

**TONAWANDA CITY SCHOOL DISTRICT COUNSELING PLAN**

**GRADES UPK-12**

**Revised February 2020**



**TONAWANDA CITY SCHOOL DISTRICT**

**K – 12 Comprehensive School Counseling Program**

**February 2020**

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<b>Priority 1: Learning and Achievement</b>	<b>Priority 2: Student Life</b>	<b>Priority 3: Warrior Pride</b>
<p><i>All learners will have access to appropriate and robust learning opportunities and achieve at a high level of growth and achievement.</i></p> <p>Learning and academic achievement drives our mission as a school district. Within this priority, the focus is on asking ourselves how we best meet the learning needs of our students and staff. From an in- depth look at how we provide for our at-risk students to identifying specific college and career readiness skills our students need, these priorities cover a broad scope that will include implementing plans for instructional technology, curriculum and professional development.</p>	<p><i>To foster a love of learning through the development of the whole child.</i></p> <p>We recognize that involvement in activities outside the classroom and interactions in class with faculty and peers allows our students to continually grow and develop. The priorities identified within this area focus on how the district can support the development of the social and emotional needs of students.</p> <p>TCS D has a district-wide committee: Warrior Way who meet regularly.</p> <p>We will analyze our extra-curricular options, identify areas of expansion and study how we can increase student participation in these activities. By implementing internships as work-based learning opportunities, we will help students develop their natural interests and possible college or career focus.</p>	<p><i>To enhance Tonawanda Pride by fostering relationships between internal and external stakeholders within Tonawanda and the greater Western NY community.</i></p> <p>Developing a sense of civic pride and responsibility among the school district and its community drives many of the initiatives with this priority area.</p> <p>Already strong, we will continue to evaluate, identify, and implement community service opportunities. Enhancing and expanding the district’s internal and external partnerships will benefit existing programs and link to other initiatives within the Student Life and Learning and Achievement priority areas. An employee wellness component will include ways to support the physical, mental, and emotional well-being of students, faculty, staff, and community members. Developing a communication plan will allow us to define how we will share TCS D news and strategic plan updates.</p> <p>Finally, we believe the school district is truly the hub of the community and we will identify, implement and evaluate programs to encourage participation in activities among all stakeholders within the TCS D.</p>

## PART 1

### **Introduction**

Counseling is a process of helping people by assisting them in making decisions and changing behaviors. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

*(American School Counselor Association as found in The New York State Comprehensive School Counseling Program, 2012).*

*As New York State continues to work on school improvement, school counselors across the state continue to adjust to the impact on student need. Every student Succeeds Act (ESSA) passed in 2015, replaces the No Child Left Behind of 2001. ESSA provides plans for comprehensive school counseling services including professional development and career counseling services. School Counselors work in collaboration with educational teams to examine changes in policies and regulations and will work to promote the academic missions of their schools as well as goals of the NYS Education Department and Every Student Succeeds Act.*

**Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs  
Commissioners Regulations §100.2(j)**

Subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education shall be amended, effective July 1, 2017, to read as follows:

(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

(i) Each school district shall have a guidance program for all students.

[(i)](a) 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)](b) In grades 7-12, the guidance program shall include the following activities or services:

[(a)](1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

[(b)](2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

[(c)](3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

[(d)](4) the services of personnel certified or licensed as school counselors.

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

[(2)](ii) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards.

The comprehensive developmental school counseling/guidance program (“program”) shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student’s individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner’s regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district’s website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner’s regulations or where licensure is required under Title VIII of the Education Law.

## **The Role of the School Counselor**

### Comprehensive School Counseling Program

The School Counselor is a certified professional educator who is qualified to address students' academic, career and social/emotional needs. Through leadership, advocacy, and collaboration, counselors promote positive educational experiences for all students in a safe learning environment. Prevention and intervention programs are part of a comprehensive school counseling program (Lee, 2001). School Counselors serve a critical role in student success (Lapan, Gysbers, and Kayson, 2007). It is recommended by the American School Counseling Association that a school counselor-to student ratio of 1:250 is optimal for meeting students' needs (ASCA Mindsets and Behaviors for Student Success, 2014).

Tonawanda City Schools endorse a comprehensive school counseling program that promotes and enhances student learning and academic achievement. It is a framework for the systematic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the skills for students and outlines various strategies, activities, and resources to deliver the content to students. The comprehensive counseling program is part of a student's total educational process and the mission of the school.

The School Counseling Program is integral to the educational process through academic, career and personal/social development. The program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning skills. More specifically, school counseling programs employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills and impart life success skills for all students.

The school counseling program has characteristics similar to other educational programs, including a scope and sequence; student outcomes or competencies; activities and processes to assist students in achieving these outcomes; professionally credentialed personnel; materials and resources; and accountability methods.

School counseling programs are developed by design, focusing on needs, interests and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes with an emphasis on helping students to learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development in three major areas: academic, career and personal/social (ASCA, 2012).

Most school counselors agree that their skills, time and energy should be focused on direct services to students. The American School Counseling Association recommends that counselors spend 80% of their time on direct and indirect service to students (ASCA, 2012). School counseling programs and the role of the school counselor should be determined by the educational, career and personal development needs of students. The comprehensive school counseling program places the counselor in a key position to identify the issues that impact student learning and achievement. The school counselor is at the core of school planning, school programs and school environment.

The school counselor is not the counseling program. The school counselor and school counseling program use a collaborative model as their foundation. Counselors do not work alone; all educators play a role in creating an environment which promotes the achievement of identified student goals and outcomes. The counselor facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, student service personnel, agencies, business and other members of the community. School success depends upon the cooperation and support of the entire faculty, staff and student services personnel.

As student advocates, school counselors are committed to participate as members of the educational team. They consult and collaborate with teachers, administrators and parents/guardians to assist students to be successful academically, vocationally and personally. School counselors are recognized as indispensable partners of the instructional staff in the development of good citizens and leaders. As schools and communities initiate and establish partnerships to address common concerns, it is important that these efforts are implemented in a manner which facilitates the educational process and the full use of school and other community resources on behalf of students and their families.

Our educational system is being challenged by the growing needs of today's students and the rising expectations of society. Some of our children attend school with emotional, physical and interpersonal barriers to learning as a result of societal and other factors. However, all students require systematic support for their development. Therefore, in a comprehensive school counseling program, less emphasis is placed on crisis-oriented services. The emphasis is on development for all students. An effective school counseling program begins when students enter the school system and continues as they progress through the educational process. School counseling is an integral part of the total educational enterprise.

Our nation is rich in multicultural diversity. Effective school counseling programs and trained staff reflect and are responsive to the diversity in our schools and communities. Effective school counseling programs serve all students and acknowledge that diversity and individual differences are valuable to all. The programs and staff ensure that communication is open and that the community is represented and involved as counseling programs are developed and implemented. Counseling programs help ensure equal opportunity for all students to participate fully in the educational process.

Result-based counseling is also crucial to a comprehensive counseling program. School counseling programs are data-driven and provide an accountable way to align the school counseling program with the school's mission. Results data show that a student competency has affected course selection, graduation rates, attendance and academic achievement.

(ASCA National Model, 2012).

## **Benefits of Comprehensive Development School Counseling Program**

Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

### **Benefits for Students**

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem-solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Guarantees school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, cooperative peer interactions.
12. Fosters resiliency factors for students.

### **Benefits for Parents/Guardians**

1. Prepares their children for the challenges of the 21st century through academic, career and personal/social development.
2. Provides support for parents/guardians in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/guardian/school interaction.
5. Enables parents/guardians to access school and community resources.

### **Benefits for Teachers**

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance and advisement role.
4. Positively impacts school climate and the learning community.
5. Supports classroom instruction.
6. Encourages positive, calendared activities and supportive working relationships.
7. Promotes a team effort to address developmental skills and core competencies.
8. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

### **Benefits for Student Services Personnel**

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

**Benefits for Administrators**

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating the effectiveness of the school counseling program.
5. Demonstrates school counseling accountability.
6. Enhances community image of the school counseling program.

**Benefits for Local Boards of Education**

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

**Benefits for School Counselors**

1. Provides a clearly defined role and function in the educational system.
2. Eliminates non-counseling functions.
3. Provides a direct service to every student.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.
7. Places school counselors in a leadership role to close the gap.

**Benefits for Business and Industry**

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.

