

Abate Elementary School PreK-6 Counseling Plan

Direct Student Services

School Counselor Core Curriculum

- The School Counselor meets weekly/bi-weekly via TEAMS with each classroom to teach lessons that will help students be successful in and out of the school environment and provide all students with the knowledge and skills appropriate for their developmental level. Pre-K4 to Grade 1 will have 15 minute weekly/bi-weekly classroom lessons and Grades 2-6 will have 30 minute weekly/bi-weekly classroom lessons. We are also complying with the requirements of Erin's Law and teaching the Second Step Child Protection Unit.

Individual Counseling

- School Counselors meet one on one with students to develop goals and deal with issues that he/she may have so that they can be successful in the classroom.

Group Counseling

- School Counselors work with small groups to address and work on shared or similar needs.

Character Education

- School Counselors will address/teach character education to enhance students' ability to be well-rounded students.

Topics may include but are not limited to:

- Anger management
- Coping skills
- Friendship skills
- Hygiene
- Grief/loss
- Good touch/bad touch
- Internet safety
- Mindfulness
- Social Skills
- Character education
- Career awareness
- Feelings
- Decision making

- Positive choices
- Study/organizational skills
- Bullying
- Dignity Act
- Digital Citizenship
- Self-awareness
- Acceptance of self and others
- Safety

Responsive Services

Individual Counseling

- School Counselors work directly with students, families and support staff on deescalating or dealing with personal issues that arise both in school and in their personal lives that prevent them from being academically and/or socially/emotionally successful.

Small Groups

- School Counselors include all parties that are involved in a crisis to deescalate, foster sharing, differentiate between each other's perceptions, and provide support.

Crisis Response

- School Counselors provide prevention and interventions. This counseling is short term in nature addressing a particular student issue.
- School Counselors, as mandated reporters, will hotline any suspected risk or concern.
- School Counselors will assist with CPS, Law Guardians, Truancy Officers, and other community outside agencies on an as needed basis.
- School Counselors call and work with Crisis Services for students and families that are in crisis.

Home visits

- School counselors, with the assistance of another staff member, will conduct home visits on an as needed basis.

System Support Services

Referrals to and liaisons for Community Agencies

- Refer out for mental health counseling

- Meet with CPS
- Meet with law guardians
- Refer families to agencies for domestic violence, food, clothing, shelter and help
- Work with community agencies in the building ie. Berkshire, Gateway, Focus on Families.
- Work with community agencies outside the building ie. Food Bank, holiday help, and other donations.

Student Support Team Member

- Attend meetings ie. START, support team meetings
- Offer information for referred students as needed

CSE/504 Team Member

- Attend meetings as needed
- Contribute and assist in plan development as needed

Attendance Team Member

- Attend meetings
- Share information and data
- Fulfill team duty which could include making phone calls, monitor attendance, send letters, conduct home visits, set up parent meetings, refer to truant officer and facilitate CPS call if necessary

Assist with or create behavior plans

- Assist with creating Tier 2 plan for behavior issues, as needed, using two behaviors and what the desired outcomes would be

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

Target Population: All students Grades Pre-K to 6.

Expected Outcomes:

- Students will understand available resources and how to utilize them.
- Students will learn how to self-monitor, know when to ask for help and work toward solving his/her own problems.
- Students will accept and respect their own uniqueness and others as a result of learning, growth, and individual, group and classroom lessons and meetings.

Evaluation:

- Completion of individual goals.

- Counseling log
- If applicable: increased compliance with Tier 2 behavior plans.
- End of the year district survey.
- Counseling core curriculum lesson calendar with a variety of topics.

ACTIVITIES	ASCA Standards	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Meet the counselor ~ Introductory lesson	Design and implement instruction aligned to ASCA mindsets and behaviors for students success in large group, classroom, small group and individual settings. B-SS.1 Identify attitudes and behaviors that lead to successful learning A:A1.5	All students	School Counselors	Social worker	September
Core Curriculum Classroom lessons	Design and implement instruction aligned to ASCA mindsets and behaviors for students success in large group, classroom, small group and individual settings. B-SS.1 Varied ASCA student standards based on individual student lessons Take responsibility for their actions A:A3.1	All students	School Counselors	Second step, variety of lessons/ literature	Monthly
Individual counseling	Provide short-term counseling in small-group and	IEP students, Students referred	School Counselors	Social Worker	September-June

