SWEET HOME CENTRAL SCHOOL DISTRICT

K-12 COMPREHENSIVE SCHOOL COUNSELING PLAN

EVERY STUDENT, ONE COMMUNITY, READY FOR THE FUTURE.

Updated October 2025

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SWEET HOME CENTRAL SCHOOL DISTRICT
1901 Sweet Home Road
Amherst, NY 14228

Office of the Superintendent
Dr. Michael V. Ginestre
Superintendent of Schools
(716) 250-1402

Dear Parents, Guardians, and Community Members,

As we continue our commitment to providing a holistic and supportive educational environment for our students, I am pleased to share important information about the role of our school counselors and the Comprehensive School Counseling Program (CSCP) for the Sweet Home Central School District (SHCSD) 2024-2025 school year.

The Role of School Counselors in the SHCSD
School counselors are vital members of our educational team. They work collaboratively with teachers, administrators, families, and community resources to create a nurturing and inclusive school climate. Our school counselors provide a wide range of services, including:

- **Instruction:** Includes teaching the school counseling curriculum to students via the New York State Education Department and the American School Counselor Association (ASCA) Mindsets & Behaviors. Instruction supports students' potential by enhancing their career and social/emotional development and improving outcomes of achievement, attendance, and discipline.
- **Appraisal and Advisement:** School counselors provide appraisal and advisement to help students understand their abilities, values, and career interests related to their success.
- **Individual and Group Counseling:** Professional assistance and support provided to a student or small group during times of transition, increased stress, or other changes that may impact academic stability/success. This is a short-term intervention that is focused on promoting academic, career, and social/emotional development.

Comprehensive School Counseling Program
The program is built upon professional standards in accordance with the New York State Education Department and the American School Counselor Association (ASCA) National Model. Our school counselors are certified professionals who have been trained to foster the academic, career, social and emotional development of our students. They help to create a foundation for lifelong success.

We are proud of the work our school counselors do and remain committed to supporting their efforts. The CSCP was developed by school counselors in the district and guided by state and national research-based standards.

I would like to thank all members for their dedication to this important endeavor.
Thank you for your continued support of our students and schools.

Regards,

Dr. Michael Ginestre
Superintendent
Sweet Home Central School District

Welcome to Sweet Home Central School District

A NOTE FROM YOUR SCHOOL COUNSELORS

The school counselors in the Sweet Home Central School District are pleased to present the 2024-2025 K-12 Comprehensive School Counseling Program (CSCP). This comprehensive school counseling program serves as a blueprint for both defining and clarifying the role of a professional school counselor in the Sweet Home Central School District. The CSCP supports both the mission, vision, and strategic plan in the district. The CSCP is driven by research, state, and national standards. As a result, the plan helps to ensure equitable access to a rigorous educational experience that fosters the academic, career, and social/emotional development of all students in the district.

This Comprehensive School Counseling Plan (CSCP) is the result of a collaborative effort among school counselors, administrators, consultants, and Board of Education members. The committee worked diligently over the 2024 summer to develop the CSCP. This is a working document and needs to be updated based on the identified needs of the students and school community on an annual basis. The profession of school counseling is ever changing and, as a result the CSCP plan will need to be revised to maintain the rigorous standards outlined by national and state standards. We are proud to present the Comprehensive School Counseling Plan K-12 for the Sweet Home Central School District.

Committee

Kathryn Barillari	Director of Special Programs
Matt Capriotto	Ready Academy School Counselor
Ty Critelli	High School Counselor
Wendy Januchowski	Elementary School Counselor
Cheryl Palmer	Middle School Counselor
Morgan Wiacek	Middle School Counselor
Jennifer E. Beebe, PhD	Consultant

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)

DELIVER THE PROGRAM

K-5	6-8 *(addition of grade 6)*	9-12
Assist students with academic concerns e.g. attendance & behavior	Annual *Individual* Progress Review by a certified school counselor Assist students with academic concerns e.g. attendance & behavior	
Information on college & careers	Instruction in careers	

