

# Sauquoit Valley Central School

## Comprehensive Guidance Plan





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## I. NYS Education Department School Counseling Regulations

On July 1,, 2017, the New York State Education Department Board of Regents adopted amendments to Commissioner's Regulations related to school counseling (<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>).

The New York State Education Department further explained the role of the school counselor as:

*"A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school. The New York State Education Department believes that the amended school counseling regulations will 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. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child". (NYSED, 2018)*



In the January 3, 2018 memo from the New York State Education Department to school district leaders the following highlights to the changes to the school counseling regulations were identified as:

OLD REQUIREMENTS	NEW REQUIREMENTS
Each school district shall have a guidance program for all students.	Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten through grade 12. Each school district shall also ensure that <b>all students in grades K-12 have access to a certified school counselor(s)</b> . For the city school district of the City of New York and the city school district of the City of Buffalo, this shall include a licensed guidance counselor(s) pursuant to part 80 of the Commissioner's regulations.
In grades K-6, the program shall be designed in coordination with the teaching staff.	Beginning with the 2019-2020 school year, in grades K-5, the program shall be designed by a <b>certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers</b> .
In grades 7-12, the program shall include an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified by licensed as school counselors.	Beginning with the 2019-2020 school year, for students in <b>grades 6-12</b> , certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's <b>educational progress and career plans</b> . For a student with a disability the plan shall be consistent with the student's individualized education program.
Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements.	Beginning with the 2019-2020 school year, each school district shall develop <b>district-wide and building-level comprehensive developmental school counseling/guidance plans</b> which set forth the manner for compliance with this subdivision. Such district and building level plans shall be <b>updated annually</b> , available for review at the district offices and each school building, and made available on the <b>district website</b> .
N/A	Each school district shall establish a comprehensive developmental school counseling/guidance program <b>advisory council</b> to be comprised of representative stakeholders (such as parents, members of the board of education, school building, and/or district leaders, community-based services providers, teachers, certified school counselors and other pupil personnel providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.



## **II. Sauquoit Valley School Counseling Department**

### **A. INTRODUCTION/HISTORY**

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

The Sauquoit Valley Central School was centralized by the Regents of the University of the State of New York in 1930, a combination of the Sauquoit Union High School, Clayville High School and the Cassville Allen, Tophet and Doolittle Districts. Five more districts were added in the following order: Miller, District No. 5, Litchfield, Paris Hill, Norwich Corners, and in 1955 District No. 10, Frankfort. The Junior-Senior High School Building became ready for occupancy in September 1932 and the addition was completed in 1962. In 1954, the Sauquoit Valley Elementary School on Sulphur Springs Road was opened, housing students in Kindergarten through sixth grade at that time. In 1984, Sauquoit Valley Central School annexed the Chadwicks Union Free School District. A new Middle School housing students in Grades 6-8 was opened on the Sauquoit campus in 1990.

The progenitors of both Sauquoit Union School and Clayville High School, namely the old Sauquoit Academy and Clayville Union School have interesting and unique histories of their own; the old Academy having been organized in 1844 and Clayville Union School in 1870. Our library has minutes of school meetings of Tophet School dating from 1812, of District No. 23 (East Sauquoit) from 1813, of Doolittle from 1819 and District No. 10 (Frankfort).



## **B. COUNSELING PROGRAM OVERVIEW**

Sauquoit Valley's K-12 comprehensive counseling plan strives to support and educate the whole child.

At the **K-5 level**, school counselors will work to coordinate program delivery with teaching and pupil personnel staff by preparing students to participate in current and future educational programs and providing information related to college and careers. Students will receive interventions related to attendance, academic, adjustment and behavioral problems. Students will be educated concerning the avoidance of sexual abuse. Parental/guardian involvement will be paramount and referrals to outside service providers will be utilized when appropriate.

At the **6-12 level**, school counselors will deliver the comprehensive school counseling program in cooperation with the assistance of teachers, social workers and other support staff. An **Individual Annual Review** of student educational progress and career plans will be provided. Instruction at each grade level regarding careers and career planning will be in place. The comprehensive counseling program will enable students to benefit from the curriculum and will serve as an intervention for students with attendance, academic, behavioral, and adjustment problems. Parents/guardians will be involved whenever possible.



