



Akron Central School District's

***Comprehensive K-12  
School Counseling 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 School Counseling Program*** aims to highlight the mission, philosophy, and goals of the Student Support Services Team, define the roles of the school counselors, school psychologists, social workers and Indigenous Liaison, and illustrate how these individuals help students develop a set of competencies that ultimately assist them in meeting the New York State Learning Standards.

## **Student Support Services Team/Advisory Council Members**

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School Counselors

School Psychologists

School Social Workers

Indigenous Liaisons

MS/HS Social Emotional Coordinator

BestSelf Behavioral Health Social Emotional Coordinator

## **Additional Advisory Council Members**

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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 social/emotional 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 contribute 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, school social workers and Native American counselor/liaison. Together, we provide an atmosphere to ensure the well-being of all students. Our program addresses the academic, career,

and social/emotional 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.

# Program Objectives/Goals

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

## Social/Emotional:

Improve social-emotional and behavioral well-being for students.

### K-12:

Increase number of students within the normal risk range as reported through social-emotional screener

Decrease number of disciplinary referrals throughout the academic school year

## Achievement:

Improve student achievement levels.

Elementary/Middle School: improved performance on benchmark assessments in reading and math during the academic calendar year

High School: maintain graduation rates over 95% OR decrease dropout rates

## Attendance:

Improve individual student attendance rates.

K-12: Decrease the amount of students missing more than 10% of the school year

## College/Career:

Increase college and career exploration.

K-6: Exposure to career and educational opportunities

7-12: Explore specific career and educational opportunities

# Roles, Responsibilities, and Duties

## School Counselors

School counselors are certified educators who are uniquely qualified to address the developmental needs of ALL students. They deliver services at all educational levels through a school counseling program addressing academic, career and social/emotional development to improve student outcomes and success. School counselors help students apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options (higher education, military, work force). Professional duties include, but are not limited to:

- Individual student academic planning and goal setting
- School counseling classroom lessons based on student success standards
- Short-term counseling to students
- Referrals for long-term support
- Collaboration with families, teachers, administrators, and community for student success
- Advocacy for students
- Data analysis to identify student issues, needs and challenges

School counselors deliver developmentally appropriate activities and services directly to or indirectly for students as a result of the school counselor's interaction with others. These activities and services help students develop and improve their achievement, attendance and discipline. Direct services include instruction, appraisal and advisement, and counseling. Indirect services include consultation, collaboration and outside referrals.

*Elementary* School Counselors are uniquely trained in child development, learning strategies, self-management and social skills. Their program provides education, prevention and intervention activities which teach knowledge, attitudes and skills needed for academic, career and social/emotional development and serve as the

foundation for student success. Their program involves leadership, advocacy and collaboration with school staff, administration and family members, in order to identify and provide appropriate intervention for students' academic and social/emotional needs. Roles, responsibilities, and duties specific to elementary school counselors include, but are not limited to:

- Social/Emotional Classroom lessons as part of School Counseling curriculum
- Short-term individual and small group counseling
- Consultation with administrators, teachers and other Student Support Staff
- Collaboration with teachers and parents
- Referral to outside services
- Core member of Instructional Support Team
- Coordinator of Character Education incentive program

*Middle School Counselors* are trained in child and adolescent development, learning strategies, self management and social skills. Their program is implemented to support adolescents during their middle school years. A middle school counseling program provides education, prevention and intervention activities weaved throughout all aspects of middle school students' lives. Students are provided with the knowledge, attitude and skills needed for academic, career and social/emotional development. Roles, responsibilities, and duties specific to middle school counselors include, but are not limited to:

- Teaching School Counseling Curriculum
- Assessment and advisement
- Individual and small group counseling
- Coordination of Parent/Teacher Team Meetings
- Consultation with administrators, teachers, other Student Support Staff, parents and community agencies
- Collaboration with teachers and parents
- Core Member of Instructional Support Team
- Referral to school or community resources



- Master scheduling duties
  - Work with the principal to develop master schedule, coordinate special education schedules, balance courses, schedule AIS and other remedial courses
- Liaison for students on Home Instruction

Roles, responsibilities, and duties specific to *High School Counselors* include, but are not limited to:

- Professional responsibilities and indirect services
- Student support team meetings
- Master schedule duties
  - Work with the principal to develop master schedule, coordinate special education schedules, balance courses, schedule AIS and other remedial courses
- Department meetings and joint meetings with administrators
- College Board services for students with disabilities
- Evaluate academic records of new/transfer students
- Coordinate PSAT administration
- Verify senior graduation lists and diploma status
- Oversee diploma designations
- Coordinate diploma distribution at graduation
- Seals for diploma types
- Summer school (credit recovery) registration
- Operate department budget and order all materials
- Liaison to college, state, and local organization
- Coordinate National College Fair trip
- Daily consultation with parents, teachers and administration
- Maintaining professional association membership
- Consultation with outside agencies as needed
- Liaison for students on home instruction

## **School Psychologists**

School psychologists provide direct support and interventions to students, consult with teachers, families, and other school-employed mental health professionals (i.e., school counselors, school social workers) to improve support strategies, work with school administrators to improve school-wide practices and policies, and collaborate with community providers to coordinate needed services. They help schools successfully:

### **Improve Academic Achievement**

- Promote student motivation and engagement
- Conduct psychological and academic assessments
- Individualize instruction and interventions
- Manage student and classroom behavior
- Monitor student progress
- Collect and interpret student and classroom data
- Reduce inappropriate referrals to special education

### **Promote Positive Behavior and Mental Health**

- Improve students communication and social skills
- Assess student emotional and behavioral needs
- Provide individual and group counseling
- Promote problem solving, anger management and conflict resolution
- Reinforce positive coping skills and resilience
- Promote positive peer relationships and social problem solving
- Make referrals to and help coordinate community services provided in schools

## Support Diverse Learners

- Assess diverse learning needs
- Provide culturally responsive services to students and families from diverse backgrounds
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to improve student engagement and learning
- Monitor and effectively communicate with parents about student progress

## Create Safe, Positive School Climates

- Prevent bullying and other forms of violence
- Support social-emotional learning
- Assess school climate and improve school connectedness
- Implement and promote positive discipline and restorative justice
- Implement school-wide positive behavioral supports
- Identify at risk students and school vulnerabilities
- Provide crisis prevention and intervention services

## Strengthen Family-School Partnerships

- Help families understand their child's learning and mental health needs
- Assist in navigating special education processes
- Connect families with community service providers when necessary
- Help effectively engage families with teachers and other school staff
- Enhance staff understanding and responsiveness to diverse cultures and backgrounds

- Help students transition between school and community learning environments, such as residential treatment or juvenile justice programs

Improve School-Wide Assessment and Accountability Monitor individual student progress in academics and behavior

- Generate and interpret useful student and school outcome data
- Collect and analyze data on risk and protective factors related to student outcomes
- Plan services at the district, building, classroom, and individual levels

## **School Social Workers**

As indicated by The School Social Work Association of America, the school social worker's roles, responsibilities, and duties include, but are not limited to:

- Providing related services such as:
  - Participating in special education assessment meetings as well as Individual Educational Planning meetings
  - Working with those problems in a child's living situation that affect the child's adjustment in school (home, school, and community)
  - Preparing a social or developmental history on a child with a disability
  - Counseling (group, individual and/or family)
  - Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program
  - Assisting in developing positive behavioral intervention strategies

- Providing services to students such as:
  - Providing crisis intervention
  - Developing intervention strategies to increase academic success
  - Assisting with conflict resolution and anger management
  - Helping the child develop appropriate social interaction skills
  - Assisting the child in understanding and accepting self and others
- Providing services to parents/families such as:
  - Interviewing the family to assess problems affecting the child's educational adjustment
  - Working with parents to facilitate their support in their children's school adjustment
  - Alleviating family stress to enable the child to function more effectively in school & community
  - Assisting parents to access programs available to students with special needs
  - Assisting parents in accessing and utilizing school and community resources
- Collaborating with school personnel, specifically:
  - Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior
  - Assessing students with mental health concerns
  - Developing staff in-service training programs
  - Assisting teachers with behavior management
  - Providing direct support to staff
- Serving as a school-community liaison by:
  - Obtaining and coordinating community resources to meet students' needs
  - Helping school districts receive adequate support from social and mental health agencies
  - Advocating for new and improved community/school service to meet the needs of students and families
  - Helping the system respond effectively to each child's needs

