

Social Emotional Well-Being

Students and staff will be faced with a myriad of emotions, challenges, and apprehension as they are welcomed back to the school building together. We know that people of all ages and roles in the school will present with different needs at different times as they navigate new conditions in a familiar environment. Our welcome back experience will maintain a focus on the development of relationships to facilitate healing, trust, and confidence in returning to the school setting.

Social and Emotional Learning is the process through which children and adults: understand and manage emotions, set and achieve positive goals, feel and show empathy toward others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020). Our three tiered approach to social and emotional learning is designed to provide all students with a solid foundation of multi-dimensional supports with additional support systems and resources for students with greater levels of need.

1. Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.

[School Counseling Plan 2020-2021.pdf](#)

Our comprehensive counseling plan guides the work of our school counselors in supporting students and families during times of transition, facilitating communication about resources and expectations, and guidance to individuals as they plan their path to success. Students will meet with school counselors annually to discuss their progress in the current school year and make plans for the future, in light of the student's long term goals. This provides students with an opportunity to build a relationship with the school counselor and obtain support for goal setting and action plans. These conversations will include discussion of the impact of changes to Regents examinations, graduation requirements, and course completion that have taken place or may arise during the school year.

Our district comprehensive developmental counseling plan was updated to feature additional student supports, both universally and for students who demonstrate a higher level of need. The plan outlines the process for referrals to mental health resources, both in district and in the community. The plan also provides for additional Social and Emotional Learning opportunities through the Positivity Project and peer mentoring programs.

2. Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders,

community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.

Our district utilizes a Student Support Team consisting of school counselors, school social workers, building principals, and the director of pupil personnel services to identify the needs of individual students and groups of students informing the district comprehensive developmental school counseling plan. The school psychologist, teachers, service providers, families, and students are consulted for input to guide revisions to the plan on an annual basis. The Student Support Team meets monthly, with two of those meetings dedicated to reviewing and revising the comprehensive developmental school counseling plan .

3. Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.

Tier 1: Practices for all students:

- Positivity Project - Students at all grade levels will engage with character education mini-lessons on defining character traits within a framework that promotes building positive relationships.
- Universal Screening - The district will implement the use of a universal screening tool to measure social, emotional, and behavioral functioning. The data gathered, with parental consent, will be used to identify needs to be addressed as part of the whole school counseling plan and character education, as well as, to identify students who may need Tier 2 supports that may be less visible. In addition, this tool will be used to monitor the progress and growth of students participating in Tier 2 social and emotional learning support.
- Annual Review of Progress and Career Plan - Students in grades 6-12 will meet with school counselors annually to discuss their progress in the current school year and make plans for the future, in light of the student's long term goals. This provides students with an opportunity to build a relationship with the school counselor and obtain support for goal setting and action plans.
- Provide information about community resources - Students will receive an age-appropriate introduction to health and human services available in their community and how to access them. This information will be developed by school counselors and social workers. Referrals to these services are made by our school social workers and counselors in collaboration with families, typically for students in crisis or those in need of a higher level of professional care identified by our multi-tiered system of Social and Emotional Learning support.

- Multiple daily opportunities for Social and Emotional Learning practice - Students will have the opportunity to engage with social and emotional learning activities in an age-appropriate way. Hybrid models will maintain a schedule of class lessons on the same schedule that is maintained during the typical school year to assist students and families with consistency and routine. In addition. Students will have online access to course materials and assignments at all times consistent with internet connectivity.
- Regularly scheduled times for peer socialization - including times for less structure, as well as, relationship building activities coordinated by student leaders with faculty advisement.
- Staff Training - Staff will be offered opportunities to receive training in Social and Emotional Learning, student mentoring, and Therapeutic Crisis Intervention.

Tier 2 and 3:

- Social and Emotional health specialists: Students have access to two school social workers, two school counselors, and mental health services through the Family Health network. Students can be referred to the RTI committee for Tier 2 and social emotional learning needs by their teachers. Teachers can also refer a student directly to their building principal, as a member of the student support team. All students have access to a school counselor, with whom they can discuss their needs and resources available to meet them. Families may also contact members of our student support team or classroom teachers with concerns about their child and obtain information about resources that are available. Each specialist in the district is able to provide in school services with varying frequency and direction. They are also a source of information about referrals to additional professional supports for students in collaboration with families.
- Ally Program - The Ally program is designed to match students with adults in the school community to build positive connections with the school during in person instruction and during remote instruction if circumstances necessitate. Adults in the building will carry out daily check-ins with students with a focus on social and emotional health and ensuring connection with resources available.
- Peer mentoring program - Students in need of additional support, or interested in helping peers may be considered for the peer mentoring program. This layer of support provides students with a trained peer mentor to build positive connections to the Cincinnati school community and facilitate student friendships.
- Referrals to outside agencies - Families, students, and teachers can approach our school social workers or Student Support Team (SST) for assistance with referral to

outside agencies who provide the necessary support. Our school social workers will assist families with resources within the district and collaborate with them to ensure access to mental health services for needs that require professional support that is not available or appropriate to be met within the district. The Family Health Network provides professional counseling services to students, upon referral and in collaboration with families, during school hours and meets with them confidentially in the school building.

4. Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff.