### **III. 21st Century School Counseling Plan**

Sauquoit Valley's school counseling plan aims to provide an equal opportunity for all students while also preparing students to be globally competitive citizens in an ever changing world. School counselors are dedicated to improving student achievement, social well being, and other factors affecting overall performance. In order to successfully meet the demands of a 21st Century school counseling program, Sauquoit Valley School Counselors regularly engage in professional development in order to meet the current needs of students. By demonstrating leadership, advocacy, and collaboration, counselors use a data-driven approach aimed at improving student achievement.

Sauquoit Valley School is divided into three separate buildings; Elementary (K-4), Middle School (5-8), & High School (9-12). The counselors within each building effectively collaborate on student success and engagement to encourage consistency within their respective buildings, as well as within the entire Sauquoit school community. Counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. Direct and indirect supports, academic advising, skill development support and classroom plans are provided in an effort to promote student success and close existing achievement gaps. The comprehensive guidance plan is guided by the belief that students should always be put first.

In addition to collaboration amongst counselors, collaboration also exists between teachers, administrators, community members and families. This allows for information to be shared so that counselors can direct their programs and provide continual support in order to advocate for all students at Sauquoit Valley. This collaboration also allows NYS school counselors to analyze and assess school counseling programs, implement programs through a variety of systems, and maintain an assessment system that demonstrates effectiveness.



## IV. ASCA National Model-Executive Summary

The ASCA National Model guides school counselors in the developments of school counseling programs that:

- Are based on data informed decision making
- Are delivered to all students systematically
- Include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success
- Close achievement and opportunity gaps
- Result in improved student achievement, attendance and discipline

The framework of the ASCA National Model consists of four components: **DEFINE, MANAGE, DELIVER and ASSESS.**

- A. DEFINE**-Three sets of standards define the school counseling profession. These standards help new and experienced school counselors develop and implement and assess their school counseling program to improve student outcomes.

### 1. Student Standards

#### a) ASCA Mindsets and Behaviors:

- i. K-12 college and career readiness for every student (knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development)

#### b) NYS CDOS:

- i. Career development and occupational studies for every student

### 2. Professional Standards

**a) ASCA Ethical Standards for School Counselors** (specify principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism)

**b) ASCA School Counselor Professional Standards and Competencies** (outline knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession)



**B. MANAGE-School counselors incorporate organizational tools and assessments in order to guide, target and structure a school's counseling program in order to get results.**

**1. Program Focus**

**a. Counseling Beliefs**

- i. All students have the ability to achieve academic success given the proper resources and support.
- ii. All students have the right to access the school counseling program with certified school counselor's to deliver the program.
- iii. All students have the right to a differentiated school counseling program that will address each individual's beliefs, ethnicity, race, experiences, and backgrounds.
- iv. All students should have access to and opportunity for a high-quality education.
- v. Every student should graduate from high school prepared for postsecondary opportunities.

**b. Vision Statement**

The vision of the Sauquoit Valley High School Counseling Department is to provide each student with a comprehensive school counseling program to ensure that all students become globally competitive citizens after their high school career. Through successful collaboration and consultation with community members, educators, and parents, student performance will be enhanced by addressing each individual's academic, career, and personal/social needs.

The vision of our school-counseling department at Sauquoit Valley High School is to attain a continuous collaboration of stakeholders that will empower the unification of our school's resources. We envision a collaborative school-counseling program that ensures consensus among our school and community beliefs and values.

Our school-counseling program will provide equal opportunity for all students to achieve in the academic, career, and personal/social domains. Through intentional and data-driven programs, Sauquoit's counselors will identify and infiltrate the essence and needs of all students. The school-counselors will utilize their professional expertise to deliver classroom guidance lessons, small-group responsive services, and individual



counseling services aimed at providing all-encompassing support for Sauquoit Valley High School.

In just 4 short years our students enter our building, they will be affected by the changes we instill as educators, and are then released into a global society.

