



NIAGARA FALLS CITY SCHOOL DISTRICT School Counseling Plan

Revised July 2019

Niagara Falls City School District
Counseling Plan

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Niagara Falls City School District
Counseling Plan

Counseling Plan Committee

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PHILOSOPHY

Niagara Falls City School District
Counseling Plan

In collaboration with all stakeholders the School Counseling Department will ensure the social/emotional, career, and academic successes to enable the well-being for all students.

VISION

The vision of School Counseling in the Niagara Falls City School District is to nurture and develop students' social/emotional and academic skills to help them be the best version of themselves.

MISSION

Our mission as school counselors at NFCSD is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the American School Counselor Association's National Standards for School Counseling Programs. In collaboration with students, staff, family and community members we will foster students' development in academic achievement, social emotional awareness, and career exploration to ensure their success throughout all aspects of life.

Niagara Falls City School District
Counseling Plan

The NFCSD School Counseling Plan is designed using the National School Counseling Model framework, ensuring a comprehensive and data-based process that focuses on the development of the student and the advancement of competencies of staff. The national model is comprised of four components:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **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 responsibilities, use of data, action plans, time and task analysis, and monthly 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 school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

Niagara Falls City School District
Counseling Plan

The Niagara Falls City School District School Counseling and Comprehensive Guidance Plan in accordance with the New York State Model for comprehensive K-12 School Counseling Program and the American School Counseling Association National Standards for School Counseling Programs facilitate student growth through nine learning standards in the domains of academic, career, and personal/social development.

I. Academic

- a. Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- b. Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- c. Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. Career

- a. Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- b. Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
- c. Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

III. Personal/Social

- a. Standard A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.
- b. Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
- c. Standard C: Students will understand safety and survival skills.

Program Goals: The goal of the Niagara Falls City School District Comprehensive Counseling Plan is to align with the New York State Standards, ASCA National Model, and reflect the mission and vision of our school district. The Niagara Falls School Counselors have identified three specific goals that we believe help to address and support the overall success and well-being for all students' grades PreK-12 in the Niagara Falls City Schools.

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Distribution of Total School Counselor Time

Delivery System Component	High School % of Time
Counseling Curriculum	15%
Direct Student Services	25%
Responsive Services	50%
System Support	10%

Niagara Falls High School

(716) 286-7927

9th Grade

Rose Rajczak
Maria Sinatra

10th-12th Grade

Team 1

Marc Daul
Nicole Gall

Team 2

Adam Bianco
Tammy Novak

Team 3

Terrell Rodgers
Rachel Rotella

Early College and ENL/ELL

Ebone Rose

High School (9-12)

High School Counselors

During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. High school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. High school counselors address and give support to students with issues such as staying in school and avoiding substance abuse, trouble inside and outside of school, and parenting. High school counselors identify home-based problems that may negatively impact the academic and social development of students.

A high school counselor is expected to be very knowledgeable of career preparation in order to provide advisement to students regarding education and employment options after high school. Counselors advise students about admission requirements for colleges and training programs and help students with graduation preparedness. Counselors invite Armed Forces recruiters and business leaders to the school to explain the benefits of their industries to potential high school graduates. They also plan and execute career fairs and volunteer internships.

Direct Student Services

School Counselor Curriculum

- School counselors may present lessons in the classroom setting.
- School counselors may facilitate group activities that address student and school community concerns.
- School counselors will provide individual and small group counseling as needed.

Academic Advisement

All Grade Levels

- School counselors will be responsible for student academic scheduling and course selection.
- School counselors will lead discussions with students regarding college and career readiness skills.
- School counselors will meet with students to develop and review individual educational and career plans.
- School counselors monitor individual student progress to keep students on track for graduation.

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- School counselors will use data to assess effectiveness of the comprehensive school counseling program.
- School counselors will assess types of data and ways to evaluate trend data.
- School counselors collect the data on their students SAT and ACT scores, and monitor the future plans of their students.

Freshman

- School counselors will assist students in transitioning from preparatory school to high school.
- School counselors will assist in the coordination of parent and student orientation.

