

# **Silver Creek Central School District**

## **Comprehensive Developmental School Counseling/Guidance Plan**

PreK-12

2023-2024



Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

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**District Vision Statement:**

Silver Creek Central School District is a collaborative learning community, sharing the responsibility for student learning and preparing our students for life's journey. Our curriculum is dedicated to the meaningful development of 21<sup>st</sup> century skills such as critical thinking, decision making, and problem solving – all within a safe and comfortable environment that meets students' needs. The relevance of our curriculum is based on its application to the real world.

In preparing for the global world of tomorrow, Silver Creek CSD is helping students become information seekers in a collaborative work environment that will enable them to think and perform more critically and powerfully. We focus on the importance of comprehensive literacy as we prepare our students for their futures. Responding to the needs of every student, we use research-based practices to shape curriculum, assessment and instruction.

We encourage and expect students to take ownership of their learning. In addition to our academic pursuits, we envision a district where all students grow in mutual respect, trust, honesty, tolerance, integrity and honor in becoming model citizens for the 21<sup>st</sup> century.

**District Mission Statement:**

Silver Creek Central School District builds bridges with students linking today's learning to tomorrow's possibilities.

**District Board of Education Philosophy Statement:**

In preparing individuals to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the School District:

1. Recognize their responsibility to help meet the physical, intellectual and emotional needs of children; particularly the needs to inquire, learn, think, and create; to establish aesthetic, moral and ethical values; and to relate satisfactorily to others in social situations involving family, work, government and recreation.
2. Accept primary responsibility for giving students a mastery of the basic skills of learning, thinking and problem-solving; for teaching them to use the various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage; and for stimulating them to productive work in the various areas of human endeavor.
3. Acknowledge the importance of their supplemental role to the home and other social agencies in developing habits and attitudes which make for effective personal living, the maintenance of optimum physical and mental health, and the establishment of sound moral, ethical, and aesthetic values.

Realizing that education, as here defined, is a lifelong process, the School System seeks to orient its graduates toward various types of post-secondary education and further formal training and study of many types; and to provide educational opportunities particularly suited to the needs of adults, both as individuals and as citizens in a democracy.

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**New York State Education Department Diagnostic Tool for School and District Effectiveness (DTSDE)**

The process of conducting a review of district programs focuses on collecting and assessing low-inference data, (data of what is observed and heard, absent of added meaning, assumptions, conclusions and beliefs) to evaluate school and district practices based on six tenets. The six tenets are as follows:

- Tenet 1: Systems and Organization
- Tenet 2: School Leadership
- Tenet 3: Curriculum
- Tenet 4: Instruction
- Tenet 5: Social-Emotional Learning
- Tenet 6: Parent and Community Engagement

This plan focuses on Tenet 5- Student Social-Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Statement of Practice 5.1: The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social-emotional learning.

Statement of Practice 5.2: The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

Statement of Practice 5.4: All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs

### **New York State Social Emotional Learning (SEL) Benchmarks**

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

**a. Develop self-awareness that: nurtures and affirms a strong sense of identity, informs decisions about personal actions, and builds a sense of agency (SEL 1).**

Knowing and understanding their emotions, interests, strengths and abilities, and having a strong sense of identity, including aspects rooted in culture, ethnicity, race, religion, gender identity or expression, ability, for example, and using those understandings to inform decisions about personal behaviors, habits, and routines. These skills enable young people to respond thoughtfully, affect change, cope with emotions, and motivate themselves to persevere when faced with personal, academic, or work-related obstacles. It is critical for caring adults to support young people in their efforts to establish and monitor their progress toward goals, whether personal, academic, career, or work-related. These social emotional competencies and mindsets, thought processes, and strategies can contribute to a strong sense of identity and promote self-confidence and agency as they provide a strong foundation for thriving in school and life.

**b. Use social awareness and interpersonal skills to establish and maintain mutually supportive relationships with individuals and groups and nurture a strong sense of belonging (SEL 2).**

The ability to recognize and empathize with the thoughts, feelings, and perspectives of other individuals and groups, including ideas and perspectives that are different from their own, is central to forming and maintaining supportive relationships. Equally important to establishing strong and supportive relationships are strategies and skills that enable decisions regarding personal actions, communicating with other people or groups, and navigating conflicts with others, and considering contextual factors.

**c. Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, family, school, and community contexts (SEL 3).**

The ability to make thoughtful and intentional decisions considering their individual and collective well-being is the foundation of an individual's participation in community. Each person needs the ability to solve problems by accurately defining issues and decisions to be made, generating multiple solutions, anticipating the outcomes of each, and having the ability to evaluate and learn from the outcomes of their decision making.

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**New York States Social Emotional Learning's Five Core Competencies**

**SOCIAL EMOTIONAL LEARNING'S FIVE CORE COMPETENCIES**

There are many frameworks and ways to talk about social emotional competence and skills. For simplicity and clarity, this document uses a set of five competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) that all young people and adults need to learn to be successful in school and in life. This framework has been widely accepted across the country. New York State has endorsed these five core competencies.



Figure 1: Framework for Systemic Social and Emotional Learning.  
©CASEL 2017

**Five Core Social Emotional Competencies**

Competency	Description
<b>Self-Awareness</b>	Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.
<b>Self-Management</b>	Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.
<b>Social Awareness</b>	Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school and community resources and supports.
<b>Relationship Skills</b>	Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.
<b>Responsible Decision-Making</b>	Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision-making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

March 2019

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**Counseling Standards**

**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.*

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
<b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <b>M 2.</b> Sense of acceptance, respect, support, and inclusion for self and others in the school environment <b>M 3.</b> Positive attitude toward work and learning <b>M 4.</b> Self-confidence in ability to succeed <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes <b>M 6.</b> Understanding that post-secondary education and lifelong learning are necessary for long-term success		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
<b>B-LS 1.</b> Critical thinking skills to make informed decisions	<b>B-SMS 1.</b> Responsibility for self and actions	<b>B-SS 1.</b> Effective oral and written communication skills and listening skills
<b>B-LS 2.</b> Creative approach to learning, tasks and problem solving	<b>B-SMS 2.</b> Self-discipline and self-control	<b>B-SS 2.</b> Positive, respectful and supportive relationships with students who are similar to and different from them
<b>B-LS 3.</b> Time-management, organizational and study skills	<b>B-SMS 3.</b> Independent work	<b>B-SS 3.</b> Positive relationships with adults to support success
<b>B-LS 4.</b> Self-motivation and self-direction for learning	<b>B-SMS 4.</b> Delayed gratification for long-term rewards	<b>B-SS 4.</b> Empathy
<b>B-LS 5.</b> Media and technology skills to enhance learning	<b>B-SMS 5.</b> Perseverance to achieve long- and short-term goals	<b>B-SS 5.</b> Ethical decision-making and social responsibility
<b>B-LS 6.</b> High-quality standards for tasks and activities	<b>B-SMS 6.</b> Ability to identify and overcome barriers	<b>B-SS 6.</b> Effective collaboration and cooperation skills
<b>B-LS 7.</b> Long- and short-term academic, career and social/emotional goals	<b>B-SMS 7.</b> Effective coping skills	<b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups
<b>B-LS 8.</b> Engagement in challenging coursework	<b>B-SMS 8.</b> Balance of school, home, and community activities	<b>B-SS 8.</b> Advocacy skills for self and others and ability to assert self, when necessary
<b>B-LS 9.</b> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	<b>B-SMS 9.</b> Personal safety skills	<b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment
<b>B-LS 10.</b> Participation in enrichment and extracurricular activities	<b>B-SMS 10.</b> Ability to manage transitions and adapt to change	<b>B-SS 10.</b> Cultural awareness, sensitivity and responsiveness

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**New York State CDOS Learning Standards**

Learning Standards for Career Development and Occupational Studies at Three Levels

- Standard 1: Career Development
  - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
- Standard 2: Integrated Learning
  - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- Standard 3a: Universal Foundation Skills
  - Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
- Standard 3b: Career Majors
  - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.



