

Victor Central School District K-12 Comprehensive Student Support Plan



Updated 2024

This document is created by the American School Counselor Association (ASCA), “Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student.”

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Victor Central School District Comprehensive School Counseling Program

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Victor Central School District Overview

Vision Statement	Mission Statement
<i>Together, we will build a thriving educational community that inspires individuals to shape their futures with confidence and pride.</i>	<i>Together, we create an engaging learning environment that promotes empathy, inclusivity, and Opportunity by uniting the community and classroom. The dedicated, supported staff prepare and inspire every student to achieve their academic potential and thrive in an ever-changing world.</i>

District Goals
● Culture: Create a welcoming, safe, and inclusive community where all members are valued and wellness is prioritized. ● Learning and Instruction: Develop comprehensive systems to impact all students' academic success. ● Student Supports and Opportunities: Maximize support and opportunities so every student can achieve their full potential.

K-12 Commencement Standards – World-Ready Graduates

Effective Communicators ● Read, write, listen, and speak purposefully and critically. ● Communicate through multiple forms, including the arts. ● Collaborate effectively in diverse settings.	Complex Thinkers ● Use effective strategies to solve problems. ● Apply critical and creative thinking in various contexts. ● Take intellectual risks when facing challenges.
Quality Producers ● Create innovative, high-quality products.	Life-Long Learners ● Practice practical study skills.

● Prioritize, plan, and manage tasks effectively.	● Utilize technology and communication networks. ● Adapt thinking and behavior to succeed in a global society. ● Be driven by curiosity and the desire to learn.
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Blue Ribbon Commission: NYS Portrait of a Graduate (November 2023)

The commission identified the skills, Knowledge areas, and competencies, listed in their recommendations for New York State portrait of a graduate, serving as both a foundation and vision for what students should know, be able to do, and embody upon graduation to be successful in a complex and rapidly changing world. The commissioner envisions the New York State graduate as:

A Critical Thinker	A Global Citizen	Literacy Across Content Areas
Cultural Competent	Innovative Problem Solvers	Social Emotional Competence
Effective Communicator		

Victor CSD Core Values

Academic Achievement VCSD promotes authentic learning aligned with educational standards and character development. Students become creative, collaborative, and critical thinkers, ready to adapt and thrive.

Social, Emotional, & Physical Well-being Student well-being is prioritized equally with academic success. Students build decision-making skills through reflection and contribute to a safe, respectful, and inclusive community.

K-12 VCSD Student Support Team

	School Counselors	Social Workers	School Psychologists	Special Ed Support
ECS	Emily Schosek Ashley Zahn	Prema Sahitala	Abigail Crimmins Erin Black	Sp Ed Director K-6: Amanda Tripp TOSA K-6 TBD
PRI	Kara Kupinski Kasey Medina	Marissa Lawrence	Tania Zazulak-Angelini Jessica Owen Hunter Marzolf	
INT	Katie Ackley Gina Sanzotta Juli Geyer	Chelsea Shaw	Sarah Miller - Erika Maxwell - Annie Clark Dakota Chaffee	
JH	Jessica D'Ambrosio Amy Noye Nikki Ryan	Lexi Scharet	Joe Costanza Ariel Aranov	Sp Ed Director 7-12: Shannon Markin-McMurtrie TOSA 7-12 Tara Baldwin
HS	Ayumi Yuasa Travis Hooper Ben Raymo Nick Sculli Moiria Platzer Geoff Mandile	Kiah Bowerman Rochelle Phillips	Nicole Weidel Tara Hopson Amy Joseph	
VCS	K-12 Substance Abuse Prevention Counselor Lindsay Snyder 4-12 RRH Therapist Whitney Mejias	Behavior Specialist (ECS): Leah Daniels- Farren Maggie O'Brien Transition Specialist: Andrea Creary Andrea_Creary@boces.monroe.edu	College & Career Center Staff: Erin Jacobs – College Coordinator Cindy Mereness – Internship Coordinator Sue Utz – Work-Based Learning Coordinator	Assistant Superintendent for Pupil Services: Karyn Ryan

