



Akron Central School District

***Comprehensive K-12
School Counseling Program***

May 2020

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 Native American counselor/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.

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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:

1. Improve student behavior as evidenced by a reduced number of administrative referrals.
 - a. Elementary School: decrease time out of class for disciplinary reasons
 - b. Middle/High School: decrease number of disciplinary referrals

Achievement:

2. Improve student achievement levels.
 - a. Elementary/Middle School: reduce number of students receiving Academic Intervention Services
 - b. High School: maintain graduation rates over 95% OR decrease dropout rates

Attendance:

3. Improve individual student attendance rates.
 - a. K-12: No more than 10% of school days

College/Career:

4. Increase college and career exploration
 - a. K-6: Exposure to career and educational opportunities
 - b. 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/asca/media/asca/home/SCCompetencies.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	
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

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

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, 5 th to 6 th grade transition, 8 th to 9 th grade transition, and 12 th 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	elementary, 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

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 social workers, 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 social worker, 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

Second Step

Description	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.
Data Showing Need	discipline referrals, teacher reports, student reports, parent reports
Time Frame	continuous
People Responsible	administrators, counselors, psychologists, and teachers
Evaluation	discipline referrals, faculty reports, and student reports
Expected Results	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.

Elementary School

Time Frame	Activity	Target Group	Responsibility	Goal(s) Addressed
Fall	**Fall Academic Benchmarking: screening assessments in the areas of reading and math	K - 5 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Fall	**Universal Pre-Kindergarten Screening: 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	*Kindergarten Orientation	K Students	Administrators, psychologist, counselor, social worker, nurse, related service providers, NA liaison, technology staff, food service, PTA	1, 2, 3, 4
Fall	*Open House: 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	*Introductory Classroom Visits (i.e. meet student support staff)	UPK - 5 students	Counselor, psychologist,	1, 2, 3, 4

			social worker	
Fall	*Parent/Teacher Conferences: 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	**Attendance Letters, Calls, Meetings	K-5 students	Administrator, Social Worker, Counselor	1, 2, 3
Fall	*Disability Awareness Week: presentations and activities bringing awareness about individuals with disabilities	K - 5 students	Counselor, Psychologist, Social Worker, Classroom Teachers, PTA	1, 2, 4
Winter	**Community Outreach (Xmas gifts)	K-5 students in need	Counselor, Social Worker, NA Liaison	1
Winter	**Winter Academic Benchmarking: screening assessments in the areas of reading and math	K - 5 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Winter	*No Name-Calling Week: presentations and activities designed to increase awareness about/prevent bullying and name-calling	K - 5 students	Counselor, Classroom Teachers	1, 2, 3
Winter	*Youth Violence Prevention Week: presentations and activities bringing awareness about non-violence and conflict resolution	K-5 students	Counselor, Classroom Teachers	1, 2, 3
Winter	*Parent/Teacher Conferences: scheduled meetings including parents, teachers, and support staff to address progress	UPK - 5 students Parents	Classroom teachers, AIS teachers,	1, 2, 3, 4

			specials areas teachers, special ed teachers, related service providers, administrators, psychologist, social worker, counselor	
Winter	**Attendance Letters, Calls, Meetings	K-5 students	Administrator, Social Worker, Counselor	1, 2, 3
Spring	**Spring Academic Benchmarking: screening assessments in the areas of reading and math	K - 5 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Spring	**Kindergarten Screening: 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	*Kindergarten Visitation	Incoming K students	Administrators, counselor, NA liaison, bus garage	1, 2, 3, 4
Fall-Spring	Mindful Mondays: weekly activities focused on improving mental health and increasing mindfulness	K-5 students	Administrator, Counselor, Psychologist, Social Worker	1, 2
Fall-Spring	*Character Education: 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	*Direct Individual/Group Counseling: 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	**Community Outreach (i.e. Blessings in a Backpack, food pantry, clothing closet)	K-5 students in need	Counselor, Social Worker, NA Liaison	1, 2, 3
Fall-Spring	Indirect Consultation: formal and informal meetings regarding specific and general issues related to specific students, programs, services, interventions, etc.	K-5 students in need	Administrator, Social Worker, Psychologist, Counselor, Classroom Teachers, AIS Teachers, Related Service Providers	1, 2, 3, 4
Fall-Spring	Parent Communication: 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, NA Liaison	1, 2, 3, 4
Fall-Spring	Referrals to outside services (i.e. mental health counseling, parent support groups, care coordination agencies, etc.)	K-5 students and families in need	Counselor, psychologist, social worker	1, 2, 3, 4
Fall-Spring	*Instructional Support Team: 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, NA Liaison,	1, 2, 3, 4
Fall-Spring	*Classroom Lessons/Presentations regarding social skills, bullying prevention, character ed., self-regulation, etc.	K-5 students	Counselor, Psychologist, Social Worker	1, 2, 3, 4
Fall-Spring	**New student orientation	Parents & students newly enrolled	Administrator, counselor	1, 2, 3, 4
Fall-	**Social/Emotional/Behavioral Screening:	K-5 students	counselor,	1, 2, 3

Spring	needs assessment to determine appropriate type and level of intervention required for particular students		psychologist, social worker	
Fall-Spring	*Buddy/Mentor Program (It Takes a Village): 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	**Positive Behavioral Interventions & Supports: 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

