Akron Central School District's

Comprehensive K-12 Student Support Services Program

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Akron Central School District

47 Bloomingdale Avenue

Akron, New York 14001

Preface

The Akron Central School District's ***Comprehensive K-12 Student Support Services Program*** aims to highlight the mission, philosophy, and goals of the Student Support Services Team, define the roles of the school counselors, school psychologists, and Native American counselor, and illustrate how these individuals help students develop a set of competencies that ultimately assist them in meeting the New York State Learning Standards.

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Mission Statement

The Student Support Services Team of the Akron Central School District provides developmental and systematic support for all students to ensure their academic, career, and personal/social success, and participation in the broader community. Our program is proactive and preventative. Through continuous service delivery, we prepare individuals today, while simultaneously providing visions for tomorrow.

District Mission Statement

The mission of the Akron Central School District, a learning community dedicated to our students, is to ensure that each student realizes his or her unique potential and contributes positively to society, through a system characterized by:

Valuing the unique gifts and dreams of each person.
Developing all dimensions of each human being.
Advancing the knowledge, skills and wisdom of each human being.
Nurturing and respecting the dignity of each human being.
Cooperatively working to continuously create new realities.

Philosophy and Beliefs

The Student Support Services Team at Akron Central School District is a collaboration of our school counselors, school psychologists, and Native American counselor. Together, we provide an atmosphere to ensure the well-being of all students. Our program addresses the academic, career, and personal/social needs of the students. Our ultimate goal is to enable all students to achieve success in school and to be responsible and productive members of society.

We believe:

- The development of the total student is the forefront of our program.

- Our role is to support children, faculty, families, and administrators.

- In establishing a collaborative balance with all stakeholders involved in ensuring student success.

- In providing an optimal education experience for all students throughout their academic journey.

- In providing students the skills and support they need to meet the New York State Learning Standards.

- In encouraging creative exploration for future opportunities.

- In a program that is comprehensive in design and delivered systemically.

- In delivering a set of competencies to all students and developing accountability.

- Program components must be data driven and based on student need.

Goals

The purpose of Akron Central School District's *Comprehensive K-12 Student Support Services Program* is to deliver services based on nationwide standards in every support service area.   Our team provides academic, career, personal/social, and responsive services to ensure that the goals listed below are achieved.

Academic:
- To provide academic support for all students
- To help students develop decision-making and problem-solving skills
- To encourage students to become self-directed, independent learners

Personal/Social:
- To teach students to embrace diversity
- To infuse character education within the school environment
- To teach students coping skills for daily living
- To encourage student participation in the community

Career:
- To allow students to explore creative interests
- To assist students in pursuing post-secondary goals
- To promote student knowledge and understanding of modern technology

Responsive Services:
- To impart lifelong learning skills for continued personal growth
- To maximize support services in times of crisis
- To utilize collaboration, counseling, consultation, and coordination with fidelity

Standards

All members of the Student Support Services Team follow a set of standards specific to their area of expertise that allow them to effectively meet student needs. The standards for school counselors and school psychologists are shown on the following pages.

American School Counselor Association (ASCA)
National Standards for Students

The ASCA Mindsets & Behaviors for Student Success:

K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

National Association of School Psychologists (NASP)
National Standards

❖ **Data-Based Decision Making and Accountability**
- School psychologists have knowledge of varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment and data collection strategies, and technology resources, and apply results to design, implement, and evaluate response to services and programs.

❖ **Consultation and Collaboration**
- School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

❖ **Interventions and Instructional Support to Develop Academic Skills**
- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

❖ **Interventions and Mental Health Services to Develop Social and Life Skills**
- School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidenced-based supported strategies to promote social–emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and implement and evaluate services to support socialization, learning, and mental health.

❖ **School-Wide Practices to Promote Learning**
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; and empirically supported school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

❖ **Preventive and Responsive Services**
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and empirically supported strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical wellbeing through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

❖ **Family–School Collaboration Services**
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; empirically supported strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

- ❖ **Development and Learning**
  - School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences; and empirically supported strategies to enhance services and address potential influences related to diversity.
  - School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts with recognition that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery.

