



SOCIAL-EMOTIONAL LEARNING (SEL) OPENING GUIDANCE



Schools are an essential component of our scholars' growth and well-being. Schools provide our students with academic instruction, social and emotional skills, safety, reliable nutrition, mental health support, and opportunities for physical activity. In addition, to schools supporting the educational development of students, schools play a vital role in addressing racial and social inequity. One of the top priorities in supporting our scholars as they transition back to in-person learning is their social-emotional well-being. Psychological and emotional recovery often focuses on identifying students and staff who need crisis counseling or are otherwise exhibiting signs that they are struggling with adjustments after major trauma. Mental health needs after a disaster should be addressed as part of the recovery plan and should be equally as important as academic needs. During a crisis such as the COVID-19 pandemic, it is common for everyone to experience increased levels of distress and anxiety, particularly because of being in isolation. The Rochester City School District (RCSD) is fortunate to have staff who are trained in restorative practices, PBIS, and trauma and grief response to address the needs of our scholars.

This guide to mental health support and social-emotional learning strategies is designed to help students, staff, and our school community as we refocus, renew, and reimagine our schools as students and staff return to 100% in-person learning this September.

Melody Martinez-Davis
Deputy Superintendent of Support Services

Welcoming Students & Staff Back-Equity, Inclusion and Social-Emotional Support

Creating a positive school climate and culture will improve the conditions of learning for all students. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively. To improve school culture and climate, districts should:

- Prioritize the health and emotional well-being of staff and students above all else
- Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.

Actions to consider prior to opening:

Provide professional development to support students, families, teachers/other staff transitioning back to school:

- Support the integration of SEL in teacher and staff training, including skills and techniques that promote positive learning environments (in-person and remote and/or virtual instruction)
- Understanding and utilization of trauma-informed practices
- Protocol for identifying and supporting students who may be experiencing social-
- emotional, behavioral, and mental health challenges. Hold virtual transition meetings between support staff at sending and receiving schools
- Work with the special education department to participate or to hold additional meetings
- Share transitioning materials with elementary to middle school students and middle to high school students
- Collaborate with receiving support staff to have them present to transitioning school students. For example, have high school counselors and

other stakeholders host a presentation for 7th and grade 9th students

- Create classroom guidance lessons and counseling sessions based on transitioning to a new level, processing the pandemic, identifying coping strategies, creating positive relationships, and processing and responding to bias
- Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family and can connect with for any needed supports
- Prepare communication regarding access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies. Continually, conveying information on how to access both school and community supports to students, staff, and families in all learning environments (in-person and virtual)

Actions to consider as we return to in-person learning:

Create opportunities for staff and students to regularly practice and reflect on their social-emotional learning competencies. Research states the best approach to address social and emotional needs is through the use of resources to promote and implement social-emotional learning (SEL) competencies. This is why the District will utilize the CASEL's Social-Emotional Framework to guide our work.

CASEL's 5 social-emotional competencies should be at the forefront to ensure the village receives the support needed to combat issues that may impede their academic, behavioral, and social-emotional development. More Information can be found on the Student Support Services-SSS Website: [SSS Website](#)

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective

Social and Emotional Learning ("SEL")



CASEL's 5 social-emotional competencies

goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy communities.

CLASSROOMS. Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social

and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

SCHOOLS. Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged.

Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. Strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

FAMILIES/CAREGIVERS. When schools and families form authentic partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are children's first teachers and bring deep expertise about their development, experiences,

culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL efforts. Research suggests that evidence-based SEL programs are more effective when they extend into the home, and families are far more likely to form partnerships with schools when their schools' norms, values, and cultural representations reflect their own experiences. Schools need inclusive decision-making processes that ensure that families—particularly those from historically marginalized groups—are part of planning, implementing, and continuously improving SEL. Schools can also create other avenues for a family partnership that may include creating ongoing two-way communication with families, helping caregivers understand child development, helping teachers understand family backgrounds and cultures, providing opportunities for families to volunteer in schools, extending learning activities and discussions into homes, and coordinating family services with community partners. These efforts should engage families in understanding, experiencing, informing, and supporting the social and emotional development of their students.

COMMUNITIES. Community partners often provide safe and developmentally rich settings for learning and development, have a deep understanding of community needs and assets, are seen as trusted partners by families and students, and have connections to additional supports and services that schools and families need. Community programs also offer opportunities for young people to practice their social and emotional skills in settings that are both personally relevant and can open opportunities for their future. To integrate SEL efforts across the school day and out-of-school time, school staff and community partners should align on common language and coordinate strategies and communication around SEL-related efforts and initiatives. (CASEL.com)

Listen for Understanding -Have careful and courageous conversations with staff, students, and families to discuss the past, current, and future impacts of the two public health crises: COVID-19 and Racial Injustice.