**As counselors we envision the following:**

- In the years our students are with us they will master the skills they need to be college and career ready.
- Students will be prepared to function as productive members of society regardless of the post-secondary path they choose.
- A major component of student readiness will include the learned ability to make a plan and then change it in the face of necessity.
- The life-long learning Sauquoit Valley works to instill will accompany students in the life challenges and changes that will arise as they continue through adulthood.
- Students will face their lives with a healthy zest for life and the challenges it brings.

As an educational community, we accept responsibility to deliver and maintain a comprehensive school-counseling program at Sauquoit Valley School.

**c. District Mission Statement**

Our mission is to ensure that each student will become a lifelong learner and responsible citizen in an ever-changing world.

**d. Counseling Mission Statement**

The mission of the Sauquoit Valley school-counseling program is to partner with educators, parents and the community to maximize student potential, foster academic and personal growth, and prepare all students to be productive members of society who are college and career ready.



## 2. Program Planning

- a. **Data**-A comprehensive school counseling program is data driven. At each level (Elementary, Middle and High School), school counselors will review and discuss data driven needs for the student population. Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data.
  - i. **District Goals**-Sauquoit Valley program goals are developed annually in alignment with the vision, mission and the goals of the district school and department. The goals will serve to guide the curriculum and corresponding action plans.
- b. **Lesson Plans**
  - i. School counselors deliver classroom lessons across all grade levels that address the academic, social and career development needs of students. Lesson plans are developed according to NYS CDOS and ASCA Standards.
- c. **Annual Administrative Agreement**

<b>ES Counselors</b>	<b>80% Direct Delivery of Services</b>	<b>10% Indirect Delivery of Services</b>	<b>5% Program Planning/School Support</b>	<b>5% Non-Counseling Duties</b>
<b>MS Counselors</b>	<b>80% Direct Delivery of Services</b>	<b>10% Indirect Delivery of Services</b>	<b>5% Program Planning/School Support</b>	<b>5% Non-Counseling Duties</b>
<b>HS Counselors</b>	<b>80% Direct Delivery of Services</b>	<b>10% Indirect Delivery of Services</b>	<b>5% Program Planning/School Support</b>	<b>5% Non-Counseling Duties</b>

- d. **Use of Time**-Weekly/monthly calendars are maintained by counselors that provide a detailed plan of the school counselor's activities of the week.



- e. **Action Plan/NYS School Counseling Program Map**-A yearly calendar written by counselors and pupil personnel in each building indicates overall counseling activities in that building. The yearly calendar indicates major activities, dates, and themes for the year. The yearly calendar will be made available to staff, students, and parents.

**SVCSD Comprehensive Guide to  
School Counseling Services**

Activity	Objective	Grade	ASCA Standard	CDOS Standards	NYSED Regulations	Timeline
Parent Consultation	Provide academic, behavioral, social, emotional, and/or mental health guidance as needed.	K-12	M 1-7 B-SS 4,5,6	N/A	i.8, ii.4.7	All year.
Teacher Consultation	Provide academic, behavioral, social, emotional, and/or mental health guidance as needed.	K-12	M 1-7 B-SS 1,2,4,5,6 B-PF 6, B-PE 2,3,4	N/A	iii.2.3	All year.
Teacher Support Team meetings (TST)	Develop interventions to address academic,	K-8	M 1-7 B-SS 1,2,4,5,6 B-PF 6,	N/A	I.1,i.2,1.3,1.4,i.5,i.6	Weekly.



