

Lake Shore Central School District's

Comprehensive K-12 School Counseling Programs



June 2009

Lake Shore Central School District

959 Beach Road

Angola, New York 14006

Foreword

The Lake Shore Central School District's Comprehensive School Counseling Department is please to offer the final version of the ***Lake Shore Central School District's Comprehensive School Counseling Programs***. This program guide is the result of a review by each counselor currently employed as a school counselor in the Lake Shore Central School District. These professionals guided the development of this document and we thank them for their input.

We owe thanks to our administration and the Board of Education for allowing us the time and resources to develop this comprehensive plan that we are sure will help the continued success of our students.

This comprehensive model is the centerpiece of Lake Shore Central School District's effort to transform their professional school counseling department. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of a school counselor.

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*Lake Shore Central School District's Comprehensive K-12 School
Counseling Programs*

New York State PART 100

The Transformation of the School Counselor

New York State PART 100



Transformation of School Counseling

Why do school counseling programs need transformation?

As education changes and the state standards become greater, the demands on both students and educators increase, our profession must transform itself to address those changes. The pages that follow will outline a cutting edge school counseling curriculum for the Lake Shore school-community.

In order to develop and implement a comprehensive and standard-based counseling program which is proactive and designed to reach and assist every student in Lake Shore , a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaboration, and data analysis, counselors can focus on the goal of improving student achievement and creating changes needed to impact the system.

Lake Shore school counselors will always use their counseling, consultation, and coordination skills. However, as counselors training and professional development incorporate leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the Lake Shore school setting.

As leaders and advocates, Lake Shore school counselors are expected to promote, plan, implement and assess a comprehensive school counseling program. They work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student. Keeping in mind “students first,” Lake School school counselors ensure that every student benefits directly from the school counseling program.

<i>The “old practice” of the Lake Shore School Counselor</i>	<i>The “new practice” of the Lake Shore School Counselor</i>
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- * Counseling
- * Consultation
- * Coordination

Service-driven model



- * Counseling
- * Coordination
- * Consultation
- * Advocacy
- * Teaming and Collaboration
- * Data-driven/Results-based
- * Use of Technology

Data-driven and standards-based model



It is our hope that the Lake Shore Central School District's Comprehensive School Counseling Programs will help to improve the continuity of services with students every day. The Lake Shore Central School District's Counseling Department is dedicated to meeting the needs of the students in each of its seven schools.

School Counseling at Lake Shore Leaves No Child Left Behind

Counseling is a process of helping people by assisting them in making decisions and changing behavior. 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, social/emotional development and career development.

As New York State has raised the bar in school improvement, school counselors across the state continue to effectively contribute to the sweeping changes that are impacting students in our schools. In the spirit of *No Child Left Behind* (2002) New York State school counselors apply their professional knowledge and skills to best serve every student so that **all** will achieve success in their academic achievement, their personal and social growth and in their career planning pursuits. As leaders and advocates, school counselors work as collaborative members of the educational team to examine the changes in educational policies and regulations and seek solutions to help each child maximize his or her educational experience. In partnership with school district leaders, teachers, student support personnel, families and community stakeholders, school counselors work in the spirit of collaboration to promote the academic missions of their schools as well as the goals of the New York State Department of Education and *No Child Left Behind*.

The *National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), **have shifted**

the focus of counseling from a student-by student system to a comprehensive and developmental program providing academic, career and personal/social development for every K – 12 student.

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness. ***It is recommended that the school counselor ratio be 1:250 (maximum).*** It is also recommended that specialized school counselors, such as At-Risk counselors, have no more than an 8% ratio of the school building's population. Hence, school counselors can play significant roles in closing the achievement gap and profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

New York State Part 100 Regulations - 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:

- I) Public Schools: Each school district shall have a guidance program for all students.

- II) 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 education students concerning avoidance of child sexual abuse and to encourage parental involvement.

- III) In grades 7-12, the school counseling program shall include the following activities and services:
 - A.) An annual review of each student's educational progress and career plans, with such reviews 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 counselor, or by classroom teachers in cooperation with the school counselor.

 - 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 certified and licensed school counselors.

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

Lake Shore Central School District's Comprehensive K-12 School Counseling Programs

Role of School Counselor

The Essential Role of the School Counselor



The Essential Role of the School Counselor

All essential educators are committed to providing the optimal educational experience for their students through their academic journey. The teacher, the administrator and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The teacher has the hands-on position of working with children day to day. They are with students for most of their waking day. As it is with parents, teachers are in the “middle of it all”. And because they are concerned with teaching their curriculum, managing the class as a whole, reporting to the administration, it is sometimes difficult for them to see the needs of the individual student. This is quite understandable, they are managing their class on a macro level, while trying to identify the micro needs of 20 or more students. The administrator is also concerned with the student, but their reality is to bring bureaucracy to a human level and education. They do this while making pivotal business decisions required in any well-running organization. Although they are concerned with well being of the student, their position is often quite removed.

The role of the school counselor is one that is growing with the times. As our society faces increasing challenges, financial, cultural, social, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

The school counselor is often thought of as the intermediary of all activities contributing to the education of all children, but intermediary often connotes an “after-the fact” contribution. The school counselor has the challenging role of warding off “situations” or problems in the making for kids and teachers. Their critical

function of evaluating and viewing each student with a discerning and caring eye is an important part of the role of the school counselor. Equally as important though, is the counselor's job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future. The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational career to become their personal best. The balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels. It is an indispensable, monumental and forward thinking position, which is irreplaceable in the education of a child.

*Lake Shore Central School District's Comprehensive K-12 School
Counseling Programs*

New York State Model

The Comprehensive Model

New York State Model



The Comprehensive Model

The comprehensive school counseling program is a framework for the systemic development , implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the New York State Learning 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 competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

Developmental School Counseling

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K-12th grade experience is essential. Developmental school counseling: *"...is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more efficiently and effectively, and includes counselors who provide specialized counseling services and interventions"* (Myrick, 1997)

Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of "guidance activities"; and a school counseling curriculum that is sequential, age appropriate, planned and organized. Thus, the school counseling program must include age appropriate and sequential learning experiences to deliver the standards and competencies to every student.

Result-Based Accountability

"Result-based" counseling is also a competency-based approach. An emphasis is placed on a total pupil service approach. This approach emphasizes the importance of students acquiring competencies to become successful in school and in the transition to postsecondary education and/or employment. At the heart of "result-based" school counseling is accountability to the students and to the building administrator. Management agreements between the principal and the individual counselor are means of measuring accomplishments.

