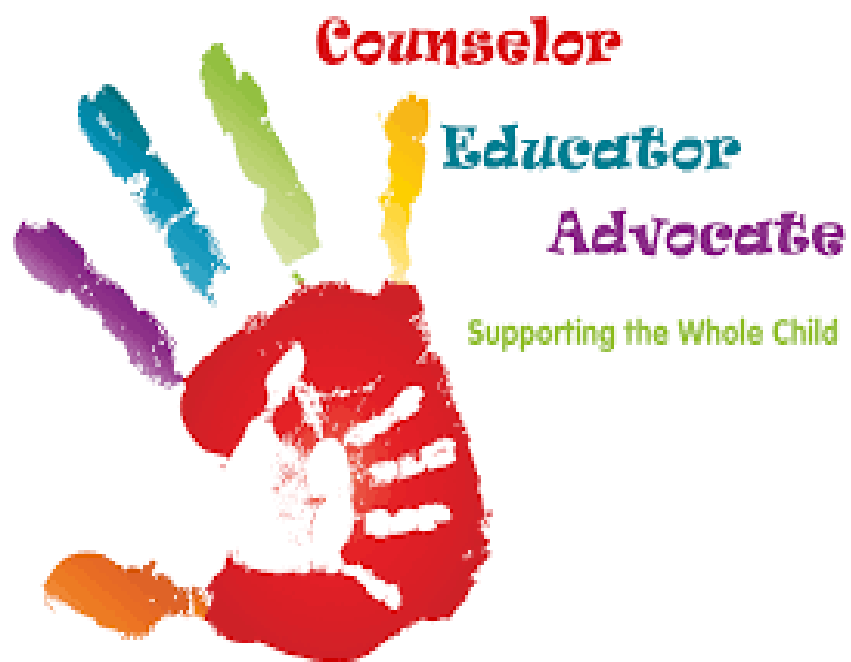


Mount Pleasant Central School District

COMPREHENSIVE
DEVELOPMENTAL
SCHOOL COUNSELING PROGRAM

K - 12



2023 – 2024

Table of Contents

1. Introduction

- a. Preface/Overview
- b. New York State Regulation on Comprehensive Developmental School Counseling Program
- c. Mount Pleasant CSD School Counseling Vision Statement
- d. Mount Pleasant CSD Mission Statement
- e. Portrait of a Mount Pleasant Learner
- f. Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation 100.2(j)

2. K-12 School Counseling Advisory Board

3. Standards and Expectations of a K-12 School Counseling Program

- a. Benefits of a school counseling program
- b. Key roles of a School Counselor
- c. NYS CDOS Learning Standards
- d. NYS Career Plan
- e. NYS Social Emotional Learning Benchmarks

4. Related NYS regulations/services

- a. NYS Every Student Succeeds Act (ESSA)
- a. No Child Left Behind (NCLB)
- b. Safe Schools Against Violence in Education (SAVE)
- c. Dignity for All Students Act (DASA)
- d. Academic Intervention Services (AIS)
- e. Response to Intervention (RTI)

5. School Counseling Domains and Models

- a. Academic Domain
 - 1) AIS
 - 2) RTI
- b. Personal/Social Domain
 - 1) Youth Development
- c. Career Domain

6. Home & Careers Curriculum

- 7. Elementary (K-5) School Counseling**
 - a. Overview/Mission Statement
 - b. Elementary School Counseling Program Grid
 - c. Character Education Schedule
- 8. Middle School (6-8) School Counseling**
 - a. Overview/Mission Statement/IB Objective
 - b. Middle School Counseling Program Grid
 - c. 8th to 9th Grade Transition
- 9. High School (9-12) School Counseling**
 - a. Mission Statement/Overview
 - b. High School Counseling Program Grid
 - c. 9th Grade Overview and Calendar
 - d. 10th Grade Overview and Calendar
 - e. 11th Grade Overview and Calendar
 - f. 12th Grade Overview and Calendar
- 10. Analysis of Comprehensive Developmental School Counseling Program**
 - a. MTPLCSD Comprehensive Developmental School Counseling Program Annual Outcomes Report
 - b. NYS Implementation Assessment
 - c. ASCA School Counseling Program Assessment
 - d. School Data Profile
- 11. References**



Preface

The Mount Pleasant Central School District Guidance & Counseling Department is proud to present its *Comprehensive Developmental School Counseling Program*.

It is the overarching goal of this program to provide a framework for the way in which our school district approaches, addresses and instructs students on self-awareness, self-advocacy, career and college mindedness and personal and social development, all as they relate to student learning.

We are firm in our belief that it is essential to educate the whole child, K-12. Our Counselors and staff take an intentional and comprehensive approach to ensure that students are always learning and being mindful of their goals, abilities, potential and future.

We hope you take interest in and enjoy our program.



OVERVIEW OF THE MOUNT PLEASANT CENTRAL COMPREHENSIVE SCHOOL K-12 COUNSELING PROGRAM

"Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development."

American School Counselor Association, 1997

The Mount Pleasant Central Comprehensive School Counselor Program follows the Developmental Counseling Program, which recognizes that all children do not develop in a linear fashion according to a certain timetable, understanding the developmental progression of a student's growth throughout the pre-K through 12 experiences is essential. Developmental School Counseling is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions.

Our model here at Mount Pleasant incorporates the national standards. Our comprehensive school-counseling model provides the framework for building a program based on standards developed by the American School Counselor Association for academic, personal/social, and career development and the New York State Learning Standards. Our counseling program has an extensive transitional program, particularly from grades 2-3, 5-6, and 8-9. The Elementary Counselor oversees students in both Hawthorne Elementary and Columbus Elementary. The Counselor utilizes a push-in model, workshop model and both group and individual counseling to implement the Elementary Guidance Curriculum to all students. The two middle school counselors are assigned a caseload; the counselor then follows these students from the 6th grade up through the end of the 8th grade. This counselor serves as the middle school transition counselor and works closely with the high school counselors throughout the entire 8th grade year. The high school counselors also work with their own assigned students all four years, making sure that each of the students has a very specific post-high school plan and beyond.

We are always a work-in-progress and will continue to provide services that are needed as the needs and times demand. For example, we have recently included materials pertaining to the *Dignity for All Students Act*. In addition, we have been an integral part of the AIS (Academic Intervention Services) process and Career Development and Occupational Studies.

Some of the counseling services and programs that are consistently offered K-12th grade are the following:

Counselor involvement in RTI, AIS, CST, CSE, annual meetings with students and parents, 504 case management, transition programs from grade to grade, academic and attendance counselor, career exploration and development, frequently published newsletters, scheduling, review of standardized tests, teacher/parent/student meetings.

Most importantly, our guidance department K-12 spends a good deal of time assessing our existing programs, surveying students as to what his/her needs are and working one-on-one with each student and his/her parent or guardian on an annual basis to provide information and obtain feedback in order to continue to improve and expand our services.

MOUNT PLEASANT CENTRAL SCHOOL DISTRICT **SCHOOL COUNSELING VISION STATEMENT**

We aim to motivate students to maximize their potential through a focus on their academic study, personal values, interpersonal skills and career goals. We want our students to reflect on their education as a successful path that provided multiple opportunities to reach beyond their comfort zone to explore their interests and learn new things.

Portrait Of A Mount Pleasant Learner Objective

In alignment with the school district's ***Portrait of a Mount Pleasant Learner***, the comprehensive counseling plan addresses the self-directed learner attributes of the portrait, which include 9 important qualities we strive to instill and educate students to develop today, for endless possibilities tomorrow:

Open Minded

Resilient

Strong Communicators

Empathetic

Responsible

Collaborators

Reflective

Critical-thinkers

Problem-Solvers

Our School Counseling curriculum emphasizes the development of these valuable traits which are infused into social and emotional skill-building lessons throughout the year.





MOUNT PLEASANT

Central School District

PORTRAIT OF A MOUNT PLEASANT LEARNER

Communicator

I can exchange ideas, thoughts, opinions, and knowledge in a variety of forms and contexts.



Empathetic

I can understand and share the feelings of others as if they were my own, and see things from their point of view.



Critical-Thinker

I can use inquiry to combine prior knowledge with new information to reach a conclusion.



Open-Minded

I can respectfully listen to and consider different ideas and ways of thinking.



Reflective

I can use experiences and feedback to inform my thoughts and actions.



Responsible

I can be dependable, make good choices and be accountable for my actions.

EDUCATING EACH STUDENT TODAY FOR ENDLESS
POSSIBILITIES TOMORROW

Collaborator

I can work cooperatively with an individual or a group to achieve a common goal.



Problem-Solver

I can use a variety of resources to recognize a problem, identify possible causes and apply solutions.



Resilient

I can bounce back and adapt when faced with challenges.



Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation 100.2(j)

INTRODUCTION

New Regulations Effective July 1, 2019

Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulation is available here:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

The guidance document is designed to provide additional direction for school districts as they implement the amended regulations.

The New York State Education Department ("The Department") amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. Access does not necessarily mean that every elementary school must hire a full-time counselor; but requirements such as core curriculum instruction do require that the time of a certified school counselor be included in the elementary program. Every school district will need to make personnel decisions based on student needs and current staffing configurations. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child."

The Department's Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and district to adopt a "Whole School, Whole Community, Whole Child" multi-tiered model to promote positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child's sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning. (1) Research shows that the whole child approach with the emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement. (2)

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- (1) Dessel, A. (2010) Prejudice in schools: promotion of an inclusive culture and climate. *Education and Urban Society*, 42(4), 407-429
 - (2) Shindler, J. Jones, A.D., Taylor, C. Cardenia, H. (20-16). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving climate. *Journal of School Administration and Development* 1(1), 9-16.

K-12 School Counseling Advisory Board

Should consist of...

Stakeholders such as School Counselors, School Psychologists, Administrators, Parents and Teachers.

Seeks to...

Review the K-12 Comprehensive Developmental School Counseling Plan's objectives and outcome twice per school year.



BENEFITS OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

Benefits for students

1. Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Guarantees school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, co-operative peer interactions.
12. Fosters resiliency factors for students.
13. Fosters literacy across all content areas.

Benefits for parents

1. Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

Benefits for teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance and advisement role.
4. Positively impacts school climate and the learning community.
5. Supports classroom instruction.
6. Encourages positive, calendared activities and supportive working relationships.
7. Promotes a team effort to address developmental skills and core competencies.
8. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

Benefits for administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating the effectiveness of the school-counseling program.
5. Demonstrates school counseling accountability.
6. Enhances community image of the school-counseling program.

Benefits for local Boards of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for school counselors

1. Provides a clearly defined role and function in the educational system.
2. Eliminates non-counseling functions.
3. Provides direct service to every student.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.
7. Places school counselors in a leadership role to close the gap!

Benefits for student services personnel

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for business and industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school-counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

Adapted from the *Missouri Comprehensive Guidance Program*, Missouri State Department of Education.



THE SCHOOL COUNSELOR IS...

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. Five generally recognized helping processes used by the counselor are counseling, consulting coordination, advocacy and program implementation.

- **Counseling** is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making and discovering personal meaning related to learning and development.
- **Consultation** is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students.
- **Coordination** is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.
- **Advocacy** is supporting our students to become independent, self-reliant thinkers. With the Counselors assistance, students will learn how to mitigate and mediate challenging situations to become strong self-advocates.
- **Program Implementation** is creating push-in model or workshop style lessons to extend the School Counseling curriculum to all students. These lessons can be delivered in classroom settings, small groups or individually.

Adopted by: American School Counselors Association Governing Board, December 1998

The State of Education in New York

NEW YORK STATE EDUCATION DEPARTMENT: OFFICE OF ELEMENTARY, MIDDLE, SECONDARY, AND CONTINUING EDUCATION

A primary goal of the Mount Pleasant Central Comprehensive School Counseling Program K-12 is to align with the objectives of, and the learning standards delineated by, the New York State Education Department (NYSED). Among NYSED's many offices, it is the Office of Elementary, Middle, Secondary, and Continuing Education (EMSC) that has the greatest impact on this program.

