

Seneca Falls Central School District



Comprehensive Developmental School Counseling/Guidance Program

Whole School, Whole Community, Whole Child

Pride & Opportunity
2020-2021

Table of Contents

Mission and Vision Statements	Page 3
School Counselors Standards for Professional Practice	Page 3
<u>Domain 1: Academic Development</u>	Pages 4
• Objectives	Page 4
• Expected Outcomes	Page 4
• Methods of Evaluation	Page 4
• Elementary School (K – 5)	Page 4
• Middle School (6 – 8)	Pages 7
• High School (9 – 12)	Pages 8
<u>Domain 2: Career Development</u>	Page 11
• Objectives	Page 11
• Expected Outcomes	Page 11
• Methods of Evaluation	Page 11
• Elementary School (K – 5)	Page 12
• Middle School (6 – 8)	Pages 12
• High School (9 – 12)	Pages 13
<u>Domain 3: Personal/Social Development</u>	Pages 15
• Objectives	Page 15
• Expected Outcomes	Page 15
• Methods of Evaluation	Page 15
• Elementary School (K – 5)	Pages 16
• Middle School (6 – 8)	Pages 17
• High School (9 – 12)	Pages 19
<u>School Guidance Plan Committee</u>	Page 21



Mission Statement

In the Seneca Falls Central School District, we are all learners who work collaboratively in an environment of educational excellence, providing experiences that develop the individual and diverse talents and abilities of all our students to prepare them for successful lives as life-long scholars and contributing, responsible citizens.

Vision Statement

The school counseling program of the Seneca Falls Central School District, in collaboration with school personnel, parents and the community, will provide all students with the academic, career, and personal/social experiences needed to develop the attitudes, knowledge, and skills for success in school and as citizens of a global society.

All students in grades kindergarten through twelve will participate in a developmentally appropriate sequential school counseling program based on the American School Counseling Association's National Standards for School Counseling. This program will prepare students to become effective learners, achieve personal and social goals, and develop into responsible, contributing members of society.

School Counselors Standards for Professional Practice

- School counselors design and deliver programs that reflect an understanding of best practice and important concepts and principles within that practice. Program design is proactive in nature, clearly articulated, developmentally appropriate and is delivered to all students.
- Counselors establish a comfortable and respectful environment and practices, which cultivate a culture of acceptance and creates a safe place for individual growth.
- Counselors engage students individually and in group settings to assist the primarily educational mission of the schools, which is to enhance student thinking and learning.
- Counselors are highly regarded as professional by colleagues and parents. They can be depended upon to serve primarily the students' interests as well as the larger community. They are active in their professional organizations, the school and in the district.

Domain 1 – Academic Development

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

Objectives:

1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Expected Outcomes:

- Improve Academic Self-concept
- Acquire Skills for Improving Learning
- Achieve School Success
- Improve Learning
- Plan to Achieve Goals
- Relate School to Life Experiences

Methods of Evaluation

- Report Card
- Teacher/Counselor Observation
- Parent Feedback
- Post-secondary outcomes – percentage of students: attending college, entering the military or workforce, taking a gap year
- Graduation rate including diploma types (annotations of mastery, CTE endorsement, honors designation).

Frank Knight & Cady Stanton Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives	Evaluation Method (process,perception,outcomes)
Second Step Skills for Learning	Kindergarten Only	2	County Counselor	Students will demonstrate appropriate social skills	Specific Program Pre-and Post Survey
Too Good For	K-2	1	County	Students will increase understanding of	Specific Program Pre-and Post Survey

