



Cheektowaga-Sloan UFSD

Comprehensive School Counseling Plan, K-12
2024-2025

Description of Cheektowaga-Sloan Union Free School District

The Cheektowaga-Sloan Schools border the City of Buffalo and are located in the southwest corner of the Town of Cheektowaga. The District encompasses the Village of Sloan, a portion of South Cheektowaga, and a portion of the Town of West Seneca. The District maintains four schools, John F. Kennedy High School (9-12), John F. Kennedy Middle School (6-8), Theodore Roosevelt Elementary (Pre-K–2), and Woodrow Wilson Elementary (3-5), serving a student population of approximately 1,258. The District employs a professional staff of 140 and a support staff of 87.

Board of Education Vision & Mission Statement

The Cheektowaga-Sloan Union Free School District provides our students and community with the necessary technology needed to learn 21st Century skills. The district maintains a strong collaborative relationship with Erie 1 BOCES, who helps manage our technology services in order to have the most robust and cutting edge forms of technology. Students have access to Smart Boards, iPads, student computers, laptop carts and software that enhances the learning process. Students engage in research, the creation of projects, and other activities that will help them become 21st Century learners.

Cheektowaga-Sloan's vision focuses on *Educating the Whole Child* by supporting students' academic, social and emotional growth—respecting and appreciating that all students are worthy of intellectual respect, that the life and mind of each child is precious, that together, we achieve more, and that differences should be valued and appreciated.

Our District Vision includes the following:

- All Faculty & Staff in the CSUFSD Community will promote and model a positive, respectful, accepting and supportive learning environment PreK-12 that mirrors the Franklin Covey/7 Habits/Leader in Me empowerment and leadership philosophy to encourage good citizenship in our community.
- Maintaining a learning environment that supports all academic areas as well as art, music, library, physical education and extra-curricular activities so that the unique talents of all students are emphasized and celebrated.
- Utilizing our two Academic Learning Centers (ALCs) as resources to help all learners reach their highest potential—from striving learners to those who require challenging experiences.
- Recognizing that literacy skills must be taught in PreK and strengthened each year through the Lucy Calkins Reading Workshop Model in K-5, and then further developed in middle and high school through continued emphasis on skill

development in both reading and writing with a focus on exposing students to varied authentic literature and real-life writing experiences.

- Developing strong mathematical skills through consistent instruction using the Common Core Learning Standards, real life applications & critical thinking skills, and then expand those math skills through exposure to Regents, Honors and AP mathematics coursework.
- Engaging students in Science, Technology, Engineering & Mathematics (STEM) opportunities K-12 so that they are best prepared for a 21st Century workforce beyond high school by reviewing and improving our existing technology programs.

Program Development & Maintenance Planning:

The members of the team are the advisory council for the Comprehensive Counseling Program. All members contribute to the student support team in a variety of different ways. The advisory council would also include the District administrators, School Principals and other members as appropriate. The committee is charged with reviewing the Comprehensive Counseling Plan, K-12 on an annual basis and presenting the plan to the Cheektowaga-Sloan Union Free School Districts Board of Education.

Committee Members:

- Janelle Finn, Assistant Superintendent
- Jessica Emmerling, Director of Special Education & Student Services
- Erin Stillman, JFK MS Counselor
- Katherine Palmiter, JFK HS Counselor
- Alexis Cacciatore, JFK HS Counselor
- Jessica Stiglmeier, JFK HS Social Worker
- Heidi Kildal, TR Social Worker
- Alyssa Ernst, WW Social Worker
- Jennifer Meyers, JFK MS Social Worker
- Helena Destro, District School Psychologist
- Hannah Smith, District School Psychologist
- Rebecca Zagrabski, JFK HS Student Support Specialist

Introduction and Rationale:

The Cheektowaga-Sloan Union Free School District Comprehensive School Counseling Plan, K-12, is anchored in the core philosophies of the District of *Educating the Whole Child*. The plan is designed to support every student so he/she will be able to meet the needs of the 21st century in three specific domains: *academic, career, and personal/social* with an emphasis on academic success for all. It is an integral component of the school's academic mission.