**Benefits for the Community**

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

*(Adapted from the New York State Comprehensive School Counseling Program "A Guide to K-12 Interpretation of Comprehensive, Developmental School Counseling Programs 2005". The New York State School Counselor Association)*

## The National School Counseling Model

The National School Counseling Model incorporates national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. The **foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program in the areas of academic, career, and personal/social domains.
2. The **delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual student planning with students, responsive services and system support).
3. The **management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibility, use of data, action plans, and time and task analysis; monthly calendars.
4. The **accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

## **Foundation of the Comprehensive Counseling Program**

Tonawanda City School District Counseling Department strives to prepare all students academically and socially to become productive members of society through a partnership of students, educators, parents and the community.

### **TCS D Counselors believe:**

- All students have dignity and worth.
- A school counseling program should be available for all students.
- All students ethnic, cultural, racial, and sexual differences and special needs are considered.

### **The TCS D Counseling Program should:**

- be based on specific goals and student competencies grades K-12.
- be planned in coordination with school personnel, parent, and student.
- use data to drive the program.

### **TCS D Counselors will:**

- abide by professional school counseling ethics outlined by the ASCA.
- participate in professional development to maintain a quality school counseling program.
- work collaboratively with school personnel to best care for its students.

## **School Counseling National Domains and Standards**

The National Standards for School Counseling programs facilitate student development in three broad areas: academic development, career development, and personal/social development. Here are the nine national standards adopted by New York State.

### Academic Development

#### Standard A

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

#### Standard B

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

#### Standard C

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

### 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.

#### Standard B

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

#### Standard C

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

### Personal/Social Development

#### Standard A

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

#### Standard B

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

#### Standard C

Students will understand safety and survival skills.

### **Delivery System of the Comprehensive Counseling Program**

The delivery system describes the activities and interactions of how the counseling program will be implemented. The components of the comprehensive counseling program include school counseling curriculum, individual student planning, responsive services, and system support.

#### School Counseling Curriculum:

The counseling curriculum is planned, on-going, and systematic. It includes a clear explanation of the scope and sequence. The desired competencies provide students with the skill appropriate for their developmental level. It consists of classroom activities, group activities, interdisciplinary curriculum development, and parent informational meetings.

#### Individual Student Planning:

School Counselors coordinate ongoing activities designed to help individual students establish personal goals and develop future plans. It includes individual or small group appraisal, case management, and student advisement.

#### Responsive Services:

Responsive services consist of activities and counseling to meet students' immediate needs and concerns. This includes personal counseling, crisis counseling, consultation with school staff, parents and community agencies, and referrals.

#### System Support:

This consists of management activities that maintain the total school counseling program. It includes professional development, program management and promotion, data analysis of the counseling program, and parent and community outreach.

### **Distribution of Total School Counselor Time**

<b>Delivery System Component</b>	<b>Elementary School % of Time</b>	<b>Middle School % of Time</b>	<b>High School % of Time</b>
Guidance Curriculum	35%-45%	10%-20%	15%-25%
Individual Student Planning	30%-40%	10%-20%	25%-35%
Responsive Services	10%-15%	50%-60%	40%-50%
System Support	5%-10%	10%-20%	10%-15%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program*, (3rd ed.), Alexandria, VA: American Counseling Association.

The Comprehensive School Counseling program is developed in accordance with the following:

1. Part 100 & 100.2(j) of the New York State Commission of Education Regulations (Appendix A & B)
2. New York State certification requirements for School Counselors (Appendix C)
3. American School Counselor Association Ethical Standards (Appendix D)
4. National Standards for School Counselors (Appendix E)
5. New York State Learning Standards (Appendix F)
6. Every Student Succeeds Act (2015). (Appendix G)

PART II

ELEMENTARY COUNSELING PLAN: GRADES K-5

**Mullen Elementary K-3**

**Riverview Elementary UPK-3**

**Fletcher Elementary 4-5**



Revised February 2020

**GOAL I: Prepare new students to participate effectively in an appropriate educational program.**

- A. Target Population – Students in Grades Pre-Kindergarten/Kindergarten.
- B. Expected Outcomes
  1. All new students will be registered.
  2. Parents/guardians and students will be oriented to their new school setting.
  3. Parents/guardians and students will be introduced to the school, teachers, principal and other faculty/staff.
  4. Parents/guardians will become familiar with the school program, teachers and staff.
  5. Social workers and staff including teachers, nurses, administrators, and other resource personnel will become familiar with the parents/guardians and incoming kindergarten/ new students.
- C. Assessment
  1. Principal, kindergarten teachers, social workers and appropriate personnel will meet to discuss proper educational placement of each student.
  2. All school registration forms will be complete and accurate.
  3. Data/Assessment: iReady Testing (3 times/year); NYS testing (annual); Wright Group/Fountas & Pinnell reading level assessment; Other assessments/data such as psychological, speech, OT, PT and social histories.

**GOAL I. Prepare new students to participate effectively in an appropriate educational program.**

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES OF ACTIVITIES
Screen all new students	All UPK-5 students	Teacher, AIS teachers, ENL teacher, psychologist, school social workers, administrator	Teacher observations, previous school records, parent/guardian input, PPS support staff, District designated screening	Ongoing
Orient students/parents/guardians to school	All UPK-5 students/parents/guardians	Teachers, AIS teachers, ENL teachers, special education teachers, administrator, speech/OT/PT therapists, nurse, school social workers, psychologist	Open House, Student Ambassadors, parent tours, PTA materials, principal conference, orientation materials, K teachers	Ongoing
Refer to specialized staff for evaluation as needed	All UPK-5 students	Psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, counselor, administrator, speech/OT/PT therapists, special area teachers	District personnel	Ongoing
Open house	All Parents/guardians UPK-5	Classroom teacher, AIS teachers, ENL teacher, special education teachers, reading specialist, administrator, speech/OT/PT, nurse, school social workers, school psychologist, counselor		Sept.-Oct.
Parent/guardian conference	All Parents/guardians UPK-5	Classroom teacher, psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists and special area teachers, counselor	Parent training	Sept.-June
Administer comprehensive tests/screenings	All UPK-5 students	Psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists, special area teachers	iReady, ELP, F&P, NYS testing	Spring
Kindergarten visitation	All K students, parents/guardians	Kindergarten teachers, administrator	Bus company	Aug.-Sept.
Utilize curriculum which promotes effective decision-making	All UPK-5 students	Classroom teacher, AIS teachers, ENL teacher, special education teachers, special area teachers, school social worker, school psychologist, counselor	Community agencies, support programs (DASA programs)	Sept.-June
New student orientation	Parents/guardians of new students	Administrator, social worker, classroom teacher, ENL teacher, Student Ambassadors		Sept. - June
Individual/group counseling/classroom presentations	All UPK-5 students	School social worker, counselor	Community agencies	Sept.-June
Career Counseling	K-5	K-5 Mental Health Coordinator/Behavior Specialist; counselor	Building Principals; PPS Director; Asst Superintendent	Sept.-June

**GOAL II: To prepare all students to participate effectively in their current educational program.**

- A. Target Population – Students in grades UPK through 5.
- B. Expected Outcomes
  1. Students will have appropriate educational placements and support services to meet their needs.
  2. Students needing assistance will be provided the opportunity to receive services appropriate for their special needs.
  3. Parents/guardians will be informed of their student’s present levels of educational achievement, ability levels, and receive appropriate recommendations for improvement.
  4. Students will learn strategies that will enable them to make appropriate choices.
  5. Students will learn effective work-study skills.
- C. Annual Assessment
  1. Review standardized test results and teacher evaluations with parents/guardians on a periodic basis.
  2. All school registration forms will be complete and accurate.
  3. Maintain comprehensive records on each student.