The competencies delivered emphasize early intervention, prevention, and response services. The standards and the competencies guide the development of the program contact for student growth and achievement in the academic, career, and personal/social domains are an integral part of the individual planning, school counseling curriculum, responsive services, and system support.

School counseling programs are now organized as an integral and essential part of the broader school mission. The evolution of the comprehensive and developmental school and guidance clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools. School counseling programs promote educational excellence through individual excellence, provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors, other pupil service personnel, and business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agenda and societal issues. ***Random acts of guidance are no longer acceptable in 21st century schools.***

The recently released final version of ASCA's National Model for School Counseling Programs incorporates the 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.
- 2. The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual 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; and 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.

Both the National Model for School Counseling Programs and Lake Shore's Comprehensive School Counseling Programs speak to the importance of accountability and having an organizational framework that documents and demonstrates **“how students are different as a result of the school counseling programs.”**

A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students.

*Lake Shore Central School District's Comprehensive K-12 School
Counseling Programs*

*Beliefs Philosophy Mission Statement
Domains and National Standards*

The FOUNDATION

*Beliefs Philosophy Mission Statement
Domains and National Standards*



LAKE SHORE CENTRAL SCHOOL COUNSELING DEPARTMENT FOUNDATION

The mission of the Lake Shore School Counseling Department is to provide a comprehensive counseling and guidance plan that will assist all students in acquiring the skills, knowledge and attitudes needed to become successful students, responsible citizens, and life long learners.

Lake Shore School Counseling Philosophy and Belief Statement

The Lake Shore School Counselors believe every student can learn and all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to ensure student success. The following principles are the foundation for the Lake Shore School Counseling Program:

The Lake Shore School Counselor's believe:

- * All students can learn and should be given the opportunity to do so.
- * All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.
- * Learning involves the education of the whole person and is a continuous lifelong process.
- * All students have the right to participate in the school counseling program.
- * Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- * Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.

The Lake Shore School Counseling Program will:

- * Be student-centered and based on specified goals and developmental student competencies.
- * Include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.
- * Consider all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.
- * Be data-driven. The data will be used in assessing the needs and effectiveness of the school counseling programs, driving future program development and evaluations.

The Lake Shore School counselors:

- * Will be full-time employees who hold state certification and have a Master's Degree in School Counseling, They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
- * Will abide by the professional school counseling ethics as advocated by the American School Counselor

Association.

* Will participate in professional development essential to maintaining a high-quality school counseling program.

School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three board areas: academic development, career development and personal/social development. Following 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 life span.

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 to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B

Students will employ strategies to achieve future career 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.

*Lake Shore Central School District's Comprehensive K-12 School
Counseling Programs*

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

THE DELIVERY SYSTEM

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



LAKE SHORE CENTRAL SCHOOL COUNSELING DEPARTMENT DELIVERY SYSTEM

The Lake Shore Central School District's Comprehensive School 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. Lake Shore's Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support.

School Counseling Curriculum: The guidance 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 guidance 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 lesson 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.
- **Career and College Awareness Month:** Every April School Counselors sponsor College and Career Awareness activities throughout the district.

Individual Student Planning: 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 their academic and career goals.

Responsive Services: Responsive services, which are the traditional duties of school counselors, 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/or information.

- **Consultation:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** Provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** Provides prevention and interventions. Such counseling, is short term in nature addressing a particular student's concern.
- **Referral:** Counselors refer students and their families to appropriate community agencies when needed.

System Supports: Like organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.

- **Professional Development:** School Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.

- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
- **Research:** School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School Counselors collect and analyze data to evaluate the program and continue updating program activities.

School Counselor Ratios: To carry out a comprehensive K-12 School Counseling plan, *the Lake Shore Central School District must support the allocated time distribution for each component based on American School Counselors Association.*

Approved Time Distribution:

Component	Elementary	Middle School	High School
Counseling Curriculum	35%-45%	25%-35%	15%-25%
Individual Planning	5%-25%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%
Total	100%	100%	100%

DELIVERY SYSTEM CHART

<u>Counseling Curriculum</u> Provides developmental, comprehensive guidance program content in a systematic way to all Lake Shore students K - 12 th grade	<u>Responsive Services</u> Addresses students' immediate concerns.	<u>Individual Student Planning</u> Assists students and parents in development of academic and career plans.	<u>System Support</u> Includes program, staff and school support activities and services.
Purpose: * Student awareness, skills development and application of skills needed in everyday life.	Purpose: * Prevention and intervention.	Purpose: * Individual student academic and occupational planning, decision making, goal setting and preparing for academic transition.	Purpose: * Program delivery and support.
Academic: * Effective learning in school and across the life span. * Academic preparation for post-secondary options. * Relationship of academics, work, family and community.	Academic: * Any immediate academic concerns. * School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions.	Academic: * Facilitation and/or interpretation of criterion and norm-referenced tests. * Academic preparation essential for post-secondary options. * Appropriate course selection. * Development of K-12 educational plan/portfolio. * Development of an educational plan beyond	Total Support: * School counselor professional development. * Advocacy and public relations for comprehensive school counseling programs. * Advisory committee. * Program planning and development. * Evaluation and assessment of comprehensive school counseling programs,

		<p>high school including post-secondary selection/financial aid/scholarships.</p> <ul style="list-style-type: none"> * Use of diverse assessment results. 	<p>personnel and student results.</p> <ul style="list-style-type: none"> * Documentation of how comprehensive school counseling programs contribute to student achievement. * School improvement planning. * Integration of guidance essential teaching across the school curriculum. * Parent involvement and education. * Consultation with staff and community. * Practices based on research. * Community outreach and involvement. * Data analysis.
<p>Career:</p> <ul style="list-style-type: none"> * Investigate the world of work to make informed decisions * Strategies to achieve future career goals. * Relationship of personal qualities, education, training and work. 	<p>Career:</p> <ul style="list-style-type: none"> * individual discussions on how current behavior can impact future career goals. 	<p>Career:</p> <ul style="list-style-type: none"> * Utilize career information resources in school and community. * Explore career clusters. * Interest and skill inventories. * Career exploration inventories. * Self-knowledge relating to career choices. * Appropriate course selections, tech prep, work-based learning including job shadowing and internships. 	<p>Career:</p> <p>N/A</p>
<p>Personal/Social:</p> <ul style="list-style-type: none"> * Interpersonal skills to respect self and others. * Decision-making, setting goals and taking action to achieve goals. * Understanding everyday safety and survival skills. 	<p>Personal/Social:</p> <ul style="list-style-type: none"> * Physical, sexual or emotional abuse and issues. * Crises. * Grief, loss and death. * Substance abuse. * Family issues. * Coping with stress. * Relationship concerns. * Divorce * Legal issues (probation, arrests or incarceration). * Referral Plans. * Contact and develop relationships with mental health resources in your area. 	<p>Personal/Social:</p> <ul style="list-style-type: none"> * Skills and competencies related to student and employee success. 	<p>Personal/Social :</p> <p>N/A</p>