Comprehensive school counseling programs are a collaborative effort between the school counselor, families and other educators to create an environment promoting student achievement. This ensures equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

The American School Counselor Association (ASCA) National Model outlines the components of a school counseling program created to have a significant positive impact on student achievement, attendance and discipline. The ASCA National Model guides school counselors in the development of school counseling programs that:

- Are based on data-informed decision making
- Are delivered to all students systematically
- Include a developmentally appropriate curriculum focused on the mindsets and behavior all students need for postsecondary readiness and success
- Close achievement and opportunity gaps

The Comprehensive School Counseling Plan, K-12 outlines the program services in a preventative manner. Such services are delivered by our school counselors and additionally by our student support team (psychologists, social workers). They serve as leaders to support our students, families, teachers, administrators, with the goal of providing students with support to maximize student learning. They work with all families on behalf of the children both in school and as liaisons to community based resources and agencies. The Comprehensive Counseling Plan will continue to adapt with our student population, educational changes and data based results with the goal to support student learning and student success.

The Benefits of a School Counseling Program

The American School Counselors Association has identified benefits of a School Counseling Program for a variety of stakeholders. Such benefits are noted below:

Benefits for Students:

- Ensures every student receives the benefit of the School Counseling program by designing content curriculum for every student
- Monitors data to facilitate student improvement
- Provides strategies for closing the achievement gap because some students need more.
- Promotes a rigorous academic curriculum for every student
- Ensures equitable access to educational opportunities
- Fosters advocacy for students
- Supports development of skills to increase student success

Benefits for Parents or Guardians:

- Provides support in advocating for their children's academic career and personal-social development
- Supports partnerships in their children's learning and career planning
- Ensures academic planning for every student
- Ensures access to school and community resources
- Provides training and informational workshops
- Connects to community and school based services
- Provides data for continuous information on student progress
- Ensures every student receives the content of the School Counseling curriculum
- Promotes a philosophy that some students need more and seeks to ensure they receive it
- Helps parents/guardians understand their children's progress in school

Benefits for Teachers:

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Increases collaboration with School Counselors and teachers
- Supports development of classroom management skills
- Provides a system for co-facilitation of classroom lessons
- Supports the learning environment
- Promotes teaming to increase student achievement
- Analyzes data to improve school climate and student achievement

Benefits for Administrators:

- Aligns the School Counseling program with the school's academic mission
- Provides a School Counseling program promoting student success
- Monitors data for school improvement
- Provides a system for managing a School Counseling program
- Articulates a process for evaluating a School Counseling program
- Uses data to jointly develop School Counseling goals and School Counselor responsibilities
- Provides useful data for potential funding sources
- Provides a proactive School Counseling curriculum addressing the students' needs and enhancing school climate

Benefits for the Entire Educational Team:

- Planning small group and classroom activities to meet specific needs of students.
- Gathering and sharing resources.
- Observing students in the classroom or in school activities.
- Conferencing with parents or guardians.
- Reviewing student records and discussing their implications with the teachers and/or parents.
- Coordinating staff efforts to work with individual students.
- Promoting a positive school climate.
- Explaining the academic program K-12.
- Assisting in crisis preparedness and management

Benefits for the Community:

- All students in the entire school system are served.
- A clearly defined curriculum provides information about the program to the community.
- Business, industry, and labor can participate actively in the program.
- A potential work force is provided with decision-making skills and pre-employment skills.

(Adapted from the Missouri Comprehensive Guidance Program, Missouri State Department of Education, 2017)

Program Delivery:

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program. They work to maximize student success and equity. School counselors are vital members of the school community. They help students: apply academic achievement strategies; manage emotions and apply interpersonal skills; and assist students to plan for post secondary options (higher education, military, work force).

School counselors create school counseling programs based on three sets of standards that define the profession:

- Student Standards- ASCA Mindset & Behaviors for Student Success: K-12
College-and-Career-Readiness for Every Student (Appendix XX)
- ASCA Ethical Standards for School Counselors (Appendix XX)
- ASCA School Counselor Professional Standards and Competencies (Appendix XX)

School counseling programs must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

School counselors deliver developmentally appropriate activities and services to students through: Direct Student Services, Indirect Student Services, Individual Student Planning, Responsive Supports, and District (System) Support.

1. ***Direct Student Services:*** Direct services are in-person (or virtual) interactions between school counselors and students and include the following:
 - Instruction
 - Appraisal and Advisement
 - Counseling

At Cheektowaga-Sloan, the school counselor works directly with students in individual and group counseling sessions as well as in classroom lessons so students may:

- Adjust to a new school.
- Be successful in school.
- Establish effective study skills.
- Develop positive feelings about work, family and society.
- Build positive feelings towards self and others.
- Develop skills in interacting and communicating with others.
- Cope with change in themselves and their surroundings.
- Identify and accept their own and others' strengths and weaknesses.
- Recognize the causes and effects of their actions.

