



LIVERPOOL CENTRAL SCHOOL DISTRICT

2023-2024

Comprehensive School Counseling Plan

**New York State Part 100 Regulations - School Counseling Programs
As per the New York State Education Department, listed in Part 100 of the
Commissioner's Regulations,**

School Counseling/Guidance Programs are defined as follows:

- I. Public Schools: Each school district shall have a counseling program for all students which includes access to a certified school counselor.
- II. In grades K-6, the School Counseling Program shall be designed in coordination with school staff to:
 - A. Prepare students to effectively participate in their current and future educational programs and encourage parental involvement.
 - B. Help students who exhibit any attendance, academic, behavioral or adjustment problems
 - C. Educate students about personal health and safety
 - D. Empower students with coping skills that will support their ability to succeed in an ever changing world.
- III. In grades 7-12, the School Counseling Program shall include the following activities and services:
 - A. An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified/licensed as school counselors.
 - B. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified/licensed as school counselors, or by classroom teachers in cooperation with the school counselor.
 - C. Individual or group counseling assistance to help students develop and implement postsecondary educational and career plans.
 - D. Assist students who exhibit attendance, academic, behavioral or adjustment problems. Encourage parental involvement and communication with the school system and referral sources. Individual or group counseling shall be provided by certified/licensed school psychologists or certified//licensed school social workers in cooperation with certified/licensed school counselors.
- IV. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such a plan should be filed in the district offices and shall be available for review by any individual. In addition, the plan is available on the school district's website. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. Note: The State Education Department of New York has released proposed changes for the regulations to be more in line with the American School Counseling Association (ASCA) National Model. As a district we understand that this document is fluid as changes are released from the State.

State Regulations

In accordance with New York State regulations, Liverpool has developed a comprehensive, standards-based school counseling program. Over the past year the Liverpool School Counseling Department has worked to transform our school counseling program into one that values results-based best practices in order to better serve our students. The school counseling support systems that we provide are goal oriented and developmental in nature, based on various types of student data (attendance, grades and discipline). More importantly, data is collected from students and parents via surveys, focus groups and individual meetings to assist in informing annual goals set by the counseling department. These services aim to help all students, no matter their individual circumstances, to maximize their potential and to develop the skills necessary to become contributing members of a global society.

Liverpool's 21st Century School Counseling Plan

This plan has been designed to meet the educational demands of the 21st century in order to better serve the Liverpool school community. The LCSD school counseling program is comprehensive, developmentally-appropriate and is designed to reach every student. In order to provide a comprehensive program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaboration and data analysis.

The Liverpool school counselors are divided among thirteen buildings (9 elementary, 3 middle, 1 9th grade annex and 1 high school). In the fall of 2021 the ninth graders moved to the High school and no longer attended school within the Liverpool Annex. Ninth graders started attending school at Liverpool High School with the current 10-12th graders. School counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first, a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development supports, and classroom guidance plans.

School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, support staff, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze, implement and assess school counseling programs through a variety of delivery systems while maintaining an accountability system that demonstrates effectiveness.

The National Standards for School Counseling Programs (1997) and the National Model for School Counseling Programs, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student

system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K–12 students. The Liverpool School Counseling Department strives to meet these recommendations and to provide comprehensive services in order to better serve our community.

The Comprehensive Model

The comprehensive school counseling plan is a framework for the systematic development, implementation, and evaluation of school counseling programs. The process for delivery is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

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** defines the implementation process and the components of the comprehensive model (school counseling curriculum, individual planning with students, responsive services and system support).
4. **The accountability system** helps school counselors demonstrate the effectiveness of their work in measurable terms.

Liverpool Central School Counseling Department Foundation

School District Mission Statement

Preparing our students for tomorrow...Today!

School Counseling Mission Statement

The mission of the Liverpool Counseling Department is to empower all students to reach their maximum potential by using a comprehensive program that encourages academic success, personal/social development, and career goals.

School Counseling Vision Statement

Through advocacy, leadership, and collaboration, school counselors will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence in order to become globally competitive, lifelong learners.

Liverpool School Counselor Belief Statements

We believe...

- Students, family, school, and community all share the responsibility for education.
- Students learn best when positive relationships are present and fostered by all educational stakeholders.
- A physically safe, socially and emotionally supportive, and educationally challenging environment that respects and values the diversity of our school community is essential to learning.
- All students benefit from purposeful evaluation, development, and improvement of educational programs.
- Open, honest, and effective communication results in strong relationships among students, staff, home and community.
- All students-regardless of ability, age, gender, ethnicity, or sexual orientation-shall have equal access to all services provided by the counseling program and the school.
- The school counseling program serves a central role in meeting students' developmental needs through interventions in academic, career and personal/social domains.
- School counselors have an integral role to play in fostering a community that nurtures students' academic, emotional and social growth.
- School counselors provide important opportunities for students to explore their developing interests and understanding of themselves.
- School counselors are leaders, advocates for every student, and collaborators who create equitable access to rigorous curriculum and opportunities for self-directed personal growth for every student.
- School counselors serve as a conduit for students and families to access outside supports and resources within the community.

