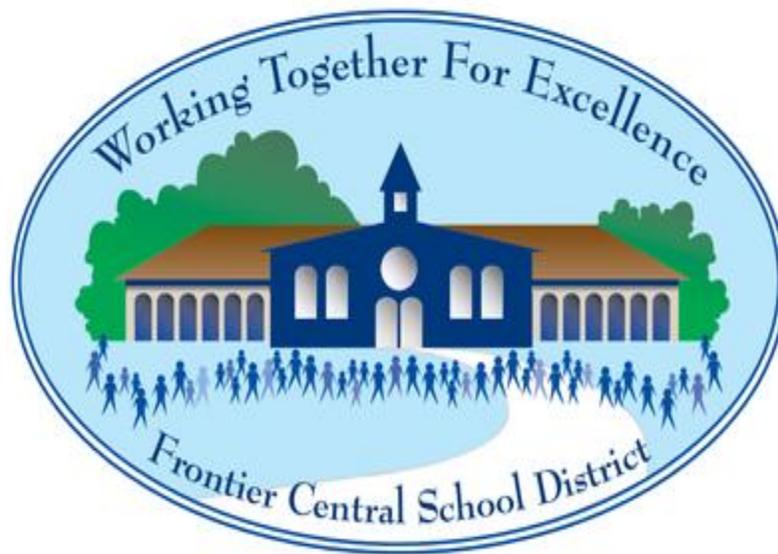


FRONTIER CENTRAL SCHOOL DISTRICT

K-12 Comprehensive Developmental
School Counseling Plan
Revised for the 2020-21 School Year



**School Counselors of Frontier Central Schools
2020-2021 School Year**

Elementary/Middle School

Mrs. Therese Blind, School Counselor
Mr. Michael Eagan, School Counselor
Mrs. Amy Pecoraro, School Counselor
Mrs. Kelly Stewart, School Counselor

High School

Mrs. Jennifer Cotroneo, School Counselor
Mrs. Maureen Glavey, School Counselor
Mrs. Michelle Lake, School Counselor
Mr. Brendan McDermott, School Counselor
Mrs. O'Connor-Rindfliesch, School Counselor
Mrs. Karen O'Meara, School Counselor

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School Counseling Introduction

Our vision is that after participating in our school counseling program, all Frontier students will have the educational and social skills to ensure lifelong success and responsible citizenship.

The goals of our School Counseling Program are to:

1. Increase the graduation rate
2. Decrease retention rates
3. Ensure successful transition of students from Elementary School to Middle School and from Middle School to High School.
4. Contribute to the culture and climate with a focus on promoting safety and developing college and career readiness.

Frontier School Counselors believe:

1. All students have a right to be educated in a safe learning environment
2. All students have a right to participate in a comprehensive school counseling program implemented by certified school counselors
3. All students have the right to access school counseling services

The Frontier School Counseling Program will:

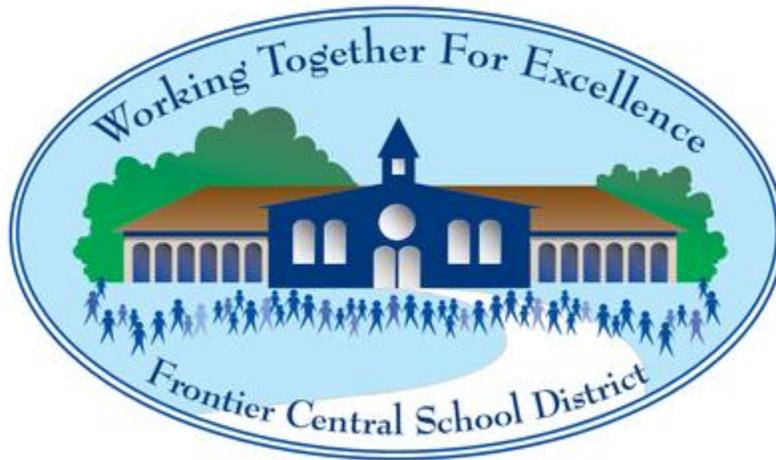
1. Be planned and coordinated with all stakeholders
2. Be mindful of and will consider ethical and cultural differences as well as race, sexual orientation, and special needs
3. Be based on specific goals and national standards
4. Be collaborated with other school counselors, support services, administration, and parents
5. Use data to drive our program development and evaluation

And that all counselors will:

1. Abide by the professional school counseling ethics as advocated by ASCA
2. Participate in the professional development opportunities necessary to maintain a comprehensive program
3. Will be certified and licensed in New York State
4. Will work collaboratively with families, staff, and administration as an advocate for all students



A M E R I C A N
S C H O O L
C O U N S E L O R
A S S O C I A T I O N



Frontier Central School District

Frontier Central comprises a suburban area of approximately 39 square miles in the southern portion of Erie County, along the shores of Lake Erie, in the Town of Hamburg.

Approximately 5,100 students attend Frontier's six schools, making the District one of the larger suburban districts in Western New York.

The District employs approximately 1000 staff members, including teachers, support staff, administrators and school related personnel. The Frontier School/Community consistently strives to remain among the top rated in Western New York in terms of academic achievement. Frontier has attained Honor Roll status in Business First, based upon student performance, fourteen times since 1992.

Board of Education Vision Statement

The Frontier School Community values and expects a Frontier education to provide life skills and academic skills that allow our students to be successful in any endeavor. A Frontier education will lead to a sense of value of charity, service, and community.

Frontier Central School District Strategic Plan Mission Statement

The Frontier Central School District is committed to developing the academics and character of students in an inclusive environment that both challenges and inspires responsible citizenship.

Frontier Central School District Strategic Plan Strategic Intent #2

By 2025, consistent systems will be implemented to strengthen the Social-Emotional Developmental Health of all Frontier students, parents, faculty and staff.

K-12 Counseling Program Overview

School Counseling Helps Every Child Succeed

School counselors in New York continue to effectively contribute to the changes that are impacting our students as New York State continues to raise the bar in school improvements.

School counselors collaborate with all members of our learning community to examine challenges and seek solutions to help all children have a successful educational experience.

The National Standards for School Counseling Programs (1997) and the National Model for School Counseling Programs (2015), both developed by the American School Counselor Association (ASCA), have changed the focus of school counseling programs from an individual student system to a comprehensive and developmental program designed to provide academic, career and social/emotional development of every K-12 student. School counselors serve a key role in collaborative programs that encourage and guide student achievement. Counselors can implement programs, assess effectiveness, and maintain accountability. Each building can personalize the program according to the needs of their students.

**Benefits of a Comprehensive School Counseling Programs
positively impact all members of the educational community.**

Benefits to students

- Prepares students with academic, career and personal/social skills
- Helps students see the connections in education to future success
- Provides career exploration and development
- Develops problem solving skills and teaches students to make decisions
- Assist in the development of interpersonal skills
- Increased counselor to student interaction
- Encourages peer interaction
- Fosters resilience for students

Benefits to parents

- Prepares their children for the challenges of the 21st century
- Provides support for parents in advocating for their child's needs
- Develops a system for long range planning and learning
- Increases parent/school interaction
- Enables parents to gain knowledge and access to resources within the school and nearby community

Benefits to teachers

- Provides a team effort to brainstorm solutions with student needs and goals
- Positive impact on school climate and culture
- Support classroom instruction
- Increases teacher/counselor interaction as a resource and classroom presenter
- Encourages collaborative working relationships with a positive and planned calendar of activities

Benefits for administrators

- Integrates counseling program with the mission and goals of the school
- Provides a specific program
- Assists administrators in making sure that counselors are used effectively to ensure programming and development for all students
- Demonstrated the accountability of the school counseling program
- Improves the community perception of the school counseling program

Benefits for the Frontier Board of Education

- Provides rationale for a comprehensive school counseling program
- Provides assurance that the program is accessible to all students
- Provides program information to the community
- Provides feedback for determining funds which will be allocated to school counseling programs
- System of feedback is ongoing about the counseling program efforts

Benefits for the school counselors

- Provide a clearly defined role
- Eliminates non-counseling tasks
- Allows direct service to all students
- Provides a method for program management and evaluation

Benefits for student service personnel

- Clarifies overlapping responsibilities and defined roles
- Encourages a team approach and collaborative relationships

Benefits for the community

- Creates awareness of the school counseling program
- Connects the needs of the community and the needs of the school
- Enhances the quality of the students entering the workforce which encourage economic development
- Encourage collaboration and participation of community members in the school counseling program and community

The Comprehensive Model

The comprehensive school counseling program is a framework for the development, implementation and evaluation of the school counseling programs. There are four components of the comprehensive model that are linked to the New York State Learning Standards and Common Core Learning Standards.

These components include:

1. School counseling curriculum
2. Individual student planning
3. Responsive services
4. System support

The comprehensive program helps to link school counseling to the total educational process.

A developmental approach is used with the understanding that all children do not develop in a linear fashion. The approach ensures that all students receive the information in an age appropriate manner that is planned and organized. The competencies emphasize prevention through early intervention as well as responsive services.

The school counseling program of the Frontier Central School district promotes educational excellence through an individual approach, provides preventative programs, and creates a model that integrates expertise of school counselors, school personnel, and the community into the program.

The ASCA National Model for School Counseling incorporates the student standards, the comprehensive process, results-based accountability and it considers the developmental needs of every student. There are 4 components to the model which include: the foundation, the delivery system, the management system and the accountability system. This model emphasizes the importance of accountability. This commitment to accountability shows that the Frontier School Counselors are key players in the academic success of our students.

**Frontier Central School District
Comprehensive School Counseling Plan**

**Part 100 of the Commissioner's Regulations
School Counseling/Guidance Programs**

- a. Comprehensive developmental school counseling/guidance programs. Beginning with the 2020-2021 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.
- (i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:
- (a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
- (b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;
- (c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
- (d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;
- (e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.
- (ii) Each school district shall develop district-wide and building-level comprehensive

developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of 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 other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

Frontier Central School District Comprehensive School Counseling Plan

What is a School Counseling Program?

A school counseling program reaches EVERY student and focuses on the knowledge, skills, and attitudes needed for an individual's successful academic achievement, career development, and personal growth. A professional school counselor's time is spent maximizing the benefits of a program that serves ALL students.

The program is preventive in design and school counselors create programs and services to meet the needs of all students at the appropriate developmental stages.

A school counseling program:

- Reaches every student
- Comprehensive in scope
- Preventive in design
- Developmental in nature
- Implemented by a credentialed school counselor
- Conducted in collaboration with stakeholders
- Monitors student progress
- Uses data to drive program decisions
- Integral part of the educational program for student success

Adapted from The ASCA National Model: A Framework for School Counseling Programs

Frontier Central School District Comprehensive School Counseling Plan

The Role of the School Counselor

Professional school counselors serve a vital role in maximizing student success. Through leadership, collaboration and advocacy, they strive to promote equity and access to rigorous educational experiences for all students. According to the American School Counseling Association (ASCA), professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community.

School counselors address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program.

The school counselor is responsible for the following:

- Provide individual and group counseling services to meet the developmental, preventive and remedial needs of students
- Coordinates all counseling services for students and assists with the coordination and implementation of students services at the school
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. Also plays a leadership role at a much larger scale by engaging in systems-wide change to provide academic and behavioral support for the success of all students
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students
- Work toward ensuring that every student will have access to a quality and equitable education using their leadership, advocacy, teaming and collaboration, and data-driven decision-making skills.