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## **CURRICULAR COMPONENTS**

### **Michigan Model for Health™**

*The Michigan Model for Health™* (MMH) is a comprehensive health education curriculum that targets students utilizing a skills-based approach. Components of this curriculum are utilized in grades PreK through 8. The MMH curriculum teaches students the knowledge and skills they need to build and maintain healthy behaviors and lifestyles. Age-appropriate lessons focus on the most serious health challenges school-aged children face.

The program facilitates sequential learning through lessons that include a variety of teaching and learning techniques, skill development and practice, and emphasizes positive lifestyle behaviors in students and families. Learning centers on knowledge, skills, self-efficacy, and environmental support for healthy behaviors and includes age-appropriate lessons/activities for students in pre-school through twelfth grade.

<https://www.michiganmodelforhealth.org/>

### **Second Step**

Second Step provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. ... The Early Learning program in Second Step also includes a unit for transitioning to kindergarten.

<https://www.secondstep.org/>

### **Lifelines: A Suicide Prevention Program**

Lifelines is an evidence-based curriculum that educates students on the facts about suicide and students' role in suicide prevention. It provides information on where to find suicide prevention resources in the school and community.

<https://www.hazelden.org/web/public/lifelines.page>

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**PROVIDERS:**

**School Counselor**

School counselors are professionally trained, and New York State certified. Their role is to identify and address student needs that will ultimately formulate into academic and personal success. Our main goal is to advocate for our students to ensure they have a positive and successful school experience. Counselors work with students individually, in small groups, and within the classroom setting to support and assist them in their academic, social, emotional, and personal development. Counselors also are the liaison between students, parents, and administrators. Often, the counselor will facilitate the needs of the student to identify and minimize barriers that stand in the way of student success. Our counselors are important sources of information for referrals and outside resources.

The counselors offer support in areas including:

- Peer relationships
- Decision making skills
- Communication and conflict resolution
- Fostering self-awareness, acceptance, and diversity
- Teaching time management and organizational skills
- Crisis intervention for students and parents
- Academic Planning
- Individual and Group Counseling

Mr. Baldelli, High School

Ext. 1125, [mbaldelli@silvercreekschools.org](mailto:mbaldelli@silvercreekschools.org)

Mrs. Gondek, High School

Ext. 1124, [agondek@silvercreekschools.org](mailto:agondek@silvercreekschools.org)

TBD, Middle School

Ext. 1322,

Ms. Kelsey Wise, Middle School

Ext. 4973, [kwise@silvercreekschools.org](mailto:kwise@silvercreekschools.org)

Ms. Snyder, Elementary School

Ext. 4981, [csnyder@silvercreekschools.org](mailto:csnyder@silvercreekschools.org)

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**School Psychologist**

The psychologist's role in the school involves support to school staff, parents and students regarding any academic, emotional, social or behavioral needs that may arise. The psychologist evaluates students who are referred to the CSE to assist in determining if special education services are necessary. Psychologists also provide counseling and crisis intervention services. They are an active participant in the development of functional behavior assessments and behavior intervention plans. The school psychologist is part of the comprehensive educational team of the school, working with other disciplines as an integral component in ensuring the student's success.

1. Assessment (use a variety of techniques to evaluate cognitive skills and learning aptitudes, personality and emotional development, eligibility for special services)
2. Provide teachers and parents with strategies regarding academic and behavioral needs of student
3. Crisis intervention for students and parents
4. Individual and Group Counseling
5. Facilitates with the RTI and Student Support Teams across the district and CSE meetings

Mr. Gerard, PK-12

Ext. 4967, [ngerard@silvercreekschools.org](mailto:ngerard@silvercreekschools.org)

**Social Worker**

School Social Workers are licensed mental health professionals and New York State certified as School Social Workers. They provide services related to a person's social/emotional wellness and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success. They provide intensive services for students experiencing multiple risk factors to support educational success. These services include:

- Individual and group counseling
- Crisis intervention for students and families
- Substance abuse prevention & awareness activities
- Case management for students with multiple needs
- Intervention services for students with attendance & disciplinary issues
- Assistance for students in developing advocacy skills
- Referrals for community resources
- Liaison between school & community agencies
- Referrals for outside counseling

Mrs. Gardner, Elementary School

Ext. 4965, [agardner@silvercreekschools.org](mailto:agardner@silvercreekschools.org)

Mrs. Miller, Middle/High School

Ext. 2991, [bmiller@silvercreekschools.org](mailto:bmiller@silvercreekschools.org)

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The PreK-12 Comprehensive Counseling / Guidance Plan is committed to meeting the guidance regulations established by New York State. This plan is designed to assist students in preparing to participate effectively in their current and future educational programs. It is focused on supporting all students, while encouraging family involvement, in the areas of:

- V. Academics
- VI. Attendance
- VII. Social-emotional learning
- VIII. Career / future educational plans

The Silver Creek Elementary School is dedicated to assisting students in meeting their personal, social, and academic goals, and preparing them for middle school. We have the essential role in the growth of the developing child and their ability to adjust and be successful. The Elementary School Counseling Plan meets the New York State regulations by providing the following activities or services:

- An annual review of each student's education progress
- Instruction at grades 3-5 to help students learn about various careers and develop their career planning skills
- Individual or group counseling assistance to enable students to benefit from the curriculum
- Assistance to students who exhibit attendance, academic, behavioral, or adjustment challenges
- Opportunities for parental involvement

Program Objectives:

- An annual review of each student's educational progress
- Instruction – grades 3,4, and 5, to help students learn about various careers and about career planning skills.
- To enable students to benefit from the curriculum
- To maintain students' cumulative records
- To help students who exhibit attendance challenges
- To help students who exhibit academic challenges
- To help students who exhibit behavioral or adjustment challenges
- The plan encourages parental involvement