- Conversations demonstrate respect for each

other. While deliberate efforts should be made to foster a trauma-sensitive environment, be mindful that these conversations may trigger emotional responses and can also lead to difficult discussions revolving around inequity

- Topics you may consider, include but are not limited to:
 - Building relational capacity
 - Grief, loss, and trauma
 - Mental health and supportive behaviors
 - Bias, prejudice, and stigma
 - Preparedness, hope, and resilience
 - Fear, anxiety, anger

Staff will continue to receive ongoing training as necessary, and schools should continue to be prepared to support both staff and students that may feel unnerved by these topics or conversations. Schools should be prepared to support an influx of students who may need counseling support.

Our Building Based and District Level Social-Emotional Learning (SEL) teams (Social Workers, School Counselors, School Psychologist, RocRestorative team, Student Support Center Coordinators and Community Based Partnerships) will be available to help children and adults understand how to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social-Emotional/Mental Health Support Staff Social Workers, School Counselors, School Psychologists, the RocRestorative Team, Student Support Center Coordinators, and Community Based Partnerships will be prepared to provide counseling and social-emotional support services. They will assess students, and create plans with students struggling with the transition back to school; where their feelings/behaviors impede their ability to function throughout the school day.

The sample questions below can be used as a starting point when planning to engage students, families, and teachers/staff regarding the transition back to in-person learning.

- What has your experience been like since school was hybrid last year? What is on your

mind as you think about this school year? What are your biggest hopes or worries?

- How might you like to contribute as we prepare to transition to a new school year?
- What will help you learn this upcoming year?
- What can we do to make school feel even more like a community that cares for you?

Topics for Teachers and Staff to Consider/Be Mindful of When Planning Activities

- Students' transition back to in-person learning
- May be behind on school work
- Secondary traumas/loss-grief
- Increase in abusive tendencies
- Isolation/Loneliness
- Change in routine
- Relocation
- Unemployment situation/job loss
- News, constant bad news
- Previous mental health issues worsening
- Family job loss

Each school will need to plan for building a broad coalition to integrate Social Emotional Learning (SEL) and academic supports into transition plans and create and maintain a caring, safe, and supportive environment for all students and adults.

All Staff Support-(Support may be provided through professional development and restorative practices)

Develop a space for connection, listening, and healing among all leaders and staff in the school building. The goal is to maximize staff members' abilities to connect with students, families, and community partners and ensure access to mental health and trauma support for students, families, and staff members. Support will continue to include professional learning to build educators' capacity to support students' SEL throughout the year.

Considerations for students with special needs, those who have a history of trauma, are broad and overarching need to be taking into consideration as professional development and building level supports are put in place. The following is a guide to assist schools as they continue to strengthen their social-emotional supports.

Collaborating with Families and Youth **Communicate resources/plans with students, families, staff, and visitors:**

- Improve the quality of in-person support services by collaborating with youth and families
- Once engaged, consult families in the development of ongoing supports, and assisting with community resources/referrals
- Identify and address obstacles to engaging families in their child's support plan

Procedures and Protocols

- Ensure that existing procedures, protocols, and appropriate paperwork are up-to-date, consistent, and aligned with social work, counseling procedures, and social-emotional learning supports
- Use this information to guide the development of any new processes related to pandemic protocol/guidance about: identifying and assessing the challenges, examining student engagement and well-being, draft, review, and revise a policy inclusive of confidentiality and privacy parameters

Collaboration

- Collaborate and work with partner agencies (i.e., Center for Youth, Pathways to Peace, Genesee Mental Health, IBERO, and Monroe County-DHS, Rochester Regional Health, University of Rochester, Anthony Jordan Health Center, etc.)
- Acknowledge that challenges may arise when schools and community mental health agencies work together

Staff Supports

- Collaborate with classroom teachers regarding possible whole class social-emotional support needs
- Referral process to school mental health team for individual student support needs (last page of document)

Unlike a community mental health program where the family often self-refers, in schools a staff member may refer a student for support. When

a student is referred for mental health services, a staff member (i.e., teacher, social worker, school counselor, administrator, etc.) who has a good relationship with the student and family, should notify the parent or guardian about the concern and the referral. In some situations, it may be best for the mental health provider to reach out to the parent or guardian. It is important to determine the parent or guardian's level of concern about the student's need for mental health services. It may be that the student's social, emotional, or behavioral difficulties occur only at school or that the parent or guardian is not aware of school staff members' concerns about the student.

Ultimately, the parent or guardian has the authority to approve or decline consent for ongoing treatment, even if mental health staff has already met with the student in an emergency or crisis. As soon as possible during or following an emergency or crisis, the student's parent or guardian should be debriefed and provided options for ongoing care.