Core Curriculum instruction provided by a certified school counselor in college/career, social/emotional and academic skills development based on multiple student competencies

Direct & Indirect services to students
(e.g. advising, individual & group counseling, consultation, referral)

ASSESS THE PROGRAM

Referral to properly licensed/certified PPS as appropriate for more targeted supports

All students have access to a certified school counselor and the school counseling program

Advisory Council

School and District plans posted on websites

Annual program outcomes report to Board of Education

K-12 Program developed and updated annually *by certified school counselors* in collaboration with other school personnel

DEFINE THE PROGRAM

MANAGE THE PROGRAM

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

WHAT IS A SCHOOL COUNSELING PROGRAM?

A School Counseling Program is "comprehensive in scope, preventative in design and developmental in nature." It is designed so that the majority of the Student Services Team's time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students should know and understand within three domain areas: academic, career, and personal/social with an emphasis on academic success for every student.

The program is preventive in design with the purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. The Student Services Team designs programs and services to meet the needs of students at the appropriate developmental stages; therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include "acquiring knowledge and skills that contribute to effective learning in school and across the lifespan, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community."

The standard for career development is to provide a foundation for "acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span."

The standard for personal/social development is to provide a foundation for personal and social growth as the students progress through school and into their adult life. "Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society." (ASCA, 2019).

The Sweet Home School Counseling Program includes the following:

- data-informed decision making
- developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- closes achievement and opportunity gaps
- results in improved student achievement, attendance and discipline

BENEFITS OF A SCHOOL COUNSELING PROGRAM

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors, school social workers, school psychologists, and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports the development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem-solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school-based counseling services for every student.
- Increases the opportunity for adult-youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between the Student Services Team and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the Student Services Team as classroom presenters and as a resource.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration in using school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and Student Services Team responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors, School Social Workers, and School Psychologists

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.
- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes the Student Services Team as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides a clear understanding of the role of the Student Services Team.
- Fosters a positive team approach, which enhances cooperative working relationships and improves individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-secondary Education

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

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among school counselors, school social workers, school psychologists, business, industry, and communities.
- Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

DEFINE

MISSION

Every Student, One Community, Ready For The Future.

The Sweet Home Student Services Team is committed to serving students, staff and communities, by understanding, anticipating, and responding to their needs. We will be proactive and collaborate with our families and communities in supporting the diverse social-emotional, academic and occupational needs of our students to ensure life-long success.

VISION

Our school counselor program is dedicated to inspiring students to become innovative thinkers, self-directed achievers, and curious explorers. We aim to nurture compassionate individuals who are resilient in the face of challenges, persistent in their pursuits, and committed to becoming lifelong learners. Through our support and guidance, we empower students to develop the skills and mindset needed to thrive in an ever-changing world.

PHILOSOPHY

Our K-12 school counseling program is grounded in the belief that every student has the potential to succeed and thrive. We are committed to fostering a safe, inclusive, and supportive environment where each student's academic achievement, social, and emotional needs are met. In order for students to be successful, their emotional, social, physical, and academic needs are addressed. Students must also be able to obtain the educational, occupational, and social competencies necessary to be independent, lifelong learners who are responsible, contributing members of a diverse society. We recognize and distinguish individual and group differences and strive to value all students and groups equally. We collaborate with stakeholders to create an educational climate that embraces diversity; helps promote academic, career, and social-emotional success; and equitable treatment of all students.

DEFINE

National Standards for School Counseling Programs Competencies and Indicators

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

Category 1: Mindset Standards

School Counselors* encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Positive attitude toward work and learning
M 4. Self-confidence in ability to succeed
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term

Category 2: Behavior Standards

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

Learning Strategies

B-LS 1. Demonstrate critical-thinking skills to make informed decisions
B-LS 2. Demonstrate creative approach to learning, tasks and problem-solving
B-LS 3. Use time-management, organization and study skills
B-LS 4. Apply self-motivation and self-direction to learning
B-LS 5. Apply media and technology skills to enhance learning
B-LS 6. Set high standards of quality for tasks and activities
B-LS 7. Identify long- and short-term academic, career and social/emotional goals
B-LS 8. Actively engage in challenging coursework
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions and recognize personal bias
B-LS 10. Participate in enrichment and extracurricular activities