The above is merely a list of examples of a school counselor's responsibilities. There is much more involved with this position that is not listed.

**Frontier Central School District
Comprehensive School Counseling Plan**

Foundation

Mission

Philosophy

National Standards

Frontier Central School District Comprehensive School Counseling Plan

Mission Statement

The mission of the Frontier School Counseling Department is to provide support to maximize student potential and academic achievement for all students. Our purpose is to foster academic, personal/social, and career development. It is our belief that this will lead to school success. We are committed to helping students attain personal goals, independence, self-understanding, and acceptance of others. Our expectation is that students will leave school with the ability to take responsibility for themselves and to realize the value of contribution to the community.

Philosophy Statement

The counselors at Frontier Central School District believe:

- All students have intrinsic value
- Our primary role is to be an advocate for every student
- All students have the ability to learn in a developmentally appropriate manner
- We should celebrate and draw upon the diversity among our students

And that the Frontier School Counseling Program should:

- Be based on the goals and developmental student competencies outlined by the American School Counselor Association, the New York Department of Education, and the Frontier Central School District
- Be proactive and data driven
- Draw upon the knowledge of and collaboration with family, school, and community stakeholders
- Be willing to seek continuous improvement through self-assessment
- Utilize a team approach for planning and management purposes
- Embrace technology and enhance program delivery

Comprehensive School Counseling Plan

National Standards

The ASCA National Standards seeks to ensure that all aspects of school counseling are considered in order for students to meet their academic, personal and career needs.

The standards provide an opportunity to better define the role of the school counselor and establish similar goals, expectations, support systems and experiences for all students across the entire country.

At the local level, the standards provide an opportunity for all stakeholders to engage in conversations about expectations for students' academic success and the role of counseling programs in enhancing student learning.

In accordance with the ASCA National Standards, the Frontier School Counseling Program facilitates student development in three domains:

- Academic Development
- Career Development
- Personal/Social Development

Each area includes desired student learning competencies and promote behavior that enhances learning for all students. The competencies are specific knowledge, skills and attitudes that students should obtain in the standard areas.

Adapted from the American School Counselor Association National Model

Frontier Central School District
Comprehensive School Counseling Plan

ASCA NATIONAL STANDARDS

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school

A:B2.2 Use assessment results in educational planning

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.5 Understand that school success is the preparation to make the transition from student to community member

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information

- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training
- C:B2 Identify Career Goals
 - C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
 - C:B2.2 Assess and modify their educational plan to support career
 - C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
 - C:B2.4 Select coursework that is related to career interests
 - C:B2.5 Maintain a career-planning portfolio

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

- C:C2.1 Demonstrate how interests, abilities and achievements relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1.11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communication skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals

- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of the rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

**Frontier Central School District
Comprehensive School Counseling Plan**

Delivery System

**Counseling Curriculum
Individual Student Planning
Responsive Services
System Support**

Frontier Central School District Comprehensive School Counseling Plan

Delivery System

Counseling Curriculum

As per the ASCA National Standards, the school counseling curriculum is, “Comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered by school counselors and other educators.” The activities and lessons are delivered to all students to promote skills, attitudes and knowledge in the three content domains: academic development, career development, and personal/social development. It is the responsibility of the school counselors to plan, design, implement and evaluate the curriculum.

The curriculum is delivered through:

- Classroom instruction
- Group activities
- Parent workshops and instruction
- Interdisciplinary curriculum development

Individual Student Planning

Aligned with the ASCA National Standards, individual student planning entails school counselors, “coordinating ongoing systematic activities designed to help individual students establish personal goals and develop future plans.” This includes assisting students plan, manage and monitor their learning all while meeting competencies in academic, career, and personal/social development.

The individual student planning is delivered through:

- Individual and/or small group appraisal
- Individual and/or small group advisement

Responsive Services

In accordance with the ASCA National Standards, responsive services are comprised of “activities to meet students’ immediate needs and concerns. These needs or concerns require counseling, consultation, referral, peer facilitation, or information.” This service can be initiated by a student’s self-referral. In addition, teachers, parents/guardians or others may refer students for assistance. It is essential that school counselors have the support of other educational professionals in order to provide successful implementation.

Responsive services are delivered through:

- Individual or small group counseling
- Crisis counseling
- Conflict resolution
- Peer facilitation
- Consultation
- Student Support Teams
- Referrals to other social and community services

System Support

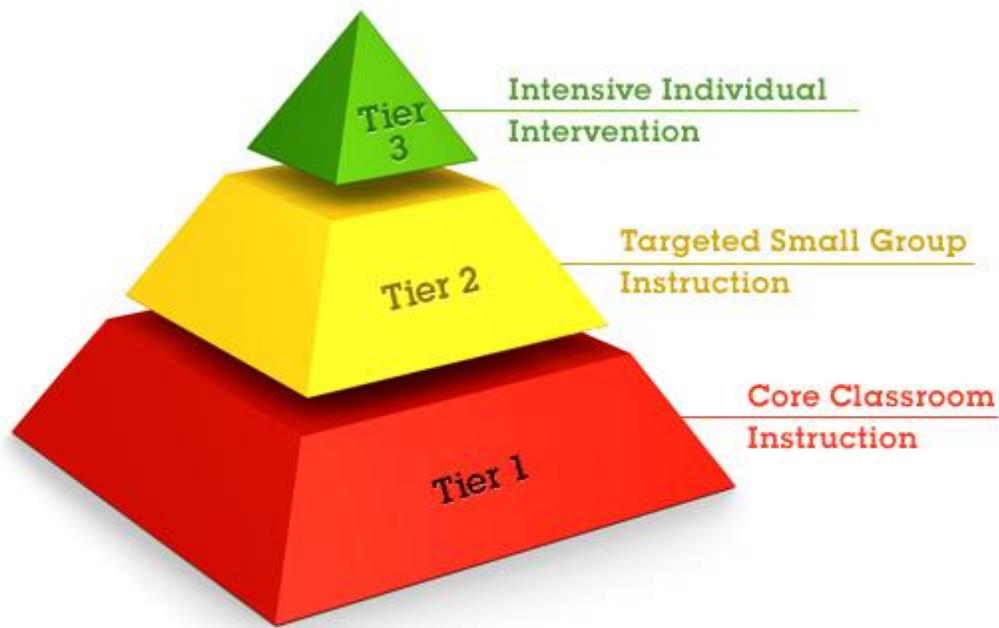
System Support includes other aspects and activities that establish, maintain and enhance the Frontier School Counseling Program. School counselors, in order to promote systemic change with leadership and advocacy skills, participate in ongoing:

- Professional Development
 - Professional association membership
 - Post-graduate education
 - Training/workshops and conferences
 - Reflective practices
- Consultation, Collaboration, and Teaming
 - Partnering with staff, parents/guardians, community
 - Community outreach
 - District committees
 - Consultation with teachers, parents, and other staff
 - Advisory councils
- Program Management and Operations
 - Data analysis
 - Management activities and fair share responsibilities
- Public Relations
 - Providing the school community with updated information about the counseling program and its goals

Comprehensive School Counseling and Response to Intervention

“Professional school counselors implement a comprehensive school counseling program that addresses the needs of all students. Through the review of data, professional school counselors identify struggling students and collaborate with other educators to provide appropriate interventions through the RTI process. Professional school counselors work collaboratively with other educators to remove systemic barriers for all students and implement intervention programs that assist in student success”
(Cook, 2008)

Academic ~ Career ~ Social/Emotional



RTI (Response To Intervention)
3 Tiers of Support

Delivery

Frontier Central School's Comprehensive School Counseling Program affords every student multiple opportunities to acquire competencies in the three domains: Academic, Careers and Personal/Social. There are four program delivery components.

School Counseling Core Curriculum

This curriculum includes structured experiences presented through classroom and group activities in Grades K-12. These experiences might include, but are not limited to:

- Classroom Activities
- Large Group Activities
- Small Group Activities
- Collaboration with other school departments

Topics for school counseling core curriculum activities include, but are not limited to:

- Self-Concept
- Communication Skills
- Diversity and Sensitivity
- Conflict Resolution Skills
- Substance Abuse Programs
- Post High School Planning
- Pre-Employment Skills
- Career Awareness and Exploration
- Study Skills
- Safe and Healthy Relationships
- Decision making skills
- Personal Safety
- Suicide Prevention & Self Harm Programs

Individual Student Planning

Individual Student Planning includes counseling activities that provide every student time to plan, monitor and manage their development in the areas of Academics, Careers and Social and Emotional. These components may include, but is not limited to:

- Individual or small group advisement
- Individual or small group assessment
- Placement
- Follow-up

Topics for individual student planning might include, but are not limited to:

- Career Awareness and Exploration
- Career and Technical Programs
- Financial Aid Workshops
- Career Shadowing
- Post Secondary Application Process
- Four Year Educational Plan
- Honors/AP Program
- Scholarships Advising
- Interviewing Skills
- Student Portfolios

Responsive Services

The Frontier School District has services that include counseling and referrals in the event that a student or family is in need of immediate assistance or when a concern arises.

Examples might include, but are not limited to:

- Consultation (School Psychologist, Social Worker, Teachers, Admin.)
- Personal Counseling
- Crisis Counseling
- Grief Counseling
- Peer facilitation/mediation/conflict resolution
- Referrals

Topics for responsive service activities might include, but are not limited to:

- Suicide Intervention
- Threat Assessments
- McKinney Vento
- Conflict resolution, mediation, and restorative justice circles
- CPS Meetings
- Mental Health Concerns
- Goal-setting
- Self-Harm intervention and referral
- Eating disorder intervention and referral
- Problem-solving
- Attendance
- Safety planning
- Grief counseling