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**1. ACADEMICS – Pre-Kindergarten to 5<sup>th</sup> Grade**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Student Support Team (SST)	Coordination and identification of students with academic, attendance, and behavioral/emotional concerns. Meetings are based on referrals from teachers, parents, and support staff members. Development of action plans for interventions are determined and appropriate follow up as needed.	Academic ASCA: B-LS3,7 CDOS: 3a.3	Grades PK-5 Tier 2,3	Student Support Team members; Counseling staff, Administration, and Teaching faculty	Sept-June	Intervention follow-up meetings tracking progress and per student placements.
Native American Cultural AIS Teacher	Supplemental academic support for Native American students through culturally responsive teaching	Academic ASCA: MS-5, SM-6 CDOS: 3a-1	Grades K-5 Tier 1	Teacher for Native American students, Assistant Academic and Cultural Coordinator	Sept-June	Quarterly and cumulative assessments
Assistant Academic and Cultural Coordinator	Academic support for Native American students through culturally responsive practice	Academic ASCA: MS-5, SM-6 CDOS: 3a-1	Grades PK-5 Tier 1, Tier 2	Assistant Academic and Cultural Coordinator	Sept-June	Intervention follow-up meetings tracking progress and per student placements, phone calls home
Independent Reading Level Assessment (IRLA)	Implement the developmental scope and sequence for reading acquisition that prepares all students for success in college, career, and life, as articulated by the Common Core State Standards.	Academic ASCA: B-LS-8 CDOS: 2	Grades PK-5 Tier 1	Teachers, student support staff, AIS teachers, reading teachers	Sept-June	On-going
Seneca Nation of Indians Academic Support Services	Students will demonstrate improved academic progress.	Academic ASCA: MS-5, SM-6 CDOS: 3a-1	Grades PK-5 Native American students – Tier 1	Seneca Nation of Indians Academic Support Teachers	Quarterly review with teachers	Quarterly assessments
IEP/504 Plan Counseling	Provide individual or small group counseling to students identified by the CSE as part of their plan in order to meet their appropriate social-emotional goals determined by the committee.	Academic ASCA: MS 1 B-LS 3,7 CDOS: 3a.3	Grades PK-5 Tier 2,3	Counseling staff; School counselors; psychologists and social workers	Sept-June	5-10 week and quarterly

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**ACADEMICS – Pre-Kindergarten to 5<sup>th</sup> Grade Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Character Education	Introduce students to character strengths. Allow students the opportunities to explore character strengths and their connection to academic success. Begin to identify positive well-being.	Academic ASCA: M1 CDOS: 3a.3	Grades PK-5 Tier 1	Teachers and support staff, Health and Wellness teacher	Sept-June	On-going
Award and Recognitions	Public positive reinforcement of the demonstration of Kindness and other reviewed character strengths.	Academic ASCA: M2 CDOS: 3a	Grades PK-5 Tier 1	District staff	Sept-June	On-going
Pre-K/K Screening with the DIAL 4	To assess school readiness skills and determine a need for building based intervention services for academic, speech, and gross and fine motor skill delays present.	Academic ASCA: LS-7 CDOS: 1	Incoming Pre-K & K Tier 1	Psychologist, Principal, AIS/ RTI, Special Education, Teachers, speech teachers	May-Sept	On-going for incoming K and all Pre-K
Benchmark Assessments- iReady	To pinpoint students' strengths and areas of need, and to measure proficiency of on-grade-level standards. Used to monitor student growth and determine a need for AIS services.	Academic ASCA: LS-7, M-5 CDOS: 2	Grades K-5 Tier 1	Teachers, AIS/ RTI, school psychologists	Sept-June	3x annually

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**2. ATTENDANCE – Prekindergarten to 5<sup>th</sup> Grade**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Student Support Team (SST)	Students will demonstrate improved attendance or will receive a referral for more intensive support.	Academic ASCA- M1 CDOS 3a-3	Grades K-5 Tier 1,2,3	Administration; consultation with School Counselors, School Social Worker, school psychologist, Outside Agencies	Sept -June	Individuals follow up progress meetings, quarterly reports, teacher reports
Daily Attendance Reporting	Students' attendance will be accurately logged in PowerSchool.	Personal/Social ASCA: MS-5 CDOS: 2	Grades K-5 Tier 1,2,3	Teachers, nurses' office, attendance clerk	Sept-June	Letters to families sent home at 5,10,15,20, and 25 absences.
Positive School Climate utilizing PBIS	To foster a welcoming and positive school environment that will decrease acts of truancy and increase the feeling of acceptance and safety for students.	Academic Personal/Social ASCA: MS-3 CDOS: 1	Grades PK-5 Tier 1	Teachers, support staff, counselor, social worker, school psychologists, Assistant principal, Character committee	Sept-June	Changes in students and changes in the school climate
Attendance phone calls and letters	To consistently monitor and practice communication with families on absences and tardiness. Notification letters are sent home for increments of 5, 10, 15, 20, and 25.	Academic Personal/Social ASCA: MS-1 CDOS: 1	Grades PK-5 Tier 2,3	Teachers, support staff, counselors, social workers, school psychologists, principal	Sept-June	Communication from families regarding letter
Conferences	To practice consistent communication with parents and to assist with increasing students' attendance.	Academic ASCA: MS-5 CDOS: 2	Grades PK-5 Tier 1,2,3	Administration, teachers, support staff, counselors, social workers, school psychologists, all school personnel	Sept-June	Direct communication from families
Home visits	To check in on students' well-being and communicate directly with families to assist in decreasing truancy.	Personal/Social ASCA: BS-SS-3 CDOS: 2	Grades PK-5 Tier 2,3	Administration, support staff, counselors, social workers, school psychologists, school nurse, school resource officer	Sept-June	N/A
CPS	To fulfill our duty as mandated reporters and document any harm to a student's well-being that is uncovered.	Academic Personal/Social ASCA: BS-SS-2,3, CDOS: 2	Grades PK-5 Tier 1,2,3	All district faculty members are mandated reporters	Sept-June	N/A
Assistant Academic and Cultural Coordinator	Academic support for Native American students through culturally responsive practice	Academic ASCA: MS-5, SM-6 CDOS: 3a-1	Grades PK-5 Tier 1, Tier 2	Assistant Academic and Cultural Coordinator	Sept-June	Intervention follow-up tracking progress, phone calls home



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**3. Social Emotional Learning – Prekindergarten to 5<sup>th</sup> Grade**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Michigan Model	Students will be taught life-long health habits including safety, social/emotional health, and personal health and wellness. Based on evidence-based curriculum.	Personal/Social ASCA: MS-1, BS-7 CDOS: 1	Grades K-5 Tier 1	Health and Wellness teacher	Sept-June	Student/Teacher assessment worksheets and completion of student lesson worksheets Positive changes in students and the school climate
Second Step	Second Step® helps children sort through complicated emotions, make sound decisions, build positive relationships and manage strong feelings. It is rooted in social-emotional learning (SEL) and is research-based.	Personal/Social ASCA: MS-1, BS-2 CDOS: 2	Grades K-5 Tier 1,2	Counseling staff, teachers, Health and Wellness teacher	Sept-June	Positive changes in students and the school climate
Banana Splits	Supportive groups for students in grades 1-5 whose families are experiencing divorce, separation, foster care, adoption, or loss of a parent through death.	Personal/Social ASCA: BS-SS-2,3,4 CDOS: 2	Grades 1-5 Tier 2	Counseling Staff	Sept-June	Increase in student prosocial skills related to family changes
Coping Skills groups	Supportive groups for students to practice, learn, and reinforce coping skills and strategies.	Personal/Social ASCA: BS-SS 2,4,6 CDOS: 2	Grades K-5 Tier 2	Counseling Staff	Sept-June	Increase in student prosocial skills
Social Skills groups	Supportive groups for students to practice, learn, and reinforce social norms and social skills.	Personal/Social ASCA: BS-SS-5,6,7 CDOS: 2	Grades K-5 Tier 2	Counseling Staff	Sept-June	Increase in student prosocial skills