District Leadership	Building Leadership
• Superintendent: Dr. Tim Terranova • Assistant Superintendent for Instruction: Karen Finter • Assistant Superintendent for Pupil Services: Karyn Ryan • Director of 7-12 Special Education: Shannon Markin McMurtrie • Director of K-6 Special Education: Amanda Tripp • Director of Humanities: Kirah Cirian • Director of Math & Science: Carrie Goodell	• ECS: Rob DeRose AP: Laura Reynolds • VPS: Heidi Rob AP: Amanda Byrne • VIS: Jim Mauro APs: Marc, Natalie Sonnevile • VJHS: Brian Gee AP: Laura Westerman • VSHS: Brian Siesto APs: Jennifer Grimes, Michelle Maloney, Keith Pedzich

Advisory Council

Victor Central Schools Curriculum Council is a shared decision-making team that will serve as the **Advisory Council** for the Student Support Plan.

<u>Council</u>	<u>Membership</u>
• Review counseling program goals, competencies, and results • Participate in making recommendations to the counseling department, principals, and superintendent • Provide a forum for open dialogue between schools and the community. • Provide information on community and parental expectations for the counseling program. • Act as a resource and support for the program	• Chairperson: Assistant Superintendent for Instruction • Victor Administrator and Supervisor Association (VASA): Members selected by VASA • Victor Teacher Association (VTA): 10 members (2 from each building), as selected by VTA • Parents: As selected by the Parent Representative Nominating Committee • Students: 2 students as selected by the Senior High Student Council • Superintendent: Ex-officio member

	Total Membership: 19 members + Superintendent
Length of Service Members serve for 2 years with staggered expiration of terms. It is suggested to all constituent groups that service be limited to two consecutive terms .	

Victor Central School District Student Support Program

Mission Statement

The mission of the Victor Central School District Student Support Program is to advocate and support students in Pre-K through Grade 12 in social-emotional growth, academic excellence, and career readiness within a school community that embodies a sense of belonging for all students.

The Student Support Teams work in concert with students, parents, educators, and the community to provide developmentally appropriate and comprehensive services that meet all students' needs to become productive members of a global society.

We Believe...

...that all students:

- They are individuals who are valued for their diverse and unique abilities.
- Deserve a school community that provides equitable access to all learning opportunities.
- Have an individualized path of success and achievement that evolves.

...that effective student support personnel:

- Advocate for all students through a strength-based approach.
- Foster a warm and welcoming environment so that all students feel a sense of safety and belonging.
- Maintain communication and collaboration with students, teachers, parents, guardians, administrators, and outside service providers.

- Work together as a Collective Care Team in collaboration with School Counselors, School Psychologists, School Social Workers, Substance Abuse Prevention Counselors, and School Nurses to support students.

...that our comprehensive student support program:

- Utilizes research-based practices to address our students' social, emotional, academic, and character development.
- Engages with our students through a culturally responsive framework.
- Develop essential skills outlined in the New York State Social-Emotional Learning Benchmarks.
- It uses data to determine individual student needs and goals and to monitor and celebrate progress and growth.
- Supports student transitions throughout their school experience and post-secondary plans.
- Values collaboration with colleagues and partnerships with community agencies and resources.

