

GRAND ISLAND
CENTRAL SCHOOL DISTRICT

DISTRICT GUIDANCE/SCHOOL COUNSELING PLAN

2024-2025

GRAND ISLAND CENTRAL SCHOOL DISTRICT GRAND ISLAND, NEW YORK

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Adam Hernandez - High School Assistant Principal

Felicia Pallaci - Middle School Principal

Christina Heitz- Middle School Dean of Students

Maxwell Pikula- Huth Road Elementary Principal

David Janicki-Howe- William Kaegebein Elementary Principal

Michael Antonelli - Sidway Elementary Principal

DISTRICT GUIDANCE/SCHOOL COUNSELING STAFF

Mrs. Grace Butler, Ms. Sheryl Kavanagh, Mrs. Christina Kensy, Mrs. Victoria Coyne - High School Guidance Counselors

Mrs. Laurie Cordero, Mrs. Michelle Paige - Middle School Counselors

Mrs. Alyssa Brown- Elementary School Counselor

Mrs. Michelle Smock- High School Psychologist

Mrs. Alexis Reddien- Middle School Psychologist

Mrs. Katelynn Fisher- Huth School Psychologist

Mrs. Jacquelyn Masker - Kaegebein School Psychologist

Mrs. Lauren Stang- Sidway School Psychologist

Mr. Brodie Kaiser- High School Social Worker

Mrs. Sara Pratt - High School Social Worker

Mrs. Jessica Hutchings - School Social Worker / Family Support Services Coordinator

Miss Kathleen Shrader - Middle School Social Worker

Miss Melissa Keem- Kaegebein School Social Worker

Mrs. Karolyn Groff - Sidway School Social Worker

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ANNUAL REVIEW

An ongoing informal review of the District Guidance/Counseling Plan will take place as the year proceeds. Appropriate administrators, certified counselors, and school personnel will review the guidance/counseling objectives, activities, and outcomes. As a result, these objectives, activities, and outcomes will be revised, deleted, or added to meet the needs of the current student population. *During this school year 2024-2025, the counseling staff will work hard to adhere to any state guidelines, while following the district plan put into place. The counseling staff will remain flexible and make changes as needed in order to keep our students and staff safe.*

ADVISORY COUNCIL

This Comprehensive K-12 School Counseling/Guidance Program is the result of a collaborative effort of many stakeholders in our district. The school/guidance counselors worked diligently to revise the Comprehensive School Counseling Program. This is a working document and as a result the Comprehensive School Counseling Program will need to be revised in order to maintain the rigorous standards outlined by national and state standards.

The advisory council will provide stakeholders with the opportunity to review, advise on, and support implementation of the program. The advisory council is responsible for reviewing the goals, competencies and results and participates in recommendations to the school counseling department and the administration. The advisory council's function will vary depending on a number of variables (i.e. the number of years an educational program is in existence, community needs).

Professional school counselors will use data to analyze the program effectiveness and to make decisions with regard to changes in the program content and delivery. The council functions as a communication link between the school counseling program and the various groups served (students, parents/guardians, educators, business and the community).

The advisory will meet a minimum of twice a year; once in October and one time in March. Additional meetings may be desired or needed and are at the discretion of the school district. The advisory council will create an agenda at each meeting and the minutes taken from the meeting will be submitted to the board of education as an annual report. The advisory council's role in reviewing implementation of the program provides an important link in the annual program development, review and revision process.

BOARD OF EDUCATION POLICY

District Guidance/Counseling Program:

School counseling is a support service concerned with enhancing the learning process of all students. The school counseling program takes a holistic approach, by incorporating all dimensions of student development in relation to their life and school experiences. This approach focuses on academic/personal/social and career development.

The focus of the school counseling program, academically, is to help students identify and develop skills, knowledge and attitudes, which can be useful as they exercise their options in planning their lives. The objective of career development is for students to acquire skills, employ strategies and understand relationships between personal qualities, education and training, and the world of work to make sound decisions about their futures. Counselors also play a supportive role in assisting students in personal/social development by helping them to understand and respect others. The overall goal is for students to recognize their personal strengths, acquire decision-making skills and understand personal safety issues which pertain to their lives.

The school counseling program is an integral part of the school. The counselors work directly with students, and are a resource for students, parents, teachers and administrators in helping children meet their developmental needs. This is achieved through a service delivery approach, which incorporates counseling, collaboration, consultation and developmental classroom instruction.

These opportunities are provided for all students regardless of race, sex, age, economic status, national origin or disability.

Since September 1, 1983, a District Guidance Plan (K-12) has been available and implemented in each school in the district. The plan has been evaluated and revised annually.

Legal Reference:

Commissioner's reg. 100.1 (g)

Policy adopted by the Board of Education: August 29, 1983

Grand Island Central School District

N.Y. State District Guidance Goals

Counseling programs for students in grades K -8 include:

Goal: Provide ongoing support to promote social and emotional growth.

Goal: Prepare students to participate effectively in their current and future educational programs.

Goal: Teach students about various careers and help them to develop career planning skills.

Goal: Help students with attendance, academic, behavioral or adjustment problems.

Goal: Encourage parental involvement in the educational process.

Counseling/Guidance programs for students in grades 9-12 include:

Goal: Review each student's educational progress, career directions and future plans annually.

Goal: Help students learn about various careers and develop career planning skills. Provide advisory assistance to enable students to benefit from the curriculum.

Goal: Provide advisory assistance to help students develop and implement post-secondary educational and career plans.

Goal: Provide advisory assistance for students who exhibit attendance problems.

Goal: Provide advisory assistance for students who exhibit behavioral and/or adjustment problems.

Goal: Encourage parental involvement in the educational process.