System Support

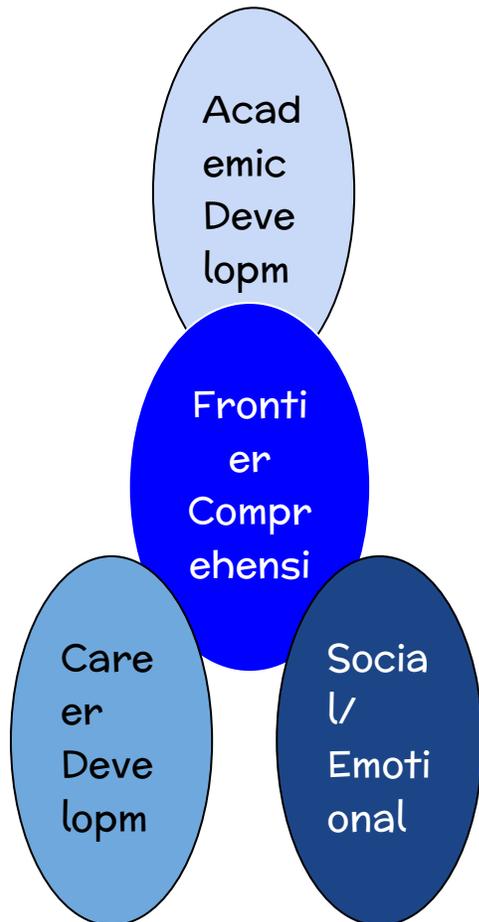
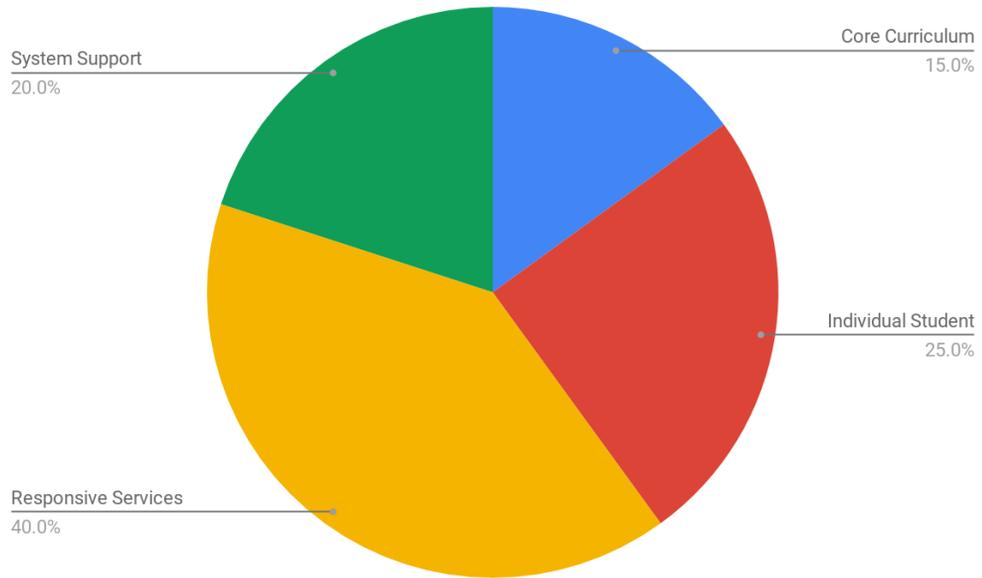
Frontier Central Schools K-12 Comprehensive School Counseling Program's system support includes activities that enhance the total counseling program. These include:

- Staff relations
- Community relations
- Task forces
- Professional development
- Support teams
- Test evaluation
- Data analysis
- Research
- Curriculum development

Examples of system support delivery options include, but are not limited to:

- Professional development
- Consultation, communication and teaming
- Community outreach
- Curriculum development
- Curriculum council
- Advisory committee
- Committee participation
- Data analysis: process, perception, and outcome data
- Research
- Building responsibilities

Delivery, continued



**Frontier Central School District
Comprehensive School Counseling Plan**

Elementary School Plan

**Blasdell, Big Tree, Cloverbank and Pinehurst
Elementary Schools**

**Frontier Central School District
Comprehensive School Counseling Plan**

Elementary School (Grades K-6)

Domains: A (Academic) C (Career) & P (Personal/Social)

| Service/Activity | Domain | Grade Level | Timeline | Staff Involved |
|--|---------------|--------------------|-----------------------------------|--|
| Classroom Curriculum Preventative instruction on topics such as kindness, sensitivity, careers, goal setting, friendship | A,C,P | K-5 | September- June | School Counselors School Psychologists |
| Individual/Group Counseling Attendance, academic performance, at-risk students, bullying, conflict resolution, grief, divorce, social skills, study skills/organization, transition, careers | A, C, P | K-5 | September- June (as needed) | School Counselors School Psychologists |
| 6th Grade Orientation Assist with coordination & implementation of parent/student orientation programs | A, P | 5 | Spring & Summer | School Counselors Administrators Teachers |
| Referrals to Outside Agencies | A, P | K-5 | As needed | School Counselors |
| Transition Meeting Special Education Students | A, C, P | 5 | November – February | School Counselor for Special Education Parents Students |
| IEP Writing All Special Education Students | A, C, P | K-5 | Throughout the year | School Counselor for Special Education |
| Team Meetings | A, C, P | 3-5 | Throughout the year | School Counselors |

| | | | | |
|--|---|-----|---------|-------------------|
| For all General and Special Education Students | | | | Teachers |
| Career Planning Students describe work preferences | C | 3-5 | January | School Counselors |

**Frontier Central School District
Comprehensive School Counseling Plan**

Middle School Plan
Frontier Middle School

**Frontier Central School District
Comprehensive School Counseling Plan**

Middle School (Grades 6-8)

Domains: A (Academic) C (Career) & P (Personal/Social)

| Service/Activity | Domain | Grade Level | Timeline | Staff Involved |
|--|---------------|--------------------|-------------------------------|---|
| Crisis Counseling/Intervention Behavioral, loss, safety | P | 6-8 | September-June | School Counselors, School Psychologists, Social Workers |
| Individual/Group Counseling Attendance, academic performance, at-risk students, bullying, conflict resolution, grief, divorce, social skills, study skills/organization, transition, careers | A, C, P | 6-8 | September-June (as needed) | School Counselors School Psychologists, Social Workers |
| 504 Plans | A, C, P | 6-8 | Summer & All Year | School Counselor for Special Education |
| Parent Conferences | A, C, P | 6-8 | All year (as needed) | School Counselors Teachers Administrators |
| Course Selection, High School Advisement | A, C | 6-8 | January-May | School Counselors |
| 6th Grade Orientation Assist with coordination & implementation of parent/student orientation programs | A, P | 6 | Spring & Summer | School Counselors Administrators Teachers |

| | | | | |
|---|---------|-----|---|---|
| Summer School Process Promotion/retention meetings, student identification, parent notification | A | 6-8 | June - August | School Counselors Administrators |
| Summer School Results Promotion/Retention | A, P | 6-8 | Summer | School Counselors Administrators |
| Scheduling Process & Course Requests | A, C | 6-8 | January- August | School Counselors Administrators |
| Scheduling Adjustments (final balancing of classes) | A | 6-8 | August, September (every 10 weeks throughout the year) | School Counselors |
| Review of Transcripts & Schedule New Students | A, C, P | 6-8 | August (and throughout the school year) | School Counselors |
| Academic Intervention Services (AIS) Scheduling | A, C, P | 6-8 | Summer | School Counselors |
| Referrals to Outside Agencies | A, P | 6-8 | As needed | School Counselors |
| Alternative School Referrals | A, P | 6-8 | As needed | School Counselors Administrators |
| Create & maintain student services webpage | A, C, P | 6-8 | Throughout the year | School Counselors |
| CSE Meetings Coordination/Organization | A, C, P | 6-8 | Throughout the year | School Counselors Administrators Teachers Student Parents |
| Transition Meeting Special Education Students | A, C, P | 6-8 | November – February | School Counselor for Special Education Parents |

| | | | | |
|---|---------|-----|------------------------|---|
| | | | | Students |
| IEP Writing All Special Education Students | A, C, P | 6-8 | Throughout the year | School Counselor for Special Education |
| Team Meetings For all General and Special Education Students | A, C, P | 6-8 | Throughout the year | School Counselors Teachers |
| Home Instruction Requests Communication & Implementation | A, P | 6-8 | Throughout the year | School Counselors Administrators Teachers Parents |
| Career Planning Students describe work preferences | C | 6-8 | December & Spring | School Counselors |

**Frontier Central School District
Comprehensive School Counseling Plan**

Middle School (Grades 6-8)

Responsive Services

Every school counselor is responsible for being available to meet the needs of students and the school during a time of crisis. They make themselves available to all students during a crisis. This takes priority over any other responsibility. Responsive Services include, but are not limited to, death, violence, classroom disruption, CPS investigation, suicidal ideation, homelessness, and school anxiety.

In addition to crisis situations, school counselors are responsible for assisting teachers in the educational process and attend regular meetings with teachers. They are also available to meet with students that request individual support and/or mediating situations with a group of students.

Individual Student Planning

School counselors meet with students in danger of failing academic courses in order to help come up with a plan for improvement. School counselors will participate in various large and small group presentations. They are available to schedule and facilitate parent/teacher conferences at the requests of parents and/or teachers. School counselors also provide assistance in the transition of “new entrants” to the school.

School counselors collaborate and consult with building administrators in order to provide academic, social and emotional interventions when needed. School counselors also provide mandated counseling as indicated by a student’s IEP or 504 Accommodation Plan. They schedule and implement transition programs for students from 5th to 6th grade, 6th to 7th grade, 7th to 8th grade, and 8th grade to 9th grade.

System Support

School counselors are responsible for implementing a strong communication program at their level. They update their skills and knowledge by participating in professional meetings, additional coursework, and/or other means of training. School counselors participate in ongoing evaluative measures to assess the efficacy of the school counseling program.

**Frontier Central School District
Comprehensive School Counseling Plan**

Counseling Curriculum Crosswalk

| ACADEMIC DEVELOPMENT DOMAIN | Grades 6-8 |
|--|------------|
| STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | |
| <i>Competency A1 Improve Academic Self-concept</i> | X |
| A:A1.1 articulate feelings of competence and confidence as learners | X |
| A:A1.2 display a positive interest in learning | X |
| A:A1.3 take pride in work and achievement | X |
| A:A1.4 accept mistakes as essential to the learning process | X |
| A:A1.5 identify attitudes and behaviors which lead to successful learning | X |
| <i>Competency A2 Acquire Skills for Improving Learning</i> | |
| A:A2.1 apply time management and task management skills | X |
| A:A2.2 demonstrate how effort and persistence positively affect learning | X |
| A:A2.3 use communications skills to know when and how to ask for help when needed | X |
| A:A2.4 apply knowledge and learning styles to positively influence school performance | X |
| <i>Competency A3 Achieve School Success</i> | |
| A:A3.1 take responsibility for their actions | X |
| A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students | X |
| A:A3.3 develop a broad range of interests and abilities | X |
| A:A3.4 demonstrate dependability, productivity, and initiative | X |
| A: A3.5 share knowledge | X |
| STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college | |
| <i>Competency B1 Improve Learning</i> | |
| A:B1.1 demonstrate the motivation to achieve individual potential | X |
| A:B1.2 learn and apply critical thinking skills | X |
| A:B1.3 apply the study skills necessary for academic success at each level | X |
| A:B1.4 seek information and support from faculty, staff, family, and peers | X |
| A:B1.5 organize and apply academic information from a variety of sources | X |
| A:B1.6 use knowledge of learning styles to positively influence school performance | X |
| A:B1.7 become a self-directed and independent learner | X |
| <i>Competency B2 Plan to Achieve Goals</i> | |
| A:B2.1 establish challenging academic goals in middle and high school | X |
| A:B2.2 use assessment results in educational planning | X |

| | |
|---|---|
| A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement | X |
| A:B2.4 apply knowledge of aptitudes and interests to goal setting | X |
| A:B2.5 organize and apply academic information from a variety of sources | X |
| A:B2.6 use knowledge of learning styles to positively influence school performance | X |
| A:B2.7 become a self-directed and independent learner | X |
| STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community. | |
| <i>Competency C1 Relate School to Life Experience</i> | |
| A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life | X |
| A:C1.2 seek co-curricular and community experiences to enhance the school experience | X |
| A:C1.3 understand the relationship between learning and work | X |
| A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals | X |
| A:C1.5 understand that school success is the preparation to make the transition from student to community members. | X |
| A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities | X |