<p>Counselor Role: * Counseling curriculum implementation (small and large groups settings). * Classroom and Structured groups. * Consultation with administration, faculty and other school counselors).</p>	<p>Counselor Role: * Individual counseling. * Small-group counseling. * Referrals and collaboration. * Consultation with administration, students, school social worker, and community agencies.</p>	<p>Counselor Role: * Assessment * Planning * Placement * Consultation</p>	<p>Counselor Role: * Development and management program. * Coordination. * Develop relationships and partnerships. * Consultation.</p>
<p>Time: Elementary = Middle School = Senior High School =</p>	<p>Time: Elementary = Middle School = Senior High School =</p>	<p>Time: Elementary = Middle School = Senior High School =</p>	<p>Time: Elementary = Middle School = Senior High School =</p>

ELEMENTARY SCHOOL COUNSELING CURRICULUM

Ready To Learn

Ready to learn is a prevention and early intervention classroom program utilized **in Kindergarten and 1st Grades** to teach and promote the learning and social skills needed for school success. The program helps students attain cognitive, social and self-management skills needed for academic and social success by addressing needed pre-requisite abilities such as paying attention, listening, understanding story structure, asking effective questions and working cooperatively. The program is based on educational research that identifies the acquisition of skills such as these as predictive of later school success. The program utilizes a variety of strategies including: modeling, coaching, cueing, student story telling and retelling, positive peer reporting and encouragement council. **Implemented in all Lake Shore Elementary Schools.**

Ready For Success

The goal of the Ready For Success Program, a prevention/early intervention curriculum, is to improve reading proficiency and school success behavior by building new cognitive, social and self-management skills and strategies ultimately resulting in a higher graduation rate. This program overlaps the Ready To Learn Program in the following skill areas: attending, listening, social skills, and cognitive skills. Additionally, this program and the Student Success Skills Program address: goal setting and monitoring, creating a caring, supportive and encouraging classroom, cognitive and memory skills, performing under pressure, and healthy optimism. **Grades 2nd and 3rd. Implemented in all Lake Shore Elementary schools.**

Student Success Skills

The Student Success Skills Program is also a prevention/early intervention curriculum utilized at the elementary level this district **in 4th and 5th grades**. The goal of the program is to continue to teach and promote proficiency in the five skill areas described in the Ready For Success narrative resulting in improvement in the academic, social and self-management skills needed for school success. **Implemented in all Lake Shore Elementary schools.**

Froggy & Friends

The goal of the stories and activities contained in this program is to establish a good attitude toward rules and the standards of expected behavior while also exploring character education topics through personal awareness and skill development in each area. **Implemented based on availability of curriculum, time and administrative directive.**

Alpha Pet

Utilized in kindergarten to introduce a variety of character education topics and reinforce phonemic awareness skills at the same time. Topics include cooperation, personal space, manners, listening, paying attention, tolerance, caring, respect, trustworthiness, honesty, fairness, citizenship and responsibility. **Implemented based on availability of curriculum, time and administrative directive.**

Second Step

The goal of the Second Step Program is to afford students the opportunity to learn essential social and emotional skills crucial to healthy child development. Skills such as empathy, emotion management (i.e. anger

management, impulse control), and social problem solving promote social competence and reduce social and emotional problems. This is a universal prevention program delivered to all students in the designated grade levels. Results also include the enhancement of a caring culture through promoting respect and acceptance.

Implemented based on availability of curriculum, time and administrative directive. .

Pumsy

Through the use of stories and concepts from the PUMSY Program along with activities tailored by the counselors, the first graders develop resiliency skills that assist them in academic, behavioral and social/emotional growth. Feelings, anger management, pro-social skills, responsibility and consequence, personal awareness, respect, communication skills, tolerance, peer relations and listening skills are addressed with opportunities for sharing and discussion. **Implemented based on availability of curriculum, time and administrative directive.**

Potter Pig

This program utilizes stories, discussions, prediction exercises, and activities to teach and promote anger management skills in the first grade. The stories include opportunities to learn about self-talk, rules of fighting fair, bullying, empathy, and problem solving. **Implemented based on availability of curriculum, time and administrative directive.**

BABES

A prevention oriented program that utilizes puppets, stories, activities and discussion to introduce and develop skills in such areas as coping, feelings, self-image, decision-making, peer pressure, personal safety. Students in 2nd grade are also taught about basic alcohol/drug facts and refusal skills. **Implemented based on availability of curriculum, time and administrative directive.**

Bullybuster, Bully Free Classroom, Bullyproofing Your School

Aggressive behavior in students is a disruptive element in schools and bullying results in an inordinate amount of time being taken away from the learning process. These intervention/prevention programs address the need for a multidimensional and comprehensive approach to successfully deal with identifying and intervening with bullies. One focus is to empower the “caring majority” with intervention skills and confidence. **Implemented based on availability of curriculum, time and administrative directive.**

Paws In Jobland

The software and activities included in this program are utilized at third and fourth grade as an introduction to the world of work through an introduction to 100 different jobs. The goal is to stimulate further interest in career exploration, personal awareness and career planning in the future. **Implemented in ALL Lake Shore Elementary schools.**

PICS (Picture Inventory Career Survey)

All fifth grade students have the opportunity to complete this career survey. The survey is a brief, self-report vocational interest inventory based on the RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional) occupational coding system (Holland,1959,1992) and the people/data/things/ideas interest categories and work tasks defined by Prediger (1982). The goal is for students to continue career exploration through increased personal awareness and discussion. **Implemented in ALL Lake Shore Elementary schools.**