Elementary Counseling Program

Domain	Activity/Program	Goal	Evaluation Method	Grade Level	Delivery Model	Provider
Academic	Check-in/ Check-out	To increase student motivation; school engagement and responsibility necessary for effective learning in school	Daily Check in/Check Out, Check & Connect, Student Interviews, Targeted observations of student behaviors, Teacher, parent feedback and consultation Attendance	K-5	Individual	School Social Worker, School Psychologist, School Counselor, Various School Personnel

Academic	Attendance Monitoring	To decrease barriers impacting school engagement To increase meaningful participation in school	Attendance Monitoring, Report Card Review, Teacher/Parent feedback, Student interview, Home visits	K-5	Individual	School Social Worker, School Counselor, Attendance Committee
Academic	Attendance Meetings	To discuss attendance concerns and improve student's overall attendance	Attendance Monitoring, Report Card Review, Teacher/Parent feedback, Student interview, Home visits	K-5	Team	School Social Worker, School Counselor, Attendance Committee
Academic	Direct instruction of effective learning strategies	To increase effective learning strategies in classroom: Active Listening, following directions, taking turns, personal boundaries, decision making, homework completion, organization of materials	Targeted Observation of student behavior, Teacher Feedback, Daily report card, Parent/teacher consultation	K-5	Classroom Small Group Individual	School Social Worker, School Psychologist, School Counselor
Academic	Daily Report Card	To increase effective learning strategies in classroom	Monitoring progress through daily report card Targeted observation of student behavior Teacher/parent feedback	K-5	Individual	School Social Worker, School Psychologist, School Counselor, Teacher
Social/Emotional	Direct instruction of friendship skills, including bullying prevention education	Student will develop/improve interpersonal skills Student will establish & maintain positive peer relationships Student will identify bullying behaviors and how to respond to bullying both as a victim and/or bystander	Targeted observation of behavior, Review of attendance, academic and/or discipline records, Parent/teacher consultation	Pre K-5	Classroom Small Group	School Social Worker, School Psychologist, School Counselor, Teacher, Administrator
Social/Emotional	Direct instruction of basic social skills for students	To build interpersonal skills in the areas of communications and play To develop an awareness of feelings in self and others	Targeted observation of behavior, Review of attendance, academic and/or discipline records, Parent teacher consultation	K-5	Classroom Small Group	School Social Worker, School Psychologist, School Counselor

					Individual	
Social/Emotional	Direct instruction of communication skills: Assertiveness, Self Esteem	To improve ability to communicate thoughts, wants, needs and feelings effectively To improve confidence in interpersonal relationships Improve self esteem	Targeted observation of behavior, Review of attendance, academic and/or discipline records, Parent/teacher consultation	K-5	Classroom Small Group Individual	School Social Worker, School Psychologist, School Counselor

Social/Emotional	Direct instruction of coping skills to manage: Anger, Anxiety, Stress, Impulsivity	To develop a self-awareness of emotions; thoughts and behaviors To build skills to responsibly manage one's own behavior and emotions	Targeted observation of behavior, Review of attendance, academic and/or discipline records, Parent/teacher consultation	K-5	Classroom Small Group Individual	School Social Worker, School Psychologist, School Counselor
Social/Emotional	Direct instruction of problem solving and conflict resolution skills	To build interpersonal responsibility and respect for others Students will learn to make decisions, set goals and take the necessary actions to achieve goals	Targeted observation of behavior, Review of attendance, academic and/or discipline records, Parent/teacher consultation	K-5	Classroom Small group Individual	School Social Worker, School Psychologist, School Counselor
Social/Emotional	Individualized support to cope with life transitions and family changes: Including: grief, divorce, moving, building transitions Family Support Referrals	To provide a supportive environment in which students can express feelings and build healthy coping skills To make a successful transition	Targeted observation of behavior, Review of attendance, academic and/or discipline records, Parent/teacher consultation	K-5	Small Group Individual	School Social Worker, School Psychologist, School Counselor

Social/Emotional	Check and connect	To increase student engagement by providing caring school climate and positive adult relationships	Teacher, student and parent interviews, academic and discipline review of records	K-1	Individual	School Social Worker, School Psychologist, School Counselor, Various School Personnel
Social/Emotional	Peer mediations	To act as a mediator and assist in solving conflicts among peers	Student feedback Parent and Teacher feedback	K-5	Individual Small Group	School Counselor, School Social Worker, School Psychologist
Social/Emotional	PATHS curriculum	To improve social emotional skills by identifying emotions, recognizing others' feelings and perspectives and responding sensitively to others. To increase students' ability to control their impulses and solve problems. To decrease aggression by teaching students to recognize and manage their angry feelings and use calming strategies and problem solving skills to resolve conflicts. Tier 1 and Tier 2 interventions.	Academic and/or discipline records Targeted observation of behavior Parent and teacher feedback Student interview	K-1	Classroom	Teacher, School Counselor, School Psychologist, School Social Worker
Social/Emotional	Character Trait of the Month	To showcase students who exemplify different positive character traits throughout the building	Student and teacher feedback	2-5	Building	School Counselors, School Social Workers, School Psychologists, Teachers
Social/Emotional	Restorative Circles	To build relationships and community in the classrooms To solve conflicts	Teacher observation of behavior	K-5	Classroom	Teacher, School Counselor, School Social Worker, School Psychologist
Social/Emotional	IEP/504 Direct Services & Case Coordination	To Progress & achieve annual IEP/504 goals through ongoing consultation/meetings/communication between parents/students/staff/agencie	Student Interview Target observation of behavior Parent & teacher feedback	Pre K-5	Individual Small Group Team meetings	School Social Worker, School Psychologist, School Counselor, Teacher

