



# COMPREHENSIVE K-12 SCHOOL COUNSELING PROGRAM

Kenmore-Town of Tonawanda UFSD



## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

### **Preface**

The American School Counselor Association (ASCA) and its state chapter, the New York State School Counselor Association (NYSSCA) have published models of professional practice shifting attention away from the school counselor's role to the impact school counselors have on issues including student achievement, school safety, and the academic mission of the school. *The National Model for School Counseling Programs, Fifth Edition* (ASCA, 2025) describes how school counselors can measure their impact on these areas.

### **NYS Education Department School Counseling Regulations:**

On July 1, 2017, the New York State Education Department Board of Regents adopted [amendments to Commissioner's Regulations](#) related to school counseling. Here, the New York State Education Department (NYSED) further explained the role of the school counselor as:

*“A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school.*

*The New York State Education Department believes that the amended school counseling regulations will help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child” (NYSED, 2018).*

This document is a comprehensive overview of the counseling plan, including all components, as required by the New York State Education Department, with adopted recommendation from the professional organizations that oversee the professionals who provide those services herein.

**Kenmore-Town of Tonawanda UFSD School Counseling Program Overview  
Comprehensive School Counseling Plan**

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**Kenmore-Town of Tonawanda UFSD Board of Education Mission and Vision**

**Mission**

*The Ken-Ton school community will provide our students with the supports, tools, and diverse opportunities needed to meet the challenges of an ever-changing world.*

**Values**

*Mutual Respect*

*Independence*

*Trust*

*Teamwork*

*Integrity*

*Passion for Excellence*

*Responsibility*

**Vision**

*A community that creates dynamic learners who possess social awareness, confidence, and a belief in their power to succeed.*

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

### **School Counseling Practice**

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

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage, and assess.

#### **Define**

School counselors create school counseling programs based on sets of standards that define the profession, including Student Standards and Professional Standards. Additionally, the KTUFSD School Counseling Program is developed to support student achievement in the Mindsets & Behaviors as defined by ASCA, the Career Development and Occupational Studies (CDOS) standards, and the New York Social Emotional Learning (SEL) Benchmarks. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

#### **Deliver**

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others. These activities and services help students to achieve and demonstrate success in the defined standards and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

#### **Manage**

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

#### **Assess**

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

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator.

## Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan

### School Counseling Activities

School counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs, and challenges
- acting as a systems change agent to improve equity and access, achievement, and opportunities for all students

The ASCA National Model recommends that school counselors spend 80% or more of their time in direct and indirect services to students. Twenty percent or less of the school counselor’s time should be focused on program planning and school support. The KTUFSD School Counseling Program places significant value on the direct and indirect services necessary for student success with the expectation that counselors will work to maintain an appropriate distribution of time to support these expectations.

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.

In order to maintain the integrity of the School Counseling Program, the recommended time distribution by level and area of service is as follows (American School Counselor Association, 2002):

	Elementary School	Middle School	High School
<i>School Counseling Curriculum</i>	35%-45%	25%-35%	15%-25%
<i>Individual Planning</i>	5%-10%	15%-25%	25%-35%
<i>Responsive Services</i>	30%-40%	30%-40%	30%-40%
<i>System Support</i>	10%-15%	10%-15%	10%-15%

# Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan

## Introduction

The Kenmore-Tonawanda School Counselors and School Social Workers have created this Comprehensive Plan including and in alignment with the following:

American School Counselor Association National Model (ASCA, 2025)

<https://schoolcounselor.org/getmedia/097ddd89-fa7f-4c28-b8a4-0c219d24aaf7/asca-national-model-fifth-edition.pdf>

American School Counselor Association Ethical Standards (ASCA, 2022)

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

American School Counselor Association School Counselor Professional Standards and Competencies (ASCA 2025)

<https://schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

Guidelines from the New York State Education Department

[NYSED Issued School Counseling Memo](#)

[NYSED Part 100.2 \(j\) Regulations of the Commissioner of Education](#)

[Guidance Pertaining to Commissioner's Regulation §100.2\(j\) Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs](#)

Role of the School Counselor (ASCA)

<https://www.schoolcounselor.org/getmedia/ee8b2e1b-d021-4575-982c-c84402cb2cd2/Role-Statement.pdf>

Role of School Social Worker (SSWAA)

<https://www.sswaa.org/school-social-work>

New York State CDOS standards (NYSED)

<https://www.nysed.gov/standards-instruction/career-development-and-occupational-studies>

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career- Readiness Standards for Every Student (ASCA)

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/mindsets-behaviors.pdf>

New York State Social Emotional Learning Benchmarks (NYSED)

<https://www.nysed.gov/sites/default/files/programs/student-support-services/sel-benchmarks.pdf>

New York State Social Emotional Learning: Essential for Learning, Essential for Life (NYSED)

<https://www.nysed.gov/sites/default/files/programs/student-support-services/sel-essentials-for-learning-and-life.pdf>

New York State Social Emotional Learning: A Guide to Systemic Whole School Implementation (NYSED)

<https://www.nysed.gov/sites/default/files/programs/student-support-services/sel-a-guide-to-systemic-whole-school-implementation.pdf>

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

### **School Counseling Department Mission Statement, Philosophy and Beliefs**

#### **Mission Statement**

The mission of the Kenmore-Tonawanda Union Free School District (KTUFSD) Counseling Department, in combination with the comprehensive Social-Emotional Wellness Professionals team is to provide a comprehensive, developmental counseling program that addresses the diverse academic, career, personal and social development of all students to prepare them to reach their full potential and succeed in a changing global community.

#### **Philosophy Statement**

The Kenmore-Tonawanda Union Free School District's Comprehensive School Counseling Program is built on the assumption that certain educational, career and personal objectives are attainable when school counseling services for all students are provided.

The School Counseling Plan plays a critical role in supporting our District's mission statement. This multifaceted plan involves all members of the school community. School counselors, psychologists, and social workers provide direct counseling services to all students; coordinate additional services; and serve as consultants to parents, teachers, administrators, and community members. The counseling program's objectives are incorporated into the curriculum, special activities, school policies, and practices.

The Kenmore-Tonawanda Union Free School District's School Counseling Program provides for:

- A systematic approach to school counseling services and programs
- Specific developmentally appropriate goals and services for all students
- Identification of factors impacting student achievement in support of student progress and success and interventions designed to remediate barriers to success
- Accountability of the school counseling program
- Program development, evaluation, and revision through the use of data

#### **Beliefs**

The School Counselors in the Kenmore-Tonawanda Union Free School District believe:

##### **Student Rights**

- All District students have the right to be served by the School Counseling Program.
- All District students shall have access to a school counselor to discuss and receive advisement with regard to academic, career and social/emotional concerns.

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

### **School Counselors will:**

- Deliver the comprehensive school counseling curriculum in classroom or small group settings. In cases where content is also taught in other content areas, the counselor will coordinate such instruction in alignment with the school counseling program.
- Provide guidance to students and parents/guardians in monitoring academic progress, develop strategies for improvement for struggling students, and post-secondary planning
- Guide students to challenge themselves with rigorous academic programs
- Coordinate programs and activities that promote personal/social development
- Help students transition between levels successfully (elementary to middle, middle to high)
- Help students learn about various careers and post-secondary education options
- Meet with each student, beginning in 7th grade, at least once annually to develop or review career goals and provide guidance in developing a plan to achieve those goals.
- Engage in ongoing professional development that is necessary to maintain a quality school counseling program.
- Abide by the professional ethical standards as described by the American School Counselor Association (ASCA, 2022).

### **The School Counseling Program will be:**

- Consistent with expected developmental stages of learning
- Planned and coordinated by the counseling staff
- Managed by appropriately state-certified counseling staff
- Standardized based on professional mandates and guidelines proposed by the national and state school counselor associations
- Sensitive to the needs of its diverse student population
- Specified age appropriate goals
- Implemented in coordination with other representatives of the school and community
- Utilize the many combined resources of the community
- Continuously evaluated on specified goals

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

School Counselors, School Social Workers, and School Psychologists (herein referred to as ***Social-Emotional Wellness Professionals***) play a significant role in improving student achievement and serve as student and systems advocates. They apply their training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, Social-Emotional Wellness Professionals address academic development, career development and social/emotional development of students. Social-Emotional Wellness Professionals focus on improving student achievement, providing necessary support to students, and creating the changes necessary to impact the system through leadership, advocacy, collaboration, and data analysis. School Counselors, in collaboration with other school personnel will work together to make sure that the content of this plan is articulated as intended and fully implemented.

Social-Emotional Wellness Professionals will use district data to drive programming that best supports the academic, career, behavioral and social emotional development of all students. The school counseling program will be evaluated annually and modified based on results to ensure that every student achieves success (i.e. graduation rates, post-graduation plans and career and college readiness).

School Counselors in collaboration with School Social Workers and School Psychologists provide the following:

- Counseling Program/Curriculum
- Counseling Services
- Coordination
- Consultation
- Advocacy and Leadership
- Systemic Change

The American School Counselor Association encourages school counselors to structure their time so that 80 percent of time is spent in direct service to students, staff and families. The remainder of the time is spent on program management. Counselors are encouraged to allocate time based on program priorities and needs. The reduction of non-counseling activities will provide more direct services to, and contact with, students including prevention and intervention programs.

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

*ASCA National Model Executive Summary 4th Edition (ASCA);*  
(<https://schoolcounselor.org/getmedia/bd376246-0b4f-413f-b3e0-1b9938f36e68/ANM-executive-summary-4th-ed.pdf>)

School counselors design and deliver school counseling programs that improve student outcomes. “The ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance, and discipline. The KTUFSD Comprehensive School Counseling Program is designed using the ASCA National Model’s framework.

A comprehensive school counseling program is an integral part of the school’s academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students.

The KTUFSD Comprehensive School Counseling Program is developed to ensure the program is:

- Standards-based and student-focused
- Based on data-informed decision making
- Delivered to all students systematically
- Inclusive of a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- Focused on closing achievement and opportunity gaps
- Result in improved student achievement, attendance and discipline

The framework of the KTUFSD Comprehensive School Counseling Program consists of four elements:

### **Define**

The KTUFSD Comprehensive School Counseling Program is defined by two categories of standards, which guide school counselors through developing, implementing and assessing a school counseling program.