**GOAL II. To prepare students to participate effectively in their current educational program.**

<b>ACTIVITIES</b>	<b>TARGET GROUP OR SUBGROUP</b>	<b>STAFF ASSIGNED</b>	<b>OTHER RESOURCES ASSIGNED</b>	<b>DATES OF ACTIVITIES</b>
Open house	All Parents/guardians UPK-5	Classroom teacher, AIS teachers, ENL teacher, special education teachers, reading specialist, administrator, counselor, speech/OT/PT, nurse, school social workers	N/A	Early Fall
Parent/guardian conferences, IST/CSE Meetings (discuss student program, progress, problems)	All Parents/guardians UPK-5	Psychologist, school social worker, school nurse, speech pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, OT/PT therapists, special area teachers, counselor	Parent training	Sept.-June
Formal/informal student conferences, (discuss student progress/recommendation for improvement)	All Parents/guardians and students UPK-5	Teachers	N/A	Sept.-June
Administration of the appropriate comprehensive tests	All K-5 students	Psychologist, school social worker, school nurse, speech pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, OT/PT therapists, special area teachers	iReady, ELP, F&P, NYS testing	Sept.- June
Review the comprehensive tests with students and parents/guardians	All K-5 students/parents/guardians	Psychologist, school social worker, school nurse, speech pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, OT/PT therapists, special area teachers	iReady, ELP, F&P, NYS testing	Sept.- June
Development of individual student educational/ instructional plan	All UPK-5 students/parents/guardians	Psychologist, school social worker, school nurse, speech pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, OT/PT therapists, special area teachers	iReady, ELP, F&P, NYS testing	Sept.-June
Appropriate academic placement of students	All UPK-5 students (including new entrants)	Psychologist, school social worker, school nurse, speech pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, OT/PT therapists	iReady, ELP, F&P, NYS testing	Sept.-June
Character Education activities	All UPK-5 students	All faculty/staff, social worker, psychologist, counselor	Parents/guardians, community, DASA regulations, daily school-wide announcements, Second Step program, assemblies	Sept.-June
Dignity for All Students activities	All UPK-5 students	Social worker, faculty/staff, administrator, psychologist, counselor	Parents/guardians, community, DASA regulations, daily school-wide announcements,	Sept-June

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITIES
			Second Step program, assemblies	
Conflict resolution skills	All UPK-5 students	Faculty/staff, social worker, administrator, counselor	Parents/guardians, community, DASA regulations, daily school-wide announcements, Second Step program, assemblies	Sept.-June
Social skills	All UPK-5 students	Faculty/staff, social worker, administrator, counselor	Parents/guardians, community, DASA regulations, daily school-wide announcements, Second Step program, assemblies	Sept.-June
Career Counseling	K-5	K-5 Mental Health Coordinator/Behavior Specialist; counselor	Building Principals; PPS Director; Asst Superintendent	Sept.-June

**GOAL III: Help students who exhibit academic problems.**

- A. Target Population – Referred students in grades UPK through 5 who exhibit difficulties with school work, homework, or appropriate grade level concepts and responsibilities.
- B. Expected Outcomes –
  - 1. Parents/guardians will be informed of student progress.
  - 2. Students will take responsibility for learning and completion of assigned tasks at an age-appropriate level.
  - 3. Teachers will participate in evaluation of student placement and progress.
  - 4. Teachers will differentiate instruction to meet the needs of a heterogeneous classroom.
- C. Assessments –
  - 1. Progress reports, teacher/parent/guardian communication, day-to-day functioning of student in class, school-based evaluations and NYS testing.

**GOAL III. Help students who exhibit academic problems.**

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Kindergarten screening	UPK and Kindergarten students	Coach, AIS teachers, building administrator, UPK Coordinator, nurse, secretary		March-June
Conferences with student/parent/guardian	Student/parent/guardian	Classroom teacher, psychologist, school social worker, school nurse, ENL teacher, special education teacher, principal, AIS teachers, special area teachers		Sept.-June
Analysis of standardized tests for special academic assistance	All UPK-5 students	Classroom teacher, AIS teachers, psychologist, special education teachers, speech/OT therapists	Instructional Support Team	Sept.-June
Behavior modification program	All UPK-5 students	Classroom teacher, psychologist, school social worker, special education teachers, administrators, special area Teachers, counselor	PPS staff, parents/guardians	Sept.-June
Referral of students for psychological evaluation	All UPK-5 students	Parent/guardian, teacher, psychologist, administrators	Instructional Support Team	Sept.-June
Class observation, interview, diagnostic assessment, social history	All UPK-5 students	Psychologist, social worker, special education teachers, ENL teachers, counselor	Building Administrators	Sept.-June
Interpretation of test results, recommendations to teacher and parents/guardians	All UPK-5 students	Psychologist, social worker, special education teachers, ENL teacher; administrators, speech/OT/PT therapists	Instructional Support Team	Sept.-June

**GOAL IV: Help students who exhibit behavioral or adjustment problems.**

A. Target Population – UPK through 5 Students/Families

B. Expected Outcomes:

1. Students who display adjustment problems or who verbalize personal concerns will demonstrate improved social, behavioral and/or personal adjustment by:
  - a. Displaying an enhanced ability to recognize, meet and solve his/her problems.
  - b. Recognizing the responsibilities to themselves and others when accepting a task or job.
  - c. Understanding, accepting, and respecting their own uniqueness as a result of learning, growth and maturation.
  - d. Recognizing individual differences and becoming more tolerant in their interpersonal relationships.
2. Students will demonstrate an understanding of self and others and will participate effectively in the school environment by:
  - a. Recognizing and accepting the need for rules and discipline.
  - b. Being able to discern the differences between their rights and the rights of others.
  - c. Accepting responsibility for their own behavior.
  - d. Respecting and recognizing the property of others.

C. Annual Assessment:

1. Analysis of student records.
2. Longitudinal records demonstrating reduced incidence of truancy, social/emotional adjustment problems.
3. Development and successful completion of student contracts.
4. Review of records of the Instructional Support Team/Behavior Support Team/Committee on Special Education.
5. Parent/guardian/staff observations.
6. Development of a psychosocial evaluation of student needs.
7. Documentation and assessment of suggested areas of strength/need, targeted goals and interventions.

**GOAL IV. Help students who exhibit behavioral or adjustment problems.**

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Teacher/student conferences	Identified UPK-5 students	Administrator, teachers and/or special education teachers, AIS teachers, special area teachers, related service providers (i.e. ST,OT and PT), school social worker, psychologist, counselor	Instructional Support Team, Behavior Support Team, PPS staff, parents/guardians	Sept.-June
Parent/ guardian/ teacher/ school social worker conference	Identified UPK-5 students	Administrator, teachers and/or special education teachers, AIS teachers, special area teachers, related service providers (i.e. ST,OT and PT), school social worker, psychologist, counselor	Administrators, Instructional Support Team, PPS staff, parents/guardians	Sept.-June

Develop individual behavior modification program	Identified UPK-5 students	School social worker, psychologist, teachers, grade level special education teacher, counselor	Administrators, Instructional Support Team, Behavior Support Team, PPS staff, parents/guardians	Sept.-June
Develop student contracts	Identified UPK-5 students	School social worker, psychologist, teacher, grade level special education teacher	Administrators, Instructional Support Team, Behavior Support Team, PPS staff, parents/guardians	Sept.-June
Develop behavior chart or daily logs, weekly progress reports	Identified UPK-5 students	Teacher with support/consultation from school social worker, psychologist, grade level special education teacher, counselor	Administrators, Instructional Support Team, PPS staff, parents/guardians	Sept.-June
Refer to Instructional Support Team	Identified UPK-5 students	School social worker, school psychologist, administrators, teacher, special education teachers, AIS teachers, special area teachers, related service providers (i.e. ST,OT, PT) , counselor	PPS staff, parents/guardians, CSE, Behavior Support Team	Sept.-June
Conflict resolution	Identified UPK-5 students	School social worker, school psychologist, counselor administrators, teachers	Parents/guardians	Sept.-June
Referral to outside agencies	Identified UPK-5 students	School social worker, school psychologist, counselor	Administrators, teachers, PPS staff, parents/guardians	Sept.-June
Referral to administration for disciplinary action	Identified UPK-5 students	Teachers, school social worker, school psychologist, administrators, counselor	PPS staff, parents/guardians	Sept.-June
Individual counseling	Identified UPK-5 students	School social worker, counselor	CAPT, Referrals to Community agencies, PPS support staff, administrators, teachers, parents/guardians	Sept.-June
Group counseling	Identified UPK-5 students	School social worker, counselor	CAPT, Referrals to Community agencies, PPS support staff, administrators, teachers, parents/guardians	Sept.-June
Communication with parent/guardian	Parents/guardians of UPK-5 students	Teachers, school social worker, psychologist, grade level special education teacher, counselor	Administrators, PPS staff	Sept.-June
Character education	All UPK-5 students	All administrators, social workers, psychologist, faculty and staff, counselor	Parents/guardians, community	Ongoing
Classroom instructional support	All K-5 students	Teachers, PPS staff, administrators, counselor	RTI staff	Sept. - June

**GOAL V: Help students who exhibit attendance problems.**

Although there is a direct correlation between attendance and student performance, attendance can be affected by many factors: academic, social, emotional, medical and family concerns. Because Tonawanda City School District is committed to furthering the academic, social/emotional and physical growth of all students, attendance is monitored very closely as early as kindergarten. It is recognized that the Home- School connection is an essential and powerful force in improving attendance.

