

Dunkirk City School District



Comprehensive K-12 School Counseling Plan

Revised 06/2019

**Dunkirk City School District
Comprehensive K-12 School Counseling Plan**

District Vision

The Dunkirk City School District School Counseling Department wishes to acknowledge the counselors, support staff and pupil personnel for their enthusiasm and diligence in the development of this Comprehensive K-12 School Counseling Plan. We thank them for their dedication and commitment to the Department, students and families of the District. We would also like to thank the administrative team at the elementary, middle, high school and district level for their continued support.

District Mission Statement

One Dunkirk

One Community

One Goal

Learning for All

Our Mission is to Maximize Potential for all Students
For all Times... Whatever It Takes!

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Introduction

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

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

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

School counselors will provide the following:

- Counseling
- Coordination
- Consultation
- Advocacy
- Collaboration

The Dunkirk City School District Counseling Department has aligned their current counseling practices and services with the American School Counseling Association (ASCA), the ASCA National Model and the expectations of the New York State Education Department.

As New York State Education has raised the bar in school improvement, school counselors across the state continue to effectively contribute to the rigorous challenges that are impacting students in our schools. In the spirit of Every Student Succeeds Act (2015) New York State school counselors apply their professional knowledge and skills to best serve every student so that **all** will achieve success in their academic achievement, their social-emotional growth and in their college and career planning pursuits. As leaders and advocates, school counselors work as collaborative members of the educational team to examine the changes in educational policies and regulations and seek solutions to help each child maximize his or her educational experience. In partnership with school district leaders, teachers, student support personnel, families, and community stakeholders, school counselors work in the spirit of collaboration to promote the academic missions of their schools as well as the goals of the New York State Department of Education and that Every Student Succeeds Act.

The National Standards for Counseling Programs (1997) and the National Model for School Counseling Programs (2015), both developed by the American School Counseling Association (ASCA), **have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program providing academic, career and social/emotional development for every K-12 student.** This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with information that can direct their programs. New York State school counselors, with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness. Each school building can personalize the program according to the needs identified through data and can play a significant role in closing the achievement gap and profoundly contribute to helping New York maintain its position as one of the leading educational systems in our country.

School Counseling Helps Every Child Succeed

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work well 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, 1997

Dunkirk City School District

Comprehensive K-12 School Counseling Plan

Foundation

Our vision is to provide all students opportunities to acquire the educational and social competencies necessary for their growth toward lifelong success and effective, responsible citizenship in a diverse and changing world. We will provide every student with the assistance to effectively identify, select, and prepare for a career of choice while encouraged to achieve the goals, which enable him or her to have increased confidence when embarking on a career and/or entering the workplace.

The mission of the School Counseling Department at Dunkirk City School District is to advocate and provide support for maximum student achievement in the areas of academic, career, and personal/social growth. School counselors work with families, educators, and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students in order for them to become productive members of an ever-changing global society.

The goals of the School Counseling Program at Dunkirk are to:

- Increase the graduation rate.
- Close the achievement gap of all students.
- Encourage an environment of collaboration with all stakeholders.
- Ensure that every student is prepared as they transition throughout our district into a successful career.
- Foster achievement for every student.
- Implement a school counseling program which is data driven, proactive, prevention-based, developmentally appropriate and supports school achievement.
- Create an environment that fosters a healthy sense of self, family and community
- Develop a personal and professional skill set that maximizes student's potential to be career and college ready.

Dunkirk City School District Counselors believe:

- All students have dignity and worth.
- All students have the right to be educated in a safe, secure, and respectful learning environment.
- All students can learn and grow intellectually and personally.
- All students have the right to participate in a comprehensive school counseling program implemented by certified school counselors and designed to ensure student growth.
- All students have the right to access school counseling services to fulfill their academic, career and social/emotional potential.

- The School Counseling Program is a critical component within our school system and is integral to the academic, personal/social, and career development and progress of each student.
- The School Counseling Program helps to build a positive school environment by encouraging collaboration among counselors, teachers, administrators, parents and the community to further student achievement.
- The school counselors' primary purpose is to advocate for the student.

And the school counseling program will:

- Be based on specified goals and developmental student competencies for all students K-12.
- Consider ethnic, racial, and cultural differences as well as sexual orientation and special needs when planning and implementing the school counseling program.
- Promote collaboration among school counselors, administration, and teachers in order to best support students and coordinate with parents and community effectively.
- Use data to drive the school counseling program development and evaluation.
- All students have the right to a safe, mutually respectful, healthy and orderly learning environment.
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents, community members and families.
- Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community

And that all counselors:

- Abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Participate in professional development opportunities essential to maintain a quality comprehensive school counseling program.
- Support the goals developed in the comprehensive school counseling plan.

Education Department
Part 100 of the Commissioner's Regulations
School Counseling/Guidance Programs

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

- I. Public Schools: each school district shall have a guidance program for all students.
 - 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.
 - b. In grades 7-12, the school counseling program shall include the following activities and services:
 - i. 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 in conjunction with certified school counselors.
 - ii. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by certified school counselors, or by classroom teachers in cooperation with school counselors.
 - iii. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement post-secondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified school counselors.
 - c. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirement of this subdivision. Such a 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; specifications of staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of program results. The plan shall be reviewed annually by the school district, and provisions made as necessary.

Dunkirk City School District Comprehensive K-12 School Counseling Plan

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs positively impact all stakeholders including students, parents, teachers, administrators, board of education members, business, and industry and student services personal. The benefits to each of these groups include the following:

Benefits for Students

- Provides students with the framework to acquire knowledge and skills in academic, career, and personal/social development to meet the challenges of the 21st century.
- Connects the educational program to future success.
- Facilitates career exploration and development.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Enhances social-emotional development.
- Assists in developing effective interpersonal relationship skills.
- Assists in healthy adaptation to our every changing world.
- Guarantees school counseling services to every student.
- Increases the opportunity for counselor-student interaction.
- Encourages facilitative, co-operative peer interactions.
- Fosters resiliency factors for students.
- Fosters a connectedness to school and community.

Benefits for Parents

- Provides their children with the framework to acquire knowledge and skills in academic, career, and personal/social development to meet the challenges of the 21st century.
- Provides support for parents in advocating for their child's academic, career, and personal/social development.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Encourages parents to access school and community resources.
- Provides data on student progress.

Benefits for Teachers

- Provides an interdisciplinary team effort to address student needs and educational goals.
- Provides consultation to assist teachers in their guidance and advisement role.
- Positively impacts school climate and the learning community.

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

Benefits for Administrators

- Integrates school counseling with the academic mission of the school.
- Provides a program structure with specific content.
- Assists administration to utilize school counselors effectively to enhance learning and development for all students.
- Provides a means of evaluating the effectiveness of the school counseling program.
- Demonstrates school counseling accountability.
- Communicates to the administrators the role and duties of the school counselor.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing a school climate.

Benefits for the Board of Education

- Provides rationale for implementing a comprehensive developmental counseling program in the school system.
- Provides assurance that a quality school counseling program is available to every student.
- Supports appropriate credentialing and staffing.
- Provides a basis for determining funding allocations for school counseling programs.
- Shares results with all stakeholders.
- Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.
- Demonstrates the need for appropriate levels of funding.

Benefits for School Counselors & Student Services Personnel

- Eliminates non-counseling functions.
- Expands the delivery of service to every student.
- Provides a structure for a data driven program that leads to program management and accountability.
- Ensures involvement in the academic mission of the school.
- Places school counselors in a leadership role to enhance a collaborative work environment.
- Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
- Clarifies areas of overlapping responsibilities.
- Fosters a positive team approach, which enhances cooperative working relationships.
- Provides a framework for a successful counseling program.

- Identifies the strengths and weakness of the school counseling program and provides direction for continued program development.
- Defines the school counseling program.

Benefits for Post-secondary Education

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

Benefits for Business and Industry

- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among school counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Educates students on pathways to develop marketable employability skills.

Benefits for the Community

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

Dunkirk City School District Comprehensive K-12 School Counseling Plan

Role of a School Counselor

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

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

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

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

The school counselor:

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

- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies.
- School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills work toward ensuring that every student will have access to a quality and equitable education.

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The Comprehensive Model (ASCA)

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the Student Standards linked to the New York State Learning Standards and the Common Core Learning Standards is accompanied 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 competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K-12 experience is essential. Developmental school counseling: *"...is for all students, has an organized and planned curriculum, is sequential and flexible, is an integral part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions"* (Myrick, 1997). This developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of "guidance activities"; and, a guidance curriculum that is sequential, age appropriate, planned and organized.