Student Standards:

1. [The ASCA School Counselor Professional Standards & Competencies](#) identify the essential knowledge, attitudes and skills school counselors need to implement a school counseling program.
2. The [Career Development and Occupational Studies \(CDOS\) Learning Standards](#) provide a framework to prepare students for career readiness and success in the workplace, with a focus on career development, integrated learning, universal foundation skills, and career majors.
3. The [New York State Social Emotional Learning \(SEL\) Benchmark – Equity Revisions](#) outlines the skills and competencies that adults practice, support, teach, and model to students throughout their K-12 education. The SEL benchmarks will help students build self-awareness, develop an affirming identity, build positive relationships, manage their emotional responses, and make informed decisions.

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Professional Standards:

1. [The ASCA Ethical Standards for School Counselors](#) identify the principles of ethical behavior necessary for school counselors to maintain the highest standards of integrity, leadership, and professionalism.
4. [The ASCA Student Standards: Mindsets & Behaviors for Student Success](#) describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. These standards outline the mindsets and behaviors needed to design the school counseling program in alignment with NYSED expectations and to meet the needs of pre-K–12 students.

### **Deliver**

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others. These activities develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline.

**Direct Student Services** are in-person or direct interactions between school counselors and students.

- Instruction
- Appraisal and Advisement
- Counseling

**Indirect Student Services**

- Consultation
- Collaboration
- Referrals

### **Manage**

The Manage component guides school counselors through design, planning and implementation of the school counseling program. School counselors manage their program by focusing on how they:

- Plan for each and every student to learn the ASCA Student Standards
- Identify and address achievement gaps
- Plan and monitor their time
- Educate and advocate for the school counseling program

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

### **Assess**

School counselors regularly assess the counseling program as well as their own skills to determine their effectiveness in enhancing access, life-readiness, and academic success for each and every student.

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 students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The KTUFSD Comprehensive School Counseling Program may use the following tools from the ASCA National Model to guide assessment and appraisal.

#### **Program Assessment**

- [School Counseling Program Assessment](#)
- Annual Results Report

#### **School Counselor Assessment and Appraisal**

- [ASCA School Counselor Professional Standards & Competencies Assessment](#)
- Annual Performance Review conducted by a qualified administrator

*Adapted from the ASCA National Model for School Counseling Programs*



# Define



KTUFSD COMPREHENSIVE COUNSELING PROGRAM

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

### **Define**

School counseling is described as “standards-based, student-focused.” School counselors use standards to guide their school counseling core curriculum and group counseling services. The KTUFSD Comprehensive School Counseling Program is designed to support student achievement in several sets of student learning standards including:

- [ASCA Student Standards: Mindsets & Behaviors for Student Success](#)
- [The Career Development and Occupational Studies \(CDOS\) Learning Standards](#)
- [New York State Social Emotional Learning \(SEL\) Benchmark – Equity Revisions](#)

### **ASCA Student Standards: Mindsets & Behaviors for Student Success**

The [ASCA Student Standards: Mindsets & Behaviors for Student Success](#) were developed to outline the knowledge, skills, and attitudes that students should acquire to thrive academically, socially, and emotionally. The ASCA Student Standards empower students to thrive across the three school counseling domains – academics, career, and social-emotional development. Such a framework allows school counselors and educators to support the holistic development of students and create a positive inclusive school environment. Integrating the Student Standards into the school counseling curriculum, services, and activities, as well as the school culture can help students develop the necessary mindsets and behaviors to be successful in school and beyond.

When used in coordination with the academic standards and school values, the ASCA Student Standards help align the school counseling program with the broader education program. It is important to use these standards for all three domains of the school counseling program: College/Career Readiness, Academic Skills Development and Social/Emotional Development.

### **Career Development and Occupational Studies (CDOS) Learning Standards**

The [Career Development and Occupational Studies \(CDOS\) Learning Standards](#) provide a framework to prepare students for career readiness and success in the workplace. The CDOS Standards focus on career development, integrated learning, universal foundation skills, and career majors. Career exploration can begin in preschool and continue through high school graduation. School counselors are the primary professionals to support and guide students over the course of their academic tenure with career activities. Integrating the CDOS standards in the school counseling curriculum and activities will ensure students are equipped with the necessary skills, knowledge, and experiences for a successful transition to postsecondary opportunities. There are opportunities for school counselors to work across disciplines with their teacher colleagues to co-plan and co-teach the school counseling curriculum as part of the general education curriculum. Suggested opportunities for collaboration are:

- Elementary Social Studies
- Middle School Family and Consumer Science
- High School Health Education and Career and Technical Education

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

### **The New York State Social Emotional Learning (SEL) Benchmark – Equity Revisions**

The [New York State Social Emotional Learning \(SEL\) Benchmark – Equity Revisions](#) is another resource to help school districts develop their comprehensive programs and schools to develop their counseling plan. The SEL benchmarks are skills and competencies that adults practice, support, teach, and model to students throughout their K-12 education. The SEL benchmarks will help students build self-awareness, develop an affirming identity, build positive relationships, manage their emotional responses, and make informed decisions. SEL equips students with the skills necessary to thrive in school and life.

Additionally, a high-quality district comprehensive school counseling program references and endorses the American School Counselor Association's (ASCA) Ethical Standards for School Counselors, as well as the School Counselor Professional Standards and Competencies. The KTUFSD Comprehensive School Counseling Program is developed in alignment with these professional standards.

The [ASCA Ethical Standards for School Counselors](#) are designed to ensure the well-being and protection of students, promote professional integrity, and maintain confidentiality.

The [ASCA School Counselor Professional Standards & Competencies](#) outline the knowledge, skills, and competencies expected of school counselors. These standards provide a framework for the practice of school counseling and guide school counselors in their efforts to promote student success and well-being.



# Deliver



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### Deliver

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor’s interaction with others. The KTUFSD Comprehensive School Counseling Program delivery system outlines the activities, interactions, and areas in which school counselors work to deliver the program in order to help students develop the student standards and improve their achievement, attendance, and discipline.

### DIRECT STUDENT SERVICES

Direct Student Service	Description:	Setting
<b>Instruction</b>	Enhance student access, life-readiness, and academic success through delivery of the ASCA Student Standards.	Classroom, Small Group, Individual (Aligns with MTSS Tier 1 and 2 strategies)
<b>Appraisal &amp; Advisement</b>	<p><b>Appraisal:</b> Analyze and assess students’ abilities, interests, skills and achievement from test and inventory results.</p> <p><b>Advisement:</b> Make recommendations based on appraisal of test and inventory results to help students make decisions for their future.</p>	Classroom, Small Group, Individual (Aligns with MTSS Tier 1 and 2 strategies)
<b>Counseling</b>	Provide students with <b>short-term</b> assistance and support based on counseling theories and techniques during times of transition, heightened stress, critical change, or other situations impeding academic, career, and social/emotional development.	Small Group, Individual (Aligns with MTSS Tier 1 and 2 strategies)

### Instruction

School Counselors are primarily responsible for the delivery of the School Counseling Curriculum, which is designed to support student achievement of the student standards. The New York State Department of Education requires that each district program is designed to address multiple student competencies including three specific domains.

- College/Career Readiness Standards
- Academic Standards
- Social/Emotional Development Standards

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

The KTUFSD Comprehensive School Counseling Program curriculum consists of a written instructional program that is comprehensive, preventative, proactive, coordinated by school counselors, and delivered by school counselors and other educators. The school counseling program includes structured developmental lessons designed to assist students in achieving the competencies, and it is presented systematically through classroom and group activities in grades K-12.

In order to address these learning competencies, the KTUFSD Comprehensive School Counseling Program uses student standards, including the ASCA Mindsets & Behaviors for Student Success, the Career Development and Occupational Studies (CDOS) Learning Standards, and the New York State Social Emotional Learning (SEL) Benchmark - Equity Revisions which provide the foundational skills and standards upon which the curriculum is designed. Crosswalks with other disciplines such as Health Education, Family and Consumer Science, English/Language Arts (ELA) and Career and Technical Education (CTE) help align the school program with the broader education program. In the area of career development, the NYS Career Development and Occupational Standards remain at the center of the curriculum.

The designed lessons and activities are delivered to every student and promote knowledge, attitudes, and skills through instruction in the three content areas: academic development, career development, and personal/social development. The school counselor is responsible for planning, designing, implementing, and evaluating the curriculum. The curriculum is delivered through activities such as:

- **Direct Classroom Instruction** - Direct instruction through classroom delivery, team teaching, co-teaching, and assisting with lesson plans which promote academic, career or personal/social development
- **Interdisciplinary Curriculum Development** - Some topics are best served in the context of specific content areas, such as health or science.
- **Group Activities** - Conduct group activities that support instructional goals. Examples: community service, college/career fairs, student team building, student leadership workshops.
- **Parent Workshops and Instruction**

### **Appraisal & Advisement**

The Appraisal & Advisement component consists of school counselors coordinating ongoing systemic activities designed to assist the individual student in establishing personal goals and developing future plans. Activities may include helping students plan, monitor, and manage their own learning as well as meeting competencies in the areas of academic, career, and personal/social development.

Individual planning with students is implemented through activities including:

- **Individual or Small Group Appraisal** - Work with students to analyze and evaluate their abilities, interests, skills, and achievement.
- **Individual or Small Group Advisement** - Help students to make decisions for future plans based on academic, career, and personal/social data.

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### Counseling

The Counseling component consists of activities to meet students' immediate and short-term needs. These needs may require counseling, consultation, referral, peer remediation or information. This component is available to all students and is often initiated by student self referral; however, teachers, parents/ guardians or others may also refer students for assistance. The support of other educational professionals is necessary for successful implementation. A range of services is available (from early intervention to crisis response).