Self-Management Skills

B-SMS 1. Demonstrate ability to assume responsibility for self and actions
B-SMS 2. Demonstrate self-discipline and self-control
B-SMS 3. Demonstrate ability to work independently
B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards
B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals
B-SMS 6. Demonstrate ability to overcome barriers to learning
B-SMS 7. Demonstrate effective coping skills when faced with a problem
B-SMS 8. Demonstrate the ability to balance school, home and community activities
B-SMS 9. Demonstrate personal safety skills
B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills

B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 2. Create positive and supportive relationships with other students who are similar to, and different from, them
B-SS 3. Create positive relationships with adults that support success
B-SS 4. Demonstrate empathy
B-SS 5. Demonstrate ethical decision-making and social responsibility
B-SS 6. Use effective collaboration and cooperation skills
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-SS 10. Practice cultural awareness, sensitivity and responsiveness

*Adapted from the American School Counseling Association National Model (ASCA, 2019)

DEFINE

National Standards for School Counseling Programs Competencies and Indicators

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

Beliefs are personal and individual and are derived from our backgrounds, cultures and experiences. Beliefs drive our behavior. Examining and reflecting upon individual beliefs about students, families, teachers and the educational process is imperative. Unexamined beliefs can lead to inequities and limited access for some students. Without personal reflection, we act without awareness of our own influences. Understanding personal limitations and biases as well as articulating how they may affect the counseling process are critical steps in determining the program focus, ensuring equity and access for all.

It is important to require some nonnegotiable principles upon which the school counselors must reflect and incorporate into personal beliefs, ensuring the following mindsets from the ASCA Professional Standards & Competencies are integrated.

MINDSETS

School counselors* believe:

M 1. Every student should believe in the development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Every student should have a sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Every student should have a positive attitude toward work and learning
M 4. Every student should have the self-confidence in ability to succeed
M 5. Every student should believe in using abilities to their fullest to achieve high-quality results and outcomes.
M 6. Every student should understand that postsecondary education and lifelong learning are necessary for long-term success

BEHAVIORS

School counselors* provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies

B-LS 1. Critical thinking skills to make informed decisions
B-LS 2. Creative approach to learning, tasks and problem solving
B-LS 3. Time-management, organizational and study skills
B-LS 4. Self-motivation and self-direction for learning

Self-Management Skills

B-SMS 1. Responsibility for self and actions
B-SMS 2. Self-discipline and self-control
B-SMS 3. Independent work
B-SMS 4. Delayed gratification for long-term rewards

Planning and Assessment

B-SS 1. Effective oral and written communication skills and listening skills
B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-SS 3. Positive relationships with adults to support success
B-SS 4. Empathy

*Adapted from the American School Counseling Association National Model (ASCA, 2019)

MINDSETS

School counselors* believe:

M 1. Every student should believe in the development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 2. Every student should have a sense of acceptance, respect, support and inclusion for self and others in the school environment
M 3. Every student should have a positive attitude toward work and learning
M 4. Every student should have the self-confidence in ability to succeed
M 5. Every student should believe in using abilities to their fullest to achieve high-quality results and outcomes.
M 6. Every student should understand that postsecondary education and lifelong learning are necessary for long-term success

BEHAVIORS

School counselors* provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

B-LS 5. Media and technology skills to enhance learning
B-LS 6. High-quality standards for tasks and activities
B-LS 7. Long- and short-term academic, career and social/emotional goals
B-LS 8. Engagement in challenging coursework
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
B-LS 10. Participation in enrichment and extracurricular activities

B-SMS 5. Perseverance to achieve long- and short-term goals
B-SMS 6. Ability to identify and overcome barriers
B-SMS 7. Effective coping skills
B-SMS 8. Balance of school, home and community activities
B-SMS 9. Personal safety skills
B-SMS 10. Ability to manage transitions and adapts to change

B-SS 5. Ethical decision-making and social responsibility
B-SS 6. Effective collaboration and cooperation skills
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-SS 10. Cultural awareness, sensitivity and responsiveness

*Adapted from the American School Counseling Association National Model (ASCA, 2019)

MANAGE

Use of Time

The Student Services Team recognizes and values the time spent providing direct services to students. They should keep track of their time and document activities performed throughout the day. This will allow the team and the administrators the opportunity to determine the amount of time being spent delivering services to students and non-school counseling activities. Program delivery and direct counseling services for students can be increased by reassigning non-counseling activities when possible.