- Providing services to districts such as:
  - Assisting in developing and implementing educational programs for children for exceptional children
  - Developing alternative programs for drop-outs, truants, delinquents, etc. Identifying and reporting child abuse and neglect
  - Providing consultation regarding school law and school policy including IDEA and Section 504
  - Providing case management for students and families requiring multiple resources

## Professional 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, school psychologists and school social workers can be found at the websites listed below:

Websites:

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

<https://www.nasponline.org/standards-and-certification>

<https://www.sswaa.org/school-social-work>

# Program Delivery

The following pages consist of program objectives, activities, school counseling curriculum, and evaluation methods that demonstrate how the Student Support Services Team intends to deliver each section of the Program. Herein is 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, and the means of evaluating it.

## Objectives

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

## Instructional Support Teams

<b>Description</b>	an interdisciplinary team that meets, discusses, monitors, and action plans for behaviorally and/or academically at-risk students
<b>Data Showing Need</b>	student grade reports, standardized test results, state assessment results, curriculum based measurements, discipline referrals, parent and faculty reports, and attendance reports
<b>Time Frame</b>	weekly and bi-monthly
<b>People Responsible</b>	support staff members, administrators, teachers, reading specialists, and service providers
<b>Evaluation</b>	progress monitoring data
<b>Expected Results</b>	improved student grades, behavior, and attendance

## Parent/Teacher Conferences

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



### Administrative Consultation

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

### Transition Planning

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

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

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

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

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

### Individual Counseling

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

### Group Counseling

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

## Positive Behavioral Supports

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

## Second Step

<b>Description</b>	program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive; helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today's children.
<b>Data Showing Need</b>	discipline referrals, teacher reports, student reports, parent reports
<b>Time Frame</b>	continuous
<b>People Responsible</b>	administrators, counselors, psychologists, and teachers
<b>Evaluation</b>	discipline referrals, faculty reports, and student reports
<b>Expected Results</b>	improved school climate, fewer discipline referrals

# Activities

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 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, as well as methods utilized for individual student planning and responsive services. Please note that this calendar does not include the continual activities that the team participates in on a daily basis.

## 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 and 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.

Completed

Developing/Pending

Incomplete

## Elementary School

Time Frame	Activity	Target Group	Responsibility	Goal(s) Addressed
Fall	<b>Fall Academic Benchmarking:</b> screening assessments in the areas of reading and math	K - 5 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Fall	<b>Universal Pre-Kindergarten Screening:</b> assessment of motor, conceptual, language, self-help, and social-emotional skills	UPK Students	Psychologists, Special Ed. Teachers, Related Service Providers, Counselor, nurse	1, 2, 4
Fall	<b>Kindergarten Orientation</b>	K Students	Administrators, psychologist, counselor, social worker, nurse, related service providers, Indigenous liaison, technology staff, food service, PTA	1, 2, 3, 4
Fall	<b>Open House:</b> an opportunity for parents to meet school staff, familiarize themselves with the school building, and experience their child's classroom learning environment	K - 5 students	Classroom teachers, AIS teachers, specials areas teachers, special ed teachers, related service providers, administrators, psychologist, social worker, counselor	1, 2, 3, 4



Fall	<b>Introductory Classroom Visits</b> (i.e. meet student support staff)	UPK - 5 students	Counselor, psychologist, social worker	1, 2, 3, 4
Fall	<b>Parent/Teacher Conferences:</b> scheduled meetings including parents, teachers, and support staff to address progress	UPK - 5 students Parents	Classroom teachers, AIS teachers, specials areas teachers, special ed teachers, related service providers, administrators, psychologist, social worker, counselor	1, 2, 3, 4
Fall	<b>Sandy Hook Promise/Start With Hello:</b> Activities to teach children how to minimize social isolation, empathize with others, and create a more inclusive and connected school culture.	UPK - 5 Students	Classroom Teachers, Administrators, student support staff	1, 2, 3
Fall	<b>Red Ribbon/Ready Freddy Week:</b> activities focused on healthy choices and improved school attendance	K-5 students	Counselor, Classroom Teachers, Indigenous Liaison, Psychologist, SEL Coordinator	1, 2, 3
Fall	<b>Attendance Letters, Calls, Meetings</b>	K-5 students	Administrator, Social Worker, Counselor, NA Liaison, Psychologist	1, 2, 3
Fall	<b>Disability Awareness Week:</b> presentations and activities bringing awareness about individuals with disabilities	K -5 students	Counselor, Psychologist, Social Worker, Classroom Teachers, PTA	1, 2, 4
Winter	<b>Community Outreach</b> (Xmas gifts)	K-5 students in need	Counselor, Social Worker, NA Liaison	1
Winter	<b>Winter Academic Benchmarking:</b> screening assessments in the areas of reading and math	K - 5 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4

