AMHERST CENTRAL SCHOOL DISTRICT COUNSELING PLAN

GRADES PreK-12

Revised April 2023

AMHERST CENTRAL SCHOOL DISTRICT

Comprehensive School Counseling Program

April 2023

Mr. Anthony Panella – Superintendent
Dr. Lynn Shanahan – Assistant Superintendent for Curriculum, Instruction & Technology
Mr. Michael Belle-Isle – Assistant Superintendent for Student & Staff Services
Mr. Robert Adams – Director of Health, Physical Education and Athletics

Pre K-12 Comprehensive School Counseling Plan

Ms. Leslie Barr - Windermere Blvd. School Social Worker
Ms. Melissa Stasio - Windermere Blvd. School Counselor
Ms. Jennifer Noe - Smallwood Drive School Social Worker

Ms. Tammie Hobler – Middle School Counselor
Ms. Julie Terry – Middle School Counselor
Ms. Amanda Feron – Middle School Counselor

Mr. David Benton -- High School Counselor
Ms. Sherry Ciurczak – High School Counselor
Ms. Kristi Scalzo– High School Counselor
Ms. Laurie LeGoff – High School Counselor

TABLE OF CONTENTS

In the spring of 2016, the Amherst Central School District (ACSD) launched a partnership with the Warner School of Education at the University of Rochester to begin a process to create a district strategic plan. A multi-year plan was approved and will provide a comprehensive road map to all that occurs within the ACSD, as well as the partnerships we form within the Amherst.

OUR MISSION: To prepare all students to excel in a world through the development of their abilities to reason, solve problems, apply knowledge, communicate and collaborate effectively.

Priority 1: Learning and Achievement

All learners will have access to appropriate and robust learning opportunities and achieve at a high level of growth and achievement.

Clearly, learning and academic achievement drives our mission as a school district. Within this priority, the focus is on asking ourselves how we best meet the learning needs of our students and staff. From an in-depth look at how we provide for our at-risk students to identifying specific college and career readiness skills our students need, these priorities cover a broad scope that will include implementing plans for instructional technology, curriculum and professional development.

Priority 2: Student Life

To foster a love of learning through the development of the whole child.

We recognize that involvement in activities outside the classroom and interactions in class with faculty and peers allows our students to continually grow and develop. The priorities identified within this area focus on how the district can support the development of the social and emotional needs of students. Part of this work will be to create a district-wide committee and building level groups to implement, a PreK-12 character education curriculum.

We will analyze our extra-curricular options, identify areas of expansion and study how we can increase student participation in these activities. By implementing internships as work-based learning opportunities, we will help students develop their natural interests and possible college or career focus.

Aligning classroom management techniques to the Thoughtful Classroom Teacher Effectiveness Framework (Silver & Strong) and developing building based behavioral support teams will ensure a safe and supportive learning environment for all students.

Priority 3: Amherst Pride

To enhance Amherst Pride by fostering relationships between internal and external stakeholders within Amherst and the greater Western NY community.

Developing a sense of civic pride and responsibility among the school district and its community drives many of the initiatives with this priority area.

Already strong, we will continue to evaluate, identify, and implement community service opportunities. Enhancing and expanding the district's internal and external partnerships will benefit existing programs and link to other initiatives within the Student Life and Learning and Achievement priority areas. An employee wellness component will include ways to support the physical, mental, and emotional well-being of students, faculty, staff, and community members. Developing a communication plan will allow us to define how we will share ACSD news and strategic plan updates.

Finally, we believe the school district is truly the hub of the community and we will identify, implement and evaluate programs to encourage participation in activities among all stakeholders within the ACSD.

PART I

Introduction

Counseling is a process of helping people by assisting them in making decisions and changing behaviors. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

(American School Counselor Association as found in The New York State Comprehensive School Counseling Program 4th edition, 2019).

As New York State continues to work on school improvement, school counselors across the state continue to adjust to the impact on student need. Every student Succeeds Act (ESSA) passed in 2015, replaces the No Child Left Behind of 2001. ESSA provides plans for comprehensive school counseling services including professional development and career counseling services. Many provisions of ESSA unfolded and integrated in 2017-18 (ASCA, Legislative Affairs, 2016). School Counselors work in collaboration with educational teams to examine changes in policies and regulations and will work to promote the academic missions of their schools as well as goals of the NYS Education Department and Every Student Succeeds Act.

The New York State Model For Comprehensive K-12 School Counseling Programs

Appendix A: Part 100 and School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

1) Public Schools: Each school district shall have a guidance program for all students

> (i) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse and to encourage parental involvement.

> (ii) In grades 7-12, the guidance program shall include the following activities and services:

>> a. An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

>> b. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

>> c. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

>> d. The services of personnel certified or licensed as school counselors.

> (iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such a plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives;

specifications of staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Office of Elementary, Middle, Secondary and Continuing Education/Part 100/100.2a/2002

Appendix B: 52.21, 100.2(j) & Part 80 School Counseling - Terms

An amendment to the Regulations of the Commissioner of Education Pursuant Education Law sections 101, 207, 210, 214, 305, and 308, 3001, 3003, 3006 and 3009.

The Role of the School Counselor

Comprehensive School Counseling Program

The School Counselor is a certified professional educator who is qualified to address students' academic, career and social/emotional needs. Through leadership, advocacy, and collaboration, counselors promote positive educational experiences for all students in a safe learning environment. Prevention and intervention programs are part of a comprehensive school counseling program (Ziomek-Daigle et al. 2016). School Counselors serve a critical role in student success (Gysbers, N. 2010). It is recommended by the American School Counseling Association that a school counselor-to student ratio of 1:250 is optimal for meeting students' needs (ASCA Mindsets and Behaviors for Student Success, 2022 Kearney et al. (2021)).

Amherst Central Schools endorse a comprehensive school counseling program that promotes and enhances student learning and academic achievement. It is a framework for the systematic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the skills for students and outlines various strategies, activities, and resources to deliver the content to students. The comprehensive counseling program is part of a student's total educational process and the mission of the school.

The School Counseling Program is integral to the educational process through academic, career and personal/social development. The program is proactive and preventive in its focus. It assists students in acquiring and using life-long learning skills. More specifically, school counseling programs employ strategies to enhance academics, provide career awareness, develop employment readiness, encourage self-awareness, foster interpersonal communication skills and impart life success skills for all students.

The school counseling program has characteristics similar to other educational programs, including a scope and sequence; student outcomes or competencies; activities and processes to assist students in achieving these outcomes; professionally credentialed personnel; materials and resources; and accountability methods.

School counseling programs are developed by design, focusing on needs, interests and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes with an emphasis on helping students to learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development in three major areas: academic, career and personal/social (ASCA National Model for School Counselors 4th edition, 2019).

Most school counselors agree that their skills, time and energy should be focused on direct services to students. The American School Counseling Association recommends that counselors spend 80% of their time on direct and indirect service to students (ASCA NMSC, 2019). School counseling programs and the role of the school counselor should be determined by the educational, career and personal development needs of students. The comprehensive school counseling program places the counselor in a key position to

identify the issues that impact student learning and achievement. The school counselor is at the core of school planning, school programs and school environment.

The school counselor is not the counseling program. The school counselor and school counseling program use a collaborative model as their foundation. Counselors do not work alone; all educators play a role in creating an environment which promotes the achievement of identified student goals and outcomes. The counselor facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, student service personnel, agencies, business and other members of the community. School success depends upon the cooperation and support of the entire faculty, staff and student services personnel.

As student advocates, school counselors are committed to participate as members of the educational team. They consult and collaborate with teachers, administrators and parents/guardians to assist students to be successful academically, vocationally and personally. School counselors are recognized as indispensable partners of the instructional staff in the development of good citizens and leaders. As schools and communities initiate and establish partnerships to address common concerns, it is important that these efforts are implemented in a manner which facilitates the educational process and the full use of school and other community resources on behalf of students and their families.

Our educational system is being challenged by the growing needs of today's students and the rising expectations of society. Some of our children attend school with emotional, physical and interpersonal barriers to learning as a result of societal and other factors. However, all students require systematic support for their development. Therefore, in a comprehensive school counseling program, less emphasis is placed on crisis-oriented services. The emphasis is on development for all students. An effective school counseling program begins when students enter the school system and continues as they progress through the educational process. School counseling is an integral part of the total educational enterprise.

Our nation is rich in multicultural diversity. Effective school counseling programs and trained staff reflect and are responsive to the diversity in our schools and communities. Effective school counseling programs serve all students and acknowledge that diversity and individual differences are valuable to all. The programs and staff ensure that communication is open and that the community is represented and involved as counseling programs are developed and implemented. Counseling programs help ensure equal opportunity for all students to participate fully in the educational process.

School counselors are committed to equity and support consciousness-raising within their profession. School counselors support equal opportunity for all to break through stereotypical gender-based behaviors and expectations. School counselors model inclusive language reflecting identities across the gender spectrum. School counselors actively advocate for equitable policies, procedures, practices and attitudes embracing equity in opportunities and access to resources for all students and colleagues

Result-based counseling is also crucial to a comprehensive counseling program. School counseling programs are data-driven and provide an accountable way to align the school counseling program with the school's mission. Results data show that a student competency has affected course selection, graduation rates, attendance and academic achievement. (ASCA National Model for School Counselors, 2019).

Benefits of Comprehensive School Counseling Program

Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

Benefits for Students

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem-solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Guarantees school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, cooperative peer interactions.
12. Fosters resiliency factors for students.

Benefits for Parents/Guardians

1. Prepares their children for the challenges of the 21st century through academic, career and personal/social development.
2. Provides support for parents/guardians in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/guardian/school interaction.
5. Enables parents/guardians to access school and community resources.

Benefits for Teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance and advisement role.
4. Positively impacts school climate and the learning community.
5. Supports classroom instruction.
6. Encourages positive, calendared activities and supportive working relationships.
7. Promotes a team effort to address developmental skills and core competencies.
8. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Benefits for Administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating the effectiveness of the school counseling program.
5. Demonstrates school counseling accountability.
6. Enhances community image of the school counseling program.

Benefits for Local Boards of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

1. Provides a clearly defined role and function in the educational system.
2. Eliminates non-counseling functions.
3. Provides a direct service to every student.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.
7. Places school counselors in a leadership role to close the gap!

Benefits for Student Services Personnel

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for Business and Industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the Community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

(Adapted from the New York State Comprehensive School Counseling Program "A Guide to K-12 Interpretation of Comprehensive, Developmental School Counseling Programs 2005". The New York State School Counselor Association)

The National School Counseling Model incorporates national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. The **foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program in the areas of academic, career, and personal/social domains.

2. The **delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual student planning with students, responsive services and system support).

3. The **management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibility, use of data, action plans, and time and task analysis; monthly calendars.

4. The **accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

School Counselors **Define, manage, deliver, and assess.**

School counselors design and deliver school counseling programs that improve student outcomes. positive impact on student achievement, attendance and discipline. School Counseling programs are based on data-informed decision making ■ are delivered to all students systematically ■ include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success ■ close achievement and opportunity gaps ■ result in improved student achievement, attendance and discipline (Adapted from ASCA National Model 4th edition, 2019)

Foundation of the Comprehensive Counseling Program

The mission of the Amherst School Counseling Department is to prepare all students academically and socially to become productive members of society through a partnership of students, educators, parents and the community.

Amherst Counselors believe:

• All students have dignity and worth.
• A school counseling program should be available for all students.
• All students ethnic, cultural, racial, and sexual differences and special needs are considered.

The Amherst Counseling Program should:

• be based on specific goals and student competencies grades K-12.
• be planned in coordination with school personnel, parent, and student.
• use data to drive the program.

Amherst Counselors will:

• abide by professional school counseling ethics outlined by the ASCA.
• participate in professional development to maintain a quality school counseling program.

School Counseling National Domains and Standards

The National Standards for School Counseling programs facilitate student development in three broad areas: academic development, career development, and personal/social development. Here are the nine national standards adopted by New York State.

Academic Development

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

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

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

Career Development

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

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

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

Personal/Social Development

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

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

Standard C
Students will understand safety and survival skills.

Delivery System of the Comprehensive Counseling Program

Once the Counseling Program has established a mission and philosophy, a delivery system of activities and interactions describe how the counseling program will be implemented. The components of the comprehensive counseling program include school counseling curriculum, individual student planning, responsive services, and system support.

School Counseling Curriculum:

The counseling curriculum is planned, on-going, and systematic. It includes a clear explanation of the scope and sequence. The desired competencies provide students with the skill appropriate for their developmental level. It consists of classroom activities, group activities, interdisciplinary curriculum development, and parent workshops.

Individual Student Planning:

School Counselors coordinate ongoing activities designed to help individual students establish personal goals and develop future plans. It includes individual or small group appraisal, case management, and student advisement.

Responsive Services:

Responsive services consist of activities and counseling to meet students' immediate needs and concerns. This includes personal counseling, crisis counseling, consultation with school staff, parents and community agencies, and referrals.

System Support:

This consists of management activities that maintain the total school counseling program. It includes professional development, program management and promotion, data analysis of the counseling program, and parent and community outreach.

Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35%-45%	25%-35%	15%-25%
Individual Student Planning	5%-10%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2002). Developing and managing your school guidance program, (3rd ed.), Alexandria, VA: American Counseling Association. (ASCA: National Model for School Counselors 4th edition, 2019)

The Comprehensive School Counseling program is developed in accordance with the following:

1. Part 100 & 100.2(j) of the New York State Commission of Education Regulations (Appendix A & B)
2. New York State certification requirements for School Counselors (Appendix C)
3. American School Counselor Association Ethical Standards (Appendix D)
4. National Standards for School Counselors (Appendix E)
5. New York State Learning Standards (Appendix F)
6. Every Student Succeeds Act (2015). (Appendix G)

PART II

ELEMENTARY COUNSELING PLAN: GRADES PreK-5

SMALLWOOD DRIVE
ELEMENTARY SCHOOL

WINDERMERE
ELEMENTARY SCHOOL

Revised April 2023

GOAL I: Prepare new students to participate effectively in an appropriate educational program.

     A. Target Population – Students in Grades Pre-Kindergarten/Kindergarten.
     B. Expected Outcomes
         1. All new students will be registered.
         2. Parents/guardians and students will be oriented to their new school setting.
         3. Parents/guardian and students will be introduced to the school, teachers, principal and other faculty/staff.
         4. Parents/guardians will become familiar with the school program, teachers and staff.
         5. Social workers and staff including teachers, nurses, administrators, and other resource personnel will become familiar with the parents/guardians and incoming kindergarten/ new students.
     C. Assessment
         1. Principal, kindergarten teachers, social workers and appropriate personnel will meet to discuss proper educational placement of each student.
         2. Parent/guardian feedback.
         3. All school registration forms will be complete and accurate.
         4. Data/Assessment:ELP; AIMSWeb Testing (3 times/year); NYS testing (annual); Wright Group/Fountas & Pinnell reading level assessment; Other assessments/data such as psychological, speech, OT, PT and social histories.

GOAL I.   Prepare new students to participate effectively in an appropriate educational program.

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES OF ACTIVITIES
Screen all new students	All PreK-5 students	Teacher, AIS teachers, ENL teacher, psychologist, school social workers, administrator	Teacher observations, previous school records, parent/guardian input, PPS support staff, District designated screening	Ongoing
Orient students/parents /guardians to school	All PreK-5 students/ parents/guardians	Teachers, AIS teachers, ENL teachers, special education teachers, administrator, speech/OT/PT therapists, nurse, school social workers, psychologist	Building tours, Student Ambassadors, PTA materials, District calendar, open house, principal conference, orientation materials, kindergarten teacher	Ongoing
Refer to specialized staff for evaluation as needed	All PreK-5 students	Psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists, special area teachers	District personnel	Ongoing
Open house	All Parents/guardians PreK-5	Classroom teacher, AIS teachers, ENL teacher, special education teachers, reading specialist, administrator, speech/OT/PT, nurse, school social workers, school psychologist		Sept.-Oct.
Parent/guardian conference	All Parents/guardians PreK-5	Classroom teacher, psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists and special area teachers	Parent training	Sept.-June
Administer comprehensive tests/screenings	All K-5 students	Psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists, special area teachers	AIMSWeb, ELP, F&P, NYS testing	Spring
Kindergarten visitation	All Kindergarten students, parents/guardians	Kindergarten teachers, administrator	Bus company	Aug.-Sept.
Utilize curriculum which promotes effective decision-making	All PreK-5 students	Classroom teacher, AIS teachers, ENL teacher, special education teachers, special area teachers, school social worker, school psychologist	Community agencies, support programs (DASA programs)	Sept.-June
New student orientation	Parents/guardians of new students	Administrator, social worker, classroom teacher, ENL teacher, Student Ambassadors		Sept. - June
Individual/group counseling/class room presentations	All PreK-5 students	School social worker	Community agencies, FAST referral, Gateway	Sept.-June

GOAL II: To prepare all students to participate effectively in their current educational program.

      A.   Target Population – Students in grades PreK through 5.

      B.   Expected Outcomes

          1. Students will have appropriate educational placements and support services to meet their needs.

          2. Students needing assistance will be provided the opportunity to receive services appropriate for their special needs.

          3. Parents/guardians will be informed of their student's present levels of educational achievement, ability levels, and receive appropriate recommendations for improvement.

          4. Students will learn strategies that will enable them to make appropriate choices.

          5. Students will learn effective work-study skills.

      C.   Annual Assessment

          1. Review standardized test results and teacher evaluations with parents/guardians on a periodic basis.

          2. All school registration forms will be complete and accurate.

          3. Maintain comprehensive records on each student.

GOAL II. To prepare students to participate effectively in their current educational program.

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITIES
Open house	All Parents/guardians PreK-5	Classroom teacher, AIS teachers, ENL teacher, special education teachers, reading specialist, administrator, speech/OT/PT, nurse, school social workers		Early Fall
Parent/guardian conferences, IST/CSE Meetings (discuss student program, progress, problems)	All Parents/guardians PreK-5	Psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists, special area teachers	Parent training	Sept.-June
Formal/informal student conferences, (discuss student progress/recommendation for improvement)	All Parents/guardians and students K-5	Teachers		Sept.-June
Administration of the appropriate comprehensive tests	All K-5 students	Psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists, special area teachers	AIMSWeb, ELP, F&P, NYS testing	Sept.- June
Review the comprehensive tests with students and parents/guardians	All K-5 students/parents/ guardians	Psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists, special area teachers	AIMSWeb, ELP, F&P, NYS testing	Sept.- June
Development of individual student educational/ instructional plan	All K-5 students/parents/ guardians	Psychologist, school social worker, school nurse, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists, special area teachers	AIMSWeb, ELP, F&P, NYS testing	Sept.-June
Appropriate academic placement of students	All PreK-5 students (including new entrants)	Psychologist, school social worker, speech/language pathologist, ENL teacher, classroom teacher, special education teacher, principal, AIS teachers, speech/OT/PT therapists	AIMSWeb, ELP, F&P, NYS testing	Sept.-June

Character Education activities	All PreK-5 students	All faculty/staff, social worker, psychologist	Parents/guardians, community, DASA regulations, monthly character education newsletters, daily school-wide announcements, Second Step program, assemblies	Sept.-June
Dignity for All Students activities	All PreK-5 students	Social worker, faculty/staff, administrator, psychologist	Parents/guardians, community, DASA regulations, monthly character education newsletters, daily school-wide announcements, Second Step program, assemblies	Sept. June
Conflict resolution skills	All PreK-5 students	Faculty/staff, social worker, administrator	Parents/guardians, community, DASA regulations, monthly character education newsletters, daily school-wide announcements, Second Step program, assemblies	Sept.-June
Social skills	All PreK-5 students	Faculty/staff, social worker, administrator	Parents/guardians, community, DASA regulations, monthly character education newsletters, daily school-wide announcements, Second Step program, assemblies	Sept.-June

GOAL III: Help students who exhibit academic problems.

A. Target Population – Referred students in grades PreK through 5 who exhibit difficulties with school work, homework, or appropriate grade level concepts and responsibilities.
B. Expected Outcomes –
   1. Parents/guardians will be informed of student progress.
   2. Students will take responsibility for learning and completion of assigned tasks at an age-appropriate level.
   3. Teachers will participate in evaluation of student placement and progress.
   4. Teachers will differentiate instruction to meet the needs of a heterogeneous classroom.
C. Assessments –
   1. Progress reports, teacher/parent/guardian communication, day-to-day functioning of student in class, school-based evaluations and NYS testing.

GOAL III. Help students who exhibit academic problems.

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Kindergarten screening	PreK and Kindergarten students	Social workers, school psychologist, AIS teacher, reading specialist, administrator, kindergarten teachers, nurse, secretary		March-June
Conferences with student/parent/ guardian	Student/parent/ guardian	Classroom teacher, psychologist, school social worker, school nurse, ENL teacher, special education teacher, principal, AIS teachers, special area teachers		Sept.-June
Analysis of standardized tests for special academic assistance	All PreK-5 students	Classroom teacher, AIS teachers, psychologist, special education teachers, speech/OT therapists	Instructional Support Team	Sept.-June
Behavior modification program	All PreK-5 students	Classroom teacher, psychologist, school social worker, special education teachers, administrators, special area teachers	PPS staff, parents/guardians	Sept.-June
Referral of students for psychological evaluation	All PreK-5 students	Parent/guardian, teacher, psychologist, administrators	Instructional Support Team	Sept.-June
Class observation, interview, diagnostic assessment, social history	All PreK-5 students	Psychologist, social worker, special education teachers, ENL teachers		Sept.-June
Interpretation of test results, recommendations to teacher and parents/guardians	All PreK-5 students	Psychologist, social worker, special education teachers, ENL teacher; administrators, speech/OT/PT therapists	Instructional Support Team	Sept.-June
For students suspected of having special needs				
a. Referral to CSE as per P.L.94-142 for special education placement determination	All PreK-5 students	Psychologist	CSE, Instructional Support Team, administrator	Sept.-June
b. Placement in special education program as needed	All PreK-5 students	PPS staff; building administrator	CSE, Instructional Support Team	Sept.-June
c. Psychological report and Phase I IEP outlining student's academic/learning deficiencies and remedial needs.	All PreK-5 students	Psychologist, social worker, special education teachers, ENL teacher, administrators, speech/OT/PT therapists	IEP Direct	When needed
Parent/guardian-teacher or special education staff conference	Parents/guardians & identified students	Classroom teacher, psychologist, social worker, special education teachers, ENL teacher; administrators	Report card, IEP and AIS Direct	Sept.-June

Workshop for parents/guardians	Parents/guardians	Teacher and/or special education teachers, AIS teachers, speech/OT/PT therapists, administrators	Community	When needed
Follow-up parent/guardian conferences to evaluate student's progress	Identified students, parents/guardians	Teacher and/or special education teachers, special area teachers, ENL teachers, social worker, speech/OT/PT therapists, psychologist. administrator	Instructional Support Team	When needed
In-service workshops for teachers and staff	All relevant staff	Faculty/staff, administrator, outside consultants	Materials as recommended, community	Ongoing
Individual counseling	All PreK-5 students	Social Worker	community FAST referral Gateway	Sept.-June

GOAL IV: Help students who exhibit behavioral or adjustment problems.

    A. Target Population – PreK through 5 Students/Families

    B. Expected Outcomes:
        1. Students who display adjustment problems or who verbalize personal concerns will demonstrate improved social, behavioral and/or personal adjustment by:
            a. Displaying an enhanced ability to recognize, meet and solve his/her problems.
            b. Recognizing the responsibilities to themselves and others when accepting a task or job.
            c. Understanding, accepting, and respecting their own uniqueness as a result of learning, growth and maturation.
            d. Recognizing individual differences and becoming more tolerant in their interpersonal relationships.
        2. Students will demonstrate an understanding of self and others and will participate effectively in the school environment by:
            a. Recognizing and accepting the need for rules and discipline.
            b. Being able to discern the differences between their rights and the rights of others.
            c. Accepting responsibility for their own behavior.
            d. Respecting and recognizing the property of others.

    C. Annual Assessment:
        1. Analysis of student records.
        2. Longitudinal records demonstrating reduced incidence of truancy, social/emotional adjustment problems.
        3. Development and successful completion of student contracts.
        4. Review of records of the Instructional Support Team/Behavior Support Team/Committee on Special Education.
        5. Parent/guardian/staff observations.
        6. Development of a psychosocial evaluation of student needs.
        7. Documentation and assessment of suggested areas of strength/need, targeted goals and interventions.

GOAL IV. Help students who exhibit behavioral or adjustment problems.

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Teacher/student conferences	Identified PreK-5 students	Administrator, teachers and/or special education teachers, AIS teachers, special area teachers, related service providers (i.e. ST,OT and PT), school social worker, psychologist	Instructional Support Team, Behavior Support Team, PPS staff, parents/guardians	Sept.-June
Parent/ guardian/ teacher/ school social worker conference	Identified PreK-5 students	Administrator, teachers and/or special education teachers, AIS teachers, special area teachers, related service providers (i.e. ST,OT and PT), school social worker, psychologist	Administrators, Instructional Support Team, PPS staff, parents/guardians	Sept.-June
Develop individual behavior modification program	Identified PreK-5 students	School social worker, psychologist, teachers, grade level special education teacher	Administrators, Instructional Support Team, Behavior Support Team, PPS staff, parents/guardians	Sept.-June
Develop student contracts	Identified PreK-5 students	School social worker, psychologist, teacher, grade level special education teacher	Administrators, Instructional Support Team, Behavior Support Team, PPS staff, parents/guardians	Sept.-June
Develop behavior chart or daily logs, weekly progress reports	Identified PreK-5 students	Teacher with support/consultation as needed from school social worker, psychologist, grade level special education teacher	Administrators, Administrators, Instructional Support Team, PPS staff, parents/guardians	Sept.-June
Refer to Instructional Support Team	Identified PreK-5 students	School social worker, school psychologist, administrators, teacher, special education teachers, AIS teachers, special area teachers, related service providers (i.e. ST,OT, PT)	PPS staff, parents/guardians, CSE, Behavior Support Team	Sept.-June
Peer mentor	Identified PreK-5 students	Teachers, school social worker	Administrators, parents/guardians	Sept.-June
Conflict resolution	Identified PreK-5 students	School social worker, school psychologist, administrators, teachers	Parents/guardians	Sept.-June
Referral to outside agencies	Identified PreK-5 students	School social worker, school psychologist	Administrators, teachers, PPS staff, parents/guardians	Sept.-June
Referral to administration for disciplinary action	Identified PreK-5 students	Teachers, school social worker, school psychologist, administrators	PPS staff, parents/guardians	Sept.-June
Individual counseling	Identified PreK-5 students	School social worker	Gateway Mental Health Services, FAST referrals, Community agencies, PPS support staff, administrators, teachers, parents/guardians	Sept.-June
Group counseling	Identified PreK-5 students	School social worker	Gateway Mental Health Services, FAST referrals, Community agencies, PPS support staff, administrators, teachers, parents/guardians	Sept.-June

Communication with parent/guardian	Parents/guardians of PreK-5 students	Teachers, school social worker, psychologist, grade level special education teacher	Administrators, PPS staff	Sept.-June
Character education	All PreK-5 students	All administrators, social workers, psychologist, faculty and staff	Parents/guardians, community	Ongoing
Classroom instructional support	All K-5 students	Teachers, PPS staff, administrators		Sept.-June

GOAL V: Help students who exhibit attendance problems.

Although there is a direct correlation between attendance and student performance, attendance can be affected by many factors: academic, social, emotional, medical and family concerns. Because Amherst Central School District is committed to furthering the academic, social/emotional and physical growth of all students, attendance is monitored very closely as early as kindergarten. It is recognized that the Home-School connection is an essential and powerful force in improving attendance.

Specific procedures to improve student attendance which are implemented by the school include, but are not limited to, the following:

1. **Parent Letter from the Principal (Home-School Connection):**
   a. First letter offers the help of the nurse or principal in helping the child come to school.
   b. Second letter underscores the urgency and serious nature of the continued absenteeism/tardiness with a follow-up parent contact by phone or email to offer help of the social worker.
   c. Third letter requests a face-to-face meeting with the principal and states by law Child Protective Services requires the reporting of high absenteeism.
2. **Mentoring Program (School- Student Connection):**
   a. Positive School relationships with children have been shown to decrease absenteeism and increase a child's confidence and feelings of connection to the school. An initiative called *"Success Mentors"* pairs a "Special Area" teacher or social worker with a student who has been identified with a poor attendance record. By being a source of encouragement, a friend and a role model, the Success Mentor helps build the School-Student bond, another important factor of school attendance.
3. **Classroom Connections**:
   a. Classroom teachers and assistants as well as related services faculty and "Specials" teachers work diligently to encourage students to attend school functions and activities in order to strengthen the School-Student connection.

GOAL V: Help students who exhibit attendance problems.

    A.   Target Population – PreK through 5 Students/Families

    B.   Expected Outcomes –
1. Students and parents/guardians will acknowledge that educational success depends on regular attendance.
2. Students will develop a more positive self-image and feel more comfortable within their school setting.
3. Students and parents/guardians will understand the benefits of active involvement in school.
4. Improved student attendance rates.
5. Students/Parents/Guardians will display an enhanced ability to recognize, meet and solve his/her problems.

    C.   Annual Assessment –
1. Student attendance records.
2. Student academic records.
3. Students will exhibit an improved self-image as observed by teachers, parents/guardians and administrators.
4. Social workers, teachers, administrators, nurse and "specials" area teachers, other observations of improved communication with parents/guardians.
5. Increased student participation in school activities.

GOAL V. Help students who exhibit attendance problems.

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Encourage students to participate in extracurricular activities	All PreK-5 students	Social worker, all teachers, activity advisors	Special area teachers, Student Mentoring Program (Success Mentors)	Sept.-June
Individual counseling	All PreK-5 students	Social worker	FAST referral, community, parent/guardian	Sept.-June
Behavior Modification Program	All PreK-5 students	Psychologist, Social worker, nurse, administrator, special area teachers	Parent/guardian, Student Mentor Program (Success Mentors), ASPEN data	Sept.-June
Facilitate positive self-esteem	All PreK-5 students	Social worker, nurse, administrator, special area teachers	Community and educational resources that relate to values clarification and self-esteem, parent/guardian, Student Mentoring Program (Success Mentors), ASPEN data	Sept.-June
Identify attendance problems	All PreK-5 students	Teacher, administrator, nurse, Social worker, special area teachers, office staff	ASPEN data, family guardian, Student Mentoring Program (Success Mentors)	Sept.-June
Referral to appropriate school personnel	All PreK-5 students	Social worker, teacher, nurse, selected PPS support staff	Instructional Support Team, family guardian, Student Mentoring Program (Success Mentors), community agencies, administrator	Sept.-June
Encourage upper elementary students to work with primary students	All PreK-5 students	Elementary teachers, principals		Sept.-June
Encourage students to participate in outside activities	All PreK-5 students	Social worker, teachers, principal, support staff	Community clubs, affiliations & sporting activities	Sept.-June
Parent/guardian/teacher/ staff conferences	All PreK-5 students	Social worker, nurse teachers, administrators, selected PPS staff	Instructional Support Team	Sept.-June

Goal VI: To educate students concerning personal safety including child abduction and child sexual abuse to increase self-awareness with the involvement of parents/guardians whenever possible.

      A.   Target Population – Students in grades PreK through Grade 5

      B.   Expected Outcomes –
1. Students will identify and distinguish comfortable and uncomfortable kinds of touches and feelings.
2. Students will identify persons whom they can tell if they encounter an unsafe situation.
3. Students will demonstrate an understanding of safety strategies.
4. Create an atmosphere of open discussion in a non-frightening way.
5. Students will demonstrate an understanding of the resources to ensure their personal safety and of the personal assistance available in helping to resolve any unsafe situations.
6. Parents/guardians will have access to resources about children's personal safety including child abduction and child sexual abuse.
7. The educational staff will be able to explain what constitutes abuse and neglect, reporting procedures and services available.

      C.   Annual Assessment –
1. Teacher and staff observations with parent/guardian
2. Investigation of suspected sexual and child abuse cases

Goal VI. To educate students concerning personal safety including child abduction and child sexual abuse to increase self-awareness with the involvement of parents/guardians whenever possible.

ACTIVITIES	TARGET GROUP OR SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES	DATES OF ACTIVITIES
Provide instructional opportunities that address, at an appropriate level/age, concepts of personal safety such as prevention of child abduction and sexual abuse.	All PreK-5 students	Classroom teachers, social worker, psychologist	Community resources and speakers	Sept.-June
Erin's Law Presentation	Students K-5	Health teachers, counseling staff		Sept-June
Staff development	All faculty and staff, administrators, professional and nonprofessional staff	Social worker, administrator, psychologist, nurse	Community agencies, PPS staff	Sept.-June
Parent/guardian information	Parents/guardians PreK-5	Social workers, administrators, nurse, teachers, PPS staff	Brochures, community agencies	Sept.-June
Identification/report of child sexual abuse	All PreK-5 students	All mandated reporters, administrator, social worker	CPS, community agencies, nurse, administrator, superintendent	Sept.-June
Counseling	Identified PreK-5 students	Social worker	Community agencies, FAST referral, Gateway counseling services, parent/guardian	Sept.-June
Referral to community agency	Identified PreK-5 students	Social worker	Community agencies, FAST referral, Gateway counseling services, parent/guardian	Sept.-June

AMHERST
MIDDLE SCHOOL

Revised April 2023

The American School Counselors National Standards and Amherst School Curriculum

The American School Counselor Association's (ASCA) National Standards align with Amherst School Counseling curriculum. This ensures that students are acquiring competencies that are integrated into the student's school experience. So, the domains are broad developmental areas including academic, career, and personal development. These domains include standards which provide a description of what students should know and perform. Competencies are specific expectations that students achieve in the content standard within the domains. Indicators describe the specific skills that the student should demonstrate.

Middle School Counseling Curriculum

ACADEMIC	6	7	8
SC K - 12.2.1 Academic Development: Standard A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.			
Improve Academic Self-Concept	**6**	**7**	**8**
Articulate feelings of competence and confidence as a learner	X	X	X
Display a positive interest in learning	X	X	X
Take pride in work and in achievement	X	X	X
Accept mistakes as essential to the learning process	X	X	X
Identify attitudes and behaviors which lead to successful learning	X	X	X
Acquire Skills For Improving Learning			
Apply time management and task management skills	X	X	X
Demonstrate how effort and persistence positively, affect learning	X	X	X
Use communication skills to know when and how to ask for help when needed	X	X	X
Apply knowledge of learning styles to positively influence school performance	X	X	X
Achieve School Success			
Take responsibility for their actions	X	X	X
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X	X
Develop a broad range of interests and abilities	X	X	X
Demonstrate dependability, productivity and initiative	X	X	X
Share knowledge	X	X	X
SC K - 12.2.2 Academic Development: Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.			
Improve Learning	**6**	**7**	**8**
Demonstrate the motivation to achieve individual potential	X	X	X
Learn and apply critical thinking skills	X	X	X
Apply the study skills necessary for academic success at each level	X	X	X
Seek information and support from faculty, staff, family, and peers	X	X	X
Organize and apply academic information from a variety of sources	X	X	X

Use knowledge of learning styles to positively influence school performance	X	X	X
Become self-directed and independent learners	X	X	X
Plan to Achieve Goals			
Establish challenging academic goals in elementary, middle/junior high and high school	X	X	X
Use assessment results in educational planning	X	X	X
Develop and implement an annual plan of study to maximize academic ability and achievement			
Apply knowledge of aptitudes and interests to goal setting	X	X	X
Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X
Understand the relationship between classroom performance and success in school	X	X	X
Identify post-secondary options consistent with interests, achievement, aptitude and abilities			X

SC K - 12.2.3 Academic Development: Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.			
Relate School to Life Experiences	**6**	**7**	**8**
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	X
Seek co-curricular and community experiences to enhance the school experience			
Understand the relationship between learning and work	X	X	X
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	X	X	X
Understand that school success is the preparation to make the transition from student to community member	X	X	X
Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X

Career Development	**6**	**7**	**8**

SC K - 12.1.1 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.			
Develop Career Awareness	**6**	**7**	**8**
Develop skills to locate, evaluate, and interpret career information	X	X	X
Learn about the variety of traditional and non-traditional occupations	X	X	X

Develop an awareness of personal abilities, skills, interests, and motivations	X	X	X
Learn how to interact and work cooperatively in teams	X	X	X
Learn to make decisions	X	X	X
Learn how to set goals	X	X	X
Understand the importance of planning	X	X	X
Pursue and develop competency in areas of interest	X	X	X
Develop hobbies and vocational interests			
Balance between work and leisure time	X	X	X
Develop Employment Readiness			
Acquire employability skills such as working on a team, problem-solving and organizational skills	X	X	X
Apply job readiness skills to seek employment opportunities			
Demonstrate knowledge about the changing workplace			
Learn about the rights and responsibilities of employers and employees			
Learn to respect individual uniqueness in the workplace			
Learn how to write a resume			
Develop a positive attitude toward work and learning	X	X	X
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			
Utilize time- and task-management skills	X	X	X
SC K - 12.1.2 Career Development: Standard B Students will employ strategies to achieve future career goals with success and satisfaction.			
Acquire Career Information			
Apply decision-making skills to career planning, course selection, and career transitions			
Identify personal skills, interests, and abilities and relate them to current career choices	X	X	X
Demonstrate knowledge of the career planning process	X	X	X
Know the various ways which occupations can be classified	X	X	X
Use research and information resources to obtain career information	X	X	X
Learn to use the internet to access career planning information	X	X	X
Describe traditional and non-traditional occupations and how these relate to career choice	X	X	X
Understand how changing economic and societal needs influence employment trends and future training			
Identify Career Goals			

Demonstrate awareness of the education and training needed to achieve career goals	X	X	X
Assess and modify their educational plan to support career goals			
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences			
Select course work that is related to career interests			
Maintain a career planning portfolio	X	X	X
SC K - 12.1.3 Career Development: Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.			
Acquire Knowledge to Achieve Career Goals			
Understand the relationship between educational achievement and career success	X	X	X
Explain how work can help to achieve personal success and satisfaction	X	X	X
Identify personal preferences and interests which influence career choices and success	X	X	X
Understand that the changing workplace requires lifelong learning and acquiring new skills			
Describe the effect of work on lifestyles	X	X	X
Understand the importance of equity and access in career choice			
Understand that work is an important and satisfying means of personal expression	X	X	X
Apply Skills to Achieve Career Goals			
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals	X	X	X
Learn how to use conflict management skills with peers and adults	X	X	X
Learns to work cooperatively with others as a team member	X	X	X
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences			
Personal/Social Development	**6**	**7**	**8**
SC K - 12.1.4 Personal/Social Development: Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.			
Acquire Self-Knowledge			
Develop a positive attitude toward self as a unique and worthy person	X	X	X

Identify values, attitudes and beliefs	X	X	X
Learn the goal setting process	X	X	X
Understand change as a part of growth	X	X	X
Identify and express feelings	X	X	X
Distinguish between appropriate and inappropriate behaviors	X	X	X
Recognize personal boundaries, rights and privacy needs	X	X	X
Understand the need for self-control and how to practice it	X	X	X
Demonstrate cooperative behavior in groups	X	X	X
Identify personal strengths and assets	X	X	X
Identify and discuss changing personal and social roles	X	X	X
Identify and recognize changing family roles	X	X	X
Acquire Interpersonal Skills			
Recognize that everyone has rights and responsibilities	X	X	X
Respect alternative points of view	X	X	X
Recognize, accept, respect and appreciate individual differences	X	X	X
Recognize, accept and appreciate ethnic and cultural diversity	X	X	X
Recognize and respect differences in various family configurations	X	X	X
Use effective communication skills	X	X	X
Know that communication involves speaking, listening, and nonverbal behavior	X	X	X
Learn how to make and keep friends	X	X	X
SC K - 12.1.4 Personal/Social Development: Standard B Students will make decisions, set goals, and take necessary action to achieve goals.			
Self-Knowledge Applications			
Use a decision-making and problem-solving model			
Understand consequences of decisions and choices	X	X	X
Identify alternative solutions to a problem	X	X	X
Develop effective coping skills for dealing with problems	X	X	X
Demonstrate when, where, and how to seek help for solving problems and making decisions	X	X	X
Know how to apply conflict resolution skills	X	X	X
Demonstrate a respect and appreciation for individual and cultural differences	X	X	X
Know when peer pressure is influencing a decision	X	X	X
Identify long- and short-term goals	X	X	X
Identify alternative ways of achieving goals	X	X	X
Use persistence and perseverance in acquiring knowledge and skills	X	X	X
Develop an action plan to set and achieve realistic goals	X	X	X

SC K - 12.1.5 Personal/Social Development: Standard C Students will understand safety and survival skills.			
Acquire Personal Safety Skills			
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	X	X	X
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	X	X	X
Learn the difference between appropriate and inappropriate physical contact	X	X	X
Demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X
Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X
Identify resource people in the school and community, and know how to seek their help	X	X	X
Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X
Learn about the emotional and physical dangers of substance use and abuse	X	X	X
Learn how to cope with peer pressure	X	X	X
Learn techniques for managing stress and conflict	X	X	X
Learn coping skills for managing life events	X	X	X

The Amherst Counseling Department Delivery System

The Amherst Central School District's Comprehensive Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions, and methods necessary to deliver the programs to the school community. Amherst's Counseling Program integrates academic, career and personal/social development. The components of the school counseling program include the school counseling curriculum, individual student planning, responsive services, and system support.

School Counseling Curriculum:

The Counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

Classroom activities:
- School Counselors present lessons in the classroom setting.

Group activities:
- School Counselors may also conduct large group activities to address students' particular needs.

Interdisciplinary activities:
- School Counselors participate in teams to develop curriculum across content areas.

The School Counselor will present:

- Bully Prevention lessons in grade 6, 7, and 8. (e.g. Bystander Bullying, Internet Safety, and Digital Citizenship).
- Counselors will facilitate suicide prevention lessons in coordination with the health teachers for students in grades 6 and 8.
- Counseling staff will facilitate Erin's Law presentations in coordination with the Health staff on sexual abuse prevention for students in grades 6-8.
- Counselors present an "Introduction to the Counselor" in small groups.
- Middle School Counselors provide transition services for students throughout middle school. (Orientations for new students)
- A 6th grade Orientation is coordinated by the 6th grade School Counselor.
- A vocational school tour/visit is facilitated by the 7th and 8th grade school counselors.
- Counselors talk to classes on personal hygiene.
- Counselors speak in classroom settings regarding study strategies.
- Middle School Counselors speak to classes regarding high school planning.

Individual informational classroom sessions/small group sessions-topics include:

- Stress Busters/Stress on Stress
- Coping Skills
- Grief
- Friendship
- Social Skills
- Organizational (Get organized or G.O)
- Study Skills
- Family Change
- Body Image
- Anger Management
- Lunch Bunches
- Home Instruction Liaison

<u>Individual Student Planning:</u>

- School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

Case Management:
- School Counselors monitor individual student progress.

Individual Appraisal:
- School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.

Individual Advisement:
- School Counselors work directly with students on developing an appropriate educational plan.

Placement:
- School Counselors assist students in determining the proper educational setting as they meet academic and career goals.
- The School Counselor will hold individual meetings with students in danger of failing core academic subjects.
- The School Counselor assists in scheduling and facilitating parent/teacher conferences.
- The School Counselor will be available and provide assistance in transition of students described as "new entrants."
- The School Counselor will collaborate and consult with building administration to provide academic, social, and emotional interventions as needed.
- The School Counselor is responsible for each student's individual course selection process and schedule development. (e.g. evaluation for accelerated coursework, UB gifted Math, and private school applications etc.)

- The School Counselor participates in CSE meetings and 504 Plan meetings for their individual students.
- The School Counselor works with students who are at risk for failing academic subjects and communicates with their parent(s).
- The School Counselor is involved in the scheduling and implementing of transition programs from 5th grade to 6th grade and from 8th grade to 9th grade. This includes communicating and collaborating with 5th grade teachers, social workers, and administrators, and 9th grade teachers, social workers, high school counselors and administrators.
- The School Counselor coordinates summer skills programming for students and families in need.
- The School Counselor identifies, places, and monitors students in the after-school Academic Monitoring Program. (AMP).
- The School Counselor develops individualized behavioral improvement plans for students in need. (e.g. Daily Report Cards, Check-in, and Check-out etc.).
- The School Counselor participates in quarterly High Honor Roll and attendance recognition programs.
- The School Counselor assists in the coordination of year-end student award selection and ceremony.
- The School Counselor assists in the recommendation of after school programs that support student achievement and socialization e.g. Social Club, and Mentoring.
- The Middle School Counselor monitors and assesses student readiness for participation in sport programs.

<u>Responsive Services:</u>
- Responsive services consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations, and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation, and information.

Consultation:
- School Counselors work with parents, teachers, students, and other involved parties to develop strategies to assist students.

Personal Counseling:
- School Counselors provide a student maximum privacy in which to freely explore ideas, feelings, and behaviors.

Crisis Counseling:
- School Counselors provide prevention and interventions. This counseling is short term in nature addressing a particular student concern.

Referral
- School Counselors refer students and their families to the Family Support Center or appropriate community agencies when needed.
- The School Counselor is available to meet the needs of students during a time of crisis.
- School Counselors provide prevention and intervention addressing individual student concerns.
- The School Counselor meets once weekly with each assigned grade level team to discuss student need and strategies to assist them.
- The School Counselor provides the student privacy in which to freely explore ideas, feelings, behaviors that may interfere with their academic success.
- The School Counselor works with teachers, parents, and administrators to develop a comprehensive intervention plan to assist students at risk in areas of academics, attendance, and social/ emotional concerns.
- The School counselor assists families in need of basic necessities such as food, health insurance information, eye-glasses, clothing etc.
- The School Counselor, in consultation with the team of teachers, identifies and refers students to the building level instructional support team for academic, personal, or social issues.
- The Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

System Support:
- A School Counseling Program requires administration and management to establish, maintain, and enhance the total counseling program.
- Professional development: School Counselors must update their knowledge and skills by participating in training, professional meetings, conferences, and relevant coursework.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.
- School Counselors assist with implementation of the school's attendance program.
- The School Counselor communicates with parents, teachers, and administrators in regards to their caseload.
- The School Counselor utilizes newsletters and electronic communication to inform the whole school community of the school counseling program.
- The School Counselor utilizes the school counseling website to promote their programs.
- The School Counselor will update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.
- The School Counselor participates in ongoing evaluative measures to assess the efficacy of the counseling program.

Professional Responsibilities and Indirect Services Being Performed by the School Counselors:

- Home base assignment
- Assistance with student locker assignments
- Building and district committees
- Facilitate the building Crisis Response Team
- Coordinate Advisory Council meetings for PPS staff
- Participate in Department meetings and joint administrative meetings
- Participate in Pupil Personnel meetings
- Participate in individual education plan meetings (CSE), 504 meetings
- Assist with Scheduling individual student needs/requirements: coordinate scheduling timeline, SE schedules, 504, ENL, accelerated courses, balance classes, ensure accuracy of schedules
- Provide individual support and orientation for individual transfer students throughout the school year
- Proctoring exams and New York State Assessments
- Maintain 504 plans
- Facilitate Instructional Support Team meetings
- Academic Intervention Services-Notification to parent,
- Processing recommendations for students and families
- UB Gifted Math Liaison
- Liaison for students on home instruction or outside placement
- Consultation with outside therapists and agencies
- Assisting students who have violated the dress code
- Facilitate data collection for programs within the counseling department

AMHERST
HIGH SCHOOL

Revised April 2023

The American School Counselors National Standard and Amherst School Curriculum

ASCA's National Standards align with Amherst School Counseling curriculum. This ensures that students are acquiring competencies that are integrated into the student's school experience. The domains are broad developmental areas including academic, career, and personal development. These domains include standards which provide a description of what students should know and perform. Competencies are specific expectations that students achieve in the content standard within the domains. Indicators describe the specific skills that the student should demonstrate.

High School Counseling Curriculum

ACADEMIC	9	10	11	12
SC K - 12.2.1 Academic Development: Standard A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.				
Improve Academic Self-Concept				
Articulate feelings of competence and confidence as a learner	X	X	X	X
Display a positive interest in learning	X	X	X	X
Take pride in work and in achievement	X	X	X	X
Accept mistakes as essential to the learning process	X	X	X	X
Identify attitudes and behaviors which lead to successful learning	X	X	X	X
Acquire Skills For Improving Learning				
Apply time management and task management skills	X	X	X	X
Demonstrate how effort and persistence positively, affect learning	X	X	X	X
Use communication skills to know when and how to ask for help when needed	X	X	X	X
Apply knowledge of learning styles to positively influence school performance	X	X	X	X
Achieve School Success				
Take responsibility for their actions	X	X	X	X
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X	X	X
Develop a broad range of interests and abilities	X	X	X	X
Demonstrate dependability, productivity and initiative	X	X	X	X
Share knowledge	X	X	X	X

ACADEMIC	9	10	11	12
SC K - 12.2.2 Academic Development: Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.				
Improve Learning				
Demonstrate the motivation to achieve individual potential	X	X	X	X
Learn and apply critical thinking skills	X	X	X	X
Apply the study skills necessary for academic success at each level	X	X		
Seek information and support from faculty, staff, family, and peers	X	X	X	X
Organize and apply academic information from a variety of sources	X	X		
Use knowledge of learning styles to positively influence school performance	X	X	X	
Become self-directed and independent learners	X	X	X	X
Plan to Achieve Goals				
Establish challenging academic goals in elementary, middle/junior high and high school	X		X	X
Use assessment results in educational planning		X	X	X
Develop and implement an annual plan of study to maximize academic ability and achievement	X	X	x	
Apply knowledge of aptitudes and interests to goal setting	X	X	X	
Use problem-solving and decision-making skills to assess progress toward educational goals	X	X	X	X
Understand the relationship between classroom performance and success in school	X	X	X	
Identify post-secondary options consistent with interests, achievement, aptitude and abilities	X	X	X	X

ACADEMIC	9	10	11	12
SC K - 12.2.3 Academic Development: Standard C Students will understand the relationship of academics to the world of work and to life at home and in the community.				
Relate School to Life Experiences				
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	X	X	X	X
Seek co-curricular and community experiences to enhance the school experience	X		X	X
Understand the relationship between learning and work	X	X	X	X
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	X	X	X	X
Understand that school success is the preparation to make the transition from student to community member	X	X	X	X
Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X	X
Career Development	9	10	11	12
SC K - 12.1.1 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.				
Develop Career Awareness				
Develop skills to locate, evaluate, and interpret career information	X	X	X	X
Learn about the variety of traditional and non-traditional occupations	X	X	X	X
Develop an awareness of personal abilities, skills, interests, and motivations	X	X	X	X

	9	10	11	12
Learn how to interact and work cooperatively in teams				
Learn to make decisions	X	X	X	X
Learn how to set goals	X	X	X	X
Understand the importance of planning	X	X	X	X
Pursue and develop competency in areas of interest	X	X	X	X
Develop hobbies and vocational interests	X	X	X	X
Balance between work and leisure time	X		X	
Develop Employment Readiness				
Acquire employability skills such as working on a team, problem-solving and organizational skills	X			
Apply job readiness skills to seek employment opportunities				
Demonstrate knowledge about the changing workplace	X	X		X
Learn about the rights and responsibilities of employers and employees				
Learn to respect individual uniqueness in the workplace	X			
Learn how to write a resume			X	X
Develop a positive attitude toward work and learning	X	X	X	X
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			X	X
Utilize time- and task-management skills	X	X	X	X
ACADEMIC	**9**	**10**	**11**	**12**
SC K - 12.1.2 Career Development: Standard B Students will employ strategies to achieve future career goals with success and satisfaction.				
Acquire Career Information				
Apply decision-making skills to career planning, course selection, and career transitions	X	X	X	X

	9	10	11	12
Identify personal skills, interests, and abilities and relate them to current career choices	X	X	X	X
Demonstrate knowledge of the career planning process	X	X	X	X
Know the various ways which occupations can be classified	X	X	X	
Use research and information resources to obtain career information	X	X	X	X
Learn to use the internet to access career planning information	X	X	X	X
Describe traditional and non-traditional occupations and how these relate to career choice	X	X	X	X
Understand how changing economic and societal needs influence employment trends and future training	X	X	X	X
Identify Career Goals				
Demonstrate awareness of the education and training needed to achieve career goals	X	X	X	X
Assess and modify their educational plan to support career goals	X	X	X	X
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences				
Select course work that is related to career interests	X	X	X	X
Maintain a career planning portfolio	X	X	X	X
ACADEMIC	**9**	**10**	**11**	**12**
SC K - 12.1.3 Career Development: Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.				
Acquire Knowledge to Achieve Career Goals				
Understand the relationship between educational achievement and career success	X	X	X	X
Explain how work can help to achieve personal success and satisfaction	X	X	X	X
Identify personal preferences and interests which influence career choices and success	X	X	X	X

	9	10	11	12
Understand that the changing workplace requires lifelong learning and acquiring new skills	X	X	X	X
Describe the effect of work on lifestyles	X	X	X	X
Understand the importance of equity and access in career choice	X	X	X	X
Understand that work is an important and satisfying means of personal expression	X	X	X	X
Apply Skills to Achieve Career Goals				
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals	X	X	X	X
Learn how to use conflict management skills with peers and adults	X	X	X	X
Learns to work cooperatively with others as a team member	X			
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences				
Personal/Social Development	**9**	**10**	**11**	**12**
SC K - 12.1.4 Personal/Social Development: Standard A Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.				
Acquire Self-Knowledge				
Develop a positive attitude toward self as a unique and worthy person	X	X	X	X
Identify values, attitudes and beliefs	X	X	X	X
Learn the goal setting process	X	X	X	X
Understand change as a part of growth	X	X	X	X
Identify and express feelings	X	X	X	X
Distinguish between appropriate and inappropriate behaviors	X	X	X	X
Recognize personal boundaries, rights and privacy needs	X	X	X	X

Understand the need for self-control and how to practice it	X	X	X	X
Demonstrate cooperative behavior in groups				
Identify personal strengths and assets	X	X	X	X
Identify and discuss changing personal and social roles	X	X	X	X
Identify and recognize changing family roles				
Acquire Interpersonal Skills				
Recognize that everyone has rights and responsibilities	X	X	X	X
Respect alternative points of view	X	X	X	X
Recognize, accept, respect and appreciate individual differences	X	X	X	X
Recognize, accept and appreciate ethnic and cultural diversity	X	X	X	X
Recognize and respect differences in various family configurations	X	X	X	X
Use effective communication skills	X	X	X	X
Know that communication involves speaking, listening, and nonverbal behavior	X	X	X	X
Learn how to make and keep friends	X	X	X	X
ACADEMIC	**9**	**10**	**11**	**12**
SC K - 12.1.4 Personal/Social Development: Standard B Students will make decisions, set goals, and take necessary action to achieve goals.				
Self-Knowledge Applications				
Use a decision-making and problem-solving model				
Understand consequences of decisions and choices	X	X	X	X
Identify alternative solutions to a problem	X	X	X	X
Develop effective coping skills for dealing with problems	X	X	X	X
Demonstrate when, where, and how to seek help for solving problems and making decisions	X	X	X	X

	9	10	11	12
Know how to apply conflict resolution skills	X	X	X	X
Demonstrate a respect and appreciation for individual and cultural differences	X	X	X	X
Know when peer pressure is influencing a decision	X	X	X	X
Identify long- and short-term goals	X		X	X
Identify alternative ways of achieving goals	X	X	X	X
Use persistence and perseverance in acquiring knowledge and skills				
Develop an action plan to set and achieve realistic goals	X	X	X	X
ACADEMIC	**9**	**10**	**11**	**12**
SC K - 12.1.5 Personal/Social Development: Standard C Students will understand safety and survival skills.				
Acquire Personal Safety Skills				
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)				
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights				
Learn the difference between appropriate and inappropriate physical contact				
Demonstrate the ability to assert boundaries, rights, and personal privacy				
Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X	X
Identify resource people in the school and community, and know how to seek their help	X	X	X	X
Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X	X
Learn about the emotional and physical dangers of substance use and abuse	X	X	X	X

Learn how to cope with peer pressure	X	X	X	X
Learn techniques for managing stress and conflict	X	X	X	X
Learn coping skills for managing life events	X	X	X	X

The Amherst Counseling Department Delivery System

The Amherst Central School District's Comprehensive Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions, and methods necessary to deliver the programs to the school community. The Amherst Counseling Program integrates academic, career, and personal/social development. The components of the school counseling program include the school counseling curriculum, individual student planning, responsive services, and system support.

School Counseling Curriculum:

The Counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

Classroom activities:

- School Counselors present lessons in the classroom setting

Group activities:

- School Counselors may also conduct large group activities to address student's' particular needs
- School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans

Case Management:

- School Counselors monitor individual student progress

Individual Appraisal:

- School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills and abilities

Individual Advisement:

- School Counselors work directly with students on developing an appropriate educational plan

Placement:

- School Counselors assist students in determining the proper educational setting as they meet academic and career goals

Freshmen

Incoming Freshman Transition Skills

Incoming freshman meet with high school counselors to develop an awareness of the high school curriculum. This involves many opportunities for students to tour the building, classroom guidance and individual meetings.

Freshman Review Meetings and Classroom Instruction

The school counselor will consult with each student individually and review course selections, grades, graduation requirements and school involvement outside of the classroom. Counselors will also provide classroom instruction on mental health, including stress reduction and suicide prevention, along with study skills and high school success.

Parent Night

Incoming freshmen and their parents attend an evening event that is designed to help with the transition from middle to high school. During the orientation parents and students are given the opportunity to learn more about the scheduling process, meet faculty and staff and hear about the services provided by the school counselors.

Freshman Orientation – Adventure

Freshman spend an entire day at the high school participating in various activities including organization, time management, study skills and team building

Career Development

School counselors will lead classroom and group lessons focused on helping students develop cognitive, social and self-management skills which improves student performance. This will include career exploration and development utilizing electronic resources (Guidance Direct and/or Choices 360). Students will be developing a personal electronic portfolio where they can store career and college information of interest, personal reflections, plans and their education and work history.

College Information Night

Panel discussion with a minimum of four admission representatives reviewing college entrance requirements. An overview is given encompassing the entire college exploration and application process.

Student Progress and Career Review

School counselors will meet with each student to review their academic progress, career plans, credit review and future course selections.

Trade Fair

Students will have the opportunity to explore careers in the skilled trades. Many unions will be represented, such as NYS Troopers, Twin City Ambulance, Kaleida Nurses, Auto Mechanics, bricklayers, Ironworkers, and so forth. Alfred State College, ECC, and BOCES will be in attendance too because they especially have courses in skilled trades.

Sophomores

PSAT

Preliminary SAT (PSAT) is offered to sophomore students. The PSAT is a standardized test that provides first hand practice for the SAT Reasoning Test.

Vocational Tours/Planning

Sophomores attend presentations and tours at ERIE 1 BOCES sites exploring vocational programs that meet academic requirements and vocational training.

Career Development

Students will utilize Guidance Direct and/or Choices 360 to continue developing a personal electronic portfolio where they can store updated career and college information of interest, personal reflections, plans and their education and work history.

College Information Night

Panel discussion with a minimum of four admissions representatives reviewing college entrance requirements. An overview is given encompassing the entire college exploration and application process.

Trade Fair

Students will have the opportunity to explore careers in the skilled trades. Many unions will be represented, such as NYS Troopers, Twin City Ambulance, Kaleida Nurses, Auto Mechanics, bricklayers, Ironworkers, and so forth. Alfred State College, ECC, and BOCES will be in attendance too because they especially have courses in skilled trades.

Student Progress and Career Review

School counselors will meet with each student to review their academic progress, career plans, credit review and future course selections.

Juniors

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (NMSQT) is a co-sponsored program by the College Board and the National Merit Scholarship Corporation (NMSC). The PSAT/NMSQT provides first hand practice for the SAT and also gives juniors a chance to enter NMSC scholarship programs. The test measures reading and writing skills in addition to math. The results are also utilized to assess college readiness. The PSAT/NMSQT is administered annually in the fall at the high school.

Western New York College Consortium

Juniors are offered the opportunity to interact with nineteen local colleges and speak with admission representatives. During the event the students will gain valuable information about course planning, admission requirements, college majors and career development.

College Visits

Throughout the first semester, college admission representatives are host by the Student Services Office. Students have the opportunity to gain information about the colleges/universities, ask questions and explore postsecondary options.

ASVAB

Armed Services Aptitude Battery (ASVAB) is made up of verbal, math and technical skills. A student's score is one of the main factors in determining jobs/careers that are the best fit. The ASVAB is administered for all of our students at the high school. Classroom lessons are utilized to interpret scores and assess career/college readiness.

College Information Night

Panel discussion with a minimum of four admission representatives reviewing college entrance requirements. An overview is given encompassing the entire college exploration and application process.

Senior Year Planning

School counselors will meet with each junior individually to do a comprehensive review of their academic program and postsecondary preparation.

Post High School Planning Presentation

School counselors provide group lessons to junior students to help identify personal progress, realistic goals and an action plan. Group lessons are prepared to target all student's needs and abilities.

National College Fair

Students are offered the opportunity to attend the National College Fair to meet with representatives from approximately 250 colleges/universities. School counselors are also available to assist students with college and career planning onsite.

Financial Aid Night

Students and parents are invited to attend an open discussion with a financial aid expert. Following the presentation families are encouraged to ask questions. the financial aid night provides important financial information to assist parents and students in their decision-making process.

Trade Fair

Students will have the opportunity to explore careers in the skilled trades. Many unions will be represented, such as NYS Troopers, Twin City Ambulance, Kaleida Nurses, Auto Mechanics, bricklayers, Ironworkers, and so forth. Alfred State College, ECC, and BOCES will be in attendance too because they especially have courses in skilled trades.

Career Development

Students will utilize Guidance Direct and/or Choices 360 to continue developing a personal electronic portfolio where they can store updated career and college information of interest, personal reflections, plans and their education and work history.

<u>Seniors</u>

Senior Review

School Counselors will meet with seniors individually to review student transcripts, college and/or career plan and graduation track. Counselors will review the college application process or the next steps in the student's future career planning.

Senior Seminar

Large group instruction outlining the senior year timeline. The information disseminated includes information about standardized testing and the application process.

Western New York College Consortium

Seniors are offered the opportunity to interact with nineteen local colleges and speak with admission representatives. During the event, the students will gain valuable information about course planning, admissions requirements, college majors and career development.

College Visits

Throughout the first semester, college admission representatives are hosted by the Student Services Office. Students have the opportunity to gain information about the colleges/universities, ask questions and explore postsecondary options.

Trade Fair

Students will have the opportunity to explore careers in the skilled trades. Many unions will be represented, such as NYS Troopers, Twin City Ambulance, Kaleida Nurses, Auto Mechanics, bricklayers, Ironworkers, and so forth. Alfred State College, ECC, and BOCES will be in attendance too because they especially have courses in skilled trades.

At-Risk Communication

School Counselors keep in regular contact with senior students and parents via email, phone and/or individual meetings to discuss progress towards graduation.

College Application Process

School Counselors are responsible for helping students navigate the application process and timeline including letters of recommendations, standardized test scores, transcript requests and all other responsibilities related to the completion of each student's college application.

Scholarships

School Counselors, along with the College and Career Aide, are responsible for maintaining a current database of college scholarships that is effectively communicated to students and parents. This includes processing scholarship applications including calculating and identifying the numeric testing averages to qualify for the New York State Scholarship for Academic Excellence.

Responsive Services – High School

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility (Responsive services include, but not limited to, death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety.)
- Each School Counselor is responsible for addressing the needs of academically, emotionally and socially "at-risk" students through individual meetings and/or the IST Committee throughout the school year.
- School Counselors refer students and their families to the Family Support Center and appropriate community agencies when needed.
- Each School Counselor is available at the beginning of the school year to re-evaluate student schedules on an as needed basis.
- Each School Counselor is available to students requesting individual support and/or mediating situations among a group of students.
- Each School Counselor is available for scheduling and facilitating parent/guardian/teacher conferences upon request of the teacher and/or the guardian.
- Each School Counselor is available to provide assistance in transition of a student described as a new entrant.
- Each School Counselor is available to support and collaborate with classroom teachers to meet the academic, social and emotional need of the students.
- Each School Counselor collaborates and consults with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is required to provide mandated counseling as indicated by a student's Individual Education Plan or 504 plan
- Each School Counselor is responsible for informing students of end of the year procedures, which include summer school sign up and grading policies.

System Support:

- Professional Development: School Counselors must update their knowledge and skills by participating in training, professional meetings, conferences, and relevant coursework.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.
- High School Counselors will participate in ongoing evaluative measures to assess the efficacy of the counseling program

Professional Responsibilities & Indirect Services Being Performed By School Counselors

<u>**High School**</u>

- Instructional Support Team Meetings
- Master scheduling duties – work with the principal to develop master schedule, coordinate special education schedules, balance courses, schedule AIS and other remedial labs, and attend meetings on ASPEN transition
- Department meetings and joint meetings with Administrators
- College Board Services for Students with Disabilities Coordinator
- Evaluate academic records of all new students
- Coordinate PSAT administration
- Coordinate SAT and ACT administration for students with special testing arrangements
- Update and maintain Special Education/504 lists
- Verify senior graduation lists and diploma status
- Coordinate diploma distribution at graduation
- Act as district scholarship committee
- Coordinate 8th grade parent presentations and visitation day
- Responsible for graduation of all outside placement, special education students
- Coordinate new entrant registration
- Update class profile and develop class plans report for Superintendent and School Board
- Coordinate level recommendations and procedures
- Summer school registration and advisement
- Revise and update Tiger Times and curriculum handbook
- Liaison with UB Gifted Math Program and Foreign Exchange Programs
- Operate department budget and order all materials
- Liaison to college, state, and local professional organizations
- Liaison to Military branches
- Oversee diploma designations
- Coordinate National College Fair Field Trip
- Consultation with parents, teachers and administration daily
- Update knowledge and skills by participating in training professional meetings and conferences and relevant coursework, in addition to maintaining professional association membership
- Consultation with outside agencies as needed
- Develop, revise and print post high school college planning guide
- National College Fair volunteer
- Attend CSE and Special Ed transition planning meetings
- 504 case manager – supervise implementation, update, schedule and chair annual reviews
- Coordinate exams and accommodations for all 504 students
- Liaison for students on home instruction

Management System of the Comprehensive School Counseling Program

Management of the School Counseling Program is organized, concrete, and clearly defined of the school's needs. In order to deliver a counseling curriculum in an efficient manner, the program must be managed well. This includes an agreement between school counselors and administration to determine what the School Counseling Program should accomplish. It also means using data to effect change within the school including student standard and competency based data. Action plans containing counseling competencies addressing domains and standards are part of the Comprehensive Counseling Model. Time distribution charts and calendars are also used to guide program delivery. The development of an advisory council to guide school counseling programs is an effective tool in managing the School Counseling Program. The Advisory Council's results will be communicated to the Board of Education.

Accountability System for the Comprehensive Counseling Program

Amherst School Counselors and administrators are challenged to measure counseling program effectiveness. Counselors must collect data that links the program to student achievement. Results-based evaluation is essential to comprehensive school counseling programs. Results Reports are generated from perception and results data collected by the School Counselor. Implications for program development will be examined. A program audit conducted by School Counselors will also assist in program evaluation.

PART III

APPENDIX

A. [Part 100 of NYS Commission of Ed Reg. see pages 7 & 8](#)
B. [Part 100.2(j) & Part 80 School Counseling - Terms](#)
C. [NYS Certification Requirements for School Counselor](#)
D. [ASCA Ethical Standards](#)
E. [National Standards for School Counselors](#)
F. [New York State Learning Standards](#)
G. [Summary of Every Student Succeeds](#)