



School Counseling Plan 2020-2021

Mr. Thomas Zafuto, School Counselor

Counseling Center Vision

The Counseling Center supports the emotional and physical growth of children through the integration of a variety of resources that ensure the health and safety of students in school.

Counselor & Counseling Center Goals

The Geraldine J. Mann Elementary School Counseling Center will:

- Assist students, teachers and families in promoting healthy childhood development.
- Create opportunities for students to be successful through individual and group counseling, consultation, coordination, advocacy, parent assistance and acting as a community services liaison.
- Support a child centered, stimulating and culturally diverse environment that fosters the development of productive life-long learners.
- Provide students assistance in academics, social emotional development, and beginning to understand the opportunities for future education and employment as aligned with the NYS Standards.

Distribution of Total School Counseling Center Time

Counselor Service Component	Percentage of Time Allocated
Direct Services	50%
Responsive Services	40%
System Support Services	10%

Counselor Direct Student Services Summary (50%)

School Counselor Core Curriculum The School Counselor meets monthly 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.																								
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.																								
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.																								
Counseling Topics may include but are not limited to: <table border="0"><tr><td>Anger management</td><td>Character education</td><td>Safety & Calling 911</td></tr><tr><td>Coping skills</td><td>Career Planning</td><td>Meet the Counselor</td></tr><tr><td>Friendship Skills</td><td>Feelings</td><td>Attendance</td></tr><tr><td>Personal & Dental Hygiene</td><td>Decision Making</td><td>Drug/Alcohol Awareness</td></tr><tr><td>Grief & Loss</td><td>Positive Behavior</td><td>Stranger Danger</td></tr><tr><td>Good Touch/Bad Touch</td><td>Organizational Skills</td><td>Self-awareness</td></tr><tr><td>Internet Safety</td><td>Bullying & Dignity Act</td><td>Be a Buddy, Not a Bully</td></tr><tr><td>Social Skills</td><td>Acceptance of Self and Others</td><td>Mindfulness</td></tr></table>	Anger management	Character education	Safety & Calling 911	Coping skills	Career Planning	Meet the Counselor	Friendship Skills	Feelings	Attendance	Personal & Dental Hygiene	Decision Making	Drug/Alcohol Awareness	Grief & Loss	Positive Behavior	Stranger Danger	Good Touch/Bad Touch	Organizational Skills	Self-awareness	Internet Safety	Bullying & Dignity Act	Be a Buddy, Not a Bully	Social Skills	Acceptance of Self and Others	Mindfulness
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Counselor Responsive Services Summary (40%)

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 Group Counseling 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 short term intervention in response to emergent student issues. As mandated reporters, they will hotline any suspected risks, assist Child Protective Services (CPS), Law Guardians, Truancy Officers, and other agencies on an as needed basis. School Counselors also communicate with Crisis Services to support 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.
Dignity for all Students (DASA) Coordinator New York State's Dignity for All Students Act (The Dignity Act) seeks to provide students with a safe and supportive environment, free from discrimination, intimidation, taunting, harassment, and bullying on school property, the school bus and at school functions.

Counselor System Support Services Summary (10%)

Community Agency Referrals

Mental Health Counseling, CPS, Law Guardians, Domestic Violence, Basic Needs (food, clothing, shelter) Coordination with gateway Services, Focus on Families and Food Banks

Student Support

The School Counselor is a member of the Student Teacher Action Response Team (START) contributing to the development of Section 504 Plans, Referrals to the Committee on Special Education (CSE), Functional Behavioral Assessments and the Development of Behavior Intervention Plans.

School Comprehensive Education Plan Action Step - Student Perceptions

- The School Counselor will survey teachers and students to identify students in need of social emotional support and topics for direct instruction. Classroom instruction, small group counseling and individual counseling will be scheduled based on the data obtained.

Attendance Team

The School Counselor tracks student attendance data, identifies trends and coordinates interventions that include parent phone calls, letters, home visits, parent meetings, referrals to agencies and Child Protective Services (CPS).

School Comprehensive Education Plan Action Steps - Chronic Absenteeism

- The School Leader and School Counselor will establish communication with at risk students' families in advance of and during the first month of school to reinforce the importance of school attendance. At risk students will be considered candidates for the development of formal attendance intervention plans. Policies and procedures for student referral to the School Counseling Center will be emphasized. Students in need of a formal attendance intervention plan will be identified and a plan will be developed.
- The School Counselor will maintain a record of individual student attendance intervention activities that include check ins, parent calls, home visits and agency communication/referrals. A log of attendance intervention contacts/activities by student will be maintained.
- The School Counselor will survey teachers to identify students with social emotional needs and learning topics for whole class and/or small group School Counselor contact.
- The School Leader and School Counselor will conduct weekly classroom visits, deliver morning announcements and media communication that encourages regular school attendance.
- The School Counselor will exclusively dedicate the first hour of each school day to attendance intervention activities.

