

GRAND ISLAND
CENTRAL SCHOOL DISTRICT

DISTRICT SCHOOL COUNSELING PLAN

2026-2027

GRAND ISLAND CENTRAL SCHOOL DISTRICT GRAND ISLAND, NEW YORK

BOARD OF EDUCATION

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John Fitzpatrick

ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES, CURRICULUM AND STAFF DEVELOPMENT

SCHOOL ADMINISTRATION

Hillary Kretz-Harvey - High School Principal

Jaime Peld - High School Assistant Principal

Dr. Felicia Pallaci - Middle School Principal

Maxwell Pikula - Huth Road Elementary Principal

David Janicki-Howe - William Kaegebein Elementary Principal

Stephanie Anderson - Sidway Elementary Principal

DISTRICT SCHOOL COUNSELING STAFF

Mrs. Grace Butler, Ms. Sheryl Kavanagh, Mrs. Christina Kensy, Mrs. Victoria Coyne - High School 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 Barczykowski - 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. Lauren Bradley - Sidway School Social Worker

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ANNUAL REVIEW

An ongoing informal review of the District Counseling Plan will take place as the year proceeds. Appropriate administrators, certified counselors, and school personnel will review the 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 2026-2027, 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 Guidance Program is the result of a collaborative effort of many stakeholders in our district. The school 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 School 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. School 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 school 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 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, Student Interviews, Targeted Observations of Student Behaviors, Teacher/ Parent Feedback and Consultation Attendance	K-5	Individual	School Social Worker/ School Counselor, School Psychologist, 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 Counselor School Psychologist
Academic	Daily Report Card	To increase effective learning strategies in the classroom.	Monitoring Progress Through Daily Report Card Targeted Observation of Student Behavior Teacher/Parent Feedback	K-5	Individual	School Social Worker/School Counselor School Psychologist, 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 Counselor, School Psychologist, 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 Individual	School Social Worker/School Counselor, School Psychologist
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 Counselor, School Psychologist

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 Counselor, School Psychologist
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 Counselor, School Psychologist
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 Counselor, School Psychologist
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 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/agency, students will receive appropriate academic/social/emotional/ behavioral support.	Student Interview Target Observation of Behavior Parent and Teacher Feedback	Pre K-5	Individual Small Group Team meetings IEP/504 meetings	School Social Worker, School Psychologist, School Counselor, Teacher
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	School Counselor, Administrator, Nurse, Teachers, School 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	SMART Collaborative	To collaborate with P-12 educators in school districts, community agencies, and representatives on mental health.		K-5	District Wide	Family Support Coordinator, Administrator
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	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	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	Crisis Leadership Preparedness Solutions (CLPS)	To document, track, and monitor incidents of harm or threats, and manage safety plans.		K-5	Individual	School Counselors, School Social Workers, School Psychologist, Administrator
Social/Emotional	Use of Columbia Suicide Severity Rating Scale / CLPS	To assess risk of harm to self.		K-5	Individual	School Counselors, School Social Workers, School Psychologist

	Contact Spectrum CARES for further assessment					Spectrum CARES Representative
Social/Emotional	Harm to Others Assessment / CLPS	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	3-5	Individual or Classroom	School 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 programs, to provide information related to college and careers.	Parent and Teacher Feedback, Student Interview	K-5	Building	School Counselor, Administration, Teacher, Support Staff

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	Safety Care Training	To teach staff how to prevent, de-escalate and respond to challenging or crisis behaviors.	Teacher Feedback	District Wide	Individual	School Social Worker, School Psychologist, School Counselor, District Behavioral Specialist, Administration Select Staff Special Education teachers
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. To link students with mental health counseling.	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.	Teacher, Student and Parent Interviews Monitor Effectiveness of Response Plan Review of Attendance, Academic and Discipline Records	K-5	Individual	School Social Worker, School Psychologist, School Counselor, Safety Care Trained Staff, District Behavioral Specialist

		Trauma, Illness, and Grief (TIG) Training: To assist in the development of crisis response plan.				
Additional Supports	School-Community Connection/ Family Support & Services Parent Wellness Series (2-3x a year) to educate parents on various mental health topics	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	Prevention is Primary & Prevention Focus	To create a positive school climate by teaching positive decision making, and resilience.	Student & Teacher Feedback	K-5	Building	Certified Instructor
Additional Supports	Child Advocacy Center of Niagara	To provide Erin's Law Presentation to students and resources for staff.	Teacher/ Parent Feedback	1,3,5	Classroom	CAC Representative
Additional Supports	Viking Voyage Summer SEL Program	To provide social-emotional learning opportunities over Summer Break.	Student & Parent Feedback	4-6	Group	School Counselor School Psychologist
Additional Supports	Viking Vault / Sid's Supplies	To provide support to students and families in time of need through clothing and school supply donations.	Student and Family Feedback	K-5	Individual	School Counselor School Psychologist School Nurse
Preschool 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	6-8	Individual	School Counselor