	behavioral, and social / emotional needs		B-PE 2,3,4			
Student Review Team (SRT)	Develop interventions to address academic, behavioral, and social / emotional needs	9-12	M 1-7 B-SS 1,2,4,5,6 B-PF 6, B-PE 2,3,4	N/A	li.4.1,ii.4.2,ii.4.3 ,ii.4.4,ii.4.5	Bi Monthly.
CSE & 504 Initial and review meetings	Support the development and implementation of students' plans as committee member.	K-12	M 1-7  B-SS 4,5,6  B-PF 2	N/A	i.2, i.4, i.5, i.6, i.8,  ii4.3, ii 4.4, ii 4.5, ii4.6, ii 4.7  iii.2.1, iii.2.2, iii2.4, iii.3	All year.
FBA/BIP development	Focuses on identifying the function or purpose of specific behaviors. Assessments are used to develop behavior intervention plans that are based on an informed understanding of the cause of the specific behavior.	K-12	M 1-7  B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6  B-PE 2, B-PE 3, B-PE 4,	N/A	i.1, i.2, i.3, i.4, i.5, i.6, i.8  ii.1.,ii.4., ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4.7  iii.2.1, iii.2.2, iii.2.3, iii.3	All year.



Social/emotional learning lessons(via classroom push-ins)	Provide classroom-wide information and coping strategies on social/emotional topics.	K-12	M 1-7  B-PF 1, B-PF 3, B-PF 4, B-PF 5, B-PF 6, B-PF 7, B-PF 8, B-PF 9  B-SS 1, B-SS 2, B-SS 4, B-SS 5, B-SS 6	N/A	i.2, i.5, i.6, i.7  ii.1, ii.3, ii.4, ii.4.6  iii.2.1, iii.2.3, iii.2.4, iii.3	All year.
Individual counseling sessions	Provide behavioral, social, emotional, and/or mental health guidance as needed (family changes, social skills, friendship building, anger management).	K-4	M 1-7  B-LS 1, B-LS 3, B-LS 4, B-LS 6, B-LS 7, B-LS 9  B-SMS 1-10  B-SS 2-9  B-PF 1-9  B-SS 1-6  B-PE 2, B-PE 3, B-PE 4, B-PE 6, B-PE 9	3A 1-8	i.1, i.3, i.5, i.6, i.7, i.8	All year.
Individual counseling sessions	Provide academic, behavioral, social,	5-12	M 1-7  B-LS 1, B-LS	3A 1-8  3B	i.1-8  ii. 1-3, ii.4.1-4.7	All year.



	emotional, and/or mental health guidance as needed (family changes, social skills, friendship building, anger management).		3,B-LS 4, B-LS 6, B-LS 7, B-LS 9  B-SMS 1-10  B-SS 2-9  B-PF 1-9  B-SS 1-6  B-PE 2, B-PE 3, B-PE 4, B-PE 6, B-PE 9			
Group counseling sessions	Provide behavioral, social, emotional, and/or mental health guidance as needed (family changes, social skills, friendship building, anger management).	K-8	M 1-7  B-LS 1, B-LS 3,B-LS 4, B-LS 6, B-LS 7, B-LS 9  B-SMS 1-10  B-SS 2-9  B-PF 1-9  B-SS 1-6  B-PE 2, B-PE 3, B-PE 4, B-PE 6, B-PE 9	3A 1-8	i.1, i.3, i.5, i.6, i.7, i.8  ii.1, ii.4, ii.4.4, ii.4.5	All year.



Group counseling sessions	Provide academic, behavioral, social, emotional, and/or mental health guidance as needed (family changes, social skills, friendship building, anger management).	9-12	M 1-7  B-LS 1, B-LS 3, B-LS 4, B-LS 6, B-LS 7, B-LS 9  B-SMS 1-10  B-SS 2-9  B-PF 1-9  B-SS 1-6  B-PE 2, B-PE 3, B-PE 4, B-PE 6, B-PE 9	3A 1-8  3B	i.1-8  ii.1, ii.4, ii.4.4, ii.4.5, ii.4.6, ii.4.7	All year.
Banana Splits	Provide social and emotional support to students from divided families.	K-8	M 1-7  B-PF 1, B-PF 3, B-PF 4, B-PF 5, B-PF 6  B-SS 1-6	N/A	I.5, i.6, i.8  ii.1, ii.4.4, ii.4.5, ii.4.7  iii.2.1, iii.2.2	All year.
Lunch Club	Facilitate friendships and social interactions for students who need assistance in these areas.	K-12	M 1-7  B-LS 1, B-LS 4, B-LS 6  B-SMS 1-10  B-SS 2-9	N/A	i.5, i.6, i.8  ii.1, ii.4.4, ii.4.5, ii.4.7	