New York State Learning Standards

Career Development and Occupational Studies

Standard 1: Career Development

- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions.

Standard 2: Integrated Learning

- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

- Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.



New York State defines a Career Plan as...

Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards.

The New York State Career Plan records a student's knowledge and skill attainment. It documents a history of achievements that students build from elementary school to high school. The Career Plan design has also incorporated the transition planning process that is highly desirable for all students and required for students with disabilities.

Career Plans can be used as the employability profile that is required for students in programs approved under the 2001 Regents Policy on CTE. More importantly, the Career Plan is an effective graduation planning tool for all students.





NEW YORK STATE SOCIAL EMOTIONAL LEARNING BENCHMARKS

Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012).

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

In the following pages, these goals are further explained, with associated benchmarks provided for voluntary use at the early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9,10), and late high school (11-12) levels.

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle, stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals whether personal, academic, and career or work-related. These social emotional skills, though processes and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

Grade Level	Early Elementary K-3	Late Elementary 4-5	Middle School 6-8	Early HS 9-10	Late HS 11-12
A. Identify and manage one's emotions and behavior.	1A. 1a Recognize and describe emotions and how they are linked to behavior. 1A.1b Demonstrate control of impulsive behavior	1A.2a Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a constructive manner. 1A.2c. Demonstrate control of behaviors that interfere with time on task.	1A.3a. Analyze factors that create stress or motivate successful performance. 1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges. 1A.3c. Demonstrate the capacity to maintain concentration on a task.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes. 1A.4c. Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goals.	1A.5a. Evaluate how expressing one's emotions in different situations affects others. 1A.5b. Evaluate how expressing more positive attitudes influences others. 1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).

Goal 1 continued

Grade Level	Early Elementary K-3	Late Elementary 4-5	Middle School 6-8	Early HS 9-10	Late HS 11-12
B. Recognize personal qualities and external supports.	<p>1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.</p> <p>1B.1b. Identify family, peer, school, and community strengths and supports.</p>	<p>1B.2a. Describe personal strengths/skills and interests one wants to develop.</p> <p>1B.2b. Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.</p>	<p>1B.3a. Analyze-how personal strengths and areas in need of improvement influence choices and outcomes.</p> <p>1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.</p>	<p>1B.4a. Set priorities that build on strengths and identify areas for improvement.</p> <p>1B.4b. Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.</p>	<p>1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge.</p> <p>1B.5b. Implement a plan to build on a personal strength to meet a need or address a challenge facing one's community.</p> <p>1B.5c. Evaluate how developing interests and "giving back"/filling useful roles support school and life success.</p>
C. Demonstrate skills related to achieving personal and academic goals.	<p>1C.1a. Describe why learning is important in helping students achieve personal goals.</p> <p>1C.1b. Identify goals for personal behavior progress, achievement, or success.</p>	<p>1C.2a. Describe the steps in setting and working toward goal achievement.</p> <p>1C.2b. Monitor progress on achieving a short-term personal goal.</p>	<p>1C.3a. Set a short-term goal and develop a plan for achieving it.</p> <p>1C.3b. Analyze why one achieved or did not achieve a goal.</p>	<p>1C.4a. Identify strategies to make use of resources to overcome obstacles to achieve goals.</p> <p>1C.4b. Apply strategies to overcome obstacles to goal achievement.</p>	<p>1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement.</p> <p>1C.5b. Monitor progress toward achieving a goal and evaluate one's performance against criteria.</p>

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

Grade Level	Early Elementary K-3	Late Elementary 4-5	Middle School 6-8	Early HS 9-10	Late HS 11-12
A. Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself. 2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2b. Describe the expressed feelings and perspectives of others.	2A.3a Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture. 2A.3b. Analyze how one's behavior may affect others	2A.4a. Analyze similarities and differences between one's own and others' perspectives. 2A.4b. Use community skills to gain understanding of others' feelings and perspectives.	2A.5a. Demonstrate how to express understanding of those who hold different opinions. 2A.5b. Demonstrate ways to express empathy for others.
B. Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different. 2B.1b. Describe positive qualities in others.	2B.2a. Identify differences among, and contributions of various social and cultural groups. 2B.2b. Demonstrate how to interact positively with those who are different from oneself.	2B.3a. Explain how individual, social and cultural differences may increase vulnerability to bullying and identify ways to address it. 2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.	2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. 2B.4b. Demonstrate respect for individuals from different social and cultural groups.	2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. 2B.5b. Evaluate how advocacy for the well-being and rights of others contributes to the common good.

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

The ability to make ethical decisions and behave responsibly, taking into account the well-being of others as well as one's own, are essential to benefitting the good of the whole – whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual at all life stages needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

Grade Level	Early Elementary K-3	Late Elementary 4-5	Middle School 6-8	Early HS 9-10	Late HS 11-12
A. Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why acts that hurt others are wrong. 3A.1b. Identify social norms and safety considerations that guide behavior.	3A.2a. Demonstrate the ability to respect the rights of self and others. 3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.3a. Evaluate how honesty, respect, fairness and compassion enable one to take the needs of others into account when making decisions. 3A.3b. Analyze the reasons for school and societal rules.	3A.4a. Demonstrate personal responsibility in making ethical decisions. 3A.4b. Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.	3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

Goal 3 continued

Grade Level	Early Elementary K-3	Late Elementary 4-5	Middle School 6-8	Early HS 9-10	Late HS 11-12
B. Apply decision-making skills to deal responsibly with daily academic and social situations.	<p>3B.1a. Identify a range of decisions that students make at school and at home.</p> <p>3B.1b. Make positive choices when interacting with classmates.</p>	<p>3B.2a. Identify and apply the steps of systematic decision making.</p> <p>3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p>	<p>3B.3a. Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships.</p> <p>3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</p>	<p>3B.4a. Evaluate one's personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions.</p> <p>3B.4b. Apply decision-making skills to establish responsible interpersonal and intergroup relationships, and work relationships.</p>	<p>3B.5a. Analyze how present decision-making affects college and career choices.</p> <p>3B.5b. Evaluate how responsible decision-making affects interpersonal and group relationships.</p>
C. Contribute to the well-being of one's school and community.	<p>3C.1a. Identify and perform roles that contribute to one's classroom.</p> <p>3C.2b. Identify and perform roles that contribute to one's family.</p>	<p>3C.2a. Identify and perform roles that contribute to the school community.</p> <p>3C.2b. Identify and perform roles that contribute to one's local community.</p>	<p>3C.3a. Evaluate one's participation in efforts to address an identified school need.</p> <p>3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.</p>	<p>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school culture and climate.</p> <p>3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p>	<p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p> <p>3C.5b. Work cooperatively with others to plan, implement, and evaluate a project addresses an identified need in the broader community.</p>



5

Things every **parent** should know about New York State's plan for the **Every Student Succeeds Act**



What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

What do parents need to know?

Below are highlights of important elements for parents and families in the plan. We encourage you to visit [the ESSA Section of NYSED's website](#) to learn more about the plan.

1

New York State values a well-rounded education for all.

Parents and families should know how their child's school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators

For all schools	For high schools
<ul style="list-style-type: none"> English language arts Math Science Progress in learning English (for those who are learning English as an additional language) Chronic absenteeism (absent 10% or more instructional days) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

Future indicators

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

2

New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced from three to two days each.

95%

The law requires that 95% of students in each tested subgroup take the appropriate state tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate state math and science tests into more languages, and when funding becomes available, will create a language arts tests in students' native languages.

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is piloting a process to ask parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will be able to participate in deciding how your school spends part of the federal money it receives to improve.

5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.

The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.

Parents will know how much each school is spending per student through the new reports.



The New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

8

Things every educator should know about New York State's plan for the Every Student Succeeds Act



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

Why does it matter?

New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State asked for feedback to design a plan that improves equity, access, and opportunity for *all* students.

What do educators need to know?

Below are highlights of important elements for educators and school district staff in the plan. We encourage you to visit [the ESSA Section of NYSED's website](#) to learn more about the plan.

1

New York State values a well-rounded education for all.

New York State's accountability system will use a variety of indicators beyond core academic subjects.

Schools and districts will be measured annually on these indicators

For all schools	For high schools
<ul style="list-style-type: none"> English language arts Math Science Progress in learning English (for those who are learning English as an additional language) Chronic absenteeism (absent 10% or more instructional days) 	<ul style="list-style-type: none"> Social studies Graduation rate College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

Future indicators

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

2

New York State wants to reduce testing time and improve the testing experience.



State tests in grades 3-8 English and math will be reduced to from three days to two days each.

95%

The law requires that 95% of students in each tested subgroup take the appropriate state tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate state math and science tests into more languages, and when funding becomes available, will create language arts tests in students' native languages.

3

New York State will redefine and reimagine the educator preparation experience.



The state will examine changes to field experiences and placement requirements for prospective teachers and school leaders to make sure they are ready on day one.



Working with districts and higher education, the state will create tools and other resources that will increase communication between preparation programs and the districts that employ their graduates.

4

New York State is committed to working with districts to ensure culturally responsive-sustaining practices



The state will help ensure that materials are in languages and formats that families understand and can access.



The state will enable teachers and leaders to get support and professional development in culturally responsive instruction.



Schools will get assistance in writing improvement plans that include culturally responsive-sustaining and linguistically appropriate supports for all students.

5

New York State will encourage and foster the ability of districts to advance equity and access for all.



New reports will outline how much each school is spending per student and from what source.



Districts can access grants to promote diversity and reduce socio-economic and racial/ethnic isolation.



The state will help districts equalize access to experienced, fully prepared, and effective educators.

6

New York State will identify schools for support and recognition based on multiple measures.

Comprehensive Support and Improvement

Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6-year graduation rates of 67% or less, or schools that have not improved after receiving targeted support.

Targeted Support and Improvement

Schools with subgroups that are among the lowest-performing in the state.

Recognition Schools

Schools that are high-performing or rapidly improving as determined by the Commissioner.

Schools in Good Standing

Schools that are not identified in any of the preceding categories.

7

Each school identified for improvement will work with staff, families, and the community to craft a plan that identifies school-specific solutions for areas of need.



The state uses data from multiple measures to determine which schools need support.



Educators and parents develop an improvement plan based on an examination of causes for identification.



Schools review multiple sources, such as achievement data and staff survey results, to determine if the plan has to be modified.



The state provides additional support to any low-performing school that is struggling to make gains.

8

New York State will award funds to each school district to support a Professional Development Plan developed by educators.



Each district must establish a professional development team that includes a majority of educators and one or more administrators.



This team must develop, implement, and evaluate a Professional Development Plan that includes, among other things, mentoring for new teachers.



New York State will award Title II funds under ESSA to support local implementation of these plans.

SAVE LEGISLATION

Safe Schools Against Violence in Education

Creating and maintaining a safe environment is everyone's responsibility. The New York State Education Department has made a commitment to provide positive learning for students in order to achieve academic success. School climate is key to engaging students in their learning and promoting academic, career and personal/social achievement. School counselors can be involved in the listed provisions of the SAVE (Safe Schools Against Violence in Education) Legislation:

1. Developing a School Safety Plan:

- a. All school members, including school counselors, should participate in plan development.
- b. Plans should utilize prevention in a comprehensive format.
- c. Developing activities to encourage a safe educational environment.
- d. Identify school and student needs through the use of data.
- e. Define roles and responsibilities of personnel.

2. Coordinate Building Level Emergency Response Plans

- a. Participate in the emergency response team.
- b. Work on establishing policies and procedures for communication with parents.
- c. School safety training for students and staff.
- d. Improve communication with students between students and staff.