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**Social Emotional Learning – Prekindergarten to 5<sup>th</sup> Grade Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Individual Counseling	Students will work independently with a counselor in a safe, caring, and confidential environment. They will explore their feelings, beliefs, or behaviors. They will be able to better understand themselves and others, set personal goals, and work towards those goals.	Personal/Social ASCA: BS-SS-2,3,5 CDOS: 3a	Grade K-5 Tier 2, 3	Counseling Staff	Sept-June	Positive changes in students and the school climate
Group Counseling	Students will work in a group with their peers and facilitated by a counselor in a safe, caring, and confidential environment. They will explore their feelings, beliefs, or behaviors. They will be able to better understand themselves and others to form positive relationships and work towards goals.	Personal/Social ASCA: BS-SS-5,6,7 CDOS: 3a	Grade K-5 Tier 2, 3	Counseling Staff	Sept-June	Positive changes in students and the school climate
Dignity for All Students Act	Protect students from threatening intimidating behavior or abuse on school property. Bullying harassment, and cyberbullying that occurs off school that can potentially create risk or harm on school property also is investigated.	Personal/Social ASCA: MS-3, B-SS-2 CDOS: 3a	Grades PK-5 Tier 1	Teachers, , Building DASA Coordinator, DASA committee, District DASA coordinator, Administration	Sept-June	Positive changes in students and the school climate Panoram survey
Building Assemblies and Classroom presentations	Students participate or view different presentations that reinforce student learning.	Personal/Social ASCA: MS-6 CDOS: 2	Grades PK-5 Tier 1	Administration, Teachers, Support Staff, Outside presenters	Sept-June	Positive changes in students and the school climate Panorama survey
Panorama Survey	Gathers feedback from teachers and students about subjective perceptions on the school's climate, sense of belonging and relationships to one another.	Personal/Social ASCA: MS-3 CDOS: 3a	Grades 3-5 Tier 1	Teachers, students	Sept-June	Panorama survey results

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**Social Emotional Learning – Prekindergarten to 5<sup>th</sup> Grade Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Student Support Team (SST)	Referrals and meetings for students with academic, attendance, behavioral/emotional concerns.	Personal/Social ASCA- M1 CDOS 3a-3	Grades K-5 Tier 1,2,3	Administration; consultation with School Counselors, School Social Worker, School psychologist, Outside Agencies	Sept -June	Positive changes in students and the school climate Discipline reports
Bullying Prevention Intervention	Protect students from bullying situations. Bullying is identified as an imbalance of power, the action(s) being repeated over time, the action being intentional, and happens when the person is trying to hurt or intimidate another.	Personal/Social ASCA: B-SS-2,4 CDOS: 3a	Grades PK-5 Tier 1,2,3	Teachers, counseling staff, support staff, Outside presenters, Administration, Character committee	Sept-June	Positive changes in students and school climate Panorama survey
Functional Behavioral Assessments (FBA) & Behavior Intervention Plans (BIP)	A need for an FBA that results in a BIP is determined by the Committee on Special Education. These are implemented to provide individualized behavior support that will increase a student's success in their learning environment.	Personal/Social ASCA: MS-5, B-SM-6 CDOS: 2	Grades PK-5 Tier 3	School psychologists	Sept-June	Positive changes in students and the school climate
Assistant Academic and Cultural Coordinator	Academic support for Native American students through culturally responsive practice	Academic ASCA: MS-5, SM-6 CDOS: 3a-1	Grades PK-5 Tier 1, Tier 2	Assistant Academic and Cultural Coordinator	Sept-June	Intervention follow-up meetings tracking progress and per student placements, phone calls home
Coordination of Programing with Community Agencies	School personnel coordinate student/family linkages with community agencies providing service within the school district (I.e. BOCES Community Care Specialist, Chautauqua County Mental Health counseling services, FeedMore WNY Backpack program, etc.).	Personal/Social ASCA: MS-3, B-SS-2 CDOS: 3a	Grades PK-5 Tier 3	School Counselors, School Social Worker, School psychologist, Outside Agencies	Sept-June	Positive changes in students and the school climate

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Comprehensive Developmental School Counseling / Guidance Plan

**4. CAREER PLANNING – Prekindergarten to 5<sup>th</sup> Grade**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Career Portfolios	Documentation of individual student's career interests. Learn about how school relates to opportunities in their future.	Career ASCA: MS-4, B-SM-4 CDOS: 1,2	Grades K-5 Tier 1	Elementary School Counselor	Sept-June	Completion of Individual student portfolios in order to develop a future career plan

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Comprehensive Developmental School Counseling / Guidance Plan

The Silver Creek Middle School plays an essential role in the growth of the developing child and their ability to adjust and be successful in the academic setting. The unique and developmental needs are met by providing them with the tools to develop into productive and involved members of their school and community. The Middle School Counseling Plan will meet the New York State regulations by providing the following activities or services:

- An annual review of each student's education progress and career plans
- Instruction at each grade level to help students learn about various careers and develop their career planning skills
- Individual or group counseling assistance to enable students to benefit from the curriculum
- Assistance to students who exhibit attendance, academic, behavioral, or adjustment problems
- Opportunities for parental involvement

Program Objectives:

- An annual review of each student's educational progress and career plans
- Instruction – grades 6,7,8 to help students learn about various careers and about career planning skills.
- To enable students to benefit from the curriculum
- To maintain students' cumulative records
- To help students who exhibit attendance problems
- To help students who exhibit academic problems
- To help students who exhibit behavioral or adjustment problems
- The plan encourages parental involvement

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**1. ACADEMICS - 6<sup>th</sup>-8<sup>th</sup> Grade**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Student Support Team (SST)	Referrals and meetings for students with academic, attendance, behavioral/emotional concerns.	<u>ACADEMIC</u> ASCA: B-LS3,7	Grades 6-8 Tier 2,3	Student support team members; Counseling Staff Administration Teaching Faculty	Sept to June	Individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Academic Intervention Services (AIS)	Using benchmark data to measure proficiency of on-grade-level standards, students with delayed academic skills will be provided additional targeted small group academic instruction.	<u>Academic</u> ASCA: B-LS3,7 B-SMS 6, 7 CDOS:3a3	Grades 6-8 Tier 2,3	School Counselors	Sept to June	Individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Team Consultations	Students with a demonstrated need will receive support.	<u>ACADEMIC</u> ASCA: M2	Grades 6-8 Tier 2,3	Student support team members; Counseling Staff Administration Teaching Faculty	Sept to June	Individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Parent Conferences/Calls	To practice consistent communication with parents and to assist with increasing students' academic success.	<u>ACADEMIC</u> ASCA: M2	Grades 6-8 Tier 1-3	Student support team members: Counseling Staff Administration Teaching Faculty	Sept to June	As needed
IEP/504 Plan Referrals	To determine the individual needs of students, if they qualify for IEPs or 504s in order to accommodate their needs, and annual meetings to update services to assist in their academic success.	<u>Academic</u> ASCA: M2, M5	Grades 6-8 Tier 2,3	Student support team members: Counseling Staff Administration Teaching Faculty	Sept to June	As needed
IEP/504 Plan Counseling	Provide individual or small group counseling to students identified by the CSE as part of their plan in order for the student to meet appropriate goals determined by the committee	<u>ACADEMIC</u> ASCA: MS B-LS 3, 7 CDOS: 3a 3	Grades 6-8 Tier 2,3	Counseling staff; School Counselors, psychologists and social workers	Sept to June	5 week and quarterly reports