School Counselors Support Building Goals for 2023–2024 Through:

- **Direct student services** via a multi-tiered system of support:
 - Classroom lessons
 - Group and individual counseling
 - Social-emotional response support
- **Indirect student services** include:
 - Consultation with teachers, parents, guardians, administration, outside providers, and other members of the Collective Care Team
 - Referrals to appropriate community-based resources
- **Annual Individual Progress Review** for students in grades 6–12, reflecting each student's educational progress and career plans

School Building Goals

School	Goal 1	Goal 2
Victor High School	Increase community outreach through social media participation (target: 7–8% or 100 followers) by June 1, 2025.	Increase reported sense of belonging in minority students by 5% after participating in belonging lessons (Panorama survey, February 2024).
Victor Junior High School	<i>(Insert Goals Here)</i>	<i>(Insert Goals Here)</i>
Victor Intermediate School	Implement targeted monthly character traits to foster a warm and welcoming environment.	Teach, foster, and build respectful behaviors and interactions among all students to respect themselves, others, and the VIS community.
Victor Primary School	VPS cares for self, others, and school. Create an environment of care and learning.	<i>(Optional second goal)</i>
Early Childhood School	Create a warm, welcoming environment where all students can learn.	Build emotional awareness and regulation skills.

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA) MINDSETS & BEHAVIORS FOR STUDENT SUCCESS

[The ASCA Mindsets & Behaviors for Student Success:](#)

K-12 College- and Career-Readiness Standards for Every Student

ASCA Category 1: Mindset Standards

School Counselors encourage the following mindsets for all students:

- Belief in the development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being
 - Self-confidence in the ability to succeed
 - Sense of belonging in the school environment
 - Understanding that post-secondary education and lifelong 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
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ASCA Mindsets & Behaviors for Student Success

K-12 College and Career Readiness Standards for Every Student

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

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students:

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

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

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical thinking skills to make informed decisions	B-SMS 1. Demonstrate the ability to assume responsibility	B-SS 1. Use effective oral and written communication and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time management, organizational, and study skills	B-SMS 3. Demonstrate the ability to work independently	B-SS 3. Create relationships with adults who support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate the ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate the ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career, and social/emotional goals	B-SMS 7. Demonstrate practical coping skills when faced with a problem	B-SS 7. Use leadership/teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home, and community activities	B-SS 8. Demonstrate advocacy skills and the ability to assert self when necessary

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate the ability to manage transitions and adapt to changing situations and responsibilities	

The School Counselor and Comprehensive School Counseling Programs (*Adopted 1988; revised 2023*)

References

(Adopted 1988; revised 1993, 1997, 2005, 2012, 2017, 2023)

ASCA Position

School counselors design and implement school counseling programs that improve student learning and behavioral outcomes. *"The ASCA National Model: A Framework for School Counseling Programs"* outlines the components of a school counseling program and brings school counselors together with one vision and one voice, creating unity and focus toward improving student achievement and supporting student development.

The Rationale

The school counseling program is comprehensive in scope, preventive in design, and developmental in nature, and is an integral component of the school's mission. Informed by student data and based on the ASCA National Model, school counseling programs are provided by a state-credentialed school counselor and:

- Are delivered to all students systematically
- Include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success.
- Close achievement and opportunity gaps
- Result in improved student achievement, attendance, and discipline

School counseling programs improve student learning and behavioral outcomes (Savitz-Romer et al, 2022). Effective school counseling programs are a collaborative effort between the school counselor, families, community stakeholders, and other educators to create an environment that positively impacts student achievement. Education professionals, including school counselors, value and respond to the diversity and individual differences in our societies and communities in

culturally sensitive and responsive ways. School counseling programs in brick-and-mortar and virtual settings ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

Research shows that schools designated as Recognized ASCA Model Programs (RAMPs) had significantly higher schoolwide proficiency rates in English than the control schools (Mullen et al., 2019). This same study also found that when schools reduce the student-to-school counselor ratio to ASCA's recommended 250:1, students who receive free and reduced lunch at high-poverty schools achieve improved academic outcomes (Mullen et al., 2019).

The School Counselor's Role

School counselors focus their skills, time, and energy on direct and indirect services to all students, program planning, and school support. To achieve maximum program effectiveness, ASCA recommends a student-to-school-counselor ratio of 250:1. Although ratios vary across states, school districts, and even grade levels, the growing body of research supports that implementation of school counseling programs positively affects outcome data (e.g., student achievement and discipline referrals) at all grade levels (Lancaster et al, 2021).

