

STUDENT SUPPORT PERSONNEL INFORMATION and PROTOCOLS

Revised 2011-2012

Park View Middle School
Student Support Personnel
2011-2012

School Counselors:

Mrs. Marissa Parris: Grade 7 Counselor	Full time
Mrs. Lisa Spirito: Grade 8 Counselor (Crazy 8's, Voyagers)	Part time-Mon AM/PM Wed PM Thurs Am/PM Fri AM
Mrs. Leslie Conley: Grade 8 Counselor (M & M's) and Explorers	Part time-Tues AM Wed AM/PM Fri PM

School Social Worker

Mr. Michael DelRosso Fulltime

School Psychologist

Mrs. Tracie Passarelli Part time-Mon AM
Tues PM
Wed AM/PM
Thurs AM/PM
Fri AM/PM

All Student Support Personnel have offices inside the Guidance Suite.

Office numbers:

M. Parris	*414
L. Spirito	*415
L. Conley	*417
M. DelRosso	*416
T Passarelli	*412
Guidance secretary:	*104

The following narratives outline the roles of school support personnel as adopted by Cranston Public School in August 2010.

Cranston Public Schools School Counselors

School counselors are certified/licensed educators with a minimum of a master's degree in school counseling making them uniquely qualified to address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Cranston Public Schools employ elementary, middle and high school counselors in implementing the K-12 comprehensive counseling program.

K-12 counseling program focuses primarily on the guidance curriculum (planned interventions), responsive services (on-demand problems and crises), individual student planning/advisement; systems support (e.g. collaboration and teaming, program management and operation, professional development). School counselors work with **all** students including those who are considered "at risk" and those with special needs.

School counselors are specialists in human behavior and relationships that provide assistance to students through four primary interventions:

Counseling (individual and group...confidential relationship)

Large group guidance (planned developmental programs)

Consultation (collaborate with parents, teachers, support personnel to implement strategies)

Coordination (leadership process)

The major areas of responsibility for the School Counselors are to be knowledgeable about the ASCA National Model: a Framework for School Counseling Programs and the American School Counselor Association's National Standards for Student Academic, Career and Personal/Social Development. School Counselors plan and organize a comprehensive school counseling program providing effective classroom guidance lessons in accordance with the Cranston Public Schools Essential Counseling Curriculum K-12 scope and sequence.

School Counselors provide direct counseling services to students individually and in small groups. They collaborate with administrators, teachers, school support staff, parents, students and community members to address the needs of students. They develop appropriate interventions for students as needed and communicate education and support services to parents and students. They advocate for the most appropriate educational program for all students, while complying with confidentiality and the maintenance of student records. School Counselors facilitate referrals to community support services and assist students and parents with orientation and transitions between various settings.

As a member of the educational team they participate in the implementation of ongoing systemic change by using data to change policy and practice. They work as leaders to promote equity and access for all students.

Cranston Public Schools School Social Workers

School Social Workers are Masters level mental health clinicians licensed with the Rhode Island Department of Health and certified with the Rhode Island Department of Education. As professional clinical social workers, School Social Workers must adhere to the National Association of Social Workers (NASW) Code of Ethics and engage in ongoing professional development training in order to maintain licensure and specialized certification.

School Social Workers serve the children in the Cranston Public School district via direct service within their particular school assignments. On daily basis School Social Workers engage in a myriad of activities and job functions that positively impact the mental health, academic progress, and social development of all students in the Cranston Public Schools. Additionally, School Social Workers possess the training and skills necessary to intervene and assist families

beyond the scope of the school setting. In doing so, School Social Workers assist students in securing their social, emotional, behavioral, and academic preparedness and availability.

Students eligible under IDEA, receive Social Work Services as a part of their Individualized Education Plans. Within student IEP's, Social Work service is defined as "Specialized Counseling". Students with general education programming may also receive Social Work Service based upon identification of individual/family need. Students are provided with assessment, intervention, and crisis intervention services within individual, group, and classroom setting models as appropriate to their needs.

School Social Work services are commonly provided to address issues related to social/emotional/behavioral dyscontrol, social skill development, Autism Spectrum Disorders, ADHD, depression, anxiety, oppositional/defiant behavior, psychosis, physical illness and/or disability, sensory integration, self-esteem, self-harm/suicide risk, violence risk, substance abuse, grief and loss, child abuse and neglect, gender identity, sexual abuse/offending, eating disorders, domestic violence, assertiveness, relationship issues, school adjustment, divorce/family-based issues, bullying, cultural issues, economic difficulties, homelessness, and other psychosocial issues. School Social Workers are trained to utilize a systems model to identify and address issues that impair students' abilities to function to his/her greatest potential.

Members of the School Social Work department complete functional behavior assessments (FBA) in collaboration with teachers and other allied professionals, develop and monitor behavior plans, meet with parents, complete Social History Evaluations/Developmental Assessments and behavioral/emotional rating scales, make referrals to DCYF and other community service and resource providers, as well as collaborate on open DCYF cases. They are commonly involved in Truancy Court cases at the middle and high school levels.