LAKE SHORE CENTRAL SCHOOLS - ELEMENTARY COUNSELING CURRICULUM

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.2.1 Academic Development: Standard A													
<i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</i>													
Improve Academic Self-Concept													
Articulate feelings of competence and confidence as a learner			X		X	X							
Display a positive interest in learning	X	X	X	X	X	X							
Take pride in work and in achievement	X	X	X	X	X	X							
Accept mistakes as essential to the learning process	X	X	X	X	X	X							
Identify attitudes and behaviors which lead to successful learning	X	X	X	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												
Use communication skills to know when and how to ask for help when needed			X										
Apply knowledge of learning styles to positively influence school performance					X	X							
Achieve School Success													
Take responsibility for their actions	X	X	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		X	X						
Develop a broad range of interests and abilities						X							
Demonstrate dependability, productivity and initiative						X							
Share knowledge	X	X	X	X	X	X							
SC K-12.2.2. Academic Development: Standard B													
<i>Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</i>													
Improve Learning													
Demonstrate the motivation to achieve individual potential						X							
Learn and apply critical thinking skills						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	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							
Become self-directed and independent learners					X	X							
Plan to achieve Goals													
Establish challenging academic goals in elementary, middle/junior high and high school	X	X	X	X	X	X							
Use assessment results in educational planning						X							
Develop and implement an annual plan of study to maximize academic ability and achievement	X	X	X	X	X	X							
Apply knowledge of aptitudes and interests to goal setting					X	X							
Use problem-solving and decision-making skills to assess progress toward educational goals					X	X							
Understand the relationship between classroom performance and success in school	X	X	X	X	X	X							

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

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.1 Career Development: Standard A <i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>													
Develop Career Awareness													
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	X	X	X							
Learn how to interact and work cooperatively in teams	X	X	X	X	X	X							
Learn to make decisions	X	X	X	X	X	X							
Learn how to set goals					X	X							
Understand the importance of planning						X							
Pursue and develop competency in areas of interest						X							
Develop hobbies and vocational interests						X							
Balance between work and leisure time						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							
Learn about the rights and responsibilities of employers and employees						X							
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	X	X	X							

Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences					X	X									
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Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.4 Personal/Social Development: Standard A													
<i>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</i>													
Acquire Self-Knowledge													
Develop a positive attitude toward self as a unique and worthy person	X	X	X	X	X	X							
Identify values, attitudes and beliefs	X	X	X	X	X	X							
Learn the goal setting process				X	X	X							
Understand change as a part of growth					X	X							
Identify and express feelings	X	X	X	X	X	X							
Distinguish between appropriate and inappropriate behaviors	X	X	X	X	X	X							
Recognize personal boundaries, rights and privacy needs	X	X	X	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	X	X	X							
Identify personal strengths and assets	X	X	X	X	X	X							
Identify and discuss changing personal and social roles	X	X	X	X	X	X							
Identify and recognize changing family roles													
Acquire Interpersonal Skills													
Recognize that everyone has rights and responsibilities	X	X	X	X	X	X							
Respect alternative points of view	X	X	X	X	X	X							
Recognize, accept, respect and appreciate individual differences	X	X	X	X	X	X							
Recognize, accept and appreciate ethnic and cultural diversity	X	X	X	X	X	X							
Recognize and respect differences in various family configurations	X	X	X	X	X	X							
Use effective communication skills	X	X	X	X	X	X							
Know that communication involves speaking, listening, and nonverbal behavior	X	X	X	X	X	X							
Learn how to make and keep friends													
SC K-12.1.5 Personal/Social Development: Standard B													
<i>Students will make decisions, set goals, and take necessary action to achieve goals.</i>													
Self-Knowledge Applications													
Use a decision-making and problem-solving model		X	X	X	X	X							
Understand consequences of decisions and choices		X	X	X	X	X							
Identify alternative solutions to a problem			X		X	X							
Develop effective coping skills for dealing with problems			X			X							
Demonstrate when, where, and how to seek help for solving problems and making decisions	X		X	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	X	X	X							
Know when peer pressure is influencing a decision			X		X	X							
Identify long- and short-term goals					X	X							
Identify alternative ways of achieving goals					X	X							

Use persistence and perseverance in acquiring knowledge and skills																				
Develop an action plan to set and achieve realistic goals																				
SC K-12.1.5 Personal/Social Development: Standard C <i>Students will understand safety and survival skills.</i>																				
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	X	X	X	X	X	X														
Learn the difference between appropriate and inappropriate physical contact	X	X	X	X	X	X														
Demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X	X	X	X														
Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X	X		X	X													
Identify resource people in the school and community, and know how to seek their help	X	X	X	X	X	X														
Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X	X	X	X														
Learn about the emotional and physical dangers of substance use and abuse			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														

Responsive Services – Elementary Schools

- ❑ Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School Counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety*).
- ❑ School Counselors are responsible for following up and documenting the outcome on the 15-Day Notification's for each of their students. The 15-Day Notification Process is a district wide initiative to identify and intervene with students who exhibit at-risk behaviors in the areas of academics, attendance and social and emotional concerns.
- ❑ Each School Counselor is responsible for facilitating GRAD Success either at their building or for their assigned case load.
- ❑ Each School Counselor will be available to students requesting individual support and/ or mediating situations among a group of students.
- ❑ Each School Counselor who is not designated as the "At Risk Counselor" must complete an "At Risk" referral - approved by the building administrator before the transfer of the student to the At Risk school counselors caseload.

Individual Student Planning- Elementary Schools

- ❑ Each School Counselor will implement large (classroom) and/or small large group counseling programs each year.
- ❑ Each School Counselor is responsible for scheduling and facilitating parent / teacher conferences upon requests of teachers and/ or parents.
- ❑ Each counselor will be available and provide assistance in transition of students described as "new entrants."
- ❑ Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.
- ❑ Each school counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.

- Each school counselor is responsible for attending Committee on Special Education Meetings for their individual students and reflecting their individual academic goals and programming in the student's daily schedule.
- Each school counselor is required to provide mandated counseling as indicated by a student's Individualized Education Plan. **It is the school counselor's sole responsibility to recommend continuation or termination of counseling services based on goals set and met by the school counselor.**
- Each school counselor is involved in the scheduling. This includes communicating and collaborating with teachers, counselors and administrators.

System Support- Elementary Schools

- Each elementary counselor is responsible for implementing a strong communication program at their level.
- Each elementary counselor should utilize newsletters and electronic communications to inform the whole school community of the school counseling programing.
- Each elementary counselor should utilize the school counseling website to promote their programs. **School counselors should update their postings on the district website monthly.**
- Elementary counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- Elementary counselor's should join the American School Counselors Association and the New York State School Counselors Association.
- **Elementary counselors will submit a MEASURE report on data to evaluate the program and continue updating program activities. This will be submitted May of each school year.**

Middle School Counseling Curriculum

Student Success Skills

The Student Success Skills Curriculum at the middle school focuses on goal-setting, progress monitoring and recognizing large and small achievements. The curriculum is implemented in grades 6,7,and 8th with coordination of core subjects. School Counselors must effectively communicate this program to the school community.

