

ONTEORA CENTRAL SCHOOL DISTRICT



SCHOOL COUNSELING PROGRAM

Lance Edelman, High School Principal

Jennifer O'Connor, Middle School Principal

Gabriel Buono, Bennett Intermediate School Principal

Sarah E. Turck, Director of Guidance

Janet Condon-Krieger, School Counselor

Monir Evers-Parker, School Counselor

Brian Schaffer, School Counselor

Candice Wiltsie, School Counselor

2015 ~ 2016

TABLE OF CONTENTS

Mission Statements	Page 3
Role of the School Counselor	Page 4
Rationale for a School Counseling Program	Page 4
New York State Regulations	Page 5 – 6
ASCA National Model	Page 7 – 11
School Counseling Program for grades 4 – 12	Page 12 – 23
Calendar of Activities for grades 4 – 12	Page 24 – 29

ONTEORA CSD MISSION STATEMENT

Our Onteora schools exist to educate and nurture the children of our diverse community. Our mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community.

ONTEORA CSD VISION STATEMENT

An Onteora education fosters intellectual curiosity, mutual respect, self-respect, creative problem solving, individual expression, ethical decision making and active engagement in the world. Our community values and supports its children, through a holistic collaboration among students, families, the educational community, and Onteora residents at large. Students will graduate as engaged citizens and life-long learners with the confidence, self-awareness and skills to reach their maximum potential, and to live rich and successful lives.

SCHOOL COUNSELING MISSION STATEMENT

The Onteora school counselors believe that each student deserves an individualized educational experience that recognizes their unique strengths and aims to provide counseling in the areas of academic advisement, social/emotional development, and career exploration that will encourage each student to reach their maximum potential in school and achieve their post-secondary goals.

Onteora school counselors believe:

- All students should have the same opportunities and access to educational programs.
- All students have the right to a learning environment that is safe, mutually respectful, healthy, orderly, and both culturally and developmentally appropriate.
- The lifelong learning process encompasses the whole student and extends beyond classroom academics.
- The learning process is a collaboration between students, teachers, parents, staff and the community that requires active participation, mutual respect and individual accountability.
- Each student is valued and respected for their diversity which enhances our educational community.

ROLE OF THE SCHOOL COUNSELOR

The role of the school counselor is:

- To serve as an advocate for all students
- To counsel with students individually and in small groups
- To collaborate with School Social Workers and School Psychologists in crisis interventions, prevention and responsive services
- To present developmental lessons in the classroom and in small groups
- To consult and collaborate with teachers, administrators, school support personnel, parents, and business/community agencies
- To participate in school meetings such as CSEs and RtI meetings
- To create a partnership with parents that supports effective parenting skills, creates a positive learning environment at home, and encourages parent participation in the educational process
- To provide leadership in career development of all students
- To coordinate school activities that support school counseling program
- To facilitate the evaluation of the school counseling program

RATIONALE FOR THE SCHOOL COUNSELING PROGRAM

A school counseling program is designed to support student achievement and growth in the three domains of academics, personal/social development, and career awareness. Each domain is linked with specific activities, lesson plans, and counseling that results in successful achievement of student competencies that promote and enhance learning. The school counseling program strives to meet the changing needs of the student population through evaluation of the current program model and modifications for improvement.

NEW YORK STATE REGULATIONS

The School Counseling (Guidance) Program is defined by the New York State Education Department, as listed in Part 100 of the Commissioner's Regulations.

j. Guidance Programs

1. Public schools. Each school district shall have a guidance program for all students.

i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

ii. In grades 7-12, the guidance program shall include the following activities or services:

- a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or 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 or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
- c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
- d. the services of personnel certified or licensed as school counselors.

- iii. 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. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.
2. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

<http://www.p12.nysed.gov/part100/pages/1002.html#j>

ASCA NATIONAL MODEL (AMERICAN SCHOOL COUNSELOR ASSOCIATION)