Social Workers participate in Response to Intervention teams and service delivery, are members of the Evaluation/IEP Teams, engage in the FBA process and Behavior Intervention Plan development, contribute to Manifestations of Disability meetings, exclusion hearings, and psychiatric evaluations. Significant additional efforts are also directed toward preventive and responsive programming such as through anti-bullying work, Project Respect, Cranston Substance Abuse Task Force membership, non-violence assemblies, and participation in the Positive Behavioral Intervention and Supports (PBIS) process. School Social Workers are the direct link among home, school, and community services.

Cranston Public Schools School Psychologists

School Psychologists have post-Masters degree training in psychology, learning theory, and education. They hold a certification from the Rhode Island Department of Education and may also be certified by the National School Psychology Certification Board as Nationally Certified School Psychologist (NCSP). School psychologists adhere to the National Association of School Psychologist (NASP) code of ethics.

School psychologists provide direct mental health services to students throughout the district. Counseling is designed to meet the varied needs of Cranston Public School students in both individual as well as group settings. School Psychologist complete functional behavior assessments (FBA) in collaboration with school social workers, develop and monitor behavior plans, meet with parents, make referrals to DCYF and other community service and resource providers. These professionals also collaborate on open DCYF cases, as well as involvement with truancy court in the middle and high schools. Consult with community based organizations and support students to ensure the generalization of treatment across all settings for a student

As members of the Evaluation Team they perform comprehensive psychological evaluations that include cognitive measures, social emotional assessment, curriculum based assessment, student interviews, and adaptive behavior evaluations. School Psychologists are frequently involved in the assessment, design and monitoring of students who require regular education accommodations through Section 504 Plans and special education services through Individual

Education Plans (IEP). Furthermore, they support students through Response to Intervention (RtI) and play a significant role in PBIS by reviewing data, coordinating data and monitoring the fidelity of school wide interventions.

School Psychologists deliver topical presentations to students on topics such as: personal safety, safe touch, bullying and citizenship. The kinds of groups offered throughout the school system that are led by a school psychologist include groups to build skills in the areas of social skills, self control, assertiveness, understanding ADHD and how to handle it, time management and attendance. These groups are offered in response to issues around suicide, substance abuse, grief, adjustment to a new school, fostering self awareness, decision making, at risk behavior, divorce, self-esteem issues and bullying.

As members of building based Crisis Teams and through work with individual situations, School Psychologist respond to numerous crises stemming from the death of a parent, peer or family member, drug use, self mutilation, family crisis, suicidal ideation or attempt, sexual abuse, psychiatric hospitalizations, depression, parental suicide, death of a spouse or staff member.

Psychologists serve the children in the Cranston Public School district through their school assignments. School psychologist are specially trained to link mental health to learning, academic achievement and behavior all students in the Cranston Public Schools.

MANAGEMENT OF STUDENT CONCERNS

This is the **approved** hierarchy for response to and management of student concerns. Please reference this chart when acting on an issue/concern.

Level	Concerns	Personnel	Response
1: General Issues	Student(s) having a problem with a teacher Students(s) having a problem with a particular class Transitional concerns (movement from one grade to another) Peer-related conflicts (non-violent) Concerns related to a school or community activity Reported problems related to family or siblings	Advisor Teacher School Counselor	Keep at the advisory level. Validate the student(s) concerns and offer concrete advice. Support the student in addressing and resolving the problem.
2: More Concerning Issues	General depression/anxiety Divorce/separation Eating concerns Grief and loss difficulties Gender identify issues Sexually Promiscuity Suspected use/talk of drugs and/or alcohol or other illegal involvement Student undergoes a significant change in affect/physical appearance/behavior Bullying (complete discipline form and submit to OSS immediately; notify school counselor)	Social Worker Psychologist School Counselor <i>Pending the severity of the issue</i>	Support student and validate that you recognize the above as a concern to them. Convey that you will get them the support they need by referring them to a counselor that can be of assistance in light of their particular training. Offer that you feel pleased that they felt comfortable enough to talk to you and that you are not abandoning them, but rather, getting them the appropriate assistance. Communicate with School Counselor ASAP
3: Issues of an Immediate Concern REFER IMMEDIATELY TO ADMINISTRATOR	Suicidal/Homicidal gesture, attempt, or statement by student OR report of such by another student Self-injurious behavior (head banging, cutting, etc.) Reported abuse including sexual assault or harassment Bomb or other school-wide threat Runaway report/threat Student presenting under the influence of drugs/alcohol Physical fight (recent or planned) Report or suspicion of pregnancy Trauma disclosures Severe mental health concerns (hallucinations, delusions, significantly atypical behavior)	Social Worker Psychologist	Notify Administrator IMMEDIATELY of the concern. Administrator will assign crisis intervention to Psychologist/Social Worker. If a DCYF issue, teacher will need to complete process of reporting incident to the DCYF (with support from school nurse).