| CAREER DEVELOPMENT DOMAIN | Grades 6-8 |
|--|-------------------|
| STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | |
| <i>Competency A1 Develop Career Awareness</i> | |
| C:A1.1 develop skills to locate, evaluate, and interpret career information | X |
| C:A1.2 learn about the variety of traditional and nontraditional occupations | X |
| C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations | X |
| C:A1.4 learn how to interact and work cooperatively in teams | X |
| C:A1.5 learn to make decisions | X |
| C:A1.6 learn how to set goals | X |
| C:A1.7 understand the importance of planning | X |
| C:A1.8 pursue and develop competency in areas of interest | X |
| C:A1.9 develop hobbies and vocational interests | X |
| C:A1.10 balance between work and leisure time | X |
| <i>Competency A2 Develop Employment Readiness</i> | |
| C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills | X |
| C:A2.2 apply job readiness skills to seek employment opportunities | X |
| C:A2.3 demonstrate knowledge about the changing workplace | X |
| C:A2.4 learn about the rights and responsibilities of employers and employees | |
| C:A2.5 learn to respect individual uniqueness in the workplace | X |
| C:A2.6 learn how to write a resume | X |

| | |
|--|---|
| C:A2.7 develop a positive attitude toward work and learning | X |
| C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace | X |
| C:A2.9 utilize time and task-management skills | X |
| STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction. | |
| <i>Competency B1 Acquire Career Information</i> | |
| C:B1.1 apply decision making skills to career planning, course selection, and career transition | X |
| C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice | X |
| C:B1.3 demonstrate knowledge of the career planning process | X |
| C:B1.4 know the various ways in which occupations can be classified | |
| C:B1.5 use research and information resources to obtain career information | X |
| C:B1.6 learn to use the internet to access career information | X |
| C:B1.7 describe traditional and nontraditional occupations and how these relate to career choice | X |
| C:B1.8 understand how changing economic and societal needs influence employment trends | X |
| STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work. | |
| <i>Competency C1 Acquire Knowledge to Achieve Career Goals</i> | |
| C:C1.1 understand the relationship between educational achievement and career success | X |
| C:C1.2 explain how work can help to achieve personal success and satisfaction | X |
| C:C1.3 identify personal preferences and interests which influence career choice and success | X |
| C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills | X |
| C:C1.5 describe the effect of work on lifestyle | X |
| C:C1.6 understand the importance of equity and access in career choice | X |
| C:C1.7 understand that work is an important and satisfying means of personal expression | X |
| <i>Competency C2 Apply Skills to Achieve Career Goals</i> | |
| C:C2.1 demonstrate how interests, abilities and achievements relate to achieving personal, social, educational, and career goals | X |
| C:C2.2 learn how to use conflict management skills with peers and adults | X |
| C:C2.3 learn to work cooperatively with others as a team member | X |
| C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences | X |

| | |
|---|-------------------|
| PERSONAL/SOCIAL DOMAIN | Grades 6-8 |
| STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others | |

| | |
|--|---|
| <i>Competency A1 Acquire Self-Knowledge</i> | |
| PS:A1.1 develop positive attitudes toward self as a unique and worthy person | X |
| PS:A1.2 identify values, attitudes and beliefs | X |
| PS:A1.3 learn the goal-setting process | X |
| PS:A1.4 understand change is a part of growth | X |
| PS:A1.5 identify and express feelings | X |
| PS:A1.6 distinguish between appropriate and inappropriate behavior | X |
| PS:A1.7 recognize personal boundaries, rights, and privacy needs | X |
| PS:A1.8 understand the need for self-control and how to practice it | X |
| PS:A1.9 demonstrate cooperative behavior in groups | X |
| PS:A1.10 identify personal strengths and assets | X |
| PS:A1.11 identify and discuss changing personal and social roles | X |
| PS:A1.12 identify and recognize changing family roles | X |
| <i>Competency A2 Acquire Interpersonal Skills</i> | |
| PS:A2.1 recognize that everyone has rights and responsibilities | X |
| PS:A2.2 respect alternative points of view | X |
| PS:A2.3 recognize, accept, respect and appreciate individual differences | X |
| PS:A2.4 recognize, accept, and appreciate ethnic and cultural diversity | X |
| PS:A2.5 recognize and respect differences in various family configurations | X |
| PS:A2.6 use effective communications skills | X |
| PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior | X |
| PS:A2.8 learn how to make and keep friends | X |
| STANDARD B: Students will make decisions, set goals, and take necessary action to achieve goals | |
| <i>Competency B1 Self-Knowledge Application</i> | |
| PS:B1.1 use a decision-making and problem-solving model | X |
| PS:B1.2 understand consequences of decisions and choices | X |
| PS:B1.3 identify alternative solutions to a problem | X |
| PS:B1.4 develop effective coping skills for dealing with problems | X |
| PS:B1.5 demonstrate when, where, and how to seek help for solving problems and making decisions | X |
| PS:B1.6 know how to apply conflict resolution skills | X |
| PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences | X |
| PS:B1.8 know when peer pressure is influencing a decision | X |
| PS:B1.9 identify long- and short-term goals | X |
| PS:B1.10 identify alternative ways of achieving goals | X |
| PS:B1.11 use persistence and perseverance in acquiring knowledge and skills | X |
| PS:B1.12 develop an action plan to set and achieve realistic goals | X |
| STANDARD C: Students will understand safety and survival skills. | |
| <i>Competency C1 Acquire Personal Safety Skills</i> | |

| | |
|---|---|
| PS:C1.1 demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) | X |
| PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of the rights of the individual | X |
| PS:C1.3 learn about the differences between appropriate and inappropriate physical contact | X |
| PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy | X |
| PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help | X |
| PS:C1.6 identify resource people in the school and community, and know how to seek their help | X |
| PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices | X |
| PS:C1.8 learn about the emotional and physical dangers of substance use and abuse | X |
| PS:C1.9 learn how to cope with peer pressure | X |
| PS:C1.10 learn techniques for managing stress and conflict | X |
| PS:C1.11 learn coping skills for managing life events | X |

**Frontier Central School District
Comprehensive School Counseling Plan**

High School Plan
Frontier High School

**Frontier Central School District
Comprehensive School Counseling Plan**

High School (Grades 9-12)

Domains: A (Academic) C (Career) & P (Personal/Social)

| Service/Activity | Domain | Grade Level | Timeline | Staff Involved |
|--|---------------|--------------------|-------------------------------|---|
| Crisis Counseling/Intervention Behavioral, loss, safety | P | 9-12 | September-June | School Counselors, School Psychologists, Social Workers |
| Individual/Group Counseling Attendance, academic performance, at-risk students, bullying, conflict resolution, grief, divorce, social skills, study skills/organization, transition, careers, virtual calming room | A, C, P | 9-12 | September-June (as needed) | School Counselors School Psychologists, Social Workers |
| 504 Plan Meetings | A, C, P | 9-12 | Summer & All Year | School Counselor for Special Education |
| Parent Conferences | A, C, P | 9-12 | All year (as needed) | School Counselors Teachers Administrators |
| Course Selection, High School/College Advisement | A, C | 9-12 | January - May (as needed) | School Counselors |
| 9th Grade Orientation Assist with coordination & implementation of parent/student orientation programs | A, P | 9 | Spring & Summer | School Counselors Administrators Teachers |

| | | | | |
|---|---------|--------|-------------------------------------|---|
| Summer School Process Promotion/retention meetings, student identification, parent notification | A | 9-12 | June | School Counselors Administrators |
| Summer School Results Promotion/Retention | A | 9-12 | Summer | School Counselors Administrators |
| Scheduling Process & Course Requests | A, C | 9-12 | January - August | School Counselors Administrators |
| Program Planning Assessment of 4-year Plan | A, C | 9-12 | January - February | School Counselors |
| College Application Workshops | A, C | 12 | October - December | School Counselors |
| Financial Aid Night | A, C | 12 | September | School Counselors Financial Aid Representative |
| Senior Profile | A, C | 12 | May | School Counselors |
| ACT/SAT SSD Coordination 504/IEP Students | A | 10-12 | All Year | School Counselor for Special Education |
| Coordination of Youth Employment Program | C | 12 | All Year (summer program: March) | School Counselors Youth Program Representative |
| ACCES-VR Referrals | A, C, P | 9-12 | All Year | School Counselor for Special Education |
| PSAT/PLAN Distribution, Interpretation of results | A, C | 10, 11 | October - November | School Counselors |
| ASVAB Coordination | A, C | 11 | October | School Counselors ASVAB Representative |
| Military Visits | A, C | 11, 12 | All Year | School Counselors |

| | | | | |
|---|---------|--------|--|---|
| NCAA Eligibility | A | 11, 12 | All Year | School Counselors |
| Scheduling Adjustments (final balancing of classes) | A | 9-12 | August, September | School Counselors |
| Review of Transcripts & Schedule New Students | A, C, P | 9-12 | August (and throughout the school year) | School Counselors |
| Academic Intervention Services (AIS) Scheduling | A, C, P | 9-12 | Summer & throughout the year | School Counselors |
| Referrals to Outside Agencies | A, P | 9-12 | As needed | School Counselors |
| Create & maintain Student Services webpage and Twitter account | A, C, P | 9-12 | Throughout the year | School Counselors |
| CSE Meetings | A, C, P | 9-12 | Throughout the year | School Counselors Administrators Teachers Student Parents |
| Learning Management System Curriculum Communication & Resources - Google Classroom | A, C, P | 9-12 | Throughout the year | School Counselors |
| Career Planning Students describe work preferences | C | 9-12 | November & February | School Counselors |

Frontier Central School District Comprehensive School Counseling Plan

High School (grades 9-12)

Responsive Services

Every school counselor is responsible for being available to meet the needs of students and the school during a time of crisis. They make themselves available to all students during a crisis. This takes priority over any other responsibility. Responsive Services include, but are not limited to, death, violence, classroom disruption, CPS investigation, suicidal ideation, homelessness, and school anxiety.

Other responsive services provided by the school counselors include:

- Attending and addressing the needs of “at-risk” students
- Re-evaluate students’ schedules on an as-needed basis
- Available to students requesting individual support or mediating situations among a group of students
- Scheduling and facilitating parent/teacher conferences upon request of the teacher and/or parents
- Provide assistance in the transition of “new entrants” to the school
- Collaborate with classroom teachers to meet the academic, social and emotional needs of students
- Collaborate and consult with building administrators to provide academic, social and emotional interventions when needed
- Participate in training or other professional development to keep skills and knowledge updated
- Inform students of end of year procedures (summer school sign up, grading policies)

Individual Student Planning

School counselors meet with students in danger of failing academic courses in order to help come up with a plan for improvement. School counselors will participate in various large and small group presentations. They are available to schedule and facilitate parent/teacher conferences at the requests of parents and/or teachers. School counselors also provide assistance in the transition of “new entrants” to the school.

School counselors collaborate and consult with building administrators in order to provide academic, social and emotional interventions when needed. School counselors also provide mandated counseling as indicated by a student’s IEP or 504 Accommodation Plan.

