



Comprehensive School Counseling, Mental Health Education, & Foster Care Plan

This plan meets the expectations of the NYSED Commissioner's Regulation Part 100.2(j). It states Randolph Academy plan for providing students in grades K-12 support in attendance, behavior, and academic success. It provides a plan for students' annual progress and planning to take place. Career development is included as a direct instructional piece along with any other counseling services needed to make students academically, socially, and emotionally successful. Additionally, this plan addresses the Every Students Succeed Act (ESSA) – Educational Stability Provisions of Students in Foster Care, which requires schools to work together with agencies to provide students in foster care an education with as little disruption as possible.

**Developed
September
2022**

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Introduction

Randolph Academy is a Special Act Public School District established by the New York State Legislature on June 4, 1985. Randolph Academy is one of eight such Special Act school districts created to educate students from the state's private residential child care institutions.

Today, Randolph Academy has a campus located in Randolph and Hamburg. Each campus serves approximately up to 100 students. The Randolph Campus educates students who reside at New Directions Youth and Family Services Randolph Residential Program and day students from surrounding public school districts. Day students from the Buffalo metro area comprise the entire population at the Randolph Academy Hamburg Campus.

Day students are referred to Randolph Academy by local district Committees on Special Education. Students are also admitted from all over New York State, many of whom are placed residentially at the Randolph Campus by districts in the New York City metro area and Long Island. Tuition is regulated by the New York State Education Department, and is reimbursable to the referring district through the private excess cost aid formula.

Randolph Academy "where promise grows."

Randolph Academy Counseling Office

Vision: Public education is designed to prepare students to become contributing members of our society. A School Counselor helps students preserve their individuality as they work towards this goal. A counselor attempts to help each student identify his/her unique strengths, interests, and abilities. He aids students in development of the skills necessary to achieve educational and personal success. He encourages students to recognize their potential and to set realistic educational and occupational goals.

Mission: We support, empower and educate students with emotional and mental health disabilities which have often developed due to poverty, neglect, abuse or personal loss. We offer therapy, counseling and behavior management, and an academic program that generates Regents exam scores which consistently exceed our state's averages for students with disabilities. We also offer Career Technical Education, providing vocation training in the food service and barbering/cosmetology industries, giving students many options for rewarding, successful careers.

Goals: The ultimate goal of the school counselor is to prepare our students to experience personal and occupational success and satisfaction.

Department Members & Administrative Supervisors

Danielle Cook, Superintendent

Theresa Gray, Director of Curriculum and Instruction

Dr. Kristin Garaas-Johnson, Director of Curriculum and Special Education

Stephen Sayoc, Principal Randolph Campus

Laura Osinski, Principal Hamburg Campus

Sue Vanderzyden, CSE Chairperson

Anne Becker, School Counselor Hamburg

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Tom Palcic, School Counselor Hamburg

Kayla Hill, School Counselor Hamburg

Mary Stokes, School Counselor Randolph

NYSED Regulation

K-6 Counseling

In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parent involvement.

[8NYCRR 100.2(j)(1)(i)]

Randolph Academy provides specially designed instruction in 8-1-1 classrooms that is tailored to meet the individual needs of each student. At Randolph Academy, we strive to provide differentiated classroom instruction coupled with tailored interventions to prevent achievement gaps.

Randolph Academy counselor and teams provide individualized intervention, based on the student's need. This includes, but is not limited to attendance, academic, behavioral, or mental health concerns. Randolph uses Restorative Practices, Guided Group Interaction and individual counseling as well as providing push in services and on call support. This team consists of the following people: The classroom teacher, building principal, counselor, school psychologist, and CSE staff. This team meets and receives training on research-based interventions and maintains communication with the student's family. Professional development will be provided to instructional and supervisory staff of Randolph Academy throughout the school year.