		s, students will receive appropriate academic/social/emotional/behavioral supports			IEP/504 meetings	
Social/Emotional	Initiate reports of suspected cases of child abuse according to district guidelines	To protect students from suspected abuse	Student Interview	K-5	Individual	Counselors, Administrator, Nurse, Teachers, Social Workers, School Psychologist, CPS Liaison
Social/Emotional	Home visits	To check in on students who have social-emotional concerns or academic concerns		K-5	Individual Family	School Counselor, School Social Worker, School Psychologist, Administrator
Social/Emotional	Youth Mental Health First Aid Training	To train staff on mental health awareness and skills to support and refer	Staff feedback	K-12	District Wide	School Counselor, School Social Workers, Administration, Teachers, Nurses
Social/Emotional	SMART Collaborative	To collaborate with P-12 educators in school districts, community agencies, and representatives on mental health	Feedback	K-5		School Social Workers, School Counselors, Administration
Social/Emotional	District Wide Wellness Committee	To collaborate as a district to enforce health and wellness	Feedback	K-12	District Wide	School Counselors, School Social Workers, PE teachers, Administration
Social/Emotional	Health and Wellness Week	To celebrate health and wellness	Feedback	K-12	District Wide	School Counselors, School Social Workers, PE teachers, Administration
Social/Emotional	Vikings Care Initiative	To strengthen the relationship between the school and the community. Vikings Care is an opportunity for every student in the school district to give back to the community.	Feedback	K-12	District Wide	School Counselors, School Social Workers, School Psychologists, Teachers, Administration

Social/Emotional	Use of Columbia Suicide Severity Rating Scale Contact Spectrum CARES for further assessment	To assess risk of harm to self		K-5	Individual	School Counselors, School Social Workers, School Psychologist Spectrum CARES Representative
Social/Emotional	Harm to Others Assessment	To assess risk of harm to others		K-5	Individual	School Counselors, School Social Workers, John Fitzpatrick
Social/Emotional	Evaluative Beings	Provides assessments for staff and student well-being. The assessments for students look at personality traits, relationships with peers at school and relationships with adults at school	Feedback	5	Individual or Classroom	Counselors, Social Workers, Family Support Service Coordinator, Administration
Social/Emotional	District Mental Health Website	To provide information and resources to the Grand Island Central School District community		K-12	District Wide	School Counselors, School Social Worker, School Psychologists, Administration
Career	School Jobs Initiative	To prepare students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns.	Review of attendance, academic and/or discipline records Targeted observation of behavior Parent and teacher feedback Student interview	2-5	Building Classroom Small Group Individual	School Counselor, Administration, Teacher, Support Staff
Career	Career Week	To prepare students to participate effectively in their current and future educational	Parent and teacher feedback, Student interview	K-5	Building	School Counselor, Administration, Teacher, Support Staff

		programs, to provide information related to college and careers				
Additional Supports	Behavioral Support	To provide support/consultation to families, teachers, students and buildings to improve the behavior of individual students in school and at home. To assist in the development of FBA and behavior intervention plans	Teacher and parent interviews and consultation Targeted observation of behavior Review of attendance, academic and/or discipline records	K-5	Classroom Individual	School Social Worker, School Psychologist, School Counselor, District Behavioral Specialist
Additional Supports	Home-School Connection	To assist with generalization of skills across settings. To assist with communication between home and school. To participate in parent conferences	Teacher and parent feedback	K-5	Individual	School Social Worker, School Psychologist, School Counselor Family Support Coordinator
Additional Supports	Crisis Intervention	To provide immediate support to students, staff and families demonstrating an acute crisis situation. To provide families with appropriate referrals to community supports for any long term assistance To assist in development of crisis response plan	Teacher, student and parent interviews Monitor effectiveness of response plan Review of attendance, academic & discipline records	K-5	Individual	School Social Worker, School Psychologist, School Counselor, CPI Trained Staff, District Behavioral Specialist
Additional Supports	School-Community Connection/ Family Support & Services	Provide seamless transition between outside service providers information & referral to outside agencies & resources	Teacher/parent Outside service provider feedback	Pre K-5	Individual Family	School Social Worker, School Psychologist, School Counselor Family Support Coordinator

Additional Supports	Re-Entry Meeting	Participating in re-entry meetings post suspension and/or inpatient stays to determine needs/supports required		K-5	Individual Family	School Social Worker, School Psychologist, School Counselor
Additional Supports	Child Advocacy Center of Niagara	To provide Erin's Law Presentation to all students	Teacher/ Parent feedback	K-5	Classroom	CAC Representative
Pre-school Support	Counseling/ SEIT Services	To provide social or emotional supports to preschool students	Parent referral to the CPSE	Pre K	Determined by CPSE	County

Middle School Guidance/Counseling Program

Domain	Activity/Program	Goal	Evaluation Method	Grade Level	Delivery Model	Provider
Academic	Review of academic progress	To identify student strengths and needed areas of improvement to promote academic success	Review of report cards, Infinite Campus individual assignment/test/quiz grades, state assessments and teacher input	6-8	Individual	School Counselor
Academic	Parent teacher conferences and phone conferences	To discuss strengths and areas of improvement in order to formulate a plan to increase student success	Review of grades after conference/ observation of behavior/teacher feedback	6-8 as needed	Individual	Teacher, School Counselor as needed
Academic	Agenda, Daily/weekly progress sheet	To encourage students at academic risk to use their agenda effectively and consistently. To facilitate parent teacher communication to promote student success	Review of agenda, Infinite Campus individual assignment/test + quiz grades or daily/weekly progress sheet and monitoring grades	6-8 as needed	Individual	Teacher, School Counselor