Appropriate Activities

- Advisement and appraisal for academic planning
- Orientation, coordination and academic advising for new students
- Interpreting cognitive, aptitude, or achievement tests
- Providing counseling to students who are tardy or absent
- Providing counseling to students who have disciplinary problems
- Providing short-term individual and small-group counseling services to students
- Consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data interpreting student records
- Analyzing grade-point averages in relationship to achievement
- Consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success
- Protecting student records and information per state and federal regulations
- Consulting with the school principal to identify and resolve student issues, needs and problems
- Advocating for students at individual education plan or 504 meetings, student study teams and school attendance review boards, as necessary
- Analyzing disaggregated school-wide and school counseling program data

Inappropriate Activities

- Building the master schedule
- Coordinating paperwork and data entry of new students
- Coordinating cognitive, aptitude and achievement testing programs
- Signing excuses for students who are tardy or absent
- Performing disciplinary actions or assigning discipline consequences
- Providing long-term counseling in schools to address psychological disorders
- Covering classes to create teacher planning time
- Keeping clerical records
- Serving as a data entry clerk in an administrative role/capacity

CALENDARS

The Student Services Team utilizes a master and an annual calendars that outlines the events/activities, and services for the school community.

Best practices suggest that school counselors dedicate 80 percent of their time engaging in direct service to students, staff and families. The remainder of the time is spent on indirect services, and program management. School 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.

Since counseling duties should be focused on the overall delivery of the school counseling program, a limited amount of time should be devoted to indirect services or system support.

Direct Services School Counseling Core Curriculum		**Direct Services** Individual Student Planning	
Instruction	**Counseling: Individual or Group Counseling**	**Appraisal**	**Advisement**
Instruction includes teaching the school counseling curriculum that adheres to the ASCA Mindsets & Behaviors. Instruction includes classroom instruction, study lessons, goal setting, career lessons, social/emotional lessons. Individual Instruction: School counselors provide additional support to students to master the ASCA Mindsets & Behaviors (dependent on needs assessment).	Counseling includes professional assistance and support to a student or a small group of students who are experiencing stress, anxiety, increased transitions and adjustments that are impeding their academic, career, and social/emotional development.	Appraisal includes working with students to assess their abilities, interest, and achievement. Assisting individual students to explore future options by examining their abilities, interests, and skills (e.g.: assessing completion of grad requirements, check-in/check-out, PSAT/ACT/SAT performance, career surveys, college searches), or interest inventories.	Advisement provides support to students based on the appraisal of tests, inventories, and other data to help students make decisions for their future. Examples include making course selections, identifying academic goals, and connecting students and families to community resources.

Indirect Student Services

School counselors offer indirect services to support student success and promote equity by gathering and sharing information about students' development, issues, and achievements.

Indirect Student Services

Indirect student services are delivered through the following strategies: Consultation, Collaboration, and Referrals.

1. **Consultation**: School counselors collaborate with teachers, families, educators, and community organizations to support student success. They are experts in academic achievement, college and career access, and social/emotional development.

2. **Collaboration**: School counselors work with families, administration, teachers, school staff, businesses, and community organizations to enhance achievement, attendance, and discipline. School counselors contribute by serving on committees and advisory boards, offering parent workshops, and building community partnerships to promote student success.

- **Crisis Response**: School counselors collaborate with administrators, teachers, and school staff to prevent crises from escalating and identify immediate needs and resources for students and families. *"When responding to a crisis, school counselors, follow written procedures or guidelines provided by the school or district"*(ASCA, 2019, p. 82).