- Become responsible for their behavior.
 - Receive crisis intervention when necessary.
2. **Indirect Student Services:** Indirect services are provided on behalf of students and include:
- Consultation
 - Collaboration
 - Referrals

A few examples of indirect services:

- Referrals and Consultation-school counselors (and other student support personnel) provide families/guardians of students with a variety of resources to better serve students. Such resources include social-emotional supports including but not limited to community based counseling agencies, financial resources including but not limited to food pantry, social services supports, and any other community based agencies that can provide additional care as needed. The District's Family Support Center also provides resources and referrals to District families and students.
 - Extracurricular Activities- school counselors collaborate with other school staff to implement and support students' participation in extracurricular activities. This is done through conversations and contact with students who may be interested in such activities.
3. **Individual Student Planning:** Counselors (and other student support personnel) monitor students' progress so they may achieve success in academic, personal/social, and career areas. Some ways in which this may be accomplished are through:
- Individual or Small Group Session- school counselors (and other student support personnel) work with students in analyzing and evaluating their skills, interests, and achievement to appropriately support students success through school
 - Individual and Small Group Advisement- work directly with students on creating a plan for academic classes, career development, and social-emotional success.
 - Case Management- work directly to monitor individual student's progress. This is also accomplished through the Child Study Team/Instructional Support Team Process.
 - Placement- work collaboratively with school staff to determine the best educational setting, academic classes, career and technical programming, etc. for students to meet their academic, career, and social-emotional success.
 - Career Plans- school counselors (and other student support personnel) work with classroom teachers K-5 to create career plans for all students. Counselors complete career plans for all students in grades 6-12.
4. **Responsive Services:** Support services provided directly to students. Supportive interventions provided to best meet the needs of students in a specific situation for a given need, in a given moment and can be ongoing in nature. This can occur during school as well as through the District's Family Support Center.

- *Individual and/or Small Group Counseling-* school counselors (and other student support personnel) provide counseling for students experiencing social, emotional, personal, and/or academic difficulties. This can be provided as needed or on a regular schedule.

- *Crisis Counseling-* school counselors (and other student support personnel) provide short term crisis counseling for students experiencing social, emotional, personal, and/or academic difficulties as an immediate intervention to a crisis.

5. **District (System) Support:**

- Collaboration- school counselors (and other student support personnel) participate in district-wide and building committees, including the Child Study Team/Instructional Support Team.
- Professional Development-school school counselors (and other student support personnel) participate in district-wide and building committees.

To achieve the best results for students, school counselors regularly assess their program to:

- Determine its effectiveness in helping all students succeed
- Inform improvements to their school counseling program design and delivery
- Show how students are different as a result of the school counseling program.

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator.

Program Description:

Cheektowaga-Sloan UFSD School Counseling Plan Goals, K-12

The Comprehensive School Counseling Program goals are noted below:

DISTRICT OBJECTIVES, K-12:

District Objectives were developed to encompass all components and purposes of the counseling program at Cheektowaga-Sloan Union Free School District. The goals were developed at each grade level to ensure that all District objectives are met. Lastly, the activities listed are how the counseling department is meeting the District Objective. The objectives, goals and activities are related to No Child Left Behind, the Safe Schools Against Violence Legislation, the New York State Learning Standards, and the American School Counselors Association's National Standards for School Counseling Programs.

- To engage parents' involvement in their children's academic, personal/social and career well-being.
- To inform parents and guardians of student progress and involve them in their child's education and social emotional needs
- To provide consultation services to teachers, student support personnel, parents, and administration in understanding and meeting the individual needs of students
- To maintain a working relationship with all agencies involved with youth
- Provide counseling assistance to enable students to benefit from the curriculum, grades K-12.
- Conduct a self-assessment review of the K-12 School Counseling Plan and Program, grades K-12 to refine the plan to ensure that the services available to all students are meeting the needs of the students, families, and District.
- To provide effective communication to the school community and the community at large.
- To address the needs of students to help all students access their education while removing the barriers to learning.

ACADEMIC DOMAIN:

DEFINE: Classroom, group and closing-the-gap interventions that remove systemic barriers to ensure all students have opportunity to develop academic goals reflecting their abilities and academic interests and can access appropriate coursework and experiences.