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**ACADEMICS - 6<sup>th</sup>-8<sup>th</sup> Grade Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
6 <sup>th</sup> Grade and New Student Orientation	To welcome and assist students in the transition to the middle school. Students and their families are provided tours and resources. Students' and their families are provided tours and resources.	<u>ACADEMIC</u> ASCA-M3, 4, 5 B-LS 6,7 CDOS	Grades 6-8 Tier 1	Student support team members; Counseling Staff Administration Teaching Faculty	August	Summer prior to 6 <sup>th</sup> grade school year
Seneca Nation of Indians Academic Support Services	Students will demonstrate improved academic progress.	<u>ACADEMIC</u> ASCA-M2, 4 B-LS 6,7,8 CDOS	Native American students Grades 6-8 Tier 1	Seneca Nation of Indians Academic Support Teachers	Sept to June	Quarterly assessments
Liberty Partnerships Program	The Liberty Partnership Program (LPP) is a collaboration of 46 higher education institutions across New York State to support at risk middle and high school students in their academic, social, and emotional development. Through meaningful programs, students engage more fully in their education and are more likely to graduate from high school and continue onto higher education or stable employment.	<u>ACADEMIC</u> ASCA- M6	Grade 7-8	L.P.P. Advisor Administration Counseling Staff Teaching Faculty	Sept to June	Data evaluated at state level

Silver Creek Central School District  
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**2. ATTENDANCE – 6<sup>th</sup>-8<sup>th</sup> Grade**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Student Support Team (SST)	Coordination and identification of students exhibiting problematic attendance, academic issues, and behavioral problems. Development of action plans for interventions and appropriate follow up	<u>Attendance</u> ASCA MS 1 CDOS 3a 3	Grades 6-8 Tier 2, 3	Student support team member; Counseling staff Administration Teaching Faculty	Sept to June	Individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports, attendance reports
Consultation/Collaboration Consult and collaborate with parents, teachers, principals, students and all professionals working with students	Effectively meet the attendance needs of all students using a team approach	<u>Attendance</u> ASCA; M2 CDOS 3a.3	Grades 6-8 Tier 1,2, 3	Counseling Staff; School Counselors, Psychologists and social workers	Sept to June	Individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports, attendance reports
Academic Intervention Services (AIS) Counseling	Provide counseling support to students not meeting the NYS academic benchmarks. Students develop academic, social/emotional skills based on AIS needs	<u>Attendance</u> ASCA: B-LS3, 7 B-SMS 6,7MS 3 CDOS 3a 3	Grades 6-8 Tier 2,3	Counseling Staff; School Counselors, Psychologists and social workers	Sept to June	Individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Home Visits	To check in on students' well-being and communicate directly with families to assist in decreasing truancy.	<u>Attendance</u> ASCA MS 3 B-SMS 6,8 CDOS 3a 3	Grades 6-8 Tier 3	Administration, School Resource Officer, Social Worker, Guidance Counselor	Sept to June	N/A
Parent Calls/Conferences	Develop communication with families of students who are exhibiting poor attendance. Discuss any barriers presenting them from coming to school on a daily basis	<u>Attendance</u> ASCA MS 3 B-SMS 6,8 CDOS 3a 3	Grades 6-8 Tier 2,3	Counseling Staff, School resource Officer, Administration Power School daily and weekly attendance reports / individual student attendance reports/classroom attendance reports and grade reports (quarterly)	Sept to June	N/A



Silver Creek Central School District  
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**ATTENDANCE – 6<sup>th</sup>-8<sup>th</sup> Grade Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Attendance Letters	To consistently monitor and practice communication with families on absences and tardies. Notification letters are sent home for increments of 5, 10, 15, and 25.	<u>Attendance</u> ASCA MS 3 B-SMS 1,7 CDOS 3a 3	Grades 6-8 Tier 2,3	Dean of Students PowerSchool reports to generate letters	Sept to June	Communication from families regarding letter
CPS/PINS Involvement	To fulfill our duty as mandated reporters and document any harm against a student's well-being that is uncovered. To work with county/state agencies on students' needs and situations outside of school that affect their school involvement.	<u>Attendance</u> ASCA MS 3 B-SMS 6,8 CDOS 3a 3	Grades 6-8 Tier 2, 3	All mandated reporters and counseling staff	Sept to June	N/A

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**3. Social Emotional Learning – 6<sup>th</sup>-8<sup>th</sup> Grade**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Character Education	Introduce students to character strengths. Allow students the opportunities to explore character strengths and their connection to academic success. Begin to identify positive well-being.	<u>Personal/Social</u> ASCA: M2	Grades 6-8 Tier 1	Counselor Staff; School Counselors, psychologists and social workers	Sept to June	Positive Changes in the students and school climate Panorama Survey
Bullying Prevention/ Intervention	Protect students from bullying situations/ Bullying is identified as an intolerance of power, the action(s) being reported over time, the action being intentional, and happens when the person is trying to hurt or intimidate another	<u>Personal/Social</u> ASCA: B-SS-2,4 CDOS: 3a	Grades 6-8 Tier 1	School Support Staff; School Counselor, Social Worker, and Psychologist	Sept to June	Positive changes in the students and school climate Panorama Survey
Dignity for All Students Act	Protect students from threatening intimidating behavior or abuse on school property. Bullying, harassment and cyberbullying	<u>Personal/Social</u> ASCA: MS-3 B-SS-2 CDOS: 3a	Grades 6-8	School Support Team; School counselors, administration, Building DASA Coordinator, DASA committee and District DASA coordinator	Sept to June	Positive changes in the students and the school climate
Individual Counseling	Students will work independently with a counselor in a safe, caring, and confidential environment, where they can explore their feelings, beliefs, or behaviors. They will be able to better understand themselves and others, set personal goals, and work toward those goals.	<u>Personal/Social</u> ASCA: BS-SS-2,3,5 CDOS: 3a	Grades 6-8 Tier 1- 3	School Support Staff; School Counselor, Social Worker, and Psychologist	Sept to June	Positive changes in the students and school climate
Group Counseling	Students will work in a group with a group of their peers and facilitated by a school counselor. In a safe, caring, and confidential environment, they can explore their feelings, beliefs, or behaviors. They will be able to better understand themselves and others to form positive relationships and work towards goals.	<u>Personal/Social</u> ASCA: BS-SS-2,3,4 CDOS: 2	Grades 6-8 Tier 2, 3	School Support Staff; School Counselor, Social Worker, and Psychologist	Sept to June	Positive changes in the students and school climate