Responsive services are delivered through strategies such as:

- Consultation
- Individual and Small Group Counseling
- Crisis Counseling
- Conflict Resolution
- Referrals to Other Social and Community Services

### INDIRECT SERVICES

Indirect Student Service	Description	Setting
<b>Referrals</b>	Connect students and families with more intensive resources for life-readiness and academic success.	Students and families (Aligns with MTSS Tier 2 and 3 strategies)
<b>Consultation</b>	Provide information, perspectives, strategies, and recommendations to individuals who can support a student's needs.  Seek information on what students might need to address an issue and strategies to enhance life-readiness and improve academic success.	Teachers, administrators, families and education partners (Aligns with MTSS Tier 2 and 3 strategies)
<b>Collaboration</b>	Work with education partners (faculty/staff, parents/guardians, community services/ agencies) on an identified goal for student success, sharing responsibility for identified tasks among cooperating individuals.	Teachers, administrators, families and education partners (Aligns with MTSS Tier 2 and 3 strategies)

### System Supports

Systems support is an important component for the development of the school counseling program and individual student planning needs. Systems support consists of the activities that establish, maintain and enhance the school counseling program, including participation in MTSS and other student study meetings. School counselors, through their leadership and advocacy skills, promote systemic change by contributing in ongoing professional development, in-service training/conferences, professional association membership, reflective practices. consultation, collaboration, and teaming.

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Some examples of system support activities include:

- Reviewing school data
- Developing annual student outcome goals
- Creating classroom, group, and personalized action plans
- Discussing the priorities of the school counseling program with administrators
- Engaging in professional development and reflective practice
- Consultation and collaboration with other educators, agencies, and professionals
- Community outreach
- Participating in student support teams including IST, CSE, Section 504, etc.
- Public relations - providing the community, staff, parents updated information about the counseling program



# Manage

KTUFSD COMPREHENSIVE COUNSELING PROGRAM

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### Manage

The Manage component guides school counselors through design, planning and implementation of the school counseling program. School counselors manage their program by focusing on how they:

- Plan for each and every student to learn the ASCA Student Standards
- Identify and address achievement gaps
- Plan and monitor their time
- Educate and advocate for the school counseling program

To be delivered effectively, the school counseling program must be efficiently and effectively managed. The KTUFSD Comprehensive School Counseling Program uses tools from the ASCA National Model to help guide the design and implementation of a school counseling program that gets results. These program management tools may include:

#### 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

The management system primarily addresses when (calendar and action plan) and why (use of data) the program will be implemented.

Purpose	Description	How the School Counseling Program Promotes Success for Each and Every Student
<p><b>Plan how each and every student will learn strategies and skills for student success</b></p>	<p>School counselors plan what behaviors each and every student will learn by:</p> <ul style="list-style-type: none"> <li>● Identifying specific standards in the <a href="#">ASCA Student Standards delivery plan</a> that will be delivered in Tier 1 and 2 settings</li> <li>● Planning how the standards will be delivered using <a href="#">lesson plans</a> and <a href="#">small-group sessions plan</a></li> </ul>	<p>Identifies behaviors standards from the ASCA Student Standards school counselors deliver in classrooms, large groups, small groups, and individually to enhance life readiness for each and every student</p>

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	<ul style="list-style-type: none"> <li>Using these standards to provide focus for individual sessions with students.</li> </ul>	
<b>Identify and address achievement gaps</b>	School counselors identify <a href="#">school counseling data priorities</a> that align with the school improvement plan, and create <a href="#">achievement gap plans</a> to address the needs of students who are not reaching achievement goals or benchmarks.	Focuses attention on achievement gaps for students not meeting achievement benchmarks and connects the gaps to contributing factors, such as attendance, discipline, and policies/procedures (e.g., patterns in course enrollment or discipline policies)
<b>Plan and monitor time</b>	<ul style="list-style-type: none"> <li>Use weekly calendars to prioritize, plan and publicize day-to-day work</li> <li>Publicize an annual calendar, which includes all major school counseling activities, to students, families, and education partners</li> <li>Monitor use of time. ASCA recommends school counselors spend at least 80% of their time in direct and indirect services to students and 20% or less in program planning and school support</li> </ul>	Communicates all of the school counseling activities delivered to each and every student and documents the school counselor's appropriate use of time to ensure their ability to address success for each and every student in their caseload
<b>Educate about and advocate for the school counseling program</b>	<ul style="list-style-type: none"> <li>Hold the annual administrator conference with the school administrator to educate about the program's impact and advocate for its organization, goals, plans and use of time.</li> <li>Fall and spring advisory council meetings will be held to educate education partners about the program's impact and advocate for the support and role of the school counselor.</li> <li>Communicate school counseling program information to students and families, and share the program's impact with decision makers and other education partners.</li> </ul>	<p>Communicates program priorities and plans for each and every student to the school administrator, as well as other education partners</p> <p>Gives a voice to education partners through dialogue about how the school counseling program addresses success for each and every student</p>

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### Use of Data

School counselors use data to inform school counseling program development, implementation, and assessment. The data helps school counselors:

- Monitor student access, life-readiness and academic success
- Identify students who are having difficulties with mindsets and behaviors for success
- Identify achievement and opportunity gaps
- Assess the effectiveness of school counseling program activities
- Educate decision-makers and education partners about the school counseling program's impact
- School counselors use three categories of data to plan for and report results of the school counseling program.

Data Category	Definition	How the Counselor Uses this Data to Promote Success for Each and Every Student
<b>Participation Data</b>	How many students access the school counseling program, how often they participate and for what length of time	Measures participation in opportunities that prepare each and every student for school and lifelong success
<b>ASCA Student Standards Data</b>	The knowledge and skills students need for life readiness as defined by the behavior standards from the ASCA Student Standards and measured through pre-/post assessments	Measures attainment of the ASCA Student Standards
<b>Achievement Data</b>	The impact of the school counseling program on student data including: <ul style="list-style-type: none"> <li>● Traditional grades</li> <li>● Standards-based grades</li> <li>● Benchmark assessments</li> <li>● Promotion rates</li> <li>● Graduation rates</li> <li>● Test scores</li> </ul>	Measures achievement data to identify any students or student groups who are not achieving at their highest potential. It includes measurement of any factors that contribute to achievement, including but not limited to: <ul style="list-style-type: none"> <li>● Attendance rates</li> <li>● Discipline rates</li> <li>● Systemic barriers</li> <li>● Student perspectives</li> <li>● Education partner perspectives</li> </ul>

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The KTUFSD Comprehensive School Counseling Program is data-driven. Therefore, the use of data to effect change is integral to ensuring that every student is benefiting from the school counseling program. Activities implemented as a part of the school counseling program should be the result of careful analysis of student needs, achievement, and related data. The use of data demonstrates accountability and progress toward goals. Data monitors student progress and provides a guide on where to focus resources, programs, interventions and strategies to meet students' needs and ensure school success. At the Kenmore-Town of Tonawanda UFSD, school counselors monitor student progress through three types of data:

- Student Achievement Data measures student academic progress include:
  - Standardized test data
  - College, Career and Community Readiness rubric rating
  - Graduation rate 4, 5 and 6 year cohort
  - Achievement levels
  - Classroom performance
  
- Behavioral Data measures that reflect student progress include:
  - Decreased discipline referrals
  - Decreased suspension rates
  - Decreased chronic absenteeism
  - Increased participation in extracurricular activities
  - Increased time in classroom
  
- Standards related Data measures student mastery of the competencies delineated in the ASCA Student Standards. The data includes:
  - Percentage of students demonstrating appropriate behaviors and mindsets in alignment with the ASCA Student Standards: Mindsets & Behaviors for Student Success
  - Percentage of students who have set and attained academic goals
  - Percentage of students who apply conflict resolution skills
  - Percentage of students who display evidence of positive mindsets and behavior for success
  
- Results Data measures the impact of an activity or program and shows if the program has had a positive impact on students. Results data may include:
  - Attendance data
  - Discipline referral data
  - Graduation rate
  
- Outcome Data is necessary to determine the true impact of the school counseling program. This may include the review of immediate and long range data. Data will drive program decision making. Outcome data shows the impact of an activity or program and answers the question, "So what?"



# Assess

KTUFSD COMPREHENSIVE COUNSELING PROGRAM

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### **Assess**

School counselors collect and analyze various types of data including process, perception, and outcome data. The KTUFSD Comprehensive School Counseling Program leverages this data as part of the development, measurement of effectiveness, and revision of their district school counseling program. 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 students are different as a result of the school counseling program

**Outcome data** measures the impact and effectiveness of the school counseling program on student outcomes. Outcome data may include academic achievement on New York State and district assessments, daily attendance and chronic absenteeism rate, disciplinary referrals and suspensions, and social-emotional development through appropriate screeners and assessments.

**Perception data** captures the subjective experiences and opinions of various stakeholders involved in the school counseling program. Perception data can provide valuable insight into how the school counseling program is perceived, the satisfaction levels of stakeholders, and their perception of the impact of the program on student well-being. Perception data may involve collecting feedback from students, families, teachers, school and district leaders, and other staff members through surveys, interviews, and focus groups.

**Process data** is information about the activities and services delivered by a school counselor, and the number of stakeholders served. Process data includes the number of classroom lessons, individual and group counseling sessions, crisis interventions, referrals made, and students, parents, and other stakeholders who participated in the service delivery provided by a school counselor.

### **Program Assessment**

The program assessment provides evidence of the program's alignment with ASCA's National Model for School Counseling Programs. The primary purpose for collecting information is to guide future action within the program and to improve future results for students.

Essential Components of a Program Assessment include evidence of:

- Design of a school counseling program
- Data-informed annual goals along with the measured impact of direct services delivery
- Data-informed classroom, small-group and closing-the-gap activities and interventions
- Calendars reflecting appropriate use of time aligned with ASCA National Model recommendations of 80% of 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

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### **School Counselor Assessment and Appraisal**

School Counselors self-assess their own mindsets and behaviors and formulate an appropriate professional development plan. The [ASCA School Counselor Professional Standards and Competencies Assessment](#) is used to self-assess the school counselor's knowledge, attitudes and skills needed to implement a school counseling program.

### **Advisory Council**

Commissioner's Regulation §100.2(j)(2)(iii) requires each school district to establish a comprehensive developmental school counseling/guidance program advisory council. The advisory council meets a minimum of twice annually for the purpose of reviewing, advising on, and supporting the implementation of the district's comprehensive program. The advisory council's membership includes parents/guardians, members of the board of education (BOE), school and district leaders, community-based service providers, teachers, certified school counselors, and other student-centered personnel. The advisory council provides an annual report and meeting minutes to the Board of Education.