- A. Target Population – UPK through 5 Students/Families
- B. Expected Outcomes –
  - 1. Students and parents/guardians will acknowledge that educational success depends on regular attendance.
  - 2. Students will develop a more positive self-image and feel more comfortable within their school setting.
  - 3. Students and parents/guardians will understand the benefits of active involvement in school.
  - 4. Improved student attendance rates.
  - 5. Students/Parents/Guardians will display an enhanced ability to recognize, meet and solve his/her problems.
- C. Annual Assessment –
  - 1. Student attendance records.
  - 2. Student academic records.
  - 3. Students will exhibit an improved self-image as observed by teachers, parents/guardians and administrators.
  - 4. Social workers, teachers, administrators, nurse and “specials” area teachers, other observations of improved communication with parents/guardians.
  - 5. Increased student participation in school activities.

**GOAL V. Help students who exhibit attendance problems.**

<b>ACTIVITIES</b>	<b>TARGET GROUP OR SUBGROUP</b>	<b>STAFF ASSIGNED</b>	<b>OTHER RESOURCES ASSIGNED</b>	<b>DATES OF ACTIVITY</b>
Encourage students to participate in extracurricular activities	All UPK-5 students	Social worker, all teachers, activity advisors, counselor	Special area teachers, Student Mentoring Program	Sept.-June
Individual counseling	All UPK-5 students	Social worker, counselor	CAPT, Referral to community agencies, parent/guardian	Sept.-June
Behavior Modification Program	All UPK-5 students	Psychologist, Social worker, nurse, administrator, special area teachers, counselor	Parent/guardian, Student Mentor Program	Sept.-June
Facilitate positive self-esteem	All UPK-5 students	Social worker, nurse, administrator, special area teachers, counselor	Community and educational resources that relate to values clarification and self-esteem, parent/guardian, Student Mentoring Program	Sept.-June
Identify attendance problems	All UPK-5 students	Teacher, administrator, nurse, Social worker, special area teachers, office Staff, counselor	Family guardian, Student Mentoring Program	Sept.-June
Referral to appropriate school personnel	All UPK-5 students	Social worker, teacher, nurse, selected PPS support staff, counselor	Instructional Support Team, family guardian, Student Mentoring Program community agencies, administrator	Sept.-June
Encourage upper elementary students to work with primary students	All UPK-5 students	Elementary teachers, principals		Sept.-June
Encourage students to participate in outside activities	All UPK-5 students	Social worker, teachers, principal, support staff, counselor	Community clubs, affiliations & sporting activities	Sept.-June
Parent/guardian/teacher/staff conferences	All UPK-5 students	Social worker, nurse teachers, administrators, selected PPS staff, counselor	Instructional Support Team	Sept.-June
School-Wide Attendance Committee	All K-5 students	Social worker, nurse, teachers, administrators, counselor, Psychologist, counselor	School Resource Officer (SRO)	Sept. -June

**Goal VI: To educate students concerning personal safety including child abduction and child sexual abuse to increase self-awareness with the involvement of parents/guardians whenever possible.**

- A. Target Population – Students in grades UPK through Grade 5
- B. Expected Outcomes –
  1. Students will identify and distinguish comfortable and uncomfortable kinds of touches and feelings.
  2. Students will identify persons whom they can tell if they encounter an unsafe situation.
  3. Students will demonstrate an understanding of safety strategies.
  4. Create an atmosphere of open discussion in a non-frightening way.
  5. Students will demonstrate an understanding of the resources to ensure their personal safety and of the personal assistance available in helping to resolve any unsafe situations.
  6. Parents/guardians will have access to resources about children’s personal safety including child abduction and child sexual abuse.
  7. The educational staff will be able to explain what constitutes abuse and neglect, reporting procedures and services available.
- C. Annual Assessment –
  1. Teacher and staff observations with parent/guardian
  2. Investigation of suspected sexual and child abuse cases

**GOAL VI. To educate students concerning personal safety including child abduction and child sexual abuse to increase self-awareness with the involvement of parents/guardians whenever possible.**

<b>ACTIVITIES</b>	<b>TARGET OR SUB GROUP</b>	<b>STAFF ASSIGNED</b>	<b>OTHER RESOURCES</b>	<b>DATES OF ACTIVITIES</b>
Provide instructional opportunities that address, at an appropriate level/age, concepts of personal safety such as prevention of child abduction and sexual abuse.	All UPK-5 students	Classroom teachers, social worker, psychologist, counselor	Community resources, School Resource Officer, and speakers	Sept.-June
Staff development	All faculty and staff, administrators, professional and nonprofessional staff	Social worker, administrator, psychologist, nurse, counselor	Community agencies, PPS staff	Sept.-June
Parent/guardian information	Parents/guardians UPK-5	Social workers, administrators, nurse, teachers, PPS staff, counselors	Brochures, community agencies	Sept.-June
Identification/report of child sexual abuse	All UPK-5 students	All mandated reporters, administrator, social worker, counselors	CPS, nurse, community agencies, administrator, superintendent	Sept.-June
Counseling	Identified UPK-5 students	Social worker, counselors	Community agencies, counseling services, parent/guardian	Sept.-June
Referral to community agency	Identified UPK-5 students	Social worker, counselors	Community agencies, counseling services, parent/guardian	Sept.-June

TONAWANDA MIDDLE SCHOOL



Revised February 2020

## **The American School Counselors National Standards and Tonawanda School Curriculum**

The American School Counselor Association's (ASCA) National Standards align with Tonawanda School Counseling curriculum. This ensures that students are acquiring competencies that are integrated into the student's school experience. So, the domains are broad developmental areas including academic, career, and personal development. These domains include standards which provide a description of what students should know and perform. Competencies are specific expectations that students achieve in the content standard within the domains. Indicators describe the specific skills that the student should demonstrate.

**SC K - 12.2.1 Academic Development: Standard A**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

<b>Improve Academic Self-Concept</b>	<b>6</b>	<b>7</b>	<b>8</b>
Articulate feelings of competence and confidence as a learner	X	X	X
Display a positive interest in learning	X	X	X
Take pride in work and in achievement	X	X	X
Accept mistakes as essential to the learning process	X	X	X
Identify attitudes and behaviors which lead to successful learning	X	X	X

<b>Acquire Skills For Improving Learning</b>	<b>6</b>	<b>7</b>	<b>8</b>
Apply time management and task management skills	X	X	X
Demonstrate how effort and persistence positively, affect learning	X	X	X
Use communication skills to know when and how to ask for help when needed	X	X	X
Apply knowledge of learning styles to positively influence school performance	X	X	X
Apply time management and task management skills	X	X	X

<b>Achieve School Success</b>	<b>6</b>	<b>7</b>	<b>8</b>
Take responsibility for their actions	X	X	X
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X	X
Develop a broad range of interests and abilities	X	X	X
Demonstrate dependability, productivity and initiative	X	X	X
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.

<b>Improve Learning</b>	<b>6</b>	<b>7</b>	<b>8</b>
Demonstrate the motivation to achieve individual potential	X	X	X
Learn and apply critical thinking skills	X	X	X
Apply the study skills necessary for academic success at each level	X	X	X
Seek information and support from faculty, staff, family, and peers	X	X	X
Organize and apply academic information from a variety of sources	X	X	X
Use knowledge of learning styles to positively influence school performance	X	X	X
Become self-directed and independent learners	X	X	X

<b>Plan to Achieve Goals</b>	<b>6</b>	<b>7</b>	<b>8</b>
Establish challenging academic goals in elementary, middle/junior high and high school	X	X	X
Use assessment results in educational planning	X	X	X
Develop and implement an annual plan of study to maximize academic ability and achievement	X	X	X
Apply knowledge of aptitudes and interests to goal setting	X	X	X
Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X
Understand the relationship between classroom performance and success in school	X	X	X
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.

<b>Relate School to Life Experiences</b>	<b>6</b>	<b>7</b>	<b>8</b>
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	X
Seek co-curricular and community experiences to enhance the school experience	X	X	X
Understand the relationship between learning and work	X	X	X
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	X	X	X
Understand that school success is the preparation to make the transition from student to community member	X	X	X
Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X

### **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.

<b>Develop Career Awareness</b>	<b>6</b>	<b>7</b>	<b>8</b>
Develop skills to locate, evaluate, and interpret career information	X	X	X
Learn about the variety of traditional and non-traditional occupations	X	X	X
Develop an awareness of personal abilities, skills, interests, and motivations	X	X	X
Learn how to interact and work cooperatively in teams	X	X	X
Learn to make decisions	X	X	X
Learn how to set goals	X	X	X
Understand the importance of planning	X	X	X
Pursue and develop competency in areas of interest	X	X	X
Develop hobbies and vocational interests	X	X	X
Balance between work and leisure time	X	X	X

<b>Develop Employment Readiness</b>	<b>6</b>	<b>7</b>	<b>8</b>
Acquire employability skills such as working on a team, problem-solving and organizational skills	X	X	X
Apply job readiness skills to seek employment opportunities	X	X	X
Demonstrate knowledge about the changing workplace	X	X	X
Learn about the rights and responsibilities of employers and employees	X	X	X
Learn to respect individual uniqueness in the workplace	X	X	X
Learn how to write a resume			X
Develop a positive attitude toward work and learning	X	X	X
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	X	X	X
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.

