

Kenmore-Tonawanda
Union Free School District



Comprehensive K-12 School Counseling Plan 2016-2017

Kenmore-Tonawanda Union Free School District



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Message from the Superintendent of Schools

School counselors play a vital role in our schools. A comprehensive K-12 counseling program is an integral part of the educational environment, supporting student academic success, social-emotional development, and college and career planning. This document provides the framework for the comprehensive K-12 counseling program in the Kenmore-Town of Tonawanda Union Free School District in order to support student success in all of our schools.

The School Counseling Advisory Committee worked very hard over the past 18 months to complete this plan while also eliciting feedback from current and former students, as well as parents. This new plan represents a revision to the 2010 Comprehensive School Counseling Plan (CSCP, 2017). The work of the Advisory Committee was triggered in part by changes to New York State Education Department regulations. There are now new requirements and specifications for all school districts in New York State, and our plan outlines a comprehensive district-wide school counseling program in the Kenmore-Town of Tonawanda UFSD that is data-driven, research- and standards-based, and follows the National Model developed by the American School Counselor Association (ASCA).

Thank you to all committee members for their dedication to this important endeavor. I would also like to recognize the outstanding work that is being carried out every day in all of our schools by the professionals who make up the Kenmore-Town of Tonawanda UFSD Counseling Department. I am very grateful for all that you do to support our students' success.

Dawn Mirand
Superintendent of Schools

Core Values

**Passion for Excellence
Respect for All
Trust
Empathy
Integrity
Team Work**

Purpose

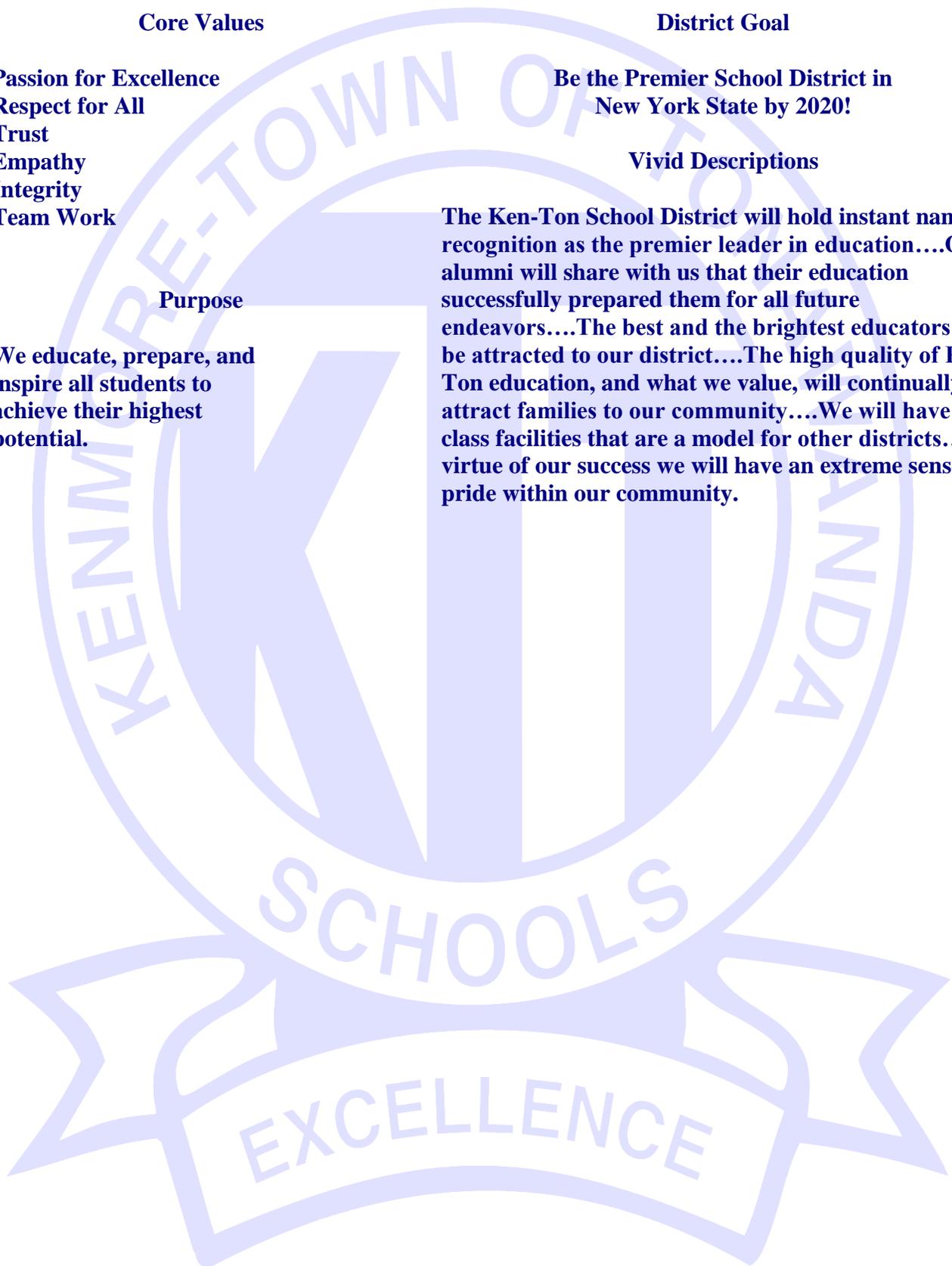
We educate, prepare, and inspire all students to achieve their highest potential.

District Goal

Be the Premier School District in New York State by 2020!

Vivid Descriptions

The Ken-Ton School District will hold instant name recognition as the premier leader in education....Our alumni will share with us that their education successfully prepared them for all future endeavors....The best and the brightest educators will be attracted to our district....The high quality of Ken-Ton education, and what we value, will continually attract families to our community....We will have first class facilities that are a model for other districts....By virtue of our success we will have an extreme sense of pride within our community.





Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Advisory Committee for 2010

The Kenmore-Tonawanda Union Free School District School Counseling Department wishes to acknowledge the School Counseling Advisory Committee for their enthusiasm and diligence in the development of this Comprehensive K-12 School Counseling Program. We thank them for their dedication and commitment to the Department, students and families of the District.

The Department also wishes to thank the Superintendent and the Board of Education for their support throughout the development of the Comprehensive K-12 School Counseling Program. The completion and quality of this plan is due in no small part to the time and resources sanctioned by the Superintendent and Board of Education.

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Advisory Committee for 2016

This Comprehensive K-12 School Counseling Program is the result of a collaborative effort among school counselors, administrators, parents, and Board of Education members.

The planning committee worked diligently over the course of the 2015-2016 school year to revise the Comprehensive School Counseling Program (CSCP). This program was revised based on research, state, and national standards. This is a working document and needs to be updated based on the identified needs of the students and school community. The profession of school counseling is ever changing and as a result the CSCP program will need to be revised in order to maintain the rigorous standards outlined by national and state standards.

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Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

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Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Introduction

**“The greatest good you can do for another is not just to share
your riches but to reveal to him his own”**

- Benjamin Disraeli

Professional school counselors play a significant role in improving student achievement and serve as student and systems advocates. They apply their professional training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, professional school counselors address academic development, career development and social/emotional development of students.

Through leadership, advocacy, collaboration and data analysis, professional school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, professional school counselors will promote, assess and implement this Comprehensive K-12 School Counseling Program.

Professional school counselors will use disaggregated data to drive program and activity development, which will enable them to meet the needs of all students and close the achievement gap. The school counseling program will be data driven and will be evaluated annually and modified based on results to ensure that every student achieves success.

Through the use of a data-driven/results-based and standards-based model, professional school counselors will follow the recommended practice of providing:

- Counseling
- Coordination
- Consultation
- Advocacy and Leadership
- Systemic Change

The Kenmore-Tonawanda UFSD School Counseling Department has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model and the expectations of the New York State Education Department.

We are proud to present the Kenmore-Tonawanda Comprehensive K-12 School Counseling Program.

New York State Education Department
Part 100 of the Commissioner's Regulations
School Counseling Programs
(Last updated October 2015)

Pursuant to Part 100 of the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

(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 school counseling program shall include the following activities and services:

a.) an annual review of each student's educational progress and career plans, with such reviews 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 the 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 educational 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 shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed 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. Such plan should 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; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan What is a School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the school counselor’s time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students from pre-kindergarten through grade 12 should know and understand in three domain areas: academic, career, and social/emotional with an emphasis on academic success for every student.

The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. Professional school counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the lifespan, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for Social/Emotional development is to provide a foundation for personal and social growth as the students’ progress through school and into their adult life. “Social/Emotional development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

A School Counseling Program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the educational program for student success
- Is implemented by a credentialed school counselor
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress

Adapted from The ASCA National Model: A Framework for School Counseling Program (2012).

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, professional school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and Social/Emotional development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and Social/Emotional development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between professional school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.

- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use professional school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.
- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes professional school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.

- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-Secondary Education

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, postsecondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to postsecondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's postsecondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Role of a Professional School Counselor

The school counselor's leadership is important to the successful implementation of the programs at the schools. In their leadership role, professional school counselors serve as change agents, collaborators and advocates. Through the use of data analysis, professional school counselors will work to improve student success and ensure educational equity for all students. They will collaborate with other professionals to influence systemic change and advocate for students by using strong communication, consultation and leadership skills.

Professional school counselors advocate for students' educational needs and work to ensure that these needs are addressed at every level of the school experience. They believe, support and promote every student's goals to achieve success in school. Through their leadership, advocacy, collaboration and counseling, professional school counselors reduce barriers so that students increase their opportunities for success.

Professional school counselors team with all stakeholders to develop and implement responsible educational programs that support the achievement for every student. They create effective working relationships among students, professionals and support staff, parent/guardians and community members. They are essential collaborative partners who enhance the educational opportunities of students and families.

Professional school counselors assess the school for systemic barriers to academic success. They use data to ensure equity and access to a rigorous curriculum, which will maximize post-secondary options.

The school counselor:

- Serves as a leader who is engaged in systems-wide change to provide academic and behavioral supports for the success of all students.
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. The school counselor works collaboratively with other stakeholders in making decisions about the school counseling program.
- Provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.
- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies.

- Professional school counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills work toward ensuring that every student will have access to a quality and equitable education.
- Adheres to ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. The counselor participates in professional associations and professional development opportunities, when available.

<p style="text-align: center;">The Practice of the Traditional School Counselor (Service Driven Model)</p>	<p style="text-align: center;">The Practice of the Transformed Professional School Counselor (Data-driven and standards-based model)</p>
Counseling	Counseling
Consultation	Consultation
Coordination of services	Coordination of services
	Leadership
	Systemic Change
	Advocacy
	Collaboration
	Managing resources
	Use of data
	Use of Technology

Adapted from the American School Counseling Association National Model (2012).

Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

Inappropriate Activities for School Counselors

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

New York State Certification Requirements for Professional School Counselors

The strategic goal of the Board of Regents is to provide New York State educational systems with certified, qualified and well trained professionals to serve all students. Professional school counselors in New York State must meet the following requirements:

Provisional certification:

- 1) A Baccalaureate Degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling: 30 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
- 4) Child Abuse Identification Workshop.
- 5) School Violence Prevention Workshop.
- 6) Fingerprinting Clearance.

Permanent certification:

- 1) Satisfaction of the above requirements.
- 2) Master's Degree.
- 3) Additional Graduate Work-30 additional semester hours in school counseling.
- 4) Experience: Two years in a pupil personnel service position in a public or approved independent elementary and or secondary school.
- 5) United States Citizenship

By 2021, changes will be implemented for requirements for obtaining a provisional and permanent K-12 Professional School Counselor certificate in New York State.

Adapted from the NYS Comprehensive Model for Comprehensive K-12 School Counseling Program (2012).



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Elements of a Comprehensive K-12 School Counseling Plan

In 2003, the American School Counselor Association (ASCA) published The ASCA National Model: A Framework for School Counseling Programs. This model has been researched and successfully implemented throughout the country. The model provides accountability and uniformity for the profession of school counseling. In more recent years the model has been revised to address the needs of the profession. As a result, this document is reflective of the third edition of the ASCA National Model (2012). . The updated model includes four themes: leadership, advocacy, collaboration, and systemic change. The model is also driven by four components. The four components are: Foundation, Management, Delivery and Accountability. Information learned through the accountability process contributes to the continuous improvement of the school counseling program.

Themes

The ASCA National Model (2012) is guided by four themes:

1. Leadership
2. Advocacy
3. Collaboration
4. Systemic Change

Foundation

The Foundation includes the set of beliefs and philosophy, which guides the program, the mission and three student outcome domains of academic development, career development and social/emotional development. These create the *what* of the program; what every student will know and be able to do, what every student will receive as a benefit of a school counseling program.

The Foundation is upheld by school counselors and the creation of a comprehensive school counseling program, which focuses on three areas:

1. Program Focus: To establish a program focus, school counselors will identify personal beliefs that address how *all* students benefit from the school counseling program. The school counselor develops a vision and mission statement. Program goals are defined, outlined and noted how they will be measured.
2. Student Competencies: Enhancing the learning process for all students, the ASCA Student Standards guide the development of effective school counseling programs around three domains: academic; career, and personal/social development. The comprehensive school counseling program (CSCP) complements the state and district initiatives.
3. Professional Competencies: “The ASCA School Counselor Competencies outline the knowledge, attitudes, and skills that ensure school counselors are equipped to meet rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. They guide school counselors’ decision-making and help to standardize professional practice to protect both students and school counselors” (ASCA, 2012, p. 2).

Management System

The Management System includes the organizational process and tools that may be used to deliver the comprehensive school counseling program. The tools may include use of data, action plans and calendars. The Management System addresses the *when* (calendar and action plan) and *how* (use of data), *who* will implement and *on what authority* (management agreement and advisory council).

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include: School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities

- “Use-of-time assessment: to determine the amount of time spent toward the recommended 80 percent or more of the school counselor’s time to direct and indirect services with students
- Annual agreements: developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- Advisory councils: made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- Use of data: to measure the results of the programs well as to promote systemic change within the school system so every student graduates college-and career-ready
- Curriculum, small-group and closing-the-gap action plans: including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance
- Annual and weekly calendars: to keep students, parents, teachers and administrators informed and to encourage active participate in the school counseling program” (ASCA National Model, 2012, p. 128-132).

Delivery System

The Delivery System defines the implementation process and components of the comprehensive model including the school counseling core curriculum, individual student planning, responsive services and system support. The Delivery System addresses *how* the program will be implemented. The delivery component consists of direct and indirect services. Direct services are provided with students, and indirect services are provided for students. It is recommended that 80 percent or more of the school counselor’s time be spent in direct and indirect student services. Recommended activities are noted on p. 16 of the document.

Accountability

The Accountability demonstrates the effectiveness the work of the school counselor in measurable terms. This necessitates the collection and use of data that support and link the school counseling program to student academic and behavioral success. It answers the question: “*How are students different as a result of the program?*” This will be arrived at through the use of data. The Accountability System measures the school counseling program’s progress toward and impact on academic achievement, graduation rates, post-secondary options, school climate, attendance, etc.

Adapted from the ASCA National Model for School Counseling Programs (2012).



Foundation

Mission

Philosophy

Beliefs

National Standards



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Mission Statement

The mission of the Kenmore-Tonawanda Union Free School District Counseling Department is to provide a comprehensive, developmental counseling program that addresses the diverse academic, career, personal and social development of all students, to prepare them to reach their full potential and succeed in a changing global community.

Philosophy Statement

The Kenmore-Tonawanda Union Free School District's Comprehensive School Counseling Program is built on the assumption that certain educational, career and personal objectives are attainable when school counseling for all students is provided.

The School Counseling Plan plays a critical role in supporting our District's mission statement. This multifaceted plan involves all members of the school community. School counselors, psychologists and social workers provide direct counseling services to all students. The counseling program's objectives are incorporated into curriculum, special activities, and school policies and practices.

The Kenmore-Tonawanda Union Free School District's School Counseling Program provides for:

- A systematic approach to school counseling services and programs.
- Specific developmentally appropriate goals for all students.
- Identification of factors impacting student achievement in support of student progress and success.
- Accountability of the school counseling program.
- Program development, evaluation and revision through the use of data.

School Counselor Beliefs

The professional school counselors in the Kenmore-Tonawanda Union Free School District believe:

Student Rights

- All District students have the right to be served by the school counseling program.
- All District students shall have access to a school counselor to discuss and receive advisement with regard to academic, career and social/emotional concerns.

School Counselors

- Professional school counselors will provide guidance to students and parents/guardians in monitoring academic progress and post-secondary planning.
- Ongoing professional development is necessary to maintain a quality school counseling program.
- All professional school counselors shall abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.