Second Step

The second step program is a Violence prevention program, designed to decrease aggression, bullying, and substance abuse, and to increase student's social skills and school-related success. **Students in grade 6, 7, 8th will be recommended for this program. Themes presented in the lessons include:**

- Empathy and Communication
- Bullying prevention
- Emotion management
- Coping with stress
- Problem Solving
- Decision-making
- Substance Abuse

Career Portfolios

Beginning in 6th grade, counselors go into classrooms and go through the process of exploring students' interests and setting future college and career goals. This includes a discussion regarding promotion policies, grading, and expectations as they move forward in their education. Students will create an on-line portfolio that will move up with them through their Middle School years. **School counselors will collaborate with teachers by using nycareerzone.org.**

Career Assessment

Career and Life Explorer: This assessment is given to 8th grade students which relate their interests to possible careers for the future.

Internet Safety Programs: Webwise Kids

An interactive Internet safety program, for 6th graders, teaching them about maintaining their privacy while using the Internet. The program spans one week per 6th grade team.

****In addition to Webwise kids, other Internet safety/ cyber-bullying programs are being explored for 7th and 8th grades, including "Air Dogs," which focuses on cyber-bullying, and "Mirror Image," focusing on Internet scams to lure kids.****

Individual Informational Classroom Sessions/ Discussions/Small Group Programs

Topics are flexible based on needs and sessions can be used for formation of small groups. Grade level school counselors would develop groups on these topics. School Counselors at the middle school level should run a minimum two groups per year. The topics listed below can change from year to year based upon school counselor data collection **A yearly data survey form should be administer in September of each year to the student population.**

6th grade	7th Grade	8th Grade
Bullying	Suicide	Depression
Study-Skills	Sexual Harassment	Eating Disorders
Conflict Resolution	Promotion Policy	Grades and Report Card Review
Divorce	Character Education	High School Expectations /
Grief		Graduation Requirements

**** Above topics may be presented at multiple grade levels. ****

At-Risk Middle School Counselor

Parent Meetings

The at-risk counselor will meet a minimum of once yearly with each students parent/guardian.

GRAD Success: Core Facilitator

The at-risk counselor is the facilitator of the GRAD Success Team. Students referred to the GRAD Success Team are not automatically identified as at-risk students but can benefit from the suggestions and strategies recommended by the at-risk counselor.

Individual/Group Counseling Sessions

The at-risk counselor will meet with each student identified as at-risk a minimum of once per quarter. The at risk counselor can develop groups that target the needs of students identified. Collaborates with family support center regarding at-risk students in need of/ receiving outside services.

Transition Services

Provides individual and/or group counseling interventions and crisis response to students enrolled in 1:12:1 Transition class grades 6-7-8.

Home Instruction Liaison

The at-risk counselor will case manage the needs of all students on Home Instruction.

MIDDLE SCHOOL COUNSELING CURRICULUM

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.2.1 Academic Development: Standard A													
<i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</i>													
Improve Academic Self-Concept													
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													
<i>Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</i>													
Improve Learning													
Demonstrate the motivation to achieve individual potential							X	X	X				
Learn and apply critical thinking skills													
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													
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				

Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences																			
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Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.4 Personal/Social Development: Standard A													
<i>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</i>													
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													
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													
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-12.1.5 Personal/Social Development: Standard B													
<i>Students will make decisions, set goals, and take necessary action to achieve goals.</i>													
Self-Knowledge Applications													
Use a decision-making and problem-solving model							X	X	X				
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 <i>Students will understand safety and survival skills.</i>															
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							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															
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															

Responsive Services – Middle School

- ❑ Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety*).
- ❑ School Counselors are responsible for following up and documenting the outcome on the 15-Day Notification's for each of their students. The 15-Day Notification Process is a district wide initiative to identify and intervene with students who exhibit at-risk behaviors in the areas of academics, attendance and social and emotional concerns.
- ❑ Each School Counselor is responsible for assisting team teachers in the GRAD Success referral process and presenting requests. Each counselor is a core member of the GRAD Success team and is required to attend regular meetings.
- ❑ Each School Counselor will be available to students requesting individual support and/ or mediating situations among a group of students.
- ❑ Each School Counselor who is not designated as the "At Risk Counselor" must complete a "At Risk" referral that must be approved by the building administrator before the transfer of the student to the At Risk school counselors caseload.

Individual Student Planning- Middle School

- ❑ Each School Counselor will hold no less that 2 individual meetings per year with students in danger of failing two or more academic subjects.
- ❑ Each School Counselor will implement at least one large group counseling program per year.
- ❑ Each School Counselor will implement at least two small group counseling programs per year.
- ❑ Each School Counselor is responsible for scheduling and facilitating parent / teacher conferences upon requests of teachers and/ or parents.
- ❑ Each counselor will be available and provide assistance in transition of students described as "new entrants."

- ❑ Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students. At the Middle School, each counselor will attend team meetings with teachers no less than twice a week.
- ❑ Each School Counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- ❑ Each School Counselor is responsible for each student's individual course selection process and schedule development.
- ❑ Each School Counselor is responsible for attending Committee on Special Education Meetings for their individual students and reflecting their individual academic goals and programming in the student's daily schedule.
- ❑ Each School Counselor is required to provide mandated counseling as indicated by a student's Individualized Education Plan. **It is the school counselor's sole responsibility to recommend continuation or termination of counseling services based on goals set and met by the school counselor.**
- ❑ Each 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 and counselors, and 9th grade teachers and counselors.

System Support- Middle School

- ❑ Each Middle School Counselor is responsible for implementing a strong communication program at their level.
- ❑ Each Middle School Counselor should utilize newsletters and electronic communications to inform the whole school community of the school counseling programing
- ❑ Each Middle School Counselor should utilize the school counseling website to promote their programs. **School counselors should update their postings on the district website monthly.**
- ❑ Middle School Counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant courses work.
- ❑ Middle School Counselors should join the American School Counselors Association and the New York State School Counselors Association.
- ❑ Middle School Counselors will submit a MEASURE report on data to evaluate the program and continue updating of program activities. This will be submitted May of each school year.

Senior High School Counseling Curriculum

Freshman

Student Success Skills – Large Group Counseling

The Student Success Skills program was developed and tested by Dr. Brigman, Webb and Campbell, who teach in the Department of Counselor Education at Florida Atlantic University. The SSS model includes a group counseling and a classroom guidance curriculum designed to help students develop critically important cognitive, social and self-management skills.

Freshman Review Meetings

The Freshman school counselor will meet individually with each freshman reviewing course selection, grades, graduation requirements and school involvement outside the classroom.

CareerZone : Electronic Career and College Portfolio: www.nycareerzone.org

My Career Planning Portfolio is a personal electronic portfolio that students can create on-line in a paper format. In their portfolios, they can store Career and College information of interest, exploration tool responses, personal reflections, plans, and their education and work history. At the end of their junior year they will print off their comprehensive career plan.