<b>Acquire Career Information</b>	<b>6</b>	<b>7</b>	<b>8</b>
Apply decision-making skills to career planning, course selection, and career transitions	X	X	X
Identify personal skills, interests, and abilities and relate them to current career choices	X	X	X
Demonstrate knowledge of the career planning process	X	X	X
Know the various ways which occupations can be classified	X	X	X
Use research and information resources to obtain career information	X	X	X
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	X
Understand how changing economic and societal needs influence employment trends and future training	X	X	X

<b>Identify Career Goals</b>	<b>6</b>	<b>7</b>	<b>8</b>
Demonstrate awareness of the education and training needed to achieve career goals	X	X	X
Assess and modify their educational plan to support career goals	X	X	X
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences	X	X	X
Select course work that is related to career interests	X	X	X
Maintain a career planning portfolio	X	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.

<b>Acquire Knowledge to Achieve Career Goals</b>	<b>6</b>	<b>7</b>	<b>8</b>
Identify personal preferences and interests which influence career choices and success	X	X	X
Understand that the changing workplace requires lifelong learning and acquiring new skills	X	X	X
Describe the effect of work on lifestyles	X	X	X
Understand the importance of equity and access in career choice	X	X	X
Understand that work is an important and satisfying means of personal expression	X	X	X

<b>Apply Skills to Achieve Career Goals</b>	<b>6</b>	<b>7</b>	<b>8</b>
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals	X	X	X
Learn how to use conflict management skills with peers and adults	X	X	X
Learns to work cooperatively with others as a team member	X	X	X
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences	X	X	X

### 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.

<b>Acquire Self-Knowledge</b>	<b>6</b>	<b>7</b>	<b>8</b>
Develop a positive attitude toward self as a unique and worthy person	X	X	X
Identify values, attitudes and beliefs	X	X	X
Learn the goal setting process	X	X	X
Understand change as a part of growth	X	X	X
Identify and express feelings	X	X	X
Distinguish between appropriate and inappropriate behaviors	X	X	X
Recognize personal boundaries, rights and privacy needs	X	X	X
Understand the need for self-control and how to practice it	X	X	X
Demonstrate cooperative behavior in groups	X	X	X
Identify personal strengths and assets	X	X	X
Identify and discuss changing personal and social roles	X	X	X
Identify and recognize changing family roles	X	X	X

<b>Acquire Interpersonal Skills</b>	<b>6</b>	<b>7</b>	<b>8</b>
Recognize that everyone has rights and responsibilities	X	X	X
Respect alternative points of view	X	X	X
Recognize, accept, respect and appreciate individual differences	X	X	X
Recognize, accept and appreciate ethnic and cultural diversity	X	X	X
Recognize and respect differences in various family configurations	X	X	X
Use effective communication skills	X	X	X
Know that communication involves speaking, listening, and nonverbal behavior	X	X	X
Learn how to make and keep friends	X	X	X

**SC K - 12.1.4 Personal/Social Development: Standard B**

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

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

**SC K - 12.1.5 Personal/Social Development: Standard C**

Students will understand safety and survival skills.

<b>Acquire Personal Safety Skills</b>	<b>6</b>	<b>7</b>	<b>8</b>
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	X	X	X
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	X	X	X
Learn the difference between appropriate and inappropriate physical contact	X	X	X
Demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X
Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X
Identify resource people in the school and community, and know how to seek their help	X	X	X
Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X
Learn about the emotional and physical dangers of substance use and abuse	X	X	X
Learn how to cope with peer pressure	X	X	X
Learn techniques for managing stress and conflict	X	X	X
Recognize, accept and appreciate ethnic and cultural diversity	X	X	X

## **The Tonawanda Middle School Counseling Department Delivery System**

The Tonawanda CITY School District's Comprehensive Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions, and methods necessary to deliver the programs to the school community. Tonawanda's Counseling Program integrates academic, career and personal/social development. The components of the school counseling program include the school counseling curriculum, individual student planning, responsive services, and system support.

### **Middle School Counseling Curriculum:**

The Counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through UPK-12 classroom instruction and group activities.

Classroom activities:

- School Counselors present lessons in the classroom setting.

Group activities:

- School Counselors may also conduct large group activities to address students' particular needs.

Interdisciplinary activities:

- School Counselors participate in teams to develop curriculum across content areas.

### **The Middle School Counselor will teach:**

- Warrior Way lessons in grade 6, 7, and 8. (ex: Bystander Bullying, Internet Safety, and Digital Citizenship).
- Counselors will facilitate suicide prevention lessons in coordination with the health teachers for students.
- Counselors present an "Introduction to the Counselor" in small groups.
- Middle School Counselors provide transition services for students throughout middle school. (Orientations for new students)
- A 6th grade Orientation is supported by the School Counselors.
- A vocational school tour/visit for 8<sup>th</sup> grade is facilitated by the school counselors.
- Counselors speak in classroom settings regarding study strategies.
- Middle School Counselors speak to classes regarding high school planning.

### **Individual/small group sessions-topics include:**

- Sisterhood
- Stress Busters
- Understanding Myself
- Grief
- Friendship
- Social Skills
- Organizational Skills
- Study Skills
- Family Change
- Body Image
- Coping Skills
- Anger Management
- Lunch Bunches
- Home Instruction Liaison

### **Individual Student Planning:**

School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

#### Case Management:

- School Counselors monitor individual student progress.

#### Individual Appraisal:

- School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.

#### Individual Advisement:

- School Counselors work directly with students on developing an appropriate educational plan.

#### Placement:

- School Counselors assist students in determining the proper educational setting as they meet academic and career goals.
- The School Counselor will hold individual meetings with students in danger of failing core academic subjects.
- The School Counselor assists in scheduling and facilitating parent/teacher conferences.
- The School Counselor will be available and provide assistance in transition of students described as “new entrants.”
- The School Counselor will collaborate and consult with building administration to provide academic, social, and emotional interventions as needed.
- The School Counselor is responsible for each student’s individual course selection process and schedule development. (e.g. evaluation for accelerated coursework, UB gifted Math, and private school applications etc.)

- The School Counselor participates in CSE meetings and 504 Plan meetings for their individual students.
- The School Counselor develops and implements “Success Plans” for students who are at risk for failing academic subjects.
- The School Counselor is involved in the scheduling and implementing of transition programs from 5th grade to 6th grade and from 8th grade to 9th grade. This includes communicating and collaborating with 5th grade teachers, social workers, and administrators, and 9th grade teachers, social workers, high school counselors and administrators.
- The School Counselor identifies, places, and monitors students in the after-school or RTI Program.
- The School Counselor develops individualized behavioral improvement plans for students in need. (e.g. Daily Report Cards, Check-in, and Check-out etc.).
- The School Counselor participates in quarterly High Honor Roll and attendance recognition programs.
- The School Counselor assists in the coordination of year-end student award selection and ceremony.
- The School Counselor assists in the recommendation of after school programs that support student achievement and socialization e.g. Social Club, and Mentoring.

### **Responsive Services:**

Responsive services consist of activities meeting individual student’s immediate needs, usually necessitated by life events, situations, and/or conditions in the student’s life. These needs require counseling, consultation, referral, peer mediation, and information.

#### Consultation:

- School Counselors work with parents, teachers, students, and other involved parties to develop strategies to assist students.

#### Personal Counseling:

- School Counselors provide a student maximum privacy in which to freely explore ideas, feelings, and behaviors.

#### Crisis Counseling:

- School Counselors provide prevention and interventions. This counseling is short term in nature addressing a particular student concern.