"Results-based" guidance is also a competency-based approach. An emphasis is placed on a total pupil services approach. This approach also emphasizes the importance of students acquiring competencies to become successful in school and in the transitions from school to postsecondary education and/or to employment. At the heart of "results-based" school counseling is accountability.

The competencies delivered emphasize prevention, early intervention, and responsive services. The Student Standards and competencies guide the development of the program content for student growth and achievement in the academic, career, and personal/social domains and are an integral part of individual planning, guidance curriculum, responsive services, and system support.

The school counseling program of Dunkirk City School District Schools is organized as an integral and essential part of the broader school mission. The school counseling program of Dunkirk City School District promotes educational excellence through individual excellence, provides preventive programs, and creates a collaborative model that integrates the expertise of the school counselors, other school personnel, and business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agenda and societal issues. Random acts of guidance are no longer acceptable in 21st century schools.

The recently released version of ACSA's National Model for School Counseling Programs incorporates the student standards, the comprehensive process, results-based accountability and considers the developmental needs of every student. The four main components of the model are the foundation, the delivery system, the management system, and the accountability system. The National Model for School Counseling Programs speaks to the importance of having an accountability system and an organized framework that documents and demonstrates "how students are different as a result of the school counseling program." A commitment to accountability shows how Dunkirk school counselors are key players in the academic success story for students and are partners in student achievement.

Adapted from the American School Counseling Association National Model

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The American School Counselor Association (ASCA)

Mindsets and Behaviors for School Counseling Programs

Research has shown that effective activities and a comprehensive school counseling program can improve students' academic achievement, school climate, student character, assist in bridging the educational gap and pursuing higher education and focus on student success. The comprehensive school counseling program of Dunkirk Central Schools aligns the New York State requirements to the three domains of school counseling: academic, social/emotional and career. These domains encompass mindsets and behaviors for all students.

Mindsets

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

Behavior: Learning Strategies

- Demonstrate critical-thinking skills to make informed decisions
- Demonstrate creativity
- Use time management, organizational and study skills
- Apply self-motivation and self-direction to learning
- Apply media and technology skills
- Set high standards of quality
- Identify long- and short-term academic, career and social/emotional goals
- Actively engage in challenging coursework
- Gather evidence and consider multiple perspectives to make informed decisions
- Participate in enrichment and extracurricular activities

Behavior: Self-Management Skills

- Demonstrate ability to assume responsibility
- Demonstrate self-discipline and self-control
- Demonstrate ability to work independently
- Demonstrate ability to delay gratification for long-term rewards

- Demonstrate perseverance to achieve long- and short-term goals
- Demonstrate ability to overcome barriers to learning
- Demonstrate effective coping skills when faced with a problem
- Demonstrate the ability to balance school, home and community activities
- Demonstrate personal safety skills
- Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Behavior: Social Skills

- Use effective oral and written communication skills and listening skills
- Create positive and supportive relationships with other students
- Create relationships with adults that support success
- Demonstrate empathy
- Demonstrate ethical decision-making and social responsibility
- Use effective collaboration and cooperation skills
- Use leadership and teamwork skills to work effectively in diverse teams
- Demonstrate advocacy skills and ability to assert self, when necessary
- Demonstrate social maturity and behaviors appropriate to the situation and environment

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Common Core

The Common Core standards will impact the roles of the professional school counselor in a number of ways.

Counselors, working in schools at all levels:

- may need to adjust the content of classroom guidance and career development activities to align with the outcomes for their school and grade. They may also need to increase their focus on career development initiatives.
- must advocate to ensure that all students are served under college-and-career ready initiatives, particularly those who have traditionally been underserved by college-readiness programs; and
- help students and parents understand the changes effected by the Common Core Standards and the implications for students

Common Core and College and Career Readiness

The Career Readiness Partnership Council has recognized that college readiness is only part of the issue; what is needed is a comprehensive strategy that links education with workforce preparation and includes all aspects of preparation and support.

The emphasis is on life-long learning; adaptability to change; knowledge, skills, and career dispositions. The school counseling program drives college-and-career readiness through programs that address areas such as social and interpersonal skills, organizational skills, and problem solving skills.

To help students become career-ready, schools must begin in elementary school and coordinate and collaborate throughout all grades to create opportunities for all students to gain the knowledge and skills needed for their futures. Counselors understand that to accomplish these goals they must address the academic barriers through a focus on social and emotional learning as part of their unique function in the schools.

Dunkirk High School Career and Technical Education (CTE) Pathway in Engineering Technology

<p>What is a CTE Pathway?</p> <ul style="list-style-type: none"> • A CTE pathway allows Dunkirk High School students the opportunity to have a structured educational sequence during their 9-12 experience that results in: <ul style="list-style-type: none"> • A Regents diploma • Work experience • Access to free college courses while in high school • The ability to move at your own pace • An industry and NYS Education Department accredited assessment that aligns with college and career paths • Financial literacy • A professional portfolio • Curriculum that is directly linked to work-based learning experiences 	<p>What are the specifics of the Engineering Technology Pathway?</p> <ul style="list-style-type: none"> • Students take a sequence of high school technology course that include: <ul style="list-style-type: none"> • Career and Financial Management • Industrial Arts • Design, Drawing for Production 1&2 • Business and Education Employability Profile (BEEP) • Robotics/Digital Electronics • Machine Theory (College Credit) • Safety and Cutting Processes (College Credit) • Introduction to Engineering (College Credit) • Engineering Drawing (College Credit) • At the end of their 12th grade year, students will take the NOCTI exam for Engineering Technology • Students will also have opportunities for CO-Ops, Career Exploration, Worksite Tours and Job Shadowing
<p>Why would a student want to take a CTE Pathway?</p> <p>Think of a CTE Pathway as a streamlined academy within Dunkirk High School that will allow students to gain workplace knowledge and experiences, while backing it with the education needed to successfully transition into a career or college.</p>	<p>What could I do with my education obtained from this experience?</p> <p>Students will already have college coursework completed, which will reduce future tuition costs if they decide to continue their education with Jamestown Community College. Those credits will also transfer to other higher education institutions, based on their articulation agreements. Students can also enter the workforce with a general knowledge of: Manual machining, Computer Aided Drafting (CAD), Welding, Robotics, Electronics, Engineering Design, Problem Solving and/or Financial Management</p>

Transferable Skills Checklist

Check off those skills you already have...
Use these to help build your resume.

Interpersonal skills

able to interact successfully with a wide range of people; knows how to interpret and use body language

Oral communication skills

presents information and ideas clearly and concisely, with content and style appropriate for the audience (whether one-to-one or in a group); presents opinions and ideas in an open, objective way

Public speaking skills

able to make formal presentations; presents ideas, positions and problems in an interesting way

Counseling skills

responds to what others have said in a non-judgmental way ("active listening"); builds trust and openness with others

Coaching / mentoring skills

gives feedback in a constructive way; helps others to increase their knowledge or skills

Teaching / training skills

able to help others gain knowledge and skills; able to create an effective learning environment

Supervising skills

delegates responsibilities and establishes an appropriate system of accountability; able to monitor progress and assess the quality of job performance of others

Leadership skills

motivates and empowers others to act; inspires trust and respect in others

Persuading skills

communicates effectively to justify a position or influence a decision; able to sell products or promote ideas

Negotiating skills

able to negotiate skillfully; knows how and when to make compromises

Mediation skills

able to resolve conflicts that stems from different perspectives or interests; able to deal with conflict in an open, honest and positive way

Interviewing skills

asks and responds to questions effectively; able to make others feel relaxed and to create a feeling of trust

Customer service skills

able to build a relationship of mutual trust with clients; able to handle complaints and concerns in a sensitive way

Care-giving skills

able to empathize with others; able to give sensitive care to people who are sick or elderly or who have severe disabilities

Analytical / logical thinking skills

able to draw specific conclusions from a set of general observations or from a set of specific facts; able to synthesize information and ideas

Critical thinking skills

able to review different points of view or ideas and make objective judgments; investigates all possible solutions to a problem, weighing the pros and cons

Creative thinking skills

able to generate new ideas, invent new things, create new images or designs; find new solutions to problems; able to use wit and humor effectively

Problem-solving skills

able to clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options

Decision-making skills

able to identify all possible options, weigh the pros and cons, assess feasibility and choose the most viable option

Planning skills

able to plan projects, events and programs; able to establish objectives and needs, evaluates options, chooses best option

Organizational skills

able to organize information, people or things in a systematic way; able to establish priorities and meet deadlines

Advanced writing skills

able to select, interpret, organize and synthesize key ideas; able to edit a written text to ensure that the message is as clear, concise and accurate as possible

Research skills

knows how to find and collect relevant background information; able to analyze data, summarize findings and write a report

Financial skills

able to keep accurate financial records; able to manage a budget (that is, preparing sound budgets and monitoring expenses)

Language skills

functionally bilingual; able to translate and/or interpret in a given language

Advanced computer skills

able to use a variety of software programs; knowledge about desk-top publishing or web design

Technological skills

understands technical systems and operates effectively within them; understands technical specifications; reads technical manuals with ease

Performing skills

able to make presentations for video or television in an interesting way; able to entertain, amuse and inspire an audience

Artistic skills

uses color and design creatively; able to design displays and publicity material (print, video, Internet)

Perceptual skills

able to visualize new formats and shapes; able to estimate physical space

Mechanical skills

able to install, operate and monitor the performance of equipment and mechanical devices; able to repair mechanical devices

Adaptability skills

capacity to adapt to new situations and settings and to tolerate change well; flexibility to adapt to the needs of the moment

Administrative / clerical skills

able to operate computers and other basic office equipment; able to design and maintain filing and control systems

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Community Resources

Boys and Girls Club

- Dunkirk Middle School
 - A music enrichment is offered to students during the after school program.