Academic Development

1. *Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.* Student competencies linked with this standard are:
 - Articulate feelings of competence and confidence as learners
 - Display a positive interest in learning
 - Take pride in work and achievement
 - Accept mistakes as essential to the learning process
 - Identify attitudes and behaviors that lead to successful learning
 - Apply time management and task management skills
 - Demonstrate how effort and persistence positively affect learning
 - Use communication skills to know when and how to ask for help when needed
 - Apply knowledge and learning styles to positively influence school performance
 - Take responsibility for their actions
 - Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
 - Develop a broad range of interest and abilities
 - Demonstrate dependability, productivity and initiative
 - Share knowledge
2. *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.* Student competencies linked with this standard are:
 - Demonstrate the motivation to achieve individual potential
 - Learn and apply critical thinking skills
 - Apply the study skills necessary for academic success at each level
 - Seek information and support from faculty, staff, family, and peers
 - Organize and apply academic information from a variety of sources
 - Use knowledge of learning styles to positively influence school performance
 - Become a self-directed and independent learner
 - Establish challenging academic goals in elementary, middle, and high school
 - Use assessment results in educational planning
 - Develop and implement annual plan of study to maximize academic ability and achievement
 - Apply knowledge of aptitudes and interest to goal setting
 - Use problem solving and decision making skills to assess progress

- toward educational goals
 - Understand the relationship between classroom performance and success in school
 - Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.
3. *Students will understand the relationship of academic to the world of work and to life and home and in the community.* Student competencies linked with this standard are:
- Demonstrate the ability to balance school, studies, extra-curricular activities, leisure time, and family life
 - Seek co-curricular and community experiences to enhance the school experience
 - Understand the relationship between learning and work
 - Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
 - Understand that school success is the preparation to make the transition from student to community member
 - Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

4. *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.* Student competencies linked with this standard are:
- Develop skills to locate, evaluate, and interpret career information
 - Learn about the variety of traditional and non-traditional occupations
 - Develop an awareness of personal abilities, skills, interests, and motivations
 - Learn how to interact and work cooperatively in teams
 - Learn to make decisions
 - Learn how to set goals
 - Understand the importance of planning
 - Pursue and develop competency in areas of interest
 - Develop hobbies and vocational interests
 - Balance between work and leisure time
 - Acquire employability skills such as working on a team, problem solving, and organizational skills
 - Apply job readiness skills to seek employment opportunities
 - Demonstrate knowledge about the changing workplace
 - Learn about the rights and responsibilities of employers and employees
 - Learn to respect individual uniqueness in the workplace
 - Learn how to write a resume

- Develop a positive attitude toward work and learning
 - Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
 - Utilize time and task management skills.
5. *Students will employ strategies to achieve future career success and satisfaction.* Student competencies linked with this standard are:
- Apply decision making skills to career planning, course selection, and career transition
 - Identify personal skills, interests, and abilities and relate them to current career choice
 - Demonstrate knowledge of the career planning process
 - Know the various ways in which occupations can be classified
 - Use research and information resources to obtain career information
 - Learn to use the internet to access career planning information
 - Describe traditional and non-traditional career choices and how they relate to career choice
 - Understand how changing economic and societal needs influence employment trends and future training
 - Demonstrate awareness of the education and training needed to achieve career goals
 - Access and modify their educational plan to support career
 - Use employable and job readiness skills in internship, mentoring, shadowing, and/or other work experience
 - Select course work that is related to career interests
 - Maintain a career planning portfolio
6. *Students will understand the relationship between personal qualities, education and training, and the world of work.* Student competencies linked with this standard are:
- Understand the relationship between educational achievement and career success
 - Explain how work can help to achieve personal success and satisfaction
 - Identify personal preferences and interests influencing career choice and success
 - Understand that changing workplace requires lifelong learning and acquiring new skills
 - Describe the effect of work on lifestyle
 - Understand the importance of equity and access in career choice
 - Understand that work is an important and satisfying means of personal expression
 - Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals
 - Learn how to use conflict management skills with peers and adults

- Learn how to work cooperatively with others as a team member
- Apply academic and employment readiness skills in work based learning situations such as internships, shadowing, and/or mentoring experiences

Personal & Social Development

7. *Students will acquire the attitudes, knowledge and interpersonal skills to help themselves understand and respect self and others.* Student competencies linked with this standard are:

- Develop positive attitudes toward self as a unique and worthy person
- Identify values, attitudes, and beliefs
- Learn the goal setting process
- Understand change is a part of growth
- Identify and express feelings
- Distinguish between appropriate and inappropriate behaviors
- Recognize personal boundaries, rights, and privacy needs
- Understand the need for self-control and how to practice it
- Demonstrate cooperate behaviors in groups
- Identify personal strengths and assets
- Identify and discuss changing personal and social roles
- Identify and recognize changing family roles
- Recognize that everyone has rights and responsibilities
- Respect alternative points of view
- Recognize, accept, respect, and appreciate ethnic and cultural diversity
- Recognize and respect differences in various family configurations
- Use effective communication skills
- Know that communication involves speaking, listening, and nonverbal behavior
- Learn how to make and keep friends