### **Referral:**

- School Counselors refer students and their families to appropriate community agencies when needed.
- The School Counselor is available to meet the needs of students during a time of crisis.
- School Counselors provide prevention and intervention addressing individual student concerns.
- The School Counselor meets once weekly with each assigned grade level team to discuss student need and strategies to assist them.
- The School Counselor provides the student privacy in which to freely explore ideas, feelings, behaviors that may interfere with their academic success.
- The School Counselor works with teachers, parents, and administrators to develop a comprehensive intervention plan to assist students at risk in areas of academics, attendance, and social/ emotional concerns.
- The School Counselor refers students and their families to appropriate community agencies when needed.
- The School counselor assists families in need of basic necessities such as food, health insurance information, eye-glasses, clothing etc.
- The School Counselor, in consultation with the team of teachers, identifies and refers students to the building level instructional support team for academic, personal, or social issues.
- The Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

### **System Support:**

- A School Counseling Program requires administration and management to establish, maintain, and enhance the total counseling program.
- Professional development: School Counselors must update their knowledge and skills by participating in training, professional meetings, conferences, and relevant coursework.
- School Counselors support the implementation of the Attendance Promotion Program.
- The School Counselor communicates with parents, teachers, and administrators in regards to their caseload.
- The School Counselor will update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.
- The School Counselor participates in ongoing evaluative measures to assess the efficacy of the counseling program.

### **Professional Responsibilities and Indirect Services Being Performed by the School Counselors:**

- Warrior Way group assignments
- Building and district committees
- Assist with Scheduling
- Coordination or New York State Assessments
- Coordination or final exam proctoring schedule
- Academic Intervention Services-Notification to parent,
- Processing recommendations etc.
- Assisting students who have violated the dress code

TONAWANDA HIGH SCHOOL



Revised February 2020

## **The American School Counselors National Standard and Tonawanda School Curriculum**

ASCA's National Standards align with TSCD Counseling curriculum. This ensures that students are acquiring competencies that are integrated into the student's school experience. The domains are broad developmental areas including academic, career, and personal development. These domains include standards which provide a description of what students should know and perform. Competencies are specific expectations that students achieve in the content standard within the domains. Indicators describe the specific skills that the student should demonstrate.

**ACADEMIC**

**SC K - 12.2.1 Academic Development: Standard A**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.

<b>Improve Academic Self-Concept</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Articulate feelings of competence and confidence as a learner	X	X	X	X
Display a positive interest in learning	X	X	X	X
Take pride in work and in achievement	X	X	X	X
Accept mistakes as essential to the learning process	X	X	X	X
Identify attitudes and behaviors which lead to successful learning	X	X	X	X

<b>Acquire Skills for Improving Learning</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Apply time management and task management skills	X	X	X	X
Demonstrate how effort and persistence positively, affect learning	X	X	X	X
Use communication skills to know when and how to ask for help when needed	X	X	X	X
Apply knowledge of learning styles to positively influence school performance	X	X	X	X

<b>Achieve School Success</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Take responsibility for their actions	X	X	X	X
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X	X	X
Develop a broad range of interests and abilities	X	X	X	X
Demonstrate dependability, productivity and initiative	X	X	X	X
Share knowledge	X	X	X	X

## ACADEMIC

### 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.

<b>Improve Learning</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Demonstrate the motivation to achieve individual potential	X	X	X	X
Learn and apply critical thinking skills	X	X	X	X
Apply the study skills necessary for academic success at each level	X	X	X	X
Seek information and support from faculty, staff, family, and peers	X	X	X	X
Organize and apply academic information from a variety of sources	X	X	X	X
Use knowledge of learning styles to positively influence school performance	X	X	X	X
Become self-directed and independent learners	X	X	X	X

<b>Plan to Achieve Goals</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Establish challenging academic goals in elementary, middle/junior high and high school	X	X	X	X
Use assessment results in educational planning	X	X	X	X
Develop and implement an annual plan of study to maximize academic ability and achievement	X	X	X	X
Apply knowledge of aptitudes and interests to goal setting	X	X	X	X
Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X	X
Understand the relationship between classroom performance and success in school	X	X	X	X
Identify post-secondary options consistent with interests, achievement, aptitude and abilities	X	X	X	X
Instant Admission to NCCC/ECC				X

## ACADEMIC

### 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.

<b>Relate School to Life Experiences</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	X	X
Seek co-curricular and community experiences to enhance the school experience	X	X	X	X
Understand the relationship between learning and work	X	X	X	X
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	X	X	X	X
Understand that school success is the preparation to make the transition from student to community member	X	X	X	X
Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X	X

## CAREER DEVELOPMENT

### 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.

<b>Develop Career Awareness</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Develop skills to locate, evaluate, and interpret career information	X	X	X	X
Learn about the variety of traditional and non-traditional occupations	X	X	X	X
Develop an awareness of personal abilities, skills, interests, and motivations	X	X	X	X
Learn how to interact and work cooperatively in teams	X	X	X	X
Learn to make decisions	X	X	X	X
Learn how to set goals	X	X	X	X
Understand the importance of planning	X	X	X	X
Pursue and develop competency in areas of interest	X	X	X	X
Develop hobbies and vocational interests	X	X	X	X
Balance between work and leisure time	X	X	X	X

<b>Develop Employment Readiness</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Acquire employability skills such as working on a team, problem-solving and organizational skills	X	X	X	X
Apply job readiness skills to seek employment opportunities	X	X	X	X
Demonstrate knowledge about the changing workplace	X	X	X	X
Learn about the rights and responsibilities of employers and employees	X	X	X	X
Learn to respect individual uniqueness in the workplace	X	X	X	X
Learn how to write a resume	X	X	X	X
Develop a positive attitude toward work and learning	X	X	X	X
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	X	X	X	X
Utilize time- and task-management skills	X	X	X	X

### ACADEMIC

#### SC K - 12.1.2 Career Development: Standard B

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

<b>Acquire Career Information</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Apply decision-making skills to career planning, course selection, and career transitions	X	X	X	X
Identify personal skills, interests, and abilities and relate them to current career choices	X	X	X	X
Demonstrate knowledge of the career planning process	X	X	X	X
Know the various ways which occupations can be classified	X	X	X	
Use research and information resources to obtain career information	X	X	X	X
Learn to use the internet to access career planning information	X	X	X	X
Describe traditional and non-traditional occupations and how these relate to career choice	X	X	X	X
Understand how changing economic and societal needs influence employment trends and future training	X	X	X	X

<b>Identify Career Goals</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Demonstrate awareness of the education and training needed to achieve career goals	X	X	X	X
Assess and modify their educational plan to support career goals	X	X	X	X
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences	X	X	X	X
Select course work that is related to career interests	X	X	X	X
Maintain a career planning portfolio	X	X	X	X

### ACADEMIC

#### SC K - 12.1.3 Career Development: Standard C

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

<b>Acquire Knowledge to Achieve Career Goals</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Understand the relationship between educational achievement and career success	X	X	X	X
Explain how work can help to achieve personal success and satisfaction	X	X	X	X
Identify personal preferences and interests which influence career choices and success	X	X	X	X
Understand that the changing workplace requires lifelong learning and acquiring new skills	X	X	X	X
Describe the effect of work on lifestyles	X	X	X	X
Understand the importance of equity and access in career choice	X	X	X	X
Understand that work is an important and satisfying means of personal expression	X	X	X	X

<b>Apply Skills to Achieve Career Goals</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals	X	X	X	X
Learn how to use conflict management skills with peers and adults	X	X	X	X
Learns to work cooperatively with others as a team member	X	X	X	X

<b>Apply Skills to Achieve Career Goals</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences	X	X	X	X

**PERSONAL / SOCIAL DEVELOPMENT**

**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.

<b>Acquire Self-Knowledge</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Develop a positive attitude toward self as a unique and worthy person	X	X	X	X
Identify values, attitudes and beliefs	X	X	X	X
Learn the goal setting process	X	X	X	X
Understand change as a part of growth	X	X	X	X
Identify and express feelings	X	X	X	X
Distinguish between appropriate and inappropriate behaviors	X	X	X	X
Recognize personal boundaries, rights and privacy needs	X	X	X	X
Understand the need for self-control and how to practice it	X	X	X	X
Demonstrate cooperative behavior in groups	X	X	X	X
Identify personal strengths and assets	X	X	X	X
Identify and discuss changing personal and social roles	X	X	X	X
Identify and recognize changing family roles	X	X	X	X

<b>Acquire Interpersonal Skills</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Recognize that everyone has rights and responsibilities	X	X	X	X
Respect alternative points of view	X	X	X	X
Recognize, accept, respect and appreciate individual differences	X	X	X	X
Recognize, accept and appreciate ethnic and cultural diversity	X	X	X	X
Know that communication involves speaking, listening, and nonverbal behavior	X	X	X	X
Learn how to make and keep friends	X	X	X	X

### ACADEMIC

#### SC K - 12.1.4 Personal/Social Development: Standard B

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

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

**ACADEMIC**

**SC K - 12.1.5 Personal/Social Development: Standard C**

Students will understand safety and survival skills.