7-12 Educational Planning

Annual review of each student's educational progress and career plans, with such reviewed to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

[8 NYCRR 100.2(j)(1)(ii)(a)]

In grades 7-12, every student will have an individual meeting annually with a certified school counselor to discuss educational progress towards graduation. The school counselor will also review grades periodically and meet with students on an individual basis to ensure that all students are academically successful. If necessary, the school counselor will contact parents and families to work together to intervene with the student's educational barriers or needs.

If students plan to continue their education at the post-secondary level, Randolph Academy will offer specific college planning activities. Students will have the opportunity to tour local colleges and receive information and resources to prepare them for the SAT exam.

7-12 Career Planning

Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors

[8 NYCRR 100.2(j)(1)(ii)(b)]

Students will complete transition assessments and review the results with a certified school counselor and/or special education teacher (where applicable) in order to drive conversations centered around career planning. Transition assessments utilized by Randolph Academy include, but are not limited to a Level 1 Assessment, ASVAB, Self Interest Survey, My Learning, Career Zones, Independent Living Skills and other assessment tools. Our school counselors will provide information to assist our students and families in applying for ACCES-VR services. Students have the opportunity to participate in a Career and Financial Management class, to explore post-secondary options and learn independent living skills.

7-12 Counseling

Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans to help students how exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by the teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provide by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors and the services of personnel certified or licensed as school counselors.

[8 NYCRR 100.2(j)(1)(ii)(c-d)]

Students in grades 7-12 who are identified as exhibiting attendance, academic, behavioral or mental health concerns will be referred/reviewed by the Academic Team, which may include a certified

school counselor, principal, teacher(s), the student, and any other student advocate. Students can be referred/reviewed by any staff member at Randolph Academy or their parent/guardian. The Academic Team will develop individual intervention plan. The school counselor and student will develop the individualized safety support plan which is reviewed and updated by the Academic Team. Restorative Justice Practices and Guided Group Interaction are in place school wide.

Foster Care

Stephen Sayoc, Principal Randolph
Laura Osinski, Principal Hamburg
Foster Care Point of Contact

New Directions Youth and Family Services
Leslie Schellbarger
Foster Care Point of Contact

Local Department of Social Services various counties in NY State

The ESEA requires an SEA to collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act to ensure the educational stability of children in foster care. More specifically, each SEA must ensure that: A child in foster care will enroll or remain in the child's school of origin, unless a determination is made that it is not in the child's best interest to attend that school

[NYS-ESEA-Section111(g)(1)E]

The Foster Care Point of Contact will facilitate collaboration with relevant school personnel, child's caseworker, child's parent (if available and able to provide input), and the child in determining whether a child should remain in their district of origin or should transfer to the district of foster care residence. When agreement cannot be reached, the Local Department of Social Services will make the final determination about the best-interest of the child as it relates to educational stability.

The ESEA requires an SEA to collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act to ensure the educational stability of children in foster care. More specifically, each SEA must ensure that: If a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment

[NYS-ESEA-Section111(g)(1)E]

If it is determined that a child should transfer to a new school, the necessary steps and notifications will be made to ensure continuous school enrollment. Randolph Academy will collaborate with the Local Department of Social Services (LDSS) to gain any information necessary to provide a smooth transition into the child's new school.

The ESEA requires an SEA to collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act to ensure the educational stability of children in foster care. More specifically, each SEA must ensure that: A new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. In addition, the SEA must designate an employee to serve as a point of contact (POC) for child welfare agencies and to oversee implementation of the educational stability provisions. This POC cannot be the same person as the State Coordinator for the Education of Homeless Children and Youths under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

[NYS-ESEA-Section111(g)(1)E]

The Foster Care Point of Contact will reference the NYS Education Department and Office of Children and Family Services Students in Foster Care Tool Kit for LEA and LSSA (<http://www.p12.nysed.gov/sss/documents/FCtoolkit.pdf>) when a foster care student moves into the school district. They will then work with the Randolph Academy Counseling Offices to obtain all relevant records in order to provide a continuous education to the foster care student. This individual will collaborate with the LDSS, notify all necessary school personnel of the student's needs and placement within the school, work with the home school district transportation department to develop a transportation plan.