PERSONAL/SOCIAL DOMAIN

DEFINE: Help students manage emotions and learn and apply interpersonal skills. Students should demonstrate an ability to socially and emotionally practice healthy behaviors and behave respectfully when working with others from diverse backgrounds.

CAREER DOMAIN:

DEFINE: Each student, regardless of background, possesses unique interests, abilities and goals, which will lead to future opportunities. Collaborating with students, families, educational staff and the community, the school counselor works to ensure all students select a postsecondary path to productive citizenry (e.g. military, career technical certificate or two-/four-year degree program) appropriate for the student.

Program Activities:

Middle School 6-8						
*Program Activity or Service	Program Objective	When	Student Focus/ Grade Level	Staff & Resources	Domain (Academic, Career, SEL)	ASCA Standards
6th Grade Orientation	Incoming 6th graders visit Middle School to get familiar with teachers, policies and layout	Fall	6	School Counselor, Administrator, 6th Grade Team	Academic	B-SS 3 B-LS 6
6th Grade Classroom Visits	Visit classrooms to inform of school counselors role in their education	Fall	6	School Counselor	SEL/ Academic	B-SS
Middle to High School Transition Lesson	Students will understand high school graduation requirements and choose electives for high school	Winter/ Spring	8	School Counselor	Academic	M-6
BOCES Career Programs/ Middle Teach	Review and advise students regarding the programs available through BOCES and the application process; Presentation	Winter	8	School Counselors	Career/ Academic	B-SS 9 B-LS 7
BOCES Career Programs/ Taste of Tech	Review and advise students regarding the programs available through BOCES and the application process; Field trip to explore careers and BOCES	Winter	8	School Counselors	Career/ Academic	M6
End of Year Academic Failure Letters	Parents will be notified of student's academic progress and possible retention	Spring	6-8	School Counselors	Academic	B-SMS 1
Planning of Opening Week & School Wide Activities and assemblies	Help coordinate activities to help build leadership, citizenship, school culture and morale	Spring	6-8	School Counselor, Administrator, Grade Level Teams, Lighthouse team, Teachers	Academics / SEL	B-SS 2

Minute Meetings	progress monitoring to develop relationship and assess individual growth and needs	Ongoing	6-8	School Counselor	SEL	B-SS 3
7 Habits of Highly Effective Students	School wide initiative to build leadership skills	Ongoing	6-8	School Counselor, Teachers, Administrators, Social Worker	SEL	B-SMS 1
Compeer	Mentoring program for at-risk students	2022-2024	6-8	School Counselor, Teachers, Administrators, Social Worker	SEL	B-LS-7
Career Presentations	School Counselor, Teacher, Outside Community Resources	Ongoing	6-8	School Counselor, Teacher, Outside Community Resources	Career	M6
Small Group Counseling	Small group counseling to address attendance, academic, behavioral and adjustment problems	Ongoing	6-8	School Counselor/Social Worker	SEL	B-SS 3-6
Individual Meetings with At-Risk Academic Students	Meet with students who have met with academic failure at time of progress report.	Ongoing	6-8	School Counselor	Academic	M5
FBA/BIP/FSC Referrals	Plans will be put in place to assist students with their day to day interactions in the classroom and the building	Ongoing	6-8	School Psychologist, School Counselor, Social Workers	SEL	B-SMS-6
Grade Team Meetings	To meet with all teachers within a grade level to discuss curriculum, programming and students	Ongoing	6-8	School Counselor, Social Workers, Administrators, Teachers	Academic	B-SS-6

Building Level Team Meetings	To discuss programming and needs of At-Risk Students	Ongoing	6-8	School Counselor, Social Workers, Administrators, Teachers	Academic/SEL	
Building Level Attendance Committee	To discuss student's whose attendance might be hindering their academic capabilities	Ongoing	6-8	School Counselor, Social Workers, School Nurse, Administrators, Teachers	Academic/SEL	
Child Study Meetings	To discuss students who are struggling academically and/or emotionally and develop strategies and plans to assist them	Ongoing	6-8	School Counselor, Social Workers, School Psychologist, School Nurse, Administrators, Teachers	Academic/SEL	
High School						
*Program Activity or Service	Program Objective	When	Student Focus/ Grade Level	Staff & Resources	Domain (Academic, Career, SEL)	ASCA Standards
Freshman/ New Student Orientation	Students and parents will be introduced to the counseling department and informed of policies	Fall	9th grade; new students; parents	Principal, School Counselors, Athletic Director, SRO	Academic	B-SMS 10
Individual post-secondary planning meeting	Review academic transcript, graduation progress, plans for after graduation, college applications, financial aid, scholarships, college visits, letters of recommendation, etc.	Fall	12	School Counselors	Career	B-LS 7 S-SMS 5 B-SMS 10 B-SS 3