Freshman Orientation

Incoming Freshman 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 available courses and electives.

Sophomore

7 Habits for Highly Effective Teens – Large Group Counseling:

A national bestseller, Sean Covey applies the timeless principles of The 7 Habits of Highly Effective People to teens and the tough issues and life-changing decisions they face. This ultimate teenage success program provides a step-by-step guide to help teens improve their self-image, build friendships, resist peer pressure, achieve goals, get along with parents, and much more. **Implementation by peer mentors in 11th grade to the 10th grade class. Peer Mentor will receive training on the program and present with the assistance of team of school counselors. Implementation in the school year of 2009-2010.**

ACT-PLAN:

Standardized test preparation - taking PLAN[®] as a 10th grader is a great way to prepare for the ACT—and helps students get ready to succeed in college and beyond! PLAN includes four multiple-choice tests: English, Math, Reading, and Science. PLAN test results can show you where you're strong or weak and what areas need to be addressed prior to taking the ACT. The PLAN is administered on site during the fall of the school year. **Goal for the 2009-2010 is to have between 80-100 students register for this examination.**

Comprehensive Career Assessment: Career Exploration Inventory (CEI):

This career development program: explores and plans three major areas of your life—work, leisure activities, and learning. With the *CEI*, individuals reflect on 128 activities and consider their past, present, and future interest in them.

Vocational Tours/Planning

Sophomores attend presentation and tours of Erie2BOCES exploring vocational programs that meet academic requirements and vocational training.

College Speakers

Sophomores participate in a panel discussion with a minimum of 4 college admission counselor reviewing college admission requirements.

CareerZone : Electronic Career and College Portfolio: www.nycareerzone.org

My Career Planning Portfolio is a personal electronic portfolio that students can create on-line in a paper format. In their portfolios, they can store Career and College information of interest, exploration tool responses, personal reflections, plans, and their education and work history. At the end of their junior year they will print off their comprehensive career plan. **Implementation in the school year of 2009-2010.**

Juniors

PSAT/NMSQT

Standardized test preparation - the Preliminary SAT[®]/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and **National Merit Scholarship Corporation (NMSC)**. PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It's a standardized test that provides firsthand practice for the SAT Reasoning Test[™]. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs.

The PSAT/NMSQT measures:

- critical reading skills
- math problem-solving skills
- writing skills

The PSAT/NMSQT is administered on site at the Lake Shore Senior High School during late fall or early winter of every school year.

7 Habits of Highly Effective Teens: Career and College Program

Utilizing the 7 Habits of a Highly Effective Teens, students will develop long term and short term goals specifically related to their college and career plans. This career and college development program is implemented in correlation with English 11 classes, including the **College Major Scorecard**. On-line research will be done through either www.EducationPlanner.org, or nycareerzone.org

CareerZone : Electronic Career and College Portfolio: www.nycareerzone.org

My Career Planning Portfolio is a personal electronic portfolio that students can create on-line in a paper format. In their portfolios, they can store Career and College information of interest, exploration tool

responses, personal reflections, plans, and their education and work history. At the end of their junior year they will print off their comprehensive career plan.

ASVAB

Armed Services Vocational Aptitude Battery is made up of verbal, math, and technical tests. A student's score is one of the main factors determining what jobs/careers are the best fit. The ASVAB is administered at Lake Shore during January midterms and is not only for students that are military driven.

College Planning Night

Juniors and their parents are invited to attend an evening program focused on college preparation. This program is offered at the Senior High School within the month of October.

Career Night

Erie1BOCES and Niagara Frontier Industrial Educational Council will host juniors and their parents for an evening of career exploration and planning. Students will be taken off site to participate in this career program.

College Fair

During March of every year students in "good academic standing" are transported to the National College Fair held at the Buffalo Convention Center.

Western New York College Consortium

Juniors and Seniors are given the opportunity to meet with a maximum of 15 Western New York College admission representatives. This program is offered in October of every year. Future plans include holding the event during the evening college planning fair in order to incorporate parent involvement.

High Achieving Group (HAG)

The top 20-25 students are identified and meet monthly to discuss in detail college preparation and planning.

Seniors

Senior Verification Meetings

Individual counseling meetings auditing each senior's transcript, college and/or career plan and graduation track. Students are scheduled by rank first and then by EOP status (students that receive free and reduced lunch and have low academic standing) all other students are scheduled accordingly.

Senior Seminar

Large group instruction outlining the Senior Year time line. The information disseminated includes SAT registration and testing, transcript requests, requesting letters of recommendations, completing on-line common applications, scholarships, financial aid, etc.

Financial Aid Night

Students and parents are invited to attend an open discussion with a Financial Aid expert. This program is formatted as a presentation with an extended answer and question period. Financial Aid Night is held in January of every year.

College Planning Night

Seniors and their parents are invited to attend an evening program focused on college preparation. This program is offered at the Senior High School during the month of October.

Senior Survey- Large Group Sessions

Held in government and economics classes, reviewing post graduation plans.

8th Grade Transition Planning

Senior counselor's are responsible for course selections, scheduling, and orientation of incoming Freshman.

At-Risk Communication (notification)

Parents of students at-risk of not graduating are informed by letter. Communication of the each child's at-risk status should start promptly after the first marking period.

College Application Process

The senior counselor is responsible for letters of recommendations, SAT scores, transcript requests and all other responsibilities related to the completion of each students college applications.

Scholarships

Senior counselors along with the departments clerical support are responsible for maintaining a current database of college scholarships that is effectively communicated to students and parents. This includes processing the NY State Lottery Scholarship, the NY State Academic Excellent Scholarship and the BYRD. As the senior counselor you are a member or the high school scholarship review committee for local community awards. In this role the school counselor collects the community scholarship applications, sets up the day the committee review the applicants and forwards this information to the principals secretary.

9th - 12th grade At-Risk School Counselor

Parent Meetings

The at-risk counselor will meet a minimum of twice yearly with each students parent/guardian. During parent meetings the at-risk counselor will review transcripts, schedules, graduation requirements and post high school career and/or college plans.

7 Habits of Highly Effective Teens: Exclusively At-Risk Students

The at-risk counselor will facilitate small weekly group sessions that focus on the academic, social, and emotional development using the concepts of Sean Covey's 7 Habits of Highly Effective Teens.

GRAD Success: Core Team Member

The at-risk counselor is a primary member of the GRAD Success Team. Students referred to the GRAD success Team are not automatically identified as at-risk students but can benefit from the suggestions and strategies recommended by the at-risk counselor.