Sophomores

- School counselors will provide students with information and recruitment for vocational training.
- School counselors will coordinate guest speakers and field trips to BOCES sites.
- Select students will be offered the Preliminary SAT (PSAT) exam.

Juniors

- Students will be offered PSAT, ACT, SAT, and ASVAB exams.
- School counselors will coordinate financial aid night for parents and students.
- School counselors will meet with students to do a comprehensive review of their academic program and postsecondary preparation.
- School counselors will provide students with information and recruitment for vocational training.

Seniors

- School counselors will coordinate informational events with college admission representatives, military recruitment, and job fairs.
- School counselors will conduct senior review meetings to review student transcripts, college/career plan and graduation track.
- School counselors will provide students with information and recruitment for vocational training.
- School counselors will assist students in completing employability profile.
- School counselors will write letters of recommendation for college admission and scholarships.
- School counselors provide students with assistance for completion of the college application process and FASFA.

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- School counselors will conduct senior exit interviews where they will document student's post-secondary plans.

Individual Student Planning

- Case management- School counselors will monitor individual student progress (academically and behaviorally) and collaborate with support staff to discuss appropriate intervention strategies.
- School counselors will meet with students to address individual personal goals and career plans.
- School counselors will assist students in completing annual career plan.

Responsive Services

Individual Counseling

- School counselor meets with identified students to address academic and social concerns, as well as conflict resolution.
- School counselor makes referrals to additional school support staff (school psychologist, social worker, et al) or appropriate outside agencies based on presenting concerns.

Small Groups

- School counselor may facilitate small group counseling as needed and make referrals to afterschool programming (established clubs and groups) for academic assistance and social-emotional support as needed.

Crisis Response

- School counselors will provide short-term and immediate crisis management and intervention to address students with a presenting problem.
- School counselors will execute their role as crisis team members and follow all district and school building policy and procedures.
- Crisis response team will provide prevention and intervention services to all students.

System Support Services

Referrals to Community Agencies

- School counselors and/or social worker will act as liaison between the school, parents, and outside community agencies.
- School counselors will create partnerships with community resources to provide supports for students and families.

Student Support Team Member

- School counselors will participate in on-going professional development.
- School counselors will maintain collaboration with all members of the team to support the overall success of the student.
- Provide information on referred students as needed.

CSE/504 Team Member

- School counselors attend annual review and new referral meetings when invited.
- School counselors attend meetings and collaborate with school psychologists and support staff to ensure appropriate supports are in place.
- School counselors will assist in the process of the creation of 504 Plans.

Parent and Community Outreach

- School counselors may provide ongoing support and information to parents and the greater community regarding students' needs.
- School counselors may refer students to after-school and evening programs.
- School counselors may provide information to parents, students, faculty, and community members regarding students' academic, career, and/or personal social development.

Professional Development

- Participate in and presentation of in-service training.
- Membership in professional associations, community organizations, and school committees.
- Continued post-graduate education.
- Attending professional meetings, conferences, and workshops.
- Continuing current and relevant training and research.

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Program Promotion

- The role of the school counselor
- Explaining post-high school planning
- Career programs, presentations, and shadow days
- Speakers on academic, career, and personal/social interests and topics
- Development of the website for the school counseling department
- Presentations on state and local assessments and graduation requirements

Goal 1: Provide students with access to supports that promote positive social-emotional learning and strategies for good mental health.

Target Population: All students grade 9 through 12

Expected Outcomes:

- Students will be able to identify and access resources that help to promote positive social emotional health.
- Students will develop lifelong learning skills and be able to implement effective coping strategies.
- Students will feel safe within the school community and respect diversity and equality.

