



Academic and Career Advising, and Social-Emotional Services

The mission of Colorado Early Colleges' (CEC) program is to facilitate meeting and enhancing students' academic and career development and their social-emotional wellbeing. CEC recognizes that in order for students to achieve high levels of academic performance, we must, in turn, provide high levels of support and care for our students while creating a partnership with the parents/guardians at home.

By serving all students, CEC provides age-appropriate services to assist a students' journey to graduation, college, and career.

ACADEMIC AND CAREER ADVISING

Each CEC high school student is assigned an Academic and Career Advisor (Advisor) upon enrollment. The Advisor provides individualized academic and career guidance to students and families through the creation and tracking of a students' Individual Career and Academic Plan (ICAP). The ICAP is a student's roadmap of career exploration and graduation/degree completion. Bi-annual advising meetings occur with the student and parents/guardians to ensure that the student is taking courses that align with their desired career goal. Advisors are trained to consider that pathways for career goals and postsecondary credentials may change frequently and will assist a student in taking courses that satisfy many different degree paths. This enables the student to graduate on time with both a high school diploma and postsecondary credential. Advisors will check in with students on 504 Plans and Individualized Education Programs (IEP) regularly and collaborate closely with their case managers to ensure academic and social-emotional supports are in place to help these students succeed. Advisors will also check in regularly and collaborate closely with the school's Multi-Tier Support Services (MTSS) team to ensure academic and social-emotional supports are in place to help MTSS students succeed.

SOCIAL-EMOTIONAL SERVICES

The mission of CEC's school health professional team is to help students return to class emotionally safe, while providing students an opportunity to achieve academic successes by learning how to cope with mental health and social stressors. CEC's school health professional team cannot provide ongoing services, the school health professional team will provide outside resources to students and families for ongoing mental health concerns. CEC's school health professional services are an essential component of the educational experience of all students and work to address the needs of the whole student. These services, in addition to CEC's Academic and Career Advising, address

students' needs in three domains: academic, social-emotional, and college and career. All students have the right to the benefits of a proactive and preventive social-emotional program. These programs are designed to maximize success for each student, while minimizing the frequency and impact of crises. CEC believes that a student's participation in a well-designed school services program will better prepare the students to meet the challenges of life and work.

REFERRAL PROCESS

A student can obtain limited, temporary social-emotional support services from a self-referral, a teacher or staff referral, a student referral, or a parent referral. These temporary services do not typically exceed two sessions and offer immediate support until additional social-emotional support services are requested or recommended. Limited, temporary social-emotional support services are not a replacement for services provided under an IEP or 504 Plans. An application for services can be filled out online and submitted to the social-emotional support services program at the school in which the student is enrolled. A member of the support team will be assigned to review the nature of the concern. Unless a safety concern is present, a consent form will be sent to the minor student's parents or legal guardian if additional social-emotional support services are requested or recommended.

SCHOOL HEALTH PROFESSIONAL CONFIDENTIALITY

All members of the health professional team will strive to maintain confidentiality in providing services to students. Confidentiality means that the content of services provided will not be revealed to a third party without a legitimate educational need unless the student's own personal safety or the personal safety of another is involved. In all other instances, parents and students can expect that support services provided will be held in strict confidence. In addition, all school personnel are considered "mandatory reporters" for child abuse. When abuse is suspected, all school personnel are required by law to contact the Colorado Department of Human Services to intervene on behalf of the child.

Legal References:

Family Educational Rights and Privacy Act of 1974

20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy

34 C.F.R. Part 99 (2019). Protection of Pupil Rights

20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).