School counselors schedule and implement transition programs for students from 8th to 9th grade, 9th to 10th grade, 10th to 11th grade, 11th grade to 12th grade, and from 12th grade to college. It is essential that the school counselors help to prepare all students so that they are career and/or college ready when they graduate.

System Support

School counselors are responsible for implementing a strong communication program at their level. They update their skills and knowledge by participating in professional meetings, additional coursework, and/or other means of training. School counselors participate in ongoing evaluative measures to assess the efficacy of the school counseling program.

**Frontier Central School District
Comprehensive School Counseling Plan**

Counseling Curriculum Crosswalk

| ACADEMIC DEVELOPMENT DOMAIN | Grades 9-12 |
|--|-------------|
| STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan. | |
| <i>Competency A1 Improve Academic Self-concept</i> | |
| A:A1.1 articulate feelings of competence and confidence as learners | X |
| A:A1.2 display a positive interest in learning | X |
| A:A1.3 take pride in work and achievement | X |
| A:A1.4 accept mistakes as essential to the learning process | X |
| A:A1.5 identify attitudes and behaviors which lead to successful learning | X |
| <i>Competency A2 Acquire Skills for Improving Learning</i> | |
| A:A2.1 apply time management and task management skills | X |
| A:A2.2 demonstrate how effort and persistence positively affect learning | X |
| A:A2.3 use communications skills to know when and how to ask for help when needed | X |
| A:A2.4 apply knowledge and learning styles to positively influence school performance | X |
| <i>Competency A3 Achieve School Success</i> | |
| A:A3.1 take responsibility for their actions | X |
| A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students | X |
| A:A3.3 develop a broad range of interests and abilities | X |
| A:A3.4 demonstrate dependability, productivity, and initiative | X |
| A: A3.5 share knowledge | X |
| STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college | |
| <i>Competency B1 Improve Learning</i> | |
| A:B1.1 demonstrate the motivation to achieve individual potential | X |
| A:B1.2 learn and apply critical thinking skills | X |
| A:B1.3 apply the study skills necessary for academic success at each level | X |
| A:B1.4 seek information and support from faculty, staff, family, and peers | X |
| A:B1.5 organize and apply academic information from a variety of sources | X |
| A:B1.6 use knowledge of learning styles to positively influence school performance | X |
| A:B1.7 become a self-directed and independent learner | X |
| <i>Competency B2 Plan to Achieve Goals</i> | |
| A:B2.1 establish challenging academic goals in middle and high school | X |
| A:B2.2 use assessment results in educational planning | X |

| | |
|---|---|
| A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement | X |
| A:B2.4 apply knowledge of aptitudes and interests to goal setting | X |
| A:B2.5 organize and apply academic information from a variety of sources | X |
| A:B2.6 use knowledge of learning styles to positively influence school performance | X |
| A:B2.7 become a self-directed and independent learner | X |
| STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community. | |
| <i>Competency C1 Relate School to Life Experience</i> | |
| A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life | X |
| A:C1.2 seek co-curricular and community experiences to enhance the school experience | X |
| A:C1.3 understand the relationship between learning and work | X |
| A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals | X |
| A:C1.5 understand that school success is the preparation to make the transition from student to community members. | X |
| A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities | X |

| CAREER DEVELOPMENT DOMAIN | Grades 9-12 |
|--|--------------------|
| STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. | |
| <i>Competency A1 Develop Career Awareness</i> | |
| C:A1.1 develop skills to locate, evaluate, and interpret career information | X |
| C:A1.2 learn about the variety of traditional and nontraditional occupations | X |
| C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations | X |
| C:A1.4 learn how to interact and work cooperatively in teams | X |
| C:A1.5 learn to make decisions | X |
| C:A1.6 learn how to set goals | X |
| C:A1.7 understand the importance of planning | X |
| C:A1.8 pursue and develop competency in areas of interest | X |
| C:A1.9 develop hobbies and vocational interests | X |
| C:A1.10 balance between work and leisure time | X |
| <i>Competency A2 Develop Employment Readiness</i> | |
| C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills | X |
| C:A2.2 apply job readiness skills to seek employment opportunities | X |
| C:A2.3 demonstrate knowledge about the changing workplace | X |
| C:A2.4 learn about the rights and responsibilities of employers and employees | X |
| C:A2.5 learn to respect individual uniqueness in the workplace | X |
| C:A2.6 learn how to write a resume | X |

| | |
|--|--------------------|
| C:A2.7 develop a positive attitude toward work and learning | X |
| C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace | X |
| C:A2.9 utilize time and task-management skills | X |
| STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction. | |
| <i>Competency B1 Acquire Career Information</i> | |
| C:B1.1 apply decision making skills to career planning, course selection, and career transition | X |
| C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice | X |
| C:B1.3 demonstrate knowledge of the career planning process | X |
| C:B1.4 know the various ways in which occupations can be classified | X |
| C:B1.5 use research and information resources to obtain career information | X |
| C:B1.6 learn to use the internet to access career information | X |
| C:B1.7 describe traditional and nontraditional occupations and how these relate to career choice | X |
| C:B1.8 understand how changing economic and societal needs influence employment trends | X |
| STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work. | |
| <i>Competency C1 Acquire Knowledge to Achieve Career Goals</i> | |
| C:C1.1 understand the relationship between educational achievement and career success | X |
| C:C1.2 explain how work can help to achieve personal success and satisfaction | X |
| C:C1.3 identify personal preferences and interests which influence career choice and success | X |
| C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills | X |
| C:C1.5 describe the effect of work on lifestyle | X |
| C:C1.6 understand the importance of equity and access in career choice | X |
| C:C1.7 understand that work is an important and satisfying means of personal expression | X |
| <i>Competency C2 Apply Skills to Achieve Career Goals</i> | |
| C:C2.1 demonstrate how interests, abilities and achievements relate to achieving personal, social, educational, and career goals | X |
| C:C2.2 learn how to use conflict management skills with peers and adults | X |
| C:C2.3 learn to work cooperatively with others as a team member | X |
| C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences | X |
| PERSONAL/SOCIAL DOMAIN | Grades 9-12 |
| STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others | |

| | |
|--|---|
| <i>Competency A1 Acquire Self-Knowledge</i> | |
| PS:A1.1 develop positive attitudes toward self as a unique and worthy person | X |
| PS:A1.2 identify values, attitudes and beliefs | X |
| PS:A1.3 learn the goal-setting process | X |
| PS:A1.4 understand change is a part of growth | X |
| PS:A1.5 identify and express feelings | X |
| PS:A1.6 distinguish between appropriate and inappropriate behavior | X |
| PS:A1.7 recognize personal boundaries, rights, and privacy needs | X |
| PS:A1.8 understand the need for self-control and how to practice it | X |
| PS:A1.9 demonstrate cooperative behavior in groups | X |
| PS:A1.10 identify personal strengths and assets | X |
| PS:A1.11 identify and discuss changing personal and social roles | X |
| PS:A1.12 identify and recognize changing family roles | X |
| <i>Competency A2 Acquire Interpersonal Skills</i> | |
| PS:A2.1 recognize that everyone has rights and responsibilities | X |
| PS:A2.2 respect alternative points of view | X |
| PS:A2.3 recognize, accept, respect and appreciate individual differences | X |
| PS:A2.4 recognize, accept, and appreciate ethnic and cultural diversity | X |
| PS:A2.5 recognize and respect differences in various family configurations | X |
| PS:A2.6 use effective communications skills | X |
| PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior | X |
| PS:A2.8 learn how to make and keep friends | X |
| STANDARD B: Students will make decisions, set goals, and take necessary action to achieve goals | |
| <i>Competency B1 Self-Knowledge Application</i> | |
| PS:B1.1 use a decision-making and problem-solving model | X |
| PS:B1.2 understand consequences of decisions and choices | X |
| PS:B1.3 identify alternative solutions to a problem | X |
| PS:B1.4 develop effective coping skills for dealing with problems | X |
| PS:B1.5 demonstrate when, where, and how to seek help for solving problems and making decisions | X |
| PS:B1.6 know how to apply conflict resolution skills | X |
| PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences | X |
| PS:B1.8 know when peer pressure is influencing a decision | X |
| PS:B1.9 identify long- and short-term goals | X |
| PS:B1.10 identify alternative ways of achieving goals | X |
| PS:B1.11 use persistence and perseverance in acquiring knowledge and skills | X |
| PS:B1.12 develop an action plan to set and achieve realistic goals | X |
| STANDARD C: Students will understand safety and survival skills. | |
| <i>Competency C1 Acquire Personal Safety Skills</i> | |

| | |
|---|---|
| PS:C1.1 demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact) | X |
| PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of the rights of the individual | X |
| PS:C1.3 learn about the differences between appropriate and inappropriate physical contact | X |
| PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy | X |
| PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help | X |
| PS:C1.6 identify resource people in the school and community, and know how to seek their help | X |
| PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices | X |
| PS:C1.8 learn about the emotional and physical dangers of substance use and abuse | X |
| PS:C1.9 learn how to cope with peer pressure | X |
| PS:C1.10 learn techniques for managing stress and conflict | X |
| PS:C1.11 learn coping skills for managing life events | X |

**Frontier Central School District
Comprehensive School Counseling Plan**

Management System

Advisory Council

Use of Data

Action Plans

Schedules & Calendars

Frontier Central School District Comprehensive School Counseling Plan

Management System

Connected to the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs.

Management agreements

Management agreements guarantee effective implementation of the delivery system to meet students' needs. These agreements address how the school counseling program is organized and what will be accomplished. They should be discussed with and approved by designated administrators at the beginning of every school year.

Advisory Council

An advisory council is a group of people appointed to review aspects of the school counseling program and can make recommendations for changes or improvement. High school students, parents, teachers, school counselors, social workers, administration and community members should be represented on the council.

Use of Data

A comprehensive school counseling program is data-driven in order to make sure that every student receives the benefits of the program. School counselors must show that each activity implemented as part of the program was developed from analysis of students' needs, achievement and/or related data.

Action Plans

For every desired competency and result, there is a plan outlining how the desired competency will be achieved. Each plan should contain:

- Competencies addressed
- Description of the activity
- Data driving the decision to address the competency
- Timeline in which activity is to be completed
- Who is responsible for the delivery
- Means of evaluating student success
- Expected results for students

Frontier Central School District Comprehensive School Counseling Plan

Use of Time

School counselors recognize the value of direct service, or contact, with students in addition to indirect service. A school counselor's time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.

- Use of Calendars: Monthly calendars will be utilized by counselors to guide program delivery.