Boy Scouts of America

- Dunkirk Middle School
 - The Boy Scouts are an integral part of the after school program and helps students make ethical and moral choices over their lifetime by instilling in them the values of the Scout Oath and Law.

Bryant and Stratton College

- Dunkirk High School
 - Classroom presentations for 9-12 on credit cards, college readiness, social media, etc.

Cassadaga Job Corps Center

- Dunkirk Elementary Schools
 - Reads to students on a yearly basis

Chautauqua Alcoholism and Substance Abuse Council (CASAC)

CASAC's mission is to build a safe and healthy environment by effectively educating the community on positive life choices. CASAC's vision is a united community that encourages and supports healthy behaviors through prevention efforts.

- Dunkirk Middle School
 - Tier 1 intervention for grades 6-8 – Too Good programming
 - Tier 2 intervention for grades 6-8 – life skills and social emotional tolerance programming
 - Tier 3 intervention for grades 6-8 – Teen Intervene programming
 - After school program for grades 6-8 – Keepin' It Real (Refuse, Explain, Avoid, Leave): this evidence based curriculum is being used to help teach refusal skills while also helping students realize the risk of drugs and avoiding risky drug related situations
- Dunkirk High School
 - Classroom presentations for grades 9-12
 - 9th grade – 8 week program – Too Good programming
 - 10th grade – single session – Vaping

- 11th grade – single session – Shattering Myths on drugs, alcohol and vaping
- 12th grade – 6 week program – Life skills Transitions
- Support group for children living in chemically dependent homes beginning Fall 2019

Chautauqua County Striders

- Dunkirk Elementary Schools, Dunkirk Middle School and Dunkirk High School
 - Dedicated to the mentoring and guidance of youth through education, advocacy and athletics.

Chautauqua Mental Hygiene

- Dunkirk Elementary Schools, Dunkirk Middle School and Dunkirk High School
 - Mindfulness training
 - Individual counseling (in school)
 - Group counseling (outside of school)

Chautauqua Opportunities (COI)

- Offers supports to the community and school aged students (parenting support, Section 8 housing information, etc.)

Chautauqua Works – Summer Youth Work Experience Program

- Dunkirk High School
 - A program that offers career exploration opportunities and paid work experience for youths between the ages of 14 and 24. Participants have the opportunity to explore their interests and career pathways, develop workplace skills and engage in learning experiences that help in developing their social, civic and leadership skills.

Community Foundation – Northern Chautauqua

- Dunkirk High School
 - Offers several scholarships to high school seniors throughout Northern Chautauqua County including Dunkirk students

Dairy Society

- Dunkirk Elementary Schools
 - Provides workshops for students on healthy eating and making smart decisions with food

Distance Learning

- Dunkirk High School
 - Courses are run using technology for students that may not be physically present at a school.

Dunkirk Fire Department

- Dunkirk Elementary Schools
 - Provides students with what to do in case of a fire emergency as well as with body safety training

Dunkirk Police Department

- Dunkirk Elementary Schools, Dunkirk Middle School and Dunkirk High School
 - School Resource Officer
 - An officer is present and visible through the schools in the district to help with any student matter that may arise
- Dunkirk Elementary Schools
 - Officers come into the schools to read to the students

Erie 2 Chautauqua Cattaragus BOCES

- Dunkirk Elementary Schools, Dunkirk Middle School and Dunkirk High School
 - Project KNOW
 - Provide reliable, age-appropriate knowledge regarding sexuality
 - Encourage healthy, responsible attitudes about sexuality
 - Increase family communication about sexuality
 - Improve effectiveness in decision-making and communication skills
 - Enable students to reduce their risk of teen pregnancy and other consequences of sexual behavior

Food Bank of WNY

- Dunkirk Elementary Schools
 - Backpack Program
 - Assists students who rely on free and/or reduced-price school meals who may be left without an adequate supply of food on the weekends or holidays when school is closed
 - Provides easily prepared, nutritious food in take-home bags each Friday throughout the school year.
- Dunkirk High School
 - School Pantry Program – coming Fall 2019
 - Provides high school students access to nutritious food that can be shared with others in their household.
 - The high school hosts the food pantry in the building and allows students to “shop” the pantry for foods.

Girls on the Run

- Dunkirk Middle School
 - A transformational learning program for 8 to 13 year-old girls. Teaches life skills through dynamic, conversation-based lessons and running games. The program culminates with the girls being physically and emotionally prepared to complete a celebratory 5k running event.

Jamestown YWCA – Girls Circle

- Dunkirk Middle School
 - A 12 week program involving small group counseling session with at risk girls

JCC College Connections

- Dunkirk Middle School and Dunkirk High School
 - College Connections is a collaboration between JCC and Dunkirk High School. The program allows students to earn concurrent high school and college credit by completing JCC courses taught in the high school by highly qualified, JCC-trained and supported teachers.

Junior Achievement

- Dunkirk Middle School
 - A program to help prepare young people for the real world by showing them how to generate wealth and effectively manage it, how to create jobs which helps make their communities more robust, and how to apply entrepreneurial thinking to the workplace.

Liberty Partnership Program – SUNY Fredonia

- Dunkirk High School
 - An Educational Advocate helps students with their academic achievement, advocates on their behalf regarding social emotional matters in and out of the school building, completes social emotional and job related assessments and helps prepare students for not only collegiate success but life success as a whole.

Liberty Partnership Program – SUNY JCC

- Dunkirk Middle School and Dunkirk High School
 - A NYS grant funded program, dedicated to serving at risk students, with the goal of seeing them to graduation with a college ready mindset. The program is at the middle school and high school levels and offers tutoring services, college and career exploration, parent engagement, summer enrichment programs, counseling support, leadership opportunities, and community service participation.

Local Colleges - JCC and JBC

- Dunkirk High School
 - Present educational opportunities to students as well as classroom presentations on topics including social media, networking, resume building, etc.

My Brother's Keeper – Family and Community Engagement Program (FCEP)

- Dunkirk High School
 - A NYS grant aimed to help young men of color; aimed at increasing the representation of young men of color in higher level courses including college level courses

My Brother's Keeper Fellows

- Dunkirk High School
 - A NYS grant aimed to facilitate mentoring between men and young men of color; culminating with a service learning project completed by student fellows

Salvation Army

- Dunkirk Elementary Schools
 - Backpack program
- Dunkirk High School
 - Student volunteers including National Honors Society members tutor K-8 students locally two times per week.

School Violence Prevention and Extended School Day (SVP/ESD)

- Dunkirk High School
 - A NYS grant aimed to help prepare students for higher level courses while preparing them for exams including NYS Regents exams and national exams including the SAT and ACT.