Evaluation:

- Student response team communication log
- Parent/staff conferences
- Student and family surveys
- Discipline referrals
- Teacher feedback

9th- 12th grade Completed at District Senior High School

ACTIVITIES	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
9 th grade orientation	Incoming 9 th graders	9 th grade Counselors and support staff- Deans, House Administrator, Social Worker		Late August
Intro to School Counselor	All students	Counseling staff		September-October
Open house awareness table/ presentations	All students and families	Counseling staff, Social Worker	Agency supports	September

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Promotion of extended day programs (social emotional clubs, skill building, restorative practice)	All students	Counseling staff		October-June
Student Support Team Meetings	Referred students	Counseling staff Social Worker Dean, School Psychologist		September-June
Core Curriculum Classroom Lessons	All students	Counseling staff Social Worker School Psychologist	Agency supports OSC	October-June
Liaison with outside community and agencies	Students and families in need	Counseling staff Social Worker Dean School Psychologist	Various	September-June
Referrals for Home Visits	Students in need	Social Worker School Truancy Officer	Truancy Officer	*As Needed

Goal 2: Provide the necessary resources and supports for all students to attend school regularly and ensuring that all students have equitable access to all school programs.

Target Population: All students grades 9 through 12

Expected Outcomes:

- All students will attend school regularly be on time and prepared to work.
- “At-risk” students will be provided with resources and additional supports to help them achieve attendance goals.
- All students will feel empowered to achieve.
- Student attendance rates will improve.

Evaluation:

- Monitor attendance data
- Truancy referrals
- Ongoing review of student response team communication log

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9th- 12th grade Completed at District Senior High School

ACTIVITIES	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Monitor attendance reports	All students	Counseling staff S.T.A.R.T. Team		September-June
Individual case management	Identified students with attendance concerns	Counseling staff Social Worker School Psychologists School Truancy Officer School nurse		September-June
Family engagement, outreach (phone calls, letters)	Identified students with attendance concerns	Counseling staff School Psychologists Social Worker		September-June
Referral to Truancy officer and outside agencies	Identified students	Counseling staff	Truancy Officer CPS Agency Supports	September-June
Referral to Student Support Team	Identified students	Counseling staff		September-June
Home Visits	Students in need	Truancy Officer Social Worker		*As Needed
Extended day programming-academic assistance/school clubs	Identified students	Counseling staff Social Worker Dean Administrator	Agency Supports, specialized programs	September-June

Goal 3: To create a positive learning environment that promotes long-term academic and career success.

Target Population: All grades 9 through 12

Expected Outcomes:

- Students will become aware of their on-going academic progress and understand graduation requirements.
- Students will identify how their personal interests and abilities align with career choices and post-secondary education.
- Students will be prepared to participate effectively in their future educational program.

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Evaluation:

- Academic progress reports
- Attendance reports
- Career plans
- Academic watch list
- Teacher reports
- Exam results

9th- 12th grade Completed at District Senior High School

ACTIVITIES	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Individual/group presentations- awareness of HS curriculum and graduation requirements	All students	Counseling staff School staff		September-June
Core Curriculum Classroom Lessons	All students	Counseling staff	OSC Career Plan	October-June
Conferences	Student Parent/ Guardian School staff	Counseling staff Teachers Administrators Deans Social Worker School Psychologist	Academic reports Progress reports Student work P/T Conferences	September-June
Quarterly review student meetings	Identified students struggling academically	Counseling staff	Grade reports Teacher concerns	November-June
Course selection	All students	Counseling staff	A list of all course offerings for the following year, Student academic advisement sheet	February-April
Career Center	All students	Counseling staff	Military reps, ASVAB, PSAT, College visits, Job Application assistance, FAFSA assistance	October-June

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Career Plan	All students	Counseling staff Teachers School Psychologists	Career Interest Inventory	January-May
Case management for academic at-risk students	Identified students	Counselors Teachers Administrators Social Worker	Progress Reports	October-June
Mentoring	Identified students	Participating staff	Academic goals Career Development Social-Emotional Development	October-June
Extended Day Program	Identified students- referred for academic support and tutoring	Counselors Extended Day Staff	Student Progress Reports Student Work	October-June

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Advisory Council:

The School Counseling Advisory Council will meet at least twice annually and will be scheduled around the follow times of year:

Meeting 1: October-November

Meeting 2: March - May

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

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