Winter	<b>No Name-Calling Week:</b> presentations and activities designed to increase awareness about/prevent bullying and name-calling	K - 5 students	Counselor, Classroom Teachers	1, 2, 3
Winter	<b>Parent/Teacher Conferences:</b> scheduled meetings including parents, teachers, and support staff to address progress	UPK - 5 students Parents	Classroom teachers, AIS teachers, specials areas teachers, special ed teachers, related service providers, administrators, psychologist, social worker, counselor, Indigenous Liaison	1, 2, 3, 4
Winter	<b>Attendance Letters, Calls, Meetings</b>	K-5 students	Administrator, Social Worker, Counselor, Indigenous Liaison	1, 2, 3
Spring	<b>Career Exploration Week</b>	K-5 students	Counselor, Classroom Teachers	1, 2, 3
Spring	<b>Spring Academic Benchmarking:</b> screening assessments in the areas of reading and math	K - 5 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Spring	<b>Kindergarten Screening:</b> assessment of motor, conceptual, language, self-help, and social-emotional skills	Incoming K students	Psychologists, Special Ed. Teachers, Related Service Providers, Counselor, nurse	1, 2, 4
Spring	<b>Kindergarten Visitation</b>	Incoming K students	Administrators, counselor, Indigenous Liaison, bus garage	1, 2, 3, 4
Fall-Spring	<b>Mindful Mondays:</b> weekly activities focused on improving mental health and increasing mindfulness	K-5 students	Administrator, Counselor, Psychologist, Social Worker	1, 2

Fall-Spring	<b>Character Education:</b> a program that identifies important character traits, infuses them into classroom lessons, and rewards students for demonstrating them	UPK-5 students	Administrator, Counselor	1, 2
Fall-Spring	<b>Direct Individual/Group Counseling:</b> individual or group brief/solution-focused counseling to assist students with academic, career, or personal/social/emotional concerns	K-5 students in need	Counselor, Psychologist, Social Worker	1, 2, 3, 4
Fall-Spring	<b>Community Outreach</b> (i.e. Blessings in a Backpack, food pantry, clothing closet)	K-5 students in need	Counselor, Indigenous Liaison, Social Worker,	1, 2, 3
Fall-Spring	<b>Indirect Consultation:</b> formal and informal meetings regarding specific and general issues related to specific students, programs, services, interventions, etc. (i.e. Elementary Student Support Team meetings, Grade Level Team Meetings, Tiering Meetings)	K-5 students in need	Administrator, Social Worker, Psychologist, Counselor, Classroom Teachers, AIS Teachers, Related Service Providers	1, 2, 3, 4
Fall-Spring	<b>Parent Communication:</b> phone calls, informal conferences, emails, communication apps, letters/notes to communicate student performance and progress	K-5 students in need Parents	Classroom Teachers, Administrators, student support personnel, Indigenous Liaison	1, 2, 3, 4
Fall-Spring	<b>Referrals to outside services</b> (i.e. mental health counseling, parent support groups, care coordination agencies, etc.)	K-5 students and families in need	Counselor, psychologist, social worker, Indigenous Liaison	1, 2, 3, 4
Fall-Spring	<b>Instructional Support Team:</b> an interdisciplinary team that meets, discusses, monitors, and action plans for behaviorally and/or academically at-risk students	K-5 students	Administrator, Counselor, Psychologist, Social Worker, Classroom Teacher, Special Ed Teacher, Related Services, AIS teachers, ,	1, 2, 3, 4