SUNY Fredonia

- Dunkirk Elementary Schools
 - Provides tutoring to students during the after school program
- Dunkirk Middle School
 - Enactus – a mentorship program focusing on ENL students' literacy and career exploration (beginning Fall 2019)
- Dunkirk High School
 - Provides opportunities for parents to attend two informative financial aid events in the Fall and Spring at the high school

University at Buffalo – Dental Van

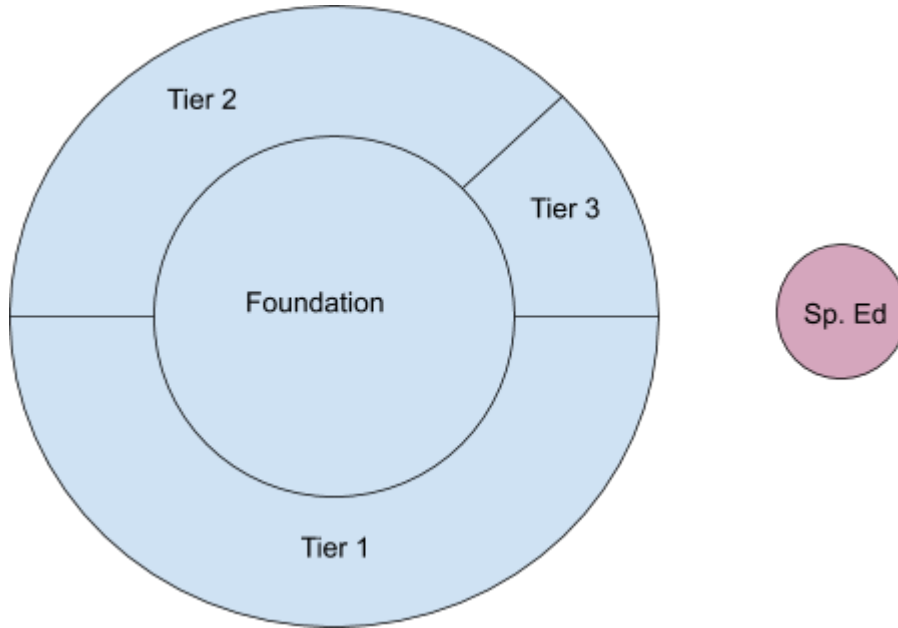
- Dunkirk Elementary Schools and Dunkirk Middle School
 - S-Miles To Go program provides children a variety of dental care including exams, cleanings, fillings, extractions, crowns, oral health screenings, sealants and fluoride treatment.

UPWARD Bound

- Dunkirk High School
 - Upward Bound is one of the educational opportunity programs for income eligible Americans referred to as the TRIO Programs. The TRIO Programs were originally established by the federal government to ensure equal education opportunity regardless of race, ethnic background or economic circumstance.
 - Monthly Workshops at Fredonia
 - Academic Assessment and Advisement
 - Tutoring in the Following Subjects: English, Math, Science, Social Studies, Foreign Languages
 - Cultural Events and Other Field Trips
 - Community Service Opportunities
 - Volunteer Experiences
 - Visits to Colleges and Universities
 - SAT and ACT Test Preparation Sessions
 - Assistance with College Application and Financial Aid Processes
 - Alumni Follow-Up Until Completion of Baccalaureate Degree

Dunkirk City School District
Comprehensive K-12 School Counseling Plan

Comprehensive School Counseling and Response to Intervention



Foundation	<p>Who: All Students What: High Quality Instruction How: Complete and coherent curriculum taught by the classroom teacher Why: Achieve academic proficiency in the classroom</p>
Tier 1	<p>Who: All Students depending on content/context of learning What: Preventative / Supplemental Support or Enrichment How: Provided by Classroom teacher/ Co-Teacher Why: Student not achieving academic or behavioral expectations</p>
Tier 2	<p>Who: Students that are not responding to Tier 1 support What: Targeted, specific intervention with systematic monitoring How: Provided by Classroom teacher, qualified support staff, specialists, and/or interventionist Why: Student needs more intensive instruction to achieve academic or behavioral expectation</p>
Tier 3	<p>Who: Students that are not responding to Tier 1 or Tier 2 support/interventions What: In addition to Tier 1 and Tier 2, students receive more intensive interventions with ongoing systematic monitoring. How: Most Qualified Staff Why: Not demonstrating adequate progress from Tier 1 and/or Tier 2 supports/interventions</p>

“Professional school counselors implement a comprehensive school counseling program that addresses the needs of all students. Through the review of data, professional school counselors identify struggling students and collaborate with other educators to provide appropriate interventions through the RTI process. Professional school counselors work collaboratively with other educators to remove systemic barriers for all students and implement intervention programs that assist in student success” (Cook, 2008).

Examples of Tier 1 Activities – for all students:

1. Academic Domain
 - a. Classroom lessons on study skills; organization skills, test-taking skills, etc
 - b. Lessons on graduation requirements/college-entrance requirements
 - c. Lessons on scholarships and financial aid
 - d. Learning style assessment and interpretation
 - e. College Alumni Days
 - f. Annual individual review of academic plans
2. Career Domain
 - a. Administration/interpretation of career interest/aptitude surveys, ASVAB
 - b. Implementation on CareerZone, Maia or other career guidance curricula
 - c. Community collaborations such as Senior Interview Day
 - d. Annual individual review of career plans
3. Social/Emotional Domain
 - a. School-wide implementation of Positive Behavior Intervention and Support (PBIS) and Sources of Strength or similar programs
 - b. Implementation of Olweus Bully Prevention or other character education curricula
 - c. Social-Emotional learning curricula implementation
 - d. Lifelines Suicide Prevention/Intervention implementation
 - e. Alcohol, Tobacco, & other Drug prevention/intervention curricula
 - f. Lifelines Postvention/crisis response training for all staff
 - g. Cultural Competency/Diversity training for all students and/or staff
 - h. Personal safety curricula
 - i. Other social skills curricula determined by school-wide needs assessment

Examples of Tier 2 Activities – for students who could benefit from more support:

1. Academic Domain
 - a. Small group instruction/support with study skills
 - b. Small group tutoring/peer tutoring with struggling students
 - c. Adult mentoring/peer mentoring assistance with academics
 - d. Content area study and support groups
 - e. Individual intervention with academic placement or concerns
 - f. Small group or individual assistance with test anxiety coping strategies

2. Career Domain
 - a. Small group/individual assistance with college/scholarship applications
 - b. Small group/individual assistance identifying strengths and interests
 - c. Career/job-related adult mentorship programs
 - d. NCAA clearinghouse assistance
3. Social/Emotional Domain
 - a. Small group support/instruction with social skills development
 - b. Small group support with grief and loss issues
 - c. Small group support/intervention with ATOD (alcohol, tobacco, & other drugs) issues
 - d. Small group/individual safety planning and follow-up with depression, anxiety, suicidal ideation
 - e. Support groups for LGBTQ students
 - f. MOSAICS coping skills instructional group for self-harm issues
 - g. Expanding the Circle or other support groups organized around ethnic identity
 - h. Small group or individual support for pregnant and parenting teens

Examples of Tier 3 Activities – for students needing intensive support:

1. Academic Domain
 - a. Referral to intervention/crisis team for lethality screening
 - b. Referral to school psychologist for assessment and evaluation
 - c. Individual planning sessions to address class placement or academic deficiencies
 - d. Individual assessment of strengths and learning styles
 - e. Develop individualized academic intervention plan
2. Career Domain
 - a. Letters of recommendation or support for individuals
 - b. Individual assessment of strengths, interests and deficits or barriers
 - c. Individual planning to support transition to post-secondary job training
3. Social/Emotional Domain
 - a. Referral to RTI/Child Study Team/school psychologist for behavioral assessment
 - b. Referral to Behavioral Education/Engagement in Education Program (BEP/GEEP)
 - c. Individual and small group lessons with BEP students
 - d. Design and implement Individual Behavior Plan
 - e. Individual safety planning and follow-up following inpatient discharge for mental health or substance abuse treatment
 - f. Referral to mental health/substance abuse services
 - g. Solution-focused brief counseling with school counselor

Dunkirk City School District Comprehensive K-12 School Counseling Plan

American School Counseling Association (ASCA) National Standards

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

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

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

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

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

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

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

Indicators describe the specific knowledge, skills and abilities that students demonstrate to meet specific competencies.

Dunkirk City School District
Comprehensive K-12 School Counseling Plan

American School Counselor Association (ASCA)
School Counselor Competencies

Academic Development

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

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes which lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance
- A:A2.5 Refine study and organizational skills

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interest and abilities
- A:A3.4 Demonstrate dependability, productivity, and initiative
- A:A3.5 Share knowledge

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

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers

- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goal

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
- A:B2.2 Develop an initial four-year plan
- A:B2.3 Update and modify the four-year plan
- A:B2.4 Use assessment results in educational planning
- A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.6 Apply knowledge of aptitudes and interests to goal setting
- A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.8 Understand the relationship between classroom performance and success in school
- A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

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

A:C1 Relate School to Life Experiences

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

Career Development

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

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate, and interpret career information
- C:A1.2 Learn about the variety of traditional and non-traditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a resume
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
- C:A2.9 Utilize time and task-management skills

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

C:B1 Acquire Career Information

- C:B1.1 Apply decision making skills to career planning, course selection, and career transition
- C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the internet to access career planning information

C:B2 Identify Career Goals

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

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

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

C:B2.4 Maintain a career planning portfolio

STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.**C:C1. Acquire Knowledge to Achieve Career Goals**

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

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

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

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

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

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

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

C:C2 Apply Skills to Achieve Career Goals

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

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

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

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

Personal/Social Development

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

PS:A1 Acquire Self-Knowledge

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

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goals setting process

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

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

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

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

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

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

PS:A2.2 Respect alternative points of view

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

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

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

PS:A2.6 Use effective communications skills

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

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

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

PS:B1 Self-Knowledge Application

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

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

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

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

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

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

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

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

PS:B1.10 Identify alternative ways of achieving goals

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

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

STANDARD C: Students will understand safety and survival skills.

