet students' needs and assist in career development, promoting lifelong learning and employability skills.</p>	<p>The school counselor helps all students understand the relationship between educational achievement and career success and explains how work can help students achieve personal success and satisfaction. The counselor promotes lifelong learning and employability skills. Some data is utilized.</p>	<p>The school counselor rarely helps students understand the relationship between educational achievement and career success and rarely explains how work can help students achieve personal success and satisfaction. The counselor rarely promotes lifelong learning and employability skills. Data is rarely utilized.</p>	<p>The school counselor does not help students understand the relationship between educational achievement and career success and does not explain how work can help students achieve personal success and satisfaction. The counselor does not promote lifelong learning and employability skills. Data is not used.</p>
Notes:				
<p>3.3 The school counselor supports all students in the application of strategies to achieve future success and satisfaction.</p>	<p>The counselor consistently helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple resources to obtain career information.</p>	<p>The counselor helps students apply decision-making skills to career awareness, career planning, course selection and career transitions. Students are encouraged to use multiple research to obtain career information.</p>	<p>The counselor rarely helps students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are rarely encouraged to use research and informational resources to obtain</p>	<p>The counselor does not help students apply decision-making skills to career awareness, career planning, course selection or career transitions. Students are not encouraged to use research and informational</p>

			career information.	resources to obtain career information.
Notes:				
3.4 The school counselor collaboratively analyzes data, utilizes research-based interventions and develops programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor often collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor rarely collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.	The school counselor does not analyze data, utilize research-based interventions or develop programming to assist students in acquiring the attitudes, knowledge, and skills necessary for lifelong learning and career readiness.
Notes:				

DOMAIN 4: LEADERSHIP LEVEL OF PERFORMANCE

Indicator	Highly Effective	Effective	Developing	Ineffective
4.1 The school counselor establishes professional goals and pursues opportunities to grow professionally.	The counselor's professional goals are evidenced in improved personal, professional, and program development. (S)he is an active member of one or more professional organizations or networks.	Professional goals are developed, and the school counselor often pursues applicable opportunities to acquire knowledge or enhance skills and participates in the professional community.	Professional goals are sometimes established. The school counselor infrequently or indiscriminately pursues opportunities to acquire new knowledge and skills and rarely participates in the professional community.	Professional goals are not established. The school counselor does not pursue opportunities to acquire new knowledge and skills and rarely participates in the professional community.
4.2 The school counselor takes a leadership role as an advocate within the counseling department, the school setting, and the community.	The school counselor provides consistent and effective leadership in the school counseling program, the school, and the community in a way that directly benefits students, families,	The school counselor provided consistent and effective leadership in the school counseling program and the school.	The school counselor inconsistently provides leadership, but may not follow through appropriately or may not demonstrate an effective leadership style.	The school counselor provides no leadership--either formal or informal--in the counseling department, the school setting, or the community.

	educational personnel, and/or community stakeholders.			
Notes:				
4.3 The school counselor collaborates with teachers, parents, and the community to advocate for the success of all students and increase awareness of students' needs.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor demonstrates a direct impact of these collaborative activities on students.	The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds.	The school counselor is inconsistent in communication and community engagement , OR is effective with only a very small population to the detriment of others.	The school counselor is an ineffective communicator and is disengaged with teachers, the parents, and community stakeholders.
Notes:				
4.4 The school counselor adheres to ethical standards of the counseling profession, respects student confidentiality, and follows the laws, policies, and procedures, which govern school programs.	The school counselor always demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically demonstrates professional conduct and integrity; seeks appropriate intervention services for student consultation, and/or (clinical) supervision; abides by ethical and legal codes and seeks consultation and supervision as needed.	The school counselor typically holds to the ethical code of the American School Counselor Association but may fall short of the highest ethical standards. The counselor's consistency in law, policy and procedure is questionable.	The school counselor has breached confidentiality. The counselor demonstrates disregard for laws, policies, and procedures in a manner that could have led to harm to students, families, or the educational mission of the school.
Notes:				

<p>4.5 The school counselor plans, organizes, and delivers an effective comprehensive school counseling program (within the resources of the school and corporation).</p>	<p>The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor demonstrates student outcome data that are directly attributable to the school counseling program.</p>	<p>The school counseling program consistently builds the academic, career, and personal/social development of most students in the school, supporting at least some of this with student outcome data.</p>	<p>The school counseling program serves some students and lacks data to support effectiveness. The school counselor is not demonstrating initiative to improve the school counseling program.</p>	<p>The school counseling program is ineffective and the school counselor has demonstrated no attempts to make improvement to the delivery systems, or evaluate areas of particular strength or weakness.</p>
<p>Notes:</p>				
<p>4.6 The school counselor provides systems support by effectively managing the school counseling program, as well as supporting other educational programs and student services. Note: This may include other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students.</p>	<p>The school counselor serves as a collegial leader and positive role model to provide management activities that support the counseling program, advocate for all students, and promote ethical standards with students, school personnel, parents, and community agencies.</p>	<p>The school counselor provides management activities that support the program's guidance, counseling, and advocacy initiatives in a way that advocates for all students, assists teachers with the integration of guidance activities into the curriculum; and shares ethically appropriate information about students with school personnel, parents, and community agencies.</p>	<p>The school counselor provides some, but not adequate program management to the school counseling program. The school counselor is inconsistent in supporting other educational or student services programs.</p>	<p>The school counselor does not support the school counseling program with any program management activities. The school counselor is not involved--or is minimally involved--in providing support to other educational or student services programming through partnerships.</p>
<p>Notes:</p>				

