



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

Administrative Advisors/Assistant Principals	Caroline Kos John Morello Renee Reedhardt
School Counselors	Nicole Johnson- HS Tracy Martin- ES Susan Myers- HS Middle School Counselor-Leanna Parzyck
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Indigenous Liaisons	Antoinette Abrams Jodi Patterson Brittany Smoke
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## Advisory Council Members

Director of Curriculum and Instruction	Danielle Hawkins
Director of Special Education	Mary Fial
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Director of Athletics	John Morello
School Nurses	Joanne Fix Letitia Karczewski
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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, families, faculty, 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 education
- In providing students the skills and support they need to meet the NYS learning standards
- In encouraging creative and diverse exploration for future opportunities
- In a program that is comprehensive in design and delivered systematically
- In delivering a set of competencies to all students and developing accountability
- Program components must be data driven and based on student needs

# 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.

<b>Social Emotional</b>	Improve social- emotional and behavioral well being for students K-12. <ul style="list-style-type: none"> <li>• Increase number of students within the normal risk range as reported through SEL screener</li> <li>• Decrease number of disciplinary referrals throughout the school year</li> </ul>
<b>Achievement</b>	Improve student achievement levels <ul style="list-style-type: none"> <li>• Elementary: Improve performance on benchmark assessments in reading and math</li> <li>• Middle: Improve performance on benchmark assessments in reading and math</li> <li>• High: Maintain graduation rates over 95% or decrease dropout rates</li> </ul>
<b>Attendance</b>	Improve individual student attendance rates <ul style="list-style-type: none"> <li>• Decrease the amount of students missing more than 10% of the school year</li> </ul>
<b>Career/College Readiness</b>	Increase career and college exploration <ul style="list-style-type: none"> <li>• K-6: Expose students to career and educational opportunities</li> <li>• 7-12: Explore specific career and college opportunities with students</li> </ul>

# Roles, Responsibilities, and Duties

## School Counselors

School counselors are certified educators who are uniquely qualified to address the developmental needs of all K-12 students. Counselors are trained in child development, learning strategies, self-management, and social skills to support their 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 counseling programs provide education, prevention and intervention support which teach students the skills needed for success across all areas. School counselors help students apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options.

Professional duties include, but are not limited to:

- Individual student academic planning and goal setting
- School counseling classroom lessons based on student success standards
- Provide individual and group counseling to students
- Referrals for long-term support
- Collaboration and consultation with families, teachers, faculty and staff, administrators, and community
  - Members of Student Support Team, Grade Level Teams, ETC.
- Advocacy for students
- Data analysis and assessment to identify student issues, needs and challenges
- Coordinate career exploration opportunities for students
- Maintain professional association memberships

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.



The Elementary School Counselor 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. 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
- Member of Instructional Support Team
- Coordinator of Character Education incentive program

The Middle School Counselors 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
- Member of Instructional Support Team
- 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

High School Counselors provide a program to all high school students to help provide them the skills to not only be successful throughout their high school careers but also after they graduate. High School Counselors roles, responsibilities, and duties specific to them include, but are not limited to:

- Master schedule duties
  - Work with the principal to develop master schedule, coordinate special education schedules, balance courses, schedule AIS and other remedial courses
- College Board services for students with disabilities
- Evaluate academic records of students
  - Review records for new/transfer students
- Coordinate PSAT administration & assess PSAT data
- Seminar Courses (Grade 9 and 11) & Implementation of school counseling curriculum
- Oversee diploma progress and achievement

- Track progress of students on Seals (Civic Readiness & Biliteracy)
- Track student diploma types
- Track student endorsements (technical, CDOS)
- Summer school (credit recovery) registration
- Support students with college applications and registration
- Chair scholarship committee meetings
- Coordinate National College Fair and other field trips
- 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 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 successfully:

- Improve Academic Achievement
  - promote student motivation and engagement
  - conduct psychological and academic assessments
  - Individual instruction and interventions
  - Manage student and classroom behavior
  - Monitor student progress
  - Collect and interpret student and classroom data
  - Reduce referrals to special education
- Promote Positive Behavior and Mental Health
  - Improve students communication and social skills
  - Assess student emotional and behavioral needs
  - Make referrals to and help coordinate community services provided within the schools
  - Provide individual and group counseling
    - Promote problem solving, anger management, conflict resolution, positive peer relationships
    - Reinforce positive coping skills and resilience
- Support Diverse Learners

- Assess diverse learning needs
- Provide culturally responsive services to students and families
- Plan appropriate IEP programs for students with disabilities
- Modify and adjust curriculum and instruction
- Adjust facilities and routines to improve student engagement and learning
- Monitor and communicate with families 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 community
  - Implement and promote positive discipline
  - Implement school wide positive behavioral supports
  - Identify at risk students and school vulnerabilities
  - Provide crisis prevention and intervention strategies
- Strengthen Family-School Partnerships
  - Help families understand their child's learning and mental health needs
  - Assist in navigating special education processes
  - Connect families with service providers within the community when necessary
  - Help effectively engage families with faculty and staff
  - Enhance staff understanding and responsiveness to diverse cultures and backgrounds
  - Help students and families transition between school and community environments and educational programs
- Improve school wide assessment and accountability, by monitoring individual student progress in academic and behavioral needs
  - 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 families such as:
  - Interviewing the family to assess problems affecting the child's educational adjustment
  - Working with families 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 families to access programs available to students with special needs
  - Assisting families 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:

[ASCA School Counselor Professional Standards & Competencies](#)

[NASP: Roles of School Psychologists](#)

[Role of School Social Worker | SSWAA](#)

# 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, family 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 families 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 families
<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

### Career Planning

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

### College Application Process

<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

### Parent Workshops

<b>Description</b>	presentations to families that address various topics
<b>Data Showing Need</b>	parent/family 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/family reports
<b>Expected Results</b>	families will benefit from knowledge and strategies gained in workshops

### Character Education

<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, families 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, families 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/family, 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/family, 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/family, 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/family 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 families, 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 families 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 families, teachers, and support staff to address progress	UPK - 5 students families	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, Indigenous 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 (Xmas gifts)</b>	K-5 students in need	Counselor, Social Worker, Indigenous 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 families, teachers, and support staff to address progress	UPK - 5 students families	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 families	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/family 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, , Indigenous Liaison	1, 2, 3, 4



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>	families & 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	K-5		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	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	6, 7, 8	Administrator, counselor, social worker, psychologist, teachers, AIS teachers, Indigenous Liaison	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, 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 families	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	<b>Spring Academic Benchmarking:</b> screening assessments in the areas of reading and math	6-8 students	Classroom Teachers, AIS Teachers, Special Ed. Teachers	2, 4
Spring	<b>5th Grade Classroom Visits</b>	Upcoming 6th grade students	Counselor, social worker, 6th grade volunteers	1, 2, 3
Spring	<b>6th Grade Student Orientation</b> (5th Grade Tour of AMS instead)	Upcoming 6th grade students	Administrator, counselor, social worker	1, 2, 3, 4
Spring	<b>8th to 9th grade transfer meeting</b>	8th grade students	Counselors, social workers, psychologist, Indigenous Liaison	1, 2, 3, 4
Spring	<b>5th to 6th grade transfer meeting</b>	Upcoming 6th grade students	Counselors, social worker, psychologists, Indigenous Liaison	1, 2, 3
Fall-Spring	<b>Naviance:</b> Career exploration program	6-8 grade students	Counselor	2, 4
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 families in need	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/family 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, Indigenous Liaison,	1, 2, 3, 4
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 <b>*developing</b>	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
On Going	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	Use of Naviance with Students	9-12	School Counselor, Business Teacher	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	<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>	9-12	Administrator, counselor, social worker, psychologist, teachers, AIS teachers, Indigenous Liaison	1, 2, 3
On Going	<b>Direct Individual/Group Counseling:</b> individual or group counseling to assist students with academic, career, or personal/social/emotional concerns	9-12	Counselor, Psychologist, Social Worker	1, 2, 3, 4
Fall-Spring	<b>Community Outreach</b> (i.e. Food pantry, clothing closet, etc.)	9-12	Counselor, Social Worker, Indigenous Liaison	1, 2, 3
Fall-Spring	<b>Indirect Consultation:</b> formal and informal meetings regarding specific and	9-12	Administrator, Social Worker, Psychologist, Counselor, Classroom	1, 2, 3, 4

	general issues related to specific students, programs, services, interventions, etc.		Teachers, AIS Teachers, Related Service Providers, Indigenous Liaison	
On Going	Parent Communication: phone calls, informal conferences, emails, communication apps, letters/notes to communicate student performance and progress	9-12	Classroom Teachers, Administrators, student support personnel, Indigenous Liaison	1, 2, 3, 4
Fall/Winter	Parent/Teacher Conferences	9-12	Classroom teachers, AIS teachers, specials areas teachers, special ed teachers, related service providers, administrators, psychologist, social worker, counselor, Indigenous Liaison	1, 2, 3, 4
On Going	Referrals to outside services (i.e. mental health counseling, parent support groups, care coordination agencies, etc.)	9-12	Counselor, psychologist, social worker, Indigenous Liaison	1, 2, 3, 4
Fall	12th grade Senior Info in SS class	12	School Counselor	4
On Going	ACCES-VR Applications/Meetings	11-12	School Psychologist	4
Fall	Red Ribbon Week	9-12	School Counselor, Administration, Teachers, Support Staff	
Fall/Winter	Process College Applications	12	School Counselors	4
On Going	Letters of Recommendation	11-12	School Counselors	4
On Going	Scholarships	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	Individual Freshman Meetings	9	School Counselors	1, 2, 3, 4
Winter	January Regents Exams and updates (Exams canceled updates still took place)	9-12	School Counselors	2
Spring	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	Individual Sophomore Meetings	10	School Counselors	1, 2, 3, 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	9-12	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
Spring	June 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
On Going	Website updates	12	Counseling office	1, 2, 3, 4
On Going	Bulletin board updates & employment opportunities	9-12	Counseling office	4
Summer	Credit Recovery Registration	9-12	School Counselors and Administration	2
Summer	August Regents Exams	9-12	Counseling office	2

# 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/Family 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.
- **Faculty & Staff Consultation:** working with teachers and other faculty members to address the needs of students; participating with district committees and in-service programs.
- **Family 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.