At the local level, section 1112(c)(5) of the ESEA requires an LEA that receives Title I funds to collaborate with the State or local child welfare agency to: Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.

[NYS-ESEA-Section111(g)(1)E]

Once the school placement of the foster care student is determined, Randolph Academy will work with the home school district to develop a transportation agreement addressing the student's transportation needs. This agreement will be reviewed as necessary to ensure the continuity of appropriate educational services for children who are placed in foster care. Randolph Academy will cooperate effectively to meet the educational needs of the child.

Student Standards

Randolph Academy meets the [NYS requirements for Mental Health Education Literacy](#), the ASCA Mindsets & Behaviors for Student Success: K-12 College & Career-Readiness Standards, and the Career Development and Occupational Studies requirements through a variety of instructional opportunities. Counselors provide lessons that supplement social emotional growth and counselors will refer to outside resources as necessary.

New York State Framework for Mental Health Education Instruction

Grades K-12

Certified School Counselor meets the requirements for Mental Health Education Instruction and NYS Learning Standards in Health, which include self-management, relationships, and resource management.

Self-Management

- 1A. (a-e) Self-care to promote mental health and overall well-being
- 1B. (a-e) Resiliency
- 1C. (a-b) Feelings

Relationships

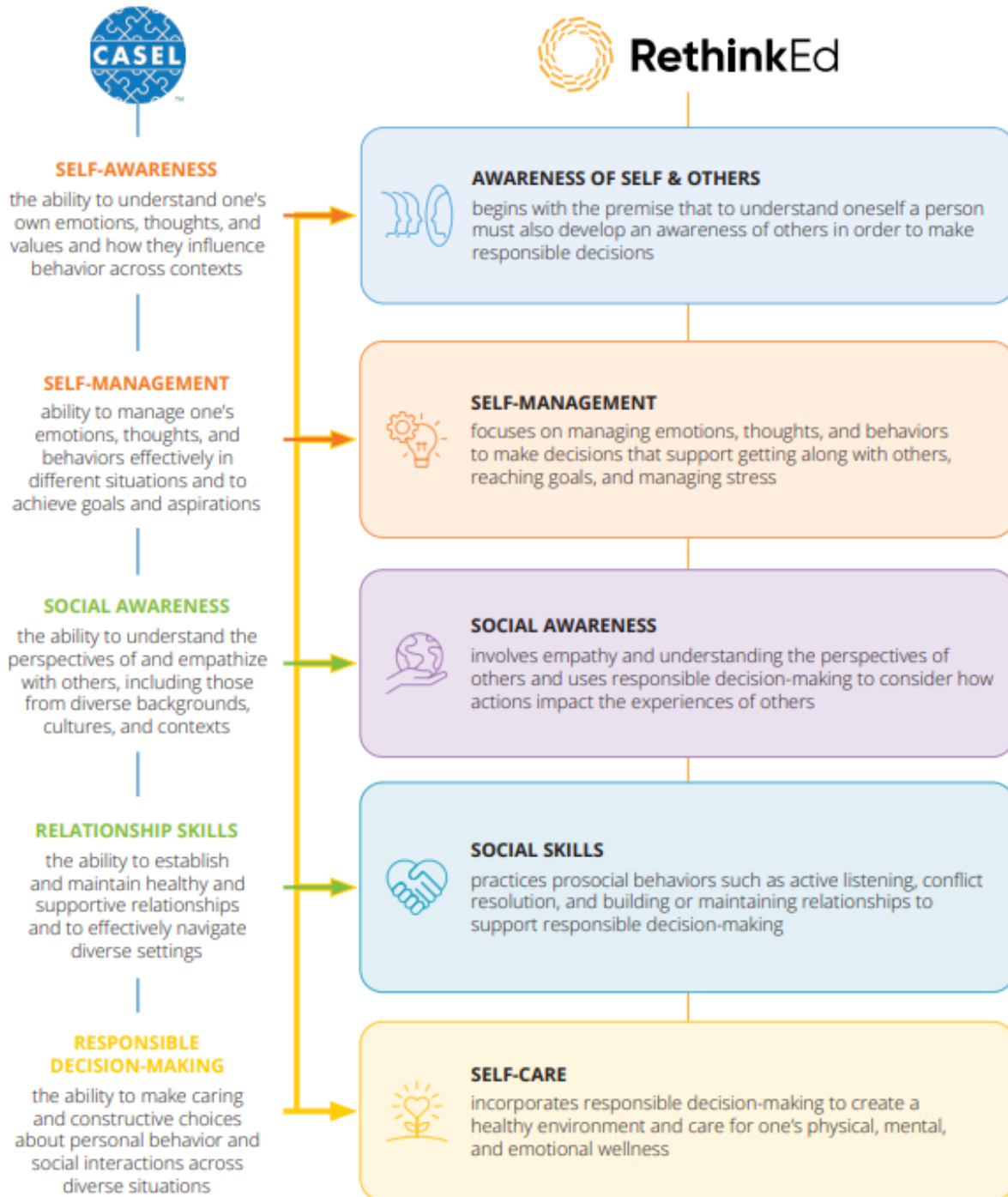
- 2A. (a-b) Communication Skills
- 2B. (a) Empathy, Compassion, Acceptance
- 2C. (a) Gratitude, Forgiveness