The role of the Middle School Counselor:

- Meet individually with all students
 - Please honor counselor issued passes
 - Students may request an appointment by filling out the form in the HR Attendance folder
 - Students may request an appointment by filling out an 'Appointment Request Form' in the Guidance Office
 - Please do not send students to Guidance Office without calling first
 - Please do not send students to Guidance Office without a pass

- Teach developmental guidance lessons
 - Counselors have an approved curriculum to follow
 - Developmental lessons are based on quarterly "themes"
 - Large group instruction may take place as a Team assembly, classroom lesson or series of advisory presentations
 - Collaboration with teachers may occur with core subject teachers as well as unified arts teachers

- Facilitate communication between faculty and parents
 - Counselors arrange Team Parent Conferences (Individual teacher conferences will be arranged by the respective teacher)
 - Counselors facilitate Weekly Reports for students (except in cases where a Case Manager provides that support)
 - Counselors facilitate Homework Requests for students who have consecutive absences (If unavailable, the Guidance Sec will facilitate)

- Participate in and collaborate at weekly Team meetings
 - Counselors attend **one** of the three weekly Team Planning periods including instances where Parent Conferences may be scheduled for that assigned Team Planning period
 - Counselors collaborate with Team teachers during Team Planning regarding RTI and PBIS
 - Counselors collaborate with Team teachers regarding RTI referrals
 - Counselors collaborate with Team teachers regarding students with a 504 Plan
 - Counselors are responsible for setting up 504 Plan meeting
 - Counselors are responsible for notifying all teachers of a student with a *newly-written* 504 Plan

- Track and record attendance
 - Counselors closely monitor students' attendance together with Team teachers
 - Counselors communicate with parents regarding attendance
 - Counselors make referrals to the Attendance Sec regarding truancy- Attendance Letter, Truancy Court Letter
 - Counselors attend Truancy Court when available and appropriate

- Monitor students' academic progress
 - Counselors review quarterly Progress Reports and follow up with student appointments and parent communication where necessary
 - Counselors review quarterly Report Cards and follow up with student appointments and parent communication where necessary
 - Counselors review daily Discipline Reports and follow up with students and parents where necessary
 - Counselors meet with all students on the ineligibility list each quarter and communicate with parents where necessary
 - Counselors meet with students (EOY) who need to attend Summer School and communicate with parents
 - Counselors meet with students (EOY) who are being retained and communicate with parents

- Facilitate Add-drop requests/Level changes/Course requests
 - Counselors complete add/drop form for level changes and/or class changes after Team Leader has communicated with parent
 - Counselors are responsible for data base management of add/drops
 - Counselors meet with students regarding changes to their schedule and communicate effective date of changes to teachers
 - Counselors work as a Department to facilitate course requests for Grade 8 students transitioning to Grade 9

- Coordinate small (ad hoc) groups with/without other support personnel
 - Counselors may form small groups to address specific needs-i.e. Grief Group, Divorce Group, Girl Power Group, etc.
 - Counselors may form small groups as part of RTI-Tier I intervention
 - Counselors may utilize Advisory "groups" to address issues/concerns raised in Advisory Period

- Collaborate with Case Managers regarding students with IEPs
 - Counselors collaborate with Case Managers regarding student success-i.e. Weekly Reports, Advocacy with teachers, Extra help, etc.
 - Counselors attend IEP meetings when available and appropriate
 - Counselors attend Evaluation Team meetings when available and appropriate
 - Counselors complete PPS forms for all new Special Education referrals

- Enrollments and Demittances/Residency Changes
 - Counselors transition in new students-i.e. Schedule review, Planner, Tour of PVMS, Lunch protocols, etc.
 - Counselors oversee completion of Pupil Check Out form in cases of demittance
 - Counselors facilitate address change forms for change of residency

The Guidance Department facilitates and/or supports the following *'Initiatives'*:

- ❖ Orientation of Incoming Grade 7 students to middle school
 - Orientation Visit at PVMS with Assembly and Tours
 - Transition Meetings with Grade 6 teachers
 - Orientation Visits to feeder elementary schools
 - COZ 'Breakfast with the Principal' at elementary schools (Title)
 - Annual Hot Dog Roast for Incoming Grade 7 students
- ❖ Transition of Outgoing Grade 8 students to high school
 - Parent Night at PVMS for Grade 8 Parents-November
 - Transition activities/lessons
 - Program of Studies Assembly by CHSE
 - 'Principals' Breakfast for Grade 8 parents and students
 - NEL/CPS Recruitment Assembly
 - Visit to CHSE
 - Course recommendations(Core subjects) for Grade 9
 - Course requests(Electives) for Grade 9
- ❖ Vocational Assessments
 - Career inventory taken by Grade 7 students
 - Used as 'artifact' in ILP portfolio
 - Review and explore possible 'Pathways'
- ❖ Website
 - Information about role of middle school counselor
 - Parent resources
 - Student resources
 - Forms
- ❖ Bullying Awareness Week-November
- ❖ National School Counselor Week-February
- ❖ Power of P.R.I.D.E. (PBIS)
- ❖ Holiday Shoppe-December
- ❖ Honor Roll Bulletin Board-Quarterly
- ❖ Individual Learning Plan