Drugs Too Good For Violence	3-4		Counselor	personal safety, building healthy relationships.	Pre survey completed by Classroom teachers.
DARE/Red Ribbon Week	3-5	1	School Wide, School Resource Officer	Build awareness of how to make healthy choices	Participation
Individual /small group counseling	K-5	2, 3	District PPS Staff; County Counselors	Students function appropriately in the school setting	Narrative feedback Monitor progress toward goals Frequency & intensity of service Referrals
Student Support Teams MTSS	K-2 3-5	1,2, 3	School-wide	Referred students receive interventions	Progress monitoring based on data Weekly meetings occurred between
Communication with stakeholders	K-5	1, 2, 3	K-5 Staff	Enhance and foster relationships and awareness on student progress *Distance Learning: Zoom, email, Remind, phone calls, etc.	Schedules and notes Letters sent to families
Attendance Monitoring	K-5	1	Classroom Teachers, Nurse; Office Staff; Principal; SRO' MTSS, Counseling Staff	Identify chronic absenteeism and/or tardiness to develop interventions Increasing awareness of school stakeholders regarding the importance of attendance *Distance Learning: Tracking student engagement/participation by classroom	Schooltool data Communication materials
504/ Individualized Education Plan	K-5	3	Teacher, PPS	Provide accommodations and modifications to allow students access to the curriculum	Progress monitoring of goals Student Achievement

			Director, Counselor, School Psychologist , OT/PT/SL	* Interim Distance Learning Plans for each IEP/504 student	
Behavior Management Plans	K-5	3	School Psychologist ; Counselor & Teacher as appropriate	Provide students strategies to improve attend to instruction and take accountability for their learning	Progress monitor in short intervals Consultation with teacher
Social/Emotional Awareness	K-5	1	Classroom Teacher; Social Worker (monthly lessons)	Students will understand and demonstrate healthy social/emotional skills.	Teacher observation Crisis/Student referral data
Social Skills Instruction	K-5	1	Classroom Teacher; Social Worker (weekly lessons)	Students will obtain and maintain positive peer relationships.	Teacher Observation Decrease in peer conflict referrals
DASA - Bullying Prevention	K-5	1	Social Worker; Counselor	Understand the DASA policy. Demonstrate appropriate ways to prevent and/or respond to bullying.	Number of DASA Material Incident Reports Teacher Observation

Seneca Falls Middle School Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Building-wide PBIS curriculum	6-8	1	School-wide	Students will apply the principles of BLUE in order to achieve academic progress.	Students passing rate, students failing one or more classes, number of referrals, attendance in class and school
Consultation with parent/staff	6-8	1, 2, 3	School-wide	Students will improve academic performance when relationships are fostered due to the communication with parents/guardians. *Distance Learning: Zoom, email, Google Classroom, survey & "Parents Connect with Counselors" meeting	Classroom participation, grades, attendance
New Student Orientation	6-8	1	Registrar; Counselor	Familiarize 6th - 8th grade students and their parents, as well as new students to the district, of the academic offerings and requirements. *Distance Learning: meeting with 5th graders through zoom through 5th grade classrooms zoom	Completion of orientation
CSE 504/IEP Case Management	6-8	3	Teacher, PPS Director, Counselor, School Psychologis tOT/PT/SL	Provide accommodations and modifications to allow students access to curriculum *Distance Learning: Zoom, email, Google Classroom, Interim Distance Learning Plans for each IEP/504 student	Progress monitoring of goals Student Achievement
Behavior Management Plans	6-8	3	School Psychologis t; Counselor & Teacher as	Provide individualized strategies to address target problem behavior which will allow students the opportunity to attend to instruction and be accountable for their learning	Progress monitoring; short interval goals

			appropriate	*Distance Learning: Zoom, email, Google Classroom, creating plans for services	
DASA - Bullying Prevention	6-8	1, 2, 3	Counselor /DASA Coordinator, FACS Teacher	(1)Understand the DASA policy (2 & 3) Demonstrate appropriate ways to prevent and/or respond to bullying.	Reduced instances of bullying. Teacher Observations
Academic Counseling	6-8	1, 2, 3	Counselor	(1) Classroom presentations (2) Failing course counseling (3) Parent conversation *Distance Learning: phone calls/emails to connect regarding work completion, rubric explanation	Increased percentage of passing classes/students

Mynderse Academy Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Post-Secondary Advisement (Informational meetings, college advisement, etc.)	11-12	1	Counselor, School to Career Services Coordinator,	Students will be able to make an informed decision regarding post-secondary options/plans *Distance Learning: Career Plan via Google Form *Connect with Counselor zoom- college planning *Google Classroom per grade level to disseminate information	Career plans, senior checkout sheet, Life-Track survey
Discussions with students regarding community service opportunities.	9-12	1	School to Career Services Coordinator, Counselors	Students will learn about different opportunities within their community where they can complete their 20 hour graduation requirement. Google Classroom for Community Services- submission through this method	Completion of 20 hours of community service Completion/submission of community service packets.