8. *Students will make decisions, set goals, and take necessary action to achieve goals.* Student competencies linked with this standard are:

- Use a decision making and problem solving model
- Understand consequences of decisions and choices
- Identify alternative solutions to a problem
- Develop effective coping skills for dealing with problems
- Demonstrate when, where, and how to seek help for solving problems and making decisions
- Know how to apply conflict resolution skills
- Demonstrate a respect and appreciation for individual and cultural differences
- Know when peer pressure is influencing a decision

- Identify long and short term goals
- Identify alternative ways of achieving goals
- Use persistence and perseverance in acquiring knowledge and skills
- Develop an action plan to set and achieve realistic goals

9. *Students will understand safety and survival skills.* Student competencies linked with this standard are:

- Demonstrate knowledge of personal information
- Learn about the relationship between rules, laws, safety and the protection of the rights of the individual
- Learn about the differences between appropriate and inappropriate physical contact
- Demonstrate the ability to set boundaries, rights, and personal privacy
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Identify resource people in the school and community, and know how to seek their help
- Apply effective problem solving and decision making skills to make safe and healthy choices
- Learn about the emotional and physical dangers of substance use and abuse
- Learn how to cope with peer pressure
- Learn techniques for managing stress and conflict
- Learn coping skills for managing life events

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition*. Alexandria, VA: Author.

ONTEORA SCHOOL COUNSELING PROGRAM

GRADES 4 – 12

Program Objective 1: *Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.*

Activities:

- Counselors will visit 7th grade classrooms for a lesson on organizational skills, including how students can access and monitor their academic progress using Infinite Campus's Student Portal.
- Counselors will meet with 8th and 9th graders in small groups or individually to review effective study skills, organizational skills, and how students can access and monitor their academic progress using Infinite Campus's Student Portal.
- Counselors will meet with 8th graders to prepare for the transition into high school and to explain course requirements and Regents requirements for graduation.
- Counselors will host and plan a High School Orientation meeting for parents.
- Counselors will participate and assist with planning a Middle School Orientation for 6th grade students to be scheduled during the school day.
- A counselor will participate and assist with planning a Bennett Intermediate School Orientation for 3rd grade students to be schedule during the school day.
- Counselors will participate and assist with planning a Middle School Open House for incoming 7th graders and their parents during the summer.
- A counselor will participate and assist with planning a Bennett Intermediate School Open House for incoming 4th graders and their parents during the summer.
- Counselors will visit all grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e. BOCES, New Visions, etc.).
- Counselors will meet individually with students to review progress towards graduation through the completion of course credits and Regents exams.
- Counselors will meet individually with seniors to support and guide them through the college application process which includes admissions essay, transcript review, financial aid, scholarship applications, letters of recommendation, standardized test score submission and admissions interview preparation.
- Counselors will monitor report cards and progress reports and meet individually with students who are failing subjects or have a marked decrease in academic performance.
- Counselors will initiate conferences, which include the participation of parents, teachers, support staff, and the student.

- Counselors will refer students who have not been academically successful to the RtI (Response to Intervention) Team.
- A counselor will visit each classroom in grades 4 through 6 once a week throughout the school year to provide Social Skills lessons.

Expected Outcomes:

- Students will articulate feelings of competence and confidence as learners.
- Students will play a positive interest in learning.
- Students will take pride in work and achievement.
- Students will accept mistakes as essential to the learning process.
- Students will identify attitudes and behaviors that lead to successful learning.

Provisions for Annual Assessment:

- Counselors will use feedback from parents, students, and teachers to evaluate the effectiveness of transition activities for students entering the middle school.
- Student retention rates will stay the same or decrease.
- Summer School enrollment will decrease.
- Student referrals to RtI will stay the same or decrease.

Program Objective 2: *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*

Activities:

- Counselors will visit all grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e. BOCES, New Visions, etc.).
- Counselors will meet individually with all students to review progress towards graduation and align recommended course planning with the student's post-secondary goals.
- Counselors will visit junior classrooms to review post-secondary planning for career and/or college.
- Counselor will meet with juniors individually to access Naviance and perform a college search and career exploration.
- Counselors will visit senior classrooms to further develop post-secondary planning for career and/or college.
- Counselors will meet individually with seniors to support and guide them through the college application process which includes admissions essay, transcript review, financial aid, scholarship applications, letters of recommendation, standardized test score submission and admissions interview preparation.
- Counselors will meet individually with 9th grade students to initiate the

- Learning Style Inventory with students on Naviance.
- Counselors will administer the PSAT to 11th grade students and interested 10th grader students.
 - Counselors will host a College Fair open to all high school students with varied public and private universities and colleges represented.
 - Counselors will schedule and organize college admissions representatives to meet and speak with small groups of students.
 - Counselors will host a College Admissions Information Session for juniors and their parents.
 - Counselors will host a Financial Aid Workshop for seniors and their parents.