			Indigenous Liaison	
Fall-Spring	<b>Classroom Lessons/Presentations</b> regarding social skills, bullying prevention, character ed., self-regulation, (i.e. Zones of Regulation for K-1), etc.	K-5 students	Counselor, Psychologist, Social Worker	1, 2, 3, 4
Fall-Spring	<b>New student orientation</b>	Parents & students newly enrolled	Administrator, counselor, Indigenous Liaison	1, 2, 3, 4
Fall-Spring	<b>Social/Emotional/Behavioral Screening:</b> needs assessment to determine appropriate type and level of intervention required for particular students	K-5 students	counselor, psychologist, social worker	1, 2, 3
Fall-Spring	<b>Buddy/Mentor Program (It Takes a Village):</b> pairs students with adult buddies to foster relationships and increase connection	K-5 students in need	All faculty & staff	1, 2, 3, 4
Fall-Spring	<b>Positive Behavioral Interventions &amp; Supports:</b> improves student academic and behavior outcomes by ensuring that all students have access to the most effective instructional and behavioral practices and interventions possible			1, 2, 3

## Middle School

Time Frame	Activity	Target Group	Responsibility	Goal(s) Addressed
Fall/Winter/ Spring	Social/Emotional/Behavioral Screening and Follow Up	9-12	School Counselor, Social Worker, Psychologist	1, 2, 3, 4
Summer	6th Grade Summer Orientation	6th grade students	Administrator, counselor, social worker, psychologist, Indigenous Liaison	1, 2, 3
Fall	<b>IST Reviews:</b> Meet with each grade level to review IST information from the previous year for those students who were referred so that beneficial interventions continue * <b>developing</b>	6, 7, 8	Administrator, counselor, social worker, psychologist, teachers, AIS teachers, Indigenous Liaison	1, 2, 3
Fall	<b>Fall Academic Benchmarking:</b> screening assessments in the areas of reading and math	6-8 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Fall	New Student Lunch Bunches	6-8 students	Counselor, social worker	1, 2, 3
Fall	Introductory Classroom Visits	6-8 students	Counselor, psychologist, social worker, Indigenous Liaison	1, 2, 3, 4

Fall	Red Ribbon Week	6-8	School Counselor, Administration, Teachers, Support Staff	
Fall	Parent/Teacher Conferences	6-8 students Parents	Classroom teachers, AIS teachers, specials areas teachers, special ed teachers, related service providers, administrators, psychologist, social worker, counselor, Indigenous Liaison	1, 2, 3, 4
Fall	Attendance Letters, Calls, Meetings	6-8 students	Administrator, Counselor Indigenous Liaison	1, 2, 3,
End of Fall	Missing Link Assessment: Identify students in need of connection *developing	6-8 students	Administrators, counselor, social worker, psychologist, teachers, Indigenous Liaison	1, 2, 3, 4
Winter	Community Outreach (Xmas gifts)	6-8 students in need	Counselor, Social Worker, Indigenous Liaison	1
Winter	Winter Academic Benchmarking: screening assessments in the areas of reading and math	6-8 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Winter	Attendance Letters, Calls Meetings *revamping framework	6-8 students	Administrator, counselor, Indigenous Liaison	1, 2, 3

Winter	Scheduled attendance follow up			
Winter	Vocational/Trade School Field Trip	8th grade students	Counselor, Classroom Teacher	1, 2, 3, 4
Winter	8th Grade Scheduling Presentation	8th grade students	Administrators, counselors, psychologist, social worker, SRO, Indigenous Liaison	1, 2, 3, 4
Early Spring	*"Missing Link" Assessment: Identify students in need of connection *developing	6-8 students	Administrators, counselor, social worker, psychologist, teachers,	1, 2, 3, 4
Spring	Teacher recommendation requests for scheduling	5-7 students	Administrator, counselor, teachers, Indigenous Liaison	2, 4
Spring	Spring Academic Benchmarking: screening assessments in the areas of reading and math	6-8 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Spring	5th Grade Classroom Visits	Upcoming 6th grade students	Counselor, social worker, 6th grade volunteers	1, 2, 3
Spring	6th Grade Student Orientation (5th Grade Tour of AMS instead)	Upcoming 6th grade students	Administrator, counselor, social worker	1, 2, 3, 4
Spring	8th to 9th grade transfer meeting	8th grade students	Counselors, social workers, psychologist, Indigenous Liaison	1, 2, 3, 4
Spring	5th to 6th grade transfer meeting	Upcoming 6th grade students	Counselors, social worker, psychologists, Indigenous Liaison	1, 2, 3
Fall-Spring	Naviance: Career exploration program	6-8 grade	Counselor	2, 4