Senior Planning Lesson	LESSON: Students will understand graduation requirements, timeline for college and career options	Fall	12	School Counselors	Career	B-LS 3 B-LS 7 B-SS 3
Junior PSAT Pre-administration	TESTING: Students will complete the PSAT digital readiness check	Fall	11	School Counselors	Career/ Academic	
PSAT Administration	TESTING: All juniors take the PSAT exam	Fall	11	School Counselors	Career/ Academic	B-LS 8
Coordinate ASVAB Career Exploration	TESTING: Juniors who request to take the ASVAB Career Exploration exam	Fall	11 (12th grade retakes)	School Counselors; ASVAB Personnel	Career	B-LS 7 B-SMS 5
FAFSA Forms Workshop	Seniors will be able to complete their Financial Aid application for furthering their education	Fall	12	School Counselors; Financial Aid Representatives	Academic/ Career	B-SMS 1 B-SMS 5
WNY College Fair	COLLEGE: Representatives from local WNY colleges visit the school to meet with students	Fall	11-12	School Counselors	Career	B-LS 1 B-LS 7 B-LS 9
PSAT Score Interpretation	As needed: students will understand how to read their PSAT results and create their College Board account for further college/career planning	Winter	11	School Counselor	Career/ Academic	B-SMS 5 B-SMS 6
ASVAB Score Interpretation	As needed: Students will understand how to read their ASVAB results and take a career interest inventory	Winter	11 (12th grade retakes)	School Counselors; ASVAB Personnel	Career	B-SMS 6 B-LS 9
Community College Instant Admission	ADMINISTRATIVE: Facilitate the instant admissions for local community colleges	Winter	12	School Counselor	Career	B-SMS 1 B-LS 7
National College Fair	COLLEGE: Organize and chaperone student field trip to the National College Fair. Students can meet with representatives from prospective colleges/universities from all 200+ schools around the globe	Winter	10-11	School Counselors	Career/ Academic	B-LS 1 B-LS 7 B-SS 9

Junior Career Readiness Lesson	LESSON: Students will be introduced to various career options and college entrance exam opportunities	Spring	11	School Counselors	Career	B-LS 1 B-LS 7 B-SMS 4
AP Administration	TESTING: Administer the AP Examinations	Spring	10, 11 & 12	School Counselors/ Assistant Principal	Academic	B-SMS 5
Class Day Awards	Assembly to award seniors local scholarships specific to the Cheektowaga Sloan School District	Spring	12	School Counselors/ Admin/ Teachers	/ SEL	B-SMS 4 B- SS9
Diploma Verification	ADMINISTRATIVE: verify each graduating student's diploma type and endorsements/ seals	Spring	12	School Counselors	Academic	
College Visits	COLLEGE: Facilitate the visit of colleges to the school to meet with prospective students	Ongoing	10-12	School Counselors	Academic/ Career	B-LS 7 B-LS 9 B-SMS 5
Scholarships	COLLEGE: Update and announce scholarship opportunities available to students	Ongoing	11-12	School Counselors	Academic/ Career	

Middle and High School

*Program Activity or Service	Program Objective	When	Student Focus/ Grade Level	Staff & Resources	Domain (Academic, Career, SEL)	ASCA Standards
Open House	Introduce, meet with parents to help them get orientated with the school counseling program	Fall	6-12	School Counselor, Administrator, Teachers	Academic	B-SS 3
Transition Meetings	Grade level end of year transition meetings	Spring	6-12	School Counselors/ Admin	Academic/ SEL	B-SMS 6,10
Annual Review of School Counseling Plan	Evaluate strengths of program, areas for growth, short/long range goals for improvement	Spring	6-12	School Counselors	Academic/ Career/ SEL	
Individual annual progress review	Students will understand their educational progress, current grades, and how that relates to their career goals	Ongoing	6-12	School Counselors; Career Zone;	Academic/ Career/ SEL	M1 M5 M6