Academic	Conferences with 5 th grade teachers	To increase awareness of needs for incoming 6 th graders	Teacher feedback, counselor and social worker feedback	Incoming 6 th graders	Individual	School Counselor, 5th grade teachers, social worker
Academic	Attendance monitoring	To decrease barriers impacting school engagement Attendance letters reviewed at 9-11 days out and 12-15 days out	Attendance monitoring Report card review Teacher/parent feedback Student interview Home visits	6-8	Individual	School Counselor, Teachers, Administration, CPS liaison, Social Worker
Academic	Attendance Meetings	To discuss attendance concerns and improve student's overall attendance	Attendance monitoring Report card review Teacher/parent feedback Student interview Home visits	6-8	Team	School Social Worker, School Counselor, Attendance Committee
Academic	Direct instruction of effective learning strategies	To increase effective learning strategies in classroom: listening, following directions, personal boundaries, decision making, homework completion, organization of materials	Targeted observation of student behavior. Teacher feedback Daily check sheet Parent/teacher consultation	6-8	Small Group Individual	School Counselor, Teacher
Academic	Daily check sheet	To increase effective learning strategies in classroom	Monitoring progress through daily check sheet Targeted observation of student behavior Teacher/parent Feedback	6-8 and as needed	Individual	Teacher, School Counselor, Social Worker

Academic	Counselors review grades and meet with the students who have severe and persistent academic concerns	Increase motivation and academic performance	Academic records, report cards, Infinite Campus individual assignment/test/quiz grades	6-8	Individual sessions & Parent/Teacher Consultation	School Counselors
Academic	Counselors identify students who are in need of additional	Increase interventions and services for students in need	NYS assessments, teacher and counselor observations, academic records	6-8	Individual sessions	School counselors, parents, school psychologist, social

	academic assistance and make arrangements to provide appropriate remedial and/or special education services				Parent/teacher consultations	worker, teachers, AIS providers, administrators
Academic	Parent outreach (phone calls, emails, meetings, etc.) to confirm major change in student's schedules and pre-registration for courses	Improve home school communication regarding scheduling	Parent feedback, student schedules	6-8	Individual	School Counselors
Academic	Involvement in home instruction process through communication with teachers, liaison and administration.	Meet students' academic needs	Student grades	6-8	Individual	Teachers, School counselors, administration, Social Worker, Liaison
Social/Emotional	Direct instruction of basic social skills for students identified.	To build interpersonal skills in the areas of communication To develop an awareness of feelings in self and others	Targeted observation of student behavior Teacher/parent feedback	6-8 as needed	Small Group Individual	School Counselor, School Social Worker, School Psychologist
Social/Emotional	IEP/504 Direct Services and Case Coordination	To Progress & achieve annual IEP/504 goals through ongoing consultation/meetings/communication between parents/students/staff/agencies, students will receive appropriate academic/social/emotional/behavioral supports	Student Interview Target observation of behavior Parent & teacher feedback	6-8	Individual Small Group Team Meetings	School Psychologist, School Counselor, School Social Worker, Teacher

					IEP/504 Meetings	
Social/Emotional	Direct instruction of communication skills for students identified. (Assertiveness/Self-Esteem)	To improve ability to communicate thoughts, wants, needs, and feelings effectively To improve confidence in interpersonal relationships Improve self esteem	Targeted observation of student behavior Teacher/parent Feedback	6-8	Small group Individual Classroom	School Counselor, School Social Worker, School Psychologist,
Social/Emotional	Direct instruction of coping skills to identified students to manage: -Anxiety -Anger -Stress -Impulsivity	To develop awareness of emotions, thoughts and behaviors To build skills to responsibly manage one's own behavior and emotions	Targeted observation of student behavior Teacher/parent feedback	6-8	Classroom Small group Individual	School Counselor, School Social Worker, School Psychologist
Social/Emotional	Direct instruction of problem solving and conflict resolution skills	To build interpersonal competence, personal responsibility and respect for others Students will learn to make decisions, set goals and take the necessary actions to achieve goals	Targeted observation of student behavior Teacher/parent feedback	6-8 as needed	Small group Individual	School Counselor, School Social Worker, School Psychologist
Social/Emotional	Peer mediations	To act as a mediator and assist in solving conflicts among peers	Student feedback Parent and Teacher feedback	6-8	Individual Small group	School Counselor, School Social Worker, School Psychologist
Social/Emotional	Individualized support to cope with life transitions and family changes:	To provide a supportive environment in which students can express feelings and build healthy coping skills	Targeted observation of student behavior Teacher/parent feedback	6-8	Small group Individual	School Counselor, School Social Worker, School Psychologist

	-grief -divorce -moving -building transition Referral to family support services	To facilitate & support a successful transition to 6 th grade and for new Connor MS students				
Social/Emotional	Bullying/ cyberbullying	To be able to define bullying, describe types of bullying. To learn strategies to respond to a bully, either as a victim or bystander. To increase student knowledge of cyber bullying risks, how to avoid bullies and strategies to respond to a cyber-bully.	Pre/post tests, classroom discussion, counselor appointment requests, student interview	6-8	Classroom, individual, School wide	School Counselor
Social/ Emotional	Cyber bullying		Pre/post tests, classroom discussion, student Interview	7	Classroom	School Counselor
Social/Emotional	Intro to counselor	Be able to explain the role of a school counselor, how he/she is able to help and how to ask for appointments	Student interview, use of appointment slips, verbal requests for appointments, observation of behavior	6 & new students	Classroom Individual	School Counselor
Social/Emotional	Students in need of additional academic assistance are identified and provided remedial service	To improve students' academic performance & self- engagement	Teacher feedback, NYS assessments, parent teacher conferences, teacher feedback	6-8	Parent conferences	School counselor, teachers, school psychologist, Special education teachers, Social worker, AIS providers