3. Codes of Conduct

- a. Promoting appropriate Dress and Language.
- b. Establish procedures for Parental Notification.
- c. Develop procedures for referral and communication with outside agencies.
- d. Provide prevention/intervention activities for code violations and disruption of pupils.

4. Removal of Students

- a. Coordinate intervention activities for disruptive students.
- b. Review educational plan for removed students.
- c. Advocate for students at meetings.

5. Uniform Violent Incident Reporting

- a. Review all data regarding violent incidents, number of suspensions, and ages and grades of students disciplined.
- b. Establish a prevention/intervention program for students.

6. Health Curriculum

- a. School Counselors should participate in teams reviewing health curriculum.
- b. Provide classroom activities on prevention.

7. Child Abuse Reporting: School counselors are defined as mandated reporters.

Under the provisions of the SAVE Legislation, schools are mandated to provide instruction in Civility, Citizenship and Character Education. This K-12 instruction reviews the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other positive traits.

School counselors, under the standards of personal/social skills, have the ability to provide activities related to Character Education. In a comprehensive program, school counselors give support to classroom teachers mandated to provide the instruction in the above-mentioned areas.

A comprehensive school-counseling program with developmental activities can provide the following:

- Safer environment
- Improved interpersonal relationships
- Improved behavior
- Problem-solving strategies
- Increased positive self-awareness
- Prevention of disruption or violent incidents
- Reduced dropout rates
- Understanding

Adapted with permission from the NYS Education Department

School counselors are integral in developing a comprehensive school plan that establishes a safe learning environment. The provisions of the SAVE Legislation allow for school counselors to create activities that educate students on codes of conduct thereby reducing suspension and detention, teaching civility, conflict resolution, tolerance and diversity and other areas of child development that promote safety. School counselors embrace the opportunity to incorporate components of the SAVE Legislation at all levels of activities. If students are given a safer learning environment they are more apt to achieve success.

The Dignity for All Students Act

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.



The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012.

This legislation amended State Education Law by creating a new Article 2 – Dignity for All Students. The Dignity Act also amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. The Dignity Act further amended Section 2801 of the Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct.

Additionally, under the Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of discrimination and harassment.

The Dignity for All Act seeks to create a school environment free of harassment for its students, faculty and staff. Each school building will have an appointed coordinator to whom students and staff can report any incidents of harassment. In turn, the coordinator will investigate the reported incident fully and take action where appropriate.

Adapted from NYS Education Department.

New York State and School Counseling Domains

Research has shown that effective activities and a comprehensive school counseling program can improve students' academic achievement and school climate, improve student character, assistance in bridging the educational gap and pursuing higher education and focus on student success. The comprehensive program will align the state requirements to the three domains of school counseling: academic, personal/social and career. A comprehensive school counseling program is unique in identifying state requirements and regulations that need to be considered as a component of the program.

Academic Domain: ACADEMIC INTERVENTION SERVICES

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction).
- Student support services needed to address barriers to improve academic performance.

The intensity of such services may vary, but must be designed to respond to students' needs as indicated through State assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Student support services means interventions that address barriers to student progress in State learning standards requiring AIS and may include, as needed, school counseling services to improve attendance, coordination of services, provided by other agencies and study skills. Support services do not include direct academic instruction.

Barriers to Student Academic Progress that student support services might address include, but are not limited to:

- Attendance Problems
- Discipline Problems
- Family-Related Issues
- Health-Related Issues
- Nutrition-Related Issues
- Mobility/Transfer Issues

Adapted from the NYS Education Department/art 100.1 (g)/2000

Response to Intervention

New York State Regulations define RTI as a school district's process to determine if a student responds to scientific, research-based instruction. RTI services range from intervention supports to monitoring of student progress. The students are usually divided into different tiers with Tier I being Core Instruction for all students. Tier II would include supplemental intervention while Tier III services would include customized intervention. In Mt. Pleasant, each building's RTI structure is aligned in this way however, the exact services may have a different shape at the different developmental stages.

Personal/Social Domain: YOUTH DEVELOPMENT

The personal/social domain focuses on the development of the child or adolescent as an ongoing process in which skills and competencies need to be built upon in order for them to be successful in their daily lives. The school counseling program focuses on the positive attributes of children and develops their strengths.

Research in New York State has found that children need the following:

- To become active citizens, workers and adults in the community
- To be acknowledged for their talents and strengths
- To understand the consequences of negative behavior for personal/social reasons

Youth development encourages individuals to actively shape their own development through their choices and perceptions. A critical element of youth development is that youth have the opportunity to interact with and learn from positive adult role models. Research has identified specific characteristics that can be attributed to adults who work and plan with children and adolescents, as well as characteristics of activities that promote positive youth development.

The adults are:

- Companions, providing time and genuine presence
- Supporters, offering emotional support
- Teachers who know something youth want to learn and are willing and able to share it
- Positive role models for children and adolescents; and
- Challengers who stretch youth

The Activities are:

- Goal directed and purposeful
- Ongoing
- Important meaningful to both the adult and the child or adolescent involved; and
- Challenging, balancing challenge with supports

Adapted with permission from NYS Ed. Department-Student Support Services/Youth Development

School counselors create opportunities for children in school, at home and in the community through a comprehensive program that addresses factors that influence youth development. Activities can be centered around, but are not limited to: self-esteem, building family relationships, improving peer communication, setting problem solving, personal goals, positive role model identification, reducing school absenteeism, and decreasing school failure.

School counselors engage youth in mentoring, emotional support, and skill building activities in an ongoing developmental process. School counseling programs should include the family and community in building a positive approach to student success and learning, and in reducing risk factors.

Career Domain

CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

In New York State the career domain incorporates the high standards for student achievement in understanding situations and developing problem-solving abilities to be used in real world settings. New York State maintained the standards-based education format, which includes content, performance and opportunity to learn for every student. These areas identify what students should know and do. Students should be given resources and programs to develop quality work applicable to the real world setting and to make decisions on future goals.

The New York State Education Department developed the Career Development and Occupational Studies Program to serve as the guide along with the Career Plan Initiative, the implementation plan and activities. School Counselors provide students with opportunities to acquire resources and participate in activities that develop interests, objectives and skills for the workforce.

The Career Development and Occupational Studies Standards were developed because students are not transferring knowledge acquired in the classroom to everyday activities, work and life situations. Knowledge is gained for the purpose of passing on to the next level and not engaging it to situations out of context. Career Development and Occupational Studies (CDOS) promotes instructional strategies that address individual learning styles and provide experiential learning that increase student understanding of academic concepts and the connection between school and the workforce.

The performance indicators identified in the CDOS learning standards go across all disciplines and grade levels. This serves towards a continuum of learning that provides for flexibility in planning the educational goals of every student. The CDOS learning standards provide a way to connect all disciplines through classroom instruction that helps students transfer knowledge into career choices.

Standard 1: Career Development – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors – Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

Home and Careers Curriculum

Mr. Adam Yaeger, Teacher

Family and Consumer Science education describes an educational program that assists individuals in obtaining knowledge and skills required to meet the challenges of everyday life.

Family and Consumer Sciences prepare students to be critically reflective of social influences regarding families. Students are prepared to become proactive community leaders in the economic, social, political, and technological arenas.

Family and Consumer Sciences strengthen families and empower individuals to take action for the wellbeing of themselves and others in the home, workplace, community and world. Using an integrated, systemic approach to the relationships among individuals, their families, their communities and the environments in which they function, this course of study will enable students to discover and apply vocational and personal life skills to their everyday lives. The discipline integrates character development and citizenship as it strives to develop competent, functional individuals. With its unique focus on the relationship between family and careers, Family and Consumer Science help our students to meet the challenges of living and working in a diverse, global society.

The addition of Career and Technical Education (CTE) standards in the Family and Consumer Science curriculum are designed to expose students to the world of work, explore career options and relate personal skills to future career decisions. In addition, it assists students in making connections between FACS/Design curriculum and Core Academic Subjects.

Family and Consumer Science will be involving the 5th grade in a unit of Entrepreneurship to augment their Career Exploration unit of study. The TREP\$ (short for Entrepreneur) unit will focus on learning about ingredients for successful business ownership through planning and operating a student-generated business. Students will develop a product or service, create a business model and plan, calculate finances, learn advertising and marketing strategies, and promote their product or service at a school fair. Lastly, students will evaluate their product or service through both peer and self reflections.

Students in the 7th grade are introduced to Career and Technical Education through a unit of study where they participate in a school business model. Within the sequence of the unit students are introduced to CTE through hands-on experience such as resume writing, responding to want-ads, and creating cover letters. These skills begin their journey into the world of work. Their experience is then augmented through the application of personal skills to job descriptions, and the implementation of transferable workplace skills. CTE standards of exploring career options, developing universal foundation skills, and applying these skills, help foster students' awareness of their aptitudes, abilities, and their future college and career readiness.

The addition of CTE standards addressed within the Family and Consumer Science curriculum and the K-12 School Counseling Developmental Plan help the student population at Westlake to become prepared for both academic and career/college success.

MISSION STATEMENT

[illegible]

Hawthorne/Columbus K-5 Elementary School

Counseling Program

Mrs. Connie Cotrone, Counselor

The elementary guidance program is a developmental, proactive and instructional approach to providing guidance and counseling to the youngest children of Mount Pleasant. The goal of the K-5 elementary guidance program is to equip our students with the skills they need to succeed at a pivotal time in their development. Children in elementary schools are beginning to acquire academic skills, in addition to social and emotional relationships. They are gaining an awareness of themselves in relation to others, as well as forming values, opinions, attitudes and interests that help shape their future. The elementary years are instrumental to students' success as they learn to navigate challenges and differences.

The elementary guidance program was developed based on a framework based on five competencies: Self Awareness, Self-Management, Social Awareness, Social Management and Responsible Decision Making. The program is designed to provide an educational curriculum that will teach skills and strategies to help children become well-adjusted and productive members of society. The elementary school counselor will provide group instruction in the classroom as well as individual and group counseling sessions to address the academic, social and emotional needs of our student body by reducing the barriers that impede student success.

At Hawthorne (K-2) lessons focus on social thinking. Children learn how to think about others' thinking and how their actions can impact someone else. This is accomplished through the introduction of Superflex, a superhero who offers many strategies on how to be a flexible thinker. He teaches the children many ways to defeat certain "unthinkable" characters that can take over our thinking and cause us problems by negatively affecting our thoughts and behaviors. These various strategies teach the children how to become independent problem solvers throughout their time at Hawthorne.

As they move on to Columbus (3-5) they continue to improve these skills as class lessons primarily focus on nurturing self-esteem, identifying a student's own strengths and challenges, managing emotions, conflict resolution, fostering independence and self-advocacy, taking responsibility, communicating effectively, goal setting, making healthy choices, positive risk taking, respecting individual differences, and recognizing how kindness is contagious. Kindness is emphasized daily at Columbus with the implementation of Ben's Bells, which are awarded to recipients who have demonstrated genuine acts of kindness. Students and staff are nominated by each other, and recipients in each grade level and a faculty member are chosen monthly.

One of the goals of the elementary guidance program is to teach skills that help children become responsible and positive role models in their community. Both Hawthorne and Columbus emphasize the importance of being STARS (Students That Are Responsible, Respectful and Safe). Students are recognized when they demonstrate responsible, respectful and safe behaviors in their classrooms, hallways, cafeteria, playground and on the bus. This K-5 building-wide initiative is taught through role

playing, videos streamed into classrooms, class discussions and visual reminders throughout the schools. Students take great pride in being STARS at both Hawthorne and Columbus.