Distribution of School Counselor Time

| Delivery System Component | Middle/High School % of time |
|------------------------------|------------------------------|
| School Counseling Curriculum | 15% |
| Individual Student Planning | 25% |
| Responsive Services | 40% |
| System Support | 20% |

Adapted from The ASCA National Model: A Framework for School Counseling Programs

Using Data in School Counseling Programs

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues. In so doing, they can then examine the practices that can lead to higher levels of student success. School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

**Frontier Central School District
Comprehensive School Counseling Plan**

**Indirect Services Performed by School Counselors
(Non-Counseling Professional Responsibilities)**

- Create and Build Master Schedule
- Report Card Accuracy Reviews
- 504 Meetings/Exam Coordination
- Awards Committee (Academic Awards/Scholarships)
- Coordinate E1B BOCES Program
- ASVAB Coordination
- Web page and Twitter account coordination
- Transcripts/GPA/Class Rank
- State and District Data
- Participation on Child Study Teams
- PSAT/Pre-ACT administration and proctoring
- Administration of SAT and ACT exams
- School Profile
- Professional Development
- Participation in Local Middle/High School Counseling Networks
- CSE Representation at Monthly Meetings
- NCAA Core Course Submission and Information
- Summer School and regents exam retake guidance
- Senior failure notices
- Yearly graduation check and post-high school plans with all students
- College Applications
- Home Instruction Assistance
- MS/HS Orientation
- Participation in State/Local/National College Fairs
- Learning Management System - Google Classroom Curriculum
- Virtual Calming Room

**Frontier Central School District
Comprehensive School Counseling Plan**

Accountability

**Results Reports
Counselor Performance Standards
Program Audit**

Frontier Central School District Comprehensive School Counseling Plan

Accountability

The accountability system allows the school counselors to determine how well students have met the standards and achieve intended outcomes. In order to make this determination, the school counselors collect and use data that supports and links the counseling program to student success, improvement in school and positive changes in student behavior.

Using Data

The school counseling program collects data in order to be provided with the information needed to evaluate the program as it related to student progress. This data collection occurs both before and after a counseling activity and reveals what worked as well as what can be improved or changed in order to ensure student success.

M.E.A.S.U.R.E.

MEASURE is, “a six-step accountability process that helps school counselors demonstrate how their programs impact critical data, those components of a school report card that are the backbone of the accountability movement” (School Student Services). This process helps the school counselor to develop specific strategies to connect school counseling to the accountability agenda of today’s schools. MEASURE is an acronym that stands for:

Mission: connects the Comprehensive School Counseling Plan to the mission of the school

Elements: identifies and examines the critical data elements that are essential to the school improvement plan. This procedure of looking at data should guarantee that no group of students is overlooked.

Analyze: in order to determine problem areas, the school counselor analyzes the critical data elements in order to work toward eliminating any barriers that may impede student achievement

Stakeholders-Unite: identify both external and internal stakeholders to form a team to develop and implement strategies to improve student outcomes

Results: determine if efforts show that the strategies were successful and guide the team in developing further steps toward continuous improvement

Educate: educate stakeholders on the positive impact of the program

**Frontier Central School District
Comprehensive School Counseling Plan**

Counselor Performance Standards

The performance standards highlight the major roles and functions performed by the school counselor. The performance standards align with the ASCA National Model and contain basic standards of practice expected from counselors. School counselors are evaluated in the areas of program implementation, program evaluation and professionalism.

Not only are these standards used for performance evaluation, but they are also a crucial tool in the counselor's self-evaluation and advocacy. This helps to focus personal and professional development plans. School Counselor Performance Standards are:

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.

- 1.1 A program is designed to meet the needs of the school.
- 1.2 The professional school counselor demonstrates interpersonal relationships with students.
- 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

- 2.1 The professional school counselor teaches school guidance units effectively.
- 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

- 3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

- 4.1 The professional school counselor counsels individual students and small groups of

students with identified needs and concerns.

4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.

4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.

5.2 The professional school counselor provides support for other school programs.

Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.

6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.

6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

Standard 7: The school counselor is responsible for establishing and convening an advisory council for the school counseling program.

7.1 The professional school counselor meets with the advisory committee.

7.2 The professional school counselor reviews the school counseling program audit with the council.

7.3 The professional school counselor records meeting information.

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.

8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.

8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.

8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.

8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.

Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.

9.1 The professional school counselor is accountable for monitoring every student's progress.

9.2 The professional school counselor implements monitoring systems appropriate to the individual school.

9.3 The professional school counselors develop appropriate interventions for students as needed and monitor their progress.

Standard 10: The professional school counselor uses time and calendars to implement an efficient program.

10.1 The professional school counselor uses a master calendar to plan activities throughout the year.

10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.

10.3 The professional school counselor posts a weekly or monthly calendar.

10.4 The professional school counselor analyzes time spent providing direct service to students.

Standard 11: The professional school counselor develops a results evaluation for the program.

11.1 The professional school counselor measures results obtained from school guidance curriculum and closing the gap activities.

11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.

11.3 The professional school counselor knows how to collect process, perception and results data.

Standard 12: The professional school counselor conducts a yearly program audit.

12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.

12.2 The professional school counselor shares the results of the program audit with the advisory council.

12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.

13.1 The professional school counselor promotes the academic success of every student.

13.2 The professional school counselor promotes equity and access for every student.

13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.

13.4 The professional school counselor understands reform issues and works to close the achievement gap.

13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.

13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

**Frontier Central School District
Comprehensive School Counseling Plan**

School Counselor Performance Appraisal Form

Tally the number of “Yes” boxes and the number of “No” boxes in order to determine what can be re-evaluated.

| | | |
|---|------------|-----------|
| Standard 1: The professional school counselor plans, organizes and delivers the school counseling program | Yes | No |
| 1.1 A program is designed to meet the needs of the school | | |
| 1.2 The professional school counselor demonstrates interpersonal relationships with students. | | |
| 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff. | | |
| 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians. | | |
| Comments: | | |
| Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students. | Yes | No |
| 2.1 The professional school counselor teaches school guidance units effectively. | | |
| 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals. | | |
| 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum. | | |
| Comments: | | |
| Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans. | Yes | No |
| 3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills. | | |
| 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information. | | |
| Comments: | | |

| | | |
|---|------------|-----------|
| | | |
| Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills. | Yes | No |
| 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns. | | |
| 4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals. | | |
| 4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel. | | |
| Comments: | | |
| Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs. | Yes | No |
| 5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff. | | |
| 5.2 The professional school counselor provides support for other school programs. | | |
| Comments: | | |
| Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator. | Yes | No |
| 6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement. | | |
| 6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year. | | |
| Comments: | | |
| Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program. | Yes | No |
| 7.1 The professional school counselor meets with the advisory committee. | | |
| 7.2 The professional school counselor reviews the school counseling program audit with the council. | | |
| 7.3 The professional school counselor records meeting information. | | |

| | | |
|--|------------|-----------|
| Comments: | | |
| Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis. | Yes | No |
| 8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs. | | |
| 8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions. | | |
| 8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum. | | |
| 8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap. | | |
| Comments: | | |
| Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school. | Yes | No |
| 9.1 The professional school counselor is accountable for monitoring every student's progress. | | |
| 9.2 The professional school counselor implements monitoring systems appropriate to the individual school. | | |
| 9.3 The professional school counselors develop appropriate interventions for students as needed and monitor their progress. | | |
| Comments: | | |
| Standard 10: The professional school counselor uses time and calendars to implement an efficient program. | Yes | No |
| 10.1 The professional school counselor uses a master calendar to plan activities throughout the year. | | |
| 10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students. | | |
| 10.3 The professional school counselor posts a weekly or monthly calendar. | | |
| 10.4 The professional school counselor analyzes time spent providing direct service to students. | | |
| Comments: | | |
| Standard 11: The professional school counselor develops a results evaluation for the program. | Yes | No |

| | | |
|---|------------|-----------|
| 11.1 The professional school counselor measures results obtained from school guidance curriculum and closing the gap activities. | | |
| 11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared. | | |
| 11.3 The professional school counselor knows how to collect process, perception and results data. | | |
| Comments: | | |
| Standard 12: The professional school counselor conducts a yearly program audit. | Yes | No |
| 12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented. | | |
| 12.2 The professional school counselor shares the results of the program audit with the advisory council. | | |
| 12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year. | | |
| Comments: | | |
| Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent. | Yes | No |
| 13.1 The professional school counselor promotes academic success of every student. | | |
| 13.2 The professional school counselor promotes equity and access for every student. | | |
| 13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community. | | |
| 13.4 The professional school counselor understands reform issues and works to close the achievement gap. | | |
| 13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students. | | |
| 13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff. | | |
| 13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement. | | |
| Comments: | | |

Total Number of “Yes” Responses: _____

Total Number of “No” Responses: _____

Additional Comments:

Tentative K-2 Curriculum

Aligned with the National School Counseling Standards and services delivered by School Social Worker, School Psychologist, and WNY United Against Drug and Alcohol Abuse, INC. Prevention Specialist

| Grade Level | K | 1 | 2 |
|-------------|--|---|---|
| Topics | <p>Friendships/ Peacemaking skills</p> <p>I Care Lessons</p> <p>Individual Counseling as needed</p> <p>Group counseling as needed</p> <p>Character education</p> <p>STEAM activities</p> | <p>Friendships/Peacemaking skills</p> <p>Individual Counseling as needed</p> <p>Group Counseling as needed</p> <p>Character Education</p> <p>STEAM activities</p> | <p>Friendships/ Peacemaking skills</p> <p>Individual Counseling as needed</p> <p>Group counseling as needed</p> <p>Character Education</p> <p>Too Good for Violence Program</p> <p>STEAM Activities</p> |

Tentative School Counseling Curriculum, Grades 3-5

| Month | 3rd | 4th | 5th |
|-----------|---------------------------------------|---------------------------------------|---------------------------------------|
| September | Planning Grade Level Meetings | Planning Grade Level Meetings | Planning Grade Level Meetings |
| October | Introduction | Introduction | Introduction |
| November | Kindness Being a good friend | Being a good friend Kindness | Being a good friend Kindness |
| December | Resilience/ Coping/ Mindfulness | Resilience/ Coping/ Mindfulness | Resilience/ Coping/ Mindfulness |
| January | STEAM Careers | STEAM Careers | STEAM Careers |
| February | Diversity/ Acceptance | Diversity/ Acceptance | Diversity/ Acceptance |
| March | Friendship/ Conflict Resolution | Friendship/ Conflict Resolution | Friendship/ Conflict Resolution |
| April | Gratitude/ Forgiveness | Gratitude/ Forgiveness | Gratitude/ Forgiveness |
| May | Personal Safety/ Transitions | Personal Safety/ Transitions | Personal Safety/ Transitions |
| June | Transitions | Transitions | Transitions |
| Ongoing | Too Good for Violence Program | Too Good for Violence Program | Building Life Skills |

Tentative School Counseling Curriculum, Grades 6-8

| Month | 6th | 7th | 8th |
|-----------|---|---|------------------------------------|
| September | Welcome Back Transition of new students and parents | | |
| October | New Student Breakfast Classroom lesson | | |
| November | Individual Sessions Failing Students | Classroom Lesson- Sensitivity/ Diversity/Acceptance Failing Students | Failing Students |
| December | | | Career Assessment HS Scheduling |
| January | | | HS Scheduling |
| February | Individual Sessions Failing Students | Failing Students Career Activity | Failing Students |
| March | | Individual Sessions | |
| April | Career Activity | Individual Sessions | |
| May | | | Transition |
| June | | | Transition |
| July | Master Scheduling | Master Scheduling | Master Scheduling |
| August | Orientation Master Scheduling | Master Scheduling | Master Scheduling |
| Ongoing | Master Scheduling CSE Meetings Department Meetings Child Study Team Meetings Team Meetings Faculty Meetings IEP/504 Counseling Academic Parent Conferences | | |

| | |
|--|--|
| | Schedule Changes Input into Behavioral plan/charts Outside referrals TeleMed Psych Program AIS Scheduling Process Crisis Counseling Threat Assessments Lethality Assessments Collaboration with CPS CRT Team Assistance |
|--|--|