# Program Goals

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**School Counseling Professional Goals**

**PROFESSIONAL GOAL: DELIVERY OF SCHOOL COUNSELING PROGRAM CURRICULUM**

Goal	Objectives and Activities
<b>By June 2027, the percentage of students across all grade levels demonstrating mastery of targeted school counseling standards will increase by a 15% or greater increase from pre- to post-test scores.</b>	<ol style="list-style-type: none"> <li>1. School counselors will deliver (or ensure delivery of) a scope-and-sequence, standards-based core curriculum to ensure 100% of students have received instruction using classroom lessons, small group lessons, individual lessons, and community circles.               <ol style="list-style-type: none"> <li>a. Students will participate in a discussion about their grade level’s identified SEL skill, using Community Building Restorative Circles to ensure equal voice and participation.</li> <li>b. Students will participate in an activity that allows for thoughtful practices of the identified SEL skill.</li> <li>c. Students will reflect on the activity through discussion or writing.</li> </ol> </li> </ol>
<b>ASCA Professional Standards and Ethics Targets</b>	<ol style="list-style-type: none"> <li>1. <b>B-PF 5.</b> Use the ASCA Student Standards: Mindsets &amp; Behaviors for Student Success to inform the implementation of a school counseling program</li> <li>2. <b>B-SS 1.</b> Design and implement instruction aligned with ASCA Mindsets &amp; Behaviors</li> </ol>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Panorama data (self-assessment, student diagnostic assessment, teacher screening, and teacher diagnostic assessment) will be collected regularly throughout the school year to identify needs and growth for programming development.</li> </ul>

**PROFESSIONAL GOAL: DELIVERY OF SCHOOL COUNSELING PROGRAM CURRICULUM**

Goal	Objectives
<b>By June 2027, school-wide minor classroom behavior disruptions will decrease by 20% following the universal implementation of a social-emotional core curriculum specifically prioritizing modules on self-regulation, conflict resolution, and communication skills.</b>	<ol style="list-style-type: none"> <li>1. School counselors will deliver a scope-and-sequence, standards-based core curriculum to ensure 100% of students have received instruction using classroom lessons, small group lessons, individual lessons, and community circles.               <ol style="list-style-type: none"> <li>a. Students will participate in a discussion about their grade level’s identified SEL skill, using Community Building Restorative Circles to ensure equal voice and participation.</li> <li>b. Students will participate in an activity that allows for thoughtful practices of the identified SEL skill.</li> <li>c. Students will reflect on the activity through discussion or writing.</li> </ol> </li> </ol>

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<b>ASCA Professional Standards and Ethics Targets</b>	<ol style="list-style-type: none"> <li>1. <b>B-PF 5.</b> Use the ASCA Student Standards: Mindsets &amp; Behaviors for Student Success to inform the implementation of a school counseling program</li> <li>2. <b>B-SS 1.</b> Design and implement instruction aligned with ASCA Mindsets &amp; Behaviors</li> </ol>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Panorama data (self-assessment, student diagnostic assessment, teacher screening, and teacher diagnostic assessment) will be collected regularly throughout the school year to identify growth and ongoing needs for Tier 1 programming needs and Tiers 2 and 3 intervention needs.</li> </ul>

### PROFESSIONAL GOAL: USE OF DATA-DRIVEN INSTRUCTIONAL PRACTICES

Goal	Objectives
<b>By June 2027, the counseling department will improve systematic, data-driven procedures by ensuring 100% of providers utilize standardized coded counseling logs that contain matching pre- and post-intervention data.</b>	<ol style="list-style-type: none"> <li>1. School counselors will use a unified set of codes representing specific intervention types (A-Academic, C-Career/College, P-Personal/Social) for each counseling log entry, 100% of the time.</li> <li>2. School counselors will utilize evidence-based brief screening tools prior to the first in a series of instructional sessions, minimally 2 times per school year.</li> <li>3. School counselors will hold 5 structured and dedicated team meetings focused on data analysis over the course of the school year to measure intervention efficacy and continually refine instructional practices.</li> </ol>
<b>ASCA Professional Standards and Ethics Targets</b>	<ol style="list-style-type: none"> <li>1. <b>B-PA 2.</b> Identify achievement gaps and factors contributing to those gaps</li> <li>2. <b>B-PA 4.</b> Assess and report program impact to the school community</li> </ol>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Panorama data (self-assessment, student diagnostic assessment, teacher screening, and teacher diagnostic assessment) will be collected regularly throughout the school year to identify growth and ongoing needs for Tier 1 programming needs and Tiers 2 and 3 intervention needs.</li> <li>➤ Documented student observations will be completed as needed as part of the student study process.</li> <li>➤ Completed and coded Counseling logs</li> <li>➤ Referral data (to other providers)</li> </ul>

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**School Counseling Program Service Goals**

<b>SERVICE GOAL #1: COUNSELING TO ADDRESS ACADEMIC PROGRESS</b>	
<b>Goal</b>	<b>Objectives</b>
<b>By June 2027, the number of students receiving a failing grade or below established performance benchmark in core academic subjects will decrease by 30% or greater as measured by end-of-intervention results data.</b>	<ol style="list-style-type: none"> <li>1. 100% of Building-Level School Counselor teams will design and implement a comprehensive tiered academic intervention program for students identified as underperforming in one or more core subjects due to factors relating to lack of engagement, attendance or attitude toward school, utilizing systematic data-driven progress monitoring, individual student-led goal setting, and responsive small-group counseling services.</li> <li>2. 100% of Building-Level School Counselor teams will identify target students using trimester/quarterly reports.</li> <li>3. 100% of Building-Level School Counselor teams will check academic progress reports to determine intervention intervals and goals for small-group or individual sessions.</li> </ol> <p>Middle and High School:</p> <ol style="list-style-type: none"> <li>1. 100% of all students will complete academic success plans and grade-tracking logs among participating students.</li> <li>2. An annual improvement of 25% will be seen across all students' abilities to demonstrate proficiency in basic executive functioning skills (time management, study habits) on a post-intervention rubric.</li> </ol>
<b>ASCA Student Standards: Mindsets and Behaviors for Student Success</b>	<ol style="list-style-type: none"> <li>1. <b>M 4.</b> Self-confidence in ability to succeed</li> <li>2. <b>B-LS 3.</b> Time-management, organizational, and study skills</li> <li>3. <b>B-LS 7.</b> Long- and short-term academic, career, and social/emotional goals</li> <li>4. <b>B-SMS 1.</b> Responsibility for self and actions</li> <li>5. <b>B-SMS 5.</b> Perseverance to achieve long and short-term goals</li> </ol>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Panorama data (focus on specific skill addressed during counseling lessons to determine success)</li> <li>➤ Grade Reports (Quarterly or Trimester)</li> <li>➤ Early Warning System</li> </ul>

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**SERVICE GOAL #2: COUNSELING TO ADDRESS CAREER EDUCATION AND COLLEGE PLANNING**

Goal	Objectives
<p><b>By June 2027, School Counselors will deliver a comprehensive, data-driven college and career readiness curriculum consisting of three core components: a sequential classroom guidance unit, localized family information nights, and individual student planning sessions utilizing a digital platform with 100% of student completion of a developmentally appropriate related activity.</b></p>	<ol style="list-style-type: none"> <li>1. Attain at least <b>85% proficiency</b> on post-curriculum assessments measuring student understanding of postsecondary options and financial aid basics.               <ol style="list-style-type: none"> <li>a. Students will be able to describe personal present career related interests and possible future careers</li> <li>b. Students will be able to describe the relationship between school and planning for future careers</li> <li>c. Students will be able to find information about a career</li> <li>d. Students will evaluate values, interests and abilities</li> </ol> <p>High School only:</p> <ol style="list-style-type: none"> <li>e. Students will understand the application process for higher education in light of their individual career plans and financial outlook</li> <li>f. Students will understand the financial aid application process for higher education</li> <li>g. Students will understand how to find suitable employment</li> </ol> </li> <li>2. <b>(Elementary):</b> 100% of all students will complete career awareness activities, including a personal strengths inventory</li> <li>3. <b>(Middle):</b> 100% of all students will complete a career interest inventory</li> <li>4. <b>(High):</b> 85% of all targeted students will complete college applications</li> <li>5. <b>(High):</b> 85% of all targeted students will enroll in coursework aligned to a four-year academic plan</li> </ol>
<p><b>ASCA Student Standards: Mindsets and Behaviors for Student Success</b></p>	<ol style="list-style-type: none"> <li>1. <b>M 4.</b> Self-confidence in ability to succeed (Understanding that postsecondary education and life-long learning are necessary for long-term career success)</li> <li>2. <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>3. <b>B-LS 7.</b> Long- and short-term academic, career, and social/emotional goals.</li> <li>4. <b>B-SMS 10.</b> Ability to manage transitions and adapt to change (situations and responsibilities)</li> <li>5. <b>B-SS 1.</b> Effective oral and written communication skills and listening skills (to convert career interests into actionable plans)</li> </ol>
<p><b>Additional Assessment and Activity Options</b></p>	<ul style="list-style-type: none"> <li>➤ Counselor interview</li> <li>➤ Student performance on values, interests and abilities self-assessments</li> <li>➤ Documentation of successful completion of activities with career instruction at each grade level</li> </ul>

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**SERVICE GOAL #3: COUNSELING TO ADDRESS PERSONAL AND SOCIAL DEVELOPMENT**