- ❖ **Research and Program Evaluation**
  - School psychologists have knowledge of research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
  - School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

- ❖ **Legal, Ethical, and Professional Practice**
  - School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
  - School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Program Components

The components of our program include: individual student planning, responsive services, system support, support staff/administrator collaboration, advisory council, use of data, and performance evaluation. Descriptions of these components are listed below.

Individual Student Planning

Individual student planning involves Student Support Services Team members coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans.

- **Case Management:** monitoring individual student progress.
- **Individual Appraisal:** using test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** working directly with students on developing an appropriate education plan.
- **Placement:** assisting students in determining the proper educational setting to meet their academic and career goals.

Responsive Services

Responsive services within our program consist of activities that meet the immediate needs of students. These needs or concerns may warrant counseling, consultation, referral, or peer mediation.

- **Consultation:** working with parents, teachers, students, and other involved parties to develop strategies to assist students in meeting academic and personal goals.
- **Counseling:** providing a confidential environment in which students can explore concerns, feelings, and behaviors in a group or individual setting; topics may include grief, anxiety, family issues, social and relationship issues, behavioral concerns, depression, self-esteem, academic achievement, study skills, student/adult issues, and abuse.
- **Crisis Counseling:** providing prevention and intervention; such counseling is short-term in nature an addresses an immediate concern; topics may include death, suicidal ideation, family crisis, illness, acts of aggression, and environmental/community events.
- **Referral:** referring students and their families to appropriate internal and/or external services as needed.
- **Peer Mentoring and Peer Tutoring Programs:** student-to-student supports arranged formally and informally at all levels.
- **Prevention Activities:** formal and informal activities at every level that include topics such as bullying, name-calling, youth violence prevention, tobacco/drug prevention and awareness, internet awareness, cyber bullying, Positive Behavior Supports, dropout prevention, and character education.

System Support

    System support consists of management activities that establish, maintain, and enhance the total student support services program.

- **Professional Development:** updating knowledge and skills by participating in training, professional meetings, conferences, and relevant coursework.
- **Program Promotion:** providing orientation and information regarding programs to the greater community via websites, newsletters, and community presentations.

- **Teacher and Faculty Consultation:** working with teachers and other faculty members to address the needs of students; participating with district committees and in-service programs.
- **Parent and Community Outreach:** providing ongoing support and information to the greater community regarding student needs.
- **Research:** utilizing research in the development of our program.
- **Program Evaluation:** collecting and analyzing data in order to evaluate and update our program.

Support Staff /Administrator Collaboration

Student Support Services Staff and Administrators collaborate regularly regarding responsibilities, expectations, and student outcomes.

Use of Data

Analysis of data drives our program. Data is used for program evaluation to ensure that our program is effective in meeting the needs of the students in our district. Data is also used in monitoring individual student progress to ensure that all students are receiving the support necessary to achieve academic success. Some sources of data used by the team to evaluate individual progress and program efficacy are: demographic data, graduation rates, dropout rates, classification rates, special education data, state test results, standardized test results, college/career readiness data, attendance records, progress monitoring data, curriculum based measurements, progress reports, report cards, failure lists, behavior charting data, discipline data, suspension reports, Academic Intervention Services eligibility rates, and needs assessments.

Performance Evaluation

The Akron Central School District's ***Comprehensive K-12 Student Support Services Program*** will be evaluated annually by Student Support Services Team members using the data above to determine if adjustments need to be made to better serve the students and the needs of the district. In addition individual members will be evaluated by administrators annually as part of New York State professional development.

Curriculum

The **Comprehensive K-12 Student Support Services Program** curriculum consists of structured developmental lessons designed to assist students in achieving the competencies. It is presented systematically to all students in grade K-12 through classroom and group activities that are developmentally appropriate. The curriculum is organized to help students acquire, develop, and demonstrate competencies within the three domains: academic, career, and personal/social.