3. **Referrals**: School counselors deliver instructional, advisement, and counseling services using brief methods/interventions. *"When a student needs support beyond short-term counseling, it is a school counseling ethical duty to refer students and parents to school or community resources for additional assistance or information (ASCA, 2019, p. 82).*

ELEMENTARY PLAN

Manage

Elementary (K-5)

Service/Activity	Domain (A/C/SE)	Grade/ Level	Timeline	Staff Involved	Delivery System Component
Class Lesson or Assembly: Introduction to School Counselor Wellness Triangle	SE	K-5	September	School Counselor	Instruction
Class Lesson or Assembly: Bullying Prevention	SE	K-5	October	School Counselor	Instruction
Class Lesson or Assembly: Feelings Gratitude Anxiety	SE	Grade Level to Vary	November	School Counselor	Instruction
Class Lesson or Assembly: Coping/Regulation -	SE	Grade Level to Vary	December	School Counselor	Instruction
Parent-Teacher Conferences	A, C, SE	K-5	December	Classroom Teachers, Social Worker, School Counselor	Advisement
Class Lesson or Assembly: Self-Esteem	SE	Grade Level to Vary	January	School Counselor	Instruction
Class Lesson or Assembly: Resilience	SE	Grade Level to Vary	February	School Counselor	Instruction
Class Lesson or Assembly: Friendships/Relationships	SE	Grade Level to Vary	March	School Counselor	Instruction
Class Lesson or Assembly: Erin Law Presentation Personal Safety	A, C	K-5	April	School Counselor	Instruction

ELEMENTARY PLAN

Continued

Class Lesson or Assembly: Transition to Middle School	A, SE	5	May	School Counselor	Instruction
Class Lesson or Assembly: Careers/Goal Setting	C	K-5	June	School Counselor	Instruction
Individual Counseling	A, C, SE	K-5	As needed or indicated per IEP mandates	School Counselor/Social Worker	Counseling
Group Counseling	A, C, SE	K-5	As needed or indicated per IEP mandates	School Counselor/Social Worker	Counseling
- Targeted Groups	SE	K-5	As needed	School Counselor/Social Worker	Counseling
Crisis Counseling or Intervention	SE	K-5	As needed	Social Worker, School Counselor, School Psychologist	Indirect Services: Collaboration
CSE/504 Meetings	A, SE	K-5	Ongoing	School Counselor/Social Worker	Appraisal & Advisement
Truancy Prevention & Intervention	A, SE	K-5	Ongoing	School Counselor/Social Worker	Indirect Services: Collaboration

MIDDLE SCHOOL PLAN

Manage

Middle School (6-8)

Service/Activity	Domain (A/C/SE)	Grade/ Level	Timeline	Staff Involved	Delivery System Component
Individual Counseling & Consultation for all students	A, C, SE	6-8	Over the course of the academic year	School Counselor	Counseling
Academic Counseling and Consultation	A	6-8	Over the course of the academic year	School Counselor	Appraisal & Advisement
Career Exploration	A, C	6-8	Over the course of the academic year	School Counselor	Instruction
Introduction of Career & Technical Programs	A, C	7-8	Over the course of the academic year	School Counselor	Instruction
Individual Counseling: IEP & 504	A, C, SE	6-8	As indicated per IEP mandates	Social worker, School Counselor, School Psychologist	Counseling
Group Counseling	A, C, SE	6-8	As indicated per IEP mandates	School Counselor or Social worker	Counseling
Crisis Counseling or Intervention	SE	6-8	As needed	Social worker, School Psychologist, School counselor	Indirect Services: Collaboration