<b>Acquire Personal Safety Skills</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	X	X	X	X
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	X	X	X	X
Learn the difference between appropriate and inappropriate physical contact	X	X	X	X

<b>Acquire Personal Safety Skills</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X	X
Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X	X
Identify resource people in the school and community, and know how to seek their help	X	X	X	X
Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X	X
Learn about the emotional and physical dangers of substance use and abuse	X	X	X	X
Learn how to cope with peer pressure	X	X	X	X
Learn techniques for managing stress and conflict	X	X	X	X
Learn coping skills for managing life events	X	X	X	X

## **The Tonawanda City School District High School Counseling Department Delivery System**

The Comprehensive Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions, and methods necessary to deliver the programs to the school community. The Counseling Program integrates academic, career, and personal/social development. The components of the school counseling program include the school counseling curriculum, individual student planning, responsive services, and system support.

### **High School Counseling Curriculum:**

The Counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

#### Classroom activities:

- School Counselors present lessons in the classroom setting, to a whole group
- School Counselors may also conduct large group activities to address student's' particular needs
- School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans

#### Case Management:

- School Counselors monitor individual student progress

#### Individual Appraisal:

- School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills and abilities

#### Individual Advisement:

- School Counselors work directly with students on developing an appropriate educational plan

#### Placement:

- School Counselors assist students in determining the proper educational setting as they meet academic and career goals

## **Freshman**

### **Freshman Review Meetings and Classroom Instruction**

The school counselor will consult with each student individually and review course selections, grades, graduation requirements and school involvement outside of the classroom. Counselors will also provide classroom instruction on mental health, including stress reduction and suicide prevention, along with study skills and high school success.

### **Parent Night**

Incoming freshman and their parents attend an evening event that is designed to help with the transition from middle to high school. During the orientation parents and students are given the opportunity to learn more about the scheduling process, meet faculty and staff and hear about the services provided by the school counselors.

### **Open House**

School Counselors are available to speak with parent/s. Students are present at the beginning of the conversation.

### **Career Development**

School counselors will lead classroom and group lessons focused on helping students develop cognitive, social and self-management skills which improves student performance. This will include career exploration and development utilizing electronic resources (MAIA Learning). Students will be developing a personal electronic portfolio where they can store career and college information of interest, personal reflections, plans and their education and work history. They will also be developing a New York State career plan and update it each school year.

### **Student Progress/Career Review**

School counselors will meet with each student to review their academic progress, career plans, credit review and future course selections.

### **At-Risk Communication**

School Counselors keep in regular contact with senior students and parents via email, phone, home visits and/or individual meetings to discuss progress towards graduation.

### **Depression and Suicide Awareness Presentation**

Students hear an age appropriate presentation on depression and suicide. Students learn that depression is a treatable illness, that suicide is a preventable tragedy, to provide training on how to identify signs of depression or potential suicidality in a friend and to impress upon students that they should tell a responsible adult if they see any warning signs.

## **Sophomores**

### **PSAT**

Preliminary SAT (PSAT) is offered to sophomore students. The PSAT is a standardized test that provides firsthand practice for the SAT Reasoning Test.

### **Vocational Tours/Planning**

Sophomores attend presentations and tours at ERIE 1 BOCES sites exploring vocational programs that meet academic requirements and vocational training.

### **Career Development**

School counselors will lead classroom and group lessons focused on helping students develop cognitive, social and self-management skills which improves student performance. This will include career exploration and development utilizing electronic resources (MAIA Learning). Students will be developing a personal electronic portfolio where they can store career and college information of interest, personal reflections, plans and their education and work history.

They will also be developing a New York State career plan and update it each school year.

### **ASVAB**

Armed Services Aptitude Battery (ASVAB) is made up of verbal, math and technical skills. A student's score is one of the main factors in determining jobs/careers that are the best fit. The ASVAB is administered for all of our students at the high school. Classroom lessons are utilized to interpret scores and assess career/college readiness.

### **Student Progress/Career Review**

School counselors will meet with each student to review their academic progress, career plans, credit review and future course selections.

### **Parent Night/Open House**

Begins with parents and student. Counselors are available to discuss schedules, progress, and answer questions.

### **At-Risk Communication**

School Counselors keep in regular contact with senior students and parents via email, phone, home visits and/or individual meetings to discuss progress towards graduation.

### **Juniors**

#### **PSAT/NMSQT**

The Preliminary SAT/National Merit Scholarship Qualifying Test (NMSQT) is a co-sponsored program by the College Board and the National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT provides first hand practice for the SAT and also gives juniors a chance to enter NMSC scholarship programs. The test measures reading and writing skills in addition to math. The results are also utilized to assess college readiness. The PSAT/NMSQT is administered annually in the fall at the high school.

#### **SAT**

The SAT is an entrance exam used by many colleges and universities to make admissions decisions. The purpose of the SAT is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. Juniors are encouraged to take the SAT in the spring of their junior year and seniors are encouraged to take the SAT in the fall of their senior year. School Counselors will provide guidance on registering for the SAT and can provide free wavers if qualified.

#### **Western New York College Consortium**

Juniors are offered the opportunity to interact with local colleges and speak with admission representatives. During the event the students will gain valuable information about course planning, admission requirements, college majors and career development.

#### **College Visits**

Throughout the first semester, college admission representatives are host by the School Counseling Office. Students have the opportunity to gain information about the colleges/universities, ask questions and explore postsecondary options.

#### **At-Risk Communication**

School Counselors keep in regular contact with senior students and parents via email, phone, home visits and/or individual meetings to discuss progress towards graduation.

#### **Senior Year Planning**

School counselors will meet with each junior individually to do a comprehensive review of their academic program and postsecondary preparation.

**SAT Sign-Up**

School Counselors lead group presentation to enroll students for the SAT test.

**Post High School Planning Presentation**

School counselors provide group lessons to junior students to help identify personal progress, realistic goals and an action plan. Group lessons are prepared to target all student's needs and abilities.

**National College Fair**

Students are offered the opportunity to attend the National College Fair to meet with representatives from approximately 250 colleges/universities. School counselors are also available to assist students with college and career planning onsite.

**Career Development**

School counselors will lead classroom and group lessons focused on helping students develop cognitive, social and self-management skills which improves student performance. This will include career exploration and development utilizing electronic resources (MAIA Learning). Students will be developing a personal electronic portfolio where they can store career and college information of interest, personal reflections, plans and their education and work history. They will also be developing a New York State career plan and update it each school year.

**Depression and Suicide Awareness Presentation**

Students hear an age appropriate presentation on depression and suicide. Students learn that depression is a treatable illness, that suicide is a preventable tragedy, to provide training on how to identify signs of depression or potential suicidality in a friend and to impress upon students that they should tell a responsible adult if they see any warning signs.

**Girls State**

A week-long event sponsored by the American Legion Auxiliary. It is an educational, leadership building experience and a hands-on program about our government process and the Constitution. The top 1/3 of the junior females are eligible to attend but only one girl is chosen through an interview selection process.

**Parent Night/Open House**

Begins with parents and student. Counselors are available to discuss schedules, progress, and answer questions about college or career readiness.

**Student Progress/Career Review**

School counselors will meet with each student to review their academic progress, career plans, credit review and future course selections.

**Seniors****Senior Review**

School Counselors will meet with seniors individually to review student transcripts, college and/or career plan and graduation track. Counselors will review the college application process or the next steps in the student's future career planning.

**Western New York College Consortium**

Seniors are offered the opportunity to interact with nineteen local colleges and speak with admission representatives. During the event, the students will gain valuable information about course planning, admissions requirements, college majors and career development.

### **College Visits**

Throughout the first semester, college admission representatives are hosted by the Student Services Office. Students have the opportunity to gain information about the colleges/universities, ask questions and explore postsecondary options.

### **At-Risk Communication**

School Counselors keep in regular contact with senior students and parents via email, phone, home visits and/or individual meetings to discuss progress towards graduation.

### **College Application Process**

School Counselors are responsible for helping students navigate the application process and timeline including letters of recommendations, standardized test scores, transcript requests and all other responsibilities related to the completion of each student's college application.

### **Scholarships**

School Counselors, along with the College and Career Aide, are responsible for maintaining a current database of college scholarships that is effectively communicated to students and parents. This includes processing scholarship applications including calculating and identifying the numeric testing averages to qualify for the New York State Scholarship for Academic Excellence.