Social/Emotional	Referrals to school psychologist, administrators, IST or Family Support Services	To identify student needs	Teacher, counselor, student, parent, and administrator feedback and observation	6-8	Individual	Counselors, Teachers, Social worker, AIS providers
Social/Emotional	Initiate reports of suspected cases of child abuse according to district guidelines	To protect students from suspected abuse	Student Interview	6-8	Individual	Counselors, administrator, Nurse, Teachers, School Psychologist, social worker, CPS liaison
Social/Emotional	Use of Columbia Suicide Severity Rating Scale Contact Spectrum CARES for further assessment	To assess risk of harm to self		6-8	Individual	School Counselors, School Social Workers, School Psychologists Spectrum CARES representative
Social/Emotional	Use of Harm to Others Assessment	To assess risk of harm to others		6-8	Individual	School Counselors, School Social Workers, School Psychologist, John Fitzpatrick
Social/Emotional	Home visits	To check in on students who have social-emotional concerns or academic concerns		6-8	Individual Family	School counselor, school psychologist, school social worker, Administrator
Social/Emotional	Youth Mental Health First Aid Training	To train staff on mental health awareness and skills to support and refer		K-12	District Wide	School Counselor, School Social Workers, Administration, Teachers, Nurses
Social/Emotional	SMART Collaborative	To collaborate with P-12 educators in school districts, community agencies, and representatives on mental health	Feedback	6-8		Social Worker, Administration

Social/Emotional	District Wide Wellness Committee	To collaborate as a district to enforce health and wellness	Feedback	K-12	District Wide	Family Services Coordinator, Assistant Superintendent, School Board Member, Town Member
Social/Emotional	Health and Wellness Week	To celebrate health and wellness	Feedback	K-12	District Wide	Family Services Coordinator, Assistant Superintendent, School Board Member, Town Member
Social/Emotional	Building Wellness Committee	Discuss opportunities to support the emotional wellness of our students, families, and the community.	Observation and feedback	6-8	School Wide	School Counselors, School Social Workers, Administration, Athletic Dept
Social/Emotional	Family Support Services Video	Educate families and faculty/staff about the services and programs that are available through the Family Support Services program.	Feedback	All	District Wide	Family Services Coordinator
Social/Emotional	Evaluative Beings	Provides assessments for staff and student well-being. The assessments for students look at personality traits, relationships with peers at school and relationships with adults at school	Feedback	6-8	Individual or Classroom	Counselors, Social Workers, Family Support Service Coordinator, Administration
Social/Emotional	District Mental Health Website	To provide information and resources to the Grand Island Central School District community		K-12	District Wide	School Counselors, School Social Workers, School Psychologists, Administration
Social/Emotional	Vikings Care Initiative	To strengthen the relationship between the school and the community. Vikings Care is an opportunity for	Feedback	K-12	District Wide	School Counselors, School Social Workers, School Psychologists, Teachers, Administration

		every student in the school district to give back to the community.				
Career	Learning and Productivity Assessment	To reveal each students' sensory, environmental, and emotional preferences; and how those relate to learning and productivity.	Maia Learning	6	Classroom	Classroom Teacher, School Counselor
Career	Intelligences Assessment	To identify student strengths and for them to develop an understanding of their intelligences based upon Gardner's theory of multiple intelligences.	Maia Learning	7	Classroom	Classroom Teacher, School Counselor
Career	Career Interest Profiler	To reflect an understanding of interests, abilities and aptitudes; to become aware of personal and career goals	Maia Learning	8	Classroom	Classroom Teacher, School Counselor
Career	9 th Grade Course Schedule	To choose 9 th grade courses based upon their interests, abilities, aptitudes in relation to graduation requirements	Review of selected 9 th grade courses	8	Classroom or individual	School Counselors
Career	Emerging Leaders Conference	To expose students to a variety of career options and the opportunity to learn from those currently in the field	Student response	8	8th grade class	CTE teachers
Additional Supports	Clothes Closet	To provide support to students and families in time of need through	Student, parent and teacher input	6-8	Individual, as needed	School Counselors, School psychologist, social worker, administration

		clothing and school supply donations				
Additional Supports	Kids Fund	To provide support to students and families in time of need	Student, parent and teacher input	6-8	Individual, as needed	School Counselors, School psychologist, social worker, administration
Additional Supports	Behavioral Support	To provide support to families, teachers, and students to improve the behavior of individual student's in school and at home. To assist in the development of FBA's and behavior intervention plans	Various methods of data collection; i.e. observations, interviews, standardized measures, behavior rating scales	6-8	Classroom or Individual	School Psychologist, Social Worker, District Behavior Specialist
Additional Supports	Re-Entry Meetings	Participating in re-entry meetings post suspension and/or inpatient stays to determine needs/supports required		6-8	Individual Family	School Counselor, School Social Worker, School Psychologist
Additional Supports	Home School Connection	To assist with generalization of skills across settings To assist with communication between home and school To participate in parent conferences	Teacher and parent feedback	6-8	Individual	School Counselor, School Social Worker, School Psychologist Family Support Services
Additional Supports	School Community Connection/Family Support Services	To provide seamless transition between outside service providers and school. To make referrals to outside agencies & resources	Teacher, parent, outside service provider feedback	6-8	Individual	School Counselor, School Psychologist School Social Worker, Family Support Services
Additional Supports	Crisis Intervention	To provide immediate support to students, staff and families demonstrating an acute crisis situation	Teacher, student and parent interviews, monitor effectiveness of response plan,	6-8	Individual	School Counselor, School Psychologist School Social Worker