Resource Management

- 3A. (a) What to ask for help for self and others

Counselors utilize the [ReThink Education Social-Emotional Learning Curriculum](#) along with supplemental activities to meet the requirements of the NYS Mental Health Education Literacy. The following is the framework for this curriculum that aligns with Collaborative for Academic, Social, and Emotional Learning Organization. The competencies alignment is below:

RethinkEd and CASEL Competencies Alignment



Erin's Law

Erin's Law

In August 2019, New York State became the 37th state to sign Erin's Law into legislation. New York State's law, ([Chapter 187 of the Laws of 2019\(link is external\)](#)) - known as Erin's Law - requires public schools to teach child sexual abuse and exploitation prevention classes to students in kindergarten through eighth grade. Erin's Law is named for Erin Merryn, an abuse survivor and activist against child sexual abuse who has advocated for similar laws nationwide for over a decade. Erin's Law is intended to help children, teachers, and parents in New York State schools identify sexual abuse, and to provide awareness, assistance, referral, or resource information for children and families who are victims of child sexual abuse. In Summer 2020, work was completed with organizations that researched, developed age-appropriate grade bands, and found multiple resources to help school districts develop curriculum and useful lesson plans to implement Erin's Law.

Erin's Law requires instruction on sexual abuse and assault awareness/prevention education in schools. Specifically, the law requires that public schools implement a program that teaches:

- Students (Pre-K through 12), age appropriate techniques to recognize child sexual abuse and to tell a trusted adult.
- School personnel about child sexual abuse
- Parents and guardians the warning signs of sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families.

<http://www.nysed.gov/curriculum-instruction/erins-law>

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/erins-law-resource-grid.pdf>

Career Development and Occupational Studies (CDOS)

All students have an opportunity at Randolph Academy to receive a CDOS credential. A separate CDOS Plan has been developed district wide and can be accessed through a school counselor. All students have the opportunity to earn work based learning hours in our school based enterprise programs, Culinary Arts and Cosmetology.

School Counselor Professional Standards

At Randolph Academy, certified School Counselors are given an Annual Performance Review.

Program Assessment & Accountability

The Randolph Academy Guidance Plan and Curriculum is assessed and held accountable through multiple measures. As previously mentioned, school counselors are directly assessed next to the American School Counselor Association National Model annually, as carried out by a certified building leader.