			Grades, State Assessments and Teacher Input			
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, School 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 Social Worker, Teachers, Administration, CPS liaison,
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, 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 as needed	Individual	Teacher, School Counselor, School Social Worker
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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 academic assistance and make arrangements to provide appropriate remedial and/or special education services	Increase interventions and services for students in need.	NYS Assessments, Teacher and Counselor Observations, Academic Records	6-8	Individual sessions Parent/ Teacher Consultations	School Counselors, Parents, School Psychologist, School Social 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,	Meet students' academic needs	Student Grades	6-8	Individual	Teachers, School Counselors, Administration,

	liaison and administration.					School 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 and Teacher Feedback	6-8	Individual Small Group Team Meetings IEP/504 Meetings	School Psychologist, School Counselor, School Social Worker, Teacher
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: -grief -divorce -moving -building transition Referral to Family Support Services	To provide a supportive environment in which students can express feelings and build healthy coping skills. To facilitate & support a successful transition to 6 th grade and for new VCMS students.	Targeted Observation of Student Behavior Teacher/Parent Feedback	6-8	Small group Individual	School Counselor, School Social Worker, School Psychologist, Family Support Coordinator
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 complaints	To address student complaints of online bullying.	Student Interview	7	Individual	School Counselor, Administration
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, School 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	School Counselors, Teachers, School Social Worker, AIS Providers, Family Support Coordinator
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	School Counselors, Administrator, Nurse, Teachers, School Psychologist, School Social Worker, CPS Liaison
Social/Emotional	Crisis Leadership Preparedness Solutions (CLPS)	To document, track, and monitor incidents of harm or threats, and manage safety plans.		6-8	Individual	School Counselors, School Social Workers, School Psychologists, Administrator
Social/Emotional	Use of Columbia Suicide Severity Rating Scale/CLPS	To assess risk of harm to self.		6-8	Individual	School Counselors, School Social Workers, School Psychologists

	Contact Spectrum CARES for further assessment					Spectrum CARES Representative
Social/Emotional	Use of Harm to Others Assessment / CLPS	To assess risk of harm to others.		6-8	Individual	School Counselors, School Social Workers, School Psychologist, Administrator
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, Family Support Coordinator
Social/Emotional	SMART Collaborative	To collaborate with P-12 educators in school districts, community agencies, and representatives on mental health.	Feedback	6-8		School 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	Wellness Committee - Facilitator, School Social Workers, Health Teachers, Administrators
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	School Counselors, School 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 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
Career	Career Interest Profiler	To reflect an understanding of interests, abilities and aptitudes; to become aware of personal and career goals.	O Net	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 clothing and school supply donations.	Student, Parent, and Teacher Input	6-8	Individual, as needed	School Counselors, School psychologist, School Social Worker, Administration
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, School Social Worker, Administration
Additional Supports	Behavioral Support	To provide support to families, teachers, and students to improve the behavior of individual students 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, School 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	Teacher and parent feedback	6-8	Individual	School Counselor, School Social Worker, School Psychologist Family Support Services

		communication between home and school. To participate in parent conferences.				
Additional Supports	School Community Connection/Family Support Services Parent Wellness Series (2-3x a year) to educate parents on various mental health topics	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. To provide families with appropriate referrals to community supports for any long term assistance. Trauma, Illness, and Grief (TIG) Training: To assist in development of crisis response plans.	Teacher, Student and Parent Interviews, Monitor Effectiveness of Response Plan, Attendance, Academic and Discipline Review of Records	6-8	Individual	School Social Worker, School Psychologist, School Counselor, Safety Care Trained Staff, District Behavioral Specialist

Additional Supports	Safety Care Training	To teach staff how to prevent, de-escalate and respond to challenging or crisis behaviors.	Teacher Feedback	District Wide	Individual	School Social Worker, School Psychologist, School Counselor, District Behavioral Specialist, Select Support Staff
Additional Supports	Erin's Law Presentation	To provide Erin's Law presentation to students.	Feedback	8	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 school 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
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 offerings, extracurricular opportunities, and graduation requirements.	January February	9 th Grade Course Request Sheet	8	Classroom	Middle School Counselors & Administrators
Academic	8 th graders participate in a tour of the high school that allows them to get a feel for the	January	Counselor Observations, 9 th	8	Large Group	High school Counselors, Elective Teachers