Building Level Mental Health Supports and Referral Process

The Building Level Mental Health Team (BLMHT) will assist in the following manner:

- Assess the needs of students/staff in crisis
- Consult with classroom teachers about the student's needs and develop age-grade appropriate classroom social-emotional lessons
- Teach, or co-teach as appropriate social-emotional learning strategies to help students adjust to the changes in their environments
- Assist teachers with celebrating individual student resilience
- Assist teachers with behavioral concerns and counsel students to determine root causes
- Analyze student work to assess mental health needs (i.e., journals, artwork, etc.)
- Provide individual counseling to students who express fears, loss, anxiety and/or signs of depression
- Refer students to outside counseling as needed
- Consultation with community resources around student needs and direction on their role in the support process. Examples of how Community Based Organizations can assist are:

1. Center for Youth staff will continue to provide direct SEL supports to students with minor needs. CFY staff will debrief a member of the Building Level Mental Health Team when support is provided for a minor issue and seek out their support for students with higher needs.
2. Pathways to Peace will be available to provide support and work in partnership with BLMHT to support students as it relates to conflict management, resolution, mentorship, and defiant behaviors.
3. DSS preventative staff will provide supports around attendance issues.
4. District liaison through Student Support Services will meet regularly with Genesee Mental Health, Rochester Regional, and the University of Rochester Administration to discuss student, family, and district needs.
5. Develop classroom support-provide classroom lessons on school expectations and structure to help students re-adjust to a full school schedule
6. Facilitate classroom guidance on social distance practices in school, community, home, etc.
7. Communicate these resources/plans with students, families, staff, and visitors

Support Services for Loss of Any Staff, Students, or Family Member

- Principals should work with their Trauma, Illness, and Grief (TIG)-trained staff to start and follow the District's TIG Guide and protocols.
- Share information regarding counseling support services available to faculty and staff via Employee Assistance Programs via email before the start of school and on opening day
- Continue to provide information on signs and symptoms on what to look for in students regarding stress, trauma, depression, and other mental health concerns
- Work with faculty and staff on identifying families in need of long-term mental health support, intervention, and resources via referrals. Share community resources and partnerships with families
- Work with administration, support staff, and security on how to handle commemorations,

memorial activities, and permanent marker establishment, if allowed per our TIG Guidance

- Determine how memorial activities can be utilized to honoring the loss, support a more normal school schedule and instill peace and hope. Determine social distancing requirements, if any, to determine allowable seating and capacity for supports per our TIG Guidance
- Students exhibiting the following feelings-behaviors will be provided counseling consult support in class, if concerns persist or worsen the BLMH/TIG Team will follow up with the student and the family to create a plan and assist with a healthy transition back to in-person learning.
 - Loss, fear, anxiety, nervousness, anger, sadness, hurt, hopelessness, helplessness, mood swings-mixed feelings, loss of sense of security
 - Clingy, weepy, distracted, off-task, fidgety, lethargy, loss of interest, loss of confidence (won't take risks-shut down)
 - Non-Compliance, Disruptive Behaviors

District's Trauma, Illness & Grief-TIG Team

- Per our TIG Guide, the Principal will consult with the District's TIG Coordinator and the Building Level Mental Health-BLMH/TIG Team, comprised of the principal, social worker, counselor, psychologist, and nurse or other support staff to establish the level of crisis and respond appropriately
- Consult and collaborate with students and families around support needs and follow up
- Resources and referrals will be available to address the mental health, behavioral and social-emotional needs of students, families, and the school community

Building Level Mental Health-BLMH/TIG Team- (Administration, Social Work, School Psychologist, School Counselor, Nurse or other support people) will assess and determine next steps per our TIG Guidance.

As students return to in-person learning and schools fully reopen, Student Support Services will provide support in meeting the social/emotional needs of students, addressing health needs, assisting parents, communicating with outside agencies, etc. The services and strategies needed are described in the tables below to assist central office and school-based personnel.

SOCIAL-EMOTIONAL LEARNING-SEL/CULTURE-EQUITY SUPPORT

(Please note some of these supports strategies and ideas can be provided by a school social worker, counselor, or both)

TOPIC/WHAT	WHO	STRATEGIES/ IDEAS/ SUPPORTS
SEL Support	Student Support Service Staff	Provide staff support and resources on how to talk to students transitioning back to in-person learning
Engage Students, Family, Staff, and School Community	Social-Emotional Support Staff and/or Building Level Mental Health teams- BLMH School Staff	Assist students to identify and manage their emotions and behavior; describe a range of emotions related to specific situations. Collaborate with teachers and other staff to support students in the development of coping and resiliency strategies. School Staff create opportunities for students to develop self-awareness and self-management skills in regards to in-person learning Support students in recognizing personal qualities and external supports; have students describe their likes-dislikes, needs, wants, strengths, and challenges related to their return to in-person learning. Discuss with students the skills related to achieving personal
Culture-Equity Transformative SEL	Student Support Service Staff Social-Emotional Support Staff and/or Building Level Mental Health teams- BLMH School Staff	Support students of different and diverse backgrounds and characteristics; provide safe spaces for genuine conversations. Make certain the school culture embraces the uniqueness, strengths, and challenges of students and provides equitable support, understanding, expectations, and encouragement to succeed. School/district staff hold themselves to the highest expectations and professional responsibility while doing what is necessary to understand students and themselves racially and culturally. Examine and incorporate transformative SEL, a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity and develop collaborative solutions to community and social problems when engaging students, families, staff and the school community in the reopening process. Nurture a culture where it is safe for students-teachers-staff-families alike to take risks, stretch, learn, and authentically engage daily