*Dependent on COVID-19 State, NYSED, and District guidelines and policies, activity delivery adjustments may be needed (i.e. remote delivery)

**Due to the physical limitations posed by COVID-19, the delivery and criteria for these activities may need significant adjustment in order to be implemented (i.e. use of questionnaires vs. direct assessment)

Middle 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	*6th Grade Summer Orientation	6th grade students	Administrator, counselor, social worker, psychologist	1, 2, 3
Fall	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	6, 7, 8	Administrator, counselor, social worker, psychologist, teachers, AIS teachers	1, 2, 3
Fall	**Fall Academic Benchmarking: 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, NA liaison	1, 2, 3, 4
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	1, 2, 3, 4
Fall	**Attendance Letters, Calls, Meetings	6-8 students	Administrator, Counselor	1, 2, 3
End of Fall	**“Missing Link” Assessment: Identify students in need of connection	6-8 students	Administrators, counselor, social worker, psychologist, teachers	1, 2, 3, 4

Winter	Community Outreach (Xmas gifts)	6-8 students in need	Counselor, Social Worker, NA 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	6-8 students	Administrator, counselor	1, 2, 3
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	1, 2, 3, 4
Early Spring	**“Missing Link” Assessment: Identify students in need of connection	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	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	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	1, 2, 3, 4
Spring	*5th to 6th grade transfer meeting	Upcoming 6th grade students	Counselors, social worker, psychologists	1, 2, 3
Fall-Spring	*Naviance: Career exploration program	7th grade students	Counselor, Home and Careers Teacher	2, 4

Fall-Spring	**Direct Individual/Group Counseling: 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	Community Outreach (i.e. Food pantry, clothing closet, etc.)	6-8 students in need	Counselor, Social Worker, NA Liaison	1, 2, 3
Fall-Spring	Indirect Consultation: 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	Parent Communication: 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, NA Liaison	1, 2, 3, 4
Fall-Spring	Referrals to outside services (i.e. mental health counseling, parent support groups, care coordination agencies, etc.)	6-8 students and families in need	Counselor, psychologist, social worker	1, 2, 3, 4
Fall-Spring	**Instructional Support Team: an interdisciplinary team that meets, discusses, monitors, and action plans for behaviorally and/or academically at-risk students	6-8 students	Administrator, Counselor, Psychologist, Social Worker, Classroom Teacher, Special Ed Teacher, Related Services, AIS teachers, NA Liaison,	1, 2, 3, 4
Fall-Spring	*Classroom Lessons/Presentations regarding social skills, bullying prevention, character ed., etc.	6-8 students	Counselor, Psychologist, Social Worker	1, 2, 3, 4
Fall-Spring	Social/Emotional/Behavioral Screening: needs assessment to determine appropriate type and level of	6-8 students	counselor, psychologist, social worker	1, 2, 3

	intervention required for particular students			
Fall-Spring	*Buddy/Mentor Program: pairs students with adult buddies to foster relationships and increase connection	6-8 students in need	All faculty & staff	1, 2, 3, 4
Fall-Spring	Master Scheduling	5-7 students	Counselor, administrator	1, 2, 4

*Dependent on COVID-19 State, NYSED, and District guidelines and policies, activity delivery adjustments may be needed (i.e. remote delivery)

**Due to the physical limitations posed by COVID-19, the delivery and criteria for these activities may need significant adjustment in order to be implemented (i.e. use of questionnaires vs. direct assessment)

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	9	School Counselor, Administration, Teachers, Support Staff	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
Fall	*12th grade Senior Seminar	12	School Counselor	4
Fall	*ACCES-VR Applications/Meetings	11-12	School Psychologist	4
Fall/Winter	Process Common and SUNY Applications	12	School Counselors	4
Fall/Winter	Letters of Recommendation	12	School Counselors	4
On going	Scholarship	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	*Instant Admissions Day ECC, GCC, and NCCC	12	Counseling Office	4
On going	*Counselor Meeting with College Counselors	11-12	School Counselor	4
Fall/Winter	PSAT Test and Interpretation	10-11	School Counselor	4
Fall	*Harkness Orientation	10	School Counselor /Harkness Staff	2, 4

Fall	ASVAB	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	*Sophomore Career Day	10	Counseling Office, CTE Representative, and Guest Speakers	2,4
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
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 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
Spring	*National College Fair	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 Counselors and Staff	**Scheduling Conflicts	9-11	School Counselors	2

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

	<ul style="list-style-type: none"> ● SAT/ACT Registration and Khan Academy ● Scholarships ● Creation of Fast Web Account ● Registration for College Fair <p>Naviance</p> <ul style="list-style-type: none"> ● Resume Completion ● College Super Match <p>Guest Speakers</p> <ul style="list-style-type: none"> ● Resource Officer- Safety Topic ● Principal- Town Hall Meeting ● Food Service Manager & Assistant Principal- Healthy Menu Options & Student Feedback 			
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*Dependent on COVID-19 State, NYSED, and District guidelines and policies, activity delivery adjustments may be needed (i.e. remote delivery)

**Due to the physical limitations posed by COVID-19, the delivery and criteria for these activities may need significant adjustment in order to be implemented (i.e. use of questionnaires vs. direct assessment)

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		
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.