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**Social Emotional Learning – 6<sup>th</sup>-8<sup>th</sup> Grade Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Functional Behavioral Assessments (FBA) & Behavior Intervention Plans (BIP)	A need for an FBA that results in a BIP is determined by the Committee on Special Education. These are implemented to provide individualized behavior support that will increase a student's success in their learning environment.	<u>Personal/Social</u> ASCA: MS-5 B-SM-6 CDOS: 2	Grades 6-8 Tier 3	School Psychologists	Sept to June	Positive changes in the students and school climate
Second Step Curriculum	Second Step® helps children sort through complicated emotions, make sound decisions, build positive relationships and manage strong feelings. Rooted in social-emotional learning (SEL) and is research-based.	<u>Personal/Social</u> ASCA: MS-1 BS-2 CDOS: 2	Grades 6-8 Tier 1	School Counselor, MS Staff	Sept to June	Positive changes in the students and school climate
Michigan Model Curriculum	Students will be taught kindergarten through twelfth grade research-based health education curriculum. It focuses on life-long health habits including safety, social/emotional health, and personal health and wellness.	<u>Personal/Social</u> ASCA: MS-1 BS-7 CDOS: 1	Grades 6-8 Tier 1	School Counselor, Health Teacher	Sept to June	Positive changes in the students and school climate
Lifelines Curriculum-Suicide Prevention	Lifelines educates students on the facts about suicide and students' role in suicide prevention. It provides information on where to find suicide prevention resources in the school and community.	Personal/Social ASCA: M 1 CDOS: 3a.3	Grades 7 Tier 1	Counselors/Social Worker	Sept to June	Positive changes in the students and school climate
Crisis Intervention	Intervene, assess, and/or refer or create a support plan for students in crisis. This also includes parent outreach.	Personal/Social ASCA: SMS; 7	Grades 6-8 Tier 3	Counseling staff; School counselors, psychologists, and social workers	Sept to June	N/A
Character Strength Lessons and Nominations	Instruction on specific character strengths and their connection to academic success. Public positive reinforcement of the demonstration of the reviewed character strengths.	Personal/Social ASCA: M1 CDOS: 3a.3	Grades 6-8 Tier 1	School Counselor, Teachers	Sept to June	Positive changes in the students and school climate

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**Social Emotional Learning – 6<sup>th</sup>-8<sup>th</sup> Grade Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Coordination of Guest Speakers & Assemblies	Students participate or view different presentations that reinforce student learning.	Personal/Social ASCA: MS-6 CDOS: 2	Grades 6-8 Tier 1	Administration, School Counselor, Teachers	Sept to June	N/A
Coordination of Programing with Community Agencies	School personnel coordinate student/family linkages with community agencies providing service within the school district (I.e. BOCES Community Care Specialist, Chautauqua County Mental Health counseling services, FeedMore WNY BackPack program, etc.).	Personal/Social ASCA: MS-3, B-SS-2 CDOS: 3a	Grades 6-8 Tier 3	School Counselors, School Social Worker, School psychologist, Outside Agencies	Sept-June	Positive changes in students and the school climate

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**4. CAREER PLANNING – 6<sup>th</sup>-8<sup>th</sup> Grade**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Individual Student Planning	Documentation of individual student's career interest assessments. Learn about how school relates to opportunities in their future.	Career ASCA: MS-4 B-SM-4 CDOS: 1,2	Grades 6-8 Tier 1	Guidance Counselor, Special Education Teachers	Sept to June	Individual Middle School Planning
Multi-Level Transition Plans	Support students in their transition to the new grade level or school	Academic ASCA- M3, 4,5 B-LS 6,7 CDOS:	Grades 6-8 Tier 1	School Counselor	Sept to June	N/A
Career Zone	Explore their strengths and interests. Think about all the opportunities and what type of career they would like to learn more about.	Career ASCA: B-LS-7 MS 1 MS 4 CDOS: 1	Grades 6-8 Tier 1	School Counselor	Sept to June	Development of career plan
Career Cluster Inventory	Students will complete an interest inventory in order to gain further information on their strengths and skills, they will explore academic preparation needed for a variety of careers	Academic ASCA-M4 B-LS 7 CDOS: 1	Grades 6-8 Tier 1	School Counselor	Sept to June	Development of career plan
Multiple Intelligences Inventory	Students will complete an MI inventory in order to gain further information on their strengths and skills	Academic ASCA-M4 B-LS 7 CDOS: 1	Grades 6-8 Tier 1	School Counselor	Sept to June	Development of career plan
Ruby Payne Future Story Board	Students will create a future story board that reflects their interests, strengths and goals for the future	Academic ASCA-M4 B-LS 7 CDOS: 1	Grades 7-8 Tier 1	School Counselor	Sept to June	Development of career plan

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**CAREER PLANNING – 6<sup>th</sup>-8<sup>th</sup> Grade Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Annual Counseling Plan Review	Provide counseling individually, or in small groups. Students will gain insight into their academic progress, career aspirations, and specific social/emotional needs	Academic ASCA-M4 B-LS 7 CDOS: 1	Grades 6-8 Tier 1	School Counselor	January -June	Positive changes in the students and school climate
Career Fair	Coordination of presentations with community volunteers in order to provide valuable career information. Students will be able to expand their knowledge of potential careers	Career ASCA: M4 CDOS:1	Grades 7-8	School Counselor	Evey other year (Post Covid)	N/A

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Comprehensive Developmental School Counseling / Guidance Plan

The Silver Creek High School is dedicated to assisting students in meeting their personal, social, and academic goals, and preparing them for post-secondary college and career aspirations. This process includes informing students and parents of graduation requirements and academic programs that will allow students to enroll in a challenging and enriching academic curriculum. We will assist students in their transition to High School, as well as their transition to college, the military, or post-secondary employment. The High School Counseling Plan will meet the New York State regulations by providing the following activities or services:

- An annual review of each student's education progress and career plans
- Instruction at each grade level to help students learn about various careers and career planning skills
- Individual or group counseling assistance to enable students to benefit from the curriculum
- Assistance to students who exhibit attendance, academic, behavioral, or adjustment problems
- Opportunities for parental involvement

Program Objectives:

1. An annual review of each student's educational progress and career plans
2. Instruction – grades 9, to help students learn about various careers and about career planning skills.
3. Instruction – grade 10, to help students learn about various careers and about career planning skills.
4. Instruction – grade 11, to help students learn about various careers and about career planning skills.
5. Instruction – grade 12, to help students learn about various careers and about career planning skills.
6. To enable students to benefit from the curriculum
7. To maintain students' cumulative records
8. To help students who exhibit attendance problems
9. To help students who exhibit academic problems
10. To help students who exhibit behavioral or adjustment problems
11. The plan encourages parental involvement

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**1. ACADEMICS – Grades 9<sup>th</sup> through 12<sup>th</sup>**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Academic Intervention Team (AIT)	Coordination and identification of students exhibiting problematic attendance, academic issues, and behavioral problems. Development of action plans for interventions and appropriate follow up	Academic ASCA: B-LS3,7	Grades 9-12 Tier 2,3	Student support team members; Counseling staff Administration Teaching faculty	Sept to June	Individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Academic Intervention Service (AIS) Counseling	Provide counseling support to students not meeting the NYS academic benchmarks. Students will develop academic, social/emotional skills based on AIS needs	Academic ASCA: B-LS3,7 B-SMS 6, 7 CDOS: 3a.3	Grades 9-12 Tier 2,3	Counseling Staff; School counselors, psychologists and social workers	Sept to June	individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Consultation and/Collaboration: Consult and collaborate with parents, teachers, principals, students and all professionals working with students	Effectively meet the academic needs of all students	Academic ASCA: M2	Grades 9-12 Tier 1,2,3	Counseling Staff; School counselors, psychologists and social workers	Sept to June	individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Graduation requirements monitoring	Maintain accurate records pertaining to student's graduation progress. Update annually	Academic ASCA: B-LS3,7 B-SMS 6, 7 CDOS: 3a.3	Grades 9-12 Tier 1	School Counselors	Sept-August	Counselor dashboard/4-year plan monitoring



Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**ACADEMICS – Grades 9<sup>th</sup> through 12<sup>th</sup> Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
IEP/504 Plan Counseling	Provide individual or small group counseling to students identified by the CSE as part of their plan in order for the student to meet the appropriate goals determined by the committee	Academic ASCA: MS B-LS 3, 7 CDOS: 3a. 3	Grades 9-12 Tier 2, 3	Counseling Staff; School counselors, psychologists and social workers	Sept to June	5 week and quarterly reports
Guidance Classroom Presentations Classroom in each grade level	9 <sup>th</sup> grade-goal setting, self-monitoring, academic preparation for post-secondary options 10 <sup>th</sup> grade-College planning 11 <sup>th</sup> grade- PSAT, SAT, ASVAB, college planning and search 12 <sup>th</sup> grade- college applications, scholarships, financial aid and timelines	Academic ASCA: M4 B-LS 5 CDOS:3a.6	Grades 9-12 Tier 1	Counseling Staff College Board Materials/PowerPoint Presentations for each grade level	Fall/Spring	Individual 4-year planning meetings
Individual 4-year planning/ goal setting/ course selection	Appropriate course selection based on individual goals, development of individual educational plan and review of graduation standing	Academic ASCA: M4 B-LS 5 CDOS:3a.6	Grades 9-12 Tier 1	Counseling Staff /Power School/ 4-year planning sheet	Spring	Individual 4-year planning meetings
Introduction to PSAT/SAT/ACT	Students discover what Standardized tests are used for, how they are scored, and the make-up of each assessment.	Academic ASCA-M6 B-LS 6 CDOS:	Grades 10/11 Tier 1	School Counselors College Board materials	Fall	N/A
Introduction to CTE programs	Students will learn about the career and technical education programs that are available to them for their junior and senior years. Students seriously interested in a specific career path will attend information session and tour the programs	Academic ASCA-M4,5 B-LS 7 CDOS: 1, 3a.1	Grade 10 Tier 1	Career and Technical Education counselors, teachers and SCCS school counselors	December/ January	N/A

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**ACADEMICS – Grades 9<sup>th</sup> through 12<sup>th</sup> Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
PSAT Testing and Interpretations	Students will become familiar and better prepared for college entrance exams	Academic ASCA- M6 B-LS 6 CDOS: 1, 3a.1	Grades 10/11 Tier 1	School counselors Student test results and score reports	December	<b>SAT score reports</b>
SAT Review Session	Students participate in a standardized testing preparation seminar	Academic ASCA- M5,6 B-LS 6 SM-2,3 CDOS: 1, 3a.1	Grades 11/12 Tier 1	Mr. Tim Jantzi, guest presenter and school counselors	September	<b>N/A</b>
WNY Consortium of colleges/ college Fair at SCCS	Students participate in a mini college fair held at SCCS which includes 20 local colleges and universities	Academic ASCA- M4 B-LS 7 CDOS: 1, 3a.1	Grades 11/12 Tier 1	College representatives and school counselors	September	<b>N/A</b>
Career and Technical Education Presentations/Site Visits	Career and technical education opportunities presentation to grade 10 students.	Academic ASCA- M4 B-LS 6,7 CDOS 1, 3a.1 SEL; 1-3	Grade 10 Tier 1	Teachers and counselors from Loguidice and Carrier Educational Centers, school counselors	December/ January	Participation in program tour and shadow experience
Financial Aid Presentation	Students and parents participate in a financial aid seminar	Academic ASCA- M4 B- LS6,7 CDOS:	Grades 11/12	Associate Director of Financial Aid SUNY Fredonia/School Counselors	September	Successful completion of FAFSA
ASVAB-career interest inventory Implementation and review	Students participate in the Armed Services Vocational Aptitude Battery to enhance their career exploration and match abilities with interests	Academic ASCA-M4 B-LS 7 CDOS:	Grade 11	Counseling staff, Military Branch Student bubbled answered sheets and testing booklets	November	Student identification of abilities and skills
Grade 8 High school Planning classroom sessions	Students will be provided information about the high school academic programming, gain additional information regarding the expectations of the high school administration, and ease the comfort in transition from middle to high school.	Academic ASCA- M3,4,5 B-LS 6,7	Grade 8 Tier 1	School counselors Booklets-" how to succeed in high school "	February	<b>N/A</b>

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**ACADEMICS – Grades 9<sup>th</sup> through 12<sup>th</sup> Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Grade 8 High School Planning Night for families	Students and parents will be provided information about the high school academic programming, gain additional information regarding the expectations of the high school administration, and ease the comfort in transition from middle to high school.	Academic ASCA- M3, 4,5 B-LS 6,7 CDOS:	Grade 8 students and parents Tier 1	School counselors PowerPoint Course catalog Course selection sheets	March	N/A
JOM Program Academic Services support Program	Student will demonstrate improved academic progress	Academic ASCA- M2, 4 B-LS 6,7,8 CDOS:	Native American Students 9-12 Tier 1	JOM teaching staff	Sept- June	Quarterly assessments
AP Exam Administration/ course placement (Coordination of College Board testing program)	Students will be provided an opportunity to take AP courses and culminating exams	Academic ASCA- M4,5 B- LS 6,7,8	Grades 10-12 Tier 1	School counselors AP Exam testing materials	May	N/A
JCC Placement testing	Students recommend for college level courses or students who have an interest in taking college level courses must take a pass a placement test in order to receive college credit	Academic ASCA- M4,5 B-LS 6,7,8	Grades 10-12 Tier 1	School Counselors Materials: computer lab/ access to Accuplacer login	May	Successful completion of Accuplacer of exam
Liberty Partnerships Program	The Liberty Partnership Program (LPP) is a collaboration of 46 higher education institutions across New York State to support at risk middle and high school students in their academic, social, and emotional development. Through meaningful programs, students engage more fully in their education and are more likely to graduate from high school and continue onto higher education or stable employment.	Academic	9-12 Tier 2, 3	L.P.P. Advisor Counseling Staff Administration Teaching Faculty	Sept to June	Data reported at the state level

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**2. ATTENDANCE – Grades 9<sup>th</sup> through 12<sup>th</sup>**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Student Support Team (SST)	Coordination and identification of students exhibiting problematic attendance, academic issues, and behavioral problems. Development of action plans for interventions and appropriate follow up	Academic/Attendance ASCA – M1 CDOS – 3a. 3	9-12 Tier 2, 3	Student support team members; Counseling staff Administration Teaching faculty	Sept to June	individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Academic Intervention Service (AIS) Counseling	Provide counseling support to students not meeting the NYS academic benchmarks. Students will develop academic, social/emotional skills based on AIS needs	Academic/Attendance ASCA: B-LS3,7 B-SMS 6, 7 CDOS: 3a.3	9-12 Tier 2, 3	Counseling Staff; School counselors, psychologists and social workers	Sept to June	individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports
Consultation and/Collaboration: Consult and collaborate with parents, teachers, principals, students and all professionals working with students	Effectively meet the attendance needs of all students using a team approach	Academic/Attendance ASCA: M2 CDOS 3a.3	Grades 9-12 Tier 1,2,3	Counseling Staff; School counselors, psychologists and social workers	Sept to June	N/A
Home Visits	Develop an appropriate plan of action to assist students with coming to school	Academic/Attendance ASCA: MS 3 B- SMS 6,8 CDOS 3a.3	9-12 Tier 2	Counseling Staff, School Resource Officer, Administration Power School daily and weekly attendance reports/ individual student attendance reports/classroom attendance reports and grade reports (quarterly)	Sept to June	N/A