	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.		Grade Elective Course Requests			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; school 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	Spring	Counselor Observation, Student Feedback	11	Field Trip	School Counselor, Outside Resources

	representatives from all over the country.					
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 GIHS website, Maia Learning, bulletin boards, PA alerts and in the Student Support Services 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	Fall	Counselor Observation and Student Feedback	11 -12	Group, Individual	School Counselor

	each school year. Students have the opportunity to meet these reps to learn more about their colleges (admission requirements, scholarships, etc.).					
Academic	Coordinate and administer standardized tests for college admissions on site.	Ongoing	Standardized Test Results	10-12	Classroom	School Counselors, Teachers
Academic	Inform 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 & School 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	Ongoing	Completed College Applications	12	Individual	Schools Counselors, Support Staff

	requested by post-secondary institutions.					
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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	Ongoing	NYS Assessments, Teacher and Counselor Observations, Academic Records	9-12	Individual Sessions	School Counselors, Parents, School Psychologist, Teachers, Administrators

	appropriate remedial and/or special education services.					
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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 are distributed to parents via e-blast and 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 and SAT test administration.	Fall, Spring	Total number of students taking standardized tests on-site	10-12	Large Group	School Counselors and Teachers
Academic	Request for Assistance Form to streamline support services and interventions between staff and the Instructional Support Team.	Ongoing	Teacher Feedback	9-12	Individual	Instructional Support Team

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	Open House	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, College Board O-Net Interest Profiler	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, Google Classroom	School Counselors and Support Staff, Business Teachers
Career	Students complete interest inventories and work with counselors to interpret results.	Ongoing	Interest Inventory Results, O-Net Interest Profiler	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 Social Worker, Health Teacher

Social/Emotional	Consultation to address issues relating to a student's behavior, attendance, or other concerns.	Ongoing	Teacher, School Counselor, Social Worker, Student, Parent and Administrator Feedback and Observation	9-12	Large Group Session	School 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, School Counselor, School Social Worker, Student, Parent and Administrator Feedback and Observation	9-12	Group or Individual Session	School 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 support.	Ongoing	Teacher, School Counselor, School 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, Family Support Coordinator
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	Ongoing	Teacher, Counselor, Student, Parent, and Administrator	9-12	Individual Session	School Counselors, School Social Worker

	other specialized school personnel IST.		Feedback and Observation			
Social/Emotional	Crisis Leadership Preparedness Solutions (CLPS) to document, track, and monitor incidents of harm or threats, and manage safety plans.	When Needed		9-12	Individual	School Counselors, School Social Workers, School Psychologists, Administrator
Social/Emotional	Use of Columbia Suicide Severity Rating Scale for schools to assess risk / CLPS 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 / CLPS	When Needed		9-12	Individual	School Counselors, School Social Worker Admin
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	Ongoing	Student Interview Target Observation of Behavior Parent and Teacher Feedback	9-12	Individual Small Group Team Meetings IEP/504 Meetings	School Counselor, School Psychologist, School Social Worker, Teacher

	academic/social/emotional/behavioral supports.					
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	School Counselors, Crisis Response Team, School Psychologist, School Social Worker, Erie County Social Services Case Manager, Administrators, Family Support Coordinator
Social/Emotional	Suicide Prevention Education in Health Class.	Yearly	Feedback	9-12	Classroom	School 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	School Social Workers, Family Support Coordinator
Social/Emotional	Collaboration with Teachers about students of concern.	Ongoing	Feedback	9-12	Individual	School Social Worker, School Counselor, School Psychologist
Social/Emotional	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. Trauma, Illness, and Grief (TIG) Training: To assist in	Ongoing	Feedback	9-12	Individual	School Social Worker, School Psychologist, School Counselor, Safety Care Trained Staff, District Behavioral Specialist

	development of crisis response plans.					
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, Family Support Coordinator
Social/Emotional	Safety Care Training to teach staff how to prevent, de-escalate and respond to challenging or crisis behaviors	Ongoing	Feedback	K-12	District Wide	School Counselors, School Social Workers, School Psychologists Select Support Staff Special Education Teachers
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	School Social Workers, Family Support Coordinator
Additional Supports	Providing student and parent resources about interventions available.	When Needed		9-12	Individual Family	School 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	School 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. Parent Wellness Series (2-3x a year) to educate parents on various mental health topics	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