				Bridges; Career Plan		
Special Education Meetings for IEP and 504 students	Committee on Special Education Meetings, annual reviews and transition services for IEP and 504 students	Ongoing	6-12	School Counselor, School Psychologist, Social Workers, Administrators, Teachers	Academic	
District Communication	Maintain an updated website and contribute to school based and district newsletters	Ongoing	6-12	School Counselors	Academic	
Referrals and Collaboration with agencies	Family Solutions Center, PINS, CPS, Spectrum CARES, Crisis Services, ACCESS-VR	Ongoing	6-12	School Counselors/ Social Workers/ School Psych	Academic/ SEL/ Career	
Collaboration and communication with HSCA-WNY and Cheektowaga Consortium	ADMINISTRATIVE: Maintain professional development	Ongoing	6-12	School Counselors		
Google Classroom	Maintain communication to students and parents regarding pertinent department information	Ongoing	6-12	School Counselors		
Attendance Review	Discuss students with attendance concerns and strategize and implement interventions with students, families, and outside agencies	Ongoing	6-12	School Counselors; Social Workers, Nurse; Administration	Academic/ SEL	
Crisis Counseling	To assist students who are in crisis by providing them a safe, calming environment	Ongoing	6-12	School Counselor, Social Workers, School	SEL	

				Psychologist		
New Student Coordination	New Student record review, placement, provide students and parents who are new to the district with information about their child's education program, Coordinate tour and student mentor/leader to assist student	Ongoing	6-12	School Counselors	Academic/SEL	
AIS/RTI Scheduling	Assist in the coordination and scheduling of AIS/RTI Workshops	Ongoing	6-12	School Counselor, IST Team, Administrator	Academic	
Parent Conferences	Coordinate student/teacher/family conferences to monitor/address academic or social/emotional progress	Ongoing	6-12	School Counselor, Teachers, Administrators	Academic/SEL	
Career Counseling	Provide opportunities for students to begin career exploration, conceptualize high school and college plans/goals, and directly teaching daily living skills through individual, small group or classroom activities	Ongoing	6-12	School Counselors/Teachers	Career	M6
Individual Counseling	Addressing attendance, academic, behavioral and adjustment problems	Ongoing	6-12	School Counselor, Social Workers, School Psychologist	Academic/SEL	M4 M5 M6
Conflict Resolution	Students will learn how to work out peer conflict in a safe environment.	Ongoing	6-12	School Counselor, Social Workers, Principal, ISS Teacher	SEL	B-SS2 B-SS 1 B-SS-4
DASA	The DASA coordinator reports and documents incidences of bullying and harassment, provides	Ongoing	6-12	School Counselor/Social Workers	SEL	B SS 9 B-SS 2

	classroom lessons and provide families with DASA information					
IEP/504 Counseling as required	Provide counseling support for Special Education students as required on IEP	Ongoing	6-12	School Counselors/ Social Workers	SEL	B-LS 7
Academic Scheduling	Oversee process of course selection, Honors placement, Facilitate schedule conflicts, teacher requests, adjust for course failures, and AIS needs	Ongoing	6-12	School Counselors/ Admin/ Faculty	Academic/ Career	B LS-7 B LS 10
Advisement-Kennedy Crew	Dedicated time in day for relationship building	Daily	6-12	Faculty and Staff, Counselors, Social Workers	SEL	B SS 2
K-5						
*Program Activity or Service	Program Objective	When	Student Focus/ Grade Level	Staff & Resources	Domain (Academic, Career, SEL)	ASCA Standards
IEP Counseling	Skills teaching to facilitate improved social/emotional/behavioral functioning	Varies according to IEP – group or individual intervention	K-5	Social Worker	SEL	M1 M2
Individual Counseling (non-IEP)	Skills teaching to facilitate improved social/emotional/behavioral functioning; supportive counseling	Weekly, biweekly, or monthly depending on need	K-5	Social Worker	SEL	M1 M2
Group Counseling (non-IEP)	Skills teaching to facilitate improved social/emotional/behavioral functioning;	Weekly or bi weekly group counseling	K-5	Social Worker	SEL	M1, 2 B-SS 6
Coping Skills Group	Skills teaching to facilitate improved social/emotional/behavioral functioning;	Weekly group counseling for	K-5	Social Worker	SEL	B-SMS 7