### **Financial Aid Night**

For parents of seniors. Although any grade level parent is welcome to attend, this event is primarily for parents of seniors as they are filing the financial aid form for their students when the federal website opens up on October 1<sup>st</sup>.

### **College Field Trips**

The School Counselors plan five field trips to visit local colleges each fall. The colleges are a large public university, a medium public college, a private college, a residential college and a community college.

### **Career Development**

School counselors will lead classroom and group lessons focused on helping students develop cognitive, social and self-management skills which improves student performance. This will include career exploration and development utilizing electronic resources (MAIA Learning). Students will be developing a personal electronic portfolio where they can store career and college information of interest, personal reflections, plans and their education and work history. They will also be developing a New York State career plan and update it each school year.

### **SAT**

The SAT is an entrance exam used by many colleges and universities to make admissions decisions. The purpose of the SAT is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. Juniors are encouraged to take the SAT in the spring of their junior year and seniors are encouraged to take the SAT in the fall of their senior year. School Counselors will provide guidance on registering for the SAT and can provide free wavers if qualified.

### **Alumni Advice**

School Counselors invite recent TCHS graduates to sit on a panel and give advice to current seniors. Administrators pose questions to the panel regarding life after high school. The panel answers questions and advises seniors about how to navigate the college application process and apply for financial aid and scholarships, as well as how to navigate the world of work and college life.

### **Parent Night/Open House**

Begins with parents and student. Counselors are available to discuss schedules, progress, and answer questions about college or career readiness

### **Student Progress/Career Review**

School counselors will meet with each student to review their academic progress, career plans, credit review and future course selections.

### **Instant Admissions (ECC and NCCC)**

A college representative visits TCSD HS, interviews the student and assists with the application to the college and then admits if all information affords that opportunity.

### **Responsive Services – High School**

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. 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 not limited to, death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety.)
- Each School Counselor is responsible for addressing the needs of academically, emotionally and socially “at-risk” students through individual meetings and/or the SST Committee throughout the school year.
- School Counselors refer students and their families to appropriate community agencies when needed.
- Each School Counselor is available at the beginning of the school year to re-evaluate student schedules on an as needed basis.
- Each School Counselor is 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 the teacher and/or the guardian.
- Each School Counselor is available to provide assistance in transition of a student described as a new entrant.
- Each School Counselor is available to support and collaborate with classroom teachers to meet the academic, social and emotional need of the students.
- Each School Counselor collaborates and consults 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 Individual Education Plan or 504 plan
- Each School Counselor is responsible for informing students of end of the year procedures, which include summer school sign up and grading policies.

### **System Support:**

- Professional Development: School Counselors must update their knowledge and skills by participating in training, professional meetings, conferences, and relevant coursework.
- High School Counselors will participate in ongoing evaluative measures to assess the efficacy of the counseling program.

## Professional Responsibilities & Indirect Services Being Performed By School Counselors High School

Service/Activity	Grade Level	Timeline	Staff Involved
<b>Academic Intervention</b>			
SST Participation	9-12	Biweekly	School Counselors
RTI Coordination	9-12	Weekly	School Counselors
Progress/Report Card Review	9-12	Every 5 weeks	School Counselors
CSE Referrals & attendance at meetings	9-12	As needed	School Counselors, Teachers, Social Workers
Parent Teacher Conferences/contact	9-12	As needed	School Counselors, Teachers
Attendance monitoring	9-12	As needed	School Counselors, Administrators
Home Visits	9-12	As needed	School Counselors, SRO, Administrators
At Risk of Not Graduating	12	Fall/Spring	School Counselors
Summer School Advisement	9-12	Spring/Summer	School Counselors
Grade Point Credit Recovery	9-12	As needed	School Counselors, Teachers, Administrators
College Applications/Letters of Recommendation	12	Fall/As needed	School Counselors
AP Exams (sign-up, ordering, proctoring)	10-12	Spring	School Counselors
EDGE Academy Referrals	9-12	As needed	School Counselors
Home Instruction Liaison	9-12	As needed	School Counselors
Coordinate new student schedule and tour	9-12	As needed	School Counselors
<b>Advisement</b>			
Academic Counseling	9-12	As needed	School Counselors
Schedule Adjustments	9-12	All Year	School Counselors
Scheduling (small group and individual)	9-11	Winter/Spring	School Counselors
Graduation Planning	9-12	As needed	School Counselors
Senior Reviews	12	Fall	School Counselors
College/Career Counseling	9-12	All Year	School Counselors
Update Course Description Guide	9-12	Fall	School Counselors, Teachers
<b>Individual/Group Counseling</b>			
Crisis Intervention	9-12	As needed	School Counselors, Social Workers
Personal Counseling	9-12	As needed	School Counselors, Social Workers
Conflict Resolution/Peer Mediation	9-12	As needed	School Counselors, Social Workers
Groups Based on Student Need	9-12	As needed	School Counselors, Social Workers
Transition Counseling	9/12	As needed	School Counselors, Social Workers

<b>Other</b>			
PSAT/SAT Administration and SSD Referral	10-12	Fall/Spring	School Counselors
Academic Intervention Scheduling	9-12	As needed	School Counselors, AIS Teachers
New Student Advisement/Scheduling	9-12	As needed	School Counselors
Foreign Exchange Student Maintenance	9-12	As needed	School Counselors
Scholarship Search/Database Upkeep	12	All year	School Counselors
Website Maintenance/Update	9-12	As needed	School Counselors
Awards Night	12	Spring	School Counselors
Scholarship Committee	12	All year	School Counselors, Teachers, Administrators
Senior Class Profile Creation	12	Summer	School Counselors
Referrals to CAP-T, CPS, FST, Youth Court, Truancy, SRO	9-12	As needed	School Counselors, Social Workers
BOCES Presentation	10	December	School Counselors
Ken-Ton/Harkness Field Trip/Tours	10	December/As needed	School Counselors
Regents Re-take list	9-12	January/June/August	School Counselors
Summer School Registration	9-12	Summer	School Counselors
MAIA Program/Career Plan	9-12	Varies throughout year	School Counselors
College Visits/Field Trips	12	Fall	School Counselors
College Fair (WNY Consortium/Buffalo National College Fair)	11-12	Fall/Spring	School Counselors
College Representatives	9-12	Fall/Spring	School Counselors
NCAA Eligibility	9-12	As needed	School Counselors, Athletic Director
Military Visits	9-12	Monthly	School Counselors
Proctoring	9-12	October, January, May	School Counselors
Senior Orientation to College	12	September	School Counselors
Junior College Information Presentation	11	March	School Counselors
Depression Suicide Presentations	9/11	Winter	School Counselors, Social Workers
Exchange Club Awards	12	4x/year	School Counselors
College Freshman presentation	12	January	School Counselors
Financial Aid Night	12	December	School Counselors
Girls State Selections	11	Spring	School Counselors
Master Schedule Building	9-12	Spring	School Counselors, Administration

## **Management System of the Comprehensive School Counseling Program**

Management of the School Counseling Program is organized, concrete, and clearly defined of the school's needs. In order to deliver a counseling curriculum in an efficient manner, the program must be managed well. This includes an agreement between school counselors and administration to determine what the School Counseling Program should accomplish. It also means using data to effect change within the school including student standard and competency based data. Action plans containing counseling competencies addressing domains and standards are part of the Comprehensive Counseling Model. Time distribution charts and calendars are also used to guide program delivery. The development of an advisory council to guide school counseling programs is an effective tool in managing the School Counseling Program. The Advisory Council's results will be communicated to the Board of Education.

## **Accountability System for the Comprehensive Counseling Program**

Tonawanda City School District Counselors and administrators are challenged to measure counseling program effectiveness. Counselors must collect data that links the program to student achievement.

Results-based evaluation is essential to comprehensive school counseling program. Results Reports are generated from perception and results data collected by the School Counselor. Implications for program development will be examined. A program audit conducted by School Counselors will also assist in program evaluation.

PART III

**ACKNOWLEDGEMENT (control + click to view entire resource)**

- A. [Part 100 of NYS Commission of Ed Reg. see pages 7 & 8](#)
- B. [Part 100.2\(j\) & Part 80 School Counseling - Terms](#)
- C. [NYS Certification Requirements for School Counselor](#)
- D. [ASCA Ethical Standards](#)
- E. [National Standards for School Counselors](#)
- F. [New York State Learning Standards](#)
- G. [Summary of Every Student Succeeds](#)