Academic	Career	Personal/Social
Check In/Check-Out Program	Transition Planning	Character Education
Credit Reviews	Career Planning	Individual Counseling
Check and Connect Program	College Application Process	Group Counseling
Progress Reports	Parent Workshops	Positive Behavioral Supports
Team and Department Meetings	Financial Aid Planning	
Instructional Support Teams		
Functional Behavior Assessments		
Behavior Intervention Plans		
Parent/Teacher Conferences		
Administrative Consultation		

Action Plans

The following pages consist of action plans that demonstrate how the Student Support Services Team intends to implement each section of the curriculum. Each plan contains a description of the activity, the data demonstrating a need for it, the time frame in which it is to be completed, the person responsible for its delivery, the means of evaluating it, and the expected results.

Academic Action Plans

Check-In/Check-Out Program

Description	provides daily support and monitoring for behaviorally at-risk students
Data Showing Need	student grade reports, attendance reports, and discipline referrals
Time Frame	six weeks
People Responsible	Administration, school counselors
Evaluation	daily progress reports, attendance letters
Expected Results	improved student grades and attendance

Credit Reviews

Description	reviews of students' progress towards meeting graduation requirements
Data Showing Need	student grade reports and progress reports
Time Frame	continuous
People Responsible	high school counselors
Evaluation	student grade reports, progress reports, and ineligibility lists
Expected Results	increased student graduation rate and decreased student drop-out rate

Check and Connect Program

Description	provides support, monitoring, and guidance for academically at-risk students
Data Showing Need	student grade reports
Time Frame	continuous
People Responsible	school counselor and school psychologist
Evaluation	student grade reports and ineligibility lists

Expected Results	improved student grades, increased student attendance, increased student graduation rate, and decreased student drop-out rate

Progress Reports

Description	periodic reports to parents/guardians describing student's current academic performance in targeted subject areas
Data Showing Need	student grade reports
Time Frame	continuous
People Responsible	school counselors and teachers
Evaluation	student grade reports
Expected Results	improved student grades in targeted subject areas

Team and Department Meetings

Description	discussion and planning regarding behaviorally and/or academically at-risk students
Data Showing Need	state assessment results, regents standards, progress monitoring data, and student grade reports
Time Frame	weekly
People Responsible	administrators, support staff members, teachers, and other faculty
Evaluation	state assessment results, regents standards, progress monitoring data, and student grade reports
Expected Results	improved student grades and state assessment results

Instructional Support Teams

Description	an interdisciplinary team that meets, discusses, monitors, and action plans for behaviorally and/or academically at-risk students

Data Showing Need	student grade reports, standardized test results, state assessment results, curriculum based measurements, discipline referrals, parent and faculty reports, and attendance reports
Time Frame	weekly and bi-monthly
People Responsible	support staff members, administrators, teachers, reading specialists, and service providers
Evaluation	progress monitoring data
Expected Results	improved student grades, behavior, and attendance

Functional Behavior Assessments	
Description	gathering information from teacher, student, and parent interviews, and student observations to develop a hypothesis regarding the purpose of a student's problematic behavior and the circumstances under which is occurs
Data Showing Need	discipline referrals, suspension data, and faculty reports
Time Frame	within 60 days of date of consent
People Responsible	school psychologist and interdisciplinary team
Evaluation	N/A
Expected Results	improved student behavior

Behavior Intervention Plans	
Description	an individualized plan addressing a student's behavioral goals that describes the interventions and strategies to be used, the person responsible for implementation, a timeline for implementation, and the means by which the outcomes will be evaluated
Data Showing Need	functional behavior assessment, suspension data, discipline referrals, and faculty reports
Time Frame	at least 6-8 weeks

People Responsible	school psychologist, school counselors, teacher, parent, service providers, and other support staff members
Evaluation	behavior charting
Expected Results	improved student behavior

Parent/Teacher Conferences	
Description	formal or informal meetings between school personnel and parent/guardian(s) regarding specific issues related to student needs
Data Showing Need	student grade reports, attendance reports, and faculty reports
Time Frame	continuous and semi-annually
People Responsible	support staff members, administrators, teachers, other faculty, and parent/guardian(s)
Evaluation	N/A
Expected Results	amelioration of specific issues addressed in conference