Niagara Falls City School District Counseling Plan Goals - PK-6 Completed at all District Elementary Schools

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

ACTIVITIES	TARGET GROUP	STAFF	RESOURCES	DATES
Meet the Counselor	All students	School Counselors	Introductory Lesson	September
Classroom Lessons	All students	School Counselors	Lessons & Character Traits	September-June
Individual Counseling	Students as Referred	School Counselors	Gateway Longview	September-June
Small Group Counseling Lunch Groups	Students as Referred	School Counselors	Parent, Staff & Agency	September-June
START Meetings	Students as Referred	START & Staff	PEP & Instructional Coach	September-June
Liaison with Agencies	Students and Families in Need	School Counselor Social Worker Dean	B.E.S.T. Program, Gateway, Northpointe Council, Be Cool Be in School, Foreign Language Services	September-June
Home Visits Parent Meetings	Students in Need	School Counselor Dean Classroom Teacher	Be Cool Be in School, Foreign Language Services	*As Needed
Student of the Month	All Students	Staff	Parents	September-June
Conferences	Students in Need	Teacher, Psychologist, Social Worker, School Counselor, Administration	Parent, Staff & Agency	September-June
Tiered Intervention	Students in Need	School Counselor, START	Teacher, School Psychologist, Staff, Assessment data	September-June
Promotion of Services Best practices	All Students & School Community	School Counselor, Social Worker, Dean	School Counselor, Agencies	September-June
Character Counts	All Students	All School Staff	Blue Tickets	September-June

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, parents and guardians will acknowledge that educational success depends on regular attendance.
- Student attendance rates will improve.
- Success in the classroom and school environment.

Evaluation:

- Student attendance records.
- Increased student participation in school activities both during and after school.
- Counseling core curriculum lesson calendar with a variety of topics.

ACTIVITIES	TARGET GROUP	STAFF	RESOURCES	DATES
Classroom Lessons	All Students	School Counselor, Social Worker	Lessons & Character Traits	September-June
Family Contacts	Students at Risk, Chronically Absent	Teachers, School Counselor, Social Worker, PSA, Administrator	Phone Calls, Letters, CPS Home Visits, Agencies, Log	September-June
Attendance Team	All Students	Administration, School Counselors, Social Workers PSA	Parent, Staff & Agency	September-June
Attendance Celebrations	Students at Risk, Chronically Absent	School Counselor, Social Worker	START	September-June
Home Visits	Students in Need	Social Worker, School Counselor, Dean	Be Cool Be in School, Foreign Language Services	*As Needed
Attendance Awards	All Students	School Counselor PSA, Administrator	Attendance Data	September-June

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	TARGET GROUP	STAFF	RESOURCES	DATES
Meet the Counselor	6 th Graders	School Counselors	Interest Inventory, Career Zone, Goals & Workshops	September & On Arrival
Classroom Lessons	All students	School Counselors	Lessons & Character Traits	September-June
Transitional Workshop	6 th Graders	School Counselors	Prep School Counselors and Staff	May-June

District Framework for Attendance Support - Elementary Level Summary

Tier	Activities	Staff	Resources	Dates
Tier 1: School-wide steps to encourage attendance among students through effective messaging and engagement, removing barriers to good attendance, and improving school climate.	Newsletter	Secretary, Administrator		Monthly
	Social Media	Web Master/Coordinator		As needed
	Classroom Visits/Meetings	Counselors, Deans, and Administrator		As Needed
	Attendance Incentives	As Assigned	School Index	As Needed
	Remind and Class Dojo Applications	Classroom Teacher and Dojo Mentor		Daily
	Bulletin Boards	As Assigned		Daily/Monthly
	All-Calls (Positive Message)	Principal, Dean, Counselor		As Needed
	Health Services	Nurse & Associates	Lions Club UB Dental Clinic Mobil Health Unit	Daily
	21 st Century Program <ul style="list-style-type: none"> • Use as a motivator • Attendance Booster • Social Skills Builder • Academic Builder 	After-School Building Coordinator	Title I	Weekly
Tier 2: Students at greater risk of Chronic Absenteeism, those who are close to or already missing 10% of the school year. Criteria: 5-9% + of school days to date.	Parent Phone Calls	Teachers, Counselor, Dean, Attendance Team		As Needed
	Letters	Counselor		Weekly
	Parent Attendance Meetings (PAM)	As Assigned		As Needed
	Home Visits Chronic Plus 20	Counselor, Social Worker, Agencies, Deans, Attendance Team		As Needed
	Attendance Check-ins	Teachers, Counselors, Deans		
	Attendance Challenges	Attendance Team		As Needed
Tier 3: Strategies for the most troubled students, often involving not just schools but other agencies dealing with health, housing, social services, and requiring case management customized to individual student challenges. Misused 10% or more of days to date.	Home Visits	Counselors, Deans, Attendance Team, Agencies		Ongoing
	CPS	Assigned by Attendance Team		Ongoing
	PINS	Assigned by Attendance Team		Ongoing
	Administrator to Petition Directly to court	Principal or Assistant Principal		Ongoing
	Linkage to Gateway, Berkshire Farm, Monsignor Carr, Psychotherapy of Niagara, Pinnacle, Tree of Life, New Directions	START Team, Attendance Team, Deans, Admin, Counselors, Social Worker		Ongoing
	Student Transportation	District Transportation	District Approval	All Year