	individual settings B-SS.3 Use communications skills to know when and how to ask for help when needed A:A2.3 Develop positive attitudes towards self as a unique and worthy person PS:A1.1	(Administration, teacher, parent/guardian, student)			
Small group counseling	Provide short-term counseling in small-group and individual settings B-SS.3 Respect alternative points of view PS:A2.2	IEP students, Students referred (Administration, teacher, parent/guardian, student)	School Counselors	Social Worker	September - June
Student Support Team Meeting (START)	Make referrals to appropriate school and community resources. B-SS 4. Consult to support student achievement and success B-SS 5.	Referred students	Anyone from the Student Support team (PSA, Psychologist, School Counselor, Social Worker, Principal, Asst. Principal, Dean, Nurse, ENL staff)	PEP Coach	September-June
Liaison with outside community and agencies	Make referrals to appropriate school and community resources. B-SS4.	Students and families in need	School Counselor Social Worker Dean	Berkshire Gateway Children's Health Home Food Bank of WNY Misc. Counseling Agencies Focus on Families Native American Services Crisis Services	September-June
Home Visits	Collaborate with families, teachers, administrators, other school staff	Students in need	Social Worker School Counselor Dean	Truancy Officer	*As Needed

	and education stakeholders for student achievement and success B-SS6.		Classroom Teacher		
Celebrations *Wolf Wednesdays *Attendance Celebrations	Design and implement instruction BSS-1. Identify personal strengths and assets PS:A1.10	All Students	School Wide Staff	Parents	September - June
Conferences	Provide appraisal and advisement in large group, classroom, small group and individual settings. B-SS2.	Students in need	Classroom Teacher, Psychologist, Social Worker, School Counselor, Administration	Various staff involved	September-June
Tier 2 Intervention Plans	Develop and implement action plans aligned with annual student outcome goals and student data B-PA4.	Students in Need	School Counselor Student Support Team	Teacher, School Psychologist and staff, assessment data	September-June

PK-6 Completed at all District Elementary Schools

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

Target Population: All students Grades Pre-K to 6.

Expected Outcomes

- Students and parents/guardians will acknowledge that educational success depends on regular attendance.
- Student attendance rates will improve by 5%.
- Success in the classroom and school environment.
- Due to Covid issues, we have increased communication between family and counselors.

Evaluation:

- Student attendance records.
- Family Communication ~ MIFI issues, Covid related illness, deaths in the family, fear...
- Increased student participation in school activities both during and after school.

- Counseling core curriculum lesson calendar with a variety of topics.

ACTIVITIES	ASCA Standards	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Core Curriculum Classroom lessons	Design and implement instruction aligned to ASCA mindsets and behaviors for student's success in large group, classroom, small group and individual settings. B-SS.1 Varied ASCA student standards based on individual student lessons Take responsibility for their actions A:A3.1	All students	School Counselor, Social Worker	Various	September-June
Family Engagement: Guardian Contacts	Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success B-SS 6. Consult to support student achievement and success B-SS 5.	Students who miss more than 10% of school	Classroom Teacher School Counselor Social Worker PSA Administrator	Phone calls Letters CPS Home visits Truancy Officer Log	September-June
School wide Attendance Team	Collaborate with families, teachers, administrators, other school staff and education stakeholders for student	All students	Administration, School Counselors, Social Workers PSA	Various Teachers	September-June

	achievement and success B-SS 6.				
Attendance Celebrations	Design and implement instruction BSS-1. Identify personal strengths and assets PS:A1.10	Students who meet criteria	School Counselor Social Worker	All other Student Support Team Members	September-June
Home Visits and newsletters	Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success B-SS6. Consult to support student achievement and success B-SS 5.	Students in need	Social Worker School Counselor Dean Secretary	Truancy Officer	*As Needed

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

Target Population: All students Grades Pre-K to 6.

Expected Outcomes:

- Students in Pre-K to 6 will have the ability to set short and long-term goals.
- Students in grade 6 will have an idea of future career goals.
- Students in grade 6 will be orientated into what they can expect for Prep school.

Evaluation:

- Completion of individual goals for 6th graders.

Counseling core curriculum lesson calendar with a variety of topics

ACTIVITIES	ASCA Standards	TARGET GROUP/ SUBGROUP	STAFF ASSIGNED	OTHER RESOURCES ASSIGNED	DATES OF ACTIVITY
Individual meeting with all 6 th grade students	Develop an awareness of personal abilities, skills, interests and motivations C:A1.3	6 th Graders	School Counselors	Interest inventory, career zone, social/emotional,	September - October or as students

				academic goals and workshop	enter school
Individual, Group or Core Curriculum Classroom Lessons	Develop an awareness of personal abilities, skills, interests and motivations C:A1.3	All students	School Counselors	Variety of lessons and literature around goals, Interests, career development, mindfulness, coping strategies, organizational skills, and social skills.	September -June
Transitional workshop for 6 th graders	Understand change is a part of growth PS:A1.4	6 th grade students	School Counselors	Prep School Counselors and Teachers	May-June