			B-PF 1, B-PF 3, B-PF 4, B-PF 5 B-PF 6, B-PF 7, B-PF 8  B-SS 2-6			
Referrals to outside mental health agencies and community resources	Connection to outside services and supports as needed.	K-12	M 1-7  B-PF 2, B-PF 3, B-PF 4, B-PF 6, B-PF 8  B-SS 4, B-SS 5, B-SS 6  B-PE 2, B-PE 5	N/A	i.2-8  ii.4 (2-7)	All year.
Masters of Social Work internship program	Increase our counseling reach by holding additional therapeutic groups, individual sessions, et al under the guidance of school social workers.	K-4	M 1-7  B-PF 1-8  B-SS 1-6  B-PE	N/A	i.1, i.3, i.5, i.6, i.7, i.8	All year.
Positivity Project	School-wide movement, a paradigm of thought, with strengths that	K-12	M 1-7  B-LS 1-10	1.1  2.1  3a. 1-8	i.1, i.2, i.8  ii.3, ii.4.1, ii.4.6, ii.4.7	All year.



	support positive relationships and permeate the school community.		B-SMS 1-10 B-SS 1-9 B-PF 6,7,9 B-SS 2, B-SS 5, B-SS 6 B-PE 3		iii.2.1, iii.2.2, iii.2.3	
Crisis Response Team (CRT)	Respond to the social-emotional components of a crisis. Help return to pre-crisis state as soon as possible.	K-12	M 1-7 B-PF 1-9 B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6	N/A	ii.1, ii.4, ii.4.7 iii.3	As needed.
Mediation	Provide and teach problem-solving strategies to students who qualify.	K-12	M 1-7 B-LS 1, B-LS 4, B-LS 7, B-LS 9 B-SMS 1, B-SMS 2, B-SMS 6, B-SMS 7, B-SMS 9, B-SMS 10 B-SS 1-9 B-PF 1, B-PF 4, B-PF 5,	3a.2, 3a.3, 3a.4	i.5, i.6 ii.1, ii.4.4, ii.4.5	All year.



			B-PF 6, B-PF 9  B-SS 3, B-SS 5, B-SS 6			
Teddy Bear Clinic (KG only)	Teddy Bear Clinic works to reduce fear and put smiles on the faces of our kids by giving the animals the same treatments they are given at a doctors office or hospital.	K-4	M 1-7  B-LS 2, B-LS 10  B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 9, B-SMS 10  B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9  B-PF 1, B-PF 4  B-SS 1, B-SS 5, B-SS 6	N/A	i.6	Once a year (TBD).
Outside Presentations (ex: "Effects of Technology on Children"-speaker	Provide expert support and guidance on topics that affect parents and families (ex: Impacts of technology on Children;	K-12	M 1-7  B-LS 1, B-LS 4, B-LS 5, B-LS 6, B-LS 9, B-LS 10	2.1  3a. 1-8  3B	I.1-8  II.1, II.3-4.7	Ongoing.



	Parenting Programs)		<p>B-SMS 1, B-SMS 3, B-SMS 8, B-SMS 10</p> <p>B-SS 1, B-SS 2, B-SS 3, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9</p> <p>B-PF 1-8</p> <p>B-SS 1-6</p> <p>B-PE 2, B-PE 5</p>			
Kindergarten Screening		K	<p>M 1-7</p> <p>B-LS 1, B-LS 2, B-LS 9</p> <p>B-SMS 1-4, B-SMS 7, B-SMS 9, B-SMS 10</p> <p>B-SS 1, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 8, B-SS 9</p> <p>B-PF 1, B-PF 3, B-PF 4, B-PF 6</p>	3a.1-8	<p>i.1, i.2, i.4, i.5, i.6, i.8</p> <p>iii.2.1, iii.2.2, iii.2.3, iii.3</p>	Once a year.