		students		
Fall-Spring	<b>Direct Individual/Group Counseling:</b> individual or group brief/solution-focused counseling to assist students with academic, career, or personal/social/emotional concerns	6-8 students in need	Counselor, Psychologist, Social Worker	1, 2, 3, 4
Fall-Spring	<b>Community Outreach</b> (i.e. Food pantry, clothing closet, etc.)	6-8 students in need	Counselor, Social Worker, Indigenous Liaison	1, 2, 3
Fall-Spring	<b>Indirect Consultation:</b> formal and informal meetings regarding specific and general issues related to specific students, programs, services, interventions, etc.	6-8 students in need	Administrator, Social Worker, Psychologist, Counselor, Classroom Teachers, AIS Teachers, Related Service Providers	1, 2, 3, 4
Fall-Spring	<b>Parent Communication:</b> phone calls, informal conferences, emails, communication apps, letters/notes to communicate student performance and progress	6-8 students in need Parents	Classroom Teachers, Administrators, student support personnel, Indigenous Liaison	1, 2, 3, 4
Fall-Spring	<b>Character Counts:</b> character traits	6-8 students	All faculty and staff	1,2,3,4
Fall-Spring	<b>Referrals to outside services</b> (i.e. mental health counseling, parent support groups, care coordination agencies, etc.)	6-8 students and families in need	Counselor, psychologist, social worker, Indigenous Liaison	1, 2, 3, 4
Fall-Spring	<b>Instructional Support Team:</b> an interdisciplinary team that meets, discusses, monitors, and action plans for behaviorally and/or academically at-risk students * <b>developing</b>	6-8 students	Administrator, Counselor, Psychologist, Social Worker, Classroom Teacher, Special Ed Teacher, Related Services, AIS teachers,	1, 2, 3, 4



			Indigenous Counselor,	
Fall-Spring	<b>Classroom Lessons/Presentations</b> regarding social skills, bullying prevention, character ed., etc.	6-8 students	Counselor, Psychologist, Social Worker	1, 2, 3, 4
Fall-Spring	<b>Social/Emotional/Behavioral Screening:</b> needs assessment to determine appropriate type and level of intervention required for particular students	6-8 students	counselor, psychologist, social worker	1, 2, 3
Fall-Spring	<b>Buddy/Mentor Program:</b> pairs students with adult buddies to foster relationships and increase connection *developing	6-8 students in need	All faculty & staff	1, 2, 3, 4
Fall-Spring	<b>Master Scheduling</b>	5-7 students	Counselor, administrator	1, 2, 4

## High School

Time Frame	Activity	Target Group	Responsibility	Goal(s) Addressed
Fall/Winter/ Spring	Social/Emotional/Behavioral Screening	9-12	School Counselor, Social Worker, Psychologist	1, 2, 3, 4
Summer/Fall	9th Grade Orientation- with student leadership	9	School Counselor, Administration, Teachers, Support Staff, Indigenous Liaison	1, 2, 3
Fall/Winter	Freshman Seminar	9	School Counselor	1,2,3,4
Fall/Winter	Junior Seminar	11	School Counselor	1,2,3,4
On going	Schedule Adjustments	9-12	School Counselors	1, 2
On going	New Student Registration	9-12	School Counselors	2
On going	IST Reviews: Meet with each grade level to review IST information from the previous year for those students who were referred so that beneficial interventions continue *developing	9-12	Administrator, counselor, social worker, psychologist, teachers, AIS teachers, Indigenous Liaison	1, 2, 3
Ongoing	Direct Individual/Group Counseling: individual or group counseling to assist students with academic, career, or personal/social/emotional concerns	9-12 students in need	Counselor, Psychologist, Social Worker	1, 2, 3, 4