Expected Outcomes:

- Students will apply time management and task management skills.
- Students will demonstrate how effort and persistence positively affect learning.
- Students will use communication skills to know when and how to ask for help when needed.
- Students will apply knowledge and learning styles to positively influence school performance.
- Students will take responsibility for their actions.
- Students will demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- Students will develop a broad range of interest and abilities.
- Students will demonstrate dependability, productivity and initiative.
- Students will share knowledge.

Provisions for Annual Assessment:

- The senior survey will record the number of students enrolling in a 4-year and 2-year college.
- The senior survey will record the number of students seeking employment after graduation will have a job in their career field lined up prior to graduation.
- The senior survey will record the number of students who have enlisted with the Military.
- PSAT scores will be used to indicate readiness for higher level courses.
- Mean SAT scores will stay the same or improve.
- Counselors will use feedback from parents and students to determine the effectiveness of the College Admissions Information Session.
- Counselors will use feedback from parents to determine the effectiveness of the Financial Aid Workshop.

Program Objective 3: *Students will understand the relationship of academics to the world of work and to life and home and in the community.*

Activities:

- Counselors will visit 10th grade classrooms with BOCES staff to discuss vocational opportunities and programs available at Ulster BOCES.
- Counselors will coordinate a field trip for 10th graders interested in visiting the vocational classrooms at Ulster BOCES.
- Counselors will visit junior classrooms with BOCES staff to discuss internship based opportunities available through Ulster BOCES New Visions program.
- Counselors will visit junior classrooms to complete the Career Interest Inventory on Naviance. The results will help students mindfully choose career panels for the Ulster County Career Conference at SUNY Ulster.
- Counselors will extensively plan, recruit professionals in the community to participate on a panel, moderate a panel, and chaperone students for the Ulster County Career Conference.
- Counselors will meet individually with all students to review progress towards graduation and align recommended course planning with the career goals.
- Counselors will meet with students in need to address study habits and organizational skills.
- A counselor will visit each classroom in grades 4 through 6 once a week throughout the school year to provide Social Skills lessons.

Expected Outcomes:

- Students will demonstrate the ability to balance school, studies, extra-curricular activities, leisure time, and family life.
- Students will seek co-curricular and community experiences to enhance the school experience.
- Students will understand the relationship between learning and work.
- Students will demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- Students will understand that school success is the preparation to make the transition from student to community member.
- Students will understand how school success and academic achievement enhance future career and vocational opportunities.

Provisions for Annual Assessment:

- Participation in the Ulster County Career Conference will increase annually until we have 90% participation among the junior class.
- Counselors will use feedback from students, panelists, and counselors to determine the effectiveness of the Ulster County Career Conference.

Program Objective 4: *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

Activities:

- Counselors will visit all grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e. BOCES, New Visions, etc.).
- Counselors will meet individually with all students to discuss the importance of a résumé and will show students how to update the résumé on Naviance annually.
- Counselors will visit senior classrooms to update their résumé on Naviance.
- Counselors will extensively plan, recruit professionals in the community to participate on a panel, moderate a panel, and chaperone students for the Ulster County Career Conference.
- Counselors will visit 7th grade classrooms to register the students on Naviance and perform a lesson on career exploration.
- Counselors will meet individually with all students to demonstrate how to conduct a career search on Naviance.
- Counselors will meet individually with 9th grade students to perform the Personality Type on Naviance, which will assess the student's personality and recommend careers based on their results.
- Counselors will meet individually with 10th grade students to perform the Strengths Explorer on Naviance, which will assess the student's innate talents and recommend careers based on their results.
- Counselors will visit junior classrooms to complete the Career Interest Inventory on Naviance. The results will help students mindfully choose career panels for the Ulster County Career Conference at SUNY Ulster.
- Counselors will perform classroom lessons on career opportunities in specific fields at the request of the teacher (e.g. careers in Physics, careers in Math, careers in Business, etc.).
- Counselors will support and assist students with job applications as needed.
- Counselors will encourage students who have an IEP or 504 Plan to apply for services with ACCES-VR, which can provide further development of employability skills.