Additionally, the elementary counselor works collaboratively with teachers, parents, and administrators to meet the needs of students. The elementary counselor is accessible to any parent who would like to develop an action plan to meet their child's needs. The elementary counselor is also a provider of resources for any parent/guardian who wishes to address their child's social and emotional well-being. Consultation with teachers and administration is ongoing for the betterment of the child. Building a child's sense of self is best achieved when there is a team approach that supports, encourages and arms students with the coping skills necessary for success.

Hawthorne/Columbus Elementary School

Counseling Curriculum

Activity	Gr	Staff Assigned	Dates	ASCA Mindsets & Behaviors for Student Success	Program Objective	Mode of Evaluation
Character Education Push IN Lessons	K-5	Counselor	Sept-May	M1, M2, B-SMS 1, B-SS 2, B-SS 4, B-SS 6, B-SS 9, B-SMS 2, B-SMS 7	Promote character skill building, coping skills, self-awareness, self management, relationship skills, social awareness, responsible decision making	Anecdotal student understanding, teacher reports
S.T.A.R.S.	K-5	Counselor	Ongoing - all year	M1, M2, B-SMS 1, B-SS 2, B-SS 4, B-SS 6, B-SS 9, B-SMS 2, B-SMS 7	Promote character skills building, self awareness, self management, social awareness and responsible decision making	Anecdotal student understanding, teacher reports
Ben's Bells	3-5	Counselor	Ongoing - All year	M1, M2, B-SMS 1, B-SS 2, B-SS 4, B-SS 6, B-SS 9, B-SMS 2, B-SMS 7	Promoting kindness, self management, empathy, social awareness, responsible decision making	Student reflection, Anecdotal student understanding, teacher reports
Building-wide Monthly Themes <u>Including</u> PA Announcements Bulletin Boards	3-5	Counselor	Ongoing - All year	M1, M2, B-SMS 1, B-SS 2, B-SS 4, B-SS 6, B-SS 9, B-SMS 2, B-SMS 7	Promote character skills building, career awareness, skills and goal setting for future	Anecdotal student understanding, teacher reports
504 Annual reviews	K-5	Counselors, 504 committee	Annually	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	504 Plan
504 quarterly meetings	K-5	Counselors	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Meeting outcome

504 initial determination meetings	K-5	Counselors	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Meeting outcome
504 case management	K-5	Counselors	Ongoing - all year	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Anecdotal student understanding, teacher communication
Selected CSE Annual Reviews for students with disabilities	K-5	Counselors, CSE committee	Annually	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP
Selected CSE Initial determination meetings	K-5	Counselors, CSE committee	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP
Selected CSE Program Reviews	K-5	Counselors. CSE committee	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP

Monitor out-placed student academic progress	K-5	Counselors	Ongoing - all year	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Individual/personal counseling	K-5	Counselors, other staff	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
Group Counseling	K-5	Counselor	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
Peer Mediation	K-5	Counselor	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding

Behavior Management	K-5	Counselor, teacher	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding, teacher reports
Teacher Consults	K-5	Counselor, teacher	Ongoing - all year	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding, teacher reports
Parent Meetings	K-5	Counselor, teacher	Ongoing - all year	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding, teacher reports
Crisis Intervention	K-5	Counselors, other staff	As needed	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
Community Based Support/Outside Providers	K-5	Counselor, outside provider	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal teacher and parent understanding
MTSS Committee meetings	K-5	Counselors, MTSS committee	2 X per month	Situational; B-LS 9, B-SMS 5, B-SMS 10	Support students who exhibit difficulty in one or more areas	MTSS data, student progress

MTSS individual progress monitoring	K-5	Counselors teachers	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Support students who exhibit difficulty in one or more areas	Student progress, grades
5 to 6 Transition - articulation with 5th Gr teachers/counselor	5	Counselors other staff	April	B-LS 9, B-SMS 5, B-SMS 10	Ensure understanding of academic expectations/pro gram and to facilitate learning	Anecdotal teacher understanding
5 to 6 Transition - parent discussion	5	Counselors	Ongoing	M 3, M 5, B-LS 3, B-LS 7	Ensure understanding of academic expectations/pro gram and to facilitate learning	Anecdotal parent understanding

5 to 6 Transition - Music choices	5	Counselors/ teachers	April	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/pro gram and to facilitate learning	Anecdotal student understanding
5 to 6 Transition - course placement	5	Counselors/ other staff	June	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/pro gram and to facilitate learning	Student schedules
5 to 6 Transition - MS visitation day	5	Counselors/ other staff	June	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Introduce and acclimate students	Anecdotal student understanding
5 to 6 Transition - parent orientation	5	Counselors/ admin	June	M 3, M 5, B-LS 3, B-LS 7	Ensure understanding of academic expectations/pro gram and to facilitate learning	Anecdotal parent understanding
Class Placement	K-5	Counselors teacher, Admin	May/ June	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic program	Anecdotal teacher understanding
2 to 3 Transition - Articulation with HES/CES Psychologists	2-3	Counselor, Psychologist	May/ June	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Support students who exhibit difficulty in one or more areas	Anecdotal psych understanding
2 to 3 Transition - parent discussion	2-3	Counselors	Ongoing	M 3, M 5, B-LS 3, B-LS 7	Ensure understanding of academic expectations/pro gram and to facilitate learning	Anecdotal parent understanding
2 to 3 Transition - CES visitation day	2-3	Counselor, Admin, other staff	June	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Introduce and acclimate students	Anecdotal student understanding

2 to 3 Transition - parent orientation	2-3	Counselor, Admin	June	M 3, M 5, B-LS 3, B-LS 7	Ensure understanding of academic expectations/pro gram and to facilitate learning	Anecdotal parent understanding
2 to 3 Transition - Parent/Student Meet & Greet	2-3	Counselor, Admin other staff	Aug	M 3, M 5, B-LS 3, B-LS 7	Ensure understanding of academic expectations/pro gram and to facilitate learning	Anecdotal student & parent understanding

2nd to 3rd GRADE TRANSITION PROGRAM

The transition program from 2nd to 3rd grade is a collaborative effort between administration, support staff, and 2nd and 3rd grade teachers at both Hawthorne and Columbus Elementary Schools. The elementary counselor plays an integral role in the planning of several activities to help students prepare for this next step in their education, as outlined below.

ONGOING

- Discussions regarding behavior expectations for 3rd grade students are ongoing. STAR student behavior is presented as an opportunity for students to be 2nd grade role models and leaders for our younger students at HES.
- Coffee & Conversation evenings for incoming 3rd grade parents to meet with CES administration and counseling staff (*NEW - planning TBD).

MAY

- 3rd graders to host Q&A panel for current 2nd graders (**NEW - planning TBD*).
- 504 annual review meetings of 2nd graders include CES counselor.

JUNE

- 2nd Grade Visit to CES - Building Tour with Classroom Visit and opportunities to interact with staff and 3rd grade students.
- Incoming 3rd Grade Parent Orientation in the evening at CES.
- Psychologists and Counselor from HES and CES meet to discuss the needs of incoming students.

AUGUST

- Meet & Greet BBQ - opportunity for students to meet socially at CES and spend time with classmates and teacher prior to school opening.

SEPTEMBER

- STAR student assemblies are held with all 3rd grade classes to discuss changes from HES to CES regarding responsible, respectful and safe behavior. Discussion of the elementary counselor role and the character education program is outlined for students to understand the character themes and kindness initiatives they can expect throughout the year.

Westlake Middle School Counseling Department

MISSION STATEMENT

It is our mission to provide a comprehensive developmental counseling program addressing the academic, career and personal/social development of all students in grades 6-8, in partnership with our school community and with an emphasis on preparing students to be self-directed learners and responsible members of our school community.

International Baccalaureate Objective

Through our current IB status, the comprehensive counseling plan addresses self-directed learner attributes – being inquisitive, tenacious, and open-minded, a critical thinker, one who performs innovatively and acts ethically. Through IB there is now a shift from being a responsible student in a local community, to a member in a global community.



Westlake Middle School

Mrs. Tania Greco, Counselor

Mr. Bill Keogh, Counselor

The counselor today provides a variety of services to meet the expanding needs of students and their families. While we still assist students with scheduling, our primary responsibility is to assist each student to attain his/her maximum potential. Our developmental approach is based on the American School Counselor Association National Standards, indicators for academic, career, personal/social development. The Westlake Middle School Counseling program supports the academic, social, emotional, and career development of children.

Team approach . . .

We fully embrace the team concept. Achievement of our goal requires the combined efforts of students, parents, teachers, counselors, administrators, and outside providers. Monitoring a child's academic progress is a day-to-day process. All counselors encourage parents/guardians to conference with us on an annual basis in order to discuss any concerns as well as to plan for the coming academic year.

6th Grade Academic Introduction/Orientation

- Coordinate the introduction of the academic world of the 6th grade parent with administration and faculty.
- This is presented at a Parent Orientation at Westlake Middle School during the evening.
- The School Counselor is part of a panel with the Teachers and Administration.

Grade Level Guidance in the Classroom

In 6th grade, the School Counselors will push into the Westlake Foundations, Academic Support and Resource Room classes at least five times throughout each semester. In both 7th and 8th grades, the School Counselors will be pushing into the classrooms at least four times during the year.

In 7th grade, the counselors will be pushing into the Family & Consumer Science (FACS)/Home and Careers Classes, and addressing friendship issues, social media, stress management, college and career readiness, Goal setting and other timely topics.

In 7th grade, the counselor of this grade participates with the Principal in an evening program to help with 8th grade course selections for the following year, as well as coordinate student panel discussions in Math and Science classes, to help students with their course selection decisions.

In 8th grade, the counselors will be pushing into the foreign language, Resource and Academic Support classes. We will be addressing high school preparedness, friendship issues, social media, extracurricular opportunities, college and career planning and other topics as appropriate.

In 8th grade, the counselor works with the administration, main office staff and the 8th Grade Team to organize the Grade 8 Class Trip. The itinerary, permission, room arrangements, group assignments, transportation detail, medications, special food preparations, special needs and chaperones are all worked out through Guidance and the supporting staff.

Westlake Middle School Counseling Curriculum

Activity	Gr	Staff Assigned	Dates	ASCA Mindsets & Behaviors for Student Success	Program Objective	Mode of Evaluation
Career plans - Update career and related academic goals in Naviance	6-8	Counselors	Annually	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Anecdotal student understanding, career plans
Assist students with schedules - distribute, explain, adjust, amend	6-8	Counselors	Ongoing - all year	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Review schedules internally/ Admin oversight
504 annual reviews	6-8	Counselors, 504 committee	Annually	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	504 Plan
504 quarterly meetings	6-8	Counselors	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Meeting outcome
504 initial determination meetings	6-8	Counselors	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Meeting outcome
504 case management	6-8	Counselors	Ongoing - all year	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Anecdotal student understanding, teacher communication
CSE Annual Reviews for students with disabilities	6-8	Counselors, CSE committee	Annually	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP
CSE Initial determination meetings	6-8	Counselors, CSE committee	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP
CSE Program Reviews	6-8	Counselors, CSE committee	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP
Summer School registration	6-8	Counselors	June	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Student registrations
New student registration	6-8	Counselors	As needed	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding

Monitor out-placed student academic progress	6-8	Counselors	Ongoing - all year	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Individual/personal counseling	6-8	Counselors, other staff	Ongoing - all year	Situational; M 1, M 2, M 5, M 6, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 7, B-SS 2, B-SS 4, B-SS 5, B-SS 9	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
Crisis Intervention	6-8	Counselors, other staff	As needed	Situational; M 1, M 2, M 5, M 6, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 7, B-SS 2, B-SS 4, B-SS 5, B-SS 9	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
RTI Committee meetings	6-8	Counselors, RTI committee	3x per year	Situational; B-LS 9, B-SMS 5, B-SMS 10	Support students who exhibit difficulty in one or more areas	RTI data, student progress
RTI individual progress monitoring	6-8	Counselors, teachers	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Support students who exhibit difficulty in one or more areas	Student progress, grades
Guidance & Counseling Website	6-8	Counselors	As needed	M 5, B-LS 5, B-LS 9, B-SMS 3	Provide important information on a consistent basis	Anecdotal student/parent understanding
Back to School Night	6-8	Counselors	September	M 3, M 5, B-LS 3, B-LS 7	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
Parent/Teacher Conferences	6-8	Counselors	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal parent understanding
Academic Progress Review Meetings	6-8	Counselors	As needed	B-LS 9, B-SMS 5, B-SMS 10	Ensure understanding of academic expectations/program and to facilitate learning	Student's progress, Anecdotal student understanding
Teacher /Counselor Meetings	6-8	Counselors, teachers	2x per year	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal teacher understanding
Admin/Counselor Meetings	6-8	Counselors, admin	Weekly	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal admin understanding
Parent outreach meetings/calls /emails	6-8	Counselors	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal parent understanding

Progress Report/Report Card review	6-8	Counselors	Quarterly	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Outside referrals/placement	6-8	Counselors, other staff	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student/parent understanding
Liaison with community organizations	6-8	Counselors, community orgs	As needed	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Create and avail opportunities for enrichment	Anecdotal student/parent understanding
Provide community service opportunities	6-8	Counselors	As needed	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Create and avail opportunities for enrichment	Anecdotal student understanding
K12 Comp Plan Design	6-8	K12 Comp Plan Committee	Ongoing, Supt days	M 5, B-LS 5, B-LS 9, B-SMS 3	Coordinate programming for students	K12 Comp Plan
K12 Comp Plan Review	6-8	K12 Comp Plan Committee	2x per year	M 5, B-LS 5, B-LS 9, B-SMS 3	Coordinate programming for students	Feedback, eval of K12 Comp Plan
8 to 9 Transition - HS visit day	8	Counselors	March	Situational; A:A2, A:B2, A:C1	Introduce and acclimate students	Anecdotal student understanding
8 to 9 Transition - articulation with 8th Gr teachers	8	Counselors, Guid CL	January	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal teacher understanding
5 to 6 Transition - articulation with 5th Gr teachers/ counselor	5	Counselors, other staff	April	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal teacher understanding
5 to 6 Transition - parent discussion	5	Counselors	Ongoing	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
5 to 6 Transition - Music choices	5	Counselors, teachers	April	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding
5 to 6 Transition - course placement	5	Counselors, other staff	June	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Student schedules

5 to 6 Transition - MS visitation day	5	Counselors, other staff	June	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Introduce and acclimate students	Anecdotal student understanding
5 to 6 Transition - parent orientation	5	Counselors/admin	June	M 3, M 5, B-LS 3, B-LS 7	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
Student schedule development	5-7	Counselors/admin	July	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Student schedules
Student conflict resolution - individual and group	6-8	Counselors	As needed	Situational; M 1, M 2, M 5, M 6, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 7, B-SS 2, B-SS 4, B-SS 5, B-SS 9	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
In-School Suspension Counseling	6-8	Counselors	As needed	Situational; M 1, M 2, M 5, M 6, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 7, B-SS 2, B-SS 4, B-SS 5, B-SS 9	Educate students about safety issues; teach students self-advocate and how to act responsibly	Anecdotal student understanding
Pupil Support Team	6-8	Counselors	2x per Month	B-LS 9, B-SMS 5, B-SMS 10	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal teacher understanding
Academic Co-curricular Ineligibility Meetings	6-8	Counselors/Coaches/Admin	Ongoing - all year	B-LS 9, B-SMS 5, B-SMS 10	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding, eligibility status updates
Push IN Lessons - Westlake Foundations	6	Counselors, teachers	Ongoing - all year	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Anecdotal student understanding
Push IN Lessons - Home & Careers	7	Counselors, teachers	Ongoing - all year	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Anecdotal student understanding
Push IN Lessons - Community Learners (CLP) /Advisory	8	Counselors, teachers	Ongoing - all year	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Anecdotal student understanding

6th Grade University Program	6	Counselors, staff	September	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Ensure understanding of academic expectations/program and to facilitate learning	Teacher feedback, anecdotal student understanding
D.A.R.E.	6	DARE Officers	2nd Quarter	M1, M2, B-SMS 1, B-SS 2, B-SS 4, B-SS 6, B-SS 9, B-SMS 2, B-SMS 7, B-SMS 9	Educate students about safety issues; teach students self-advocate and how to act responsibly	DARE Graduation,
Halloween Safety Program	6	DARE Officers	2nd Quarter	M1, M2, B-SMS 1, B-SS 2, B-SS 4, B-SS 6, B-SS 9, B-SMS 2, B-SMS 7, B-SMS 9	Educate students about safety issues; teach students self-advocate and how to act responsibly	DARE Graduation,
Stranger Danger Program	6	DARE Officers	2nd Quarter	M1, M2, B-SMS 1, B-SS 2, B-SS 4, B-SS 6, B-SS 9, B-SMS 2, B-SMS 7, B-SMS 9	Educate students about safety issues; teach students self-advocate and how to act responsibly	DARE Graduation,

5th to 6th GRADE TRANSITION PROGRAM

The transition program from 5th to 6th grade is a collaborative effort between administration, support staff, the Family & Consumer Science Teacher, and 5th and 6th grade classroom teachers at both Columbus Elementary School and Westlake Middle School. Counselors in both schools play an integral role in the planning of several activities to help students prepare for the next step in their education, as outlined below.

FEBRUARY/MARCH

- 6th grade Music course selection forms (Band/Chorus) are sent to parents.

APRIL/MAY

- Discussions regarding the expectations for 6th grade begin in FACS/Home & Careers, including the importance of homework completion.

MAY

- 5th grade teachers ask classes to prepare questions in preparation for a Q&A Panel during the visit to WMS.
- A transition slideshow is presented to the 5th graders during FACS/Home & Careers discussing comparisons and contrasts between elementary and middle school.
- Incoming 6th grade Parent Orientation in the evening at WMS with administrators and the 6th grade teachers and staff.
- CSE and 504 annual review meetings of 5th graders include middle school counselors.

JUNE

- 5th grade visit to WMS - Building Tour, Classroom Lesson/Visit and Student Panel Discussion.
- Support staff from CES and WMS meet to discuss the needs of students.
- 5th grade teachers meet with psychologists to discuss any special education needs.



8th to 9th GRADE TRANSITION PROGRAM

Transition Programs

- Parent Conference scheduled as needed provides an opportunity for parents to discuss their child's educational progress in middle school as well as personal and social growth development and concerns.
- Recommendations for Westlake High School Honor Classes are made through the counselor's coordination between the Middle School and the High School.
- Counselor collaborates with the high school to schedule a high school visit which includes introduction to staff, presentations and a panel of high school students.
- The Middle School counselor helps reschedule 8th grade appointments with the high school counselors.

Private School Applications

- The 8th grade counselor completes private school applications as requested. This involves coordinating teacher recommendations and completing applications.

OCTOBER

- Homework shift – homework shifts to every other day in Math and ELA to model what occurs in high school.
- Curl up and read (Individual reading)

NOVEMBER

- Parent Night with Westlake High School Principal

DECEMBER

- Begin using TurnItIn.com for papers. Discussion of expectations for high school ELA.

JANUARY

- Elimination of scheduled breaks in block classes.

FEBRUARY

- Course recommendations by 8th Grade teachers.

MARCH

- 8th Grade students meet with WHS counselor for individual course selections meetings.

APRIL

- 8TH Grade visits WHS

MAY

- 8th Grade ELA classes participate in WHS Envisions class lesson.

JUNE

- 8th Grade enrolled WHS ELA 9 Honors meet with 9th Grade teacher. MAP results are reviewed.



Westlake High School Counseling Department

MISSION STATEMENT

We aim to support our students to become curious, knowledgeable and independent thinkers grounded in strong values and integrity. We promote our students to lead balanced lifestyles and be prepared for the real-world, taking on new challenges and embracing responsible risks.



Westlake High School

Mr. Nicholas DiPaolo
K-12 School Counseling Coordinator
Counselor

Mrs. Lauren Cody, Counselor
Ms. Colette Magnan, Counselor
Mr. Tim O'Dwyer, Counselor

GUIDANCE AND COUNSELING SERVICES

The guidance and counseling services at Westlake High School are designed to meet the educational, social, and emotional needs of students at each grade level. Upon entering the ninth grade, students are assigned a school counselor. The counselor is deeply interested in assisting students to achieve their maximum potential academically while they encourage social and extracurricular experiences which provide maximum personal growth. Guidance and counseling involves a commitment on the part of the counselor to each student as an individual. The programs are designed to address common concerns - scheduling, orientation, transition, testing, academic issues, and the college selection process - and at the same time provide a highly individualized focus for every student. The counselors are not merely academic advisors - they are trained professionals with interest and experience in assisting students as they face and explore concerns that are important to their lives.

The formal guidance and counseling program begins before students enter the high school in the spring when counselors meet with the middle school counselor and conduct an evening information session with parents of incoming ninth grade students. Eighth graders will meet with their assigned high school counselor.

The formal high school guidance and counseling sessions are planned for each student at some time during the school year but are supplemented by frequent informal guidance and counseling sessions on issues of individual concern. The counselors are available for individual meetings at the request of a student, parent, or teacher and are constantly involved in resolving academic and personal issues for their students. A student may initiate a meeting by making an appointment through the guidance and counseling secretary. There is an open-door policy, and if the counselor is free, the student may see his/her counselor immediately. It is recommended that students see their counselor during a study hall, lunchtime or after school, unless it is an emergency.

Students are encouraged to view the counselor as supportive in dealing with the complexities of decision-making and problem-resolution in their academic and personal lives while at Westlake High School. Counselors receive copies of all progress, academic, and discipline reports. They are in constant contact with teachers, administrators, and parents and are, therefore, in a position to have a comprehensive understanding of each student in their caseload. It is the counselor's function to coordinate all of the resources in the high school in order to help students achieve their goals and to have as successful and rewarding experience as possible while attending Westlake High School.