Goal	Objectives and Activities
<p><b>By June 2027, the school counseling department will deliver a comprehensive personal/social curriculum across classroom, small-group, and individual settings. The program will measurably improve student well-being by reducing office discipline referrals by 25%, increasing student school connectedness scores by 20%, and decreasing stress- or anxiety-related academic failures by 35%.</b></p>	<p><b>Objective 1 (Behavior):</b> Reduce total school-wide office discipline referrals (ODRs) by 25% by equipping students with self-regulation tools.</p> <ul style="list-style-type: none"> <li>● Review quarterly (or trimester) referral counts, specifically tracking infractions categorized as "disruption," "defiance," or "aggression" in order to determine targeted students for instruction/intervention and monitoring</li> <li>● Develop learning plans for responding to the data</li> </ul> <p><b>Objective 2 (Belonging):</b> Increase student-reported school connectedness and belonging by 20% on Panorama surveys while reducing peer-conflict incident</p> <ul style="list-style-type: none"> <li>● Review of Panorama items related to this topic as determined at the beginning of the school year to determine targeted students for instruction/intervention and monitoring through empathy and anti-bullying instruction.</li> </ul> <p><b>Objective 3 (Anxiety):</b> Reduce academic failures or low performance stemming from anxiety or chronic stress by 35% among targeted students.</p> <ul style="list-style-type: none"> <li>● Cross-referencing 5-week interim grading reports for targeted students with attendance records for students flagged with generalized anxiety or school avoidance.</li> <li>● Counselor and student will have discussion on the student's current and general social-emotional state, and any next steps needed.</li> </ul>
<p><b>ASCA Student Standards: Mindsets and Behaviors for Student Success</b></p>	<ol style="list-style-type: none"> <li>1. <b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>2. <b>M 2.</b> Sense of acceptance, respect, support and inclusion for self and others in the school environment</li> <li>3. <b>M 3.</b> Positive attitude toward work and learning</li> <li>4. <b>B-SMS 2.</b> Demonstrate self-discipline and self-control.</li> <li>5. <b>B-SMS 7.</b> Demonstrate effective coping skills.</li> <li>6. <b>B-SS 2.</b> Positive, respectful and supportive relationships with students who are similar to and different from them.</li> <li>7. <b>B-SS 4.</b> Demonstrate empathy.</li> </ol>
<p><b>Additional Assessment and Activity Options</b></p>	<ul style="list-style-type: none"> <li>➤ Discussion between student and counselor.</li> <li>➤ Students will self-assess their current and general social-emotional state, and counselors will ask follow-up questions based on that rating.</li> <li>➤ If needed, counselors and students will develop a plan for improving social-emotional state.</li> <li>➤ Student self-assessment (entered into Counseling Notes in Infinite Campus)</li> </ul>

# Comprehensive Student Services

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### **Comprehensive Social Emotional And Mental Health Services**

Research shows being able to access more comprehensive social emotional and mental health services within a school setting can prevent students' issues from affecting emotional, academic or physical development, and can help to provide relief from symptoms as soon as possible. Students who have easy access to a provider often have better long-term outcomes. The KTUFSD ensures that all students have access to a School Social Worker and a School Psychologist as part of the multidisciplinary social emotional and mental health services.

#### **Introduction**

School counselors focus mainly on teaching all students basic social and emotional competencies in alignment with the School Social Work National Standards, while also helping individual and small groups of students succeed academically and intervening in situations in which a student appears to be struggling with personal and/or social challenges within the school setting. School social workers, in contrast, are trained to look beyond the confines of the classroom and the school in order to identify larger issues such as family dysfunction, poverty, poor nutrition, homelessness, and/or neglect and abuse that can impact a student's performance in school. As a result, school social workers may involve members of a student's family and/or help a student and his or her family secure additional social services through local, state, and federal agencies and assistance programs. School counselors may refer students who require services beyond personal guidance and counseling to a school social worker. In addition, a school social worker is a trained mental health professional who works as a part of your child's school team. School social workers work in conjunction with students, teachers, parents, and the community to help your child have a positive school experience.

#### **Social Worker Services**

The KTUFSD School Social Workers hold permanent certification as School Social Workers through the NYS Department of Education. School Social Workers help maintain and enhance the mental, emotional, behavioral, cognitive and social functioning of student learners. They apply social work theory, principles, and methods to assess, evaluate, formulate and implement a plan of action based on a student learner's needs and strengths. School Social Workers have special expertise in understanding family and community systems as well as linking students and their families with community services.

In addition, School Social Workers help students and their families to resolve social, emotional and behavioral problems. They meet one-on-one with individual students or in groups of students to work on issues including school attendance, bullying, peer relationships, behavior problems, issues in the community. Throughout the year, they help students to develop social skills, coping strategies and to find positive solutions.

School Social Workers collaborate with administrators, teachers, psychologists, school nurses, school counselors and parents/guardians to provide coordinated interventions and consultation designed to keep students in school. They are a vital link to help families access supports needed to promote student success. School Social Workers bridge school, home, and community to help students be as successful as possible.

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**School Social Work National Standards**

**GOAL 1: SELF AWARENESS**

	<i>EARLY CHILDHOOD AND EARLY ELEMENTARY</i>	<i>LATE ELEMENTARY</i>	<i>MIDDLE SCHOOL/JUNIOR HIGH SCHOOL</i>	<i>HIGH SCHOOL</i>
<b>EMOTIONS</b>	Name and label emotions in self.	Examine emotions and impact on others.	Analyze how thoughts and emotions affect behavior and relationships.	Evaluate and analyze how expressing emotions in different settings/situations affects others. (home, school, work and community)
<b>STRENGTHS, INTERESTS AND CHALLENGES</b>	Tell of your own uniqueness; state likes, dislikes, strengths and challenges.	Demonstrate understanding and acceptance of uniqueness, strengths and challenges of others.	Analyze how personal qualities influence behavior and relationships.	Analyze, evaluate and implement a plan to build strengths, meet a need or address a challenge.
<b>SIMILARITIES AND DIFFERENCES</b>	State how people are alike and different; gain awareness that differences are acceptable.	Demonstrate acceptance of uniqueness in other social and cultural groups.	Explain how individual, social and cultural differences may increase resiliency to bullying and identify ways to address it.	Analyze, evaluate, and implement strategies for being respectful of others and opposing stereotyping and prejudice.

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**GOAL 2: SELF MANAGEMENT**

	<i>EARLY CHILDHOOD AND EARLY ELEMENTARY</i>	<i>LATE ELEMENTARY</i>	<i>MIDDLE SCHOOL/JUNIOR HIGH SCHOOL</i>	<i>HIGH SCHOOL</i>
<b>EMOTIONS AND BEHAVIOR</b>	Identify feelings words and faces; use language to express feelings; identify feelings by looking at others; control impulses.	Identify feelings in self and others; use language to express feelings; develop positive coping skills to deal with emotions; understand how one's behavior affects another.	Identify feelings, strengths and weaknesses within self; identify feelings within others; improve positive coping skills to handle feelings, including stress; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affects others.	Identify feelings and how others react to expressing one's own feelings; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affect others.
<b>GOAL SETTING</b>	State goals, likes, wants, dislikes, and one's strengths.	Express goals, likes, wants, dislikes, strengths and create plans to achieve goals.	Identify and express strengths, weaknesses, and goals; create plans to achieve goals; be able to recognize resources (within community, peer, school, teacher) that will assist in achieving goals; evaluate why one did or did not achieve a goal, and adjust plans accordingly.	Identify and express strengths, weaknesses, and goals, including create and monitor plans to achieve goals; follow plan to achieve goals; analyze plan that was used to achieve goals and why one did or did not achieve a goal; be able to recognize resources (community, peer, school, teacher) that will assist in achieving goals;
<b>SUPPORT SYSTEMS</b>	Identify friends, adults in the school and within the community; know whom to go to for help in school and the community; identify safe and unsafe people within the community.	Identify peers, adults in the school and within the community; know who to go to for help in school and the community; recognize safe and unsafe people within the community; and safe and unsafe behavior.	Identify peers, adults in the school and within the community; identify people who are supportive and can assist one in achieving goals and ones who deter from goals; know who to go to for help in school and the community; recognize safe and unsafe behavior; be able to make decisions that will support one's goals.	Utilize school and community resources; identify people who are supportive (i.e. peers, adults, and within the community) and can assist in achieving goals and ones who deter from goals; know whom to go to for help in school and the community; recognize safe and unsafe behavior; make decisions independently that will support one's decisions and understand the rationale for one's own decisions.

## Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan

### GOAL 3: SOCIAL AWARENESS

	<i>EARLY CHILDHOOD AND EARLY ELEMENTARY</i>	<i>LATE ELEMENTARY</i>	<i>MIDDLE SCHOOL/JUNIOR HIGH SCHOOL</i>	<i>HIGH SCHOOL</i>
BEHAVIORS OF INQUIRY	Observe the interactions of others', recognize others' feelings; and express curiosity about the world in which they live.	Listen to feedback from others regarding their behavior; inquire about others' families and backgrounds, and gain age-appropriate material on different cultures.	Inquire about how groups interact with other groups; how group interaction influences behavior, and begin to research cultural differences and similarities.	Examine how systems and structures foster or limit communication and relationships among those of similar and different cultural backgrounds.
UNDERSTANDING THE COMPLEXITY OF ENVIRONMENT	Recognize that the world consists of many different social relationships that make up the environment in which they live.	Recognize that the world is a very complex place and other people's experiences are different from their own.	Explore what resources exist in the community that promote social interaction; identify the effect of people's behaviors on others; and imagine ways to improve the quality of their group interactions.	Engage in activities that involve interactions with people who are different than themselves, and approach these interactions with curiosity and sensitivity toward others' perspectives, needs, and feelings.
EMPATHY TOWARD OTHERS	Observe how people engage with each other and recognize how others' feelings might be similar or different than their own.	Recognize how personal behavior helps or harms social relationships and interactions.	Show awareness of similarities and differences in thoughts, feelings, and perspectives of others and join teams and affinity groups as a result.	Analyze one's own behavior, consider others' thoughts, feelings, and perspectives, and make adjustments accordingly prior to taking action.
AWARENESS OF SOCIAL NORMS	Begin to understand the socially created rules for interaction that govern human relationships with peers, adults, and school settings.	Identify social norms and considerations that guide behavior in peer interactions, with adult figures such as teachers, and school settings.	Examine how social norms and expectations of authority influence personal decisions and actions with youth and adults.	Express acceptance of social norms in different societies and cultures with youth and adults, including the importance of education in achieving life ambitions.
IDENTIFYING INDIVIDUAL AND GROUP SIMILARITIES AND DIFFERENCES	Describe the ways that people are similar and different, including the positive qualities of others.	Identify differences among and contributions of various social and cultural groups; demonstrate how to work effectively with those who are different from oneself.	Explain how individual, social, and cultural differences may increase vulnerability to bullying; identify ways to address it; and analyze the effects of taking action.	Demonstrate respect for individuals from different social and cultural groups by opposing stereotyping and prejudice; analyze the origins and negative effects of stereotyping and prejudice; explore strategies for being respectful of others; and evaluate how advocacy for the rights of others contributes to the common good.
APPROPRIATE LEVELS OF INTERACTION	Learn from interactions with others; how to modify their behavior to meet their own and others' needs.	Consciously consider the impact of their behavior on others and make effective behavioral choices.	Overcome their fear of the judgment of others and take appropriate risks to engage with others; make effective choices.	Recall past successes; make effective behavioral choices leading to a less emotional and more beneficial outcome than in previous interactions.