Administrative Consultation	
Description	formal and informal meetings with administrators regarding specific and general issues
Data Showing Need	student grade reports, attendance reports, discipline referrals, parent reports, and faculty reports
Time Frame	continuous
People Responsible	support staff members and administrators
Evaluation	N/A
Expected Results	plan of action to address identified issues

Career Action Plans

Transition Planning

Description	activities that ensure seamless progression throughout the academic spectrum
Data Showing Need	student grade reports, state assessment results, standardized test results, discipline referrals, curriculum based measurements, parent reports, faculty reports, and attendance reports
Time Frame	pre-kindergarten to kindergarten transition, 5th to 6th grade transition, 8th to 9th grade transition, and 12th grade to post secondary transition
People Responsible	support staff members, teachers, administrators, and other faculty
Evaluation	student grade reports, state assessment results, standardized test results, discipline referrals, curriculum based measurements, parent reports, faculty reports, and attendance reports
Expected Results	students' academic and personal/social success

Career Planning

Description	individual, group, and educational programming to assist students with career planning
Data Showing Need	student, parent, and faculty reports
Time Frame	continuous
People Responsible	middle and high school counselors
Evaluation	student, parent, and faculty reports, and standardized test results
Expected Results	increased career awareness and successful post high school planning

College Application Process

Description	individual and group assistance to students and families to provide information regarding the college application process
Data Showing Need	student profiles
Time Frame	continuous
People Responsible	high school counselors
Evaluation	college acceptance rates
Expected Results	improved college acceptance rates

Parent Workshops

Description	presentations to parents/guardians that address various topics
Data Showing Need	parent reports and faculty reports
Time Frame	continuous
People Responsible	support staff members
Evaluation	pre and post workshop evaluations, attendance rates, and parent reports
Expected Results	parents/guardians will benefit from knowledge and strategies gained in workshops

Financial Aid Planning

Description	provides pertinent financial aid information to parents and students with assistance as needed to guide them through the process
Data Showing Need	demographic data and parent reports
Time Frame	continuous
People Responsible	high school counselors
Evaluation	program evaluations
Expected Results	increased financial aid for families in need and scholarship opportunities

Personal/Social Action Plans

Character Education

Description	a program that identifies important character traits, infuses them into classroom lessons, and rewards students for demonstrating them
Data Showing Need	discipline referrals, teacher reports, student reports, parent reports
Time Frame	continuous
People Responsible	support staff members and other faculty
Evaluation	discipline referrals, teacher reports, student reports, parent reports
Expected Results	improved student behavior and respect for others

Individual Counseling

Description	individual, brief/solution-focused counseling to assist students with academic, career, or personal/social concerns
Data Showing Need	student, parent, faculty, or administrative referrals, or as an individualized education plan service or 504 accommodation plan service
Time Frame	at least 6-8 weeks and as needed
People Responsible	school counselors, school psychologists, and agency
Evaluation	student, parent, faculty, or administrative reports, and counseling progress summaries
Expected Results	amelioration of specific concerns addressed in counseling

Group Counseling

Description	group, brief/solution-focused counseling to assist students with academic, career, or personal/social concerns
Data Showing Need	needs assessments, student, parent, faculty, or administrative referrals, or as an individualized education plan service or 504 accommodation plan service
Time Frame	at least 6-8 weeks
People Responsible	school counselors, school psychologists, and agency
Evaluation	pre and post counseling evaluations
Expected Results	amelioration of specific concerns addressed in counseling

Positive Behavioral Supports

Description	improves student academic and behavior outcomes by ensuring that all students have access to the most effective instructional and behavioral practices and interventions possible
Data Showing Need	discipline referrals
Time Frame	continuous
People Responsible	administrators, counselors, psychologists, and teachers
Evaluation	discipline referrals, faculty reports, and student reports
Expected Results	improved student grades and improved school climate

Use of Time

The Student Support Services Team members have several duties throughout the year that are continuous. Some of these activities include collaborating with administration, faculty, and families, running individual and group counseling sessions, attending team and department meetings, progress monitoring students, organizing student schedules, coordinating events with outside agencies, teaching classroom guidance lessons, and providing responsive services. The following pages display a calendar listing some of the events that the support staff members coordinate throughout the school year. Please note that this calendar does not include the continual activities that the team participates in on a daily basis.