Westlake High School Counseling Curriculum

Activity/Program	Gr	Staff Assigned	Dates	ASCA Mindsets & Behaviors for Student Success	Program Objective	Mode of Evaluation
Assist students with schedules - distribute, explain, adjust, amend	9-12	Counselors	Ongoing - all year	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Review schedules internally/ Admin oversight
PSAT registration	10-11	Counselors	September	M 2, M 4, M 5, B-LS 4, B-LS 8	Promote college readiness	Rate of students informed and registered
NMSQT Discussion	11	Counselors	September	M 2, M 4, M 5, B-LS 4, B-LS 8	Promote college readiness and understanding	Anecdotal student understanding
College Application Push IN lesson	12	Counselors	September	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding
Senior 1:1 College Conferences - Review college app procedures, Naviance, teach reco process	12	Counselors	Sept - Oct	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding, coll app data
Common App Workshops	12	Counselors	September	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding, coll app data
College Essay Reviews	12	Counselors, teachers	Sept - Dec	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding
Financial Aid Night	12	Counselors, speaker	September	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Parent/student exit surveys

Academic Co-curricular Ineligibility Meetings	9-12	Counselors/ Coaches/ Admin	Ongoing - all year	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/ program and to facilitate learning	Anecdotal student understanding eligibility status updates
SAT/ACT Test Accommodations Applications	9-12	Counselors, SSD/ACT Coord	Ongoing - all year	M 2, M 4, M 5, B-LS 4, B-LS 8	Promote college readiness and understanding	List of accommodation approvals
College Fair	9-12	West-Put-Rock Coll Conf Comm	2 X - Oct & Apr	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding
Senior Credit Checks	12	Counselors	3 X off - ongoing unoff	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/ program and to facilitate learning	Anecdotal student understanding, graduation rate
Regents Exam Retake Counseling	9-12	Counselors	3 X per year	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/ program and to facilitate learning	# of students needing and re-taking
Freshman Workshops - Intro to HS, college, Naviance, etc.	9	Counselors	November	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Anecdotal student/parent understanding
Sophomore Career Workshops - Explore careers, college majors, Naviance	10	Counselors	Jan - Apr	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Anecdotal student understanding
Junior Conferences - College search process, Naviance, teacher reco process, apps, college lists, transcript review	11	Counselors	Dec - Jan	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding
College Night for Juniors	11	Counselors, speaker	December	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Parent/student exit surveys
PSAT score reports	10-11	Counselors	December	M 2, M 4, M 5, B-LS 4, B-LS 8	Promote college readiness and understanding	Anecdotal student understanding
Career Cafe #1	10-11	Counselors, speakers, Career Cafe Coordinator	Nov-Dec	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness and goal setting for future	Student exit surveys
Scholarship Search process Push IN Lesson	12	Counselors	January	M 2, M 4, M 5, B-LS 4, B-LS 8	Promote college readiness and understanding	Anecdotal student understanding

Senior Internship discussion	12	Counselors, teachers, admin	Ongoing - Oct - June	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Student presentations
1:1 Course Selection Meetings - Review transcript, goals, 4 yr plan and select courses for upcoming year	8-11	Counselors	Feb- Mar	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/ program and to facilitate learning	Course selections/anecdotal student understanding
Mid-Year Reports Processed and sent to all colleges	12	Counselors	February	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/ program and to facilitate learning	# of transcripts sent out
Final transcript reports	12	Counselors	June	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/ program and to facilitate learning	# of transcripts sent out
Senior Awards program/process	12	Counselors/ Sr. Awards Coord	Jan - May	M 2, M 4, M 5, B-LS 4, B-LS 8	Foster and support student achievement	Student awards master list
BOCES Course Offering process	10-11	Counselors	Feb - May	M 3, M 4, M 6, B-LS 5, B-LS 7	Ensure understanding of academic expectations/ program	# of BOCES apps
BOCES program and grade monitoring	11-12	Counselors	Ongoing - all year	M 3, M 4, M 6, B-LS 5, B-LS 7	Ensure understanding of academic expectations/ program and to facilitate learning	Grade reports
504 Annual reviews	9-12	Counselors, 504 committee	Annually	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	504 Plan
504 quarterly meetings	9-12	Counselors	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Meeting outcome
504 initial determination meetings	9-12	Counselors	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Meeting outcome
504 case management	9-12	Counselors	Ongoing - all year	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	Anecdotal student understanding, teacher communication
CSE Annual Reviews for students with disabilities	9-12	Counselors, CSE committee	Annually	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP

CSE Initial determination meetings	9-12	Counselors, CSE committee	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP
CSE Program Reviews	9-12	Counselors. CSE committee	As needed	M2, B-LS 3, B-LS 6, B-LS 7, B-SS 7	Ensure students can access education and support their learning	IEP
AP Exam Registration Overview	10-12	AP Coordinator	January	M 2, M 4, M 5, B-LS 4, B-LS 8	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding
AP Exam registration	10-12	AP Coordinator	April	M 2, M 4, M 5, B-LS 4, B-LS 8	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding, student registrations
AP Exam administration	10-12	AP Coordinator, proctors	May	M 2, M 4, M 5, B-LS 4, B-LS 8	Ensure understanding of academic expectations/program and to facilitate learning	Student attendance
Career Cafe #2	10-11	Counselors, speakers, Career Cafe Coordinator	Apr-May	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Student exit surveys
College & Coffee Night - College admission reps, students panel, other related speakers	9-12	Coun, Guid CL, speakers	April	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Parent/student exit surveys
College decisions follow up	12	Counselors	Dec - May	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	College admission decisions
Senior Exit Surveys Push IN Lesson	12	Counselors	April	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Allow opportunity for feedback	Survey data
Freshmen Seminar Push IN Lessons - Intro Naviance, career explor survey, 4 Yr Plan, NYS Career Zone survey	9	Counselors	May	M 1, M 4, B-LS 7, B-SMS 1, B-SMS 8, B-SS 9	Promote career awareness, skills and goal setting for future	Anecdotal student understanding, survey data

Teacher Recommendation process	11	Counselors	May	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding
Resume Writing Workshop	11	Counselors	May	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding
College Essay Symposium	11	Counselors	May	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding
Boys' State Applications/ Interviews	11	Boys/Girls State Coord, Couns	Winter	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Foster and support student achievement	Student selection process
Girls' State Applications/ Interviews	11	Boys/Girls State Coord, Couns	Winter	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Foster and support student achievement	Student selection process
HOBY Applications/ Interviews	10	Boys/Girls State Coord, Couns	Winter	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Foster and support student achievement	Student selection process
Club and Activity Fair	9-12	Guid CL	September	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Create and avail opportunities for enrichment	Anecdotal student understanding, club sign ups
Summer School registration	9-12	Counselors	June	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Student registrations
New student registration	9-12	Counselors	As needed	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding
NCAA - student athlete process	9-12	Counselors	As needed	M 1, M 2, M 4, M 6, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5, B-SS 8	Promote college readiness and understanding	Anecdotal student understanding, NCAA registrations

Monitor out-placed student academic progress	9-12	Counselors	Ongoing - all year	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Individual/personal counseling	9-12	Counselors, other staff	Ongoing - all year	Situational; M 1, M 2, M 5, M 6, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 7, B-SS 2, B-SS 4, B-SS 5, B-SS 9	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal student understanding
Crisis Intervention	9-12	Counselors, other staff	As needed	Situational; M 1, M 2, M 5, M 6, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 7, B-SS 2, B-SS 4, B-SS 5, B-SS 9	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal student understanding
RTI Committee meetings	9-12	Counselors, RTI committee	2 X per month	Situational; B-LS 9, B-SMS 5, B-SMS 10	Support students who exhibit difficulty in one or more areas	RTI data, student progress
RTI individual progress monitoring	9-12	Counselors, teachers	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Support students who exhibit difficulty in one or more areas	Student progress, grades
Guidance & Counseling Newsletter - Dissemination of information	9-12	Guid CL	Monthly, as needed	M 5, B-LS 5, B-LS 9, B-SMS 3	Provide important information on a consistent basis	Anecdotal parent understanding
Student Email blasts/announcements	9-12	Guid CL	As needed	M 5, B-LS 5, B-LS 9, B-SMS 3	Provide important information on a consistent basis	Anecdotal student understanding
Guidance & Counseling Website	9-12	Guid CL	As needed	M 5, B-LS 5, B-LS 9, B-SMS 3	Provide important information on a consistent basis	Anecdotal student/parent understanding
Back to School Night	9-12	Counselors	September	M 3, M 5, B-LS 3, B-LS 7	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
Parent/Teacher Conferences	9-12	Counselors	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal parent understanding
SAT Administration	11	SAT Coord	April	M 2, M 4, M 5, B-LS 4, B-LS 8	Promote college readiness and understanding	# of student registrations
SAT special testing administration	10-12	SAT Special Test Coord	As needed	M 2, M 4, M 5, B-LS 4, B-LS 8	Promote college readiness and understanding	# of student registrations
ACT special testing administration	11-12	ACT Special Test Coord	As needed	M 2, M 4, M 5, B-LS 4, B-LS 8	Promote college readiness and understanding	# of student registrations

Academic Progress Review Meetings	9-12	Counselors	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Ensure understanding of academic expectations/program and to facilitate learning	Student's progress, Anecdotal student understanding
Building Level Emergency Response Team Meetings	9-12	Counselors, other staff	Monthly	M 3, B-SMS 9, B-SS 2	Coordinate safety measures for students and staff	Emergency response plan
Secondary School Redesign Committee	9-12	Select counselors	Monthly	M 3, B-SMS 9, B-SS 2	Coordinate programming for students	Re-design plan, IB, Block Sched, etc.
Teacher /Counselor Meetings	9-12	Counselors, teachers	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational;Advocate/Assist students in resolving different issues that arise	Anecdotal teacher understanding
Admin/Counselor Meetings	9-12	Counselors, admin	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational;Advocate/Assist students in resolving different issues that arise	Anecdotal admin understanding
Parent outreach meetings/calls/ emails	9-12	Counselors	As needed	Situational; B-LS 9, B-SMS 5, B-SMS 10	Situational;Advocate/Assist students in resolving different issues that arise	Anecdotal parent understanding
Progress Report/Report Card review	9-12	Counselors	Quarterly	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Outside referrals/placement	9-12	Counselors, other staff	As needed	Situational; M 1, M 2, M 5, M 6, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 7, B-SS 2, B-SS 4, B-SS 5, B-SS 9	Situational;Advocate/Assist students in resolving different issues that arise	Anecdotal student/parent understanding
Liaison with community organizations	9-12	Counselors, community orgs	As needed	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Create and avail opportunities for enrichment	Anecdotal student/parent understanding
Provide community service opportunities	9-12	Counselors	As needed	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Create and avail opportunities for enrichment	Anecdotal student understanding
K12 Comp Plan Design	9-12	K12 Comp Plan Committee	Ongoing, Supt days	M 5, B-LS 5, B-LS 9, B-SMS 3	Coordinate programming for students	K12 Comp Plan
K12 Comp Plan Review	9-12	K12 Comp Plan Committee	2 X per year	M 5, B-LS 5, B-LS 9, B-SMS 3	Coordinate programming for students	Feedback, eval of K12 Comp Plan
Design course catalog	9-12	Guid CL, admin	Annually	M 5, B-LS 5, B-LS 8, B-LS 9, B-SMS 3	Coordinate programming for students	Course catalog
Alumni outreach/survey	9-12	Guid CL	January	B-SMS 10, B-SS 9	Allow opportunity for feedback	Alumni survey results

8th to 9th Gr Transition - articulation with 8th Gr Teachers	9-12	Guid CL	January	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	8th Gr courses recos
8th to 9th Gr Transition - HS visit day	8	8 to 9 Coord	March	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Introduce and acclimate students	Anecdotal student understanding
8th to 9th Gr Transition - 8th Gr Course Selection meetings	8	Counselors	March	M 1, M 2, M 5, M 6, B-LS 8, B-LS 10, B-SMS 8, B-SS 3, B-SS 6	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding, course selections
Online course management	9-12	Guid CL	Ongoing - all year	M 2, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 5	Ensure understanding of academic expectations/program and to facilitate learning	Course registrations
Guidance budget review	9-12	Guid CL	Ongoing - all year	Situational	Support learning through multiple resources	Budget allocations
Liaison for students to part time jobs	9-12	Counselors, nurse	As needed	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Create and avail opportunities for enrichment	Anecdotal student understanding
Liaison for students to enrichment/ summer programs	9-12	Counselors	As needed	M 1, M 4, B-LS 10, B-SMS 8, B-SMS 10, B-SS 3, B-SS 6, B-SS 7, B-SS 8, B-SS 9	Create and avail opportunities for enrichment	Anecdotal student understanding

Westlake High School's 9th Grade Counseling Program

The Freshmen Counseling Program continues the department's developmental approach to counseling through our Freshmen Guidance Workshops and Seminars. In the fall, counselors deliver lessons in small group workshops with students and parents. Topics include an introduction to NYS graduation requirements, the numerous pathways to graduation, different diploma options available to students, various honor society membership requirements, the importance of getting involved in extracurricular activities, the significance of performing successfully in high school. We encourage students to take challenging courses and to take advantage of the many resources available at the high school. We believe that 9th grade is not too early to begin thinking about your future and planning ahead. The Freshman Seminar in the spring semester has the counselors working through a push-in model during 9th grade English classes. The goal of the Freshman Seminar is to educate students about the many uses of Naviance in researching college and career options. Through this, we explore personality type, strengths and areas to be developed. We focus on a thoughtful selection of experiences and coursework that correlates to student strengths and personality type. Several surveys and inventories are administered, and results are reviewed.