		To provide families with appropriate referrals to community supports for any long term assistance To assist in development of crisis response plans	attendance, academic and discipline review of records			
Additional Supports	Mental Health Advocates: Youth Peer Support	To advance mental health awareness and support to youth	Pre & Post surveys Teacher/parent	6-8	Individual, Group, Class, Family	Certified Youth Peer Advocate from Mental Health Advocates of WNY
Additional Supports	Erin's Law Presentation	To provide Erin's Law presentation to students	Feedback	6-7	Classroom	CAC Representative
Additional Supports	WEB- Where Everyone Belongs- Orientation	Support for the academic, social and emotional well being of incoming 6th grade students	Targeted observation of Behavior, teacher feedback and student self reports	6	Group	WEB Leaders
Additional Supports	WEB- Where Everyone Belongs - Social Emotional Learning & Web Socials	Support for the academic, social and emotional well being of incoming 6th grade students	Targeted observation of Behavior, teacher feedback and student self reports	6	Group	WEB Leaders
Additional Supports	WEB- Where Everyone Belongs- Classroom Lessons	Monthly classroom lessons to support social emotional learning	Targeted observation of Behavior, teacher feedback and student self reports	7 & 8	Classroom	WEB Leaders

Grand Island High School Comprehensive School Counseling Program

Goal 1: Students and counselors work together to create a comprehensive four-year academic graduation plan that aligns with the student's individual post-secondary goals; students participate in activities to support the goals stated in his/her plan.

Domain	Activity/Program	When	Evaluation Method	Grade Level	Delivery Model	Provider
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Academic	Students develop an academic high school graduation plan that guides course choices and post-secondary options as related to the student's individual future plans and interests	Fall	Graduation plan document	9	Individual Session or Group Session	School Counselor
Academic	Students review their academic progress, update their graduation plans, and discuss post-high school options.	Ongoing	Updated graduation plan document	10-12	Individual Session	School Counselor
Academic	Counselor reviews the course selections and teacher recommendations for each student for the subsequent school-year	Spring	Course request sheets	9-11	Group or individual sessions	School Counselor
Academic	Counselor works with students to make necessary schedule adjustments	September January as needed	Student schedules	9-12	Individual session	School Counselor
Academic	Counselor provides the Planning Guide and Course Request Form to students in order to support them in making informed decisions about registering for courses in the subsequent school year	January-February	Course request sheets	9-11	Group Session	School Counselor

Goal 2: Students and parents understand the academic expectations of students at Grand Island High School, the academic and testing requirements necessary to obtain a NYS diploma, and the different diploma types available.

Domain	Activity/Program	When	Evaluation Method	Grade Level	Delivery Model	Provider
Academic	8 th graders participate in an information session that introduces them to high school academic expectations, course	January February	9 th grade course request sheet	8	Classroom	Middle School Counselors & Administrators

	offerings, extracurricular opportunities, and graduation requirements					
Academic	8 th graders participate in a tour of the high school that allows them to get a feel for the physical space as well as learn about the variety of different elective courses available; they meet with the school counselors to learn about academic planning and the role of the high school counselor	January	Counselor observations, 9 th grade elective course requests	8	Large group	High school counselors, elective teachers MS & HS Administration
Academic	Initial consultation with students who are new to the district in order to review their past educational history and place them in classes appropriate to their interests, strengths, and former schooling	Ongoing	Academic records, student schedule	9-12	Individual Sessions	School Counselor
Academic	Attendance Monitoring to decrease barriers impacting school engagement Attendance letters reviewed at 9-11 days out and 12-15 days out	Ongoing	Attendance records	9-12	Individual	School social worker
Academic	Attendance Meetings to discuss attendance concerns and improve student's overall attendance	Ongoing	Attendance records	9-12	Team	School Social Worker, School Counselor, Attendance Committee

Goal 3: Students understand the different post-secondary options that are available to them upon completion of high school as well as the requirements necessary to be admitted to each of those options; counselors maintain up-to-date resources on all aspects of the college admissions process.

Domain	Activity/Program	When	Evaluation Method	Grade Level	Delivery Model	Provider
Academic	Students participate in the “Beyond Graduation” planning session. At this time they will learn about their post-high school options, different types of colleges, college entrance requirements, college applications procedures, standardized testing, and future planning.	Spring	Counselor observation and student feedback	11	Individual	School Counselor
Academic	Counselors organize a field trip to the annual Western New York College Fair; students meet and network with college representatives from all over the country	Spring	Counselor observation, student feedback	11	Field trip	School Counselor, outside resources
Academic	Career & Trade Fair	Spring	Student feedback	11-12	Large Group	School Counselors
Academic	Students participate in a presentation during which they learn about the details of the college application process and ways to prepare for life after high school	September/October	College applications	12	Classroom	School Counselor
Academic	Counselors host a “College Information Night” for students, parents, and the community that focuses on college options, college application procedures, college entrance requirements, standardized testing, and financial aid	Spring	Program feedback forms	9-11	Large Group	School Counselors and local college representatives

Academic	Counselors host a “Financial Aid Information Night” for students, parents, and the community that details the intricacies of paying for college, applying for financial aid, and navigating scholarship searches	October	Parent and student feedback	11-12	Large Group	School Counselors and financial aid officers from local institutions
Academic	Counselors maintain current information on post-secondary options available in a variety of different sources, including the GHS website, Maia Learning, bulletin boards, PA alerts and in the counseling department office	Ongoing	Student and parent feedback	9-12	Varies	School Counselors
Academic	Counselors host individual college representatives and a Western New York College Fair each school year. Students have the opportunity to meeting what these reps to learn more about their colleges (admission requirements, scholarships, etc.).	Fall	Counselor observation and student feedback	11 -12	Group, Individual	School Counselor
Academic	Coordinate and administer standardized tests for college admissions on site	Ongoing	Standardized test results	10-12	Classroom	School Counselors, Teachers
Academic	Make students who need testing accommodations aware of the process for applying to receive accommodations on standardized tests for college admissions and facilitate the process	Ongoing	Test accommodation applications	9-12	Small group	School Counselors and School Psychologist
Academic	Counseling staff supports special education staff in helping students explore and formulate transition goals	Ongoing	Completed transition section of IEP	9-12	Consultation with staff	School Psychologist & Counselors

Academic	Offer special education students updated evaluations to help them to have the necessary documentation to qualify for services at a college level.	Spring	Requests for retesting and completed evaluations	12	Individual assessment	School Psychologist
Academic	Disseminate resources for services for special needs students at the college level	Ongoing	Student, parent, teacher feedback	9 -12	Posting and circulating flyers, etc. on college nights for students with disabilities, etc.	School Counselors School Psychologist
Academic	Counselors manage the processing of all academic records (transcripts, secondary school reports, standardized testing history, etc.) that are requested by post-secondary institutions	Ongoing	Completed college applications	12	Individual	Schools Counselors, Support Staff

Goal 4: Every student's academic progress is reviewed annually, by both the student and the counselor.