		limited time (6-10 weeks)				
Parent Counseling/ Consultation	Supportive counseling to improve family functioning; promote positive development; outreach to promote parent engagement; home visits	Ongoing	K-5	Social Worker	SEL	
Classroom-Based Interventions	To promote a positive classroom environment	As needed; 1x or more as determine by principal, Teacher, and Social Worker	K-5	Social Worker	SEL/ Academic	M1 M3
DASA	Bullying prevention/inclusiveness Plan/Design Bully Prevention Lessons	As needed; 1x or more as determine by principal, Teacher, and Social Worker	K-5	Social Worker develops and distributes lessons, teachers implement lessons Social Worker, FSC Team, Principal, Teachers and Staff	SEL	B-SS 2 B-SS 4 B-SS 8
K - 12						
*Program Activity or Service	Program Objective	When	Student Focus/ Grade Level	Staff & Resources	Domain (Academic, Career, SEL)	ASCA Standards
Family Counseling/ Family	Solution focused counseling and intervention to improve family functioning and	Ongoing - As determine	K - 12	All district Social Workers,	SEL	

Solutions Center	promote positive development; individual, family, and couples counseling	d with parents		Graduate Student Team, district Consultant		
Service Coordination	To support family/individual functioning	Ongoing	K - 12	Social Worker	SEL	
Resource and Referral	To support family/individual functioning	Ongoing - As Needed	K - 12	Social Worker	SEL	
Leader in Me Program	To teach and support positive habits, behavior, performance	Daily in classrooms and throughout building Specific lessons on the habits during SSR	K-8	Lighthouse Team, Teachers, Support Staff	SEL	M1, 2
Restorative Practices	Practice to enhance relationships for all	Daily	K-12	Faculty and Staff, Counselors, Social Workers, Psychologists	SEL	M1, 2 B-SS 8 B-SS 10

School Counseling Curriculum:

The School Counseling Curriculum presents structured developmental experiences designed to address academic, career and personal/social needs of students K through 12. The curriculum is delivered through:

- **Classroom activities:** school counselors present lessons in the classroom setting.
- **Group activities:** school counselors may also conduct large group activities to address students' particular needs.
- **Interdisciplinary activities:** school counselors participate in teams to develop curriculum across content areas.

School Counseling Program Activities and Services

This plan provides developmental activities that address every student in a variety of ways with the goal to support his/her academic, career, and social-emotional success. This is accomplished

through: Direct Student Services, Individual Student Planning, Responsive Supports, Indirect Student Services and System Support.

Direct Student Services: Support services provided directing to students

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. Some ways in which this may be accomplished are through

- Classroom Activities- school counselors (and other student support personnel) share classroom lessons to groups of students in various classroom, grades K-12
- Group Activities-school counselors (and other student support personnel) conduct group activities outside the classroom to address a student or students' particular needs

Individual Student Planning: Counselors (and other student support personnel) monitor students' progress so they may achieve success in academic, personal/social, and career areas. Some ways in which this may be accomplished are through:

- Individual or Small Group Session- school counselors (and other student support personnel) work with students in analyzing and evaluating their skills, interests, and achievement to appropriately support students success through school
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- Career Plans- school counselors (and other student support personnel) work with classroom teachers K-5 to create career plans for all students. Counselors complete career plans for all students in grades 6-12.

Responsive Services: Support services provided directly to students. Supportive interventions provided to best meet the needs of students in a specific situation for a given need, in a given moment and can be ongoing in nature. This can occur during school as well as through the District's Family Support Center.

- Individual and/or Small Group Counseling- school counselors (and other student support personnel) provide counseling for students experiencing social, emotional, personal, and/or academic difficulties. This can be provided as needed or on a regular schedule.
- Crisis Counseling- school counselors (and other student support personnel) provide short term crisis counseling for students experiencing social, emotional, personal, and/or academic difficulties as an immediate intervention to a crisis.

Indirect Student Services: Support services provided on behalf of the student to the student's educational team and/or students' families/guardians.

- Referrals and Consultation-school counselors (and other student support personnel) provide families/guardians of students with a variety of resources to better

serve students. Such resources include social-emotional supports including but not limited to community based counseling agencies, financial resources including but not limited to food pantry, social services supports, and any other community based agencies that can provide additional care as needed. The District's Family Support Center also provides resources and referrals to District families and students.

- Extracurricular Activities- school counselors collaborate with other school staff to implement and support students' participation in extracurricular activities. This is done through conversations and contact with students who may be interested in such activities.

