Personalized Student Graduation and Transition Plan
Comprehensive School Counseling Programs

As we seek to provide services to our students in new ways, this resource tool is designed to provide suggested guidance for how Comprehensive School Counseling Programs may address seniors' social-emotional learning, academic development, and career and college readiness by providing a continuum of services and supports matched to individual student need. Each school/district has their own unique way of supporting seniors; this tool is provided merely as guidance for those who are seeking additional tools and support.

The outbreak of coronavirus 2019 (COVID-19) may be especially challenging and stressful for high school students. Fear and anxiety about graduation requirements and credits, college admission requirements and deadlines, worrisome news stories, the health of friends and loved ones, and other concerns may feel overwhelming and cause strong emotions for students and their families/guardians.

The activities in the table below complement the work of districts and schools while recognizing the expertise and systems already in place. This is not an exhaustive list, but serves as a starting point to approach the work through a continuum of supports and services. It is important to match the level of support to the level of need of the student, while knowing that students do not have to progress through each level of support to get a more intensive support. For instance, a senior student may need targeted support in college and career development, but may not need targeted or intensive support in the area of social-emotional learning. As you consider next steps and implement your program during this time, your expertise is essential in continuing to maintain care, connection and continuity of learning for all our students.

High School Seniors

MANAGE PROGRAM

- Establish regular and predictable communication routines with students and families.

- Continue to facilitate/attend school meetings (e.g., IEPs, 504s, etc.) in format provided by your district to ensure all students get the necessary supports.

- Use data-driven decision-making and screening practices to identify students in need, provide support, monitor outcomes, and modify support as needed.

- Provide communication and progress checks with students, teachers, and families/guardians to match increased supports.

- Consider staff who could serve as graduation coaches for students who need moderate or intensive levels of support.

SUPPORT LEVEL	DELIVER SERVICES (Services directly to students or indirectly for students)	PERSON RESPONSIBLE *(record here)*
Universal (For All Seniors)	**Social-Emotional Learning/Mental Health and Social Supports** • Provide a supervised/staffed topic-specific forum for students to connect, manage stress and anxiety, share positives, and discuss challenges they are facing. • Invite students to suggest ideas on how to connect or implement new/different rituals to mirror school traditions. • Provide regular updates to students and families/guardians on bright spots, good news, celebrations, and where basic needs can be met or are located in the community (food, housing support, financial support, mental health supports, etc). • Conduct regular check-ins with students and routinely ask students about how they are doing and what they are feeling. • Connect with teachers and other educators to identify students needing additional support (targeted and intensive support). • Direct students to appropriate and safe online resources and teach them how to evaluate resources for safety and relevance. • Coordinate with other staff members (i.e., leadership teacher, class advisors) to help students plan activities and remain connected. • Direct students and families/guardians to resource list (i.e., food, mental health, housing, or community specific resources, such as LGBTQIA+ resource centers and culturally specific organizations) for families on websites, handouts, or by phone. **Academic Development** • Contact students and their parent/guardian about graduation status, in preferred home language. Follow-up with written confirmation. • Encourage students to complete a senior exit survey identifying updated postsecondary plans and contact information. **Career & College Readiness** • Post links to information related to college admissions changes on all school websites, including information regarding standardized test requirements, financial aid, Oregon Promise. • Reassure students that Oregon colleges, universities, and career and technical programs and nationwide colleges and universities are requested to provide flexibility with final admission selections, including completion of specific course requirements. • Continue to work with seniors on scholarship applications, Oregon Promise, and FAFSA/ORSAA completion. • When possible, encourage participation in virtual postsecondary exploration resources, college and career virtual tours, and websites for resources and updated information. • Encourage exploration of options related to jobs, career/technical schools, and apprenticeships.	