SERVICES THAT CAN BE PROVIDED TO STUDENTS IN OUR SCHOOLS by SCHOOL SOCIAL WORKERS AND COUNSELORS

ROLE	SERVICES	STRATEGIES
Reopening School Support	<p>Restorative Practice/ Social-Emotional Learning-SEL</p> <p>Culture-Equity</p> <p>Consultation and Collaboration</p>	<p>Work with administration and student-support staff at assigned schools to provide community-building circles and activities as well as to will help students to identify and manage their emotions regarding their return to school.</p> <p>Ensure that students are treated fairly and empowered to express their voice and ideas, contributing to decisions being made regarding the support they need.</p> <p>Find/create ways for students to be social in safe and healthy ways. Collaborate to create professional development activities for faculty and student re-entry with a focus on SEL, Culture-Racial Equity, Restorative Practices, and Mental Health.</p> <p>Collaborate with the classroom teacher to support</p>
Mental Health Support	<p>Identifying & Supporting Students</p> <p>Establish Protocols</p>	<p>Students displaying feelings and/or behaviors (see list below) that impede the student’s ability to focus, complete schoolwork, healthily interact with peers-staff, and/or fully participate in the school day. All efforts will be made to support the students 1:1, whole group, and through teacher consultation.</p> <p>Feelings Loss/Fear/Grief Anxiety/Nervousness Anger/Sadness/Hurt Hopelessness/Helplessness Mood Swings-Mixed Feelings Loss Sense of Security Behavior Clingy/Weepy Distracted/Off task/Fidgety Lethargy/Loss of Interest-Motivation Loss of Confidence (won’t take risks-shut down) Loss Sense of Security Non-Compliance Disruptive Behaviors</p> <p>Social-Emotional Support Services staff (Social Workers/School Counselors) will assist, provide and participate as needed in classroom SEL activities, resources, lessons to support teachers’ whole-class SEL lessons.</p> <p>Should individual students continue to struggle with the transition back to school, even after a few weeks of whole-class social-emotional learning support, and also experience feelings-behaviors that impede their ability to function in school, then the need for brief individual/group counseling will be assessed by the Social Worker and provided upon parent-guardian approval.</p> <p>Should the student exhibit similar feelings-behaviors at home, mental health and health home resources-referrals will be provided to the parent-guardian.</p>

ROLE	SERVICES	STRATEGIES
	Teacher Consultation	Should students display serious behavioral or safety concerns (harm to self/others), the Building Level Mental Health-BLMH/TIG team (Administration, Social Worker, Psychologist, Counselor, and Nurse) will provide mental health support and follow the Mental Health Emergency Protocol. Report to administrators, parents, and/or the proper authorities when there is a perceived threat to the student's mental and/or physical health.
	Brief Individual/ Group Counseling	Consult with classroom teachers about student needs and assist in the develop Social-Emotional Learning lessons/activities as appropriate to the age and grade level. Teach, or co-teach social-emotional learning strategies to help students adjust to the changes as a result of returning to in-person learning
	Community Referral	Provide individual counseling for students who express fears, loss, anxiety, and/or signs of depression. Provide group counseling support for students struggling with the same concerns.
	Classroom Strategies Support	Refer students to outside counseling as indicated by Counseling Assessment.
	Student Support Services	Analyze student work to assess mental health needs (Journals, artwork, etc.). Develop and co-teach lesson/ classroom activities/lessons on gratefulness, anxiety, stress, dignity for all students, anti-bullying, processing the pandemic, identifying coping strategies, creating positive relationships & processing and responding to bias. Refresh teachers/staff on the signs of depression and suicidal ideation (symptoms and warning signs) and offer referral services to students and staff Observe and talk to students who may have signs of abuse or neglect. Use referral processes to secure help for the student and family https://www.mentalhealth.gov/talk/educators Collaborate with student support staff and administrators for sudden closing of schools due to resurgence of the virus. <ul style="list-style-type: none"> • How will we stay connected and provide services to students remotely? • How will we provide resources to students and their families? • Communication strategies for students, parents, teachers and other staff; reaching homeless students and students without internet services

ROLE	SERVICES	STRATEGIES
Family Support	Home visits, Consultation, Referrals, and Counseling Support	<p>Visit/share resources with families who need information and support regarding health/mental health; Medicaid, food, shelter, and other community resources</p> <p>Refer families to community partners and the Center for Disease Control (CDC) for additional resources.</p> <p>Create and share student/guardian-friendly community resources, specific to food/shelter, community partnerships, and mental health supports that can be shared with them initially and throughout the year. Resources can be found on the RCSD Student Support Services webpage.</p> <p>Consult with school nurses regarding students without medical coverage and refer to Medicaid programs, as indicated.</p> <p>Provide therapeutic interventions (and where necessary referrals) for students and their families to promote better coping skills and resilience to address mental health concerns related to depression, anxiety, fear, and loss.</p> <p>Continue services required on IEPs as students return to in-person learning</p> <p>Check-in with students that have been identified as having anxiety and fear concerns. Provide counseling as needed.</p> <p>Provide information to parents on home visits (i.e., masks,) regarding school attendance and child discipline techniques.</p> <p>https://www.edutopia.org/sel-parents-resources</p>
School Support	Classroom Lessons	<p>Create whole class lessons on SEL and Coping strategies related to return to in-person learning</p> <p>Consult with Social Workers and Counselors regarding character education and mindfulness strategies for the classroom. Example lesson will be provided.</p> <p>https://www.friendzy.co/friendzy/sel-core-competencies</p> <p>Initially and upon students return to in-person learning, assist with student arrival/departure to observe students well-being and provide emotional support as they return to and from school</p> <p>Consult with student service services and IEP teams to identify students in need of supportive therapy/counseling and provide the service.</p>