Various field trip opportunities - FLTCC, New Visions, Career & College Fairs	9-12	1	Counselors, School to Career Services Coordinator	Providing students with opportunities to attend field trips to colleges and college and career fairs. *Distance Learning: virtual tours	Number of students participating in field trips List of field trips being offered.
Academic Annual Reviews and Progress Toward Graduation Reviews	9-12	1 & 3	Counselors	Students will meet with school counselors to discuss their progress towards meeting their graduation goals. *Distance Learning: Google Doc to complete by students and zoom support if necessary	Meetings with students Completion of graduation monitoring sheets (3) 504/IEP Graduation monitoring meetings.
Academic Scheduling	9-12	1	Counselors	Discuss needed required classes and Electives. *Distance learning: Scheduling through Google Classroom, phone, zoom	Schedule
Academic Counseling	9-12	1, 2, 3	Counselor, Teachers	(1) Classroom presentations (2) Failing course counseling (3) Parent conversation *Distance Learning: phone calls/emails to connect regarding work completion, rubric explanation	Increased percentage of passing classes/students.
Credit Recovery	9-12	3	Counselors, Principal	Students will be provided opportunities to complete the necessary work to meet graduation requirements. *Distance Learning: Student specific options	Completion of graduation requirements
Online Learning Opportunities	9-12	3	Counselors	Students are provided with opportunities to complete classes through an online platform.	Successful completion of class
Promotion of College Credit Bearing Courses	9-12	1	Counselors, Teachers	Students will be informed and have opportunities to take a variety of college credit bearing courses.	Enrollment in college credit courses

New Student Registration & Transcript Review & Orientation	9-12 New Students	1	Registrar; Counselor	Familiarize new 9-12th grade students and their parents to the district, and inform them of the academic offerings and requirements.	Completion of orientation and completion of new schedule.
Freshman Orientation	9	1	Counselors; Building Principals; School to Career Services Coordinator	Familiarize Freshman students and their parents to the district, and inform them of the academic offerings and requirements.	Parent/Freshman Orientation Student meeting
CSE 504/IEP Case Management	9-12	3	Teacher, PPS Director, Counselor, School Psychologist, OT/PT/SL	Provide accommodations and modifications to allow students access to curriculum *Distance Learning: Zoom, email, Google Classroom, Interim Distance Learning Plans for each IEP/504 student	Progress monitoring of goals Student Achievement
Behavior Management Plans	9-12	3	School Psychologist; Counselor & Teacher as appropriate	Provide individualized strategies to address target problem behavior which will allow students the opportunity to attend to instruction and be accountable for their learning *Distance Learning: Zoom, email, Google Classroom, creating plans for services	Progress monitoring; short interval goals
DASA - Bullying Prevention	9-12	1, 2, 3	Counselor, School Psychologist, DASA Coordinator	(1) Understand the DASA policy (2 & 3) Demonstrate appropriate ways to prevent and/or respond to bullying.	Reduced instances of bullying Teacher Observations DASA Presentations

AP/PSAT/SAT/ACT	11-12	1 & 2	Counselor	Students will be informed of the AP/PSAT/SAT/ACT exams and provided with opportunities to take these exams *Distance Learning - online AP exams, email information provided to students/parents/teachers	Participation in exams
-----------------	-------	-------	-----------	---	------------------------

Domain 2: Career Development

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

Objectives:

1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. Students will employ strategies to achieve future career goals with success and satisfaction.
3. Students will understand the relationship between personal qualities, education, training and the world of work.