PS:C Acquire Personal Safety Skills

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

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

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

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

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

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

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

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

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

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

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

**Dunkirk City School District
Comprehensive K-12 School Counseling Plan**

District Wide Monthly Character Traits

September – Responsibility

October – Professionalism

November – Citizenship

December – Caring

January – Trustworthiness

February – Courage

March – Gratitude

April – Cooperation

May – Perseverance

June – Fairness

Dunkirk City School District
Comprehensive K-12 School Counseling Plan

School Counseling Curriculum – Elementary Schools
Kindergarten-Grade 5

Second Step Program: Skills for Social and Academic Success

Counselor Guided Classroom Activities:

Listening with Attention	Taking Others Perspectives
Being Assertive	Disagreeing Respectfully
Accepting Differences	Emotional Management
Responding with Compassion	Deescalating Anger
Managing Strong Feelings	Solving Problems
Managing Anxiety	Taking Responsibility for your Actions
Making a Plan	Resisting Revenge
Dealing with Peer Pressure	Handling Putdowns
Empathy and Respect	

Second Step Bullying Prevention Program

Counselor Guided Classroom Activities:

Recognize, Report and Refuse bullying
Empathy
Emotional Regulation
Social Problem Solving

Second Step Child Protection Unit

Counseling Guided Classroom Activities:

Recognize, Respond and Report Child Abuse and Unsafe Behaviors
Ways to Stay Safe

**Dunkirk City School District
Comprehensive K-12 School Counseling Plan**

School Counseling Curriculum – Middle School

Dunkirk Middle School Counselor Professional Responsibilities

A=Academic C=Career S/E=Social Emotional

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
<p style="text-align: center;">Student Welcome</p> <ul style="list-style-type: none"> • Grade Level Meetings 	A, S/E	6-8	September As Needed for New Students	School Counselors Administrators Social Worker Bilingual Liaison
<p style="text-align: center;">6th Grade Transition and Orientation</p> <ul style="list-style-type: none"> • 6th Grade Essay Contest • Spreadsheet of Needs • Visits to 5th Grade Classes • Evening Family Night • Schedule and Locker Day in Aug. • Individual and Small Group Visits as Needed. 	A, C, S/E	6	May-June	School Counselors Administrators Social Worker Bilingual Liaison Guidance Clerk
<p style="text-align: center;">6th Grade Ten Week Exploratory Class</p> <ul style="list-style-type: none"> • Class Meetings That Matter 	A, C, S/E	6	Quarterly	School Counselors

<p style="text-align: center;">Crisis Counseling and Intervention</p> <ul style="list-style-type: none"> • Behavioral • Emotional • Safety • Risk Assessments • Referrals for Psych Eval. • Referrals for Outside Counseling • Releases of Information 	S/E	6-8	September-June	School Counselors Social Worker
<p style="text-align: center;">Individual Counseling</p> <ul style="list-style-type: none"> • Mandated Students • Attendance • Academics • Study Skills/Organization • Bullying/DASA • Careers • Conflict Resolution • Grief and Loss • Coping Skills • Problem-Solving/Decision-Making 	A, C, S/E	6-8	September-June	School Counselors Social Worker
<p style="text-align: center;">Group Counseling</p> <ul style="list-style-type: none"> • Mandated Students • Social Skills • Coping Skills • Anger Management • Coordinate Girl's Circle Group 	S/E	6-8	September-June	School Counselors Social Worker

<p style="text-align: center;">504 Plans</p> <ul style="list-style-type: none"> • Review w/Students & Family • Disseminate to Faculty/Staff • Hold Annual Review/Re-Evaluation Meetings • Finalize New/Revised Plans 	A	6-8	September-June	School Counselors Administrators
<p style="text-align: center;">Parent Conferences</p> <ul style="list-style-type: none"> • Manage Team Calendars • Attend P/T Conferences • Coordinate Afternoon and Evening Conference Schedule 	A, C, S/E	6-8	September-June	School Counselors Administrators Social Worker Guidance Clerk Teachers Bilingual Liaison
<p style="text-align: center;">9th Grade Transition</p> <ul style="list-style-type: none"> • Assist with Coordination, Advertising and Dissemination of Information • Coordinate P-Tech and Upward Bound Presentations and Application Process/Completion 	A, C, S/E	8	February-June	School Counselors Social Worker Bilingual Liaison
<p style="text-align: center;">Student Success Team (SST)</p> <ul style="list-style-type: none"> • Participate in Monthly SST Meetings • Complete Necessary Follow-Up Tasks 	A, S/E	6-8	September-June	School Counselors Administrators Social Worker School Psychologist Teachers School Nurse Guidance Clerk

<p style="text-align: center;">Foundations: Team SCOPE (Proactive and Positive Behavior Support System)</p> <ul style="list-style-type: none"> • Representation on Committee 	A, S/E	6-8	All Year	School Counselor Administrators Teachers
<p style="text-align: center;">Attendance Committee</p> <ul style="list-style-type: none"> • Participate in Bi-Weekly Attendance Meetings • Follow Up As Needed with Families and Students • CPS Calls/PINS Referrals for Educational Neglect 	A, S/E	6-8	Bi-Weekly	School Counselors Administrators Social Worker Attendance Clerk Bilingual Liaison
<p style="text-align: center;">Promotion/Retention</p> <ul style="list-style-type: none"> • Attend Team Promotion/ Retention Meetings • Student Identification • Parent Notification • Summer School Registration • Summer School Counseling 	A, S/E	6-8	June-August	School Counselors Administrators Teachers Guidance Clerk Bilingual Liaison

**Dunkirk City School District
Comprehensive K-12 School Counseling Plan**

School Counseling Curriculum – High School

Dunkirk High School Counselor Professional Responsibilities

A=Academic C=Career S/E=Social Emotional

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Study Skills Assessment	A	9	September	School Counselors
ACCUPLACER Testing <ul style="list-style-type: none"> • JCC placement testing - reading and/or math 	A	9-12	Fall and Spring	School Counselors Guidance Secretary
9th Grade Orientation <ul style="list-style-type: none"> • Student and parent orientation (1) • Students tour the high school and hear from current students (2) • Students receive schedule and locker assignments (3) 	A	9	April (1) June (2) August (3)	School Counselors Administrators Teachers

SUNY Fredonia Leadership Conference	A, C	9-10		School Counselors Teachers
Career Assessment	C	10	September	School Counselors
How to be a College Student in High School <ul style="list-style-type: none">JCC presentation	A, C, S/E	10		School Counselors Administrators
Parent Orientation for College <ul style="list-style-type: none">JCC presentation for all Northern Chautauqua County Schools - hosted at DHS	A, C, S/E	10-11		School Counselors Administrators
ASVAB Testing	A, C	10-12		Guidance Secretary
FAFSA Informational Night <ul style="list-style-type: none">Local colleges speak with parents about the financial aid process	A, C	11		School Counselors
SAT/ACT sign ups	A	11-12	Throughout the school year	School Counselors
Career/College Readiness Presentation	C	11	May	School Counselors

JCC College Fair	A, C	11-12		School Counselors
College Consortium at DHS	A, C	11-12		School Counselors
College Representatives - Lunch Visits	A, C	11-12	Throughout the school year	School Counselors Guidance Secretary
Internships through Business Classes	A, C	11-12	Throughout the school year	School Counselors Business Teachers
Career/College Readiness Presentation	C	11	May	School Counselors
JBC presentations • Social Media and Soft Skills	A, C, S/E	11-12	Throughout the school year	School Counselors
College Application Week • College Application Presentation • Ability to apply to colleges	A, C	12	October	School Counselors
Scholarships	A, C	12	January-June	School Counselors
Bryant and Stratton presentations • Credit Cards and Social Media	A	12	Throughout the school year	School Counselors
Attendance	A, S/E	9-12	Throughout the school year	School Counselors

Level Up Letters (Summer) <ul style="list-style-type: none"> • “What happens next year” • Explanation of Enrichment and Proficiency Letters 	A	9-12		School Counselors Administrators
Adjusting Schedules	A, S/E	9-12	September and February As well as throughout the school year	School Counselors Administrators
Course Selection Process	A, C	9-12	January	School Counselors
NYS Career Plans	A, C, S/E	9-12	Throughout the school year	School Counselors
Progress Monitoring	A, C, S/E	9-12	Throughout the school year	School Counselors
Individual Counseling <ul style="list-style-type: none"> • Mandated Students • Attendance • Careers • Conflict Resolution • Grief and Loss • Coping Skills • Problem-Solving/Decision-Making 	A, C, S/E	9-12	Throughout the school year	School Counselors Social Worker
Group Counseling <ul style="list-style-type: none"> • Mandated Students • Social Skills • Coping Skills • Anger Management 	S/E	9-12	Throughout the school year	School Counselors Social Worker

Dunkirk City School District

Comprehensive K-12 School Counseling Plan

Non-Counseling Professional Responsibilities **(Indirect Services Being Performed By School Counselors)**

Elementary School

- Professional Development
- Participate in Building Meetings
- Attend Parent/Teacher Conferences
- Assist with State Exam Set-up
- Proctor Relief
- Research/Provide Classroom Materials to Support Program Objectives
- Reinforce Knowledge of Character Traits
- Cafeteria Monitoring

Middle School

- Grade Reporting
- Assist with Master Scheduling
- Schedule Adjustments Throughout the Year
- State and District Data Verification
- New York State Exam Coordination and Proctoring
- Final Exam Coordination and Proctoring
- Building and District Initiated Committees
- Participation in Professional Learning Communities (PLC's)
- Professional Development
- Participating in Local Counseling Networks
- Social Histories and Classroom Observations for CSE
- P-Tech and Upward Bound Application Processes
- Coordinate Girl's Circle Group
- New Student Orientations
- Supervision of Interns
- Filing/Clerical Work
- Release of Information to Agencies (maintain and update)

High School

- Filing/Clerical Work
- Release of Information to Agencies (maintain and update)
- Grade Reporting

- JCC College Connections
- AP Exam Coordination and Proctoring
- Awards Committee (Academic Awards/Scholarships)
- Building and District Initiated Committees
- Coordinate BOCES CTE
- Assist with Master Scheduling
- Military Representatives Coordination
- ASVAB Testing Coordination
- Weekly Guidance Memo
- Transcripts/GPA/Class Rank
- Proctoring Examinations (AP and PSAT)
- State and District Data Verification
- PSAT, SAT, ACT Test Center Administration and Proctoring
- Creation and Dissemination of 504 Plans
- Participation on Professional Learning Committees (PLCs)
- College Consortium (WNY)
- Chautauqua County Summer Youth Employment Program Coordination
- Scholarship Process
- Senior Graduation Program
- Professional Development
- Participation in Local High School Counseling Networks
- CSE Representation at Monthly Meetings
- NCAA Core Course Submission and Information
- Organizing College Visits
- Junior Awards and Underclassmen Awards
- Senior Class Night
- Participation in Person in Need of Service (PINS) Process
- Assist in Implementing NYS Grants
- College Application Week
- FAFSA Completion and Financial Aid Nights
- PISA Testing Process
- Pathways Committee Members
- WNY Food Bank
- CDOS
- Grant Coordination (Striders, CASAC, My Brother's Keeper)
- Attendance Committee
- Transition Coordination/Internships
- Supervision of Interns
- Guidance Budget
- Biliteracy Seal Committee
- Attend Parent/Teacher Conferences

Ron Rosenberg	Julie Wakelee	Sara Henry	Nicole Donato
<ul style="list-style-type: none"> • Grade reporting (Merit and honor roll, progress reports and report cards, reports for athletic director) • 504/Declass • Underclassmen and Junior awards • Attend 8th grade 504 meetings • NYS Career Plan • Social Emotional PLC member • Classroom observations • Monitor parent and student portal • Adjusting failures during last week of school • Complete summer days (updating diploma sheets, moving scheduling conflicts, preparing for upcoming school year) 	<ul style="list-style-type: none"> • Master schedule (October-August process; update course book, course sheets out to staff, open up recommendations, numbers to department chairs, send letters home, build physical schedule board, input into computer, start scheduling runs, adjust schedule based on teacher movement if necessary) • PSAT/SAT/ACT ordering and scheduling • Works directly with BOCES • Distance learning • NYS Career Plan • Attendance PLC member • Classroom observations • Monitor parent and student portal • Adjusting failures during last week of school • Complete summer days (updating diploma sheets, moving scheduling conflicts, preparing for upcoming school year) 	<ul style="list-style-type: none"> • My Brother's Keeper grants (Oversee after school program, compile data, complete interim and final reports) • JCC College Connections (run ACCUPLACER test 2-3x yearly, DualEnrollment process in Fall and Spring including COR form and online process, registration) • NYS Career Plan • RtI PLC member • Classroom observations • Monitor parent and student portal • Adjusting failures during last week of school • Complete summer days (updating diploma sheets, moving scheduling conflicts, preparing for upcoming school year) 	<ul style="list-style-type: none"> • Scholarships (classroom presentations, binder creation, submission of completed applications) • Website • AP test coordination • Graduation program • Class night • NYS Career Plan • Discipline PLC member • Classroom observations • Monitor parent and student portal • Adjusting failures during last week of school • Complete summer days (updating diploma sheets, moving scheduling conflicts, preparing for upcoming school year)
9th grade counselor	10th grade counselor	11th grade counselor	12th grade counselor
<ul style="list-style-type: none"> • Classroom presentations • Course request process <p>*Subject to change with implementation of NYS Counseling Plan</p>	<ul style="list-style-type: none"> • Classroom presentations • BOCES process • JCC presentations • Course request process • Career assessment/interest inventory <p>*Subject to change with implementation of NYS Counseling Plan</p>	<ul style="list-style-type: none"> • PSAT • SAT/ACT sign ups • Classroom presentations • Financial aid night in Spring • JBC presentations • Course request process <p>*Subject to change with implementation of NYS Counseling Plan</p>	<ul style="list-style-type: none"> • College Application Week • FAFSA completion in Fall • JCC and JBC presentations • Course request process • Incoming 9th grade orientation (one evening Spring event and one daytime Summer event) • Class night • Attend 8th grade CSE meetings • MTI Workforce Readiness Scholarship • Exit process in eSchool <p>*Subject to change with implementation of NYS Counseling Plan</p>

Dunkirk City School District

Comprehensive K-12 School Counseling Plan

Non-Counseling Professional Responsibilities **(Indirect Services Being Performed By School Social Workers)**

K-12

- FBA/BIP
- Crisis Intervention
- Transition Visits Between Schools
- Proctor Exams
- Coverage for Teachers
- Supervise Interns
- 504 and IEP Managers (Elementary Only)
- Attend CSE meetings
- Write PLEPS/Goals for IEP's
- Classroom Observations
- Write Scripts for Services on IEP's
- Progress Notes/Quarterly Notes on IEP's
- Deliver Letters for Suspensions
- Deliver Letts and Obtain Signatures for Special Education Office
- Run PBIS Meetings (Elementary Only)
- Run/Attend Attendance Meetings
- Write Attendance Letters (Elementary Only)
- Transport Students Home/to Appointments
- Attend Parent/Teacher Conferences
- Attend Superintendents Hearings when asked
- Food Drives
- Back Pack Program
- Holiday Baskets/Benefit Drives
- Grandparents Day (Elementary Only)
- Assisting Students in Getting Clothes/Hygiene Products
- File PINS Petitions
- Collaborate with Probation and Outside Agencies
- Community Linkage
- SST Meetings
- Hall Duty
- Bus Duty
- Check and Connect Mentors

Dunkirk City School District

Comprehensive K-12 School Counseling Plan

Management

To effectively deliver the school counseling curriculum and address the developmental needs of every student, the school counseling program of Dunkirk Central Schools must be effectively and efficiently managed. The American School Counseling Association provides tools and assessments to help school counselors develop, implement and evaluate the school counseling program based on clearly defined priorities reflecting student needs.

- Annual Management Agreements outline the organization and focus of the school counseling program for the current school year and are made between each school counselor and the building Principal. These agreements ensure formal discussion between the school counselor and the Principal about the alignment of the school counseling program goals with the school goals.
- Advisory Council: The advisory council is a representative group of stakeholders that review and advise on the implementation of the comprehensive school counseling program. This group meets twice each year. The advisory council helps school counselors by advising on program goals, reviewing program results and making recommendations about the school counseling program.
- Use of Data: The focus and direction of the comprehensive school counseling program is based on student needs and is data-driven. The use of data helps school counselors monitor student progress, identify students having difficulties, identify barriers to learning, identify achievement/attainment/opportunity gaps, understand factors effecting student behavior, identify equity and access issues, assess and evaluate effectiveness of activities within the school counseling program, improve/modify/change services provided to students, and educate stakeholders about the power of a comprehensive school counseling program Each activity must be developed based on an analysis of student needs, achievement and/or related data.
- School Data Profile: School data profiles are used to help school counselors disaggregate student data. Disaggregated data is necessary for the school counselor to identify achievement, opportunity or attainment gaps. Data used by school counselors includes process data (number of students in a particular group), perception data (needs assessments or surveys) and outcome data (graduation rate, attendance rates, discipline reports, etc.). Similar data is also used to determine results of the effectiveness of the comprehensive school counseling program.

- Action Plans are used in three areas: school counseling core curriculum, small groups and closing-the-gap activities. Action plans outline how the desired outcome will be attained and include the following information:
 - Goals to be addressed
 - Domain, standards & competencies consistent with school and program goals
 - Description of activity
 - Reference of any packaged curriculum
 - Timeline for completion
 - Name of person(s) responsible for each activity
 - Methods of evaluating success using process, perception & outcome data
 - Expected results for students

- Lesson Plans help school counselors give enough time and thought about what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated. Lesson plans include ASCA Mindset & Behaviors, learning objectives, materials, procedures, and plan for evaluation.

- Calendars: School counselors develop and share weekly, monthly and annual calendars of school counseling activities and events to inform stakeholders of what, when and where school counseling activities will take place.

- Use of Time: School counselors spend the majority of time delivering direct (interaction with students) and indirect (actions on behalf of students) services. It is recommended that school counselors spend 80% of their time delivering these services. The remaining time 20% of time is set aside for program management and school support services.

Dunkirk City School District Comprehensive K-12 School Counseling Plan

Delivery

Dunkirk Central School’s Comprehensive School Counseling Program will ensure that every student has multiple opportunities to acquire competencies in the three domains of Academic Achievement, Career Development, and Social/Emotional Development. A combination of the four program delivery components of School Counseling Core Curriculum, Individual Student Planning, Responsive Services, and System Support is utilized in assisting students to achieve these competencies.

School Counseling Core Curriculum

The school counseling curriculum includes structured experiences presented systematically through classroom and group activities from pre-kindergarten through twelfth grade. The curriculum emphasizes decision-making; self-understanding; study skills; college preparedness; and career exploration, preparation, and planning. Examples of school counseling core curriculum delivery options within this component include, but are not restricted to:

- Classroom Activities: School counselors present lessons in individual classrooms.
- Large Group Activities: School counselors conduct large group activities to address needs (ex: whole grade level)
- Small Group Activities: School counselors may pull out a small group of students with similar needs.
- Interdisciplinary Curriculum Development: School counselors participate in teams to develop embedded and supportive curriculum across content areas.
- Dunkirk Parent University: School counselors provide a variety of workshops to parents based on assessed and expressed needs

Topics for school counseling core curriculum activities within this component may include, but are not limited to:

Self-concept	Career Awareness and Exploration
Communication Skills	Study Skills
Conflict Resolution Skills	Safe and Healthy Relationship Skills
Substance Abuse Programs	Choice-Making Skills
Post High School Planning	Personal Safety
Pre-Employment Skills	Suicide Prevention & Self Harm Programs and Skills

Dunkirk City School District Comprehensive K-12 School Counseling Plan

Individual Student Planning

Individual student planning includes counseling activities that provide every student with an opportunity to plan, monitor, and manage their academic, career, and social/emotional development. Individual student planning emphasizes test interpretation while academic counseling includes postsecondary education, career/technical education, military planning, and career planning. Examples of individual student planning delivery options within this component may include, but are not restricted to:

- Individual or small-group appraisal: School counselors use assessment data to assist students in evaluating their interests, skills, and abilities.
- Individual or small group advisement: School counselors work directly with students to develop appropriate educational and career plans.
- Placement: School counselors assist students in determining the proper educational setting to meet their educational and career goals.
- Follow-up: School counselors meet individually with students to monitor progress and goals.

Topics for individual student planning activities may include, but are not limited to:

Career Awareness & Exploration	Four-Year Education Plan
Career/Technical Education Programs	Honors/AP/JCC Program
Financial Aid Workshops	Scholarship Advising
Career Shadowing	Interviewing Skills
Postsecondary Application Process	Student Portfolios

Dunkirk City School District

Comprehensive K-12 School Counseling Plan

Responsive Services

Dunkirk Central School District has services that include counseling and referral activities that meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis counseling, problem-solving, agency referral, and consultation. Examples of responsive services delivery options within this component may include, but are not restricted to:

- **Consultation:** School counselors work with students, parents, teachers, administrators and outside agencies to develop strategies to assist students.
- **Personal Counseling:** School counselors provide short-term counseling to assist students in exploring ideas, feelings, and behaviors while maintaining confidentiality within expressed limits.
- **Crisis Counseling:** School counselors provide brief intensive prevention, intervention, and postvention strategies to addressing current needs.
- **Peer Facilitation:** School counselors facilitate conflict resolution and peer discussion of identified issues and needs.
- **Referrals:** School counselors refer students and families to outside agencies in the tri-county area when needed.

Topics for responsive services activities may include, but are not restricted to:

Suicide intervention
Substance abuse
Conflict Resolution
Mental Health Concerns
Goal-Setting

Self-harm
Problem solving
Eating Disorders
Attendance
Safety Planning

Responsive Services Elementary Schools

- Each School Counselor encourages students to explore interests and foundational skills necessary for future education and career success in response to “gaps” identified by parents, teachers and school personnel.
- Each School Counselor supports teachers and school staff by responding with classroom guidance interventions, which address specific identified behaviors/attitudinal needs in the classroom and/or school.
- Each School Counselor helps students apply Second Step principles in social/emotional situations observed or by request of student(s) and/or parent/guardian.
- Each School Counselor provides understanding and support to students when crisis needs arise in the community and/or nation.
- Each School Counselor works to ensure that students know how to keep themselves safe when outside influences target the physical and emotional well-being of our youth.
- Each School Counselor makes appropriate referrals to school Social Worker or outside agency as necessary.

Responsive Services Middle School and High School

Each School Counselor must be available to meet the needs of students and the school community during the school day. School Counselors must make themselves available to all students presenting with some sort of crisis (responsive services include, but are not limited to death, divorce, violence, homelessness, suicidal ideation and school anxiety).

- Each School Counselor is responsible for attending and addressing the needs of “at risk” students.
- School Counselors must be available to re-evaluate student schedules based on the needs that arise during a crisis of any kind.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.
- Each School Counselor is available for scheduling and facilitating parent/guardian/teacher conferences upon request of teacher and/or parents/guardians.
- Each School Counselor will support and collaborate with outside agencies or placements (CPS, PINS, mental health placement, etc.).
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional interventions as needed.
- Each School Counselor will make appropriate referrals as necessary.
- Each School Counselor will communicate with appropriate staff as needed.

Dunkirk City School District

Comprehensive K-12 School Counseling Plan

System Support

Dunkirk Central School K-12 Comprehensive School Counseling Program's system support includes indirect management activities that maintain and enhance the total counseling program. Responsibilities in this area include staff relations, community relations, task forces, coalitions, professional development, in-service, support teams, test evaluation, data analysis, research, and curriculum development. Examples of system support delivery options within this component may include, but are not restricted to:

- **Professional Development:** School counselors are regularly involved in maintaining current knowledge and skills. This may involve participating in regular district in-service training, attending professional meetings, completing post-graduate coursework, and contributing to professional journals.
- **In-Service:** School counselors participate in district in-service training to ensure counseling skills are updated in the areas of curriculum development, technology, and data analysis. School counselors may provide in-service training in school counseling curriculum and areas of special concern to the school and community.
- **Consultation, Collaboration, and Teaming:** School counselors provide important contributions to the school district by consulting, collaborating, partnering, and teaming with other stakeholders.
- **Community Outreach:** School counselors forge partnerships with local businesses, industries, and social service agencies.
- **Curriculum Development Support:** School counselors participate in the ongoing review and revision of academic curriculum materials as related to data analysis, student advocacy, postsecondary education, and career/technical education planning.
- **Advisory Committees:** School counselors form counseling advisory committees at the building and district level. School counselors actively sit on community committees, task forces, coalitions, and advisory councils that influence other programs to generate support for system and school counseling programs.
- **Data Analysis:** School counselors use data to inform decisions and program development and implementation. School counselors use three types as follows:

- **Process Data:** data that provides evidence of what occurred (i.e. number of students participating in a group)
 - **Perception Data:** data that provides evidence of attainment of competencies, changes in attitudes and beliefs, and perceived gains in knowledge (i.e. pre-post test, need assessments, program evaluation, opinion surveys).
 - **Outcome Data:** data that provides evidence that the program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect improvement in achievement and behavior. (i.e. graduation rates, enrollment in advanced courses, discipline data, attendance data).
- **Research:** School counselors utilize research in the development of their programs and participate in research designed to improve program delivery and outcomes.
 - **Fair-Share Responsibilities:** School counselors participate in fair-share responsibilities in the same manner and to the same extent as other certified staff. Fair-share responsibilities may include such tasks as hall duty, bus duty, playground duty, class/club advisor, and taking tickets at sporting events. Non-counseling responsibilities should not interfere with the delivery of counseling services.

Dunkirk City School District

Comprehensive K-12 School Counseling Plan

Accountability

To achieve the best results for students, school counselors regularly evaluate their program to determine effectiveness. School counselors use this evaluation to answer the question, “How are students different as a result of the school counseling program?” School counselors implement data-driven comprehensive school counseling programs using accountability strategies to monitor student achievement, to continually evaluate and improve their school counseling program and to demonstrate the impact their program is having on students.

Monitoring Student Progress

Counselors of data-driven school counseling programs are able to determine what, if any, student change has occurred as a result of their efforts. Data analysis allows school counselors, administrators, faculty, and advisory committees to create a current picture of students and the school environment. Careful analysis of the current situation allows discussion and planning to focus on student needs and the counselor’s role in addressing those needs.

Student Data

Using student, school, and district data to monitor student progress ensures that every student receives the necessary support to be successful in school. In order for this occur, school counselors must be proficient in the collection, analysis, and interpretation of student achievement and related data. Monitoring student progress is part of the school counselor’s responsibility as part “Individual Student Planning.” To achieve this goal, school counselors monitor student progress through three types of data: student-achievement data, achievement-related data, and standards- and competency-related data.

School Data Profile Analysis

The school data profile is a summary of the school’s achievement, attendance, behavior, and safety record over a multiyear period and can contribute to a better understanding of trends. Analysis of the school data profile helps school counselors monitor student achievement, identify achievement, opportunity and attainment gaps and recognize a need for change. School data profile analysis can also be used to inform school counseling program goals. The information reveals school counseling program strengths and weaknesses as well as growth or loss in overall student success. The school data profile is also a convenient tool for sharing systemic change, programmatic successes and student needs.

Use-of-Time Analysis

Analysis of the use-of-time assessment informs many components of a comprehensive school counseling program such as the annual agreement; calendars; and curriculum, small group and closing-the-gap action plans. It is recommended that school counselors spend 80% or more of their time in direct and indirect student services and 20% or less of their time in program management tasks. Completing the use-of-time assessment twice each year will help school counselors determine how their time is spent.

Program Results

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. This is the heart of having a data-driven comprehensive school counseling program. Analyzing the data from results reports will contribute to more focused programming, more effective interventions and a more responsive school counseling program.

Three types of results reports are created based on action plans developed as part of program management activities: curriculum results reports, small-group results reports, and closing-the-gap results reports. Data collection provides the school counseling program with the information needed to evaluate the program as it relates to student progress. Data analysis helps determine the extent of change in student learning and behavior and to use the data to promote systemic change as needed. School counselors demonstrate their leadership and advocacy roles as they use findings from results reports to reduce or remove barriers to learning.

Evaluation and Improvement

Program evaluation and improvement has four components:

1. Self-analysis of the school counselors' strengths, areas of improvement related to knowledge, abilities and skills and attitudes necessary to meet the demands of the profession using the school counselor competencies assessment. (See Appendix).
2. Self-analysis of the comprehensive school counseling program's strengths and areas of improvement using the school counseling program assessment. (See Appendix).
3. Evaluation of the school counselor's performance by an administrator using the school counselor APPR.
4. Review of program goals created at the beginning of the school year.

Appendix



Dunkirk City School District

Comprehensive K-12 School Counseling Plan

Glossary

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

ACCESS/Vocational Resources: Formerly known as V.E.S.I.D., it is an office of the New York State Education Department, which provides the opportunity for disabled individuals to become independent through employment and training.

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

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

Advanced Placement Course (AP): A program which allows high school students to take college level courses and exams to earn high school and potentially college credit. Online registration and payment for the exam is required through the district website.

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

AIS: Academic Intervention Services.

Alternative Education at BOCES: placement for students based on behavior, attendance and academic performance decided on by the building principal

American College Testing (ACT): Assesses high school students' general educational development and their ability to complete college level work.

AP Exams: Advanced Placement Exams

APPR: Annual Professional Performance Review – the method by which School Counselors and other professionals are evaluated.

ASCA: American School Counselor Association

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

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

BOCES: Board of Cooperative Educational Services

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

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

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

Class Rank: A measure of how a student's cumulative grade point average compares to the other students' in his or her class. It is commonly also asked for as a percentile. (i.e. A student may have a GPA which falls better than 250 of his or her classmates in a graduating class of 500. In this case, his or her class rank would be 250, and percentile would be 50th.)

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

College Applications and Recommendations: complete required college application process with 12th grade students and write letters of recommendation for students to accompany college applications. This is typically completed prior to December 1st.

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

College Consortiums: College Consortiums are college fairs hosted in October at Lancaster high school from the Western New York area.

College Visits: Opportunities for students and counselors to meet with college admissions staff in the High School Counseling Center.

Common Application: Common application is an undergraduate college admission application that applicants may use to apply to any of 400+ member colleges and universities in the United States. Its mission is to encourage college “access” by promoting holistic admission (the use of subject criteria like essays and recommendations alongside objective criteria). It promotes holistic admission by opening membership only to institutions that have committed to using holistic admission for their entire undergraduate full-time applicant pool, and then streamlining the college application process for students choosing to apply to those colleges.

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

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

Consultation: School Counselors consult with parents, teachers, other educators and community agencies with regard to strategies to assist students.

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

CPS: Child Protective Services

Credit Recovery Program (APEX): Credit Recovery is an online curriculum offered to students at Lancaster High School. Credit Recovery provides a mastery based and in-depth, standards-based, interactive curriculum along with assessments and reporting. Credit Recovery is self-prescriptive and provides each student with an plan for completion of the modules. Students may be offered these online courses after first attempting the class at Dunkirk High School. Successful completion results in course credit.

CSE: Committee on Special Education

CTE: Career and Technical Education

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

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

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

FAFSA: Free Application for Federal Student Aid

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

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

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

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

GED: General Education Diploma

GPA: Grade Point Average

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

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

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

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

Individual Advisement: School Counselors assist students in establishing educational, career, personal and social goals by involving parents, students, school, business and community.
Individual and Small Group Counseling: Counseling is provided to students on a small group or individual basis.

Individual Assessment: School Counselors assist students in analyzing and evaluating abilities, interests, skills and achievement.

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

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

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

JCC College Connections: A partnership with Jamestown Community College (JCC) which allows certified high school teachers the opportunity to teach college courses in the High School. Students that are successful in these courses earn college credit.

Lethality/Risk Assessment: A process by which students are evaluated if needed to determine the degree of risk they are to themselves or to someone else. Forms are in place on the server and parent follow-up is always required.

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

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

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

My Brother's Keeper grants: Two grants coordinated at the High School which target young men of color. The goals of the grants are to increase representation in higher level high school courses (including JCC college courses).

NACAC: National Association of College Admission Counseling

NCAA: National Collegiate Athletic Association

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

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

NYSSCA: New York State School Counselor Association

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

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

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

Preliminary Scholastic Aptitude Test (PSAT): The PSAT is a preparatory test for the Scholastic Aptitude Test (SAT). Offered on a Saturday in October, typically for juniors.

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

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

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

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

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

PSAT National Merit Scholarship Qualifying Test: Based on the PSAT score it determines eligibility for a National Merit Scholarship (must be an 11th grader to qualify).

Referrals: School Counselors refer students and families to outside agencies and services when appropriate.

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

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

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

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

RtI: Response to Intervention

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

Scholastic Achievement Test (SAT): The SAT Reasoning Test is a standardized test for college admissions. The SAT consists of three major sections: Reading, Mathematics and Writing and assesses how well the test takers analyze and solve problems; skills that are necessary for college. Colleges typically look at and combine the Reading and Math sections for admission criteria.

School Counseling Curriculum: The school counseling curriculum consists of structured developmental plans designed to assist students in achieving the competencies and is presented systematically through classroom and group activities 7-12.

School Resource Officer (SRO): A Dunkirk Police Officer who is stationed within the school district to work with the faculty and student body in a variety of ways.

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

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

STAR Test: A reading test utilized to determine a student's reading and comprehension level.
Student Success: A broad term for student achievement.

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

TASC: Test Assessing Secondary Completion

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

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

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

Dunkirk City School District

Comprehensive K-12 School Counseling Plan

References

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