Expected Outcomes:

- Students will develop skills to locate, evaluate, and interpret career information.
- Students will learn about the variety of traditional and non-traditional occupations.
- Students will develop an awareness of personal abilities, skills, interests, and motivations.
- Students will learn how to interact and work cooperatively in teams.
- Students will learn to make decisions.
- Students will learn how to set goals.
- Students will understand the importance of planning.

- Students will pursue and develop competency in areas of interest.
- Students will develop hobbies and vocational interests.
- Students will balance between work and leisure time.
- Students will acquire employability skills such as working on a team, problem solving, and organizational skills.
- Students will apply job readiness skills to seek employment opportunities.
- Students will demonstrate knowledge about the changing workplace.
- Students will learn about the rights and responsibilities of employers and employees.
- Students will learn to respect individual uniqueness in the workplace.
- Students will learn how to write a résumé.
- Students will develop a positive attitude toward work and learning.
- Students will understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- Students will utilize time and task management skills.

Provisions for Annual Assessment:

- Counselors will have career goals for each student updated annually.
- Counselors will evaluate how many 11th graders have completed or not completed their Career Interest Inventory assessment in Naviance.
- Counselors will evaluate how many 10th graders have completed or not completed the Strengths Explorer assessment in Naviance.
- Counselors will evaluate how many 9th graders have completed or not completed the Personality Type assessment in Naviance.
- Participation in the Ulster County Career Conference will increase annually until we have 90% participation among the junior class.
- Counselors will use feedback from students, panelists, and counselors to determine the effectiveness of the Ulster County Career Conference.
- All graduating seniors will have a résumé available through Naviance.

Program Objective 5: *Students will employ strategies to achieve future career success and satisfaction.*

Activities:

- Counselors will visit all grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e. BOCES, New Visions, etc.).
- Counselors will visit 7th grade classrooms to register the students on Naviance and perform a lesson on career exploration.
- Counselors will meet individually with all students to demonstrate how to conduct a career search on Naviance.
- Counselors will meet individually with 9th grade students to perform the Personality Type on Naviance which will assess the student's personality and

recommend careers based on their results.

- Counselors will meet individually with 10th grade students to perform the Strengths Explorer on Naviance which will assess the students' innate talents and recommend careers based on their results.
- Counselors will visit junior classrooms to complete the Career Interest Inventory on Naviance.
- Counselors will meet with students individually to recommend, if appropriate, participation in the Community Mentorship program that matches students with professionals in the field of their choice for a long-term job shadowing experience.

Expected Outcomes:

- Students will apply decision making skills to career planning, course selection, and career transition.
- Students will identify personal skills, interests, and abilities and relate them to current career choice.
- Students will demonstrate knowledge of the career planning process.
- Students will know the various ways in which occupations can be classified.
- Students will use research and information resources to obtain career information.
- Students will learn to use the internet to access career planning information.
- Students will describe traditional and non-traditional career choices and how they relate to career choice.
- Students will understand how changing economic and societal needs influence employment trends and future training.
- Students will demonstrate awareness of the education and training needed to achieve career goals.
- Students will access and modify their educational plan to support career.
- Students will use employable and job readiness skills in internship, mentoring, shadowing, and/or other work experience.
- Students will select course work that is related to career interests.
- Students will maintain a career planning portfolio.

Provisions for Annual Assessment:

- Counselors will use feedback from students and the director of Community Mentorship program to determine its effectiveness.
- Counselors will evaluate how many juniors have completed or not completed their Career Interest Inventory assessment in Naviance.
- Counselors will evaluate how many 10th graders have completed or not completed the Strengths Explorer assessment in Naviance.
- Counselors will evaluate how many 9th graders have completed or not completed the Personality Type assessment in Naviance.

Program Objective 6: *Students will understand the relationship between personal qualities, education and training, and the world of work.*

Activities:

- Counselors will visit all grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e. BOCES, New Visions, etc.).
- Counselors will meet with students individually to recommend, if appropriate, participation in the Community Mentorship program that matches students with professionals in the field of their choice for a long-term job shadowing experience.
- Counselors will provide individual and group counseling to students struggling with personal and social development.

Expected Outcomes:

- Students will understand the relationship between educational achievement and career success.
- Students will explain how work can help to achieve personal success and satisfaction.
- Students will identify personal preferences and interests influencing career choice and success.
- Students will understand that changing workplace requires lifelong learning and acquiring new skills.
- Students will describe the effect of work on lifestyle.
- Students will understand the importance of equity and access in career choice.
- Students will understand that work is an important and satisfying means of personal expression.
- Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.
- Students will learn how to use conflict management skills with peers and adults.
- Students will learn how to work cooperatively with others as a team member.
- Students will apply academic and employment readiness skills in work based learning situations such as internships, shadowing, and/or mentoring experiences.

Provisions for Annual Assessment:

- Counselors will monitor the appropriateness of students who apply for BOCES vocation and New Visions programs.
- Counselors will use feedback from students and the director of Community Mentorship program to determine its effectiveness.
- Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of peer

relationships.

Program Objective 7: *Students will acquire the attitudes, knowledge and interpersonal skills to help themselves understand and respect self and others.*

Activities:

- Counselors will monitor student attendance as a possible indicator of personal/social problems.
- Counselors will participate and support Diversity Day for middle school students.
- Counselors will participate and support No Name Calling week in the high school.
- Counselors will promote PBIS ONE-teora values each month.
- Counselors will provide individual and group counseling to students struggling with personal and social development.
- A counselor will visit each classroom in grades 4 through 6 once a week throughout the school year to provide Social Skills lessons.

Expected Outcomes:

- Students will develop positive attitudes toward self as a unique and worthy person.
- Students will identify values, attitudes, and beliefs.
- Students will learn the goal setting process.
- Students will understand change is a part of growth.
- Students will identify and express feelings.
- Students will distinguish between appropriate and inappropriate behaviors.
- Students will recognize personal boundaries, rights, and privacy needs.
- Students will understand the need for self-control and how to practice it.
- Students will demonstrate cooperative behaviors in groups.
- Students will identify personal strengths and assets.
- Students will identify and discuss changing personal and social roles.
- Students will identify and recognize changing family roles.
- Students will recognize that everyone has rights and responsibilities.
- Students will respect alternative points of view.
- Students will recognize, accept, respect, and appreciate ethnic and cultural diversity.
- Students will recognize and respect differences in various family configurations.
- Students will use effective communication skills.
- Students will know that communication involves speaking, listening, and nonverbal behavior.
- Students will learn how to make and keep friends.

Provisions for Annual Assessment:

- Counselors will use feedback from teachers, students, parents, and administrators to determine if Diversity Day, PBIS, and No Name Calling Week are effective in fostering respectful attitudes, knowledge and interpersonal skills.
- Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of peer relationships.

Program Objective 8: *Students will make decisions, set goals, and take necessary action to achieve goals.*

Activities:

- Counselors will monitor academic achievement of students.
- Counselors will meet with students individually to review academic progress, career goals, extra-curricular involvement, and personal/social needs annually.
- Counselors will meet with students who are not performing academically to create interventions and establish goals for improvement. Follow-up meetings will evaluate the success of the intervention and revise goals as necessary.
- Counselors will refer students who have not been academically successful to the RtI (Response to Intervention) Team.
- Counselors will meet with all students individually and/or in groups to explain the school counselor's role and availability to assist in personal and social problem solving.

Expected Outcomes:

- Students will use a decision making and problem solving model.
- Students will understand consequences of decisions and choices.
- Students will identify alternative solutions to a problem.
- Students will develop effective coping skills for dealing with problems.
- Students will demonstrate when, where, and how to seek help for solving problems and making decisions.
- Students will know how to apply conflict resolution skills.
- Students will demonstrate a respect and appreciation for individual and cultural differences.
- Students will know when peer pressure is influencing a decision.
- Students will identify long and short term goals.
- Students will identify alternative ways of achieving goals.
- Students will use persistence and perseverance in acquiring knowledge and skills.
- Students will develop an action plan to set and achieve realistic goals.

Provisions for Annual Assessment:

- Student academic performance will stay the same or improve.
- Student referrals to RtI will stay the same or decrease.
- Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of personal and social problem solving.

Program Objective 9: *Students will understand safety and survival skills.*

Activities:

- Counselors will meet with all students individually and/or in groups to explain the school counselor’s role and availability to assist in personal and social problem solving.
- Counselors will collaborate with School Social Workers and School Psychologists in crisis interventions, prevention and responsive services.
- Select counselors will teach course aimed at substance abuse prevention and pre-treatment to students who are referred by their parents, teachers, counselors, or mandated by the superintendent.

Expected Outcomes:

- Students will demonstrate knowledge of personal information.
- Students will learn about the relationship between rules, laws, safety and the protection of the rights of the individual.
- Students will learn about the differences between appropriate and inappropriate physical contact.
- Students will demonstrate the ability to set boundaries, rights, and personal privacy.
- Students will differentiate between situations requiring peer support and situations requiring adult professional help.
- Students will identify resource people in the school and community, and know how to seek their help.
- Students will apply effective problem solving and decision making skills to make safe and healthy choices.
- Students will learn about the emotional and physical dangers of substance use and abuse.
- Students will learn how to cope with peer pressure.
- Students will learn techniques for managing stress and conflict.
- Students will learn coping skills for managing life events.

Provisions for Annual Assessment:

- Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of personal and social problem solving.
- Protocol for conducting crisis interventions, prevention and responsive

services will be evaluated annually.

- Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of the substance abuse prevention and pre-treatment program.

CALENDAR OF ACTIVITIES

GRADES 4 – 12

Daily Responsibilities Throughout the Year

- Communication with parents and guardians by phone, email, and mail
- Communication and collaboration with local agencies and community resources
- Monitor student attendance
- Monitor student academic performance
- Attend CSE (Committee for Special Education) meetings
- Attend Section 504 Plan meetings
- Attend RtI (Response to Intervention) meetings
- Attend grade level teacher meetings as needed
- Attend Weekly Case Conference to collaborate with School Social Workers, School Psychologists, Administration and School Nurse
- Coordinate and facilitate conference with parents, teachers, and the students
- Regular counseling sessions with students in need
- Perform crisis assessments
- Membership on various school committees
- College counseling for former students who are transferring to a new college
- Collection of class work and missed assignments for students absent from school (more than 3 days)
- Update website
- New transfer student registration and orientation
- Maintenance of the master schedule in Infinite Campus
- Participate and support PBIS activities and initiatives
- Scholarship announcements and deadlines shared with students on Naviance
- Social Skills lessons in the classroom grades 4 through 6 once a week

August

- Finalize master schedule
- Balance class sizes
- Review schedules with attention to graduation requirements and IEP program requirements
- Review summer school grades and adjust schedules accordingly
- Middle School Open House for incoming 7th graders and their parents
- Bennett Intermediate School Open House for incoming 4th graders and their parents
- New student registration and orientation: review records, create transcript, create schedule, tour building, review Onteora expectations, locker assignment, and transportation

- Prepare senior letters to identify courses and Regents exams required for graduation in June
- Review state assessment scores and schedule AIS accordingly
- Update grade level retentions
- Mail home letter to parents regarding PSAT administration in October
- Plan and prepare for College Fair in September
- Update School Profile for college admission
- Review all senior transcripts

September

- Begin meeting with 7th graders in Home & Careers class for introduction to school counseling services and Infinite Campus student portal access
- Begin meeting with 8th graders in small groups or individually for re-introduction to school counseling services and Naviance assessments for career development
- Begin meeting with 9th graders in small groups or individually for welcome to high school and Naviance assessments for career development
- Begin meeting with 4th, 5th, and 6th graders for Social Skills lessons
- Host College Fair
- Participate in Middle School and High School Open House
- Participate in Bennett Intermediate School Open House
- Review IEPs and 504 Plans
- PSAT sign-ups
- Order PSAT materials

October

- Continue meetings with 7th, 8th, and 9th graders
- Visit 10th grade classrooms to initiate Naviance assessments for career development
- Review progress reports
- Meet with students in danger of failing Q1
- Generate list of seniors anticipated to graduate in June with diploma types, credits earned to date, and courses/Regents still needed for graduation
- Visit senior classrooms to kick off college admission process
- Administer PSAT
- Write letters of recommendation
- Schedule changes
- Generate list of students who will take Regents exams in January
- NHS peer tutor list for students in need of peer tutoring
- Finalize official ranking for seniors
- Mail home letter explaining ranking calculations and include copy of senior transcript to parents
- Host College Admissions Information Session for seniors and their parents

November

- Senior meetings
- Middle School AIS scheduling
- Early Decision/Early Action college deadlines
- Write letters of recommendation
- Schedule changes no longer permitted after Q1
- Review Q1 report cards and meet with students as needed
- Visit junior classrooms for Career Interest Inventory and panel selections for the Ulster County Career Conference
- Assist parents as they navigate teacher conference appointments on www.myconferencetime.com
- Participate in Parent/Teacher Conference Night
- Recruit panelist for Ulster County Career Conference
- Hand out permission slips to juniors for Ulster County Career Conference

December

- Continue senior meetings (meeting with some seniors multiple times)
- Distribute PSAT score reports to juniors in their English classes with explanation of results
- Distribute PSAT score reports to sophomores during lunch with explanation of results
- Finalize student list for January Regents exams and notify students of exam dates
- Write letters of recommendation
- Review academic progress of students in danger of failing, meet with them for academic counseling and make referrals to RtI as needed
- Attend RtI meetings
- Being to prepare for pre-scheduling classroom visits
- Update course selection sheet
- Update course descriptions
- Notify department liaisons of upcoming deadline for proposed new electives
- BOCES visitation to present vocational programs and New Visions programs to 10th and 11th grade students
- Deadline for permission slips to attend Ulster County Career Conference
- Finalize field trip details for Ulster County Career Conference
- Finalize student packets for Ulster County Career Conference

January

- Ulster County Career Conference field trip for juniors to SUNY Ulster's campus
- Continue senior meetings (meeting with some seniors multiple times)
- Write letters of recommendation

- Host Financial Aid Night for seniors and their parents
- Review academic progress of students in danger of failing, meet with them for academic counseling and make referrals to RtI as needed
- Prepare for pre-scheduling classroom visits
- Mail home pre-scheduling letter to parents
- Print spring semester schedules
- Review January Regents exam results and change schedules accordingly
- Assist with midterm test schedule in middle school and high school

February

- Pre-scheduling classroom visits in the computer lab for grades 9 – 11 and in their classrooms for grades 7 – 8
- Schedule changes
- Middle School AIS scheduling
- Mail Mid-Year Senior Letters to report progress towards graduation
- Review/revise list of seniors anticipated to graduate in June with diploma types, credits earned to date, and courses/Regents still needed for graduation
- Send Mid-Year college application reports
- Prepare for and attend CSE meetings (including current 6th graders to facilitate in the transition to the middle school)
- Prepare for and attend Section 504 Plan meetings
- Review Q2 report cards and meet with students as needed for academic counseling and make referrals to RtI as needed
- Review student course request for errors and inconsistencies
- Mail post-schedule letter home to parents including a list of their student's course requests for the upcoming year
- Update student requests based on CSE results, math department projections, and parental input
- Visit 6th grade classrooms to collect foreign language request preference and music request preference

March

- Begin master scheduling process
- Field trip to BOCES for students interested in learning more about vocation programs and New Visions
- Visit junior classrooms to kick off college admission process, encourage campus visits, register for SAT/ACT, etc.
- Begin junior meetings to review course requests and college/career planning with parental involvement if requested
- Host College Admissions Information Session for juniors and their parents
- Review academic progress of students in danger of failing, meet with them for academic counseling and make referrals to RtI as needed
- Begin meeting with 10th graders for annual review, Naviance assessments, and

to review course request with parental involvement if requested

April

- Master scheduling continues
- Middle School AIS scheduling
- Continue meeting with 11th graders and 10th graders
- Begin meeting with 9th graders for annual review, Naviance assessments, and review of course requests with parental involvement if requested
- Review Q3 report cards and meet with students as needed for academic counseling and make referrals to RtI as needed
- Prepare for the scholarship committee meeting
- Generate list of students who will retake Regents exams in June

May

- Master scheduling continues
- Conduct the senior survey to collect data on post-secondary plans and criteria to determine eligibility for in-house scholarships
- Begin meeting with 8th graders for annual review, Naviance assessments, and review of course requests with parental involvement if requested
- Begin meeting with 7th graders for annual review, Naviance assessments, and review of course request with parental involvement if requested
- Senior scholarship committee meeting
- Review academic progress of students in danger of failing, meet with them for academic counseling and make referrals to RtI as needed
- Meet with senior and their parents if they are in danger of not graduating
- Attend middle school retention meeting to determine which students will repeat 7th or 8th grades
- Meet with students as scheduling conflict arise
- Finalize student list for June Regents exams and notify students of exam dates

June

- Master schedule is refined
- Sixth Grade Orientation – Welcome to the Middle School
- Fourth Grade Orientation – Welcome to Bennett Intermediate School
- Conference with 6th grade teachers regarding special needs of incoming students
- Meet with seniors and their parents if they are in danger of not graduating
- Finalize list of seniors anticipated to graduate in June with diploma types and academic honors
- Process failure notices and mail home letters regarding summer school registration
- Register students for summer school

July

- Finalize master schedule
- Finalize schedules
- Balance class sizes
- Review Q4 report cards and conduct grade verification
- Update graduation date and diploma types in Naviance to utilize Alumni Tracker