**Kenmore-Town of Tonawanda UFSD School Counseling Program Overview  
Comprehensive School Counseling Plan**

**GOAL 4: RELATIONSHIP SKILLS**

	<i>EARLY CHILDHOOD AND EARLY ELEMENTARY</i>	<i>LATE ELEMENTARY</i>	<i>MIDDLE SCHOOL/JUNIOR HIGH SCHOOL</i>	<i>HIGH SCHOOL</i>
<b>COOPERATION</b>	State reasons for the importance of cooperating with others, and that cooperating requires sharing and taking turns.	Explain the importance of encouraging others and doing their part.	Determine the benefits of being cooperative; explore and practice compromise and including others.	Describe and apply negotiation skills.
<b>COMMUNICATION</b>	State basics of two-way communication (speaking and listening)	Learn the various techniques for improving communication including speaking and listening skills; how to ask for help when needed.	Articulate the difference between passive aggressive and assertive communication styles; recognize the learning benefits or drawbacks of each.	Demonstrate a personal communication style and consistently use clear communication with peers, teachers, family, and adults.
<b>RESISTING PEER PRESSURE</b>	Identify safe and unsafe situations with peers and feelings associated with each.	Identify and practice peer pressure situations and learn various techniques for resisting negative peer pressure.	Demonstrate ways to positively influence others; expand knowledge of ways to resist negative peer pressure.	Demonstrate an individual identity; demonstrate the ability to choose adults who will be a positive influence on self and future choices.
<b>CONFLICT RESOLUTION</b>	Tell what conflict is and feelings associated with it; list healthy ways to express feelings and manage anger.	Describe various techniques for managing conflict; explain why and how to ask for help when needed; demonstrate ways to express anger in a healthy and socially acceptable manner.	Demonstrate healthy ways to resolve conflicts with others; explore the possible outcomes/consequences of communicating angry feelings inappropriately	Analyze conflict/anger producing situations; work with others to mediate such situations.

**Kenmore-Town of Tonawanda UFSD School Counseling Program Overview  
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**GOAL 5: DECISION MAKING**

	<i>EARLY CHILDHOOD AND EARLY ELEMENTARY</i>	<i>LATE ELEMENTARY</i>	<i>MIDDLE SCHOOL/JUNIOR HIGH SCHOOL</i>	<i>HIGH SCHOOL</i>
<b>IDENTIFYING AND EVALUATING CHOICES</b>	Define what it means to make a choice	Understand and explain choices when interacting with others.	Demonstrate an understanding of how choices impact academic performance and personal success.	Analyze how the choices you make impact college and career options.
<b>PROBLEM SOLVING</b>	Recognize there are positive and negative choices and consequences.	Explain the possible outcomes associated with different choices and generate alternative solutions and long term outcomes of decisions on self and others.	Analyze and explain the short and long term positive, negative outcomes of decisions on self and others.	Reflect upon choices and apply information gained to future situations.
<b>TAKING RESPONSIBILITY</b>	Identify personal responsibilities at school.	Begin to assume ownership for individual responsibilities.	Explain how actions impact personal success, peer interactions, family relationships, and community.	Use past experiences to evaluate how actions impact future relationships, college and career choices and utilize for self improvement.

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview** **Comprehensive School Counseling Plan**

### **Psychological Services**

A psychologist is professionally trained to understand human behavior. The school psychologist applies this training in the area of education and serves the school in an advisory capacity. The skill and training of the psychologist is focused on helping all students achieve their fullest potential. Some children experience difficulty in school because one or more of their intellectual, emotional and/or social needs are not being met. The school psychologist's task is to identify these unmet needs and to recommend measures to meet them. Psychological services are related directly to the goals of the school by helping each student to learn, grow and adjust. These services include early assessment in the areas of intellectual, scholastic, personal and social development. Working with guidance, the school nurse, social worker, teachers, administrators, and parents, the psychologist tries to bring about changes which will improve learning for a student.

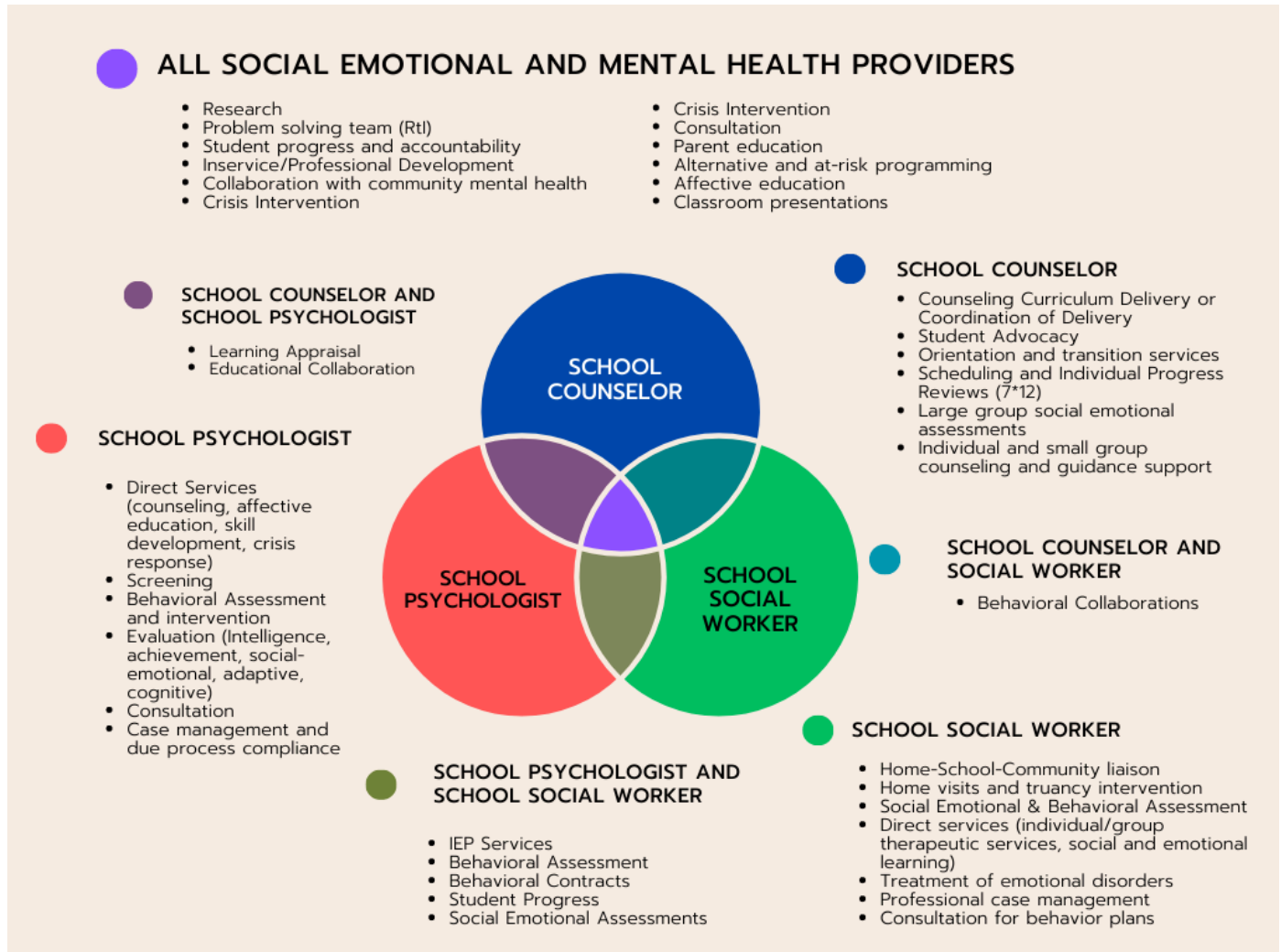
The psychologist may also conduct individual psychological evaluations as a function of the Special Education process.

A variety of techniques are used (tests, interviews, consultations, observations, and record reviews) to determine the student's needs. Following the evaluation, a course of action is recommended in conjunction with other school personnel in a team planning format. This might include curriculum adjustment, program changes, suggestions to teachers and/or parents, placement in special programs, and counseling and/or referral to an appropriate agency or professional in the community. A request for psychological services can be made to the building principal by school personnel, parents or students.

## Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan

### Overlapping and Unique Roles of Specialized Social Emotional Learning and Mental Health Personnel

*NOTE: This model is not intended to be comprehensive. It offers few examples of some of the overlapping and unique roles of social emotional and mental health professionals.*



(Adapted from Sun Prairie Area School District, Wisconsin)

## **Family Support Center**

### **THE MISSION**

#### **To promote student success by strengthening families through parent-school-community partnership**

The Kenmore-Tonawanda Family Support Center is a counseling center whose mission is to improve student success by addressing those non-academic barriers to learning that students and their families face. The Family Support Center believes that there is a direct connection between the behavior and academic success of a child at school and the strength of the family. Strong families are a key to the success of children at school. Schools cannot bring about change alone. The family is the most significant influence in the development of a child. Strong families mean successful students. The Family Support Center through a collaborative partnership between families, schools and local community human service agencies works to make students more successful at home, at school and in life.

The Family Support Center is an integral part of overall services provided by the District. Recognizing and utilizing the District's help to provide counseling services at the Family Support Center is essential to our mission of building strong collaborative relationships between our schools and our families. The counseling center is available free of charge to all families who live in the Kenmore-Tonawanda School District as well as to the families of school district employees. The Family Support Center is located in the Longfellow Building at 255 Myron Avenue, Kenmore NY 14217. The Family Support Center is able to address the barrier of transportation with families by offering free transportation to and from appointments. The Family Support Center is able to offer this service through United Way donations. Requests for services for families and children come primarily through school personnel such as the School Counselor, School Social Worker, School Psychologist, teachers or building administrator. Family Court, Youth Court, Child Protective Services, and self-referrals are additional pathways to the Family Support Center.