Expected Outcomes:

- Develop Career Awareness
- Develop Employment Readiness
- Acquire Career Information
- Identify Career Goals
- Acquire Knowledge to Achieve Career Goals
- Apply Skills to Achieve Career Goals

Methods of Evaluation

- Report Card
- Teacher/Counselor Observation
- Parent Feedback
- Career Plan results
- Post-secondary outcomes – percentage of students: attending college, entering the military or workforce, taking a gap year.

Frank Knight & Cady Stanton (K-5) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
College Visit	5th grade	1	5th grade team	Experience academic college life & awareness that college opportunity is for all	Participation
Classroom jobs reflecting career titles	K-5	1	Teachers	Increase awareness of career opportunities	Participation Jobs posted in classrooms
Guest Presenters	K-5	1	Teachers	Introduce and create awareness of various career opportunities	Participation

Seneca Falls Middle School (6-8) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Goal Setting/Decision Making	6-8	1	Counselor; Home, Health, Career Teacher	Identify strengths and interests, potential career interests, perform personal & interest inventory assessments. *Distance Learning: Google Classroom & zoom	Xello; Annual Career Plan
Annual Career Planning	6-8	1	Counselor, School to Career Coordinator	Identify strengths and interests, potential career interests, perform personal & interest inventory assessments. Grade 8- Individualized meeting to begin formalized HS Career Plan *Distance Learning: Google Classroom & zoom *Several guest speakers	Annual Career Plan Xello classroom lesson to compliment the annual career plan (Grade 7 only)

Annual Visit to Finger Lakes Technical And Career Center	8	1	Counselor, School to Career Coordinator	Familiarize students to potential course offerings at Tech Center & visit programs of interest in person	Survey
--	---	---	---	--	--------

Mynderse Academy (9-12) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Annual Review of Career Plan	9-12	1	Counselors	Students will be able to identify short and long term goals and identify strengths and areas to improve upon in order to reach these goals. *Distance learning: Career Plans via Google Forms	Students will have completed an annual career plan each year they are in high school.
Career Exploration	9-12	Available to Tier 1	Counselors; School to Career Coordinator	Students will have the opportunity to participate in job shadows, career-oriented guest speakers, and career-oriented field trips. Additionally, students will have access to career exploration software, Xello, which allows them to take career interest and personality and learning styles assessments to bring awareness of possible compatible careers.	Students fill out post-assessments of opportunities they participate in . Career exploration software, Xello, provides students with remote access to assessment results. Additionally, it can serve as a portfolio for experiences, achievements, and career and educational planning.
Job Shadowing	9-12	Available to Tier 1	School to Career Coordinator	Students will gain knowledge and hands-on experience in a career of interest. Additionally, students will have the opportunity to improve employability (soft) skills.	Job shadow supervisors provide an evaluation after each event, as well as students complete a post-assessment of experience.
SWD Transition Planning	9-12	3	Special Education	Identify potential career opportunities and plan for post- secondary goals;	IEP

			Teacher; Counselors; Access VR	identify what services school is responsible to provide to meet their transition plan needs Access VR- awareness of services available post-secondary	
Ongoing promotion and coordination of job and career development opportunities & skills	9-12	Available to Tier 1	School to Career Coordinator, Counselors	Utilize Schootool email function, Twitter, district website, announcements, one-on-one communications, Counseling Office Newsletter, hallway display monitor to promote program opportunities & skills *Distance Learning: Adulting Skills Series presentation	Gauge success by number of participants and feedback received.
Career Fair	9-12	1	School to Career Coordinator	Invite businesses and agencies annually to provide potential career and education opportunities to students. Students have the opportunity to improve communication skills.	Students are provided with suggestions of questions to ask guests to learn more about potential careers and education programs.
Field Trips (Finger Lakes Works With Your Hands, Health Field visits, etc)	9-12	Available to Tier 1	School to Career Coordinator	Provide career exploration field trips to increase awareness of possible future professions, skills and educational requirements.	Students complete post-assessment of field trip opportunities to gauge the benefit(s) gained.
BOCES - FLTCC (presentations, field trip, etc.)	10-12	Available to Tier 1	Counselor	Students will have the opportunity to learn about the career and technical programs offered at FLTCC and may choose to attend their junior and senior years.	Attendance of program

Domain 3 – Personal/Social Development

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

Objectives:

1. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
2. Students will make decisions, set goals and take necessary action to achieve goals.
3. Students will understand safety and survival skills.