Overall, 9th grade is a year of transition. The counselors are here to guide our students through these times and help create pathways for a successful future. Students are encouraged to meet with his/her counselor frequently.

Westlake High School's 9th Grade Counseling Program Overview

Freshman year focuses on a developmental approach to providing support and resources to our incoming class. It is a time for an introduction of the many opportunities available at the high school to both the parents and students in our community. This is achieved through a variety of approaches throughout the year as highlighted monthly below.

SEPTEMBER

- Aid students with scheduling issues, course level changes, academic and/or social issues (ongoing throughout school year)

OCTOBER

- Academic Ineligibility Meetings for students being placed on academic probation or who are ineligible to participate in any activities due to failing grades. Intervention plan is devised for student to regain eligibility status for the future. Meetings are ongoing throughout the year.

NOVEMBER

- **Small Group Freshman Workshops** scheduled with student and parent. The workshops highlight useful information that students will need to know throughout their four years in high school. Discussion includes NYS graduation requirements, different diploma options available, the importance of becoming involved in extracurricular activities and community service, National Honor Society requirements as well as an introduction to the NCAA for our student athletes. Counselors stress the importance of maintaining a strong academic profile as early as 9th grade. We introduce opportunities for extra help and encourage our students to do their best.

DECEMBER

- Continuation of freshman seminars if necessary.

JANUARY

- Services for Students with Disabilities (SSD) Eligibility Form follow up for identified students requesting testing accommodations for College Board exams.

FEBRUARY

- **Individual progress review and scheduling conferences** with student and parent(s). Each student will select appropriate courses for the following school year based on teacher recommendations, student interest and academic advising.

MARCH

- **Individual progress review and scheduling conferences with 8th grade** parents and students to select appropriate courses for their 9th grade schedule based on teacher recommendations, student interest and academic advising.
- Attend 9th grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.

APRIL

- Continue to attend 9th grade annual review meetings for students with an Individualized Education Plan (IEP).
- **College & Coffee Night** - An evening of workshops that addresses the many facets of the college process.

MAY

- SSD Eligibility Form follow up.
- Continue to attend 9th grade annual review meetings for students with an Individualized Education Plan (IEP).
- Case manage and orchestrate annual review meetings for 9th grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs.
- **Introduction to NAVIANCE and FRESHMAN SEMINAR.** Naviance is a career and college exploration tool. 9th grade students will create a Naviance account in their Freshmen Seminar and will have access to this internet-based program from home and school. The Guidance Seminar will focus on the many facets of Naviance and teach students how to utilize the program to its fullest potential. Students will take a career interest profiler in 9th grade through Naviance. Their results are saved and can be referred to at any time. Results indicate specific career suggestions as they relate to student reported interest. Related college majors can be explored through this program as well. Career and college planning with Naviance will be ongoing throughout high school with the help of the guidance department.
- The Freshman Seminar operates as a push-in model during students' English classes. The course instruction encompasses many aspects of the high school experience and even goes further to prepare students for post-high school planning. Topics include explanation of New York State graduation requirements, college & career exploration, developing a career plan and employment skills. The course is designed to educate each student about the opportunities both in high school and the world at large.

JUNE

- Continue to case manage and orchestrate annual review meetings for 9th grade students with a Section 504 Accommodation Plan.
- Attend CSE annual review meetings for 9th grade district residents who attend special education programs in other locations.
- Summer school registration for 9th grade students who fail courses and/or exams at the end of the year.

Westlake High School's 10th Grade Counseling Program Overview

Sophomore guidance and counseling continues the department's ***developmental approach to counseling*** through testing, interviewing, and preparing students for careers and college majors. As a follow up to the Naviance Career Interest Profiler which students completed in 9th grade, we meet with our sophomores in a small group setting to discuss the results. Students review career options based on their personal reported interests. Naviance presents a list of careers to consider (specific to each student) and delves further into the type of education required to pursue such careers. Furthermore, Naviance will prompt students to research specific colleges which have the major that is most related to their career interests. Naviance offers a wide range of career and college exploration opportunities, which we heavily focus on in 10th grade to continue students on a path for planning ahead. The Naviance career assessment also helps to motivate and develop the student's own awareness with regard to career choices. Following our career counseling session, students are encouraged to regularly meet with their counselor for follow-up career interest meetings. Here, the motivated student can look deeper into their interests and learn more about ideas such as job outlook, internships, necessary education and expected salary. Students seeking a follow-up career appointment should make an appointment with their counselor.

Sophomores are strongly encouraged to take the PSAT for the first time in October. This exam is the "warm up" for the SAT. It should be noted that the exam is typically only given to juniors nationwide and is not reflected on the student's academic record. In February, individual scheduling meetings are held for each student. Counselors encourage their students to choose classes which are academically challenging and also to consider electives that could be of interest to them. We encourage students to choose a variety of electives which can potentially create a pathway for career choices. At our 10th grade scheduling conference, any student interested in attending BOCES to gain vocational training can further explore this option with their counselor. Finally, 10th grade students are encouraged to continue building a student resume of all their activities, clubs, sports, accomplishments, community service and part-time employment.

SOPHOMORE CAREER DEVELOPMENT

- Each student will meet with his/her counselor to follow up on his/her individualized career assessment via Naviance. Also, each student is encouraged to visit www.typefocus.com for an interactive, free personality assessment used frequently to match students to suitable careers. Another helpful website is www.nycareerzone.org. This site is an excellent resource for finding and exploring jobs and careers. For those students interested in military careers, you can visit www.militarycareers.com.
- Finally, we encourage sophomores to continue developing their portfolio of career interests, college searches and resumé on our Naviance program. Beginning to create a resumé at this point in high school is an extremely proactive approach to post-high school planning. Students can use their resumé to apply for part-time jobs, post-high school employment and even colleges.
- All sophomores will be invited to attend a Career Café, focusing on a select career cluster based on student interest. Students will be required to complete an application in order to attend. The Career Cafes are typically offered one time per semester and have become a pivotal event and turning point for sophomores to become more serious about career research.

Westlake High School's

10th Grade Counseling Program Overview

The sophomore year is filled with focus on career exploration and providing an annual individual progress review plan. Group counseling sessions regarding career interest and opportunities will take place in addition to optional individual follow up. Academic advising will occur to encourage a strong and appropriate course load for each student. The primary focus of sophomore year guidance initiatives is to continue promoting optimal student performance while introducing the concept of exploring different career opportunities.

MONTH-BY-MONTH CALENDAR OF SOPHOMORE YEAR ACTIVITIES:

SEPTEMBER

- PSAT registration available for all sophomores (free of cost). Registration takes place through the Guidance Department.
- Schedule adjustments made. Please see counselors for specific add/drop deadlines.

OCTOBER

- Academic eligibility review meetings for students placed on academic probation or ineligible to participate in any and all extracurricular activities (ongoing throughout the year).
- Services for Students with Disabilities (SSD) eligibility form follow up for identified students requesting testing accommodations for College Board exams.
- PSAT exam.

NOVEMBER

- Submit names of students for retakes of Regents exams for January.

DECEMBER

- Each semester, sophomores will be provided an opportunity to learn about careers and the professional world of work through participation in one of the Career Café's coordinated by the Guidance and Counseling Department. The Career Café is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students interested in BOCES programs are encouraged to visit the SW BOCES campus.

JANUARY

- SSD follow up.

FEBRUARY

- Individual progress review and scheduling conferences with student and parent. Each student will select appropriate courses for the following school year based on teacher recommendations, student interest and academic advising.

MARCH

- All sophomores will meet in small group settings to discuss the results of their Naviance career inventory, with a primary focus on career exploration (ongoing throughout winter).
- Attend 10th grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Submit names of students for retakes of Regents exams for June.

APRIL

- Advanced Placement exam information session and registration
- Continue to attend 10th grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- **College & Coffee Night** - An evening of workshops that addresses the many facets of the college process.

MAY

- SSD follow up.
- Advanced Placement examinations
- Continue to attend 10th grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Case manage and orchestrate annual review meetings for 10th grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs
- Each semester, sophomores will be provided an opportunity to learn about careers and the professional world of work through participation in one of the Career Café's coordinated by the Guidance and Counseling Department. The Career Café is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students are offered a different perspective on the career clusters they have been researching through Naviance and the Freshman Seminar course.

JUNE

- Students with IEP or Section 504 accommodations receive information for special testing accommodations for the ACT.
- Summer school registration – Counselor will coordinate summer school registration for course failures and resolve student schedule difficulties.
- Attend CSE annual review meetings for 10th grade district residents who attend special education programs in other locations.



Westlake High School's 11th Grade Counseling Program Overview

In the eleventh grade, many activities and programs are set up to assist the Juniors in preparing for the future after graduation. Beginning in October, the Juniors take the official Preliminary-SAT, which also serves as a National Merit Scholarship Qualifying Test for eleventh graders. In further preparation for the SAT and ACT, Juniors are provided a list of local test prep services designed to offer strategies for standardized test-taking. Speakers from educational consulting firms as well as admissions counselors from local colleges are invited to speak at evening presentations on the topic of SATs, college admissions, NCAA (National Collegiate Athletic Association) guidelines for the student athlete, and financial aid planning.

In Junior year, the major focus for students is college and career planning. Students will have had exposure to Naviance, a sophisticated online guidance program, offering extensive career and college exploration to assist with post-high school planning. Students will have completed a Naviance Career Interest assessment leading to a list of potential occupations and possible college majors to consider. Juniors will also be provided opportunities to attend a Career Café offered each semester, with guest speakers/professionals from a select career cluster. The Career Cafe is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students are offered a different perspective on the career clusters they have been researching through Naviance, the Critical Writing & Research class and the sophomore career workshop.

To keep students informed, email reminders regarding upcoming Guidance and Counseling activities and important events are sent to students and parents regularly.

In December, each counselor begins scheduling individual Junior conferences with each student and his/her parents to discuss the student's individual progress review plan and to have a discussion regarding post-high school planning. By this time, counselors have established strong working relationships with their students and are very knowledgeable about their individual needs and strengths and are able to advise them appropriately in setting their post-high school goals.

This meeting is essentially a transition conference that helps steer the student toward making decisions about the future after high school. During this conference, a host of objectives are achieved to help each student prepare for the college application process that will quickly arrive. They include:

- A current credit update and high school transcript evaluation
- A review of the student's program and senior year course selection
- A discussion of career interests and personal strengths/weaknesses in relation to possible college majors; each student's Naviance Career Interest Inventory results are reviewed and discussed.
- A presentation of the college admissions process and the important factors/criteria for admissions to different colleges (i.e., competitive/selective colleges)
- A review of the college application procedures in the Guidance Office/student responsibilities, counselor's responsibilities and services provided
- An introduction to the use of the "Common Application" as the most widely used application option for seniors applying to multiple schools.
- A discussion about the importance of the college essay, referencing sample essay questions from the "Common Application."

- A discussion about designing a student resume, using Naviance's resume builder, as well as other useful resources, such as attending the Guidance and Counseling Resume Workshops.
- A discussion on the factors the student is looking for in a college and what schools might be the best match for the student; college search resources such as websites, search engines, and college handbooks are explored.

By the end of this conference, students should be knowledgeable of resources available to assist them in generating a tentative list of potential colleges from which they can begin to research and ultimately submit applications to.



Westlake High School's

11th Grade Counseling Program Overview

The Junior year focuses on many activities and programs set up to assist the 11th graders in preparing for the future after graduation. College planning and post-high school options are explored through various formats including individual conferences and day and evening presentations.