School Counseling Program

- The school counseling program should be consistent with expected developmental stages of learning.
- The school counseling program activities shall be planned and coordinated by the counseling staff.
- The school counseling program shall be managed by appropriately state-certified counseling staff.
- The professional mandates and guidelines proposed by the national and state school counselor associations shall continue to set standards for the school counseling program.
- The school counseling program shall continue to be sensitive to the needs of its diverse student population.
- The school counseling program shall have specified age appropriate goals.
- The school counseling program shall be implemented in coordination with other representatives of the school and community.
- The school counseling program shall utilize the many combined resources of the community.
- The school counseling program shall be evaluated on specified goals.
- *Note: The school counseling program will be enhanced by the professional contribution of school psychologists and school social workers.*



**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan
American School Counseling Association (ASCA)
National Standards**

Professional school counselors are actively committed to eliminating obstacles that students face and help them understand that the choices they make will affect their educational and career options in the future.

The ASCA National Standards for students ensures that all aspects of school counseling are considered for students to meet their academic, career and social/personal needs. The Standards offer an opportunity for school counselors, school administrators, faculty, parents and members of the community to engage in dialogue about expectations for students' academic success and the role of the school counseling program in enhancing student learning.

The National Standards have and will continue to be used as a guide to design and implement programs and establish school counseling as an integral component of the academic mission of the schools and will ensure that all students have access to the school counseling program as part of their learning experience.

The National Standards describe what the students should know and be able to do within the educational system. Professional school counselors use them to help students achieve their highest potential.

In accordance with the ASCA National Standards, school counseling program facilitates student development in three broad domains (academic development, career development, social/emotional development). Each developmental area encompasses desired student learning competencies (composed of knowledge, attitudes and skills). Domains promote behavior that enhances learning for all students.

Standards for each domain provide direction for developing effective school counseling programs. They are descriptions of what students should know and be able to do at the highest level of expectations.

Student competencies are specific knowledge, attitudes and skills that students should obtain in the content standard areas. The competencies guide program development and assess student growth and development. Indicators describe the specific knowledge, skills and abilities that students demonstrate to meet specific competencies.

Adapted from the American School Counseling Association National Model (2012).



National Standards for School Counseling Programs Competencies and Indicators

ACADEMIC DEVELOPMENT

STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes which lead to successful learning

A:A2 Acquire Skills for Improving Learning

A:A2.1 Apply time management and task management skills

A:A2.2 Demonstrate how effort and persistence positively affect learning

A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A2.5 Refine study and organizational skills

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions

A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

A:A3.3 Develop a broad range of interest and abilities

A:A3.4 Demonstrate dependability, productivity, and initiative

A:A3.5 Share knowledge

STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B1.2 Learn and apply critical thinking skills

A:B1.3 Apply the study skills necessary for academic success at each level

A:B1.4 Seek information and support from faculty, staff, family and peers

A:B1.5 Organize and apply academic information from a variety of sources

A:B1.6 Use knowledge of learning styles to positively influence school performance

A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goal

A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school

A:B2.2 Develop an initial four-year plan

A:B2.3 Update and modify the four-year plan

A:B2.4 Use assessment results in educational planning

A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.6 Apply knowledge of aptitudes and interests to goal setting

A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.8 Understand the relationship between classroom performance and success in school

A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

A:C1 Relate School to Life Experiences

- A:C1.1** Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- A:C1.2** Seek co-curricular and community experiences to enhance the school experience
- A:C1.3** Understand the relationship between learning and work
- A:C1.4** Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5** Understand that school success is the preparation to make the transition from student to community member
- A:C1.6** Understand how school success and academic achievement enhance future career and vocational opportunities

CAREER DEVELOPMENT

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate and interpret career information

C:A1.2 Learn about the variety of traditional and non-traditional occupations

C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities

C:A2.3 Demonstrate knowledge about the changing workplace

C:A2.4 Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a resume

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace

C:A2.9 Utilize time and task-management skills

STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the internet to access career planning information

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career goals

C:B2.3 Select coursework that is related to career interests

C:B2.4 Maintain a career planning portfolio

STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.

C:C1. Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests which influence career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

PERSONAL/SOCIAL DEVELOPMENT

STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-Knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goals setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights, and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communication skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-Knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills.

PS:C Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)

PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual

PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.8 Learn how to cope with peer pressure

PS:C1.9 Learn techniques for managing stress and conflict

PS:C1.10 Learn coping skills for managing life events

Legend:

A:A-1. 1 = Academic Domain, Standard A, Competency 1, and Indicator 1.



**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan**

ASCA National Standards Crosswalk

The Crosswalk shows the alignment between existing curriculum operating procedures and the ASCA National Standards. The Crosswalk is a matrix used in standards and curriculum alignment. The matrix lists all standards, competencies and indicators and shows specifically where each competency is taught developmentally by grade level or within a school counseling/academic lesson. Competency achievement will vary across all grade levels. School counseling activities are designed around the National Standards to ensure students achieve the desired competencies.

DISTRICT-WIDE SCHOOL COUNSELING CURRICULUM CROSSWALK

ACADEMIC DEVELOPMENT	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.2.1 Academic Development: Standard A													
<i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.</i>													
A:A1 Improve Academic Self-Concept													
A:A1.1 Articulate feelings of competence and confidence as a learner	X	X	X	X	X	X	X	X	X	X	X	X	X
A:A1.2 Display a positive interest in learning							X	X	X	X	X	X	X
A:A1.3 Take pride in work and in achievement	X	X	X	X	X	X	X	X	X	X	X	X	X
A:A1.4 Accept mistakes as essential to the learning process	X	X	X	X	X	X	X	X	X	X	X	X	X
A:A1.5 Identify attitudes and behaviors which lead to successful learning							X	X	X	X	X	X	X
A:A2 Acquire Skills for Improving Learning													
A:A2.1 Apply time management and task management skills	X	X	X	X	X	X	X	X	X	X	X	X	X
A:A2.2 Demonstrate how effort and persistence positively affect learning	X	X	X	X	X	X	X	X	X	X	X	X	X
A:A2.3 Use communication skills to know when and how to ask for help when needed	X	X	X	X	X	X	X	X	X	X	X	X	X
A:A2.4 Apply knowledge of learning styles to positively influence school performance							X	X	X	X	X	X	X
A:A2.5 Refine study and organizational skills			X	X	X	X	X	X	X	X	X	X	X

A:A3 Achieve School Success

A:A3.1 Take responsibility for their actions	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students cooperatively with others	X	X	X	X	X	X	X	X	X				X	X
A:A3.3 Develop a broad range of interests and abilities										X	X	X	X	
A:A3.4 Demonstrate dependability, productivity and initiative						X	X	X	X	X	X	X	X	X

SC K-12.2.2. Academic Development: Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

	K	1	2	3	4	5	6	7	8	9	10	11	12
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A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential					X	X	X	X	X	X	X	X	X	X
A:B1.2 Learn and apply critical thinking skills							X	X	X	X	X	X	X	X
A:B1.3 Apply the study skills necessary for academic success at each level					X	X	X	X	X	X	X	X	X	X
A:B1.4 Seek information and support from faculty, staff, family, and peers	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A:B1.5 Organize and apply academic information from a variety of sources							X	X	X	X	X	X	X	X
A:B1.6 Use knowledge of learning styles to positively influence school performance							X	X	X	X	X	X	X	X
A:B1.7 Become self-directed and independent learners							X	X	X	X	X	X	X	X

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school							X	X	X	X	X	X	X	X
A:B2.2 Develop an initial four-year plan								X	X	X	X	X	X	X
A:B2.3 Update and modify the four year plan							X	X	X	X	X	X	X	X
A:B2.4 Use assessment results in educational planning	X	X	X	X	X	X	X	X	X	X	X	X	X	X
A:B2.5 Develop and implement an annual plan of study to maximize academic ability and achievement							X	X	X	X	X	X	X	X

A:B2.6 Apply knowledge of aptitudes and interests to goal setting							X	X	X	X	X	X	X
A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals							X	X	X	X	X	X	X
A:B2.8 Understand the relationship between classroom performance and success in school	X	X	X	X	X	X	X	X	X	X	X	X	X
A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude and abilities							X	X	X	X	X	X	X

SC K-12.2.3 Academic Development: Standard C

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

	K	1	2	3	4	5	6	7	8	9	10	11	12
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A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		X	X	X	X	X	X	X	X	X	X	X	X
A:C1.2 Seek co-curricular and community experiences to enhance the school experience	X	X	X	X	X	X	X	X	X	X	X	X	X
A:C1.3 Understand the relationship between learning and work							X	X	X	X	X	X	X
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals							X	X	X	X	X	X	X
A:C1.5 Understand that school success is the preparation to make the transition from student to community member							X	X	X	X	X	X	X
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities							X	X	X	X	X	X	X

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.1 Career Development: Standard A													
<i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>													
<i>C:A1 Develop Career Awareness</i>													
C:A1.1 Develop skills to locate, evaluate, and interpret career information							X	X		X	X	X	X
C:A1.2 Learn about the variety of traditional and non-traditional occupations							X	X			X	X	X
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations					X	X	X	X		X	X	X	X
C:A1.4 Learn how to interact and work cooperatively in teams	X	X	X	X	X	X							
	K	1	2	3	4	5	6	7	8	9	10	11	12
C:A1.5 Learn to make decisions	X	X	X	X	X	X		X	X	X	X	X	X
C:A1.6 Learn how to set goals	X	X	X	X	X	X		X	X	X	X	X	X
C:A1.7 Understand the importance of planning								X	X	X	X	X	X
C:A1.8 Pursue and develop competency in areas of interest								X		X	X	X	X
C:A1.9 Develop hobbies and vocational interests								X					
C:A1.10 Balance between work and leisure time										X	X	X	X
<i>C:A2 Develop Employment Readiness</i>													
C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills			X	X	X				X				
C:A2.2 Apply job readiness skills to seek employment opportunities									X	X		X	
C:A2.3 Demonstrate knowledge about the changing workplace									X	X			
C:A2.4 Learn about the rights and responsibilities of employers and employees									X			X	
C:A2.5 Learn to respect individual uniqueness in the workplace													
C:A2.6 Learn how to write a resume													

C:A2.7 Develop a positive attitude toward work and learning	X	X	X	X	X	X			X			X	
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace									X			X	
C:A2.9 Utilize time and task management skills				X	X	X				X	X	X	X

SC K-12.1.2 Career Development: Standard B

Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection, and career transitions									X	X	X	X	X
C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choices							X	X	X	X	X	X	X
C:B1.3 Demonstrate knowledge of the career planning process									X	X	X	X	X
C:B1.4 Know the various ways which occupations can be classified								X			X	X	X
	K	1	2	3	4	5	6	7	8	9	10	11	12
C:B1.5 Use research and information resources to obtain career information								X	X		X	X	X
C:B1.6 Learn to use the internet to access career planning information								X	X		X	X	X
*Describe traditional and non-traditional occupations and how these relate to career choice								X	X				
* Understand how changing economic and societal needs influence employment trends and future training													

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals							X		X	X	X	X	X
C:B2.2 Assess and modify their educational plan to support career goals									X	X	X	X	X
C:B2.3 Select course work that is related to career interests									X	X	X	X	X
C:B2.4 Maintain a career planning portfolio								X					
* Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences													

SC K-12.1.3 Career Development: Standard C

Students will understand the relationship between personal qualities, education, training, and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success								X	X	X	X	X	X	X
C:C1.2 Explain how work can help to achieve personal success and satisfaction								X	X	X	X	X	X	X
C:C1.3 Identify personal preferences and interests which influence career choices and success								X	X	X	X	X	X	X
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills										X	X	X	X	X
C:C1.5 Describe the effect of work on lifestyles									X	X	X	X	X	X
C:C1.6 Understand the importance of equity and access in career choice									X		X	X	X	X
C:C1.7 Understand that work is an important and satisfying means of personal expression								X	X	X	X	X	X	X

	K	1	2	3	4	5	6	7	8	9	10	11	12
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C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.	X	X	X	X	X	X	X	X	X	X	X	X	X
C:C2.2 Learn how to use conflict management skills with peers and adults	X	X	X	X	X	X				X	X	X	X
C:C2.3 Learn to work cooperatively with others as a team member	X	X	X	X	X	X				X	X	X	X
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences												X	X

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.4 Personal/Social Development: Standard A													
Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.													
<i>PS:A1 Acquire Self-Knowledge</i>													
PS:A1.1 Develop a positive attitude toward self as a unique and worthy person	X						X	X	X	X	X	X	X
PS:A1.2 Identify values, attitudes and beliefs							X	X	X	X	X	X	X
PS:A1.3 Learn the goal setting process				X	X	X	X	X	X	X	X	X	X
PS:A1.4 Understand change as a part of growth	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A1.5 Identify and express feelings	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A1.6 Distinguish between appropriate and inappropriate behaviors	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A1.7 Recognize personal boundaries, rights and privacy needs	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A1.8 Understand the need for self-control and how to practice it	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A1.9 Demonstrate cooperative behavior in groups	X						X	X	X	X	X	X	X
	K	1	2	3	4	5	6	7	8	9	10	11	12
PS:A1.10 Identify personal strengths and assets							X	X	X	X	X	X	X
PS:A1.11 Identify and discuss changing personal and social roles							X	X	X	X	X	X	X
PS:A1.12 Identify and recognize changing family roles	X	X	X	X	X	X	X	X	X	X	X	X	X
<i>PS:A2 Acquire Interpersonal Skills</i>													
PS:A2.1 Recognize that everyone has rights and responsibilities	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A2.2 Respect alternative points of view	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A2.3 Recognize, accept, respect and appreciate individual differences	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity	X	X	X	X	X	X	X	X	X				

PS:A2.5 Recognize and respect differences in various family configurations	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A2.6 Use effective communication skills	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:A2.8 Learn how to make and keep friends	X	X	X	X	X	X	X	X	X	X	X	X	X

SC K-12.1.5 Social/Emotional Development: Standard B
Students will make decisions, set goals, and take necessary action to achieve goals.

<i>PS:B1 Self-Knowledge Applications</i>													
PS:B1.1 Use a decision-making and problem-solving model	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:B1.2 Understand consequences of decisions and choices	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:B1.3 Identify alternative solutions to a problem	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:B1.4 Develop effective coping skills for dealing with problems	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:B1.6 Know how to apply conflict resolution skills	X	X	X	X	X	X	X	X	X	X	X	X	X
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences	X	X	X	X	X	X	X	X					
PS:B1.8 Know when peer pressure is influencing a decision	X	X	X	X	X	X	X	X	X	X	X	X	X
	K	1	2	3	4	5	6	7	8	9	10	11	12
PS:B1.9 Identify long and short-term goals				X	X	X	X	X	X	X	X	X	X
PS:B1.10 Identify alternative ways of achieving goals				X	X	X	X	X	X	X	X	X	X
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills				X	X	X	X	X	X	X	X	X	X
PS:B1.12 Develop an action plan to set and achieve realistic goals				X	X	X	X	X	X	X	X	X	X

PS K-12.1.5 Personal/Social Development: Standard C
Students will understand safety and survival skills.

PS:C Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	X	X	X	X	X	X	X	X						
PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	X	X	X	X	X	X	X	X						
PS:C1.3 Learn the difference between appropriate and inappropriate physical contact	X	X	X	X	X	X	X	X						
PS:C1.4 Demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X	X	X	X	X	X	X	X	X	X		
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X	X	X	X	X	X	X	X	X	X		
PS:C1.6 Identify resource people in the school and community, and know how to seek their help	X	X	X	X	X	X	X	X	X	X	X	X		
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X	X	X	X	X	X						
PS:C1.8 Learn how to cope with peer pressure	X	X	X	X	X	X	X	X	X	X	X	X		
PS:C1.9 Learn techniques for managing stress and conflict	X	X	X	X	X	X	X	X	X	X	X	X		
PS:C1.10 Learn coping skills for managing life events	X	X	X	X	X	X	X	X	X	X	X	X		
* Learn about the emotional and physical dangers of substance use and abuse														

Legend: A:A -1. 1 = Academic Domain, Standard A, Competency 1 and Indicator 1.

Adapted from the American Counselor Association Standards (2012).

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

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

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

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

Category 2: Behavior Standards

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

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



Delivery System

School Counseling Core Curriculum
Individual Student Planning
Responsive Services
Indirect Student Services



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

The Delivery System

The Delivery System outlines the activities, interactions and areas in which professional school counselors' work to deliver the program. The Delivery System and Management System are intertwined throughout the process. Within the Delivery System, there are four components: school counseling curriculum, individual student planning, responsive services and system support. All activities of the school counseling program are included into one of the four areas of the Delivery System.

