

Lake Shore Central School District
K-12 Comprehensive School Counseling Program
2020-2021



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 pleased to offer the Lake *Shore Central School District Comprehensive School Counseling Programs*. This program guide is the result of a review by each counselor and social worker currently employed as a school counselor and school social worker in the Lake Shore Central School District. Additionally, this guide will be reviewed on an annual basis by the district's school counselors, social workers and an Advisory Board. This comprehensive model is the centerpiece of the Lake Shore Central School District's school counseling practices and represents the department's continued and ongoing dedication to comprehensive programming aligned with the American School Counselors Association and New York State School Counselors Association, along with New York State Education Department regulation 100.2. In addition, model programming from the School Social Workers Association of America, New York State School Social Workers Association is assimilated into the comprehensive program.

LAKE SHORE COUNSELING DEPARTMENT ORGANIZATION

Facilitator of School Counselors

Paula Eastman (Principal-J.T. Waugh Elementary School, K-12 Counseling Administrative Liaison)

Department Chairperson of School Counselors

Elizabeth Farrell (Highland Elementary)
Steve Brown (High School)

School Counselors

Re' Biastre (J.T. Waugh Elementary)
Heather Boncore (High School)
Leslie Grimaldi (Middle School)
Brian Kelley (Highland/Elementary School At-Risk/Family Support Center)
Jim Michael (Middle School)
Michelle K. Myles (A.J. Schmidt Elementary)
Greg Tomasik (High School)

Family Support Center District Social Workers

Keri Armbrust (K-12)
Nicole Phillips (K-12)

Lake Shore Central School Counseling Department Advisory Board

[Advisory Board](#)

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K-12 Comprehensive School Counseling Program



Role of The School Counselor Addendum The Role of School Social Worker

Regulations and Role

School Counselors in the Lake Shore Central School District recognize the importance of Social Emotional Learning and Mental Health in response to conditions surrounding the closure and reopening of schools during the pandemic, and in preparation and support of academic learning and growth. The LSC K-12 Comprehensive School Counseling Program represents a collaborative, multi faceted and fluid plan for addressing student, school, family, and community needs. The Program is designed to facilitate opportunities for development of student skills and competencies that foster growth, resiliency, and success.

New York State Part 100.2 Regulations - School Counseling Programs

School Counseling regulations adopted July 1, 2017 for implementation by July 1, 2019. Overview is in link below.

NYS Regulations	NYSED School Counseling Part 100.2 Regulations New/Old Regulations Graphic New Regulations FAQ
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The Essential Role of the School Counselor

School Counselors are certified professionals that facilitate school counseling programs that are collaborative efforts in academic, social emotional skills, and career benefitting the school community. School counseling programs are an integral part of students' daily educational environment K-12.

Role of the School Counselor	Who Are School Counselors ASCA National Model Executive Summary ASCA School Counselor Professional Standards ASCA Ethical Standards for School Counselors
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Professional School Counselor Organizations	American School Counselors Association New York State School Counselors Association
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The Essential Role of the School Social Worker

School Social Workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.

Role of the School Social Worker	<u>New York State School Social Workers Association Role</u> <u>New York State School Social Workers Guidance Document</u>
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Professional School Social Workers Organizations	<u>School Social Workers Association of America</u> <u>New York State School Social Workers Association</u> <u>National Model of School Social Work</u>
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The Difference Between a School Counselor and a School Social Worker	<u>Lake Shore Central School Counselor and School Social Worker Roles and Responsibilities</u>
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Recovering, Rebuilding, and Renewing: The Spirit of New York's Schools	<u>NYSED Reopening Guidance</u>
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K-12 Comprehensive School Counseling Program



SCHOOL COUNSELING COMPREHENSIVE MODEL

Comprehensive Model

The K-12 School Counseling Comprehensive Model

The comprehensive school counseling program is a framework for the systematic 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.

The New York State School Regulations incorporate the four main components of comprehensive school counseling programs.

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the counseling program.
2. **The management system** that presents the organizational process and tools needed to deliver a comprehensive counseling program. These processes and tools include: the use of data, action plans, and monthly/yearly calendars
3. **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).
4. **The accountability system** which helps counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program review.

K-12 Comprehensive School Counseling Program



THE FOUNDATION

*Beliefs/Philosophy/Mission Statement/
Domains and National Standards*

Lake Shore Central School District Board of Education

District Mission Statement:

Lake Shore Central School District in partnership with our students, families and school community will cultivate engaging, diverse, and challenging educational opportunities and learning environments to promote life-long learning and achievement in preparation for high school graduation, college and careers.

District Goals

The Lake Shore Central School District Board of Education supports professional learning communities that focus on results and cultivate a culture of collaboration to improve student learning and opportunity. The Board of Education goals listed in the link below are the measure of our high expectations in all aspects of educating our students.