MIDDLE SCHOOL PLAN

Continued

Tier 2 & Tier 3 Counseling/Intervention	SE	6-8	As needed	Social Worker, School Psychologist	Counseling
Parent and Teacher Meetings	A, C, SE	6-8	Over the course of the academic year	School Counselor, Social Worker, School Psychologist	Advisement
Re-Entry Meetings	SE	6-8	As needed	School Counselor, Social Worker, School Psychologist	Appraisal & Advisement
Scheduling/Planning -	A	6-8	Ongoing	School Counselor	Appraisal & Advisement
Classroom Guidance Lessons	A, C, SE	6-8	Ongoing	School Counselor	Instruction
Annual Review Meetings (CSE/504)	A, C, SE	6-8	Ongoing	School Counselor, School Psychologist, Social Worker	Appraisal & Advisement
New Student Orientation: Registration	A, C	6-8	Ongoing	School Counselor	Individual Student Planning

MIDDLE SCHOOL PLAN

Continued

Outside Service Referrals	A, C, SE	6-8	As Needed	School Counselor, Social Worker, School Psychologist	Indirect Services: Referrals
Truancy Prevention & Intervention	A, SE	6-8	Ongoing	Social Worker School Counselor	Indirect Services: Collaboration
Multi-Tiered System of Supports (MTSS)	A, C, SE	6-8	Ongoing	School Counselor School Social Worker School Psychologist	Indirect Services: Consultation & Collaboration
Transition Planning (Grades 5-6 & 8-9)	A, C, SE	6, 8	Ongoing	School Counselor School Social Worker School Psychologist	Advisement

HIGH SCHOOL PLAN

Manage

High School (9-12)

Service/Activity	Domain (A/C/SE)	Grade/ Level	Timeline	Staff Involved	Delivery System Component
9th Grade Guidance program	A, SE	9	February	School Counselor	Instruction
New Student Registration	A	9-12	Ongoing	School Counselor	Advisement
Monitoring High School Graduation Requirements	A, C	9-12	Ongoing	School Counselor	Advisement
Course Selection Guide	A	9-12	January-March	School Counselor	Advisement
Scheduling Orientation/Course Selection	A	9-12	January-February	School Counselor	Advisement
BOCES Career & Technical Programs	A	10	December	School Counselor	Instruction
Referral to Outside Services	SE	9-12	Ongoing	School Counselor, School Psychologist	Indirect Services: Referral
CSE / 504 Meetings	A, SE	8-12	Ongoing	School Counselor, School Psychologist	Advisement
Academic At–Risk Failure Mailings	A	9-12	Every 5 weeks	School Counselor	Advisement

HIGH SCHOOL PLAN

Continued

Parent meetings	A	9-12	Ongoing	School Counselor, School Psychologist	Advisement
Schedule Adjustment	A	9-12	Ongoing	School Counselor	Advisement
Summer School Mailing / Registration	A	9-12	June-July	School Counselor	Advisement
College Admission tests PSAT, SAT, & ACT	A, C	11	Ongoing	School Counselor	Appraisal & Advisement
Mini College Fairs / Individual College Visits	A, C	11-12	October, March	School Counselor	Instruction
College Visits	A, C	11-12	Ongoing	School Counselor	Advisement
Dollars For Scholars deployment	C, SE	12	February-March	School Counselor	Advisement
Grade 12 College Meetings	A, C	12	September-October	School Counselor	Advisement
United States Armed Services Visitations (ASVAB optional)	A, C	9-12	Ongoing	School Counselor	Advisement
NCAA Clearinghouse	A, C	9-12	Ongoing	School Counselor	Advisement

HIGH SCHOOL PLAN

Continued

School Counselor Schoology Page	A, C	9-12	Ongoing	School Counselor	Manage
8th Grade Visits	A, C	9-12	January	School Counselor	Advisement
Senior Interviews	A, C	9-12	February	School Counselor	Advisement
Annual Review Meetings	A	9-12	February-March	School Counselor	Appraisal & Advisement
New Student Orientation	A, C	9-12	Ongoing	School Counselor	Instruction
Parent/ Teacher Consultation/ Meetings	A	9-12	Ongoing	School Counselor School Psychologist	Advisement
Truancy Prevention & Intervention	A, SE	9-12	Ongoing	Building Administration	Indirect Services: Collaboration

DELIVERY OF SERVICES

Component	Elementary	Middle	High
Deliver - Direct & Indirect Services	70% - 90% 80% is the recommendation	70% - 90% 80% is the recommendation	70% - 90% 80% is the recommendation
Manage	No more than 20%	No more than 20%	No more than 20%
Assess	5%	5%	5%

Deliver - Defines the implementation process and the components of the comprehensive model (counseling curriculum, individual planning with students, responsive services and system support).

