SCS

**Student-Centered Support**

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# DEFINITION

A resource with specialized staff who can provide support to students in need of social-emotional coping skills and de-escalation techniques.

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# PURPOSE

Due to social-emotional circumstances and different levels of emotional response, some students find it difficult to function within the academic setting at sudden and emerging moments.

SCS seeks to provide individualized supports, interventions, and counseling for students to self-regulate and de-escalate so they can more successfully meet the academic demands of the school environment.

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# OBJECTIVE

To return the students to class as soon as possible, enabling them to be better situated to learn.

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# DATA TRACKING

Various systems and tools will be used to monitor student caseload, visits, and progress toward desired student outcomes.

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# FOCUS AREAS

**PROCESSING**

Students who self-report or are referred by administration/school counselor to process through sudden and emerging emotional responses that require coping skills and de-escalation techniques.

**CHECK-INS**

Students who are on a predetermined plan to check into the room to self-regulate and identify their zone of regulation.

**SOCIAL WORK COUNSELING**

Students who meet one-on-one with a licensed social worker to discuss personal struggles and concerns.

**MTSS / RTI**

Students who receive academic supports and interventions to accommodate individualized challenges with class assignments.

**GROUPS**

Students who are invited to participate in group discussions led by a licensed social worker about specific social-emotional topics. This will mostly occur during Academic Period.

**LUNCH**

Students who receive permission to eat lunch with SCS staff, providing time to build authentic relationships/connections. This also allows students to avoid unwanted lunch room dynamics.