School Counseling Core Curriculum

The school counseling curriculum consists of a written instructional program that is “comprehensive in scope, preventative and proactive, developmental in design, coordinated by professional school counselors and delivered by professional school counselors and other educators.” The designed lessons and activities are delivered to every student and promote knowledge, attitudes and skills through instruction in the three content areas: academic development, career development and Social/Emotional development. The school counselor is responsible for planning, designing, implementing and evaluating the curriculum. The curriculum is aligned with the American School Counselor Association (ASCA) National Standards and the school district's academic goals.

The curriculum is delivered through strategies such as:

- Classroom Instruction
- Interdisciplinary Curriculum Development
- Group Activities
- Parent Workshops and Instruction

Individual Student Planning

Individual student planning consists of professional school counselors “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans.” Activities may include helping students plan, monitor and manage their own learning as well as meeting competencies in the areas of academic, career and Social/Emotional development.

Individual planning with students is implemented through strategies such as:

- Individual or Small Group Appraisal
- Individual or Small Group Advisement

Responsive Services

The Responsive Services component consists of “activities to meet students' immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, peer facilitation or information.” This component is available to all students and is often initiated by student self-referral; however, teachers, parents/guardians or others may also refer students for assistance. The support of other educational professionals is necessary for successful implementation. A range of services is available (from early intervention to crisis response).

Responsive services are delivered through strategies such as:

- Consultation
- Individual and Small Group Counseling
- Crisis Counseling
- Conflict Resolution
- Safety Team
- Student Support Team
- Referrals to Other Social and Community Services
- Peer Facilitation

System Support:

System Support consists of activities that establish, maintain and enhance the school counseling program. School counselors, through their leadership and advocacy skills, promote systemic change by contributing in ongoing:

- Professional Development
 - in-service training/conferences
 - professional association membership
 - post-graduate education
 - contributions to professional literature
 - reflective practices
- Consultation, Collaboration and Teaming
 - consultation with teachers, staff members and parents
 - partnering with staff, parents/guardians, community
 - community outreach
 - advisory councils
 - district committees
- Program Management and Operations
 - management activities
 - data analysis
 - fair share responsibilities
- Public Relations
 - providing community, staff and parents updated information regarding the school counseling program and its goals.

Adapted from the ASCA National Model: A Framework for School Counseling Programs



Elementary School Plan

Edison Elementary School

Franklin Elementary School

Holmes Elementary School

Hoover Elementary School

Lindbergh Elementary School



**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan**

**Elementary School Curriculum Map
2016 – 2017**

A – Academic; C – Career; P – Personal/Social

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
New Student Orientation	P/S	1 – 4	September All Year for New Students	School Counselors Social Workers
Welcome to Elementary School (classroom presentations) (to promote attendance and positive school climate)	P/S	K - 4	September	School Counselors Social Workers
Curriculum Night	A	K - 4	Fall	School Counselors Social Workers
PAWS in Jobland	C	K-4	Fall & Spring	School Counselors
Parent Teacher Conferences	A P/S	K - 5	November April / May / as needed	School Counselors Social Workers
Wellness Week Activities	P/S	K - 4	April	Wellness Committee School Counselors Social Workers P.E. Staff
Crisis Counseling/Intervention	P/S	K - 4	September – June (As Needed)	School Counselors Social Workers

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
<p>Individual & Group Counseling (to address social/emotional needs and support student success and achievement)</p>	P/S	K - 4	September – June (varies according to need/schedule)	School Counselors Social Workers
<p>Small Group and Classroom Programs (varies by school according to need/scheduling) Examples of programs may include:</p> <ul style="list-style-type: none"> ● Second Step (selected grade levels/units) ● Skill Streaming Elementary Students ● Bully Free Schools (selected grade levels) ● Internet Safety ● Health lessons 	A P/S	K – 4	September - June	School Counselors Social Workers
<p>Instructional Support Team</p>	A P/S	K - 4	September - June	School Counselors Social Workers Team
<p>Functional Behavioral Assessment (FBA) & Behavior Intervention Plans (BIP)</p>	A P/S	K – 4	September - June	School Counselors Social Workers Team
<p>Supporting Transition to Middle School (varies by school)</p>	A P/S	4	May / June	School Counselors Social Workers

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Attendance	A P/S	K - 4	September – June (Every 5 weeks) and (As Needed)	School Counselors Social Workers Administrators Teachers Support Staff



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

School Counseling Curriculum Elementary School (Curriculum varies by school and student needs)

The delivery component of activities/services consists of direct and indirect student services. Direct services are provided *with* students, and indirect services are provided *for* students. It is recommended that **80** percent or more of the school counselor's time be spent in direct and indirect student services (ASCA, 2012, p. 83). As a result, the below activities are example that school counselors engage at during different times of the year to facilitate the academic, career, and social/emotional development of ALL children in the Kenton school district.

Creative Interventions for Children of Divorce

Creative Interventions for Children of Divorce are activities that are used in small groups or individually with children whose parents have divorced. The activities include games, art techniques, and stories to help children understand divorce, express feelings and learn coping strategies.

Lunch Bunch

Lunch Bunch involves a small group of students who eat lunch with the school counselor while enhancing skills in a particular area including but not limited to friendship making, social skills, conflict resolution, middle school transition, new student transition/adjustment.

Personal & Internet Safety Program

The Internet Safety Program is a free assembly presented through the National Center for Missing and Exploited Children (NCMEC). The purpose of the program is to educate students on how to use the internet safely and introduce some of the risks involved when using the internet. There is also the opportunity for an evening parent program based on availability of the speaker.

Implementation based on availability of NCMEC staff.

Second Step

The Second Step Program affords students the opportunity to learn skills such as empathy, management of emotions, and social problem solving, promote social competence. This is a universal prevention program delivered to all students in the designated grade levels. Results include the enhancement of a caring culture through promoting respect and acceptance and reduction of emotional and behavioral problems.

DASA & Bully Free Classroom

Aggression in students is a disruptive element in schools and detracts from the learning process. This intervention/prevention program addresses the need for a multidimensional and comprehensive approach to successfully identify, deal with and intervene with bullies. One focus is to empower the "caring majority" with intervention skills and confidence.

Self-Control Patrol

This small group intervention program teaches self-discipline to children and supports the development of inner controls that are necessary for social success and improved academic performance. Children learn to recognize their feelings, communicate their thoughts, rather than acting them out, anticipate the consequences of their actions, and respect rules.

Coping Skills

A skills based group focused on teaching children how to cope with stress and disappointment. Skills such as planning ahead, asking for help, taking one step at a time, and discovering choices are taught. The group includes identifying different skills, applying them to different scenarios, and personal use of the skill.

Intervention for Impulsive Children

Based on Philip Kendall's Cognitive Behavioral Program, children participate in a variety of interactive activities in order to develop the internal processes necessary to develop self-control. Children learn to "stop and think", follow directions, demonstrate the benefits of being thoughtful, practice self-instruction, recognize feelings, consider consequences of behavior and choices, learn problem-solving steps and role play.

Curriculum Night

Elementary Professional school counselors and Social Workers are present at curriculum night to meet parents and to provide information with regard to the school counseling program and community resources.

Wellness Week:

Elementary Professional school counselors and Social Workers provide information and facilitate activities to promote good mental health during Wellness Week in April.

Supporting Transitions to Middle School:

Elementary Professional school counselors and Social Workers are available to meet with students to provide information and address concerns related to transition to middle school.

Attendance Reviews:

Elementary Professional school counselors and Social Workers review attendance every five weeks and collaborate with teachers, administrators and parents to address concerns.

PAWS in Jobland: Paws in Jobland is for elementary student to explore careers and identify personal career interests. This is an interactive program that aims at fostering career interest and success.

NOTE: Implementation based on availability of curriculum, time, appropriate training and administrative directives.



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan Responsive Services – Elementary

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. Professional school counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety*).
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

Individual Student Planning – Elementary

- Each School Counselor will implement large (classroom) and/or small group counseling programs each year.
- Each School Counselor is responsible for scheduling and facilitating parent/teacher conferences as they deem necessary as well as upon the request of parents, teachers, or administrators.
- Each School Counselor is to collaborate with classroom teachers to support and meet the academic, social, and emotional needs of the student.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- Each School Counselor is responsible for attending their building Instructional Support Team meetings upon request where they offer support and insight into student's academic, social, and emotional needs.
- Each School Counselor is required to provide mandated counseling as indicated by a student's Individual Education Plan. It is the School Counselor's responsibility to coordinate with teachers to determine appropriate goals within the counseling component of the IEP. The exception to this is when a student is in an 8:1:1 program where counseling is provided by the School Psychologist.
- Each School Counselor is involved with annual student grade level placements to assist in the balance of academic, social, and emotional needs within each classroom.

Indirect Student Services – Elementary

- Each School Counselor is responsible for communicating the referral process and all school counseling programming within their building or district-wide.
- Each School Counselor must update their knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- Each School Counselor/Social Worker is encouraged to join professional organizations related to their field (i.e. the American School Counselor's Association, the New York State School Counselor's Association, the New York State School Social Workers Association).

- Each School Counselor is responsible for developing evaluation tools to assist in determining effectiveness of programs and student progress.

Note: The programs and services at the elementary level are provided by the School Counselor or School Social Worker assigned to the building.

ELEMENTARY SCHOOL COUNSELING CURRICULUM CROSSWALK

ACADEMIC DEVELOPMENT	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>SC K-12.2.1 Academic Development: Standard A <i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.</i></p>													
<i>A:A1 Improve Academic Self-Concept</i>													
A:A1.1 Articulate feelings of competence and confidence as a learner	X	X	X	X	X	X							
A:A1.2 Display a positive interest in learning													
A:A1.3 Take pride in work and in achievement	X	X	X	X	X	X							
A:A1.4 Accept mistakes as essential to the learning process	X	X	X	X	X	X							
A:A1.5 Identify attitudes and behaviors which lead to successful learning													
<i>A:A2 Acquire Skills for Improving Learning</i>													
A:A2.1 Apply time management and task management skills	X	X	X	X	X	X							
A:A2.2 Demonstrate how effort and persistence positively affect learning	X	X	X	X	X	X							
A:A2.3 Use communication skills to know when and how to ask for help when needed	X	X	X	X	X	X							
A:A2.4 Apply knowledge of learning styles to positively influence school performance													
A:A2.5 Refine study and organizational skills			X	X	X	X							
<i>A:A3 Achieve School Success</i>													
A:A3.1 Take responsibility for their actions	X	X	X	X	X								
A:A3.2 Demonstrate the ability to work independently,	X	X	X	X	X								

as well as the ability to work cooperatively with other students cooperatively with others																				
A:A3.3 Develop a broad range of interests and abilities																				
A:A3.4 Demonstrate dependability, productivity and initiative																				
A:A3.5 Share knowledge	X	X	X	X	X															

SC K-12.2.2. Academic Development: Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

	K	1	2	3	4	5	6	7	8	9	10	11	12							

A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential					X	X														
A:B1.2 Learn and apply critical thinking skills																				
A:B1.3 Apply the study skills necessary for academic success at each level					X	X														
A:B1.4 Seek information and support from faculty, staff, family, and peers	X	X	X	X	X	X														
A:B1.5 Organize and apply academic information from a variety of sources																				
A:B1.6 Use knowledge of learning styles to positively influence school performance																				
A:B1.7 Become self-directed and independent learners																				

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school																				
A:B2.2 Develop an initial four-year plan																				
A:B2.3 Update and modify the four year plan																				
A:B2.4 Use assessment results in educational planning	X	X	X	X	X	X														
A:B2.5 Develop and implement an annual plan of study to maximize academic ability and achievement																				
A:B2.6 Apply knowledge of aptitudes and interests to goal setting																				

A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals																				
A:B2.8 Understand the relationship between classroom performance and success in school	X	X	X	X	X	X														
A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude and abilities																				

SC K-12.2.3 Academic Development: Standard C

Students will understand the relationship of academics to the world of work, and to life at home and in the community

	K	1	2	3	4	5	6	7	8	9	10	11	12
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A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		X	X	X	X	X														
A:C1.2 Seek co-curricular and community experiences to enhance the school experience	X	X	X	X	X	X														
A:C1.3 Understand the relationship between learning and work																				
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals																				
A:C1.5 Understand that school success is the preparation to make the transition from student to community member																				
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities																				

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
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SC K-12.1.1 Career Development: Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

<i>C:A1 Develop Career Awareness</i>													
C:A1.1 Develop skills to locate, evaluate, and interpret career information													
C:A1.2 Learn about the variety of traditional and non-traditional occupations													
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations					X	X							
C:A1.4 Learn how to interact and work cooperatively in teams	X	X	X	X	X	X							
	K	1	2	3	4	5	6	7	8	9	10	11	12
C:A1.5 Learn to make decisions	X	X	X	X	X	X							
C:A1.6 Learn how to set goals	X	X	X	X	X	X							
C:A1.7 Understand the importance of planning													
C:A1.8 Pursue and develop competency in areas of interest													
C:A1.9 Develop hobbies and vocational interests													
C:A1.10 Balance between work and leisure time													
<i>C:A2 Develop Employment Readiness</i>													
C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills				X	X	X							
C:A2.2 Apply job readiness skills to seek employment opportunities													
C:A2.3 Demonstrate knowledge about the changing workplace													
C:A2.4 Learn about the rights and responsibilities of employers and employees													
C:A2.5 Learn to respect individual uniqueness in the workplace													
C:A2.6 Learn how to write a resume													
C:A2.7 Develop a positive attitude toward work and learning	X	X	X	X	X	X							
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace													
C:A2.9 Utilize time and task management skills				X	X	X							

SC K-12.1.2 Career Development: Standard B

Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection, and career transitions																				
C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choices																				
C:B1.3 Demonstrate knowledge of the career planning process																				
C:B1.4 Know the various ways which occupations can be classified																				
	K	1	2	3	4	5	6	7	8	9	10	11	12							
C:B1.5 Use research and information resources to obtain career information																				
C:B1.6 Learn to use the internet to access career planning information																				
*Describe traditional and non-traditional occupations and how these relate to career choice																				
* Understand how changing economic and societal needs influence employment trends and future training																				

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals																				
C:B2.2 Assess and modify their educational plan to support career goals																				
C:B2.3 Select coursework that is related to career interests																				
C:B2.4 Maintain a career planning portfolio																				
* Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences																				

SC K-12.1.3 Career Development: Standard C

Students will understand the relationship between personal qualities, education, training, and the world of work.

<i>C:C1 Acquire Knowledge to Achieve Career Goals</i>													
C:C1.1 Understand the relationship between educational achievement and career success													
C:C1.2 Explain how work can help to achieve personal success and satisfaction													
C:C1.3 Identify personal preferences and interests which influence career choices and success													
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills													
C:C1.5 Describe the effect of work on lifestyles													
C:C1.6 Understand the importance of equity and access in career choice													
C:C1.7 Understand that work is an important and satisfying means of personal expression													
	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>C:C2 Apply Skills to Achieve Career Goals</i>													
C:C2.1 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.	X	X	X	X	X	X							
C:C2.2 Learn how to use conflict management skills with peers and adults	X	X	X	X	X	X							
C:C2.3 Learn to work cooperatively with others as a team member	X	X	X	X	X	X							
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences													

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>PS K-12.1.4 Personal/Social Development: Standard A</p> <p>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p>													
<i>PS:A1 Acquire Self-Knowledge</i>													
PS:A1.1 Develop a positive attitude toward self as a unique and worthy person	X												
PS:A1.2 Identify values, attitudes and beliefs													
PS:A1.3 Learn the goal setting process				X	X	X							
PS:A1.4 Understand change as a part of growth	X	X	X	X	X	X							
PS:A1.5 Identify and express feelings	X	X	X	X	X	X							
PS:A1.6 Distinguish between appropriate and inappropriate behaviors	X	X	X	X	X	X							
PS:A1.7 Recognize personal boundaries, rights and privacy needs	X	X	X	X	X	X							
PS:A1.8 Understand the need for self-control and how to practice it	X	X	X	X	X	X							
PS:A1.9 Demonstrate cooperative behavior in groups	X												
	K	1	2	3	4	5	6	7	8	9	10	11	12
PS:A1.10 Identify personal strengths and assets													
PS:A1.11 Identify and discuss changing personal and social roles													
PS:A1.12 Identify and recognize changing family roles	X	X	X	X	X	X							
<i>PS:A2 Acquire Interpersonal Skills</i>													
PS:A2.1 Recognize that everyone has rights and responsibilities	X	X	X	X	X	X							
PS:A2.2 Respect alternative points of view	X	X	X	X	X	X							
PS:A2.3 Recognize, accept, respect and appreciate individual differences	X	X	X	X	X	X							
PS:A2.4 Recognize, accept and appreciate ethnic and	X	X	X	X	X	X							

PS K-12.1.5 Personal/Social Development: Standard C
Students will understand safety and survival skills.

