



LASALLE PREPARATORY SCHOOL
NIAGARA FALLS CITY SCHOOL DISTRICT
School Counseling Plan

Revised November 2024

R. Davis



LaSalle Preparatory School
Niagara Falls City School District
Counseling Plan

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LaSalle Preparatory School
Niagara Falls City School District
Counseling Plan

Counseling Plan Committee

Mr. Italo J. Baldassarre, Principal

Mr. Roland N. Davis III, Assistant Principal

Mrs. Justine Tambroni, School Counselor

Mr. James Hutchinson, School Counselor

Mrs. Laura McGuinness, School Social Worker

Mrs. Katharine Sirianni-Morock, School Social Worker

Mr. Randy Gall, Dean of Students

Ms. Noelle Gaetano, Dean of Students



LaSalle Preparatory School
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PHILOSOPHY

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 at LaSalle Preparatory School in conjunction with 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. In addition to, supporting the emotional and physical growth of students through the integration of a variety of resources that ensure the health and safety of all students in school.

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.



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The National School Counseling Model

The LaSalle Preparatory School and the Niagara Falls City School District 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.



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The LaSalle Preparatory School and 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.



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Program Goals: The goal of the LaSalle Preparatory School 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 LaSalle Preparatory School Counseling Plan Committee have identified three specific goals that we believe help to address and support the overall success and well-being for all students.

- 1. Provide student with access to supports that promote positive social-emotional learning and strategies for good mental health.**
- 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.**
- 3. To create a positive learning environment that promotes long-term academic and career success.**

Distribution of Total School Counselor Time

Delivery System Component	Preparatory School % of Time
Counseling Curriculum	15%
Direct Student Services	20%
Responsive Services	50%
System Support	15%



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Preparatory Schools and Counseling Staff

LaSalle Preparatory 278-5880

James Hutchinson

Justine Tambroni

Laura McGuinness

Katharine Sirianni-Morock



Preparatory (7-8)

Direct Student Services

School Counselor Curriculum

- Counselor roles/ support service presentation- School Counselor present on the role of the counselor and support services protocol
- Bully prevention, social media awareness- School Counselors will present on appropriate topics affecting the educational community
- Crisis Identification- School Counselor will provide crisis awareness strategies and coping skills

Academic Advisement

- The school counselor conducts classroom presentations regarding 9th grade course selection
- School Counselor conducts brief individual course selection meetings
- 5-week meetings with students who do not adequately meet academic standards

Individual Student Planning

- Case management
- School Counselors meet with students to explore future plans

Responsive Services

Individual Counseling

- School Counselors respond to students' immediate needs, including personal situations and conditions that the students are exposed to. School Counselors provide information, consultation, and referrals.

Small Groups

- School Counselors provide group counseling for students with at risk behaviors and special needs.

Crisis Response

- School Counselors provide intervention techniques/strategies to students in crisis or at risk.



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System Support Services

Referrals to Community Agencies

- School counselors act as a liaison between school and outside community-based agencies.
- School counselors make referrals to outside agencies for students and families in need of clinical counseling and specialized services.

Student Support Team Member

- Collaborate with school staff
- Participate in on-going professional staff development
- Provide support/case management for students at risk in areas of academic, behavioral, or social emotional needs.

CSE/504 Member

- Attend meetings
- Complete and provide student documentation (progress reports, career plans, behavior reports) when needed.



LaSalle Preparatory School
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Goal 1

Provide student with access to supports that promote positive social-emotional learning and strategies for good mental health.

Target Population: All 7th and 8th Grade Students

Expected Outcomes:

- All students will become familiar and have access to support services and staff available at their respected schools.
- All students will be exposed to appropriate ways to identify their feelings.
- All students will be able to identify appropriate coping strategies.
- All students will feel and safe and comfortable within their school.

Evaluation:

- Student Support Team referrals
- Counseling and support services log
- Student, parent, and staff survey results
- Team communication log/journal
- Attendance and academic performance data
- Discipline referrals

7th-8th grade completed at all District Preparatory Schools

ACTIVITIES	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Intro to student services	All students	Counselors/School Psychologist/ Social Worker	Classroom	September
Promotion of Services Offered	All students and school community	Counselors/ Social Worker/ School Psychologist/Deans	Community Based Organizations	September - June
Individual counseling	IEP students, referred students	Counselors/School Psychologist/Social Worker	Agency supports	September- June
Group counseling	IEP students, referred students,	Counselors/Social Worker	Agency supports	September- June
Student Support Team Meetings	Referred students	Student Support Team	Agency supports/ Support staff	September- June
Extended Day Program	All students	All staff	Various	September- May
Core Curriculum Classroom Lessons	All students	School Counselor	Agency supports	September- May
Liaison with outside community and agencies	Students and families in need	School Counselor/ Social Worker/ Dean	Various	September-June
Home Visits	Students in need	Social Worker/ School Counselor/ Dean/ Classroom Teacher	Truancy Officer	*As Needed



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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 7th and 8th Grade Students

Expected Outcomes:

- All students will come to school on time and attend regularly.
- Students will actively participate in all classes.

Evaluation:

- Attendance and academic performance data.
- Discipline referrals.
- Student surveys
- Student Support Team meeting minutes
- Counseling logs

7th-8th grade completed at all District Preparatory Schools

ACTIVITIES	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Monitor attendance reports	All students	Counselors, Social Worker, other support staff	5-week attendance reports	September- June
Individual counseling	Identified students at-risk of chronic attendance issues	Counselors, School Psychologist, Social Worker	Agency supports	September- June
Family Engagement	Identified students	Counseling and support staff	Make phone calls home, conferences, send letters home, home visits	October- June
Student Support Team Meetings	Referred students	Student Support Team	Agency supports/ Support staff	September- June
Extended Day Program	All students	All staff	Various	September- May
Referrals to outside community and agencies	Students and families in need	School Counselor Social Worker Dean	PINS/Probation, MST, counseling, CPS	September-June
Referral to Truancy Officer	Identifies students with chronic absenteeism	School Counselor, Social Worker, School Psychologists, Dean		September- June
Home Visits	Students in need	Social Worker School Counselor Dean Classroom Teacher	Truancy Officer	*As Needed



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Goal 3

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

Target Population: All 7th and 8th Grade students

Expected Outcomes:

- Students will be able to identify post-secondary areas of interests.
- Student will be able to identify academic strengths and areas of needed improvement.
- Students will know the necessary requirements to advance to the next grade.

Evaluation:

- Individual student planning meetings.
- Academic Progress Reports
- Attendance Data
- Discipline Referrals

7th-8th grade completed at all district preparatory schools

ACTIVITIES	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Academic Planning Parent Mtg	Special Education Students	School Counselors	School Psychologist	Parent/Teacher Conferences
Conferences	Student & Parent/Guardian	School Counselors	Teachers	September - June
Grade report management	All students	School Counselors		October - June
9 th Grade schedule/career planning	8 th grade Students	School Counselors, Classroom Teacher		February-March
Career Planning	7 th & 8 th Grade Students	School Counselors	Career Interest Inventory	October - May
Case management academic at-risk students	Identified students	Counselors		October - June
Core Curriculum Classroom Lessons	All students	School Counselors	Agency Supports	October- June
Extended Day Program	All students	All Staff	Various	September - May



Advisory Council

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

- **Meeting 1: October – November**
- **Meeting 2: March – May**

Regulations

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)