1. Direct Student Services

a. Instruction - The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

i. Classroom Activities: school counselors present lessons in the classroom.
ii. Group Activities: school counselors conduct group activities outside of the classroom to address student's particular needs.

b. Appraisal and Advisement - Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

i. Individual or Small Group Appraisal: Work with students in analyzing and evaluating abilities, interests, skills, and achievements.
ii. Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
iii. Case Management: Monitor individual student's progress.
iv. Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

c. Counseling - School counselors provide support and interventions to meet the needs of students. This is accomplished through:

i. Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
ii. Crisis Counseling: Short-term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

2. Indirect Student Services

a. Referral: School counselors refer students and parents to school or community resources for additional assistance or information when students need support beyond short-term services or counseling.
b. Consultation: School Counselors provide information, opinions and recommendations to individuals who support a student's need or seek information from an expert about student needs.
c. Collaboration: School counselors collaborate with a variety of individuals to support student achievement.

i. Teaming and partnering: School counselors work with families, administrators, teachers, school staff, businesses, and community organizations to support improvement of achievement, attendance, and discipline and fulfill the annual student outcome goals.
ii. School/district committees: School counselors regularly serve on committees or advisory boards to promote student success and assist in generating schoolwide and district support for the school counseling program.
iii. Parent workshops: School Counselors facilitate or organize informational sessions about student developmental issues to address students' needs and to enhance the attainment of the school counseling curriculum.
iv. Community partnerships: School counselors establish partnerships with community members and organizations to strengthen the school, the school counseling program and the community.
v. Crisis Response: School counselors work with administrators, teachers, other school staff, families and community members to provide immediate and follow-up intervention to meet urgent needs and prevent situations from becoming more severe.

ASSESS

Assess – School counselors regularly assess the impact of their services related to CSCP, standards, and the ASCA Mindsets & Behaviors.

1. **Program Assessment**: School counselors regularly assess their progress toward the design and delivery of a comprehensive school counseling program as well as assess the impact on students as indicated by participation, Mindsets & Behaviors and outcome data. The ASCA National Model for School Counseling Programs highlights the importance of accountability and having an organizational framework that documents and demonstrates ***"how students are different as a result of the school counseling program."*** A commitment to accountability shifts public perception from questions such as "What do school counselors really do?" to show how school counselors are key players in the academic success for all students. Using the model as a guide, counselors will be progressive in their thinking, continuously evaluating and updating practice based on what is in the best interest of the students.

2. **School Counselor Assessment and Appraisal:** Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using the Sweet Home Central Sweet School District Annual Professional Performance Plan (APPR) and review of program goals created at the beginning of the year.

APPENDIX A: SUPPORT COUNSELOR

The Sweet Home Central School District recognizes the importance of meeting the needs of its student population. As a result, the district has a Support Counselor at the High School and Ready Academy.

Students' unmet mental health needs can hinder their learning and development. School counselors, due to their training and position, are well-equipped to offer instruction, assessments, short-term counseling, and referrals for additional support to students and their families. While they don't provide long-term therapy, school counselors implement programs that address the developmental needs of all students. The Support Counselors in the SHCSD work collaboratively with educators and community service providers to support the holistic well-being of each child.