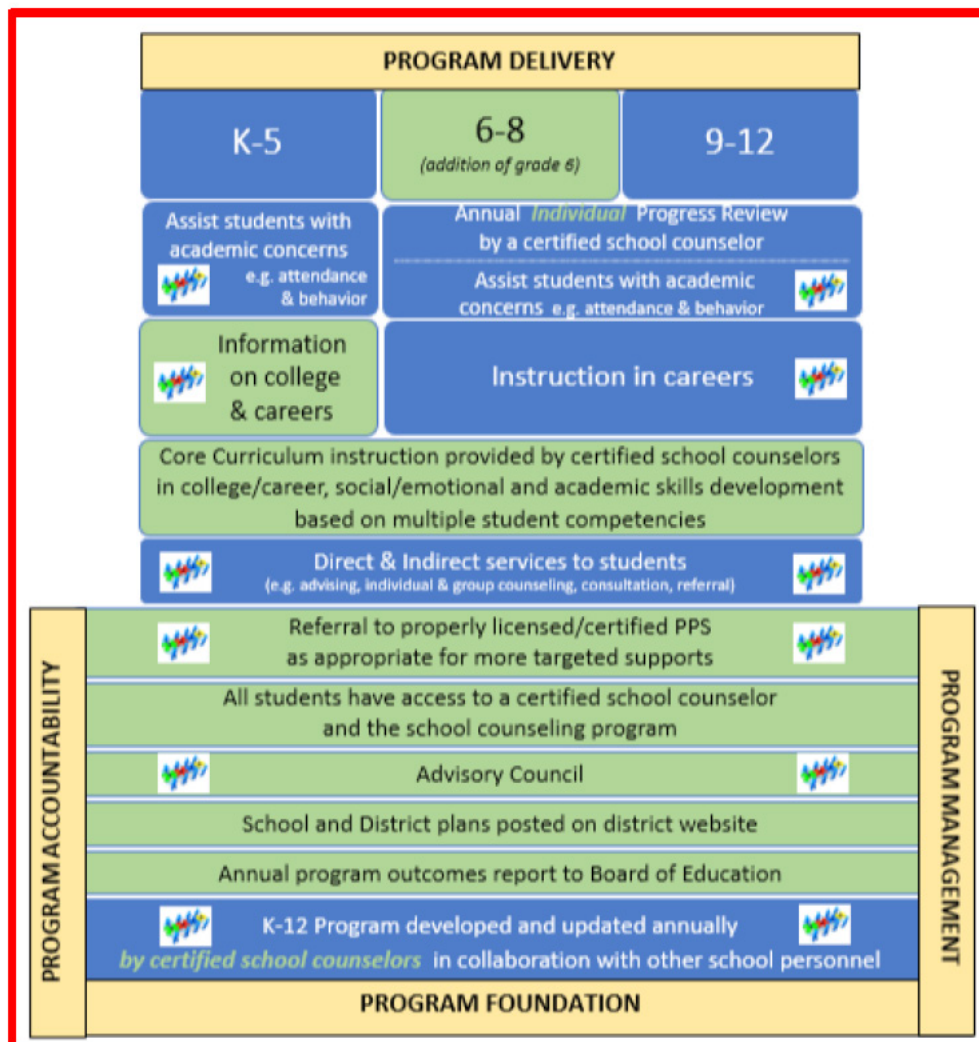
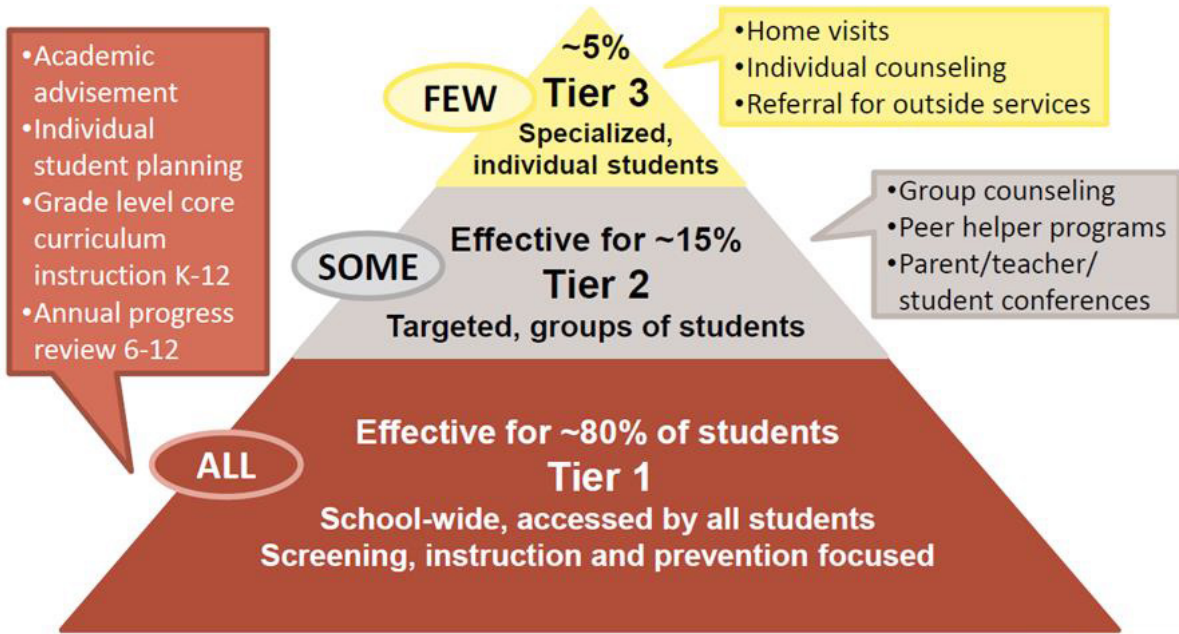
ROLE	SERVICES	STRATEGIES
Pre-planning for phased re-entry	Restorative Practice	Allow students time and opportunity to share their feelings regarding Covid-19 and Racial Injustice
	Social-Emotional Learning-SEL	<p>Help students to recognize how this experience may have affected their outlook on their future goals-career choices. Help students realize there is a path for getting back on track; create a plan</p> <p>Along with the student develop healthy coping strategies to address negative feelings</p>
	Culture-Equity	Continue to collaborate to create professional development activities for faculty and student re-entry with a focus on SEL, Culture-Racial Equity, Restorative Practices and Mental Health.
	Professional Development	<p>Continue to conduct professional development for staff regarding typical childhood reactions to stress and trauma which might have resulted from home confinement.</p> <p>Help student service staff continue to create and offer professional development for teachers and adult staff (remember bus drivers, cafeteria, and janitorial staff).</p> <p>Co-facilitate staff training related to re-entry concerns, e.g. trauma, grief, etc.</p>
	Transitions – services that can be implemented spring and summer	<p>Assist in the development of a re-entry protocol with the school leadership team and communicating the plan to students and families.</p> <p>Hold transition meetings between School Counselors at sending and receiving schools. Work with special education to participate or to hold additional meetings.</p> <p>Share transitioning materials with elementary to middle school students and middle to high school students. Provide virtual and/ in-person tours of receiving schools, if possible.</p> <p>Collaborate with receiving School Counselors to have them present to transitioning school students. For example, have high School counselors and staff holds a virtual welcome to 9th grade.</p> <p>Create classroom guidance lessons on transitioning to a new level. In-person, if possible, (e.g., students practice opening locks on lockers)</p> <p>Provide opportunities to ensure family engagement, collaboration, and voice as it relates their child’s or children’s education.</p>
	Developmental classroom support	<p>Provide classroom lessons on school expectations and structure to help students re-adjust to a full school schedule.</p> <p>Facilitate classroom guidance on social distance practices in school, community, and home, etc.</p> <p>Assist teachers with behavioral concerns and counsel students to determine root causes.</p>