- Impact of Trauma workshop: The district will provide a workshop on the impact of trauma and trauma informed practices. The impact of trauma workshop discusses how trauma changes the thinking patterns and brain chemistry of those affected by it. The training also provides information about the prevalence of adverse childhood experiences and how their impact can manifest in children and adults throughout their lives.
- Support professionals: School social workers will present information and strategies for facilitating conversations and building capacity for social emotional learning through professional learning communities.
- Employee Assistance Program (EAP): EAP is a service to local school districts through OCM BOCES to provide school employees with support and connections to health and human services when needed. The EAP offers short term counseling through teletherapy to employees and their family members. The EAP also provides a variety of wellness workshops to small groups on topics of interest including: caregiving, time management, healthy eating, and stress management.
- Utilize Professional Learning Communities, Department teams, and grade level teams to build in time for social and emotional support amongst adults. Working with our school social worker and counselors, monthly meetings will establish systems for colleague check-ins and team building.

Special Education - Required Notices

1. Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

Students with disabilities who receive special education services will receive those services in the same format in which instruction is provided to general education students, with appropriate social distancing and protections in place. Classroom capacity plans have taken into account the presence

of consultant teachers, teaching assistants, and teacher aides in order to include them in measures to maintain social distancing.

Under a plan to provide general education services to secondary level (grades 7-12) students in a hybrid format, featuring in person instruction every other day, students with disabilities will be prioritized for in person attendance to the extent practicable. Students with disabilities will be prioritized on a case-by-case basis by the type of services required by their individualized education plans, the restrictiveness of the environment in which that service is provided, and individual medical needs of the student. Students with disabilities who need a special class setting that is provided by a collaborating agency (Onondaga-Cortland-Madison BOCES, Broome-Tioga BOCES, George Junior Republic Union Free School District, etc.) will be prioritized for daily in person attendance by our district to the extent that those settings are available to provide services.

Under a plan to provide general education services in a remote learning model, including a hybrid model that reduces capacity to the point that all students with disabilities cannot be prioritized for in person attendance, services will be provided remotely and on the same schedule as they would be provided in person to the extent practicable.

- Students receiving related services will participate in teletherapy sessions with district and contracted providers, over video conferencing or telephonically if video conferencing is not able to be carried out.
- Students receiving direct and indirect consultant teacher services will be provided with modifications and accommodations to learning activities through co-planning with general education teachers, with additional availability to receive support from the direct consultant teacher during video conferencing sessions and extra help periods.
- Students receiving in district special class and resource room services will receive those services through video conferencing to the extent practicable and appropriate for student needs.

2. Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents.

To the extent practicable, special education services will be provided in a manner consistent with the services listed on each student's Individualized Education Plan. If services are provided in any manner other than that listed by the student's Individualized Education Plan, due to restrictions on facility and human resource capacity, the change in conditions will be discussed with the student's parent and documented in the communication log of the district's special education software program, Frontline. The completion of an IEP amendment will be considered on a case-by-case basis and dependent upon the nature of the change in condition, anticipated duration of the change, and recommendations of the NYSED.

At the beginning of the 2020-2021 school year each identified student with a disability will be assigned a case manager. The case manager will contact each student's parent on their caseload and provide information about the services listed on the Individualized Education Plan and how each

of them will be carried out under the reopening guidelines the district is currently adhering to. This communication will take place by phone. If parents are unable to be reached by phone, written communication will be provided to introduce each family to the case manager and review student services. Case managers will ask each parent about their preferred mode of communication, preferred language, and any accommodations needed to access information from the case manager. The case manager will document this information in the communication log on the district special education management software (Frontline).

In the event of a change in general education services, and subsequently special education services, to a plan with reduced facility and human resource capacity, case managers will contact parent(s) of each student on their caseload affected by the change in order to explain the new conditions for providing services. If the parent is unable to be reached by phone, written communication will be provided to outline changes to the conditions of services. If parents have expressed a preference to receive a special mode of communication, communication will be provided in the manner to the extent allowable by NYSED Part 200 Regulations. Related services providers will also contact parents over the phone to explain any change in the conditions or format of services provided.

3. Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.

4. Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

To ensure an understanding of the provision of services for students participating in programs outside of the Cincinnatus CSD, the director of pupil personnel services will serve as a liaison to those programs to communicate student services, any changes in the conditions of those services as a result of required reduce facility or human resource capacity, and ensure communication is provided directly to parents from case managers and service providers assigned to the student through those programs.

The CPSE will work with service providers from all counties to provide services consistent with those listed on each student's individualized education plan to the extent practicable. The CSPE will work in accordance with Departments of Health of Cortland, Chenango, and Broome counties to ensure safe practices in accordance with current county guidance. The CPSE will ensure that service providers present families with timely and accessible communication regarding any changes to conditions in which services can take place, based on county guidance.

Students with disabilities who receive services under an Individualized Education Plan will continue

to receive the same progress reports, which are provided at the same time as general education progress reports. These reports provided information and data on student progress toward annual goals, as listed on the student's individualized education plan. Special education teachers and service providers are expected to continue to measure progress on annual goals as required and outlined by the IEP to the extent practicable and under the guideline provided by NYSED. Parents will continue to receive these reports whether services are provided in person, remotely, or via a hybrid model.

5. Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Students with disabilities will continue to receive accommodations, modifications, supplementary aids and services, and technology (including assistive technology) as described on their Individualized Education Plans and/or Section 504 accommodation plans. Provisions have been made to support related service providers with personal protective equipment and environmental modification necessary for implementing in person services to the greatest extent practicable. Student IEPs and 504 plans are written by their respective committees based on the present levels of performance of each student and their individual needs to access and benefit from their education. In addition to prioritizing students with disabilities for in person attendance, the CPSE, CSE, and 504 teams will collaborate with general education teachers, administrators, and specialists to adapt and implement accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the needs of each individual student, if circumstances necessitate a hybrid or remote learning model. In the event that a student is demonstrating new needs or barriers to accessing and benefitting from their education, the district and families can request a program review for the committee to collaborate and examine how to meet those needs, utilizing best practices to the extent practicable.