Expected Outcomes:

- Acquire Self-knowledge
- Acquire Interpersonal Skills
- Self-knowledge Application
- Acquire Personal Safety Skills

Methods of Evaluation

- Report Card
- Teacher/Counselor Observation
- Parent Feedback
- Social Emotional/ Behavioral Goals and Objectives in student IEPs

Frank Knight & Cady Stanton (K-5) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Second Step	Kindergarten	2	County Counselor	Development of appropriate social skills	Decreased office/bus referrals Decreased student crisis situations
Classroom Lessons	K-5	1	Social Workers	Awareness of social emotional learning topics & strategies Skill development of strategies *Distance Learning: Safety, Feelings, Managing, Coping lessons through classroom virtual meetings	Decreased office/bus referrals Decreased student crisis situations Increase social emotional aptitude
Character Education Programs	K-2	1	School-wide	Awareness & development of specific character traits	Participation Monthly building assemblies with classes presenting (Oct.-Feb.)
PBIS (Positive Behavior Intervention Systems)	K-5	1, 2 & 3	School-wide	Students understand and follow a set of expectations for positive behavior	Participation Data (referrals, crisis,etc...) PBIS Acknowledgement System
DASA/Bullying Prevention	K-5	1	Social Worker; Counselor	Understand the DASA policy. Demonstrate appropriate ways to prevent and/or respond to bullying.	Number of DASA Material Incident Reports Teacher Observation
Individual/Small group counseling	K-5	2 or 3	Social Worker; Psychologist	Provide counseling based on student(s) social emotional needs *Distance Learning shifts to student connections for encouragement and check in	Rating scales for individual goals Teacher observation Student participation
Consultation with staff/parents	K-5	2 & 3	Social Worker; Psychologist	Communicate regarding student need *Distance Learning connecting with parents (strategies related to SEL &	Call log; notes; emails

				academics, scheduling, organization)	
Community Outreach/Support	K-5	2 or 3	School Wide	Connect student(s) and families to outside resources	Communication with outside supports Monthly Effective Practices meetings
Extra Curricular Activities	K-5	1	School Wide	Provide enrichment opportunities for all students	Participation
Banana Splits Group	K-5	2	School Psychologist	Support group for students with long distant adult relationships; divorce, etc.	Pre/Post self- survey 3 groups(Twice a year)- Kindergarten, First, & Second Grade- Number of individuals change
Zones of Regulation	Specific K, 2, 3 classes	1, 2, 3	Social Workers, School Psychologists, Teachers	To help students regulate their emotions and their various levels of need	Teacher Referrals and Observations; Crisis Call Data

Seneca Falls Middle School (6-8) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Classroom Lessons	6-8	1	Counselor, Home, Health & Career Skills Teacher, Individual Classroom Teacher	Study skills, personal responsibility, bullying, being BLUE, importance of maintaining good grades, balance, stress management, etc.. *Distance Learning: Managing stress, time management, coping skills, organization, work completion	Attendance in classes Student application of strategies discussed.
Individual Counseling, (Academic, Crisis, Social-Emotional)	6-8, as needed	2 & 3	Counselor; School Psychologists, Social Worker	Improve social skills, develop coping strategies for stress, providing counseling support for a variety of reasons. *Distance Learning: Managing stress, time management, coping skills, organization,	Progress monitoring Teacher Feedback Parent Feedback Student Feedback