Fall-Spring	<b>Community Outreach</b> (i.e. Food pantry, clothing closet, etc.)	9-12 students in need	Counselor, Social Worker, Indigenous Liaison	1, 2, 3
Fall-Spring	<b>Indirect Consultation:</b> formal and informal meetings regarding specific and general issues related to specific students, programs, services, interventions, etc.	9-12 students in need	Administrator, Social Worker, Psychologist, Counselor, Classroom Teachers, AIS Teachers, Related Service Providers, Indigenous Liaison	1, 2, 3, 4
Fall-Spring	<b>Parent Communication:</b> phone calls, informal conferences, emails, communication apps, letters/notes to communicate student performance and progress	9-12 students in need Parents	Classroom Teachers, Administrators, student support personnel, Indigenous Liaison	1, 2, 3, 4
Fall-Spring	<b>Referrals to outside services</b> (i.e. mental health counseling, parent support groups, care coordination agencies, etc.)	9-12 students and families in need	Counselor, psychologist, social worker, Indigenous Liaison	1, 2, 3, 4
Fall	<b>12th grade Senior Info in SS class</b>	12	School Counselor	4
Fall	<b>ACCES-VR Applications/Meetings</b>	11-12	School Psychologist	4
Fall	<b>Red Ribbon Week</b>	9-12	School Counselor, Administration, Teachers, Support Staff	
Fall/Winter	<b>Process Common and SUNY Applications</b>	12	School Counselors	4
Fall/Winter	<b>Letters of Recommendation</b>	12	School Counselors	4
On going	<b>Scholarship</b>	12	School Counselors	4

On going	Military Recruitment Meetings	9-12	Counseling Office	4
On going	College Visits	9-12	Counseling Office	4
Fall	WNY College Consortium	11-12	Counseling Office	4
Fall/Spring	Instant Admissions Day ECC, GCC, and NCCC	12	Counseling Office	4
On going	Counselor Meeting with College Counselors	11-12	School Counselor	4
Fall	PSAT Test and Interpretation	10-11	School Counselor	4
Fall	Harkness Orientation	10	School Counselor /Harkness Staff	2, 4
Fall	ASVAB info distributed	10-12	School Counselor/Military Representative	4
On Going	College Representative Visit	9-12	Counseling Office	4
Fall	Financial Aid Night	11-12	Financial Aid Office & Counseling Office	4
Fall	Financial Reality Fair	11-12	Counseling	
Fall	Individual Senior Meetings	12	School Counselors	2, 3, 4
Winter	Senior Graduation Requirement Letters	12	School Counselor	2, 4
Winter	Scheduling Presentations	9-11	School Counselors	2, 4
Winter	January Regents Exams and updates	9-12	School Counselors	2

	(Exams canceled updates still took place)			
Winter	8th Grade Parent Night	8th	HS and MS Counselors and Staff	1, 2, 3, 4
Winter	8th grade transition assembly	8th	HS and MS Counselors , Indigenous Liaison, and Staff	1, 2, 3, 4
Winter	Process Harkness Applications	10-11	Counseling Office	2, 4
Winter	Process New Visions Applications	11	School Counselor	4
Winter	Individual Junior Meetings	11	School Counselors	1, 2, 3, 4
Winter/Spring	Sophomore Career Day	10	Counseling Office, CTE Representative, and Guest Speakers	2,4
Spring	National College Fair (Students had the opportunity to attend both in person and virtual with their families on their own.	11	School Counselor	4
Spring	Course Selection Meetings	9-11	School Counselor	2, 4
Spring	AP Exam Coordinations	10-12	Administration and Counselors	2
Spring	Senior Class Profile	12	Counseling Office	4
Spring	Scholarship Committee	12	School Counselors and Committee Members	4
HS and MS	Scheduling Conflicts	9-11	School Counselors	2

Counselors and Staff				
Spring	Regents Exams	9-12	School Counselor and HS Staff	2
Spring	Graduation preparation	12	School counselors	2, 4
Spring	Solidifying diploma types	12	School counselors	2
Ongoing	Website updates	12	Counseling office	1, 2, 3, 4
Ongoing	Bulletin board updates & employment opportunities	9-12	Counseling office	4