Board of Education Goals	<u>LSC Board of Education Mission Statement and Goals</u>
District Demographics	<u>District Brochure</u>
District Report Card	<u>Evan Brant/Lake Shore NYSED District Report Card</u>

K-12 SCHOOL COUNSELING DEPARTMENT FOUNDATION

The *mission* of the Lake Shore School Counseling Department is to provide a comprehensive school counseling plan that will assist all students K-12 in acquiring the skills, knowledge and attitudes to demonstrate college and career readiness, and be responsible citizens and lifelong learners.

Lake Shore School Counseling Department Philosophy and Belief Statements:

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 support student success. The following principles are the foundation for the Lake Shore School Counseling Program:

The Lake Shore School Counselors believe:

- 1.) All students can learn and should be given the opportunity to do so.
- 2.) All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.
- 3.) Learning involves the education of the whole person and is a continuous lifelong process.
- 4.) All students have the right to access a School Counselor .
- 5.) Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- 6.) 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:

- 1.) Be student-centered and based on specified goals and developmental student competencies.
- 2.) 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.
- 3.) Consider all students' ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the counseling program.
- 4.) Be data-driven. The data will be used in assessing the needs and effectiveness of the counseling programs, and drive future program development and evaluations.

The Lake Shore School Counselors:

- 1.) Will be 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 School Counseling Regulations along with the ASCA Mindsets & Behaviors for Student Success
- 2.) They will deliver the school counseling program as outlined by the New York State. Will abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- 3.) Will participate in professional development essential to maintaining a high-quality school counseling
- 4.) Will collaborate with the School Social Workers who hold a Master's Degree in Social Work on services that benefit the school community.

The ASCA Mindsets & Behaviors for Student Success

(included in the New York State School Counseling Regulations 100.2)

The "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student" were developed to "describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts."

Student Standards: Understanding the ASCA Mindsets and Behaviors	ASCA Mindsets and Behaviors Video : Understanding Mindsets and Behaviors
Social Emotional Learning Resources	LSC School Counseling Department: Social Emotional Learning and Mental Health Resources in Your School & Community - An overview document during Reopening following School Closure Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening School (NYSSCA/CASEL) Social Emotional Learning Resources Student Success Skills Second Step Second Step Review of Research Second Step Alignment to ASCA Mindsets & Behaviors Second Step Alignment with Trauma Informed Practices in Schools
Learning Standards For Career Development and Occupational Studies (CDOS) Career Development, Integrated Learning, Universal Foundation Skills/Career Majors	NYS CDOS Family and Consumer Sciences
NYS Career Plan- College and Career Readiness	NYS Career Plan NYS Career Plan Video maialearning Elementary Age College and Career Video Middle School College and Career Video High School College and Career Video

K-12 Comprehensive School Counseling Program



THE MANAGEMENT SYSTEM

*Advisory Board/Use of Data/Use of Time
Action Plans/ Calendars*

K-12 SCHOOL COUNSELING DEPARTMENT MANAGEMENT SYSTEM

Special Note: School Social Workers will use the same appropriate tools to implement their program (action plans, calendars, data, small group programs etc.)

Lake Shore School Counseling management system, along with the delivery system, incorporates organizational processes and tools to highlighted below to ensure the program is data driven, organized, concrete, clearly delineated and reflective of the school districts needs.

School Counseling Action Plans: For desired competencies and results, a plan outlining how the desired competency will be achieved should be developed. A 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 and expected results for students.

School Counselors Use of Time: School Counselors recognize the value of direct service (contact) with students in addition to indirect service. A School Counselor's time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by re-assigning non-counseling activities whenever possible.

School Counselors 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 activities implemented as part of the program were developed from analysis of students' needs, achievement and/or related data.

School Counselors Use of Calendars: Monthly/yearly calendars will be utilized by counselors to guide program delivery. A department calendar is included in this document to overview department activities. This calendar is a guideline for yearly activities and revised throughout the year as needed.

School Counseling Advisory Board: The board will meet twice each year to review the Comprehensive Program and provide feedback for ongoing discussion. The members of the Advisory Board will represent a range of school, community, and agency stakeholders.

Lake Shore School Counseling Management Program

[Lake Shore School Counseling Management Program](#)

K-12 Comprehensive School Counseling Program



THE DELIVERY SYSTEM

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

K-12 COUNSELING DEPARTMENT DELIVERY SYSTEM

Special Note: School Social Workers will use the same appropriate tools to implement programming.

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 counseling program include the counseling curriculum, individual planning, responsive services, direct services, indirect services, and systems support.

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

- **Classroom activities:** School Counselors present lessons in the classroom setting.
- **Group activities:** School Counselors may also conduct large group activities to address students' particular needs.
- **Interdisciplinary activities:** School Counselors participate in teams to develop curriculum across content areas.
- **Career and College Awareness Month:** School Counselors sponsor College and Career Awareness activities throughout the district.
- **Digital Literacy:** School Counselors employ technology based Career and College Awareness Programs.

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/Direct 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.