PS:C Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	X	X	X	X	X													
PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	X	X	X	X	X													
PS:C1.3 Learn the difference between appropriate and inappropriate physical contact	X	X	X	X	X													
PS:C1.4 Demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X	X	X													
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X	X	X													
PS:C1.6 Identify resource people in the school and community, and know how to seek their help	X	X	X	X	X													
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X	X	X													
PS:C1.8 Learn how to cope with peer pressure	X	X	X	X	X													
PS:C1.9 Learn techniques for managing stress and conflict	X	X	X	X	X													
PS:C1.10 Learn coping skills for managing life events	X	X	X	X	X													
* Learn about the emotional and physical dangers of substance use and abuse	X	X	X	X	X													



Middle School Plan

**Franklin Middle School
Hoover Middle School**



**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan**

**Middle School Curriculum Map
2016 – 2017**

**Ben Franklin Middle School & Hoover Middle School
A – Academic; C – Career; P – Personal/Social**

Service/Activity	Domain	Grade Level * this is due to change for the 2017-18 school because of the consolidation	Timeline	Staff Involved
New Student Orientation (Phase 2)		Gr. 5 & 6	August	School counselors and Teachers
New Student Assembly		All	September, October, or as needed	School counselors
Expectation Assembly		All	September	School counselors and Administrators
Role of the Counselor		5 & 6	September & October	School counselors
Parent Conferences	A & P/S	5-7	Quarterly As needed	School Counselors, Teachers, Administrators
Individual & small group interviews <ul style="list-style-type: none"> ● Students will get to know their counselor 		Gr. 5 & 6		

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
504 Process Functional Behavior Assessments (FBA) Behavior Intervention Plan (BIP)	A P/S	5-7	All Year	Teachers, Psychologists Administrators School Counselors (Consultants)
Career Exploration (Career Interest Inventories and Assessments)	C	6	Varies	School Counselors Teachers
Career Presentations (Career Cruising/ NYS Career Zone/ The Real Game)	C	7	Quarterly	School Counselors FACS, Teachers
“Transition Meeting” 7 th Grade Scheduling (Careers Discussed)	A P/S C	7	January -March	School Counselors
Group Counseling (Banana Splits; Lunch Bunch; Various Charitable Clubs, etc.)	A P/S	5-7	As Needed	School Counselors
Crisis Counseling	A P/S	All	As Needed	School Counselors
Orientation Meeting (Phase 2) ● Orientation to 6 th Grade with 5 th Grade students	A P/S	5	April -May	School Counselors Special Area Teachers Additional support varies

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Individual Meetings With At-risk Students	A	5-7	As Needed	School Counselors
Individual Counseling	A P/S	5-7	As Needed	School Counselors
Conflict Resolution	P/S	5-7	As Needed	School Counselors
Conferences/Consultation	A	5-7	All Year	School Counselors
Family Support Center Referrals Community Referrals	A P/S	5-7	All Year	School Counselors, Teachers, & Administrators
Transition Meetings <ul style="list-style-type: none"> ● High School Counselors ● Orientation with parents of incoming 5th grade students ● Transition meeting with teachers and elementary school counselors ● Transition meeting with HS professional school counselors on 7th grade students ● New Registrants 	A P/S	7 5 5 7 5-7	December Spring Spring Spring All Year	School Counselors School Counselors School Counselors Teachers School Counselors School Counselors



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

School Counseling Curriculum Middle School Grade Level

The delivery component of activities/services consists of direct and indirect student services. Direct services are provided with students, and indirect services are provided for students. It is recommended that **80** percent or more of the school counselor's time be spent in direct and indirect student services (ASCA, 2012, p. 83). As a result, the below activities are example that school counselors engage at during different times of the year to facilitate the academic, career, and social/emotional development of ALL children in the Kenton school district.

* The grade level is due to change for the 2017-18 school as a result of the consolidation

Grade 5

1. Orientation to Grade 5

- Elementary student visits to Middle School in the preceding Spring.
- Meet with elementary teachers to share student records.
- August orientation with administration and teachers.

2. Introduction

- Counselors visit with grade 5 students to allow them to meet the counseling staff that will be working with them.

3. Bully Prevention

- Presentation to grade 5 students (large or smaller groups) to alert students to the damage of bullying, taunting, threatening, etc. of other students. Experts in the field may be invited.

Grade 6

1. Annual Review

- An annual review of each child's educational progress and career plans. The review shall be conducted individually or in small groups by a certified or licensed school counselor.

Grade 7

1. Annual Review

- An annual review of each child's educational progress and career plans. The review shall be conducted individually or in small groups by a certified school or licensed school counselor.

2. High School Ahead

- Meeting with high professional school counselors and administrators.
- Meet with high professional school counselors to share student records



**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan**

**Middle School – Additional School Counselor Activities
2016 – 2017**

Ben Franklin Middle School & Hoover Middle School

Service/Activity	Grade Level	Timeline	Staff Involved
Review Report Cards/ Report Card Accuracy	5-7	Quarterly	School Counselors
CPS Mandated Reporting	5-7	All Year	School Counselors Teachers
IST Meetings	5-7	Monthly	School Counselors Teachers, Psychologists Administrators
Parent Consultation (permission to test child/ psychological referrals)	5-7	All Year	School Counselors
Student Observations in the Classroom	5-7	All Year	School Counselors & Psychologists
Student Placement			
<ul style="list-style-type: none"> ● McKinney Vento Referrals 	5-7	All Year	School Counselors
<ul style="list-style-type: none"> ● TIP Referrals 	5-7	All Year	School Counselors
<ul style="list-style-type: none"> ● Process Private School Applications 	5-7	All Year	School Counselors

<ul style="list-style-type: none"> • Assist Administrators with student scheduling and placement 	5-7	All Year	School Counselors Teachers
<ul style="list-style-type: none"> • Review of student records for placement into accelerated classes 	6-7	Spring	School Counselors
<p>Support Services</p> <ul style="list-style-type: none"> • Assistance to families in need of assistance 	5-7	November-December	School Counselors School Staff
<ul style="list-style-type: none"> • Application processing for families in need of specialized services (lunch assistance) 	5-7	Fall	School Counselors
<p>Student Awards/Eligibility</p> <ul style="list-style-type: none"> • Scholastic Award Selection 	5-7	Spring	School Counselors Teachers
<ul style="list-style-type: none"> • Sports Eligibility 	5-7	All Year	School Counselor
<p>Referrals to Community Agency Services</p>	5-7	All Year	School Counselors



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Responsive Services – Middle School

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. Professional school counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, CPS investigation, homelessness, suicidal ideation and school anxiety.*)
- Each School Counselor is responsible for assisting teachers in the educational process and is required to attend regular meetings with teachers.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

Individual Student Planning – Middle School

- Each School Counselor will hold meetings with students in danger of failing academic classes.
- Each School Counselor will participate in a variety of large and small group presentations.
- Each School Counselor is available for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents.
- Each School Counselor will be available and provide assistance in transition of students described as “new entrants.”
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional needs of students. At the Middle School, each counselor will attend team meetings with teachers twice monthly.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is responsible for attending IST meetings for his/her individual students. These meetings may result in, but are not limited to, further testing, 504 Accommodation Plans, referral to CSE, FBA, BIP or referral to an agency.
- Each School Counselor is required to provide counseling as indicated by the student’s IEP or 504 Accommodation Plan.
- Each School Counselor is involved in the scheduling and implementing of transition programs from 5th grade to 6th grade, and from 7th grade to 8th grade. This includes communicating and collaborating with 4th grade teachers and counselors, and 8th grade teachers and counselors.

Indirect Student Services – Middle School

- Each Middle School Counselor is responsible for implementing a strong communication program at their level.
- Middle Professional school counselors are expected to update their knowledge and skills by participating in training, professional meetings and conferences and/or relevant course work.
- Middle Professional school counselors will participate in ongoing evaluative measures to assess the efficacy of the Counseling Program.

MIDDLE SCHOOL COUNSELING CURRICULUM CROSSWALK

ACADEMIC DEVELOPMENT	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>SC K-12.2.1 Academic Development: Standard A <i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</i></p>													
A:A1 Improve Academic Self-Concept													
A:A1.1 Articulate feelings of competence and confidence as a learner							X	X	X				
A:A1.2 Display a positive interest in learning							X	X	X				
A:A1.3 Take pride in work and in achievement							X	X	X				
A:A1.4 Accept mistakes as essential to the learning process							X	X	X				
A:A1.5 Identify attitudes and behaviors which lead to successful learning							X	X	X				
A:A2 Acquire Skills for Improving Learning													
A:A2.1 Apply time management and task management skills							X	X	X				
A:A2.2 Demonstrate how effort and persistence positively affect learning							X	X	X				
A:A2.3 Use communication skills to know when and how to ask for help when needed							X	X	X				
A:A2.4 Apply knowledge of learning styles to positively influence school performance							X	X	X				
A:A2.5 Refine study and organizational skills							X	X	X				
A:A3 Achieve School Success													
A:A3.1 Take responsibility for their actions							X	X	X				
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students cooperatively with other students							X	X	X				
A:A3.3 Develop a broad range of interests and abilities													
A:A3.4 Demonstrate dependability, productivity and initiative							X	X	X				
A:A3.5 Share knowledge							X	X	X				

SC K-12.2.2. Academic Development: Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>A:B1 Improve Learning</i>													
A:B1.1 Demonstrate the motivation to achieve individual potential							X	X	X				
A:B1.2 Learn and apply critical thinking skills							X	X	X				
A:B1.3 Apply the study skills necessary for academic success at each level							X	X	X				
A:B1.4 Seek information and support from faculty, staff, family, and peers							X	X	X				
A:B1.5 Organize and apply academic information from a variety of sources							X	X	X				
A:B1.6 Use knowledge of learning styles to positively influence school performance							X	X	X				
A:B1.7 Become self-directed and independent learners							X	X	X				
<i>A:B2 Plan to Achieve Goals</i>													
A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school							X	X	X				
A:B2.2 Develop an initial four-year plan								X	X				
A:B2.3 Update and modify the four year plan							X	X	X				
A:B2.4 Use assessment results in educational planning							X	X	X				
A:B2.5 Develop and implement an annual plan of study to maximize academic ability and achievement							X	X	X				
A:B2.6 Apply knowledge of aptitudes and interests to goal setting							X	X	X				
A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals							X	X	X				
A:B2.8 Understand the relationship between classroom performance and success in school							X	X	X				
A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude and abilities							X	X	X				

SC K-12.2.3 Academic Development: Standard C
*Students will understand the relationship of academics to the world of work,
and to life at home and in the community.*

	K	1	2	3	4	5	6	7	8	9	10	11	12
A:C1 Relate School to Life Experiences													
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life							X	X	X				
A:C1.2 Seek co-curricular and community experiences to enhance the school experience							X	X	X				
A:C1.3 Understand the relationship between learning and work							X	X	X				
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals							X	X	X				
A:C1.5 Understand that school success is the preparation to make the transition from student to community member							X	X	X				
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities							X	X	X				

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.1 Career Development: Standard A <i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>													
C:A1 Develop Career Awareness													
C:A1.1 Develop skills to locate, evaluate, and interpret career information							X	X					
C:A1.2 Learn about the variety of traditional and non-traditional occupations							X	X					
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations							X	X					
C:A1.4 Learn how to interact and work cooperatively in teams													

	K	1	2	3	4	5	6	7	8	9	10	11	12
C:A1.5 Learn to make decisions								X	X				
C:A1.6 Learn how to set goals								X	X				
C:A1.7 Understand the importance of planning								X	X				
C:A1.8 Pursue and develop competency in areas of interest								X					
C:A1.9 Develop hobbies and vocational interests								X					
C:A1.10 Balance between work and leisure time													
<i>C:A2 Develop Employment Readiness</i>													
C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills									X				
C:A2.2 Apply job readiness skills to seek employment opportunities									X				
C:A2.3 Demonstrate knowledge about the changing workplace									X				
C:A2.4 Learn about the rights and responsibilities of employers and employees									X				
C:A2.5 Learn to respect individual uniqueness in the workplace													
C:A2.6 Learn how to write a resume													
C:A2.7 Develop a positive attitude toward work and learning									X				
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace									X				
C:A2.9 Utilize time and task management skills													
SC K-12.1.2 Career Development: Standard B <i>Students will employ strategies to achieve future career goals with success and satisfaction.</i>													
<i>C:B1 Acquire Career Information</i>													
C:B1.1 Apply decision-making skills to career planning, course selection, and career transitions									X				

C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choices							X	X	X						
C:B1.3 Demonstrate knowledge of the career planning process									X						
C:B1.4 Know the various ways which occupations can be classified								X							
	K	1	2	3	4	5	6	7	8	9	10	11	12		
C:B1.5 Use research and information resources to obtain career information								X	X						
C:B1.6 Learn to use the internet to access career planning information								X	X						
*Describe traditional and non-traditional occupations and how these relate to career choice								X	X						
* Understand how changing economic and societal needs influence employment trends and future training															
<i>C:B2 Identify Career Goals</i>															
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals							X		X						
C:B2.2 Assess and modify their educational plan to support career goals									X						
C:B2.3 Select course work that is related to career interests									X						
C:B2.4 Maintain a career planning portfolio								X							
* Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences															
<p>SC K-12.1.3 Career Development: Standard C <i>Students will understand the relationship between personal qualities, education, training, and the world of work.</i></p>															
<i>C:C1 Acquire Knowledge to Achieve Career Goals</i>															
C:C1.1 Understand the relationship between educational achievement and career success							X	X	X						
C:C1.2 Explain how work can help to achieve personal success and satisfaction							X	X	X						
C:C1.3 Identify personal preferences and interests which influence career choices and success							X	X	X						
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills									X						
C:C1.5 Describe the effect of work on lifestyles								X	X						

C:C1.6 Understand the importance of equity and access in career choice								X						
C:C1.7 Understand that work is an important and satisfying means of personal expression							X	X	X					
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<i>C:C2 Apply Skills to Achieve Career Goals</i>														
C:C2.1 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.							X	X	X					
C:C2.2 Learn how to use conflict management skills with peers and adults														
C:C2.3 Learn to work cooperatively with others as a team member														
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences														

Social/Emotional Development	K	1	2	3	4	5	6	7	8	9	10	11	12	
SC K-12.1.4 Social/Emotional Development: Standard A <i>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</i>														
<i>PS:A1 Acquire Self-Knowledge</i>														
PS:A1.1 Develop a positive attitude toward self as a unique and worthy person							X	X	X					
PS:A1.2 Identify values, attitudes and beliefs							X	X	X					
PS:A1.3 Learn the goal setting process							X	X	X					
PS:A1.4 Understand change as a part of growth							X	X	X					
PS:A1.5 Identify and express feelings							X	X	X					
PS:A1.6 Distinguish between appropriate and inappropriate behaviors							X	X	X					
PS:A1.7 Recognize personal boundaries, rights and privacy needs							X	X	X					

PS:A1.8 Understand the need for self-control and how to practice it							X	X	X					
PS:A1.9 Demonstrate cooperative behavior in groups							X	X	X					
	K	1	2	3	4	5	6	7	8	9	10	11	12	
PS:A1.10 Identify personal strengths and assets							X	X	X					
PS:A1.11 Identify and discuss changing personal and social roles							X	X	X					
PS:A1.12 Identify and recognize changing family roles							X	X	X					
<i>PS:A2 Acquire Interpersonal Skills</i>														
PS:A2.1 Recognize that everyone has rights and responsibilities							X	X	X					
PS:A2.2 Respect alternative points of view							X	X	X					
PS:A2.3 Recognize, accept, respect and appreciate individual differences							X	X	X					
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity							X	X	X					
PS:A2.5 Recognize and respect differences in various family configurations							X	X	X					
PS:A2.6 Use effective communication skills							X	X	X					
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior							X	X	X					
PS:A2.8 Learn how to make and keep friends							X	X	X					
SC K-12.1.5 Social/Emotional Development: Standard B <i>Students will make decisions, set goals, and take necessary action to achieve goals.</i>														
<i>PS:B1 Self-Knowledge Applications</i>														
PS:B1.1 Use a decision-making and problem-solving model							X	X	X					
PS:B1.2 Understand consequences of decisions and choices							X	X	X					
PS:B1.3 Identify alternative solutions to a problem							X	X	X					
PS:B1.4 Develop effective coping skills for dealing with problems							X	X	X					
PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions							X	X	X					



High School Plan
Kenmore East High School
Kenmore West High School



**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan**

**High School Curriculum Map
2016 – 2017**

A – Academic; C – Career; P – Personal/Social

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Freshman Orientation	A C	8 and 9	January August	School Counselors Teachers, Administrators
GPA Game Small Group Follow-up	A P/S C	9	November/ December	School Counselors Teachers
Program Planning Assessment of Four Year Plan	A C	9 - 12	January/ February	School Counselors
Naviance	A C	10 - 12	Year Long	School Counselors

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
PSAT	A C	10 - 11	October & December	School Counselors
College Admission Night	A C	10 - 11	Spring March/April	School Counselors College Admission Representatives
NACAC Step-by-Step College Readiness Programs	A C	11 - 12	Spring – 11th Fall – 12th	School Counselors Teachers
Senior Seminar With Small Groups and Individual Follow-up	A C	12	Fall September - December	School Counselors
College Application Workshops	A C	12	October/ November	School Counselors
Middle School Transition Support	A P/S	8	Spring May/June	Middle School & High School School Counselors



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

School Counseling Curriculum High School

The delivery component of activities/services consists of direct and indirect student services. Direct services are provided *with* students, and indirect services are provided *for* students. It is recommended that **80** percent or more of the school counselor's time be spent in direct and indirect student services (ASCA, 2012, p. 83). As a result, the below activities are examples of activities in which school counselors engage during different times of the year to facilitate the academic, career, and social/emotional development of ALL children in the Kenton school district.