Fall/Winter	<b>Freshman Seminar: Course Description and Goal Defining, Graduation Requirements</b> <ul style="list-style-type: none"> <li>● Course Review, Requirements, and Harkness</li> </ul> <b>True Colors</b> <ul style="list-style-type: none"> <li>● Personality Assessment</li> </ul> <b>Naviance</b> <ul style="list-style-type: none"> <li>● Options After High School</li> <li>● Do What You Are</li> <li>● Career Interest Profile</li> <li>● Career Cluster Finder</li> <li>● Career Survey &amp; Goal Defining Worksheet</li> </ul> <b>Guest Speakers</b> <ul style="list-style-type: none"> <li>● Asst. Principal- Town Hall Meeting</li> <li>● Food Service Manager &amp; Assistant Principal- Healthy Menu Options &amp; Student Feedback</li> <li>● Resource Officer- Safety Topic</li> <li>● School Social Worker - Mindfulness.</li> </ul>	9th grade students	High School Counselor	1, 2, 3, 4
Fall/Winter	<b>Junior Seminar: Course Description and Goal Defining</b> <b>Completion of Activity Sheets</b> <b>Graduation Requirements</b> <ul style="list-style-type: none"> <li>● Transcript Review</li> <li>● Transcript Release Form</li> </ul> <b>Post High Activities</b>	11th grade students	High School Counselor	1, 2, 3, 4

	<ul style="list-style-type: none"> <li>● SAT/ACT Registration and Khan Academy</li> <li>● Scholarships</li> <li>● Creation of Fast Web Account</li> <li>● Registration for College Fair</li> </ul> <p><b>Naviance</b></p> <ul style="list-style-type: none"> <li>● Resume Completion</li> <li>● College Super Match</li> </ul> <p><b>Guest Speakers</b></p> <ul style="list-style-type: none"> <li>● Resource Officer- Safety Topic</li> <li>● Assit. Principal- Town Hall Meeting</li> <li>● Food Service Manager &amp; Assistant Principal- Healthy Menu Options &amp; Student Feedback</li> </ul>			
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# Curriculum

The ***Comprehensive K-12 School Counseling 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 social/emotional.

Academic	Career	Social/Emotional
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	Second Step
Instructional Support Teams	Naviance	
Behavioral Assessments	ACCES-VR Referrals	
Behavior Interventions		
Parent/Teacher Conferences		
Administrative Consultation		

# Evaluation Methods

Evaluation Method	Program Goal(s) Addressed
Attendance Data	1,2,3
Discipline Referrals	1,2,3
Social/Emotional Screening(s)	1,2,3
Reading Benchmark Data	2,3
Math Benchmark Data	2,3
Progress Reports/Report Cards	1,2,3
Naviance Results	4

# Program Development

This section includes: program development and maintenance planning, professional development planning, data analysis of program results, closing the gap analysis, and assessment of resources.

## Program Development and Maintenance Planning

Program development and maintenance planning consists of management activities that establish, maintain, and enhance the total student support services program. The advisory council will meet biannually (Fall and Spring) to review, evaluate, and update the ***Comprehensive K-12 School Counseling Program***. Some additional components of maintenance planning may include evaluating the following:

- **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.
- **Support Staff /Administrator Collaboration:** Student Support Services Staff and Administrators collaborate regularly regarding responsibilities, expectations, and student outcomes.

## Professional Development Planning

Using a team approach, the advisory council will identify needs and opportunities for ongoing professional development that is applicable to program goals and objectives. Such professional development will focus on updating knowledge and skills by participating in training, professional meetings, conferences, and relevant coursework.

## Data Analysis of Program Results

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; career/college success; and social/emotional 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.

As part of the data analysis, the advisory council will regularly review the national recommended student to provider ratio recommended by their respective national professional associations.

Role	Recommended Ratio
School Counselors	1:250
School Psychologists	1:500-700
School Social Workers	1:250

## **Closing the Gap Analysis Reports**

The advisory council will produce reports to be reviewed by the board of education annually. The program outcomes report focuses on district goals addressed by the comprehensive school counseling program, including attendance, academic, behavioral, and/or adjustment program data.

## **Assessment of Resources**

The advisory council will regularly assess the tools and resources that are being utilized to drive the program forward. Assessment of resources will include examining validity, reliability, and overall student usage as well as student performance based upon use of said resources.

# References

American School Counselor Association (2019). ASCA School Counselor Professional Standards & Competencies. Alexandria, VA: Author.

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

School Social Work Association of America (2012). *School Social Work Services*. Kontak, D: Author.

