



CLINTON CENTRAL
SCHOOL K-12
COUNSELING PLAN
2019-2020

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INTRODUCTION

The Clinton Counseling Plan has been developed in compliance with the New York State Education Department Commissioner's Regulations 100.2(j) and in alignment with the Clinton Central School District Mission and Vision. The plan is a guiding document based on data gathered from a yearly student needs assessment targeting academic, career, and social emotional concerns. Additional resources were referenced to ensure our program remains current with all relevant professional standards including: New York State Career Development and Occupational Studies (CDOS) standards, The American School Counselor Association (ASCA) National Standards for School Counseling Programs, The American School Counselor Association Ethical Standards for School Counselors, and The New York State School Counselor Association Guidance Program guidelines.

Per NYS Education Department Commissioner's Regulations, this plan will be reviewed and updated annually.

DISTRICT AND COUNSELING MISSION, VISION AND VALUES

Clinton Central School Mission Statement

Clinton Central School proudly educates and empowers students to realize their potential and become thoughtful, contributing members of society.

Clinton Central School Counseling Mission Statement

The mission of the Clinton Central School Counseling Department is to understand and meet the academic, social/emotional, and college/career needs of all students by creating and developing opportunities through individual planning, responsive services, and transition planning.

Clinton Central School Counseling Vision Statement

Through our comprehensive school counseling program all students will be active participants in their educational planning to become thoughtful, contributing members of society.

Clinton Central School Values Belief Statement

We will provide opportunities and support for students to be active participants in their academic program, college and career exploration, and socio-emotional learning.

CLINTON CENTRAL SCHOOL DISTRICT COUNSELING PROGRAM OVERVIEW

The Clinton K-12 Counseling Program is continually evolving to meet the needs of our students, parents, community and New York State and national standards for professional counselors that are based on best practices and fulfill the NYSED counseling program requirements.

Elementary school students and families have access to two social workers to help meet the needs of all parties. Secondary counselors offer support and referrals for families who are in need.

The secondary counseling staff consists of three (3) full time counselors: one in the middle school and two in the high school. The middle and high school counseling programs focus on the complex and ever-changing needs of young adolescents. The focus of services and instructional activities for students are grounded in three core areas: Academic Planning and Support, College and Career Planning and Social and Emotional Development.

The middle and high school counseling programs are committed to assisting students and their families with the transition from elementary to middle school, middle school to high school, and developing a plan to support students in their post-secondary plans. Students in both buildings participate in career fairs, career exploration, identity formation, academic progress monitoring and support, personal and social growth, intervention and prevention and parent /teacher support and consultation.

ACADEMIC PLANNING AND SUPPORT

District Goal: All students will be supported to create an academic program that is aligned to their skills, academic proficiency, beliefs, and college and career aspirations.

How Will We Know We Have Met This Goal?

Commencement Goal

1. 100% of a 4-year cohort (Grades 9-12) will graduate high school.

Annual Goal

1. 95% of all students will pass all courses each quarter.

Grade	Activity or Service	ASCA Domain(s)	ASCA Student Standard(s)	Learning Objective	Action Plan or Intervention	Feedback
6-12	Annual Grade Review	Academic	A:A1, A:A2, A:A3, A:B1, A:B2	I can assess my current grades and plan goals to achieve grades commensurate with my personal best during the remainder of the year. If I am failing two or more core classes, I will meet with my counselor to review these goals.	Individual meeting addressing current grades and academic goals.	Reflection sheet. Meeting with each student individually and identify mechanisms for improvement.
6-12	Academic Improvement Plan Meeting	Academic	A:A2, A:A3, A:B1, A:B2	I can learn what study and work skills best help me and how I can implement them to improve my grades and work strategies.	Individual student meeting for students with academic failures to review academic goals and current progress. Students will identify areas of success and will work with counselors to modify goals/study skills to enhance academic progress.	5 Week grade report/Reflection sheet
6-12	Annual Individual Meeting	Academic and Career	A:C1, C:A1, C:B1, C:B2, C:C1	I can assess my grades, attendance, career/college readiness and develop an academic plan that aligns with my post secondary goals.	Annual individual student meeting focusing on a reflection of grade specific activities, student's attendance, educational progress/record, behavior, social/emotional development, and college/career planning.	Reflection sheet
6-12	Annual Academic Planning	Academic and Personal/Social	A:B1, PS:B1	I can use the course catalog that contains information regarding NYS graduation requirements, BOCES programs, and dual credit opportunities (MVCC and Syracuse University), as a guide to help develop a schedule that aligns with my personal interests and academic strengths.	Students in grades 6-12 will complete a schedule in a group and/or individual setting with customized support.	Course selection sheets
K - 12	New Student Orientation/ Acclimation	Academic and Personal/Social	A:A2, A:B1, PS:A1, PS:A2, PS:B1, PS:C1	I can apply character traits and use communication skills to successfully transition to a new school to make and keep friends and seek help from my teacher(s) or counselor if necessary.	New Student Enrollment 5th - 6th Grade Transition 8th - 9th Grade Transition	Reflection Sheet. Individual Meetings.

COLLEGE AND CAREER PLANNING

District Goal: Through the use of college and career exploration activities and experiences, students will be knowledgeable and prepared to make decisions about college and career selection.

Outcomes: How will we know we have met this goal?

Commencement Goal

1. All students will graduate with a transition plan for college or career pathway.

Annual Goal

1. All students in grades 6-12 will complete an annual individual progress review plan.

Grade	Activity or Service	ASCA Domain(s)	ASCA Student Standard(s)	Learning Objective	Action Plan or Intervention	Feedback
6 - 12	Career Exploration Activities	Career	C:A1, C:B1	I can learn about careers and identify ones I am interested in exploring and learning about from professionals.	Career Day (6-8) CTE Tour (8 and 10) Career Fair (9) Job Shadowing (11,12) Career Internship (11, 12)	Program Evaluation Naviance Career Lessons Evaluation Form
6- 12	Post-Secondary Exploration and Planning Activities	Academic and Career	A:C1, C:A1, C:B2, C:C1, C:C2	I can identify post-secondary options and explore which program(s) will help me reach my career and academic goals.	College admissions panel (8-11) Group Instruction Individual meetings New Visions Regional Program for Excellence College Bridging	Pre and post experience assessment

SOCIAL AND EMOTIONAL SUPPORT

District Goal: Students will acquire the knowledge, attitudes, and interpersonal skills to make informed decisions that promote personal well-being and positive relationships

Outcomes: How will we know we have met this goal?

Commencement Goal

1. All students will graduate with a self-awareness of their knowledge, interpersonal skills, character traits, and ways they can overcome challenges in their life.

Annual Goal

1. Students will attend more than 90% of all school days.
2. All students will identify they have a positive connection with at least one faculty or staff member in the district.

Grade	Activity or Service	ASCA Domain(s)	ASCA Student Standard(s)	Learning Objective	Action Plan or Intervention	Feedback
K - 12	Character Education and Development	Personal/Social	PS:A1, PS:A2, PS:B1, PS:C1	I have an awareness of self and can apply various character traits and interpersonal skills to overcome challenges and capitalize on successes.	Group instruction Positivity Project (K-12) Housing (6-8)	Annual evaluation
K - 12	Individual Counseling	Academic and Personal/Social	A:A2, PS:A1, PS:A2, PS:B1	I can seek out my counselor for help in various aspects of my life including, but not limited to, mental health, friendships, motivation, transition/adjustment issues, personal/social concerns.	Mediate and counsel students regarding individual social/emotional/behavioral concerns	Reflection Sheet
K - 12	Group Counseling	Personal/Social	PS: A1, PS:A2, PS:B1, PS:C1	I can participate and work with a peer group directed by a counselor to address social, emotional, and personal needs.	Banana Splits Lunch group Tai-Chi and Tea	Reflection Sheet

REFERENCES

American School Counselor Association. "ASCANational Standards for Students." http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

American School Counselor Association. "ASCA Ethical Standards for School Counselors." <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

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New York State Department of Education. "Learning Standards for Career Development and Occupational Studies at Three Levels."
<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

New York State Department of Education. "Commissioner's Regulation Part 100.2(j)." <http://www.counsel.nysed.gov/rules/indicesfulltext/2017/032>