* The grade level activities are subject to change for the 2017-18 school year school as a result of the consolidation.

September

1. Scheduling Adjustments (8-12th grade)
 - Balancing classes, changing schedules and working with students during drop/add process
2. Freshman Orientation
3. 8th Classroom presentations on role of the school counselor
4. Senior Seminar
 - A class presentation to kick start the college application process
5. Start Individual Senior Reviews
 - Individual appointments with each senior, work in Naviance, clarify and answer additional questions they may have regarding their post high school plans. Review of graduation requirements.
6. Senior College Night / Financial Aid Night
 - Evening presentations with parents and students to instruct on college application and financial aid processes.

October

1. (8th) Classroom Presentations
 - Examples of information in the presentations may include:
 - Roles and responsibilities of the Professional School Counselor
 - Utilization of the GPA Game
 - Review graduation requirements
 - High school expectations
2. (11th) PSAT Presentation and Test administration offered to all 11th graders and advanced math 10th graders
3. (12th) Senior Reviews continue
4. College Consortium (East)

November

1. (12th) College Consortium (West) and Individual College Rep meetings
2. Continue with senior reviews as stated in two previous months
3. Regents exam audit in preparation for January administration (AIS remediation and exam retakes)
4. Develop timeline for scheduling/course planning and academic advisement
5. Ongoing college applications
6. (8th - 12th) Review grades and attendance - identify students at risk

December

1. (10th) BOCES Presentation and Tour
2. Coordinate teacher course recommendation process in Infinite Campus
3. (8th - 11th) Academic advisement and four year planning for the following school year.
4. (8th - 11th) Classroom presentations regarding process of selecting their classes for the next school year.

January

1. (8th - 11th) Academic advisement, course selection and four-year planning
 - Individual follow-up with each student to academically advise on course selections.
2. (8th) Suicide Prevention - Lifelines (West)
3. (8th - 12th) Review grades and attendance - identify students at risk

February

1. (8th -11th) Academic advisement, course selection and four-year planning
 - Individual follow-up with each student to academically advise on course selections.

March

1. (10th) Naviance Career Inventory Presentations
 - Students will complete an interest inventory for college and career readiness.
2. (11th) Junior Jumpstart - College and Career Readiness presentation that highlights the college search process
 - register them for the Buffalo National College Fair
 - take all interested juniors to Buffalo National College fair
 - start resume in Naviance
3. Master scheduling support

April

1. (11th) College Night (Field Trip – Only KE)
 - Evening program that explains college search process
2. (10th) College Field Trip
 - Interested sophomores will visit local colleges, e.g., UB, Canisius College or Niagara University
3. (8th) Evening orientation program for incoming 8th graders (KE)

4. (8th - 12th) Review grades and attendance - identify students at risk
5. Master scheduling support

May

1. (10th-12th) AP Exams
 - Proctor AP exams for two plus weeks (removing coordinator duties will allow counselor to spend time with academically at-risk students)
2. (8th – 11th) End of the year presentations
 - Classroom presentations that include the following information
 - end of the year procedures
 - summer school registration process
3. (8th) Suicide Prevention - Lifelines (West)
4. Master scheduling support

June

1. (9th-12th) Summer School Registration
2. (8th-11th) Continued adjustments of courses
3. Master scheduling support

NOTE: The above information is a tentative outline that may change due to the consolidation in the 2016-2017 school year. Furthermore, the above programs/topics may change based on any identified needs or administrative directives.



**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan**

**High School – Additional School Counselor Activities
2016 – 2017**

Service/Activity	Grade Level	Timeline	Staff Involved
Academic Intervention			
● IST/RTI Coordination	9 – 12	Weekly	School Counselors
● Progress and Report Card Review	9 - 12	Every 5 Weeks	School Counselors
● CSE Referrals (FBA, BIP, IEP, 504)	9 - 12	As Needed	School Counselors; Teachers
● Parent/Teacher Conferences; Communication with Parents	9 - 12	As Needed	School Counselors; Teachers
● Assessment Reviews	11 - 12	Spring (Gr. 11) Fall (Gr. 12)	School Counselors
● Attendance (TIPS, PINS)	9 - 12	As Needed	School Counselors, Teachers Administrators
● Graduation Jeopardy	12	Spring/Summer	School Counselors
● Summer School Plans/Advisement	9 - 12	Spring/Summer	School Counselors
● Credit Recovery	9 - 12	As Needed	School Counselors, Teachers Administrators
● Adult HSE Referrals	11 -12	As Needed	School Counselors Administrators
● North towns Academy/Twilight	9 - 12	As Needed	School Counselors Administrators

Service/Activity	Grade Level	Timeline	Staff Involved
<p>Advisement</p> <ul style="list-style-type: none"> • Schedule Adjustments • Graduation Planning 	<p>9 – 12</p> <p>9 – 12</p>	<p>Fall / Spring</p> <p>As Needed</p>	<p>School Counselors Teachers</p> <p>School Counselors</p>
<p>Individual / Group Counseling</p> <ul style="list-style-type: none"> • Crisis Intervention • IEP Counseling • Conflict Resolution • Groups Based on Student Needs (i.e. grief, etc.) 	<p>9 - 12</p>	<p>As Needed</p>	<p>School Counselors</p>
<p>Academic Intervention Services (AIS)</p>	<p>9 - 12</p>	<p>As Needed</p>	<p>School Counselors, Teachers Administrators</p>
<p>PSAT / SAT/ ACT Preparation</p>	<p>10 – 12</p>	<p>Fall / Spring</p>	<p>School Counselors</p>
<p>New Entrant Registration (transfer / withdrawal)</p>	<p>9 - 12</p>	<p>As Needed</p>	<p>School Counselors</p>
<p>Referrals to Family Support Center / Agencies</p>	<p>9 - 12</p>	<p>As Needed</p>	<p>School Counselors School Psychologists</p>
<p>BOCES Presentations & Field Trip</p>	<p>10</p>	<p>December January</p>	<p>School Counselors</p>
<p>Home Instruction / Home Schooling</p>	<p>9 - 12</p>	<p>As Needed</p>	<p>School Counselors, Teachers Administrators</p>

Service/Activity	Grade Level	Timeline	Staff Involved
Examination Challenges	10 - 12	As Needed	School Counselors, Administrators
College Visits/ Reps / Consortiums	11 - 12	Fall / Spring	School Counsels School Staff
Job Shadowing	11	March	School Counselors Career Center Staff
NCAA Eligibility	9 - 12	As Needed	School Counselors, Coaches Administrators
Military Visits	11 - 12	All Year	School Counselors
ACCESS-VR Services	12	As Needed	School Counselors



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Responsive Services – High School

- Each School Counselor must be available to meet the need of students and the school community during a time of crisis. Professional school counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety*).
- Each School Counselor is responsible for attending and addressing the needs of “at-risk” students through the IST Committee on a weekly or monthly basis.
- Professional school counselors must be available at the beginning of the school year to re-evaluate student schedules on an as needed basis.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.
- Each School Counselor is available for scheduling and facilitating parent/guardian/teacher conferences upon request of teacher and/or parents/guardians.
- Each School Counselor will be available and provide assistance in transition of students described as “new entrants.”
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional need of the students.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is required to provide mandated counseling as indicated by a student’s Individualized Education Plan.
- Each High School Counselor should utilize newsletters and websites to inform the whole school community of the school counseling programming.
- Professional high school counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant course work, in addition to maintaining professional association membership.
- Professional high school counselors are responsible for informing students of end of the year procedures, which include summer school sign up and grading policies.

HIGH SCHOOL COUNSELING CURRICULUM CROSSWALK

ACADEMIC DEVELOPMENT	K	1	2	3	4	5	6	7	8	9	10	11	12	
<p>SC K-12.2.1 Academic Development: Standard A <i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</i></p>														
<i>A:A1 Improve Academic Self-Concept</i>														
A:A1.1 Articulate feelings of competence and confidence as a learner											X	X	X	X
A:A1.2 Display a positive interest in learning											X	X	X	X
A:A1.3 Take pride in work and in achievement											X	X	X	X
A:A1.4 Accept mistakes as essential to the learning process											X	X	X	X
A:A1.5 Identify attitudes and behaviors which lead to successful learning											X	X	X	X
<i>A:A2 Acquire Skills for Improving Learning</i>														
A:A2.1 Apply time management and task management skills											X	X	X	X
A:A2.2 Demonstrate how effort and persistence positively affect learning											X	X	X	X
A:A2.3 Use communication skills to know when and how to ask for help when needed											X	X	X	X
A:A2.4 Apply knowledge of learning styles to positively influence school performance											X	X	X	X
A:A2.5 Refine study and organizational skills											X	X	X	X
<i>A:A3 Achieve School Success</i>														
A:A3.1 Take responsibility for their actions											X	X	X	X
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students											X	X	X	X
A:A3.3 Develop a broad range of interests and abilities											X	X	X	X
A:A3.4 Demonstrate dependability, productivity and initiative											X	X	X	X
A:A3.5 Share knowledge											X	X	X	X

SC K-12.2.2. Academic Development: Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>A:B1 Improve Learning</i>													
A:B1.1 Demonstrate the motivation to achieve individual potential										X	X	X	X
A:B1.2 Learn and apply critical thinking skills										X	X	X	X
A:B1.3 Apply the study skills necessary for academic success at each level										X	X	X	X
A:B1.4 Seek information and support from faculty, staff, family, and peers										X	X	X	X
A:B1.5 Organize and apply academic information from a variety of sources										X	X	X	X
A:B1.6 Use knowledge of learning styles to positively influence school performance										X	X	X	X
A:B1.7 Become self-directed and independent learners										X	X	X	X
<i>A:B2 Plan to Achieve Goals</i>													
A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school										X	X	X	X
A:B2.2 Develop an initial four-year plan										X	X	X	X
A:B2.3 Update and modify the four year plan										X	X	X	X
A:B2.4 Use assessment results in educational planning										X	X	X	X
A:B2.5 Develop and implement an annual plan of study to maximize academic ability and achievement										X	X	X	X
A:B2.6 Apply knowledge of aptitudes and interests to goal setting										X	X	X	X
A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals										X	X	X	X
A:B2.8 Understand the relationship between classroom performance and success in school										X	X	X	X
A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude and abilities										X	X	X	X

SC K-12.2.3 Academic Development: Standard C
*Students will understand the relationship of academics to the world of work,
and to life at home and in the community.*

	K	1	2	3	4	5	6	7	8	9	10	11	12
A:C1 Relate School to Life Experiences													
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life										X	X	X	X
A:C1.2 Seek co-curricular and community experiences to enhance the school experience										X	X	X	X
A:C1.3 Understand the relationship between learning and work										X	X	X	X
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals										X	X	X	X
A:C1.5 Understand that school success is the preparation to make the transition from student to community member										X	X	X	X
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities										X	X	X	X

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.1 Career Development: Standard A <i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>													
C:A1 Develop Career Awareness													
C:A1.1 Develop skills to locate, evaluate, and interpret career information										X	X	X	X
C:A1.2 Learn about the variety of traditional and non-traditional occupations											X	X	X
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations										X	X	X	X
C:A1.4 Learn how to interact and work cooperatively in teams													

	K	1	2	3	4	5	6	7	8	9	10	11	12
C:A1.5 Learn to make decisions										X	X	X	X

C:A1.6 Learn how to set goals												X	X	X	X
C:A1.7 Understand the importance of planning												X	X	X	X
C:A1.8 Pursue and develop competency in areas of interest												X	X	X	X
C:A1.9 Develop hobbies and vocational interests															
C:A1.10 Balance between work and leisure time												X	X	X	X
<i>C:A2 Develop Employment Readiness</i>															
C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills															
C:A2.2 Apply job readiness skills to seek employment opportunities												X		X	
C:A2.3 Demonstrate knowledge about the changing workplace												X			
C:A2.4 Learn about the rights and responsibilities of employers and employees														X	
C:A2.5 Learn to respect individual uniqueness in the workplace												X	X	X	X
C:A2.6 Learn how to write a resume														X	
C:A2.7 Develop a positive attitude toward work and learning														X	X
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace														X	
C:A2.9 Utilize time and task management skills												X	X	X	X
SC K-12.1.2 Career Development: Standard B <i>Students will employ strategies to achieve future career goals with success and satisfaction.</i>															
<i>C:B1 Acquire Career Information</i>															
C:B1.1 Apply decision-making skills to career planning, course selection, and career transitions												X	X	X	X
C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choices												X	X	X	X
C:B1.3 Demonstrate knowledge of the career planning process												X	X	X	X
C:B1.4 Know the various ways which occupations can be classified													X	X	X

	K	1	2	3	4	5	6	7	8	9	10	11	12
C:B1.5 Use research and information resources to obtain career information											X	X	X
C:B1.6 Learn to use the internet to access career planning information											X	X	X
*Describe traditional and non-traditional occupations and how these relate to career choice											X		X
* Understand how changing economic and societal needs influence employment trends and future training											X	X	X

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals											X	X	X	X
C:B2.2 Assess and modify their educational plan to support career goals											X	X	X	X
C:B2.3 Select course work that is related to career interests											X	X	X	X
C:B2.4 Maintain a career planning portfolio											X			
* Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences													X	X

SC K-12.1.3 Career Development: Standard C

Students will understand the relationship between personal qualities, education, training, and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success											X	X	X	X
C:C1.2 Explain how work can help to achieve personal success and satisfaction											X	X	X	X
C:C1.3 Identify personal preferences and interests which influence career choices and success											X	X	X	X
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills											X	X	X	X
C:C1.5 Describe the effect of work on lifestyles											X	X	X	X
C:C1.6 Understand the importance of equity and access in career choice											X	X	X	X
C:C1.7 Understand that work is an important and satisfying means of personal expression											X	X	X	X

C:C2 Apply Skills to Achieve Career Goals

	K	1	2	3	4	5	6	7	8	9	10	11	12
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												0	1	2	
C:C2.1 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.												X	X	X	X
C:C2.2 Learn how to use conflict management skills with peers and adults												X	X	X	X
C:C2.3 Learn to work cooperatively with others as a team member												X	X	X	X
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences														X	X

Social/Emotional Development	K	1	2	3	4	5	6	7	8	9	10	11	12	
SC K-12.1.4 Social/Emotional Development: Standard A <i>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</i>														
<i>PS:A1 Acquire Self-Knowledge</i>														
PS:A1.1 Develop a positive attitude toward self as a unique and worthy person											X	X	X	X
PS:A1.2 Identify values, attitudes and beliefs											X	X	X	X
PS:A1.3 Learn the goal setting process											X	X	X	X
PS:A1.4 Understand change as a part of growth											X	X	X	X
PS:A1.5 Identify and express feelings											X	X	X	X
PS:A1.6 Distinguish between appropriate and inappropriate behaviors											X	X	X	X
PS:A1.7 Recognize personal boundaries, rights and privacy needs											X	X	X	X
PS:A1.8 Understand the need for self-control and how to practice it											X	X	X	X
PS:A1.9 Demonstrate cooperative behavior in groups											X	X	X	X
PS:A1.10 Identify personal strengths and assets											X	X	X	X