Month	Elementary School Activities	Middle School Activities	High School Activities
August		• 6th Grade Orientation	• 9th Grade Orientation • Registration for new students • Schedule adjustments
September	• Response to Intervention Fall Benchmarking (K-5) • Universal Pre-Kindergarten Screening • Kindergarten Orientation • Counselor Classroom Visits	• New Student Lunch Bunches • Student Survey (NA)	• 12th Grade Informational Classroom Presentations • Schedule adjustments • Military recruiter coordination • College representative visitations
October	• Red Ribbon Week	• Decision making skills and Learning Styles (NA)	• Consortium of Colleges - 11th & 12th Grades • Instant Admission days for ECC, GCC, NCCC • Counselor meetings with college • representatives

			• Processing of college applications • PSAT administration
November	• Disability Awareness Week	• Attendance Review • Study skills and personal traits (NA)	• 10th Grade Harkness Orientation • ASVAB administration & interpretations • College representative visitations • Processing of college applications • Sophomore Career Day
December		• Time Management (NA)	• 10th Grade Harkness Visitation • PSAT Interpretations • Financial Aid Workshop • Grade 9 meetings- Introduction to Naviance
January	• Response to Intervention Winter Benchmarking (K-5) • No-Name-Calling	• Attendance Review • Communication Styles and After High school Options (NA)	• 11th & 12th Grades Life After High School Presentation • Senior graduation

	Week		requirement letters
			• Schedule adjustments
February		• 8th Grade Scheduling Presentations • Stress and Relaxation (NA) • College Knowledge Survey (NA)	• 9th,10th and 11th grade scheduling presentations • January Regents results
March	• Youth Violence Prevention Week	• 8th Grade Parent Night • Attendance Review • Anger and Relaxation (NA) • Knowledge is Power (NA)	• 8th Grade Parents Night • 8th grade transition assembly • Group scheduling for grades 9, 10, & 11 • Process Harkness applications
April	• Random Act of Kindness Week	• Scavenger Hunt (NA) • Community and Education Connection (NA)	• National College Fair field trip – Buffalo for all juniors • 11th Grade Individual appointments – Naviance Interest Inventory • New Visions applications & coordination

			• Building of Master Schedule with administration • College Visits
May	• Response to Intervention Spring Benchmarking (K-5) • Kindergarten Screening	• Post Graduation Options (NA) • Career Exploration (NA)	• 12th Grade Senior Surveys • Field trip with seniors to Safety/Traffic program • AP Exam coordination • Scholarship committee • Senior class profile • Student scheduling conflicts-review & adjustment
June	• 504 Accommodation Plan Annual Reviews	• 5th Grade Classroom Presentations • 6th Grade Parent/ Student Orientation	• Graduation preparation • Solidifying diploma types • MS & HS transition meetings • Summer school mailing

| Ongoing | • Character Education
• Individual Counseling
• CSE counseling
• Group Counseling (Feb. – June) | • 504 Accommodation Plan and CSE Meetings
• Individual Counseling
• CSE counseling
• Naviance with 7th graders | • Website updates
• Bulletin board updates-employment opportunities
• Permit testing
• Processing of working papers
• Gateway referrals/processing
• Scholarships
• CSE/504 meeting
• Consult with teachers
• CSE counseling
• Individual Counseling
• Administrative weekly meetings
• GLT meetings
• Crisis counseling-social work |

NA=denotes Native Coordinator activities

References

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College-and Career-Readiness Standards for Every Student.* Alexandria, VA: Author.

National Association of School Psychologists (2010). *Model for Comprehensive and Integrated School Psychological Services.* Bethesda, MD: Author.