Annual Goals

Program goals are developed annually in alignment with the vision, mission and the goals of the district school and department. The goals will serve to guide the curriculum and corresponding action plans. In addition, our goals often align with our District Strategic plan.

Student Competencies

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by American School Counselor Association (ASCA):

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Counselor Competencies and Ethics

The Liverpool school counselor will reference the ASCA School Counselor Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

The Liverpool school counselor will reference BOE Policy 6110 Code of Ethics for BOE, Profile of a Liverpool Employee and District Personnel and the ASCA Ethical Standards for School Counselors (2010) for specific ethical behaviors necessary to maintain the highest standard of integrity, leadership and professionalism. Liverpool Central School Counseling Department Management System incorporates organizational processes and tools to ensure that the Liverpool school counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

Program implementation - Each counseling department level in collaboration with the building principal will decide how students will be assigned to counselors to ensure that each student has access to the school counseling program. In addition, counselors will allocate time to:

- deliver classroom lessons
- provide individual student planning
- provide responsive services
- managing system support

During the school year, school counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

Use of Time - District school counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in delivery of services to student.

Component	Elementary	Middle	High
Direct Delivery of Services	80%	80%	80%
Indirect Delivery of Services	10%	10%	10%
Foundation	2.5%	2.5%	2.5%
Management	5%	5%	5%
Accountability	2.5%	2.5%	2.5%

Use of Calendars: Monthly calendars are used by counselors to guide program delivery. The Liverpool School Counseling Department’s annual calendars reflect the school’s mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

Use of Data - A comprehensive school counseling program is data driven. At each level, school counselors will review and discuss data driven needs for the student population.

School Counseling Advisory Council

The LCSD School Counseling advisory council will meet twice per year and shall provide an annual report to the Board of Education. The role of the advisory council is to provide stakeholders with the opportunity to review, advise, and support implementation of the K-12 program. Membership on the advisory council is determined by the district.

Liverpool Central School Counseling Department Delivery System

Direct Student Services

The school counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- Classroom Activities: school counselors present lessons in the classroom.
- Group Activities: school counselors conduct group activities outside of the classroom to address student needs.

Individual Student Planning

Counselors monitor students’ progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- Individual or Small Group Appraisal: Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
- Case Management: Monitor individual students' progress.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.
- Collaboration with referral agencies/resources to provide wraparound support.

Responsive Services

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis. Referrals are made as appropriate.

Indirect Student Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school in order to best serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

System Support

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- School counselors participate in district wide and building committees.
- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.
- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities

Counseling during the Pandemic:

Due to Covid-19 and the experiences of a new “virtual” environment, the delivery methods of our counseling services and programming at times had to be modified to ensure that school counselors could continue to support students and families on a holistic level.

While students are remote: counselors will continue to ensure that students can gain access to resources and tools required to reach their full potential. Counselors will continue to use a multi-tiered system of support framework by offering tiered interventions to students as academic and/or social/emotional needs are identified.

While maintaining confidentiality and adhering to ethical guidelines, school counselors will continue to provide and support families and students through means such as but not limited to: community referrals & outreach, food distribution, caregiver and student meetings, behavioral supports, individualized education planning, academic supports, time management and organizational support, collaboration and consultation.

School counselors will continue to implement ways to maintain contact with students through school approved social media, newsletters, phone calls, google meet, google voice, google classroom, school messenger and in person meetings following safety protocols.

Counselors will review the ASCA Mindsets and Behaviors standards and focus on standards aligned with student needs and related to heightened stress such as:

- Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being.
- Confidence and ability to succeed
- Demonstrate effective coping skills when faced with a problem
- Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.
- Provide crisis management and safety planning as needed

Social Emotional Development

All services are provided in collaboration with administration, school psychologists, school social workers, community agencies, teaching staff and support personnel.