Roles & Responsibilities of the Support Counselor

- Provide individual counseling to IEP students
- Attend Committee on Special Education meetings
- Provide individual counseling to help students cope with personal and developmental issues that affect their school performance, behavior and socialization
- Serve as DASA coordinator for HS and Ready Academy
- Work closely with school counselors, school psychologist, nurse and administrators to support the overall well-being of students and school community
- Communicate and interact with administrators, teachers, parents regarding student progress and related issues facing a student
- Connect students and families to support services from outside agencies when appropriate and provide continued collaboration to ensure quality care
- Provide classroom presentations on mental health and wellness
- Respond/assist with student behavioral crises
- Provide crisis intervention services, such as suicide risk assessments as necessary
- Assist with the development of Functional Behavioral Assessments (FBAs) and Behavioral Improvement Plan (BIPs)
- Maintain safety of all students in school environment
- Implement prevention and educational strategies to reduce student crises
- De-escalate, assist, and provide support to students in crises
- Responsible for maintaining records/IEP progress reports and counseling summaries
- Develop and implement plans to address student truancy
- Maintain ongoing communication with teachers, caregivers, caseworkers, and outside support services in addressing needs
- Collaborate with administrators and other building staff members

APPENDIX B: Family Support Center

The Family Support Center in the Sweet Home Central School District is a resource designed to strengthen families, helping children grow into independent, productive, and contributing adults. It addresses families' social, educational, mental, and physical health needs while fostering collaboration between community providers and the school district.

Services

We provide specialized information and referrals, Mental Health Counseling for children, teens, and families, parent support, prevention/intervention workshops, outreach and supports for basic needs.

The Family Support Center provides timely, affordable support for families in the Sweet Home School District who face challenges such as anxiety, depression, low self-esteem, substance use, family conflicts, peer relationships, and academic or behavioral issues. Our services also extend to parents and caregivers seeking counseling or parenting support. The on-site clinical mental health counseling is offered in partnership with Gateway-Longview Behavioral Health Clinic, BestSelf Behavioral Health, Horizon Health ServicesCatholic Charities, and Williamsville Wellness Center. We also connect families to community counseling resources as needed. In addition, we assist families in finding health insurance, financial aid, housing, recreational programs, and other essential services through local human service organizations. We sponsor programs including issues affecting parents, the mental health of children, suicide prevention, and substance abuse.

APPENDIX C: ADVISORY COUNCIL

Membership of the Advisory Council includes representative stakeholders such as parents, members of the Board of Education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and related service providers in the district including student support counselors and/or school psychologists.

Roles	Title
District Office Administrators	Assistant Superintendent for Curriculum and Instruction Director of Special Programs
Elementary School Counselors or Administrators	Elementary School Counselor Elementary Administrator
Middle School Counselors or Administrators	Middle School Counselor Middle School Principal
High School Counselors or Administrators	High School Counselor Ready Academy School Counselor High School Principal
Student Member	High School Student
Board of Education Member	Board of Education Member
Parent Member(s)	Elementary Parent Middle Parent High School Parent
Family Support Center & Community Representative	Coordinator of Family Support Center
School Resource Officer (SRO)	School Resource Officer, Town of Amherst Police Department
Consultant	Dr. Jennifer Beebe

APPENDIX D: AMERICAN SCHOOL COUNSELOR ASSOCIATION ETHICAL STANDARDS FOR SCHOOL COUNSELORS (ADOPTED 1984; REVISED 1992, 1998, 2004, 2010, 2016, 2022)

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/ supervisors and school counselor educators. These standards are the ethical responsibility of all school counseling professionals.

School counselors have unique qualifications and skills to implement a comprehensive school counseling program that addresses pre-K–12 students' academic, career and social/ emotional development needs. School counselors are leaders, advocates, collaborators and consultants who create systemic change to ensure equitable educational outcomes through the school counseling program. School counselors demonstrate the belief that all students have the ability to learn by advocating for and contributing to an education system that provides optimal learning environments for all students (ASCA, 2022).

https://www.schoolcounselor.org/getattachment/Professional-Development/ASCA-Ethical-Standards-for-School-Counselors.pdf

REFERENCES

American School Counselor Association. (2022). *ASCA ethical standards for school counselors.* https://www.schoolcounselor.org/getattachment/Professional-Development/ASCA-Ethical-Standards-for-School-Counselors.pdf

American School Counselor Association (2019). *The ASCA National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author.*

New York State Education Department. *(2019). New York State school counseling regulations and program requirements: Guidance document.* *https://www.p12.nysed.gov/sss/documents/SchoolCounselingPlanGuidance.pdf*