MONTH-BY-MONTH CALENDAR OF JUNIOR YEAR ACTIVITIES:

SEPTEMBER

- Guidance Counselors distribute information regarding the PSAT/NMSQT (National Merit Scholarship Qualifying Test), including test-taking tips, test format and the in-school registration process

OCTOBER

- College Board Services for Student with Disabilities (SSD) eligibility form follow-up for identified students requesting testing accommodations for College Board exams
- PSAT testing administered at Westlake; in-school registration only
- Academic Ineligibility meetings for students placed on academic probation or ineligible to participate in any/all activities and sports

NOVEMBER

- Military Opt-out forms are emailed home to Juniors - Informs students about their right to Opt-Out of the school district providing their private information (name, address, telephone number) to military recruiters.
- Submit names of students for retakes of Regents exams for January.

DECEMBER

- College Night for Juniors – Guest speaker to talk about college.
- PSAT Score Report Distribution - PSAT score reports are distributed electronically to Juniors. Students may request a copy of their actual original test to review and use for future SAT preparation.
- All juniors will be invited to attend a Career Café, focusing on a select career cluster based on student interest. Students will be required to complete an application in order to attend. The Career Café is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness.
- Junior Conferences - from the end of the month through December, 11th graders meet with their counselors for their individual college and post-high school planning conferences. At these meetings, students and parents will discuss and review many objectives including:
 - Their annual individual progress review plan
 - A transcript and current credit review
 - Senior year course selection and program review
 - A review of PSAT scores and other standardized assessments and the role they play in college admissions, discussing test-optional policies in admission

JANUARY

- SSD Eligibility Form follow-ups
- SAT/ACT Classroom Visits—Counselors visit the classrooms of 11th graders to distribute information regarding the SAT and ACT college entrance exam tests, comparing and contrasting SATs and ACTs, reviewing test-taking strategies, Score Choice options and the online registration process.

FEBRUARY

- Individual progress review and scheduling conferences with 11th grade students and parents to discuss and select courses for their senior schedules.

MARCH

- Attend 11th grade CSE annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Submit names of students for retakes of Regents exams for June.
- College & Coffee Night - An evening of workshops that addresses the many facets of the college process.

APRIL

- Advanced Placement Information sessions and registration for students enrolled in AP courses.
- Continue to attend 11th grade annual review meetings for students with an Individualized Education Plan (IEP).
- College Fairs – Students are encouraged to attend local college fairs, such as the evening College Fair at the Westchester County Center.

MAY

- SSD Eligibility Form follow-ups
- Advanced Placement (AP) Exams administered at Westlake for students enrolled in AP courses
- Students may begin the process of requesting teacher letters of recommendation for college.
- Continue to attend 11th grade CSE annual review meetings for students with an Individualized Education Plan (IEP)
- Case manage and coordinate annual review meetings for 11th grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Offer Resume and College Essay Writing Workshops during student lunch periods.
- Each semester, Juniors will be provided an opportunity to learn about careers and the professional world of work through participation in one of the Career Café's coordinated by the Guidance and Counseling Department. The Career Café is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness.

JUNE

- Attend CSE annual review meetings for 11th grade district residents who attend special education programs in other locations
- Summer school registration for 11th grade students who fail courses and/or exams at the end of the year
- Counselors resolve student schedule conflicts and changes

Westlake High School's 12th Grade Counseling Program Overview

The Guidance and Counseling Program for senior year focuses on putting the student's post-high school plan (that was developed in 11th grade) into action. This takes into consideration that plans may have changed since 11th grade. Therefore, all options are carefully weighed including colleges and universities, trade school, employment and military. The counselors make themselves readily available for seniors to openly discuss and plan for their post-high school goals. There are several scheduled meetings that take place between parent, student and counselor. Topics include college applications, scholarships, financial aid, interviewing skills, transcript review and various other topics. Our goal is to help prepare seniors to make a well thought-out and responsible decision about their future.

Evening workshops for parents and lunchtime workshops for students ensure that pertinent information is disseminated in a timely manner.

Over 100 colleges visit Westlake each fall to meet with students 1:1 or in small groups. The purpose of this meeting is for college reps to meet with Seniors as a follow up to a campus visit, college fair or other encounter. Additionally, the reps are on hand to answer any last minute application questions.

Monthly Guidance and Counseling email newsletters, including senior year specific updates keep parents constantly aware of all the details related to the college application, financial aid and scholarship process. Naviance messages keep students very well informed about college visits, deadlines and all of the important details that make senior year an exciting time. As always, the Counselor's avail themselves for any questions or follow-up discussions you might have or want.

MONTH-BY-MONTH CALENDAR OF SENIOR YEAR ACTIVITIES:

SEPTEMBER

- The Senior Conference – implementing the Post High School Plan
- SAT I/ACT Counseling Program to remind seniors how to apply and when
- Senior Activity Sheets/Recommendation Forms completed electronically and given to counselors and teachers.
- Interviewing Skills Workshop
- Common Application workshops
- Review of Naviance program
- Review of eDocs procedures
- College application process overview in English classes
- SUNY Applications should be submitted by the end of the month for a better chance of acceptance
- Financial Aid Night Program for senior parents—FAFSA explained in depth; CSS Profile discussed. Apply starting October 1st.

OCTOBER

- Senior College Fair (regional)
- College applications due for early decision within the first week of this month. Students are encouraged to turn in all applications for a better chance of admission.
- Senior Credit Check Process #1—letters mailed home to parent(s)/guardian(s) whose child is in danger of not graduating and other pertinent information regarding graduation status.

OCTOBER *(continued)*

- Academic Eligibility Meetings for students being placed on academic probation or ineligible to participate in any and all activities—these meetings occur with every progress report and report card generated.

NOVEMBER

- Senior meetings with principal, counselor, student and parent if senior failing class(es).
- Continuation of college applications.

DECEMBER

- **Recommended:** December 1st deadline for all college applications if to be processed before the December break.
- Letters sent home to parents whose child has not submitted college applications/post high school work to date.

JANUARY

- Senior Internship Applications reviewed
- Early Decision Follow-up
- Begin searching for scholarships/scholarships push-in to ELA classes.
- Regents Exam retakes

FEBRUARY

- Mid-year Reports to all colleges—Valedictorian, Salutatorian announcement
- Senior Awards information distribution for all seniors during English classes for community and school scholarship eligibility
- Continue searching for scholarship – WHS Scholarship Center updated
- Senior Credit Check Process #2

MARCH

- College acceptance follow-up
- Senior Awards Committee meetings begin
- Scholarship interviews begin
- Attend 12th grade annual review meetings for students with an Individualized Education Plan (IEP)

APRIL

- College acceptance follow-up
- Post high school planning revisited
- Continue to attend 12th grade annual review meetings for students with an Individualized Education Plan (IEP)
- Scholarship interviews continue
- Senior Exit Surveys. Information used for Scholarship, Awards and Graduation Programs
- Senior Internships begin
- College and Coffee Night — available for parents and students grades 9-12

MAY

- Senior Credit Check Process #3
- AP Exams
- Scholarship interviews and process completed
- Counselors Case manage and orchestrate annual review meetings for their 12th grade students with a Section 504 Accommodation Plan to ensure plans are optimal for student learning and appropriately meeting individual needs for post-high school/college plans

JUNE

- Regents Exams retakes
- Senior Awards Ceremony
- Continue to case manage and orchestrate annual review meetings for 12th grade students with a Section 504 Accommodation Plan
- Summer school registration/GED/Post High School Plan for 12th grade students who fail courses/and or exams at the end of the year
- Letter sent to parent(s) of seniors who do not graduate, indicating appropriate alternatives for obtaining a high school diploma



Mount Pleasant CSD Comprehensive Developmental School Counseling Program Annual Outcomes Report

Class of 2023 - 136 Students

College Data

Attending College	87%
4 year colleges	88%
2 year colleges	12%
In State	48%
Out of State	52%
# of schools applied to	271
# of states where schools applied to . . .	34
# of applications	1,103
Reg Decision	309
Early Action	528
Early Decision	21
Rolling	193
Other	49



Diploma Types

Regents Diploma	86
Regents Diploma w/Honors	36
Regents Diploma w/AD	0
Regents Diploma w/CTE	9
Local Diploma.	0
# of students earning CDOS credential in addition to diploma	2



Mount Pleasant CSD Comprehensive Developmental School Counseling Program Advisory Council Summary

2022-23 Goal

Goal #1 - To align all transition programs, Grades 2 to 3, 5 to 6, and 8 to 9. Create continuity and developmentally appropriate programs to assist students in transitioning to new buildings and expectations.

- Added Coffee & Conversation evenings with administration and counselors at CES.
- Added Q&A panel for 2nd grade hosted by 3rd graders from CES.
- Added Meet & Greet BBQ in August for incoming 3rd graders to CES.
- Added two additional meetings between PALS and 9th graders in the first half of 9th grade.
- Added Coffee & Conversation evenings with counselors at WHS.

2021-2022 Goals Met

Goal #1 - *Improve how we promote, manage and assess career planning.*

- *Enhanced, comprehensive approach to career exploration starting in 6th grade. This includes classroom push-in instruction and goal setting, grades 6-8.*
- *New flow chart of topics and programs implemented, grades 6-8.*
- *Framework for Career Field Study Day being researched by FACS teacher.*
- *Upgrades and enhanced 9th Grade Seminar and 10th Grade Career Conference topics and activities.*

Goal #2 - *Emotional regulation - Examine how we assist students in managing any social/emotional issues.*

- *Acquired 2nd full-time Psychologist for HS, moving SW to MS full time.*
- *Created a DBT group, grades 6-12.*
- *Created a mindfulness/relaxation room, grades 6-12.*
- *Increased the frequency of IST meetings to review student concerns.*
- *Possible use of an Advisory period in high school, similar to middle school.*



This was developed to help you assess your school district's level of implementation of current NYSED regulations and provide a simple coding for your **Comprehensive School Counseling Program Map**

NYSED REGULATIONS PART 100.2(j) IMPLEMENTATION ASSESSMENT

1= None 2= Beginning 3= Developing 4= In Full Practice

IMPLEMENTATION RATING

1 2 3 4

Each district shall have a guidance program for all students:

(i) The K-6 school counseling program:

(i.1) is designed in coordination with the teaching staff

4

(i.2) prepares students to participate effectively in their current and future educational programs

4

(i.3) includes interventions for students with attendance problems

4

(i.4) includes interventions for students with academic problems

4

(i.5) includes interventions for students with behavioral problems

4

(i.6) includes interventions for students with adjustment problems

4

(i.7) educates students concerning avoidance of child sexual abuse

4

(i.8) encourages parental involvement

4

(ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff

(ii.1) includes the services of personnel certified or licensed as school counselors

4

(ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor

4

(ii.3) includes instruction at each grade level to help students learn about careers & career planning skills

4

(ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors

4

(ii.4.1) enables students to benefit from the curriculum

4

(ii.4.2) provides interventions for students with attendance problems

4

(ii.4.3) provides interventions for students with academic problems

4

(ii.4.4) provides interventions for students with behavioral problems

4

(ii.4.5) provides interventions for students with adjustment problems

4

(ii.4.6) provides advisement on developing & implementing postsecondary education and career plans

4

(ii.4.7) encourages parental involvement

4

(iii) The school district plan:

(iii.1) is filed in district office and available for review by any individual

4

(iii.2.1) includes program objectives which describe expectations of what students will learn from the program

4

(iii.2.2) includes activities to accomplish the objectives

4

(iii.2.3) includes specification of staff members & other resources assigned to accomplish objectives

4

(iii.2.4) includes provisions for the annual assessment of program results

2

(iii.3) is reviewed annually and revised as necessary

4

Subscores

0 2 0 #

Total Score (highest possible is 100)

98

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