Middle School Counselor Responsibilities

September:

- Meet with students for necessary schedule changes
- Balance classes
- Follow up on students who have not attended school to determine if they have moved
- Introduction 504 meetings
- Print and distribute Census Verification forms to all students
- Meet with academic teams to establish team procedures/policies between counselors/team
- Participate in Parent Information Night/Introduce Student Services to parents
- Visit 6th Grade classrooms during first week of school to introduce ourselves and welcome students
- Establish meeting schedule and times for Child Study Team
- Follow up with new students on transition to Frontier Middle School
- Identify high need students and begin to develop relationships to foster student success
- Provide needy students with necessary school supplies
- Meet with Social worker to assign/assist with IEP Counseling students

October:

- 6th Grade Lesson on Introduction to and the role of a School Counselor
- Recommend students to Warm the Children Program
- Begin the Master Schedule process
- Pull 5 week failure data from Student Management System
- Run gap finder and fill holes in kids schedules for Quarter 2
- Develop the grading timeline for end of 1st Quarter

November:

- Coordinate with ELA and Math Depts to add/remove students into/from AIS
- Mail letters to families receiving/dropping AIS
- Prepare and distribute 2nd Quarter Schedules
- Review 1st Quarter failures
- Thanksgiving Collection for families
- Identify families who need holiday help
- Take families Warm the Children shopping
- Meet with High School Counselors to discuss High School Scheduling and programming

December:

- Meet with High School counselors to discuss course offerings and scheduling process
- Canvas students for PTech, discuss through team meetings

- Design and order course selection sheets to be utilized with the 8th grade students during the course selection
- Begin High School Scheduling Process with 1 classroom presentations to all 8th graders about careers
- Send letter to parents to notify them of upcoming schedule process
- Coordinate holiday collections for needy families
- Analyze 5 week failures
- Finalize applications for students applying to private high schools
- Coordinate with Potter Rd for upcoming 8th grade field trip
- Identification and selection of students for UB Math including parent/student notification and information

January:

- Continue High School Scheduling Process with 1 classroom presentations to all 8th graders about course selections
- Meet with 8th grade students individually for yearly meeting and to plan schedule
- Meet with parents of 8th grade students regarding High School schedules as necessary
- Run gap finder and fill holes in kids schedules for 3rd quarter
- Potter Rd Field Trip
- Develop grading timeline for Quarter 2
- Update language letter and schedule French presentations

February:

- Mail 8th grade course selection
- Respond to parent inquires to address any high school scheduling questions or concerns
- Follow up on the return of the Foreign Language selection process
- Attend 5th grade CSE Meetings
- Continue developing the Master Schedule for Upcoming School Year
- Ptech information night
- Send letter to 5th grade parents about upcoming school year and requests

March:

- Continue to answer questions from parents and students regarding High School schedule and make changes as necessary
- Analyze 5 week failures
- Attend 5th grade CSE Meetings
- Continue to adjust High School schedules as needed
- Continue developing the Master Schedule for Upcoming School Year
- Collect Ptech applications and prepare students for interviews

- Boys Leadership Day at Taylor Rd
- STEAM Day by Praxair in conjunction with 8th grade science teacher

April:

- Continue to answer questions from parents and students regarding High School schedule and make changes as necessary
- Continue developing the Master Schedule for Upcoming School Year
- Obtain information regarding Band, Chorus, and Orchestra participation for incoming 6th graders from Elementary Schools
- Participate in CSE Meetings for incoming 6th Grade students
- Develop agenda, powerpoint presentation and handouts for 6th Grade Parent Orientation
- Develop and organize the dissemination of letters regarding parent orientation to the elementary schools
- Meet with administration regarding programs for upcoming year such as remedial services, Living Environment/Biology, and Math $\frac{7}{8}$
- Ptech interviews
- Girls Empowerment Day at Taylor Rd

May:

- Continue to answer questions from parents and students regarding High School schedule
- Attend 5th grade CSE Meetings
- Develop grading timeline for 4th quarter
- Begin to finalize the Master Schedule for Upcoming School Year
- Begin inputting the Master Schedule into Student Management System
- Conduct 6th grade student orientation at elementary schools

June:

- Meet with Elementary Social Workers to prepare for students transitioning to the Middle School
- Meet with High School Social Worker and School Resource Officer to prepare for students transitioning to the High School
- Pass out failure cards to teachers and assist in the collection of grades for students who must attend summer school
- Attend meeting on Summer School
- Notify parents by sending letters informing them of student academic failure
- Continue inputting the Master Schedule
- Complete Summer School Sign Ups for all necessary students from Frontier Middle Schools
- Complete the Special Education Schedule
- Prepare Teacher schedules to be handed out

- Do scheduling runs to check for accuracy and troubleshoot
- Confirm the students attending Private High School for 9th grade and inform the high school
- Select students for the Living Environment/Biology Program for the next school year
- Select students for Math 7/8
- Work with teachers to identify students being recommend for AIS Services
- Do scheduling/team breakdown for incoming 6th grade students
- Call parents of students who failed core classes and recommend Summer School

July:

- Finalize CSE recommendations
- Do a scheduling run and troubleshoot problem areas
- Input the Master Schedule and modify continually as needed
- Identify and schedule students into remedial services
- Inform Summer School information of pertinent CSE information
- Identify students for Living Environment/Biology and Math 7/8
- Double check parent requests
- Provide administration with the information needed for Supervisory assignments
- Complete and finalize LE/Biology Selection Process working in conjunction with the Science Department
- Compose and send a letter to parents regarding acceptance into LE/Biology Program

August:

- Determine student promotion based on the completion of Summer School
- Review State Assessment Scores and place students in AIS Services
- Send letters to notify parents on students being recommended for AIS Services
- Organize and implement 6th Grade Student Orientation
- Register New Students
- Print student schedules for opening day
- Review parent and elementary requests to ensure proper placement
- Participate and facilitate the Summer CST Meeting
- Work with ENL teacher about the required services for students and plan the student schedules

Ongoing:

- Counsel individual students virtually or in person
- Provide individual crisis counseling as needed
- Counsel students with IEPs who require mandated counseling
- Identify at-risk students on an on-going basis to promote school success
- Coordinate and facilitate group counseling on various topics as needed
- Coordination and collaboration as needed with school social worker, school psychologist and administration

- Register new students
- Participate in team meetings
- Participate in parent conferences
- Participate actively in biweekly Child Study Team Meetings by developing individual action plans for at-risk students
- Develop plans for at risk students with academic or mental health concerns
- Facilitate conflict resolution process on a daily basis
- Attend CSE/504 Meetings
- Make referrals to outside counseling agencies
- Refer abuse/neglect concerns to Child Protection Services as needed; collaborate with district CPS liaison
- Collaborate and follow up with outside counselors
- Coordination, collaboration and referral to Telemedicine Psychiatry Services
- Attend WNY Middle School Counselor Association meetings
- Participate in Superintendent's Hearings and student re-admit hearings
- Participate in the Threat Assessment Process as needed
- Monitor student attendance both with Team and CST groups
- Liason for backpack program
- 6-12 Counselor Meetings
- Keep up to date log on the notes tab in Student Management System
- Use iReady data to schedule/unschedule Math & ELA labs
- Participate in building wide initiatives/committees such as planning for the advisory period, etc
- Department representation on CRT
- Assist with fire drills, lockdowns, and other required drills and overall student safety
- Assist with student dismissal
- Coordinate and assist with McKinney Vento process
- Coordinate home instruction process
- Conduct home visits to intervene with at-risk students
- Refer families to community resources such as food pantries and food drives
- Maintain department webpage to provide up to date resources to students and families
- Adjust schedules on ongoing basis to meet the learning needs of students and staff
- Provide information to students through google classrooms - post videos and pertinent information

High School Student Services Responsibilities

September:

- Meet with students for necessary schedule revisions
- Schedule individual senior college meeting
- Double check seniors for graduation requirements
- Develop Senior Exit Exam Reports
- Develop Diploma Lists and Pass/Fail Sheets
- Schedule PSAT classroom presentations
- Begin College Planning Conferences with seniors and their parents
- Assist with Hilbert College Fair
- Attend college information workshops to receive current updated information
- Provide Student Services information at Frontier's Open House
- Coordinate WNY Consortium visit
- Coordinate, schedule, and advertise Financial Aid Night
- Classroom presentations for AP courses
- Organize test administration for the AP and PSAT Exams
- Coordinate with Community Education and AP teachers regarding AP set-up and payment
- Initial meeting with New Student Group
- Mail letters to parents of seniors ineligible to graduate

October:

- Distribute Class Rank and GPA for Seniors
- Coordinate and Administer the PSATs
- Continue College Planning Conferences with seniors and parents
- Begin processing college applications and letters of recommendation
- Update the Frontier Central High School Profile

November:

- Attend BOCES Counselor Informational Meeting
- Continue College Planning Conferences with seniors and parents
- Attend Financial Aid Conferences
- Review and verify report cards for accuracy
- Meet with students failing academic subjects
- Coordinate and Interpret the ASVAB Test
- Finalize and Coordinate the printing of the curriculum guide
- Career Fair scheduling and presentations
- Sophomore classroom presentations regarding offerings at E1B

December:

- Meet with middle school counselors to discuss course offerings
- Distribute and Interpret the PSAT results
- Coordinate registration for the Pre-ACT
- Classroom presentation for grades 9
- Individual counseling for 9th graders for program planning
- Coordinate and attend field trips for students interested in Harkness and Potter Road CTE
- Coordinate exam scheduling for students with 504 plans

January:

- Classroom presentation for grades 10, and 11 for program planning
- Coordinate the Curriculum Fair for Grade 8
- Facilitate 8th grade orientation
- Individual counseling for 9th, 10th, and 11th graders for program planning
- Distribute Failure and Independent Study Reports to all faculty
- Assistance and verification of 1st semester grades

February:

- Continue with individual program planning meetings
- Re-scheduling of students for required courses due to failures
- Certify January Graduates
- Update Graduation and Exit Exam Reports
- Coordinate and schedule Catholic School enrollment
- Finalize and present at Junior College Planning Night
- Visit students attending alternative placements
- Send mid-year reports for all college bound seniors
- Review and verify report cards for accuracy
- Meet with students failing academic subjects

March:

- Coordinate and attend the National College Fair with our students
- Coordinate Boys and Girls State Programs
- Revise student course request due to closed and cancelled courses

April:

- Continue seeing students for schedule request revisions
- Begin work on the master schedule
- Review and verify report cards for accuracy
- Meet with students failing academic subjects
- Coordinate the AP Exam Proctor schedule
- Coordinate and compile information for senior survey letter for post-secondary plans and scholarships
- Begin compiling senior college and scholarship information
- Give classroom presentations for Junior College Planning
- Notify special education students of SSD requirements
- Written notification to the parents of seniors at risk of not graduating
- Develop Seniors At-Risk List
- Administer the Pre-ACT
- Present at Healthy Living Fair

May:

- Continue work on the master schedule
- Formally invite students and benefactors to Awards Night
- Administration and coordination of the AP Exams - Two weeks off site
- Coordinate and attend the Quantum Leap Most Improved Student Luncheon
- Coordinate exam scheduling for students with 504 plans

June:

- Finalize the master schedule
- Assist in coordinating Academic Awards Nights
- Meet with students who do not have a post-secondary plan
- Certify Seniors for graduation
- Notify and Report students ineligible to graduate
- Distribute Failure Sheet and Independent Study Reports to all faculty
- Update graduation and Exit Exam Reports

June/July:

- Register students for summer school
- Reschedule of students for required courses due to failures
- Schedule Special Education Students
- Run the master schedule
- Fix student schedule conflicts

- Meet with the Physical Education Dept for scheduling
- Send final transcripts for all college bound Seniors

August:

- Review summer school report and revise student schedules as needed
- Update Exit Exam Reports
- Certify August Graduates
- Conference with and reschedule 12R students
- Coordinate Freshman Orientation

On-Going Yearly Responsibilities

- Register and schedule new students to the district
- Publicize and coordinate awards and scholarships
- Attend CSE and IEP meetings for all special education students
- Attend professional conferences
- Attend Superintendent Conferences
- Coordinate parent/teacher conferences as needed
- Coordinate and administer the ACT and SAT Tests
- Coordinate and schedule Military and College Visits
- Update our website and Twitter account with information for parents and students
- Provide individualized counseling as needed (personal, social, academic, career)
- Provide mental health evaluations and lethality assessments as needed
- Attend weekly CST meeting with administrators, psychologist and social worker
- Attend weekly PLC meetings
- Monitor NCAA Requirements
- Monitor NYS Graduation Requirements
- Review at risk students
- Provide transcripts and health records for former students and students leaving
- Referrals to TASC/GED Programs as needed
- Coordinate Student Weekly Progress Reports as needed
- Coordinate scholarships and processing of scholarship applications
- Provide Information on private tutors
- Work with transition specialists regarding transition services
- Monitor Home Instruction Services and students on suspension
- Assist in monitoring absenteeism and attendance
- Provide referrals and meet with outside agencies, coordinate with school psychologist and social worker
- Process SSD Forms
- Assist in monitoring 504 Students
- Monitor 8th grade assessment information
- Provide internship opportunities for local college students

- Assist in monitoring articulation agreements
- Arrange publicity for student awards
- Monitor progress and attend CSE meetings for out of district placements
- New Student/Exchange Student Group
- Coordination Foreign Exchange students
- Collaboration with CPS/Probation
- Coordination with ELL teacher and students
- Updates to the Learning Management System - Google Classroom
- Monitor the Virtual Calming Room

High School Counselor 9-12 Comprehensive Plan

Annual review of each student's educational progress and post secondary plan.

TARGET POPULATION: 9th -12th grade students

EXPECTED OUTCOMES:

1. Students will assist in the development of an accurate yearly schedule
2. Students will understand and meet graduation requirements for Frontier High School and New York State
3. Students will be able to identify post-secondary options and choices

ANNUAL ASSESSMENTS:

1. Graduation Rates
2. Schedules
3. Transcripts and Cumulative folders
4. Class Profile

Assist students in learning about various careers and career planning skills

TARGET POPULATIONS: 9th-12th grade students

EXPECTED OUTCOME(S):

1. Students will develop a knowledge of career information
2. Students will explore possible career options
3. Students will identify potential career interests
4. All students will have a post-secondary plan

ANNUAL ASSESSMENTS:

1. PSAT
2. ASVAB
3. Number of credits earned for community service
4. Assistance and interpretation of mymajors.com results

Assist students to achieve academic potential

TARGET POPULATION: 9th - 12th grade students

EXPECTED OUTCOME(S):

1. Identify personal issues that may interfere with academic success
2. Identify academic problems that may interfere with academic success
3. Identify resources available to assist students
4. Students will graduate with a diploma that reflects their ability

ANNUAL ASSESSMENTS:

1. Passing Rates
2. Progress Reports
3. Honor Roll
4. Drop Out Rates
5. Ineligible to Graduate List

Assist students in the development of positive interpersonal skills

TARGET POPULATION: 9th-12th grade students

EXPECTED OUTCOME(S):

1. Identify and recognize emotional, social and behavioral concerns
2. Identify resources to address emotional, social and behavioral concerns
3. Students will behave in accordance with school expectations of behavior

ANNUAL ASSESSMENTS:

1. Review the number of disciplinary referrals
2. Report Cards
3. Dropout rates
4. Review referrals to CST
5. Parent Conferences
6. Referrals to ISS and SRO
7. Referrals to Alternative Programs
8. School Suspensions
9. Superintendent Hearings

Encourage student and parent involvement in activities offered through the Guidance Department.

TARGET POPULATION: 9th-12th grade students and parents

EXPECTED OUTCOME(S):

1. Improve communication between school and home
2. Increase attendance at school functions

ANNUAL ASSESSMENTS:

1. Attendance at scheduled activities
2. Number of parent conferences

Assist students in College Planning and other Post Secondary Plans

TARGET POPULATION: 9th-12th grade students

EXPECTED OUTCOMES:

1. All students will have a post-secondary plan upon graduation

ANNUAL ASSESSMENTS:

1. Graduation Rates
2. Profile Information

Assist students in transitioning to Frontier High School

TARGET POPULATION: 9th grade and all new students

EXPECTED OUTCOME(S):

1. Students will feel more connected to Frontier High School and develop a positive attitude towards the school and community
2. Students will be able to identify and participate in clubs and activities that meet their interests
3. Students will be able to identify and utilize staff and programs which offer support services

ANNUAL ASSESSMENTS:

1. Disciplinary referrals for 9th graders and new students
2. Attendance at clubs and activities for 9th graders and students
3. Referrals to CST

**Frontier Central School District
Comprehensive School Counseling Plan**

APPENDIX
Glossary
References

Glossary

Accountability: Responsibility for one's actions; involves an explanation of what has been done (responsibility of counselor's performance, program implementation and results)

Action Plan: How the school counselors and other stakeholders intend to achieve the desired result of competency

Advocacy: Actively supporting causes, ideas or policies that promote and assist student academic achievement, career and personal/social needs

American College Testing (ACT): Assesses high school students' general educational development and their ability to complete college level work

ASCA: American School Counselor Organization

Assessment: a tool used to measure the criteria (competencies, indicators, descriptors)

BOCES: Board of Cooperative Educational Services

Career Development: the necessary skills and attitudes for successful transition from school to work of post-secondary training or education

Class Rank: a measure of how a student's cumulative grade point average compares to the other students in his or her class

Collaboration: A partnership where two or more individuals or organizations actively work together on a project or problem

College Board: an association whose mission is to connect students to college success and opportunity. Provides PSAT, SAT and AP tests; includes the CSS profile and college planning tool

Competencies: defines the specific knowledge, attitudes and skills students should obtain

Comprehensive School Counseling Program: a key part of the total educational program that helps every student obtain the skills, knowledge and attitudes in the areas of academic, career and personal/social development

Consultation: Discussions with parents, teachers, other educators and community agencies with regard to strategies to assist students

Counseling: a type of helping process implemented by a professional certified person that involves a variety of techniques and strategies that help students explore academic, career and personal/social issues impeding healthy development and/or academic progress

CSE: Committee on Special Education

CSS Profile: a web based financial aid application service of the College Board. Colleges and universities use the information from this to determine eligibility for non federal student aid funds

Data-driven: Decisions concerning future action that are based on information, survey reports, assessments, statistics or other forms of data

Delivery System: the means of which the school counseling program is organized and delivered (guidance curriculum, individual student planning, responsive services, systems support)

Domains: broad areas of knowledge base that promote and enhance the learning process (academic, career, personal/social)

Foundation: the mission, philosophy, domains, and ASCA National Standards and Competencies

GED: General Education Diploma

GPA: grade point average

Group Counseling: provided in a small group for students on specific issues

Indicators: measurable evidence that individuals have abilities, knowledge or skills for a specific competency

Individualized Education Program (IEP): a written document developed, reviewed and revised by the Committee on Special Education (CSE) that outlines the provisions needed to meet the unique educational needs of a student with a disability

Individual Advisement: school counselors assist students in establishing educational, career, personal and social goals by involving parents, teachers, other school staff and the community

Individual Assessment: school counselors assist students in analyzing and evaluating abilities, interests, skills and achievement

Individual Counseling: provided to students on a one-on-one basis as needed

Individual Student Planning: consists of school counselors coordinating ongoing systematic activities designed to help the student in establishing personal goals and developing plans for the future

Individuals with Disabilities Education Act (IDEA): a federal law enacted in 1975 and reauthorized in 2004 that is designed to protect the rights of students with disabilities by ensuring that they receive a free appropriate public education, regardless of ability. IDEA grants equal access to education for students with disabilities along with special education services and procedural safeguards for parents

Management System: addresses the allocation of resources to best address the goals and needs of the school counseling program

McKinney-Vento Homeless Assistance Act: requires that every public school district designate a Homeless Liaison to ensure that homeless students are identified, immediately enrolled in school, have access to educational opportunities equal to those of their non-homeless peers, and receive assistance in evaluating and meeting their needs unique to their situation

NCAA: National Collegiate Athletic Association

NCAA Eligibility Center: determines eligibility for prospective Division I and Division II college student athletes

Official Transcript: a copy of a student's permanent academic record which includes all courses taken, all grades received, class rank, GPA, and degrees conferred to a student

Personal/Social Development: maximizing each student's individual growth and social maturity in the areas of personal management and social interaction

Philosophy: A set of principles guiding the development, implementation and evaluation of the program

Preliminary Scholastic Aptitude Test (PSAT): a preparatory test for the SAT exam

Program Management: school counselors coordinate planning and management tasks that support the activities for a comprehensive and developmental school counseling program

Program Planning: involves course selection, academic planning and review to make sure students are meeting NYS graduation requirements

Referrals: school counselors refer students and families to outside agencies and services when appropriate; students can also be referred or refer themselves to the services of the school counselor

Responsive Services: activities that meet the immediate need of students, parents/guardians and teachers for referral, consultation or information

Results Data: outcome data; how students are measurably different as a result of the program

Scholastic Achievement Test (SAT): a standardized test for college admissions. The SAT consists of three major sections: Reading, Mathematics, and Writing. It assesses how well the test takers analyze and solve problems (colleges typically look at and combine the Reading and Math sections for admission criteria)

SAT Subject Tests: a set of more than twenty different tests focusing on specific disciplines such as English, History, and Social Sciences

Section 504: a civil rights law that prohibits discrimination against individuals with disabilities and ensures that the student has equal access to an education

Student Support Team (SST): a building level committee consisting of administrators, counselors, nurse, AIS specialists, teachers, psychologists and other related service providers to review relevant information with regard to the school program and its impact on student performance

Systemic Change: change affecting the entire system; focus of the change is upon the dynamic of the environment, not the individual

System Support: professional development, collaboration and teaming, consultation and program management and operation activities that establish, maintain and enhance the total school counseling program