Summary: May be based on observations, school counselor reflections, classroom visits, and data.

Additional Comments:

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Counselor Evaluation Tool & Process

- Each counselor would select 2 - 3 goals to focus on for the year and share those goals with their respective administrator responsible for evaluating them. The goals would directly relate to the 5 standards and the indicators on the APPR for School Counselors evaluation tool.
- Non-tenure counselors would self evaluate and meet with the administrator two times a year (Jan / May)
- Tenure counselors would self evaluate and meet with the administrator by June 1st.
- The respective administrator will evaluate the counselor using the tool, focusing on the goals set.
- The counselor will compile a list highlighting; activities, PD opportunities, communications, and achievements for the year. This list should include data where possible as evidence of goal success.
- The counselor and administrator will meet to discuss the evaluation. The administrator will provide observations and comments on the counselors' self evaluation. Both will sign off on it.
- A copy of the evaluation will go into the personnel file.

AGENCY	Purpose/Mission	Contact Info
JC DSS	Preventative Case Worker	Heather Cole 315 782 - 9030
North Country Family Health Center	Provide and coordinate services for South Jeff families	Carrie LaBarge LCSW-R Wilson Ext 1123 Mannsville 315 465-3373 Manns Ext - 4920
Anchor Recovery Center of NNY	Student / family support	Cynthia Getman -Hubbard 315 836-3460
CREDO	Substance abuse integrated outpatient services	315 788-1530
PIVOT -	Student and family support for addictive behaviors	Anne Marie Crescent 315 788-4790
CHJC - Community School Liaison	Work with schools & home for youth in crisis	Integrated Services 315 788 7430
CHJC- Therapeutic Crisis Respite	Short term respite program for youth - mental health crisis	315 788 7430 Hotline = 315 955-9062
JC PINS Diversion Program	Provide services and activities to divert at risk youth from PINS,	Steve Barker / Dan Deegan 315 785-3337
Children's Health Home of Upstate NY		Leesa Harvery-Dowdle 315 408-1931
Fort Drum Education Liaison	Support & facilitate communication between for Fort Drum families	Wendy O'Sullivan 315 772-3214
Mobile Integration Team- Mental Hlth	Multi-disciplinary team providing direct support to students	Anitra Kellar RN CMHN 315 323-0258
JC Hospice - Bereavement	Provisions of bereavement services to students and families	Sally Ames LMSW Joyce Combs
JC Community Service Mental Health	Provides mental health services	315 788-0970
North Country Transitional Living Services - Children's services	Mental health and Behavioral Health services	Jon Queal Susan Flynn 315 782-1777
Samaritan Behavioral Health	Emergency Room and Outpatient Mental Health	315 779-5060 315 785 4516 http://www.samaritanhealth.com/our-services/behavioral-health

CREDO	Behavioral/ mental health, outpatient	315 788-1530 1888-585-2228 http://www.credocommunitycenter.com/
Watertown Child & Adolescent Wellness Clinic	Mental health services for children & adolescents	Angela Burke 315 779-7170
APPENDIX - 2020-2021 Outside Agency List SJ DW PST continued		
North Country Family Health Center	Family & behavioral, pediatrics, dental...	315 782-6400 https://www.nocofamilyhealth.org/
Insight Forensics Counseling	Private Provider - Mental Health Support Also called "Cool Connection Counseling"	Robin Collelo 315 755-2665
Rubenzahl, Knudsen & Assoc..	Private Provider - Mental Health Support Clinical and forensic psychological services	315 788-3332
Ralph Marcellus	Private Provider - Mental Health Support	315 788-3550
Jeffrey Aronowitz	Private Provider - Mental Health Support	315 786-0190
Douglas Ort	Private Provider - Mental Health Support	315 785-5668