SUPPORT LEVEL	DELIVER SERVICES (Services directly to students or indirectly for students)	PERSON RESPONSIBLE *(record here)*
Moderate (For Some Seniors)	**Social-Emotional Learning/Mental Health and Social Supports** • Monitor which students respond to emails and which ones have not responded at all. Continue to follow-up with those who have not responded. • Provide small group support for grief and loss issues or collaborate with other mental health professionals to provide groups. • Provide individual support and plan short-term counseling and resources for depression, anxiety, self-harm, and suicidal ideation. • Provide regular check-in calls/connections with students as appropriate. • Develop a plan with the student when possible for involving family/guardian support. • Collaborate with/refer to other mental health professionals and community partners (i.e., mental health providers, school-based health center staff). • Coordinate with homeless liaison to place copies of resources in places that are accessible by families navigating houselessness. **Academic Development** • Contact students who need additional credits for graduation and develop a personalized graduation and transition plan with those students and families/guardians. • Follow-up with written confirmation of graduation status and continue to closely monitor progress. • Collaborate with teachers for information about student progress and needed supports. • Document student progress toward learning targets or concerns via the student referral process (i.e., SIT, SST). • Consider Oregon's Credit Options to engage students in credit-earning opportunities (e.g., ODE's performance-assessment-based Credit Options Guidance, coursework completion, project based learning, credit recovery programs, GED programs). • Provide individual interventions as needed for students to support student learning. **Career & College Readiness** • Identify which students still need to complete tasks associated with their postsecondary plans (i.e., admission forms, financial aid, fees). • Connect with college admission and liaisons who provide supports for those needing it. • Collaborate with career and college access programs to provide support.	

SUPPORT LEVEL	DELIVER SERVICES (Services directly to students or indirectly for students)	PERSON RESPONSIBLE *(record here)*
Intensive (For Few Seniors)	**Social-Emotional Learning/Mental Health and Social Supports** • Identify students needing intensive and individualized supports, notify administrator, and refer student for further assessment, counseling, treatment, or support and resources in your district or community. • Refer students at risk for suicide immediately to local resources for assessment and safety planning. • Follow district policy on crisis response and referral to mental health and suicide prevention, including calls to 9-1-1 for student safety. • Collaborate and communicate regularly with student and family/guardian, staff and community-agency providers to provide wrap-around supports for accessing services and resources. **Academic Development** • Contact students who will not meet graduation requirements and develop a personalized plan with the student and family/guardian. This may include summer school, GED options or returning next school year. Follow-up with written confirmation. • Monitor students on modified diploma, 504 Plans to make sure appropriate accommodations are provided. Update plans as needed. • Identify which students need intensive individualized support. • Think creatively about providing integrated projects to award credit in multiple subjects. • Develop individualized academic intervention plan and frequently monitor progress. **Career & College Readiness** • Connect with students and refer them to resources for relevant postsecondary options and supports. • Provide letters of recommendation or support for individual students as needed. • Provide personalized planning and support for those struggling with transition to postsecondary.	

Things to Consider:

- Reference Maslow's Hierarchy of Needs - Assess students' basic needs, safety (physical and emotional), security, etc., before academic and career/college preparation needs.

- Apply a trauma informed and culturally responsive lens as you provide support services, especially with a focus on nurturing connection and well-being.

- Affirm and empathize with the emotional impact for students during this crisis. Emotions such as sadness, anxiety, fear and frustration are understandable and normal.

- Encourage students to communicate with trusted adults and/or mental health professionals. If negative emotions and behaviors persist, interfere with normal functioning, or increase in severity, then direct students immediately to additional supports, resources, and referrals. Refer to ODE's guidance on [Mental Health and Social Support](#).

- Differentiate and personalize graduation plans as appropriate. Design plans to be universally accessible and inclusive of a student's IEP, 504, and English language proficiency needs.

- Accommodations/modifications should be considered for [students with IEPs](#) and 504 plans and forEnglish Learners to access distance learning and supports.

- Proactively identify students who may need more support before a referral (i.e. teacher hasn't been able to get in contact with students during shutdown, students receiving zeros during school closure, etc.).

- Utilize virtual face-to-face platforms as much as possible for regular check-ins with students to continue to build and maintain safe and supportive relationships, and to support students' emotional and mental health.

- Ensure that LGBTQIA+ students, especially trans and non-binary students, are connected with affirming support from school staff and outside organizations, to ensure safety in their home settings, recognizing that not all may have access to safe, affirming, or private spaces.

- Recognize the importance of providing sexuality education/child abuse prevention education, and to include information to those who may be experiencing abuse or violence at home, cyberbullying, unhealthy relationships, and/or challenges with development changes.