ROLE	SERVICES	STRATEGIES
Academic and School Success	Scheduling, grades, new entrants, and transfers	<p>School Counselors work collaboratively with student placement, registrar (high school), or secretaries (elementary) in the enrollment of students transferring from other schools or states.</p> <p>Review and adjust course requests and scheduling for the current school year as needed.</p> <p>Assist with the development and implementation of school schedules. Adjust class sizes in the Student Information System (SIS) if necessary.</p> <p>Enroll students into Career and Technical Education Programs.</p> <p>Begin Individual Annual Progress Reviews with students to review their academics, college/career, and SEL status and next steps.</p> <p>Consult with building and district level attendance teams about students who may have moved or who are truant.</p> <p>Continue to provide updated college and career advisement in coordination with Institutes of Higher Education (IHEs), e.g., admissions, financial aid apprenticeships, and scholarships (secondary).</p> <p>Please see the RCSD College & Career Readiness page for more information.</p>
	Parent and Community Outreach	<p>Welcome and continue to thank parents for working as partners in their child's or children's education.</p> <p>Continue to consult with parents via surveys, phone calls, home visits, and training to ensure their voices are heard and included in decision-making.</p> <p>Work with administration to develop communication strategies for outreach to all parents and students. Continue to invite parents to provide input and ideas.</p> <p>Continue to create and share materials/ information for parents regarding SEL competencies and how to address and cope with factors related to transitioning, COVID 19, and Racial Injustice.</p> <p>Coordinate services with other related service providers, in the school and community, to identify and address other student and adult needs.</p> <p>Provide socially distant parental information evenings regarding what the school is doing to keep students safe. Include other student services staff as presenters.</p>