Activity	Target Age Group	School(s)	Available Resources	Dates	Monitoring Tool(s)
ADA-PEP Assessment/ Classroom lessons	3-7	Morgan Road Elementary, Willow Field Elementary, Soule Road Middle UPDATED 2022-23 DDE and MRE	OCM BOCES	All school year	Teacher feedback; student observation' office referrals Pre and Post Assessment Evidenced based programming ie- Second Step
Group Counseling for topics such as Family Changes, Social Skills,	K-8	All		All school year	

Friendship Building, Anger Management					
Group Counseling for topics such as Family Changes, Social Skills, Friendship Building, Anger Management	K-6	All		All school year	BIMAS
Short Term Individual counseling	K-8	All		All school year	BIMAS
BIMAS	K-6	All K-6 buildings		October/January/June	School wide screener (October) Progress monitoring throughout the school year
Personal counseling	7-12	Middle Schools, Annex and High School		All school year	
Implement student test modifications accommodations	K-8	All		All school year	
School Leadership Team	K-6	All		All school year	
Personal safety lessons	K-4th	All	Vera House McMahon Ryan Child Advocacy Center	All school year	
BIP & FBA	K-8	All		All school year	
Zones of regulation	K-3	Chestnut Hill Elementary, Nate Perry Elementary, Soule Road Elementary		All school year	
Kelso's Choices	K-5	Willow Field Elementary, Elmcrest Elementary		All school year	
K Transition	K	All K-6 buildings		May	K Transition
PBIS	K-6	Chestnut Hill Elementary, Elmcrest Elementary, Nate Perry Elementary	PBIS	All school year	Chestnut Hill Elementary, Elmcrest Elementary, Nate Perry Elementary
Positivity	K-6	All K-6		Sept - May	Survey

Project/Positive psychologu		Buildings			
School Based Mental Health programs	K-6	All Elementary Buildings	Liberty Resources	All school year	School Based Mental Health programs
Child Welfare Liaison - ACCESS	K-6	Chestnut Hill Elementary, Nate Perry Elementary, Liverpool Elementary 2022- Nate Perry closed		All school year	Child Welfare Liaison - ACCESS
School based mental health clinic	9-12	Annex and LHS	Liberty Resources	All school year	
Parent Conferences	K-12	All buildings		All school year	
Crisis counseling	K-12	All buildings	CPS C-PEP Upstate Psych ED	All school year	
Referral to Outside Agencies	K-12	All Buildings		All school year	
Mediations	K-12	All Buildings		All school year	
Foreign Exchange Students	10-12	LHS	FE Agency	All school year	
New Student Registration	7-8	All Middle School		All school year, as needed	
7th Grade Group Orientations	7	All Middle Schools		August	
Open Locker Night	7-8	All Middle Schools		August	
Conflict Resolution	K-8	All Middle Schools		All school year	
Classroom Guidance Lessons on various topics	K-12	All Middle School LHS Counselors		All school year	
Holiday Support	K-8	All Middle Schools	Outside agencies/food pantry/churches	November-December	
Consultation Referrals to social workers	9-12	LHS (prior to 2022 LHX)	Social Workers	All school Year	

Academic Skills

*All services are provided in collaboration with administration, school psychologists, school social workers, community agencies, teaching staff and support personnel.

Activity	Target Age Group	School(s)	Other Resources	Dates (i.e. Sept. - March)/Delivery Method	Monitoring Tool(s)
CST -Child Study Team	K-8	All K-8 buildings		All school year - as needed	Intervention data might include behavior charts, observable time on task report, or reports from the intervention (such as Earobics for example)
RTI meetings	K-6 9	All K-6 buildings LHX		All school year As needed based on number of staff referrals (9)	AIMSweb data for all students. Progress monitoring for some RTI Referral Packet (9)
BIMAS/ Select schools with Primary Project - Teacher/ Child rating scales (K-3)	K-6	All K-6 buildings		October/January/ June	School wide screener (October) Progress monitoring throughout the school year
K Transition	K	All K-6 buildings		May	
Implement student test modifications & accommodations	K-8	All K-8 Buildings		All school year as needed	
PBIS	K-6	Chestnut Hill Elementary, Elmcrest Elementary, Donlin Drive Elementary, Nate Perry Elementary		All school year	
Articulation with next grade level school counselors/teachers	K-8	All K-8 Buildings		June	

BIMAS	9-12	LHS	BOCES	Fall/Spring	Data from surveys
Skill support (i.e. organization, time management, study skills, and self advocacy)	K-8	All K-8 Buildings		All school year	Student or teacher surveys, report card grades and comments
Attendance Meetings with students/parents	9-12	LHS/LHX	Admin as needed	All school year	Schooltool, Attendance office
New Student Enrollment Meeting	7-12	LHS/LHX All Middle Schools		All school year	Student Records
Committee Meetings (SET, Building, Safety, Seal, Department, ILT, SIT, PLC and all Curriculum Areas)	K-12	LHS/LHX Elementary Schools	School District Personnel	All school year	Google Calendar, Shared Meeting Minutes
504 Meetings	7-12	LHS/LHX All Middle Schools	504 Coordinators	Spring	504 Plan, IEP Direct
Academic monitoring	9-12	LHS/LHX All Middle Schools	5 week/quarterly review	All school year	SchoolTool
Course Selection Meetings	7-12	LHS/LHX All Middle Schools	Yearly Updated Course Catalog	Jan-March	Schooltool, teacher recommendations, parent/student input
Progress to Graduation Monitoring	9-12	LHS/LHX	NYSED Updates	All school year	Schooltool- report card/progress report/transcript, Progress to Graduation form
Parent Conferences	K-12	All School Buildings		All school year	Schooltool, email
Yearly School Profile	9-12	LHS/LHX		All school year	
Attendance Monitoring	K-8	Elementary and Middle School		All school year	Schooltool
Data Team Meetings	7-8	Middle School		All school year	
SAT Prep course	10-11	LHS		March-May	
Scheduling Conflicts	7-12	LHS/LHS Middle School		Beginning of the year/semester All school year	SchoolTool