Domain	Activity/Program	When	Evaluation Method	Grade Level	Delivery Model	Provider
Academic	Students review their progress toward graduation and understand the requirements for the type of diploma for which they anticipate earning	Ongoing	Counselor observation, copy of student's transcripts	9-12	Individual meeting with counselor	School Counselor
Academic	Counselors interpret students' test results on the PSAT and relate their results to achievement and future plans	December	Counselor observation, copy of PSAT results	10-11	Classroom	School Counselor

Academic	Counselors certify the students who are eligible for graduation	May/June, ongoing	Academic record	12	Individual	School Counselor
Academic	Counselors meet with students who have severe and persistent academic concerns	Ongoing	Academic records, report cards, progress reports	9-12	Individual sessions & Parent/Teacher Consultation	School Counselors
Academic	Counselors identify students who are in need of additional academic assistance and make arrangements to provide appropriate remedial and/or special education services	Ongoing	NYS assessments, teacher and counselor Observations, academic records	9-12	Individual sessions	School counselors, parents, school psychologist, teachers, administrators

Goal 5: Counselors work with students and their parents/guardians in order to support each student’s academic progress and post-secondary goals.

Domain	Activity/Program	When	Evaluation Method	Grade Level	Delivery Model	Provider
Academic	Parent conferences to discuss future planning, academic concerns, personal circumstances that may be impacting the student at school, etc.	Ongoing	Parent feedback	9-12	Individual	School Counselors
Academic	Parent outreach (phone calls, emails, meetings, etc.) to confirm major change in student’s schedules and pre-registration for courses	Ongoing	Parent feedback, student schedules	9-12	Individual session	School Counselors
Academic	Coordinate and participate in conferences with teachers and parents when requested by the parent	Ongoing	Parent, teacher, student feedback	9-12	Small group session	School Counselors, teachers, administrators

Academic	Important departmental announcements, special events/activities and updates that distributed to parents via e-blast and in print in various local publications	Ongoing	Parent feedback	9-12	Varies	School Counselors and Support Staff
Academic	Counselors act as a liaison between students on Home Instruction, their teachers (both in school and at home) parents and administrators	Ongoing	Student records, feedback from students, parents and teachers	9-12	Individual	School Counselor
Academic	On-site PSAT, SAT, and ACT test administration	Fall, Spring	Total number of students taking standardized tests on-site	10-12	Large Group	School Counselors and Teachers

Goal 6: Students will develop a career plan based on their strengths and interests; students will understand the steps and skills involved in making their career plans a reality (the college/career connection)

Domain	Activity/Program	When	Evaluation Method	Grade Level	Delivery Model	Provider
Career	Students participate in a classroom presentation on career and technical learning opportunities	Fall	Student feedback and participation	10	Classroom	School Counselors
Career	Students visit career and student initiated technical centers (BOCES)	Winter	Student feedback, participation	10	Field Trip	School Counselor
Career	Students use a computer based program and other resources to explore and research different careers; students learn about the post-secondary training needed to pursue careers of interest	Ongoing	Student feedback, Computer based survey , Maia Learning, ASVAB	9-12	Group or Individual session	School Counselor, business teachers

Career	Core curriculum instruction provided to student by CDOS, in order to address their competencies related to career/college readiness by completing individual career plans	Ongoing	Student feedback, participation, teacher feedback	9-12	Classroom Small Group Individual	School Counselors Teachers
Career	Counseling office provides information on local job opportunities, career fairs, workshops, internship programs, and volunteer positions	Ongoing	Student feedback, participation	9-12	Counseling office resource	School Counselors and support staff, Business Teachers
Career	Students complete interest inventories and work with counselors to interpret results	Ongoing	Interest inventory results, Maia Learning	9-12	Group classroom or individual session	School Counselors and/or business teachers

Goal 7: The School Counseling Department will provide services to support students in developing a positive self-image, meaningful social relationships, and appropriate school habits and behaviors.

Domain	Activity/Program	When	Evaluation Method	Grade Level	Delivery Model	Provider
Social/Emotional	An initial counselor meeting in the first part of a student's freshman year to orient the student with counseling services and begin to develop a graduation plan	First Semester	Graduation plan	9	Group or individual session	School Counselor
Social/Emotional	Students in need of additional academic assistance are identified and provided remedial and/or special education services	Ongoing	Teacher feedback, NYS Assessments	9-12	Individual family meetings	School Counselor, Teachers, School Psychologist, Special Education Teachers