District (System) Support:

- Collaboration- school counselors (and other student support personnel) participate in district-wide and building committees, including the Child Study Team/Instructional Support Team.
- Professional Development-school school counselors (and other student support personnel) participate in district-wide and building committees.

Evaluation methods:

An annual program audit as an informal self-assessment will be conducted and reviewed by the School Counseling Plan Development Committee including school and District administration. This review will be conducted to appraise the quality and progress of the program. Analyses of these findings will be used to identify strengths and areas of improvement. The Cheektowaga-Sloan UFSD Comprehensive Counseling Plan, K-12 is designed to support *all students* achieve success.

Analyses of these findings will be shared with appropriate stakeholders, including school and District administrators to identify strengths and areas of improvement.

Professional Development Planning:

Professional Development-school counselors (and other student support personnel) participate in district-wide and building committees.

Professional Development: counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant coursework.

a) Attending school and district meetings and in-service programs. b) Participating in local, state, and national professional associations.

Engage in professional development and personal growth throughout their careers. Professional development includes attendance at state and national conferences and reading journal articles.

School counselors regularly attend training on school counselors' current legal and ethical responsibilities. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence.

Data analysis of program results:

Accountability

1) Program Results

a) Feedback drives all improvement. Therefore, the Comprehensive School Counseling Plan will utilize data as a measure to determine yearly progress and quality of the program. Analyses of these findings will be shared with appropriate stakeholders, including school and District administrators to identify strengths and areas of improvement. The following types of data will be utilized:

■ Process Data:

- What did you do for whom?
 - Examples of data that may be included:
 - Number of students participating in counseling
 - Number of counseling groups conducted
 - Types of prevention programs conducted
 - Parent programs provided
- **Perception Data:** What do people think they know, believe or can do?
 - Examples of data that may be included:
 - Percent of students in grades 5-12 who have completed an academic plan
 - Percent of students who have completed an interest inventory
 - Percent of students/families who report positive relationships with staff at school
- **Results Data:** Indication of results data toward the desired result
 - Graduation Rates-trend data
 - Attendance Patterns
 - Discipline Referrals

Sharing of Results

Analyses of these findings will be shared with appropriate stakeholders, including school and District administrators to identify strengths and areas of improvement.

Evaluation and Improvement

An annual program audit as an informal self-assessment will be conducted and reviewed by the School Counseling Plan Development Committee including school and District administration. This review will be conducted to appraise the quality and progress of the program. Analyses of these findings will be used to identify strengths and areas of improvement. The Cheektowaga-Sloan UFSD Comprehensive Counseling Plan, K-12 is designed to support *all students* achieve success.

Closing the gap analysis

Closing the gap in student performance is at the heart and center to impact systemic change.

Use of Data: A school counseling program is data-driven. The use of data to effect change within the school system is integral to ensuring that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from a careful analysis of students' needs, achievement and related data. **Student Monitoring:** Monitoring students' progress ensures all students receive what they need to achieve success in school. It entails monitoring student achievement data, achievement-related data, and standards -and competency-related data. Collection, analysis and interpretation of student achievement data may be systemic by district or specific to school site, grade, class or individual.

Closing the Gap: The use of data will drive the program. The needs surface when disaggregated data are analyzed for every student. Data is necessary to determine where the school counseling program is now, where it should be and where it is going to go. Needs are identified discrepancies between the desired results and the results currently being achieved (also referred to as the gap.)

Assessment of Resources

ACCOUNTABILITY To demonstrate the effectiveness of the school counseling program in measurable terms, professional school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. Professional school counselors use data to show the impact of school counseling programs on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated on basic standards of practice expected of professional school counselors implementing a comprehensive school counseling program. ASCA National Model 2016

An annual program audit through the use of a self-assessment tool will be conducted on a yearly basis to determine the overall effectiveness of the resources being utilized via the counseling plan. Analyses of these findings will be used to identify strengths and areas of improvement

Appendices

- [Print off and include three sets of standards](#)
- [ASCA Mindsets and Behaviors](#)
- [ASCA Ethical Standards](#)
- [ASCA School Counselor Professional Standards and Competencies](#)

The NYS Education Department outlines the Regulations related to the Guidance Programs in our schools within our State. Those regulations are noted below.

NYS Education Department Commissioner's Regulations Part 100.2 (j) Guidance Programs

1. Public schools. Each school district shall have a guidance program for all students.
 - i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
 - ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

- d. the services of personnel certified or licensed as school counselors.
- iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.