				work completion, home stress * Distance Learning: Student survey check in	
Parents & Home Support	6-8	1	Counselor; School Psychologists, Social Worker	*Distance Learning: Managing stress, time management, coping skills, organization, work completion, home stress	
Effective Practices Meeting	6-8	3	Counselors, Principals, Community Resources, Police Department, Administration, Nurses	School and community resources provide support for students and family.	Supports put into place or evaluated
Anti-bullying and activities fostering positive peer relations	6-8	Available to Tier 1	Counselor	Collaborate to generate a positive school climate. Increase empathy and inclusion of all students, generate ideas to be an upstander, etc..	Posters, cards, etc..
PBIS, Being Blue	6-8	1	Entire School Faculty and Staff	Promote & recognize positive behavior.	Rewards distributed. Decreased office referrals. Increased student achievement of school behavioral expectations.
Professional Development & Consultation & Collaboration with Staff	9-12	All	Counselors, School Psychologist, Principal, Social Worker	Increase awareness and understanding of student developmental and social/emotional needs * Distance Learning: Collaboration & online PD offerings	Breakout sessions Team meetings Faculty meetings Individual consultations
Re-entry /Transition Planning &	9-12	3	Social Worker	To support the transition and re-entry process when students return from a long-term absence from out of school	Coordinate school family connection Help students to develop a plan for a safe and positive reentry

Facilitation				suspension, hospitalization, etc. *Distance Learning; Re-Entry PD in preparation for transition plan	Connecting pertinent parties involved in the long-term absence (in and out of school)
Student Support Teams MTSS	6-8	1,2, 3	School-wide	Referred students receive interventions	Progress monitoring based on data

Mynderse Academy (9-12) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Character Education	9-12	1	School Wide	Recognize students per department for specific criteria per month.	Recognition and certificate
Personal Development & Awareness	9-12	1	Principal	Increase awareness and education for students on current social issues or challenges that they may be facing. *Distance learning: Daily email/video communication	Presentation Community event Sustained programming (clubs) Student survey feedback Teacher survey feedback
Individual Counseling, (Academic, Crisis, Social-Emotional)	9-12, as needed	2 & 3	Counselor, Social Worker, School Psychologist	Improve social skills, develop coping strategies for stress, providing counseling support for a variety of reasons. *Distance Learning: Managing stress, time management, coping skills, organization, work completion, home stress * Distance Learning:Student survey check in	Progress monitoring Teacher Feedback Parent Feedback Student Feedback
Effective Practices	9-12	3	Counselors, Principals, Community Resources, Police	School and community resources provide support for students and family.	Supports put into place or evaluated

			Department, Administration, Nurses		
Parents & Home Support	6-8	1	Counselor; School Psychologists, Social Worker	*Distance Learning: Managing stress, time management, coping skills, organization, work completion, home stress	
Professional Development & Consultation & Collaboration with Staff	9-12	All	Counselors, School Psychologist, Principal, Social Worker	Increase awareness and understanding of student developmental and social/emotional needs * Distance Learning: Collaboration & online PD offerings	Breakout sessions Team meetings Faculty meetings Individual consultations
Re-entry /Transition Planning & Facilitation	9-12	3	Social Worker	To support the transition and re-entry process when students return from a long-term absence from out of school suspension, hospitalization, etc. *Distance Learning; Re-Entry PD in preparation for transition plan	Coordinate school family connection Help students to develop a plan for a safe and positive reentry Connecting pertinent parties involved in the long-term absence (in and out of sch
Student Support Teams MTSS	9-12	1,2, 3	School-wide	Referred students receive interventions	Progress monitoring based on data

School Counseling Plan Development Committee

Kelsey Whitaker	K-2 School Psychologist	Barb Robinson	Teacher
Kaitlyn Lutz	3-5 School Psychologist	Cara Lajewski	Parent/BOE Member

Susan Moulton	K-5 School Social Worker		Teacher
Christine Tompkins	K-5 School Social Worker	Kate Smithler	Teacher
Sheri Doell	6-9 School Counselor	Stacey Bogart	Social Worker
Jessica Taylor	10-12 School Counselor		Student
Jennifer Palmer	6-12 School Psychologist		Student
Kimberly Stevers	Career Services Coordinator/ School Counselor Intern		Student
Janet Clendenen	K-2 Principal	Kevin Rhinehart	6-8 Principal
Amy Hibbard	3-5 Principal	Breana Mullen	6-12 Assistant Principal
Faith Lewis	9-12 Principal	Jeremy Clingerman	Superintendent
Karissa Blamble	Director of Special Programs		
Jodie Verkey	Director of Curr, Instr, Assessment & PD		