Individual Counseling Sessions

The at-risk counselor will meet with each student identified as at-risk a minimum of once per quarter.

GED Coordinator

The at-risk counselor will collect and disseminate resources for both school age and adult GED programs.

Alternative Education Programs

The at-risk counselor monitors all students enrolled in an alternative educational setting, including home instruction.

HIGH SCHOOL COUNSELING CURRICULUM

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.2.1 Academic Development: Standard A													
<i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</i>													
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
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													
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	
SC K-12.2.2. Academic Development: Standard B													
<i>Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</i>													
Improve Learning													
Demonstrate the motivation to achieve individual potential										X	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		
Seek information and support from faculty, staff, family, and peers										X	X	X	X
Organize and apply academic information from a variety of sources													
Use knowledge of learning styles to positively influence school performance													
Become self-directed and independent learners													
Plan to achieve Goals													
Establish challenging academic goals in elementary, middle/junior high and high school										X	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	X
Apply knowledge of aptitudes and interests to goal setting											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	X

Identify post-secondary options consistent with interests, achievement, aptitude and abilities												X	X	X	X	
SC K-12.2.3 Academic Development: Standard C <i>Students will understand the relationship of academics to the world of work, and to life at home and in the community.</i>																
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
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	K	1	2	3	4	5	6	7	8	9	10	11	12	
SC K-12.1.1 Career Development: Standard A <i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>														
Develop Career Awareness														
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	X
Learn how to interact and work cooperatively in teams												X	X	
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														
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												X	X	
Develop a positive attitude toward work and learning												X	X	
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace														
Utilize time- and task-management skills											X	X	X	X

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.4 Personal/Social Development: Standard A													
<i>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</i>													
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													
Identify and recognize changing family roles													
Acquire Interpersonal Skills													
Recognize that everyone has rights and responsibilities													
Respect alternative points of view													
Recognize, accept, respect and appreciate individual differences													
Recognize, accept and appreciate ethnic and cultural diversity													
Recognize and respect differences in various family configurations													
Use effective communication skills													
Know that communication involves speaking, listening, and nonverbal behavior													
Learn how to make and keep friends													
SC K-12.1.5 Personal/Social Development: Standard B													
<i>Students will make decisions, set goals, and take necessary action to achieve goals.</i>													
Self-Knowledge Applications													
Use a decision-making and problem-solving model											X	X	
Understand consequences of decisions and choices											X	X	
Identify alternative solutions to a problem											X	X	
Develop effective coping skills for dealing with problems											X	X	
Demonstrate when, where, and how to seek help for solving problems and making decisions											X	X	
Know how to apply conflict resolution skills													
Demonstrate a respect and appreciation for individual and cultural differences											X		
Know when peer pressure is influencing a decision										X	X	X	
Identify long- and short-term goals											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
SC K-12.1.5 Personal/Social Development: Standard C													
<i>Students will understand safety and survival skills.</i>													

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	
Learn techniques for managing stress and conflict												
Learn coping skills for managing life events												

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 are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety*).
- ❑ School counselors are responsible for following up and documenting the outcome on the 15-Day Notification's for each of their students. The 15-Day Notification Process is a district wide initiative to identify and intervene with students who exhibit at-risk behaviors in the areas of academics, attendance and social and emotional concerns.
- ❑ Each School Counselor is responsible for assisting team teachers in the GRAD Success referral process and presenting requests. Each counselor is a core member of the GRAD Success team and is required to attend regular meetings.
- ❑ Each School Counselor will be available to students requesting individual support and/ or mediating situations among a group of students.
- ❑ Each School Counselor who is not designated as the "At Risk Counselor" must complete a "At Risk" referral that must be approved by the building administrator before the transfer of the student to the At Risk school counselors caseload.

Individual Student Planning- High School

- ❑ Each School Counselor will hold no less that 2 individual meetings per year with students in danger of failing two or more academic subjects.
- ❑ Each School Counselor will implement at least one large group counseling program per year.
- ❑ Each School Counselor will implement at least one small group counseling program per year.
- ❑ Each School Counselor is responsible for scheduling and facilitating parent / teacher conferences upon requests of teachers and/ or parents.
- ❑ Each counselor will be available and provide assistance in transition of students described as "new entrants."
- ❑ Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.
- ❑ Each School Counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- ❑ Each School Counselor is responsible for each student's individual course selection process and schedule development.

- Each School Counselor is responsible for attending Committee on Special Education Meetings for their individual students and reflecting their individual academic goals and programming in the student's daily schedule.
- Each School Counselor is required to provide mandated counseling as indicated by a student's Individualized Education Plan. **It is the school counselor's sole responsibility to recommend continuation or termination of counseling services based on goals set and met by the school counselor.**
- Each School Counselor is involved in the scheduling. This includes communicating and collaborating with teachers, counselors and administrators.

System Support- High School

- Each High School Counselor is responsible for implementing a strong communication program at their level.
- Each High School Counselor should utilize newsletters and electronic communications to inform the whole school community of the school counseling programing. Inside Track Electronic Newsletter
- Each High School Counselor should utilize the school counseling website to promote their programs. **School Counselors should update their postings on the district website monthly.**
- High School Counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant courses work.
- High School Counselor should join the American School Counselors Association and the New York State School Counselors Association.
- **High School Counselors will submit a MEASURE report on data to evaluate the program and continue updating of program activities. This will be submitted every May of each school year.**

GUIDANCE ACTIVITIES – NOT SCHOOL COUNSELING ACTIVITIES

These assigned duties shift school counselor away from school counseling roles. These hinder the effectiveness of the program.

- Class Rank- hand calculating
- Advanced Placement Tests- organizing and administering
- New York State Assessments- Organize and administer
- 504 Plans - updating and reviewing
- Summer Youth – Special Education program
- Student with Disabilities Accommodations form for the SAT or ACT examinations
- 504 Plan test schedules
- Special Education - Mandated counseling at elementary too high at 30-50% based upon each school
- Master schedule assignments for school year or summer school.
- School Counselors are not in the role of disciplining students- code of conduct referrals should not be given to school counselors.
- Create test schedules for special education students and regular education students
- Enter data into computer based upon NYS codes etc.

*Lake Shore Central School District's Comprehensive K-12 School
Counseling Programs*

Family Support Center

The Lake Shore Family Support Center

School-Community Partnership



Responsive Services- Family Support Center

Intake and Referrals

Includes parent and student assessments with referrals to the appropriate service providers.