When additional services, in collaboration with in-school interventions, are needed, or when the school recognizes that a family is in need of further support or preventative services, a Request For Services form is completed and sent to the Family Support Center. The parent(s) or guardian(s) complete an intake with Family Support Center staff to assess the family's needs and an appropriate care plan is developed. The Family Support offers the following services:

Family counseling is on site at the Family Support Center. Social-Emotional Wellness Professionals include school counselors, social workers, school psychologists, local social, emotional and mental health agency professionals, and private practitioners.

Parent and Parenting Support are provided at the Family Support Center through counseling and parenting groups.

## Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan

Referral to social, emotional and mental health agencies can be expedited by the Family Support Center's collaboration with local social, emotional and mental health agencies. If a child or parent is identified as needing a higher level of care for social, emotional and mental health, drug, and/or alcohol intervention, the Family Support Center makes the referral to support services.

Linkage to community resources includes providing information on food pantries, clothing, and support groups as well as accessing health insurance and social services.

Group Work with children, parents and district employees is facilitated in response to an identified need. Groups offered at the Family Support Center include:

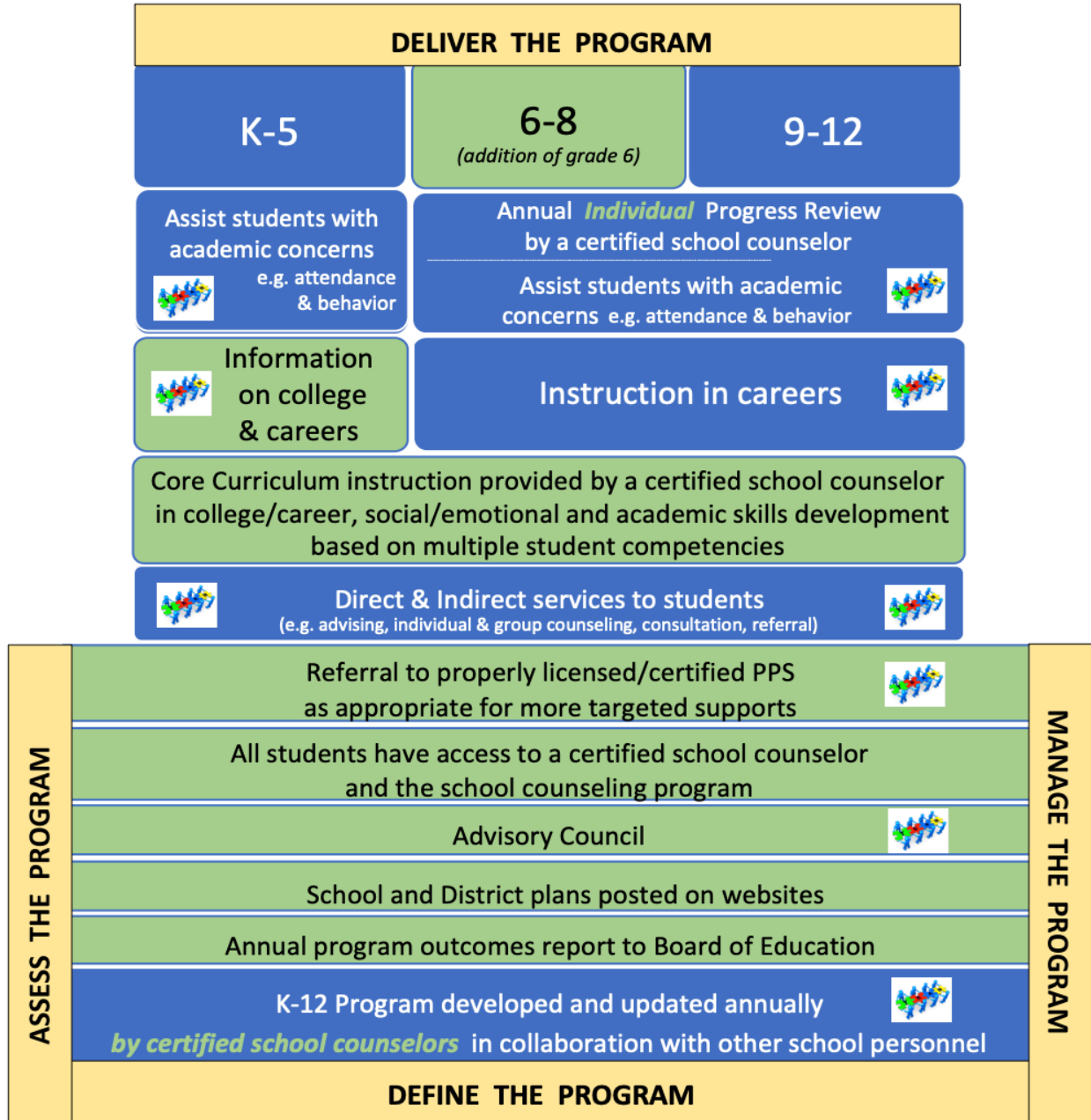
- Skills streaming for children on the Autistic Spectrum
- Social Skills groups
- Parenting groups
- Girls wellness group
- IRest
- Trauma Informed Yoga
- Tai Chi
- Grief groups
- Coping Cats (anxiety)
- College readiness




# Appendices

KTUFSD COMPREHENSIVE COUNSELING PROGRAM

**New + Old Requirements of NYSED Commissioner’s Regulation Part 100.2(j)  
School Counseling and Guidance Programs for Public Schools  
(adopted July 1, 2017, to be implemented by September 2019)**



KEY:		
Color =	New regulation	Old regulation
	= Team approach: e.g. teachers, school social workers, school psychologists.	

***KTUFSD Comprehensive School Counseling Program:***  
***School Counseling Activities by Level***

**A-2**

## **ELEMENTARY PROGRAM - Services Descriptions**

### **Responsive Services – Elementary**

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School Counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. *(Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety).*
- Each School Counselor will be involved in the development and delivery of the School Counseling Program curriculum to ensure that all students systematically receive the required instruction.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.
- School Counselors will consider the academic attendance needs in the context of individual requests for support to ensure primary learning needs are met.
- Each School Counselor will implement large (classroom) and/or small group counseling lessons each year.
- Each School Counselor is responsible for scheduling and facilitating parent/teacher conferences as they deem necessary as well as upon the request of parents, teachers, or administrators.
- Each School Counselor is to collaborate with classroom teachers to support and meet the academic, social, and emotional needs of the student.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- Each School Counselor is responsible for attending their building Instructional Support Team meetings upon request where they offer support and insight into student's academic, social, and emotional needs.
- Each School Counselor is required to provide mandated counseling as (if) indicated by a student's Individual Education Plan. It is the School Counselor's responsibility to coordinate with teachers to determine appropriate goals within the counseling component of the IEP. IEP Counseling may be provided by a School Counselor, School Social Worker, or School Psychologist. The provider will be determined by the Committee on Special Education based on student need.
- Social, Emotional and Mental Health Professional (this is building specific) is involved with annual student grade level placements to assist in the balance of academic, social, and emotional needs within each classroom.

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

### **Indirect Student Services – Elementary**

- Each School Counselor is responsible for communicating the referral process and all school counseling programming within their building or district-wide.
- Each School Counselor must update their knowledge and skills by participating in training, professional meetings, conferences, and relevant coursework.
- Each School Counselor/Social Worker is encouraged to join professional organizations related to their field (i.e., the American School Counselors Association, the New York State School Counselors Association, the New York State School Social Workers Association).
- Each School Counselor is responsible for developing evaluation tools to assist in determining effectiveness of programs and student progress.

Note: The programs and services at the elementary level are provided by the School Counselor or School Social Worker assigned to the building.

## **MIDDLE SCHOOL PROGRAM - Services Descriptions**

### **Responsive Services – Middle School**

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, CPS investigation, homelessness, suicidal ideation and school anxiety.*)
- Each School Counselor is responsible for assisting teachers in the educational process and is required to attend regular meetings with teachers.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

### **Individual Student Planning – Middle School**

- Each School Counselor will hold meetings with students in danger of failing academic classes.
- Each School Counselor is available for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents.
- Each School Counselor will be available and provide assistance in transition of students described as “new entrants.”
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional needs of students. At the Middle School, each counselor will attend team meetings.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is responsible for attending IST meetings for his/her individual students. These meetings may result in, but are not limited to, further testing, 504 Accommodation Plans, referral to CSE, FBA, BIP or referral to an agency.

## Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan

- Each School Counselor is required to provide counseling as indicated by the student's IEP or 504 Accommodation Plan.
- Each School Counselor is involved in the scheduling and implementing of transition programs from 4th grade to 5th grade, 5<sup>th</sup> grade to 6<sup>th</sup> grade, and from 6th grade to 7<sup>th</sup> grade. This includes communicating and collaborating with 4<sup>th</sup> grade teachers and counselors, and 8<sup>th</sup> grade teachers and counselors.

### **Indirect Student Services – Middle School**

- Each School Counselor is responsible for implementing a strong communication program at their level.
- School Counselors are expected to update their knowledge and skills by participating in training, professional meetings and conferences and/or relevant coursework.
- School Counselors will participate in ongoing evaluative measures to assess the efficacy of the Counseling Program.

## **HIGH SCHOOL PROGRAM - Services Descriptions**

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

- Each School Counselor must be (are) available to meet the needs of students and the school community during a time of crisis. School counselors, (in collaboration with school social workers and school psychologists) must (will) make themselves available or make available needed personnel/support to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety*).
- School Counselors refer students to the IST Committee on an as needed basis. One School Counselor and one Social Worker serve as a permanent member on that team and are responsible for ensuring that a School Counselor is in attendance and addressing the needs of “at-risk” students through the IST Committee on a weekly or monthly basis.
- Each School Counselor will be available at the beginning of the school year to re-evaluate student schedules on an as needed basis.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.
- Each School Counselor is available for scheduling and facilitating parent/guardian/teacher conferences upon request of teacher and/or parents/guardians.
- Each School Counselor will be available and provide assistance in transition of students described as “new entrants.”
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional needs of the students.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is required to provide mandated counseling as indicated by a

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview Comprehensive School Counseling Plan**

student's Individualized Education Plan. The School Social Worker or Psychologist may also provide this required service as needs require and allow.

- Each High School Counselor should utilize newsletters and websites to inform the whole school community of the school counseling programming.
- Each School Counselor will update knowledge and skills by participating in training, professional meetings and conferences and relevant coursework, in addition to maintaining professional association membership.
- Each School Counselor is responsible for informing students of end of the year procedures, which include summer school sign up and grading policies.

## Individual Progress Review

(Required to be completed for each student in grades 7-12)

<b>Annual Individual Progress Review Guidelines</b>	
<p>The full scope of the annual progress review includes review of a student’s records, social/emotional development, academic skills, and college/career readiness, with a follow-up plan. Topics listed below each of these areas serve as a reminder of the standards to consider. Topics included or emphasized will vary depending on the developmental stage and individual needs of each student.</p> <p>School district policies and procedures regarding student records should be followed when developing local documentation of progress review completion. School counselors are also reminded to review professional ethical standards on confidentiality and student records.</p> <p>The progress review should be conducted individually and by a certified school counselor.</p>	
<b>Review of student record:</b>	
<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Behavior and discipline</li> <li>• Interim reports and report cards</li> <li>• State assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Support services</li> <li>• Academic planning and rigor</li> <li>• Progress towards graduation</li> <li>• Parent/guardian input</li> </ul>
<b>Social/Emotional Development review:<sup>1</sup></b>	
<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Social awareness</li> <li>• Relationship skills</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible decision-making</li> <li>• Feeling safe at school and at home</li> <li>• Mental health and wellness</li> <li>• Other needs</li> </ul>
<b>Academic Skills review:<sup>2</sup></b>	
<ul style="list-style-type: none"> <li>• Goal setting and progress monitoring</li> <li>• Listening and teamwork skills</li> <li>• Cognitive and memory skills</li> </ul>	<ul style="list-style-type: none"> <li>• Performing under pressure</li> <li>• Healthy optimism</li> <li>• Time management and organization</li> </ul>
<b>College/Career Readiness review:<sup>3,4</sup></b>	
<ul style="list-style-type: none"> <li>• Career development</li> <li>• Integrated knowledge</li> <li>• Universal foundation skills</li> <li>• Career major</li> <li>• College and career aspirations</li> <li>• Academic planning for college and career readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment and extracurricular engagement</li> <li>• College and career exploration and selection processes</li> <li>• College and career assessments</li> <li>• College affordability planning</li> <li>• College and career admission processes</li> <li>• Transition to post high school</li> </ul>
<b>Follow-up:</b>	
<ul style="list-style-type: none"> <li>• Readiness for next level of study</li> <li>• Assessments for additional support</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation and/or referral</li> <li>• Other follow-up</li> </ul>

<sup>1</sup>see The Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies: <https://casel.org/core-competencies/>

<sup>2</sup>see Student Success Skills: <http://studentsuccessskills.com/>

<sup>3</sup>see New York State Career Development and Occupational Studies Standards (CDOS): <http://www.p12.nysed.gov/cte/cdlearn/home.html>

<sup>4</sup>see The College Board National Office for School Counselor Advocacy Eight Components of College and Career Readiness Counseling: [https://secure-media.collegeboard.org/digitalServices/pdf/nosca/11b\\_4416\\_8\\_Components\\_WEB\\_111107.pdf](https://secure-media.collegeboard.org/digitalServices/pdf/nosca/11b_4416_8_Components_WEB_111107.pdf)

## Comprehensive School Counseling Program Plan Activities

**A-4**

### Elementary Activities

<b>September</b> The role of the School Counselor and Social Worker: Promoting Self-Advocacy Skills	<b>October</b> Bullying Awareness and Prevention	<b>November</b> Personal Safety, Gratitude	<b>December</b> Resilience, Bravery/Courage
<b>January</b> Loyalty/Empathy	<b>February</b> Kindness	<b>March</b> Diversity	<b>April</b> Mindfulness/Conflict Resolution
	<b>May</b> Careers	<b>June</b> Transition	

### Middle School Activities

#### [MS Curriculum Map](#)

- New Student Transition and Orientation
- Parent/ Guardian Conferences
- Parent/ Guardian Evenings
- 504 Process / Functional Behavior Assessments (FBA)
- Behavior Intervention Plan (BIP)"
- Career Exploration
- Social Emotional programming and Support Services
- Group Counseling
- Individual Counseling & IEP Counseling as indicated on the student's IEP
- Conflict Resolution
- Crisis Counseling
- Collaboration and Consultation
- 5th Grade Student Orientation
- Transition meetings with Staff
- Quarterly Academic Review (Including athletic eligibility)
- Academic Reviews of Student Failures
- IST/ RTI Meetings
- Attendance
- Academic Placement
- Participation in 504 Process
- Referrals to District and Community
- Resources and Agencies
- Comprehensive Annual Individual Reviews
- Participation in CSE Process
- Classroom Lessons
- Coordinate Dignity For All Students Act (DASA)
- Summer School Plans/Advisement
- Student Recognition and Awards
- Parent / Guardian Communication

## **High School Activities**

The delivery component of activities/services consists of direct and indirect student services. Direct services are provided *with* students, and indirect services are provided *for* students. It is recommended that **80** percent or more of the school counselor's time be spent in direct and indirect student services (ASCA, 2012, p. 83). As a result, the below are activities in which school counselors engage during different times of the year to facilitate the academic, career, and social/emotional development of ALL children in the Kenton school district.

### **September**

1. Scheduling Adjustments (Grades 8-12)
  - **Note:** Scheduling is an ongoing process throughout the school year
  - Balancing classes, changing schedules and working with students during drop/add process
2. Classroom Presentations
3. Senior Seminar (class presentation to kick start the college application process)
4. Start Individual Senior Reviews
  - Series of Personalized Individual appointments with each Senior: determine diploma type, discuss College Applications, SAT/ACT, how to navigate and communicate through Naviance, request letters of recommendation, how to write the college essay, clarify and answer additional questions that may arise and schedule follow up as needed.
5. Financial Aid Night
  - Evening presentation with parents and students to review Fall Senior Timeline and instruct on college financial aid processes.

### **October**

1. Classroom Presentations
  - Examples of information in the presentations may include:
    - o Roles and responsibilities of the School Counselor
    - o Utilization of the GPA Game
    - o Review graduation requirements
    - o High school expectations
2. (11<sup>th</sup>) PSAT Presentation and Test administration offered to all 11th graders and advanced math 10th graders
3. Senior Reviews continue
4. Mini College Fair - Western New York College (East)
5. Regents exam audit in preparation for January administration (AIS remediation and exam challenges.)
6. Process College Applications: Early Decision/Early Action, write and upload letters of recommendation, finalize transcript upload with GPA and Class Rank, assist staff with letter of recommendation procedures

## **Kenmore-Town of Tonawanda UFSD School Counseling Program Overview**

### **Comprehensive School Counseling Plan**

#### **November**

1. (12<sup>th</sup>) College Consortium (West) and Individual College Rep meetings
2. Continue/Complete senior reviews
3. Develop timeline for scheduling/course planning and academic advisement
4. College application student submission deadline
5. (8<sup>th</sup> - 12<sup>th</sup>) Review grades and attendance - identify students at risk
6. Advanced Placement Exam Coordination and Billing begins

#### **December**

1. Continue processing of College Applications
2. (10<sup>th</sup>) BOCES Presentation and Tour
3. Coordinate teacher course recommendation process in Infinite Campus
4. (8<sup>th</sup> - 11<sup>th</sup>) Academic advisement and four year planning for the following school year.
5. (8<sup>th</sup> - 11<sup>th</sup>) Classroom presentations regarding process of selecting their classes for the next school year.

#### **January**

1. (8<sup>th</sup> - 11<sup>th</sup>) Academic advisement, course selection and four-year planning
  - Individual follow-up with each student to academically advise on course selections.
2. (8<sup>th</sup>) Suicide Prevention - Lifelines (West)
3. (8<sup>th</sup> - 12<sup>th</sup>) Review grades and attendance - identify students at risk

#### **February**

1. (8<sup>th</sup> -11<sup>th</sup>) Academic advisement, course selection and four-year planning
  - Individual follow-up with each student to academically advise on course selections.

#### **March**

1. (10<sup>th</sup>) Naviance Career Interest Inventory Presentations
  - Students will complete an interest inventory to research potential career paths.
2. (11<sup>th</sup>) Junior College and Career Readiness presentation that highlights the college search process
  - o register them for the Buffalo National College Fair
  - o take all interested juniors to Buffalo National College fair
  - o start resume in Naviance
3. Master scheduling support

**Kenmore-Town of Tonawanda UFSD School Counseling Program Overview**  
**Comprehensive School Counseling Plan**

**April**

1. (11<sup>th</sup>) College Night (Field Trip – Only KE)
  - Evening program featuring area College Representatives facilitating workshops related to the college search and admissions
2. (10<sup>th</sup>) College Field Trip
  - Interested sophomores will visit local colleges, e.g., UB, Canisius College or Niagara University
3. (8<sup>th</sup>) Evening orientation program for incoming 8<sup>th</sup> graders (KE)
4. (8<sup>th</sup> - 12<sup>th</sup>) Review grades and attendance - identify students at risk
5. Master scheduling support

**May**

1. (10<sup>th</sup>-12<sup>th</sup>) AP Exams
  - Proctor AP exams for two weeks
2. Senior Survey - Collect data on final post high school plans as well as scholarship monies using a Naviance Survey
3. (8<sup>th</sup> – 11<sup>th</sup>) End of the year presentations
  - Classroom presentations that include the following information
    - end of the year procedures
    - summer school registration process
4. (8<sup>th</sup>) Suicide Prevention - Lifelines (West)
5. Master scheduling support

**June**

1. (8<sup>th</sup>-12<sup>th</sup>) Summer School Registration
2. (8<sup>th</sup>-11<sup>th</sup>) Continued adjustments of courses
3. Master scheduling support

**\*\*Additional High School Counselor Responsibilities for July and August**

1. Academic Advisement: review cumulative credit accrual related to progress toward graduation with cohort, Enrollment & Registration for summer school, consultation regarding Graduation Data Verification,
2. Enrollment & Registration of new entrant students: conducting intake meetings with families

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