	K	1	2	3	4	5	6	7	8	9	10	11	12	
PS:A1.11 Identify and discuss changing personal and social roles											X	X	X	X

PS:A1.12 Identify and recognize changing family roles												X	X	X	X	
<i>PS:A2 Acquire Interpersonal Skills</i>																
PS:A2.1 Recognize that everyone has rights and responsibilities													X	X	X	X
PS:A2.2 Respect alternative points of view													X	X	X	X
PS:A2.3 Recognize, accept, respect and appreciate individual differences													X	X	X	X
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity													X	X	X	X
PS:A2.5 Recognize and respect differences in various family configurations													X	X	X	X
PS:A2.6 Use effective communication skills													X	X	X	X
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior													X	X	X	X
PS:A2.8 Learn how to make and keep friends													X	X	X	X
SC K-12.1.5 Social/Emotional Development: Standard B <i>Students will make decisions, set goals, and take necessary action to achieve goals.</i>																
<i>PS:B1 Self-Knowledge Applications</i>																
PS:B1.1 Use a decision-making and problem-solving model													X	X	X	X
PS:B1.2 Understand consequences of decisions and choices													X	X	X	X
PS:B1.3 Identify alternative solutions to a problem													X	X	X	X
PS:B1.4 Develop effective coping skills for dealing with problems													X	X	X	X
PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions													X	X	X	X
PS:B1.6 Know how to apply conflict resolution skills													X	X	X	X
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences													X	X	X	X
	K	1	2	3	4	5	6	7	8	9	10	11	12			
PS:B1.8 Know when peer pressure is influencing a decision													X	X	X	X
PS:B1.9 Identify long- and short-term goals													X	X	X	X

PS:B1.10 Identify alternative ways of achieving goals												X	X	X	X
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills												X	X	X	X
PS:B1.12 Develop an action plan to set and achieve realistic goals												X	X	X	X
SC K-12.1.5 Social/Emotional Development: Standard C <i>Students will understand safety and survival skills.</i>															
<i>PS:C Acquire Personal Safety Skills</i>															
PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)															
PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of an individual's rights															
PS:C1.3 Learn the difference between appropriate and inappropriate physical contact															
PS:C1.4 Demonstrate the ability to assert boundaries, rights, and personal privacy												X	X	X	X
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help												X	X	X	X
PS:C1.6 Identify resource people in the school and community, and know how to seek their help												X	X	X	X
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices															
PS:C1.8 Learn how to cope with peer pressure												X	X	X	X
PS:C1.9 Learn techniques for managing stress and conflict												X	X	X	X
PS:C1.10 Learn coping skills for managing life events												X	X	X	X
* Learn about the emotional and physical dangers of substance use and abuse															

Legend: A:A -1. 1 = Academic Domain, Standard A, Competency 1 and Indicator 1.

Adapted from the American School Counseling Association National Model (2012).



**Management System
Annual Agreement
Advisory Council
Use of Data
Action Plans
Lesson Plans
Schedules and Calendars**



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

The Management System

The Management System describes the various organizational processes and tools necessary to manage a school counseling program. Professional school counselors will analyze their site data, develop plans of action to meet objectives, abide by a master calendar and provide organizational activities.

“Management systems include efforts by administration to support professional school counselors in delivering the program. Administrators work collaboratively with professional school counselors to analyze student data and develop action plans and implementation timelines.” Professional school counselors develop calendars with regard to program implementation, monitoring student progress and maximizing time spent carrying out the school counseling program.

Annual Agreement

Annual agreements outline the organization, focus and goals of the school counseling program. These agreements encourage dialogue and discussion of agreed goals between the school counselor and administrator. As a result, the alignment of school counseling program goals with the goals of the school are clear and collaborative. The discussion enhances administration’s understanding of a comprehensive school counseling program, highlights the importance of the role of the professional school counselor, and fosters a partnership to meet goals for the school community. The agreement helps the professional school counselor to streamline their goals and make their work more purposeful and intentional. An annual agreement is developed for each school counselor. The percentages may vary with individual assignments, but reflect the total percentage of time (***80 percent***) for direct and indirect services. The annual agreement is created and signed by the school counselor and supervising administrator within the first two months of the school year.

Advisory Council

An advisory council is a representative group of people appointed to advise and assist the school counseling program. The advisory council is responsible for reviewing the goals, competencies and results and participates in recommendations to the school counseling department and the administration.

The advisory council membership should be representative stakeholders of the school counseling program. Membership should include the following representatives: students, parents/guardians, teachers, school counselors, administrators, school board members, and business and community members.

The advisory council should meet a minimum of twice a year.

The advisory council’s function will vary depending on a number of variables (i.e. the number of years an educational program is in existence, community needs). They provide support, input and provide recommendations for program development and improvement. Professional school counselors will use data to analyze the program effectiveness and to make decisions with regard to changes in the program content and delivery.

The council functions as a communication link between the school counseling program and the various groups served (students, parents/guardians, educators, business and the community).

Use of Data

A comprehensive School counseling program is data-driven. Therefore, the use of data to effect change is integral to ensuring that every student is benefiting from the school counseling program. Activities implemented as a part of the school counseling program should be the result of careful analysis of student needs, achievement and related data. The use of data demonstrates accountability and progress toward goals. Data monitors student progress and provides a guide on where to focus resources, programs, interventions and strategies to meet students' needs and ensure school success. Professional school counselors monitor student progress through three types of data:

- Student Achievement Data measures student academic progress including:
 - standardized test data
 - grade point average
 - SAT and ACT scores
 - graduation rate
 - achievement levels
 - promotion and retention rates
 - dropout rates
 - specific academic programs (academic honors, college prep., etc.)

- Behavioral Data is correlated with academic achievement including:
 - course enrollment patterns
 - discipline referrals
 - suspension rates
 - alcohol, tobacco and other drug violations
 - attendance rates
 - parent/guardian involvement
 - participation in extracurricular activities
 - homework completion rates

- Standards and Competency-related Data measures student mastery of the competencies delineated in the ASCA National Standards. The data includes:
 - percentage of students with a four-year plan
 - percentage of students who have participated in job shadowing
 - percentage of students who have set and attained academic goals
 - percentage of students who apply conflict resolution skills

- Disaggregate Data is used to determine if there are any groups of students who may not be doing as well as others. The data may include:
 - race/ethnicity
 - gender
 - language
 - socio-economic status
 - special education
 - vocational
 - grade level
 - teacher assignment
 - language spoken at home

- Program Results Data is used to determine the school counseling program's impact. Professional school counselors evaluate process, perception and results data.
- Process Data provides evidence that events occurred and describes the way the program is conducted and if it follows the prescribed practice.
- Perception Data measures what student and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved.
- Results Data measures the impact of an activity or program and shows if the program has had a positive impact on students. Results data may include:
 - attendance data
 - discipline referral data
 - graduation rate
- Outcome Data is necessary to determine the true impact of the school counseling program. This may include the review of immediate and long range data. Data will drive program decision making. Outcome data shows the impact of the an activity or program and answers the question, "So what?"

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired result. The action plan is utilized with the school counselor curriculum. The action plan should contain:

- domains and standards to be addressed
- student competencies to be addressed
- description of the actual school counseling activity to be provided
- title or name of the curriculum to be used
- timeline for completion of activity
- person(s) responsible for the delivery of the activity
- means of evaluating student success
- data driving the decision to address the competency
- expected results for students

Use of Time

Professional school counselors recognize and value the time they spend providing direct services to students. They should keep track of their time and document activities performed throughout the day. This will allow counselors and the administrators the opportunity to determine the amount of time being spent delivering services to students and non-school counseling activities. Program delivery and direct counseling services for students can be increased by reassigning non-counseling activities when possible.

Lesson Plans

In order to successfully deliver lessons related to the school counseling core curriculum, it's important for school counselors to be in the classroom. It's important that lesson plans are purposeful and intentional. Identify one to three goals and note how student competencies will be measured.

Calendars

Professional school counselors maintain calendars outlining school counseling events to ensure students, parents/guardians, teachers and administrators know when and where activities will be held.

Adapted from the ASCA National Model: Framework for School Counseling Programs (2012).



Comprehensive K-12 School Counseling Plan

Use of School Counselor’s Time

The American School Counselor Association encourages professional school counselors to protect their time so that 80 percent of time is spent in direct service to students, staff and families. The remainder of the time is spent on program management. Counselors are encouraged to allocate time based on program priorities and needs. The reduction of non-counseling activities will provide more direct services to, and contact with, students including prevention and intervention programs.

Since school counselor duties should be focused on the overall delivery of the school counseling program, a limited amount of time should be devoted to indirect services or system support.

Distribution of Total School Counselor Time

Delivery System Component	Elementary School	Middle School	High School
Direct Services (80% or more)	% of Time	% of Time	% of Time
Guidance Curriculum	35% - 45%	25% - 35%	15% - 25%
Individual Student Planning	5% - 10%	15% - 25%	25% - 35%
Responsive Services Indirect	30% - 40%	30% - 40%	25% - 35%
Indirect Services <u>Referrals</u> <u>Consultation</u> <u>Collaboration</u>			
System Support 20% or less <u>Program Management</u> <u>Professional Development</u> <u>Data Analysis</u> <u>Management and Operations</u>	10% - 15%	10% - 15%	15% - 20%



**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan
Non-Counseling Professional Responsibilities
(Indirect Services Being Performed by School Counselors)**

Elementary Schools

- **Building and District Initiated Committees**
- **Coordinate Holiday Activities**
- **Kindergarten Screening**
- **Student Community Drives**

Middle Schools

- **Assigned Hall Duty/Supervision**
- **Building and District Initiated Committees**
- **Community Awareness Committee**
- **504 Disseminations**
- **Filing/Clerical Work**
- **Assist with Master Scheduling**
- **Release of Information to Agencies (maintain and update)**
- **Report Card Accuracy Reviews**
- **Truancy Intervention Committee**
- **Woodcock Johnson Test Administration**

High Schools

- **AP Coordination**
- **Awards Committee (Academic Award/Scholarships)**
- **Building and District Initiated Committees and Community Awareness Meetings**
- **Coordinate BOCES North towns Academy Programs**

- **Grade Point Accuracy Review**
- **International Baccalaureate Planning (Scheduling)**
- **Assist with Master Scheduling**
- **Military Representatives Coordination**
- **Newsletter AND Web Page Coordination**
- **Oversight and verification of Transcripts/GPA/Class Rank**
- **Proctoring Examinations**
- **State and District Data Verification**
- **Truancy Intervention Meetings**
- **Skills Expo / Elective Assembly**



Accountability

Results Reports

Counselor Performance Standards

School Counselor Program Assessment



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Accountability

The accountability system will enable professional school counselors to determine how well students have met the standards and achieve intended outcomes. To evaluate the program and demonstrate accountability, professional school counselors must collect and use data that supports and links the school counseling program to student academic success, school improvement and to show positive changes in student behavior.

Key Components of School Counselor Accountability

Using Data

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to student progress. The data collection will occur before and after the school counseling activity and will reveal what worked and clarify what needs to be changed or improved to ensure student success.

M.E.A.S.U.R.E.

MEASURE is a “six-step accountability process that helps professional school counselors demonstrate how their program impacts critical data, those components of a school report card that are the backbone of the accountability movement.” MEASURE stands for Mission, Elements, Analyze, Stakeholders-Unite, Results, Educate. It is a way of using information to identify data elements and to develop strategies to connect school counseling to an accountability agenda of a school.

Mission: connects the Comprehensive K-12 School Counseling Plan to the mission of the school.

Elements: identifies and examines the critical data elements that are important to the school improvement plan. This procedure for looking at data should guarantee that no group of students is overlooked.

Analyze: analyze the critical data elements to determine problem areas. Professional school counselors will work toward eliminating any barriers that may impede student achievement.

Stakeholders-Unite: identify internal and external stakeholders to become part of a team to develop and implement strategies to improve student outcomes.

Results: determine if everyone’s efforts show that the interventions and strategies were successful; and to guide the team in developing the next steps toward continuous school improvement, including the school counseling program.

Educate: educate internal and external stakeholders on the positive impact the school counseling program is having on student success.

Support Personnel Accountability Report Card (SPARC)

The Support Personnel Accountability Report Card (SPARC) is a continuous improvement tool used for assessing the impact of school counseling and other supports on student outcomes. Through SPARC, professional school counselors can highlight their accomplishments in supporting student achievement and publish a report of the results of their efforts. A key component of SPARC is collaborating with all stakeholders including faculty, parents/guardians and members of the community. The results will demonstrate how students have progressed as a result of the efforts of the school counselors.

This tool can be used for informing the educational community of the results of the school counseling program.

- Is a useful tool for assessing the impact of school counseling and other support programs on student outcomes?
- Encourages use of school data for school improvement.
- Places professional school counselors at the center of school-wide assessment and leadership.
- Serves as a vehicle for informing stakeholders of the school counselor department's progress.

Impact of SPARC:

- Provides a tool for implementation and evaluation of the school counseling Comprehensive K-12 School Counseling Plan.
- Increases inclusion of support personnel in school-wide accountability efforts.
- Increases consideration for the importance of student support services for school improvement and educational reform.

School Counseling Program Assessment

The School counseling program assessment aligns with the four components of the ASCA National Model. This template can be found in the appendix on p.153. This assessment can be used as a resource to measure each component and helps to identify gaps and strengths in the CSCP.

Adapted from the New York State Model for Comprehensive K-12 School Counseling Programs



American School Counselor Association Ethics 2014

Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.

- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counselors, supervisors/directors of school counseling programs and school counselor educators. The purposes of this document are to:

Serve as a guide for the ethical practices of all professional school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association;

- Provide self-appraisal and peer evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform all stakeholders, including students, parents and guardians, teachers, administrators, community members and courts of justice, of best ethical practices, values and expected behaviors of the school counseling professional.

A.1. Responsibilities to Students

Professional school counselors: a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

- Are concerned with the educational, academic, career, personal and social needs and encourage the maximum development of every student.
- Respect students' values, beliefs and cultural background and do not impose the school counselor's personal values on students or their families.
- Are knowledgeable of laws, regulations and policies relating to students and strive to protect and inform students regarding their rights.
- Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- Consider the involvement of support networks valued by the individual students.
- Understand that professional distance with students is appropriate, and any sexual or romantic relationship with students whether illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age.
- Consider the potential for harm before entering into a relationship with former students or one of their family members.

A.2. Confidentiality

Professional school counselors: a. Inform individual students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes the limits of confidentiality in a developmentally appropriate manner. Informed consent requires competence on the part of students to understand the limits of confidentiality and

Ethical Standards for School Counselors therefore, can be difficult to obtain from students of a certain developmental level. Professionals are aware that even though every attempt is made to obtain informed consent it is not always possible and when needed will make counseling decisions on students' behalf.

- b. Explain the limits of confidentiality in appropriate ways such as classroom guidance lessons, the student handbook, school counseling brochures, school Web site, verbal notice or other methods of student, school and community communication in addition to oral notification to individual students.
- c. Recognize the complicated nature of confidentiality in schools and consider each case in context. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is defined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception.
- d. Recognize their primary obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives, especially in value-laden issues. Understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent and parental or familial legal rights and responsibilities to protect these students and make decisions on their behalf.
- e. Promote the autonomy and independence of students to the extent possible and use the most appropriate and least intrusive method of breach. The developmental age and the circumstances requiring the breach are considered and as appropriate students are engaged in a discussion about the method and timing of the breach.
- f. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions: • Student identifies partner or the partner is highly identifiable • School counselor recommends the student notify partner and refrain from further high-risk behavior • Student refuses • School counselor informs the student of the intent to notify the partner • School counselor seeks legal consultation from the school district's legal representative in writing as to the legalities of informing the partner
- g. Request of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- h. Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records. Recognize the vulnerability of confidentiality in electronic communications and only transmit sensitive information electronically in a way that is untraceable to students' identity. Critical information such as a student who has a history of suicidal ideation must be conveyed to the receiving school in a personal contact such as a phone call.

A.3. Academic, Career/College/Post-Secondary Access and Personal/Social Counseling Plans

Professional school counselors: a. Provide students with a comprehensive school counseling program that parallels the ASCA National Model with emphasis on working jointly with all students to develop personal/social, academic and career goals.

b. Ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.

c. Provide and advocate for individual students' career awareness, exploration and post-secondary plans supporting the students' right to choose from the wide array of options when they leave secondary education.

A.4. Dual Relationships

Professional school counselors: a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation.

b. Maintain appropriate professional distance with students at all times.

c. Avoid dual relationships with students through communication mediums such as social networking sites.

d. Avoid dual relationships with school personnel that might infringe on the integrity of the school counselor/student relationship.

A.5. Appropriate Referrals

Professional school counselors: a. Make referrals when necessary or appropriate to outside resources for student and/or family support. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

b. Help educate about and prevent personal and social concerns for all students within the school counselor's scope of education and competence and make necessary referrals when the counseling needs are beyond the individual school counselor's education and training. Every attempt is made to find appropriate specialized resources for clinical therapeutic topics that are difficult or inappropriate to address in a school setting such as eating disorders, sexual trauma, chemical dependency and other addictions needing sustained clinical duration or assistance.

c. Request a release of information signed by the student and/or parents/guardians when attempting to develop a collaborative relationship with other service providers assigned to the student.

d. Develop a reasonable method of termination of counseling when it becomes apparent that counseling assistance is no longer needed or a referral is necessary to better meet the student's needs.

A.6. Group Work

Professional school counselors: a. Screen prospective group members and maintain an awareness of participants' needs, appropriate fit and personal goals in relation to the group's intention and focus. The school counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

- b. Recognize that best practice is to notify the parents/guardians of children participating in small groups.
- c. Establish clear expectations in the group setting, and clearly state that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, recognize the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Provide necessary follow up with group members, and document proceedings as appropriate.
- e. Develop professional competencies, and maintain appropriate education, training and supervision in group facilitation and any topics specific to the group.
- f. Facilitate group work that is brief and solution-focused, working with a variety of academic, career, college and personal/social issues.

A.7. Danger to Self or Others

Professional school counselors: a. Inform parents/guardians and/or appropriate authorities when a student poses a danger to self or others. This is to be done after careful deliberation and consultation with other counseling professionals.

- b. Report risk assessments to parents when they underscore the need to act on behalf of a child at risk; never negate a risk of harm as students sometimes deceive in order to avoid further scrutiny and/or parental notification.
- c. Understand the legal and ethical liability for releasing a student who is in danger to self or others without proper and necessary support for that student.

A.8. Student Records

Professional school counselors: a. Maintain and secure records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

- b. Keep sole-possession records or individual student case notes separate from students' educational records in keeping with state laws.
- c. Recognize the limits of sole-possession records and understand these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they are shared or are accessible to others in either verbal or written form or when they include information other than professional opinion or personal observations.
- d. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Apply careful discretion and deliberation before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.
- e. Understand and abide by the Family Education Rights and Privacy Act (FERPA, 1974), which safeguards student's records and allows parents to have a voice in what and how information is shared with others regarding their child's educational records.

A.9. Evaluation, Assessment and Interpretation

Professional school counselors: a. Adhere to all professional standards regarding selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are trained and competent.

b. Consider confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

c. Consider the developmental age, language skills and level of competence of the student taking the assessments before assessments are given.

d. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students can understand.

e. Monitor the use of assessment results and interpretations, and take reasonable steps to prevent others from misusing the information.

f. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assess the effectiveness of their program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. Technology

Professional school counselors:

a. Promote the benefits of and clarify the limitations of various appropriate technological applications. Professional school counselors promote technological applications (1) that are appropriate for students' individual needs, (2) that students understand how to use and (3) for which follow-up counseling assistance is provided.

b. Advocate for equal access to technology for all students, especially those historically underserved.

c. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

d. Understand the intent of FERPA and its impact on sharing electronic student records.

e. Consider the extent to which cyberbullying is interfering with students' educational process and base guidance curriculum and intervention programming for this pervasive and potentially dangerous problem on research-based and best practices.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

Professional school counselors:

a. Respect the rights and responsibilities of parents/guardians for their children and endeavor to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate students' maximum development.

b. Adhere to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties interfering with the student's effectiveness and welfare.

- c. Are sensitive to diversity among families and recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- d. Inform parents of the nature of counseling services provided in the school setting.
- e. Adhere to the FERPA act regarding disclosure of student information.
- f. Work to establish, as appropriate, collaborative relationships with parents/guardians to best serve student.

B.2. Parents/Guardians and Confidentiality

Professional school counselors:

- a. Inform parents/guardians of the school counselor's role to include the confidential nature of the counseling relationship between the counselor and student.
- b. Recognize that working with minors in a school setting requires school counselors to collaborate with students' parents/guardians to the extent possible.
- c. Respect the confidentiality of parents/guardians to the extent that is reasonable to protect the best interest of the student being counseled.
- d. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- e. Make reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student unless a court order expressly forbids the involvement of a parent(s). In cases of divorce or separation, school counselors exercise a good-faith effort to keep both parents informed, maintaining focus on the student and avoiding supporting one parent over another in divorce proceedings.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

Professional school counselors, the school counseling program director/site supervisor and the school counselor educator:

- a. Establish and maintain professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treat colleagues with professional respect, courtesy and fairness.
- c. Recognize that teachers, staff and administrators who are high functioning in the personal and social development skills can be powerful allies in supporting student success. School counselors work to develop relationships with all faculty and staff in order to advantage students.
- d. Are aware of and utilize related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

Professional school counselors:

- a. Promote awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provide professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

- c. Secure parental consent and develop clear agreements with other mental health professionals when a student is receiving services from another counselor or other mental health professional in order to avoid confusion and conflict for the student and parents/guardians.
- d. Understand about the “release of information” process and parental rights in sharing information and attempt to establish a cooperative and collaborative relationship with other professionals to benefit students.
- e. Recognize the powerful role of ally that faculty and administration who function high in personal/social development skills can play in supporting students in stress, and carefully filter confidential information to give these allies what they “need to know” in order to advantage the student. Consultation with other members of the school counseling profession is helpful in determining need-to-know information. The primary focus and obligation is always on the student when it comes to sharing confidential information.
- f. Keep appropriate records regarding individual students, and develop a plan for transferring those records to another professional school counselor should the need occur. This documentation transfer will protect the confidentiality and benefit the needs of the student for whom the records are written.

C.3. Collaborating and Educating Around the Role of the School Counselor

The school counselor, school counseling program supervisor/director and school counselor educator:

- a. Share the role of the school counseling program in ensuring data driven academic, career/college and personal/social success competencies for every student, resulting in specific outcomes/indicators with all stakeholders.
- b. Broker services internal and external to the schools to help ensure every student receives the benefits of a school counseling program and specific academic, career/college and personal/social competencies.

D. RESPONSIBILITIES TO SCHOOL, COMMUNITIES AND FAMILIES

D.1. Responsibilities to the School

Professional school counselors:

- a. Support and protect students’ best interest against any infringement of their educational program.
- b. Inform appropriate officials, in accordance with school policy, of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and the school counselor.
- c. Are knowledgeable and supportive of their school’s mission, and connect their program to the school’s mission.
- d. Delineate and promote the school counselor’s role, and function as a student advocate in meeting the needs of those served. School counselors will notify appropriate officials of systemic conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocate that administrators hire only qualified, appropriately trained and competent individuals for professional school counseling positions.

g. Assist in developing: (1) curricular and environmental conditions appropriate for the school and community; (2) educational procedures and programs to meet students' developmental needs; (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel; and (4) a data-driven evaluation process guiding the comprehensive, developmental school counseling program and service delivery.

D.2. Responsibility to the Community

Professional school counselors:

- a. Collaborate with community agencies, organizations and individuals in students' best interest and without regard to personal reward or remuneration.
- b. Extend their influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.
- c. Promote equity for all students through community resources.
- d. Are careful not to use their professional role as a school counselor to benefit any type of private therapeutic or consultative practice in which they might be involved outside of the school setting.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

Professional school counselors:

- a. Function within the boundaries of individual professional competence and accept responsibility for the consequences of their actions.
- b. Monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times
- c. Monitor personal responsibility and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job and are cognizant of and refrain from activity that may lead to inadequate professional services or diminish their effectiveness with school community members Professional and personal growth are ongoing throughout the counselor's career.
- d. Strive through personal initiative to stay abreast of current research and to maintain professional competence in advocacy, teaming and collaboration, culturally competent counseling and school counseling program coordination, knowledge and use of technology, leadership, and equity assessment using data.
- e. Ensure a variety of regular opportunities for participating in and facilitating professional development for self and other educators and school counselors through continuing education opportunities annually including: attendance at professional school counseling conferences; reading Professional School Counseling journal articles; facilitating workshops for education staff on issues school counselors are uniquely positioned to provide.
- f. Enhance personal self-awareness, professional effectiveness and ethical practice by regularly attending presentations on ethical decision-making. Effective school counselors will seek supervision when ethical or professional questions arise in their practice.
- g. Maintain current membership in professional associations to ensure ethical and best practices.

E.2. Multicultural and Social Justice Advocacy and Leadership

Professional school counselors:

- a. Monitor and expand personal multicultural and social justice advocacy awareness, knowledge and skills. School counselors strive for exemplary cultural competence by ensuring personal beliefs or values are not imposed on students or other stakeholders.
- b. Develop competencies in how prejudice, power and various forms of oppression, such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism, affect self, students and all stakeholders.
- c. Acquire educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- d. Affirm the multiple cultural and linguistic identities of every student and all stakeholders. Advocate for equitable school and school counseling program policies and practices for every student and all stakeholders including use of translators and bilingual/multilingual school counseling program materials that represent all languages used by families in the school community, and advocate for appropriate accommodations and accessibility for students with disabilities.
- e. Use inclusive and culturally responsible language in all forms of communication.
- f. Provide regular workshops and written/digital information to families to increase understanding, collaborative two-way communication and a welcoming school climate between families and the school to promote increased student achievement.
- g. Work as advocates and leaders in the school to create equity based school counseling programs that help close any achievement, opportunity and attainment gaps that deny all students the chance to pursue their educational goals.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. Professionalism

Professional school counselors:

- a. Accept the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conduct themselves in such a manner as to advance individual ethical practice and the profession.
- c. Conduct appropriate research, and report findings in a manner consistent with acceptable educational and psychological research practices. School counselors advocate for the protection of individual students' identities when using data for research or program planning.
- d. Seek institutional and parent/guardian consent before administering any research, and maintain security of research records.
- e. Adhere to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model and relevant statutes established by federal, state and local governments, and when these are in conflict work responsibly for change.
- f. Clearly distinguish between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- g. Do not use their professional position to recruit or gain clients, consultees for their private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

Professional school counselors:

- a. Actively participate in professional associations and share results and best practices in assessing, implementing and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college and personal/social competencies for every student.
- b. Provide support, consultation and mentoring to novice professionals.
- c. Have a responsibility to read and abide by the ASCA Ethical Standards and adhere to the applicable laws and regulations.

F.3 Supervision of School Counselor Candidates Pursuing Practicum and Internship Experiences:

Professional school counselors:

- a. Provide support for appropriate experiences in academic, career, college access and personal/social counseling for school counseling interns.
- b. Ensure school counselor candidates have experience in developing, implementing and evaluating a data-driven school counseling program model, such as the ASCA National Model.
- c. Ensure the school counseling practicum and internship have specific, measurable service delivery, foundation, management and accountability systems.
- d. Ensure school counselor candidates maintain appropriate liability insurance for the duration of the school counseling practicum and internship experiences.
- e. Ensure a site visit is completed by a school counselor education faculty member for each practicum or internship student, preferably when both the school counselor trainee and site supervisor are present.

F.4 Collaboration and Education about School Counselors and School Counseling Programs with other Professionals

School counselors and school counseling program directors/supervisors collaborate with special educators, school nurses, school social workers, school psychologists, college counselors /admissions officers, physical therapists, occupational therapists and speech pathologists to advocate for optimal services for students and all other stakeholders.

G. Maintenance of Standards

Professional school counselors are expected to maintain ethical behavior at all times.

G.1. When there exists serious doubt as to the ethical behavior of a colleague(s) the following procedure may serve as a guide:

1. The school counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the school counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.
3. The school counselor should keep documentation of all the steps taken.
4. If resolution is not forthcoming at the personal level, the school counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
5. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence: • State school counselor association • American School Counselor Association

6. The ASCA Ethics Committee is responsible for: • Educating and consulting with the membership regarding ethical standards • Periodically reviewing and recommending changes in code • Receiving and processing questions to clarify the application of such standards. Questions must be submitted in writing to the ASCA Ethics Committee chair. • Handling complaints of alleged violations of the ASCA Ethical Standards for School Counselors. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

G.2. When School counselors are forced to work in situations or abide by policies that do not reflect the ethics of the profession, the school counselor works responsibly through the correct channels to try and remedy the condition.

G.3. When faced with any ethical dilemma school counselors, school counseling program directors/supervisors and school counselor educators use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001):

1. Define the problem emotionally and intellectually
2. Apply the ASCA Ethical Standards and the law
3. Consider the students' chronological and developmental levels
4. Consider the setting, parental rights and minors' rights
5. Apply the moral principles
6. Determine your potential courses of action and their consequences
7. Evaluate the selected action
8. Consult
9. Implement the course of action.



Family Support Center



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

Family Support Center

The Kenmore-Tonawanda Family Support Center is a counseling center whose mission is to improve student success by addressing those non-academic barriers to learning that students and their families face. The family is the most significant influence in the development of a child. There is a direct connection between the behavior and academic success of a child at school and the strength of the family. Schools cannot bring about change alone. The Family Support Center through a collaborative partnership between families, schools and local community human service agencies works to make students more successful at home, at school and in life.

The Family Support Center is an integral part of the overall services provided by the District. Recognizing and utilizing the District's helping professionals to provide counseling services at the Family Support Center is essential to our mission of building strong collaborative relationships between the schools and families. The counseling center is available free of charge to all families who live in the Kenmore-Tonawanda School District as well as to the families of school district employees. As part of reducing barriers to receiving services, transportation is provided to those families who would otherwise be unable to attend counseling. Requests for services come primarily through the school helping professionals. However, Family Court and Child Protective Services also request services for families from the Ken-Ton District with whom they are involved.

When "in-school" interventions are not successful, or when the school recognizes that a family is in need of support, a request for services is sent to the Family Support Center. The parent or guardian of the child meets with Family Support Center staff to assess the family's needs and an appropriate care plan is developed. The Family Support Center focuses on five major areas; (1) family counseling (2) parenting (3) referral to local human mental health agencies (4) linkage to community resources (5) group work.

1. Family Counseling is done on site at the Family Support Center. Counselors include school helping professionals and local mental health agency counselors.
2. Parenting and parent support are provided through counseling and parenting groups facilitated by school based helping professionals.
3. Referral to local human mental health agencies is expedited by the Family Support Center's collaboration with local agencies. If a child is identified as having a need for mental health or drug and alcohol assessment and intervention, the Family Support Center makes a referral that allows for quicker access to services.
4. Linkage to community resources includes providing information on food pantries, clothing, and support groups as well as accessing health insurance and social services.
5. Group Work with children and parents is done in response to the needs expressed by the district and provided by school helping professionals. Examples of groups offered at the Family Support Center include:
 - a. Skills streaming for children on the Autistic Spectrum

- b. Social Skills groups
- c. Parent groups for parents of defiant teens
- d. Girls wellness group
- e. Theraplay group with preschoolers and parents



Appendix



Annual Goals Template

School Counselor _____ Year

School Counseling Program Mission Statement

School Counseling Program Goals

The school counseling program will focus on the following achievement, attendance, behavior and/or school safety goals this year. Details of activities promoting these goals are found in the curriculum, small-group and closing-the-gap action plans.

Program Goal Statements	
1	
2	
3	

Use of Time

I plan to spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct Services to Students	_____ %	of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	80% or more
	_____ %	of time with individual student planning	Assists students in developing educational, career and personal plans	
	_____ %	of time with responsive services	Addresses the immediate concerns of students	
Indirect Services for Students	_____ %	of time providing referrals, consultation and collaboration	Interacts with others to provide support for student achievement	
Program Planning and School Support	_____ %	of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	20% or less

Advisory Council

The school counseling advisory council will meet on the following dates.

Planning and Results Documents

The following documents have been developed for the school counseling program.

- Annual Calendar
- Closing-the-Gap Action Plans
- Curriculum Action Plan
- Results Reports (from last year's action plans)
- Small-Group Action Plan

Professional Development

I plan to participate in the following professional development based on school counseling program goals and my school counselor competencies self-assessment.

Professional Collaboration and Responsibilities Choose all that apply.

Group	Weekly/Monthly	Coordinator
A. School Counseling Team Meetings		
B. Administration/School Counseling Meetings		
C. Student Support Team Meetings		
D. Department Chair Meetings		
E. School Improvement Team Meetings		
F. District School Counseling Meetings		
G. (Other		

Budget Materials and Supplies

Annual Budget \$_____ Materials and supplies needed:

School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from _____ to _____

My hours will be from _____ to _____ (if flexible scheduling is used)

The career center will be open from _____ to _____

Role and Responsibilities of Other Staff and Volunteers

School Counseling Department Assistant

Attendance Assistant Clerk

Data Manager/Registrar

Career and College Center Assistant

Other Staff

Volunteers

School Counselor Signature

Principal Signature

Date



Lesson Plan Template

School Counselor: _____ Date:

Activity:

Grade(s):

ASCA Mindsets & Behaviors (Domain/Standard):

Learning Objective(s) (aligns with Competency):

- 1.
- 2.
- 3.

Materials:

Procedure:

Plan for Evaluation: How will each of the following be collected?

Process Data:

Perception Data:

Outcome Data:

Follow Up:



School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance, behavior and/or school safety			
b. Are based on school data			
c. Address school wide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
ASCA Student Standards and Other Student Standards			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			

School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Goals			
a. Created and signed by the school counselor and supervising administrator within the first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance, behavior and safety data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			

d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
DELIVERY			
CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

**Kenmore-Tonawanda Union Free School District
Comprehensive K-12 School Counseling Plan**

Glossary

Academic Achievement: Attainment of educational goals, as determined by data such as standardized achievement test scores, grades on tests, report cards, grade point average, and state and local assessments of academic progress.

Accountability: Responsibility for one's actions, particularly for objectives, procedures and results of one's work and program; involves an explanation of what has been done. This includes responsibility for counselor performance, program implementation and results.

Action Plan: How the school counselors, or others, intend to achieve the desired result or competency.

Advanced Placement Course (AP): A program which allows high school students to take college level courses and exams to earn high school and college credit. An evening presentation is available for students and parents to learn more.

Advisory Council: An advisory council is a representation of all elements of the school and community appointed to monitor the school counseling program goals and to make recommendations to the department, the administration and the school board regarding program priorities.

Advocacy: Actively supporting causes, ideas or policies that promote and assist student academic, career and Social/Emotional needs. It may include the process of actively identifying underrepresented students and supporting them in their efforts to perform at their highest level of academic achievement.

AIS: Academic Intervention Services

American College Testing (ACT): Assesses high school students' general educational development and their ability to complete college level work. The PLAN is a pre-ACT, predicting success on the ACT.

AP Exams: Advanced Placement Exams

ASCA: American School Counselor Association

Assessment: a tool used to measure the criteria; including competencies, indicators and descriptors.

Behavior Intervention Plan (BIP): A Behavior Intervention Plan takes the observations made in a Functional Behavior Assessment and turns them into a concrete plan of action for managing a student behavior.

BOCES: Board of Cooperative Educational Services

BOCES Presentations and Visits: These activities/events provide exposure to vocational and technical programs available to 10th and 11th grade students.

Career Center: A center within the counseling office that assists students in identifying interests and strengths and formulating plans for the future.

Career Cruising (Middle School): An internet-based career exploratory program utilized at the middle school level. (See middle school curriculum for details on implementation)

Career Cruising Presentations (HS): online career and college exploratory program (could be linked with Student Success Skills) (See high school curriculum for details on implementation)

Career Development: The necessary skill and attitudes for successful transition from school to work or post-secondary training or education.

Chain Links Club: This unique program provides an opportunity for students and school personnel to continue the chain reaction of kindness and compassion in their school community through various activities. (This is an extension of Rachael's Challenge) (See middle school curriculum for details on implementation)

Child Protective Services (CPS): An agency under the auspices of local, state and federal governments.

Closing the Gap: refers to the difference in achievement levels generally between privileged students and students of color or low social-economic status.

Collaboration: A partnership where two or more individuals or organizations actively work together on a project or problem.

College Admission Night: an opportunity for students to learn about college expectations and the college admission process. (See high school curriculum for details on implementation)

College Applications and Recommendations: complete required college application paperwork with 12th grade students and write letters of reference to send to college admissions to accompany college applications. This is typically completed in the Fall.

College Board: An association whose mission is to connect students to college success and opportunity. Provides PSAT, SAT and AP tests; includes the profile and college planning tool.

College Consortiums: College Consortiums are college fairs located at each high school from the Western New York and Rochester areas.

College Visits: College visits include meeting with college admissions staff in the Kenmore East/West Counseling Centers.

Common Application: Common application is an undergraduate college admission application that applicants may use to apply to any of 414 member colleges and universities in the United States. Its mission is to encourage college "access" by promoting holistic admission (the use of subject criteria like essays and recommendations alongside objective criteria). It promotes holistic admission by opening membership only to institutions that have committed to using holistic admission for their

entire undergraduate full-time applicant pool, and then streamlining the college application process for students choosing to apply to those colleges.

Competencies: Defines the specific knowledge, attitudes and skills student should obtain.

Comprehensive School Counseling Program: An integral part of the total educational program that helps every student acquire the skills, knowledge and attitudes in the areas of academic, career and social/emotional development that promote academic achievement and meet developmental needs.

Consultation: Professional school counselors consult with parents, teachers, other educators and community agencies with regard to strategies to assist students.

Coping Skills presentation: Students read the book *Speak* in 9th grade English class and counselors present information on coping skills based on the premise of the book (could be linked with Student Success Skills).

Counseling: A special type of helping process implemented by a professionally trained and certified person, involving a variety of techniques and strategies that help students explore academic, career and Social/Emotional issues impeding healthy development and/or academic progress.

CPS: Child Protective Services

Credit Recovery Program: Credit Recovery is an online curriculum offered to students at Kenmore East and Kenmore West High Schools. Credit Recovery provides a mastery based and in-depth, standards-based, interactive curriculum along with assessments and reporting. This is based on more than 40 years of research. Credit Recovery is self-prescriptive and provides each student with an individual education plan. Students, who complete these courses after first attempting the class at East or West High School, may use the credits toward graduation.

Crosswalk: a matrix used in standards and curriculum alignment.

CSE: Committee on Special Education

CSE Evaluation Form: (5 pages) – A form used to obtain relevant background information, history of services provided, observation of the student, goals and objectives, and recommendations of the IST for use by the CSE Committee.

CSE Referral Form: (2 pages) - Based on the findings of the building IST committee, this form is generated for the purposes of referring a student to the District CSE for consideration of classification.

CSS PROFILE: CSS/Financial Aid PROFILE is the web based financial aid application service of the College Board. Colleges and universities use the information collected on the PROFILE to determine eligibility for nonfederal student aid funds.

CTE: Career and Technical Education

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics or other forms of data.

Delivery System: The means around which the school counseling program is organized and delivered; including the guidance curriculum, individual student planning, responsive services and systems support.

Domains: Broad areas of knowledge base (academic, career and personal/social) that promote and enhance the learning process.

FAFSA: Free Application for Federal Student Aid

Financial Aid Night: Financial aid night is an evening presentation for students and parents at which time the college financial aid process is reviewed. This is typically held in Fall.

Foundation: Includes the beliefs, philosophies, mission, domains and ASCA National Standards and competencies.

Freshman Orientation: Freshman Orientation is a comprehensive program that provides a proactive and positive transition to high school for both students and parents. (See high school curriculum for details on implementation)

FSC: Family Support Center

Functional Behavior Assessment (FBA): A Functional Behavior Assessment is an attempt to look beyond the obvious interpretation of a behavior and determine what function it may serve a child.

GED: General Education Diploma

GPA: Grade Point Average

GPA Class Rank: Grade Point Average (GPA) Class Rank is a measure of how a student's performance compares to other students in his or her class. It is commonly also expressed as a percentile. (i.e. A student may have a GPA better than 750 of his or her classmates in a graduating class of 800. In this case, his or her class rank would be 50, and percentile would be 94.)

GPA Game: A participatory demonstration of how selective college admissions works, in addition to emphasizing goal-setting and involvement throughout high school (could be linked with Student Success Skills). (See high school curriculum for details on implementation.)

Group Planning/Counseling: Provided on a small group basis for students on specific issues.

Homework Club: An after-school opportunity offered to students to complete their assignments under the supervision of a teacher. Parental permission is required. Transportation is not provided. (See middle school curriculum for details on implementation)

Inappropriate/Non Counseling Activities: any activity or duty not related to the development, implementation, or evaluation of the counseling program.

Indicators: Measurable evidence that individuals have abilities, knowledge or skills for a specific competency.

Individualized Education Program (IEP): An IEP is a written document developed, reviewed and revised by the Committee on Special Education (CSE). It outlines the provisions needed to meet the unique educational needs of a student with a disability.

Individual Advisement: Professional school counselors assist students in establishing educational, career, personal and social goals by involving parents, students, school, business and community.

Individual and Small Group Counseling: Counseling is provided to students on a small group or individual basis.

Individual Assessment: Professional school counselors assist students in analyzing and evaluating abilities, interests, skills and achievement.

Individual Student Planning: The individual planning component consists of professional school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans. It helps students plan, monitor and manage their own learning as well as Social/Emotional development.

Individualized Home Instruction Plan (IHIP): Parents who home-school their children are required to provide this plan to their district liaison each year. The plan outlines details of the curriculum, plan of instruction, reporting dates and other pertinent details.

Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Improvement Act (formerly IDEA) is a federal law enacted in 1975 and most recently reauthorized in 2004. It is designed to protect the rights of students with disabilities by ensuring that they receive a free appropriate public education (FAPE) regardless of ability. IDEA grants equal access to education for students with disabilities along with special education services and procedural safeguards for parents.

Instructional Support Team (IST): A building level committee consisting of administrators, counselors, nurse, AIS specialists, teachers, psychologists and other related service providers, as well as concerned parents, to review relevant information with regard to a student's academic and behavioral progress. Decisions regarding the student's program are often initiated at this meeting. Referrals to the CSE may be generated based on the recommendations of this committee.

International Baccalaureate (IB): International Baccalaureate is a challenging two-year curriculum for academically motivated college-bound students in the junior and senior year of high school. It leads to a special diploma from the International Baccalaureate Organization in addition to the student's New York State diploma or to certificates in individual IB subjects. The curriculum combines rigorous academics with extracurricular activities in sports, the arts, and community service. It can open opportunities for college credit and advanced placement, scholarships and acceptance in highly selective colleges and universities.

Job Shadowing: Job shadowing provides an opportunity for students to explore career fields that are of interest to them (for a day). These are typically scheduled in March.

LTS: Long Term Suspension

Management System: The management system addresses the allocation of resources to best address the goals and needs of the program.

McKinney-Vento Homeless Assistance Act: The McKinney-Vento Homeless Assistance Act requires that every public school district designate a Homeless Liaison to ensure that homeless students are identified, immediately enrolled in school, have access to educational opportunities equal to those of their non-homeless peers, and receive assistance in evaluating and meeting other needs unique to their situation.

Mission Statement: This is a statement which outlines the purpose or vision of the school counseling program. It is the long range desired outcome for students.

Mix it Up Day: Mix it Up Day seeks to break down the barriers between students and improve intergroup relations so there are fewer misunderstandings that can lead to conflicts, bullying, and harassment. (See middle school curriculum for details on implementation)

NACAC: National Association of College Admission Counseling

NACAC College Readiness Programs: The NACAC College Readiness Program is a comprehensive program, which utilizes NAVIANCE, and includes assessing college readiness, a plan for standardized testing, evaluating career interests, and beginning college research. (See high school curriculum for details on implementation)

Naviance: A web based program focusing on, career and college planning through grades 8-12.

NCAA: National Collegiate Athletic Association

NCAA Eligibility Center: National Collegiate Athletic Association; determines eligibility for prospective Division I and II college student athletes.

Northtowns Academy: Erie 1 BOCES Northtowns Academy is a school that provides a wide variety of educational programs for middle and high school students. Through the use of non-traditional teaching strategies, limited class sizes and a focus on individual strengths, students are able to achieve academic and social success.

NYS Career Zone: Career Zone is an innovative on line career exploration and planning system designed for today's "high tech" youth in New York State. Career Zone presents current and relevant occupational and labor market information in a clear and interesting way, making career exploration and planning fun and easy for students. (See middle school curriculum for details on implementation)

NYSSCA: New York State School Counselor Association

Official Transcript: An official transcript is a copy of a student's permanent academic record, which includes all courses taken, all grades received and degrees conferred to a student. A transcript also contains the number of people in a class, and the average grade of the class. An official transcript is prepared and sent by the issuing school with an original signature of a school official. Transcripts usually contain information for grades 9-12 when applying to colleges.

Social/Emotional Development: Maximizing each student’s individual growth and social maturity in the areas of personal management and social interaction.

Philosophy: A set of principles guiding the development, implementation and evaluation of the program.

PLAN: A pre-ACT, PLAN predicts success on the ACT and helps 10th grade students build a solid foundation for academic success. It enables students to measure progress toward college readiness while there is still time to implement necessary interventions.

PLTW: Project Lead The Way

Preliminary Scholastic Aptitude Test (PSAT): The PSAT is a preparatory test for the Scholastic Aptitude Test (SAT).

Professionalism: Professional school counselors adhere to ethical, legal and professional standards developed by state and national school counseling organizations.

Program Management: Professional school counselors coordinate planning and management tasks that support the activities for a comprehensive, developmental, school counseling program.

Program Planning: Involves course selection, academic planning and review to be sure students meet NYS graduation requirements.

Program Support: Consists of management activities that establish, maintain and enhance the total program.

PSAT/NMSQT: Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test.

PSAT National Merit Scholarship Qualifying Test: Helps students prepare for the SAT while determining eligibility for a National Merit Scholarship.

Rachel’s Challenge: Rachael’s Challenge is “a nationally recognized character education program that focuses on the life, stories, legacy, and spirit of Rachael Joy Scott in spreading kindness and compassion to each other and throughout the world.” (See Chain Links Club)

Red Ribbon Week: Red Ribbon Week is the nation’s oldest and largest drug prevention program in the nation reaching millions of Americans during the last week of October every year. (See middle school curriculum for details on implementation)

Referrals: Professional school counselors refer students and families to outside agencies and services when appropriate.

Responsive Services: Activities that meet students, parents/guardians and teachers immediate need for referral, consultation or information.

Results: Demonstration of learning, performance or behavioral change after guidance and counseling program participation.

Results Data: Outcome data; how students are measurably different as a result of the program.

RTI: Response to Intervention

SAT Subject Tests: The SAT Subject Tests is a set of more than 20 different tests focusing on specific disciplines such as English, history and social sciences, mathematics, physical sciences, and foreign languages. It is designed to measure what a person knows about specific disciplines.

SAT/ACT and College Fair Presentations: The SAT/ACT College Fair presentations provide information to students regarding registration, test dates, test preparation and relevant events.

Scholastic Achievement Test (SAT): The SAT Reasoning Test is a [standardized test](#) for [college admissions](#). The SAT consists of three major sections: Reading, Mathematics and Writing and assesses how well the test takers analyze and solve problems; skills that are necessary for college.

School Counseling Curriculum: The school counseling curriculum consists of structured developmental plans designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12.

Section 504: Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities and ensures that the student has equal access to an education. The eligible student typically receives accommodations and modifications to address disabilities that adversely affect major life activities.

Senior Reviews: Senior reviews are individual meetings between students and professional school counselors to review graduation requirements and post-high school plans. These are typically scheduled in late September/early October.

Standards: The ASCA National Model addresses four types of standards. They are content standards, program standards, performance standards and ethical standards. Standards are statements of what should be done in each area.

Student Success: A broad term for student achievement.

Systemic Change: Change affecting the entire system; change affecting more than an individual or series of individuals; focus of the change is upon the dynamic of the environment, not the individual.

System Support: Consists of the professional development, collaboration and teaming, consultation, and program management and operation activities that establish, maintain and enhance the total school counseling program.

The Real Game: The Real Game helps students see the connections between school and their future life/work roles. The Real Game's highly-interactive exercises are designed to identify connections between school subjects and work roles. (See middle school curriculum for details on implementation)

Transition/Placement and Follow-up: Professional school counselors assist students in making the transition from home-to-school, school-to-home, school-to-school and school-to-career.

Truancy Intervention Program (TIP): Truancy Intervention Program is collaboration between the School District and Town of Tonawanda Police Department to address truancy issues.

Use of data: The use of data to effect change within the school system will ensure that all students receive the benefits of a school counseling program.

Vocational and Educational Services for Individuals with Disabilities (V.E.S.I.D.): The Office of Vocational and Educational Services for Individuals with Disabilities provides the opportunity for disabled individuals to become independent through employment. VESID is an office of the New York State Education Department.

Woodcock Johnson (WJ-III): A formal educational assessment including a comprehensive set of individually administered norm-referenced tests appropriate for school age children. The standards and extended batteries offer a number of test options for measuring academic achievement.

Note: Many of the definitions provided in this glossary were adapted from the ASCA National Model



Kenmore-Tonawanda Union Free School District Comprehensive K-12 School Counseling Plan

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