School Counselors will continue to provide multi-tiered levels of supports for scholars in alignment with the RCSD Comprehensive School Counseling Plan. Please see the diagram and the link to the plan for more information.

https://drive.google.com/drive/folders/1urjkXO_nEGQR4rpWzdMjC_zyUwz8Wi6C?usp=sharing

Multi-Tiered System of Supports



SUPPORTS FOR FAMILIES IN TRANSITION

ROLE	SERVICES	STRATEGIES
Following up on new referrals when students return	<p>Transportation to school</p> <p>Assess students and families' needs</p>	<p>Arrange transportation to and from school for students in need of transportation.</p> <p>FIT staff and school staff will follow up with families via phone call, text, email and/or home visits to assess needs/ barriers and eliminate barriers impacting their attendance and academic progress</p> <p>Attendance teams will address and follow up on identified needs/barriers in order to promote school attendance and academic success</p> <p>Social Workers and/or Student Support Center Coordinators where applicable will work with students and families experiencing housing instability</p>
Providing support to schools	Supporting school staff	<p>Collaborate with school staff and administration regarding supporting students in transition.</p> <p>Provide McKinney-Vento and other resources to school staff for students and families</p> <p>Provide professional development for school/district staff</p> <p>Provide staff resources as it relates to their mental health and social-emotional development</p>
Providing community resources	<p>Assist students and families with basic needs, crisis intervention, and community referrals</p> <p>Provide Community Services Referrals</p>	<p>Meet with family to assess individual needs. Follow-up on identified needs. Coordinate support services with school staff (Student Support Center Coordinators where applicable); guiding the referral process for community supports.</p> <p>Provide basic need support at schools via food pantries, clothing closets, etc. Outsource if needed.</p> <p>As it relates to Families In Transition (FIT), offer Drop-In support where students and families can come to the FIT program without an appointment and receive assistance with basic needs, case management, advocacy, etc.</p> <p>Deliver resources (safety measures in place) such as clothing, school supplies, hygiene products, etc. as needed to families who are homeless.</p> <p>Make calls/home visits to families in need of services due to Covid19. Provide community resources to families. Identify students who are newly homeless and connect them to resources. Especially unaccompanied youth, not in the care and custody of a parent.</p> <p>Provide and assist with registration even when the mandatory documentation is missing.</p> <p>Provide McKinney-Vento brochures and posters with information about their educational rights.</p>

ROLE	SERVICES	STRATEGIES
Identify and assist unaccompanied youth	Assist unaccompanied youth with registration, basic needs, and advocacy when needed	<p>Assist with registration and school selection; assess student’s needs to support their new school year.</p> <p>Identify a surrogate parent (or a temporary surrogate) can be the person they are in the care of.</p> <p>Assist with any other barriers to their attendance.</p> <p>Address basic needs; book bags, school supplies, clothing, transportation, etc.</p>
Collaboration and Consultation	Connect with Students, families, and school staff	<p>Consult with the individual who referred the student regarding basic and educational needs.</p> <p>Consult with administrators and teachers to educate them on the specific needs of students in transition.</p> <p>Connect community service providers with students, families, staff, and the school community.</p>

Additional Social-Emotional Supports

Help Zones

The Help Zone is designed to provide a structured approach that teaches social/emotional skills and strategies through matched intervention/prevention, to develop positive behaviors and foster school engagement that assists in keeping students in school, while addressing the many challenges our students face.

Restorative Practices

Restorative practices promote inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution, to conferences that bring students and their supporters together to address conflicts and repair harm. The ROC Restorative team, through ongoing coaching and support, partners with schools to recognize and enhance existing and additional resources, provide training, design and evaluate professional learning opportunities.

Social Work, Counseling & Psychology (Mental Health)

The Office of Social Work is responsible for the mental health counseling services of district students. Social workers serve as the link between students’ families and the school, working with parents, guardians, teachers, and other school

officials to ensure students reach their academic and personal potential. Through their knowledge of classroom management, the at-risk population, special education, and the effects of disabilities on student performance, social workers are critical members of teams working together on behalf of students unable to fully benefit from their educational experiences. Social Workers help to strengthen the social and emotional well-being of all students.

Counseling

School counselors are professionally certified individuals who help students succeed in school and plan their careers. An integral part of the total education system, school counselors help students form healthy goals, mindsets, and behaviors. With the aid of a school counselor, students learn to develop effective collaboration and cooperation skills, practice perseverance, develop time management and study skills, and learn self-motivation and self-direction habits.

Psychology

School psychologists are uniquely qualified members of school teams that support students’ ability to learn and teachers’ ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally.

Behavioral Specialist

Behavioral specialists assist teachers by providing social-emotional and behavioral support. They can assist teachers through consultation, direct support to students in a whole class, and/or one-on-one format to provide strategies, interventions, behavioral modification, counseling for a variety of issues such as aggressive behavior, disruptive classroom actions, impulsiveness, and difficulty working in groups.