The ASCA National Model recommends that school counselors spend 80% or more of their time on direct and indirect services to students. These direct and indirect activities should come from the duties appropriate to the school counselor's role rather than inappropriate duties assigned to school counselors as listed in the ASCA National Model Executive Summary (2019b). Twenty percent or less of the school counselor's time should be focused on program planning and school support, including:

- Reviewing school data
- Developing annual student outcome goals
- Creating classroom, group, and closing-the-gap action plans
- Reporting results of action plans to the school community
- Discussing the priorities of the school counseling program in the annual administrative conference

Duties that fall outside the school counselor's role as described in the ASCA National Model should be limited and performed by other school staff to support a school's smooth operation and allow school counselors to continue focusing on students' academic, career, and social/emotional needs. Fair-share responsibilities should not preclude implementing, managing, and accessing a school counseling program.

School counselors participate as members of the educational team and use the skills of leadership, advocacy, and collaboration to promote systemic change. The framework of a school counseling program consists of the following four components: **define, manage, deliver, and assess**. See *"The ASCA National Model: A Framework for School Counseling Programs"* for more detailed information.

Define

Three sets of school counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement, and assess their school counseling programs to improve student outcomes.

Student Standards

- ASCA Student Standards: Mindsets & Behaviors for Student Success

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

Manage

The school counseling program must be efficiently and effectively managed to deliver services effectively. The ASCA National Model provides school counselors with the following program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans (Classroom and Group, Closing the Gap)
- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars (Annual and Weekly)
- Advisory Council

Delivery

School counselors deliver a school counseling program in collaboration with students, families, school staff, and community stakeholders. The ASCA National Model (2019) and the ASCA

National Model Implementation Guide (2019d) have specific details and examples about each of the following areas:

Direct Services with Students

Direct services are face-to-face or virtual interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others, including:

- Consultation
 - Collaboration
 - Referrals
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Assess

To achieve the best results for students, school counselors regularly assess their program to:

- Determine its effectiveness
- Inform improvements to their school counseling program design and delivery
- Show how student growth and progress are different as a result of the school counseling program

Annually, an experienced administrator completes the school counselor's performance appraisal to evaluate the school counselor's overall performance. Appraisal documents are often developed in alignment with state or district guidelines and may appear in various frameworks selected by state and district leaders.

Essential components of performance appraisal include evidence of:

- Design of a school counseling program
- Data-informed annual goals, along with the measured impact of direct service delivery
- Data-informed classroom, small-group, and closing-the-gap activities and interventions
- Calendars reflecting appropriate use of time aligned with the ASCA National Model recommendation of 80% of the time in direct and indirect services to students
- Collection and analysis of results data from classroom, small-group, and closing-the-gap activities and interventions

Summary

School counselors in both in-person and virtual/online environments develop and deliver school

counseling programs that support and promote student achievement and standardize the assessment of program effectiveness. As outlined in the ASCA National Model, these programs include a systematic and planned program delivery involving all students and enhancing the learning process. The school counseling program is supported by appropriate resources and implemented by a credentialed school counselor. The ASCA National Model brings school counselors together with one vision and one voice, creating unity and focus toward improving student achievement and supporting student development.

Counseling Recommended Time Allotments

Elementary School Counselors

Elementary school counselors are crucial in laying the foundation for students' academic, career, and social/emotional development. They implement comprehensive school counseling programs and collaborate with school staff, parents, and the community to create a safe and respectful learning environment. By providing education, prevention, early identification, and intervention, they help students achieve academic success and develop essential life skills.

[American School Counselor Association](#)

Victor Central School Building Level Support Plan

<u>EARLY CHILDHOOD SCHOOL CGP</u>	<u>Primary School Comprehensive Guidance Plan</u>	<u>Intermediate CGP Curriculum</u>
<u>JH CGP</u>	<u>SENIOR HIGH SCHOOL CGP</u>	