ALT Placement Coordination	7-8	Middle School		All school Year	
NYS Assessment Coordination	7-8	All Middle Schools		March-May	
Summer School registration/adj	9-12	LHS/LHX		June-Aug	SchoolTool
Alternative education program referrals	9-12	LHS/LHX		All school year	
College/Career recommendation letters	11-12	LHS		Aug-Feb	Naviance
Seal of Bilteracy	12	LHS	World Language teachers/admin	Sept-Mar	SchoolTool

Career and College Readiness

All services are provided in collaboration with administration, school psychologists, school social workers, community agencies, teaching staff and support personnel.

Activity	Target Age Group	School(s)	Other Resources	Dates (i.e. Sept. - March)
College Rep Visits	10-12	LHS		All school year
Cayuga Community College Fair	11-12	LHS	Cayuga Community College staff	October
Onondaga Community College High School Open House/ Field Trip	12	LHS	OCC Staff	October
Naviance Training for 10th grade	10	LHS	Library Staff member and classroom Teacher	April
Naviance Training for 11th grade	11	LHS	Library Staff member & classroom teacher	January
Career Chats	10-12	LHS	Community members	October - May
BOCES Visits	10-11	LHS	BOCES Staff members	January-April
Military Visits	10-12	LHS	Military Branches	October-May
Junior Post High School Planning Meetings	11	LHS		April-May
Junior College Planning Night	11	LHS	Community members	January
Financial Aid Night	12	LHS	Financial Aid Presenter from local college	September
PSAT Breakfast	11	LHS	Parents	October

Areas of Strengths and Weakness	K-6	All Elementary Buildings		All school year
Exposure to Careers	K-6	All Elementary Buildings		All school year
Naviance Career Classroom Lessons	7-8	SRMS		December
Mid Year Report Mailings to Colleges	12	LHS		February
Long-Range Planning / Ongoing review of Comprehensive Counseling Plan	10-12	LHS		Year Round
Senior Year Scholarship Update	12	LHS		All school year
Dollars for Scholars application review	12	LHS		March
Promotion of Regional College Fairs i.e. National College Fair at OCC, College Fair at surrounding high schools	10-12	LHS	NACAC and other school districts	Sept - March
Senior Survey	12	LHS		May
College Application Processing	12	LHS		October- May
Professional Development opportunities	Topics relevant to grades 9-12	LHS	Colleges and local agencies Staff turn-key trainings	All school year

Liverpool Central School Counseling Department Accountability System

To achieve the best results for students, Liverpool school counselors will regularly evaluate their program to determine its effectiveness using the following methods:

Data Analysis - School counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data.

Program Results - School counselors analyze the school counseling program using data to inform decisions related to program improvements. The Liverpool School Counseling Advisory Council, alongside the counseling department, will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths, analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using

the Liverpool APPR document, and review of program goals created at the beginning of the year.

COUNSELING PLAN REVIEW DATES

Revised/Reviewed (4/24/19)

Revised/Reviewed (7/22/2020)

Lindsay Hanas- School Counselor
Caitlin Kicak - School Counselor
Jessica Kersey - School Counselor
Jennifer DiBianco - Director of Student Services

Reviewed (7/23/20):
Stacey Balduf - LCSD School Board Vice President
Joseph Morawski- LCSD School Board Member

Reviewed (7/24/20)
Lea Prusinowski - LHS Alumni
Jennifer Prusinowski- LHS School Social Worker

Reviewed (7/29/20):
Peter Santoro 11th grader LHS
Jennifer Olden - LHS Math Teacher

Reviewed (8/18/20)
Caitlin Kicak - School counselor

Reviewed (8/18/20)
Theresa Correll - SRM Math Teacher

Meeting and Additional opportunity for Review for all school counselors August 9, 2020
Present: Sabrina Mackie, Jessica Kersey, Amanda Iancello, Danielle Rivero, Caitlin Kicak,
Jennifer DiBianco, Beth Sarafin

Reviewed (9/2/20)
Lindsey Colello - School Counselor

Added virtual plan Fall 2021

July 2023- Minor adjustments to update building info/logo