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**ATTENDANCE – Grades 9<sup>th</sup> through 12<sup>th</sup> Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Phone calls to families	Develop communication with families of students who are exhibiting poor attendance. Discuss any barriers presenting them from coming to school daily and on time.	Academic/Attendance ASCA: MS 3 B-SMS 6,8 CDOS 3a.3	9-12 Tier 3	Counseling Staff, School Resource Officer, Administration Power School daily and weekly attendance reports/ individual student attendance reports/classroom attendance reports and grade reports (quarterly)	Sept to June	N/A
Attendance Letters to Families	To consistently monitor and practice communication with families on absences and tardies. Notification letters are sent home for increments of 5, 10, 15, and 25.	Academic/Attendance ASCA MS 3 B-SMS 1, 7 CDOS 3a. 3	9-12 Tier 2	Dean of Students Power school reports to generate letters	Sept to June	Parent response to communication received
Contact with CPS regarding excessive compulsory school- age attendance	To fulfill our duty as mandated reporters and document any harm against a student's well-being that is uncovered. To work with county/state agencies on students' needs and situations outside of school that affect their school involvement.	Academic/Attendance ASCA MS 3 B-SMS 6,8 CDOS: 3a.3	9-12 Tier 2,3	All mandated reports and counseling staff	Sept to June	N/A

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**3. Social Emotional Learning– Grades 9<sup>th</sup> through 12<sup>th</sup>**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Student Support Team (SST)	Coordination and identification of students exhibiting problematic attendance, academic issues, and behavioral problems. Development of action plans for interventions and appropriate follow up	Personal/Social ASCA – M1 CDOS	9-12 Tier 2, 3	Student support team members; Counseling staff Administration Teaching faculty	Sept to June	individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports and discipline reports
Academic Intervention Service (AIS) Counseling	Provide counseling support to students not meeting the NYS academic benchmarks. Students will develop academic, social/emotional skills based on AIS needs	Personal/Social ASCA: B-LS3,7 B-SMS 6, 7 CDOS: 3a.3	9-12 Tier 2, 3	Counseling Staff; School counselors, psychologists and social workers	Sept to June	individuals follow up progress meetings, student 5 week and quarterly reports, teacher reports and discipline reports
Consultation and/Collaboration: Consult and collaborate with parents, teachers, principals, students and all professionals working with students	Effectively meet the social, emotional and behavioral needs of all students	Personal/Social ASCA: M2	Grades 9-12 Tier 1,2,3	Counseling Staff; School counselors, psychologists and social workers	Sept to June	Positive changes in the students and school climate
Character Education	Introduce students to character strengths each month and allow them the opportunity to demonstrate those strengths and identify positive well being	Personal/Social ASCA: M 1 CDOS: 3a.3	Grades 9-12 Tier 1	Counseling staff, Character Committee, Teachers and administration	Sept to June	Positive changes in the students and school climate
Crisis Intervention	Intervene, assess, and/or refer or create a support plan for students in crisis. This also includes parent outreach.	Personal/Social ASCA: SMS; 7	Grades 9-12 Tier 3	Counseling staff; School Counselors, psychologists and social workers	Sept to June	N/A

Silver Creek Central School District  
Comprehensive Developmental School Counseling / Guidance Plan

**Social Emotional Learning– Grades 9<sup>th</sup> through 12<sup>th</sup> Continued...**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Panorama Survey	Gathers feedback from teachers and students about subjective perceptions on the school's climate, sense of belonging and relationships to one another.	Personal/Social ASCA: MS-3 CDOS: 3a	Grades 9-12 Tier 1	Counseling Staff; School counselors, psychologists, social workers and health teacher	Sept to June	Positive changes in the students and school climate
Functional Behavioral Assessments (FBA) & Behavior Intervention Plans (BIP)	A need for an FBA that results in a BIP is determined by the Committee on Special Education. These are implemented to provide individualized behavior support that will increase a student's success in their learning environment.	<u>Persona/Social</u> ASCA: MS-5 B-SM-6 CDOS: 2	Grades 9-12 Tier 3	School psychologists	Sept to June	Positive changes in the students and school climate
Mental health screening, prevention, wellness, drug substance abuse, suicide prevention etc.	Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.	Personal/Social ASCA: M 1 CDOS: 3a.3	Grades 9-12 Tier 1	Counseling Staff; School counselors, psychologists, social workers and health teacher	Sept to June	Positive changes in the students and school climate
Coordination of Programing with Community Agencies	School personnel coordinate student/family linkages with community agencies providing service within the school district (I.e. BOCES Community Care Specialist, Chautauqua County Mental Health counseling services, FeedMore WNY Backpack program, etc.).	Personal/Social ASCA: MS-3, B-SS-2 CDOS: 3a	Grades 9-12 Tier 3	School Counselors, School Social Worker, School psychologist, Outside Agencies	Sept-June	Positive changes in students and the school climate

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**4. CAREER PLANNING – Grades 9<sup>th</sup> through 12<sup>th</sup>**

DELIVERY		FOUNDATION	MANAGEMENT			ACCOUNTABILITY
Program Activity Service	Description / Objective	ASCA Domain / Standard	Student Focus Tier	Staff & Resources	Timeline	Assessment & Evaluation Methods
Career Day	Coordination of presentations with community volunteers in order to provide valuable career information. Students will be able to expand their knowledge of potential careers	Career ASCA: M4 CDOS:1	Grades 9-10 Tier 1	School Counselors, community volunteers	Every other year (Post Covid)	Development of career plan
Career Information Sessions	Students in grades 9-11 will complete an interest inventory on Naviance in order to gain further information on their strengths and skills, they will explore academic preparation needed for a variety of careers	Career ASCA: M4 CDOS:1	Grades 9-11	School Counselors	Sept to June	Development of career plan
ASVAB-career interest inventory Implementation and review	Students participate in the Armed Services Vocational Aptitude Battery to enhance their career exploration and match abilities with interests	Academic ASCA-M4 B-LS 7 CDOS:	Grade 11	Counseling staff, Military Branch Student bubbled answered sheets and testing booklets	November	Development of career plan
Career and Technical Education Presentations/ Site Visits	Career and technical education opportunities presentation to grade 10 students.	Academic ASCA- M4 B-Is 6,7 CDOS 1, 3a.1 SEL; 1-3	Grade 10	Teachers and counselors from Loguidice and Carrier Educational Centers, school counselors	November	Successful completion of a career and technical education program



## **TIMELINES**

Two advisory council meetings will be held annually to review the program outcomes and progress. These meetings will review the plan with a subcommittee of the Comprehensive District Education Planning Committee. One such meeting will be held in the Fall and one in the Spring annually.

- Annual Progress Review Guidelines:
  - Individual meeting annually
  - How are students benefiting from these activities
  - Whether there are needs that still require addressing
  - Reflection on:
    - Educational progress
    - Achievement
    - Behavior
    - Social/emotional development
    - College/career knowledge and planning

## **REPORTS**

An annual report will be provided to Board of Education in Spring of each year reporting the program outcomes, planning for changes to programming to meet the needs of students, and challenges the committee is working to find solutions for.