			B-SS 4-6  B-PE 1, B-PE 2, B-PE 4, B-PE 6			
Articulation with next grade level counselors/ teachers		K-12	M 1-7  B-PF 2, B-PF 5, B-PF 6, B-PF 8  B-SS 4, B-SS 5, B-SS 6  B-PE 2, B-PE 3, B-PE 4, B-PE 5, B-PE 6	N/A	I.1-6  ii.1, ii.2, ii.4, ii.4.2 - 4.6  iii.3	
Course Selections	Course requirements, present graduation requirements, and electives.	5-12	M 1-7  B-PF 1, B-PF 2, B-PF 4  B-SS 1, B-SS 2, B-SS 5, B-SS 6  B-PE 2, B-PE B-PE 3, B-PE 4	N/A	ii.1, ii.2, ii.4.3, ii.4.7	All year



Master Schedule Building	Develop course times and	5-12	M 1-7 B-PF 2 B-SS 5, B-SS 6 B-PE 2, B-PE 7	N/A	ii.1, ii.4.1	June-August
Building Transition/ New Student Transitions		K-12	M 1-7 B-SS 6	N/A	i.1, i.2, i.8 li.1, ii.4, ii.4.1, ii.4.5, ii.4.7 lii.2.2 iii.3	May & August
Career Exploration	Expose students to college and career opportunities.	K-12	M 1-7 B-LS 1, B-LS 7, B-LS 8, B-LS 9, B-LS 10 B-SMS 1-10 B-SS 3 B-PF 1, B-PF 2 B-SS 3, B-SS 4, B-SS 5, B-SS 6 B-PE 2, B-PE 4	ALL	i.1, i.2, i.8 ii.1, ii.2, ii.3, ii.4, ii.4.6, ii.4.7 iii.3	All year



SABA (School & Business Alliance)	Provide students with shadowing and internship opportunities in order to appropriately explore their career based interests.	9-12	M 1-7			All year
Scholarships and Awards	Motivate and reward students by creating awareness of available opportunities.	7-12	M 1-7 B-PF 6 B-SS 4, B-SS 5, B-SS 6	3a.6, 3a.7	ii.1, ii.3, ii.4.1, ii.4.6, ii.4.7	January-June
Coordination w/ Safe Schools program	Coordination regarding attendance and truancy issues	K-12	M 1-7 B-PF 2, B-PF 3, B-PF 4, B-PF 6, B-PF 8  B-SS 4, B-SS 5, B-SS 6  B-PE 2, B-PE 5	N/A	i.2-8 ii.4 (2-7)	All year.



- f. **Advisory Council**-Our Advisory Council plays a vital role in shaping our counseling program. Through our stakeholders we are able to share data to help identify the specific needs of our district. We can then review the programs we have in place along with creating new programs that address these needs. We hear suggestions and concerns from all the people whose involvement we feel is necessary to provide the best academic and social education for our students.

#### **Sauquoit Valley Advisory Council Members**

Parent –PTO President  
Teacher – SVTA Officer  
Student - Student Council President  
Board of Education member – Decided annually  
Administrator – Peter Madden  
Administrator – Mark Putnam  
Administrator - Brian Read  
Director of Pupil Personnel - Tracy Facchini  
School Social Worker- Paul Dischavio  
School Counselor – Ed Ryan  
School Counselor - Gabrielle Duell  
School Counselor – Natalie Powers  
School Counselor – Pete Scialdone

- C. **DELIVER**-District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend approximately 80% or more of their time in direct and indirect services, in addition to 20% in program planning and school support in order for students to achieve the most effective delivery of the school counseling program.

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

#### **1.Direct Student Services**

- a. Individual and Group Counseling
- b. Crisis Response
- c. Advisement
- d. Classroom Activities



## 2. Indirect Student Services

- a. Referrals
- b. Consultation
- c. Collaboration
- d. Professional Development

**D. ASSESS-**To achieve the best results for students, school counselors regularly assess their program to determine its effectiveness.

1. **Program Assessment**-Programs are assessed according to NYS CDOS and ASCA program components.
2. **School Counselor Assessment**-School counselors participate in annual performance reviews with their direct supervisor(s) based on NYS CDOS and ASCA Standards.