Trauma, Illness and Grief Team (TIG)

Both the building and District's TIG teams offer support to students, staff, and families in times of crisis. The caring presence of trained staff members is one of the most important supports one can offer. Support may include individual, group, or classroom grief counseling, and community outreach services. The TIG team consists of school administrators, school counselors, school psychologists, and school social workers. All members voluntarily serve on the team.

Remote Support Team-RST

Facilitate and assist with the systematic response to critical incidents and disruptive behaviors within the district. Membership is comprised of district staff members who have completed the Therapeutic Crisis Intervention (TCI), Threat Assessment Training, Restorative Practice Training, and ACES training. The district's RST Coordinator will determine the duration of the involvement of RST based on the threat level and the need for services.

Student Support Centers

Student and Family Support Centers-S&FSCs are collaborations among schools, agency partners, families, and the community. S&FSCs complement the resources of the school (Educational Support Services, School Counselors, School Psychologists, Social Workers, in-school programs, and opportunities) with community agencies who can deliver services directly or through referrals and linkages, to develop a seamless system of support for students and families. The goal of these Centers is to equip students with the social, emotional, and academic skills and resources to succeed in school and become productive members of their community.

The Center For Youth

The Center delivers an array of school-based services, including the Alternative-to-Suspension program, Crisis Intervention, and Prevention Education Services intervention/ prevention/ help zone, as well as school-based counseling services, and child and family therapy.

IBERO

IBERO is a dual-language multi-service agency that uplifts, empowers, and advocates for Latinos and the underserved. Evidence-based programs provide academic, social, and health support to students in the Rochester City School District Programs aim to increase student attendance, improve academic performance, and provide the necessary support for growth and success.

APPENDIX

RCSD Student Support Services Webpage

Find lesson plans, student and family resource as it relates to social emotional learning.

<https://www.rcsdk12.org/domain/13946>

RCSD School Counseling webpage

Find resources related to academic, social-emotional and college/career development.

<https://www.rcsdk12.org/Page/52806>

RCSD School Counseling Comprehensive Plan

Find how what School Counselors Do makes a difference in the lives of students.

<https://www.rcsdk12.org/Page/52809>

Naviance

A sample of lessons used for grades 7 -12. Lessons focus on social-emotional, interpersonal, academic and college/career development. The Naviance app can be found on RoConnect.

<https://www.rcsdk12.org/Page/50755>

and

https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/74/2020-2021%20Scope%20and%20Sequence_Rochester%20City%20School%20District_FINAL_10.13.2020.pdf

EverFi

This platform provides access to modules related to mental health, financial literacy, diversity and equity.

This app is also located on RoConnect. Contact Student Support Services to learn more.

Community Mental Health Supports

Supports available to students and families in the Rochester community.

<https://www.rcsdk12.org/Page/50934>

CASEL

<https://casel.org/>

Examples of Professional Development

- Youth Mental Health First Aid – Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.
- Restorative Practices Professional Learning Community & Assigned Building Support - will continue to provide building-level education and supports to staff and students. This support will include professional learning communities to develop restorative practice skills and process feelings around the pandemic and return to buildings.
- Acute Trauma Education - is often a single incident that occurs in life, such as an accident, being a victim of a crime, or even a natural disaster.
- SEL Immersion – Helping staff members assess their social-emotional status and providing evidenced-based practices as well as resources to help address students’ mental health.
- 21 Day Racial Equity Challenge – A challenge to promote staff to think, learn and reflect upon racial injustice and biases.
- 21 Day Racial Equity Challenge Debrief – Provide staff with a collegial circle/forum to debrief about 21 Day Challenge and plan the next steps towards equity work.
- SEL for Staff and Parents – Providing staff and parents with training as it relates to how to cope with and understand how COVID 19 and Racial Injustice impacts mental health.

TEACHER REFERRAL FORM

For Building Level Mental Health Team Support

Student's Name: _____ Date: _____

Referring Teacher/Staff: _____

Reason(s) for Referral:

- Disruptive classroom behavior
- Dislike or fear/anxiety of school
- Inattentive or Impulsivity
- Anger Management concerns, i.e., triggers easily
- Lack of motivation in school
- Personal or home issues
- Other:

Description of challenge(s): _____

Student's attitude toward the issue: _____

I would like:

- You to observe this student.
- To discuss this student with you. I am available at _____
- You to talk with this student.

Student/Parent knowledge of referral:

- Has not been discussed with the student.
- Has not been discussed with the parent.
- Student is aware of the referral.
- Parent is aware of the referral.

FEEDBACK FROM

Building Level Mental Health Team

Date: _____

To: _____

From: _____

Re: _____

(Student Name)

- Student appears to have resolved/managed the problem. Please let me know if there are further concerns.
- Student will be seen "as needed" to assist in further managing concern.
- Parents were contacted regarding referral.
- Student is/was referred to an outside professional.
- Other: _____

Comments:

If you have questions or would like to discuss this student further, please let me know.

Signature: _____

Contact Info: _____