Social/Emotional	Core curriculum instruction provided, in combination with student's Health classes, and are used to address student's competencies in overall social/emotional development.	Ongoing	Teacher feedback, Classroom assessments	9-12	Classroom	School Counselor, School Social Worker, Health Teacher
Social/Emotional	Consultation to address issues relating to a student's behavior, attendance, or other concerns	Ongoing	Teacher, Counselor, Social worker, student, parent and administrator feedback and observation	9-12	Large Group session	Counselors, Attendance Personnel, Administration, School Psychologist, School Social Worker, District Behavior Specialist Erie County Social Services Case Manager
Social/Emotional	Consultation to provide alternative educational opportunities to students with chronic attendance, behavior and or adjustment concerns	Ongoing	Teacher, counselor, social worker, student, parent and administrator feedback and observation	9-12	Group or individual session	Counselors, Attendance Personnel, Administration, School Psychologist, School Social worker, District Behavior Specialist
Social/Emotional	Consultation to provide referrals to outside agencies for students in need of mental and physical health related supports	Ongoing	Teacher, counselor, social worker, student, parent and Administrator feedback and observation	9-12	Individual family meetings	Counselors, School Psychologist, Administrators, School Social Worker Erie County Social Services Case Manager
Social/Emotional	Counseling session to support students in developing appropriate decision-making skills, positive self-image, academic motivation and responsibility, and effectively study skills	Ongoing	Student progress, teacher feedback and observation	9-12	Group or individual session	School Counselors, School Psychologist School Social Worker

Social/Emotional	Facilitate peer mediations to act as a mediator and assist in solving conflicts among peers	Ongoing	Student feedback Teacher and parent feedback	9-12	Individual Small Group	School Counselors, School Social Workers, School Psychologist
Social/Emotional	Referrals to school psychologist, administrators, or other specialized school personnel IST	Ongoing	Teacher, counselor, student, parent, and administrator feedback and observation	9-12	Individual session	School Counselors School Social Worker
Social/Emotional	Use of Columbia Suicide Severity Rating Scale for schools to assess risk Contact Spectrum CARES for further assessment	When needed		9-12	Individual session	Social worker, school counselor, school psychologist Spectrum CARES representative
Social/Emotional	Use of Harm to Others Assessment	When needed		9-12	Individual	School counselors, school social worker, John Fitzpatrick
Social/Emotional	Initiate reports of suspected cases of child abuse according to district guidelines	Ongoing		9-12	Individual sessions	School Counselors, Social Workers, Administrators, Nurse, Teachers Erie County Social Services Case Manager
Social/Emotional	IEP/504 Direct Services and Case Coordination To Progress & achieve annual IEP/504 goals through ongoing consultation/meetings/communication between parents/students/staff/agencies, students will receive appropriate academic/social/emotional/behavioral supports	Ongoing	Student Interview Target observation of behavior Parent & teacher feedback	9-12	Individual Small Group Team Meetings IEP/504 Meetings	School Counselor, School Psychologist, School Social Worker, Teacher

Social/Emotional	Home visits to check in on students who have social-emotional concerns or academic concerns	Ongoing	Target observation of behavior	9-12	Individual Family	School Counselor, School Social Worker, School Psychologist
Social/Emotional	Consultation with parents in order to address a student's personal or emotional concerns relating to such issues as relocation, abuse, divorce, death, etc.	Ongoing	Parent feedback	9-12	Individual Family	Counselors, Crisis Response Team, School Psychologist, Social Worker, Erie County Social Services Case Manager Administrators
Social/Emotional	Mental Health Presentation with Athletic Teams to discuss mental health signs and symptoms	Yearly	Feedback	9-12	Group	Social workers
Social/Emotional	Mental Health Presentation with extracurricular activities to discuss mental health signs and symptoms	Fall	Feedback	9-12	Group	Social workers
Social/Emotional	Suicide Prevention Education in Health Class	Yearly	Feedback	9-12	Classroom	Social workers
Social/Emotional	Parent education on social-emotional topics Sending monthly mental health/ social issue info in the parent newsletter	Ongoing	Parent feedback	9-12	Family	Social workers
Social/Emotional	Collaboration with Teachers about students of concern	Ongoing	Feedback	9-12	Individual	Social worker, school counselor, school psychologist
Social/Emotional	District Wide Wellness Committee to collaborate and enforce health and wellness	Ongoing	Feedback	K-12	District Wide	School Counselors, School Social Workers, Administration, Athletic Department

Social/Emotional	Health and Wellness Week	Week	Feedback	K-12	District Wide	School Counselors, School Social Workers, Administration, Athletic Department
Social/Emotional	District Mental Health Website	Ongoing		K-12	District Wide	School Counselors, School Social Workers, School Psychologists Administration
Social/Emotional	Youth Mental Health First Aid Training	Ongoing		K-12	District Wide	School Counselor, School Social Workers, Administration, Teachers, Nurses
Social/Emotional	Vikings Care Initiative's goal is to strengthen the relationship between the school and the community. Vikings Care is an opportunity for every student in the school district to give back to the community.	October	Feedback	K-12	District Wide	School Counselors, School Social Workers, School Psychologists, Teachers, Administration
Social/Emotional Academic Career	Blue Crew Academy is an opportunity for students to meet in their designated "crews" and receive monthly lessons on specific social-emotional and academic based topics	Monthly	Feedback	9-12	Building	School Counselor, School Social Workers
Additional Supports	Providing vaping education to students caught on campus in possession of a vape device Small Group Presentation Youth Court Referral	When needed		9-12	Individual or group	Social workers
Additional Supports	Providing student and parent resources about interventions available	When needed		9-12	Individual Family	Social Workers

Additional Supports	Participating in re-entry meetings post suspension and/or inpatient stays to determine needs/supports required	When needed		9-12	Individual	Social Workers, School Counselors, School Psychologists
Additional Supports	School-Community Connection/family support services Provide seamless transition between outside services providers Information & referral to outside agencies & resources	Ongoing	Teacher, parent, outside service provider feedback	9-12	Individual Family	School Social Worker, School Psychologists Erie County Social Services Case Manager Family Support Coordinator
Additional Supports	Mental Health Advocates of WNY: Youth Peer Support	To advance mental health awareness and support to youth	Pre & Post Survey, Teacher, Parent feedback	9-12	Individual, Group, Classroom, Families	Certified Youth Peer Advocate from Mental Health Advocate of WNY