APPENDIX -
EMOTIONAL WELL-BEING

ONLINE RESOURCES FOR SOCIAL

Website / Target Audience	Focus area / Description	Notes
<p>Parents https://www.edutopia.org/sel-parents-resources</p>	<p>Promoting emotional intelligence (SEL) behaviors and skills in children</p>	<p>Stronger focus on support and activities for teachers</p>
<p>Parents https://casel.org/resources-covid/</p>	<p>Collaborative for academic, social, and emotional learning</p>	<p>Research base information / shared experiences from the field</p>
<p>Parents https://insidesel.com/2020/03/12/covid-19/</p>	<p>Resources, blog posts, and guides for parents</p>	<p>Offers some educator / staff support resources</p>
<p>Parents https://www.today.com/parenting-guides/social-skills</p>	<p>Supporting & guiding social & emotional development</p>	<p>Resources, videos- broken down by grade levels in school</p>
<p>Parents https://apertureed.com/parent-portal/free-home-resources/</p>	<p>Interactive & activities to promote social and emotional development</p>	
<p>Teachers https://www.common sense.org/education/toolkit/social-emotional-learning</p>	<p>Articles, tools, activities - character-based lessons</p>	<p>Integrated with digital citizenship</p>

<p style="text-align: center;">Teachers https://www.collaborativeclassroom.org/</p>	<p style="text-align: center;">Virtual workshops, webinars, blogs.....</p>	
<p style="text-align: center;">Teachers https://www.edsurge.com/news/2018-06-25-three-practical-resources-to-help-teachers-integrate-sel-and-academics</p>	<p style="text-align: center;">Focus is on integration of skills into content learning</p>	<p style="text-align: center;">Articles updated - COVID-19 pertinent</p>

SJCS PST Educator Referral Form - Please complete to the best of your ability -
Was this referral parent generated? Y N

<p>Referral to the PST team is made when a staff member /team has concerns about a student that is: 1) academic in nature and has not improved despite cited interventions, and/or 2) behavioral, social/emotional in nature. Parent communication and involvement are expected as an aspect of the intervention efforts. Typical issues addressed include examples such as attendance, peer interaction, demonstration of ongoing or extreme undesired behavior, and health issues.</p>		
Student Name:	Grade:	Person or Team making referral:
Parent Communications: Phone call dates - _____ _____		Conferences - _____ _____ Emails - _____ _____
Student Strengths -		Services received /dates: IEP/504 _____ OT / PT _____ Speech _____ RtI/AIS _____
Concerns - (Specific behaviors and timeframe)		Counseling _____ Peer Programs _____

		Other _____
Interventions Implemented	Start Date	
Feedback/ Comments from previous teacher		

PLEASE NOTE ADDITIONAL COMMENTS ON THE BACK OF THIS FORM

7 29 20 revised

APPENDIX -

ATTENDANCE SUPPORT

<p>Capacity Building</p> <p>Work as a team to ensure staff have the skills to manage hybrid learning and respond to the social-emotional and physical needs of the entire school community.</p>	<p>Actionable Data</p> <p>Use chronic absence (prior to closure) and other participation data gathered during the Spring to coordinate outreach and provide additional support as needed</p>	<p>Positive Engagement</p> <p>Build upon assets to organize a warm trauma-informed welcome to school for students, families and staff</p>	<p>Strategic Partnerships</p> <p>Partner with school staff, families, and community partners to develop plans for the coming school year</p>
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SUPPORT INITIATIVES

- Multi-tiered system of support set up with classroom teacher being first line of communication regarding daily attendance
Counselors / Nurse, the second level of support, Home-School Coordinator and Administration intervene at level three with possible referral to outside resources if necessary.
- Collaborative District-wide Reach Out database maintained to help track at risk students and families
- Parent Square daily check in - assessment question regarding social emotional condition
- DW PST monthly check ins between buildings/ counselors (or more frequently as needed)
- Professional Development all staff - ACES & navigating the pandemic
- Designate counseling staff for school home communication for students fully remote during hybrid program

APPENDIX - BUILDING POSITIVE CONDITIONS FOR LEARNING AT HOME

Research clearly demonstrates the importance of a safe, supportive learning environment in a student's academic success. What does that safety look like?

- 1. Physical Safety: Ensuring your children feel safe from germs when they're at home, but also not getting caught up in family conflicts.**
- 2. Emotional Safety: Worrying about failing, disappointing parents, or feeling embarrassed in an online learning community can detract from your child's academic success.**
- 3. Psychological Safety: Avoiding triggers for children with a history of trauma, who tend to be particularly sensitive and can become distressed easily.**

4. **Sense of Identity: Providing an affirming environment and allowing children to develop their sense of identity both inside and outside the family, as a member of the community, a citizen of the world, and a learner.**
5. **Intellectual Safety: Encouraging your children to think creatively as they solve problems.**

https://www.air.org/sites/default/files/READINESS_StratResrchFam-508.pdf

https://www.air.org/sites/default/files/SAFETY_StratResrchFam-508_Rev06052020.pdf

https://www.air.org/sites/default/files/Prt1-EMOTIONAL-SUPPORT_Rev06052020.pdf

https://www.air.org/sites/default/files/Prt2-LEARNING-SUPPORT_Rev06052020.pdf

https://www.air.org/sites/default/files/ENGAGE_BuildCFLatHome-508.pdf