- **Student Advocate:** School Counselors will participate in and/or coordinate RTI, 504, SST, CSE, CPS and attendance meetings.
- **Consultation and Collaboration:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students. School Counselors are designated in each building as the contact for substance use and addiction resource information for students, families, and staff.
- **Personal Counseling:** School Counselors provide a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** School Counselors provide prevention and interventions. Such counseling is short term in nature addressing a particular student's concern(s). School Counselors are designated in each building as the contact for substance use and addiction resource information for students, families, and staff.
- **Referral:** School Counselors refer students and their families to appropriate school community agencies when needed. School Counselors are designated in each building as the contact for substance use and addiction resource information for students, families, and staff.

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

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

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

- **Classroom activities:** School Social Worker present when needed in the classroom on mental health supports and education
- **Group activities:** School Social Workers may also conduct large group activities to address students' particular needs.
- **Interdisciplinary activities:** School Social Workers participate in teams to develop curriculum across content areas.

Individual Student Planning: School Social Workers coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

- **Case Management:** School Social Workers monitor individual student progress
- **Individual Appraisal:** School Social Workers use data to assess needs and track progress
- **Individual Advisement:** School Social Workers work directly with students on developing an appropriate intervention plan based on the individual needs of the student

Responsive Services/Direct 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.

- **Student Advocate:** School Social Workers may participate in RTI, 504, SST, CSE, CPS and attendance meetings when needed
- **Home Visits:** School Social Workers may provide home visits on case-by-case basis to build the family-school relationship
- **Consultation and Collaboration:** School Social Workers work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** School Social Workers provide individual student therapy and counseling based on assessment and need. This is a case-by-case basis and may include both short and long term counseling
- **Crisis Counseling:** School Social Workers provide prevention and interventions. Such counseling is short term in nature addressing a particular student's concern(s).
- **Referral:** School Social Workers process all the community referrals for the district through the Family Support Center

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

- **Professional Development:** School Social Workers update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.
- **Program Promotion:** School Social Workers provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.
- **Consultation with teachers and staff:** School Social workers work with teachers and other staff members to provide information regarding the needs of a student. School Social Workers should participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Social Workers provide ongoing support and information to the greater community regarding student needs.
- **Research:** School Social Workers utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School Social Workers collect and analyze data to evaluate the program and continue updating program activities.
- **Provide Staff Training:** School Social Workers may provide training to district staff on mental health and community resources
- **Community Programming:** School Social Workers will organize and plan the Annual Family Fun Walk with all benefits going to support the Family Support Center

Lake Shore School Counseling Delivery Program (Direct and Indirect Services)	<u>School Counseling Delivery Program (Direct and Indirect) Services</u>
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Lake Shore Family Support Center/School Social Workers Delivery Program (Direct and Indirect Services)	<u>Lake Shore Family Support Center/School Social Worker Delivery Program</u>
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Lake Shore Central Counseling Center Webpages	<u>Elementary, Middle School, High School & Family Support Center webpages</u>
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K-12 Comprehensive School Counseling Program



THE ACCOUNTABILITY SYSTEM

Results Report / Performance / Standards and Program Review

K-12 SCHOOL COUNSELING DEPARTMENT ACCOUNTABILITY SYSTEM

Special Note: The section also is related to accountability programming with relation to the School Social Workers

Lake Shore School Counselors will demonstrate the effectiveness of the School Counseling Program in measurable terms as well as in terms of the effectiveness of a partnership with the School Social Workers. To evaluate the program and to hold it accountable, School Counselors along with the School Social Workers will collect and use information and data that links the program to student growth in the three domains (academic, career and social emotional).

School Counselor Accountability Components

Individual School Counselor evaluations will be aligned with the district approved APPR process. This process utilizes the ASCA Performance Appraisal as a model for the rubric and indicators that reflect specific components of the counselor's role in the school community. This process includes opportunities for self-reflection and dialogue with building administration.

School Social Worker Accountability Components

Individual School Social Worker evaluations will be aligned with the district approved APPR process. This process includes opportunities for self-reflection and dialogue with building administration.

Comprehensive Program Report

The comprehensive report organize 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 show how the school counseling program impacts the effectiveness of the school. This report includes 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 by the team of schools counselors for improvement. **In addition the school social workers will also demonstrate how their programming aligns to foster supplemental programming to the school counseling program without duplicating services in the school community.** The yearly comprehensive program report will be presented annually in the Fall to the Board of Education.

Comprehensive Program Report	<u>Understanding a Program Comprehensive Data Report</u>
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Program Review

The Lake Shore Central School Counseling Department which includes school counselors and school social workers will self-audit their program annually in May as a guide to evaluate the comprehensive programming and to facilitate revisions needed to guide future programming for the Lake Shore School Community. Board of Education members serving on the Counseling Department Advisory Board will update the Board as needed and requested. Periodically, School Counselors and Social Workers will provide the Board of Education with additional information as requested.

Annual Counseling Department Assessment, School Counselor, School Social Workers	<u>Annual Counseling Department Program Assessment</u>
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Board of Education Comprehensive Program Report	Coming 2020-2021
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