Development of Collaboration with Community Based Agencies

Such as Child and Adolescent Treatment Services, Catholic Charities, Community Concern of Western New York, TLC's Tri- County Chemical Dependency Center, LK Painter's Parenting and Counseling Division, Western new York Children's Psychiatric Center, and Every Person Influences Children (EPIC). The maintenance and development of successful collaboration with community based agencies is a vital and ongoing process. Without community based collaborations the Family Support Center could not provide the needed services to Lake Shore Central School and it's community.

Case Management

Family Support Center staff act as a liaison between the school, family and community service agencies. Case managements services can be both long and short-term, depending on the need and services being offered.

Crisis Management

Family Support Center Staff must be trained to meet the needs of students and the school community during a time of crisis. Family Support staff must make themselves available to all students, parents, and families in crisis. This responsibility takes priority over any other responsibility. Family Support Center staff must be able to address both the immediate and long term needs of individuals and families in crisis.

Individual, Family, and Group Counseling Services

Family Support Center staff will provide individual, family and group counseling services as needed. It is the role of the Family Support Center to identify the needs of its students and families and implement the appropriate treatment plan. This may include both in-house services and referrals to community service agencies.

System Support- Family Support Center

- ❑ Each counselor and social worker is responsible for implementing a strong communication program at their level.
 - ❑ Each counselor and social worker should utilize newsletters and electronic communications to inform the whole school community of the school counseling programing. Inside Track Electronic Newsletter
 - ❑ Each counselor and social worker should utilize the school counseling website to promote their programs.
- School counselors should update their postings on the district website monthly.**
- ❑ Counselors and social workers must update knowledge and skills by participating in training, professional meetings and conferences and relevant courses work.
 - ❑ Counselors and social workers should join the American School Counselors Association and the New York State School Counselors Association as well as the New York State Social Workers Association.
 - ❑ **Counselors and social workers will submit a MEASURE report on data to evaluate the program and continue updating of program activities. This will be submitted every May of each school year.**

*Lake Shore Central School District's Comprehensive K-12 School
Counseling Programs*

*Advisory Council Use of Data Use of Time
Action Plan Schedules and Calendars*

THE MANAGEMENT SYSTEM

*Advisory Council Use of Data Use of Time
Action Plan Schedules and Calendars*



Management

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the schools needs.

- **Management agreements** ensure effective implementation of the delivery system to meet students' needs. These agreements, which address how the school counseling program is organized and what will be accomplished, should be discussed with and approved by designated administrators at the beginning of each school year.
- **Advisory Council:** An advisory council is a group of individuals appointed to review facets of the counseling program and to make recommendations. High school students, parents, teachers, school counselors, administration and community members should be represented on the council.
- **Use of Data:** A comprehensive school counseling program is data-driven to ensure every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from analysis of students' needs, achievement and/or related data.
- **Action Plans:** For every desired competency and result, there must be a plan outlining how the desired competency will be achieved. Each plan should contain:
 - competencies addressed
 - description of the activity
 - data driving the decision to address the competency
 - time-line in which activity is to be completed
 - who is responsible for the delivery
 - means of evaluating student success
 - expected results for students
- **Use of Time:** District counselors recognize the value of direct service (contact) with students in addition to indirect service. School counselors time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.
- **Use of Calendars:** Monthly calendars will be utilized by counselors to guide program delivery.

Using Data in School Counseling Programs

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

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

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

*Lake Shore Central School District's Comprehensive K-12 School
Counseling Programs*

*Results Report Counselor Performance Standards
and Program Audit*

THE ACCOUNTABILITY SYSTEM

*Results Report Counselor Performance Standards
and Program Audit*



**LAKE SHORE CENTRAL SCHOOL COUNSELING DEPARTMENT
ACCOUNTABILITY SYSTEM**

Lake Shore School Counselors and Administrators are increasingly challenged to demonstrate the effectiveness of the School Counseling Program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use data that links the program to student achievement.

Results Reports – These reports include the process, perception and results data to ensure school counseling programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Immediate, intermediate and long-range results are collected and analyzed for the program improvement.

MEASURE Report

SPARC

Program Audit - The Lake Shore Central School Counseling Department will self-audit their program yearly in June as a guide to evaluate the comprehensive programming.

RESULT REPORTS

The results reports organizes school counseling curriculum to demonstrate the relationship between the school counseling program to the instructional program. School counselors use reflective skills, collaboration and teaming, and data analysis to become action researchers and show how the school counseling program impacts school improvement.

KEY COMPONENTS OF SCHOOL COUNSELOR ACCOUNTABILITY

Using Data	Data informs and challenges school counselors to determine the need for systemic change and confirms the progression of meeting goals of the annual plan
School Counseling Program Accountability through MEASURE	MEASURE, a six step process, demonstrates school counselor accountability
School Counseling Program Report Card: SPARC	A SPARC is an accountability report card informing the educational community of the results of the school counseling program

MEASURE

IMPLEMENTATION- School Year 2009-2010 and thereafter, School Counselors will complete a MEASURE report based upon data and school improvement. This report will be completed by May of each year.

MEASURE, six-step accountability process, demonstrates the impact of the school counseling program on critical data, those components of the school report card that are the backbone of the accountability movement. MEASURE is a way of using information such as retention rates, test scores, and postsecondary rates to develop specific strategies for connecting school counseling to the accountability agenda of today's school.

Measure is an acronym for:

Mission: connect the comprehensive K-12 school-counseling program to the mission of the school.

Elements: identify the critical data elements that are important to the internal and external stakeholders

Analyze: discuss carefully which elements need to be aggregated or disaggregated and why

Stakeholders: Unite: determine which stakeholders need to be involved in addressing

Reanalyze: rethink and refine the strategies ,refocus efforts as needed, and reflect on success

Educate: show the positive impact the school-counseling program has had on student achievement and on the goals of the school improvement plan

SPARC- A School Counseling Program Report Card

IMPLEMENTATION - School Year 2009-2010 and thereafter. The Department Chairperson will complete the SPARC by June of each year. This report card will highlight the MEASURE reports and the Comprehensive School Counseling Plan to key stakeholders.

What is SPARC?

It is a published report that help Lake Shore Central Schools promote their school counseling department and Family Support Center to improve their accountability and value to the whole school community. A SPARC contains several elements that support good counseling practice. The Superintendents message affirms that the administration and school personnel are aware of the counseling program's mission and work are supportive of its efforts. Data is crucial in not only ascertaining the current school situation, but also determining how successful interventions, counseling and other delivery programs were in achieving student results. Collaboration and working with all stakeholders, including faculty, parents and the community is also a key component of a SPARC. In the end it will demonstrate to the school community how students are different because of the work and priorities of this school counseling program.

A sample of a SPARC is attached for your review: